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**“MOTIVATION TO BOOST WRITING SKILL THROUGH DIGITAL TOOLS IN THE  
2ND-SEMESTER STUDENTS AT ISU CARLOS CISNEROS IN THE 2024 FIRST  
TERM”**

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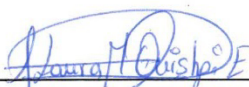
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*Laura Mercedes Quishpi Espinel*

## DEDICATION

I dedicate this thesis to my family, especially to my husband, Hernán, who has been my greatest support every step, from the moment I decided to pursue my studies, he has stood by my side, offering his unconditional love and support. To my beloved children, Anthony and Micaela, whose love and patience have been my guiding light throughout this journey. Their loving words “Mommy, you can do it, keep going, and finish what you started” have been the source of strength and motivation to continue.

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*Laura Mercedes Quishpi Espinel*

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## Resumen

Esta investigación analiza los factores que influyen en la motivación de los estudiantes para escribir textos en inglés, utilizando herramientas digitales. Pretende que los estudiantes de segundo semestre del ISU Carlos Cisneros utilicen herramientas digitales, que les ayuden a desenvolverse dentro de la universalidad de la sociedad, predominada por una comunicación globalizada. Se aborda los desafíos que enfrentan los estudiantes de habla hispana, al redactar manuscritos en otro idioma, y su motivación inherente en el aprendizaje respecto al vocabulario y estructuras gramaticales, que obstaculiza la expresión escrita efectiva.

La metodología empleada es mixta, con un diseño preexperimental que evalúa cómo la motivación y el uso de herramientas digitales mejoran la redacción en inglés. Se aplicaron un PRETEST, un POSTTEST y un CUESTIONARIO para analizar factores motivacionales y conocimientos sobre gramática, vocabulario, ortografía y puntuación.

Los resultados del POSTTEST muestran una mejora significativa en el rendimiento, con aumentos notables en indicadores como Q2\_GRAMMAR (0,23 a 0,39), Q4\_GRAMMAR (0,68 a 0,84) y Q6\_VOCABULARY (0,72 a 0,93). Las desviaciones estándar disminuyeron, sugiriendo un rendimiento más consistente entre los participantes.

Se concluye que las herramientas digitales favorecen la independencia, comprensión, fluidez y creatividad de los estudiantes al escribir en inglés, permitiéndoles organizar sus pensamientos y expresar sus ideas coherentemente. El programa de intervención demostró ser efectivo para mejorar las habilidades lingüísticas y de escritura de los estudiantes.

**Palabras claves:** *motivación, herramientas digitales, redacción en inglés, criterios evaluación de escritura, criterios evaluación motivación.*

## Abstract

This research analyzes the factors that influence students' motivation to write texts in English using digital tools. It aims for second-semester students at the ISU Carlos Cisneros to use digital tools to help them function within the universality of society, dominated by globalized communication. It addresses the challenges faced by Spanish-speaking students when writing manuscripts in another language, and their inherent motivation in learning vocabulary and grammatical structures, which hinders effective written expression.

The methodology employed is mixed, with a pre-experimental design that evaluates how motivation and the use of digital tools improve English writing. A PRETEST, POSTTEST, and QUESTIONNAIRE were administered to analyze motivational factors and knowledge of grammar, vocabulary, spelling, and punctuation.

The POSTTEST results show significant improvement in performance, with notable increases in indicators such as Q2\_GRAMMAR (0.23 to 0.39), Q4\_GRAMMAR (0.68 to 0.84), and Q6\_VOCABULARY (0.72 to 0.93). Standard deviations decreased, suggesting more consistent performance among participants.

It is concluded that digital tools promote students' independence, comprehension, fluency, and creativity when writing in English, allowing them to organize their thoughts and express their ideas coherently. The intervention program proved effective in improving students' linguistic and writing skills.

**Keywords:** *motivation, digital tools, writing in English, writing evaluation criteria, motivation evaluation criteria.*

## **Introduction**

Being proficient in English has become essential in the globalized world since this language is familiar to millions worldwide. Proficiency enables people to convey meaning in a language with relative confidence and accuracy in language skills. Writing is one of the four English skills students must master well. An adequate writing command allows for appropriately conveying ideas, thoughts, information, and knowledge through written language. Students write paragraphs, sentences, and descriptions according to topics established in class by the teacher. Finally, they write summaries of research papers to demonstrate their understanding and communicate their ideas effectively to teachers and classmates.

Writing represents an undeniable challenge for 2nd-semester students at Instituto Superior Universitario Carlos Cisneros (ISU) because students write the contents mechanically. Students listen but need help understanding; They memorize new words, phrases and expressions but do not use them when they are required to write texts. A compelling reason that may explain students' writing difficulties is that teachers still use traditional and unmotivating methodologies during instruction. Furthermore, the lack of training for teachers in the use of technological resources does not allow them to provide the support that students need to develop adequate writing skills, encourage the development of creativity, and allow written language to flow to each student. This shows that students need help to improve their writing skills in grammar, vocabulary, spelling and punctuation. These issues prevent students from understanding and applying grammar rules in accordance with established topics, making writing unclear and less compelling.

The most relevant observation of 2nd-semester students is the fundamental writing problems caused by the misuse of grammar, a set of rules and norms that indicate how to correctly write the language, allowing students to express themselves clearly. Help them is necessary to understand and apply grammar rules based on established topics, ensuring the writing is clear and compelling. Vocabulary would include the structure that must be strengthened since it is linked to reading comprehension and fluency. However, the student may need help expressing his ideas because he needs more words. Using adequate and varied vocabulary improves the clarity and richness of writing. Students should also learn to use punctuation, such as commas, exclamation points, and periods. Punctuation helps the reader know and understand the message, gives meaning, provides clarity, and emphasizes content in sentences. Spelling can be a common challenge for many students, especially when learning a new language. Problems that generally exist in spelling are incorrect vowel sounds and words that sound the same but have different spellings and meanings. Spelling ensures that written communication is clear and understandable and displays the intended meaning.

Motivation in writing skill plays a fundamental role in students' learning and academic performance. Teachers, parents, and classmates have a role to play in promoting and maintaining students' motivation to improve writing through digital tools. The most obvious problem is the need for more practice and concentrating on these elements so that the student can learn effectively, trying to generate an environment that provides the necessary motivation for learning, such an environment could be generated through specific applications free to use on the Internet, providing a starting point to promote appropriate knowledge.

This mixed method study, is divided in different phases each one of them conducting to the answering of research questions. The project uses the following instruments for data collection. Pre- and post-test, these instruments are used fully to determine students' improvements in writing. It is important to use the quantitative method that allows obtaining a starting point, which helps to measure writing knowledge in terms of grammatical structures, vocabulary, punctuation and spelling of the English language. This pre-test was administered once, and after 3 weeks, a post-test. The teacher carried a motivational intervention as support and implementation of digital tools that encourage language practice, these instruments aim to show the progress made in learning. Through the use of a questionnaire, data is collected, according to the responses posed, through open and closed questions measured through the Likert scale. In this second instrument, aspects of intrinsic motivation will be determined, which are related to their ease of execution of the tools, put into practice to improve writing, based on their convictions such as interest, curiosity or the desire for achievement; in turn, aspects of extrinsic motivation, which is focused on external elements, such as parents, teachers, and tests, which help or do not help this learning process. The purpose of this research is to improve writing through the use of digital tools. This helps-students write sentences, paragraphs, and summaries of degree projects, promoting each student's interest and creativity.

The general structure of this investigation is contemplated as follows: This study has been organized into four chapters:

- **Chapter I:** Includes the frame of reference, which describes the research problem, the justification of the problem and the objectives are stated.

- **Chapter II:** Contains the theoretical framework. This chapter analyzes the state of the art and includes the theoretical foundations.
- **Chapter III:** Deals with methodology, research design, type of research, level of research, research methods, population and sample, data collection, techniques and instruments, and operationalization of variables.
- **Chapter IV:** Encompasses the results the research. Based on the entire process carried out, conclusions and recommendations for future research are presented. Another component of this research project is the bibliography. Finally, the article includes an appendix.



## **Chapter 1**

### **Generalities**

#### **1.1 Problem statement**

Ecuador is one of the countries in South America that has trouble teaching English because it emphasizes more oral skills than writing skills, causing difficulties specifically in grammar, vocabulary, punctuation, and spelling. Currently, there is a lot of information on the internet, that is free to use and accessible to anyone, it focuses on the reality of the most efficient educational field, which allows us to highlight the shortcomings within teaching in the technical, theoretical, and practical areas that it is still important for us to overcome.

An evident problem in students is the difficulty of writing and structuring sentences to form paragraphs due to the lack of practice that discourages fluid learning; only some achieve satisfactory instruction. Even people with prior knowledge cannot reach a level of understanding, writing, and communication; this means that they need help to improve their writing, grammar, vocabulary, spelling, and punctuation, using a digital medium to facilitate the processes involved in implementing another language, identifying the needs of students.

#### **1.2 Research justification**

This research is carried out because it is of great importance for students to improve writing and if it meets the objectives that were initially established by teachers. Writing is considered an artistic endeavor that allows individuals to express feelings and emotions, forming deep connections through writing communication. It involves essential skills such as listening, speaking, and reading, as highlighted by Tom

(2023). Whether it is completing a writing test, drafting a letter, composing a social media post, or filling out a form, effective communication relies on the ability to structure words and sentences accurately. This skill requires careful consideration of content and organization from both native and non-native speakers, as noted by Kellogg (2007).

For students learning English as a second language, writing poses a significant challenge. Educators must utilize innovative methodologies to facilitate comprehension of grammar, sentence structure, and vocabulary, while also ensuring sustained student engagement and motivation in the learning process (Lint, 2017), especially with the use of digital tools, to improve students' writing skills in English.

The concept "motivation" encompasses various aspects of human behavior, including both physiological and cognitive elements. According (Kin, 2020), motivation involves internal factors such as aspirations and impulses that ignite an individual's interest in a particular activity. Creative activities, when implemented effectively, can foster intrinsic motivation in students, leading to improved academic performance. The integration of free or paid internet applications to support English language learning provides a direct approach to motivation. Motivation plays a significant role in achieving educational objectives, and educators must actively cultivate it to ensure genuine engagement in learning (Borah, 2021).

This research proposes possible improvements in the English writing 2nd-semester students at ISU Carlos Cisneros through digital tools. The educator guides the construction of knowledge, encourages motivation, and imparts theoretical wisdom. Emphasizing key aspects improves understanding and mastery. Digital tools complement learning, ensuring correct use, of grammar, vocabulary, spelling, and punctuation.

Competent writing opens up job opportunities, improving communication and professional relationships.

### **1.3 Objectives**

#### **1.3.1 General Objective**

- Determine the role of motivation to boost writing skill through digital tools in the 2nd-semester students at ISU Carlos Cisneros in the 2024 first term.

#### **1.3.2 Specific Objectives**

- To assess the progress of writing skills using digital tools in the students in the second semester at ISU Carlos Cisneros.
- To analyze intrinsic and extrinsic motivations influencing students' writing skills in the second semester at ISU Carlos Cisneros.
- To analyze the factors that affect the students' motivation in the 2nd- semester at ISU Carlos Cisneros.
- To identify suitable digital tools that support the development of writing skills.

### **1.4 Relevance and applicability of the proposal**

This research explores the integration of digital tools in education to enhance writing skills and abilities. It aims to initiate the use of interactive web applications to bolster knowledge in social and general areas of interest. Educational institutions are pioneering this approach, motivating students to improve their English writing skills through digital tools. Enhanced writing proficiency instills confidence in students to effectively communicate ideas. The interactive teaching-learning process fosters a motivating environment for students to develop their writing skills optimally. Staying

updated with current knowledge is crucial for professionals to contribute effectively to academic society and ensure student learning.

## **Chapter II**

### **State of the Art and Practice**

The purpose of this research is the search, read, and analyze the bibliography of the topic to be investigated. In this chapter, the researcher has included research related to motivation to boost writing skills through digital tools, components, writing problems, motivation, and digital tools that help improve English language skills. Finally, this information is important to improve writing skills.

#### **2.1 Research Background**

The impact of motivation to increase writing skills among students focuses on its intrinsic and extrinsic factors, and on the effectiveness of the digital tools used, to accelerate aspects of learning by improving writing in grammar, vocabulary, spelling and punctuation. When we talk about motivation as an outcome, we are concerned with students' "motivation to learn." If we place a value on developing a motivation to learn in students, we are concerned with whether students initiate learning activities and maintain an involvement in learning as well as a commitment to the process of learning. Effective schools and effective teachers are those who develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and that will contribute to quality involvement in learning. (Ames, 1990)

For those reasons, after a deep review of different repositories from journals and universities, it was possible to identify theories models, and concepts of basic research that can be taken as essential background, that contains relevant information motivation to boost writing skills through digital tools in students.

The first research was taken from journal Sustainability, with the title: “Determination of ergonomic evaluation factors that affect learning motivation and academic performance of students during online classes.” This document explains how motivation is essential in students, the more motivated, the more dedication and attention they will pay in class and, as a result, it will be easier for them to achieve their academic goals (Gumasing & Castro, 2023). This research is of great relevance because it reveals that motivation to learn has the most important and positive impact on students' academic performance. The findings of this research will allow me to demonstrate that digital tools contribute to improving writing skills. Furthermore, students consider educational technologies and mobile devices to have a positive influence on their learning in university environments. Since the Internet has become an essential tool for all of us, its integration is positive in the educational process.

Second research, was taken from the University of Alberta Thesis, titled “Students' Experiences of Extrinsic and Intrinsic Motivation During Assessment.” This study investigates students' experiences of intrinsic and extrinsic motivation during the assessment process. Data from 209 university students were analyzed, revealing themes such as emotions, relationship with learning, and evaluation characteristics. The findings suggest implications for educators seeking to foster intrinsic motivation and mitigate the negative impacts of extrinsic motivation on assessment practices (Schatz, 2023). It is important that teachers feel a great interest in promoting motivation strategies, even more so if it is a student with specific needs; because of this, a positive environment and experience must be created.

Also, this research titled “Important advantages of organizing the educational process through special applications.” This document details how Internet applications

and tools are providing an advantage, being the complement that combines progressive learning and quality. Training releases capabilities, clears the imagination and is essential for self-respect (Mansurjonovich & Sattorovich, 2023). Nowadays, the use of technology for teaching a foreign language is a prevalent topic that helps solve different problems.

In the journal, titled: “Use of Digital Tools by English Language School Teachers.” The study explored the use of digital tools by English teachers in Hong Kong using a dominant qualitative sequential mixed methods design. Fourteen categories of tools used by teachers in their professional practice were identified, classified into main, additional and remote digital tools. The advantages of the main digital tools for language teaching were identified, with examples of pedagogical uses by teachers. This study has implications for the preparation and development of English teachers, as well as professional development providers. It provides a model for understanding the bidirectional relationship between tools, their capabilities, and teachers' professional tasks (Moorhouse y Yan, 2023). Digital tools allow for personalized learning, in which students can perform tasks and ways of sharing information.

Finally, in the journal entitled: “A review of AI-powered writing tools and their implications for academia.” Integrity in the language classroom. This conceptual article reviews and classifies digital writing tools, including machine translators, digital writing assistants, and automatic paraphrasing tools. It proposes that these categories, along with artificial intelligence-based tools such as ChatGPT, guide more comprehensive pedagogical approaches and academic integrity policies (Roe et al., 2023). All of this will be of great help to the student who can improve writing, in grammar, vocabulary, spelling and punctuation.

The authors highlight that motivation is essential in students so that they can succeed and achieve a proposed objective. Being one hundred percent motivated helps to improve writing skills, putting into practice previous knowledge of technology, teachers should take advantage of this interest by incorporating digital tools that help to boost writing skills and communicate their overall development put into practice learned in the class.

## **2.2 Legal Framework**

Ecuadorian legislation released in 2006 establishes that one of the aims and objectives of educational policy is the development of the necessary skills to manage the new languages produced by Information and Communication Technologies (TIC) (Ministry of Education of the nation, 2006). It is important to take into account that an update is necessary for this new era, in which the Internet becomes the main actor in the management of education and the different stages, we are going through as a society.

The article 27 of the Organic Law on Intercultural Education What democracy? It will be participatory, mandatory, intercultural, democratic, inclusive and diverse. That currently, the English language is one of the most used at the level worldwide, therefore its teaching-learning must be developed in the national education system, as it constitutes a tool fundamental for the training and development of skills, abilities and skills to study, create and work for individual benefit and social (Ministry of Education Agreement No. 210-11, 2011). This article is important in highlighting the importance of teaching English as a key element in the development of skills that benefit students and general society. It underlines that English must be a fundamental component of the educational system to ensure that students are well-prepared for a globalized world.



## **2.3 Theoretical Framework**

### **2.3.1 Writing**

#### **2.3.1.1 Definition of writing**

Writing is one of the four language skills that should be acquired by the students. This is an activity of using language to express the ideas, feeling or desire in the written form. Writing is essential for students to develop their English because it offers benefit to the students which write to make their ideas clear and comprehensible. (Putri & Aminatun, 2021). The act of writing goes beyond mere transcription, encapsulating the complexities of the human mind. Contrary to belief, as Nunan (1989) argues, writing is not innate but a skill refined through practice and linguistic proficiency. For ESL students, mastering writing fosters the organization of thoughts and linguistic growth (Rashid, 2022). I agree with the author that writing is an important activity for students. Through writing, they can communicate effectively and develop fundamental skills that aid in their academic and personal success. Constant writing practice allows students to improve their writing skills by correctly using their learned grammar and structuring coherent sentences. In addition, by writing short paragraphs, students learn to connect ideas logically, reinforcing their ability to express thoughts clearly and organized.

#### **2.3.1.2 Teaching Writing**

English, as a global language, holds paramount importance in communication, education, and commerce, integrated into everyday language as a secondary tongue. The emphasis on English language education helps to boost writing skills, that crucial for fostering creativity and effective communication. Modern curricula should integrate digital tools to support teaching strategies. For students, mastering writing is pivotal,

enhancing employability and enabling meaningful engagement in the global arena. However, research reveals a concerning lack of encouragement and attainment in writing skills, highlighting the need for a pedagogical shift to ensure holistic linguistic development (Rashid, 2022).

### **2.3.1.3 Approaches to Teaching Writing in ESL Classrooms**

Writing approaches to first language users differs from the second language learners. Researches had formulated many theories and approaches to cater to ESL learners writing needs. These writing approaches has gone through a lot of changes over the years to enable the second language learners to become a good writer. (Fujida 2006). A few approaches identified by practitioners for ESL learners they are such as product, process, genre approach and process genre approach. (Selvaraj & Aziz, 2019).

Writing approaches reflect authors' perspectives on the process, forming a tapestry of concepts guiding students toward mastery in expression (Rashid, 2022).

### **2.3.1.4 Product approach**

Product Steel (2004) reported, in order to apply this approach in the ESL writing classroom there are four steps to adhere; 1) students need to read the model composition and take note on the distinctive features of a composition which are organization of ideas, the use of language and mechanics of writing. 2) students perform controlled practices to exercise the elements outlined in the model text. 3) Students attempt to mimic the model essay by organizing a collection of pre-set thoughts to suit the model. 4) Students perform the task by using their skills, sentence structures and various level of vocabulary in order to compose the anticipated composition.

The product-oriented approach to writing, outlined by Nunan (1989), prioritizes the final outcome over the creative process. Instructors focus on ensuring legibility, grammar, and adherence to discourse norms. ESL learners progress through structured phases, analyzing sample compositions, emulating them, and eventually composing their own essays. Raimes (date) and Tangpermpoon (2008) discuss how this method improves grammatical skills and vocabulary, despite criticism for its focus on grammar over the writing process (Rashid, 2022).

#### **2.3.1.5 Process approach**

The concept of "process writing," introduced by Kroll and Sunderman (2003), emphasizes the iterative nature of writing. It involves stages such as planning, drafting, revising, and editing, allowing students to continuously refine their work. This approach encourages active engagement through activities like brainstorming, revision, and collaborative discussions, enhancing the writing experience and skill development (Rashid, 2022).

On the other hand, process-based approach gives great importance to the process of getting the end product. There are four processes involved in the writing process; planning, drafting, revising and editing. Kroll (2001, p.221) "explains drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts is one of the crucial steps in the process-based approach" (Selvaraj & Aziz, 2019).

#### **2.3.1.6 Genre based Approach**

Genre based approach give importance to various types of writing and text types and intertwined with social needs. It has some advantages as such as students learns

variety of sentence structures for different text types. “The objective of this approach is knowledge and certain genre and the communicative reason which will enable writers communicate with the community” (Selvaraj & Aziz, 2019).

#### **2.3.1.7 Process Genre-based Approach**

Consequently, process genre-based approach is a combination of all the three above, it focuses on the process of writing, taking account knowledge of social context and purposes of text in genre writing and observes features of texts as in product-based approach. (Rhalmi 2018). Currently, process writing is given much emphasizes in ESL classrooms. It helps students to produce and kinds of writing by employing the four steps. Besides employing these approaches, teachers also employ different types of strategies to make the teaching and learning writing in second language classroom in fruitful. (Selvaraj & Aziz, 2019).

#### **2.3.1.8 Setting goals for writing.**

A reason why the evidence-based approach is a positive development is that it provides teachers with a variety of techniques for teaching writing that have been shown to be effective in other teachers’ classes and in multiple situations. While this does not guarantee that a specific evidence-based practices is effective in all situations, a highly unlikely proposition for any writing practice, it does provide teachers with instructional procedures with a proven track record. (Graham y otros, 2021).

- Teaching general as well as genre-specific strategies for planning, revising, editing, and regulating the writing process.
- Engaging students in prewriting practices for gathering, organizing, and evaluation possible writing contents and plans.

- Teaching sentence construction skills with sentence-combining procedures. Providing students with feedback about their writing and their progress learning new writing skills.
- Teaching handwriting, spelling, and typing. Increasing how much students write; analyzing and emulating model texts.
- Teaching vocabulary for writing. Creating routines for students to help each other as they write.
- Putting into place procedures for enhancing motivation.
- Teaching paragraph writing skills. Employing technology such as word processing that makes it easier to write

### 2.3.1.9 The Components (Subskills) of Writing

There are an one of the four major skills, incorporates a number of subskills. The theory of segregated learning of language ascribes most for part to whole learning. Obviously, there are quite a lot of merits of this approach to learning. With regard to teaching writing skill, (Guatam, 2019) mentions the following subskills to be considered while writing something in general.

- **Mechanics:** handwriting, spelling and punctuation.
- **Organization:** topic, introduction, body paragraphs, coherence, cohesion, textual conclusion.
- **Syntax:** sentence structures, sentence boundaries, style of sentence construction, sentential arrangements, etc.
- **Content:** choice of vocabulary, relevance, originality, clarity, logicity, sufficiency

- **Writing process:** brainstorming, noting down idea.

#### 2.3.1.10 Difficulties when learning to write in a foreign language

When learning to write in a foreign language, EFL (English as a Foreign Language) students commonly encounter several challenges. These difficulties often revolve around:

- **Grammar:** Students learning to writing in English have difficulties with the correct application of grammatical rules and sentence structures. Grammar makes written content more readable and in turn more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted. (Hans & Hans, 2017).
- **Vocabulary:** A lack of sufficient vocabulary can impede students' capability and precision in writing, making it difficult for them to select suitable words and expressions. Vocabulary is all words that a person knows or uses. In writing, the writer should know how to choose the appropriate words to form phrases, clauses, and sentences in order to produce meaningful and effective product of writing. (Kartawijaya, 2018)
- **Spelling:** correctly spell words as they write. This helps students communicate clearly and accurately in their written work. It is the act of correctly assembling the letters in a word which is an essential feature in successful writing. Spelling is not only important for achieving clarity in our writing but also helps in determining the merit of communication. Correctly spelled words not only indicate strong literacy development but also enhance one's employment opportunities. (Bora, 2023)

- **Punctuation:** plays a crucial role in business English writing. Following the rules of punctuation is instrumental in bringing clarity to writing. While careful use of punctuation enhances the meaning of what we write, where else, careless usage or no usage of it can confuse our writing. It is commonly observed that, students lack proper knowledge of using the commas, colon, semi colon, ellipsis, parenthesis, hyphens, dashes, exclamatory marks, full stop, etc. which as a result affects the meaning of a text and hampers the overall tonality. (Bora, 2023)

#### **2.3.1.11 Strategies to boost writing skill**

The eclectic approach to teaching writing skills, highlighted by Rusinovci (2015), Selvaraj (2020), and Cer (2019), integrates various methods and techniques to empower both instructors and students. By immersing students in the nuances of different genres, this approach enhances their language proficiency and functional understanding. It acknowledges the diverse nature of effective writing instruction and embraces multiple strategies for comprehensive skill development. Implementing this approach involves adapting to students' individual needs and preferences, creating a motivating and challenging environment to elevate their writing proficiency in English. Here are some suggestions for its implementation: (Rashid, 2022).

- 1. Design of Attractive Activities:** Create English writing activities that are interesting and challenging. Use topics relevant to students and encourage creativity.
- 2. Use of Innovative Digital Tools:** Introduces advanced digital tools for writing, such as grammar checkers, style editors, and collaborative platforms. Show students how these tools can improve their writing.

3. **Training in the Use of Tools:** Provides training sessions to familiarize students with the effective use of digital tools. Emphasize how these tools can make it easier to correct and improve your texts.
4. **Constructive Feedback:** Use digital tools that offer constructive and specific feedback on the grammar, style and structure of the texts. Encourage students to reflect on this feedback.
5. **Competencies and Challenges:** Organize English writing competitions using digital tools. Create challenges that motivate students to improve their skills and explore new features of the tools.
6. **Flexibility in Tasks:** Offers options and flexibility in writing tasks. Allow students to choose topics that interest them and tailor activities to their skill levels.
7. **Formative Evaluation:** Implements continuous formative evaluation. Provides feedback throughout the writing process to allow for constant adjustments and improvements.
8. **Integration of Educational Methodologies:** Combines effective pedagogical approaches, such as project-based learning, collaborative learning and communicative approach, to enrich the learning experience.
9. **Promotion of Collaboration:** Facilitates collaboration between students. It allows you to work together on writing projects using digital collaboration tools in real time.
10. **Establishment of Individual Goals:** Helps students set individual goals to improve their writing in English. Use digital tools to track progress toward these goals.



### **2.3.2 Motivation**

The intricate tapestry of human existence, finds its hues in the profound depths of motivational processes (Zhu, 2023). Within the labyrinth of the mind, the delicate threads of motivation weave a pattern that enriches the very essence of our being (Adika, 2023).

Yet, in the shadowed corridors of psychiatric afflictions, the luminous glow of motivation often flickers, casting a veil of obscurity upon the human spirit (Brenez, 2023). The impairments in motivation, akin to cracks in a masterpiece, mar the canvas of our experience, rendering it incomplete and fragmented (King, 2023). Thus, the study of these elusive motivational mechanisms becomes a sacred quest, illuminating the path toward understanding the intricacies of the human psyche (Metzner, 2023).

Motivation, a fundamental force in human behavior, encompasses both intrinsic and extrinsic drivers. While intrinsic motivation fuels exploration and passion, dysfunction in it underlies various psychiatric ailments. This exploration seeks to unveil the enigmatic nature of intrinsic motivation, shedding light on its role in psychopathology and potential therapeutic interventions (Morris, 2022).

#### **2.3.2.1 Intrinsic and extrinsic motivations**

In the early 20th century, divergent views on intrinsic motivation emerged in psychology, with Woodworth highlighting inherent drives, contrasting Thorndike and Watson's focus on external stimuli. Hull's "drive theory" explored biological states, while later models emphasized novelty seeking and autonomy, shaping our understanding of internal drives and external influences. However, existing models have limitations in explaining intrinsic motivation comprehensively, especially in novel or exploratory behaviors (Morris, 2022).

### 2.3.2.2 Intrinsic motivations

Intrinsic motivations are internal drives that come from personal interests, inner satisfaction and passion for an activity. These motivations originate within the person and are not dependent on external factors. Here is a list of some common intrinsic motivations:

- **Interest and Curiosity:** The pure curiosity and interest in learning something new or exploring a specific topic (Renninger, 2022).
- **Personal Satisfaction:** The sense of accomplishment and satisfaction that comes from completing a challenging task or achieving a personal goal (Hakim, 2023).
- **Autonomy:** The freedom and independence to make decisions and control one's own actions and choices (Nili, 2022).
- **Competence:** The motivation to improve skills and knowledge, compete with oneself, and overcome personal challenges (Mannella, 2023).
- **Personal Development:** The desire to grow, learn, and develop as an individual, both personally and professionally (Xu, 2022).
- **Sense of Purpose:** The feeling of contributing to something larger than oneself and believing that the work done has a meaningful purpose (Heinz, 2022).
- **Creativity:** The opportunity to express ideas, thoughts, and emotions creatively, whether through art, writing, or any other form of expression (Urban, 2023).
- **Self-Actualization:** The pursuit of maximum potential and self-realization, achieving goals that align with personal values and aspirations (Maunz, 2023).
- **Love for Knowledge:** Passion for learning and acquiring knowledge in areas of personal interest, even without any external rewards (Zahrin, 2022).

### 2.3.2.3 Extrinsic motivations

Extrinsic motivations refer to external factors that influence a person's behavior. These factors come from the environment and can include tangible and intangible rewards. Here is a list of some common extrinsic motivations:

- **Monetary Rewards:** Salaries, bonuses, and other forms of financial compensation (Gaus, 2022).
- **Social Recognition:** Praise, awards, and public acknowledgments that enhance reputation and social status (Graham S. H.-S., 2023).
- **Prestige:** The pursuit of social standing, respect, and recognition in society or a specific field (Ma, 2022).
- **Promotion:** The opportunity to advance in a career, get a promotion, or access roles of higher responsibility (Siregar, 2022).
- **Job Security:** The assurance of stable and secure employment, which can be a significant motivation for some individuals (Mohamed, 2023).
- **Benefits:** Additional perks such as health insurance, paid vacations, and other incentives provided by the employer (Arghashi, 2023).
- **Fear of Punishment:** Motivation to avoid negative consequences, such as punishments or loss of privileges (Kumar, 2023).
- **Competition:** The motivation to outperform others and demonstrate skills or talents, often in a competitive environment (Ge, 2022).
- **Others' Expectations:** The motivation to meet social expectations and norms imposed by society, family, or the workplace (Ting, 2023).

- **Academic Achievements:** Grades, diplomas, and recognitions that can lead to educational or professional opportunities (Muansudjai, 2023).

#### 2.3.2.4 Factors that affect the motivation in the students

Several factors can significantly impact students' motivation, as expressed below:

- **Teaching Methods:** Engaging and interactive teaching methods that cater to diverse learning styles can boost motivation. Teachers employing innovative techniques, interactive discussions, and real-life examples can enhance students' interest and engagement (Rincon-Flores, 2022).
- **Relevance:** When students perceive the relevance of the subject matter to their lives or future careers, they are more motivated to learn. Understanding the practical applications of what they are studying can increase their enthusiasm (Thomas, 2022).
- **Supportive Environment:** A positive and supportive learning environment, including encouragement from teachers and peers, can positively influence motivation. Feeling valued and supported fosters a sense of belonging, enhancing motivation (Yu, 2022).
- **Autonomy:** Allowing students some level of autonomy in their learning process, such as enabling them to choose research topics or assignments, can increase motivation. Autonomy gives them a sense of control and responsibility for their education (Bureau, 2022).
- **Feedback:** Constructive feedback that highlights students' strengths and suggests areas for improvement can motivate them to work harder. Positive reinforcement

and recognition of their efforts can boost self-esteem and motivation (Fidan, 2022).

- **Goal Setting:** Clear, achievable goals provide direction and purpose. Students who set specific, realistic goals are often more motivated to work towards them, leading to a sense of accomplishment upon achievement (Pe-Than, 2022).
- **Intrinsic Rewards:** Fostering a love for learning itself, rather than relying solely on external rewards like grades, can enhance intrinsic motivation. Encouraging curiosity and a genuine interest in the subject matter can lead to sustained motivation (Aubret, 2023).
- **Challenging Tasks:** Tasks that are neither too easy nor too difficult but fall within the student's zone of proximal development can boost motivation. Challenges that are attainable with effort can stimulate a sense of achievement (Al-Abbadi, 2022).
- **Peer Influence:** Positive peer relationships can influence motivation. Collaborative learning and group activities can create a sense of community and foster motivation through teamwork and shared learning experiences (Okeowo, 2121).
- **Home Environment:** Factors at home, such as parental support and encouragement, access to educational resources, and a quiet place to study, can significantly impact a student's motivation to learn (Zhang, 2023).

### 2.3.3 Digital Tools

Technology makes a positive effect not only on social life but also on education. Since technology becomes increasingly prevalent within educational settings, there emerges an expectation for educators to utilize digital tools to support classroom teaching and learning. However, the rapidly changing technological innovations about the

education make it harder for the teachers (Kingsley, 2007). Technology changes so fast that it is almost impossible to follow for the teachers. Nonetheless, although most teachers throughout the world still use chalk and blackboard, technological devices are used frequently in language teaching classrooms all over the world to provide supplementary practice in language courses. (Akyuz & Yavuz, 2015)

Digital tools can enhance teaching and learning by providing interactive, engaging, and personalized experiences. Here are several categories of digital tools and how they can be effectively used:

- **Google Docs:** Enables real-time collaboration and facilitates joint review of written work. Permite la colaboración en tiempo real y facilita la revisión conjunta del trabajo escrito.
- **Write & Improvement:** is a free tool where you can practice your English writing skills and get feedback on your writing in seconds and learn how you can improve.
- **BBC Learning English:** Its function is to help people around the world interested in improving their level of English through different ways such as offering audios, videos and texts for people around the world.
- **Ginger:** is a solution that facilitates error-free writing in English, thanks to a grammar and spelling checker, or a sentence reformulator.
- **Daily Writing Spell Up:** this is a free tool from Google that allows you to learn to write in English in a fun and interactive way. It is an online application to practice English based on spelling practice (spell up), but it also offers many more options.
- **Common Errors in English Usage:** this website has been designed by Washington State University and makes an extensive compilation of the main errors that occur when we write or speak in English.
- **Grammarly:** A grammar and spelling correction tool that helps improve text accuracy.
- **Google Keep:** Allows note-taking, list creation, and organizing ideas in a simple way, accessible from any device.

- **Duolingo:** Duolingo is a popular language learning app that provides an accessible and gamified approach to language education. You can enhance language learning making it more interactive, engaging, and personalized. This digital tool teaches vocabulary, grammar, reading, listening, and pronunciation, primarily through patterns and repetition.
- **LinguTown:** thoughtfully into your EFL classroom, you can enhance students' language learning experience through interactive, engaging, and personalized activities.
- **Storybird:** A platform that enables students to create stories using illustrations and text. Una plataforma que permite a los estudiantes crear historias utilizando ilustraciones y texto.
- **Padlet:** A tool for creating digital murals where students can share their writings and receive feedback. Una herramienta para crear murales digitales donde los estudiantes pueden compartir sus escritos y recibir retroalimentación.

#### **2.3.3.1 Importance of using digital tools in the EFL classroom.**

Incorporating Info-Tech in language teaching gives students a large number of benefits to broaden their opportunities in successfully learning a foreign language. These advantages range from enhancing motivation to promoting autonomous learning, fostering critical thinking skills, encouraging innovation and creativity, establishing interaction, boosting communication, promoting research and cooperative learning in the language classroom and boosting students' performance on written class assessment (Azmi, 2017)

Digital technologies are considered one of the most important pedagogical tools that can facilitate the teaching and learning instruction in the 21st century classroom. The findings from numerous studies on the subject have shown their effectiveness on

education at large, as well as positive attitude towards teaching and learning a language (Genova, 2019)

### **2.3.3.2 Advantages and disadvantages of learning technologies**

According to Mujtaba (2013) the use of computers in English teaching and learning can offer an extensive variety of multimedia content and other channels of communication between learners. Mujtaba (2013) also explains that technology has helped to change teacher-centered approaches towards learner-centered ones. Students have become more active learners by increasing their autonomy. The same author believes that learners can decide their own learning objectives.

Hoven (1999) highlights that technology offers engaging learning resources that provide learners with great opportunities to become independent learners. Thus, Mujtaba & Hoven agree that technology provides more content and resources and helps to become more autonomous. In the following citation, Cutter (2015) points out some benefits to teach using technology.

Educational technology is the process of integrating technology into education in a positive manner that promotes a more diverse learning environment and a way for students to learn how to use technology as well as their common assignments. Learning technologies do not always have a bright side. The following is a list of just some of the advantages and disadvantages of using learning technologies in class. (ENGLISH EFL, s.f.)

#### **2.3.4 Advantages**

- **Interactive** – it can give feedback and evaluation and, unlike a teacher, never tires of giving feedback repeatedly



- **Multimedia** – it provides a combination of media (text, graphics, sound, and video) in one place
- **Student paced** – students can work through the material at their own speed  
Variety = Fun! – novel and entertaining, and can add variety to courses  
Presentation quality – work on the computer is often neat
- **Authentic** – content of CD-ROMs and the Internet is often written by native speakers
- **Real communication** – lots of ‘community’ functions on the Internet such as forums, email etc.
- **Storage** – you can save work for future access and sharing
- **Motivating** – for all the above reasons

#### 2.3.4.1 Disadvantages

Although there are many advantages in the use of ICTs (Information and Communication Technologies) there are some authors that research about the disadvantages of using ICT in EFL teaching. Imad (2015) claims that the lack of technology investment is the most important barrier that teachers find when they want to use technology in their classrooms. Imad (2015) also argues that an incompetent technical ICT knowledge about technology may also be a problem. Many teachers are not competent enough to use ICTs effectively.

The following is a list of just some of the advantages and disadvantages of using learning technologies in class. (ENGLISH EFL, s.f.)

- **Technical issues** – if technical support is not easily available, teachers may need more training, or be confident enough to ask their learners if they know how to solve the problem
- **IT skills required** – for software and the Internet
- **Mixed ability and degrees of comfort with technology** – both learners and teachers
- **Student objections** – students may have had bad learning experiences in the past, they may use computers excessively in other subjects
- **Can seduce teachers** – “I’ll get a coffee while they get on with it”, “I haven’t had time to plan a lesson – I’ll take them into the computer room” etc. Need to be careful about technology leading pedagogy, and using technology as an easy option
- **Integration problems** – teachers don’t use the equipment and software available
- **Classroom management** – teachers may have to change their classroom management techniques
- **Accuracy of language and appropriacy of content** on the Internet may not always be suitable
- **Distraction** – many Internet sites have a lot of distracting advertisements, and it’s easy for learners to get lost.

The theoretical foundations for developing students' writing skills in English as a foreign language (EFL) contexts were explored. Key pedagogical approaches are examined, highlighting their distinctive emphases and applications.

The importance of setting clear, evidence-based goals for writing instruction and leveraging technological tools is underlined. Common challenges of EFL learners were also analyzed, proposing an eclectic approach that integrates multiple teaching methods and techniques to create engaging and personalized learning environments.

## **Chapter III**

### **Methodology**

To find out the role of motivation in developing writing skills through digital tools among second-semester students at ISU Carlos Cisneros, the researcher accomplished a comprehensive methodological research process appropriate for mixed-method studies. This chapter explains in detail the research focus and design, as well as the techniques and instruments for data collection, a description of the research context and participants, and an overview of the data analysis process.

#### **3.1 Research focus**

The advent of digital technologies has significantly influenced in the manner in which students acquire various skills and ‘writing’ is no exception. Students feel the need for technology-based learning. Internet and digital technologies such as social networking sites, smart phones and texting, facilitating teens to express their thoughts and become creative. The digital tools aid them to learn, understand and express their thoughts in writing which also reaches wider audience. (Alamelu & Dhanya, 2019).

It is interesting to note that motivation also plays such an important role on the development of the students’ writing as it is a driving force for them to write in a meaningful way. A growing body of researchers has stated that motivation is the most significant factor which can determine the success in foreign language learning (Hamidun & Othman, 2012). I agree with both authors, as it is essential that a motivated student is willing to work using digital tools to improve his or her writing skills, including grammar, vocabulary, spelling, and punctuation. Moreover, the use of these tools not only facilitates the learning of these aspects, but also encourages creativity and critical thinking. Access

to online resources, such as tutorials and forums, allows students to receive instant feedback and improve more effectively. These skills are essential not only in the academic field, but also in their professional future.

Therefore, this study is situated in the field of education and addresses fundamental issues in teaching and learning English as a foreign language. The main goal was to boost writing skills in a group of second-semester learners through the use of digital tools in the classroom, which would contribute to increasing students' motivation. The current study involved an intervention, where the variable motivation was purposefully addressed to advance writing skills.

### **3.2 Research Design**

This work was based on a pre-experimental design that guarantees the validity and reliability of the results obtained, to perform the correct analysis of data. The pre-experimental designs are often used in research in education, psychology, and generally in all the social sciences. Despite this, many researchers in the mentioned areas do not accept them as easily as a valid alternative to design their projects and/or they tend to consider them with a dismissive attitude and, therefore, justify – almost guiltily- their use. (Blas, 2013)

#### **Characteristics of pre-experimental research:**

- Generally, uses only one group for treatment which makes observation simple and easy.
- As they are conducted in the beginning, pre-experimental designs give evidence for or against their intervention.
- It does not involve the randomization of the participants.

**Advantages:**

It allows the effectiveness of an intervention to be evaluated in a real-life setting.

It can be adapted to different contexts and populations.

It allows results to be obtained quickly.

**Disadvantages:**

There are no control variables that can influence the results.

The results may not be generalizable to other populations.

It cannot determine whether the independent variable influences the dependent variable.

**3.3 Research Type****3.3.1 *Mixed***

The mixed approach can be used in different phases of the research, from data collection to interpretation and analysis. It is not limited to the combination of quantitative and qualitative techniques but involves integrating the results and findings of both methodologies to obtain a more comprehensive understanding of the investigated phenomenon: (Dawadi, Shrestha, & Giri, 2021). In summary, qualitative research helps to gather information from the study population in a practical manner, whereas quantitative research is determined by the size of the population, which allows the show of the results from a sample to a population.

**3.4 Research level****3.4.1 *Descriptive research***

Descriptive studies often represent the first scientific toe in the water in new areas of inquiry. A fundamental element of descriptive reporting is a clear, specific, and

measurable definition of the disease or condition in question. (Grimes & Schulz, 2002). It demonstrates a description nearby of how motivation empowers writing skills through digital tools in 2nd-semester students at ISU Carlos Cisneros in the 2024 first term.

### **3.5 Techniques and instruments for data collection**

#### **3.5.1 Instruments: Questionnaires**

Questionnaires are the most frequently used data collection method in educational and evaluation research. Questionnaires help gather information on knowledge, attitudes, opinions, behaviors, facts, and other information; (Radhakrishna, 2007). They are a type of survey or self-report instrument used to collect data from participants. They consist of a series of questions presented to respondents, who provide written or verbal answers. Questionnaires are versatile tools employed in various research fields, including social sciences, market research, and healthcare. Researchers design questionnaires to gather specific information, opinions, attitudes, or demographic details from participants. The responses collected through questionnaires are then analyzed to draw conclusions and insights related to the research objectives.

In the present research, a questionnaire was applied to each student to assess their motivation, using a Likert scale for grading. This questionnaire comprised fourteen statements: five focused on intrinsic motivation, five on extrinsic motivation, and the final four on the use of digital tools. The questionnaire was distributed alongside the pretest and posttest to evaluate the students' current motivation levels in improving their writing skills, specifically in grammar, vocabulary, spelling, and punctuation. This comprehensive approach aimed to gain insights into how motivation influences students' engagement with these essential writing components.

### ***3.5.2 Pres test -post test***

This study used pre and posttest as methods for data collection. The tests were instrumental in collecting students' written results, allowing for an analysis of correct and incorrect responses. The pretest and posttest were used to measure knowledge writing skills in grammar, vocabulary, spelling, and punctuation, before and after an intervention. By administering both tests, the researcher could identify specific challenges faced by the students through the pretest and evaluate the effectiveness of the intervention using the posttest. By administering both tests, the researcher could identify specific challenges faced by the students through the pretest and evaluate the effectiveness of the intervention using the posttest.

The pretest was conducted with 50 2nd-semester students at Carlos Cisneros Institute on July 25th 2024. This assessment was developed by the researcher and validated by members at the University of Chimborazo. It consisted of 10 questions, each worth one point. The four questions focused on grammar: in the one and two, students were asked to write a brief paragraph describing an image; the third required them to identify and correct an error in a given sentence; and the fourth involved selecting the correct answer based on grammatical structure. Questions five and six assessed vocabulary, where students needed to accurately write the word corresponding to an image. The subsequent questions focused on spelling, asking students to choose the correct option. Finally, questions nine and ten evaluated punctuation, requiring students to insert the appropriate punctuation marks.

Following the pretest, students were encouraged to use digital tools over five class hours for 3 weeks to practice and enhance their writing skills in grammar, vocabulary, spelling,



and punctuation. The objective of administering both the pretest and posttest was to compare results and determine the effectiveness of these digital tools in improving writing proficiency. The posttest was developed on August 18th, 2024 conducted to evaluate the final level of students in grammar, vocabulary, spelling, and punctuation.

### **3.6 Population and Sample**

#### **3.6.1 Population**

The study focused on second-semester students in the morning section of the Language Center at Carlos Cisneros Institute in Riobamba. Participants' ages ranged from 18 to 52 years.

#### **3.6.2 Sample Size**

It was made up of an English teacher and 50 second-semester students attending the morning section at Carlos Cisneros Institute, located in Riobamba city, 14 women and 36 men aged between 18 and 52 years, who were part of the research to improve writing skills in grammar, vocabulary, spelling, and punctuation. Many students have a basic level of English, which is due, in part, to the fact that some are adults who return to school to finish their degree and be able to keep their jobs. In addition, some of these students work to finance their education and become professionals.

### **3.7 Data analysis**

For data analysis, descriptive statistics of the study variables and analysis have been done through Statistical Package for the Social Sciences (SPSS) to compare means median, variance, and other values resulting from the study. The information was organized in tables and graphs before and after the classroom intervention in the Pretest, Posttest and the Questionnaire. This analysis was complemented by a statistical study based on a

Normality Test, and Paired Sample Wilcoxon Test to reveal a variation of grades between Pretest and Posttest.

### **3.8 Instrument validity and reliability (Pretest and Posttest)**

Test reliability, as measured by Cronbach's alpha, operates on a theoretical scale from 0 (no reliability) to 1.00 (perfect reliability), with practical classroom testing typically ranging from 0.50 to 0.90 for approximately 95% of tests. High reliability indicates strong internal consistency among test questions, where students who correctly answer one question are more likely to succeed on others, and parallel tests would yield similar relative scores. Conversely, low reliability suggests disconnected questions and scores that reflect testing conditions rather than subject knowledge.

The interpretation of reliability coefficients follows a structured scale: scores of .90 and above represent excellent reliability comparable to standardized tests; .80-.90 indicates very good classroom test reliability; .70-.80 shows good reliability typical for classroom assessments though some items may need improvement; .60-.70 suggests somewhat low reliability requiring supplemental measures; .50-.60 indicates a need for test revision unless very short; and below .50 represents questionable reliability requiring significant revision. Importantly, while tests demand high reliability, classroom tests may accept lower standards as they typically combine with other assessments.

Technically, Cronbach's Alpha, a generalized form of the KR-20 coefficient, can evaluate tests with varying point values, becoming identical to KR-20 when applied to tests with single correct answers and uniform point values.

Using SPSS, the validity of the instrument was verified in Pretest, obtaining the following results, see Table 1 and Table 2. With a value of the Cronbach Alpha of 0,789,

shows good reliability typical for classroom assessments though some items may need improvement. If any item is removed from the test, it is not very representative, since the final value of Cronbach's alpha does not vary significantly.

**Table 1.**

*Reliability Statistics of Pretest*

<b>Cronbach's Alpha</b>	<b>Cronbach's alpha based on standardized items</b>	<b>N of items</b>
,789	,786	10

Note: Data collected by author.

**Table 2.**

*Total item statistics of Pretest*

	<b>Scale average if the element has been deleted</b>	<b>Scale variance if the element has been deleted</b>	<b>Corrected total element correlation</b>	<b>Squared multiple correlation</b>	<b>Cronbach's alpha if the item has been deleted</b>
Question 1	5,2122	1,667	,531	.	,765
Question 2	5,2184	1,640	,501	.	,767
Question 3	5,2184	1,632	,370	.	,784
Question 4	4,7816	1,661	,386	.	,780
Question 5	4,8745	1,473	,578	.	,755
Question 6	4,6867	1,678	,436	.	,774
Question 7	4,7592	1,443	,669	.	,741
Question 8	4,7408	1,845	,197	.	,796
Question 9	4,7092	1,556	,500	.	,766
Question 10	4,8582	1,717	,432	.	,775

Note: Data collected by author.

Using SPSS, the validity of the instrument was verified in Posttest, obtaining the following results, see Table 3 and Table 4. With a value greater than 0,70 it can be said that the test is reliable, in this case the Cronbach Alpha is 0,789. If any item is removed from the test, it is not very representative, since the final value of Cronbach's alpha does not vary significantly.

**Table 3.***Reliability Statistics*

Cronbach's Alpha	Cronbach's alpha based on standardized items	N of items
,727	,728	10

Note: Data collected by author.

**Table 4.***Total item statistics*

	Scale average if the element has been deleted	Scale variance if the element has been deleted	Corrected total element correlation	Squared multiple correlation	Cronbach's alpha if the item has been deleted
Question 1	7,2274	,981	,602	.	,662
Question 2	7,2594	1,153	,384	.	,709
Question 3	7,1494	,995	,441	.	,712
Question 4	6,8094	1,342	,330	.	,717
Question 5	6,8910	1,112	,562	.	,675
Question 6	6,7314	1,404	,242	.	,727
Question 7	6,8334	1,254	,436	.	,701
Question 8	6,8374	1,344	,278	.	,721
Question 9	6,7644	1,404	,184	.	,730
Question 10	6,9174	1,226	,536	.	,689

Note: Data collected by author.

### 3.9 Validity and reliability of Motivation Level Instrument (Questionnaire)

Using SPSS, the validity of Motivation Level instrument (Questionnaire) was verified, obtaining the following results, see Table 5 and Table 6. With a value greater than 0,80 it can be said that the test is reliable, in this case the Cronbach Alpha is 0,928. If any item is removed from the test, it is not very representative, since the final value of Cronbach's alpha does not vary significantly.

**Table 5.***Reliability Statistics in Questionnaire*

<b>Cronbach's Alpha</b>	<b>Cronbach's alpha based on standardized items</b>	<b>N of items</b>
,928	,928	14

Note: Data collected by author.

**Table 6.***Total item statistics in Questionnaire*

	<b>Scale average if the element has been deleted</b>	<b>Scale variance if the element has been deleted</b>	<b>Corrected total element correlation</b>	<b>Squared multiple correlation</b>	<b>Cronbach's alpha if the item has been deleted</b>
Question 1	42,90	110,697	,664	,571	,923
Question 2	43,07	108,126	,747	,660	,921
Question 3	43,08	108,014	,652	,563	,924
Question 4	42,88	108,915	,700	,577	,922
Question 5	43,23	108,967	,659	,560	,923
Question 6	43,22	112,355	,632	,475	,924
Question 7	43,08	108,600	,666	,588	,923
Question 8	43,23	105,896	,760	,686	,920
Question 9	43,22	112,153	,577	,484	,926
Question 10	42,94	110,764	,595	,467	,925
Question 11	43,15	106,149	,707	,618	,922
Question 12	43,07	111,217	,625	,555	,924
Question 13	43,16	106,742	,694	,576	,922
Question 14	43,10	108,616	,661	,587	,923

Note: Data collected by author.

## Chapter IV

### Results

This chapter presents the results achieved to improve writing skills in grammar, vocabulary, spelling and punctuation, through the implementation of digital tools with 2nd-semester students at ISU Carlos Cisneros Institute in Riobamba. The results obtained were analyzed and interpreted through instruments like pretests, posttests, and questionnaires. These findings will help assess whether the research objectives were met. Additionally, the results are displayed in tables and graphs for easier comprehension.

#### 4.1 Analysis and description of results

##### *4.1.1 Results from pre and posttest*

The pretest and posttest applied to 2nd-semester students at ISU Carlos Cisneros is shown. Table 5 and Graphic 1, shows the descriptive analysis, the parameters are the mean, median, and variance. The descriptive analysis comparing pre-test and post-test results across 10 questions measuring grammar, vocabulary, spelling, and punctuation skills (n=50 per test) reveals various patterns of student performance.

In the pre-test, mean scores ranged from 0,23 (Q2\_GRAMMAR) to 0,77 (Q6\_VOCABULARY), with considerable variability evident in the standard deviations, which span from 0,17 (Q8\_SPELLING) to 0,29 (Q5\_VOCABULARY). The kurtosis values indicate varied distribution shapes, with some items showing platykurtic (Q1\_GRAMMAR at -1,01) and others showing leptokurtic (Q8\_SPELLING at 4,63) characteristics.

In the post-test, a clear performance enhancement is observed, with mean scores increasing across most items, notably rising from 0,23 to 0,39 in Q2\_GRAMMAR, from

0,68 to 0,84 in Q4\_GRAMMAR, and from 0,72 to 0,93 in Q6\_VOCABULARY. The post-test standard deviations generally decreased, suggesting more consistent performance, with values ranging from 0,12 (Q9\_PUNTUATION) to 0,35 (Q3\_GRAMMAR). Kurtosis values in the post-test continue to vary, with some items like Q9\_PUNTUATION showing a pronounced leptokurtic distribution (3,15), indicating a more peaked distribution of scores.

These statistics suggest a substantial improvement in the participants' grammatical, vocabulary, spelling, and punctuation skills between the pre-test and post-test measurements.

**Table 7.**

*Descriptive Analysis for pre and post-test.*

PRETEST								
	N	Minimum	Maximum	Mean	Standard deviation	Variance	kurtosis	
	Statistical	Statistical	Statistical	Statistical	Statistical	Statistical	Statistical	Standard Error
Q1_GRAMMAR	50	,00	,60	,2380	,19048	,036	-1,014	,662
Q2_GRAMMAR	50	,00	1,00	,2300	,21689	,047	2,068	,662
Q3_GRAMMAR	50	,00	,80	,2320	,27213	,074	-,388	,662
Q4_GRAMMAR	50	,00	1,00	,6760	,24872	,062	-,045	,662
Q5_VOCABULARY	50	,00	1,00	,5770	,28877	,083	-,664	,662
Q6_VOCABULARY	50	,25	1,00	,7650	,21315	,045	-,796	,662
Q7_SPELLING	50	,00	1,00	,6820	,28406	,081	-,274	,662
Q8_SPELLING	50	,00	1,00	,7080	,17243	,030	4,625	,662
Q9_PUNTUATION	50	,00	1,00	,7430	,26860	,072	,768	,662
Q10_PUNTUATION	50	,00	1,00	,5810	,20576	,042	,207	,662

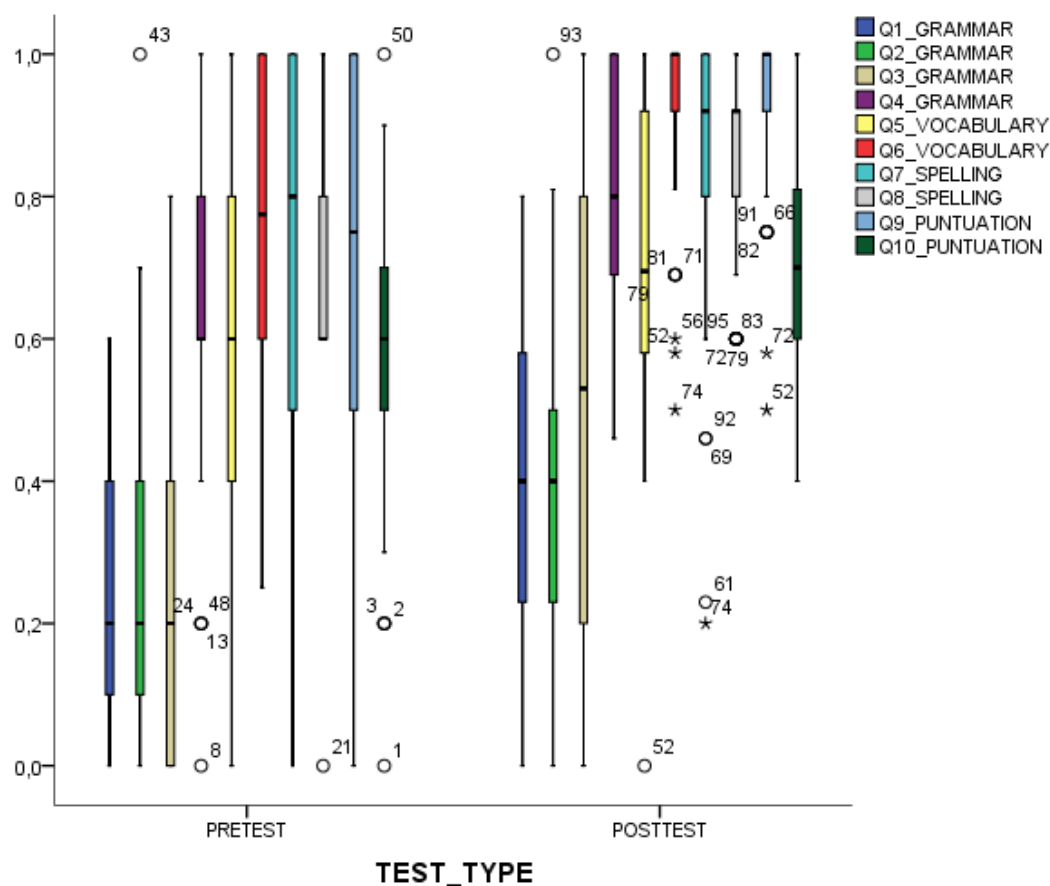
  

POSTTEST								
	N	Minimum	Maximum	Mean	Standard deviation	Variance	kurtosis	
	Statistical	Statistical	Statistical	Statistical	Statistical	Statistical	Statistical	Standard Error
Q1_GRAMMAR	50	,00	,80	,3968	,22490	,051	-,643	,662
Q2_GRAMMAR	50	,00	1,00	,3906	,22906	,052	,254	,662
Q3_GRAMMAR	50	,00	1,00	,5050	,34685	,120	-1,321	,662
Q4_GRAMMAR	50	,46	1,00	,8426	,14917	,022	-,711	,662
Q5_VOCABULARY	50	,00	1,00	,7198	,23407	,055	,055	,662
Q6_VOCABULARY	50	,50	1,00	,9290	,13190	,017	2,497	,662
Q7_SPELLING	50	,20	1,00	,8488	,20410	,042	2,152	,662
Q8_SPELLING	50	,60	1,00	,8474	,13563	,018	-,633	,662
Q9_PUNTUATION	50	,50	1,00	,9330	,12065	,015	3,151	,662
Q10_PUNTUATION	50	,40	1,00	,7436	,13779	,019	-,471	,662

Note: Data collected by author.

### Graphic 1.

*Descriptive Analysis by items.*



Note: Development by The Autor.

The graph depicts a clear improvement in student performance from the pretest to the posttest, with substantial increases in the mean scores across the majority of the grammar, vocabulary, spelling, and punctuation items. In the pretest, the mean scores ranged from approximately 0,23 to 0,77, while in the posttest, a notable increase was observed, reaching as high as 0,93 for some grammar and punctuation elements.

Additionally, the variability in the scores, represented by the error bars, decreased from the pretest to the posttest, indicating more consistent performance by the students. This suggests that the intervention or learning program implemented was effective in improving the language and writing skills of the students.



The paired sample statistics in **Table 8** and **Graphic 2** reveal notable changes between the PRETEST and POSTTEST measurements: the mean increased from 5,43 to 7.15, indicating an improvement of approximately 1,72 points, while the standard deviation decreased from 1,39 to 1,22, suggesting more consistent results in the posttest. The 95% confidence interval shows a lower limit increase from 5.04 to 6.81 and an upper limit increase from 5,83 to 7,50, supporting a statistically significant improvement. The median rose from 5,38 to 7,39, further confirming the upward trend. Variance reduced from 1.95 to 1.48, indicating less data spread. The minimum value increased from 2,50 to 3,66, and the maximum value from 7,70 to 9,32, with the range slightly expanding from 5,20 to 5,67. The interquartile range decreased from 2,35 to 1,92, suggesting more concentrated data. Both pretest and posttest show negative asymmetry (pretest: -0,29, posttest: -0,53) and negative kurtosis (pretest: -1,06, posttest: -0,19), indicating a slightly skewed distribution with flatter peaks compared to a normal distribution.

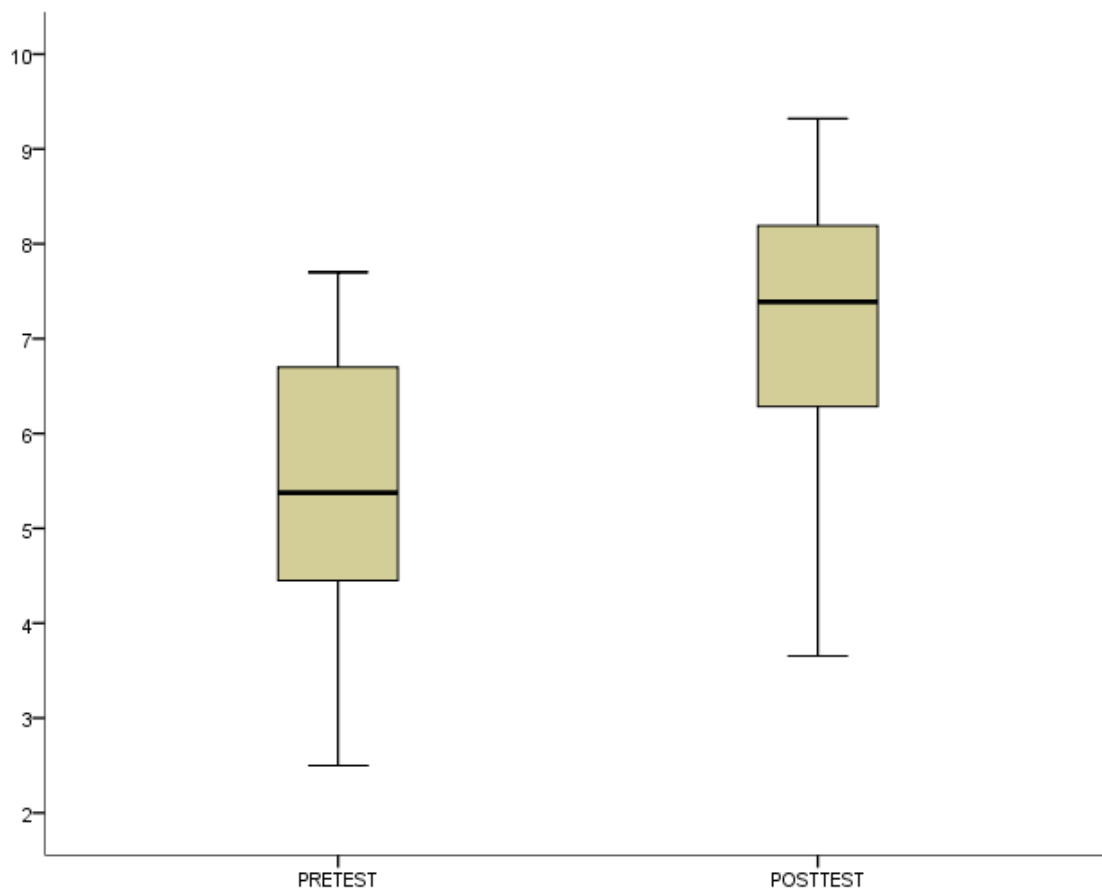
**Table 8.**  
*Paired sample statistics.*

Description	PRETEST		POSTTEST	
	Statistic	Error standard	Statistic	Error standard
Mean	5,4320	,19727	7,1543	,17223
95% de confidence interval for the mean	Lower limit	5,0356	6,8082	
	Upper limit	5,8284	7,5005	
Average trimmed to 5%	5,4694		7,1884	
Median	5,3750		7,3888	
Variance	1,946		1,483	
Standard deviation	1,39488		1,21784	
Minimum	2,50		3,66	
Maximum	7,70		9,32	
Range	5,20		5,67	
Interquartile range	2,35		1,92	
Asymmetry	-,299	,337	-,527	,337
Kurtosis	-1,061	,662	-,195	,662

Note: Development by The Author.

**Graphic 2.**

*Box Diagram for Pretest and Posttest.*



Note: Development by The Author.

**4.1.2 Results from Motivation Level Instrument**

The descriptive analysis is shown in the **Table 9**, **Graphic 3**, **Graphic 4**, **Graphic 5** and **Graphic 6**. The parameters are the mean, median and variance.

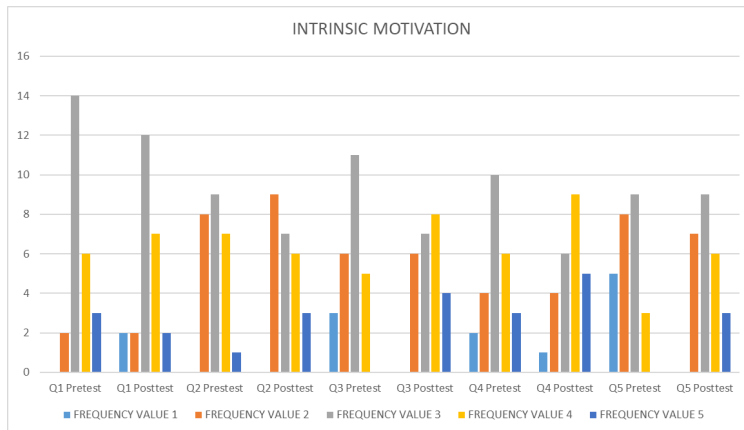
**Table 9.***Descriptive Analysis.*

	ÍTEM	Frequency Value 1	Frequency Value 2	Frequency Value 3	Frequency Value 4	Frequency Value 5
<b>INTRINSIC MOTIVATION</b>	Q1 Pretest	0	2	14	6	3
	Q1 Posttest	2	2	12	7	2
	Q2 Pretest	0	8	9	7	1
	Q2 Posttest	0	9	7	6	3
	Q3 Pretest	3	6	11	5	0
	Q3 Posttest	0	6	7	8	4
	Q4 Pretest	2	4	10	6	3
	Q4 Posttest	1	4	6	9	5
	Q5 Pretest	5	8	9	3	0
	Q5 Posttest	0	7	9	6	3
<b>EXTRINSIC MOTIVATION</b>	Q6 Pretest	2	7	8	8	0
	Q6 Posttest	0	6	11	8	0
	Q7 Pretest	6	2	13	4	0
	Q7 Posttest	2	4	7	9	3
	Q8 Pretest	4	10	9	2	0
	Q8 Posttest	1	6	11	4	3
	Q9 Pretest	2	14	5	3	1
	Q9 Posttest	0	5	12	4	4
	Q10 Pretest	3	5	10	5	2
	Q10 Posttest	1	3	7	9	5
<b>DIGITAL TOOLS</b>	Q11 Pretest	4	6	12	3	0
	Q11 Posttest	4	6	5	8	2
	Q12 Pretest	1	6	13	5	0
	Q12 Posttest	1	4	10	6	4
	Q13 Pretest	6	9	6	2	2
	Q13 Posttest	2	7	5	7	4
	Q14 Pretest	1	6	13	4	1
	Q14 Posttest	4	5	9	4	3

Note: Development by The Autor.

**Graphic 3.**

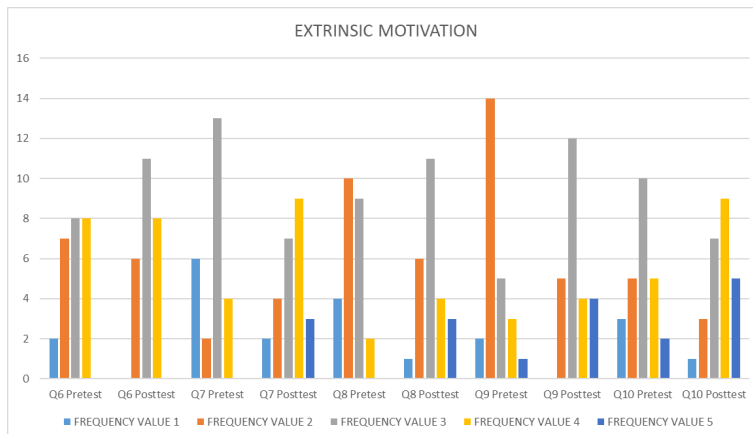
*Intrinsic Motivation Analysis by items.*



Note: Development by The Autor.

**Graphic 4.**

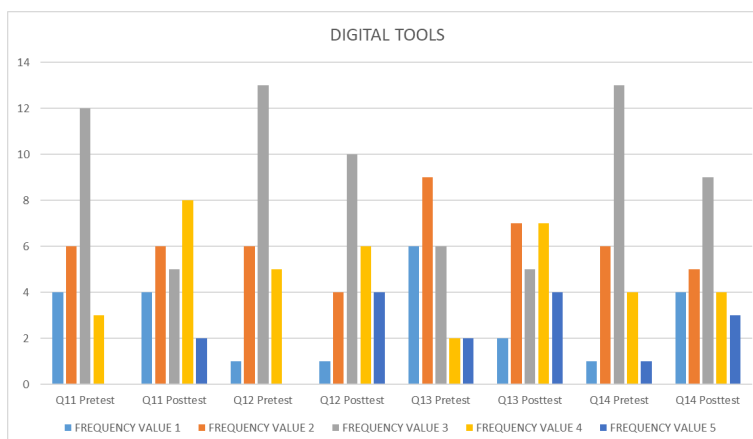
*Extrinsic Motivation Analysis by items.*



Note: Development by The Autor.

**Graphic 5.**

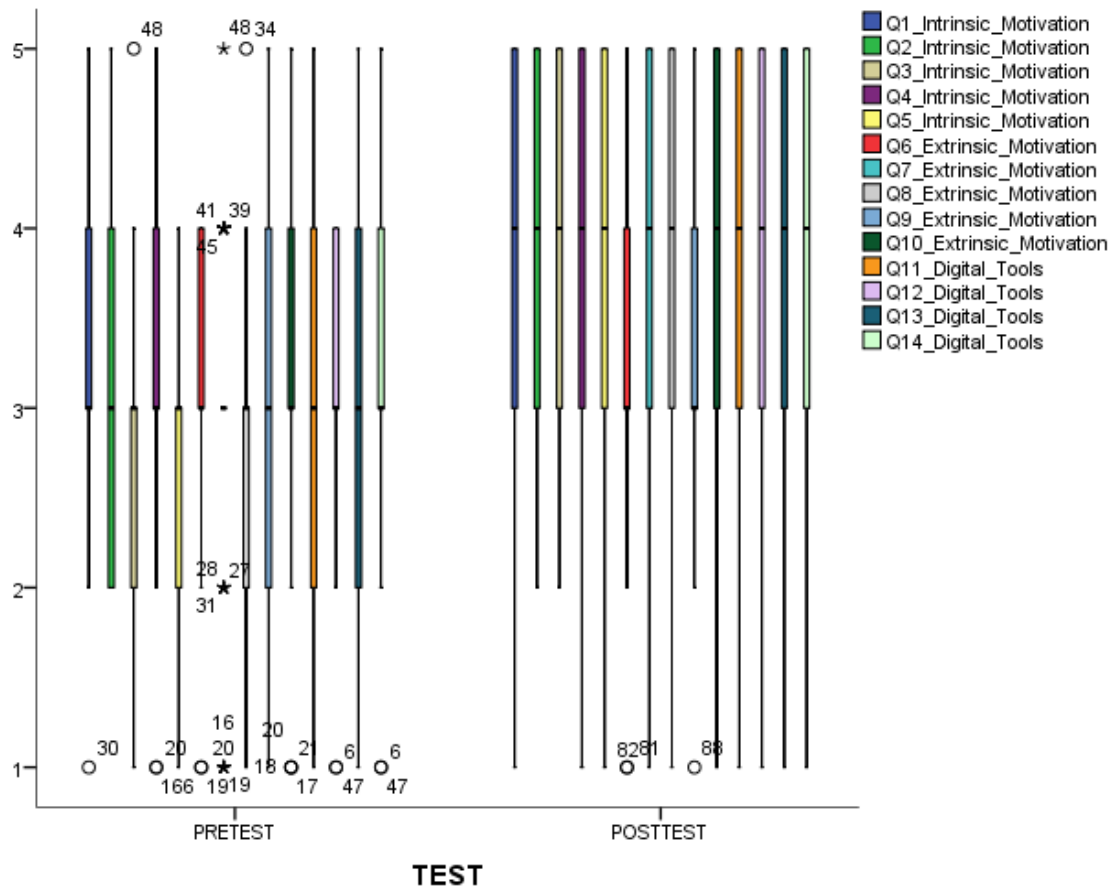
*Digital Tools Analysis by items.*



Note: Development by The Autor.

**Graphic 6.**

*Box Diagram for Questionnaire in Pretest and Posttest*



Note: Development by The Autor.

The descriptive analysis of questionnaire results across three categories (Intrinsic Motivation Q1-Q5, Extrinsic Motivation Q6-Q10, and Digital Tools Q11-Q14) using a 5-point value scale reveals distinct patterns of change and improvement.

In the Intrinsic Motivation category, responses predominantly clustered around values 2-4, with Q1 maintaining similar distributions across both tests (mode at value 3), while Q3 and Q4 showed positive shifts toward higher values in the post-test, and Q5 demonstrated notable improvement by eliminating value 1 responses and increasing frequencies in higher values.

The Extrinsic Motivation section displayed more pronounced improvements, with Q6 showing modest enhancement while maintaining similar distribution patterns, Q7 exhibiting significant positive change through reduced low-value responses and increased high-value responses, Q8 and Q9 demonstrating clear shifts toward higher values, and Q10 showing the most dramatic improvement by nearly doubling responses in values 4 and 5.

The Digital Tools category presented more varied results, with Q11 showing increased polarization in responses, Q12 demonstrating moderate improvement through increased high-value responses, Q13 displaying substantial improvement by reducing low-value responses and increasing high-value ones, and Q14 showing mixed results with slightly more varied distribution in the post-test.

The box diagram suggests overall improvement in median scores from questionnaire in pre-test to post-test, with changed distribution patterns indicating general positive shifts in responses, although with some variation across different categories, ultimately indicating a general trend toward improved scores across all three categories, with extrinsic motivation showing the most consistent positive changes, followed by intrinsic motivation, while digital tools showed more varied results.

#### ***4.1.3 Normality Test***

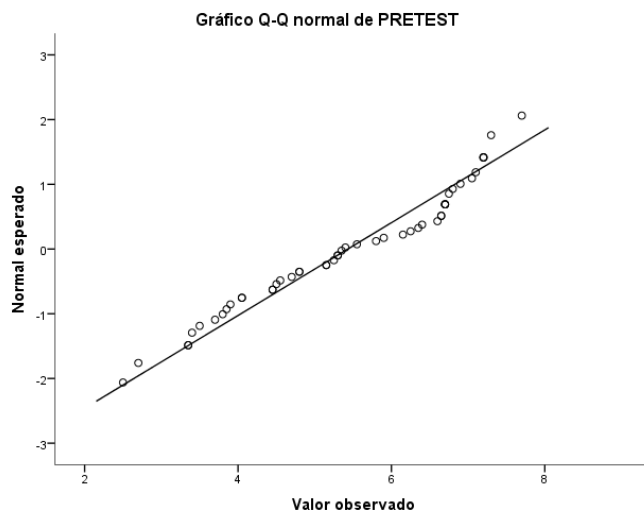
Using SPSS software, the normality test was carried out, and then the statistical test corresponding to the data distribution was applied. If the significance value (p-value) is greater than 0.05, the data have a normal distribution, therefore, it is necessary to apply a parametric Student T statistical test for relational samples for analysis, or wilcoxon if the value is lower than 0,05, see **Table 10**.

**Table 10.***Normality Test in Pretest and Posttest.*

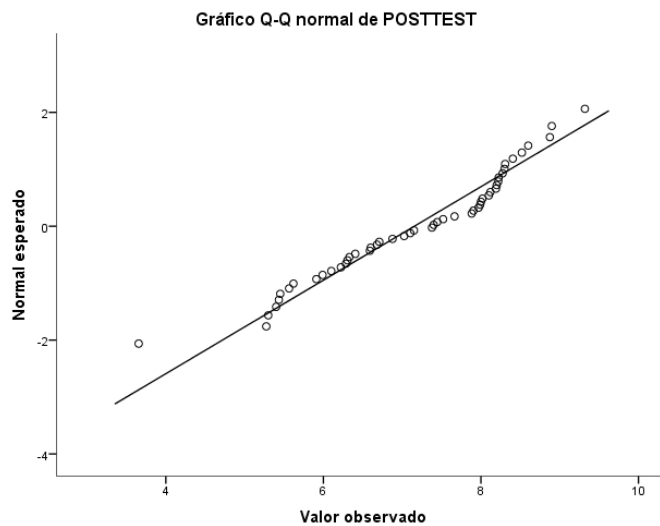
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistical	gl	Sig.	Statistical	Gl	Sig.
TOTAL_POSTTEST	,145	50	,010	,954	50	,048
TOTAL_PRETEST	,139	50	,017	,946	50	,023

a. Lilliefors significance correction

Note: Development by The Autor.

**Graphic 7.***Normality Test in Pretest*

Note: Development by The Autor.

**Graphic 8.***Normality Test in Posttest*

Note: Development by The Autor.

Based on the normality test results in **Table 10**, **Graphic 7** and **Graphic 8** which show significance values (p-values) for both Kolmogorov-Smirnov and Shapiro-Wilk tests lower than 0,05 for both POSTTEST and PRETEST data (with p-values of 0,01, 0,05 for POSTTEST and 0,01, 0,02 for PRETEST), the data do not follow a normal distribution.

Consequently, the Student's t-test for related samples cannot be applied. Instead, the Wilcoxon Signed-Rank Test is recommended as the most appropriate non-parametric alternative. This test is suitable for comparing two related samples when the data do not meet the normality assumption, comparing medians rather than means, and is particularly effective for small sample sizes ( $n = 50$ ).

In SPSS, the Wilcoxon test can be conducted by navigating through Analyze > Nonparametric Tests > Wilcoxon Signed-Rank Test, which will determine if there are statistically significant differences between the pretest and posttest, typically using a significance level of  $p < 0,05$ .

#### ***4.1.4 Paired Sample Wilcoxon Test***

The analysis of paired sample Wilcoxon test results comparing pretest and posttest scores revealed important insights about the intervention's effectiveness in English writing performance, see **Graphic 9** and **Graphic 10**. If the p-value is less than 0,05, the alternative hypothesis is accepted, which reflects a difference in the mean value in the pretest related to the posttest. On the contrary, if the p-value is greater than 0,05, there is no variation in the test scores and the use of digital tools in students has no influence.



**Graphic 9.**

*Paired sample statistics of Wilcoxon*

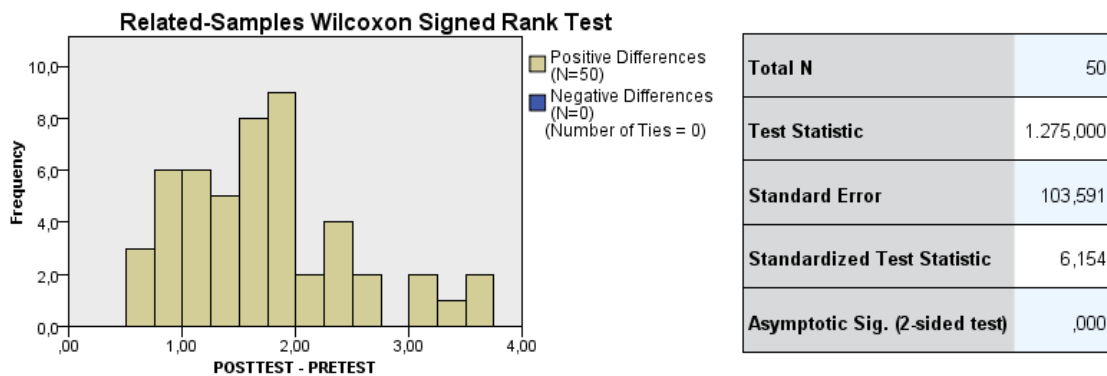
Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between PRETEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Note: Development by The Author.

**Graphic 10.**

*Paired sample statistics of Wilcoxon*



Note: Development by The Autor.

The Wilcoxon Signed-Rank Test results presented in the image show a clear difference between the POSTTEST and PRETEST scores for the related samples. The graph depicts the positive and negative differences, with a predominance of positive differences, indicating an overall improvement in scores from pretest to posttest.

Specifically, the **Graphic 10** shows that the largest positive difference is around 8,0, with fewer occurrences of smaller positive differences. On the negative side, there are fewer instances of small negative differences, suggesting that the majority of participants experienced improved scores in the posttest compared to the pretest.

The statistical information provided further supports the significance of these findings. The total number of participants was 50, and the bilateral significance value of the Wilcoxon test was 0,000, which is less than the typical significance level of 0,05. This indicates that the observed differences between the POSTTEST and PRETEST scores are statistically significant, allowing for the rejection of the null hypothesis that there is no difference between the two related samples.

Overall, the Wilcoxon Signed-Rank Test results demonstrated a substantial and significant improvement in participants' performance from the pretest to the posttest, suggesting the intervention or treatment had a meaningful impact on the measured outcomes.

#### **4.2 Discussion of Results**

In the post-test, a clear performance enhancement is observed, with mean scores increasing across most items, notably rising from 0,23 to 0,39 in Q2\_GRAMMAR, from 0,68 to 0,84 in Q4\_GRAMMAR, and from 0,72 to 0,93 in Q6\_VOCABULARY. The post-test standard deviations generally decreased, suggesting more consistent performance, with values ranging from 0,12 (Q9\_PUNCTUATION) to 0,35 (Q3\_GRAMMAR). Kurtosis values in the post-test continue to vary, with some items like Q9\_PUNCTUATION showing a pronounced leptokurtic distribution (3,15), indicating a more peaked distribution of scores.

These statistics suggest a substantial improvement in the participants' grammatical, vocabulary, spelling, and punctuation skills between the pre-test and post-test measurements.

Additionally, the variability in the scores, represented by the error bars, decreased from the pretest to the posttest, indicating more consistent performance by the students. This suggests that the intervention or learning program implemented was effective in improving the language and writing skills of the students.

Detailed analysis of the matched sample statistics presented in **Table 8** and **Graphic 2** reveals notable changes between the pretest and posttest measurements. First, there is a considerable increase in the mean, from 5,43 to 7,15, indicating an approximate improvement of 1,72 points in the participants' performance. This suggests that the intervention or treatment applied had a positive effect. Furthermore, the decrease in the standard deviation, from 1,39 to 1,22, indicates more consistent results in the posttest. The increase in the 95% confidence interval limits (from 5,04 to 6,81 at the lower limit and from 5,83 to 7,50 at the upper limit) supports the existence of a statistically significant improvement. Other indicators, such as the increase in the median and the reduction in variance, suggest an upward trend and less dispersion of the data, respectively.

While the range expanded slightly, the interquartile range decreased, indicating a greater concentration of the data. In terms of skewness and kurtosis, both the pretest and posttest show similar characteristics, with a slight negative skewness and negative kurtosis. Overall, the results indicate that the intervention had a positive and statistically significant impact on participants' performance, which merits further analysis to explore the underlying factors and the practical and theoretical implications of these findings.

## Chapter V

### Conclusions and Recommendations

This chapter deals with the conclusions and recommendations of the research based on the application of the pretest, posttest, and questionnaire. The pretest and posttest were applied to evaluate the writing skills in grammar, vocabulary, spelling, and punctuation in the 2nd-semester students at ISU Carlos Cisneros. After, a questionnaire on intrinsic and extrinsic motivation was applied. The findings of the research help to understand and improve writing through the use of digital tools.

#### 5.1 Conclusions

The results demonstrate a clear and significant improvement in the students' writing skills across various components, including grammar, vocabulary, spelling, and punctuation, from the pretest to the posttest. The mean scores increased notably, with substantial enhancements observed in areas such as grammar and vocabulary. The decreased standard deviations in the posttest further suggest more consistent performance by the students, indicating the effectiveness of the implemented digital tools in enhancing their writing abilities.

The analysis of the motivation questionnaire results reveals positive changes in both intrinsic and extrinsic motivation. The extrinsic motivation category showed the most consistent and substantial improvements, with a clear shift toward higher-value responses. The intrinsic motivation category also demonstrated notable enhancements, particularly in certain items. These findings suggest that the implementation of digital tools had a favorable impact on enhancing the students' motivation, which in turn likely contributed to the observed improvements in their writing skills.

The varied results in the digital tools category indicate that the factors affecting student motivation are complex and multifaceted. While some items within this category showed positive changes, others exhibited more mixed results. This suggests that the selection and integration of digital tools need to be carefully considered, taking into account the specific needs, preferences, and engagement levels of the students to maximize their motivational impact.

To identify suitable digital tools that support the development of writing skills The overall positive outcomes observed in the study, particularly the significant improvements in writing skills and motivation, provide evidence that the selected digital tools were effective in supporting the development of the students' writing abilities. The comprehensive analysis and the application of appropriate statistical tests, such as the Wilcoxon Signed-Rank Test, further validate the suitability and impact of the digital tools implemented in this educational context.

The analysis showed that several factors, including the learning environment, students' digital competence, and the support from teachers, had a significant impact on their motivation to enhance their writing skills. The accessibility and user-friendliness of digital tools were crucial for maintaining motivation, while unfamiliarity with certain technologies posed challenges in some instances.

A number of digital tools were recognized as especially effective in aiding students' writing skill development. Applications like Duolingo, Write & Improve, Lingu Town, and Grammarly were noted for their user-friendly interfaces and capacity to offer real-time feedback. These tools not only streamlined the writing process but also helped students enhance their grammar, vocabulary, spelling, and punctuation.

## 5.2 Recommendations

Maintain a regular evaluation process to assess the ongoing effectiveness of the digital tools and interventions in supporting students' writing skill development and motivation. Analyze feedback, monitor progress, and make necessary adjustments to optimize the learning experience.

Provide comprehensive training and support for instructors to ensure they are equipped with the necessary skills and knowledge to effectively integrate and utilize digital tools in their teaching practices. Encourage ongoing professional development to stay abreast of emerging technologies and best practices.

Recognize the diverse learning needs and preferences of students. Adopt a more personalized and adaptive approach by offering a variety of digital tools and resources that cater to individual learning styles and motivation levels. This will enhance student engagement and facilitate more effective learning outcomes.

Foster a collaborative environment among students, instructors, and the broader educational community. Encourage the sharing of best practices, successful implementation strategies, and feedback on digital tool effectiveness. This collaborative approach can lead to the identification and adoption of the most suitable digital tools for writing skill development.

While the focus of this study was on writing skills, consider the integration of digital tools across a broader range of language competencies, such as reading, speaking, and listening. This holistic approach can contribute to the overall improvement of English proficiency among the students.

Extend the evaluation process to monitor the long-term impact of the digital tool interventions on students' writing skills and motivation. Longitudinal data can provide valuable insights into the sustainability and long-term benefits of the implemented strategies.

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## Appendix 1

### PRESTEST

**NAME:** \_\_\_\_\_ **AGE:** \_\_\_\_\_ **ID NUMBER:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **LEVEL:** \_\_\_\_\_

**Objective:** Determine the role of Motivation to boost writing skill through digital tools.

#### GRAMMAR

**1. Summarize according to the colors, how do you feel today?**

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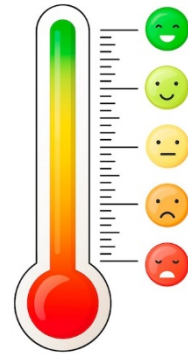
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**2. On the lines write a paragraph about what you feel when looking at this picture.**

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**3. Correct the mistakes and write the correct sentences using comparative or superlative.**



1. Sam is more short than Carlos.

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2. My car is expensiver of all city.

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3. This picture is uglier that picture.

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4. This movie is very exciting of the cinema.

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5. This table is more bigger to the class.

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4. **Fill in each blank with the correct answer.**

1. My friend and I \_\_\_\_\_ (**has lived /have lived**) here since 2022.

2. How \_\_\_\_\_ (**much/many**) apples are there in the basket?

3. She \_\_\_\_\_ (**to can/can't**) play the piano very well.

4. Last night, we \_\_\_\_\_ (**go/goes/went**) to the cinema.

5. There \_\_\_\_\_ (**is/are**) a beautiful garden near our house


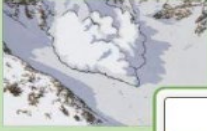







## VOCABULARY

5. Look at the picture and write the correct sports.

swimming	cycling	basketball	running
skate	tennis	football	volleyball

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

6. Match the pictures with the correct words

			
	<p>1. Storm    2. Flood    3. Tsunami          4. Wildfire    5. Heat wave          6. Drought    7. Earthquake          8. Tornado    9. Avalanche</p>		
			

**SPELLING****7. Complete with the correct option**

I've got a friend, Susana. (She / Her / Hers) \_\_\_\_\_ lives in a big house. In (his / hers / her) \_\_\_\_\_ house, there are four \_\_\_\_\_ (bedroom / bedrooms / bedroomses), one living room, one \_\_\_\_\_ (quitchen / kitshen/ kitchen) and two bathrooms. There \_\_\_\_\_ (is / am / are) a nice garage, too.

**8. Read and complete the sentences.**

1. Rose is a beautiful \_\_\_\_\_. (flour/flower)
2. The \_\_\_\_\_ is very bad today. (weather/whether)
3. That was an \_\_\_\_\_ answer. (excellent/excelent)
4. \_\_\_\_\_ you present there? (where/were)
5. The dress is \_\_\_\_\_ in color. (green/grin)
6. Sahara is the largest \_\_\_\_\_ in the world. (dessert/desert)

**PUNCTUATION****9. Put the words in the correct order**

you / ? / doing / What / are → What \_\_\_\_\_

April/ My / in / . / birthday /is → \_\_\_\_\_

have / midday / at / lunch /I / . / → \_\_\_\_\_

a / . /Ana/ red coat / is wearing → \_\_\_\_\_

**10. Read and complete the paragraph**

Carlos is an America boy He lives in Los Angeles California He lives with his family in a modern house He is eleven years old and he has got an older brother David and a younger sister Paola He starts his day at about half past seven He gets up goes to the bathroom takes a shower brushes his teeth and get dressed Then he has breakfast and at a quarter to eight he leaves home and catches the bus to school Classes begins at half past eight He usually has lunch at the school canteen After school at a quarter past five

he goes home He usually watches tv for a while after dinner and about ten o'clock the most he brushes his teeth. he goes to bed His parents always kiss good night Before he gets asleep Carlos is a very happy boy

**Appendix 2**

POSTTEST

**NAME:** \_\_\_\_\_ **AGE:** \_\_\_\_\_ **ID NUMBER:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **LEVEL:** \_\_\_\_\_

**Objective:** Determine the role of Motivation to boost writing skill through digital tools.

**GRAMMAR**

**11. Describe according to the picture. What do they do? How do they feel today?**

**(1 point)**

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**12. On the lines write a paragraph about. What do you want to do in the future? (1 point)**



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**13. Correct the mistakes and write the correct sentences using comparative or superlative. (1 point)**

6. Sam is shorter than Carlos.

\_\_\_\_\_

7. My car is the more expensiver of all city.

\_\_\_\_\_

8. This picture is the most important than that picture.

\_\_\_\_\_

9. This movie is the excitingest of the cinema.

\_\_\_\_\_

10. The table is more harder than the sofa.

\_\_\_\_\_

**14. Fill in each blank with the correct answer. (1 point)**

1. Juan \_\_\_\_\_ (**has lived /have lived**) here since 2022.

2. How \_\_\_\_\_ (**much/many**) orange juice is there in the bottle?

3. She \_\_\_\_\_ (**to play/plays**) the piano every day.

4. Last night, we \_\_\_\_\_ (**buy/ bought/ buyed**) at the supermarket.

5. There \_\_\_\_\_ (**is/are**) gardens near our house

**VOCABULARY**

**15. listen and write the sports that Carlos practices every day. (1 point)**



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**16. Match the pictures with the correct words. (1 point)**

1.Rainy      5.Tornado  
2.Wildfire      6. Windy  
3.Cloudy      7.Storm

**SPELLING**

**17. Complete with the correct option. (1 point)**

I've got a friend, David. (his / Her / He) \_\_\_\_\_ lives in a big house. In (his / hers / her) \_\_\_\_\_ house, there are four \_\_\_\_\_ (bathrooms / badroom / badrooms), one living room, one kitchen, one \_\_\_\_\_ (garden / garthen/ gardent) and two bedrooms. There \_\_\_\_\_ (is / am / are) two nice yards, too.

**18. Read and complete the sentences. (1 point)**

7. The \_\_\_\_\_ today is Thursday. (dey/day)

8. That is a \_\_\_\_\_. (hospital/jospital)

9. \_\_\_\_\_ you present there? (where/were)

10. The dress is \_\_\_\_\_ in color. (brown/braun)

11. Everest is the highest \_\_\_\_\_ in the world (mountain/ montain)

**PUNCTUATION****19. Put the words in the correct order. (1 point)**

she / ? / doing / What /is → What \_\_\_\_\_

are / Carlos /and David /, / Paola / . / siblings \_\_\_\_\_

tomorrow / . / party /My /is / → \_\_\_\_\_

very /you /Thank/ ! /much → \_\_\_\_\_

**20. Read and complete the paragraph using punctuation marks using comma (,) period (.) and exclamation point (!). (1 point)**

Yesterday I went to the store I bought some milk eggs and bread The store was very busy so I had to wait in line for a long time When I finally got to the checkout I realized I had forgotten my wallet at home I had to go all the way back home to get it and then I had to go back to the store again It was a frustrating morning but I finally got what I needed to prepare my meal After I went to the cinema with my friends and bought some food fries potatoes soda candies and other fast food In the evening I returned to my house but I was very happy

### Appendix 3

#### QUESTIONNAIRE

#### MOTIVATION AND PARTICIPATION EVALUATION QUESTIONNAIRE

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ ID NUMBER: \_\_\_\_\_

DATE: \_\_\_\_\_ LEVEL: \_\_\_\_\_

**Objective:** Determine the role of Motivation to boost writing skill through digital tools.

**Instrucciones:** Por favor, evalúa tu motivación y participación en la clase utilizando la escala del 1 al 5, donde 1 es “Muy poco”, 2 es “Poco”, 3 es “Moderado”, 4 es “Bastante” y 5 es “Satisfactorio”. Elige la opción que mejor refleje tu experiencia.

DESCRIPTION	1	2	3	4	5
<b>Part I: Intrinsic Motivation</b>					
<b>1. Interest and curiosity:</b> I like learning English because I am interested in the language and the culture.					
<b>2. Autonomy:</b> I am motivated to learn English because, I want to improve my skills.					
<b>3. Personal satisfaction:</b> I enjoy practicing English because it allows me to express myself creatively.					
<b>4. Initiative:</b> I am motivated to learn English because I want to better understand the music, movies or series that I like.					
<b>5. Persistence:</b> I am proud of my achievements in English because they reflect my effort and dedication.					
DESCRIPTION	1	2	3	4	5
<b>Part II: Extrinsic Motivation</b>					

<b>6. External reward:</b> I am motivated to learn English because my parents or teachers demand it of me.					
<b>7. External reward:</b> I make an effort to learn English because I want to get good grades.					
<b>8. Social recognition:</b> I like learning English because it allows me to access resources or opportunities that I would not otherwise have.					
<b>9. External competence:</b> I am motivated to learn English because I want to impress my friends or family.					
<b>10. General motivation:</b> I feel pressured to learn English because it is necessary for my future work or academic life.					
<b>DESCRIPTION</b>	1	2	3	4	5
<b>Part III: Digital tools</b>					
<b>11.</b> Do you know any digital tools that could help you learn English?					
<b>12.</b> Have you used any digital tools when doing your homework?					
<b>13.</b> Do you find advertising about the English language useful for learning English?					
<b>14.</b> How do you rate the use of digital tools in the classroom?					

**Appendix 4****Digital tools that support the development of writing skills.**

# Academic Proposal

**IMPROVING WRITING SKILL THROUGH DIGITAL TOOLS:  
GRAMMARLY, WRITE & IMPROVE, LINGU TOWN, AND  
DUOLINGO**

**Author: Laura Mercedes Quishpi Espinel**

## PROLOGUE

In recent years, using digital tools in EFL teaching has transformed students' development of essential skills, including writing proficiency. Writing is a fundamental aspect of communication and requires mastery in several areas such as grammar, vocabulary, spelling, and punctuation. However, many students struggle with these elements, often making recurring errors that delay their ability to convey ideas clearly and effectively. The incorporation of digital tools offers an innovative approach to addressing these challenges, providing learners with real-time feedback, personalized exercises, and continuous learning opportunities. According to Pitukwong and Saraiwang (2024), the use of digital platforms for writing instruction can significantly improve students' accuracy by allowing them to identify and correct their mistakes interactively and engagingly.

This proposal is focused on four widely-used digital tools such as **Grammarly**, **Write & Improve**, **LinguTown**, and **Duolingo** to enhance writing skills in students, particularly in grammar, vocabulary, spelling, and punctuation. These platforms are effective in providing immediate feedback, allowing learners to make corrections and improve their writing in real-time (Af'idatur Rohmaniah et al., 2023). By incorporating these tools into the learning process, educators can facilitate a more autonomous and personalized learning experience for students, helping them to develop stronger writing skills while also fostering greater self-reliance and confidence in their ability to write effectively.



## OBJECTIVES

### GENERAL:

To enhance the writing skills of young adult learners by integrating digital tools, focusing on grammar, vocabulary, spelling, and punctuation.

### SPECIFIC:



To introduce and familiarize students with digital tools such as Grammarly, Write & Improve, Duolingo, and LinguTown.



To improve students' grammar accuracy in written communication using automated feedback tools.



To expand students' vocabulary through structured digital exercises.



To develop students' confidence in writing by progressively building skills through digital-based interventions



To foster correct spelling and punctuation through interactive tasks.

# THEORETICAL

This document is grounded in the **Communicative Language Teaching (CLT)** approach, which emphasizes using authentic language in meaningful contexts. Writing should focus on accuracy, fluency, and coherence as fundamental skills in language acquisition. Digital tools provide learners with immediate, personalized feedback, allowing for self-directed learning, which aligns with the principles of **constructivist learning theories** (Pitukwong & Saraiwang, 2024)

## Key Theoretical Concepts

### Language Acquisition:

According to Krashen's Input Hypothesis, learners need comprehensible input slightly above their current level of A1. Digital tools allow language learners to receive this input in controlled, accessible formats (Af'idatur Rohmaniah et al., 2023)

### Feedback in Language Learning:

**Vygotsky's Zone of Proximal Development (ZPD)** suggests that learners advance more effectively when supported by scaffolded feedback. Tools like Grammarly and Write & Improve provide tailored corrective feedback, supporting learners as they progress.

### Technology and Language Learning:

Osmunda et al., 2024) stated that the criteria for evaluating CALL (Computer-Assisted Language Learning) applications emphasize interaction, learner

engagement, and authenticity. Digital writing tools provide an interactive space where learners can practice, review, and revise their output, fostering more autonomous learning.

## **Advantages and Disadvantages of Digital Tools**

### **1. Grammarly:**

#### **1.1. Advantages:**

- Offers real-time grammar, spelling, and punctuation corrections.
- Provides explanations for corrections, enhancing grammar learning.
- Customizable for different writing styles and levels (Manipatruni et al., 2024)

#### **1.2. Disadvantages:**

- The free version has limited features.
- Over-reliance may reduce critical thinking in grammar usage.

### **2. Write & Improve:**

#### **2.1. Advantages:**

- Provides immediate feedback on writing with suggestions for improvement.
- Monitors progress over time, allowing learners to track their development.
- Free to use and specifically designed for language learners (Af'idatur Rohmaniah et al., 2023).
-

## **2.2. Disadvantages:**

- Feedback can be mechanical and may not address deeper writing issues like coherence or flow.
- Requires consistent internet access.

## **3. Duolingo:**

### **3.1. Advantages:**

- Engages learners in short, gamified writing activities.
- Provides vocabulary and sentence structure exercises tailored to language levels.

### **3.2. Disadvantages:**

- Not focused specifically on writing, but more on general language acquisition.
- Limited depth in corrective feedback for writing.

## **4. LinguTown:**

### **4.1. Advantages:**

- Provides contextualized vocabulary exercises aimed at improving written communication.
- Offers a wide range of interactive activities.

### **4.2. Disadvantages:**

- Limited availability of advanced writing features.
- May not cover complex grammar structures comprehensively (Pitukwong & Saraiwang, 2024).

## **Incorporation in the Class**

### **Setting Objectives:**

Before starting each session, make sure students understand the learning objectives. Explain how each digital tool will help improve different aspects of their writing skills (grammar, vocabulary, spelling, and coherence).

### **Technological Setting:**

Make sure all students have access to internet-connected devices. Make sure, the tools (Grammarly, Write & Improve, Duolingo, and LinguTown) are installed or accessible via browser and that students are logged into the platforms.

### **Introduction to the tools:**

Spend time in the first session to guide students through each platform. Explain the basic functions of each tool and give a demonstration so they understand how to interact with the software.



## Materials

### Technological Resources:

- Electronics Devices
- Internet connection access
- Presentation on Canva, Prezi or Power Point presentation
- Students account of digital tool

### Materials:

- Projector to showcasing examples.
- Printouts or handouts of common errors for in-class practice.
- Notebooks and pens.

## Intervention Plan: Enhancing Writing Skills through Digital Tools (Aligned to E5 Model)

Week	Topic	Objective	Digital Tools	Intervention Activities	Time
1	Introduction to Writing Skills <b>Personal Information/Talking about Daily Activities</b>	Familiarize students with basic grammar and sentence construction using Grammarly and Duolingo. Diagnose the students' writing skills level.	Grammarly, Duolingo	<p><b>Engage:</b> Present simple sentences and errors.</p> <p><b>Explore:</b> Use Duolingo for vocabulary practice.</p> <p><b>Explain:</b> Correct sentences using Grammarly.</p> <p><b>Elaborate:</b> Create sentences with new vocabulary.</p>	5 hours

				<p><b>Evaluate</b> The teacher and peer feedback on Grammarly corrections.</p> <p><b>Administration of the pre-test</b> to measure the students' writing skills level.</p>	
2	<p>Building Intermediate Writing Skills</p> <p><b>Food and Drinks/ Describing People and Clothes</b></p>	<p>Improve students' ability to write coherent paragraphs using Write &amp; Improve and integrate new vocabulary.</p>	<p>Write &amp; Improve, LinguTown</p>	<p><b>Engage:</b> Discuss a model paragraph.</p> <p><b>Explore:</b> Submit paragraphs to Write &amp; Improve for feedback.</p> <p><b>Explain:</b> Review feedback, focus on coherence</p> <p><b>Elaborate:</b> Revise paragraphs and integrate new vocabulary from LinguTown.</p>	5 hours



				<b>Evaluate:</b> Peer review and feedback	
3	Consolidating Writing Proficiency  <b>Weather and Seasons/ Hobbies and Free Time Activities</b>	Develop students' ability to write and revise longer texts by integrating all digital tools for feedback	Grammarly, DuolingoWrite & Improve, LinguTown  <b>(all tools)</b>	<p><b>Engage:</b> Present a writing prompt.</p> <p><b>Explore:</b> Use all tools (Grammarly, Write &amp; Improve, Duolingo, LinguTown) for drafting and revising the text.</p> <p><b>Explain:</b> Reflect on feedback and revise the final text.</p> <p><b>Elaborate:</b> Create a final draft.</p> <p><b>Evaluate:</b> Teacher grades, self-reflection on progress.</p> <p>Administration of the post-test to measure the students' writing skills level.</p>	5 hours



*Lesson Plan 1*  
**Personal Information**

This lesson plan adheres to the E5 model, incorporating Grammarly for grammar and punctuation feedback and Duolingo for vocabulary practice. The activities help students gradually develop their ability to describe daily activities, focusing on vocabulary development and the use of the present simple tense to address the topic: introducing yourself.

**Objective:** By the end of the lesson, students will be able to introduce themselves and others using basic personal information practice on Duolingo and Grammarly tools.

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Topic	Content	Learning activities	Time	Digital tool
<b>Introducing Yourself</b>	<p><b>Vocabulary:</b> Names, Age, Nationality, Address, Family</p> <p><b>Grammar:</b> Present simple, grammar rules, punctuation.</p>	<p><b>Engage:</b> The teacher asks students questions about themselves, encouraging them to share basic personal information.</p> <p>The teacher shows students how to create a Duolingo account if they haven't already.</p> <p>The teacher walks them through the different language options and how to select a course.</p> <p>The teacher demonstrates a sample lesson, focusing on vocabulary practice, sentence construction, and listening exercises.</p>	(10 mins)	<p><b>Duolingo</b></p> <p>(Personal information vocabulary practice)</p> <p><b>Grammarly</b></p> <p>(grammar and punctuation corrections)</p>

		<p><b>Explore:</b> Students use Duolingo to practice vocabulary related to personal information.</p> <p>Students answer the questions that they have in the tool to introduce themselves.</p> <p><b>Explain:</b> The teacher explains how to construct sentences to introduce oneself, modeling examples.</p> <p>The teacher highlights the key features: daily goals, streaks, leveling up, and how the app tracks progress.</p> <p><b>Elaborate:</b> In pairs, students introduce themselves to each other, practicing the language structures.</p>	<p>(15 mins)</p> <p>(15 mins)</p> <p>(15 mins)</p>	
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		<p>Ask students to log into their Duolingo accounts and choose a lesson based on their current language level.</p> <p>Students have to complete a lesson on vocabulary or grammar and observe their progress.</p> <p>Encourage students to take notes on any new vocabulary or structures they encounter.</p> <p><b>Evaluate:</b> Students share their introductions with the class, and the teacher provides feedback.</p> <p><b>Administration of the pre-test to measure the students' writing skills level.</b></p>	<p>(15 mins)</p> <p>(25 mins)</p>	
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			<b>Total time of class: 90 minutes</b>	
<b>Resources:</b>  Video: <a href="https://youtu.be/iloCBoEpEDQ">https://youtu.be/iloCBoEpEDQ</a>				

**Digital tool; Grammarly:** <https://app.grammarly.com/>

**Digital tool: Duolingo:** <https://es.duolingo.com/learn>

**Presentation Slides:** <https://n9.cl/fjymd>

**Worksheets:**

Do these exercises to help you learn words to talk about what you do every day.

**1. Check your vocabulary: picture matching**

Write the correct verb phrase in the box below the picture.

- |                  |             |               |                |            |              |
|------------------|-------------|---------------|----------------|------------|--------------|
| go to bed        | do homework | get up        | have breakfast | have lunch | have dinner  |
| brush your teeth | wake up     | have a shower | go to work     | go home    | go to school |



**2. Check your vocabulary: matching**

Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.

- |   |                     |
|---|---------------------|
| 1..... You do this after a long day and just before you fall asleep.                | a. have dinner      |
| 2..... You do this when your alarm clock goes off in the morning.                   | b. go to school     |
| 3..... You do this in the morning because it is the most important meal of the day. | c. have a shower    |
| 4..... You do this at the dinner table with your family.                            | d. go to bed        |
| 5..... You do this to make your body and hair clean.                                | e. go home          |
| 6..... You do this after you wake up.   | f. wake up          |
| 7..... You do this so you can meet your friends and learn new things.               | g. have breakfast   |
| 8..... You do this to learn after school.   | h. brush your teeth |
| 9..... Your dentist will be pleased if you do this twice a day.                     | i. get up           |
| 10..... You do this in the afternoon when your classes at school have finished.     | j. do homework      |

**3. Check your vocabulary: gap fill**

Write the best word to complete the sentences.

- I usually \_\_\_\_\_ up at 6.00 a.m. when my alarm clock goes off.
- I \_\_\_\_\_ lunch in the school canteen at 1 p.m.
- In my family we usually \_\_\_\_\_ dinner at about 6 p.m.
- My school finishes at 3 p.m. and then I \_\_\_\_\_ home by bus.
- On the weekends, I \_\_\_\_\_ to bed later than on weekdays.
- My alarm clock goes off at 8 a.m. on Sunday but I don't \_\_\_\_\_ up until 8.30 a.m.
- I always \_\_\_\_\_ my teeth before I go to bed.
- On weekdays, I \_\_\_\_\_ to school with my friends at 9.00 a.m.



### All about me

I want to eat 'n'

I eat \_\_\_\_\_

but \_\_\_\_\_

.....

.....

.....

My family

My daddy's name is \_\_\_\_\_

My mummy's name is \_\_\_\_\_

I've got \_\_\_\_\_ brother(s)

and \_\_\_\_\_ sister(s)

My favourite

I get up at \_\_\_\_\_

I have breakfast at \_\_\_\_\_

I go to school at \_\_\_\_\_

I have lunch at \_\_\_\_\_

I play \_\_\_\_\_

at \_\_\_\_\_

Pets

I like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

and \_\_\_\_\_

But I don't like \_\_\_\_\_

\_\_\_\_\_

or \_\_\_\_\_

HELLO!

My name is \_\_\_\_\_

I'm \_\_\_\_\_ years old

I've got \_\_\_\_\_ eyes

and \_\_\_\_\_ hair

My pet

I've got a \_\_\_\_\_

Its name is \_\_\_\_\_

It's \_\_\_\_\_ colour

### COULD YOU HELP ANNIE INTRODUCE HERSELF TO MIKE?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VERYSPECIALTALES.COM

**SELF-INTRODUCTION**

This is Me!

NAME \_\_\_\_\_

AGE \_\_\_\_\_

SEX \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

**SELF-INTRODUCTION**

Hi, my name is \_\_\_\_\_

and I am \_\_\_\_\_ years old.

My favourite colour is \_\_\_\_\_

If I could have any superpower, it would be \_\_\_\_\_

I have \_\_\_\_\_ people in my family.

I go to school at \_\_\_\_\_

My favourite sport is \_\_\_\_\_

**MAKING THE INTRODUCTIONS**

1. Hi, \_\_\_\_\_ is my name.

2. This is my friend \_\_\_\_\_.

3. Say something about the friend you are introducing.

Hi, Annie!

Hi, Mike!

Mike is my best friend. He's been to school with me every day.

Includes both US and UK/Aus spellings!

Date: \_\_\_\_\_

★ All About Me! ★

Name \_\_\_\_\_  
Age \_\_\_\_\_  
Birthday \_\_\_\_\_

My Family

Me

Pets

Hobbies

My Favourites  
Colour \_\_\_\_\_  
Food \_\_\_\_\_  
Drink \_\_\_\_\_

Created by Crayon Lane Teach

## PERSONAL INFORMATION



First name: \_\_\_\_\_  
Surname: \_\_\_\_\_  
Age: \_\_\_\_\_  
Country: \_\_\_\_\_  
Phone number: \_\_\_\_\_  
Father's job: \_\_\_\_\_  
Mother's job: \_\_\_\_\_  
Hobbies: \_\_\_\_\_  
Favourite food: \_\_\_\_\_  
Address: \_\_\_\_\_

Hi! I'm Nick! Nick Caruso. My name is Italian, because my parents are from Italy. I'm not from there. I'm from the U.S.A. and my brothers too. I live in the suburbs of New York. It's nice living there, because I have many friends. My address is 78, Chest Road. My relatives from Italy usually call us during holidays. My phone number is 555 56489. I'm twelve years old and I attend a private school for boys. Sometimes it's quite boring, because I miss girls very much. So, I spend my time listening to music and playing tennis. I usually have lunch with my family at home, because my mother is a housewife and my father works in the garage - he's a mechanic. On Thursdays my mum cooks my favourite food - pasta. Write me soon... it's good to make some new friends.

Bye, Nick.

Answer the questions about Nick.

1. What's his first name? \_\_\_\_\_
2. What's his surname? \_\_\_\_\_
3. Is \_\_\_\_\_ Nick \_\_\_\_\_ 11 \_\_\_\_\_ years \_\_\_\_\_ old?
4. Where is Nick from? \_\_\_\_\_
5. Is Nick Italian? \_\_\_\_\_
6. What's his phone number? \_\_\_\_\_
7. What's \_\_\_\_\_ Nick's \_\_\_\_\_ father's \_\_\_\_\_ Job?
8. Is \_\_\_\_\_ Nick's \_\_\_\_\_ mother \_\_\_\_\_ a \_\_\_\_\_ nurse?

**grammarly**

My Grammarly

Version history

Trash

Account

Apps

Get Pro

Support

Sign Out  
adriana.cango@unl.edu.ec

**New**

Upload

**4. Methodology-Luis Mauricio Martínez Durán\_correcció**  
25 CHAPTER III 3.  
METHODOLOGY 3.1

**36**

**The Ecuadorian poultry**  
The Ecuadorian poultry industry has experienced significant growth and has contributed

**1**

**Then , I take a shower ,**  
Then , I take a shower , wash my teeth and prepare to go to the university.

**5**

**Vocabulary plays a**  
Vocabulary plays a crucial role in effective communication, and it is an essential

**1**

**This research showed**  
This research showed encouraging results, so it is essential to portray the limitation and

**1**

**I would like to thank**  
I would like to thank the Universidad Nacional de Loja for giving me the opportunity to carry

**10**

**The importance of**  
The importance of research lies in the fact that it has been a key instrument for the progress of

**12**

**Cultural diversity in**  
Cultural diversity in the classroom is on the rise due to the increasingly diverse and multicultural

**3**

**This intervention plan**  
This intervention plan will be carried out in a period of 8 weeks and with the

**8**

**It is considered the**  
It is considered the purpose of this research to improve the English pronunciation of

**1**

**The technology is**  
The technology is becoming an increasingly indispensable tool in education. Likewise.

**10**

**For many years I have**  
For many years I have worked as an English teacher in public schools, where many

**12**

**Demo document**  
Brilliant sentences are clear and concise. Underlines that are blue indicate that

**3**

**teachers should use**  
teachers should use games in the teaching-learning process which are suitable to improve

**8**

**Introduce yourself**

Hello, my name is Juan and I am 24 years old, I am from the city of Riobamba. I am currently studying Computer Science, and I need to know a lot about English. On Saturdays I practice English at church with my classmates who are from the United States. This experience is really important because I learn a lot from them, their accent and fluency.

65 words

**Review suggestions** 4

Correctness Clarity Engagement Delivery

Pro suggestions 3

Use our best version  
Hello, my name is Juan and I am 24 years old, I am...

Add a comma  
Saturdays

Wrong verb form  
learn

Check for plagiarism and AI text

Hide assistant >>

**87 Overall score** >

Goals >

**Generative AI**

Get Expert Writing Help

Plagiarism and AI text check



## *Lesson Plan 2*

### *Daily Routines*

This lesson plan follows the E5 model, using Grammarly for feedback on grammar and punctuation and Duolingo for vocabulary practice. The activities allow students to progressively build their skills in describing daily activities through vocabulary acquisition and present simple grammar usage.

**Objective:** By the end of the lesson, students will describe their daily routines using the present simple tense because of practicing vocabulary and grammar through Grammarly and Duolingo digital tools.

Topic	Content	Learning activities	Time	Digital tool
<p><b>Talking about Daily Activities</b></p>	<p><b>Vocabulary:</b> Wake up, eat, go to work/school, sleep, etc.</p> <p><b>Grammar:</b> Present simple, grammar rules, and punctuation.</p>	<p><b>Engage (Capture students' interest, activate prior knowledge)</b></p> <p>Vocabulary Brainstorm (Duolingo): Begin by having students use Duolingo to explore and identify vocabulary related to daily activities such as “wake up,” “eat breakfast,” “go to school,” etc. This introduces them to keywords in an interactive way.</p> <p>Prompt: Engage students by asking them to describe their typical day in simple sentences (e.g., "I wake up at 7 AM," "I go to school").</p>	<p>(10 mins)</p>	<p><b>Grammarly</b> (Present Simple corrections, punctuation corrections)</p> <p><b>Duolingo</b> (Daily activities vocabulary practice)</p>

		<p>This activates their prior knowledge of daily routines while getting them to think about present simple usage.</p> <p><b>Explore (Hands-on experiences to investigate concepts)</b></p> <p>Duolingo - Daily Activities Vocabulary</p> <p>Practice: Students complete vocabulary exercises in Duolingo related to daily activities.</p> <p>They explore phrases such as “I wake up,” “You go to work,” and “We eat lunch,” practicing both recognition and production of key vocabulary.</p>	(15 mins)	
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		<p>Grammarly - Sentence Corrections: Students write short sentences about their daily routine using the present simple (e.g., “I go to school at 8 AM”). They input these sentences into Grammarly to explore grammar and punctuation corrections, receiving immediate feedback on errors and suggestions for improvement.</p> <p><b>Explain (Clarify understanding through discussion or direct instruction)</b></p> <p>Fill-in-the-Blank Sentences (Grammarly): The teacher explains the present simple tense and basic punctuation rules (e.g., periods, commas in lists), and students complete fill-in-the-blank</p>	(15 mins)	
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		<p>sentences like "I ___ (wake up) at 6 AM." They use Grammarly to check their answers and understand how the present simple is correctly used and punctuated.</p> <p>Duolingo - Matching Exercises: Using Duolingo, students complete matching exercises where they pair vocabulary with images (e.g., "wake up" with a picture of someone getting out of bed). This reinforces the vocabulary learned and ensures students grasp the meaning and usage of daily activity terms.</p> <p><b>Elaborate (Apply new concepts in novel situations, expand learning)</b></p>		
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		<p>Dialogue Creation (Grammarly): Students write dialogues about daily routines, such as "I wake up, eat breakfast, and then go to work," focusing on using the present simple correctly. They input their dialogues into Grammarly for feedback on grammar, punctuation, and coherence, learning to refine their sentence structure and mechanics.</p> <p>Duolingo - Real-life Scenario Practice: In Duolingo, students engage in simulated conversations where they discuss their daily activities. They apply the vocabulary and present simple structures to describe their</p>	(15 mins)	
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		<p>routine in a practical context (e.g., "What time do you wake up?" "I wake up at 7 AM").</p> <p><b>Evaluate (Assess understanding and provide feedback)</b></p> <p>Short Writing Tasks (Grammarly): Students write a paragraph about their daily routine, describing activities in the present simple tense (e.g., "I wake up at 6 AM, have breakfast, and go to school"). They submit their writing to Grammarly, receiving detailed feedback on grammar, punctuation, and sentence clarity.</p> <p>Duolingo - Vocabulary Quiz: Students take a Duolingo quiz focused on daily activities</p>	(5 mins)	
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		<p>vocabulary. This assesses their understanding of key terms and reinforces their ability to recognize and use these words in sentences.</p> <p>Grammarly Report (Grammar and Punctuation Feedback): After completing their writing tasks, students receive a comprehensive report from Grammarly that highlights their strengths and areas for improvement in grammar and punctuation, providing a clear picture of their mastery of present simple usage and writing mechanics.</p>	<p><b>Total time of class: 60 minutes</b></p>	
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**Resources:**

**Video:** <https://youtu.be/CogzJS0byzQ>

**Digital tool; Grammarly:** <https://app.grammarly.com/>

**Digital tool; Duolingo:** <https://es.duolingo.com/learn>

**Presentation Slides:** <https://n9.cl/fjymd>

**Worksheets:**

# DAILY ROUTINES IN ENGLISH

**DAILY ROUTINES**  
ENGLISH VOCABULARY



**I get up**


**DAILY ROUTINES**  
ENGLISH VOCABULARY

**Which is correct?**

- A I brush my teeth
- B I comb my hair
- C I make my hair



**DAILY ROUTINES**  
ENGLISH VOCABULARY




**I brush my teeth**

**DAILY ROUTINES**  
ENGLISH VOCABULARY


**Which is correct?**

- A I make my homework
- B I do my homework
- C I watch my homework



[www.woodwardenglish.com](http://www.woodwardenglish.com)

**ENGLISH VOCABULARY** **DAILY ROUTINES** Woodward ENGLISH



I wake up    I get up    I take a shower    I get dressed    I comb my hair  
 I have breakfast    I go to work    I start work    I answer emails  
 I have lunch    I finish work    I arrive home    I feed the dog    I cook dinner  
 I have dinner    I watch TV    I go to bed    I fall asleep

[www.grammar.cl](http://www.grammar.cl)    [www.woodwardenglish.com](http://www.woodwardenglish.com)    [www.vocabulary.cl](http://www.vocabulary.cl)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_


# Basic English Dialogs


## DAILY ACTIVITIES


MORNINGS: GETTING UP



- Write the words in the correct spaces. Listen to check your answers.

 <p><b>DIALOG 1</b></p> <p><b>John</b></p>	<p><b>Interviewer:</b> What time do you get up in the mornings, John?</p> <p><b>John:</b> I _____ get up very early!</p> <p><b>Interviewer:</b> Yes, but _____ early?</p> <p><b>John:</b> At about five _____ or six!</p>
	<p>usually      o'clock      how</p>

 <p><b>DIALOG 2</b></p> <p><b>Tom</b></p>	<p><b>Interviewer:</b> Do you get up early, Tom?</p> <p><b>Tom:</b> _____, but not too early.</p> <p><b>Interviewer:</b> So, at what time, _____?</p> <p><b>Tom:</b> My mom sometimes _____ at seven.</p>
	<p>gets me up      exactly      sometimes</p>

 <p><b>DIALOG 3</b></p> <p><b>Julia</b></p>	<p><b>Interviewer:</b> What time do you do you get up, Julia?</p> <p><b>Julia:</b> Usually between nine and _____.</p> <p><b>Interviewer:</b> Why do you get up so _____?</p> <p><b>Julia:</b> Well, I _____ very late.</p>
	<p>ten      late      go to bed</p>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## READING

Topics: Daily Activities / Space

# Daily Routine ... in Space!



Do you want to live in **space**<sup>1</sup>? The best place to live in space is on the International Space Station. It is a place for people to learn more about space. It is **located**<sup>2</sup> between 330 and 435 kilometers above the earth. Life on the Space Station is different. Like many people here on Earth, people there wake up and brush their teeth, take showers and wash their hair. But they must be very careful. They must be very careful because they don't want to use lots of water. They must use **special**<sup>3</sup> **soap**<sup>4</sup> and **shampoo**<sup>5</sup>. When they eat breakfast, they must eat food they first bring with them from Earth. Again, they must be careful because they don't want their food to **float**<sup>6</sup> away! After people on the Space Station finish breakfast, they start their work. They don't have to take a bus or a taxi. Their work is on the Space Station! After work, the people there must do exercise. It is not easy to stay strong in space, so they exercise for more than two hours every day. They can exercise with running **machines**<sup>7</sup> and **cycling**<sup>8</sup> machines. For fun, people on the Space Station can read books, watch movies, listen to music and look out the windows at Earth. One time every week, they can also talk with their friends and families back home.

← → ↻ <https://app.grammarly.com/docs/2623939615> 🔍 ☆

Untitled document

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98 Overall score >

Goals >

Generative AI

### Set goals

Get tailored writing suggestions based on your goals and audience.

**Audience** General Knowledgeable Expert

Knowledgeable (default): Requires focus to read and understand.

**Formality** Informal Neutral Formal

Neutral (default): Restricts slang but allows standard casual expressions.

**Domain** Academic Business General Email Casual Creative

Get Pro Get customized suggestions for business writing, academic assignments, and more.

**Intent** Inform Describe Convince Tell A Story

Show Set Goals when I start a new document [Reset to defaults](#) [Done](#)

Get Expert Writing Help

Plagiarism and AI text check

## my daily routines

Juan starts his day early by waking up at 6:00 a.m., then he quickly gets ready and enjoys a healthy breakfast before heading to work. He works as a teacher, so his mornings are filled with preparing lessons and teaching classes. Around midday, Juan takes a short lunch break, often catching up with colleagues. In the afternoon, he continues teaching and grading assignments. After work, he heads home, where he spends some time exercising or relaxing by reading a book. In the evening, Juan prepares dinner, catches up with his family, and winds down by watching TV or planning for the next day. Finally, he goes to bed around 10:00 p.m. to rest for the next day.

Hide assistant >>

### Review suggestions 2

Correctness Clarity Engagement Delivery

Pro suggestions 2

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### *Lesson Plan 3*

### *Food and Drinks*

This lesson plan follows the E5 model, utilizing writing & Improve for grammar and punctuation feedback and LinguTown for vocabulary practice. The activities guide students in progressively enhancing their ability to talk about food and drinks, with an emphasis on vocabulary development and present simple grammar usage.

**Objective:** By the end of the lesson, students will be able to order food and drinks in a restaurant using simple phrases.

Topic	Content	Learning activities	Time	Digital tool
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		<p><b>Write &amp; Improve - Sentence Building:</b> After being introduced to the vocabulary and grammar focus, students experiment by forming present simple sentences about food and drink, such as “I eat an apple” or “She drinks water.” They submit these to Write &amp; Improve to explore how correct grammar and coherence are developed with real-time feedback.</p> <p>Grammar Practice on LinguTown: In this stage, students explore grammar rules around the present simple tense through LinguTown’s grammar activities. They investigate how sentences like “I eat” or “He orders” are structured.</p>	(10 mins)	
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		<p><b>Explain (Clarify understanding through discussion or direct instruction)</b></p> <p>Fill-in-the-Blank Sentences (Write &amp; Improve): The teacher explains the structure of the present simple tense, and students apply this understanding by completing fill-in-the-blank sentences (e.g., "I ___ (eat) bread every day") on Write &amp; Improve, receiving feedback that clarifies their understanding.</p> <p>Matching Exercises (LinguTown): Through LinguTown, students match pictures of food with sentences like "I have a sandwich" to reinforce vocabulary. The teacher can discuss how these</p>	(15 mins)	
--	--	--	-----------	--

		<p>sentences are constructed, focusing on subject-verb agreement and word order.</p> <p><b>Elaborate (Apply new concepts in novel situations, expand learning)</b></p> <p>Dialogue Creation (Write &amp; Improve): Students create restaurant dialogues using present simple, expanding their application of vocabulary and grammar. They refine their dialogues through Write &amp; Improve, learning how to improve coherence and sentence structure based on feedback.</p> <p><b>LinguTown</b> - Real-life Simulation: Using the role-playing feature in LinguTown, students simulate restaurant interactions. They take turns being customers</p>	(15 mins)	
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		<p>and servers, applying new vocabulary and grammar knowledge in a realistic context, practicing how to order food and responding in complete, grammatically correct sentences.</p> <p><b>Evaluate (Assess understanding and provide feedback)</b></p> <p>Short Writing Tasks (<b>Write &amp; Improve</b>): Students write about their favorite meal or daily eating habits using the present simple. Write &amp; Improve provides feedback on their grammar, vocabulary, and coherence, allowing for evaluation of their progress.</p> <p>Menu Description (<b>Write &amp; Improve</b>): Students create a menu using the present simple tense. Write &amp; Improve</p>	<p><b>(15 mins)</b></p>	
--	--	--	-------------------------	--

		<p>evaluates their grammatical accuracy, coherence, and vocabulary use, and the teacher can provide additional formative feedback.</p> <p>Digital Quiz (<b>LinguTown</b>): Students complete a quiz on LinguTown, where their understanding of vocabulary and grammar is assessed. Immediate feedback allows for self-assessment and reflection on areas that need improvement.</p>	<p><b>Total time of class:</b></p> <p><b>90 minutes</b></p>	
<p><b>Resources:</b></p> <p><b>Video:</b> <a href="https://youtu.be/bzoUMfYBI3Y">https://youtu.be/bzoUMfYBI3Y</a></p> <p><b>Digital Tool Write &amp; Improve:</b> <a href="https://n9.cl/vhltt">https://n9.cl/vhltt</a></p>				


**Digital tool: Grammarly:** <https://app.grammarly.com/ddocs/2623827277>


























**Presentation Slides:** <https://n9.cl/6yrx8>

**Worksheets:**

# BINGO

## Food and Drinks

















 orange	 bread	 spaghetti	 milk	 ice-cream
 fish	 candies	 pizza	 ham	 eggsoup
 sandwich	 juice	 BINGO	 noodle	 lollipop
 salad	 water	 donut	 hamburger	 hotdog
 banana	 apple	 fried rice	 coffee	 meat










## FOOD and DRINKS

Write

Salad - Sandwich - Fish and chips - Cheese - Pizza - Bread - Lemonade -  
 Water - Pasta - Butter - Milk - Cupcake - Yoghurt -  
 Coffee - Honey - Marmalade - Olives - Soup - Tea

				
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
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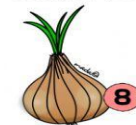
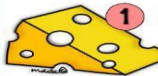
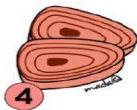
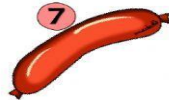
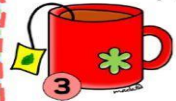
★ bilgeceingilizce ★

 I'm hungry. I want some pasta.	 I'm thirsty. I want some lemonade.	 I'm full. I don't want anything.
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>



# 6 Food and drinks 10

Find the food words in the word search.



S	U	D	W	I	T	C	K	E	L	H	A	C	I
P	C	H	I	C	K	E	N	T	K	A	N	E	D
E	A	P	D	H	R	A	V	G	I	M	U	S	P
A	B	F	R	E	T	H	W	I	N	B	S	R	A
M	B	O	S	E	O	A	O	E	T	U	N	A	T
R	A	U	E	S	M	U	S	T	O	R	D	W	O
B	G	B	T	E	A	S	O	P	E	G	F	S	E
E	E	W	Z	A	T	G	R	O	P	E	L	A	D
A	S	I	N	I	O	W	A	T	E	R	E	U	F
D	U	G	R	A	P	E	S	A	B	A	T	S	O
I	M	O	N	S	F	U	R	T	R	E	U	A	O
V	E	P	C	T	O	N	I	O	N	F	C	G	R
S	A	N	D	W	I	C	H	E	A	S	H	E	T
Y	T	B	R	O	A	J	U	S	I	C	E	K	O

Now write the words.

- |   |       |    |       |    |       |
|---|-------|----|-------|----|-------|
| 1 | ----- | 6  | ----- | 11 | ----- |
| 2 | ----- | 7  | ----- | 12 | ----- |
| 3 | ----- | 8  | ----- | 13 | ----- |
| 4 | ----- | 9  | ----- | 14 | ----- |
| 5 | ----- | 10 | ----- | 15 | ----- |

## FOOD and DRINKS





## *Lesson Plan 4*

### *Describing People and Clothes*

. This lesson plan follows the **E5 model**, engaging students through interactive tools like **Write & Improve** and **LinguTown**, while progressively deepening their understanding of vocabulary and grammar related to describing appearance and clothing.

**Objective:** By the end of the lesson, students will describe people's appearance and clothes using simple adjectives and vocabulary.

Topic	Content	Learning activities	Time	Digital tool
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<p><b>Describing Appearance and Clothing</b></p>	<p><b>Vocabulary:</b> Clothes, colors, physical descriptions (e.g., tall, short)</p> <p><b>Grammar:</b> Present simple, grammar rules and punctuation</p>	<p><b>Engage (Capture students' interest, activate prior knowledge)</b></p> <p>Vocabulary Brainstorm (LinguTown): Start by having students explore LinguTown for vocabulary related to clothing (e.g., shirt, pants) and physical descriptions (e.g., tall, short). This activates prior knowledge and engages them with visual content.</p> <p>Digital Flashcards (LinguTown): Students interact with flashcards on LinguTown, matching clothing items and physical attributes with their correct terms (e.g., "blue shirt," "tall man"), sparking their curiosity and connecting to their experiences.</p>	<p>(10 mins)</p>	<p><b>Write &amp; Improve</b></p> <p>(Feedback on Describing people and clothes)</p> <p><b>LinguTown</b></p> <p>(Vocabulary practice on clothes and adjectives)</p>
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		<p><b>Explore (Hands-on experiences to investigate concepts)</b></p> <p>Write &amp; Improve - Sentence Building: After exploring vocabulary, students form simple sentences using the present simple (e.g., "She wears a red dress," "He is tall"). They input these sentences into Write &amp; Improve, where they receive feedback on grammar, coherence, and punctuation, helping them investigate correct usage.</p> <p>Grammar Practice on LinguTown: Students explore the rules of the present simple in LinguTown, practicing subject-verb agreement and sentence construction (e.g., "He wears," "They have"). This allows them to discover</p>	(15 mins)	
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		<p>how these structures apply to describing appearance and clothing.</p> <p><b>Explain (Clarify understanding through discussion or direct instruction)</b></p> <p>Fill-in-the-Blank Sentences (Write &amp; Improve): The teacher explains how to describe appearance and clothing using the present simple tense, then students complete sentences such as "She ___ (wear) a blue hat" in Write &amp; Improve, receiving feedback that clarifies their understanding of grammar and punctuation.</p> <p>Matching Exercises (LinguTown): Through LinguTown, students complete matching exercises, pairing physical descriptions and clothing items with appropriate</p>	(15 mins)	
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		<p>sentences like “He wears black shoes.” This reinforces sentence structure and helps clarify grammar rules.</p> <p><b>Elaborate (Apply new concepts in novel situations, expand learning)</b></p> <p>Dialogue Creation (Write &amp; Improve): Students create dialogues in which they describe someone's appearance and clothing using present simple tense. For instance, "He is tall and wears a green jacket." They then submit their dialogues to Write &amp; Improve, refining their grammar, vocabulary, and punctuation based on feedback.</p> <p>LinguTown - Real-life Simulation: In LinguTown, students engage in virtual simulations where they describe people’s appearance and clothing. They apply</p>	(15 mins)	
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		<p>their vocabulary (clothes, colors) and grammar knowledge to describe what someone is wearing and how they look.</p> <p><b>Evaluate (Assess understanding and provide feedback)</b></p> <p>Short Writing Tasks (Write &amp; Improve): Students write a short description of a person's appearance and clothing (e.g., "My friend is tall and wears a blue shirt"). They submit their work to Write &amp; Improve for detailed feedback on grammar, punctuation, and vocabulary.</p> <p>Menu Description (Write &amp; Improve): As a writing challenge, students describe outfits for different occasions (e.g., "For the party, I wear a red dress"). Write &amp;</p>	(5 mins)	
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		<p>Improve evaluates their use of present simplicity, punctuation, and coherence.</p> <p>Digital Quiz (LinguTown): Finally, students complete a quiz in LinguTown about vocabulary and grammar (e.g., matching clothing items and colors, and identifying correct sentence structures), which provides immediate feedback and allows students to reflect on their learning.</p>	<p><b>Total time of class: 60 minutes</b></p>	
<p><b>Resources:</b></p>				



**Video:** <https://youtu.be/Uf2PZ7ADuRE>

**Digital tool; Grammarly:** <https://app.grammarly.com/>

**Digital tool; Duolingo:** <https://es.duolingo.com/learn>

**Presentation Slides:** <https://n9.cl/4zund>

**Worksheets:**

**What does he/she look like?**

### Age

She is...

Young    middle-aged    in her twenties    elderly

20, 21, 22...?

### Height

He is...

Tall    medium height    short

### Build

She is...

thin/ skinny    slim    plump/ chubby    fat/ overweight

### Hair: LENGTH + TYPE + COLOUR

short    shoulder length    long

curly    wavy    straight    spiky

Brown    fair/ blond(e)    red/ ginger    grey ...

Example: She has long curly fair hair

### Eyes: SIZE + COLOUR

SMALL    BIG

BROWN    GREEN    BLUE

Example: He has small green eyes

### Lips:

She has...

full lips    thin lips

### Others

He has...

sideburns    a goatee    a moustache    a beard    thick eyebrows

He is bald

She has...

Plaits/ braids    a bun    a ponytail    freckles

María Liste

**Height, body build and age**

When describing people, we use the 'verb to be' to describe height, body build and age.

- Examples:
- Tom **is** tall and thin.
  - He **is** overweight.
  - Ann **is** double.
  - She **is** old and short.
  - They **are** young.



A. Write short descriptions of the people in the pictures below using the 'verb to be' and the adjectives: tall, short, fat, thin, old, young.



**Facial Features**

We use 'have' and 'has' to describe hair colour, hair length and facial features.

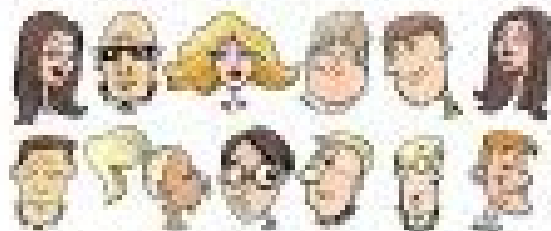
Facial features are eyes, eyebrows, nose, mouth, lips, ears, chin, etc.

Example:



- She **has** short brown hair.
- She **has** big blue eyes.
- She **has** a small nose.
- She **has** a small mouth and big red lips.

B. In pairs, use the verbs to describe the people below.



A. In pairs, discuss the five celebrities' appearance and clothing. In the chart below, rank the celebrities (1 to 5) from the best-dressed to the worst-dressed.



George Clooney    Angelina Jolie    Tom Cruise    Nicolas Cage    Kate Winslet

B. Complete the rest of the chart with words to describe the celebrities' appearance and clothing.

Celebrity ranking	Appearance	Clothes	Clothes adjectives
1.			
2.			
3.			
4.			
5.			



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Let's Describe

Reading the passage, write the answer that best describes the picture.



He / She has   hair and dark eyes. He is wearing a  shirt, white t-shirt,   and brown .

He / She is . He has  hair, dark eyes and is . He is wearing a  shirt,   and  shoes.





He / She has   hair and dark eyes. She is wearing a white and  shirt, yellow  and  shoes.





*Lesson Plan 5*  
*Weather and Seasons*

This lesson plan integrates the E5 model by using Duolingo for vocabulary practice and Grammarly for grammar and punctuation corrections. The activities allow students to progressively build their ability to talk about the weather and seasons using correct vocabulary and present simple grammar.

**Objective:** By the end of the lesson, students will talk about the weather and describe different seasons.

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Topic	Content	Learning activities	Time	Digital tool
<p><b>Talking about the Weather</b></p>	<p><b>Vocabulary:</b> Vocabulary for weather and seasons</p> <p><b>Grammar:</b> Present simple, grammar rules, mistakes corrections, and punctuation</p>	<p><b>Engage (Capture students' interest, activate prior knowledge)</b></p> <p>Weather Vocabulary Introduction (Duolingo): Begin with a Duolingo lesson on basic weather and season vocabulary, such as “sunny,” “rainy,” “winter,” and “summer.” Students explore these words through images and short phrases, engaging with the topic interactively.</p> <p>Discussion Prompt: Ask students to describe the weather in their city today using basic vocabulary (e.g., “It’s sunny today,” “It’s raining”). This activates prior</p>	<p>(10 mins)</p>	<p><b>Duolingo</b> (Weather vocabulary practice)</p> <p><b>Grammarly</b> (grammar and punctuation corrections)</p>

		<p>knowledge and gets students thinking about how to describe weather using the present simple.</p> <p><b>Explore (Hands-on experiences to investigate concepts)</b></p> <p>Duolingo - Weather Vocabulary Practice: Students practice identifying and using weather-related vocabulary through Duolingo exercises. They complete activities such as matching weather terms with images (e.g., “cloudy,” “hot”) or translating simple phrases about the weather.</p> <p>Grammarly - Sentence Corrections: Students write basic sentences about the weather in different seasons (e.g., "It is cold in winter" or "It rains in spring"). They input</p>	(15 mins)	
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		<p>these sentences into Grammarly to explore corrections in grammar (present simple tense) and punctuation (periods, capitalization), receiving immediate feedback to improve accuracy.</p> <p><b>Explain (Clarify understanding through discussion or direct instruction)</b></p> <p>Fill-in-the-Blank Sentences (Grammarly): The teacher explains the use of the present simple tense to talk about general truths (e.g., "It's hot in summer"). Students complete fill-in-the-blank sentences such as "In winter, it ___ (snow)." They use Grammarly to check their work, focusing on correct verb forms and punctuation.</p>	(15 mins)	
--	--	--	-----------	--



		<p>Matching Exercises (Duolingo): Through Duolingo, students complete matching exercises that reinforce the vocabulary and grammar explained in class, such as pairing seasons with typical weather patterns (e.g., "Summer" with "hot and sunny").</p> <p><b>Elaborate (Apply new concepts in novel situations, expand learning)</b></p> <p>Dialogue Creation (Grammarly): Students write short dialogues where they discuss the weather and seasons using the present simple tense (e.g., "What is the weather like today?" "It is raining."). They input these dialogues into Grammarly for feedback on grammar,</p>	(15 mins)	
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		<p>punctuation, and sentence structure, refining their language skills.</p> <p>Duolingo - Real-life Scenario Practice: In Duolingo, students participate in real-life scenarios where they talk about weather forecasts and seasons (e.g., “Tomorrow, it will be sunny” or “It rains a lot in autumn”). This allows them to apply their vocabulary and grammar knowledge to practical situations.</p> <p><b>Evaluate (Assess understanding and provide feedback)</b></p> <p>Short Writing Tasks (Grammarly): Students write a paragraph about their favorite season, describing typical weather patterns (e.g., “In summer, it is usually hot and</p>		
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		<p>sunny. We like to go swimming.”). They submit their writing to Grammarly, receiving feedback on grammar, punctuation, and sentence coherence.</p> <p>Duolingo - Weather Vocabulary Quiz: Students take a quiz in Duolingo that assesses their understanding of weather and season vocabulary. This reinforces their ability to use these words in sentences and conversations.</p> <p>Grammarly Report (Grammar and Punctuation Feedback): After completing their writing tasks, students receive a detailed report from Grammarly highlighting any grammar and punctuation mistakes. This feedback helps them assess their understanding of</p>	(5 mins)	
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		the present simple tense and their ability to describe weather and seasons accurately.		
<b>Total time</b> <b>class: 60</b> <b>minutes</b>				
<b>Resources:</b>  <b>Video:</b> <a href="https://youtu.be/iXGbW9D0yTI">https://youtu.be/iXGbW9D0yTI</a>				

**Digital Tool Write & Improve:** <https://n9.cl/vhltt>

**Digital tool: LinguTown:** <https://lingutown.uptodown.com/android>

**Presentation Slides:** <https://n9.cl/xmvag>

**Worksheets:**

# SPEAKING CARDS

## THE WEATHER



<p>1 What's the weather like today?</p>  <p><small>Created by A Teachable Year</small></p>	<p>2 What's your favourite season? Why?</p>  <p><small>Created by A Teachable Year</small></p>
<p>3 What do you like doing in cold weather?</p>  <p><small>Created by A Teachable Year</small></p>	<p>4 What do you like doing in hot weather?</p>  <p><small>Created by A Teachable Year</small></p>
<p>5 What's your favourite type of weather? Why?</p>  <p><small>Created by A Teachable Year</small></p>	<p>6 Is it sunny or cloudy today? Is it hot or cold today?</p>  <p><small>Created by A Teachable Year</small></p>


## PRINTABLE PACK














CREATED BY A TEACHABLE YEAR [WWW.ATEACHABLEYEAR.COM](http://WWW.ATEACHABLEYEAR.COM)

# Let's Talk

### WEATHER

Find your question by rolling your die twice. The 1st roll determines the number on the top. The 2nd roll determines the number on the left. Talk for one / two minute(s) about that topic. Your classmates will ask you follow-up questions. Your classmates can ask you anything if you land on "Ask Any Question".



		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
							
<b>1</b>		Ask any question!	Which is better: rain or snow? Why?	What kind of weather is your favorite? Why?	How will weather be different in the future?	Describe the weather today.	Would you like to be a weather reporter?
<b>2</b>		Is it better to live in a hot country or a cold country?	Is it important to wear sunglasses? Why (not)?	Describe a thunderstorm.	Ask any question!	Talk about global warming.	What are clouds? Describe them.
<b>3</b>		Explain how to make a snowman.	What do you think the weather will be like next week?	Describe an icicle.	Celsius or Fahrenheit: which is better?	Describe a rainbow.	Ask any question!
<b>4</b>		Describe lightning. Is it dangerous?	Ask any question!	Describe fog. What are some bad things about it?	Can weather affect how people feel? How?	Describe a thermometer.	What is the weather like in spring?
<b>5</b>		Will people be able to control weather in the future?	What are weather maps? Describe them.	What activities can you do in cold icy weather?	Describe the climate of your country.	Ask any question!	Describe hail. Is it dangerous? Why (not)?
<b>6</b>		What is the weather like in winter?	Why is there no weather on the moon?	Ask any question!	Satellite photos and weather: how are they related?	What kinds of animals like cold weather?	A flood: what would you do?

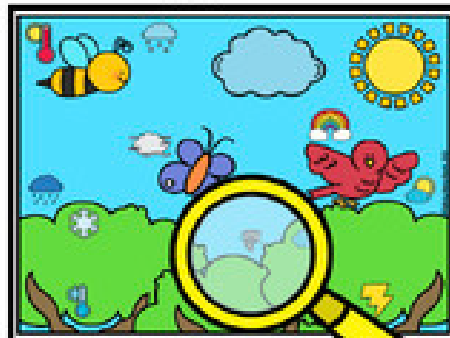
# WEATHER

## Vocabulary Scavenger Hunt

**WEATHER**  
Scavenger Hunt

<input type="checkbox"/>		Rainy	<input type="checkbox"/>		Sunny
<input type="checkbox"/>		Rainbow	<input type="checkbox"/>		Thunder
<input type="checkbox"/>		Windy	<input type="checkbox"/>		Lightning
<input type="checkbox"/>		Foggy	<input type="checkbox"/>		Cloudy
<input type="checkbox"/>		Snowy	<input type="checkbox"/>		Snowflake
<input type="checkbox"/>		Partly Cloudy	<input type="checkbox"/>		Misty
<input type="checkbox"/>		Hot	<input type="checkbox"/>		Cold

**I** **found** **a**






**1** There's no sun. It's windy and cold today.  
You know, it's only 38 degrees! What time is it?  
It sure is.  
It's about 12:30.

**2** Oh! It's time for lunch! There's a snack bar next to the post office. It's warm there! Let's go.  
No, thank you. It's late.

**3** Well, can we study together? How about Friday—at the library?  
No, sorry, I don't think so.

**4** There's a shopping center on Sunset Boulevard. We can meet there on Saturday. O.K.?  
No, thanks. I can't then.

**5** Well, when can we get together? And where?  
Let's see... how about November 31st? At school?  
All right!

**6** Oh, no! Wait!

¡Ya tienes tu plan! CONSÍGUELO YA

## Resultado de tu examen de vocabulario:

# 451 palabras

NIVEL	ACTIVO Vocabulario	PASIVO Vocabulario
Principiante (A1)	300	600
Inicial (A2)	600	1200
Intermedio (B1)	1200	2500
Intermedio-avanzado (B2)	2500	5000
Avanzado (C1)	5000	10000
Competente (C2)	10000	20000

¡Ya tienes tu plan! CONSÍGUELO YA

## Aprende vocabulario y mejora tu nivel de inglés

The graph illustrates a progression from a starting point of 451 words (Principiante) to a target range of 10,000-20,000 words (Competente). The x-axis is labeled 'AHORA' (Now) and 'CON NUESTRO PLAN' (With our plan), showing a clear upward trajectory.





## *Lesson Plan 6*

### *Hobbies and Free Time Activities*

This lesson plan incorporates the E5 model with Lingutown for vocabulary practice and Write & Improve for correcting grammar and punctuation errors. Students progressively develop their ability to talk about hobbies and interests, using accurate vocabulary and presenting simple tense structures.

**Objective:** By the end of the lesson, students will be able to talk about their hobbies and interests using simple sentences.

Topic	Content	Learning activities	Time	Digital tool
Talking about Hobbies and Interests	Vocabulary:	Engage (Capture students' interest, activate prior knowledge)	(10 mins)	Write & Improve

	<p>Hobbies and Common hobbies, verbs related to activities (e.g., play, read, watch, listen)</p> <p><b>Grammar:</b></p> <p>Present simple, grammar rules, mistakes correction, and punctuation</p>	<p>Vocabulary Introduction (LinguTown):</p> <p>Start with a LinguTown vocabulary lesson focused on hobbies and common activities such as "play football," "read books," "watch movies," and "listen to music." Students will engage with interactive exercises that introduce key vocabulary related to hobbies.</p> <p>Discussion Prompt: Ask students to share their favorite hobbies using simple sentences (e.g., "I like to play soccer," "I watch movies every weekend"). This prompts students to connect the new</p>		<p>(Feedback on hobby descriptions)</p> <p><b>LinguTown</b></p> <p>(practice on hobbies and interest vocabulary)</p>
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		<p>vocabulary to their personal experiences while using the present simple tense.</p> <p><b>Explore (Hands-on experiences to investigate concepts)</b></p> <p>LinguTown - Hobbies Vocabulary</p> <p>Practice: Students explore various activities related to hobbies through LinguTown, completing interactive tasks such as matching hobby-related verbs (e.g., "play," "read") to their respective hobbies (e.g., "play football," "read books").</p>	(15 mins)	
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		<p>Write &amp; Improve - Sentence Corrections: Students write basic sentences about their hobbies (e.g., "I read books in the evening" or "I listen to music on the bus"). They input their sentences into Write &amp; Improve to get feedback on grammar (present simple tense) and punctuation errors, such as missing commas or incorrect verb forms.</p> <p><b>Explain (Clarify understanding through discussion or direct instruction)</b></p> <p>Fill-in-the-Blank Sentences (Write &amp; Improve): The teacher explains how to</p>	(15 mins)	
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		<p>describe hobbies using the present simple tense (e.g., "He plays the guitar," "She watches TV"). Students complete fill-in-the-blank exercises like "I ____ (play) basketball every Saturday." They use Write &amp; Improve to check their answers, focusing on verb forms, sentence structure, and punctuation rules.</p> <p>Matching Exercises (LinguTown): Using LinguTown, students practice identifying hobbies by matching images with the appropriate vocabulary or verbs (e.g., an image of a soccer game matched</p>	(20 mins)	
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		<p>with “play football”), reinforcing their understanding of the hobby-related vocabulary.</p> <p><b>Elaborate (Apply new concepts in novel situations, expand learning)</b></p> <p>Dialogue Creation (Write &amp; Improve):</p> <p>Students write short dialogues discussing their hobbies and interests using the present simple tense (e.g., "What do you do in your free time?" "I play tennis and watch movies"). They submit their work to Write &amp; Improve for feedback on grammar and</p>		
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		<p>punctuation, helping them improve coherence in their writing.</p> <p>LinguTown - Role-playing Practice: In LinguTown, students engage in real-life scenarios where they talk about their hobbies and interests (e.g., "I play football every Sunday" or "I read books in my free time"). They apply their vocabulary knowledge and grammar skills to these interactive role-playing activities.</p> <p><b>Evaluate (Assess understanding and provide feedback)</b></p>	(20 mins)	
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		<p>Short Writing Task (Write &amp; Improve):</p> <p>Students write a paragraph about their hobbies and how they spend their free time (e.g., "I like to read books and watch movies. On weekends, I play football with my friends."). They submit their writing to Write &amp; Improve, receiving detailed feedback on grammar, punctuation, and sentence structure.</p> <p>LinguTown - Hobbies Vocabulary Quiz:</p> <p>Students take a quiz in LinguTown that tests their understanding of hobby-related vocabulary and verbs. This evaluates their ability to recognize and</p>	<p><b>Total time of class: 90 minutes</b></p>	
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		<p>use key terms in appropriate contexts.</p> <p>Write &amp; Improve Report (Grammar and Punctuation Feedback): After completing their writing tasks, students receive a feedback report from Write &amp; Improve. The report highlights any errors in grammar, punctuation, and sentence coherence, allowing students to assess their progress in describing hobbies using the present simple tense.</p>		
<p><b>Resources:</b></p> <p><b>Video:</b> <a href="https://youtu.be/sbTdLovwscI">https://youtu.be/sbTdLovwscI</a></p> <p><b>Digital Tool Write &amp; Improve:</b> <a href="https://n9.cl/vhltt">https://n9.cl/vhltt</a></p>				

**Digital tool: LinguTown:** <https://lingutown.uptodown.com/android>

**Presentation Slides:** <https://n9.cl/bpiahm>

**Worksheets:**

## hobbies & free time

- play games, chess, computer games
- collect model planes
- play football, handball, volleyball, ...
- do gardening
- play the guitar
- ride a horse (go horse riding)
- meet (my) friends
- watch a film (movie), TV
- listen to music
- have a picnic
- go to the cinema, theatre, zoo
- surf the Internet
- draw / paint pictures
- take photos
- go for a walk
- read / write stories
- visit a youth club
- collect stones, sea shells, ...
- collect stamps, football cards, postcards, ...
- read books, comics, poems, ...
- learn for school 😊



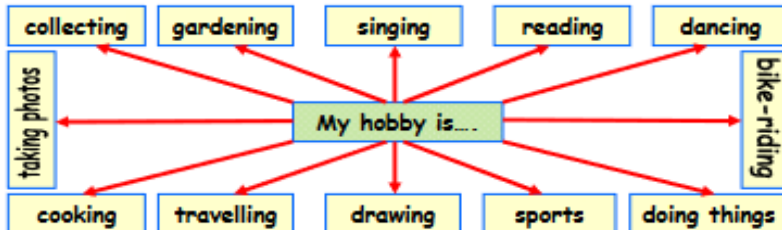
Teacher :		Hobbies		Student Name :	
				Class :	Number :
Read books	Play chess	Play the guitar	Walk my dog		
Listen to music	Play computer games	Watch TV	Write short stories		
Play football	Ride my bike	Play the piano	Swimming		
Play cards	Skate boarding	Hiking	Skiing		
Play with toys	Mountains climbing	Jogging	Do jigsaw		
Do Karate	Gymnastics	Play hopscotch	Play tennis		



# Hobbies



1. Look at the table and name your hobbies:



2. Read the text:

Sandra is only ten years old and she lives with her parents and her little sister in Newcastle. She likes to do a lot of things but most of all she is fond of collecting badges.

Her parents and her friends help her to collect the badges. She has got over seven hundred badges from different countries. They are very interesting indeed.

All her badges are gathered in groups such as: sports badges, famous people, birds, animals, capitals, space, trees, flowers, cars, planes, countries.

Her friends often come to her and she tells them the history of the each badge. It is very interesting.

3. Choose True(T) or False(F) statements:

1. Sandra is eleven years old.
2. She lives in Newcastle.
3. Her hobby is collecting badges.
4. She has got five hundred badges.
5. She gathered her badges in groups.
6. Her badges aren't very interesting.
7. Her friends often come to her.

4. Read the dialogue and name the hobby:

A: Nick, what's your hobby?  
 N: Oh, Alec! I have only one hobby. It is collecting car models.  
 A: How many models do you have in your collection?  
 N: I've got 150 models. They are very beautiful.  
 A: Can you show me your collection?  
 N: Yes, of course. Let's go right now.



5. Your experience. Answer the questions:

1. Is it interesting to have a hobby?
2. What hobbies are very popular?
3. What do people usually collect?
4. What sports do people like?
5. Do you have a hobby?
6. What is your hobby?
7. Do you have any collections?
8. Do your friends have any hobbies?
9. What do they like to do?



# Hobbies

John is a reporter of a school newspaper. Here is his article about pupils of his school. Read the article and answer the questions.

Many pupils of our school have interesting hobbies. Lara is 11 years old. She likes writing poems and painting pictures. Tom is 15 years old and he has very interesting hobbies. He likes dancing, designing Internet sites and playing piano. Robert is almost 13 years old. His hobbies are playing football and reading detective stories. Our pupils do many interesting things and they are very busy. They also love different subjects. Tom is the best pupil at math. Lara is good at art and literature and Robert is one of the best pupils at PE. Their hobbies help them study well too.



Answer the questions

1. How old is Robert? \_\_\_\_\_
2. Who has the most hobbies? Copy the sentence that helped you decide. \_\_\_\_\_
3. Is Tom older than Robert? \_\_\_\_\_
4. Who likes playing football? \_\_\_\_\_
5. Is playing piano Lara's hobby? \_\_\_\_\_
6. Who writes the article about hobbies? \_\_\_\_\_
7. Who is the best pupil in math? \_\_\_\_\_
8. Who is 15 years old? \_\_\_\_\_

Complete the sentences.

1. Lara is \_\_\_\_\_ years old.
2. Tom likes designing \_\_\_\_\_.
3. Robert is the best pupil at \_\_\_\_\_.
4. The hobbies help them \_\_\_\_\_.
5. Lara likes \_\_\_\_\_ poems and \_\_\_\_\_.
6. Reading \_\_\_\_\_ stories is Robert's hobby.



Write T(true) or F(false).

- Lara's hobby is math. \_\_\_\_\_  
 Playing football is Robert's hobby. \_\_\_\_\_  
 Lara is good at art. \_\_\_\_\_  
 Robert is 15 years old. \_\_\_\_\_  
 Tom is good at literature. \_\_\_\_\_  
 Circle the correct word. \_\_\_\_\_  
 John is a teacher/reporter. \_\_\_\_\_

Circle the correct words.  
 Tom, Robert and Lara are reporters/ teachers/pupils.  
 Lara likes art/music/football.  
 Tom's hobby is football/poems.  
 Robert is 11/13/15 years old.  
 Lara is good at art and literature/ football and math.  
 Write about children's hobbies in your notebooks.



skating



fishing



playing the guitar



playing computer games



riding a horse

# HOBBIES

Look at the pictures and fill in the crossword puzzle.

©olpseCrossword.com

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Vocabulary: Hobbies People Have

Read the words in the box carefully and then match them with the pictures below.

- |         |           |          |            |                     |        |       |
|---------|-----------|----------|------------|---------------------|--------|-------|
| cooking | gardening | knitting | fly a kite | fishing             | biking | chess |
| dancing | yoga      | painting | sewing     | collecting (things) |        |       |



**Complete the sentences:** After understanding the words above, use them to complete these sentences.

1. What is the weather like today? Is it windy enough to \_\_\_\_\_?
2. We went \_\_\_\_\_ with dad last week and caught a big fish for dinner.
3. Mary is \_\_\_\_\_ new curtains for her kitchen.
4. My grandmother is always in the kitchen. She loves \_\_\_\_\_ delicious food.
5. I have been \_\_\_\_\_ teapots for nearly ten years. I have over fifty now.
6. Some people take up \_\_\_\_\_ for relaxation.
7. Nadia loves to play \_\_\_\_\_ with her grandfather, but she never wins.
8. I love \_\_\_\_\_ in the spring. There are so many flowers to plant.
9. Hillary likes \_\_\_\_\_ cardigans and gloves for her children.
10. I love art, so \_\_\_\_\_ has become a new hobby of mine.

**Discussion:** Which of these hobbies do you like? Can you name other hobbies people like?

