TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

"EXPLORING ACADEMIC ENGLISH WRITING SKILLS IN PRE-SERVICE TEACHERS FOR PROFESSIONAL DEVELOPMENT"

Research report before obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major

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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "**EXPLORING ACADEMIC ENGLISH WRITING SKILLS IN PRE-SERVICE TEACHERS FOR PROFESSIONAL DEVELOPMENT**", and researched by Julisa Alexandra Alvarez Salazar,11104673510 and Nathaly Johanna Galvez Cardenas, 1725424822, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujili March, 2022

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COMMITTEE APPROVAL

The research report entitled "**EXPLORING ACADEMIC ENGLISH WRITING SKILLS IN PRE-SERVICE TEACHERS FOR PROFESSIONAL DEVELOPMENT**", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

DEDICATION

I dedicate this research project to God and to my parents whose love and effort have been my main foundation for the construction of my professional life, and finally, to my sister for being unconditionally present at every stage of my academic life.

Galvez Nathaly

DEDICATION

I dedicate this research project to God, my mother and my maternal grandparents, whose love and effort have been my main foundation for the construction of my professional life.

Alvarez Julisa

TECHNICAL UNIVERSITY OF COTOPAXI

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EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: "EXPLORING ACADEMIC ENGLISH WRITING SKILLS IN PRE-SERVICE TEACHERS FOR PROFESSIONAL DEVELOPMENT.

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ABSTRACT

Academic writing is a skill that allows develop in the academic and professional environment. To master this skill requires knowledge about skills and concepts that help in written production. However, writing and especially academic writing has been a problem in the academic development of students, especially in the eighth level students of the English course at the Technical University of Cotopaxi. These students have difficulty in mastering academic vocabulary, connectors of ideas and, especially, difficulty in organizing their ideas. All the difficulties mentioned above have been reflected in their level of academic writing when presenting their essays. Therefore, the objective of this research is to determine the skills to develop academic English writing in pre-service teachers for professional development. The methodology used in this project is qualitative and descriptive because it explains and describes the main problems that pre-service teachers present in academic writing texts. The results reflect that indeed the pre-service teachers possess a low level of academic writing skills. The researchers identified that the analysis of the writing results was low of clarity in texts, poor context sentences, as well as inadequate application of English as a second language because they use translator.

Key words: Academic writing, Linking words, Pre-service English teachers, Skills, Vocabulary.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: "EXPLORAR LAS HABILIDADES DE ESCRITURA ACADEMICA EN INGLES EN MAESTROS EN PRE-SERVICIO PARA EL DESARROLLO PROFESIONAL.

Authors:

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RESUMEN

La escritura académica es una habilidad que permite desarrollarse en el ámbito académico y profesional. Para dominar esta habilidad se requiere conocer las habilidades y conceptos que ayudan a la producción escrita. Sin embargo, la escritura y especialmente la escritura académica ha sido un problema en el desarrollo académico de los estudiantes, especialmente en los alumnos de octavo nivel de la carrera de inglés de la Universidad Técnica de Cotopaxi. Estos estudiantes tienen dificultad en el dominio del vocabulario académico, conectores de ideas y, especialmente, dificultad en la organización de sus ideas. Todas las dificultades mencionadas anteriormente se han visto reflejadas en su nivel de escritura académica al presentar sus ensayos. Por lo tanto, el objetivo de esta investigación es determinar las habilidades para desarrollar la escritura académica en inglés en profesores en formación para su desarrollo profesional. La metodología utilizada en este proyecto es cualitativa y descriptiva porque explica y describe los principales problemas que presentan los docentes en formación en los textos de escritura académica. Los resultados reflejan que, efectivamente, los profesores en formación poseen un bajo nivel de habilidades de escritura académica. Los investigadores identificaron que el análisis de los resultados de la escritura fue de baja claridad en los textos, oraciones pobres en el contexto, así como una inadecuada aplicación del inglés como segunda lengua porque utilizan el traductor.

Palabras clave: Conectores, escritura académica, habilidades, profesores de inglés en pre-servicio, vocabulario

INDEX

INDEX OF TABLES

INDEX OF GRAPHICS

1.GENERAL INFORMATION

Theme: "Exploring academic English writing skills in pre-service teachers for professional development"

Starting Date: March, 2021

Ending Date: March, 2022

Place of Research: English Major Career at the Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: Educational Sciences, Majoring in English

Linked Research Project: Formative research

Macro Project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Knowledge area: Education

Research line: Education, communication and design for human and social development.

Research line of the career: Innovation in the teaching and learning of the English language as a foreign language.

2.PROBLEM STATEMENT

Nowadays, English language has got a great influence in most fields of society. Therefore, the knowledge and use of the four skills must be polished at their best point to develop well in a globalized society up today. Among these communicative skills, writing has its relevance over this language because it is a means to express ideas to other people. However, this skill is not studied in deep because many pupils starting to study the English language struggle with grammar difficulties. Rau, (2019) mention,

> Writing is considered the most difficult skill among the four skills and the English Language Learners (ELLs) need to spend more time practicing it (…) As there is no correspondence between the spelling and pronunciation of the English, the ELLs get confused in writing the correct spelling of the words. Moreover, the learners need to organize all the points in a systematic way when they aim at writing a good text. (p. 581)

Ecuador has adopted within its curriculum the teaching of the English language as a mandatory subject, but this has not changed in the learning of the English language because there are still errors in the learning and development of English as a second language. Indeed, the world ranking English proficiency test based on the application of the EF Standard English Test (EF SET) showed out that: "Ecuador remains one of the two Latin American countries with the worst level of proficiency in the English language, only ahead of Mexico The score is 440 out of 1,000, according to the EF EPI report English Proficiency Index." (2021).

In this analysis, it is understood that the learning of the English language is poor, so, it is also understood that academic writing is deficient. Despite the aforementioned Mendoza, (2014), says that: "Academic writing has become highly specialized and has become an essential tool for students to be academically successful. Studies that have been conducted to investigate the importance of writing skills in academia are scarce." (p.49) According to the author, it has been used many methods to enhance this work but they are still insufficient and a continuous search for varied activities is needed to promote it, raise interest and motivation in our students so that they write more frequently and thus, achieve improvement in their spelling and writing. In general, achieve a favorable attitude to the use of written language, which allows for more understandable communication and expression.

Also, research published by Diario El Comercio mentions that "Latacunga City and other cities is listed as the most lagging in the English language with scores between 351 and 426 out of

1000. The study evaluated 150 public and private schools in the country". This analysis reaffirms that students have a deficiency in the English language, therefore in academic writing. Manolescu, (2019), claims that "pre-service teachers only focus on knowing and memorizing vocabulary but not on developing complete sentences or writing paragraphs without using the translator, feeling unable to give meaning to their ideas and abstract ways of thinking through selected words that are presented". Pre-service English teachers have focused on memorizing vocabulary in a mechanical way, leaving aside the learning and understanding of some grammatical rules or spelling, omitting that proper writing requires coordination between content, grammar, vocabulary, spelling, organization and mechanics. Jahin & Idrees, (2012, p.4).

At the Technical University of Cotopaxi, the low interest in developing the written ability in the English language is detected, this deficiency is identified in the students of the 8th level of the English career, which is conformed of 22 students. This information was collected through an essay which was qualified by means of a rubric. According to Chin, S, & Wray, (2013) "it is evident that there is a deficit of academic writing skills on the part of future teachers since they reflected a low of knowledge or use of connection strategies for the writing in English". (p. 128) Consequently, it is necessary to investigate before to academic writing.

What are the skills to develop academic English writing in pre-service teachers for professional development?

3. OBJECTIVES
3.1 General Objective

- To determine the skills to develop academic English writing in pre-service teachers for professional development.

3.2 Specific objectives

- To analyze the fundamental theories of academic English writing skills of pre-service teachers for professional development.

- To determine the level of academic English writing skills of pre-service teachers for professional development.

- To identify low proficiency academic English writing skills by analyzing essays written by pre-service teachers.

4. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED

Specific objective	Activities	Verifications means
To analyze the fundamental theories of academic English writing skills of pre-service teachers for professional development.	Write the theoretical framework Compilation of bibliographic information, books, websites, and scientific articles.	Theoretical framework
To determine the level of academic English writing skills of pre-service teachers for professional development	Analysis of the information provided in the essays and give a score according to the rubric used. Adapted and apply a rubric	Essays Rubric
To identify low proficiency academic English writing skills by analyzing essays written by pre-service teachers.	Analyze and interpret data	Analysis Discussion

5. JUSTIFICATION

This research focuses on determine the skills to develop academic English writing in pre-service teachers for professional development, since it has been observed that some students do not practice a good academic writing. Therefore, the present investigation has a background to determinate skills that allow the development of academic English writing.

It is important to emphasize there are direct and indirect beneficiaries for this research: The direct beneficiaries belong to the group of students in the 8th semester of the Pedagogy of National and Foreign Languages course, which is made up of 22 students, 11 men, and 11 women, who presented difficulties to elaborate good academic writing. After the investigation, it will be possible to emphasize what are the skills to develop academic English writing in pre-service teachers for professional development. On the other hand, the indirect beneficiaries are the teachers and authorities of the career, because this project will help improve the skills that they must use with future teachers of the English language, so that they can follow grammatical rules correctly and express in a correct way clearly and precisely the message you want to convey.

Finally, this research indicates that the writing of the English language has a primordial place in communication, because depending on the situation, it is sometimes more feasible to use writing than oral expression. This skill has specific importance within the language teaching-learning process itself.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

To do this research was necessary to research some papers, which support this project, to get started, Van der Loo, et al (2016) wrote, learning how to write an academic text: the effect of instructional method and reflection on text quality. In this paper, we present preliminary results of a study on the effect of instructional methods (observational learning and learning by doing) and reflection (yes or no) on academic text quality and self-efficacy beliefs. 56 undergraduate students were assigned to either an observational learning or learning-by-doing condition, with or without reflection. The participants were tested on academic text quality, self-efficacy beliefs, and satisfaction with the instructional method. The preliminary results suggest that there is no main effect of the instructional method on academic text quality and self-efficacy beliefs. Observational learning and learning by doing seem equally effective for learning how to write a large and complex writing assignment, even though participants who learned by doing were more satisfied with the method than participants who learned by observing models. It found no effect of reflection. However, there appears to be an interaction between instructional method and reflection: in observational learning, reflection seems to have a negative effect on academic text quality while learning by doing it appears to have a positive effect. It will repeat the experiment in September 2016.

The authors Sajid et al., (2015), with their research topic: Lack of Academic Writing Skills in the English Language at Higher Education Level in Pakistan: Causes, Effects, and Remedies. This study aimed at highlighting the importance of diction and expression in the English language of EFL writers' academic writing in an attempt to create awareness about English language richness in style for producing quality texts in various genres of social. This study was Qualitative applied to EA (error analysis) of lexico-grammatical errors, particularly, focusing on diction and expression in the interdisciplinary texts of various genres written by EFL novice writers of Pakistan. The results showed the overall percentage of error taxonomies showed the four most significant types of errors (e.g., diction, punctuation, mispronunciation, and word form).

According to Marulanda (2017) in her research; Improving English Language Learners' Academic Writing: A Multi-Strategy Approach to a Multi-Dimensional Challenge, quote; (Onozawa, 2010), who mentions that, second language (L2) writing has become more of an important skill to develop for language learners. The literacy demands of information

technologies have brought about more focus to writing, which now transcends classrooms and positions itself as a daily-life need, the main objective is to engage students in the construction of several writing pieces from different academic genres through the use of the Process Writing approach in order to foster awareness regarding the cyclical nature of writing Coffin, (2003). This study was quantitative in of students' progress in the production of academic texts on a one-to-five-point analytical rubric. Researchers collected data from February to June of 2016 (first semester of the new academic course) and from August to December of 2016 (second semester of the course implementation). The results showed that five out of eight students scored below four in language conventions (grammar, spelling, punctuation).

The author (Atashian & Al-Bahri, 2018), in his research topic: Towards Arab Students' Grammatical Errors in Academic Writing & their Perceptions. Which aimed to find the common grammatical difficulties and the reasons for these problems. This study was a Qualitative study that investigates the grammatical errors in academic writing that the students of Nizwa University depicted. 90 students were observed in writing-themed courses to explore their common mistakes in English grammar. Then the students were interviewed in order to look into their perception of the difficulties they generally face regarding English Grammar. The results showed Tenses 56%, Adverbs 52%, Pronouns 45%, Subject/ verb agreement 37%, Misplaced apostrophes 33%, Passive voice 31%, Punctuation 19%.

Finally, Hussain, S (2017), write in his research about teaching writing skills to second language learners by utilizing bench-marking strategies in the classroom. The study has used a mixed approach of qualitative and quantitative analysis to evaluate learning and writing skills of the second language among 400 students from different primary and secondary schools in Riyadh. The teachers were instructed to fill out an assessment form to evaluate the skills of students in learning a second language through Bench-marking techniques of brainstorming, fable writing, speed writing, loop writing, and mini-saga. The data were analyzed using statistical software (SPSS) 20.0 version. The Cross-tabulation technique has been applied to the data collected through questionnaires to observe the appropriate responses of the teachers. The results revealed that 75% of the students were interested in learning writing in a second language. Brainstorming technique (56.3%) was found to be most popular among the students and teachers. The majority of the teachers (84.4%) believe that acquiring writing skills is the toughest task for second language learners. Moreover, brainstorming (p=0.000), narrating fables (p=0.002), and loop writing (0.000) were significant among students learning a second language. It has been concluded that the technique of brainstorming was effective among the

students to learn writing skills in a second language. This research will support our project with some strategies to have better academic writing.

6.2 Theoretical framework

6.2.1 Writing

Writing is part of the cultural and personal development of the teacher, who must learn to work with words and ideas; this means that writing is the activation of a learning instrument, writing is built from planning, reading, and experience. Writing is a slow and complex activity: it requires time, dedication, and patience. Durga & Rao, (2018) Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language (p.1)   in other words writing is not only clarifying and ordering information to make it more understandable, implies exercising control over the subject, which is achieved through organized writing: a text that has a beginning, a middle, and an end that does not deviate from the essential approach

6.2.2 Advantages to writing

Writing is learned by writing, that is, expressing ideas, thoughts, objectives, etc. in writing on a regular basis. You will get writing important benefits: Writing will allow you to communicate in a clear way, also writing helps to better express all complex ideas more effectively. Klimova, (2013) "Writing is important because it's used extensively in higher education and in the workplace. If students don't know-how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else." (p9). Also, writing improves greatly spelling and grammar and lastly, writing clarifies thoughts and obviously clearer thinking will lead to better texts.

6.2.3 Disadvantages to writing

Writing requires linguistic mastery, which implies knowing and respecting the ways and forms of writing, this requirement causes frustration and disinterest in writing to the writer because writing modifies the understanding of a topic that is being studied. Krishnan, (2021) "Sometimes may argue you are wrong and disagree with you. Academic writing might suddenly increase or decrease, leaving you stressed and depressed." (p.1) In writing if the approach is not correct, the writing loses context and connections between the information and the generation of knowledge to be transmitted.

6.2.4 Academic Writing

Writing is the system of graphic representation of a language, that is, we use writing as a means of communication, through tangible means of communication such as; paper, stone, wood or also intangible, digital or electronic media. It should also be mentioned that writing is the way in which we express a language and transmit information, ideas, concepts, knowledge or feelings in a non-oral way. Cambridge University, (2012) mention that "Writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips... Although hundreds of millions of people are still unable to read and write, humanity relies on writing... It is quite possible that, today, more communication takes place in the written than in the oral mode." (p.1) in other words, writing can also simply refer to the art of writing.

On the other hand, there is academic writing, which is all the written productions that are carried out in the academic field, both students and education professionals, reference is made to works, exhibitions theses, projects, essays among others, that is, all these texts belong to the educational and informative genre, through which it is intended to disseminate the knowledge investigated, analyzed, or express in writing the learning achieved whether they are students or professionals in the educational area, in consequence Akkaya.A et al, (2018) mentions than, "Academic writing has various types including theses, articles, papers, projects and posters. These types usually involve reporting a research process as a composition… which has a wide range of types, is regarded as a discipline in itself." Consequently, in the academic context, there are different kinds of writings, for the same reason, it is important to know the essential components of their structures, as well as the content that is expected to be developed in each paper.

To write an English academic text, it is first necessary to know the structure of the text, identify its parts and segments, as well as linguistic resources, the text must contribute to the understanding of a certain topic, in turn give information to the receiver, but said information must be as clear and accessible as possible for the recipient who will read the text, for Therefore, the recipient of the text must always be kept in mind. Stanisla, (2015) points out that:

> Academic writing in English is linear. It starts at the beginning and finishes at the end, with every part contributing to the main line of argument, without digression or repetition. This line of argument must be made clear whatever kind of writing you are

producing and you, the writer, are responsible for making this line of argument clear and presenting it in an orderly fashion so that the reader can follow. (p. 1)

Consequently, it seeks to find a compromise between the given information and the new information.

6.2.5 Types of academic writing

There are various academic texts according to their purpose, they can be classified into summaries, reviews, reports, essays, monographs, scientific articles, theses, and books. Reisinger (2018) et al mention that "The following characteristics of academic writing determine how well a writer's ideas are communicated to the reader. A writer who expresses his or her views clearly, concisely, and precisely helps the reader understand the purpose and ideas of the paper or other assignment without ambiguity or confusion." (p.5) According to the text, Each text presents particular characteristics in terms of writing, structure, and contributions of the author. According Shannon (2011) "Effective writing skills are essential not only for attaining professional credentials but also for advancing in one's career. Although sometimes treated synonymously, academic and scholarly writing does have some variations in their purposes and characteristics". (p.1)

6.2.5.1 Summary

It is an academic document that orders the most important ideas of the main text. So you are looking to convert a long text to a small text. To prepare an abstract correctly, it is necessary to have a thorough knowledge of the topic to be summarized.

6.2.5.2 Report

It is a document that aims to communicate to the reader a specific topic or an activity carried out somewhere. It is necessary within the report to indicate the actions, methods, and procedures that will be carried out.

6.2.5.3 Revision

It is a small document that informs and comments on a book, product, or cultural event. Generally, when making a review, the author makes a judgment in favor of what he has found.

6.2.5.4 Essay

This is a written text, in which an author exposes, analyzes, and examines some arguments, focuses on a certain topic, the author presents his own arguments, that is, an essay is characterized by the reflection, analysis, and assessment of a topic determined.

6.2.5.5 Monograph

This is an investigation where the results of published research on a specific topic are analyzed, simplified and integrated. It is used in the scientific, technological, and humanistic fields. Likewise, a monograph must be coherent and systematic. In addition, it must include the bibliographic references used in its realization.

6.2.5.6 Thesis

It is a scientific document that is used for students to obtain a university degree. This research allows to expand the knowledge of a certain area; this research provides new information to new researchers

6.2.5.7 Scientific article

It is a document where the results obtained in an investigation are communicated in a clear, concise, and real way. It consists of: the title, name of the author or authors, summary, materials, and methods, as well as results, discussion and it is very necessary to indicate the references used.

6.2.5.8 Book

The books deal with topics of science, literature, fiction, language, biographies, etc., or they also have different informative purposes, the book has been extremely important for humanity since it is the instrument that transmits knowledge, beliefs, and culture, both to through time and space. Shannon (2011)"

6.2.6 Parts of academic writing

To obtain correct academic writing, a structure must be followed that helps the development of the text. Academic writings must have a clear introduction, development, and conclusion. Slovakia (2010), mentions that.

> In an academic writing assignment, you will start by asking a good question, then find and analyze answers to it, and choose your own best answer(s) to discuss in your paper.

Your paper will share your thoughts and findings and justify your answer with logic and evidence. So the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic (and this is what earns you a good grade). development and a conclusion. (p. 2)

Therefore, the structure of academic writing is built on the basis of certain basic textual structures, and this can be synthesized in a good academic essay.

6.2.6.1 Introduction.

The introduction is the first paragraph of academic writing and its main characteristic is to draw the reader's attention to the topic that will be discussed in the development paragraphs. There are basic elements that every introduction must have: the context, the selection of the central theme, and the central idea of the text or its main ideas, the introduction is related to the first paragraph of the development. Morley (2017) "This paragraph is essential for clear and organized writing. By providing an appropriate context and an effective thesis sentence, the introduction allows the writer to narrow the scope of their paper and helps with ensuring all information and claims relate back to the thesis". (p.1)

In addition, the introduction tells the reader what he will find in the development of the academic text and will motivate him to read it. The introduction reflects the image of the writer in front of the reader, it is the first impression of the academic text.

6.2.6.2 Development

The development is considered as the central part of academic writing, where the achievements of the work are exposed. The text must be written in a clear, concise, logical, and orderly manner with a presentation that captures the interest of the reader. All arguments or findings stated must be adequately substantiated. Burnett (2011). Mention that.

Whatever you decide, make sure you adopt a systematic or logical approach that is transparent to your readers. Keep them informed about the steps in your exposition (the presentation of your viewpoint) (...) make your argument explicit and make sure every paragraph in the main body of your essay links to the ones before and after(...)divide your essay into sections and subsections, giving each section a subheading or summary in a few words. (p2.)

In other words, it is recommended that the body of academic writing be organized into several chapters that address different objectives. Each paragraph must clearly explain the purpose of the research, in addition, it must offer a general and integrative vision of the academic writing, in addition to exposing the relevance and meaning of its main findings.

6.2.6.3 Conclusion

A conclusion consists of briefly synthesizing the most relevant points, providing the research knowledge throughout the text, but taking care do not to repeat exactly what you have already written, nor to append new information that is not has been mentioned before. Miller (2014). Submits that, "The conclusion does not need to repeat any background from the introduction. Some people make the mistake of cutting and pasting the points from their introduction. This is inappropriate for two reasons: first, it is self-plagiarism; second, we already know what you have told us in the introduction, so there is no need to repeat it." (p.1)

So, the objective of this part of the text is to remember for the last time why everything exposed is important, to give an explanation of the reasons for the results obtained, and to leave open the option of topics and other possible areas of interest to be dealt in the future.

6.2.6.4 Reference or citation.

The bibliography is the organization, classification, and description of the documents and information sources that will help a specific investigation, that is, it is all that material that has been consulted for the elaboration of academic writing. Also known as bibliographic references. Chartered Management Institute (2017) mention that, "The aim of a citation is to provide enough bibliographic information for the reader to be able to identify and, if necessary, obtain the original resource. Complete, correct and consistent citations are therefore very important." (p.4)

In other words, the reader can verify where the data, ideas or references that are incorporated into the written work come from.

6.2.7 Writing skills before making an academic writing: Expressing yourself

According to Kennedy, T (2009) mentions that there are some writing skills that should be taken into account before starting to develop academic writing. In the first instance ,there is mentioned that,I n the first instance, it is necessary to decide on a specific topic and then go on to write key phrases with known and easy to understand words, regardless of grammatical or

structural errors, then he suggests re-reading what has been written to reorganize the ideas if necessary. Finally, you can continue writing your academic paper(p.4).

6.2.8 Skills for an academic writing

To obtain good academic writing it is necessary to take into account some skills to obtain good academic writing.

6.2.8.1 Raise one topic.

It is necessary that the topic is of interest and addresses current issues. It is must be written according to the public to which it is directed. Review the local topics and internalize current issues. Dartmouth College (2016). Emphasizes that, when you write an academic paper, you must first try to find a topic or a question that is relevant and appropriate.... Second understand that your paper should be of interest to other students and scholars.... In other words, you will want to write something that helps your reader to better understand your topic, or to see it in a new way. To define the topic, brainstorming should be applied as a strategy, until a clear idea of the topic to be developed is obtained. Adhikari (2020). Supports that:

> Choose potential topics of interest so that the researcher continues being motivated to successfully overcome problems that are generally encountered in the course of the study. The topic should also be interesting to the supervisor and other members of the committee, and meet the specifications and the standards of the university (p.28)

The topic must be of interest to the person who is going to carry out the research, since this will help maintain interest throughout the academic writing work and thus achieve the stated objective.

6.2.8.2 Research the topic.

Once the topic is identified, the next step is to do some background research and select enough reliable sources with good academic information to produce quality content. Attili (2014) Research usually begins with the identification of a problem followed by formulation of research questions or objectives. Proceeding from this the researcher determines how best to answer these questions and so decides what information to collect, how it will be collected, and how it will be analyzed in order to answer the research question... (p.8)

It is important to investigate the current state of the topic, that is, you should not put interest in old topics because they will no longer interest the reader. In the same way it is not correct to be guided by old investigations because they confuse the writer. You must be careful to use social networks as information sources.

Finding academic writings by professionals who deal with the subject helps to develop learning styles, typologies, and contents. Avoid covering several topics, focus only on one part of the topic. In other words, avoid writing paragraphs about other topics, no matter how interesting they may seem.

6.2.8.3 Use Linking Words and connectors

Linking words have the function of joining words, phrases, or statements within the same paragraph. They also serve to establish relationships as well as join ideas in a text to obtain a clear and concise text. Flinders (2013). Mnetion that, "You can make your thoughts clear by using linking words and phrases to connect your ideas. For this reason, linking words and phrases are often called connectives". (p.2)

This will give dynamism to the text and keep the reader's attention. It is a way to avoid boring your audience and that the ideas are concrete. Flinders (2013). "Selecting the right connectives also forces you to think about how you are linking your ideas and whether the connections make sense or not." (p.2)

En otras palabras, un buen uso de los conectores da mayor coherencia a nuestro discurso y lo hace más coherente para el receptor. Asimismo, la coherencia se refiere a la relación que se establece entre las distintas partes de un texto. Se busca que el texto tenga una estructura, que esté bien organizado, que tenga sentido lógico y no presente contradicciones.

6.2.8.4 Use short sentences

First of all, you must be careful with long sentences, you must control irrelevant phrases, words, or paragraphs, for good academic writing you only need the essentials, you do not need to paraphrase a lot to achieve an objective.

You should always look for the simplest word order: subject, verb, and objects. Spanish should not be mixed with English. avoid speaking in the first person, do not forget to mention the subject so that it is clear who is expressing the phrase. Bailey (2018). "Simple sentences are easier to write and read, but longer sentences are also needed in academic writing. However,

students should prioritize clarity and avoid writing very long sentences with multiple clauses until they feel confident in their ability". (p. 11)

In this same context, for each important idea use short and direct sentences. The short sentence produces more impact and is better stored in the reader's memory, beware of repetitive sentences, this causes the sentence to be unnecessarily long and moves the subject away from the verb, so the main idea can be confused, hidden, or blurred.

6.2.8.5 Review the academic writing.

It is very important to check the academic writing and in this way, you can find some writing errors. The revision will improve the structure and rhythm of the text, through this it will be possible to find repeated phrases and even those phrases that do not agree with the academic text, and this may involve a rewrite. While reviewing, spelling, grammar, and punctuation errors may be checked. Bak (2013) ...The emphasis is on whether you understand what you are writing about. [...] On the other hand, you may understand the logical connections implicit in the writing – it may make perfect sense to you - but remember, your writing must make sense to the intended audience (readers) as well. (p.6)

So you need to go back to the beginning of the text, read each sentence independently. Correct any grammar, punctuation, or spelling errors you find. The strategy of modifying the text sentence by sentence is very good because the ideas can be connected in a clear way and thus achieve the objective set at the beginning, that is, to give coherence to the academic writing.

6.2.9 English academic style and language.

6.2.9.1 Formal Style

It is important when it comes to an academic writing, a formal language must be used, adapting it to whom the writing or text is focused on, because these academic documents aim to reach students, teachers and researchers, where science predominates, then the formal language gives importance to what is communicated through a written text. Blinn (2022 p. 1) states that in your assignments for class, you should not address the academic community in the same way you would talk to your friends for the simple reason that your academic writing needs to be both objective and persuasive. Writing that is too casual is typically not as convincing as more formal writing. Consequently, the formal language is created from the establishment of grammatical rules according to the language. because formal language is conscious.

In an academic writing it is necessary to emphasize grammar since this allows us to improve the use and understanding of aspects such as spelling and phonetics. In addition, it helps to understand and improve the structure of words, it allows you to correctly organize and combine words within a sentence, this is known as good syntax. Lynch et al. (2013), who mentions that:

> Grammar for Academic Writing provides a selective overview of the key areas of English grammar that you need to master, to be able to express yourself correctly and adequately in academic writing. those areas include the basic distinctions of meaning in the verb tense system, the use of modal verbs to express degrees of certainty and commitment, and alternative ways of grouping and ordering written information to highlight the flow of your argument. (P.4)

In this way, grammar will allow expressing ideas and thoughts clearly and precisely, demonstrating a high level of culture and command of the English language. In other words, understanding the importance of grammar will allow the use of reason in reading texts that must be used to have good academic writing.

By the way, it is necessary not to exceed the quotes, paraphrasing is recommended; In addition, it is essential that the content be autonomous because it is an academic writing of the author, it is not recommended to use terms, colloquial phrases or common phrases of the environment, as well as technical words should not be abused, because the reader loses interest in academic writing, In the same way, you should avoid repeating the same connector throughout the text, for the reason that there are several connectors to write a good academic writing.

6.2.9.2 Academic Vocabulary

To begin with, knowledge of English vocabulary helps directly in reading comprehension. Its importance lies in the fact that if the reader immediately recognizes the meaning of the words, be they verbs, Phrasal verbs, subjects or simple words that give meaning to the sentence, it will allow them to concentrate on understanding the text, since to interpret the meaning of a text of Correctly, it is necessary to know the meaning of most of the words or phrases, if you have a correct command of the vocabulary, writing an academic text will be easy due to the immediate connection of words and the creation of phrases. Tovar, R (2017) emphases that:

> Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more

frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context (...) p.90)

In other words, vocabulary mastery is based on two elements: the extent and depth with which the words are known, the extent of the vocabulary refers to the number of words that the student or teacher knows, even at a superficial level, while the Depth refers to how well you know each word, that is, it identifies its meaning according to the sentence and the time in which each sentence is expressed.

6.2.10 Professional Development

Professional development is the result of planning, meeting objectives, it is when a person enriches or improves their knowledge, to achieve goals within a certain activity or profession. It can be given through individual or group efforts.

In other words, professional development occurs when there is a willingness to achieve goals and the acceptance of new responsibilities. Professional development helps to obtain better levels of academic performance if reference is made to teaching as a profession. In addition, Mizell (2010, p. 3) "Professional development refers to many types of educational experiences related to an individual's work. […] to development to learn and apply new knowledge and skills that will improve their performance on the job." In other words, professional development is defined as a stage in which the person feels satisfied and happy with the professional achievements achieved.

 Next, there is professional development in the academic area, that is, teachers improve and are trained in educational spaces to be able to meet new educational challenges since teacher training is one of the essential pillars on which a proposal is built. improvement of educational quality. Scheeren (2010, p. 9), shows that "... the teacher training of the highest quality cannot provide teachers knowledge and skills needed for life of teaching [...]. Teachers are called not only to acquire new knowledge and skills, but also to take on new roles..." The work of the teaching profession is very important in the development of student learning. The way of approaching and transmitting the contents will make the student emphasize learning, therefore the success of the student will also depend on the preparation of the teacher. In itself, this must be constant, that is, a continuous process of learning and acquisition of skills that give added value to the student and his mates' educators.

6.2.10.1 Importance of professional development

It is necessary for teachers to be constantly trained not only in the subjects they deal with, as is the case of teachers in the area of English but in other areas that can be complementary and useful for the development of their classes. because there are always new challenges for teaching. Such was the case in 2020, in which education went from face-to-face to virtual and some teachers first had to obtain prior training on technology in order to be able to face the new virtual modality. Davi (2012) argues that "results in changes to teacher knowledge and practices and improvements in student learning outcomes. We conceptualize professional learning as a product of both externally provided and job-embedded activities that increase teacher knowledge" and help them change their instructional practice in ways that support student learning. (p.9)

It can be said that teachers who improve their academic education will be able to face the new challenges of a constantly changing society. For now, we see great deficiencies in the traditional models of teacher training, especially in the teachers of the English area themselves who are still developing static skills that do not allow meaningful learning of the English language, it is so important to focus on new strategies that take into account both the new needs of the student body.

7. METHODOLOGY

The research is descriptive with a qualitative design because data was collected and analyzed to identify the level of academic English writing of pre-service teachers. Accoding to Noori, (2020 p.104) the analysis follows a descriptive textual linguistics methodology in which we will demonstrate the level and knowledge in all aspects of academic English writing, such as the level of vocabulary used by teachers in training, so this approach tends to be qualitative.

This research intends to follow the guidelines and characteristic aspects of the descriptive method for the development of this research to achieve the proposed objectives by executing a critical analysis of academic writing skills. An essay with a topic of choice was used as an instrument of analysis to determine the level of academic English writing.

The rubric adapted by (L. Hamp-Lyons, 1992) consists of 5 parameters and each parameter is scored according to the following, excellent with a score of 2 points, adequate 1.5, limited 1, and very limited 0.5.The first parameter is the assignment, compliance, and format in which it is evaluated that the English teachers-in-training have submitted the assignment according to the chosen topic, addressing the topic itself and not superficial writing, the second parameter, called topic development, evaluates the relevance of the content, i.e., that the content of the essay is relevant, coherent, concise, and clear.

On the other hand, the third parameter takes into account the organization with which the essay was developed, in other words, to achieve an excellent grade in this parameter, the paragraphs must be properly organized so that the reader follows the sequence of the writing without any problem.

Following the sequence in the fourth parameter, the vocabulary used is evaluated, that is to say, that there is no repeated vocabulary, taking into account that for an essay academic vocabulary is used.

Finally, the mechanics are evaluated, i.e. spelling, capitalization, and punctuation, as well as the correct positioning of titles and subtitles according to the APA norms and citations.

The participants are 22 pre-service English teachers of the 8th semester of the PINE of the Technical University of Cotopaxi, however, only 10 pre-service English teachers responded. To evaluate the essays received, an adapted rubric was used, which was developed and adapted by (L. Hamp-Lyons, 1992)

It should be noted that the general objective of this research is to determine the skills to develop academic English writing in pre-service teachers for professional development. This is a type of textual information that provides skills for developing academic writing on pre-service English teachers in which they can be better oriented for their future professional development. For the publication of the essays received from the 10 pre-service English teachers, authorization was obtained from each one of them, which is reflected in the informed consent that they signed, giving their authorization for publication.

8.ANALYSIS AND DISCUSSION OF RESULTS

An academic text was applied to some students of the English career, it had a rubric that helped to qualify the veracity of the text, this rubric was adapted from Lyons, (1992) and validated by Teachers of the Technical University of Cotopaxi.

It consists of 5 parameters and each one has a numerical validation.

Below is the percentage of pre-service English teachers who achieved a certain score on each item of the rubric.

Table1: Format of the essay

	Criteria	Score Percentages
Excellent (2)	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	10%
Adequate (1.5)	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic	20%
Limited (1)	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	60%
Very limited (0.5)	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included	10%

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

Graphic1: Format of the essay
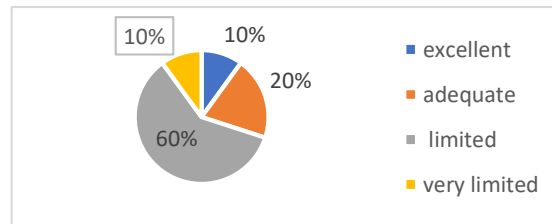
Source: Alvarez, J; Galvez, N. 2022

In the first parameter it was found that 60% of the students demonstrate that they can write within the topic, but there is no evidence that they address the writing task itself. Other 10% does not address the writing task, gets off topic throughout the writing, good academic writing is not included, does not comply with most aspects of proper academic writing including spelling errors. Then 20% addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic. On the other hand, 10% fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing. Finally, the last 20% percentage, addresses the writing task, but may not develop or include all parts of the task with good academic writing that directly addresses the topic, i.e. writing ability is very low in pre-service English teachers. This result coincides with Sermsook et al (2017); in their research called, An Analysis of errors in Written English Sentences: A Case Study of Thai EFL Students, in which shows the main errors, punctuation and fragments since in the present investigation, thanks to the first parameter it was found of the 8th semester pre-service English teachers of the Technical University of Cotopaxi also comment fragmentation errors thus damaging the format of the essay. This is because the students always thought in their first language when they produced written English sentences.

Table2: Topic development

	Criteria	Score Percentages

Excellent (2)	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	20%
Adequate (1.5)	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	60%
Limited (1)	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	20%
Very limited (0.5)	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	0%

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

Graphic2: Topic development
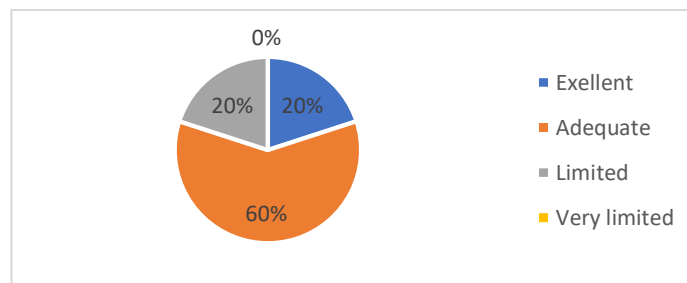
Source: Alvarez, J; Galvez, N. 2022

The students obtain 60% which shows the writing is adequate, but it lacks clear positions or supporting information. The other 20% of the students have excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing. Likewise, we find 20% that

development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing contrasting the research that students do not have clear writing or perhaps the research is not part of their strategy before writing.

These results coincide with Mishra in her study Analysis of common errors in writing -a tool for better teaching/learning of ESL, where students also need to practice different formats and styles that suit variety of purposes of writing, and grammatical and lexical accuracy along with their relevance to the purpose of writing.

Table3: Organization

	Criteria	Score percentages
Excellent (2)	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	10%
Adequate (1.5)	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and use of topic sentences.	60%
Limited (1)	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	20%
Very limited (0.5)	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	10%

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

Graphic3: Oganization
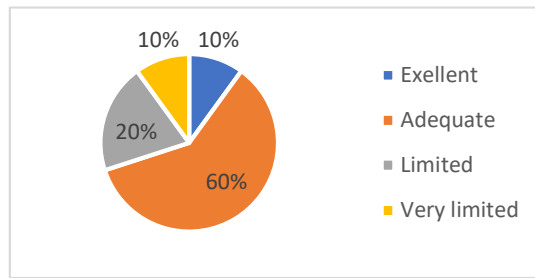
The results show that 60% of the students have controlled organization but limited; some paragraph problems; adequate introduction and conclusion; Limited thesis statement and use of topic sentences.

On the other hand, 10% of surveyed results show that a totally adequate and effective organization for the topic (point of view, unit, paragraphs); very strong introduction and conclusion, and excellent structure of the topic, so that a minimum percentage of students have the ability to create developmental introductions and conclusions that agree with the reader,

The other 20% does not use appropriate (word choice) of vocabulary in a variety of situations; average correct use of word forms and other 10% have simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.

Table4: Vocabulary

	Criteria	Score Percentage
Excellent (2)	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	0
Adequate (1.5)	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	80%

limited (1)	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	20%
Very limited (0.5)	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable	0

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

Graphic4: Vocabulary
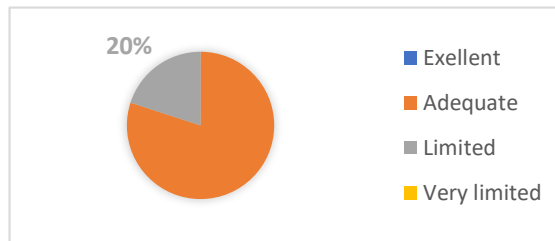
Source: Alvarez, J; Galvez, N. 2022

The fourth item is vocabulary analysis resulting in 80% appropriate use (word choice) of vocabulary in a variety of situations; average correct use of verb forms. On the other hand, 20% is very limited word selection; precise use of subtle meanings is not shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.

Agreement with Shousha A (2020), she mentions in her research, Analytical Assessment of the Common Writing Errors among Saudi, that students have difficulty writing due to lack of vocabulary to be able to defend themselves in their academic writing

Table5: Mechanics

	Criteria	Score Porcentage

Excellent (2)	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	20%
Adequate (1.5)	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	20%
Limited (1)	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	60%
Very limited (0.5)	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	0%

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

Graphic5: Mechanic
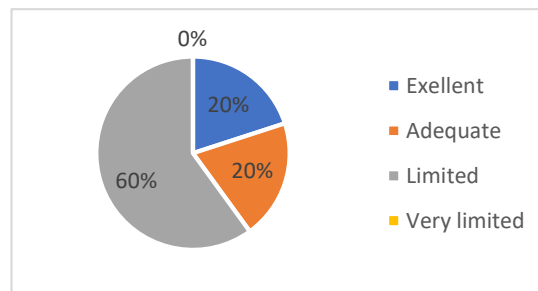
Source: Alvarez, J; Galvez, N. 2022

Finally, we have the analysis of Mechanics with a percentage of 60% in very limited, students present errors in spelling, formatting, indentation, capitalization, punctuation, and frequent and distracting quotes, the other students with 20% present occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.

On the other hand, 20% of the students have an excellent and adequate score correctly for the type of text (e.g. Memo, titles; correct citations; spelling, capitalization, and punctuation without errors or occasional errors in spelling, form, indentation, capitalization, punctuation, and citations.

Agreement with Shousha A (2020), she mentions in her research, Analytical Assessment of the Common Writing Errors among Saudi, writing difficulties statements were on generating ideas, vocabulary range, spelling and grammar errors, sentence structure and writing mechanics. There were two statements about individual feedback and whole class feedback.

General Analysis

It was planned to have the participation of 22 students, future teachers of the English area. Then they would be 100% of the population, but on the day of the application the response was obtained from only 10 students, which would be 45% of the population, that is, 5% less than half of the planned students.

Table6: Student's percent 1

	Students	Percentage
Population	22	100%
Sample	10	45%

Source: Alvarez, J; Galvez, N. 2022

Taking into account the total number of essays and the final grade for each item, the percentage of students who achieved excellent, very good, good, bad and very low grades in their essays was calculated.

Now we will say that the sample was 10 students, 100% of which 1 of the students have a grade of 3 very low represented in 10% according to the rubric, 50% of the students represented in 5 students have a grade of 5, these students do not show good spelling, grammar and organization, the text is poor, students do not focus their attention on the main topic, and their writing deviates from the main topic. 30% of the population being 3 students show a rating of 7, a reasonable score, these students do not show a correct development of the topic raised, its content is restricted, the vocabulary is used inappropriately, 1 student who represent 10%, have a score of 8,5 who have shortcomings like the rest of their classmates in the use of the order of vocabulary and grammar, their errors are minor but it can be seen that the writing still needs more quality

and training. It is worth mentioning that no student of the English career obtained a score of 10, thus making it clear that the subject of writing is not focused or prioritized in the students.

Table7: Score 1

	Students	Percentage
Excellent: 10	0	0%
Very Good: 8.5- 9,99	1	10%
Good: 7- 8,49	3	30%
bad: 5- 6,99	5	50%
Very low: 0- 4,99	1	10%

Source: Alvarez, J; Galvez, N. 2022

Graphic6: Total core
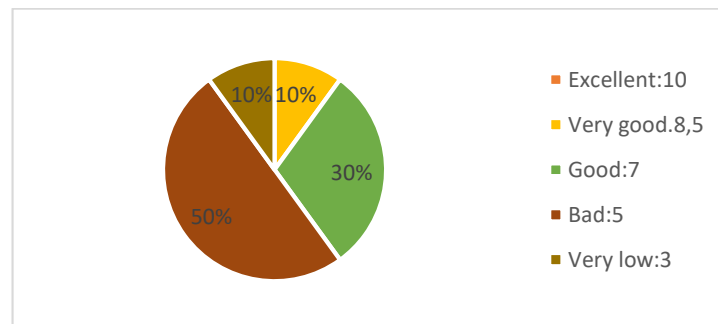
Source: Alvarez, J; Galvez, N. 2022

9.RESEARCH IMPACTS

The impact generated by this research is social, since it is based on knowing the different problems that arise in the process of producing an academic text. Likewise, skills will be presented that aim to help develop academic English writing skills. In addition to having a social impact, it also has a formative character since it is focused on supporting and raising awareness among pre-service teachers to eradicate some of the most common mistakes in academic English writing through clear and precise skills.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusion

- In conclusion, academic English writing is a formal writing style and the main method of academic communication, since it is a way of producing, transmitting, evaluating, teaching and learning knowledge in academic languages.

- The 8th semester pre-service English teachers possess a low proficiency of academic writing skills this is reflected in the evaluation of their essays with poor grades demonstrating an overall average of 5.75 out of 10 which shows a low level of academic writing.

- To achieve a good academic writing in English there are skills that help in the process of written production for example one skill is to correctly choose the topic to write about, in the rubric is found as essay format in this aspect most students showed that they can write within the topic, but are not clear about the topic itself, another skill is to include relevant information according to the topic, in the rubric is found as the development of the topic, in this aspect students showed that the writing is adequate, but lows clear positions or supporting information, on the other hand there is the organization here most students showed a controlled organization, but lows clear positions or supporting information, here the students demonstrated adequate writing, but lows clear positions or supporting information; fluency of expression or academic writing can be average in its level. Then, there is the organization, here most students demonstrated a controlled organization, but limited several writing problems, another skill is vocabulary here students demonstrated an adequate use of vocabulary in a variety of essay situations and finally there is the ability of mechanism here most students demonstrated errors in spelling and formatting the essay.

10.2 Recommendation.

- Analyzing academic English writing skills in the bibliographic area had some complications, because there are no in-depth studies on the low of English language learning in Ecuador, much less in Latacunga. Therefore, we recommend that research be carried out on the low of writing in the English language in the city and country.

- Pre-service English teachers should learn connectors and linking words to follow the sequence of ideas.

- Pre-service Teachers should know that academic English writing is a formal style and they do not can use informal vocabulary.
- Research on the reasons why pre-service teachers' low skills for academic English writing skills is recommended.

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12. ANNEXES

12.1 Annex Essay 1
TIC's IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE
Introduction

The present work proposes an exhaustive investigation on the Information and Communication Technologies (TIC's), in the process of teaching and learning of the English language; since, we are in a digital era and it is very favorable that the teacher and the student have a wide knowledge of these applications; so that, in this way, the teaching can be better and the student is the most benefited in this application.

Objective of the research and importance of the topic

The purpose of this research is to investigate which are the most favorable technological resources that teachers and students can use in the teaching-learning process, and that it has the objective of improving the teaching-learning methodology through TIC's .This topic is extremely important nowadays, since we are going through a worldwide pandemic where students and teachers must be related to TIC's, so that in this way education is innovative and of quality.

Theoretical framework supporting the research

TIC's have expanded the transmission of information and knowledge, promoting new educational strategies for the teacher, as well as being a fundamental tool for the learning of the educational entity. TIC's also include metadata, which facilitate identification, storage and localization; and other characteristics such as educativity, interoperability, accessibility, generativity, flexibility, etc. This allows to have knowledge of what allows TIC's in the teaching process for teaching and learning. (Navarro & Dominguez ,2012)

In conclusion, in order to facilitate the teaching-learning process of the English language, it is important and essential that teachers and students use all the tools and platforms offered by TIC's. In this way, teachers will teach their classes in a more interesting and modern way. In addition, students will be more enthusiastic about learning a new language such as English.

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Table1: Annex Essay 1

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	0,5
Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	0,5

	in fluency of expression in their writing	average at your level			
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and use of topic sentences.	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	0,5
Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1

	writing development		incorrect use of word forms.		
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	0,5
				TOTAL SCORE	3

Scoring Values				
Excellent: 10	Very Good: 8.5- 9,99	Good: 7- 8,49	bad: 5- 6,99	Very low: 0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.2 Annex Essay 2
Introduction

Nowadays, learning a second language has become a fundamental tool for the development of people and society. Research shows that people who master another language are able to compete in the fields of science and technology in order to acquire new knowledge and alternatives for progress in this globalized world. English is one of the most common languages spoken worldwide, becoming an essential tool for the personal, professional, economic and social development of society. Thus, the study of productive skills for the proper management of the English language is essential because it helps students to understand, learn, interpret and develop an efficient communication with other people. Therefore, the use of M-learning has been determined as a viable methodology for the practice of these skills through teaching and learning that makes use of small mobile devices, such as cell phones, PDA, tablets. Thus, its relevance in education gives way to a range of future research.

Body

As a first point, the main objective of the study is to demonstrate that the implementation of this methodology in the practice of the productive skills of the English language is essential, due to the facilities it provides to both teachers and students. Emphasizing that the use of Mlearning allows students to access information or materials assigned by the teacher from any geographical location and any time. In addition, this methodology becomes important in the educational process since it has wireless connectivity as a tool for teaching, in the same way, it makes use of different applications that motivate students to use them because the new generations are more familiar with them.

As a second point, previous research has identified that the use of M-learning in the classroom is more prevalent in the most globalized countries of the world. For this reason, it is considered essential to expand the knowledge and application of strategies, methods and innovative resources in the education of the country in which we operate. With the purpose of achieving the development and creation of competent professionals who handle the English language and are able to integrate into society.

As a third point, the study will be developed around a set of characteristics that will allow the achievement of the proposed objective. In such a way that the study will use: descriptive research it allowed to observe and describe the use of m-learning apps in English productive language skills practice, mixed approach where the qualitative approach will allow knowing the elements of the reality presented by each student regarding the use of m-learning apps, which influence the productive English skills learning and the quantitative approach will help to collect

information to be examined statistically to assign numerical meanings to them, using research instruments and thus verify the effectiveness of the hypotheses proposed.

Finally, with the results found in the development of this study it is expected to encourage teachers to implement M-learning apps as didactic instruments for the practice of productive English language skills in order to provide students with innovative ways to learn. In addition, to sow in students the curiosity to investigate further and recognize that within the resources that are used in their daily lives there is always an option that will bring benefits in their academic and personal development with a correct use of them.

Conclusion

To conclude, the use of M-learning in the teaching and learning process, specifically in the practice of productive English language skills, is highly relevant due to the variety of options it offers both teachers and students for their performance. Due to the world in which we live, education needs technological, scientific and other advances; so it is necessary to take into consideration that day after day everything changes, therefore it is necessary to soak up new knowledge, strategies, methods, innovative resources that as guides and mentors can implement to facilitate the path of their students to achieve their personal goals and objectives.

Table 2: Annex Essay 2

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	1

		directly addressing the topic			
Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1,5
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	1

		use of topic sentences.			
Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	0,5

	TOTAL SCORE	5

Scoring Values				
Excellent: 10	Very Good: 8.5-9,99	Good: 7- 8,49	bad: 5- 6,99	Very low: 0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.3 Annex Essay 3

<u>E- Tándem Learning in the Classroom Teaching</u>

Introduction:

It is an effective method of language learning that consists of constant interaction between two people in order to learn each other's mother tongues. The tandem method provides the student the teaching- learning process, the interaction of cultures and frequent practice of the English language.

Body

The teaching- learning process the teaching-learning process is the procedure by which special or general knowledge about the subject being discussed is transmitted. This process allows the student to teach all the knowledge he/she has by becoming a transmitter, and also a receiver who absorbs everything he/she speaks and listens to during the class. The objective of the research is to know the impact that the application of the tandem strategy has as a mechanism for learning the English language, which will be presented in the classroom.

The interaction of cultures is another important factor that the tandem offers because students learn more about the different customs existing in foreign countries. Thus, the importance of this topic becomes relevant because it will allow us to know the different factors that the application of the strategy triggers in the students and in their teachers as guides.

The practical frequency of the English language has helped many students who wish to speak it, individuals who have used the tandem strategy as a learning resource, which has yielded very good results at the end of using the strategy. Therefore, this methodology has been accompanied by the constructivist theory of Jean Piaget, who has stated that learning is a construction of the subject as he organizes the information that comes from the environment when he interacts with it, which has its origin in the action conducted based on a previous mental organization, which is constituted by structures and structures by schemes properly related. Followed by several authors who have conducted further research on the use of tandem in the classroom and by the first study that was given in the United States in 1994. Finally, the method we will use is the logical-deductive because we will start from the most general to the particular, so that through the results of the research, we can corroborate the existing information by discovering what is

still unknown. In this way, we will obtain results that will contribute to the development of the research and will encourage to continue during the study process.

Conclusions

To conclude, the use of the tandem strategy is innovative and very useful for learning a foreign language, since it allows the student to develop his cognitive skills in a natural way, through interaction with his tandem partner. In addition, the exchanging cultures and carrying out a teaching-learning process within the classroom which will help in the practice of the English language to obtain good results. At this time, we encourage future researchers to investigate this methodology further and invite it to be applied in the classroom to better identify its benefits.

Table 3: Annex Essay 3

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	2

Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and use of topic sentences.	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	1

Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	0,5
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	0,5
				TOTAL SCORE	5

Scoring Values

Excellent:	Very Good:	Good:	bad:	Very low:
10	8.5- 9,99	7- 8,49	5- 6,99	0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.4 Annex Essay 4
Reading skills improvement by reading newspapers and magazines.

Language acquisition process involves four skills to be developed and mastered. One of them is reading. This can be a difficult task at the beginning; yet, if the problem persists over time, this is perhaps due to grammar textbooks are the most common input source that ESL and EFL readers use. However, there are many everyday living input sources which can help improve much more efficiently reading pace in ESL or EFL readers.

In language acquisition, reading skill is as important as also it is listening skill, because both are input ways. This means that both help students to catch, interpret, relate and store words into the brain and memory. Before start reading, students must have some knowledge about basic grammar rules so that they can understand easy texts and progress step by step until they get a good reading pace.

Textbooks are fundamental tools among language learning because they present beginner information about grammar structures, and also provide some sources to practice several specific communicative skills. However, reading involves some knowledge to be mastered beyond grammar structures, one of which is vocabulary. Despite textbooks have some useful vocabulary, this vocabulary is pre-selected by the publisher and also it is focused on specific contexts of communication. For this reason, it is possible that sometimes vocabulary presented on textbooks could be too general, or too few, or definitely this vocabulary could be different from the reader interests, causing the reader to give up trying and get stuck.

Since each person has his or her individual interests, and due to textbooks are not the only or the best suitable source of text. Readers must look for other inputs which vocabulary is closer to his or her interest. There is much input in everyday texts; from local newspapers or magazines, to all kind of novels, or even online blogs. These input sources which fit personal reader interests, can serve to increase their vocabulary and reading pace to the same extent that the student is interested.

Finally, likewise as in almost every practical task. The proverb "The more practice the more improvement" applies in the reading field. Self-Interest or self-motivation has the power to

trigger the will to practice something as reading in this instance. This is why ESL or EFL readers need to start reading e books, newspapers, magazines or blogs about their own interests or motivations. Because by doing this, their own interests will unleash their natural improvement process, and consequently this will accelerate their reading pace, comprehension, their reading skill itself.

In conclusion, despite textbooks are important in basic language learning, each person needs to expand their vocabulary by themselves. And the best way to do this, is following each personal interests. There are potential input sources available in everyday life as on internet as in books, newspapers, etc. These sources can lead students own interest to improve their vocabulary and also their reading pace. However, despite the existence of unlimited sources and tools everywhere, there won't be any change or improvement without dedication. The most you try the most you enhance your skills. Just do your best all the time.

Table 4: Annex Essay 4

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	1

Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and use of topic sentences.	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	1

Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	1
				TOTAL SCORE	**5**

Scoring Values

Excellent:	Very Good:	Good:	bad:	Very low:
10	8.5- 9,99	7- 8,49	5-6,99	0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.5 Annex Essay 5

VIRTUAL LEARNING ENVIRONMENTS AND VIRTUAL LEARNING EVALUATION

The advancement and influence of technology on ways of learning creates new challenges for the learning evaluation, new forms of assessment, and instruments that help improve the teaching-learning process have been made available. Thus, a virtual learning environment is the set of synchronic and asynchronic interaction media, where the teaching and learning process takes place, through a learning management system. Virtual learning environments aim at creating virtual spaces for social interaction and exchange of information and content for the collaborative construction of meaningful learning. Like many educational tools, these virtual environments arise from society's need for information or knowledge, since they offer the possibility of generating, transforming and transmitting information with purely educational objectives and imitating reality in a virtual way, that is, a classroom or learning environment.

Virtual environments are characterized by creating aspects of a real environment through models generated and executed on a computer. In the pedagogical field, they generate learning activities, teaching situations, learning or support materials and evaluations, the latter being essential in the teaching-learning process and sometimes becoming the most necessary to complete that process. There are various resources and instruments for evaluating learning in virtual environments, such as objective tests, projects, rubrics, creation of concept maps, forums, portfolios, wikis, among others.

Lezcano & Vilanova (2017) point out the concept of Del Moral, Pérez and Villalustre Martinez (2013) as:

> The virtual learning evaluation involves a systemic process that implies that the teacher reviews the pedagogical model that provides a framework for their training

activity, that selects strategies and tools that allow them to verify the evolution and real progress achieved by the students. The design of the evaluation is closely related to the teaching methodology used. (p. 2)

This virtual learning evaluation is of great importance in the teaching-learning process since its application allow the teacher to know the learning and progress achieved by his or her students, as well as to show him or her the fulfillment of the learning objectives proposed in the program or academic course. Virtual environments offer diverse tools and motivate the adoption of different types of teaching strategies, both for the development of content and for the proposals of activities that favor the construction of learning and its evaluation. Furthermore, they serve as a support for the development of the teaching-learning process by allowing the dissemination of information to many people, without geographical limits.

Technology is changing the educational scenario, information, and communication technologies are tools to speed up, optimize, and extend the teaching-learning process. Virtual learning environments provide and improve some educational aspects, and also facilitate pedagogical change. The change of roles that takes place between the teacher and the student is one of those that can be highlighted, in the case of the teacher this becomes a guide because he or she directs and proposes resources to transmit knowledge; in the case of the student and given the flexibility of virtual learning environments, his or her responsibility, collaboration, and interaction with this environment are encouraged in order to create networks of knowledge and learning in an autonomous way.

Also, technology has brought about three major changes in the context of assessment. There is the automatic evaluation that includes electronic tests, tests where the answer given by the student receives an immediate response, this procedure is automatic and connects the question with the validity of the answer, however, it limits the interaction of the teacher with the students because it is a standardized assessment assisted by a computer. The encyclopedic evaluation corresponds to the monographic works, essays with examples, here the Internet databases are fundamental for its elaboration however the plagiarism is one of its main limitations. And, the collaborative evaluation that includes the forums, virtual debates, discussion groups, workgroups, among others. One of the advantages of this type of evaluation is the collaborative work that students carry out in the virtual context and the ability to evaluate the collaborative product as the process itself.

Likewise, in the process of designing the evaluation of learning in virtual environments, it is necessary to learn its various functions, the diagnostic function allows to identify the current state in the learning level of a student so it is important to apply it at the beginning of a course to make modifications, the training function is developed throughout the course and allows to support the student in his learning process by highlighting his or her deficiencies and errors and, finally, the summative function that is usually developed at the end of the course to give the student a grade and certification of the learning achieved.

Lezcano & Vilanova (2017) take up Barberá's (2006) approach to evaluation, commenting that it "implies the communication of evaluation criteria, of processes and results, of the returns that the teacher makes on the student's production" In this way it can be said that, from these virtual environments and their evaluation, students can comment and share their skills, projects, works with their classmates and with teachers, creating new learning opportunities.

In conclusion, virtual learning environments allow the exchange of knowledge between teachers and students based on tools that favor interaction between them to carry out a correct teaching-learning process as it is a combination of resources, support, and structured learning activities. Furthermore, it facilitates access to information and the distribution of learning resources so that students can be free to study autonomously regardless of where they are, and can also share data and the production of knowledge collectively. The virtual learning evaluation is a process that collects information through the use of instruments that allow teachers to analyze this information and issue a reflection on it, it is important to generate aspects of organization, training, and practice that allow them to improve the instruments to be used within the evaluation.

Table 5: Annex Essay 5

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/	Fully address all aspects of the written assignment,	Addresses the writing assignment but may not fully	May write within the topic, but there is no evidence that he	Does not address the	1

Format	including in-text citations and frames using proper alignment and spacing.	develop or include all parts of the assignment with good academic writing directly addressing the topic	addresses the writing task itself. Significant omissions in the task.	writing task. Gets off topic throughout the writing. Good academic writing is not included.	
Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1,5
Organization	Fully adequate and effective organization for the topic (point of view, unit,	Controlled, but limited organization; some paragraphing problems;	Some apparent organization, but poorly controlled; introduction and conclusion and	Poor organization in paragraphs, often unsuccessful; poorly	0,5

	paragrams); very strong introduction and conclusion and excellent structure of the topic	adequate introduction and conclusion; limited thesis statement and use of topic sentences.	topic sentences may be missing or incomplete and very loosely structured	structured chains of sentences; no introduction or conclusion of thematic sentences.	
Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization,	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors;	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	1

and punctuation.	sometimes distracting.			
			TOTAL SCORE	5

Scoring Values				
Excellent: 10	Very Good: 8.5- 9,99	Good: 7- 8,49	bad: 5- 6,99	Very low: 0-4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.6 Annex Essay 6
Instruments to evaluate learning in virtual environments.

Technology has been a major influence on new forms of learning which, while they have been implemented before, have not been addressed in depth. Thanks to new virtual platforms, new forms of joint assessment have been implemented and new instruments have contributed to the process.

UNESCO (1998) invites "the creation of new learning environments, ranging from distance education services to 'virtual' higher education institutions and systems, capable of bridging distances and establishing high quality education systems, thus fostering social and economic progress and democratization as well as other important social priorities; however, they should ensure that the operation of these virtual educational complexes, built on continental or global regional networks, takes place in a context of respect for cultural and social identities".

As he points out (Camilloni, 1998), the process of assessment goes through the processes of teaching and learning in such a way that if the idea of assessment were analyzed and modified

in depth, the processes of intervention of teachers would be substantially modified, and in the case of virtual teaching and learning environments, the implementation of the strategies applied.

This means that evaluation is needed that is congruent with the conception of the learning process, hence the importance of taking an interest in the pedagogical foundations and of including evaluation in the means associated with the use of student-centered methods by changing information and communication. It is essential to develop systems that support and legitimize the kinds of teaching and learning that we value in collaborative, authentic and interactive learner-centered environments. It is also essential that these systems ease, rather than increase, the burden on teachers.

The evaluation must allow the student to increase his knowledge by stimulating him to overcome his mistakes, which generally guarantees his personal growth. To this end, it is necessary to enumerate several fundamental principles of assessment, described by (Ruiz Morales, 2013) which must be followed for proper evaluation design

- Reliability: The tools used must be built on the learning given to the student.

- Authenticity: The content of the evaluation must be related to the practice of each student.

- Validity: The tool must respect the basis on which the evaluation is built.

- Objectivity: The evaluation will be referenced according to the corresponding criteria, without any preference.

On the other hand, several methods are used which will facilitate the creation of assessments that will be easily accessible by incorporating relevant information and observations from other learning activities in which information is sought to complement the evaluation process, for this it is correct to use valid tools that make sense by adding them. According to the information researched, the consistency of the structure will be maintained in order to go together with the instruments.

Exists is a great variety of evaluation instruments, the most known in the virtual environment are detailed below.

- The questionnaire is integrated by means of structured questions on the subject of study.

- The interactive questionnaire allows for multiple choice exercises, double choice, linking concepts or sets, filling in gaps or sorting information.

- Objective tests are made up of reagents or specific questions where the student chooses, points out or complements the question that is asked according to the options presented.

- Project, the student is involved in the elaboration of a tentative proposal of solution to a problem related to the subject of study. By this means, the student's creativity and integration in problem solving is known.

- Essay, is a writing where the student's point of view on a subject is shown in a critical way supported by reliable information related to the subject of study.

- Discussion Forum is an application designed with the purpose of communication and the exchange of ideas, frequent questions, doubts and clarifications of these, sending messages, among other communicative possibilities.

- Portfolio is constituted by a mechanism that allows to go to store and to classify the work made by a student during a learning experience or course, in such a way that teacher and students have a vision of the work and the process of learning during the course of the formation.

- Concept maps allow the student to represent, identify, relate and visualize concepts, and have the advantage of establishing a concept organization of the study topic in question.

- Exposing a topic, the student expresses before an audience the knowledge of a particular subject, the teacher can know as a student the mastery of the topic and the ability to communicate his ideas.

- Anecdotal records are made with brief descriptions of unusual events in the student's behavior or the learning environment in relation to the teaching process and are part of the learning memory.

In order to obtain an improvement in the management of the creation of the evaluation through these instruments, it is important to take into account the feedback that is one of the main functions of it, which is important for all educational subjects. This so-called engine is characterized by the interaction between the participants helping them to obtain a coherent

response according to what they have learned, so (Maldonado, 2009) defines feedback "as a system that has a purpose and seeks to self-regulate in order to achieve it".

In other words, the feedback starts as a strategy with multiple purposes and functions which improve the learning process by returning the analyzed information about the result of a previously postponed activity.

 In conclusion, assessment is a process in which data collection is involved by means of tools that are planned considering new procedures and methods that can be used within teaching and incorporated in the class, which are linked to assessment allowing a greater approach to the learning object being assessed.

Table 6: Annex Essay 6

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	1

Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and use of topic sentences.	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	1

Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	1
				TOTAL SCORE	5

Scoring Values

Excellent:	Very Good:	Good:	bad:	Very low:
10	8.5- 9,99	7-8,49	5- 6,99	0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.7 Annex Essay 7

E-LEARNING

Due to the delicate situation of the planet, education has had to face new challenges. Face-to-face education cannot be carried out thanks to the pandemic we are facing, so the different educational centers, together with the teachers, have decided to implement online classes, all in order to continue offering quality education.

At this time, each student is making use of the technology available to them, carrying out a learning

To better understand the e-learning we must consider what its true meaning is, its characteristics, the elements that make it up, the methodology that can be used and the role it plays within education.

 According to (Arkorful & Abaidoo, 2014) "E-learning refers to the use of information and communication technologies to enable access to online learning/teaching resources". This type of teaching allows students, through the use of technology, to carry out the learning process with the information found on the web.

E-learning is a process that takes place through a classroom or virtual environment where the teacher interacts with the students and where activities that encourage student participation can be carried out. (Area & Adell, 2009)

The use of the web and technological tools are not the only characteristics of e-learning; there are many more that help this process to be developed in the best way. (Rosell, 2015) mentions the following characteristics of e-learning.

Greater flexibility

E-learning is more flexible than the conventional classroom environment because students can set their own learning pace according to the time they have available and the goals they want to achieve.

24-hour access

Students can easily access course or virtual classroom content at any time. All you need is an Internet connection to access the content, contact your teachers and take exams.

Adapting to the pace of learning

Students are able to generate knowledge thanks to the length of the online classes.

Unlimited virtual resources

Through the use of the Internet, students can access information sites that can enrich their knowledge.

Compatibility with other life activities

E-learning does not interfere with the student's daily activities, as they can connect from anywhere at any time.

All these characteristics are what make e-learning different from traditional learning, making it one of the best options to consider in modern education; moreover, this form of learning has elements that help it in the online environment or course, this so that students can take considerable advantage of all the information provided. According to (Anderson, 2015) these are the elements that help make online learning profitable for students.

Adding graphics to text

If we already know that people will judge the course by its visual appearance, it is better to make sure to create one that is visually appealing

By presenting new information with text and images that are consistent with each other, content will be moved from working memory to long-term memory more efficiently

Place text and graphics very close together

Avoid separating text and associated images. This will cause the student to require more working memory to integrate the elements.

Accompany graphics with audio

Using text in conjunction with a graphic or animation seems like a good strategy for presenting information to students

Remember that working memory has a visual area and a verbal or phonetic area, so we can increase its capacity if we use both areas

Keep the human side

Although eLearning has a technological basis, we must not forget that our goal and focus is human beings: the students. We tend to use the same social patterns with our computers or mobile devices as with people.

Avoiding visual, audio and text distractions

A very common strategy to increase students' interest in a course is to add very elaborate pictures, sounds and even real stories or situations

Learning Objectives

Set objectives help students set or achieve goals.

Content

It is an important element in e-learning, since here the student can visualize all the topics that will be dealt with during the virtual school cycle.

Practice Activities

The practice activities serve to help students strengthen their skills and knowledge.

knowledge testing and evaluation

Knowledge checks and assessments are tests at the end of each topic, module or course, where learners can check their progress during a module.

Resources

At the end of each class, the student will have the possibility to use the resources that the teacher used during the class, these can be e-books, websites, documents, etc.

Teaching methodologies are essential for students to develop the skills that will accompany them throughout their lives. This is how future professionals will be able to face the world of work (Rosell, 2015). In this way we consider the most important methodologies within virtual education.

Flipped classroom

The teacher plays the role of a guide, recommending educational materials and the right questions to the students so that they can arrive at the answers themselves in an open manner, as there does not have to be a single answer in certain areas.

Micro-learning / Problem solving

Questions, problems and scenarios are used to help students learn through their own research.

Project based learning

Also known as PBL (Project Based Learning), consists of carrying out a project of some importance, in a group and based on a broad question proposed by the teacher.

Competency Based Education

Competency Based Education (CBE) provides students with adaptive course paths and module teaching units that can be easily aligned to the needs of the ever-changing workforce.

Having considered each of the aspects involved in e-learning, we must consider the role it plays in today's education and the impact it generates.

The main role of e-learning is to break the barriers and to approach a technological world, where students can be authors of their own knowledge, having at hand information tools that will help

them to form themselves professionally. In addition, the e-learning system contributes to improve interactivity and collaboration between those who learn, between those who teach and those who are taught. It also allows for the adaptation of learning programmes to the particular characteristics of each learner, as well as for self-assessment. (Zafra, 2018)

Advantages of e-learning

- ➢ You are able to link the various resources in several varying formats.
- ➢ It is a very efficient way of delivering courses online.
- ➢ Due to its convenience and flexibility, the resources are available from anywhere and at any time.
- ➢ Everyone, who are part time students or are working full time, can take advantage of web-based learning.
- ➢ Web-based learning promotes active and independent learning.
- ➢ As you have access to the net 24x7, you can train yourself anytime and from anywhere also.
- ➢ It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything.
- ➢ Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule.
- ➢ Through discussion boards and chats, you are able to interact with everyone online and also clear your doubts if any.

These are the disadvantages of e-learning

- ➢ Online student feedback is limited
- ➢ E-Learning requires strong self-motivation and time management skills
- ➢ Lack of communication skill development in online students
- ➢ Cheating prevention during online assessments is complicated
- ➢ Online instructors tend to focus on theory rather than practice
- ➢ E-Learning lacks face-to-face communication
- ➢ E-Learning is limited to certain disciplines
- ➢ Online learning is inaccessible to the computer illiterate population
- ➢ Lack of accreditation & quality assurance in online education

Recommendations

➢ Check periodically for new messages that you have to read every day.

➢ Look for the right learning environment, the right place and the right time.

➢ Evaluate yourself regularly. Use the learning goals to monitor your progress.

➢ Use the forum for each topic as many times as necessary. Don't hesitate to ask questions.

Conclusions

● E-learning is a tool that helps us to break the limits and allows us to educate ourselves leaving behind the conventional way

● The use of electronic tools and the Internet opens up great learning opportunities since we can find large amounts of information that can help us in our professional and student life.

Table7: Annex Essay 7

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
e/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	1.5

		addressing the topic			
Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1,5
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	1

		use of topic sentences.			
Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1.5
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	1.5

	TOTAL SCORE	7

Scoring Values				
Excellent: 10	Very Good: 8.5- 9,99	Good: 7- 8,49	bad: 5- 6,99	Very low: 0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.8 Annex Essay 8

Demotivation for learning the English language

Nowadays, demotivation is a big problem experienced within the classrooms, indeed demotivation definition is the state of discouragement that appears when the desired objectives are not achieved. Hence in the education field, the study of the factors intrinsic or extrinsic that could cause demotivation in the school environment is essential that consequently influences the low academic performance or school failure of students. For this reason, our main objective is to determine the causes that produce demotivation in students who are learning the English language. Further, will be accomplished a theoretical study about the principal factors that cause demotivation in the learners, which are reflected in the learning of the English language. In fact, will be talking about the attitudes and goals of the students regarding the subject. All of this will be achieved using the preparation and application of a survey to explain why the problem of demotivation occurs, the causes that can generate it, or the risk factors that can influence it. It follows that learners have had bad experiences during the English learning, whether due to family problems, the lack of didactic material, the fear of expressing themselves freely, which would affect the student's academic performance. It can be concluded from this research that demotivation in learning is a problem that can be overcome inside and outside the classroom with the essential help of both the family and the educational community and even from friends, all to avoid school failure in students and loss of interest in studies.

Table8: Annex Essay 8

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant	Does not address the writing task. Gets off topic throughout the writing. Good academic	1

	alignment and spacing.	academic writing directly addressing the topic	omissions in the task.	writing is not included.	
Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	2
Organizatio n	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of	1,5

	structure of the topic	statement and use of topic sentences.	and very loosely structured	thematic sentences.	
Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1.5
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	1

	TOTAL SCORE	7

Scoring Values				
Excellent: 10	Very Good: 8.5- 9,99	Good: 7- 8,49	bad: 5- 6,99	Very low: 0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.9 Annex Essay 9

My future dissertation Topic

The Internet is a massive network of networks that connects millions of computers worldwide. Moreover, it is a useful network that helps both teachers and students to research, find information, or use platforms. Due to the pandemic time, students use the Internet to educate themselves, and take online classes, so, this research will allow us to know the aim and the importance of research, the theoretical framework, the method, and the expected result.

Firstly, the main objective of the research is to determine the importance of the use of the Internet in English language learning in pandemic times at the Technical University of Cotopaxi in the second semester of the language pedagogy degree. In addition, it is fundamental to know how the internet improves skills in virtual classes because everyone knows that there is a different learning environment when you learn English online. However, this topic is important and current because students were forced to take classes virtually due to the global pandemic, now they are experiencing, and adapting to learning English online.

Second, the theoretical framework is the structure that allows us to understand the theory of a research study. Therefore, it is about introducing, demonstrating the relevant concepts that explain why the research problem, and understanding the theories and concepts that are relevant to your research topic. On the other hand, I support my research in (Florido, 2003) because he said that the Internet is an effective tool to help knowledge and education, it is one

of the sources of information available because we are in the era of communication and knowledge, hence the importance of this network. However, I acknowledge I am using a qualitative method because it allows me to collect information about the research topic, and then proceed to its interpretation, thus focusing on the problem posed.

Third, I recognize that with my future dessert, students are going to know the benefits of using the Internet in English language learning in pandemic time because I am going to make a blog where they will be able to find many tips or strategies for the correct use of the Internet.

To conclude, the internet is an excellent tool in education, especially for education in pandemic time because you can find a lot of information or platform where you can learn by yourself, so, you are going to find correct advice in my future blog.

Table 9: Annex Essay 9

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing directly addressing the topic	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	1.5

Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	2
Organization	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent structure of the topic	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and use of topic sentences.	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of thematic sentences.	1.5

Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1.5
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	2
				TOTAL SCORE	8.5

Scoring Values

Excellent:	Very Good:	Good:	bad:	Very low:
10	8.5- 9,9	7- 8,49	5- 6,99	0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.10 Annex Essay 10
MOBILE PHONE AS ICT RESOURCES IN ENGLISH LANGUAGE LEARNING

Introduction

Nowadays, the use of mobile phones as pedagogical material has become normalised. It is known that the mobile phone as a pedagogical material is useful for learning and communication as it is an electronic device that is more accessible to the public. Language teachers should take into account the function of the mobile phone in a classroom because it allows students to access different online applications or to search for information that is needed at the moment. However, the misuse of mobile phones by students should stop and give way to a new technological resource at their fingertips that facilitates their learning process and is not just for entertainment.

Body

To begin with, the aim of this research will be to identify how the use of mobile phones can be a practical and easy way to learn a language. This will be possible through rigorous research that will help to find out what are the advantages and disadvantages of mobile phones as a pedagogical material and how it will be possible to implement its use during English classes. Also, the importance of the investigation of this topic is that the mobile phone is a tool that is available to all students providing them with an opportunity to interact in their learning environment as it is an effective instrument that allows to improve the participation of students and at the same time to implement new teaching methodologies in the classroom.

Second, the theoretical framework underpinning the future research will be based on the account of the use of mobile phones in the classroom and how this will be of help to the students. In addition, the functioning of the cell phone and its adaptation as a pedagogical material for the teaching and learning of the English language will be known. Also, the advantages and disadvantages will be mentioned as well as the characteristics and benefits that

the mobile phone as a pedagogical material will be of interest to the students and at the same time to the future readers of this research.

Finally, the information will be gathered through careful research in scientific articles, news, documents. In order to have a larger amount of topics that will possibly be of help and guidance to carry out this research. On the other hand, the expectation about the results of this research is still uncertain but it is expected that the results will be good and that an application of the future research will be possible in order to generate changes in the way of teaching and learning English language

Conclusions and implications

To conclude, the mobile phone as an ICT resource for learning English has a positive impact on academic performance, is a general opinion amongst the scientific community; the different elements that accompany the use of the mobile phone at school determine this possible improvement. In other words, the mobile phone itself does not provide the improvement, but depends on several factors, such as the way the device is used, the type of activity being done, the type of activity being done, the type of activity being done, the type of activity being done and the type of activity being done

Table10: Annex Essay 10

Criteria	Excellent (2)	Adequate (1.5)	Limited (1)	Very Limited (0.5)	Score
Task Compliance/ Format	Fully address all aspects of the written assignment, including in-text citations and frames using proper alignment and spacing.	Addresses the writing assignment but may not fully develop or include all parts of the assignment with good academic writing	May write within the topic, but there is no evidence that he addresses the writing task itself. Significant omissions in the task.	Does not address the writing task. Gets off topic throughout the writing. Good academic writing is not included.	1

		directly addressing the topic			
Topic Development	Excellent thorough and rich development (focus, relevance, explanations, support, and good academic writing); shows sophistication in fluency of expression in their writing	Writing is adequate, but lacks clear positions or supporting information; fluency of expression or academic writing may be average at your level	Development of restricted content; may be incomplete or unclear; lack of fluency of expression and lack of good academic writing	Simplistic exposition of content; often copying from sources or lists of information as plagiarism in the writing	1.5
Organizatio n	Fully adequate and effective organization for the topic (point of view, unit, paragrams); very strong introduction and conclusion and excellent	Controlled, but limited organization; some paragraphing problems; adequate introduction and conclusion; limited thesis statement and	Some apparent organization, but poorly controlled; introduction and conclusion and topic sentences may be missing or incomplete and very loosely structured	Poor organization in paragraphs, often unsuccessful; poorly structured chains of sentences; no introduction or conclusion of	1.5

	structure of the topic	use of topic sentences.		thematic sentences.	
Vocabulary	Wide and fluent range of vocabulary; elaboration and detail achieved through appropriate word choice; correct use of word forms, good academic writing development	Appropriate use (word choice) of vocabulary in a variety of situations; average correct use of word forms.	Appropriate word choice; no accurate use of subtle meanings shown; vocabulary is sometimes used inappropriately; often incorrect use of word forms.	Simple vocabulary, often inappropriately used; no control of word forms; sometimes indecipherable.	1.5
Mechanics	Correct form for the type of text (e.g., Memo, titles; correct citations; error-free spelling, capitalization, and punctuation.	Occasional spelling, form, indentation, capitalization, punctuation, and citation errors; sometimes distracting.	Errors in spelling, form, indentation, capitalization, punctuation and citation are frequent and distracting.	Errors in spelling, form, indentation, capitalization, punctuation, and citation throughout the text	1

	TOTAL SCORE	7

Scoring Values				
Excellent: 10	Very Good: 8.5- 9,99	Good: 7- 8,49	bad: 5- 6,99	Very low: 0- 4,99

Source: Alvarez, J; Galvez, N. 2022; adapted from MELAB (L. Hamp-Lyons, 1992)

12.11 Anexo11. Hoja de consentimiento informado1

HOJA DE CONSENTIMIENTO INFORMADO

Yo, BENAVIDES PRUNA MIGUEL ANGEL consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

BENAVIDES PRUNA MIGUEL ANGEL**, 27 de diciembre del 2021**

FIRMA

C.I: ▮▮▮▮▮▮▮▮

12.12 Anexo12. Hoja de consentimiento informado2

HOJA DE CONSENTIMIENTO INFORMADO

Yo, CACERES CACOANGO CINTHYA EVELYN consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

CACERES CACOANGO CINTHYA EVELYN**, 27 de diciembre del 2021**

FIRMA

C.I: ▮▮▮▮▮▮▮▮

12.13 Anexo13. Hoja de consentimiento informado3

HOJA DE CONSENTIMIENTO INFORMADO

Yo, CONSTANTE CRUZ DENYSE ARIANA consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

CONSTANTE CRUZ DENYSE ARIANA**, 27 de diciembre del 2021**

FIRMA

C.I:

12.14 Anexo14. Hoja de consentimiento informado4

HOJA DE CONSENTIMIENTO INFORMADO

Yo, CURICHO YASIG JONATHAN ALEXANDER consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

CURICHO YASIG JONATHAN ALEXANDER**, 27 de diciembre del 2021**

FIRMA

C.I:

12.15 Anexo15. Hoja de consentimiento informado5

HOJA DE CONSENTIMIENTO INFORMADO

Yo, HIDALGO CALDERÓN BYRON ALEXANDER consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

HIDALGO CALDERÓN BYRON ALEXANDER**, 27 de diciembre del 2021**

FIRMA

C.I: ▮▮▮▮▮▮

12.16 Anexo16. Hoja de consentimiento informado6

HOJA DE CONSENTIMIENTO INFORMADO

Yo, LAVERDE PAREDES JEFERSON STEVEN consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

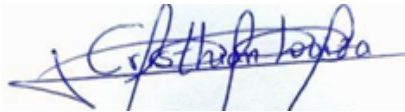LAVERDE PAREDES JEFERSON STEVEN**, 27 de diciembre del 2021**

FIRMA

C.I: ▮▮▮▮▮▮

12.17 Anexo17. Hoja de consentimiento informado7

HOJA DE CONSENTIMIENTO INFORMADO

Yo LOAIZA DAVILA CRISTHIAN EDUARDO consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen informacion brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

LOAIZA DAVILA CRISTHIAN EDUARDO**, 27 de diciembre del 2021**

FIRMA

C.I: █████████

12.18 Anexo18. Hoja de consentimiento informado8

HOJA DE CONSENTIMIENTO INFORMADO

Yo LOPEZ CAIZA MYRIAM LIZETH consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

LOPEZ CAIZA MYRIAM LIZETH**, 27 de diciembre del 2021**

FIRMA

C.I: █████████

12.19 Anexo19. Hoja de consentimiento informado9

HOJA DE CONSENTIMIENTO INFORMADO

Yo MAROTO CRIOLLO ERIKA JOSSELYN consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

MAROTO CRIOLLO ERIKA JOSSELYN**, 27 de diciembre del 2021**

FIRMA

C.I:

12.20 Anexo20. Hoja de consentimiento informado10

HOJA DE CONSENTIMIENTO INFORMADO

Yo NOROÑA ALTAMIRA NICOLE MILENA consiento que Álvarez Salazar Julisa Alexandra y Galvez Cardenas Nathaly Johanna, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada de los trabajos escritos que emito de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

NOROÑA ALTAMIRA NICOLE MILENA**, 27 de diciembre del 2021**

FIRMA

C.I: