



Universidad
del Atlántico

CÓDIGO: FOR-DO-109

VERSIÓN: 0

FECHA: 03/06/2020

**AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL
TEXTO COMPLETO**

Autor1

Puerto Colombia, 7 de septiembre de 2020

Señores

DEPARTAMENTO DE BIBLIOTECA

Universidad del Atlántico

Asunto: Autorización Trabajo de Grado

Cordial saludo,

Yo, **LUIS GUILLERMO MERIÑO VÁSQUEZ**, identificado(a) con **C.C. No. 1.140.873.619** de **BARRANQUILLA**, autor(a) del trabajo de grado titulado **BLOGGING AS A WRITING STRATEGY TO ENHANCE WRITING SKILLS OF YOUNG EFL LEARNERS** presentado y aprobado en el año **2020** como requisito para optar al título Profesional de **LICENCIADO EN IDIOMAS EXTRANJEROS**; autorizo al Departamento de Biblioteca de la Universidad del Atlántico para que, con fines académicos, la producción académica, literaria, intelectual de la Universidad del Atlántico sea divulgada a nivel nacional e internacional a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios del Departamento de Biblioteca de la Universidad del Atlántico pueden consultar el contenido de este trabajo de grado en la página Web institucional, en el Repositorio Digital y en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad del Atlántico.
- Permitir consulta, reproducción y citación a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato CD-ROM o digital desde Internet, Intranet, etc., y en general para cualquier formato conocido o por conocer.

Esto de conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores", los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

Atentamente,

Firma

LUIS GUILLERMO MERIÑO VÁSQUEZ

C.C. No. 1.140.873.619 de BARRANQUILLA



Universidad
del Atlántico

CÓDIGO: FOR-DO-109

VERSIÓN: 0

FECHA: 03/06/2020

**AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL
TEXTO COMPLETO**

Autor2

Puerto Colombia, 7 de septiembre de 2020

Señores

DEPARTAMENTO DE BIBLIOTECA

Universidad del Atlántico

Asunto: Autorización Trabajo de Grado

Cordial saludo,

Yo, **LEONEL FABIÁN ORTIZ VERGARA**, identificado(a) con **C.C. No. 72.290.693** de **BARRANQUILLA**, autor(a) del trabajo de grado titulado **BLOGGING AS A WRITING STRATEGY TO ENHANCE WRITING SKILLS OF YOUNG EFL LEARNERS** presentado y aprobado en el año **2020** como requisito para optar al título Profesional de **LICENCIADO EN IDIOMAS EXTRANJEROS**; autorizo al Departamento de Biblioteca de la Universidad del Atlántico para que, con fines académicos, la producción académica, literaria, intelectual de la Universidad del Atlántico sea divulgada a nivel nacional e internacional a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios del Departamento de Biblioteca de la Universidad del Atlántico pueden consultar el contenido de este trabajo de grado en la página Web institucional, en el Repositorio Digital y en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad del Atlántico.
- Permitir consulta, reproducción y citación a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato CD-ROM o digital desde Internet, Intranet, etc., y en general para cualquier formato conocido o por conocer.

Esto de conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores", los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

Atentamente,

Firma

LEONEL FABIÁN ORTIZ VERGARA
C.C. No. 72.290.693 de BARRANQUILLA

DECLARACIÓN DE AUSENCIA DE PLAGIO EN TRABAJO ACADÉMICO PARA GRADO

Este documento debe ser diligenciado de manera clara y completa, sin tachaduras o enmendaduras y las firmas consignadas deben corresponder al (los) autor (es) identificado en el mismo.

Puerto Colombia, 7 de septiembre de 2020

Una vez obtenido el visto bueno del director del trabajo y los evaluadores, presento al **Departamento de Biblioteca** el resultado académico de mi formación profesional o posgradual. Asimismo, declaro y entiendo lo siguiente:

- El trabajo académico es original y se realizó sin violar o usurpar derechos de autor de terceros, en consecuencia, la obra es de mi exclusiva autoría y detento la titularidad sobre la misma.
- Asumo total responsabilidad por el contenido del trabajo académico.
- Eximo a la Universidad del Atlántico, quien actúa como un tercero de buena fe, contra cualquier daño o perjuicio originado en la reclamación de los derechos de este documento, por parte de terceros.
- Las fuentes citadas han sido debidamente referenciadas en el mismo.
- El (los) autor (es) declara (n) que conoce (n) lo consignado en el trabajo académico debido a que contribuyeron en su elaboración y aprobaron esta versión adjunta.

Título del trabajo académico:	BLOGGING AS A WRITING STRATEGY TO ENHANCE WRITING SKILLS OF YOUNG EFL LEARNERS
Programa académico:	

Firma de Autor 1:							
Nombres y Apellidos:	LUIS GUILLERMO MERINO VÁSQUEZ						
Documento de Identificación:	CC	X	CE		PA	Número:	1.140.873.619
Nacionalidad:					Lugar de residencia:		
Dirección de residencia:	lgmerino@mail.uniatlantico.edu.co						
Teléfono:					Celular:		

Firma de Autor 2:							
Nombres y Apellidos:	LEONEL FABIÁN ORTIZ VERGARA						
Documento de Identificación:	CC	X	CE		PA	Número:	72.290.693
Nacionalidad:					Lugar de residencia:		
Dirección de residencia:	lfabianortiz@mail.uniatlantico.edu.co						
Teléfono:					Celular:		

FORMULARIO DESCRIPTIVO DEL TRABAJO DE GRADO

TÍTULO COMPLETO DEL TRABAJO DE GRADO	BLOGGING AS A WRITING STRATEGY TO ENHANCE WRITING SKILLS OF YOUNG EFL LEARNERS
AUTOR(A) (ES)	LUIS GUILLERMO MERIÑO VÁSQUEZ LEONEL FABIÁN ORTIZ VERGARA
DIRECTOR (A)	WILMAR SALAZAR OBESO
CO-DIRECTOR (A)	NO APLICA
JURADOS	JOSÉ ISAÍAS LOBO FONTALVO ÁLIDA VIZCAÍNO
TRABAJO DE GRADO PARA OPTAR AL TÍTULO DE	LICENCIADO EN IDIOMAS EXTRANJEROS
PROGRAMA	LICENCIATURA EN IDIOMAS EXTRANJEROS
PREGRADO / POSTGRADO	PREGRADO
FACULTAD	EDUCACIÓN
SEDE INSTITUCIONAL	UNIVERSIDAD DEL ATLÁNTICO VÍA PUERTO COLOMBIA
AÑO DE PRESENTACIÓN DEL TRABAJO DE GRADO	2020
NÚMERO DE PÁGINAS	136
TIPO DE ILUSTRACIONES	TABLAS, GRÁFICOS Y SMART ARTS, IMÁGENES Y FOTOGRAFÍAS.
MATERIAL ANEXO (Vídeo, audio, multimedia o producción electrónica)	NO APLICA
PREMIO O RECONOMIENTO	NO APLICA



**BLOGGING AS A WRITING STRATEGY TO ENHANCE WRITING SKILLS OF YOUNG
EFL LEARNERS**

**LUIS GUILLERMO MERIÑO VÁSQUEZ
LEONEL FABIÁN ORTIZ VERGARA
TRABAJO DE GRADO PARA OPTAR AL TÍTULO DE LICENCIADO EN IDIOMAS
EXTRANJEROS**

**PROGRAMA DE LICENCIATURA EN IDIOMAS EXTRANJEROS
FACULTAD DE EDUCACIÓN
UNIVERSIDAD DEL ATLÁNTICO
PUERTO COLOMBIA
2020**

Blogging as a Writing Strategy to Enhance Writing Skills of Young EFL Learners at a
Public School in Barranquilla

Adviser:

Wilmar Salazar Obeso

Presented by:

Leonel Ortiz Vergara

Luis Meriño Vásquez

Universidad del Atlántico

2020

Acceptance page

Jury

Jury

Head language program

Barranquilla, _____ 2020

ACKNOWLEDGEMENTS

First of all, I thank God for the opportunity to live the experience of learning at the university. Second, I thank my parents for all the support provided during the process. Third, I thank my colleague Luis Meriño for his contribution and commitment in this monograph. Fourth, I want to thank my friends Sharik Dominguez, Erika Carbal, Amado Reales and Daniela Rangel for their guidance in the process of drafting the monograph. Finally, I thank the teachers of the foreign language program, both in the training process and in the evaluation process of this monograph.

Leonel Ortiz Vergara

First of all I want to thank Jehovah God for giving me the opportunity of having studied great languages that I really love, and for giving me life and being always with me in the hard times despite everything. I want to thank my parents, Libis and William for all their support and love. I want to thank my grandfather, Mario Motta, for all of his support. He always supported me and trusted that I was going to a great professional one day, and always infused me with confidence. I want to thank my siblings, Katherine and Ian Motta who were there supporting me and giving me encouragement. I want to thank my colleague Leonel for his great patience. I want to thank my teachers who were there for me. Finally, I want to thank my classmates for what they did for me and for being there.

Luis Meriño Vásquez

ABSTRACT

The present study focused on the problem of the written production of students whose final texts are so inaccurate that they do not meet the expectations of the teacher because they do not follow a serious writing process (prewriting, drafting, reviewing, proofreading, editing and publishing). In other words, they write hastily to submit an inaccurate text as an assignment to the teacher. This study aims at promoting the use of writing strategies by profiting from the academic resources offered by the internet. This study was carried out under the perspective of qualitative research through a case study conducted between April and December 2018. The sample of this study consisted of eight 10th grade students from groups F and C at a public school in Barranquilla. This qualitative research used the following instruments to collect data: Participant observation, online survey, diagnostic test, 4 Worksheets, and an interview. The integration of the writing process in a single project and the group work favored the students since each one was responsible for contributing to the final product that was a tourism blog. The use of digital resources such as the Edmodo academic network, the academic resources platform EnglishLab A1 / A2 ENSHB.com, and the blogs promoted the learning of writing as a process in students.

Keywords: Blog, Writing Strategies, Writing Skills, Writing as a process.

TABLE OF CONTENT

INTRODUCTION..... 9

PROBLEM STATEMENT 12

OBJECTIVES 14

GENERAL 14

SPECIFIC 14

JUSTIFICATION 15

1.0 THEORETICAL FRAMEWORK 25

1.0.1 BACKGROUND..... 25

1.1 CONCEPTUAL FRAMEWORK 27

1.2.0. RELEVANT THEORIES..... 29

1.2.1. Writing..... 29

1.2.2. Writing Skill 31

1.2.3. Writing sub-skills 32

1.2.4. Writing Strategies..... 33

1.2.5. Assessing Writing..... 34

1.2.6. Writing Task..... 35

1.2.7. Writing Errors..... 35

1.2.8. Text Types 36

1.2.10. Sociocultural Approach to Writing 38

	7
1.3.11. The ICTs in Writing	40
2.0 METHODOLOGICAL FRAMEWORK	42
2.1. PARADIGM.....	43
2.1.1. Types of Paradigm.....	44
2.2. TYPE OF RESEARCH	45
2.3 RESEARCH METHOD	47
2.4 PHASES OF THE STUDY	49
2.5 TECHNIQUES	51
2.6. INSTRUMENTS	55
2.7 CONTEXTUAL FRAMEWORK.....	58
2.8 DATA ANALYSIS	65
2.9 FINDINGS	67
2.10 DISCUSSION	70
PEDAGOGIC PROPOSAL	74
2.11. INTRODUCTION.....	74
2.12. OBJECTIVES	75
2.12.1. General objective.....	75
2.12.2. Specific objectives.....	75
2.13. JUSTIFICATION.....	75
2.14. THEORETICAL FRAMEWORK.....	78

2.14.2. Writing Process	79
2.14.3. Writing Strategies.....	79
2.14.4. Blog	85
2.15.0 METHODOLOGY OF THE PROPOSAL.....	86
2.15.1. Webquest.....	87
2.15.2. Lesson Plans	92
2.15.3. Criteria for the Evaluation of Activities	106
2.15.4. Evaluation of the Pedagogic Proposal.....	108
2.16. CONCLUSIONS	113
2.17. RECOMMENDATIONS	115
References	117
ANNEXES OF CHAPTER II	127

INTRODUCTION

Beare (2019) assures that writing in English as a foreign language is one of the communication skills that take the most time to learn and master since expectations are much higher for formal written English. It is a productive ability that requires a serious process of: searching, selecting and organizing of information, writing, editing and publication. This means that it requires a prior reading in order to choose the topics related to what you want to express. It is also important to create a structure that will guide the reader of the text. Even the vocabulary to be used in the text must be taken into account. Other processes such as correcting the text and finally presenting them to the public. For this, the teacher must provide writing models as a writing strategy to students in order to improve the quality of writing of students.

There are three perspectives of writing: as a product, as a process and as a genre. Writing as a final product (Nunan, *Second Language Teaching and Learning*, 1999) is limited to a finished text with grammar, vocabulary and a precise structure. In terms of Writing as a process, Hayes & Flower (1981) envisioned the cognitive processes involved in written production. Writing as a genre Tribble (1996) included in the writing process the context and audience to which the text is addressed. As can be seen, writing is more than a series of related sentences. It is a complex cognitive process that requires a serious process of choosing information for a specific audience.

The research problem to be addressed is the writing strategies used by adolescents in a public school. The research group chose La Escuela Normal Superior La Hacienda, located in the Olaya neighborhood. The selected population was a group of 10th grade students.

According to the observations, writing tests and questionnaires deficiencies in terms of grammar and vocabulary were found. Also, the researchers found that the students are not familiar with the writing models, and in some cases, the use of punctuation. The class is focused on the grammar and the listening workshops they do at home. The teacher has to work with his own resources, since there is no availability of recorders with CD players. Computer rooms and computer labs have restricted only to the computer class.

The purpose of this project is to integrate ICTs as a learning strategy for writing. The best way to do it is through a resource that can be available to students and teachers inside and outside the institution. We also sought to promote collaborative learning between students and their teachers (pre-service and in-service), and motivate the interaction between the groups studied.

This study is divided into three sections in which the problem of writing in English as a foreign language is revealed: In the first section, which is an approach to the selected problem, the researchers present the approach to the problem related to writing in adolescents at a public institution. Then, the general and specific objectives are presented. Next, the research group reveals the legal framework that supports this project with the laws, norms and the guidelines of the curriculum by which education in Colombia is based. Finally, the justification for the study carried out by the researchers.

In chapter one, we begin with the theoretical framework. This indicates previous studies that support and match with our research. Next, the conceptual framework introduces important concepts involved with writing. After that, we present the relevant theories which are important to understand the components linked with the writing process and the difficulties and mistakes that students could have when they are writing.

In chapter two, the research group presents the methodological framework. We start with the paradigm we selected. Next, we advance to the type of research and research method. Then, we define the techniques and instruments used to collect data and at the end, we make known the phases of the study. Next, the research group informs the analysis and results. We show our findings using categories. These categories explain the phenomena as a domino effect process. The analysis shows the problem as a process with elements that begin from the dominant difficulty to the difficulties that are commonly seen in a revision of a writing task. Finally, we present the discussion based on the results of the data analysis.

Last, the research group presents the pedagogical proposal. First, in this section the introduction of the proposal will be made. Second, we give the justification for the use of this pedagogical proposal in public schools. Third, the research group delves into the theories of the writing process, its strategies, the teaching methodologies and the technological tools used in the pedagogical proposal. Fourth, the evaluation phase of the proposal made from three perspectives: average performance of students in the activities designed in the proposal, the point of view of the English teacher, and that of the students of the selected sample. Fifth, the research group presents the conclusions that came with the implementation of the proposal based on the evaluation. Finally, the research group offers recommendations for future studies that continue to use ICT as a strategy to teach English as a foreign language.

PROBLEM STATEMENT

Writing is considered a task in which cognitive processes are involved and therefore recursive. The above implies that the writer requires several strategies to achieve writing an understandable text to the reader. The composition of a text is not just putting ideas on paper, but doing so in an organized way. In other words, writing is the articulation of thought transformed into understandable signs for the reader. Unfortunately, students fail to produce a text that meets the requirements of this type of task that require more time for its preparation.

The authors of the present study who developed the research in the 10th grade at Escuela Normal Superior La Hacienda from Barranquilla noticed a lack of real writing tasks. On the one hand, the English class is based on a book called "Listen!", this material includes a CD with Mp3 files. The purpose is for students to acquire vocabulary and become familiar with the language forms. The exercises of the book are completed by the students at home or in class according to the criteria of the teacher. On the other hand, the teacher presents the grammatical content and assigns application exercises to reinforce accuracy. As we can see, there are no activities that involve written production tasks.

We detected the students' writing problem while they were carrying out a written production task which demonstrated the students' reluctance toward this type of activity. It was uncomfortable for them to write in English, and they even had a fear of failing. The reason for this to happen was the lack of planning on what they want to put on paper. They made the decision to search on the internet, copied and pasted the information; or used Google translator to translate from Spanish to English. These bad practices caused the students to end up committing plagiarism. The above proved the absence of a serious writing

process. They did not have effective strategies to write a well-presented text. Consequently, the students presented an inaccurate text that only evidences their lack of commitment.

The above is a reflection of the reality of the students when they face the writing activity. The research group consulted with professors of other subjects that require written production (Spanish, social sciences, philosophy, and research). They confirmed that there are very few written production activities because the groups are numerous and it is impossible to grade them. Teachers prefer to assign workshops with short answer questions, multiple-choice or fill in spaces. This means that when they ask for written work they are assigned in groups of 3 students, which facilitates their evaluation. Finally, their exams are made of multiple-choice, false or true, complete spaces or association of concepts.

For that reason, our research group focused its attention on solving the writing problem of 10th-grade students using writing strategies. We were able to demonstrate the apathy of the students to write using instruments such as interview, observation, test, a survey and instruments that were implemented in order to investigate their needs and interests that may facilitate writing in English.

Following the research project plan, it is necessary to design and implement a pedagogical proposal that integrates their interests and needs. The proposal should solve the difficulties the students have related to their writing skills, from the general ones to the specific ones.

Taking everything into account, the research group raised the following question:

How can writing be enhanced in 10th-grade students at a public school in Barranquilla?

OBJECTIVES

GENERAL

- To enhance writing skills in EFL young learners integrating writing strategies and ICT's.

SPECIFIC

- To determine with a general writing test the level of writing production of 10th-grade students.
- To identify the main difficulties that affect writing production of 10th-grade students using written production exercises.
- To describe the writing strategies used by 10th-grade students according to the performance in writing production exercises.
- The needs and interests of 10th-grade students in their EFL writing process will be analyzed from the on-line survey and the first four workshops. This is done in order to create content and strategies they could be familiarized with.
- To design a pedagogical proposal in order to improve the writing ability of 10th-grade students at a public School in Barranquilla.
- To evaluate the pedagogical proposal used in 10th grade students at a public School in Barranquilla according to the participants of the study (students, in-service teacher and pre-service teachers). The purpose of this is to analyze if the proposal accomplished its objective of improving or not and also to give recommendations for future projects.

JUSTIFICATION

Writing in EFL is not an easy task. We believe that students from High School must be prepared to write correctly in their mother tongue and in at least one foreign language, in this case English. Why? Well, the world of this 21st century demands from every person to have an adequate and accurate way of communication, and writing plays an important role in that aspect.

On the other hand, the research group presents this project in order to show what they had found about the benefits of using Blogs as a learning strategy for writing in English as a foreign language. Furthermore, we believe that it is important to illustrate the benefits of the responsible use of ICTs for the community, and actually one of our purposes is to show that.

Besides, our intention is to demonstrate the value of the theory aimed at the proper use of ICTs in the teaching of English as a foreign language. In addition, we want to prove the use of a methodology focused on a case study to solve a problem in education. Moreover, the research group is going to clarify the contribution of this study to education. Finally, we are going to confirm the feasibility of the project, thanks to the existence of the necessary computer resources to put it into operation.

Due to the fact that the Anglo American duo conformed by Great Britain and the United States is the most influential world power, English has become more and more important to learn. Many countries around the world teach this language in their schools and universities and Colombia is not an exception. It is mandatory for all schools in our countries to teach it. Nevertheless, the level of English of our students is not very good and here is where our

project has relevance. We planned to improve this target language using blogs as a strategy to ameliorate writing skills.

This is a great idea for our students. Why? Nowadays blogs are used by many people around the world, especially young people. They use them to express their feelings and ideas about a subject. Using them as a strategy would not only improve writing skills, but it would be motivating for them because of the use of ICTs is something that young people love today. Also, we can present the writing strategies using ICTs as a dynamic and friendly means for the 10th grade students of the Escuela Normal Superior La Hacienda in Barranquilla; use it as a model of teaching in other public institutions, taking into account the particular needs of students.

The importance of this research for the community is to update the teaching of English as a foreign language, taking advantage of technology as a key resource in transforming student learning. It also gives them the possibility of giving them a more responsible use of technology, not only as a leisure scenario, but as a knowledge acquisition laboratory. With this study two groups from 10th-grade students (10E/10C) have a chance to learn new strategies to express their ideas through writing in an entertaining way instead of a monotonous activities on a sheet of paper.

On the other hand, the theoretical framework of this research is based on recent projects carried in our country and internationally. Through those projects similar to ours we could see that using blogs as a strategy to improve writing really works and not only helps students to ameliorate their linguistic skills, but also to express their feelings, to create a writer's identity, to foster better relationships among students and teacher, and to link English to other

subjects like computer science. This part of the project also demonstrates theories of some authors about writing, blogs and ICTs. All these explain that writing is a process that enhances the cognitive processes and help students now and in the future to do different types of texts and express their ideas with coherence and no further explanation and the use of ICTs and social software helps to update and innovate the way we teach.

Our methodological framework shows that we use case study. A case study is a suitable research design to use in this project because it consists of few people intervening. This means that the project has more probabilities of having success because the strategies and proposals applied are focused in a specific problem and the researchers have less distractions that can drag out the process. We have also used an interpretative paradigm and this is related also to the use of a qualitative research, all of this is based on the premise that knowledge is built upon experiences and interpretation of results and observation, in this case, we are based on the vision of the study participants (students, pre-service and in-service teachers) as is suggested by Creswell (2003).

Besides the contribution of this research to education, the researcher group seeks to unify (from our field of action) the discipline of humanities with the discipline of computer science. Education is an endless process, which must evolve and adapt to the demands of our society. Man is an integral being, his thoughts are not only composed of one type of knowledge, and on the contrary he must create connections among everything he learns in his life and apply it to solving everyday problems. The experience of learning English as a foreign language in students must be transformed by integrating it with other branches of human knowledge so that they find applicability to the use of a foreign language, not only in the classroom, but outside of it.

The work being done here is possible thanks to the availability of ICT resources everywhere today. Access to technology has become a right, and many public institutions in Colombia are improving their technological infrastructure and resources. The Escuela Normal Superior la Hacienda has a computer science room that makes it possible to accomplish a research study about writing, and to apply the use of blogs as a strategy. Also, the interest of students in technology makes this project very attractive to them and thus, they are encouraged to improve their writing skills.

LEGAL FRAMEWORK

The Article 21, subsection m of the Education Act (Act 115 of 1994) provides that educational institutions must offer their students learning a foreign language from the basic level MEN (1994). In late 2004, the Ministry of Education supplied the need for a common frame of reference for learning, teaching and assessment of languages, in adopting the Common European Framework of Reference for the soundness of the proposal and its applicability to the education sector. From this framework, we first established the goals of language level for different populations, and then proficiency standards were formulated in English for primary and secondary education, which were published in December 2006.

The 115 Act also includes the following laws:

Article 15: Develop competencies and skills that foster equal access and fairness in the provision of higher education and opportunities in the business and labor fields, with particular emphasis on departments that have low levels of education coverage. The Government through the Ministry of Education, in consultation with the competent national

academic community dedicated to research and the training of teachers for teaching English, regulate the standards for learning, teaching and language assessment English for which it can be used as a reference to the Common European Framework of Reference for Languages : Learning , teaching and assessment .

In order to achieve the goals set by the Government, teachers must demonstrate a minimum level of language proficiency equivalent to the Basic Skills Standards in Foreign Languages, set by the Ministry of Education and consulted with the competent national academic community dedicated to research and the training of teachers for teaching English. In this regard, the Government will make provisions and procedures necessary to ensure the promotion and adequate supply of teachers at the levels required. The Government will encourage and promote the continuous formation of English teachers in the education and languages field.

The Government through the Ministry of Education will take steps to fulfill this mandate within which should explicitly needed transition periods for compliance, and for teacher training measures. And specifically talking about the grade taken into account in this project the Act establishes:

Article 22: Specific objectives of basic education in the lower secondary. The four (4) degree subsequent basic education cycle constituting the secondary will have specific objectives in which between them we can find: Develop the ability to communicate in English according to Level B 1.1 of the *Basic Competency Standards in Foreign Languages:* English issued by the Ministry of National Education.

The government of Colombia also created the Guidelines foreign language

curriculum processes which are teaching guidelines for teachers to take ownership of the area of basic conceptual elements and make effective autonomy to guide the processes, to address the needs of the curriculum within the Institutional Educational Project (PEI), seek opportunities for innovative management of the area and take and appropriate scientific and technological advances. Also seeks that from the Guidelines, teachers can set attainable achievements in the development of communicative competence in a foreign language, make continuous evaluations and decisions that make the specific curriculum relevant and effective and meaningful learning.

In this sense, the Education Act, Act 115 of 1994, emphasizes a conception of curriculum focused on processes and skills, flexible, participatory and open nature that tends to the integral development of people. This document is the result of ongoing processes of consensus and collective construction developed with teachers from local and foreign universities, ministries of education and schools in various regions of the country. The Curriculum Guidelines of foreign languages are a proposal to be considered in light of the particular experiences that characterize the PEI of each institution. Undoubtedly, the teacher plays a decisive role in the final validation of these guidelines and their perceptions and experiences are systematized as an invaluable contribution to the enrichment of future publications and guidelines for the area.

Overall, the document not only lists the most recent hypothesis ownership of foreign languages, hypotheses that will now have ample opportunity validation, but points out possible avenues for the selection of basic and fundamental concepts, approaches and guidelines relevant to the development of foreign languages. In preparing this proposal reflections, approaches and experiences on national and international curriculum

development, teaching of language, concepts of sociolinguistics, cognitive psychology and general psychology taken into account. The focal points of this paper are organized into four chapters:

Chart. 1. Guidelines foreign language curriculum

1. Context	<ul style="list-style-type: none"> • General tour by Colombian and global sociocultural contexts.
2. Elements and Approaches to Foreign Language Curriculum	<ul style="list-style-type: none"> • Conceptual elements of the area, interlingual and intercultural processes, principles and methodological characteristics and models of assessment and curriculum organization and schemes in force for the area of languages.
3. Continuous training of teachers of foreign languages	<ul style="list-style-type: none"> • Reflective models, exploration of the experiences, research and cooperative work, knowledge dialogue.
4. New technologies in the foreign language curriculum	<ul style="list-style-type: none"> • Make the most of technological resources in the learning and teaching of languages.

Note: Guidelines foreign languages curriculum took from MEN (2014) and designed by OM SOURCES Research Group in this chart.

The vision of Colombia for 2019 for the management of a second language should also be taken into account: Promote the competence of students to communicate in a second language. The number of hours of training will be intensified from the beginning of the school year, and there will be a significant number of teachers trained to teach English at all levels. It will also work with young people to understand English.

The programs of the Ministry of Education should incorporate schemes to promote the development of skills for more and better use of ICT and the development of complementary skills in mathematics and especially knowledge of English. Also, it the standards set for students from 6th to 11th grade in this country must be taken into account.

The following are the writing standards because this research project is based on Blogging as a strategy:

Chart. 2 Writing Standards from 6th to 11th grade

Writing Standards from 6th to 11th grade
<ul style="list-style-type: none"> • I use appropriate grammatical structures and patterns frequently. • I check the spelling of the words I write frequently. • I write short texts related to me, my family, my friends, my environment or facts related to topics that are familiar to me. • I use an adequate vocabulary to give coherence to my writings. • I write stories about personal experiences and events around me. • I answer in written form questions related to texts that I have read. • I produce simple texts with different functions (describe, narrate, argue) on personal topics and related to other subjects. • I paraphrase information that I read as part of my academic activities. • I organize short coherent paragraphs, taking into account formal elements of the language such as spelling and punctuation. • I plan, I review and edit my writings with the help of my classmates and the teacher. • I write summaries and reports that demonstrate my knowledge about subjects of other disciplines.

Note: Writing Standards from 6th to 11th grade took from MEN (2006). Guide no. 22. Basic Standards of Competencies in Foreign Languages: English and designed by OM SOURCES Research Group in this chart.

Finally, the Basic Rights of Learning (DBA) must be taken into account. They serve as a benchmark for meaningful learning, in this case, from English to territorial entities, educational institutions, teachers and school administrators, families, to the students and to the Ministry of National Education. The following are the basic learning rights focused on writing in English from 6th to 10th grade:

Chart 3. Writing DBA from 6th to 10th grade

Writing DBA from 6th to 10th grade
<ul style="list-style-type: none"> • Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender or nationality. • Writes short and simple texts about familiar actions, experiences and plans using a sequence of images and pre-established model for the text. • Describes actions related to a subject in his/her family or school environment using simple sentences and images. • Summarizes information he has read or listened to on academic and school related topics through a structured written text. • Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.

Note: Writing DBAs from 6th to 10th grade took from (MEN, 2016). Basic Learning Rights: English; designed by OM SOURCES Research Group in this

After showing the policies related to the teaching and learning of writing in English, we can affirm that bilingualism initiatives by the government have been insufficient. There are reasons why our country does not meet the requirements to train bilingual people: First, the policies for teaching a foreign language have focused on the economic benefit that can be offered to the international market by hiring cheap labor trained in functional communicative skills in the English language (Bonilla & Tejada, 2016). The teaching and learning of the language cannot remain an instrumental motivation such as money. The ability to learn a language must cover other aspects of the learner's life should give him the opportunity to connect with other cultures of the world: his values, customs, thoughts, emotions and feelings. Second, there is no equitable participation of educators in the creation of educational policies aimed at the full teaching and learning of foreign languages, taking into account the interrelation between the national and international context (Correa & Usma Wilches, 2013). When a country adopts bilingualism policies, it requires understanding the concept, and part of it is adapting policies and methodologies according to culture. Our country is multicultural, therefore the participation of the entire educational community is essential in the creation of a bilingual program adjusted to our culture. It is also vital that we

can adopt a meeting point with the English-speaking culture. Third, the reason why recent state policies have not had the expected effect is because components such as methodologies based on content, interculturality and pragmatic competence have been set aside (Bonilla et al, 2016). These three components are what are needed for true learning of an L1 and L2 in students. A language communicates with its own perspective; it is a consciousness that reflects the identity of the speaker and that cannot be mechanized or shaped because it is something unique. Furthermore, in the present time (21st century) there is an additional critical thinking for a true appropriation of knowledge in any language, either L1 or L2.

Taking into account the above, the government has to rely on people (research professors and managers) who know the needs and interests of the people who are being trained in educational institutions (school / technical and language centers / Universities) perfectly. As long as the political will is at the service of the labor market and not the development of the human being, there will still exist the recruitment of low-cost functional labor. Taking everything into consideration, the government must create policies that favor the integral human development of the students that will be the future leaders of the country.

CHAPTER I

1.0 THEORETICAL FRAMEWORK

1.0.1 BACKGROUND

International

In the international context, Emrah Akdağ of Emine Nabi Menemencioğlu High School, Adana, Turkey and Yonca Özkan of Cukurova University, Adana, Turkey did a research entitled "*Enhancing Writing Skills of EFL Learners through Blogging*" in 2017. In this exploratory case study the objective was to evaluate the impact of using blogs on writing skills in high school students. The results showed favorable effects on writing skills in English as a foreign language of the students. An enthusiasm was observed in the autonomous writing process in the students. This shows implications for students, teachers and language instructors, materials developers and curriculum designers, including a great potential for future research (Emrah & Yonca , 2017).

Finally, in Greece, Maria Paroussi of the National and Kapodistrian University of Athens did a study entitled "Blogging in a blended-learning pedagogical model, as a medium for the enhancement of 6th grade primary school learners' writing skills and e-literacies" in 2014. His study explored the effectiveness of hybrid learning (blogging and face-to-face class) in EFL classes. The population was 6th grade students from two schools that share the same geographical and cultural context in Patras. The students did writing activities by writing stories and articles in Blogs. They were also exposed to computer-aided materials and instructed by teachers. The aim of the study is to find out the effects of the use of Blogs along with the framework of mixed learning as a scaffolding tool could benefit L2 writers

and for future research. The findings confirm an improvement in students' writing skills. It even accelerates metacognitive strategies, promotes collaborative learning and ensures a high level of achievement of new literacy (Paroussi, 2014).

National

In Colombia, Margarita Del Pilar Mariño Martínez at the Universidad La Sabana conducted a study entitled "*The Use of Blogging in Narrative Writing Skills*", in 2013. Her qualitative research was developed with 10th grade students at San Martín de Tours, a public school in Sogamoso. The techniques of data collection and instruments were the interview, questionnaires and student blogs. His purpose with this action research was the possible effect of blogging on narrative writing skills and the impact of blogging on autonomous development. The results of the study showed that blogs had a positive impact on the improvement of writing skills in the mechanical part and the structuring of paragraphs. They also reported stimulation of autonomous learning, intrinsic motivation and sense of responsibility in carrying out activities. These results indicate a development of linguistic awareness of the foreign language and a development of autonomous learning in the learning process of the students (Mariño, 2013).

Luz Mary Quintero, from the Francisco José de Caldas District University and Universidad La Gran Colombia, Colombia, conducted a study entitled "*Blogging: A way to foster EFL writing*", in 2008. This action research was implemented with First semester students at a public university in Bogotá. Its purpose was to obtain information from the EFL script, and to analyze if the pedagogical proposal of the project was effective or not. The researcher used the interaction of a group of Colombian students with another group in

Canada through blogging. The students worked on three different blogs: a personal, a collaborative writing and an argumentative writing. The study findings show a significant development of EFL writing in students as they felt part of a community with similar interests. Also, the students could self-portray themselves in the post they published. Finally, feedback is beneficial in EFL writing as it serves as scaffolding in the student writing process (Quintero, 2008).

1.1 CONCEPTUAL FRAMEWORK

The following key concepts that guide this study based on the difficulties that affect the writing ability of adolescents are:

Writing: Zamel (1982) defines writing as a process of discovery of meaning. This means that it is a process of exploration of ideas which is repeated again and again until reaching a clear expression of what is wanted to be communicated to the reader in the text.

Skill: It describes skill as “the ability to use one's knowledge effectively and readily in execution or performance” (Merriam-Webster dictionary , 2019). So, it is about obtaining knowledge about certain area and then uses it and applies it in an adequate and productive manner.

Writing Skill: Yi (2009) elucidates that writing skill or ability has multifaceted definitions according to main approaches: product-oriented, process-oriented and reader-oriented. As a result of the three approaches, writing skills are defined as the ability to depict ideas, feelings and other aspects in an adequate and effective manner. The acquisition of these skills is a process that requires time and can be improved gradually.

Strategy: Thamarana & Narayana (2015) define strategy in the learning of a foreign language as an attentive and thoughtful behavior in order to learn.

Writing Strategy: It is defined as “the sequence in which a writer engages in planning, composing, revising and other writing related activities” (Torrance & Jeffery, 1999) in (Cabrejas, 2012). In other words, it is a plan, system or method that allows the student to write effectively provided by the teacher or instructor.

EFL: This acronym means ‘English as a Foreign Language’. It deals with learning English in non-English speaking land (Hrdá, 2017). For instance, students that learn English in Colombia are considered EFL students because English is not spoken in this country.

EFL class: An EFL class is a class given in a context that does not have English as its official language, or this language is not widely used. The same word ‘foreign’ means that this language is not usually employed in that country, land or situation.

Blog: Marcelo & Martin (2007) define a blog as a website that shows a chronological record whose content focuses on a specific topic chosen by the author. The writer has the freedom to write with few restrictions and can rely on images, audios and videos to illustrate content. In this site the writer and the reader have a bidirectional communication through the comments widget.

ICT (Information Communication Technology): Ratheeswari (2018) defines them as the technologies that allow access to information through telecommunications.

1.2.0. RELEVANT THEORIES

1.2.1. Writing

There are many different conceptions according to the perspective of researchers. Reid (1993) agrees on the importance of writing with the growth of writing of textbooks, conferences and published studies, and especially comments on the L2 writing, the integration of written production tests in standardized English proficiency tests such as the TOEFL. Writing in English as a foreign language has become a subject of growing research in the world, since English is a language of global recognition and is used not only in academia but in all areas of human knowledge. The reason why there has been a great deal of research about writing in English as a foreign language is simple: This communicative ability shows a final result, an evidence of the student's cognitive process. The writing piece should show in an orderly manner the thoughts of the writer, in such a way that it can be appreciated by the reader. The teacher can take one of the three writing perspectives: as a product, as a cognitive process or as a genre (Hyland, Teaching and researching writing, 2002). In other words, teachers focus their teaching according to the experience they want to share with their students. You can even choose two or three perspectives for students to notice the importance of writing.

On the one hand, most are inclined towards the final product (grammar, vocabulary, coherence and cohesion), which means that students do not understand the meaning of writing. It becomes a superficial experience. On the other hand, if the process (pre-writing, drafting, editing and publishing) and genre (type of texts according to the audience) are taken into account, the concern for the product is less and the students will be able to make sense

of writing, learn to select and organize the ideas they want to transmit to the reader. At the end is the purpose of writing: sharing information in a clear and concise way to the person who reads the text.

In fact, O'Brien (2005) confirms that integrating reading and writing strategies helps students to increase from knowing to understanding. A productive ability is always linked to an ability to perceive information. Reading is one of a writer's sources of information. Without reading, there is no way to write texts that multiply the information with new interpretations of the preceding texts. When we refer to texts, we not only talk about books; any material that man can perceive through his senses is considered text, be it audio, video, databases, graphics, a painting, a photo, a conversation, an event or a situation that the viewer or reader experiences and inspires him to register with letters in a printed or digital medium.

Yi (2009) argued that the conception of writing can be formed according to the teachers' own experience and the writing philosophy to adopt, taking into account the characteristics of the learners and the objectives of the pedagogy in a given context. It also depends on the pedagogical approaches to teaching writing that the teacher can use. In other words, the concept of writing varies in the way the teacher wants to work this productive skill in his class, according to the traits of his students and the demands of the context. Equally important is the orientation that the teacher wants to give him about writing.

Harmer (1998), in Onozawa (2010) confirms that writing ability has been considered important in the learning of languages. He highlights the important role of writing ability by proclaiming "Reasons to teach writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in itself" (p. 79). This means that writing in English as a foreign language is important to

reinforce, acquire language and to refine the very ability to write as a cognitive process. Generally, the most common concept of writing is a “productive skill” which involves producing language through signs in a paper (Pulverness, Spratt, & Williams, 2011).

Additionally, Gillespie & Graham (2011) showed that writing is a versatile task that involves the use and organization of many cognitive processes. This makes writing a complex process for students and for teachers; it is a difficult task to find an appropriate method to effectively teach the skill. These authors agree with the view that Brown sees writing as a process in which various cognitive processes involved. Hence, students see writing as a difficult task to do due to the amount of processes they must accomplish; especially the time they should use for it. Therefore, the teacher is obliged to seek a variety of activities that allow students to develop each of the cognitive processes involved in the preparation of a written text.

1.2.2. Writing Skill

Thanh (2015) considers the ability to write as the use of strategies (plan, review and evaluate a text) in order to fulfill different purposes such as writing a report or expressing a supported opinion with evidence; and it is a means of deepening and extending the student's knowledge. Writing allows students to articulate their thinking in an orderly manner for better understanding by the reader. It is their thought transformed into words embodied in a paper or digital medium in order to share it with the public that is interested. Nik, Hamzah, & Rafidee (2010) define writing skill a creative means of interaction with people and the rest of the world. This provides opportunities for the writer (student) to expand their horizons in the connected world through the internet. Since these are the raw material, the input, the

stimulus, the inspiration to create a new thought or message to express. This means that writing is a skill derived from a process of exposure to materials, which becomes the input of the writer to generate other cognitive processes that selects, reorganizes, rewrites, edits and presents a text with his/her own style to the reader.

1.2.3. Writing sub-skills

Sub-skills in writing are the components, characteristics or conditions to consider a text written correctly and therefore understandable to the reader. Brown (2001) in Hashemi (2013) discusses that students must:

- Create an adequate core of words and utilize proper word direction patterns.
- Use adequate grammatical structures.
- Use interconnected devices in written discourse.
- Use the linguistic systems and principles of written discourse.
- Properly achieve the communicative purpose of written texts consistent with their design and objective.
- Express associations and links between actions and connect relations such as principal idea, supporting facts, new and given data, generalities, and examples.
- Differentiate between literal and indirect connotations.

These attributes are evaluated by the teacher or instructor in a writing task. With this, the teacher identifies the writing skill in the student. These elements become a list of indicators, which allow detecting the flaws and strengths of the learner's writing.

1.2.4. Writing Strategies

To define writing strategies it is convenient to know the definition of strategy. Collins Dictionary (2019) defines strategy as a general procedure or a series of procedures designed to achieve a specific objective in the long term. If we integrate this definition into writing, they are procedures that allow the writer (the student) to construct a text effectively. This is the reason why writing is considered a recursive process Britton (1970); Halliday (1976) in Davoudi, Reza & Dadras (2015), since the more strategies the writer has at his reach the higher the quality of the text, Flower & Hayes (1980) in Poh (2001). The writing strategies in this case are the stages of the writing process. Flower and Hayes (1980) in Davoudi, et al (2015) suggest a process in 3 phases: planning, translating and revising. The first phase refers to the sub-processes of generating, organizing and establishing the objective. In other words, it is the search processes, and the selection of information (reading), putting the ideas from the main one to the secondary ones (editing) in order and defining the purpose of the text to be written. The second phase refers to the process of taking the notes from the previous phase and transforming them into sentences, which are the result of the analysis and interpretation that the writer gave to the information read (drafting). The last phase refers to the process of refining the text made by the writer in the previous phase for its respective publication. Okasha & Hamdi (2014) ensure that strategic writing techniques allow the writer how to discover his own ideas using an ingenious method. For that reason, each text provides different perspectives on a common topic; since each writer follows a series of procedures that allow him to transform the information taken from different sources and obtain as a result a condensed version of the topic or problem to be shared with the reader.

1.2.5. Assessing Writing

Lexico (2019) defines evaluation as the process of valuation of an object, subject or situation in a quantitative way, which is, assigning a grade or score. The foregoing means that to evaluate the writing of a person is to give an evaluation to the presented text. However, to be able to give a verdict on a text is not a simple task. The teacher must take into account the purpose of the evaluation of the text. Weigle (2002) assures that to evaluate a text the evaluator must be clear about the purpose of the evaluation. Teachers or evaluators must have a clear evaluation criteria. Bachman & Palmer (1996) in Weigle (2002) suggest two main purposes: "the first is to make inferences about the ability of the language, and the second is to make decisions about the inferences in those inferences" (p. 40). This means that the evaluation criteria will focus on the rules of the language the learner is learning.

Weigle (2002) takes as an example three types of inferences: Competence, diagnosis and achievement. The first refers to the degree of dexterity that the learner has in the language to be evaluated, this is for academic or work admission purposes. The second refers to identifying weaknesses and strengths of the student so that the teacher makes the necessary adjustments according to the needs of the learner. The third refers to a local, national or international assessment of students for the improvement of curricula or educational programs. In other words, the evaluation of the students' writing must be guided by a specific purpose, since this reduces the process to a specific criterion to which the teacher or evaluator will focus.

1.2.6. Writing Task

Poh (2001) grants the writing assignments according to the teaching purpose of the teacher: Writing for Language Practice, Writing Rhetorical Practice, Writing for Communication, and Writing as a Discovery and Cognitive Process. In this classification the author not only describes what each task consists of, he also demonstrates the inconveniences presented by them. From the previous classification we will only concentrate on the following:

Writing as a cognitive process, this current discusses writing as a creative, conscious and self-guided process in which the writer has a wide range of strategies to produce a new text. Flower & Hayes (1980) in Poh (2001). Writers use strategies such as planning the content, making several drafts of the text, global revisions and content to improve their writing compared to a beginner who only looks at the superficial aspects such as grammar, vocabulary and so on. As we can see, the tasks that involve writing as a process help the student not only to develop strategies to build texts, but also new connections of the creative process and improve decision making in the selection of writing strategies during the writing process. Therefore, according to this conception writing is not a linear process but a recursive process of student meaning.

1.2.7. Writing Errors

When discussing writing errors, it is common for teachers to immediately go to linguistic errors that belong to the grammatical category such as tense errors, articles, word forms, etc. Mustafa, Kirana, & Bahri (2017). Weigle (2002, p.35) in Mustafa et al

(2017) points out that these errors should be given the greatest importance in writing tasks. Brown (2007), Corder (1991), and Ellis (1997) in Mustafa et al (2017) agree in identifying four categories of linguistic errors: *omission*, *addition*, *selection* and *misordering*. In the next section, we are just going to explain the first three.

Ellis (1997) in Hamad Al-Khresheh (2016) describes errors by *omission* when a student stops writing a required element in the sentence. Example: There is boy over there. Here the student did not include the indefinite article 'a' before the word boy. Mustafa et al (2017) show the errors by *addition* are what the learners do by adding unnecessary elements or redundant parts in the words in a sentence. Example: using modal and verbal be or adding -s to nouns that are similar in forms for either singular and plural forms, or adding the 's' to uncountable nouns. One of the most common errors found in students' writing is *selection errors*. Mustafa et al (2017) define them as the incorrect selection of words (phoneme, morpheme, structure or grammatical elements) by the student when he/she writes a sentence. Example: "Aisya is smartest than Bobby", instead of "Aisya is smarter than Bobby". There was a wrong selection in the word 'smart' since a superlative (smartest) was used instead of a comparative (smarter). This classification of errors is influenced by factors such as ignorance, L1 interference or learning problems of the foreign language. It is important to highlight the importance of this classification, which contributes greatly to the precise diagnosis of students' writing situation.

1.2.8. Text Types

New South Wales Department of Education (2011) defines text types as different ways of writing texts according to the purpose and audience to which they are addressed.

These are divided into two groups of texts: denotative and connotative or literary. Moreover, the NSW (2011) elucidates that there are 8 types of texts that students in high school use at school. Each one has its own objectives, arrangement and usage.

1.2.9. Note-Taking

Stutts, Beverly & Kelley (2013) confirm in their study on the method of taking notes that students who are offered outlines of the topics of a course are obliged to expand the notes and this improves their level of learning therefore showing better results in their exams. This demonstrates the importance that students must give to the quality of notes that they record in their notebooks. They cannot be satisfied only with the information that the teacher gives them on the board, the copies or even the book they are using in class. It is also not advisable for the teacher to provide notes or detailed materials, as this reduces the possibility for the student to learn by having everything within reach.

Kerstin (2015) and Gentaz, in Chemin (2014), confirm that taking handwritten notes in the notebook encourages learning and above all, long-term memory by adding new knowledge on paper. Jouvent, in Chemin (2014), adds that handwriting is an authentic movement of the body, typing is automatic. From the above it can be inferred that writing by hand is a response or product of complex mental processes in our brain, this makes it unique and personalizes it due to the variety of calligraphy that people produce when writing.

According to the above, the taking of notes is a response of a complex brain process to capture the information already organized and processed on paper. The taking of notes is a personalized way of how the student retrieves information and then remembers it when

reviewing the notebook. The taking of notes is a process that favors the cognitive development and the mastery of the forms of the native and foreign language. Finally, note-taking is considered an indispensable strategy for the generation of authentic knowledge of the student by putting his point of view on what is read or seen in different resources of different authors.

1.2.10. Sociocultural Approach to Writing

Vygotsky (1978) in Vanderburg (2006) and Rivers (1981) agree that social interaction is the key to learning a language. This is due to the exchange of ideas and experiences, not only among the teacher and the students, but among the students themselves in order to allow the appropriation, interpretation and internalization of knowledge. Rivers (1981) adds that such interaction must be adapted to the level of knowledge of the target language, the needs and interests of the learners. This refers to the conditions of the learning environment for pupils. So, as we can see, according to these postulates, learning a language, whether native or foreign, requires social interaction. Consequently, learning writing skills requires a multilateral exchange among the different participants of the process of learning and teaching, as they become social agents, who multiply the information in understandable terms to the others.

Krashen (1985) indicates that those students who need to learn how to write correctly require exposure to reading materials for pleasure. As a result, the reading input provides a clear model of the characteristics of a well-written text such as grammar, spelling, punctuation, coherence and cohesion. However, Krashen (1985) adds that if the reading material does not meet expectations, the teacher is in his duty to provide conscious learning rules. In other words, the teacher must design support materials with which students can

consult and apply aspects of grammar, spelling, punctuation and composition of paragraphs in writing assignments. Support materials are tools that the teacher shares with the students to facilitate their learning process.

Nunan (1991) complements the teaching of writing with two approaches: the product and the process. Of these two previous ones, only the process can be coupled to the socio-cultural approach because the writing process requires social interaction so that a text can meet the expectations of the writer and his readers. The writing process bestow value, meaning and purpose to the task of expressing ideas through signs and symbols on a paper. This postulate confirms that the teacher must take advantage of social interaction to integrate the writing process into the assignments of his students. The tasks of composing texts which integrate the writing process must be done in small assignments that present a final product. In this way, the task of writing ceases to be cumbersome for students.

Brown (2000) differs from Krashen in the way of teaching the student with rules to memorize, since for him to teach is to elicit and adapt the conditions of learning. Brown also adds that it is preferable for the student to learn by "discovery," since memorizing rules is not effective. Teaching is not a forced process; it is a natural process in which the teacher must choose methods or techniques that stimulate student's learning spontaneously. This is achieved by presenting situations or tasks which are connected to their reality and create the need to find a solution for them. This means that the student must be taught to write in order to organize their ideas and express them in a clear way for the reader. We need to make the student realize that writing is intended to communicate specific information through words and other signs that could make it understandable for the public it is directed to.

Finally, by presenting all the points of view that concur in the use of social interaction, we can infer that writing is not a skill that is developed individually. Assignments that involve a final written product require social interaction among teachers, students and the students themselves. For this, the teacher has to use methods, situations or tasks adjusted to reality that stimulate the student's learning and support materials, strategies and evaluation criteria that are consistent with the expectations of the final product (text). The teacher also has the option of combining the socio-cultural approach to learning with writing as a process, since this consists of stages such as information gathering, note taking, writing, reviewing, editing and publishing. Each stage can be developed in work groups, since a text is best constructed among many students. Consequently, a written production task can be divided into each stage of the writing process, thus becoming a final project, in which the process followed by the students is evaluated.

1.3.11. The ICTs in Writing

We must keep in mind that writing in the XXI century changed the digital era; this forces to expand this concept including dynamic digital media, which integrate words, images, videos, sound and effects in a single appealing product for reader. Also that the writer's contract with the reader changed completely from a unidirectional to a bidirectional interaction, that is, that the reader has the opportunity to interact with the author through digital spaces such as blogs, forums, chats and social networks. Omar & Miah (2014) assure that these advances in technology cause positive and negative effects in the writing adaptation process. Greenfield & Subrahmanyam (2003) argue that in chat rooms and forums

adolescents adapted to the characteristics of this virtual environment by developing new communication strategies through a new communicative register. This suggests that it does not cause negative effects on communication skills; on the contrary, it promotes them. In other words, an appropriate use of technology fosters the learning of the language and its forms.

Taking into account the previous points of view, ICTs with an adequate use in the educational area can promote and refine language skills. For this, the teacher has to make the student understand that there is a writing record for each context; that is, he cannot express himself informally with all the people. There is a group with which he can communicate informally (friends and family) and with another formally (teachers, administrators and other authorities). In this way, a conscience and a culture is created about the proper use of language in face-to-face and virtual interaction.

To summarize, the conceptual framework of writing is composed of: definition, skill, sub-skills, strategies, evaluation, tasks, focus and its relationship with ICTs. First, writing is a complex intellectual process whose objective is to transform the information extracted from other texts. Second, writing skills refer to the cognitive processes involved in the construction of a text: the selection and exposure to several texts, the generation of a new text, the revision and editing of the composition and finally its publication. Third, the sub-skills refer to the sub-processes involved in the composition of the text: grammar, spelling, punctuation, coherence and cohesion. Writing strategies consist of procedures that support written production; these are the effective plans to select, organize, write, review, edit and publish the text. Fourth, the evaluation of a text is a process of making inferences as competence,

diagnosis or achievement. Fifth, the writing tasks according to the cognitive process gives the student the possibility to develop writing strategies that facilitate the generation of their own ideas and to select the resources during the process; In other words, the writer is the architect of his creation. Sixth, the socio-cultural approach to writing indicates that it is a process of social construction; it means that the writer always requires feedback from one or several people who contribute to the improvement of the text. Finally, ICTs reinforce and facilitate the writing process thanks to the interaction between the writer and his readers.

CHAPTER II

2.0 METHODOLOGICAL FRAMEWORK

In this chapter, the paradigm definitions will be discussed, according to the vision of several research experts. Besides, the paradigm of this study will be expressed. Also, this section presents the type of research that was adopted by the research group, the research method, the methodological design and the instruments of data collection used in the process of this study. Each research focuses on a paradigm, which guides researchers in their process of observation of the problem to be studied. It depends a great deal on the area of knowledge the researcher develops, be it in a laboratory, in the open field, in a community, in a neighborhood or in this case, a classroom. Also, the research method is adjusted to the needs of the phenomenon studied. From this, the appropriate instruments are selected to collect the pertinent data. Finally, the context is an important element since it shows the conditions and factors present in the population and in the sample selected for the study.

2.1. PARADIGM

Kuhn (1962) conceives paradigm as conceptual views of the world. These consist of formal theories, classic experiments and reliable methods. The paradigm then is the perspective, the vision in which a problem or phenomenon of the object of study is appreciated. It is a system of concepts that uses certain tools of data collection, motivated by a type of question (what? how? why?). In addition, depending on what you want to demonstrate in the research, figures can evidence the existence of the problem, describe it, or look for a solution that creates a change or impact on the population or study sample. This means that the paradigm is motivated by the intention of the researcher in front of the object of study.

There are other paradigm definitions that complement the definition given by Kuhn (1962). Soto (2016) defines paradigm as the "methodological option" that manages his project and bases, from the epistemology, his hypothesis and his object of study. From the above we can infer that a paradigm is the set of actions that allow studying a problem or phenomenon according to a vision of reality supported by the scientific community. Martinez (2013) points out that research paradigms rely on philosophical systems and are operationalized through a research system. This suggests that a paradigm is influenced by a school of thought and a research design. Badilla (2006) considers the paradigm as a theoretical model, or a channel of perception and understanding of the world, that a group of scientists adopts. The comprehension of reality is the key to conducting the study of a problem or phenomenon, and this is the compass that motivates the actions of the search for new knowledge.

2.1.1. Types of Paradigm

The paradigms that are used in research are: Positivist, Interpretivist, or Critical paradigms (Candy, 1989). An additional paradigm emerged with borrowed elements from the previous three: Pragmatic, Tashakkori and Teddlie (2003)a; (2003)b in Kivunja and Bawa (2017). Of the four previous paradigms, the research group must select only one, which fits its needs, interests and particular intention of the study.

Consequently, taking into account the research problem, the research question, the objectives, justification and the theoretical framework we decided to implement the interpretivist paradigm. Cao and Thi (2015) argue that the researcher, who is guided by this approach, uses the experiences of the participants (subjects of study) to construct and interpret the problem through the collected data. This paradigm is characterized by the exploration of the problem or object of study through the experience lived by the subjects or actors involved. Kivunja and Bawa (2017) point out that emphasis of this paradigm is placed on the knowledge of the individual and his interpretation of the world around him. The foregoing shows that the researcher focuses on understanding and interpreting the point of view of the subject that participates in the problem or object of research. Mertens (2010) confirms that the interpretative paradigm is related to qualitative research designs since they have attributes such as contextual, inclusive, involved and emergent. When it comes to interpreting the reality of the participant subject of the problem, it implies that the type of research to be used must be of a qualitative nature, since it allows the problem to be described in words. Interpretivists do not begin with a theory like the post-positivists, they "generate or develop by induction a theory or a pattern of meanings" (Creswell J. , 2014, p. 39) during the research process. The interpretive researcher is guided by methods of qualitative data

collection and analysis or a combination of qualitative and quantitative methods (mixed methods). Quantitative data can be used in a way that supports or expands on qualitative data and effectively delves into the description.

The aim of this study is to understand the experience of written production of EFL young learners at a public school in Barranquilla. This means that the opinion of the group participating in the research is taken into account in order to find out what strategy was appropriate for them to improve their writing.

For this reason, research is guided by the interpretive paradigm. It seeks to understand the problem that affects the group in which the research is carried out and thus, offers a pedagogical proposal that helps to improve the insufficiency that the students have. Involving pupils in research provides a better understanding of their problem with written production; presenting us a scenario in which they can be more conscious about the weaknesses they have so that can motivate them to collaborate in their amelioration process. This gives them the opportunity to communicate their concerns and even listen to their suggestions, it also gives the researcher a good feedback on the subject. Ultimately, those who are going to benefit directly from the research and pedagogical proposal are the EFL young learners at a public school in Barranquilla. The implementation of the pedagogical proposal accommodates the profile of people who have weaknesses in written production.

2.2. TYPE OF RESEARCH

Bisquerra (2009) states that there are two research methodologies or types: Qualitative and Quantitative. It depends on the type of data collection and the research problem that the researcher studies. The present research is a qualitative study. Glesne & Peshkin (1992)

describe qualitative researchers as interpreters of the personal experiences of the study participants and how they intersect (p.1). It is about completing and discarding as the researcher advances with the information and understanding of the reality under study. This does not mean lack of intentionality or logic on the part of the researcher; the intention is to use flexibility to access what you want to know or to understand from a process perspective. Thus, the most appropriate data acquisition strategies and the most convenient times and locations are identified, taking into account the characteristics of the participants in the scenario, the connection achieved with them, the availability of time and the level of maturity achieved in the same research process.

Techo (2016) adds that the research methods are pertinent when the researcher's intention is to have a general idea of the subjects participating in the study, his purpose is to explore, interpret and describe the problem. The qualitative researcher wishes to obtain a complete understanding of the reality in which he is immersed, beyond his own point of view and the existing general theory. Therefore, the objective is to seek the closest proximity to the situation and the direct contact with the participants to obtain their personal perspective of the problem they have, making them identify their own reality, and sharing their experience and opinions.

Del Rincon et al. (1995) in Bisquerra (2009) point out that some qualitative techniques are participant observation and interview. These strategies allow a greater understanding of the problem studied by the researcher through the actors involved. Techo (2016) highlights the characteristics of qualitative research design: flexible, evolutionary and emergent. This gives the researcher the ease of conducting his study because his source of data is the result of social interaction with the participants involved in the study. In other words, the researcher

is the main instrument of data collection.

The research group selected as a method the qualitative research approach because the paradigm requires that they "understand the reality of the research subject's experience", the researcher's predominant instruments are participant observation, in which the researcher observes where is it possible to find the difficulties within the social environment, in this case, an EFL class of teenager students at a public school. Furthermore, the researcher focused on writing activities, which is the object of research. In addition, the researcher interviewed the teacher of the group under study. This means that the researchers had a close interaction with the population. It should be noted that when talking about qualitative research, reference is made to a study of social interaction; but why? The reason is very simple, it is due to the object of study; in this case is a problem related to written production in EFL. In order to learn any of the four skills of a foreign language, it is required to have two or one group of more people (the teacher and the students). That makes the object under study focus on describing how the interaction among students and teachers. Nevertheless, the study method which will be discussed later.

2.3 RESEARCH METHOD

In previous sections, it was determined that the research paradigm is interpretive and that the type of research is qualitative. It only remains to determine which research method was selected. The existing research methods in the interpretive paradigm, which work with qualitative data, are guided by four methods. The research group, after finding out what each one is about, chose to pursue a case study.

According to Zainal (2007), "Case studies, in their true essence, explore and

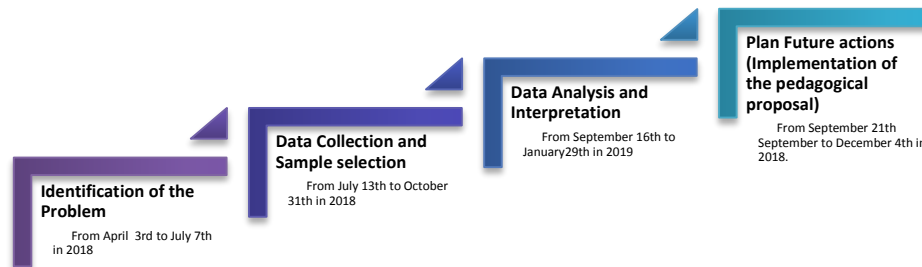
investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships” (p.1-2). This shows that a case study is suitable for monographs, since the research revolves around a problem question of a population from which an exclusive group or a particular person is taken, depending on the object of study. A case study focuses on a particular problem that has an observed person or group. Such a problem is a trend that can probably be seen in any social group. Also the research problem may have different cases in the observed group, we must remember that humans are unique and each one may have the same problem, but caused by different factors. In a case study, the study can be deepened by describing those factors that affect the observed person or group, for instance, factors that affect the development of speech in a group of children, can be divided by sex (male and female), hearing problems, affective problems, etc. The case study personalizes, reduces the view of the researcher to the factors or variables involved in his research.

As noted in previous paragraphs, the case study is appropriate for this researcher study because it is studying individuals, social beings, to be more accurate high school students; that are people who agree on a problem: weakness in written production. The researcher is studying the problem based on the social interaction between the teacher and his students, as well as the interaction among the students in facing the situation of having to write in English. Factors influencing students are diverse. For that reason the case study helps narrow the subject of the study. This is in order to provide an understanding based on the academic performance of the student. The study provides an overview of the 3 most influential cases in an English course. The interactions observed in this sample represent the reality studied, since one language class requires two or more students to be able to understand the problem.

2.4 PHASES OF THE STUDY

The following timeline shows the phases accomplished for this study:

Figure 1. Research schedule



Note: Designed by the research group M & O Sources self-creation

We believe that it is necessary to describe the phases of the study and the procedures we performed. They are described below:

Phase 1- Identification of the problem

In this stage, the research group, initially observed a 10th grade English class. It must be remembered that the selected school is of a public institution. Therefore, each grade is organized in groups of 30 to 40 students. The researchers took note of the way in which the class was taught, the didactic material that the teacher used, the way in which the activities and tasks were reviewed, the interaction in the classroom, and the schedules. When observing the didactic material, the classes and the interaction in the classroom, the research group realized that even though the teacher tried to teach the four communicative skills, the writing part was reduced to answering reading comprehension questions, and very rarely questions in which the student would develop an argument. This is due to the limited time they had to develop a serious writing process. The reason why the research group decided on writing

skills was the fact that students read and listened rather than talk and write. The students did not write because they did not like to write. The research group undertook to find out what were the factors that make the student not want to write in English.

Phase 2 – Data Collection and Sample Selection

At this stage, the research group initially selected the 10F group because they had two days of English classes in their schedule. In that way, the data collection process would be faster. However, in order to enrich the data, the research group added the 10C group a month before completing the implementation phase of the pedagogical proposal. This group had problems with the English classes because their schedule coincided with cultural events of the school. The implementation of the proposal in this group was adjusted to their needs to recover lost time and the collection of grades for the last term of the year. The data collected from these two groups gave the research group the opportunity to have a broad perspective on the factors that affect writing skills in adolescents of a public school in Barranquilla. Of the two groups, five boys and three girls from 10F and 10C were selected as a representative sample of the population. It must be remembered that the selected research design was a case study and since it seeks to focus on a specific problem and a small group, it requires a sample that does not exceed the number of 10 people.

Phase 3 – Data Analysis and Interpretation

In this stage, the research group carried out the analysis and interpretation of the data, doing a process of contrasting the theory with the data arising from the implementation of different instruments used in the previous phase. This analysis was made using the categories that are the connections, findings, patterns or concurrences found between the theory and

within the data. The categories helped us organize and understand how the dynamics of the problem of the English writing skills of adolescents in a public school was like. In the data analysis section, the processes or factors that affect the writing in English of the selected sample are explained in detail.

Phase 4 – Plan of Future Actions

In this phase, the research group presented the conclusions that emerge from the analysis of data for each category. Then, the group started to design its action plan in order to solve the problem studied using a pedagogical proposal. This proposal focused on solving the problem by working on each difficulty that avoids the development of writing skills in adolescents in the selected public school. Finally, a brief justification of the pedagogical proposal to be implemented is presented.

2.5 TECHNIQUES

Merriam-Webster Dictionary (2008) defines technique as the way of doing something through special knowledge. The research group collected data using the following techniques: observation, test, survey, and interview.

Observation

Kawulich (2012) defines observation as a method of collecting data about people, processes and cultures that will be used by the social sciences. This method is used regularly by the research professors in their classrooms in order to collect data from the behavior of their students, which is the object of this study. The observation in this study is qualitative in nature; this means that the observation seeks to portray the context in which the studied

population was engaged. Anastas (2005), Mertens (2005), Rogers and Bouey (1996), Esterberg (2002) in Hernández et al. (2010) recommend observing the following specific elements: physical, social and human environment, activities (individual and collective actions), and the artifacts they use (elements or resources they use in the observed phenomenon). However, the researchers choose the specific elements to observe that are important for the study of the problem. Sautu et al. (2005) mention two types of observation which can be used both in qualitative and quantitative research: Participant and Non-participant. The research group chose the participant observation, since the study requires interaction with the selected population. Kawulich (2006) describes the participant observation as the researcher's option of studying the subjects in their natural context and getting involved in the activities they carry out to understand the object of study or problem. In this research, it was essential to observe the behavior of the students in relation to the production of EFL written activities. In addition, the research group decided to include the physical environment (facilities and classrooms), the human and social elements (the groups of students, the teacher, the observer and their interactions) in order to not omit these important elements which have an important influence on the study of the EFL written production problem in 10th F and C graders. We must keep in mind that this a research of qualitative nature; it focuses on describing a phenomenon with words and not with numbers. Therefore, observation becomes the foundation of the preliminary vision of the problem. The observations were recorded using a field journal by one of the members of the research group as seen at the time of the EFL course.

Test

Richards et al. (2002) describe a test as a series of questions or actions to find out how much someone knows about a topic or how it is his or her performance in certain situations. It is a technique to evaluate the knowledge or performance of a person.

Diagnostic test

Alderson (2005) in Knoch (2009) believes that diagnostic tests should identify strengths and weaknesses in language used by learners, focus on specific units rather than global skills and provide detailed feedback to interested organizations (schools, universities, governments, etc.). In other words, the research group used this instrument to find out which are the weaknesses and strengths in EFL writing. In this case, the diagnostic test has the purpose of establishing the flaws of the students regarding the written production; to be more specific, look for the deficiencies in their grammar, vocabulary, punctuation, coherence and cohesion in the text submitted by them. This reduces the general view of the problem to a specific point, a detail that could not be seen in the observation of the group, or simply confirm the deficiencies of the students at the time of writing. The diagnosis is personalized. It helps to reduce, to classify in smaller groups, to choose a group of students that represent the case study in different levels of performance (low, medium and high). The objective is to isolate the most relevant study problem among this population.

Survey

Mc Closky (1969) in Mathiyazhagan & Nandan (2010) define the survey "as any procedure in which data is systematically collected from a population or a sample of them

using some application form or direct request, such as face-to-face interviews, telephone interviews or questionnaires by mail " (p. 34). Driscoll (2011) defines the survey as a data collection instrument in which participants are asked about their points of view or behavior through a brief questionnaire. Showkat & Parveen (2017) and Bhat (2019) agree on four types of survey according to their form of deployment: questionnaire (printed / online) and individual, or telephone interview. In this study, the specific technique used was the questionnaire (online). The survey gathered information about the needs and interests of the students, the resources available at home and in the classroom, the difficulties that impeded written production according to their points of view and the steps that follow to do an assignment of written production.

Interview

Driscoll (2011) defines the interview as a session of questions and answers to one or more people in order to scrutinize in depth the information of the subjects participating in the study. An interview is the verbal conversation between two people with the aim of collecting relevant information for the purpose of research. Sautu (2005) confirms that the interview is used to find out by the vision of the subjects involved in the problem studied. (Edwards & Holland, 2013), (Stuckey, 2013), (Gill , Steward , Treasure , & Chadwick, 2008), (Jamshed, 2014), (DiCicco-Bloom & Crabtree, 2006) in Adhabi and Blash (2017) establish the existence of three types of interviews according to the level of power of control on the part of the interviewer: structured, semi-structured and unstructured. In this study, the research group chose the semi-structured interview. Adhabi and Blash (2017) describe this type of interview as a flexible and spontaneous session of questions, since depending on the

responses of the interviewee, new questions pertinent to the context emerge, along with the problem or phenomenon studied. The interview is effective because it has the accuracy that the researcher needs, since he can ask the pertinent questions that get to the point, being in this case, those related to the problem studied. The interview fulfills its function: to find out about the experience lived by the students in the tests and the activities developed in class.

2.6. INSTRUMENTS

Collins Dictionary (2019) conceives an instrument as a tool or device used in a specific task, especially in scientific tasks. Instruments are formats that allow collecting the data in printed or handwritten form and even in digital format. Bisquerra (2009) describes the instruments as real means with their own identity whose function is to collect data and / or measure characteristics of the subjects participating in the study, these instruments must have two relevant conditions: validity and reliability. From the foregoing we infer that the instruments are designed by the researcher according to the research question and objectives. The instruments used in this study are: printed formats (diagnostic writing test, workshop sheets from activities 1 to 4 and the question for the semi-structured interview) and a Google form (writing factors test in EFL). The following describes the instruments used to complete this task.

Diagnostic test (written format)

The printed format of the diagnostic writing test was inspired by a speaking activity of the book "Way to go 8" page 14 (see Figure 1 in Appendix I), this presented an outline that uses six different grammatical structures, which made it ideal for the purposes of this study. We did know that one communicative skill always supports on another; in this case

speaking relies on writing to organize thoughts on paper before expressing them orally. Writing gives the students the opportunity to reflect on the message to communicate. The research group changed the instructions and replaced the presentation according to the needs of the study. The research group used the outline of the speaking exercise so that the student wrote 6 sentences separately in the boxes as the first point. Then a second point was added in which the student was asked to write the 6 sentences on the back of the sheet forming a paragraph.

Writing EFL Difficulties On-line Survey (Google form)

This instrument consisted of a list of specific questions, through which the students provided information such as the years they studied English, their strategies to study it, the difficulties that disrupt their learning, the resources they have to do their homework (books, internet, etc.), the technological resources they have, etc. As we can see, this instrument is suitable to find accurate information about students and their study conditions both at home and in the classroom. The research group supported this definition to design a Google form sent by e-mail to students, with a list of multiple choice and open questions. The goal was to gather information accurately by focusing attention on details that could help find the difficulties that affect students' written production. First, the reason for designing an online questionnaire was the fact that the group was very large (35 students). Second, the form provided graphs with the percentages of each question in order to know the predominant options of the students. Third, there was only one question in which they had to argue why it would be good to have a 24/7 platform that would provide resources to improve and reinforce their communication skills in English, especially in writing. Fourth, the Google form accelerated the process of collecting data because when the form is filled by the students, the

system makes the statistical operations and generates the graphics of the collected data about the needs and interests of the studied group.

Activities from 1 to 4 (Written and on-line format)

The activities from 1 to 4 were an extension of the writing diagnostic test (written format) with the difference that in these the research group focused on connecting the previous knowledge (grammar, vocabulary, coherence and cohesion) of the student with memories of their childhood and their present adolescence. These two components allowed the student to make sense of what they had been learning in the English class. The activities in the written production exercises provided the opportunity to know, not only the level of writing of the students, but also to identify in which contexts they were most effective at the time of writing in English. Each activity had its level of difficulty graded in an ascending way. In this way it was determined to what extent the students could respond in the written production tasks. Grammar and vocabulary exercises, in addition to being in printed format, were made interactive in an educational resource site called "Educaplay.com". This platform is a site whose applications allow the teachers to design their exercises, presentations and tests, in such a way that it offers a unique **appealing** to the materials for teaching, regardless of the subject taught by the teacher. This will be shown in the data analysis.

The research group realized that teaching writing should be done gradually, starting with sentences illustrated with images, going through the writing of a paragraph, and then creating several paragraphs until students had a complete text. To teach the phases of the writing process (gathering information, pre-writing, drafting, proof-reading, editing and publishing) should be done in the same way. The research group graduated the level of complexity of the

activities and divided the writing process into small activities that reflected each step in the written production task. Four activities were carried out with very interesting topics (my life in drawings, Why do...thanksgiving? - on my travels- misbehavior and sanctions) were assigned to the students with written production exercises that consisted in making up a paragraph of maximum 8 sentences. Each activity was accompanied with the pre-write strategy with an example. There was also plenty of support material about grammar, vocabulary, punctuation and text composition. . (See Appendix I)

One-to-one Interviews

Ryan, Coughlan and Cronin (2009) define one-to-one interviews as the interviews that are done in person. The attention is individualized on what the interviewee communicates when he or she observes details such as body language, eye contact and tone in the way he/she responds to the questions in order to have a better understanding of the message conveyed by the interviewee. This type of interview was selected by the research group because the interaction in person gives better results than just sending a questionnaire by mail, WhatsApp or a phone call. The instrument used was a format of 3 direct questions that were done orally, without recording or writing them. It was done informally and spontaneously in Spanish to reduce the anxiety in the person interviewed. However, the answers given by the interviewee were written in a word document. (See Appendix I)

2.7 CONTEXTUAL FRAMEWORK

The Context

The institution Escuela Normal Superior La Hacienda de Barranquilla is located in the city of Barranquilla. You can find students from different social backgrounds belonging

to *estratos* 1, 2 and 3, according to the Colombian system of economic status. The school is very big and has different spaces and zones; it is a very big farm with a perimeter of around 1, 5 km. It has a very diverse amount of animals like ducks, hens, roosters, doves, turtles, iguanas, etc. There are a lot of parklands, and several football and basketball fields. It has more than 10 buildings with among 1 and 5 stages, among them are distributed the different offices and classrooms. It has 2 academic shifts: one in the morning and the other in afternoon. The first shift starts at 7:00 am and finishes at 12:00 m and the other one starts at 1:00pm and finishes at 6:00pm.

This official institution is controlled by the National Ministry of Education. It is a public institution that trains future teachers, which makes their commitment greater than in any other official institution of education. Its obligations include to improve the English level of his students, which is in A1. The institution has made an effort together with publishing houses and language centers to provide resources that meet the needs of their students. However, the coverage of access to these complementary resources is limited because the students' parents cannot afford them.

Population

For this research study we selected a population of adolescent learners. Kuhn (2006) in Papalia et al. (2012) states that between middle and late adolescence, young people have fewer neuronal connections; however these are stronger, more homogenous and more efficient, which increases the efficiency of cognitive processing. In other words, young people between 14 and 20 years old have improved mental processes and are willing to sharpen their skills. In this case, we obviously focused on the communicative skills (reading,

writing, listening and speaking) and specifically in writing. In addition, Kuhn (2006) in Papalia et al. (2012) affirms that cognitive stimulation in adolescence makes a fundamental difference in the development of the brain. The process is bidirectional: the activities and experiences of a young person determine which neuronal connections will be conserved and strengthened, and this development supports greater cognitive growth in those areas. It can be said that the quality of experience that is given to this population in the classroom will determine the refinement of their mental processes regarding the acquisition of a second language. "Kids who "exercise" their brains by learning to order their thoughts, understand abstract concepts, and control their impulses are laying the neural foundations that will serve them for the rest of their lives" (ACT for Youth, 2002). For this reason, the research group focused on a group with the potential to polish their learning of EFL writing.

The participants were 10th grade group F and C students. A total of seventy students, forty-three girls and twenty-seven boys. The average age of the students is around fourteen and sixteen years of age. The students belong to a socioeconomic neighborhood levels 2, 3 and 4. They live in Barranquilla, and their contact with English as a foreign language is limited to four hours per week. Some students attend foreign language centers as reinforcement of their knowledge in English.

This particular group has a tendency to have no interest in learning English, as they give priority to other subjects such as mathematics, physics and chemistry. However, the girls show more interest in improving their communication skills in English. The group of students collaborated with the research group to change their vision and experience of learning English as a foreign language. There was also a great interest on the part of the in-service teacher in improving the conditions of teaching this language and changing the

traditional scheme of teaching only grammar. Parents expected significant progress from their children in this matter that has gradually taken on importance in the current context.

As mentioned above, this group of students had little exposure to the English language. For this reason, the research group focused on studying the problem and providing a proposal that would increase the exposure of students to different materials in line with their levels, and that would allow them to advance their learning process conforming to their needs and interests. First, the pre-service teachers provided them opportunities to know the aspects of the language within the context in order to familiarize them with the idiomatic forms in their natural environment. Second, the pre-service teachers fostered their interest with situations that seem attractive to them; this way their learning experience is transformed with something more pleasant and pertinent. Without these components, the students will not be able to give meaning to the knowledge that the teacher tries to share with them.

The Sample

As we mentioned in previous sections, the sample of the present study consists of 5 boys and 3 girls from the selected population of the F and C 10th grade groups. The reason why students of both groups were chosen is simple, the group F was the first to participate in the study and the activities, tests and surveys were conducted with them online. The data collected from this group led to the question of whether the results actually represented not only the entire 10th grade group, or, on the contrary, they only represented the F group in particular. Thus, we decided to integrate group C into the study. The group C sample took on the challenge of not only carrying out the 10 activities that are part of the study and these of the pedagogical proposal; but to participate in the online survey on the factors that affect

writing, and in the self-evaluation of the pedagogical proposal. The researchers in this study assigned codes to the students to protect their identities and facilitate the analysis of the data collected. The assigned code included an S and the number that distinguished the student (from 1 to 8), for example: S1.

Data Collection Procedures

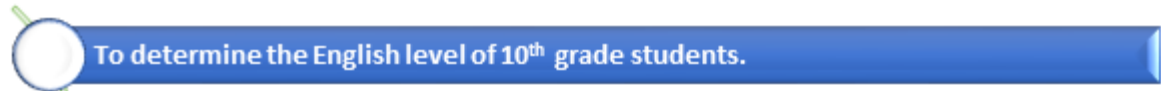


Five instruments were used for data collection: a diagnostic test (written format), an online survey about writing factors (Google form), some activities (written and interactive exercises from Educaplay.com) were applied during 4 months, a face-to-face interview and the observations resulting from the instruments implemented. The reason why five instruments were applied is that it was necessary to collect data in different ways to be able to compare the information provided by the students, since the existence of the factors that influence the studied problem must be confirmed.

In the diagnostic test, the students received feedback one day after having done it on the worksheet. The online survey (Writing Difficulties) was done on the first day they entered at the Punto Digital to get acquainted with Edmodo and the platform with the activities designed on a Google page. By then, students were working on activity 4. The activities from 1 to 4 were designed with different levels of complexity to determine the level of English of the students. A face-to-face interview was conducted with the S5 student to find out how she performed the written production exercises in English both at school and in the extramural course. The pre-service teachers took notes during the observations they did about the performance of the students in the development of the activities. The same procedure was done in the activities 1 to 4. All the classes taught by the assistant teachers focused on writing.

We also scanned student's notebook (S3) and two student books (S4 and S5), which served as evidence supporting the observations.

The purpose of the techniques and instruments




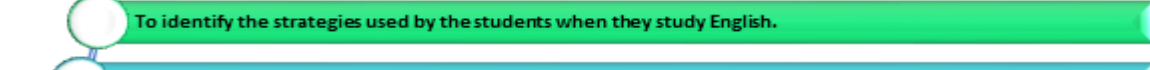
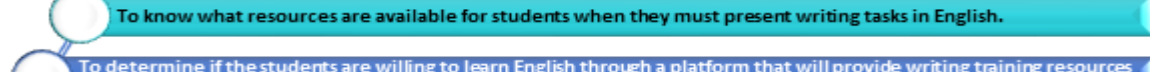

The diagnostic test had three objectives:

-  To determine the English level of 10th grade students.
-  To find out what were the flaws of 10th grade students' writing skills
-  To establish how was the performance of 10th grade students in English writing tasks.

Note: Designed by the research group OM Sources Research Group

In this test the students were given a sheet that showed the instructions, the model to follow and the space for the student to write. The model was a six-sentence paragraph which addressed six personal aspects of the student (name and age, city, skills and talents, tastes, interests and dreams). The test was designed according to the conception of writing as a cognitive process and product (Hyland, 2002) in order to verify first the process and then the product.

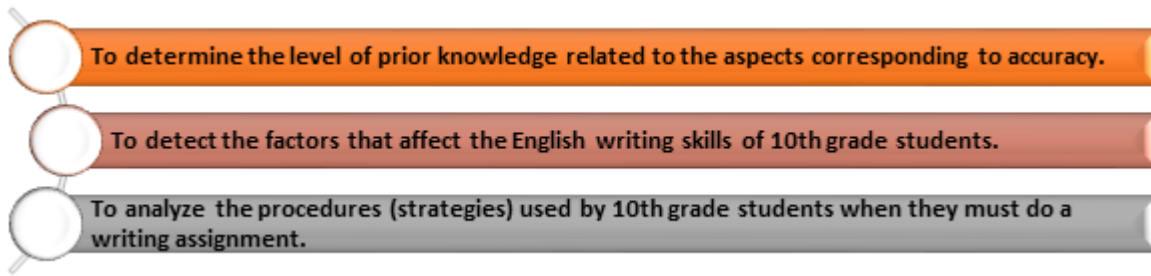
The online survey about the difficulties that affect writing in English had six purposes:

-  To find out the point of view of the students about their English writing skills problems.
-  To scrutinize the process of teaching and learning of the students in his/her academic life.
-  To discover how the student's writing process in English is carried out.
-  To identify the strategies used by the students when they study English.
-  To know what resources are available for students when they must present writing tasks in English.
-  To determine if the students are willing to learn English through a platform that will provide writing training resources available 7 days a week and 24 hours a day.

Note: Designed by the research group OM Sources Research Group

This instrument gave the research group an idea about the improvement of the platform regarding free online support materials.

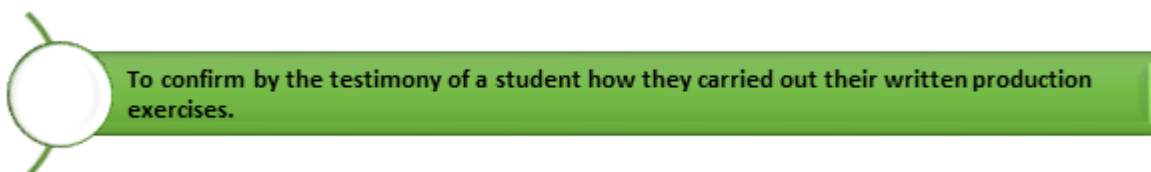
The activities from 1 to 4 had three purposes:

- 
- To determine the level of prior knowledge related to the aspects corresponding to accuracy.
 - To detect the factors that affect the English writing skills of 10th grade students.
 - To analyze the procedures (strategies) used by 10th grade students when they must do a writing assignment.

Note: Designed by the research group OM Sources Research Group

The research group designed the first four activities with different levels of difficulty, starting from the easiest to the hardest. The activities comprised grammar exercises, reading comprehension questions, vocabulary exercises and a controlled writing composition exercise. It was designed that way to fulfill the purposes mentioned above.

The purpose of the interview was as follows:

- 
- To confirm by the testimony of a student how they carried out their written production exercises.

Note: Designed by the research group OM Sources Research Group

To obtain reliable data, the research group decided to do a face-to-face interview in Spanish because it was the most comfortable for the student. As you can see, this instrument provided data of better quality and reliability to be the evidence.

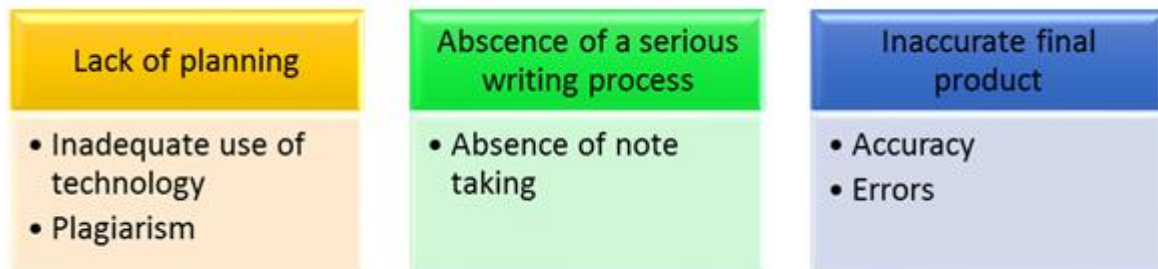
Observation had only two objectives:

- To describe the performance of students in the four previous instruments.
- To facilitate the synthesis of data from the research and the pedagogical proposal.

Note: Designed by the research group OM Sources Research Group

We wrote a report of the student's performance each day when the instruments and the pedagogical proposal were implemented. The recommendations to improve the components of each activity were recorded too.

2.8 DATA ANALYSIS



We analyzed the data obtained from three techniques: observation, a test, and an interview. The instruments that generated that data were: participant observation, a diagnostic test, an online survey of difficulties EFL writing, the activities from 1 to 4 and the face-to-face interview. From these data the following categories emerged: lack of planning, absence of a serious writing process and an inaccurate final product. Within these arose the following subcategories: inadequate use of technology and plagiarism, absence of note

taking, accuracy and errors. Now, we will show the data that the instruments showed on each category and their emerging subcategories:

First of all, after having collected the data through the 5 instruments, the research group revised the information obtained in the order they were collected. Secondly, we separated the evidence gathered from the 8 students' sample. Later, this information was tabulated in an excel file to generate the new graphics which synthesize the data collected. When this was done, we compared the data coming from each instrument in a sequential order. We were able to detect the pattern that emerged when the diagnosis test, activities 1 to 4, the survey about difficulties in written production, the interview and the observations registered in the general reports of each session were finalized. It should be pointed out that the three last instruments supported the writing diagnosis test and the activities. The students always presented the written work as a final product; they did not make any previous notes or drafts of the assigned task. In other words, students had no way of supporting the writing process in writing production assignments. On the other hand, the three categories showed the dynamics of the problem because all started with an absence of a plan to structure the text. Then it followed by a process of writing carried out in a wrong way due to the lack of notes that support the transformation of the information and lastly, an inaccurate final result.

2.9 FINDINGS



In this section we show the results suggested by the data collected during our study (diagnostic test, online survey of writing difficulties in EFL, Activities from 1 to 4, the face-to-face interview and the observations.

The results of the data analysis point to three dominant difficulties that affect the written production in English of the students: lack of planning, absence of a serious writing process and an inaccurate final product. Within the first obstacle there are some ramifications: inappropriate use of technology and plagiarism. The second barrier is manifested by the absence of note taking. The third difficulty shows two sub-difficulties: accuracy and errors. These three difficulties are developed in a domino effect; this means that the lack of planning in the writing task influences the writing process, which ends up affecting the quality of the product (the text to be presented). Now, we will explain the processes that occur in each difficulty.

Lack of planning is the first difficulty or barrier created by the student. This is nothing more than the reaction or attitude of the student in front of a task, in this case, writing in English. The student's most common attitudes to this task are discomfort and fear of failure. This is because it is a complex process of producing a text after searching information to

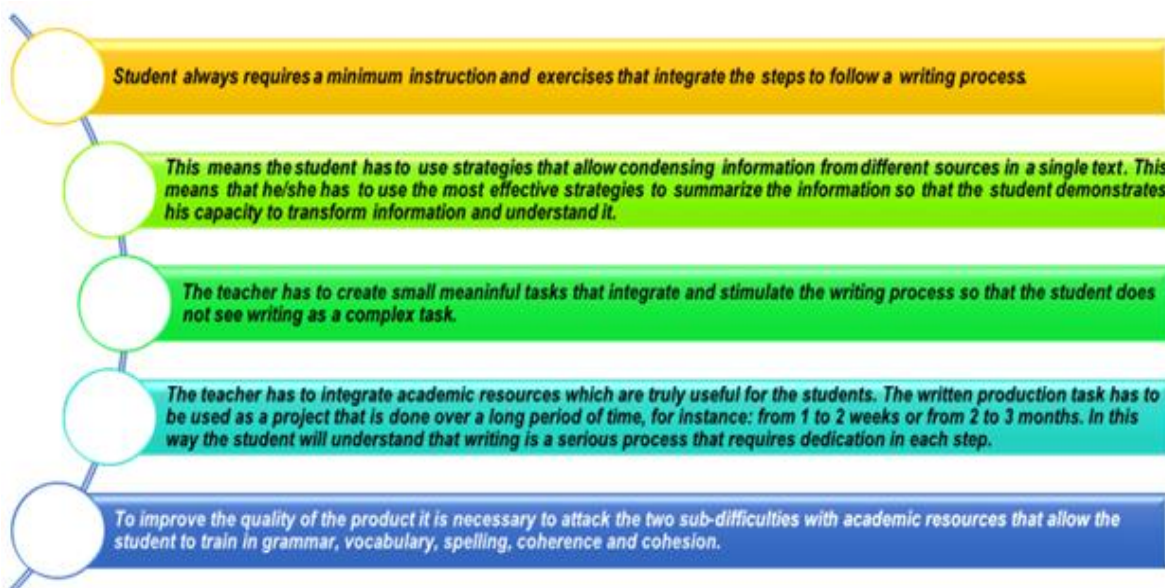
construct it. This involves reading not one but several sources on the subject selected or assigned by the teacher. Unfortunately, it can be inferred from this that the teachers of the different subjects assume that the student knows how to write a text following a serious process of writing, but it is something that nobody teaches. Teaching grammar and vocabulary is not enough. Reading books and other texts can provide models that help them learn to write by inferring. But because teachers do not teach them how to write, the following sub-difficulties arise: inadequate use of technology and plagiarism. The first sub-difficulty arises from the need to finish the task soon, a tool that does the work for the student. The use of applications such as translators is a "pseudo-strategy" that only passes literally what the student says in his L1 (Spanish) to L2 (English). The second sub-difficulty arises as a consequence of the previous sub-difficulty. This has more to do with the selection of information sources. The student will search and select the source of information that shows an already done activity. However, the quality of information has not always gone through a serious process of writing, the author does not always use high credibility information sources such as books and does not give adequate recognition to their sources. This makes the student easily incur in plagiarism either by "copy and paste", collusion or not admitting that the information was taken from another partner.

The absence of a serious writing process is the second difficulty that arises from the previous difficulty. The ignorance of the existence of the writing process makes the student use pseudo-strategies that only end in a product that does not accomplish what the teacher assigned. The inexistence of a serious process of writing arises from the following sub-difficulty: absence of note-taking. The quality of the notes on grammar and vocabulary are only models to develop and polish the accuracy in the foreign language that the student

learns. But in this case reference is made to the notes that the student must make about the task of written production assigned by the teacher. The student is obliged to write in his own words what he has found in books or other texts.

Finally, the inaccurate final product is the third difficulty that refers to the quality of the text delivered to the teacher. This difficulty arises from the domino effect caused by lack of planning and the absence of a solid writing process. By not having a plan or strategies to create a final product understandable to the reader, is that the following sub-factors arise: Accuracy and errors. The first sub-difficulties refers to the sub-ability to correctly write the language forms at the grammatical, lexical, orthographic, coherent and cohesive levels. When a student is not clear about the above is because he has not followed a continuous and adequate training. This part is no longer the teacher's responsibility. The student is on duty to practice constantly since the foreign language is not used outside of the English class and the school. The second sub-difficulty refers to making errors because of not having mastery of the foreign language. This is given by the interference of L1 (Spanish) and the most common errors found are: selection of words and addition (letters or words).

After presenting the findings, according to the previous results, the following actions are required to solve each difficulty:



Note: Future Actions to Solve each Difficulty of Writing Production designed by O&M Sources Research Group (Self-designed)

2.10 DISCUSSION

As we can see in the results section, the research group drew conclusions according to the objectives set at the beginning of the study. First, the research group will reveal the difficulties that most influence the written production of the students who participated in the study. Second, the research group will show what the level of language proficiency of the participating sample is. Third, the research group will present the strategies students used for written production tasks in EFL. Fourth, the research group will make clear what the needs and interests of the students are in order to take them into account to improve their written production. Fifth, the research group will briefly describe the pedagogical proposal that will help to improve the written production of the selected sample. Sixth, the research group will explain how the pedagogic proposal to be implemented and evaluated.

First, the research group found the existence of three difficulties of great influence on the written production in EFL of the adolescent students: Lack of planning, absence of a serious writing process and an inaccurate final product. These three difficulties unleash a domino effect causing the students to deliver an inaccurate text to the teacher. If the students do not have a plan that allows them to develop the writing task, this impels them to use unreliable strategies because they want to finish the assignment in one step. This leads to the absence of a serious writing process that supports the authenticity of what the students do. The two previous difficulties cause the students to deliver a text that does not meet the expectations of the teacher. This suggests that they do not really know the process behind the production of a text.

Second, according to the results the students have an unbound A1 level. This was determined through the diagnostic test and in the activities 1 to 4 which contain errors that showed the inaccuracy in the grammar, vocabulary and written production exercises. The same students affirmed in the online survey (about difficulties that prevent the written production in EFL) that one of those factors is the lack of knowledge of English. Students also claimed not being familiar with some of the content used in the activities 1 to 4. The previous evidence pointed to the lack of interest of the students into deepen what they learn at school. Their lack of language knowledge indicates lack of interest because they do not strengthen their knowledge, they simply conform to they learn at school and do not delve into it.

Third, the evidence collected in activities 1 to 4 and the online survey revealed the strategies used by the students: inappropriate use of technology and plagiarism. These two pseudo-strategies make the student unable to have a real learning experience. However,

its level of reliability is very low considering that the technology cannot transform accurately L1 to L2. Also, selecting untrustworthy sources causes the student to engage in deviant behavior such as plagiarism. This indicates that the students do not have adequate strategies to perform a written production task in a satisfactory manner for the teacher.

Fourth, the research group understood that we needed to provide academic resources adjusted to the activities in order to solve the students' shortcomings, to be proposed need to be provided. The objective of the academic resources we implemented is to reinforce the knowledge in terms of accuracy (grammar, vocabulary, spelling, coherence and cohesion). At the same time, we offered new and effective writing strategies in the proposal. We also took students' interests into account by providing materials that arouse their curiosity to learn English. Academic resources must include support materials that students can consult to make and deliver assignments on time. Thus, by using such materials the students will have support that allows them to improve their written production and to reinforce their knowledge in the foreign language such as videos, vocabulary websites, web dictionaries, PowerPoint presentations, games (puzzles), etc.

Fifth, the research group designed a platform that has the aforementioned academic resources in one place (Google sites). In addition, we used edmodo, a social network for academic purposes. This allowed the students access to activities and served as a channel of communication for the delivery of the assignments among the students, pre-service teachers and the in-service teacher. With this platform and edmodo students had one more option to transform their English learning experience through technology, something they know well. The proposal sought to provide more tools available 24/7 inside and outside the classroom.

Finally, in light of the evidence obtained from the online survey of EFL writing difficulties, the researchers decided to use Google Forms as a tool used by the students and the in-service teacher participating in the study to evaluate the pedagogical proposal. With all these resources, the research group wanted to obtain an evaluation made by the actors participating in the study and to put together the two perspectives with our observations. It must be taken into account that this study is directed by the interpretive paradigm, it means that the participating actors have the opportunity to express themselves about their experiences in the study of the problem.

PEDAGOGIC PROPOSAL

2.11. INTRODUCTION

The research group designed a pedagogical proposal that integrates the writing process through the use of ICTs as a strategy to teach English as a foreign language.

The purpose of this initiative was to offer the students the necessary resources so that they can accomplish the activities whose complexity is greater than usual. It is about taking them out of their comfort zone in the book and adapted materials. This is because students are in a grade that requires them to own more complex competencies that could be useful if they want to study English in a language center, at the university or abroad.

In this chapter we present the components of the proposal in the following order: First, the justification that is the contribution of the proposal to the educational community. Second, we explain detailed theories about writing, methodologies and technological tools to be used in the proposal. Third, the methodology adopted by the research group in the pedagogical proposal is presented. Fourth, the researchers show the results of the evaluation we did to the pedagogical proposal from three perspectives: average performance of the students, the point of view of the in-service English teacher and of the participant students. Fifth, this paper presents the conclusions of the pedagogical proposal implementation. Finally, the group offers recommendations for future studies that use ICT as a strategy to teach English as a foreign language.

2.12. OBJECTIVES

2.12.1. General objective

- To enhance the written production of students using blogs as a writing strategy.

2.12.2. Specific objectives

- To provide academic resources that allow the students to train in grammar, vocabulary, spelling, coherence and cohesion.
- To design a platform to integrate the academic resources and the activities.
- To evaluate the writing process of the students using edmodo as an academic social network as well as the comments in the blogs.

2.13. JUSTIFICATION

Pascual (2019) confirms that the communication of the 21st century is more dynamic, changing, dialogical and global. This means that the students have new challenges such as the use of ICTs, digital genres and, of course, English as a global language, since technological competencies are part of the profile of the digital citizen (Cooper, 2016). We, as teachers and researchers, recognize the fact that teaching must evolve according to the immediate needs of the context. Educational institutions cannot continue to shape "ideal people" for an "ideal world"; on the contrary, real people have to be prepared for a real world with real problems. This pedagogical proposal provides the following contributions: first, the pedagogical proposal has a benefit for education: the literacy required for a man in the real world; second, the proposal has a benefit for the school and institutes of foreign languages:

it shows a way to integrate the educational community with the real world; third, this proposal brings new experiences to the pedagogy of teaching English as a foreign language: it indicates a manner of facilitating interaction between teacher and students. Finally, this proposal offers a new learning experience for students: to explore the real use of the English language in genuine settings.

It is clear that we live in a digital society that changes every minute, since the information around the world circulates at great speed from one geographical point to another. For this reason, education has ceased to be the key for the cultivation of the "ideal man." At this time it is a right and a way to train the person who faces the real world, since education is the only way in which the problems that exist in our current context could be solved. This proposal approaches some real world educational needs through the use of ICTs in the teaching of English as a foreign language. It was designed to meet the challenges of the 21st century education, and it has the mission of introducing students to the competences of digital citizenship.

Second, with this proposal, the research group benefits schools and foreign language institutes because this is an initiative that allows us to update real world knowledge and experiences that circulate through the worldwide network for the entire educational community (managers, teachers, students and parents). The proposal provides tools that facilitate communication between the teacher and his students inside and outside the classroom. The teacher has a platform that permits him to create a virtual space to share support materials, schedules, assignments, and to have a student progress book. Even parents have a communication channel (edmodo) to review the academic status of their children. As we can see, the proposal is intended to integrate the actors of the educational community in

the process of updating the teaching-learning experience. With this the research group intends not only to improve the learning experience of English as a foreign language, but also to provide the school with more spaces to streamline its training processes, and to improve communication among the actors of the educational community.

Third, this initiative allows the improvement of the interaction of the in-service teachers with their students. The teacher has technological tools that provide better control of the teaching process: edmodo, educaplay.com, EnglishLab A1 / A2 ENSHB.com and blogs (Edublogs, Wix and Blogger). The same resources facilitate communication with the students and their parents. The foregoing grants quick feedback to students to improve their learning and academic performance. With this proposal we offer resources of organization, presentation and interaction to the in-service teachers so they could have a greater control over their pedagogical practice.

Finally, the proposal has the purpose of promoting new scenarios that help students learn the real use of the English language without filters or adaptations that are not part of the authentic content. In general, didactic materials present adapted contents that do not reflect the reality created in the student knowledge that is idealistic. The above provokes frustration in the students when they are facing situations that require communicating effectively with an English speaker. The support materials (videos, exercises, presentations about grammar in use or writing strategies, vocabulary websites, dictionaries web sites, etc) are available online or in printed format (grammar, vocabulary and writing strategies) to give the student better assistance, and to encourage the learning of English without running the risk of getting lost in the sea of data on the web.

With this proposal the student has a more fluid communication with the teacher. The student

also obtains feedback from the teacher about the executed tasks. As we can see, the proposal provides students with resources that support their learning process in written production in English as a foreign language, and a communication channel (edmodo) which favors immediate contact with the teacher.

2.14. THEORETICAL FRAMEWORK

In the previous chapter, we presented general concepts about writing as a communicative skill, the process of writing, types of text, and how to teach writing. In this section we present the key concepts used in the design of the pedagogical proposal. First, we show the definition of two types of text used in the pedagogical proposal. Second we explain what each phase of the writing process consists of. Third, we briefly explain the definition and steps of each writing strategy. Finally, we present multiple definitions about what a blog is.

2.14.1. Text Types

In this section we describe the first two types of texts, since they agree with basic writing models to progressively integrate the student into a serious process of writing.

Narrative text: These texts are used to amuse and tell stories. When students are writing a narrative text, they must take into account the use of verbs, the use of connective words, the description characters and the use of illustrative language. This text gives the reader information about a story which has a place where events occurred, a time when everything happened, something that befell, and characters involved.

Recount Text: This text tells events in sequential arrangement. When students are writing this kind of text, they must take into account aspects like the use of past tense, illustrative expressions, and time connectives. This text is composed of a series of paragraphs, which are organized in a way that each of them describes what happened chronologically.

2.14.2. Writing Process

The KU Writing Center (2017) presents the writing process in five steps from pre-writing to editing, since these are the most important steps or stages in the composition of a text:

Pre-writing: It is the most important, since the writer must establish the foundations of his text. The writer has to think and choose the topic about what he is going to write. He must reflect about the task asked, the topic, and the audience and make a plan.

Gathering information: At this stage, the writer enters the phase of searching and selecting the relevant information for his text and takes notes to transform it into his own words.

Drafting: The author develops the ideas of the topic with his own words through paraphrasing or summarizing. In this phase, he expresses his vision of the subject by relying on the ideas of other authors who have more experience.

Revising: In this point, the writer makes an evaluation of the content of the text to refine it.

Editing and Proofreading: In this step, the writer makes the last changes of the content respecting the final product to present. In the editing stage it is verified that the text complies with the characteristics of the format established in the assignment.

2.14.3. Writing Strategies

In chapter 1, we introduced the general concept of writing strategies. In this section, we present the writing strategies used in the pedagogical proposal in detail. Each strategy was used in the writing process with a specific purpose. By this we mean that each strategy

was used to facilitate a stage of the process. In addition, we show the mind map and the summary as appropriate strategies for taking notes and writing the content of a text on a specific topic. In our proposal, the prewriting strategy focuses on the organization of a full text in paragraphs. In this case it is the making of an outline, since it is a strategy that focuses on the hierarchy of ideas in main (topic sentences) and secondary (supporting sentences). Next we present what a mind map is and how to design it.

Pre-writing

KUWC (2017) considers this step as the most important, since the writer must establish the foundations of his text. The writer has to think and decide on what subject he is going to write. The writer just follow these steps:

1. Be clear about the assignment or the task that is being asked.
2. Choose the topic and subtopics related to the writing.
3. Establish the audience or reader.
4. Choose the pre-writing strategy (Mind map, outline or other)

Gathering information

KUWC (2017) shows this stage as the second step of the writing process; the writer enters the phase of searching and selecting the relevant information for his text. The selection of sources of information is important, since this gives a level of credibility about what the author transmits to the reader. For this, the writer must follow the following steps:

1. Make a list of sources (Newspapers, websites, magazines and so on)
2. Do the research (evaluate the relevance to the topic)
3. Make an outline to organize the information gathered from the research

The Mind map and Outline: Effective Note-taking Strategies

Buzan (2002) defines a mind map as an analytical strategy that allows you to organize your thoughts in a simple way, and to make the most of the mental capacities of the person. In general, it is a personalized scheme in which the person, through drawings, keywords and lines, organizes large amounts of information which can be recalled each time they are consulted. It is a creative and powerful way of taking notes in a notebook. On the other hand, Ramey (2019) defines an outline as a scheme that allows the writer to organize the ideas by hierarchy (main and secondary). This gives the text coherence and cohesion, essential attributes in a written composition. This scheme gives a clear and delimited vision of the text to be written to the author.

As we can see, the outline and the mind map of a text are the foundations of the topic developed by the writer that will be shared with the reader. This is the most complex stage of the writing process since the writer must think, select, and rephrase ideas of a chosen topic. This stage requires a great deal of concentration and patience, since the writers have to write, revise and adjust in a repetitive manner until they obtain the desired outline for the writing of the text. They always have to be thinking about the best way to present the ideas to the reader.

Drafting

Grunwald (2019) describes drafting as a process of spontaneous development of ideas related to the topic by the writer. These are the steps suggested by Grundwald for greater fluency in the writing:

1. On your left you must have the outline (printed or by hand) and on your right (by hand) or in front (on the computer screen) the text to be written.

2. Write the outline ideas in paragraphs according to the established order.
3. Write complete sentences, taking into account grammar, vocabulary, spelling and punctuation. Use connectors in the paragraphs so that there is coherence and cohesion in the text. This is done in a moderate way, since it is a draft, it is not the final text. It means that there will be future revisions and adjustments of the text.
4. Avoid suspending the writing for long periods of time. The time in which ideas are flowing should be seized.

There are two strategies that avoid writer's block in the writing process: Paraphrase and summary. The first strategy is to take the information read from a primary or secondary source and write the message in essence using synonyms. The second strategy is that the author of the text writes in his own words the information obtained from the sources (primary or secondary) consulted.

In our proposal, we selected the summary as a writing strategy. In the following paragraph we present the definition of summary.

Summary

Kearney (2020) asks when it is pertinent to make a summary. A summary has three purposes: first, the ideas of an accredited author serve as support or argument for the text we are writing. Second, it serves to argue against the idea of the quoted author. Finally, it condenses large amounts of information in a few lines. Kearney (2020) asks what the characteristics of a good summary are. First, a good summary clearly shows the main idea. Second, a good summary is written with the writer's own words, and does not copy the ideas

of the source consulted. Third, it is a shorter document than the original. Fourth, a good summary explains the most important notions, arguments or points. Finally, it condenses a lot of information from several consulted sources.

Revising

Crunit (2020) compares the three writing sub-processes, since most people see them as a single process. However, each sub-process is responsible for different aspects and attributes of the text. The revision is a sub-process that focuses on examining the text and arranging sentences, replacing or removing words to improve the content of the composition. Crunit (2020) suggests the following strategies for a critical review of the drafted document:

1. Take a break after finishing the draft.
2. Ask someone to read and react to your draft.
3. Outline your draft and examine the outline you have made for logical order, gaps and digressions.
4. Read the draft out loud to yourself or a friend or classmate, record and listen to it, or have someone read the draft to you.
5. Do not try to re-see everything in your draft at once.

Editing and Proofreading

Crunit (2020) adds another checklist to facilitate the sub-processes of proofreading and reading:

Editing and Proofreading Checklist

- Are my sentences clear? Do my words and sentences mean what I intend them to mean? Is anything confusing?
- Are my sentences effective? How well do words and sentences engage and hold the reader's attention? Where does the writing seem wordy, choppy, or dull?
- Do my sentences contain errors? Where do surface errors interfere with the clarity and effectiveness of my sentences? Check especially for: sentence fragments, comma splices, verb errors, and pronoun errors.
- How is my word choice? Have I used appropriate and exact language? Do I overly repeat words that should be changed for variety?
- Have I used effective transitions both between sentences and between paragraphs?

Note: Suggested checklist by Crumit (2020) adapted by OM Sources Research Group.

As we can see, these sub-processes have a purpose in the construction of the text. For this reason, the writer has to go through each stage of the writing process again and again. The writer has more opportunities to refine his text as he reviews each element that composes it. In this way, a composition that meets the expectations of both the writer and the reader is achieved.

Publishing: The last step

Brandon (2017) argues that publishing is an aesthetic process of the text which is entrusted to the publishing house, since it must create an attractive image of the article, book or e-book for the reader. An editor is assigned to the author of the text. This makes the editing process match, not only to the content but to the market demand (this refers to the needs and interests of the reader. In the 21st century, companies have been integrating technologies to expand their offer on the Internet. This means that writers have more opportunities to publish their books in accessible formats such as e-books, which can be partial or complete to encourage purchase. Consequently, these digital materials facilitate the analysis of the success of a piece of work before running the risk of printing it.

However, there is another publishing alternative: blogging. This application of web 2.0 gives the writer the opportunity to improve the content of his writing since it interacts with the reader in real time. Other advantages of this publication format are: It takes less time; the writer does not lose his personal touch in the presentation of content, and he has greater freedom.

2.14.4. Blog

The blog has many definitions according to its characteristics. Enric Bruguera Payà (n.d.) in his article "What is a Blog?" broadens the concept to provide a true idea of what is this application of Web 2.0 and its functions:

- A. In the presentation:** It is a structure of contents whose annotations are made by the author(s) of the blog along with the contributions of the readers (comments). This structure is organized chronologically from the recent date until its first publication.
- B. In the content:** It focuses on a particular subject or interest and it is constantly updated. The writing of this part is personalized, this refers to the writing style of the author.
- C. In the navigation:** It uses links to browse the internal content and external sources related to the topic of the blog.
- D. In the interaction:** It allows feedback with a comments system among online users. It links with users of other blogs that share content of similar interest. (Selection of links or blogroll, permanent links or permalinks, backlinks or trackback, syndication of contents).
- E. In the management:** It is a space that grants free publication of contents, easy access for its readers in any internet resource or browser. It is easy to publish here and the writer can do it instantaneously thanks to the content management tools offered by the blog. It has a minimum cost or it is free due to the options provided by the companies hosting online content.

Bruguera (n.d) considers that a Blog has three functional definitions derived from its elements: *As a means of information*, immediate publications of authentic contents of the author without intermediaries and worldwide reach. *As a means of communication*, it allows a true double-track interaction between author and readers, without intermediaries. *As a*

means of relation, it enables the stable exchange of information between readers and authors according to their common interests.

2.15.0 METHODOLOGY OF THE PROPOSAL

Marquez (2012) in MEN (2016) defines the methodological principles as the set of methods to transmit knowledge in the best possible way. All pedagogical proposals should be based on techniques that favor the presentation of knowledge to be shared with students so that they can feel interested, stimulated and committed to it. The research group selected a methodology that was adapted to the needs and limitations of the context: the Webquest.

This methodology meets the requirements for the study as it provides a fresh experience, and takes students out of the comfort zone. First, we present what the webquest consists about and the outline for its implementation with the students. Second, we show the outline of the activities: The activities from 5 to 10 are based on the webquest methodology. Activities 5 and 6 introduce the students to tasks in the classroom so that they can become familiar with the use of the Google site called EnglishLab A1 / A2 ENSHB.com, which provides content and operational resources inspired by Webquest. The activities from 7 to 10 use the webquest but, divide written production tasks according to the stages of the writing process, and provide the technological resources of the Webquest.

Third, we present the lesson plan of each activity in detail. Fourth, we show the evaluation criteria of the activities delivered by the students. Fifth, we offer the results of the evaluation of the pedagogical proposal. Sixth, we deliver the conclusions of the experience lived during the implementation of the pedagogical proposal. Finally, we provide the recommendations for future studies about improvement of writing through ICTs as a strategy

for teaching English as a Foreign Language.

2.15.1. Webquest

Temprano (2010) describes the webquest as a guided research that is based on the resources of the web, and is presented to students as a website with the components that comprise it. The activity revolves around a topic previously selected together with the content taken from other websites by the teacher. Watson (1999) adds that the objective of this activity is to stimulate the student's cognitive process for analysis, synthesis and evaluation. Pérez (2002) conceives the webquest as a practical activity of meaningful learning in which the computer is a tool, and the student is the architect of the appropriation of new knowledge through the research he performs and the conversion of the information found. All this is done with authentic materials from the web and assisted with scaffolding provided by the teacher to complete a final task. From this, we can infer that the webquest is a methodology focused on the use of the computer and the web as resources that facilitate meaningful learning by stimulating the student's cognitive processes in their higher levels through the implementation of scaffolds placed by the teacher.

Pedagogical Foundation of the Webquest

Temprano (2010, p.17) explains that the webquest was created by Bernie Dodge in (1995), his proposal was based on Feuerstein's ITO model, which divides the mental process into three levels: input, transformation and output (ITO). This model proposes the following: Students build their own knowledge but the teacher gives them the information with which they will work. In addition to that, the teacher supports the students with scaffolding that allow them to transform the information. The final products and innovative proposals

delivered by the students is the output information. In other words, the teacher offers input information and temporary structures that allow the student to build his own knowledge and present evidence of what he learned.

Scaffolding: The basis of constructivism

Temprano (2010) comments that the concept of scaffolding is a metaphor used by Wood, Bruner and Ross (1976) to explain in a practical way the teaching-learning process. All this is because in many investigations it is concluded that the interaction between an adult and a child when teaching a situation or process is observed as the adult provides assistance to the child to understand what is being taught. To do this, the adult must adapt the way in which he presents the information to the child, depending on his age and his comprehension capacity. The degree of help provided by the adult is inversely proportional to the level of understanding, this means that: at younger age, more assistance; and the older, the less assistance.

Temprano (2010) shows the scaffolding as a temporary framework that allows the teacher to assist their students to work with a better performance. Temprano (2010) presents three types of scaffolding, each one have a specific purpose:

Reception: It is the support material that permits a better perception of the information of students. This material provides the taking of notes and their organization and focuses attention on the specific aspects of the research such as sheets, listening and interview guides, glossaries, timelines, mind maps, concept maps, worksheets and online dictionaries.

Transformation: It is the visual aid that helps the students to interpret the information in a different way to the one presented to them. Obviously, they are given instructions about the actions that the scaffolds will uphold. For instance: Venn diagrams, comparative tables of characteristics and organizational charts.

Construction: It is the material that concedes the student to build their own knowledge through the elaboration of a final product that proves what they have learned. In addition, the student's requirements are provided to present a satisfactory product that meets the conditions of the assignment. E.g. Templates and guidelines, requirements that the final product must meet, the conditions to be evaluated, rubrics that show the categories to be evaluated in the product.

Pedagogical Potential of the Webquest

Temprano (2010) shows the great benefits offered by the webquest as an educational resource and as a cognitive strategy in the teaching-learning process. First, we present the benefits of the Webquest as an educational resource and then, we show the advantages of Webquest as a learning strategy.

First, Temprano (2010) indicates that Webquest integrates within its framework the development of specific skills, values and attitudes, and basic contents. The above components allow the development of cognitive processes such as creative thinking, critical thinking, decision making and problem solving. This methodology seeks to integrate the use of ICTs for educational purposes.

Second, Temprano (2010) adds that Webquest used as a learning strategy promotes several cognitive skills such as perspective analysis, abstraction, construction, comparison, induction and deduction.

The results of the implementation of the Webquest in the classroom are the following:

1. An improvement in the literacy abilities of the students.
2. The development of cognitive abilities of a higher order.
3. The awakening of a critical spirit against the acquisition of new information.
4. The involving of the students in their own learning process, raising their motivation and predisposition towards it.
5. The amelioration of the skills related to ICT's.

Components of a Webquest: Temprano (2010) lists and describes six elements that make up a Webquest; each one fulfills a specific function which we can see in the following table:

Introduction: This is the first page that the students see. In it, the context is established and the students' orientations are provided in order to awake their interest on the topic.

Tasks: This page provides detailed instructions about the final product that the student will submit. The tasks can be digital documents (PowerPoint presentations, comics, and pdf texts), oral presentations, videos or audios.

Process: In this section, the student receives an outline of the steps to follow to execute the task assigned by the teacher.

Resources: This page shows the list of resources, which are usually links to web pages that supply information or tools to perform the assigned task.

Evaluation: It is a space that offers a table with the evaluation criteria. The activities are graded with a scale of numbers and observations which analyze and evaluate the performance and the quality of the task presented by the student.

Conclusion: This last section summarizes what has been learned and promotes reflection on the process in a way that extends and generalizes what has been studied.

As we can see, the Webquest turns out to be a more procedural methodology and therefore more practical when presenting a topic for the students in such a way that it is not an overwhelming activity. Each section allows the teacher to have a better control and supervises the teaching and learning process inside and outside the classroom.

Then, after describing the methodology used in the previous section, students were expected to come prepared with the online resources of the webquest. The methodology was created based on the experiences with the activities from 1 to 4 in the study of the problem. According to the above, necessary measures were adopted to solve the problem with activities from 5 to 10 using webquest and achieving the following basic outline:

Name of the topic to be treated: To provide a real context that helps the students to become familiar with the use of language forms.

Objective: The action plan to obtain the expected results.

Support materials: Resources needed to perform the exercises of each activity (Posters, copies, imported videos from YouTube on the Google site and online exercises from educaplay.com)

Activities: Exercise 1 (warm up), Exercise 2 (vocabulary), Exercise 3 (final task of written production) and evaluation (feedback).

This was the dynamic to follow in the implementation of the pedagogical proposal. First, the methodology revolved around a real-life context or situation in which the use of English as a foreign language can be appreciated. The context was presented to the students in the first exercise which is a text to be understood and they are provided with audiovisual material to complement it. Second, the objectives established what they are expected to learn (context, use of language and written production). Third, we offered the resources that assist students in each activity. Fourth, we presented the worksheets that show the order to develop the exercises and do the evaluation process to the students. Fifth, the research group made a record with the lesson plan of each activity and the observations of all these activities are collected at the end of each session. Lastly, there was an evaluation of the activities carried out by the students of the sample and another of the pedagogical proposal made by the teacher and the students of the selected sample.

2.15.2. Lesson Plans

Next, we show the outline of the activities using the class plan suggested by the MEN, taking into account standards and DBAs corresponding to the writing skills:

<i>Activity 5: Host Family</i>	
Teachers: Luis Meriño – Leonel Ortiz Vergara	
Class/ grade: 10 th	Number of students: 35
Date: September 6 th 2018	Schedule: Thursday 12:30 – 1:50PM
Averages ages of students: 15 - 16	Allowed time: 80 minutes
Proficiency Level of students: A1	
Goal: To make definitions about a process.	
General Objective: To learn to make definitions based on what we read.	
Specific objectives: To acquire new vocabulary (adjectives and nouns) through synonyms and/or definitions.	
Standards: <ul style="list-style-type: none"> • I write short texts related to me, my family, my friends, my environment or facts related to topics that are familiar to me. • I use an adequate vocabulary to give coherence to my writings. • I paraphrase information that I read as part of my academic activities. 	
DBAs: <ul style="list-style-type: none"> • Describes actions related to a subject in his/her family or school environment using simple sentences and images. 	
Competence(s): Writing	
Assumed knowledge: <ul style="list-style-type: none"> • Adjectives (character traits) • Nouns (family members, types of house) 	
Support materials: <ul style="list-style-type: none"> • Evans, V. Dooley, J. (2008, p. 19). Face the world – Live with a family abroad! <i>Upstream Beginner A1 + Student's Book</i>. Newbury: Express Publishing. • Ortiz, L. (2108). Activity 5: Homestay. Took from: https://sites.google.com/mail.uniatlantico.edu.co/englishlaba1a2enshbcom/p%C3%A1gina-principal/activity-5-host-family • Homestay.com (2013). What is a homestay? - Homestay.com Accommodation. A video from Youtube: https://www.youtube.com/watch?v=mGJ8rS0yHho • ILAC International Language Academy of Canada (2015). ILAC Homestay - Live in Canada with a Homestay Family! A video from Youtube: https://www.youtube.com/watch?v=B0EVM8dnrd8 • Janine's Exchange year (2018). I Changed my Host Family // Exchange Year USA 2017/18 #17. A video from Youtube: https://www.youtube.com/watch?v=ej0YNZSp3zU • M&O Sources (2018). Adjectives and Adverbs. A quick guide of usage and meaning. Powerpoint Presentation. • Ortiz, L. (2108). Homestay. Interactive exercise 1. Took from: https://es.educaplay.com/recursos-educativos/3952384-homestay.html • Ortiz, L. (2108). Good Traits in a family. Interactive exercise 2. Took from: https://es.educaplay.com/recursos-educativos/3822243-good_traits_in_a_family.html • LearnPic.Online (2016). Types of houses - Pictionary for Kids. A video from Youtube: https://www.youtube.com/watch?time_continue=102&v=k0bJk_jXtw0 • M&O Sources (2018). Dwelling vocabulary. Powerpoint presentation. 	

- n.a. (n.d.) Read and listen. Types of house quiz. Interactive Powerpoint presentation.
- Kidspicturedictionary.com (2010).House vocabulary. Took from: <https://kidspicturedictionary.com/#House>
- Learn English Network (n.d.) Appearances - How to describe someone in English. Took from: <https://www.learnenglish.de/basics/appearances.html>
- Baker, K. (2015). Positive and Negative character traits. Took from: <https://teachersampson.files.wordpress.com/2012/02/character-traits-list-positive-and-negative-traits.pdf>
- Dictionary for kids (2013). Fairly, quite, rather and pretty (adverbs)
Took from: <https://kidspicturedictionary.com/what-is-different/list-f/fairly-quite-rather-and-pretty/>

Stage	Objective	Teacher's Procedure	Support Materials	Type of Interaction	Allowed Time
Before	To set the context concerning the topic of the activity.	The teacher asks the students to read the text of exercise 1 and construct their own definition from the text read. In addition, the teacher has a poster with the words that allow a definition which can be reformulated by the students for their greater understanding and appropriation.	<ul style="list-style-type: none"> • A poster • Sticking cards • Activity 5 Worksheet, ex. 1. 	T- WG	20 mins
During	<ul style="list-style-type: none"> • To acquire new vocabulary (adjectives and nouns) through synonyms and/or definitions. • Write a text about a topic related to the family. 	<ul style="list-style-type: none"> • The teacher asks the students to do exercise 2, the students must associate the clues with the words to complete in the crossword puzzle. They can use the English dictionary, the online dictionaries of the webquest or the one 	<ul style="list-style-type: none"> • Activity 5 Worksheet, ex. 2 • English dictionaries: paper/on-line/off-line • Character traits vocabulary • Videos on YouTube about homestay or host family. • PowerPoint presentations with vocabularies of house types and different physical and emotional characteristics of a person. 	T-WG	60 mins

		<p>installed in their smartphones.</p> <ul style="list-style-type: none"> • The teacher asks the students to write a definition of what is a host family in their own words. • They should describe in a simple way how is their house, the surroundings and the family members who live in the house; this in order to apply as a host family for a foreigner who wants to learn Spanish in Colombia. 			
After	<ul style="list-style-type: none"> • To review the observations made to the students to make the respective feedback to each working group. 	<ul style="list-style-type: none"> • The pre-service teachers review each worksheet delivered by the work groups; and make their observation 	<ul style="list-style-type: none"> • On-line dictionaries. • Mental map with the fundamental elements of a text: characters, actions, time and places. • Model text describing the 	T-WG WG-T	----- ---

		s and corrections	house and family members.		
--	--	-------------------	---------------------------	--	--

Activity 6: “Firefighters: People who help us!”	
Teachers: Luis Meriño – Leonel Ortiz Vergara	
Class/ grade: 10 th	Number of students: 35
Date: September 7 th 2018	Schedule: Friday 2:30 – 3:00/ 3:30 - 3:50 PM
Averages ages of students: 15 - 16	Allowed time: 80 minutes
Proficiency Level of students: A1	
Goal: To write a paragraph with the basic elements that compose it.	
General Objective: To identify the basic parts of a paragraph in a text.	
Specific objectives:	
<ul style="list-style-type: none"> To write two paragraph with its basic parts in a written text. 	
Standards:	
<ul style="list-style-type: none"> I produce simple texts with different functions (describe, narrate, argue, comparison) on personal topics and related to other subjects. I organize short coherent paragraphs, taking into account formal elements of the language such as spelling and punctuation. I plan, I review and edit my writings with the help of my classmates and the teacher. 	
DBAs:	
<ul style="list-style-type: none"> Summarizes information he has read or listened to on academic and school related topics through a structured written text. 	
Competence(s): Writing	
Assumed knowledge:	
<ul style="list-style-type: none"> Adjectives (character traits) Nouns (jobs, professions, work environment) Present simple Basic elements of a paragraph 	
Support materials:	
<ul style="list-style-type: none"> Evans, V. Dooley, J. (2008, p. 46). Firefighters: People who help us. <i>Upstream Beginner A1 + Student’s Book</i>. Newbury: Express Publishing. Ortiz, L. (2108). Activity 6: Firefighters: People who help us. Took from: https://sites.google.com/mail.uniatlantico.edu.co/englishlaba1a2enshbcom/p%C3%A1gina-principal/activity-6-firefighters-people-who-help-us expertvillage (2008). Firefighter Career Information: Firefighter Job Description. A video from Youtube: https://www.youtube.com/watch?v=IbFAF5wuXpg Nick (2012). A Day in the Life - Firefighter A video from Youtube: https://www.youtube.com/watch?v=gbL45xX6p6E Ortiz, L. (2108). Paragraph Elements. Interactive exercise 1. Took from: https://es.educaplay.com/recursos-educativos/3923590-paragraph_elements.html Nick (2012). A Day in the Life - Firefighter A video from Youtube: https://www.youtube.com/watch?v=gbL45xX6p6E 	

<ul style="list-style-type: none"> Luzio, V. (2016). "Hamburger" Paragraph Writing. A video from Youtube: https://www.youtube.com/watch?v=zeCv0ifsURA EnglishLessons4U - Learn English with Ronnie! [engVid] (2013). How to write a basic paragraph. A video from Youtube: https://www.youtube.com/watch?v=2_pZWdF7ujA Avatar World (2017). How to Write a Good Paragarph. A video from Youtube: https://www.youtube.com/watch?v=L1J9ZPVydrC Dictionary for Kids (2013). Community Institutions. Took from: https://kidspicturedictionary.com/english-through-pictures/place-english-through-pictures/community-institutions/ Ortiz, L. (2108). How to do the written production activities from Activity 1 to 8. Took from: https://drive.google.com/file/d/1Pcu2E2n-whFmx6mRi7xWc8A7djUb-Lu3/view 					
Stage	Objective	Teacher's Procedure	Support Materials	Type of Interaction	Allowed Time
Before	To establish the context concerning the topic of the activity.	The pre-service teachers present the support materials to solve the exercises from Activity 6: videos, websites with illustrated vocabulary about community institutions, word documents and self-evaluation.	<ul style="list-style-type: none"> A poster Sticking cards Activity 6 Worksheet, ex. 1 and 2. 	T- WG	20 mins
During	<ul style="list-style-type: none"> To acquire the new vocabulary related to community institutions. To write a text about a topic related to the community institutions. 	The pre-service teachers ask the students to do the exercise 3, students have to write a list of similarities and differences between two professions that contribute to the community. They can use the English dictionary, the online dictionaries of the webquest or the one installed on their smartphone.	<ul style="list-style-type: none"> Activity 6 Worksheet, ex. 3 English dictionaries: paper/on-line/off-line Community institutions vocabulary Videos on YouTube about firefighters. Mind map about how to make a list of similarities and differences. 	T-WG	60 mins
After	<ul style="list-style-type: none"> To review the observations made to the students to 	<ul style="list-style-type: none"> The pre-service teachers 	<ul style="list-style-type: none"> On-line dictionaries. 	T-WG WG-T	----- ---

	<p>make the respective feedback to each working group.</p>	<p>review each worksheet delivered by the work groups; and make their observations and corrections.</p>	<ul style="list-style-type: none"> • Mental map with the fundamental elements of the text: characters, actions, time and places. • Model text to make comparison and contrast paragraphs. 		
--	--	---	---	--	--

Activity 7: I love New York_Making outlines	
Teachers: Luis Meriño – Leonel Ortiz Vergara	
Class/ grade: 10 th	Number of students: 35
Date: September 13 th 2018	Schedule: Thursday 12:30 – 1:50PM
Averages ages of students: 15 - 16	Allowed time: 80 minutes
Proficiency Level of students: A1	
Goal: To make outlines about a city	
General Objective: To identify the main idea in a paragraph	
Specific objectives:	
<ul style="list-style-type: none"> • To create an outline based on main ideas such as text structure. • To increase the vocabulary through words or common expressions in English. 	
Standards:	
<ul style="list-style-type: none"> • I plan, I review and edit my writings with the help of my classmates and the teacher. 	
DBAs:	
<ul style="list-style-type: none"> • Describes actions related to a subject in his/her family or school environment using simple sentences and images. 	
Competence(s): Writing	
Assumed knowledge:	
<ul style="list-style-type: none"> • Making an outline of a text. • Nouns (places of the city) • Common expressions in English 	
Support materials:	
<ul style="list-style-type: none"> • Evans, V. Dooley, J. (2008, p. 63). I love New York. <i>Upstream Beginner A1 + Student's Book</i>. Newbury: Express Publishing. • Ortiz, L. (2108). Activity 7: I Love New York- Making Outlines. Took from: https://sites.google.com/mail.uniatlantico.edu.co/englishlaba1a2enshbcom/p%C3%A1gina-principal/activity-7-i-3-new-york-making-outlines • Secret. Travel. Guide (2017). 10 New York City TRAVEL HACKS Every traveler MUST Know About. A video from YouTube: https://www.youtube.com/watch?v=-f2GRAL40-w 	

- Ramey (2019). 5 Steps to Create the Perfect Outline. Herzing University Blog. Took from: <https://www.herzing.edu/blog/herzing/5-steps-create-perfect-outline>
- LETs Review (2016). Creating an outline. A video from YouTube: https://www.youtube.com/watch?v=QoOy9AJ_lqw
- Ortiz, L. (2108). I Love New York Making Outline. Interactive exercise 1. Took from: https://es.educaplay.com/recursos-educativos/3924372-i_love_new_york_making_outline.html
- Ortiz, L. (2108). I Love NY Making Outline 2. Interactive exercise 2. Took from: https://es.educaplay.com/recursos-educativos/3925687-i_love_ny_making_outline_2.html
- M&O Sources (2018). Activity 7: I Love New York: Making Outlines Took from: <https://drive.google.com/file/d/1ioVgYRESzD2ErSjPScoXJmb71QJVErbl/view>
- M&O Sources (2018). Destinos Turísticos nacionales. Took from: <https://drive.google.com/file/d/1JN8cloMd7dY8TPEBaemUrvlzpBpUDFmJ/view>
- encolombia (2019). Turismo en Aracataca. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/magdalena/aracataca/>
- encolombia (2019). Turismo en Caño Cristales. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/meta/cano-cristales/>
- encolombia (2019). Turismo en Cali. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/cali/>
- encolombia (2019). Turismo en Medellín. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/medellin/>
- encolombia (2019). Turismo en Villa de Leyva - Boyacá. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/boyaca/villa-de-leyva/>
- encolombia (2019). Turismo en Villanueva. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/la-guajira/turismo-en-villanueva/>
- encolombia (2019). Turismo en Cabo de la Vela. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/la-guajira/turismo-en-cabo-de-la-vela/>
- encolombia (2019). Turismo en la Isla de los Monos. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/amazonas/turismo-en-isla-de-los-monos/>
- encolombia (2019). Turismo en Valledupar. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/cesar/valledupar/>
- encolombia (2019). Turismo en Yopal - Casanare. Took from: <https://encolombia.com/turismo/destinos-turisticos/destinos-colombianos/casanare/yopal/>

Stage	Objective	Teacher's Procedure	Support Materials	Type of Interaction	Allowed Time
Before	To establish the context concerning the topic of the activity.	The pre-service teachers ask the students to do exercises 1 and 2 and check the answers on the posters.	<ul style="list-style-type: none"> • A poster • Sticking cards • Activity 7 Worksheet, ex. 1 and 2. 	T- WG	20 mins
During	<ul style="list-style-type: none"> • To acquire new vocabulary (places of the city and common 	<ul style="list-style-type: none"> • The pre-service teachers ass the 	<ul style="list-style-type: none"> • Activity 7 Worksheet, ex. 3 	T-WG	60 mins

	<p>expressions in English) reading a text.</p> <ul style="list-style-type: none"> To make an outline according to a model. 	<p>students to do exercise #3, the students must use exercise 2 as a model to make an outline about a national touristic destination. They can use the English dictionary, the online dictionaries of the webquest or the one installed on their smartphones.</p>	<ul style="list-style-type: none"> English dictionaries: paper/on-line/off-line Word document about National Touristic Destinations A video on YouTube about New York. 		
After	<ul style="list-style-type: none"> To review the observations made to the students with the objective of making the respective feedback to each working group. 	<ul style="list-style-type: none"> The pre-service teachers review each worksheet delivered by the work groups; and make their observations and corrections. 	<ul style="list-style-type: none"> On-line dictionaries. Mental map with the fundamental elements of the text: characters, actions, time and places. Outline model about a national touristic destination. 	T-WG WG-T	----- ---

<i>Activity 8: Nuquí “A Paradise in the Pacific” Drafting a text</i>	
Teachers: Luis Meriño – Leonel Ortiz Vergara	
Class/ grade: 10 th	Number of students: 35
Date: September 14 th and 20 th 2018	Schedule: Friday 2:30 – 3:00/ 3:30 - 3:50 PM / Thursday 12:30 – 1:50PM
Averages ages of students: 15 - 16	Allowed time: 80 minutes
Proficiency Level of students: A1	
Goal: To draft articles about national touristic destinations.	
General Objective: To identify the basic parts of an article.	
Specific objectives:	
<ul style="list-style-type: none"> To write an article based on the basic parts of an article. 	
Standards:	
<ul style="list-style-type: none"> I plan, I review and edit my writings with the help of my classmates and the teacher. 	
DBAs:	
<ul style="list-style-type: none"> Summarizes information he has read or listened to on academic and school related topics through a structured written text. 	
Competence(s): Writing	
Assumed knowledge:	
<ul style="list-style-type: none"> Basic parts of an article Nouns (landforms and bodies of water) 	
Support materials:	
<ul style="list-style-type: none"> Evans, V. Dooley, J. (2008, p. 63). I love New York. <i>Upstream Beginner A1 + Student’s Book</i>. Newbury: Express Publishing. Ortiz, L. (2108). Activity 8: Nuquí: A Paradise in the Pacific. Took from: https://sites.google.com/mail.uniatlantico.edu.co/englishlabala2enshbcom/p%C3%A1gina-principal/activity-8-nuqu%C3%AD-a-paradise-in-the-pacific Procolombia (2019). Nuquí: a treasure and a paradise in the Colombian Pacific. Took from: http://www.colombia.travel/en/blog/turismo-colombia/nuqui-treasure-and-paradise-colombian-pacific In For The Long Ride (2017). We've found paradise! Guachalito on Colombia's Pacific coast. A video from YouTube: https://www.youtube.com/watch?v=1Y2ds342fDI Ortiz, L. (2108). Activity 8: Nuquí. Interactive exercise 1. Took from: https://es.educaplay.com/recursos-educativos/3926679-activity_8_nuqui.html M&O Sources (2018). Activity 8: A Paradise in the Pacific. Took from: https://drive.google.com/file/d/1rbbMD6QJqYIRd_Y2EqWZeYyPifDuvIIW/view M&O Sources (2018). Landforms and bodies of water vocabulary. (Paper format) Free School (2015). Exploring Landforms and Bodies of Water for Kids - FreeSchool. A video from YouTube: https://www.youtube.com/watch?v=BsqKTJtK_vw QA International (2019) Physical map. Took from Merriam Webster - Visual Dictionary online: http://www.visualdictionaryonline.com/earth/geography/cartography/physical-map.php Airbnb (2019). Reserva alojamientos y experiencias únicos. Took from Airbnb: https://www.airbnb.com.co/?af=43720035&c=.pi0.pk47890544364_219949721401_c_12026464216&gc_lid=Cj0KCQjw9NbdBRCwARIsAPLsnFZDjGdgcV2RBVcDSjCvqemWv8OcfTJQxtmuH5aqOTk4rELYEff7o34aAvJ9EALw_wcB Despegar (2019). Hoteles en Colombia. Took from despegar: https://www.despegar.com.co/hoteles/pais/20045/hoteles-en-colombia Homestay (2019). Homestays en Colombia. Took from homestay: https://www.homestay.com/es/colombia?localised_content=true Best Restaurants Colombia (2019). Best Restaurants Colombia. Took from Best Restaurants Colombia: https://bestrestaurantsincolombia.com/es/ 	

Stage	Objective	Teacher's Procedure	Support Materials	Type of Interaction	Allowed Time
Before	<ul style="list-style-type: none"> To settle the context concerning the topic of the activity. 	<p>The pre-service teachers present the exercises from activity 8. Then, they show videos about Nuquí – Colombia and landforms to understand the exercises to do. The exercise 1 is about the basic elements of a text: title, introduction, body, conclusion and sources.</p>	<ul style="list-style-type: none"> Activity 8 Worksheet, ex. 1. Videos on YouTube about Nuquí – Colombia and landforms. 	T-WG	20 mins
During	<ul style="list-style-type: none"> To acquire new vocabulary about landforms and bodies of water using their definitions. To make a draft according to the outline previously made in activity 7. 	<p>The pre-service teachers ask the students to do exercise 2 using exercise 1 as a</p>	<ul style="list-style-type: none"> Activity 8 Worksheet, ex. 2 English dictionaries: paper/on-line/off-line Landforms and bodies of water vocabulary Websites: visual dictionary online, Airbnb, Despegar and 	T-WG WG	60 mins

		model and the outline from activity 7. They are going to continue the writing process.	Best Colombian Restaurants.		
After	To review the observations made to the students to make the respective feedback to each working group.	The pre-service teachers review each worksheet delivered by the work groups; and make their observations and corrections.	<ul style="list-style-type: none"> • On-line dictionaries. • Mental map with the fundamental elements of a text: characters, actions, time and places. • Model text describing Nuquí – Colombia. 	T-WG WG	----- ----- --

<i>Activity 9: “Nuquí: A Paradise in the Pacific ”_Revising, Reading Test and Editing a text</i>	
Teachers: Luis Meriño – Leonel Ortiz Vergara	
Class/ grade: 10 th	Number of students: 35
Date: September 20 th 2018	Schedule: Thursday 12:30 – 1:50PM
Averages ages of students: 15 - 16	Allowed time: 80 minutes
Proficiency Level of students: A1	
Goal: To revise and edit a text.	
General Objective: To learn the process of editing a text.	
Specific objectives: To apply the improvement of writing a text through the editing process.	
Standards: <ul style="list-style-type: none"> • I plan, I review and edit my writings with the help of my classmates and the teacher. 	
DBAs: <ul style="list-style-type: none"> • Summarizes information he has read or listened to on academic and school related topics through a structured written text. 	
Competence(s): Writing	
Assumed knowledge: <ul style="list-style-type: none"> • Revising and editing a text 	

- Transition words

Support materials:

- Ortiz, L. (2108). Activity 9: Nuquí: A Paradise in the Pacific - Editing. Took from: <https://sites.google.com/mail.uniatlantico.edu.co/englishlaba1a2enshbcom/p%C3%A1gina-principal/activity-9-nuqu%C3%AD-a-paradise-in-the-pacific-editing>
- Teaching Without Frills (2015). Editing Writing for Kids! |First and Second Grade| A video from YouTube: <https://www.youtube.com/watch?v=XP5yWz-MNpM>
- Snap Language (2016). Transition words in reading and writing. A video from YouTube: <https://www.youtube.com/watch?v=7aksqJCgAMA>
- English Language Smart Words (n.d.). Transition words. Took from: <https://www.smart-words.org/linking-words/transition-words.html>
- Ortiz, L. (2108). Activity 9 Nuquí - Editing. Interactive exercise 1. Took from: https://es.educaplay.com/recursos-educativos/3927079-activity_9_nuqui_editing.html
- Ortiz, L. (2108). Activity 9: Nuquí: A Paradise in the Pacific - Editing. Took from: <https://drive.google.com/file/d/1UTfkDKwda7CGRoidQcJz0Np1OnOCYwBK/view>

Stage	Objective	Teacher's Procedure	Support Materials	Type of Interaction	Allowed Time
Before	To introduce the context concerning the topic of the activity.	The pre-service teachers ask the students to read the text of exercise 1 and choose the best edited paragraph.	<ul style="list-style-type: none"> • Activity 9 Worksheet, ex. 1. 	T- WG	20 mins
During	To learn how to revise, edit and make a reading test.	The pre-service teachers ask the students to do the exercise #2, the students must revise, edit and make a reading test of their texts. They can use the English dictionary, the online dictionaries of the webquest or the ones installed on their	<ul style="list-style-type: none"> • Activity 9 Worksheet, ex. 2 • English dictionaries: paper/on-line/off-line • Character traits vocabulary • Videos on YouTube about editing process and transition words. 	T-WG WG	60 mins

		smartphones.			
After	To review the observations made to the students to make the respective feedback to each working group.	The pre-service teachers review each worksheet delivered by the work groups; and make their observations and corrections.	<ul style="list-style-type: none"> • On-line dictionaries. • Model text “Nuquí: A Paradise in the Pacific”. 	T-WG	----- -

Activity 10: “Nuquí: A Paradise in the Pacific ”_Publishing a text in a Blog	
Teachers: Luis Meriño – Leonel Ortiz Vergara	
Class/ grade: 10 th	Number of students: 35
Date: September 28 th 2018	Schedule: Friday 2:30 – 3:00/ 3:30 - 3:50 PM
Averages ages of students: 15 - 16	Allowed time: 80 minutes
Proficiency Level of students: A1	
Goal: To learn step by step how to design a blog for educational purposes.	
General Objective: To create a Student Blog in Edublogs.	
Specific objectives: <ul style="list-style-type: none"> • To learn the process of publishing an article in Edublogs. • To apply the improvement of a text through the editing process in the dashwork. 	
Standards: <ul style="list-style-type: none"> • I plan, I review and edit my writings with the help of my classmates and the teacher. 	
DBAs: <ul style="list-style-type: none"> • Summarizes information he has read or listened to on academic and school related topics through a structured written text. 	
Competence(s): Writing	
Assumed knowledge: <ul style="list-style-type: none"> • Publishing a text in a blog. • Operating the tools of blogs. 	
Support materials: <ul style="list-style-type: none"> • Ortiz, L. (2108). Activity 10: To publish: The last step of the writing process. Took from: https://sites.google.com/mail.uniatlantico.edu.co/englishlaba1a2enshbcom/p%C3%A1gina-principal/activity-10-to-publish-the-last-step-of-the-writing-process • Wordpress (2019). Edublogs. Took from Edublogs: https://edublogs.org/ • Ortiz, L. (2108). Activity 10: To publish: The last step of the writing process. Took from: https://drive.google.com/file/d/1UTfkDKwda7CGRojdQcJz0Np1OnOCYwBK/view • M&O Sources (2018). Activity 10: To Publish in Edublogs. PowerPoint Presentation. Took from: https://drive.google.com/file/d/1U1xxE6bOdsHUrAnjNFalky72LDB16Jna/view 	

- M&O Sources (2018). Making Blogs in Edublogs. PowerPoint Presentation. Took from: https://drive.google.com/file/d/1tNi8_wRLuabFShSwkgK3btWeA3aP7EKI/view
- esupport (2019). Videos. Took from esupport: <http://help.edublogs.org/videos/>
- Edublogs (2014). What is a Blog. A video took from YouTube: https://www.youtube.com/watch?v=oDxg5ODEXEQ&list=PLq4p3q2fmMYW_Ix1OR6tFT1iFdwiMkf42
- M&O Sources (2018). Mortiz's Tourism Guide Log in. Took from: https://leonelortizv.edublogs.org/wp-login.php?privacy=1&redirect_to=http%3A%2F%2Fleonelortizv.edublogs.org%2F2018%2F08%2F27%2Fnuqui-a-paradise-in-the-pacific%2F&ref=login
- Ortiz, L. (2108). Nuquí: A Paradise in the Pacific. Took from Blogspot: <https://nuquiaparadiseinthepacific.blogspot.com/2018/11/nuqui-paradise-in-pacific.html>
- M&O Sources (2018). How to create a Blog in Blogger. PowerPoint Presentation. Took from: https://drive.google.com/file/d/1e3mx2hih1eKB_DowFDTa1zmrYk1u2M5n/view
- Natural Readers (n.d.). Natural reader application. Took from Natural Readers: <https://www.naturalreaders.com/online/>
- Wetransfer (n.d.). File transfer application. Took from wetransfer: <https://wetransfer.com/>
- Zamzar (n.d.). 3GP EN MP3. Took from ZAMZAR: <https://www.zamzar.com/fr/convert/3gp-to-mp3/>
- Cortador de MP3 en linea (n.d.). Online Audio Cutter. Took from cortador mp3 en linea: <https://mp3cut.net/es/>

Stage	Objective	Teacher's Procedure	Support Materials	Type of Interaction	Allowed Time
Before	To set the context concerning the topic of the activity.	The pre-service teachers present at Punto Digital all the materials in the Google site English_Lab A1/A2 ENSHB.com	<ul style="list-style-type: none"> • Activity 10 Worksheet. • Videos on YouTube about blogs. • PowerPoint presentations with easy steps to create a blog in Edublogs and Blogger. 	T- WG	20 mins
During	<ul style="list-style-type: none"> • To create a Blog in Edu blogs or Blogger. • To publish a text about a 	The pre-service teachers ask the students to publish the edited text in Activity 9. They can use the English dictionary, the online dictionaries of the webquest or the one installed on their smartphones.	<ul style="list-style-type: none"> • Activity 10 Worksheet. • English dictionaries. • Videos on YouTube about blogs. • PowerPoint presentations with easy steps to create and edit a blog in Edublogs and Blogger. 	T-WG	60 mins

	natio nal touri st desti natio n in a Blog				
After	To review the observations made to the students to make the respective feedback to each working group.	The pre-service teachers review each worksheet delivered by the work groups, and make their observations and corrections.	<ul style="list-style-type: none"> • Online dictionaries. • Model Blog “Nuquí: A Paradise in the Pacific”. 	T-WG WG-T	-----

2.15.3. Criteria for the Evaluation of Activities

It is important to keep in mind that all the activities follow an execution plan, some objectives, some standards and some DBAs. According to the previous elements, evaluation criteria should be created to facilitate the qualification of each activity, especially when they are done in large groups. For this reason, activities 5 and 6 were done in pairs, then the students were asked to form work groups of 3 or 4 members, since the final task was divided into four activities from 7 to 10. Below we present the rubric that classifies the general performance of the student in three levels with a scale of grades:

- **High**
 - **From 4,1 to 5,0**
 - The student reads and understands in essence what he/she is asked to do in the exercises of each activity.
 - The student follows the instructions of the printed and / or interactive materials (edmodo, Google sites and Educaplay)

- The student takes full advantage of the printed and / or digital resources (support materials) provided by the pre-service teacher.
 - The student has an excellent use of grammar, vocabulary, punctuation, capitalization, coherence and cohesion in their texts. Errors or mistakes are minor (from 1% to 5%).
 - The student does not require as much instruction or advice in the resolution of the exercises presented in the activities.
 - The student works autonomously and is a leader in his working group.
- **Medium**
 - **From 3,41 to 4,0**
 - The student reads and understands at least the 50% of what he/she is asked to do in the exercises of each activity.
 - The student follows at least the 50% of the instructions of the printed and / or interactive materials (edmodo, Google sites and Educaplay)
 - The student takes at least a 50% of advantage of the printed and / or digital resources (support materials) provided by the practicing teacher.
 - The student has a good use of grammar, vocabulary, punctuation, capitalization, coherence and cohesion in their texts but errors or mistakes are noticeable (from 6% to 50%).
 - The student requires a detailed explanation, as well as support materials and advice in the resolution of the exercises presented in the activities.
 - The student works together with his other colleagues in groups to complete the activities.
- **Low**
 - **From 0 to 3,4**
 - The student reads and understands at least the 30% of what he/she is asked to do in the exercises of each activity.
 - The student follows at least the 30% of the instructions of the printed and / or interactive materials (edmodo, Google sites and Educaplay)
 - The student takes at least a 30% of advantage of the printed and / or digital resources (support materials) provided by the practicing teacher.
 - The student does not have an accurate use of grammar, vocabulary, punctuation, capitalization, coherence and cohesion in their texts. Errors or mistakes are patent (from 51% to 95%).
 - The student requires a more detailed explanation, as well as more specific support materials, advice and more detailed feedback in the resolution of the exercises presented in the activities.
 - The student is very dependent on working in groups to complete the activities.

- The first point refers to the level of comprehension of the tasks to be performed by the student.
- The second refers to the level of performance in the execution of tasks.
- The third point refers to the level of use of the support materials by the student.
- The fourth point refers to the level of use of the foreign language by the student.
- The fifth point is to show the level of scaffolding necessary for the student.
- The last point describes the student's performance profile. (Leader, collaborator and passive beneficiary).

Within this section is included the evaluation of the writing process in the first four evaluation criteria. This means that the rubric did not leave anything out of the research problem. However, we cannot only evaluate the writing process, we must include all the criteria that are part of the proposal, in this case the physical and digital resources and the interaction in the classroom and outside it.

2.15.4. Evaluation of the Pedagogic Proposal

When evaluating the pedagogical proposal, the research group took into account three perspectives to review:

- The average performance of the students in the activities.
- The viewpoint of the students after finishing the six activities of the proposal.
- The opinion of the teacher at the end of the implementation of the pedagogical proposal.

The research group considered these three views of the proposal, since there is better support for the proposal with strong evidence. The activities of the pedagogical proposal were evaluated with a group grade for greater use of time; in this way the same members of each group supervised the work of the other members, students who did not collaborate were removed from the group by its own members; this forced all the members to make their contribution to the task. The activities in the webquest designed in Google sites had an evaluation space so that students had the opportunity to give their opinion at the end of each activity. However, due to time constraints, it was decided to omit the self-report formats and a Google form was created only for the students of the selected sample at the end of the pedagogical proposal; that form was sent to the students by WhatsApp. An exclusive Google form was made for the teacher who participated in the implementation of the pedagogical proposal, this was done since it is pertinent to know the vision of the teacher who knows the groups that participated in the study and because she can observe the strengths and weaknesses of the proposal implemented.

Evaluation of the Average Performance of the Students at the End of the Activities of the Pedagogical Proposal

In the evaluation process, first the research group focused on reviewing the six activities presented by the students in groups, in this way the average performance of the students could be obtained at the end of the implementation phase of the pedagogical proposal. The table of average performance and the graph are to support the evaluation of the pedagogical proposal in terms of student performance. (See Appendix Chapter II) The

evaluation made by the research group summarized in strengths and weaknesses was as follows:

Strengths:

- The pre-service teachers offered assistance to the students through support materials and explanations.
- This proposal stimulated collaborative learning among students.
- The proposal promoted teamwork.
- The pedagogical proposal contributed to the significant improvement of the students' grades.

Weaknesses:

- It requires more time (from one to two years) to integrate ITC's to the English class so that all the students can adapt to this kind of pedagogical proposal.
- The average performance of the students was affected by not submitting the activity 10 on time, which was the final product of the writing process done by the students.

Evaluation of the Pedagogical Proposal by the Teacher

The evaluation made by the English teacher was based on key questions to facilitate the elaboration of her judgment on the pedagogical proposal. The research group designed a Google form with multiple choice questions and paragraph development which was shared with a link sent to her WhatsApp account. There were nine questions focused on the pedagogical proposal, on the quality of the support materials, the processes executed by the research group and the performance of the groups of students who participated in the study.

The feedback presented in the questionnaire by the teacher provides important data for its improvement in the integration to practice in schools, language centers and even in universities. Below, we present a table that summarizes the evaluation of the pedagogical proposal made by the English teacher of the studied group:

Strengths:

- The pre-service teachers offered assistance to the students through support materials and explanations.
- Compliance in the delivery of written production assignments, participation of students in class, the use of TIC's and the delivery of the grades.
- The good behavior of the students in the accomplishment of the activities despite of the limitations of the environment.
- Creativity.
- The use of technological resources.
- The variety of the topics used.

Weaknesses:

- It takes more time to present the students the use of technological tools such as edmodo, educaplay.com, and the Google site ENSHenglishLabA1/A2.com.
- The time and availability of the technological resources of the school and some external factors.

Evaluation of the Pedagogical Proposal by the Students

The evaluation was done by six students selected as a sample of participants in the pedagogical proposal. This evaluation covers the following points: the quality of the activities designed (from 1 to 10), the experience lived by the students, the strategies used by them, the inconveniences they had when carrying out the activities, the processes performed by the

pre-service teachers , the fulfillment of the delivery of the tasks and the needs and interests of the students. The research group understands the importance of the opinion of the student who lived the learning experience with this proposal. This feedback is not only useful for the research group, but also for the teachers of the school where it was implemented and for future studies focused on the use of ICT as a strategy to teach English as a foreign language:

Strengths:

- Students confirmed that the design of the activities had elements such as the title, the label with the personal data of the pupils (full name, date, course or level and grade), the objective, instructions and compelling information with the purpose of understanding better the task.
- Students prefer to write autobiographical and descriptive texts that can be published in a blog.
- The use of compensatory strategies (help from a third party such as the teacher or a classmate)
- The adequate use of support materials provided by the pre-service teachers.
- The pre-service teachers presented and explained what the activity consisted of.
- The pre-service teachers provided writing models for the written production exercises.
- The pre-service teachers offered assistance to students who did not understand the exercises.
- The pre-service teachers pointed out the errors related to the use of language.
- The pre-service teachers granted detailed feedback on errors and suggestions to improve the quality of written production.
- The students confirmed the complete submitting of all activities from 1 to 10.
- The students affirmed that the activities covered their needs and interests.
- The students assured that they had a renewed experience of learning English with the integration of ITC's.

Weaknesses:

- Some students showed little interest in the elaboration of short narrative texts because they had to integrate the process of pre-writing and editing.
- The majority of the students trusted more in their previous knowledge, this only gave them a 50% of success in the written production tasks.
- The use of pseudo-strategies such as Google translator and others.
- Lack of understanding about what was asked from them in each exercise.
- New topics about which they did not have prior knowledge.
- Difficult access to online resources.
- Some students did not have digital (smartphones) or printed resources (bilingual dictionary).

2.16. CONCLUSIONS

The purpose of the present research was to promote the use of writing strategies by profiting on the academic resources offered on the internet. The research group found that young EFL learners did not follow a serious writing process when they faced written production tasks and that the three main difficulties that prevent writing skills in EFL young learners were lack of planning, absence of a serious writing process and an inaccurate final product (the text). Moreover, we noticed students used ineffective writing strategies as misapplication of technology (the use of Google translator or other digital resources for the whole tasks) and incurred plagiarism. So, the researchers designed a pedagogical proposal using the writing process approach as methodology and Webquest and blog as ITCs tools to provide a different writing learning experience to students. Also we adapted the activities to the context, the purpose, needs and interests of students integrating them in the writing process. The researchers provided support materials to facilitate the development of activities inside and outside the classroom. Furthermore, we designed a general rubric to evaluate the writing process of students. Besides, the researchers found benefits in the interaction inside

and outside the classroom between pre-service teachers and students themselves. Taking into account the previous section, the research group came to the following conclusions:

The writing process approach confirmed the effectiveness to enhance the EFL writing skills in young learners since it provides meaning when they face writing tasks. To do this, we integrated the writing process using the webquest as a technological tool to organize the academic resources including interactive exercises and written tasks available 24/7 and improved the interaction inside and outside the classroom. Webquest proved to be a great contribution to the teaching-learning experience of writing in EFL. The blog as a writing strategy gave students a real writing experience in the last step: Publishing. They combined the text with the creativity and the dynamic of the genre (Blog), so they could understand the purpose of writing.

The activities were designed according to the real context of the use of language with the most attractive topics for students which stimulated the active participation of students inside and outside the classroom. The context, the purpose and the exercises were connected to provide meaning to the students, the opportunity to manipulate and transform the information, and to understand the writing process in small meaningful tasks.

The researchers found benefits with the use of a rubric as an evaluation criteria. The use of a general rubric facilitated classifying the academic performance of the students. This classification helped to the improvement of activities with support materials. Also the classification of the students' performance promoted teamwork making them assume roles to complete the assignments asked by the pre-service teachers. The rubric aided the pre-service teachers to have a point of view at the end of the implementation of the pedagogic proposal.

The research group noticed benefits of the pedagogical proposal in the interaction inside and outside the classroom. The interaction of the pre-service teachers with students improved and became more dynamic with the support materials (posters with stickers, extra copies and diagrams for the written production exercises). Besides, the interaction among students increased and favored the performance of all by working as a team. They also felt more supported and safer in the accomplishment of the tasks.

We identified benefits in the use of support materials in the pedagogical proposal. The use of the posters with stickers furthered the participation of the students in the resolution of the grammar, vocabulary and written production exercises. Online resources such as edmodo and the Google site EnglishLab-A1/A2 ENSHB.com, Edublogs, Blogger, Wix, among others expanded the range of learning opportunities for the students. The pupils broadened their repertoire of strategies to learn, improved their written production and other communicative skills (reading, listening and speaking).

2.17. RECOMMENDATIONS

In this section, the research group presents recommendations for future studies that follow the use of ICTs as a strategy for teaching English as a foreign language. First, the research group gives recommendations on the selection of a methodology in the pedagogical proposal. Second, the research group provides recommendations in the design of activities related to the writing process. Third, the research group offers recommendations to define the evaluation criteria. Fourth, the research group shows recommendations to improve the interaction inside and outside the classroom. Finally, the research group adds advice for the design of support materials that can be used inside and outside the classroom.

- Methodology: To adapt the methodology according to the context, the needs and interests of the students.
- Quality of activities: Activities adjusted to the reality and interests of the students.
- Evaluation Criteria of the pedagogical proposal: To design a rubric that allows to evaluate the writing process of the students. This can be general or specific.
- The Interaction inside and outside the classroom: To promote teamwork among students and assist the pupils in classes.
- The support materials: To design support materials adapted to the needs and interests of the pupils. These can be digital or physical.

References

- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers : an introduction*. White Plains, N.Y: Longman.
- ACT for Youth. (2002). *Adolescent Brain Development*. Retrieved from actforyouth.net: http://www.actforyouth.net/resources/rf/rf_brain_0502.pdf
- Adhabi , E., & Blash, C. (2017). Literature Review for the Type of Interview in Qualitative Research. *Macrothink Institute. International Journal of Education, Vol. 9, No. 3 , 86-97*.
- Alderson, C. (2005). *Diagnosing foreign language proficiency. The interface between learning and assessment*. London: Continuum.
- Anastas, J. W. (2005). Observation. In R. M. Grinell, & Y. A. Unrau, *Social work: Research and evaluation: Quantitative and qualitative approaches (7a. ed.)* (pp. 213-230). Nueva York, NY: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Badilla Cavaría, L. (2006). Fundamentos del Paradigma Cualitativo en la Investigación Educativa. *Revista de Ciencias del Ejercicio y la Salud, Vol. 4 No. 1, 42-51*.
- Beare, K. (2019, 02 05). *Why Is Writing More Difficult Than Speaking?* Retrieved from Thought.co: <https://www.thoughtco.com/why-writing-more-difficult-than-speaking-1210489>
- Bhat, A. (2019). *Types of survey with examples*. Retrieved from questionpro.com: <https://www.questionpro.com/blog/types-of-survey/>
- Bisquerra Alzina, R. (2009). *Metodología de la Investigación Educativa*. Madrid: La Muralla, S.A.
- Bonilla, C., & Tejada, I. (2016). Unanswered Questions in Colombia Foreign Language Education Policy. *Profile: Issues in Teachers' Professional Development. Volume 18, Issue 1, 185-201*.
- Brandon, J. (2017, February 8). *The Writing Process*. Retrieved from Jody Brandon Editorial: <https://www.jodibrandeditorial.com/blog/the-writing-process>
- Britton, E. (1970). *Language Learning*. Middlesex, England: Penguin Press.
- Brown, D. H. (2000). *Principles of language learning & teaching*. New York: Longman.

- Brown, H. (2007). *Principles of language learning and teaching*. New York: Pearson Education Inc.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. New-York: Longman.
- Bruguera, E. (n.d, n.d n.d). *Qué es un Blog?* Retrieved from Universitat Oberta de Catalunya:
http://openaccess.uoc.edu/webapps/o2/bitstream/10609/17821/5/XX08_93006_01331-3.pdf
- Buzan, T. (2002). *How to Mind Map. The thinking tool that will change your life*. London: Harper Collins Publishers.
- Cabrejas, A. B. (2012). The Writing Strategies of American University Students: Focusing on Memory, Compensation, Social and Affective Strategies. *Estudios de lingüística inglesa aplicada*. Vol.12, 77-113.
- Candy, P. C. (1989). Constructivism and the Study of Self-direction in Adult Learning. *Studies in the Education of Adults*, 21:2, 95-116.
- Cao, N., & Thi, T. (2015). The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education. *American Journal of Educational Science*, Vol. 1, No. 2, 24-27.
- Chemin, A. (2014, December 16). *Handwriting vs typing: is the pen still mightier than the keyboard?* Retrieved from The Guardian - Education:
<https://www.theguardian.com/science/2014/dec/16/cognitive-benefits-handwriting-decline-typing>
- Collins Dictionary. (2019). *Definition of Strategy*. Retrieved from collinsdictionary.com:
<https://www.collinsdictionary.com/dictionary/english/strategy>
- Collins Dictionary. (2019). *Defintion of instrument*. Obtenido de collinsdictionary.com:
<https://www.collinsdictionary.com/dictionary/english/instrument>
- Cooper, R. (2016, August 18). *Digital Portfolios and Blogs: Use Authentic Technology, Not Technology Made for School*. Retrieved from Cooper on Curriculum:
<https://rosscoops31.com/2016/08/18/digital-portfolios-blogs-use-authentic-technology-not-technology-made-school/>
- Corder, S. P. (1991). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Correa, J., & Usma Wilches, J. (2013). From a Bureaucratic to a Critical-Sociocultural Model of Policymaking in Colombia. *HOW Journal*, 20(1), 226-242.
- Creswell, J. (2014). *Research design : qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications, Inc.

- Creswell, J. W. (2003). *Research design: Qualitative, quantitative approaches*. Thousand Oaks: CA: Sage.
- Crumit Hancock, L. (2020, July 31). *The Writing Process: Revising, Editing, and Proofreading*. Retrieved from Defiance College:
<https://library.defiance.edu/writingprocess/revisingetc>
- Davoudi, M., Reza Adel, S. M., & Dadras, M. (2015). THE ROLE OF WRITING STRATEGIES IN ENGLISH LANGUAGE PROFICIENCY OF IRANIAN EFL LEARNERS. *International Journal of Education and Research Vol. 3 No. 9*, 45-58.
- Del Rincón, D., Arnal, J., Latorre, A., & Sans, A. (1995). *Técnicas de investigación en Ciencias Sociales*. Madrid: Dykinson.
- DiCicco-Bloom , B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education, 40*(4), 314-321.
- Dodge, B. (1995). *Webquest: A Technique for Internet-based Learning*. San Diego: Distance Educator.
- Driscoll, D. L. (2011). Introduction to Primary Research: Observations, Surveys, and Interviews. *Writing Spaces: Readings on Writing, Volume 2*, 153-174.
- Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* London: Bloomsbury Publishing Plc.
- Ellis, R. (1997). *Second language acquisition*. New York: Oxford University Press.
- Emrah, A., & Yonca , Ö. (2017). Enhancing Writing Skills of EFL Learners through Blogging. *The Reading Matrix: An International Online Journal. Volume 17, Number 2*, 79-95.
- Esterberg, K. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill.
- Flower, L., & Hayes, J. (1980). *The dynamics of composing: Making plans and juggling constrain*. Hillsdale, NJ: Erlbaum.
- Gill , G., Steward , K., Treasure , E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal, 204* (6), 291-295.
- Gillespie, A., & Graham, S. (2011). *Evidence-based practices for teaching writing*. Retrieved from NEW HORIZONS FOR LEARNING:
<http://archive.education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>
- Greenfield, P. M., & Subrahmanyam, K. (2003). Online discourse in a teen chat room: New codes and modes of coherence in a visual medium. *Journal of Applied Developmental Psychology, 24* , 713–738.

- Grunwald, E. (2019). *The Writing Process. Step 3: Draft*. Retrieved from MIT Global Studies and Languages: <https://writingprocess.mit.edu/step-3-draft>
- Halliday, M. A. (1976). *Language as social semiotic. The social interpretation of language and meaning*. MAK Halliday.
- Halliday, M. A. (1980). *Three Aspects of Children's Language Development: Learning Language, Learning through Language, Learning about Language*. Yetta M. Goodman, Myna M. Hausser and Dorothy S. Strickland (eds.) *Oral and Written Language Development: Impact on Schools*. MAK Halliday.
- Halliday, M. A. (1980). *Three Aspects of Children's Language Development: Learning Language, Learning through Language, Learning about Language*. Yetta M. Goodman, Myna M. Hausser and Dorothy S. Strickland (eds.) *Oral and Written Language Development: Impact on Schools*. MAK Halliday.
- Hamad Al-Khresheh, M. (2016). A Review Study of Error Analysis Theory. *International Journal of Humanities and Social Science Research*, 2, 49-59.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Edinburgh Gate, Harlow, England: Addison Wesley Longman.
- Hashemi, B. (2013). Deciding on the Degree of Emphasis on Micro skills for Writing Classes Based on the Frequency of Error Occurrence. *International Journal of Science and Research (IJSR), India Online ISSN: 2319-7064 Volume 2 Issue 8*, 240-249.
- Hayes, J., & Flower. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4), 365-387.
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2010). *Metodología de la investigación. 5ta Edición*. México: McGrawHill Educación.
- Hrdá, M. (2017). *Teaching English to Very Young Learners*. Retrieved from [dk.upce.cz: https://dk.upce.cz/bitstream/handle/10195/68847/HrdaM_TeachingEnglish_MC_2017.pdf?sequence=1&isAllowed=y](https://dk.upce.cz/bitstream/handle/10195/68847/HrdaM_TeachingEnglish_MC_2017.pdf?sequence=1&isAllowed=y)
- Hyland, K. (2002). *Teaching and researching writing*. London: Longman.
- Hyland, K. (2002). *Teaching and researching writing*. London, UK: Longman.
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of basic and clinical pharmacy*, 5(4), 87-88.
- Kawulich, B. (2006). *La observación participante como método de recolección de datos [82 párrafos]*. Retrieved from Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [On-lineJournal], 6(2), Art. 43: <http://nbn-resolving.de/urn:nbn:de:0114-fqs0502430>

- Kawulich, B., Garner, M., & Wagner, C. (2012). *CHAPTER 12. COLLECTING DATA THROUGH OBSERVATION. Doing social research : a global context*. Maidenhead, Berkshire: McGraw-Hill Higher Education.
- Kearney, V. (2020, April 13). *How to Write a Summary of an Article*. Retrieved from owlcation.com: <https://owlcation.com/academia/How-to-Write-a-Summary>
- Kerstin. (2015, August 20). *The Miraculous Benefits of Keeping a Language Notebook*. Retrieved from Fluent language: <https://www.fluentlanguage.co.uk/blog/the-miraculous-benefits-of-keeping-a-language-notebook>
- Kivunja, C., & Bawa Kuyini, A. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education, Vol. 6, No. 5*, 26-41.
- Knoch, U. (2009, January 01). *Diagnostic writing assessment: the development and validation of a rating scale*. Retrieved from researchgate.net: https://www.researchgate.net/publication/37986429_Diagnostic_writing_assessment_the_development_and_validation_of_a_rating_scale
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.
- KU Writing Center. (2017, July). *The writing Process*. Retrieved from KU Writing Center. University Academic Support Centers: <http://writing.ku.edu/writing-process>
- Kuhn, D. (2006). Do Cognitive Changes Accompany Developments in the Adolescent Brain? *Perspectives on Psychological Science. Vol. 1. No. 1*, 59-67.
- Kuhn, T. S. (1962). *The Structure of Scientific Revolutions. Second Enlarged Edition*. Chicago: The University of Chicago Press.
- Lexico. (2019). *Definition of evaluation*. Retrieved from lexico.com: <https://www.lexico.com/en/definition/evaluation>
- Marcelo, & Martin. (2007). *El blog con Blogger. La guía de bolsillo de los blogs*. Madrid, Spain: Pearson Educación S.A.
- Mariño, M. d. (2013, April 19). *The Use of Blogging in Narrative Writing Skills*. Retrieved from intellectum.unisabana.edu.co: <https://intellectum.unisabana.edu.co/bitstream/handle/10818/8285/MARGARITA%20DEL%20PILAR%20MARI%c3%91O%20%28T%29%20FINAL.pdf?sequence=3&isAllowed=y>
- Marquez, J. (2012). *Methodological Principles. Principios curriculares. Universidad "Fermín Toro" Vicerectorado Académico*. Retrieved from Scribd: <https://es.scribd.com/doc/98830745/Principios-Curriculares>
- Martínez Godínez, V. L. (2013). *Paradigmas de investigación Manual multimedia para el desarrollo de trabajos de investigación. Una visión desde la epistemología*

dialéctico crítica. Retrieved from pics.uson.mx: http://www.pics.uson.mx/wp-content/uploads/2013/10/7_Paradigmas_de_investigacion_2013.pdf

Mathiyazhagan, T., & Nandan, D. (2010). *Survey research method. Media Mimansa*, 34-82. Retrieved from citeseerx.ist.psu.edu:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.5585&rep=rep1&type=pdf>

McClosky, H. (1969). *Political inquiry : the nature and uses of survey research*. London: Macmillan.

MEN. (1994, February 8). *Ley 115 de Febrero 8 de 1994*. Retrieved from Mineducación: https://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf

MEN. (2006, October). *Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (parte 1)*. Retrieved from Mineducación: https://www.mineducacion.gov.co/cvn/1665/articles-115174_archivo_pdf.pdf

MEN. (2014, May 4). *Serie lineamientos curriculares*. Retrieved from Mineducación: https://www.mineducacion.gov.co/1621/articles-89869_archivo_pdf4.pdf

MEN. (2016). *Derechos Básicos de Aprendizaje: Inglés*. Obtenido de colombiaaprende.com: <http://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/cartillaDBA.pdf>

MEN. (2016). *Methodological Principles in Pedagogical Principles and Guidelines Suggested English Curriculum*. Bogotá: Mineducación.

Merriam-Webster. (2008). *Definition of Technique*. *Merriam-Webster's Advanced Learner's English Dictionary*. Springfield, Massachusetts: Merriam-Webster Incorporated.

Merriam-Webster dictionary . (2019). *Definition of Skill*. Retrieved from merriam-webster.com: <https://www.merriam-webster.com/dictionary/skill>

Mertens, D. (2005). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative, and mixed methods (2.a ed.)*. Thousand Oaks, CA: Sage.

Mertens, D. M. (2010). *Research and Evaluation in Education and psychology. 3rd ed.* Thousand Oaks, California: Sage Publications Inc.

Mustafa, F., Kirana, M., & Bahri Ys, S. (2017). Errors in EFL writing by junior high students in Indonesia. *International Journal of Research Studies in Language Learning Volume 6 Number 1*, 38-52.

New South Wales (NWS) Department of Education. (2011). *Text types (different types of writing)*. Retrieved from NSW Department of Education: <https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf>

- Nik, Y. A., Hamzah, A., & Rafidee, H. (2010). A Comparative Study on the Factors Affecting the Writing Performance among Bachelords Students. *International Journal of Educational Research and Technology, Vol. 1 (1)*, 54-59.
- Nunan, D. (1991). *Language teaching methodology : a textbook for teachers*. New York: Prentice Hall.
- Nunan, D. (1991). *Language Teaching Methodology A Textbook for teachers*. New York: Prentice Hall.
- Nunan, D. (1991). *Language Teaching Methodology A Textbook for teachers*. New York: Prentice Hall.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- O'Brien, S. (2005, July 21). *Reading and Writing for Understanding*. Retrieved from Usable knowledge. Relevant research today's educators. Research stories: <https://www.gse.harvard.edu/news/uk/05/07/reading-and-writing-understanding>
- Okasha, M. A., & Hamdi, S. A. (2014). Using Strategic Writing Techniques for Promoting EFL Writing Skills and Attitudes. *Journal of Language Teaching and Research, Vol. 5, No. 3*, 674-681.
- Omar, A., & Miah, M. (2014). Effects of Technology on Writing. *International Journal of Advanced Trends in Computer Science and Engineering, Vol. 1 (1)*, 9-17.
- Onozawa, C. (2010). *A Study of the Process Writing Approach: A Suggestion for an Eclectic Writing Approach*. Retrieved from kyoai.ac.jp: <https://www.kyoai.ac.jp/college/ronshuu/no-10/onozawa2.pdf>
- Papalia , D. E., Duskin Feldman, R., & Martorell, G. (2012). *Desarrollo Humano*. México D.F.: McGraw Hill Education.
- Paroussi, M. (2014). Blogging in a blended-learning pedagogical model, as a medium for the enhancement of 6th grade primary school learners' writing skills and e-literacies. *Research Papers in Language Teaching and Learning, Vol.5 No.1*, 181-198.
- Pascual, D. (2019). Learning English With Travel Blogs: A Genre-Based. *Profile: Issues in Teachers' Professional Development, 21(1)*, 157-172.
- Pérez, I. (2002). *Estrategias de aprendizaje a través de la Red: Webquests y otros proyectos interactivos y de colaboración*. Retrieved from Educared: http://www.educared.net/congresoii/comunicaciones/44_Webquest/ficha.doc
- Poh Foong, K. (2001). *TEACHING WRITING: A LOOK AT PURPOSES, WRITING TASKS, AND IMPLICATIONS*. Retrieved from melta.org:

<http://www.melta.org.my/index.php/11-melta-articles/212-teaching-writing-a-look-at-purposes-writing-tasks-and-implications>


- Pulverness, A., Spratt, M., & Williams, M. (2011). *The TKT Course Modules 1, 2 and 3*. Cambridge: Cambridge University Press.
- Quintero, L. D. (2008). *Blogging: A way to foster EFL writing*. Retrieved from revistas.udistrital.edu.co. Colomb. Appl. Linguist. J., vol:10 nro:1 pág:7-49: <https://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/96/148>
- Ramey, B. (2019). *5 Steps to Create the Perfect Outline*. Retrieved from Herzing University Blog: <https://www.herzing.edu/blog/herzing/5-steps-create-perfect-outline>
- Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal of Applied and Advanced Research, Vol. 3 (Suppl. 1)*, S45-S47.
- Reid, J. (1993). *Teaching ESL Writing*. Englewood Cliffs, N.J: Regents/Prentice Hall.
- Richards, J., Schmidt, R., Kendricks, H., & Kim, Y. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. Fakenham, Norfolk: Pearson Education Limited.
- Rivers, W. (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Rogers, G., & Bouey, E. (1996). *"Collecting Your Data." Qualitative Research for Social Workers: Phases, Steps ~ Tasks*. Boston: Ally and Bacon.
- Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation. Vol. 16. No. 6*, 309-314.
- Sautu, R., Boniolo, P., Dalle, P., & Elbert, R. (2005). *Colección Campus virtual. Manual de Metodología. Construcción del marco teórico, formulación de los objetivos y elección de la Metodología*. Retrieved from [bibliotecavirtual.clacso.org.ar: http://biblioteca.clacso.edu.ar/gsd/collect/clacso/index/assoc/D1532.dir/sautu2.pdf](http://biblioteca.clacso.edu.ar/gsd/collect/clacso/index/assoc/D1532.dir/sautu2.pdf)
- Showkat, N., & Parveen, H. (2017). *Quantitative Methods: Survey*. Retrieved from [researchgate.net: https://www.researchgate.net/publication/318959206_Quantitative_Methods_Survey?enrichId=rgreq-05c01a6de4153b3841850784fdb8a96c-XXX&enrichSource=Y292ZXJQYWdlOzMxODk1OTIwNjUzOTk1MjQ1NzgxOTk5NjE2MjBAMTUwMjA4MDU5Nzc1Ng%3D%3D&el=1_x_3&_esc=publicationCoverPdf](https://www.researchgate.net/publication/318959206_Quantitative_Methods_Survey?enrichId=rgreq-05c01a6de4153b3841850784fdb8a96c-XXX&enrichSource=Y292ZXJQYWdlOzMxODk1OTIwNjUzOTk1MjQ1NzgxOTk5NjE2MjBAMTUwMjA4MDU5Nzc1Ng%3D%3D&el=1_x_3&_esc=publicationCoverPdf)
- Soto Molina, J. E. (2016). Fundamentos epistemológicos y cognitivos de las investigaciones sociales y humanas. *CEDOTIC Revista de la Facultad de Ciencias de la Educación, Vol. 1. No. 1*, 114-138.

- Stuckey, H. L. (2013). Three types of interviews: Qualitative research methods in social health. . *Journal of Social Health and Diabetes, 1*, 56 - 59.
- Stutts, K., Beverly, M., & Kelley, S. (2013). Evaluation of Note Taking Method on Academic Performance in Undergraduate Animal Science Courses. *NACTA Journal, 38-39*.
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of Mixed Methods in Social & Behavioral Research*. California: Sage.
- Tashakkori, A., & Teddlie, C. (2003). *Major issues and controversies. in the use of mixed methods in the socialand behavioral sciences (pp. 3-50)*. California: Thousand Oaks: Sage.
- Techo, V. (2016, July 12). *Research Methods-Quantitative, Qualitative, and Mixed methods*. Retrieved from researchgate.net:
https://www.researchgate.net/publication/305215626_Research_Methods-Quantitative_Qualitative_and_Mixed_methods
- Temprano, A. (2010). *Webquest. Aproximaciòn pràctica al uso de Internet en el aula*. Bogotá, Colombia: Ediciones de la U.
- Thamarana , S., & Narayana, T. (2015). Significance of Various Strategies for Teaching and Learning English . *International Journal on Studies in English Language and Literature (IJSELL) Volume 3, Issue 11, 75-79* .
- Thanh Huy, N. (2015). PROBLEMS AFFECTING LEARNING WRITING SKILL OF GRADE 11 AT THONG LINH HIGH SCHOOL. *Asian Journal of Educational Research. Vol. 3, No. 2, 53-69*.
- Torrance, M., & Jeffery, G. (1999). *The cognitive demands of writing. Processing capacity and working memory in text production*. Amsterdam: Amsterdam University Press.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Vanderburg, R. M. (2006). Reviewing Research on Teaching Writing Based on Vygotsky's Theories: What We Can Learn. *Reading & Writing Quarterly, 22:4, 375-393*.
- Vygotsky, L. S. (1978). *Thought and language*. Cambridge, Mass.: Massachusetts Institute of Technology.
- Watson, K. (1999). *Webquests in the middle school curriculum: Promoting technological literacy in the classroom*. Retrieved from Meridian. A middle School ComputerTechnologies Journal, 2, 2: <http://tinyurl.com/de7kq7>
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Wood , D. J., Bruner , J. S., & Ross, G. (1976). The Role of Tutoring in Problem Solving. *Journal of Child Psychiatry and Psychology, 17, 89-100*.

- Yi, J. Y. (2009). Defining Writing Ability for Classroom Writing Assessment in High Schools. *Pan-Pacific Association of Applied Linguistics* 13(1), 53-69.
- Zainal, Z. (2007). Case Study As a Research Method. *Universiti Teknologi Malaysia Jurnal Kemanusiaan, Vol 5, No 1* , 1-6.
- Zamel, V. (1982). *Writing: The Process of Discovering Meaning*. Retrieved from citeseerx.ist.psu.edu:
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.554.459&rep=rep1&type=pdf>

ANNEXES OF CHAPTER II

Appendix I. Instruments and Evidence of the study

3.  **Speak** » Complete the outline with personal information.
- a. Work with a partner and introduce yourselves to each other. b. Listen to your partner. Suggest a role for your partner on the eco-newsletter.


PERSONAL PROFILE Name: _____ Age: _____	Likes I like ...	Concerns I'm concerned about ...
I live in ...		Interests I'm interested in ...
Skills and Talents I'm good at ...		Dreams I would like to ...

Figure 1. An image taken from "Way to go 8" Student's book, page 14.

ACTIVITY No. 1

- Write about yourself using the model. Write full sentences.
- Write in the back of the sheet the sentences in the suggested order (follow the order of the numbers).

1. Personal profile My Name is Carlos Pérez. I am 13 years old.	2. City I live in Barranquilla with my parents.	3. Skills and Talents I am good at doing exercise and dancing.
4. Likes I like eating pizza and hamburger.	5. Interests I'm interested in football and videogames.	6. Dreams I would like to play soccer at the university and travel to Brasil.

Personal profile My Name _____ _____ I _____ years old.	City I _____ _____ _____	Skills and Talents I _____ _____ _____
Likes I _____ _____ _____	Interests I _____ _____ _____	Dreams I _____ _____ _____

Figure 2. An image of the writing test designed by OM Sources Research Group

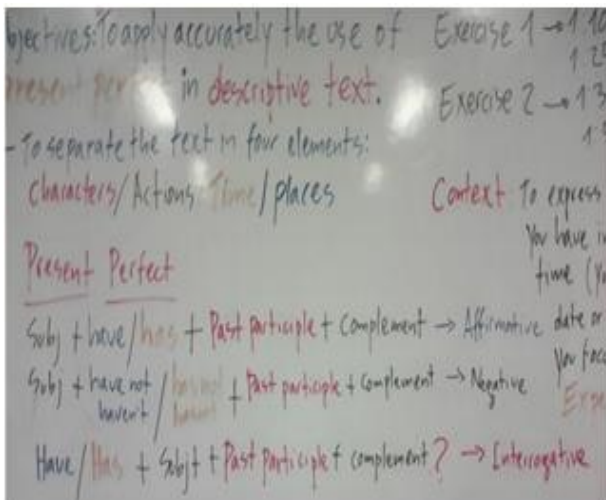


Figure 3. An image taken from the board in Activity 3 when was being done.

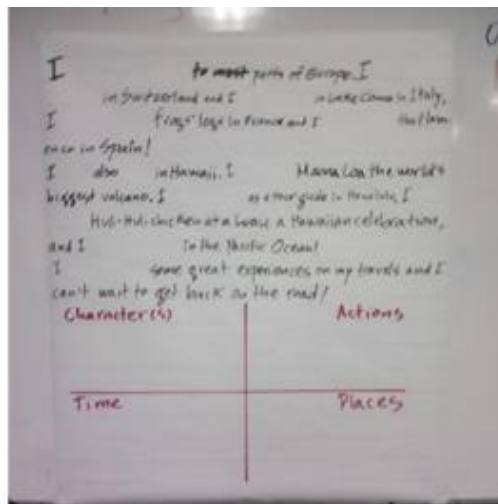


Figure 4. An image taken from the poster in Activity 3, exercise 1 before solving it.

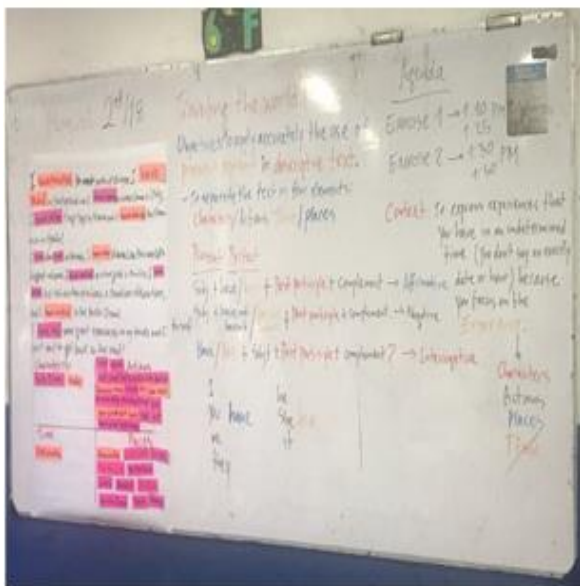


Figure 5. An image taken from the poster made to check the exercises 1 and 2 from Activity 3 and some quick notes of grammar.



Figure 6. An image taken in the classroom. This was a grammar class prior to activity 4. It explained the formation of the passive voice in English.



Figure 7. A picture taken from Student's book p. 14 from S4.



Figure 8. A picture taken from Student's book p. 15 from S4.



Figure 9. A picture taken from Student's book p. 19 from S4.



Figure 10. A picture taken from Student's book p. 20 from S4.

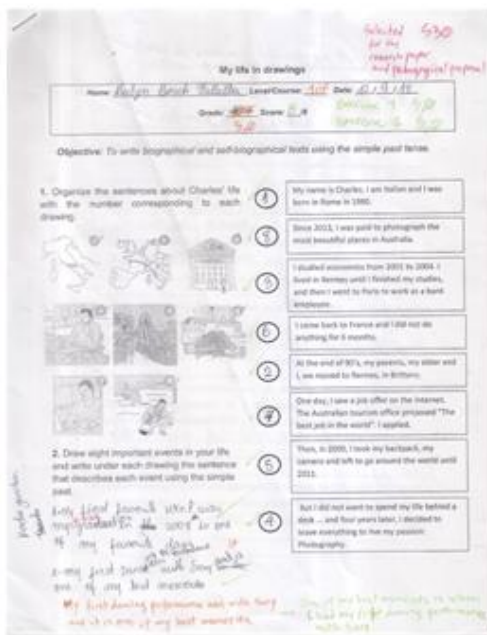


Figure 11. A Picture from S3 from Activity 1. Took from Huor (2015, p.70-71)

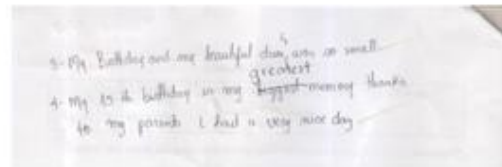


Figure 12. A Picture of S3 from Activity 1, exercise 2.



Figure 13. A Picture from S3 from Activity 1, exercise 2.

The Interview to Student S5

The interview was conducted in Spanish to streamline the process of collecting data on the category of the absence of note taking. The following text is the complete interview, since it goes straight to the point:

1. **Profesor Asistente:** Cuando tú hiciste los ejercicios de producción escrita de la actividad 1 a la 4, ¿hiciste apuntes antes de escribir el párrafo en cada ejercicio?

S5: *No profesor. Yo escribía directamente lo que se me venía a la mente según lo que me pedía cada ejercicio.*

1. **P. A.:** En los exámenes de certificación del nivel de inglés ¿los profesores te hicieron prueba de producción escrita?

S5: *Si, ellos me pusieron puntos de producción escrita sobre temas generales como la contaminación. Yo hacía ensayos sobre ese tipo de temas.*

1. **P. A.:** En esas pruebas, ¿tú hacías borradores con las ideas principales y secundarias antes de pasarlo en limpio a la hoja de examen?

S5: *No, yo hacía lo mismo. Organizaba mis ideas en mi cabeza y luego las plasmaba directamente en la hoja de examen.*

1. **P. A.:** O sea que ellos evaluaban el producto final que eran los textos que tú presentabas en los exámenes.

S5: *Así es. Yo no hacía borradores porque no me lo pedían, solo el texto final para evaluar la gramática, el vocabulario y la ortografía.*

Appendix II. Evidences of the Pedagogic Proposal

Grades from Activities 5 to 10									
Activity	S1	S2	S3	S4	S5	S6	S7	S8	
5	5,00	4,55	5,00	5,00	5,00	5,00	4,85	3,97	
6	5,00	4,25	4,80	4,95	5,00	4,55	4,45	4,90	
7	5,00	3,60	4,80	3,60	3,85	4,95	3,80	4,55	
8	5,00	5,00	4,86	3,70	3,00	3,50	4,55	4,50	
9	5,00	3,50	4,86	3,50	5,00	4,50	1,50	1,50	
10	1,00	4,80	5,00	4,80	1,00	4,50	1,00	1,00	
Blog	https://cxhttps://dubhttps://bosclhttps://pereirahttps://cordohttps://chica						No submitted	No submitted	

Figure 14. Grades from Activities 5 to 10

Student	G.A.
S1	4,33
S2	4,28
S3	4,89
S4	4,26
S5	3,81
S6	4,50
S7	3,36
S8	3,40

Figure 15. General Average of students

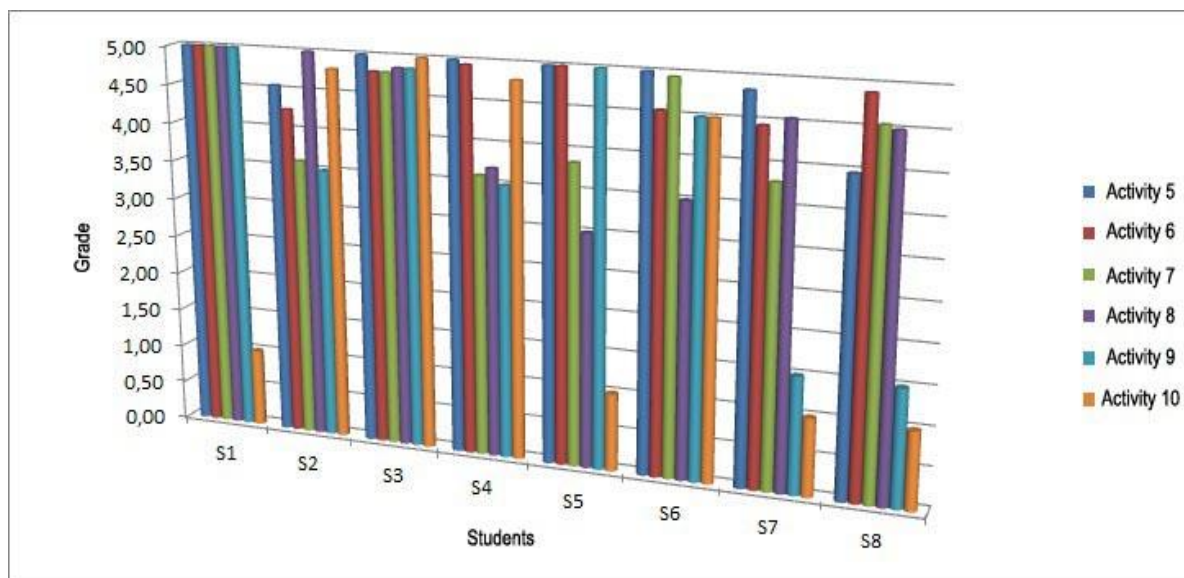


Figure 16. Graph of the average performance of the students in the pedagogical proposal

Name: _____ Level/Course: _____

Date: ____/____/____ Grade: _____ Score: ____/30

Objectives:

- To learn the process of editing a text.
- To apply the improvement of a text through the editing process.

Accommodation in Nuquí

The lodging in Nuquí consists of small cabins, hotels, hostels and tourist inns. For instance, *Rocio del Mar Ecólogo*, *Solstad Cabin* and *Coqui Community Cabin* are some of the most frequented. These small cabins and hotels offer international quality services such as offer spa service, relaxation, fishing, honeymoon, summer vacation, whale watching, surfing lessons, diving, hiking and other activities that can make your stay in Nuquí an unforgettable experience. The tourist inns in Nuquí, these are the most frequented by travelers who want to learn a little about the culture of the Pacific and lovers of adventure. These sites are located in the middle of the vegetation and near the beach. Also these establishments have drinking water, telephone, satellite television, rest rooms and reading services. They even have integration programs with recreational activities to make your stay more enjoyable.

2. Edit your essay using the last of exercise 1 as a model. (You can add, delete or rewrite the paragraphs according to the revision you have made with one of your classmates. Use the dictionary, the outline from activity 7, the draft from activity 8 and write on the back of the sheet)

Revising, editing and proofreading

This is the stage in the writing process where you make sure that your text is coherent and written accurately. Your final product should be a text that has been thoroughly worked through and that meets the academic standards of writing. Make sure that you allow enough time to revise, edit and proofread your assignment before submission.

Points to use when revising your text Show marks!

Read through your text and revise it according to the following points (note that not all points apply to all texts):

- Structure:** Does your text follow the chosen or assigned structure?
- Outline:** Are your points presented in a logical order? Edit for relevance - perhaps not all text that you have produced during the writing process belongs in the final product.
- Contents:** Are your argument and claims supported with evidence? Does your text support the thesis statement or answer the research questions?
- Check your introduction, particularly if you wrote it early in the process. Does it correspond with what you have written in the rest of the text?**
- Language:** Is the language keeping in line with academic standards? Is it explicit, objective and formal? Have you avoided subjective expressions and clichés?
- References and citations:** Are all sources cited correctly and included in the list of references? Do your references follow the assigned referencing system and are you consistent in your use of references?
- Check for coherence.** Think from the reader's perspective. Rewrite any passages that are unclear.
- Check for consistency.** Make sure that there are no shifts in the language and style. This is particularly important when you are writing in a group - remember that you should sound like you are one voice.
- Check paragraphing, grammar, spelling and punctuation.**
- Format requirements.** Does your text follow the requirements for formal aspects such as length, spacing and title page?
- Make sure you have the time to proofread!** Allow enough time to check your assignment ensures higher levels of quality and accuracy.

1. Read the original paragraph taken from activity 8, read the other paragraphs that present the information clearly and accurately, and mark inside the circles with a tick (✓) the best edited paragraph.

Where to sleep in Nuquí?

The accommodation infrastructure in Nuquí consists of small hotels and cabins. *Rocio del Mar Ecólogo*, *Solstad Cabin* and *Coqui Community Cabin* are some of the most frequented. These sites offer international quality services such as offer spa services, relaxation, fishing, honeymoon, summer vacation, whale watching, surfing lessons, diving, hiking and other activities that can make your stay in Nuquí an unforgettable experience. For example, *El Coqui Ecólogo*, is one of the favorites for visitors seeking rest, diving and surfing, as their programs include, a whole series of activities that include excellent dishes of the best cuisine of the Pacific and lovers of the most attractive places in Nuquí. There are also hostels where you share rooms and bathrooms with other travelers. Even in some hostels they have breakfast service, wifi and other services. This type of accommodation offers the possibility of interacting with other travelers. Another accommodation option is the tourist inns in Nuquí, these are the most frequented by travelers who want to learn a little about the culture of the Pacific and lovers of adventure. These sites are located in the middle of the vegetation and near the beach. These establishments have drinking water, telephone, satellite television, rest rooms and reading services. They even have integration programs with recreational activities to make your stay more enjoyable.

Where to stay in Nuquí?

The lodging in Nuquí consists of small cabins, hotels, hostels and tourist inns. For instance, *Rocio del Mar Ecólogo*, *Solstad Cabin* and *Coqui Community Cabin* are some of the most frequented. The first two options offer international quality services such as offer spa service, relaxation, fishing, honeymoon, summer vacation, whale watching, surfing lessons, diving, hiking and other activities that can make your stay in Nuquí an unforgettable experience. For example, *El Coqui Ecólogo* is one of the favorites for visitors seeking rest, diving and surfing, as their programs include, in addition to lodging, a whole series of activities that include excellent dishes of the best cuisine of the Pacific and lovers of the most attractive places in Nuquí. Option three; you can share rooms and bathrooms with other travelers. Even in some hostels they have breakfast service, wifi and other services. This type of accommodation offers the possibility of interacting with other travelers. Option four, in Nuquí, these are the most frequented by travelers who want to learn a little about the culture of the Pacific and lovers of adventure. These sites are located in the middle of the vegetation and near the beach. Also these establishments have drinking water, telephone, satellite television, rest rooms and reading services. They even have integration programs with recreational activities to make your stay more enjoyable.

Figure 19. Activity 9. Nuquí, a paradise in the pacific: Revising and editing. Designed by OM Sources Research group.

Name: _____ Level/Course: _____

Date: ____/____/____ Grade: _____ Score: ____/70

To publish: The last step of the writing process


According to Collins's Dictionary "If you publish information or an opinion, you make it known to the public by having it printed in a newspaper, magazine, or official document." However, in this case, you as a student, you are going to publish your article in a blog. <https://www.edmodo.com/teachers/anonymous-accounts/anonymous-accounts> is a website that allows you to create a student blog. It is a free space where you are going to write and publish your article. You can improve your text, add photos, videos, and links from your sources, etc.

For this it is necessary to follow the following steps to create your Blog as a student in Edmodo in order to add it to the teacher's Blog. Blogs listed to the teacher's facilitates their suspension and editing. But, in this opportunity, the first feedback will be made among your nominators before being reviewed by the teacher. You may ask, but how can I give and receive feedback to a classmate? Simple, all student blogs will be linked to the teacher's, that they will have access to the rest of the Blogs and the recommendations or corrections will be made through the comments space.

Objectives:

- To create a Student Blog in Edblogs
- To learn the process of publishing an article in Edblogs.
- To apply the improvement of a text through the editing process in the dashboard.

Step 1: Fill in the fields with the information of your personal data such as name, e-mail, the description as "student", like of the blog, the URL of the blog, username and password to access your Edblogs account. Then press the bar that says that you are not a robot and finally you click on the "CREATE A BLOG" button.



Step 2: Write the name of the user and the title of your Blog on the back of the page in order to add it as a Student Blog to the teacher's class. Enter the Edmodo URL from the comfort of your home, Vine Lab or internet café; download activity 10 to follow the instructions on how to create your student blog in Edblogs.

<http://edmodo.com>


Source:

<http://www.edmodo.com/teachers/anonymous-accounts/anonymous-accounts>

<http://www.edmodo.com/teachers/anonymous-accounts/anonymous-accounts>

How to create a new Blog in Edblogs

Step 1: Write the url: www.edblogs.org in the address bar of the internet browser.



Step 2: Press the "SIGN UP" button.




Figure 20. Activity 10. Nuquí, a paradise in the pacific: Publishing, the last step. Designed by OM Sources Research group.

