Universidad de Guayaquil

UNIVERSIDAD DE GUAYAQUIL

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

EDUCATIONAL PROJECT

**PREVIOUS TO OBTAINING THE DEGREE IN SCIENCES OF EDUCATION
MENTION: ENGLISH LANGUAGE AND LINGUISTICS**

TOPIC:

THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY
TO ENHANCE WRITING SKILLS.

PROPOSAL:

DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO
IMPROVE WRITING IN A2.2 STUDENTS

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**GUAYAQUIL
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DEDICATION

I dedicate this project to my family. My grandparents Carlos Julio Moya, Lucy Mero. My mom Alexi Espinales, my sisters Jorgina and Margarita Fageda, my aunt Glenda Espinales and my uncle Julio Jaramillo.

Adrian Fageda Espinales

DEDICATION

To my dearest brothers: Carlos, Paul y Johnatan.

Remember you are capable of great things.

I love you all.

Julissa Silva Loor

ACKNOWLEDGMENTS

First of all, I would like to thank God for giving me health and letting me get to this important moment in my life because I know that he has been with me in every single moment. I want to thank Universidad de Guayaquil, teachers for providing me the knowledge acquired and classmates who have been important to me, every people I have known in the university that make this possible.

I thank Carlos Julio and Lucy, my grandparents which I don´t recognize as my grandparents but as my real parents, they have been an essential support throughout my entire life. Also, I can not forget what my uncles, Glenda, Julio, Mariuxi, and Joselo, have done for me, for my education, my integral growth, they just never let me alone when I needed somebody for sharing my thoughts and to express my feelings. Thank you, mom, because you raised a good man by giving me and teaching me examples about how to be a good person, you have given me values and have shown me how to fight in this difficult life despite the obstacles.

Finally, but not least important, I would like to thank my partner in this project, who has not been just a classmate, but someone that I consider my best friend. Julissa, thank you because you taught me solidarity, teamwork, and empathy. I am honored by sharing this important academic step with you.

Adrian Fageda Espinales

ACKNOWLEDGMENTS

ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA
FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS. DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS

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PALABRAS CLAVES/ KEYWORDS:	TIC, producción escrita, aprendizaje, tecnología ICT, writing skills, learning, technology
RESUMEN (150-250 palabras):	El presente trabajo de investigación tiene como objetivo determinar la influencia del uso de las TIC para mejorar las habilidades de la producción escrita. El uso de la tecnología es esencial en muchos aspectos de la vida del ser humano siendo la educación unos de los principales. La educación está en constante crecimiento, por lo tanto, es fundamental las adaptaciones a las nuevas tecnologías que trae consigo la era globalizada. El desarrollo de la producción escrita en el idioma Ingles se ve beneficiado directamente pues el uso de las TIC provee una variedad de materiales y plataformas que son aprovechadas para crear lazos significativos en el aprendizaje de los estudiantes al mismo tiempo que desarrollan habilidades interpersonales como la creatividad y habilidades de autogestión. El diseño de una guía didáctica para el uso de plataformas digitales que mejore la producción escrita en los alumnos A2.2 es propuesta con el fin de ofrecer contenido y actividades que se adapten a situaciones de la vida real para que el alumno cree un conocimiento significativo y duradero.
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ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (INGLES)

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA
FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

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ANEXO XII.- DECLARACIÓN DE AUTORÍA Y DE AUTORIZACIÓN DE LICENCIA GRATUITA
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FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

CARERRA DE LENGUAS Y LINGÜÍSTICA

LICENCIA GRATUITA INTRANSFERIBLE Y NO COMERCIAL DE LA OBRA CON FINES NO
ACADÉMICOS

Nosotros, **FAGEDA ESPINALES ADRIAN STEVEN**, con C.I. **0924697469**, y **SILVA LOOR
JULISSA MADELAYNE** con C.I. No. **2000104899**, certificamos que los contenidos
desarrollados en este trabajo de titulación, cuyo título y propuesta es "**THE INFLUENCE
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DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING
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ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **VALLE NAVARRO CARLOS ERNESTO**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **FAGEDA ESPINALES ADRIAN STEVEN** y **SILVA LOOR JULISSA MADELAYNE**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación mención Lengua y Literatura Inglesa.

Se informa que el trabajo de titulación: **THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS**, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 8 % de coincidencia.

THE INFLUENCE OF INFORMATION AND COMMUNICATION
TECHNOLOGY TO ENHANCE WRITING SKILLS

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CARLOS ERNESTO
VALLE NAVARRO

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C.I. 0912219771
FECHA: 16/09/2022

ANEXO XIII.- **RESUMEN** DEL TRABAJO DE TITULACIÓN (ESPAÑOL)

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARERRA DE LENGUAS Y LINGÜÍSTICA

LA INFLUENCIA DE LA TECNOLOGIA DE LA INFORMACION Y COMUNICACIÓN PARA MEJORAR LA PRODUCCION ESCRITA

GUIA DIDACTICA PARA EL USO DE PLATAFORMAS DIGITALES PARA MEJORAR LA PRODUCCIÓN ESCRITA DE A2.2 ESTUDIANTES

Autor: FAGEDA ESPINALES ADRIAN STEVEN
SILVA LOOR JULISSA MADELAYNE

Tutor: MSC VALLE NAVARRO CARLOS

Resumen

El presente trabajo de investigación tiene como objetivo determinar la influencia del uso de las TIC para mejorar las habilidades de la producción escrita. El uso de la tecnología es esencial en muchos aspectos de la vida del ser humano siendo la educación unos de los principales. La educación está en constante crecimiento, por lo tanto, es fundamental las adaptaciones a las nuevas tecnologías que trae consigo la era globalizada. El desarrollo de la producción escrita en el idioma Ingles se ve beneficiado directamente pues el uso de las TIC provee una variedad de materiales y plataformas que son aprovechadas para crear lazos significativos en el aprendizaje de los estudiantes al mismo tiempo que desarrollan habilidades interpersonales como la creatividad y habilidades de autogestión.

El diseño de una guía didáctica para el uso de plataformas digitales que mejore la producción escrita en los alumnos A2.2 es propuesta con el fin de ofrecer contenido y actividades que se adapten a situaciones de la vida real para que el alumno cree un conocimiento significativo y duradero usando la tecnologia.

Palabras Claves: TIC, producción escrita, aprendizaje, tecnología

ANEXO XIV.- **ABSTRACT** (INGLÉS)

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O
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**THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO
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**DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE
WRITING IN A2.2 STUDENTS**

Author: FAGEDA ESPINALES ADRIAN STEVEN
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Abstract

The current academic work is aimed to determine the influence of the use of
ICT to enhance writing skills. The use of technology is essential in many aspects
of humans life, with being education one of the principal. Education is in
constant growth, thus, it is fundamental to be adapted to the new technologies
that the globalized era brings along. The development of writing skills in the
English language directly receives the benefits of the use of ICT because they
provide a variety of material and platforms which help to make significant
connections in students' process of learning while they develop interpersonal
skills like creativity and self-management skills.

The design of a didactic guide for using digital platforms to improve writing in
A2.2 students is proposed with the objective to offer real-life content and
activities for the student to build their own significant and long-lasting
knowledge using technology as an educational tool.

Keywords: ICT, writing skills, learning, technology

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Introduction

Over the past few decades, technology has reached a significant place in the educational field. According to UNESCO, there are many ways that technology can offer wide access to education, improve and support teaching methodologies, and provide a variety of tools and content to enhance the quality of the process of learning as well as the education administration, and so does the implement of ICT in education. (UNESCO, 2021)

Information and Communication Technologies (ICT) refers to the compilation of technological tools and resources used to transmit certain information. (Rhine, 2008) has divided the concept into two components aside the technology part, there is the information that is transmitted through it, and the communication process that is facilitated and used as a medium for the information.

Nowadays, ICT provides a set of advantages to enhance language skills as it is the writing skills. For instance, the interaction with authentic material in a more meaningful way that will help students to develop the linguistic competences they might need to enhance writing. As this tool has provided an important improvement in the process of learning, it has also affect the teaching methodologies that teachers implement in their classes allowing them to enrich their content with flexible ways of teaching it more than only focusing in guided task written on paper.

This research work aims to demonstrate the influence of information and communication technology to enhance writing skills providing a didactic guide for

using digital platforms to improve writing in A2.2 students. This tool will help teachers be involved in this didactic method in the class activities to achieve proper learning of the target language in their students.

It has the following chapters:

CHAPTER I: This chapter presents the research context, problem statement, objectives of the research, research questions, and justification.

CHAPTER II: It presents the research background, theoretical, contextual, and legal framework. Also, the operationalization of variables is attached.

CHAPTER III: It contains the research approaches, types of research, population, and sample, data collection with its methods and techniques, research instruments, and the analysis and interpretation of results.

CHAPTER IV: It presents the proposal. A background, justification, goals, methodology, activities, chronogram of activities, feasibility are provided. Also, this chapter contains conclusions and recommendations.

Chapter I

The research problem

1.1 Research context

This educational project was carried out at Camilo Gallegos Dominguez Educational Institution where first-year Unified General High School students and their English teacher were taken into consideration to develop the following research. This Educational Institution is located in the south of Guayaquil. It receives more than 1.000 students per year from different social areas of the city, which allows the researchers to have a broader perspective of the problem and provide a suitable solution that could be applied in a variety of contexts.

The English National Curriculum of Ecuador establishes as one of its goals to create a love of learning not only English but any language at a young age by engaging and positive learning experiences in order to boost students' motivation to continue learning the target language during their whole educational years (Ministerio, EFL curriculo, 2016). Also, it pursues that teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning.

This curriculum situates first-year high school students in an A2.2 level according to the MCER and offers an integration of five curricular threads including writing to accomplish communicative skills and knowledge through written and oral texts, significant content-based material and a crucial use of ICT in the process.

According to that, Ecuadorian ministry of Education aims to form well-prepared young people that can be inquirers and reflective about their own learning. Thus, the whole process of writing takes another perspective. It is important that students' writing skills are focused on the development of empathy which leads to a work based on having a clear audience, purpose, and topic when setting ideas down (Cameron, 2001). The attention goes to the process of writing rather than the final product which must respect student's intentions as authors to share ideas and texts that are according to their interests and developing collaborative work using ICT to help the to organize, edit and clarify ideas.

1.2 Problem statement

However, according to the investigation, these objectives have not been fully achieved given that students show a lack of interest in learning English because they do not consider it as an essential tool for their daily life. What's more, the teacher's strategies and methods do not come along student's necessities getting to be old-fashioned and unappealing for them.

As a result, first-year BGU students at Camilo Gallegos Dominguez do not reach the English level they should be according to the EFL curriculum which places them as basic users with an A2.2 English level and their writing skill are poor and not well-developed given by the guided-activities provided in class.

1.2.1 Scientific fact

Insufficiency in writing skills development in First Year Bachelor students at Unidad Educativa Camilo Gallegos Dominguez Public School, located in Zone

8, District 2, Guayas Province, from the city of Guayaquil in the 2022 – 2023 school period.

1.2.2 Causes

- Lack of technology to enhance writing skills in the students of this public institution.

- Students feel anxious every time they practice writing because they are worried about the mistakes they could make.

- Students do not find any source of inspiration for writing and they are not able to give it a purpose.

- Teacher do not give enough time to develop writing skills.

1.2.3 Problem formulation

How does information and communication technology influence writing skills in first-year Unified General High School students (BGU) at Camilo Gallegos Dominguez Educational Institution?

1.3 Objectives of the research

1.3.1 General:

To determine the influence of information and communication technology to enhance writing skills through a bibliographical and statistical study to design a didactic guide.

1.3.2 Specifics:

- To analyze the influence of information and communication technology through a bibliographical and statistical study.

- To evaluate the importance of enhancing writing skills through a bibliographical and statistical study.

- To design a didactic guide of the use of digital platforms to improve writing in A2.2 English learners.

1.4 Research questions

- Why is the use of information and communication technology suitable to enhance writing skills?

- How efficient will be to apply a didactic guide of the use of digital platforms to improve writing skills in A2.2 students?

- What will be the benefits of a didactic guide of the use of digital platforms to improve writing skills in A2.2 students?

- What activities should be implemented when using information and communication technology to enhance writing?

- What are the characteristics an institution might have to implement the use of ICT?

- What previous skills should teachers and students develop in order to implement the use of ICT in the classroom?

1.5 Justification

Writing is essential for communication since the beginning of times as it has given us the opportunity to share ideas that can reach a determinate audience. Nevertheless, it is more complex than only writing ideas down. It has a process where the author has to define their intention, the desire to share and how to organize the information to give a clear message as well as to have knowledge of vocabulary and the ability to catch peoples' attention. Being said that, writing skills should be developing gradually during the educational years due to its complexity and the diverse scenarios students might be involved.

The development of writing skills can be presented in different manners. One of them is to use them to describe and talk about their selves, exploring their likes and also developing an identity and beliefs convening a message that takes precedence to the reader over other aspects of writing (Penny, 2012)

This research work provides a way to organize and develop writing skills in first-year high school students as a link to connect with others. The evidence of that is shown in the use of ICT where students might be engaged in writing activities as sending an email, using social media and other collaborative works which will allow them to develop their social skills as well as exploring and improving the art of writing.

The educator will be provided by a didactic guide that uses digital platforms, a type of ICT, to enhance writing in their students. There would be included a

variety of activities, timelines, recommendations and rubrics to evaluate the process and final product of the academic activities.

Students will have a more learner-centered class, focused not only in the expectation of the level (A2) but also in the increased interest of producing their own knowledge and abilities being exposed to flexible activities which let them improve their creativity and critical thinking when writing.

Chapter II

Theoretical foundations

2.1 Research background

As technology is growing every day, there is such a necessity to adequate every aspect of human life. That is the case of education. Since the use of technology, it has been important to take advantage of what they can offer and the variety of perks that can have to develop language as it creates links to real-life situations putting students in context with meaningful learning. Therefore, many research projects have been developed during the past few years.

For instance, (Saona, 2016) carried out an academic project at Educational Institution Marañon at the city of Santa Elena which topic was the use of ICT tools to improve the process of teaching writing skills in English for eight grade students. This investigation works tries to demonstrate there is important improvement in students' writing skills through slides, interactive exercises and writing practice with basic software such as Prezi, Power Point, Excel and Google drive that is a file storage and synchronization service.

She claims that technology is used in every aspect of our life and it is a teacher's duty to look for innovative tools that can keep students motivated and enhance their skills. Furthermore, she says that the correct use of ICT can lead to a more qualified teaching, and, as consequence, a better education in Ecuador. For this work, she used interviews and surveys to evaluate the level of students and to obtain information about the process of the class when teaching writing.

According to (Yunos, 2013), the use of ICT to enhance writing in the teaching of English as a second language is not very encouraging. His study revealed that the use of ICT in the teaching of ESL writing is very low at schools in Malaysia. Their project determined the advantages of using ICT which involve having characteristics that attract students' attention, facilates the learning process, help to improve students' vocabulary and promote meaningful learning.

However, disadvantages were found included the difficult class control, distraction and the students' tendency to use short forms in their writing. It was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing. The increasing use of technological devices such as smart phones and tablets in the classroom gets students attention in a different way and therefore class control becomes more difficult for teachers. As a result, they conclude that schools there are not suitable for using these tools as teachers and students should develop different and basic skills firstly.

Finally, psychologist Roger Säljö said that "when technology changes, the way in which we get in contact with and act in this world changes" (Saljo, 2002). That statement makes clear that it is necessary to adapt our life into what is coming new in the society as we might change with it.

2.2 Theoretical framework

2.2.1 Information and Communication Technology

ICT as its acronym in English, is a term that includes any communication device or application: radio, television, cellular phones, computer and network hardware and software, satellite systems as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. (Rousse, 2014)

Another definition states that ICT is defined as the use of information and a way of communication through devices in some fields such as education, health care, etc. ICT offers a huge variety of tools and is what has to be done is to look for the right one needed, download it and apply it in the requiring field. (Saona, 2016).

2.2.2 Impact of ICT in Education

According to (Hernandez, 2017) "nowadays "information" available can be cataloged and accessed on an unlimited and immediate basis, and transmission there of occurs across all areas of an individual's life, including politics, economy, education, and leisure."

According to Rodríguez (2003), the era of progress where a society furthers its progress through capital and labor has come to an end. A competitive society has emerged that relies on the acquisition, transmission and application of knowledge. It is from these conceptions that, together with the technological edge, school educational processes emerge. It is here that education has been influenced

by technology, which has directly changed the way of interacting, communicating, studying and investigating (Pescador, 2004). Thus, technology has become an engine for opportunities, allowing the potential to innovate in education, where the results generated by this scientific development should seek to address such social-educational issues as are useful for development.

The integration of ICT into education has become a process whose implications go far beyond the technological tools nurturing the educational environment. The ideas of teaching construction and the way one can build and consolidate meaningful learning based on technology are now being discussed, or the technological use of education, in strictly pedagogical terms (Diaz-Barriga, 2013)

The transformation of ICT has allowed these to become educational tools that could further improve the educational quality of the student and revolutionize the way information is obtained, managed and interpreted (Aguilar, 2012). As part of the roles played by each educational agent, students currently use technological tools to facilitate learning. This development began early on with the emergence of calculators, TV sets, voice recorders, among other. However, such has been the progress that technological resources have become educational resources, where efforts to improve learning entail the task of involving technology with education. And it is with teaching that the teaching-learning process is being completed.

2.2.3 ICT Learning approaches

Integrated approach. According to (Mansilla, 2008), this approach relates prior knowledge and experience to support what the student is currently learning. This will help them to develop previously acquired knowledge in different and complex situations. Students become the center of the learning process, being the creator of their knowledge using critical thinking and criteria to bring solutions to real-life problems. This approach is also known for the use of technology which plays a relevant role in students' motivation to learn.

Communicative approach. As its name says, this approach prioritizes the use of language for communicative purposes. It seeks to improve communicative abilities through the learning of significant content (Richards, 1997). In addition, this method recognizes that communication has a social role that goes beyond learning grammatical rules. Hence, it is adapted and personalized according to the students' needs by their social contexts.

Transdisciplinary approach. Learning a language is not only focused on grammatical rules but on the interchange of cultures and social contexts where the L2 comes from. ICT pretends to use collaborative learning with a variety of areas where students can experience people's social behavior from a different country where the target language (English) is spoken. The goal is that students obtain experience based on real-life problems and adapt the knowledge and content learning in class to their problem-solving skills. (Rahal, 2019)

Experiential approach. Learning by doing is the most effective way to connect to what is being learned. The experience that students obtain will help them to retain and recall classroom-based content easily as well as create significant knowledge (Western, 2020). It is important to point out the role that all of our experiences play in our learning, including our emotions, cognition, and environmental factors are considered fundamental in this approach.

2.2.4 Learning strategies in the use of ICT

Strategies play an important role when applying ICT because they will lead students to proper knowledge acquisition. Some of them are:

Brainstorming. As one of the principles of the use of ICT is to not reach grammar perfection but to lead the students to express themselves and to learn from mistakes, brainstorming is a perfect strategy to apply in classrooms. This strategy allows them to develop critical thinking as well as share ideas without worrying about making mistakes. This tool will enhance collaborative learning through the exchange of opinions to make conclusions and practice active listening skills (PLB, 2015).

Retrieval practice. This strategy pulls out information from students' minds rather than put information in it. When they recall what they learn from a previous class, they activate what is so-called "use it or lose it" behavior which allows them to create a connection between what they learned and what they already knew as well as understand their learning process. (Butler, 2011)

Metacognition. When students understand what and how they are learning, it helps to create long-last knowledge (Terada, 2017). This is essential when learning a foreign language as they need to recall a lot of new information to achieve successful learning. Being able to master a second language is daily work, but having a strategy that helps to understand how the process of learning works will allow them to reach a successful and deeper acquisition of the L2.

2.2.5 Writing

English as a foreign language (EFL) is "the term used to describe the study of English by non-native speakers in countries where English is not the dominant language." (Nordquist, 2020). As a whole it involves certain skill that must be related to each other in order to develop proper level of English.

In this case, writing is one of the most difficult to develop, as it requires time and constant practice in order to achieve a proper level that allows students to communicate effectively.

2.2.6 Advantages of developing writing skills

Developing writing involves discipline as it could take more time and the process is longer than ESL learning. However, its importance remains because it brings along advantages that cover social, economic, and educational contexts. (Aditya, 2020)

Writing is the way where humans can share ideas, feelings, and so on. Learning a foreign language allows getting to know a different country in its native language. It has been shown that it improves communication as the foreign feels

identified and included in the native-speaker country. Also, it allows them to get involved easily and participate in the social context. (Nishanti, 2018)

English is considered a globalized language. Therefore, learning the language will open a world of opportunities in the business field. Most of the market is handled by the English language. Therefore, the chance to get a job with high salary increases when people master the language. (Nishanti, 2018)

Technological advances dominate the educational field in more than one aspect. As English is the language of technology, knowing the language will provide an opportunity to have access to information, educational documents as well as understanding the tools that are needed to have successful learning. What's more, learning a foreign language gives the chance to travel and study in a different country which becomes quite helpful in the development of humans as a part of a globalized world.

2.2.7 Types of Classroom Writing Performance

There are five types of classroom writing performance according to (Brown, 2001).

1. Imitative or Writing Down: Students should write down words, sentences and letters to learn the structures. Dictation is another activity that teachers should take into account to develop.

2. Intensive or Controlled: In this type of activities, students are given a sentence or a paragraph and they have to rewrite it using a different structure. This can be applied according to the student´s level and the teacher should propose activities that match their performance.

3. Self- Writing: "Self-writing is a type of writing with only the self in mind as an audience," (Brown, 2001). There are some activities included such as: note taking and diary or journal writing. In the diary or journal, students keep a record of assignments or quizzes.

4. Display Writing: Short answer exercises, essay examinations, and area research reports are elements of display for ESL writing students.

5. Real Writing: According to (Asatryan, 2011) "classroom writing aims at the genuine communication of messages to an audience in need of those messages" which is the concept this study is focusing on to give a purpose and setting an audience to the students' work.

2.2.8 Writing process

Figure 1: The Writing Process

Source: Kendall College. Chicago-USA
Retrieved by: Fageda, A. & Silva, J. (2022). In the public domain.

According to (Wilmer, 2017) there are five stages in the process of writing a paper which are:

Pre-writing: This stage involves a research from the student. The first step in writing a successful paper requires an active engagement with your sources. Simply reading a primary source for content is no longer sufficient. Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used. In prewriting, no idea is too off topic or too strange. It is these sometimes dissociative ideas that can lead you to a paper topic that you never would have considered.

Drafting: Drafting is the beginning of "writing" your paper. It is important to remember that in drafting you should already have a thesis idea to guide your writing. Without a thesis, your writing will be prone to drift, making it harder to frame after the fact. In drafting, the writer should use materials created in the prewriting stage and any notes taken in discovery and investigation to frame and build body paragraphs.

Revision: There are two different scopes of revision: global and local. Global revision involves looking for issues like cohesion and the overall progression of your paper. If your paper has paragraphs that do not flow into each other, but change topic abruptly only to return to a previous thought later, your paper has poor cohesion. If your topics change from paragraph to paragraph, it is necessary to either consider altering the order of your paragraph and/or revising your writing either by adding to existing paragraphs or creating new ones that

explain your change in topic. A paper that includes smooth transitions is significantly easier to read and understand.

Editing: The final stage in writing a paper requires a review of what you have written. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions. Reading your paper aloud, or asking a friend to read your paper to you is a good way to catch errors.

Publishing: This stage is often left out of the process, but it is the most important as no one writes without want to be read. It is important to give a meaning to what students put their heart into it. This link will create meaningful learning relating it with integrated experiences.

2.2.9 Foundations

2.2.9.1 Philosophical Foundation

Values are fundamental in the educational context; therefore, it is important to consider axiology as an important aspect that needs to be treated. Axiology is a branch of philosophy that contemplates the study of principles and values.

According to (Tomar, 2014), "Values based education is a key dimension of building peace, tolerance, social conduct, justice and intercultural understanding". All process of learning must follow guidelines according to principles and values that will form them as functional humans that are able to develop social skills and respect others. Regarding writing, it is a well-used mean

of communication which can lead to misunderstanding as not many characteristics are involved.

To get to the target audience is important to keep a correct word choice. It is essential to have a clear message that can be successful when communicating to others. Values are involved when there is a need to cover people's need and when they develop a level of empathy and their written message are well-understood.

2.2.9.2 Pedagogical-Didactic Foundation

Constructivism is a learning theory based on the idea that students create their new knowledge through experiences. This is confirmed by (Dennick, 2006) who states that students do not acquire knowledge from the world surrounding them into their memory, by the contrary learners create their own interpretation based on meaningful connections and interaction. Therefore, students are active participants in their language learning process while the teacher is a facilitator.

2.2.9.3 Linguistic Foundation

Linguistics play an important role in writing as its fluency equals to the writer's capacity to formulate coherent and comprehensible texts (Oostdam, 2002). As it was said previously, it is crucial for the writer to get the right expressions to not lead to misunderstandings. Linguistics are the study of the language and the structure of it which leads to know that successful communication requires the use of well-structured grammar and organize texts in order to function and accomplish the target purpose and audience.

2.3 Contextual framework

This educational project was carried out at Camilo Gallegos Dominguez Educational Institution where first-year Unified General High School students and their English teacher were taken into consideration to develop the following research. This Educational Institution is located in the south of Guayaquil. It receives more than 1.000 students per year from different social areas of the city, which allows the researchers to have a broader perspective of the problem and provide a suitable solution that could be applied in a variety of contexts. This institution offers a wide range of subjects that are guided by the National Curriculum and the Ministry of Education promoting equality and inclusion through all the scholar years. The public institution received a variety of students from different zones from the south of Guayaquil which has a low level in English.

Currently, due to the Covid-19 situation, people have suffered in all fields (health, social and economic crises). In the educational sector, all Ecuadorian schools were closed to avoid the spread of the virus and reduce its impact. Therefore, institutions were adapted to a new online modality; students recieved online classes, and this has brought about considerable changes especially for public schools, in which connectivity and the availability of technological devices by both teachers and students is often needed. In this case, Camilo Gallegos Dominguez is an institution located in the south of the city with a student body in vulnerable situations which includes in some cases the lack of internet access, worsening the situation presented and causing an enormous negative effect in the development of the educational processes for this student population. Additionally,

teaching hours went from longer consecutive periods to being just one hour daily. Nonetheless, due to the lack of internet access in this zone, the level of the students have been sffeected. Despite the situation presented the institution is committed to helping kids and teenagers who are part of this educational center. It continues to hold onto a mission of training students in cognitively, procedurally and axiologically aspects to be able to develop an enterprising and competent spirit. Thus, they would be able to face society with autonomy and security tackling the problems that arise in the future.

2.4 Legal framework

This educational project is focused on the influence of ICT to enhance writing skills, whose analysis and study are supported by Ecuadorian educative laws. These educative laws are established in the Ecuadorian Republic Constitution and the Organic Law of Intercultural Education.

Art. 26. Education is a people's right throughout their lives and an inevitable and inexcusable responsibility of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an essential condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process. The right to education is an essential right of all human beings that allows them to acquire and develop knowledge to perform a complete social life. Education contributes to improving people's quality of life. Therefore, it is a fundamental tool for economic, social, and cultural development.

Art. 343. The national education system will integrate an intercultural vision according to the geographic, cultural, and linguistic diversity of the country; and respect for the rights of communities, peoples, and nationalities. The cultural aspect is what each person is and manifests in interactions with others. Therefore, intercultural education refers to an educational reflection and practice that considers the cultural diversity present in any group. Intercultural education develops values of justice, peace, tolerance, and mutual respect; at the same time, it aims to eradicate elements that make it difficult for cultures to coexist, such as discrimination, exclusion, or racism.

Art. 347. It will be the responsibility of the State: Guarantee the bilingual intercultural education system, in which the language of the respective nationality will be used as the main language of education and Spanish as the language of intercultural relations, under the guidance of the State's public policies and with full respect for the rights of communities, peoples, and nationalities. We live in an increasingly complex society, where permanent sociocultural changes are experienced with people of different origins and expressions. This has allowed a broad bond between diverse cultural groups, which requires tolerance to understand and adapt to new situations. For this reason, intercultural education takes on significant priority since it supposes a positive value of diversity and respect for people.

2.5 Table of operationalization of variables

2.5.1 Independent variable

Table 1: Operationalization of variables – Independent Variable – Information and Communication Technology

Information and Communication Technology		
Definition	**Dimensions**	**Indicators**
ICT is defined as the use of information and a way of communication through devices in some fields such as education, health care, etc.	Impact in Education	• Advantages • Disadvantages
	ICT Learning Approaches	• Integrated approach • Communicative approach • Transdisciplinary approach • Experiential approach
	Learning strategies in ICT	• Brainstorming • Retrieval practice • Metacognition

Authors: Fageda, A. & Silva, J. (2022)

2.5.2 Dependent variable

Table 2: Operationalization of variables – Dependent Variable – Writing skills

Writing Skills		
Definition	**Dimensions**	**Indicators**
The activity or skill of marking coherent words on paper and composing text.	Advantages of developing writing skills	• Linguistics • Social • Communicative
	Types of Classroom Writing Performance	• Imitative or writing down • Intensive or controlled • Self-writing • Display writing • Real writing
	Writing Process	• Pre-writing • Drafting • Editing • Revising • Publishing

Authors: Fageda, A. & Silva, J. (2022)

Chapter III

Methodology

3.1 Research approaches

This academic work used a mixed method-approach. It was needed to recollect data qualitatively to have the point of view of students' and teachers' perspective of the learning-teaching process carried out in the classroom as well as recollect quantitative data that can help to clarify that information through numbers and percentages shown in the survey.

The statistical view in the quantitative approach will facilitate the recollection and analysis of data regarding the writing process of the students and the importance of the technology to enhance it at its fullest by a specific percentage of agreement and disagreement measured by the Likert scale.

However, the qualitative perspective shows subjective information than can be manage into the teachers and students' way to assimilate the teaching-learning process, what they consider necessary and what can be helpful to have a significant learning, allowing the researches to have a broader view of the scenario developed in every class.

The use of both method-approaches will let to more reliable results, and as a consequence a more specific solution could be provided to the problem presented.

3.2 Types of research

There was considered different research approaches according to the gnoseological objective exposed during the development of this project taking into consideration that a variety of types of research will allow to have a more in-depth analysis of the problem.

3.2.1. Field research

According to its purpose, this academic work is field research as it seeks to provide a solution to an academic problem found at Camilo Gallegos Dominguez educational institution with regard to the development of writing skills in 1st BGU students.

3.2.2 Descriptive research

It is also descriptive as it considers and describe every scenario student might be expose when writing towards the previous activities and teacher's methodology applied in class.

3.2.3 Explanatory research

An explanatory research is shown due to the deep search of the conflict situation regarding writing skills, its possible causes and how the use of ICT can affect the modality and dynamic of the class as well as the motivation of the students. The researches look out of a solution coming to the conclusion that a didactic guide about the use of digital platforms to enhance writing would be suitable to face up the main problem which adds the characteristics of a purposely study to this research work.

3.2.4 Non-experimental research

Furthermore, this academic work exposes a problem and provides a solution, however, it will not be implemented in a real-life scenario which let a non-experimental research.

3.3 Population

The population in first-year high school is about 116 students divided into three courses to have a more efficient class where the teacher can focus more individually on each student trying to accomplish and notice every single necessity as there is only one teacher giving English to the three courses.

Table 3: Population of the school participating in the research

Subjects	Population
Teachers	1
Students	166
TOTAL	167

Source: Secretariat at Camilo Gallegos Dominguez Educational Institution about first-year Bachelor students.

Authors: Fageda, A. & Silva, J. (2022)

3.4 Sample

The following formula was used to calculate the sample of this research work:

Figure 2: Formula to calculate the sample

$$\dfrac{\dfrac{z^2 \times p\,(1-p)}{e^2}}{1+\left(\dfrac{z^2 \times p\,(1-p)}{e^2 N}\right)}$$

Source: Sample size calculator

Retrieved by: Fageda, A. & Silva, J. (2022). In the public domain.

e is the desired level of precision (i.e. the margin of error),

p is the (estimated) proportion of the population which has the attribute in question,

n is the population

Following this formula, the sample selected to develop this research problem is:

Table 4: Sample of the research work

Subject	Sample
Teachers	1
Students	90
TOTAL	91

Authors: Fageda, A. & Silva, J.

3.5 Data collection methods and techniques

3.5.1 Methods

The proper data collection methods were applied and were the following:

3.5.1.1 Analysis-Synthesis. This method helps to analyze the problem by dividing it into the different dimensions it may have. Subsequently, make a synthesis of the whole by evaluating it. It includes the setting of objectives and indicators that will help to solve the research questions.

3.5.1.2 Inductive-Deductive. Even though, this research project is aimed to a particular case within first-year bachelor students and their problem to enhance writing skills, it can be applied to similar cases when it would be needed.

3.5.1.3 Historical-Logical. This project follows a sequence in it developing looking for historical backgrounds that can support the study with diverse theoretical foundations and conclusions chronologically speaking.

3.5.1.4 Systemic-Structural-Functional. The creation of a didactic guide is the clear evidence that this method has been used. This guide will help the teacher to have a broader experience with digital platforms as well as providing the students meaningful exposure to the target language to enhance writing skills.

3.5.1.5 Statistical-Descriptive. The research project can be label as statistical-descriptive for the use of graphics and tables involve in the quantitative data collection of the information through the survey and observation sheet.

3.5.2 Techniques

3.5.2.1 Likert scale. This technique will allow students to have a more precise decision based on a scale about agreement and disagreement. They will have the opportunity to choose whether they fully or partially agree with the statement presented as well as disagree in the same manner. This will also help the researches

to complete the observation sheet in an objective way about the interaction student-teacher in the class.

3.5.2.2 Structured interview. A prepared interview will offer the teacher a space to share their opinion without distracting themselves from the problem statement which in this case is the use of ICT to enhance writing in their students. It is important that the questions are presented in a chronological order to no dismiss any aspect of the study.

3.6 Research instruments

Quantitative and qualitative instruments were applied to level up the accuracy of the results in the research project.

3.6.1 Interview

The interview was applied to the teacher in order to get the perspective about the level of writing of their students, the point of view about the use of technology in the classroom, the advantage, and disadvantage of ICT as well as their personal experience working with this tools in a classroom to develop a specific skill which in this case is writing.

3.6.2 Observation sheet

A class must follow specific stages in order to achieve the objectives set in the lesson plan created by the teacher previously. An observation sheet will help the researchers to notice if the basic aspects are covered when developing writing. It is crucial to realize which steps are being omitted or if they need to be cover in a different way to achieve the purpose of the class and develop an engaging process.

3.6.3. Survey

The survey was applied directly to the students of first-year bachelor. This is because for this academic work the perspective of the students about their process of writing is needed. It is crucial to know if they feel accomplished and interested in the content and the way the classes are being developed.

3.7 Analysis and interpretation of results

The result and interpretation of the instruments applied in this academic work are shown as:

3.7.1 Analysis of the survey to the students

Table 5: I practice writing at least once in a week

Code	Scale	Students	Percentage
Item #1	**Totally agree**	11	12.22%
	Agree	9	10%
	Indifferent	7	7.77%
	Disagree	38	42.22%
	Totally disagree	25	27.77%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 3: I practice writing at least once in a week

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis

As the results show, there is a vast amount of students that disagree about the fact that they practice writing skills at least once a week. As it has been shown in the investigation, writing is considered one of the most complex skills to develop. That's why it should be practiced at least twice a week. The use of ICT offers a variety of activities that can be applied within those sessions.

Table 6: I feel confident when writing in English

Code	Scale	Students	Percentage
	Totally agree	5	5.55%

	Agree	14	15.55%
	Indifferent	1	1.11%
Item #2	**Disagree**	27	30%
	Totally disagree	43	47.77%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 4: I feel confident when writing in English

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis

Most of the students do not feel confident when writing in English. This feeling is linked with the previous statement due to the least they practice the least they will have the vocabulary and the strategies they need to develop a proper writing. The use of ICT provides them the confidence through meaningful activities that enhance the feeling of using real language in real situations.

Table 7: I know the stages of the writing process

Code	Scale	Students	Percentage
Item #3	**Totally agree**	3	3,33%
	Agree	7	7,77%
	Indifferent	14	15,55%
	Disagree	11	12,22 %
	Totally disagree	55	61,11%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1ˢᵗ Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 5: I know the stages of the writing process

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis
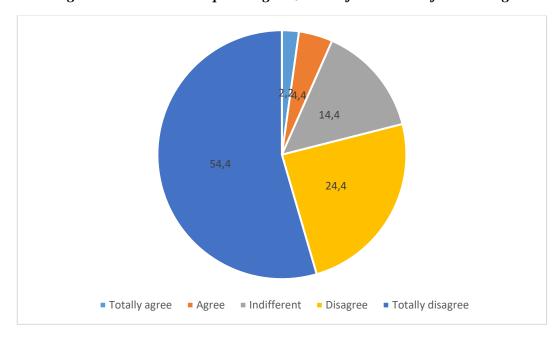
The majority of the sample did not know about the stages of the writing process which would explain the poor development of writing skills they have. The ones that know about it do not follow them because they do not practice enough to get an in depth improvement. The implementation of ICT will lead a more organized writing because this tool guarantees a correct management of the process. Also, it is important to add that the constant practice of writing would lead to a natural order, which means that students will follow each stage without noticing because they will be already familiarized with it.

Table 8: I use mind maps to organize the information before writing

Code	Scale	Students	Percentage
	Totally agree	2	2,22%
	Agree	4	4,44%
	Indifferent	13	14,44%
Item #4	**Disagree**	22	24,44%
	Totally disagree	49	54,44%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 6: I use mind maps to organize the information before writing

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Analysis

It is crucial to notice that most of the students do not have a defined technique that help them to organize the main ideas of a writing. As a result, they have a disorganized writing that do not get the purpose or the audience the teacher intends them to write about. ICT provides vast tools to create mind maps in order to organize students' ideas to develop a good writing.

Table 9: I consider my writing skills are sufficient for the level I am in

Code	Scale	Students	Percentage
	Totally agree	12	13,33%
	Agree	57	63,33%
	Indifferent	10	11,11%
Item #5	**Disagree**	9	9,99%
	Totally disagree	2	2,22%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Figure 7: I consider that my writing skills are sufficient for the grade I am in.

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis
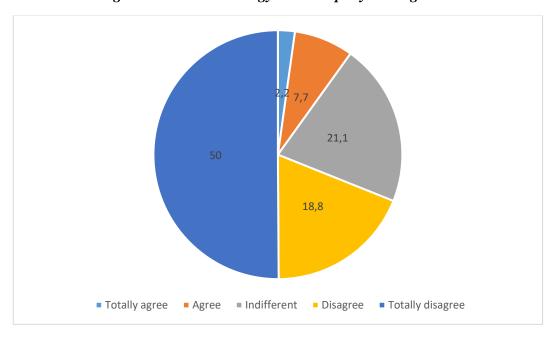
Even though all previously mentioned, students consider the writing skills they have developed so far are enough to face first year of bacheleour grade. However, this happen because they are not totally aware of the requisites they need to accomplish to get an A2.2 which is the level they are meant to be. It is necessary for the teacher to provide feedback every class to help them comprehend what they need to be a good writer and fulfill the level necessities to be able to communicate correctly in the scholars' years to come.

Table 10: I use technology to develop my writing skills.

Code	Scale	Students	Percentage
	Totally agree	2	2,22%
	Agree	7	7,77%
	Indifferent	19	21,11%
Item #6	**Disagree**	17	18,88%
	Totally disagree	45	50%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1ˢᵗ Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)
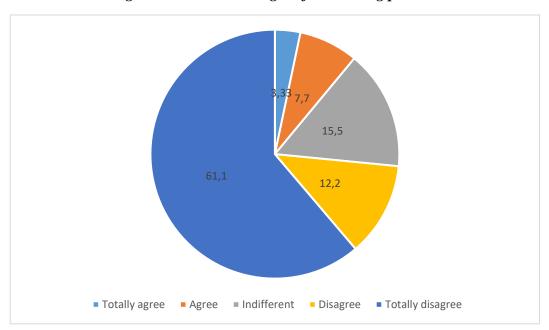
Figure 8: I use technology to develop my writing skills

Source: Camilo Gallegos Dominguez Educational Institution, 1ˢᵗ Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis

Students have looked for their own way to use technology to develop their writing skills. However, as they do not used in class, it is shown that there is a bad-use of it. ICT in education needs supervision of the teacher to guarantee a correct learning and an engaging process. Otherwise, the use of technology can lead to distractions.

Table 11: I know some digital platforms to improve writing.

Code	Scale	Students	Percentage
	Totally agree	5	5,55%
	Agree	8	8,88%
Item #7	Indifferent	14	15,55%
	Disagree	48	53,33 %
	Totally disagree	15	16,66
	TOTAL	90	100%

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 9: I know some digital platforms to improve writing

Source: Camilo Gallegos Dominguez Educational Institution, 1ˢᵗ Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis

As it is shown in this item, students do know some digital platforms to improve writing and they use it. Nevertheless, as previous mentioned, without the educator supervision is worthless to expect a correct management of them, it is shown in the interview bellowed that students do not have a great kevel according to the teacher, but it is because the mal function of ICT.
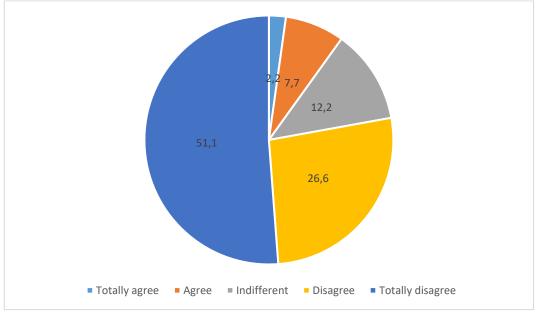
Table 12: My teacher uses digital platforms to practice writing.

Code	Scale	Students	Percentage
	Totally agree	2	2,22%

	Agree	7	7,77%
	Indifferent	11	12,22%
Item #8	**Disagree**	24	26,66 %
	Totally disagree	46	51,11 %
	TOTAL	**90**	**100%**

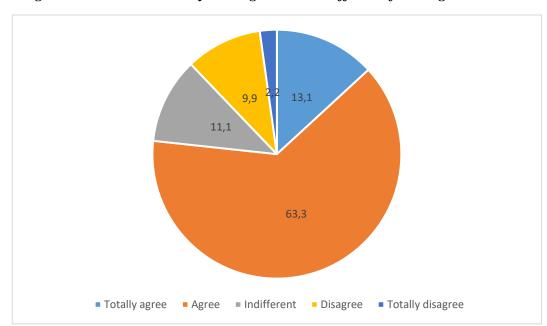**Source:** Camilo Gallegos Dominguez Educational Institution, 1ˢᵗ Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 10: My teacher uses digital platforms to improve writing

Source: Camilo Gallegos Dominguez Educational Institution, 1ˢᵗ Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis

The sample of this academic work has noticed that the teacher does not use digital platforms in any way. This can be a disadvantage and the learning will be more slow because there are too many students that have different necessities and learning styles. ICT cover the majority of learning styles offering choices to the students to keep motivating themselves.

Table 13: I think the use of digital platforms will improve my writing skills.

Code	Scale	Students	Percentage
	Totally agree	29	32,22%
	Agree	45	50%
	Indifferent	9	9,99%
Item #9	Disagree	5	5,55 %
	Totally disagree	2	2,22 %
	TOTAL	90	100%

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 11: I think the use of digital platforms will improve my writing skills.

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis
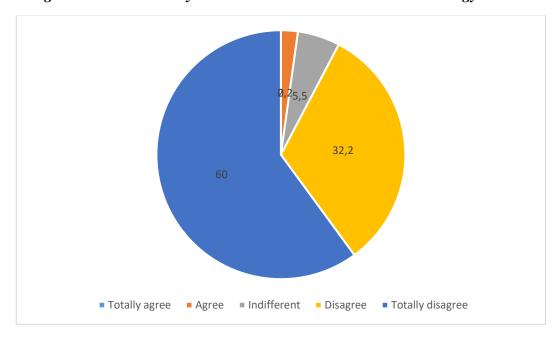
Students are willing to use digital platforms in order to develop their writing skills because internet can offer more variety of options instead of only write in a paper. This makes the class more interesting and provides a constant feedback about what they are writing. A paper-based worksheet does not assure a cleaner writing, but using a platform would keep the students interest and will motivate them to find different sources to feed their writing as well as their skills.

Table 14: I consider my school has the resources to use technology in class.

Code	Scale	Students	Percentage
	Totally agree	0	0%
	Agree	2	2,22%
	Indifferent	5	5,55%
Item #10	**Disagree**	29	32,22%
	Totally disagree	54	60%
	TOTAL	**90**	**100%**

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.
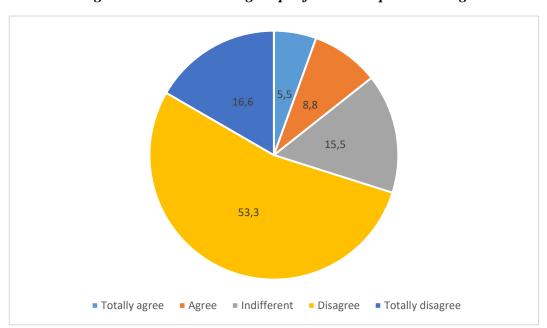
Author: Fageda, A. & Silva, J. (2022)

Figure 12: I consider my school has the resources to use technology in class

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Analysis
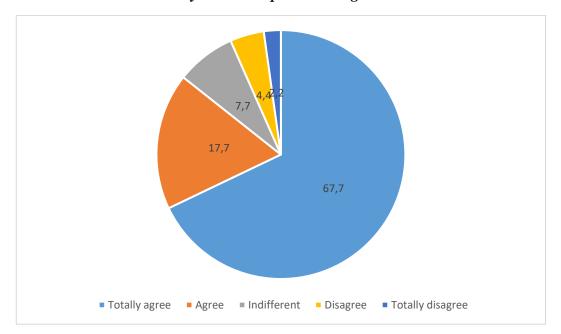
The use of technology is not debatable at this point. Thus, students need ICT to develop a fully language skills. However, they consider that the school does not have the resources to implement technology in class which cannot let them to be globalized learner or having a real contact with life situations that technology can offer. This can make that education methodologies take a step back and students do not develop their truly potential.

Table 15: I think it is important to constantly implement the use of technology in every class to develop writing skills.

Code	Scale	Students	Percentage
Item #11	Totally agree	61	67,77%
	Agree	16	17,77%
	Indifferent	7	7,77%
	Disagree	4	4,44%
	Totally disagree	2	2,22%
	TOTAL	90	100%

Source: Camilo Gallegos Dominguez Educational Institution, 1st Bachelor students from the morning and night shift.

Author: Fageda, A. & Silva, J. (2022)

Figure 13: I think is important to constantly implement the use of technology in every class to improve writing skills

Totally agree 67,7 • Agree 17,7 • Indifferent 7,7 • Disagree 4,4 • Totally disagree 2,2

Source: Camilo Gallegos Dominguez Educational Institution, 1ST Bachelor students from the morning and night shift.

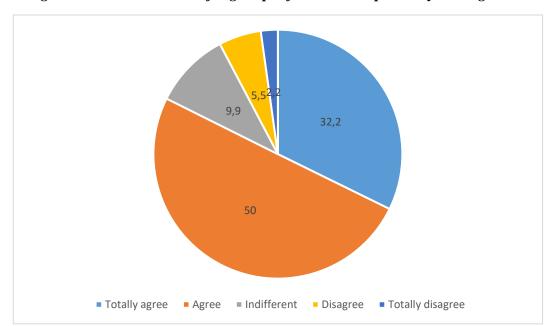**Author:** Fageda, A. & Silva, J. (2022)

Analysis

Students recognize that is imperative the use of technology to develop writing skills. In this globalized era, it is important to fulfill human's necessity to communicate in the way the world is changing. Students must be in touch with the latest advances as well as teacher must implement ICT latest tools to keep students motivated and giving a sense to what they are learning. ICT will develop technologies skills along with their communicative and language skills if well-used.

3.7.2 Interview to the teacher

3.7.2.1 Information about the teacher

Table 16: Personal detail about the teacher of 1st high school at Camilo Gallegos Dominguez

Name	Yolao Delgado Cevallos		
Subject	English		
Grade	1rst	**Years of experience**	6
Shift		**English level (CEFR)**	B2

3.7.2.2 Objective. To obtain teachers' perceptions about the influence of information and communication technology to enhance writing skills.

3.7.2.3 Transcript of the answer to the interview:

A. **What do you think is the level of writing of students?**

I think that the level of writing of students is very poor, is very easy.

B. **Does it go according to the Ministry of Education curriculum?**

No. I think that is not go according to the Ministry of Education curriculum.

C. **What do you think is the biggest barrier that students need to overcome when developing writing?**

There are many reasons students avoid writing. For me they need to concentrate to form letters: it is not an automatic process. They are slow and inefficient in retrieving the right word to express an idea. I think that the

lack of a practical English course and the use the technology in the high school.

D. Do you think ICT are an appropriate tool to develop writing skills? Why?

Of course, ICT are an appropriate tool to develop writing skills. Because, this tool is attracting students 'attention, facilitating students 'learning process.

E. How often do you prepare content that involves the use of ICT in writing?

Once a week.

F. What advantages do you find in the use of ICT to enhance writing skills?

The benefits include increased access to resources and ways in which students can gain feedback and improve their written communication.

G. What disadvantages do you find in the use of ICT to enhance writing skills?

The difficult class control, distraction.

Managing courses online is difficult.

Misuse of technology.

H. Would you recommend the use of ICT to develop writing in the students? Why?

I recommend the use of ICT to develop writing, because students experienced less anxiety and increased motivation to begin writing tasks when using ICT.

3.7.2.4 Analysis of the interview to the teacher. The structured interview was send within a day of anticipation to the teacher in a way to prepare an answer that includes all the aspects and to avoid ambiguity in the information provided. During the interview the teacher was very elaborate with its answer showing different points of view as a teacher.

First, he was asked about the level of writing of their students and if he thinks it goes according of what the Ministry of Education has established. The answer was a negative. He said that the level of his students is too basic, not only in writing but also in all the language skills, he claimed that the methodology the school implements is not followed by heart and the students have lacks of knowledge that does not allow them to fulfill the curriculum exigencies.

Regarding the next question, he thinks the biggest barrier students need to overcome when developing writing is the lack of self-management skills. Students do not know how to organize time and they have not developed techniques that help them to organize complex information. Most of them have poor critical thinking skills and do not have problem solving skills either. For him, it is important that their students are able to recognize why they are doing certain task instead of just doing it for the grade they will obtain.

What's more, for him it is essential the implementation of ICT to develop any language skill especially writing as he agrees it is the most complex skill to develop due to the variety of contexts it involves. He talked about his previous experience using ICT and the good result he has obtained. He said that the current curriculum has covered the technology part in the text books, but in daily life they live another reality as most of public schools do not have the technological resources like projectors, computers and internet to carry out those types of activities.

That's why he not includes ICT activities in his lesson plans. The teacher has send homework that involves the use of technology, but he has notice it does not have the same impact as if they do during the classes where he can guide and provide feedback immediately as well as supervised the correct use of those digital platforms. He mentioned that as a disadvantage of the use of ICT.

It is known that teenagers need constant supervision when talking about technology, it demands time and can lead to distraction and misunderstanding of the compilation of information.

However, he said there are more advantages than disadvantages when using ICTs. For example, students are exposed to real-life situations that create in-depth learning through significant experiences that cannot be fully achieved in a classroom by themselves. Thus he deeply recommends the use of ICT in the classroom to develop writing skills.

3.7.3 Analysis of the observation sheet

The use of the observation sheet helped to clarify certain information provided by the survey and the interview with the teacher.

During the process of the class, there was no evidence of the use of technology or writing activities that involves digital platforms in any sense. The content was up-to-date and the activities were engaging and according to the level and curriculum. However, it was not a learner-centered session as the teacher carried out the whole class and there was not space for the students to be leaders of their own learning process. The writing activity was short and do not followed the proper cycle of writing.

At the end of the class, the teacher does not provide any feedback about the activities done and the students do not ask any questions about the topic or how to develop the written activity.

Chapter IV

Proposal

4.1 Topic of the proposal

Design of a didactic guide for using digital platforms to improve writing in A2.2 students.

4.2 Background

The difficulties that students of 1st Bachelor at Camilo Gallegos Dominguez have when developing writing were shown to the researchers at the moment investigation instruments were applied.

After this, it is considered a cause of this struggle the lack of use of ICT during the development of the class, having only the teacher with paper-based activities that can lead to boredom and lack of interest of the students.

As a result, a lot of gaps were found in the process of writing, giving the researchers the opportunity to create a didactic guide that covers that up. Thus, activities with the use of ICT are provided in order to enhance writing in the students of this public institution. This is aimed to reach full development in skills such as comprehension and self-skills like organization and management of time and resources, setting goals and taking advantages of the tools provided by the teacher.

4.3 Justification

Regarding the results obtained through the application of empirical instruments, the researchers were able to confirm a problem noticed before in the development of writing skills that are affecting students of 1st Bachelor at Camilo Gallegos Dominguez education institution.

Due to that, it was evident that students do not reach the requisites that allow them to be A2.2 students as the curriculum presented. In all the research, it was confirmed that the meaningless activities proposed by the teacher during writing activities made students feel anxious and they were not able to find a purpose in what they were doing. Therefore, it is necessary to propose a Didactic guide focused on students' needs to improve their writing skills.

The didactic guide for using digital platforms to improve writing in A2.2 students is a tool that will lead to the correct use of platforms that can provide good techniques and material to enhance writing. Thus, its importance is based on its use for teachers to engage students by offering updated techniques to achieve a good writing process.

A didactic guide offers a more dynamic class complementing the learning process. These are normally designed using creative strategies that allow the student to be the builder of their own knowledge in a more engaging way (Garzon, 2006). At this point is noticeable that there is a lack of motivation in students to improve their writing because they do not find the point of writing only because the teacher says so.

Finally, this proposal will offer the students to develop other skills while enhancing writing being social skills at the center of their learning as they will share their ideas, feelings, and thoughts in a written way, finding out easier to communicate and feel connected to their pairs as they can share interest and provide feedback to each other.

4.4 Objectives

4.4.1 General Objective

To enhance writing skills in A2.2 students through the use of digital platforms.

4.4.2 Specific Objectives

- To provide teachers with a didactic orientation about activities to improve writing skills using ICT.

- To encourage students about the use of ICT to improve their writing skills.

- To aid teachers to understand the importance of developing writing using ICT to keep students motivated.

4.5 Methodology

This proposal is created as a tool to enhance writing skills in A2.2 students and it is supported by the following methodologies approaches:

Regarding the pedagogical-didactic aspect, the researchers have considered constructivism as the base as it shows the use of ICT as a way to create meaningful

knowledge in the students. It is important to consolidate the knowledge through repeated activities that have a use in a real context, bringing up students' personal interests in order to link up motivation and improvement.

What's more, it has been taken into consideration the CLIL approach that the Ministry of Education offers in their curriculum as a path that leads students into developing their critical thinking skills. Significant learning bumps into students' life when they are able to relate and have problem-solving skills, making them inquirers and reflective learners that are going to look for sources of information that provides them with a tool to enhance their learning.

For the philosophical aspect, axiology prioritizes that values and principles play an essential role in the development and use of this didactic guide. It is crucial to follow the ministry guidelines to form students that can function and be part of the society with a strong moral that might contribute to their community. In other words, they will be able to respect others, be open-minded and kind with the perspective that people can offer and to accept that every human being is different and that is part of the learning process.

Social interactions is taken from the psychological aspect since human nature recalls interacting with others in order to have full and integrated development. Through the use of this didactic guide, students are allowed to share their writing with others rather than having it for themselves or only sharing it with their teacher to be graded. This part will give them a purpose to write making it an engaging process as well as enjoyable for them.

To conclude, the legal aspect has considered all the legal requirements and guidelines that the Constitution of the Republic of Ecuador and the National Curriculum has established during this year. The main goal of these guidelines is to promote academic skills, as well as values and principles related to the environment that students are exposed to. Thus this didactic guide is in order and covers all the requirements asked by the authorities.

4.6 Description of the proposal

This proposal is structured by 4 projects with flexible deadlines to lead the teacher the opportunity to develop them while teaching the content found in their book.

Each activity is aimed to cover students' interests as well as help them to connect the topic with real-life situations making them enhance creative writing and critical-thinking skills. For the authors is essential that students gain a love for writing, They should understand how important to have an idea of why things are done the way they are supposed to, they might be reflective and associate every activity developed with its purpose and ability used to accomplish.

The didactic guide provides an outcome of different approaches in order to develop ATL skills than can help students to give correct use of ICT guided by the teacher. They should use different platforms that are shortly described and a recommended stage where it would be very useful for them.

Finally, the creation of a personal blog will motivate them to continue improving their writing for pleasure but not because it is a school task that is going to be graded.

4.7 Feasibility

4.7.1 Human Feasibility

All the educational community at Camilo Gallegos Dominguez and the researchers face up a human responsibility throughout the use of this didactic guide. They understand the importance of exposing a tool that allows students to have more significant learning. Thus, the use of the didactic guide would represent an achievement for all the parts involved.

4.7.2 Financial Feasibility

This proposal represents a minimal cost for the institution. As it is based on the use of ICT, an internet provider is necessary for this development. However, this aspect should be considered in the ministry's budget rather than the institution itself as the curriculum claims to be aimed at the use of technology as a whole to improve any part that involves the learning process. That's why, the infrastructure, technological devices, and a server go beyond authorities' and researchers' hands. The application of this didactic guide laid on the hands of high authorities coming from the Ministry of Education.

4.7.3 Technical Feasibility

As the use of technological devices and the internet is a must during the application of the proposal, it is necessary to have a person in charge of the technical

part in case of any problem that can come up with the use of technology. At Camilo Gallegos Dominguez exists a teacher that is aware of students' necessities and is willing to help with any mishap that can occur during the process.

4.7.4 Legal Feasibility

All the proposal is based and aims to accomplish the guidelines proposed by the Curriculum. It is inclusive and reaches all the aspects to develop a meaningful learning. It also covers diversity and provides students the freedom to communicate their thoughts and beliefs without being judged prioritizing values as the respect to others' opinions.

5. Proposal

Writ-e

A didactic guide to enhance writing
through the use of
DIGITAL PLATFORMS

Adrian Fageda
Julissa Silva

Introduction

Students and Educators from the First Year Baccalaureate might receive the benefits of this didactic guide with writing activities. To enhance writing skills, different activities are proposed regarding students' necessities by covering topics that can assure in-depth learning in real-life content. All this is achieved through the use of digital platforms (ICT) that boost students' writing skills beyond their imagination.

The authors

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Index

Description

Writing is a complex skill that has been developed since the elementary school years. Through daily practice with short exercises along with other skills, this didactic guide focus on the enhancement of writing skill with written projects using digital platforms as an aid at each stage of the writing process.

This guide contains 4 projects that should be developed during the school year. The teacher might develop them according to the content and language skills they are teaching. Thus, it offers flexibility to deadlines and planning made by the teacher.

What's writing?

Writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn (White, 1986)

What are ICTs?

Unesco (2010), defines ICT as the forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.

DIGITAL PLATFORMS

TO ENHANCE WRITING

YouTube is a good inquiry tool. Students could watch videos that help them to expand their ideas about the topic they are going to write.

It should be used at the
Investigation stage

Popplet is ideal for creatin mind maps and brainstorming.

It is friendly and easy to use and with its design boost students' creativity.

It should be used at the
Pre-writing stage

7

DIGITAL PLATFORMS

Thesaurus is a dictionary that provides not only the meaning of the words, but also ways alternative phrases to perfectly express themselves in written English
It should be used at the
Drafting, revising and editing stage

Padlet is perfect to share a writing when it is done. So, people can read and comment it or give their opinion about the topic.
It should be used at the
Publishing stage

8

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION

INTERACTION
I can exchange thoughts, messages and information effectively through interaction.

LANGUAGE
I can read, write and use languages to communicate information effectively.

SOCIAL

COLLABORATION
I can work effectively with others.

RESEARCH

INFORMATION LITERACY
I can find, interpret, judge and create information.

MEDIA LITERACY
I can interact with media to use and create ideas and information.

AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.

ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.

REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.

CRITICAL THINKING

I can analyse and evaluate issues and ideas.

CREATIVE THINKING

I can generate new ideas and perspectives.

TRANSFER

I can use knowledge and skills in new contexts.

Project 1

Inspirational People

Let's be inquirers!

▶ Watch this video and share your ideas with the class.

Discuss with your classmates.

- Do people need to be famous to become inspirational?
- Have you ever met someone inspirational throughout your life?

Let's organize our ideas!

Using Popplet:

Do a brainstorm about a person that has been inspirational to you

You can answer these questions to help you out!

- Who is that person?
- What did they do to become inspirational to you?
- What problems did they need to overcome?
- How has that changed your perspective of life?

Set your audience.

Setting your audience will give a purpose to your writing. Then take a moment and think:
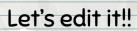
Who is going to read what you have written about?

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Let's shape our writing!

Using your previous ideas, write a **descriptive** essay about that person.

Remember that this is a DRAFT, so it does not have to be perfect.

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Let's edit it!!

Using Thesaurus:
Find synonyms and phrases to make your writing more appealing to your audience.

Re-write it and DO NOT forget to lend it to your teacher to recieve some feedback.

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Let's publish our masterpiece!

With the feedback provided by your teacher, you are ready to write your entry down and choose a picture of the person you are writing about.

Share your writing on your Padlet profile so others can read and get to know who your inspirational person is!

padlet

Say cheese!
Paste your evidence here

Read your classmates– work. Give them a nice comment about what they wrote.

Reflective time!

Did you like the topic of this project? Explain.

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What were the difficulties you faced during this project?

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Did you enjoy the process of writing your essay? Why? Why not?

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Project 2
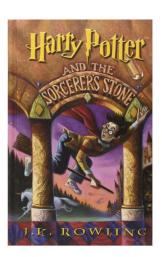
Cultural Literacy

Let's be inquirers!

Look at the pictures and share your ideas with the class.
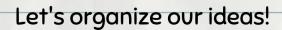
Discuss with your classmates.

- Do you prefer movies or books? Why?
- What characteristics should a movie/book have to make you feel interested?

Let's organize our ideas!

Using Popplet:
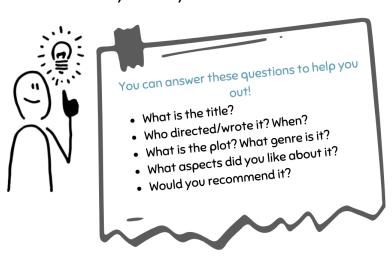
Do a brainstorm about the last movie or book you really liked.

You can answer these questions to help you out!

- What is the title?
- Who directed/wrote it? When?
- What is the plot? What genre is it?
- What aspects did you like about it?
- Would you recommend it?

Set your audience.

Setting your audience will give a purpose to your writing. So, take a moment and think:

Who is going to read what you have written about?

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Let's shape our writing!
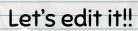
Using your previous ideas, write a **persuasive** essay to get your audience to read/watch it.

Remember that this is a DRAFT, so it does not have to be perfect.

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Let's edit it!!

Using Thesaurus:
Find synonyms and phrases to make your writing more appealing to your audience.

Re-write it and DO NOT forget to lend it to your teacher to recieve some feedback.

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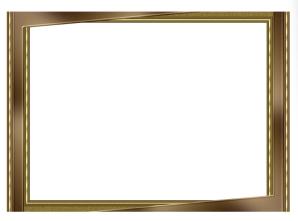_____

Let's publish our masterpiece!

With the feedback provided by your teacher, you are ready to write your entry down and choose a picture of the movie/book you are writing about.

Share your writing on your Padlet profile so others can read it and get to know your interests!

padlet

Say cheese!
Paste your evidence here

Read your classmates- work. Give them a nice comment about what they wrote.

Reflective time!

Did you like the topic of this project? Explain.

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What were the difficulties you faced during this project?

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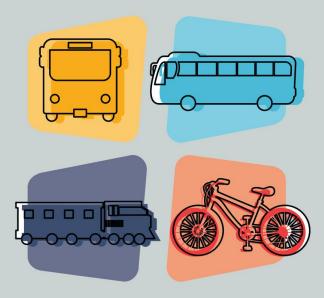
Did you enjoy the process of writing your essay? Why? Why not?

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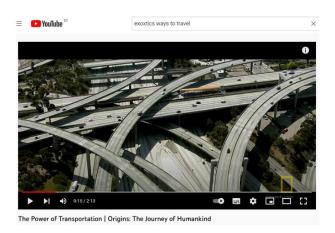
Project 3

Transportation

Let's be inquirers!

 Watch this video and share your ideas with the class.

The Power of Transportation | Origins: The Journey of Humankind
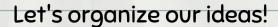
https://www.youtube.com/watch?v=5rg7vgniCZc

 Discuss with your classmates.

- Do you think transportation will continue improving? How?
- What means of transportation do you think is the safest? What is the most dangerous?

Let's organize our ideas!

Using Popplet:

Choose the safest and the most dangerous means of transportation according to your perspective

You can answer these questions to help you out!

- Which are the means of transportation you chose?
- What are the advantages and disadvantages of each one?
- What characteristics make them the safest and the most dangerous?
- Have you ever tried both of them?
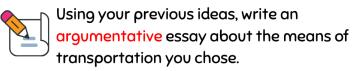
Set your audience.

Setting your audience will give a purpose to your writing. So, take a moment and think:

Who is going to read what you have written about?

_____

Let's shape our writing!

Using your previous ideas, write an **argumentative** essay about the means of transportation you chose.

Remember that this is a DRAFT, so it does not have to be perfect.

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Let's edit it!!

Using Thesaurus:
Find synonyms and phrases to make your writing more appealing to your audience.

Re-write it and DO NOT forget to lend it to your teacher to recieve some feedback.

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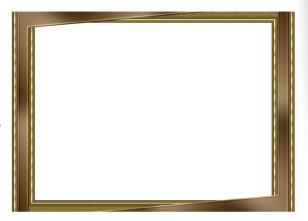_____

Let's publish our masterpiece!

With the feedback provided by your teacher, you are ready to write your entry down and choose a picture of the mean of transportation you are writing about.

Share your writing on your Padlet profile so others can read it and get to know your interests!

padlet

Say cheese!
Paste your evidence here

Read your classmates– work. Give them a nice comment about what they wrote.

Reflective time!

Did you like the topic of this project? Explain.

_____
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What were the difficulties you faced during this project?

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Did you enjoy the process of writing your essay? Why? Why not?

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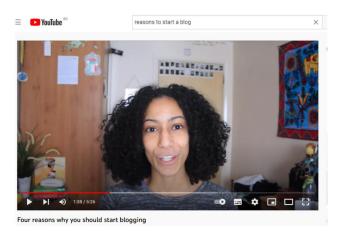
Project 4

My blog

Let's be inquirers!

Watch this video and share your ideas with the class.

reasons to start a blog

Four reasons why you should start blogging
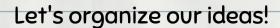
https://www.youtube.com/watch?v=1YCOUMOBkVo

Discuss with your classmates.

- Do you think it is easier to communicate ideas by written means like a blog?
- If you startes a blog, what topics would you write about?

Let's organize our ideas!

Using Popplet:
Write down the reasons you will create your own blog.

You can answer these questions to help you out!

- Will a blog help me to improve my writing skills? How?
- What topics would I write about?
- What other skills would I develop through the elaboration of my own blog?

Set your audience.
Setting your audience will give a purpose to your writing. So, take a moment and think:

Who is going to read what you have written about?
_____

Create your blog!!

Your writing skills are on point!
So, now it's time to share what you are passionate about by writing your own blog.

You will create your blog by using **Blogger.**
It's easy and fun. It's a matter of time for you to start writing about what you love.

Say cheese!
Paste your evidence here
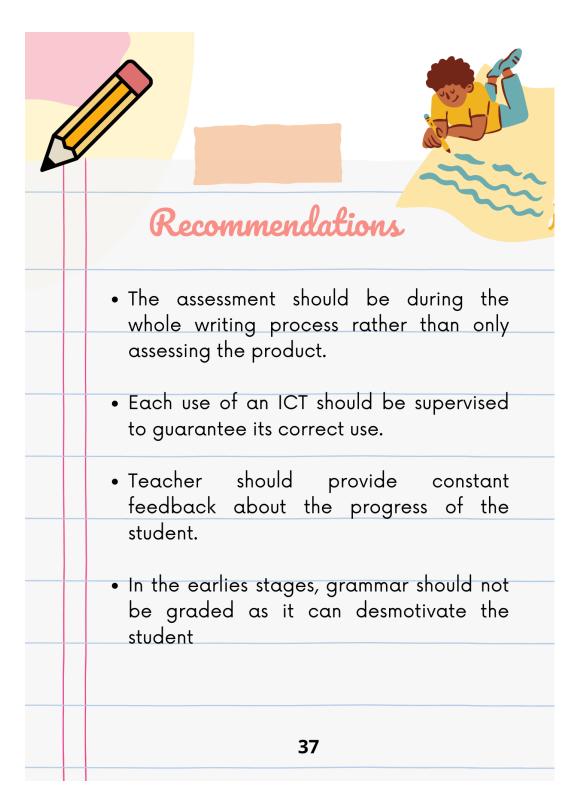
Go and visit your classmates' blogs.
You will be amazed of what you can learn from others!
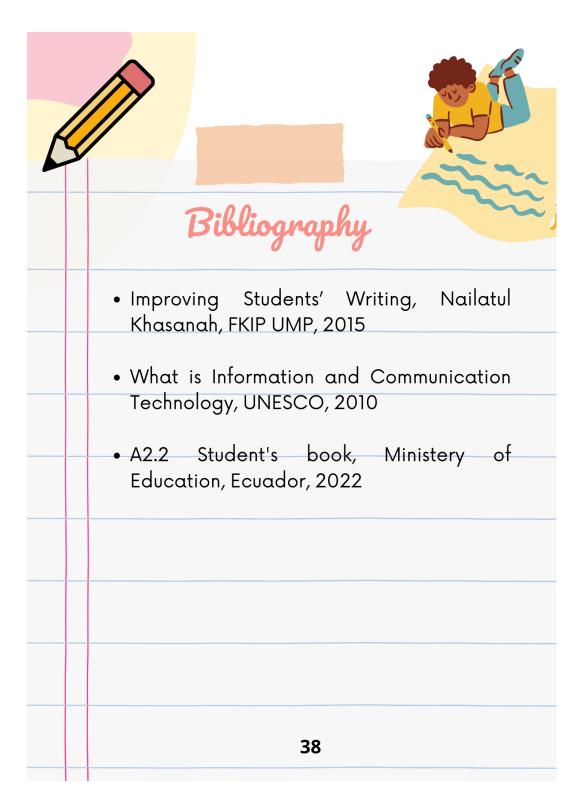
Reflective time!

Did you like creating your blog? Explain.

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What were the difficulties you faced during this project?

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Did you consider the use of technology help you to write better? Why? Why not?

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Recommendations

- The assessment should be during the whole writing process rather than only assessing the product.

- Each use of an ICT should be supervised to guarantee its correct use.

- Teacher should provide constant feedback about the progress of the student.

- In the earlies stages, grammar should not be graded as it can desmotivate the student

Bibliography

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6. Conclusions

Regarding the causes and facts analyzed during the development of this educational project, the following conclusions have been made:

- A lack of engaging methodological material might affect directly the writing process of the students.

- The use of ICT guided by the teacher develop an in-depth learning due to the fact students find it easy to relate the content with real-life situation as they employ up-dated tools as the internet.

- ICT covers a vast field talking about learning styles and students' personal interests making the writing an enjoyable process.

- The community involved in the process of learning, being called teacher and students, might have developed self-management skills and organization skills in order to take advantage of the use of ICT. Otherwise, it leads to distraction or the feeling of overwhelming because internet offers a lot to cover talking about writing skills.

- A didactic guide about the use of digital platforms will enhance the writing process as students feel motivated and they give a purpose to their reading as they are aware others are going to read what they have wrote, giving them the opportunity to guide their work by setting an audience.

- The activities that should be used when using ICT to improve writing should be aim to cover each student necessity and interest in order to make the participant of their learning.

7. Recommendations

To optimize the enhancement of writing through the use of ICT, the following recommendations are made:

- The teacher should guide students in every stage of their writing prioritizing the process and not the final product.

- The assessment should be focused on each student's way to communicate as they have different interests.

- The teacher should use innovative tools to keep students' attention and motivation to improve their writing skills during their whole educational process.

- The teacher should use ICT at least three times a week to develop writing as it was shown how effective can be to develop significant learning.

- Teachers should encourage their students to develop their personal skills as organizing their time and tasks to avoid distractions.

- Students should be aware about the importance of setting a purpose to what they do to make it easier to relate to real-life situations.

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APPENDIXES

ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE ITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ALEMANA O ITALIANA

_____

_____

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	Topic: THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS Proposal: DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS		
Nombre del estudiante (s)	FAGEDA ESPINALES ADRIAN STEVEN SILVA LOOR JULISSA MADELAYNE		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüísticas
Línea de Investigación	*Estrategias Educativas Integradoras e Inclusivas*	Sublíneas de investigación	*Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras*
Fecha de presentación de la propuesta de trabajo de titulación		Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO POR CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublíneas de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología por emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

	APROBADO
	APROBADO CON OBSERVACIONES
	NO APROBADO

Firma del presidente del Consejo de Facultad o su delegado (también debe ser miembro del Consejo de Facultad)

_____

Nombre del presidente del Consejo de Facultad o su delegado (también debe ser miembro del Consejo de Facultad)

CC: director de Carrera, Gestor de Integración Curricular.

ANEXO II.- ANEXO DEL PLAN DE TUTORIA DE TRABAJO DE TITULACION

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGUISTICA

Guayaquil, 21 junio, 2021

Msc. Sara Anaguano Pérez
Directora de Carrera
En su despacho. -

De nuestra consideración:

Nosotros, **CARLOS ERNESTO VALLE NAVARRO**, docente tutor del trabajo de titulación y los estudiantes **ADRIAN STEVEN FAGEDA ESPINALES** y **JULISSA MADELAYNE SILVA LOOR** de la **CARRERA DE LENGUAS Y LINGÜÍSTICA** comunicamos que acordamos realizar las tutorías semanales en el siguiente horario **LUNES DE 16H00 A 18H00**, durante el periodo ordinario **2022-2023 CI**.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

* Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70%.
* Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
* Cumplir con las actividades del proceso de titulación conforme al calendario académico.

Tengo conocimiento que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma   Firma

ADRIAN STEVEN FAGEDA ESPINALES   **JULISSA MADELAYNE SILVA LOOR**

C..I.: 0924697469   C..I.: 2000104899

CARLOS ERNESTO
VALLE NAVARRO

Firma
CARLOS ERNESTO VALLE NAVARRO
C..I.: 0912219771

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Carlos Valle Navarro
Tipo de trabajo de titulación: Proyecto Educativo
Título del trabajo: THE INFLUENCE OF INFORMATION AND COMMUNICATION
TECHNOLOGY TO ENHANCE WRITING SKILLS
Propuesta: DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE
WRITING IN A2.2 STUDENTS
Carrera: Lengua y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS
1	30/5/2022	Propuesta del Tema	16h00	18h00	Terminado
2	6/6/2022	CAP 1: Formulación del Problema	16h00	18h00	Terminado
3	13/6/2022	CAP 1: Revisión de los objetivos-justificación	16h00	18h00	Terminado
4	20/6/2022	CAP 1: Análisis de las Variables.	16h00	18h00	Terminado
5	27/6/2022	CAP 1: Revisión CAPITULO 1	16h00	18h00	Terminado
6	4/7/2022	CAP 2: Revisión de las Fundamentaciones	16h00	18h00	Terminado
7	11/7/2022	CAP 2: Corrección de las fundamentaciones	16h00	18h00	Terminado
8	18/7/2022	CAP 2: Revisión de las citas autores	16h00	18h00	Terminado
9	25/7/2022	CAP 2: Operacionalización de variables	16h00	18h00	Terminado
10	05/08/2022	CAP 3: Revisión Métodos, Instrumentos y Técnicas	16h00	18h00	Terminado
11	12/08/2022	CAP 3: Revisión Análisis de Resultados, conclusiones y recomendaciones	16h00	18h00	Terminado
12	19/08/2022	CAP 4: Revisión de la Propuesta, Justificación, objetivos, ejercicios	16h00	18h00	Terminado
13	25/08/2022	Revisión de conclusiones	16h00	18h00	Terminado
14	03/09/2022	Pertinencia e Impacto social	16h00	18h00	Terminado
15	10/09/2022	Estructura anexos	16h00	18h00	Terminado
16	12/09/2022	Revisión y firmas de anexos	16h00	18h00	Terminado
17	14/09/2022	Acople de tesis	16h00	18h00	Terminado

Firmado electrónicamente por:
CARLOS ERNESTO VALLE NAVARRO
Carlos Valle Navarro
Docente Tutor
C.I.: 0912219771

ISRAEL GUILLERMO BRAVO BRAVO
MSc Israel Guillermo Bravo Bravo
Gestor de Integración Curricular
C.I.: 0704999143

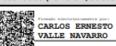Julissa Madelayne Silva Loor
Firma Estudiante1
C.I.: 2000104899

Adrian Fageda Espinales
Firma Estudiante2
C.I.: 0924697469

ANEXO V.- RUBRICA DE EVALUACION TRABAJO DE TITULACION

Título del Trabajo: THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS.

Propuesta: DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS

Autor: FAGEDA ESPINALES ADRIAN STEVEN

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.2
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.3
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	0.8
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.3
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.2
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	0.9
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.6
PERTINENCIA E IMPACTO SOCIAL	1	0.9
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.4
CALIFICACIÓN TOTAL *10		9.1

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

Firmado electrónicamente por:
CARLOS ERNESTO VALLE NAVARRO

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
No. C.I. 0912219771
FECHA: 14/09/2022

ANEXO V.- RUBRICA DE EVALUACION TRABAJO DE TITULACION

Título del Trabajo: **THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS.**

Propuesta: **DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS**

Autor: **SILVA LOOR JULISSA MADELAYNE**

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.2
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.3
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	0.8
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.3
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.2
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	0.9
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.6
PERTINENCIA E IMPACTO SOCIAL	1	0.9
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.4
CALIFICACIÓN TOTAL *10		9.1

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

Firmado electrónicamente por:
CARLOS ERNESTO VALLE NAVARRO

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
No. C.I. 0912219771
FECHA: 14/09/2022

ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil,

Sr. /Sra.
MSs. Sara Anaguano Perez
DIRECTOR (A) DE LA CARRERA LENGUAS MODALIDADES SEMESTRAL Y ANUAL
FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS.** De los estudiantes **FAGEDA ESPINALES ADRIAN STEVEN** y **SILVA LOOR JULISSA MADELAYNE**, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

El trabajo es el resultado de una investigación.

☐ El estudiante demuestra conocimiento profesional integral.

☐ El trabajo presenta una propuesta en el área de conocimiento.

☐ El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO,** para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Firmado electrónicamente por:
CARLOS ERNESTO VALLE NAVARRO

Carlos Ernesto Valle Navarro
C.I. 0912219777
FECHA: 14/09/22

ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **VALLE NAVARRO CARLOS ERNESTO**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **FAGEDA ESPINALES ADRIAN STEVEN** y **SILVA LOOR JULISSA MADELAYNE**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación mención Lengua y Literatura Inglesa.

Se informa que el trabajo de titulación: **THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS**, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 8 % de coincidencia.

THE INFLUENCE OF INFORMATION AND COMMUNICATION
TECHNOLOGY TO ENHANCE WRITING SKILLS

INFORME DE ORIGINALIDAD

8%	6%	1%	6%	
INDICE DE SIMILITUD	FUENTES DE INTERNET	PUBLICACIONES	TRABAJOS DEL ESTUDIANTE	

FUENTES PRIMARIAS

1 Submitted to Universidad de Guayaquil Trabajo del estudiante		1%
2 www.gradjobs.co.uk Fuente de Internet		1%
3 www.coursehero.com Fuente de Internet		1%
4 repositorio.upse.edu.ec Fuente de Internet		1%
5 Submitted to Universidad Santiago de Cali Trabajo del estudiante		1%
6 www.researchgate.net Fuente de Internet		<1%
7 Submitted to New Mexico Highlands University Trabajo del estudiante		<1%
8 Submitted to University of Western Sydney Trabajo del estudiante		<1%

CARLOS ERNESTO
VALLE NAVARRO

_____

MSc. CARLOS ERNESTO VALLE NAVARRO
C.I. 0912219771
FECHA: 16/09/2022

ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, Septiembre 24, 2022

Sra.
MSc. Sara Anaguano Perez
DIRECTORA DE LA CARRERA DE LENGUA Y LITERATURA INGLESA – PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad. -
De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS. DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS del o de los estudiante (s) FAGEDA ESPINALES ADRIAN STEVEN y SILVA LOOR JULISSA MADELAYNE. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
El título tiene un máximo de 26 palabras.
La memoria escrita se ajusta a la estructura establecida.
El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
Los soportes teóricos son de máximo 5 años.
La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
El trabajo es el resultado de una investigación.
El estudiante demuestra conocimiento profesional integral.
El trabajo presenta una propuesta en el área de conocimiento.
El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

JOSE MIGUEL
CAMPUZANO
DIAZ

Firmado digitalmente por
JOSE MIGUEL
CAMPUZANO DIAZ
Fecha: 2022.09.24 22:19:06
-05'00'

José Miguel Campuzano
C.I. 0924941297
FECHA: Septiembre 24, 2022

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS.
Propuesta: DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS.
Autor(es): FAGEDA ESPINALES ADRIAN STEVEN

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.4	Revisar citas
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.4	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.3	Not at A2.2 level
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL*10		9.5	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

JOSE MIGUEL CAMPUZANO DIAZ
Firmado digitalmente por JOSE MIGUEL CAMPUZANO DIAZ
Fecha: 2022.09.24 22:19:58 -05'00'

José Miguel Campuzano Diaz - Docente Revisor
C.I.: 0924941297
FECHA: Septiembre 24, 2022

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS.
Propuesta: DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS.
Autor(es): SILVA LOOR JULISSA MADELAYNE

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.4	Revisar citas
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.4	
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Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.3	Not at A2.2 level
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL*10		9.5	

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JOSE MIGUEL CAMPUZANO DIAZ
Firmado digitalmente por JOSE MIGUEL CAMPUZANO DIAZ
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José Miguel Campuzano Díaz - Docente Revisor
C.I.: 0924941297
FECHA: Septiembre 24, 2022

ADDITIONAL DOCUMENTS

FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGUISTICA
Teléf. 2-294888

Universidad de
Guayaquil

Oficio No. UG-LENGUAS- 2022-780
Guayaquil, 01 de junio del 2022

MSc.
Carlos Ernesto Valle Navarro
PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lenguas y Lingüística (Semestral), **FAGEDA ESPINALES ADRIAN STEVEN, SILVA LOOR JULISSA MADELAYNE,** con el tema y propuesta aprobado por el Consejo de Facultad:

THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS. DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

El instructivo del Proceso de Titulación de grado de la Universidad de Guayaquil, señala en su parte: **DEL DESARROLLO Y EVALUACIÓN DEL PROCESO DE TITULACIÓN, OPCIÓN TRABAJO DE TITULACIÓN.**

7.1.1. Desarrollo de las tutorías individuales. - Son funciones del docente- tutor de trabajo de titulación las siguientes:
- Realizar la tutoría a los estudiantes asignados dos horas semanales por cada trabajo de titulación o las veces que considere pertinente, según la disponibilidad del docente.
- Organizar al menos 4 sesiones de tutoría individual de forma presencial.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (Anexo IV. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL).

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Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
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Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo con el calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias URKUND e ingresar al módulo informático de titulación (SIUG) el certificado de anti-plagio, con un porcentaje de similitud máximo de 10 %, y asentar la calificación de tutoría de titulación a cada estudiante asignado.

DE LAS ATRIBUCIONES:

- ✓ Asesorar a estudiantes postulantes a titulación en la elaboración de propuestas de trabajos de titulación, de acuerdo a la línea de investigación en la que se inscriba y establecer con los estudiantes los acuerdos de plan de tutoría del periodo académico.
- ✓ Ofrecer el acompañamiento metodológico investigativo requerido en calidad de docente tutor, en función de las necesidades de los estudiantes.
- ✓ Evaluar los trabajos de titulación en conformidad con las rúbricas de evaluación establecidas de tutor, revisor y/o miembro del tribunal de sustentación.
- ✓ Cumplir con la entrega a la Dirección de la Carrera de la rúbrica de evaluación de trabajo de titulación.
- ✓ Realizar el asentamiento de la calificación de titulación en el sistema académico en las fechas establecidas en el calendario académico.

Agradezco por su valiosa gestión, sin otro particular, me suscribo de usted no sin antes expresarle mi sentimiento de alta consideración y estima.

Atentamente,

SARA ANAGUANO
Firmado digitalmente por SARA ANAGUANO
Nombre de reconocimiento (DN): cn=SARA ANAGUANO
Fecha: 2022.08.01 10:27:20 -05'00'

MSc. SARA ANAGUANO PÉREZ
DIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN
MODALIDADES SEMESTRAL Y ANUAL
sara.anaguanop@ug.edu.ec

C.c.: MSc. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2022-2023 y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA

UNIVERSIDAD DE GUAYAQUIL
📍 Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
🌐 www.ug.edu.ec

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Oficio No. UG-LENGUAS- 2022 - 931

Guayaquil, 13 de Septiembre del 2022

MSc.
Rocío Falcon Méndez
RECTORA DE LA UNIDAD EDUCATIVA FISCAL "CAMILO GALLEGOS DOMINGUEZ"
Ciudad.

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual del presente periodo académico 2022-2023, CICLO I, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a los discentes:
FAGEDA ESPINALES ADRIAN STEVEN, con C.I. Nro. 0924697469
SILVA LOOR JULISSA MADELAYNE, con C.I. Nro. 2000104899

Actualmente matriculadas en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciadas en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se le brinden las facilidades necesarias a las discentes mencionadas anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:
sara.anaguanop@ug.edu.ec
titulacion.lenguas@ug.edu.ec
alexandra.delgadol@ug.edu.ec

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

SARA
ANAGUANO
Firmado digitalmente por SARA ANAGUANO
Nombre de reconocimiento (DN): cn=SARA ANAGUANO
Fecha: 2022.09.15 16:58:25 -05'00'

MSc. SARA ANAGUANO PEREZ
DIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN
MODALIDADES SEMESTRAL Y ANUAL
sara.anaguanop@ug.edu.ec

c.c.: MSc. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2022-2023 CI; y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Israel Bravo Bravo	GESTOR DE TITULACIÓN

UNIDAD EDUCATIVA FISCAL
CAMILO GALLEGOS DOMINGUEZ

Guayaquil, 16 de Agosto del 2022

En respuesta al oficio No. UG-LENGUAS- 2022 – 931, la suscrita MSc. Rocío Falcón Méndez, rectora de la Unidad Educativa Fiscal "Camilo Gallegos Domínguez" **AUTORIZO** a la Srta. **SILVA LOOR JULISSA MADELAYNE**, con CI. No. **2000104899** y al Sr**. FAGEDA ESPINALES ADRIAN STEVEN**, con CI. No. **0924697469**, estudiantes de la UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION CARRERA DE LENGUAS Y LINGUISTICAS, a realizar su proyecto de investigación a los miembros de la unidad educativa.

Título del trabajo: **THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING SKILLS.**

Propuesta: **DESIGN OF A DIDACTIC GUIDE FOR USING DIGITAL PLATFORMS TO IMPROVE WRITING IN A2.2 STUDENTS**

Agradeciendo su atención a la presente quedo de Ud.

Atentamente,

Rocío Falcón Méndez

Rectora de la Unidad Educativa Fiscal "Camilo Gallegos Domínguez"

PHOTOGRAPHIC EVIDENCE

Figure 14: Students and Tutor working together

Authors: Fageda, A. & Silva, J. (2022)

Figure 15: Students and Tutor working together

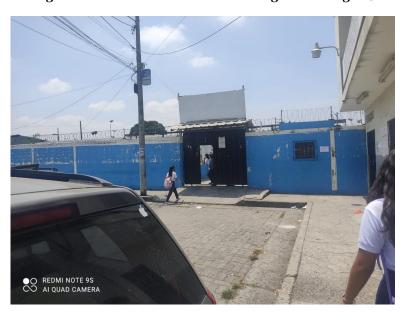**Authors:** Fageda, A. & Silva, J. (2022)

Figure 16: Institution Camillo Gallegos Dominguez

Authors: Fageda, A. & Silva, J. (2022)

Figure 17: Institution Camilo Gallegos Dominguez

Authors: Fageda, A. & Silva, J. (2022)

Figure 18: Administration of the instruments

Authors: Fageda, A. & Silva, J. (2022)

RESEARCH INSTRUMENTS

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS, AND SCIENCE OF THE EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

Students' survey

Objective: To recollect data from 1st Bachelor students about the development of writing skills during the process of a class.

Instructions: Mark with an (X) what you find most appropriate according to your opinion.

Code labels:

1. Totally disagree
2. Disagree
3. Indifferent
4. Agree
5. Totally agree

	STATEMENTS	1	2	3	4	5
1.	I practice writing every week.					
2.	I feel confident when writing in English.					
3.	I know the stages of the writing process.					
4.	I use mind maps to organize the information before writing.					
5.	I consider my writing skills are sufficient for the level I am in.					
6.	I use technology to develop my writing skills.					
7.	I know some digital platforms to improve writing.					
8.	My teacher uses digital platforms to practice writing.					
9.	I think the use of digital platforms will improve my writing skills.					
10.	I consider my school has the resources to use technology in class.					
11.	I think it is important to constantly implement the use of technology in every class to develop writing skills.					

UNIVERSITY OF GUAYAQUIL
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SCHOOL OF LANGUAGES AND LINGUISTICS

Teacher's interview

Objective: To obtain teacher's perception about the influence of information and communication technology to enhance writing skills.

1. **Teacher's personal information:**

Name			
Subject			
Grade		**Years of experience**	
Shift		**English level (CEFR)**	

2. **Questions:**

I. What do you think is the level of writing of students?

J. Does it go according to the Ministry of Education curriculum?

K. What do you think is the biggest barrier that students need to overcome when developing writing?

L. Do you think ICT are an appropriate tool to develop writing skills? Why?

M. How often do you prepare content that involves the use of ICT in writing?

N. What advantages do you find in the use of ICT to enhance writing skills?

O. What disadvantages do you find in the use of ICT to enhance writing skills?

P. Would you recommend the use of ICT to develop writing in the students? Why?

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SCHOOL OF LANGUAGES AND LINGUISTICS

Observation sheet

Objective: To analyze student-teacher interaction in the development of an English class.

Grade:

Date:

Code labels:

1. Totally disagree
2. Disagree
3. Indifferent
4. Agree
5. Totally agree

	STATEMENTS	1	2	3	4	5
1.	Students participate actively in the activities proposed by the teacher.					
2.	The teacher's explanation of the topic catches students' attention.					
3.	The teacher explains the objective of the writing activity.					
4.	The teacher explains the importance of the writing activity.					
5.	Students feel motivated to do the writing assigned by the teacher.					
6.	Students develop their writing without the teacher's intervention or help.					
7.	Students are exposed to real-life situations during the development of the writing.					
8.	The teacher use ICT in their activities.					
9.	Students relate their writing to an audience.					