

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**INFORMATION AND COMMUNICATIONS TECHNOLOGY
(ICT) EFFECTS FOR IMPROVING EFL COMPOSITION ON
EIGHTH GRADE STUDENTS AT LICEO HHC
EXPERIMENTAL BILINGÜE JOSÉ FIGUERES FERRER
DURING THE I QUARTER OF 2024**

Thesis Submitted to Obtain the Bachelor in English with Emphasis on Teaching

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Dedication

I wholeheartedly dedicate this research to my parents Tatiana and Hugo, as they supported me during the process. My parents were always by my side when I needed them to cheer me up to keep going, not only in the difficult times I knew I always could count on them but on the good ones as well. Definitely, they were and will always be my inspiration to keep going in life and be a better version of myself. Furthermore, I want to dedicate this research to my future students and all those past, present, and future EFL teachers. To all my very diligent college professors and major dean, I dedicate this also to you, for you have shared your knowledge and effective life and academic lessons with me.

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Abstract

This research was carried out with the primary focus of showing proof of the effects that Information and Communications Technology (ICT) have on eighth grade students at Liceo HHC Experimental Bilingüe José Figueres Ferrer when using inside and/or during class to improve their EFL composition level. The students that formed part of the investigation were 8th graders and had an overall and basic understanding of the English language. To conduct the research, the investigator made several observations of the group dynamics during the Reading and Writing lessons, and a preliminary survey addressed to the students, a pre-test was carried out to gather a greater understanding of the students' composition level. During the investigation process, the researcher included different activities and games using a variety of Information and Communications Technology (ICT) tools available during lesson time, to learn composition skills while using the technology, in addition to completing a Mid Investigation project. Once the activities and lessons were finished, the researcher concluded the investigation by implementing a post-test and a final survey directed to the group of students, and a separate English teachers' survey for the ones in charge of the same group. Once the data was collected through the different instruments applied, the researcher found and concluded that implementing Information and Communications Technology (ICT) effects positively in the students' level of EFL composition.

Resumen

Esta investigación se llevó a cabo con el principal enfoque y por ende el problema de investigación de mostrar resultados que las Tecnologías de Información y Comunicaciones (TIC) tienen en estudiantes de octavo año en el Liceo HHC Experimental Bilingüe José Figueres Ferrer cuando son utilizadas dentro y/o durante clase para mejorar el nivel de composición en Inglés como Lengua Exrajera (EFL), según sus siglas en inglés. Los y las personas estudiantes que formaron parte de esta investigación fueron de 8° grado y tenían un nivel de comprensión del inglés básico y general. Para ejecutar este estudio la investigadora hizo varias observaciones a la dinámica del grupo durante las lecciones de Reading and Writing, una encuesta preliminar dirigida a las personas estudiantes, un pre-test fue también completado con el fin de medir el nivel de proficiencia en la composición y/o habilidad escrita del idioma inglés. Durante el proceso investigativo, la investigadora incluyó una variedad de actividades y juegos (gamificación) utilizando una diversa selección de instrumentos parte de las Tecnologías de Información y Comunicaciones (TIC) disponibles durante el tiempo lectivo, con el fin de aprender habilidades de composición mientras se implementa la tecnología, además de completar un proyecto a mediados de la investigación. Una vez concluidas las lecciones y actividades propuestas para la investigación, la investigadora concluyó dicho estudio al implementar un post-test y una encuesta final dirigida a las personas estudiantes, además de una encuesta dirigida a los y las docentes de inglés a cargo de ese mismo grupo en otras asignaturas del idioma. Tan pronto los datos y resultados fueron recolectados y analizados respectivamente derivados de los instrumentos aplicados, la investigadora encontró y concluyó que implementar las Tecnologías de Información y Comunicaciones (TIC) afecta positivamente el nivel de composición en Inglés como Lengua Exrajera (EFL), según sus siglas en inglés, en las personas estudiantes.

Chapter I

Introductory Framework

The following chapter works as a fundamental base of the current investigation, as it describes the problem attached to the topic to be evaluated throughout the research process. It is important to emphasize, that the researcher is focused on establishing certain parameters and criteria to evaluate the writing composition in the students/sample part of the investigation. Afterward, implement interesting and trending educational-based activities with the use of Information and Communications Technology (ICT) to influence the writing. The subsequent investigation aims to recommend the use of Information and Communications Technology (ICT) in classroom activities for the English language according to its effects on composition writing.

1.1 Problem Statement

It is known, nowadays, that technology is a tool of utmost importance in many people's daily life; however, in the case of the educational area, this is even more so. The use of technology is more necessary as time passes, since many of the tasks and activities depend on it. Therefore, its use in an educational environment may bring different effects to the students who take advantage of it. Experiencing the aid of various technological instruments in a classroom is a new topic of interest in Costa Rica's educational system and for teachers of both public and private institutions. Its implementation may sound interesting and advanced to incorporate into the lesson planning; though, it may not be that easy for everyone involved.

Unfortunately, not everyone in Costa Rica has access to either technological devices or internet connectivity. Not everyone in the Latin America and Caribbean region has internet access mainly due to their socioeconomic condition. Moreover, in 2019, around 66,7% of

inhabitants had access to internet and other technological equipment (Comisión Económica para América Latina y el Caribe (CEPAL), 2020). Having mentioned this, it cannot be assumed that every person or student, more specifically, included in the educational system, has access to internet or, at least, a smartphone, and even less know how to use it. On the other side, it is relevant to emphasize that for many educators, technology is still a challenge to use during their lessons, as they are not familiar with it or its effects. Thus, the teaching role and its tasks may be beneficial or disadvantaged due to its use.

As there could be cases where both the teacher and students have access to and know how to use the internet and/or any type of technological device such as a smartphone, it could certainly become a strong didactic tool to use in class. This most definitely replaces other non-tech learning resources such as books, chalkboards, and maps. For this reason, it is important to investigate the effects of technology during class time to provide various alternatives, for teachers and students to take advantage of the learning process. Nowadays, it is a must for teachers to be familiarized with new teaching techniques to be updated on. Therefore, there are many teachers and students who use technology in their daily lives and have access to the internet. Consequently, for the purpose of this investigation, it will be proved its effects while being used to learn EFL composition.

For students interested in learning any language, composition is one of the most important areas to learn about and be aware of, as it affects both language and vocabulary knowledge and the way in which something may be described when writing. Nonetheless, composition will always be an area to improve. Additionally, the preparation of teachers in their areas of study is as important as the students' achievements. They are expected to continuously acquire

knowledge and reevaluate their abilities and values to gather a higher level of education in order to know their students' needs and strengths and weaknesses.

Therefore, preparing minds for the future by using technology as a tool during the English lessons could affect one way or another the educational path. In order to improve the composition process, the use of technology brings along many consequences in various areas; therefore, it could be of great help to apply it in class. For this reason, it is important to investigate and clarify the areas in which students need the most help while writing. As a result, of that problem, the efficiency and accuracy of English as a Second Language in students of intermediate level may be somehow affected by the use of technology, even just a smartphone. In addition, this investigation pretends to show proof on what are the effects of Information and Communications Technology (ICT) on eighth grade students at Liceo HHC Experimental Bilingüe José Figueres Ferrer when using inside/during class to improve their EFL composition level?

1.2 Objectives of the Investigation

1.2.1 General Objective

- To analyze the effects of the use of Information and Communications Technology (ICT) for Improving EFL Composition on Eighth Grade Students at Liceo HHC Experimental Bilingüe José Figueres Ferrer during the I quarter of 2024

1.2.2 Specific Objectives

- To identify students' writing level before the inclusion of Information and Communications Technology (ICT)

- To create writing activities based on students' interests for classroom-engaging purposes
- To implement writing activities using Information and Communications Technology (ICT) when creating a composition
- To evaluate the outcomes after implementing Information and Communications Technology (ICT) when creating a composition

1.3 Justification of the Study

Teaching another language has been more common in the last years. Moreover, to know a second language nowadays, is key and a requirement to obtain many job opportunities. However, in order to know and master quite well a second language to obtain a job takes a couple of years and challenges in the middle. That is why, this investigation focuses on the need of finding new opportunities for both learners and educators to suitably take advantage of the English language. In addition, this chosen topic's importance will lead to answers and recommendations on how the learning experience can be improved inside the classroom environment. Therefore, now that English is essential in different contexts, this investigation will distinguish the effects Information and Communications Technology (ICT) has on improving composition in English.

The investigation of this topic is appropriate, as it will benefit both educators and learners of the English language. Moreover, it would provide different techniques and approaches to how technology can be used in the learning process. It will engage the students in the topic of discussion and could probably increase the interactivity and learning of the language. According to Johns (as cited in (Kim & Reeves, 2007)), using individual devices can improve the current

participation of learners in the class and support it with the use of internet resources to evaluate students' progress in the topic. As mentioned, bringing alternatives to already established class structures is more beneficial to learners and their interest in doing so.

Having students experiment with their learning experience by using different tools may result in positive effects in the study area. Introducing the use of technology, for example, smartphones, into an English class can generate topics for discussion and bring interest in the matter. Using smartphones efficiently, with clear objectives and parameters previously established in class, could develop an interest in students to use different learning apps and resources available. For them to reach a certain level of proficiency in the composition process in English. Accordingly, it is important to take their perspective on how technology influences their learning process.

For the area of improving composition in the English language with the use of Information and Communications Technology (ICT), there is not much ground or previous studies published. That is why, this investigation will serve as a base for further research. This current research will invite learners and educators to use technology in class as a tool to improve their learning experience, and for it to have great acceptance among them, resulting in an effective and modern way of teaching and learning. Therefore, the tools and instruments that will be used in this investigation, will be adapted to the necessities of both students and teachers.

1.4 Antecedents

In the last recent years, it had been experienced a great amount of technology use worldwide by many users. As many devices such as computers, smartphones, and tablets were sold, many were intended to be used as educational tools for both students and teachers. Then, it

is relevant to investigate their use on a regular basis in the school area, and most importantly, when learning languages like English as a Second Language (Becerra et al., 2013), as mentioned in the article entitled Websites for English Language Teaching Design, Contents, and Pedagogical Implications. In this article, the objectives focused on knowing how the websites used in class time affected learning a foreign language. Besides, the investigators were interested in knowing what specific examples and/or practices could be found on the internet for their own benefit of learning, and the skills promoted by these sites. In addition, the methodology used to compile the data needed for the ongoing investigation was made by several phases of sifting through various websites and links. Regarding the conclusions of this research, the authors found an autonomous approach to learning found in the students who were part of the study. Moreover, it establishes a strong base for the grammar section in a language, mostly filling in the gap or cloze activities, encouraging students to practice what was already taught but missing creativity and more elaborated answers or judgments of the matter in the study.

According to the information obtained in the previous article, it is important to bring technology as an essential tool when it comes to education. It is recommended to use resources that allow both interaction and communication between the educator and student (Becerra et al., 2013). Nevertheless, it may not be suggested to focus a class planning only on technology, ignoring other tools for learning purposes. As well, it can be considered as a pedagogical accompaniment to facilitate the teaching-learning experience inside the class. Therefore, with these approaches, an improvement in the way in which the lessons are taught and the facilitation of the understanding of topics taught would be expected.

It is not the latest news that there are many teaching strategies that have been used throughout time to make a lesson richer, in learning, and more engaging for the students in the

case of learning languages. This is the case with the use of technology most specifically phones. According to Cui and Wang (as cited in (Prensky, 2005),

Cell phones are not just communication devices sparking new modalities of interacting between people, they are also particularly useful computers that fit your pocket, are always with you, and are always on. Like all communication and computing devices, cell phones, can be used to learn (p.1).

As Prensky establishes, it is more than probable and accurate that the majority, for not saying all, students and teachers in 2024, and not back in the day 2004 when the study was first published, have access to high-tech minicomputers available that could fit in anyone's pockets, just like the smartphones. It is of major importance to recognize the value of those technological instruments, as they count with many functions that most definitely work just fine for educational purposes, for example, audio and voice, camera, text messaging. Moreover, many apps and video games can be downloaded for the advantage of the user. With all these benefits and tools at hand come many disadvantages as well. As Cui and Wang stated, smartphones have smaller screens than computers, making it difficult for many to read properly, lower battery power, and lower space of storage, as compared to computers. Furthermore, many students and/or users of smartphones may be distracted by other apps or functions not necessarily related to the main teaching purpose. That is why they proposed a series of recommendations for teachers to take the most advantage of technology use in class.

Just to mention, the attitude towards technology is very important to consider while planning a lesson. Many educators, unfortunately, rather use other techniques in class than students' smartphones, as they may get distracted or use it for something different than completing tasks, but that has to stop. It is probably time for them to do something different than

filling out cloze activities in textbooks and worksheets. The internet and online resources are new tools to implement during class time. Teachers' training in the matter is relevant for technology to be brought into consideration, as they are the experts on recommending to students what app or function to use in class. Therefore, in order for students to succeed using their smartphones, teachers need to know the key skills to facilitate the learning and teaching environment (Cui & Wang, 2008). Lastly, to engage the students' participation in the use of technology as a method for learning, their teachers should encourage them to acquire technology literacy.

With these aspects, it is clearer that with new strategies students are more attracted to and engaged in the learning process. This research document shows important aspects to consider when technology is under discussion for educational purposes. It is important not only to work as a guide on what to use or how, but also on what to follow in regard to benefit everyone involved in the learning process while using technology. The article was concluded with an optimistic view of technology as a part of the future as it will change education, and its impact will keep transforming the key role it has in education, making learning a new language, such as English, easier every day.

Another international research paper titled "Reforzando el aprendizaje del idioma inglés en el aula con el apoyo y uso de las TIC" (Reinforcing the English Language Learning in the Classroom with the Support and Use of ICT). In this investigation paper published in Mexico in 2012, Paola Rojas was opting for her master's degree in educational technology. In this paper, the general objective of the investigation was to design different educational activities applying web 2.0 resources through electronic devices with the objective of improving and increasing the oral skills in students inside the classroom (Rojas, 2013). Moreover, the research-specific

objectives were the following. The first one was based on identifying the most common problems students had when orally participating in class using the English language. The second one was to practice using different Web 2.0 resources with the students during their English learning in class. Lastly, to analyze the most efficient ICT resources (web 2.0) to improve and increase oral participation in the English language in the classroom.

The methodology implemented in the research was “Task-Based Learning (TBL)”. Rojas wanted the project to be mainly focused on improving the oral skills of the students; therefore, this approach worked with the purpose of increasing communication in the language studied, by making the students feel more engaged with the class and participate in the various activities proposed by the investigator. In this case, this alternative to learning was based on a holistic approach, where the educator accompanied the learners by teaching them how to learn rather than what to learn (Mahmoudi, 2012). Rojas mentioned that the task to complete had to have a specific objective to convey; however, this task could not only be focused on linguistic skills but on many others throughout the learning process.

In the research conclusions, it was indicated that many of the subject students in the investigation enjoyed having Web 2.0 resources as a new didactic tool. Moreover, the use of “Task-Based Learning (TBL)” was a success, as it kept an increased interest of the students to learn the language. In addition, the students commented that it was indeed a great combination to have both technology and languages in the same environment as they engaged and participated more in this way. Rojas mentioned that when students interacted with technology, they had the experience of facing the real world. Therefore, they learned day-to-day tasks and abilities. She successfully managed to conclude the investigation with students prepared to recognize the importance and benefits of using technology for educational purposes if this is properly used.

This investigation, in particular, provided relevant proof and methods on how technology can be properly used for the convenience of educators and learners, since it revealed evidence of improvement while using the proposed tools and proper learning methodology. Furthermore, it brought some limitations important to consider for the purpose of this current investigation, as the author mentioned that is important to experiment with different technological devices and/or platforms and resources as the students' interests may vary. Having said this, it is important to mention that every learner is different, and they have certain needs and likes that need to be taken into consideration. Hence, once the population is established is key to know their strengths and area of improvement regarding the language level.

Another research consulted for this investigation was carried out by Ulloa. This is a Costa Rican investigation which topic of investigation focused on the influence of the pandemic caused by COVID-19 on teaching aptitude and the techniques used for the incorporation of ICT, LKT, and EPT in the learning process of the eleventh-year students at Colegio El Carmen de Alajuela, for the National Technical University and opts for the academic degree of Bachelor of Pedagogical Mediation. The General Objective was to Analyze the skills, methodologies, and challenges present in Pedagogical Mediation through the incorporation of ICT, LKT, and EPT during the pandemic caused by COVID-19 in education in order to contrast the changes in the teaching of the eleventh year at Colegio El Carmen de Alajuela in 2020 (Ulloa, 2021). This investigation focused on learning how the ICT tools present in the learning environment influenced the skills and challenges in the learning-teaching environment, plus the methodology's changes or effects in the planning. In addition, regarding specific objectives, Ulloa wanted first to compare the methodologies, aptitudes, challenges, and difficulties in the use of communication technologies by the teaching staff of eleventh grade during the pandemic

caused by COVID-19 in the Science area of Colegio El Carmen de Alajuela; to identify the strategies and skills used in Pedagogical Mediation by teachers during the pandemic caused by COVID-19 for the development of the ICT learning, incorporation of LKT and the transition to EPT in the eleventh year students at Colegio El Carmen de Alajuela; and finally, to categorize the strategies used in the Pedagogical Mediation identified for the development of learning methodologies, skills, and abilities of the teaching staff in the incorporation of ICT, LKT, and EPT of the Colegio El Carmen de Alajuela, during the pandemic caused by COVID-19.

The methodology used in this research was qualitative with the help of interviews and questionnaires to settle down the answers to the question and problem that was brought. The conclusion made by the researcher, mentioned that the categorization of teaching methodologies and strategies used by teachers are models that are being used mainly due to some skills found in technologies in the educational environment. Based on what it was established, it can be interpreted that teachers did not have the minimum requirements for practicing virtual teaching (Ulloa, 2021). Therefore, it was recommended for teachers and MEP to provide training, various tools, resources, and different methodologies required to provide high-level and/or quality teaching not only in virtuality, but in-person lessons, as teachers are required to be users and have optimal use of ICT devices in their lessons.

This thesis previously investigated, provided valuable data regarding the importance of the use of Information and Communications Technology inside the learning environment and demonstrated some challenges teachers have experienced with its use; although, it revealed the great help technology has been for many educators by implementing different tools to support virtual and non-virtual teaching methods. This type of learning facilitates both teaching and learning experiences and the environment itself, as it keeps students engaged in the conversation

and activities. Nevertheless, as Ulloa noted, teachers cannot be expected to be tech savvies overnight, since teachers need to be provided with new tools and coaching in order to provide students a better learning interaction.

The last national educational article used is titled “Panorámica costarricense del uso de la tecnología en enseñanza de segundas lenguas” (Costa Rica's overview about the use of technology in second languages teaching). It was published by Gina Torres, a Costa Rican professor graduated from Philology and Teaching of Castellán and Literature, and a Postgraduate in Linguistics and current student of a Professional Master’s in Spanish as a Second Language (Torres, 2018). In this article, Torres emphasized the current situation, challenges, and obstacles found in the teaching-learning environment in the country, and mainly how the implementation of technology influences the studying situation. Torres mentioned that ICT is a major didactic resource used inside classrooms all over the country.

As teachers’ skills in the use of Information and Communications Technology ICT have increased, they not only use them on their own, but also as support to other existing pedagogies. Moreover, nationally school leaders estimate ICT to have a major impact on teaching methods. The methodology carried out for the previous investigation was mainly qualitative as interviews to approximately 35 professors on Language Teaching were analyzed and further examined as quantitative, as well. Technology was never mentioned during the interviews, as Torres wanted the interviewees to establish the parameters to follow. Though all of them mentioned in one way or another using internet, computers, video beams, speakers, and internet apps as possible didactic tools; however, mobile apps and social media were never part of the discussion.

In the case of this investigation, most of the comments obtained from the interviews with the professors dealt with training in various areas, but most importantly regarding technological

devices and resources. Nearly all were aware that the use of technological devices in the classrooms such as computers, TVs, and video beams was only limited to the projection of a video or digital presentations in PowerPoint, for example. Additionally, the use of these tools, most of the time, complements a magistral lecture or elaboration of activities based on textbook parameters. Consequently, it is important to engage not only learners but also educators in knowing the importance and impact of using technology in class, for them to appropriately take advantage of the learning and teaching experience of the foreign language without leaving apart ethics, professionalism, and responsibility from both parties involved.

1.5 Scope

- This thesis research will help future English teaching students and investigators to have a base on the topic. Once the investigation and data are collected, the information obtained can be of great help as a highlight of first, identifying the intermediate-level or writing composition students have; second, creating engaging and interesting activities with the implementation of technology to achieve certain parameters; and third, evaluating the results of the use of technology in class during the English lessons and how it affected the composition writing according to the criteria established.
- This research will explain the effects of Information and Communications Technology (ICT) used in class time and the improvement in the composition process in English, which can be used for further investigation projects.
- Additionally, it will confirm if students and teachers are comfortable with and find the use of Information and Communications Technology (ICT) in class as a tool to improve their learning experience.

- Therefore, this study is conducted to find out whether or not the use of Information and Communications Technology (ICT) improves the EFL composition in intermediate-level students.
- This investigation can be used by future teachers as a recommendation to implement technology as a didactic tool and stay updated with new techniques and approaches made in the area.

Chapter II

Theoretical Framework

The following chapter will introduce previous investigations and thoughts written regarding the use of technology in EFL learning and composition. First, it will state general, though, very important topics to this investigation, such as teaching and learning. Afterward, it will explain more specific topics related to the investigation area's objectives, such as composition in EFL and the use of ICT in education. In addition, it is important to clarify that the literature reviewed are not older than five years old. Most of these documents will be of great importance in reinforcing the bases of this current investigation.

2.1 Composition

Composition can be defined as the act of writing something, either handwritten or typed digitally. In the book *Concepts in Composition: Theory and Practices in the Teaching of Writing*, Clark (2019) stated that composition nowadays is described as "Writing Studies." However, back in the day, in a previous edition of the book, in 2012, it was recognized that there is not only one established writing process, but many. The activity of writing or composition, as it is used in this current investigation, is not defined as only one way of writing, but many depending on what it is best for the author of the written work. Therefore, in this part of the investigation, it will be stated relevant areas according to composition writing bases with the support of previously published literature.

To introduce the topic, according to Daffern & Mackenzie (as cited in (Lyons & Wells, 2015), "The current literacy policy climate positions the teaching of writing as a meaning-making activity, with a focus on transferable literacy skills." Not only students will be completing a task part of their evaluation criteria in the subject, but also, they will be learning to create and principally, write correctly. There are many language skills that can be reinforced by writing, such as researching the topic, providing their (writer) own opinion, stating facts, and grammatical knowledge. Thus, writing is a good option to use as a role to strengthen the learning process of students. The more someone practices their writing the better they will become doing it.

Writing is necessary nowadays, as it is one of the essential four language skills, one should have. That is why Hochman & Wexler (2017) said "No matter what path is students choose in life, the ability to communicate their thoughts in writing in a way that others can easily understand is crucial" (p. 2). Hence, it has to be taught in school and practiced both inside the

classroom and at home to be able to master it appropriately. Through writing, students can develop certain communicative abilities and cognitive ones, as well. Making them feel more comfortable talking aloud and in different contexts.

Communicating through composition is not always easy. For that reason, Byrnes (2021) came up with an overall framework of three processes recommended that writers should use, such as a critical reading of what they have written so far, problem-solving and decision-making, and finally text production. In accordance with these ideas and the frequent use of the overall framework, writing can become easier, as well as the checking process for teachers, letting teachers know which student and/or writer is more used to and skillful when writing a composition. Besides, the students once mastered these processes will probably feel more comfortable when asked to write.

Once composition has become a regular task in class to practice and evaluate students, it will be easier for many of them to spread their ideas in writing no matter what the situation or audience may be. When and before this task is complete, Ferguson & Young (2021) stated that “The teacher's role is to support pupils by raising their awareness, developing in them a critical stance, and ensuring they understand their ethical responsibilities as writers to safeguard against oppression by others” (p.9). Consequently, learners will have the bases to write according to what they need to express with facts and in an objective format, not only in their native tongue but in another language. To understand this area, it is important to investigate previous publications and research made on writing and compositions in English as a Foreign Language.

2.1.1 Composition Learning and Teaching in English as a Foreign Language

After evaluating what composition is, it is important to have an overall idea of what teaching and learning composition is in a foreign language. Teaching could be difficult to do in any area. However, teaching a language to people who do not speak it as their mother tongue, could be a challenge not many are opting to. That is why teachers need to be prepared and have a certain level of knowledge of what they are supposed to teach. If the professionals in the area, in this case, the teachers, do not manage quite well their area of expertise in the language, it is more difficult and nearly impossible for someone to learn correctly from them. For this reason, it is important to consider certain methods and different ways how students can be taught for them to feel comfortable when learning.

This investigation will be focused on how students learn to write in a foreign or second language. Therefore, it is important to review how they learn a second language, as well. As mentioned, writing is essential in learning and teaching English as a Foreign Language (EFL). Writing could be referred to as a cognitive skill that was, at some point, learned throughout the years and it developed a certain level thanks to acquired knowledge through experiences, understanding of thoughts, and reasoning. Therefore, teachers need to know which way or method is best for the student's learning purpose.

Having said this, teachers need to be prepared to teach, as not only getting a degree will do everything for them. They need to be in constant research and professional updating of new methods and articles related to education. It is relevant for teachers who teach writing to have the bases to form and inculcate the needed knowledge in the learners. That is why is Tans et al. (2020) mentioned that teachers who teach writing should be aware of three major approaches,

genre approach, process approach, and contextual approach (p.2). This approach, for a better understanding, will be detailed below.

Starting with the genre approach, according to Tans et al. (2020) , it is defined as a writing process conformed not only by the author and his or her beliefs and thoughts, but also by other people's customs and the environment around him or her. Besides, it is recommended to start teaching with the bases, such as punctuation and certain already established structures to follow, for the learners and/or writers to familiarize themselves with the process. Once that is achieved after several practices, the students can be given a free choice for them to choose a certain topic to develop in their own way (p.3). Bringing this approach into class will make the students to experiment with particular processes of writing, once having already been informed about the culture and values of the topic seen in class. Thus, this approach is an excellent way to let students gather knowledge regarding the themes aborded in class.

The second approach described in this literature piece reviewed deals with the process approach. This approach focuses, contrary to the genre approach explained previously, on letting the students make their own written pieces. That is, to let the students/writers to be the ones to choose the topic, style, and any other aspects they consider necessary for their piece; in other words, to let them be in charge of their writing process completely, unless they need certain aid with something in particular, for example, choosing the topic to write about. Even though, students have freedom regarding their writing experience, teachers need to evaluate their pieces accordingly following certain criteria, which will be discussed in future separated sub-topics of this current investigation.

The third and last approach in teaching and learning of writing explained in Tans et al. (2020) is the contextual approach. This approach, as mentioned by Tans et al. (as cited in Tans,

1999: 78-79; Lindzey et al.: 569-596), "... Is a paradigm of teaching and learning of writing, both in first and second/foreign languages, which is based on psychological insights" (p.4). Moreover, it establishes a set of rules writing teachers should follow according to their students' behaviors. For example, if a student is an introvert, he or she should be taught writing by using the genre approach already described. On the other hand, if a student is an extrovert, he or she should be taught writing by using the process approach.

It is, therefore, important to be aware of the student's behavior inside and outside the classroom to understand and know their strengths and areas of opportunities and recognize the environment they live in. This is for teachers to be ready to help right away in case a student needs help with his or her writing process, without asking for help first. Moreover, the opposite should be done with students who are in a genre approach way of writing, to let them write and express their ideas on their piece, unless they ask the direct help from teachers. Consequently, most of the writing process depends on the student's preferable writing approach and how they feel the most comfortable when working in class. In addition, to the approaches considered in previous paragraphs, it is important to discuss directly some ideas established in regards of teaching and learning EFL writing.

Considering the teaching and learning of EFL writing Tans et al. (2020) commented that "In addition to improve writing competence in both languages, the students are also supposed to be more successful in any field of study they are interested in because in writing there are many things that they can learn and improve as student's writers" (p.11). As mentioned in the quote above, students need to be able to communicate adequately in their native language first, in order to expect a similar quality of performance regarding the foreign language. Knowing a second or even third language is a reality nowadays, but managing English, in particularly, is urgently

required; that is why learning the base is crucial for their future professional life. As known, different assignments are required to be completed by students, many of them writing-related. This composition writing piece could be from a paragraph, an essay, up to a full-length composition. These pieces of work either as classwork, projects, or homework are just educational purpose examples of what the professional environment requires certain employees to do.

Therefore, when teaching and learning to write compositions in a second/foreign language is crucial to use real-life examples, scenarios, experiences, trending topics, and most importantly, to consider the students and/or writers' opinions. This is to take advantage of their full potential when writing, as it is not an easy job everyone can do. It is important for teachers to be there to guide learners whenever needed. In addition, to be prepared and know the school curriculum bottom-up to suitably teach their students according to their needs. For students to succeed, base approaches of the learning-teaching process of EFL composition need to be considered, and their strengths and needs must be taken into account to create a long-lasting learning.

2.2 Composition Writing Types

As mentioned already, knowing how to write is crucial nowadays, as students have different interests and abilities in the making of a composition writing piece. In addition, teachers need to be updated on new approaches to teaching writing skills to EFL students. Moreover, educators need to know when to help the students during their writing process. Moreover, there is one important point that has not been discussed, which is that writing is not a monotonous skill or task; as it can be different regarding the context. Therefore, in this segment of the current investigation, it will be discussed some writing styles to consider when creating a composition.

2.2.1 Descriptive Writing

To describe or, for instance, to describe is usually expressed as writing down, to elaborate someone's ideas regarding their own perspective and beliefs on a certain topic given. In addition, as Faucher (n.d) mentioned, before writing, using the descriptive style, the writer should focus first on the importance of making a dominant impression on the readers. Therefore, it could create this mood, the readers experience when reading the piece the writer would want to convey on the paper by having different and effective descriptive writing. It is important to let student writers be responsible of taking their writing pieces to a level where they explore what description really is, for them to take the readers to the places where the writing is based and to feel whatever its emotions are. This style not only lets writers impress others or to convince the audience of their own ideas, but also it lets them know what the writers' paper purpose really is.

2.2.2 Expository Writing

On the other hand, there is the writing style of exposition. It differs from descriptive writing as it focuses on covering a topic based on existing facts rather than factionary ideas. With an expository writing style of paper, teachers expect students to be based on quoting ideas and paraphrasing material, without conveying plagiarism, of previous authors and investigators who have already looked into the topic chosen. It is not that student writers cannot express their ideas or points of view on a certain topic as they certainly can, just not directly, as the idea is researching material that reinforces their point of view. Curl (2022) believed that questions such as What does this mean to me, how does it affect me, and how can I use it? are the most important ones to consider when wanting to communicate in an expository style. Expository writing is a crucial style to teach in school, as well as the others mentioned in this paper, as its

main importance is to clarify with believable and stated facts those blank spots in the minds full of ignorance.

2.2.3 Narrative Writing

Narration is usually described as storytelling. Therefore, when wanting to establish meaning in narrative writing, it can be taught as the process of story writing the author needs to go through. Consequently, it has to be taken into consideration the introduction of the story, the rising action, the climax, the falling action, and the resolution of the story, as well as the creation of characters and setting. Furthermore, according to Wasser (as cited in (Chase, 2005), described the meaning of narrative writing as, “Narrative is retrospective, meaning making... [it] is a way of understanding one’s own and other’s action of organizing events and objects into a meaningful whole, and of connecting and seeing the consequences of actions and events over time” (p.7). As teachers allow their students to use narrative writing as a style to consider when writing their different academic papers such as paragraphs, essays, reports, and others, teachers allow students to become the creators of their pieces and be responsible agents for those ideas and beliefs written down. Student writers will give their own meaning to the topic developed in their writing piece making a connection to real-life scenarios and happenings. This style of writing provokes the writer to include unique experiences when reading the piece, as it can be found in various literary pieces.

2.2.4 Argumentative Writing

To establish meaning to argument, it can be defined as the reason or position of an idea a person has regarding the topic being right or wrong. This type of writing may sound the same as expository writing to students; however, the truth is that they differ, as argumentative writing

tends to support ideas in a subjective way, while expository writing does not, as it is an objective-based kind of writing. Having stated this difference, argumentative writing can be used by students writing as a method to organize their ideas, regarding a certain topic, and to present evidence that allows the teachers and other students, both considered as readers of the written piece, to make an informed decision regarding the topic read. This topic has been discussed by Hirvela & Belcher (2021), who stated that

Argumentative writing has been part of the landscape of the second language (L2) writing field since its emergence as a field in its own right in the 1980s. By argumentative writing we mean writing in which, at a minimum, an author states a claim uses some form of evidence—data, reasons, examples, etc.—to support the claim, and shows how the evidence supports the claim. (p.1-4)

Hirvela & Belcher want to let teachers know how relevant it is for L2 students, or in the case of the current investigation EFL learners, to learn argumentative writing to use in academic essays, as there is a visible gap in the learning path between L1 and L2 learners in this matter. Argumentative writing is left behind in the teaching process for L2 classroom environment, as first there are not many books or material discussing this type of writing as there is for L1 learners, and second it is not taken much time to practice with the style in consideration as with the others types of writing and/or essays, as they are believed to be more important.

Teachers are not only responsible for guiding learners to learn and successfully achieve the bases and objectives to succeed in an academic environment, but they are also responsible for giving students the tools to advocate for continuous lifelong learning. Learners are not expected to be the best writers in their academic papers without having first the required tools and backing from their teachers. While learning how to write properly academically can enhance particular

skills in learners, the other targeting language objectives cannot be disregarded. Having established the four main writing styles for the objective of this investigation, it is important to discuss and learn how students can be assessed when writing and/or composing in EFL.

2.3 Diagnostic Assessment in Composition

Determining the exact performance achieved and the desired goal of a lesson objective attained in learners is crucial to decide which next steps are necessary to take to carry out an action plan. Hence, it is important to take advantage of the diagnostic assessment used for the purpose of knowing exactly if the learners are reaching a certain level of knowledge in the topics explained by educators. If teachers do not have these kinds of control and tools to evaluate their learners, then they must probably overlook what their learners' level of knowledge really is. By knowing the learners' knowledge level, educators have the advantage of recognizing how to guide them to reach a desirable spot in their learning process. The didactic assessment in class can be used by educators to determine, create, and guide students through learning strategies for them to progress in class.

Having established and introduced this part of the investigation, what is exactly diagnostic assessment in composition? According to Beck (2018), the writing achievement assessments are used to regulate the learning process learners have and with it to establish a parameter if learners have or have not achieved a certain criterion (chpt. 1). This tool is helpful, as it works as a diagnostic instrument to identify certain parameters. Having read and understood the first chapter of the *A Think-aloud Approach to Writing Assessment – Analyzing Process and Product with Adolescent Writers* book by Sarah W. Beck, there is another instrument to use when scoring and understanding learners' tasks, which is the *Test of Written Language-4* book published by Hammill & Larsen back in 2009. This is known to be a widely used diagnostic test

to comprehend students' performance in writing tasks. It is important to mention that some of the criteria recommended to be evaluated in the book are grammar, punctuation, and logic. In addition, the criteria is recommended to be evaluated in multiple-choice items, single-sentence tasks, and written development directly assessed in essay-type of questions in exams.

In summary, having the opportunity to use didactic assessment in class to observe the overall knowledge achieved in students is a plus to educators. It is crucial for learners to count on the guidance of their teachers in order for them to successfully perform accordingly in their scholarly duties, as students cannot be expected to master it all without a guide to follow. As a way of students achieving these goals, teachers need to collaborate with their duty responsibility and learners should work on having their practice sheets completed and ask for teacher guidance if required. Didactic assessment is a way to determine, create, and guide students through defined methods for them to improve their learning inquiring. With the purpose of assessing students in their composition tasks, and in this current investigation, there are a set of criteria that has to be described.

2.3.1 Composition Point of View and Originality

Point of View (POV) and Originality in stories and narrative is one of the first choices a writer should consider before even starting to write. The story they may want to tell or present, has to be related to someone in it, as the author needs to choose between the person and number in which there is a first, second, and third person, besides choosing between singular or plural, and consider their story to be original. Moreover, it is necessary original meaning and not copying someone else's words or exact ideas, as writers could be inspired by a piece of work, but never copy the exact same written work, which will possibly be considered plagiarism. Instead of writing ahead, writers should focus on these two aspects to elaborate a well-written composition

as a more interesting story could be told once decided who will be telling it and how it stands out from the others. Therefore, both point of view and originality are taken into account for the purpose of assessing written work in this current investigation.

It was already established aspects of why the point of view should be considered important when writing, though what really is it? According to Rasley (2008), Point of View is an experience for the reader of the work, in which she/he undergoes a certain perspective of that story (p.1). By taking this meaning given to the term by Rasley, writers should consider creating an experience for the future readers of their work, by making a unique story focus on the point of view. Moreover, Watts (2020) established the term vantage point to be considered as a pair to point of view. This term can be understood as both external and internal factors. The external factors include the place and time where someone is, and the internal factors refer to the language someone speaks and/or the beliefs they have. These factors are as well attached to Rasley's meaning of point of view, as they are related to perspective inside the story; for instance, the perspective the characters have about them in their own storyline.

Both authors give interesting sides and ideas regarding the importance of using point of view when writing a narrative. In addition to this topic, Rasley (2008) stated that "POV is reader-oriented but author-controlled (p.1)." Therefore, it is comprehensible that the future reader of the work will be experiencing certain emotions and feelings through the characters' doing and decisions made by the author of the piece. It is important to value the demographic to whom the book is oriented in order to select the best storyline and the experiences the author wants the public to face. Now that point of view has been explained, another point that cannot be left behind when writing, is originality.

The process of writing is not that simple or fast for everyone, as there are many steps to go through and consider before having a written work completed and originality, in the words and ideas, is one of them. Now, when almost everyone has access to the internet and to thousands of e-books, journals, magazines, and other various written works online, there are plenty of stories that have been told. Therefore, coming up with a new one with a different introduction, climax, and resolution is not that easy at all. Once someone stated that all the stories have been told already, no matter what the means were but the ideas are all out there. Therefore, that is something a well-informed and prepared writer can avoid, by making her/his story their own by telling it differently. Being original and not copying the rest could be different nowadays, but having inspiration may change everything.

Writing a composition is mostly all this investigation is about, that is why seeing and reading original pieces of writing is crucial, and even more, if those future works in creation are the authors very first one. From the point of view of Zinsser (2021), originality has to do with being yourself, for the authors to write in their own words, and to avoid at all costs using vocabulary she/he has never used in oral communication. In addition, Zinsser mentioned in that a writer should be inspired by her/his favorite authors' works and study their talent, but never directly make their style and ideas become totally theirs (p. 19-20). Making an original work is the first step to creating the writing style which defines writers, and as the Moby-Dick author Herman Melville once said, "It is better to fail in originality than to succeed in imitation." Originality needs to be achieved in order to be taken into account as a writer, not even a really good writer at first but at least not an echo of someone else's work.

2.3.2 Composition Expression (standard written English, style)

Another important criterion to consider when grading written works and compositions is the performance of the author in regard to language use in their piece. Meaning grading language used in a written work is a broad aspect to contemplate, as it has sub-aspects or sub-criteria to consider, such as the use of standard written English and the importance of adopting a persistent written style throughout the whole paper. These aspects are relevant to this current investigation, as they all conformed a very specific criterion to grade written papers; however, not all the writers considered these terms when writing, and letting the students be aware of them is a plus and the key to their success and their composition' success. Without these aspects to grade, the composition and actual grading score could not be reflected as valid, as these elements are essential to a well-written and told story.

To start developing these sub-aspects, the use of standard written English is key, mostly when teaching in an EFL or L2 environment. The use of this already standardized part of the language is frequent inside the classrooms; however, it is never broadly explained to learners the reason why its use is really important. Skerry (2019), a retired English college teacher now a writer himself, considered the term of Standard Written American English (SWAE) and explained its definition and importance (p. 1-9). Starting by letting the readers know that even though many readers and the public could be native English speakers, they still could make mistakes when writing, no matter the profession. As is the case of almost all higher education institutions, students and employees should follow very strict rules in order to be part of the institution; based on overall behavior and when presenting academic reports all of them should be backed up with support sources without falling into plagiarism.

He made this connection between following these rules to be allowed to be part of something bigger, such as college, to following certain rules to consider a paper as part of the “dialect” of correct English writing. Many people make a distinction with the use of the language, and they tend to use it how they think it is supposed to be used, instead of how it really is structured. This is a common mistake many teachers find in their students’ papers and is a point to work within class. Writing by following the grammatical structures already learned in class, as well as spelling, punctuation, and sentence boundaries are details to check when reading a composition that follows or does not use Standard Written English. Looking for these areas of improvement in students’ written papers is the first step to recognizing if a student may be underperforming in class and need to have follow-up guidance from the educator.

Another sub-aspect to consider grading in this criterion is the use of a consistent style at full length in students’ written works. In a consistent style of writing, there are details to acknowledge, for instance, the use of tone, preferably in an academic one, and a precise word choice. According to Roof (2020), tone refers to the quality of the hearing voice someone makes when reading. In addition, it considers the text’s diction, syntax, contexts, and connotations merged to produce a unique individual tone. Giving a tone to the composition progressively is quite literal giving the future readers the key on what voice it has to be read, considering the atmosphere and mood in the narrative.

To be careful with the word choice use in composition relates to a previous point mentioned above, as a writer should never use certain wording when writing, especially if he has never used in spoken language (Zinsser, 2021). If the writer uses vocabulary, she/he does not comprehend fully, it could make their written piece to be misinterpreted and misunderstood by the public and/or readers. Using words that may be read to be the correct ones is a common error,

as it is the case with homonyms. This is defined in grammar by Merriam-Webster Dictionary for English (n.d) as “One of two or more words spelled and pronounced alike but different in meaning.” This is just one of the writing spelling errors.

Word choice is important when writing and original piece, but it could be a tricky process for readers to do. It could be considered as a vague learning experience to expect students to just look up in the dictionary for the meaning of certain words, as it could guide students to error and more confusion (Aygen & Eastlund, 2019). This because not all uses of the word found are meticulously explained to the reader. Word choice is relatively a personal and unique form, in which a composition becomes a standout. As it is meant to convey all the meaning and correct interpretation of the written piece.

The use of a correct expression in written works, as the other criterion selected for the purpose of the investigation, is not easy for students to implement nor for teachers to grade. Nonetheless, it is significant to execute when writing and grading, to polish the overall use of Standard Written American English. Perceiving a composition in a way the original author never thought about, could be due to the lack of the correct language use of the word choice selected. Letting student writers, to use these components in their pieces allows them to enhance their writing skills. Little by little, by making errors and correcting them, and by making the most of their educator guidance, is how learners acquire the bases of a good writing competency.

2.3.3 Composition Structure (organization)

To be organized is a skill many people struggle with. Moreover, to be organized through a chronological transition among structures and ideas in a composition, may not be that easy to achieve. However, there are many academic sources presented by certified teachers to help

students who are asked to write a composition for academic purposes. Subsequently, The Princeton Review (2021) book, guides students through certain methods to write better their ideas in less time. This book focuses on letting readers, in this case student writers, to know how to plan, execute, and delivered well-written essays. Therefore, there is a trick and tip worth mentioning.

To organize in a superior way the structure of a written work is important to consider following a classification process of the main topic the writer is interested in developing, as it is easier and quite faster to do it beforehand. The Princeton Review (2021, p, 172) that classifying a topic into the title and its following branches, helps students to observe the sub-topics available for further mention if required and other supporting details to talk about. From catching the readers' attention to transitioning to the topic, it is relevant to be concise with the transitions between the introduction and conclusion, as well as, the use of the proper structure of the written piece, considering if it is a paragraph, essay, or investigation. Consequently, expressing clear ideas, with an already stated thesis and logically synthesize supporting details are the foundations of an engaging work.

2.3.4 Composition Development of Ideas

For this aspect to be evaluated in a written work, educators should focus on looking for the support sources and ideas included in the paper. The students-writers must use a variety of information regarding the topic they want to extent to support their own position and intention of the topic chosen, as well as ample pieces of evidence to support a thesis statement and the overall ideas of a composition without falling into plagiarism. This because with the proper guidance on how to achieve so, shows how prepared students are to become better writers and, generally, investigators. Comprehending how to use these supporting sources and students' own ideas and

level of thought could increase the value of a written work. Moreover, the appropriate use of the development of ideas and level of thought in academic written works, prepares the students to enhance their communication skills.

Developing the ideas wanted in a written work represents a challenge to writers, as it is not that easy to reinforce their ideas through the use of secondary sources, since students need to take sufficient time to investigate either online or in books if the ideas included in those references aid to reinforce their topic position. To support these ideas, the final paper should include enough evidence in the form of quotations and specific examples. As Antonova (2020, p. 274) mentioned, it is important to read thoroughly the source you are interested in using as your points may not be limited only to the selected part. Besides, maybe the point you want to discuss has been already discussed, but not with your own perspective to it.

Another important point to consider when assessing a written work is to look for the level of thought used by the student in the paper. This includes how complex their writing style is and the presentation of a sophisticated and clear composition. In addition to these aspects, Krogh et al. (2019) explained the importance of paying careful attention on how the social, institutional, and societal contexts influence the level of thought used by students when writing. Having established this point not all the students in a classroom will think the same about a topic and it is less possible for them to write in the same way, as well. The level of thought in a composition work helps both the student writer and the teacher to recognize the complexity of the topic chosen and how it was approached.

In this part of the current investigation, it was approached the important aspects for assessing student-writers composition, such as Point of View and Originality, Expression, Structure, and Support given to the piece. These aspects are a summary of what a well

conformed written piece should include for the academic purposes of EFL learners, as well as the importance of giving them guidance through reading the specifications found in the criteria part of the evaluation rubric and some advice given by educators. The main purpose of these assessing criteria is for students to develop a higher level of communication skills in the L2 target language, which for this case is English and the overall benefits of widening their vocabulary knowledge and acquisition of the bases in the language. Therefore, it is crucial for educators to use these tools to evaluate their learners to be aware of their level of knowledge and learning needs.

2.4 Information and Communications Technology (ICT)

Technology is all around people, allowing them to form connections with other people and to have access to infinite available information of all kinds. According to UNESCO (2017), Information and Communications Technology (ICT) refers to a selection of technological tools only, which main use is related to information and how valuable this information is for its users. Hence, it is necessary to use it nowadays to facilitate daily activities and academic tasks. Facilitating connectivity among people with the use of ICT has influenced how people learn by providing a unique experience. ICT just aims to take an important role in everyone's life by being used in many fields making everyday life easier.

2.4.1 Technological literacy

For this part of the ICT sub points, it is essential to answer two main questions; first what is technological literacy? and the second, how is technological literacy related to this investigation? Nowadays, people are more comfortable using technology in their daily activities, as it is a shortcut of solving problems people face. Knowing how to purposely use a computer is

an advantage the latest generations have over older ones. Thereby, it is relevant to learn technological literacy, as it gives users the advantage of knowing what is best for them to acquire and how to take advantage of those tools.

Technological literacy is an important ability to learn, as it could change the perspective an individual has on regards daily activities, education, and overall information. Furthermore, the term technological literacy, according to the International Technology and Engineering Educators Association (ITEEA) (n.d), refers to “the ability to use, manage, understand, and evaluate [the] technology.” Thus, it could be interpreted that technological literacy is the capacity to utilize the technology available at hand. In terms of education, this can be seen in students who are able to easily use a variety of digital devices to search, communicate, and learn about infinite topics to facilitate their academic experience. This instrument serves as a bridge for many people, as it is easier to obtain information that otherwise will be hard to find in plenty of books. Technology was invented with the purpose of making easier human interactions and it is now a big part of most households, enterprises, and educational institutions.

Besides stating the meaning of technological literacy, it is relevant to discuss the relation this term has with the current investigation. For this topic, to be investigated in EFL intermediate learners, there are certain factors these students should have in order to be considered as possible population for the study, and knowing how to use digital devices is one of them. It is true that recent generations have the possibility and great advantage of growing up alongside technological advances and devices. As a result, it increases the possibilities for them to learn easily how to navigate on the internet and through various applications inside devices. Technological literacy is a plus and a main part of this investigation, as it is analyzed if its use causes effects in the composition of EFL.

In summary, technological literacy is key to nowadays digital advances and it is key for many tasks performed in various areas of the society. The tools are available out there yet if a person does not comprehend them or use them correctly is nearly impossible for them to be made the most of. The possibilities in daily life activities are unlimited with the use of technological tools; therefore, it is key to give them a worthy space in human life. Technological literacy is just the first step to future and unlimited knowledge. As Negroponte (1995), a Greek American architect, once said “Computing is not about computers any more. It is about living.”

2.4.2 Information and Communications Technology (ICT) Use in Education

Information and Communications Technology (ICT) has many uses in daily activities as mentioned previously, along with its many possible uses in academic tasks. Teachers need to be flexible when guiding students through their learning process and with technology, as another tool available in the learning process, which could lead to a successful path. Educators’ duty is not easy at all, with all the responsibility that comes with the administrative job itself plus guiding scholar minds to a better future for themselves and their equals. Consequently, with the use of digital resources and instruments, this load could potentially be supported. In addition, Agrawal (2022, p. 1) stated that the use of technology in education lets learners to adjust their learning pace as they wished, letting educators have the time to aid students who need support. With access to technology and proper guidance to use it right, the education in schools could be reinvented to be a more suitable one for many learners.

It is significant for teachers to be aware of the overall consequences that using ICT in education could bring to their classroom environment and learning experiences. Starting with the positive ones, as mentioned, technology could be adapted to every single student’s learning pace, so they can acquire knowledge when they prefer. Another positive aspect is that technology may

make easier to comprehend various topics, as it provides numerous example sources for teachers to share. In addition to these points, technology is just another main tool to use in academic purposes, as it could be operated as a digital assessment for students or as a didactic tool as a digital presentation for teachers. Technology uses in class are unlimited and it depends totally on the teachers' plans and allowance of use by the administration, but definitely it transforms the learning experience for students by being more engaging and cooperating.

For the purpose of this investigation and since the most accessible digital device found in the population, are the smartphones, it is relevant to state the uses and effects its utilization has in education. It is no lie that many students carry their phones with them everywhere they go. These devices have become great tools for their daily life activities; unfortunately, they are distractors when in class time. As per to the previous positive consequences the use of technology brought, there are a couple negative ones. According to Kumar & Radcliffe (as cited in (McKinnell & Tiller, 2018), there are many institutions worldwide looking for banning the use of cellphones for students, as it is a distraction if not used for educational purposes only, with the permission of the teacher in charge. Besides the bullying in face-to-face situations, technology has brought with it cyberbullying. This not only affects students, but general users of technology for various purposes. Another negative consequence of the use of internet is the lack of face-to-face human interactions. These are just some of the overall consequences technology has brought to education, but it depends on every user and teachers to guide students on using the smartphones and various digital devices to benefit their knowledge gaining experience.

2.4.3 Information and Communications Technology (ICT) Use when Learning English

The uses of ICT are unlimited as discussed; however, it is time to summarize its uses when learning English. In addition, there are many sources available for everyone to use in digital devices that could serve as a bridge for gaining knowledge on a foreign language; as for example, mobile applications, videos, podcasts, interactive games, social media posts and with it the so called “influencers” or digital creators, e-books, journal articles, encyclopedias, dictionaries, infographics, and the list goes on. Along with just a smartphone, anyone could make great use of these resources to enhance their progress in learning a target language. Therefore, inside the class an educator that knows best how to bring this didactic experience into the class environment, could change the game.

The use of ICT in class is required for educators to fulfill their overall duties in class and their students’ needs, accordingly. There are certain points to reach prior introducing these tools to a learning environment, such as if learners are familiar with the digital tool the teacher is bringing since otherwise, the teacher has to provide a tour on the general inside tools and uses. In addition, the teacher has to make the tool reachable for every single student in the class, so everyone will be able to have access to it in order for the activity to be successful. Finally, the teacher must be sure that the tool chosen is the best fit for the activity proposed to deliver in class. Based on these points, the educational uses and effects of ICT inside the classroom activities and its possible combinations, are limitless.

Having established the importance of the use of ICT tools inside the classrooms, both in general teaching-process and learning English as a Second Language ESL; it is relevant to highlight some of the ICT apps and resources that are going to be used to convey this

investigation. Canva is known to be a digital platform that can be used as a website or app. It is used to create computerized material to illustrate various topics or ideas one may have in mind. Canva provides a large option of creative designs to choose, and inside the classroom it is one of the favorite tools chosen by educators and students. It provides different content options such as creating documents, presentations, videos, websites, infographics, graphs, mind maps, work sheets, and many more. Inside the platform, Canva has many templates already created and ready to use, if it is needed the topic and content inside can be adapted. Besides, it offers the option to use as a free or paid tool. As mentioned, Canva may be one of the greatest platforms created to share, design, and innovate new material for the classroom. According to Merrill & Merrill (2021), it is one of the favorite tools available to let students express their ideas in creative designs. Moreover, this tool can educators when planning their lessons. It just depends on the teacher to assign a task for the students to transform their ideas into reality using the platform.

Another platform is Genially, which is an interactive tool that provides options for design, such as videos, presentations, infographics, gamification, interactive images, quizzes, and others. This tool is completely free, though it offers a paid option, as well. This tool provides limitless options for educators and learners to choose from when creating material. Besides its usage could improve learning processes in the students, as it may be an interesting and easier learning option for them. As Camacho (n.d) mentioned, Genially is mainly a tool focused on the constructivism theory in education, as it provides a unique experience for each user, in this case learners, for them to acquire information through interaction and learning to create by themselves.

Another set of digital tools from Google that are going to be implemented in this investigation are Classroom, Docs, Forms, and Slides. All these platforms can be accessed online

through a Google account and are completely free. Starting with Google Classroom, a free platform available for educators to create a flexible and organized learning site for their students. This platform allows educators to post the content they want their students to use and interact with according to the subject. Martin (2021) stated, it can be used as a communication portal between teachers and students, as teachers can post reminders regarding a task submission and provide feedback directly. This is a tool of a kind, as it focuses on facilitating the teachers' tasks, since it has everything one can imagine. Moreover, it can be programmed to automatically grade papers, and offers the option to use Google Meet to record virtual lessons. Google Classroom is a key tool to check and use, if possible, when thinking about bringing technology to the classroom.

Other Google tool pertinent to mention is Docs, which is another online free platform available for Google account users. Docs according to Google for Education (n.d.), is “an online word processing tool that provides a real time collaboration option”. In other words, it is easier for both students and teachers to edit a document online made by a group of people and the changes will reflect automatically in each device. This tool offers the possibility to create digital written material ready to print or share online with others, as it could be posted directly in Google Classroom if required. Docs is the option to go to when needing to create and edit text documents.

One more Google resource tool to use is Google Forms, which is an online program mostly used to create surveys. According to Google for Education (n.d.), “Forms could be used to collect data and responses, and show progress, and this information is collected and represented in charts and graphs.” This tool is a great asset for educators in need to create quick and easy quizzes and surveys, as they will be able to recollect patterns, areas of improvement,

and/or trends shown in the class group. For that reason, Forms is a great choice when wanting to access to registration of various data online.

The last Google resource tool to mention is Google Slides, which is a convenient web source to elaborate digital presentations and slideshows. According to Google (n.d.), it is a program which provides and facilitates the options to share content and edit in sync online for group presentations, connect to other Google apps, and extent the collaboration of the presentations to other programs such as Microsoft PowerPoint. That is why the use of Google Slides is attractive in education, as it is just an easy-to-use program available at hand for many learners and educators. Another platform worth mentioning is Microsoft PowerPoint, this platform is also going to be used for this investigation, and as the other platforms mentioned so far it is part of the ICT tools, as well. This tool, as others that have been mentioned so far, can enhance the learning process and environment in the classroom.

Microsoft PowerPoint is an easy and trustworthy tool to use when wanting to create digital material for the class activities and instructions in presentations mode. The use of PowerPoint inside the teaching-learning environment allows the space and chance for creativity with the slides, colorful themes, fonts, charts, and images one can add, so it could become the favorite platform to use. This is a great aid for educators and specially, learners during their learning process, and in addition to this (Northern Illinois University Center for Innovative Teaching and Learning (2020), commented that “[by] providing information in multiple modalities helps improve comprehension and recall for all students.” Having stated this, PowerPoint is a useful program to be part of the everyday didactic aid and/or materials for lesson plannings. In addition to PowerPoint, there is another program similar to it, Prezi.

Prezi is another widely known program used among educators and learners when it comes to creating digital presentations, as this is what the program is used for. Prezi is a software created to be used as a video and communications tool (Prezi, n.d.). Besides in Prezi's website it is stated that it has been proven to be a more engaging, persuading, and effective tool. A key difference that Prezi offers than other presentations tools do not, is that instead of using slides Prezi focuses on displaying information through movement and connections rather than slides. Therefore, using Prezi may result handy and a win for educators' lesson plans as it probably could increase class engagement during the lesson.

An additional ICT didactic tool to be used in this investigation is Quizizz. This is a learning platform that offers engaging quizzes, already created or anyone could create a new one with an account, that may improve the learning process creating entertainment. According to Noviasmy, Y et al. (as cited in (Nanda, S et al., 2018)), wrote the following:

Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, smartphone, and iPad. In Quizizz, multiple choice questions with two, three, or four-point answers will appear on each student's screen, so that they can answer the questions at their own pace and review their responses at the end.

Having stated these points, Quizizz may be used as an alternative didactic program to include in the lesson planning, that creates an engaging and interactive environment while learning through answering questions. An additional option to introduce as an ICT tool to be taken into account for this current investigation is TEACHFLIX. This a video curated platform that not many people may know about. Inside of it, educators and learners may find a broad selection of videos and digital worksheets, available to download for free, classified according to

content and age (TEACHFLIX, n.d.). TEACHFLIX surely has limitless options of videos and resources to choose that could be the way to go when planning an appealing lesson.

Students may never know what boring means when watching the gobs of videos available in TEACHFLIX website, besides when using the downloadable worksheets any teacher could make their own modifications in order to be adapted to their lesson topic and/or objective. One more tool to refer to is Wordwall, a free online resource available to create learning content. Inside the Wordwall app any teacher, student, or public in general could search up for a certain topic or content and an uncountable amount of word games, quizzes, and many more activities will surely pop up. Sartika (2017, p. 185) stated in her investigation, the usage of this program inside the classroom, which probably makes the students feel more comfortable with their own learning process while using gamification and an ICT tool. When choosing to use Word Wall in a learning environment the chances of consolidating the learning of vocabulary could be increased in an enjoyable experience for the students.

Chapter III

Methodological Framework

This research project focuses on the method chosen, the type of investigation itself, information collected, sources, population, and sample. Therefore, in this chapter, it will be specified certain tools and approaches on how teachers could evaluate EFL students' level of the composition skill, besides to provide techniques and uses of ICT instruments for students to improve their composition skill for a learning purpose.

3.1 Research Approach

This investigation follows a certain research approach, out of the three approaches known quantitative, mixed, and qualitative approach, the one chosen for this investigation was the qualitative. Having established this, according to Siegle (2019), it is known that this type of research is a combination of multiple study strategies conveyed. Besides, by working with a qualitative research approach, it is expected for the sample of the investigation to show certain aspects, behaviors, and attitudes towards the research project itself rather than just answer a previously established theory. This means, that the data collected throughout this process is done through human contact and interaction with the learners. During the collection of the data, the researcher will report information regarding the results of the data collection instruments used with the sample.

In the case of this current investigation project, the research approach chosen is the qualitative. It will to be applied in the area of education, most importantly, in the teaching-learning process, with a group of students of 8^o grade during their lessons of Reading and Writing and/or English Literature in Liceo HHC Experimental Bilingüe José Figueres Ferrer

during the first quarter of 2024 using the learning strategy of implementing ICT to show its effects in the EFL learners.

3.2 Research Design

For this investigation, as stated previously, the research approach to be used is the qualitative, alongside the descriptive and the action-research design in order to find the answers to the investigation question proposed. According to Bloomberg (2022), the term of descriptive research design is defined as a method used by researchers to support their qualitative research approach. This design focuses on using research questions to have convenient consequences and their applications regarding the problem determined. This design has been used since the early 2000's and it has been found to be of quite help for researchers, as it offers multiple methods of study, which makes it versatile. Hence, it should be use carefully endorsing the qualitative approach by answering exploratory questions concerning various sources.

In addition to the use of the descriptive research design for the purpose of this investigation, the action-research design will be considered, as well. This design is a great asset for this investigation because it not only focuses on making the researcher investigate and find a conclusion, but also to develop a strategy that works toward change. As specified by Sacred Heart University Library (2007), the action-research design focuses on exploring first the situation of matter and then forming an intervention strategy to reinforce the purpose. By using this method, the researcher will not be focusing on proving only theories, but on conducting solution-driven research. Therefore, using this design altogether with the descriptive design will help the investigation process as far as getting to know the problem and finding a solution toward change is concerned.

3.3 Information Sources

To make the investigation happen, it is important to establish the role various information sources are going to have in this ongoing study. These sources are valuable for any investigation to success, as they are agents that provide required information to support the ideas that the researcher wants to evaluate in their work. On that matter, one of their main purposes is to inform or educate a certain population. Having said this, there are three categories of information sources that are going to be discussed about, primary, secondary, and tertiary sources. Therefore, to achieve a result to this investigation, it is crucial to choose the right information source.

To begin with the definitions, there are the primary sources. These sources are considered to have original information of any kind. As explained by Delozier (n.d.), a primary source “Is a first-hand or contemporary account of an event or topic. They are the most direct evidence of a time or event because they were created by people or things that were there at the time or event. These sources have not been modified by interpretation and offer original thought or new information.” In other words, primary sources are crucial, as they are considered to be the base of a paper, and if the source is reliable and original documentation of what the researcher is interested in looking for. These sources provide a look into the past and origin of a topic and when it was first investigated. For this investigation, the primary sources available are the Reading and Writing students of 8th grade at Liceo HHC Experimental Bilingüe José Figueres Ferrer, the surveys obtained, and their first-hand experience of using ICT instruments such as smartphones during EFL lessons. Therefore, primary sources provide a better point of view and understanding to the researcher according to the area of matter.

As a second point, there are the secondary sources of information. According to HARVARD LIBRARY (n.d.), secondary sources are those references that were created by

someone who did not experience the situation first-hand. In addition, they work as a given interpretation of merely what the primary source is. In the case of this thesis, the secondary sources to be considered are the EFL teachers at Liceo HHC Experimental Bilingüe José Figueres Ferrer, specifically from 8th graders and their corresponding feedback, and with the use of the didactic tools established for the research, and the ICT implementation during class-time.

As a final source of information, there are the tertiary ones. These are the last of the sources to be considered in the evidence hierarchy, as they are a compilation of other sources organized to provide certain data. In addition, as mentioned by the (UNIVERSITY OF MINNESOTA CROOKSTON (n.d.)), these sources are not often credited to any author in particular, as it is not a major concern or purpose. For the goal of this testing, the tertiary sources to contemplate are different publications and documents previously published on the matter of the use of ICT in an EFL environment with reference to composition as a way of interpreting the primary and secondary sources used when conducting this analysis. Therefore, its use will be benefitted by providing overviews of the primary and secondary sources consulted.

3.4 Analysis Categories

For the goal of any investigation to successfully achieve certain conclusions, it has to make reference to the analysis categories in play. According to Rivas (2015), analysis categories can be defined as a favorable methodology strategy to comprehend the subjects of study. By establishing the proper definitions to these analysis categories, the researcher will be able to focus her or his studies on those characteristics in specific throughout the duration of the study. In the instance of this current research, these categories are selected mainly from the chosen investigation's topic, which brought into perspective three categories to be discussed, Information and Communications Technology (ICT), English as a Foreign Language (EFL), and finally,

Composition. Therefore, by defining these categories mentioned, the study in course will be easily focused on finding the advances and changes these categories encounter during the analysis.

Information and Communications Technology (ICT):

Referring to UNESCO (2017), Information and Communications Technology (ICT) involves a selection of technological tools only, which main use is related with information and how valuable this information is for its users.

English as a Foreign Language (EFL):

EFL is the teaching of English to people whose first language is not English. EFL is an abbreviation for 'English as a Foreign Language' (Collins COBUILD Advanced Learner's Dictionary., n.d.).

Composition:

Composition can be defined as the act of writing something, either handwritten or typed digitally. According to Clark (2019) composition nowadays is described as "Writing Studies".

3.5 Data Collection Instruments

In an effort to convey this investigation, there are several stages that form part of the data collection instruments and the investigatory process itself, such as the following stages: Class Preliminary Observation, Pre-Evaluation, and Interviews with Teachers, which are part of the first stage of the investigation. Moreover, the Lessons and/or Class Activities are the main focus in order to seek and analyze results. Finally, the Final-Evaluation and Survey convey after conducting all the previous instruments are part of the final stage.

3.5.1 Class Preliminary Observation

For this first interaction with the sample chosen, 8th graders at Liceo HHC Experimental Bilingüe José Figueres Ferrer, the researcher will attend to a Reading and Writing class to observe the interaction both the students and the teacher have regarding the topic under study. In order to record what the researcher is seeing, a check list is going to be used as an instrument to collect the necessary data; in addition, to a part of overall comment to add more information regarding the class observed. This check list will contain information regarding the students' knowledge of the topic reviewed, students' attention, teacher-student interaction, and overall behavior inside the classroom.

3.5.2 Class Preliminary Observation Survey

In addition, the researcher will provide the students with an online link for them to fill out a digital survey. The answers will be recorded and used for this investigation anonymously by using pseudonyms. The survey will contain questions regarding the gender of the students, age, number of students present, demography, social context, if they use ICT tools in their daily activities, if ICT tools are present during their EFL lessons, if they have access to or own an intelligent device such as smartphone, laptop, tablet, or desktop.

During the first visit and observation to the group 8-3B in the class of Reading and Writing, the investigator provided the students with a Google Forms link for them to fill out the Class Preliminary Observation Survey. This survey contained three major parts to be filled out including: general personal information, technology access, and lastly technology usage at school. This digital survey included mostly multiple-choice questions, where the students only had the chance to answer one of the options prompted, and some check-boxes questions where

they could answer as many as they seemed right according to their opinion. Besides, the only open question and short answer included in the survey, was the last one.

The first part of the survey included general personal information questions, such as email address, name, age, and gender. The first question related to typing down each of their email addresses was only required to have that information available in case future materials and/or activities were needed to be sent directly to the students. The name question was required to know to whom the data included in the form/ digital survey belonged to and for assigning the aliases that are going to be used to disclose the students' answers confidentially. As well as the questions related to age and gender, their objective is to keep track of this data in case is required to disclose, but it is not a main purpose of the current investigation.

The second part of this digital survey was related to the technology access the students have. It consists of four questions. The third part of the digital survey was concerning to the technology usage at school, and it contains eight questions. The purpose of this instrument is to gather information related to the students' perspectives regarding the use of technology in and out of a classroom setting. Therefore, this will provide a better idea to the investigator about in what manner and how frequent students have interaction with technological tools while working on academic tasks, for her to be based on the answers for the future instruments to use with the sample population.

3.5.3 Pre-Evaluation

It is necessary for a pre-evaluation to be applied as an assessment instrument to the sample. For this point, the student teacher will provide the students with a printed quiz, as the pre-evaluation. This because the investigator needs to be aware of the students' previous

knowledge on the Composition skill. The main objective of this pre-evaluation quiz is to determine which parts of the writing production need to be reinforced. This quiz contains only a written production part, including five sentences process descriptive paragraph composition. For this part, students are expected to follow the structure of a process descriptive paragraph that consists of an introductory sentence or a topic sentence, a minimum of three supporting sentences or ideas, and a concluding sentence. The topic for the paragraph is either given by a series of prompts ideas included or the students could come up with their own if wanted. This part includes an evaluation chart with the criteria to consider when grading the written production made. The purpose of this part of the quiz is to indicate how well the students develop their ideas through process descriptive paragraph writing, and how much knowledge do students have regarding the paragraph and its parts, the topic sentence in the introductory sentence, the supporting sentences or ideas with their connectors to the others, and a well-constructed conclusion with a restatement of the thesis and summarize of the major points.

For this pre-evaluation, the researcher handed out printed photocopies of a written test of the researcher's own creation. This first quiz only included one part of written production type. The students were requested to compose a process descriptive paragraph, and use different time order words given, such as: first-next-then-later-after that-finally-after-as soon as-before-when-while. They had the possibility to choose from different topics ideas prompted by the researcher or to create their own. The topics available for the students to choose were a. How to enter to LHHHC Experimental Bilingüe José Figueres Ferrer, b. How to enroll to college (public or private) in Costa Rica, c. How to avoid stress during exams week, d. How to make the perfect sandwich, e. How to decorate your bedroom, and f. How to do (another process, your choice).

3.5.4 Lesson 1

Introduction to the lesson

First, the student teacher, as known as the researcher of this investigation, will greet the students. Then, she will make sure of letting students know about the already established lesson's objectives and activities for the students to be aware of what the lesson is going to be about.

Focused instruction

The student teacher will introduce the topic of Composition with some important terms for the students to learn about, such as the explanation of the terms of sentence and fragment, paragraph, the Hamburger Method to write paragraphs, it how to develop an introductory sentence with its topic sentence, supporting sentences or details, and a sentence. The students will take notes while the student teacher presents the lecture for the lesson in the digital platform of Genial.ly and presents it using a video beam to project it on the whiteboard. The student teacher will answer any question the students may have regarding the topic explained with order, to ensure their understanding of the topic. It is expected for this explanation to last approximately from 35 minutes up to 45 minutes depending on the development of the lesson and any external factors, such as unexpected delays or interruptions.

Performance task

After explaining the hamburger method to write and the terms of composition annotated above; the student teacher will provide the students with a link and code to access the Quizizz platform and play an interactive educational game previously created by her. Before starting with the game, the student teacher will provide a quick tour on how to use the resource in order for the students to be prepared and have the advantage of previously knowing how to interact with the

website/app. With this educational game created in a form of a questionnaire, the students will be able to practice the composition terms reviewed during the class. In addition, it is important to mention that this activity is planned to be played individually, if there are none unexpected situations with the students or their devices to show how much they remember about the lecture. This activity is scheduled to last around 20 minutes, including the tour guide of the digital resource provided by the student teacher.

Closure

Once the students have finished playing the online game, the teacher will display the results of all the participants, and they will discuss their experiences with the game. Finally, the student teacher will answer any question if prompted by the students.

3.5.5 Lesson 2

Introduction to the lesson

First, the student teacher will greet the students. Then, she will make sure of letting students know about the already established lesson's objectives and activities for the students to be aware of what the lesson is going to be about and what are the goals expected to achieve.

Focused instruction

For this second lesson, the student teacher will explain to the students the topic of phrasal verbs, its definition, importance, and uses in the English language. The student teacher will explain to the students ten new phrasal verbs related to the 7th unit of their workbook (Skills for Success – Reading and Writing 2, Third Edition). The unit is labeled as “Do cities need nature?” and it is related to different areas of the environment in the human's daily life. The teacher will

use a digital presentation using the Prezi platform. Such presentation will include all the information about the phrasal verbs and the new vocabulary with examples. These ten phrasal verbs include: break down, clean up, cut down, die out, rely on, run out of, scale back/ scale down, spread out, throw away, and wipe out. Besides the digital presentation, the student teacher will provide the learners with a printed vocabulary list that includes the ten phrasal verbs, its definition, and some examples for them to paste on their notebooks. This part of the lesson plan is expected to last from 30 minutes up to 45 minutes, if there are no delays or unexpected situations that may come up.

Performance task

Once the students are done taking notes, the student teacher will provide them with an online link for the students to access the educational resource called Wordwall, in order to complete some exercises about the new phrasal verbs terms they learned. The students are expected to work on this activity individually to check their performance regarding vocabulary and overall understanding on what they have just read. This allows the students to participate in different tasks and quiz type activities. Immediately after the students finished answering the exercise, the leaderboard and results will be checked and discussed as a whole. This activity is expected to last around 30 minutes, if there are no distractions or unexpected delays.

Closure

Once the students have finished answering the exercise, the teacher will display the results, if available, of all the participants and they will discuss about their experiences with the activity. Moreover, it will be carried out a conversation regarding the topic reviewed that day. Finally, the student teacher will answer any question if prompted by the students.

3.5.6 Lesson 3

Introduction to the lesson

First, the student teacher will greet the students. Then, she will make sure of letting students know about the already established lesson's objectives and activities for the students to be aware of what the lesson is going to be about and what are the goals expected to achieve.

Focused instruction

For this third lesson, the student teacher will make a recap lesson about composition terms and the parts of a paragraph reviewed previously in this investigation. Then, the student teacher will cover the topic of using sentence variety that is included in the class workbook (Skills for Success – Reading and Writing 2, Third Edition). The student teacher will explain why using different types of sentences can make a writing product more interesting and she will provide some examples of what sentence variety looks like. The student teacher will use the Online Practice site of the book to explain this lesson's topic. Once the explanation and questions time is up, the students will move on with the performance task prepared for this lesson. For this first activity, it is expected to last about 30 minutes going over the explanation, if there are no distractions or unexpected delays.

Performance task

Continuing with this lesson objectives, the student teacher will ask the students to take out the pictures they took from their neighborhoods, which were asked in advance by their Reading and Writing teacher. This task will count as a project included in the class syllabus and it is worth 10% of the students' grade. This task's objectives include to take a picture of each of the students' neighborhood area and bring it printed, as they are expected to use it as inspiration

for their writing exercise. The purpose of it is for them to be inspired by the project's title: A Greener Space in My Community, as they will have to provide a personal opinion about how their community can become greener and more environment friendly by supporting it with some reasons and facts. In addition, they are expected to produce an opinion paragraph of at least 8 sentences minimum. The students should follow the following format their personal opinion, its importance, the first reason, some facts or examples that complements that reason, the second reason, some facts or examples that complements that reason, the third and last reason, and lastly some facts or examples that complements that reason. The students will have more than 1 hour to turn in this assignment, and if it is required, they will continue working on it during the next lesson.

Closure

Once the students have finished writing down and creating their paragraphs, the student teacher will let them comment about their experiences with the activity. In addition, the teacher will answer any question if prompted by the students.

3.5.7 Lesson 4

Introduction to the lesson

First, the student teacher will greet the students. Then, she will make sure of letting students know about the already stablished lesson's objectives and activities for the students to be aware of what the lesson is going to be about and what are the goals expected to achieve.

Focused instruction

Following the previous lesson topics, the student teacher will make sure to go over the explanation of simple past and past continuous, they already learned with their Reading and Writing teacher. The researcher will project a digital presentation using Microsoft Power Point, so this topic can be clearer for students when writing. This activity is supposed to last up to 35 minutes, if no distractions or unexpected delays occur.

Performance task

The student teacher will let the students know that they have to work on their class workbook answering two exercises related to simple past and past continuous. The first activity is an identification one, where they have to read some statements and check the correct option according to the function of the simple past that can be found in the sentences. The options that the students can choose from are single action, series of actions, or repeated action. In the second activity, they have to work on deals with identification, as well. The students have to read some statements and check the correct option according to the function of the past continuous that can be found in the sentences. The options that the students can choose from are duration or interrupted action. Students will have up to 25 minutes to play on this online platform in order to show their knowledge of the topic explained.

Closure

Once the students have finished participating on the online resource, the student teacher will let them know about their leadership positions and answers, and besides, she will let the students comment about their experiences with the activity. In addition, the teacher will answer any question if prompted by the students.

3.5.8 Lesson 5

Introduction to the lesson

First, the student teacher will greet the students. Then, she will make sure of letting students know about the already established lesson's objectives and activities for the students to be aware of what the lesson is going to be about and what are the goals expected to achieve.

Performance task

For this final lesson, the student teacher will bring some online readings and a Netflix documentary related to the topic of the environment for the students to choose from. They will practice what they have learned so far; thus, they will create an opinion paragraph on how they can follow some tips to take care of the planet. This will be the last project of this investigation. Their paragraphs will be evaluated as a classwork activity and it should contain vocabulary learned in the unit, sentence variety, and some phrasal verbs. This activity is supposed to last about up to 1 hour and 10 minutes, if no distractions or unexpected delays occur.

Closure

Once the students have finished writing down their paragraphs, the student teacher will collect them to be sure of grading them for the next lesson and let the students comment about their experiences with the activity. In addition, the teacher will answer any question if prompted by the students.

3.5.9 Post-Evaluation

It is necessary for a post-evaluation to be applied as an assessment instrument to the sample population. For this point, the student teacher will provide the students with a printed

quiz, as the post-evaluation of the investigation for the investigator to be aware of the students' previous knowledge on the Composition skill. The main objective of this post-evaluation quiz is to determine which parts of the writing production skill changed in the students. Therefore, with it, the researcher will conclude the assessment process of the investigation, and most probably will be able to conclude if the ICT usage had any effect within the learning process of the students. The data collected during this assessment processes will also be used when needing to determine the outcomes about how the ICT usage effected the improvement of EFL composition.

This post evaluation tool will be the same performance task approached with the learners on the fifth final lesson. Therefore, this quiz contains only one part, written production, which deals with an eight sentences opinion paragraph on how the students can follow some tips and recommendations to save the environment. For this part, students are expected to follow the structure of an opinion paragraph that consists of an introduction, an opinion, a minimum of three reasons each followed by specific facts or examples, and a conclusion. This writing project's purpose is to create conscience on the students about the environmental difficulties the planet is suffering and how they can come up with solutions to take care of it. This part includes an evaluation chart with the criteria to consider when grading written production. The purpose of the quiz is to indicate how well the students develop their ideas through an opinion paragraph, and how much knowledge students have regarding this type of paragraph and its parts, the introduction, the opinion, a minimum of three reasons, each followed by specific facts or examples, and a conclusion.

3.5.10 Closure of the Investigation Survey

As included already in the investigation, a final or closure survey will provide the students with an online link for them to fill out a digital survey. The answers will be recorded

and used for this investigation anonymously using pseudonyms. This survey will contain questions regarding general information about the students and will record their opinion about the use ICT tools during their EFL lessons throughout this investigation to make a comparison with the first survey sent.

3.5.11 English Teachers Survey

This survey includes general information regarding the EFL teachers who are responsible of working with the sample group of 8th graders at Liceo HHC José Figueres Ferrer. These teachers deliver lessons in the subjects of Reading and Writing, Listening and Speaking, and Literature. The survey will contain questions regarding the use ICT tools in their daily activities, if ICT tools are present during their EFL lessons, if they have access to ICT tools at their institution, and some reasons why they believe the ICT tools use could be a good strategy to improve students' performance in the language.

3.6 Collection Data Process and Data Analysis

The data will be collected from the Google Classroom group created, as it provides a record of the online documentation turned in by the students, and the physical quizzes and classwork evaluations completed by the students with the record of their grades and points, according to the assessment rubrics created. These two methods available to collect data and results will help the researcher to obtain easily a track record of the evolution throughout the investigation the students have within their learning process. The data will be collected daily, according to each lesson objectives and performance task activities scheduled, in order for the researcher to obtain clearer data regarding their learning acquisition. In addition, this data will be collected as a group and individually to obtain an overall evolution of the sample in the ongoing

investigation. Therefore, the researcher will tabulate and record the results in a digital resource, Microsoft Excel, for easy access and further changes added if needed. These records will provide a better notion of the sample population behavior and growth according to the investigation objectives.

Chapter IV

Data Analysis

This chapter will include all the observations, instruments, and tasks created to observe the progress of 8th grade students at Liceo HHC Experimental Bilingüe José Figueres Ferrer during the first quarter of 2023 and the subsequent data and results collected. This fourth chapter is required as it will provide understanding of the final results obtained. The researcher will describe each of the instruments and activities carried out with the students, and the process followed to obtain this information. In this chapter, it will be covered all the data collected to provide answers to the questions prompted at the beginning of this research project. For this investigation, all the outcomes collected were gathered from the various observations carried out to group 8-3 B using ICT instruments.

4.1 Analysis and Interpretation of the Results

In this section, it will be included all the instruments used to accomplish this investigation, from the preliminary class observation check list, the preliminary class observation survey for the students, the pretest, each of the five lessons instructed and its performance tasks, the posttest, the English teachers survey, and the closure survey for the students.

4.1.1 Preliminary Class Observation

For this first instrument, the researcher visited and observed a Reading and Writing English lesson at Liceo HHC Experimental Bilingüe José Figueres Ferrer. She attended the 8th grade class, more specifically the 8-3 part B group. The groups at this high school are divided into halves for the English subjects of Reading and Writing and Listening and Speaking.

Therefore, in this case, the researcher decided to work with the B half of the 8-3 group, which is conformed of 14 students 7 girls, 6 boys and 1 gender variant or non-conforming.

The day when the preliminary observation took place, two students were absent, therefore, that day only 12 students and the teacher were observed. In addition, in case of the 8th graders curriculum mesh, regarding English lessons, they receive a total of fourteen lessons per week. Which are divided in the three subjects of English. Regarding Reading and Writing, they receive five lessons per week. Their schedule is Monday from 2:40 p.m. to 4:00 p.m. (two lessons of 40 minutes), Tuesday from 1:15 p.m. to 2:35 p.m. (two lessons of 40 minutes), and Friday from 7:40 a.m. to 8:20 a.m. (one lesson of 40 minutes).

The student teacher observed the lesson by using a checklist in order to gather the information, activities, and overall interaction during the class. The checklist included three major evaluation criteria to observe: class structure, teacher-student interaction, and content. Besides, the checklist contained a specific evaluation category for these criteria, which included the aspects of needs improvement, acceptable, excellent, and not observed. In addition, the checklist included a comment section at the bottom, for the researcher to add notes if required to comprehend better the class dynamics. Following the general evaluation criteria, aspects will be covered and explained according to the observation carried out by the researcher.

With regard to the first evaluation criteria, class structure, it follows the first aspect to observe which was if the teacher introduces the topic of the day, the researcher evaluated it as excellent. The teacher in charge mentioned the topic learned during the previous lesson and made the connection to the topic of the day, which was brain science. The second aspect to evaluate was if the teacher related the topic to the student's experience, which in this case the researcher marked as excellent, as the teacher used one of the questions of the unit to introduce

the warm up activity of the lesson. This one was: some of the students seem to learn more easily than others. Why do you think this is? And the students provided their own ideas and connected them to the previous lesson's topic. The third aspect to evaluate was if the teacher used several materials in the lesson to conduct the activities. In this case, the researcher marked it as acceptable, because they only used the book and an audio to follow a reading. Finally, the last aspect in this first evaluation criteria was if the teacher used any ICT tool during the lesson. The researcher evaluated it as acceptable, since the teacher used a video beam to project the audio key for the reading they were following from the book.

The next evaluation criteria was related to the teacher-student interaction, which included the next aspect to be evaluated by the researcher; that is, if the students participated proactively during class. The researcher marked this aspect as acceptable, as only some of the students proactively participated during the activities, while the rest had to be called out by teacher to participate. The second aspect in this criteria was if students needed differentiated instructions due to the language barrier (their English level was lower than their peers). Therefore, in this case, the researcher evaluated it as not observed because most of the students communicated effectively in the language, and they seemed to understand what the teacher was explaining and their classmates mentioning.

The third aspect was if the teacher involved the participation of several students. For this matter, the researcher marked it as excellent, as the teacher made sure most of the students, for not saying all, contributed with comments during the lesson. The fourth aspect to evaluate was related to the awareness of the teacher regarding the students' individual learning needs, which the researcher marked as not observed, as she inquired the teacher about any student with learning needs in this specific group and the teacher mentioned they were none. The fifth point to

evaluate related to if the students seemed to be engaged with the lesson. The student teacher evaluated it as acceptable, because some of the students did participate proactively, and there were a couple attention getters called out by the teacher, as the students tended to distract and whisper to their classmates. The sixth and last aspect of these criteria point related to the teacher's authority and control over the students' behavior in class, which the researcher marked it as excellent, as the teacher got to call their attention to be focused during the lesson and to not disturb it.

The last general evaluated criteria aspects to consider for the observation, included the content points. The first aspect in this point looked to evaluate if the teacher was knowledgeable and organized during the lesson, which the researcher evaluated it as excellent because the teacher carried out the lesson exceedingly well. The second aspect to evaluate in this point was the students' completion of all the activities planned for the lesson, which in this case the researcher marked as excellent, as they finished the reading comprehension questions in their books. The last aspect to evaluate in these criteria and the whole preliminary observation checklist was related to the use of any composition practice or activity completed during the lesson, which the researcher marked as not observed, because in the case of that day's lesson, the teacher did not have planned any writing tasks for the students.

Table 1 Class Preliminary Observation: Checklist

General Evaluation Criteria	Evaluation Category			
	Needs Improvement	Acceptable	Excellent	Not observed
Class Structure				
The teacher introduces the topic of the day			X	
The teacher relates the topic to the students' experience			X	
The teacher uses several teaching materials in the lesson		X		

The teacher uses any ICT tool during the lesson		X		
Teacher-Student Interaction				
Students participate proactively during class		X		
Students need differentiated instructions due to the language barrier (their English level is less than peers)				X
The teacher involves the participation of several students			X	
The teacher is aware of the individual student learning needs				X
The students seemed engaged with the lesson		X		
The teacher controls students' behavior in class			X	
Content				
The teacher appears knowledgeable and organized			X	
All activities planned for the lesson were completed by the students			X	
A composition practice or activity is completed during the lesson				X

Table 1 Class Preliminary Observation Checklist. Information taken from lesson observation. Researcher's own creation.

The day of this preliminary observation, two students were absent; therefore, the investigator only observed twelve students, seven girls and five boys. Overall, the students showed great reading skills, pronunciation, and fluency. In addition, they were very participative when the teacher prompted them to answer or provide any comment. On the other side, the teacher seemed to be prepared for the lesson and open to answer any of the questions presented by her students. Finally, there was a small disruptive moment that occurred during the lesson and the teacher handled it excellent with the students.

4.1.2 Preliminary Class Observation Survey

During the first visit and observation to the group 8-3B in the class of Reading and Writing, the investigator provided the students with a Google Forms link to fill out the Preliminary Class Observation Survey. This survey contained three major parts to be filled out including: general personal information, technology access, and lastly, technology usage at school. One of the main objectives of this survey was to gather information related to the students' accessibility to Internet at home. Their answers can be seen in the next figure.

Figure 1 Do you have Internet access at home?

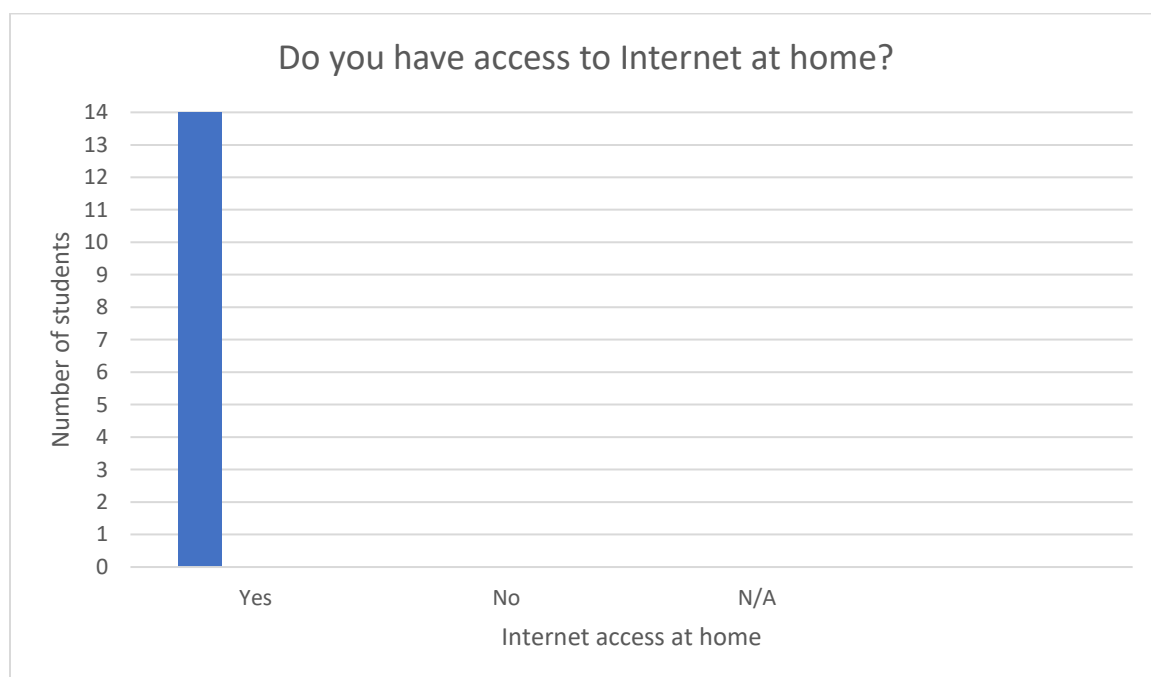


Figure 1. Students' access to Internet at home. Information taken from digital survey applied. Researcher's own creation.

According to the results obtained from all the students who participated in the investigation; 14 have access to Internet at home, which represents the 100% of the sample population. By taking in consideration these results, it can be shown that all the students have access to Internet to complete any school homework or projects. Therefore, in the event of

having to complete any of the activities planned by using any Information and Communication Technology device, they will be able to connect to internet to complete it from the comfort of their homes. Another important aspect to consider was which specific technological devices the sample population have access to in order to plan in advance certain technological resources the students use while at home. See figure 2 for a better understanding.

Figure 2 Do you have access to any of the following technological devices?

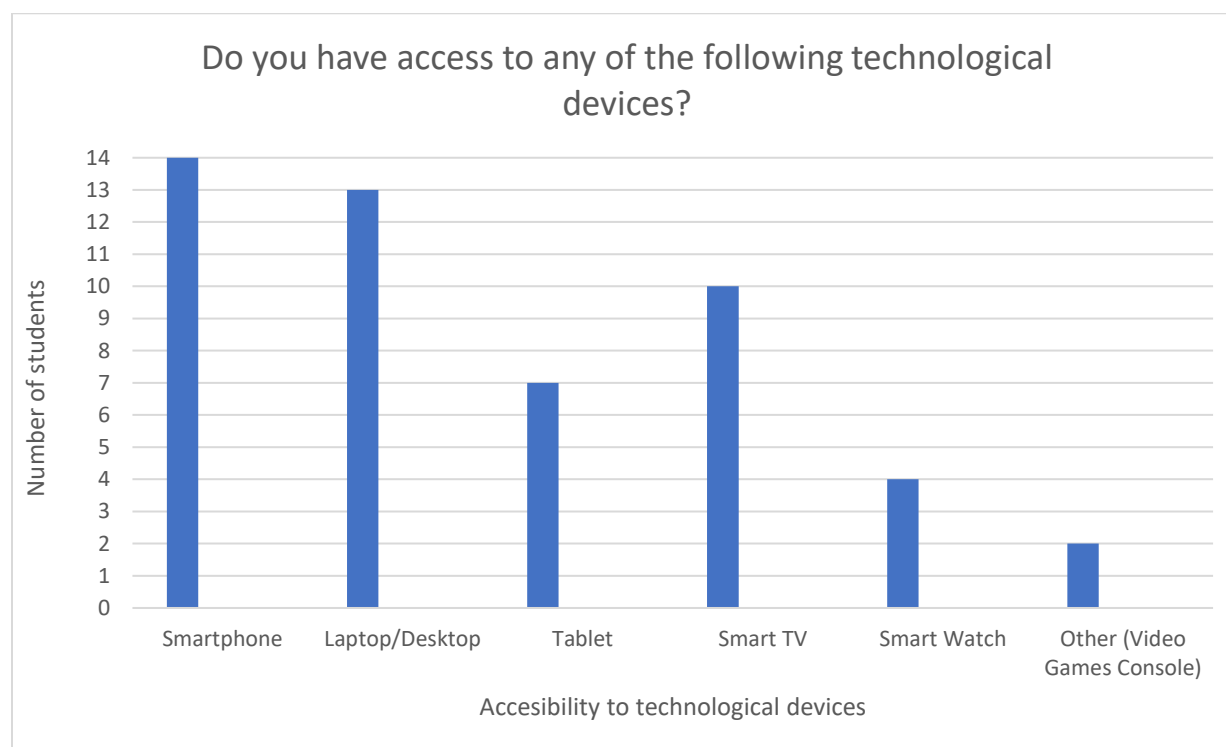


Figure 2. Students' access to technological devices. Information taken from digital survey applied. Researcher's own creation.

Regarding the following question, do you have access to any of the following technological devices? (check all that apply). All the students marked that they have access to a smartphone, which represents 100%. In the case to the access to a laptop or desktop, only 13 of them have access, that is 93% of the students. Moving on with the other choice, tablet, only 7 of them have access to one, which represents 50%. In the case of smart TV, 10 of the students have

access to one, which is the same as a 71%. Regarding the accessibility to a smart watch, only 4 of the students have access to it, this represents 29%. Finally, there was an “Other” slot for the students to type down if they have access to a different technological device(s) that was/were not included in the options, to what only 2 of the students typed down video games consoles, this represents 14%. Moreover, this data confirms that the majority of the students have access to at least one Information and Communications Technology technological device to use.

Considering that the totality of the sample population has access to a smartphone facilitates the use of ICT devices to work on their school responsibilities while they are at home. Another aspect that the researcher considered to be relevant for the investigation, was to know how much time the students spend on screen time; in other words, how many hours do they use the technological devices that they claim to have according to the last question. The following figure shows the students’ answers.

Figure 3 How many hours do you spend on your technological devices per day?

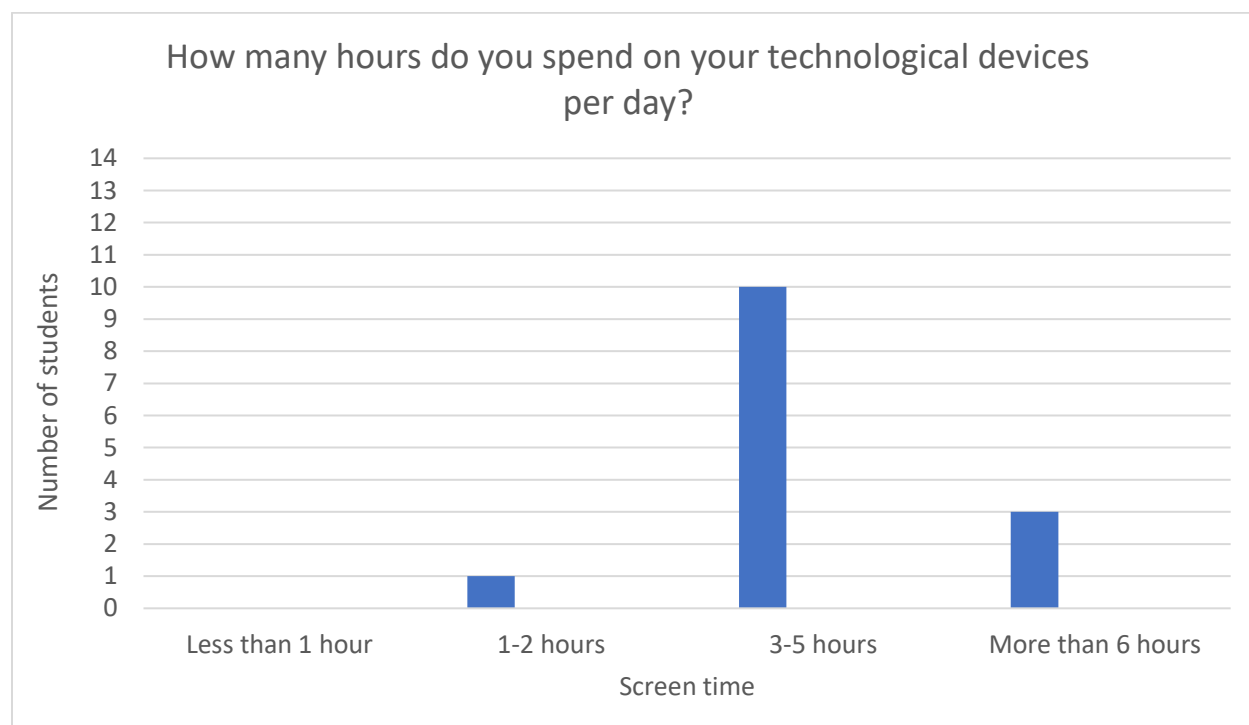


Figure 3. Students' time spent on technological devices per day. Information taken from digital survey applied. Researcher's own creation.

Based on the information collected, none of the students spend less than an hour on their technological devices. Only one spends from 1 up to 2 hours on their technological devices per day, that represents 7%. Most of the students, a total of ten, spend from 3 up to 5 hours, which represents 71%, and only three out of 14 students in the group spend more than 6 hours on their technological devices, that can be interpreted as a 21%. This shows a clearer view of the screen time of the students per day, considering the possibility that some of that time is spent on academic tasks and leisure. Having illustrated the approximated time spent on technological devices per day, it was important to recognize how often the sample population use their technological devices † to finish any school tasks while at home. Check the next figure for reference.

Figure 4 How often do you use your technological devices to help you with your school duties at home? (e.g.: homework, projects, exams, study time)

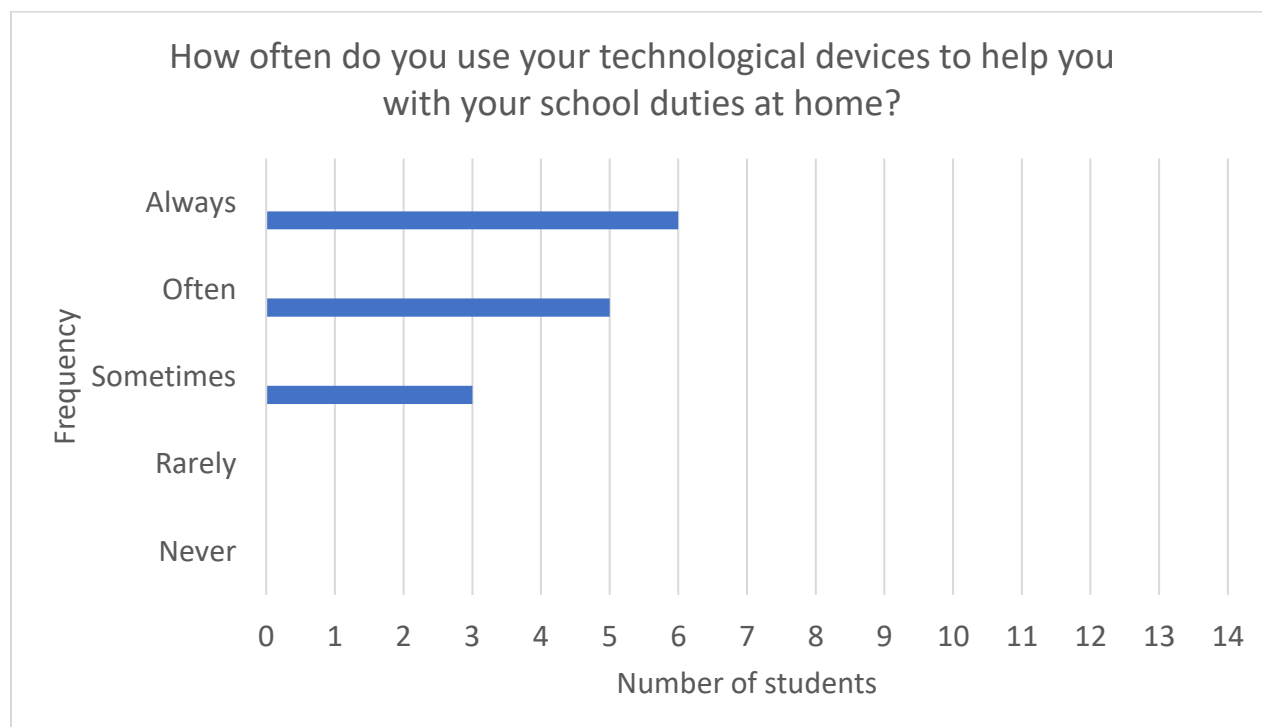


Figure 4. Usage of technological devices for academic purposes. Information taken from digital survey applied. Researcher's own creation.

As illustrated in the figure above, it can be interpreted that almost half of the students, a total of 6 which represents 43% of the sample group, always uses their technological devices at home to carry out their school tasks. On the other hand, only 5 of them, which represent 36%, use it often. In addition, only 3 students sometimes use their technological devices at home, which represents a 21%. On the other side, none of the learners chose the options of rarely and/or never to refer to their use of technological devices for educational purposes. Moving on with the third and last part of the survey, the investigator wanted to understand better the technology usage of the sample group at the high school. See the next figure for illustration.

Figure 5 Do you bring technological devices to school?

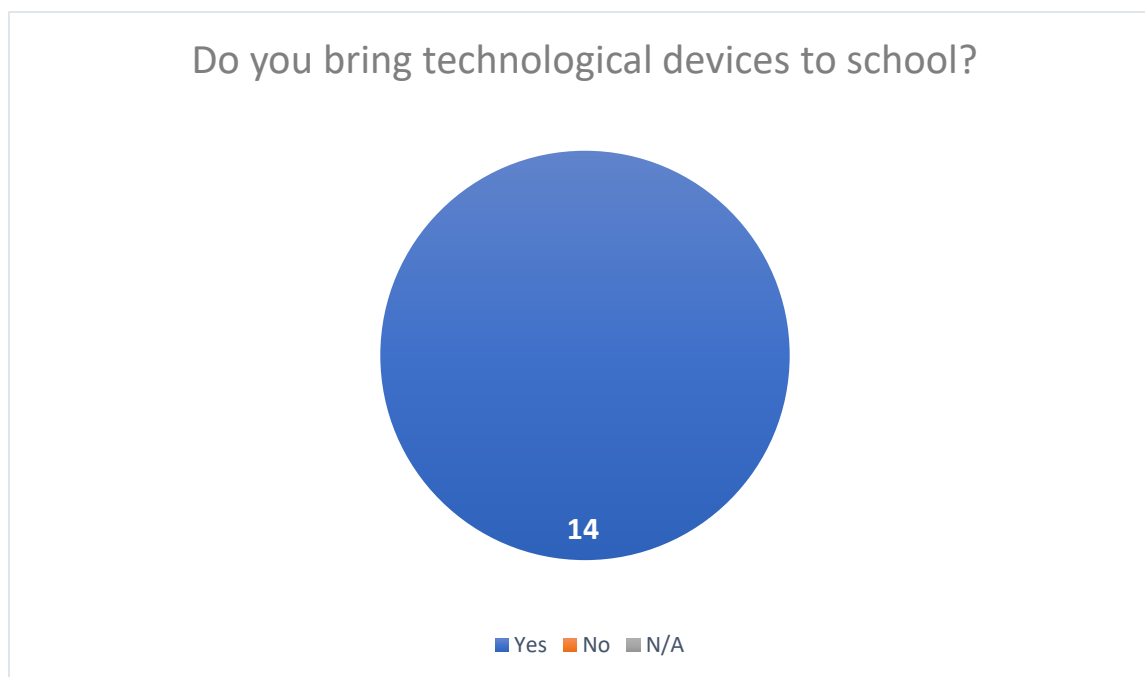


Figure 5. Technological devices in school. Information taken from digital survey applied. Researcher's own creation.

As seen in the previous figure, it can be understood that the totality of the students, that is 14 of them which represent 100%, bring their technological devices to school. Therefore, it is a good sign to implement the use of any Information and Communications Technology tool during class time, because most probable the students will have a device to participate in any prompt activity planned by the student teacher. The next question on the survey is related to the specific frequency the students bring the technological device, to what the students answered as follows.

Figure 6 If you do, on what frequency do you do it?

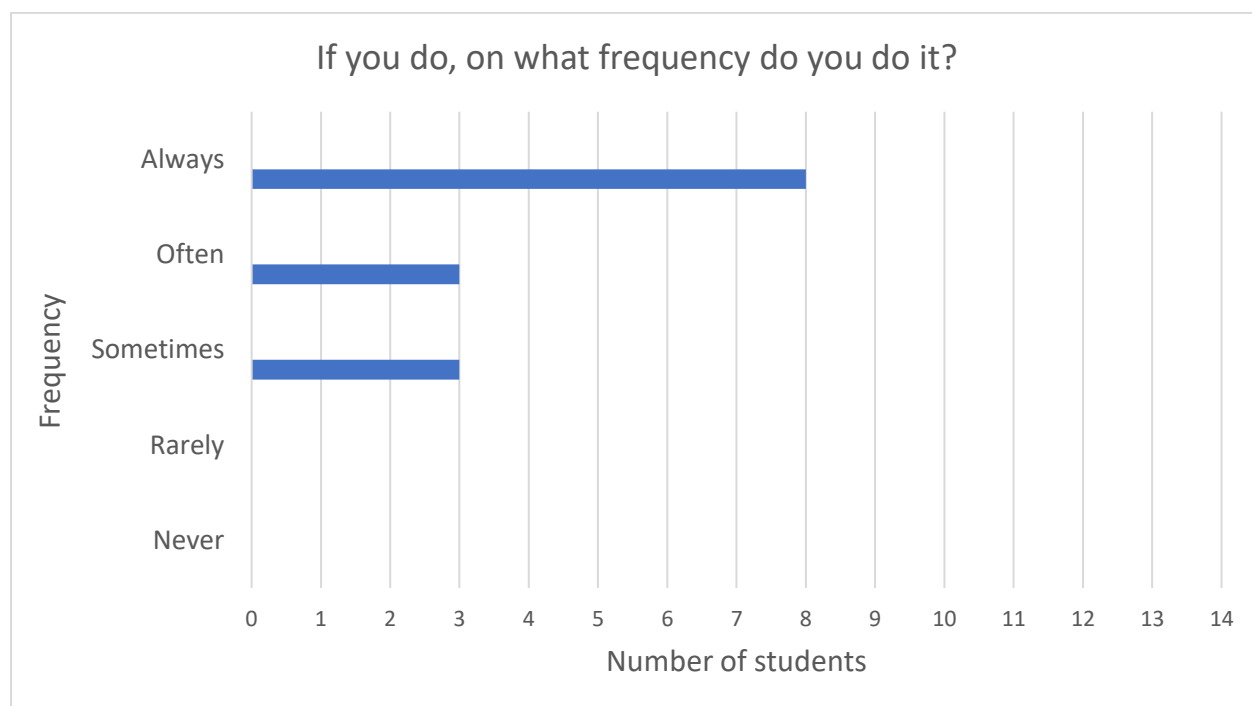


Figure 6. Frequency of technological devices brought to school. Information taken from digital survey applied. Researcher's own creation.

In the previous figure, it can be seen that most of the time students carry their technological devices to school; in other words, a total of 8 students always bring their devices. This represents a 57%. While only 3 of them bring the devices sometimes, representing a 21%. Finally, 3 of the students answered that they bring their technological devices to school in a

frequency of sometimes, which represents 21%. It is important to mention that none of them chose the options rarely or never, which can be understood as a positive result. Consequently, the students will possibly participate in this investigation using their own devices individually, borrowing one from a classmate, or even they can work in the pairs or groups depending on the activity planned. The next checkbox question, or multi answer question, was related to the technological devices the students bring to school. Their answers can be seen in the next figure.

Figure 7 What technological devices do you bring to school? (check all that apply)

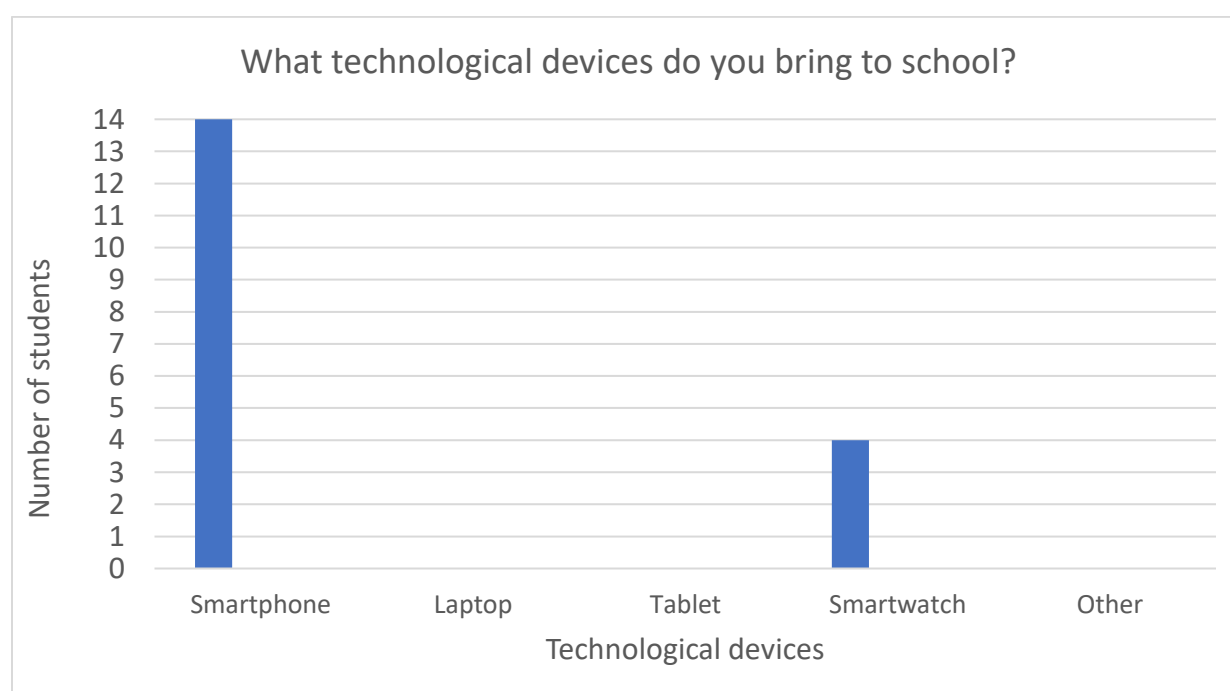


Figure 7. Technological devices brought to school. Information taken from digital survey applied. Researcher's own creation.

As stated in the previous figure, all the students bring at least their smartphone to school; this represents a 100%. This means that for the activities planned to be developed during class time, students just have to have access to a mobile phone version. Therefore, the ICT tools, apps, and resources need to be available to use in smartphones specifically, as the other option that was

chosen was a smartwatch. This technological device was chosen by only 4 students, that is 29%. Having said this, none of the students chose any other option in this question such as laptop, tablet, or the choice to type down any other device. The next question added to the survey, was related to the frequency of ICT instruments teachers implement during class time. Check the next figure for illustration.

Figure 8 How often do your teachers use ICT (Information and Communications Technology) devices inside the classroom?

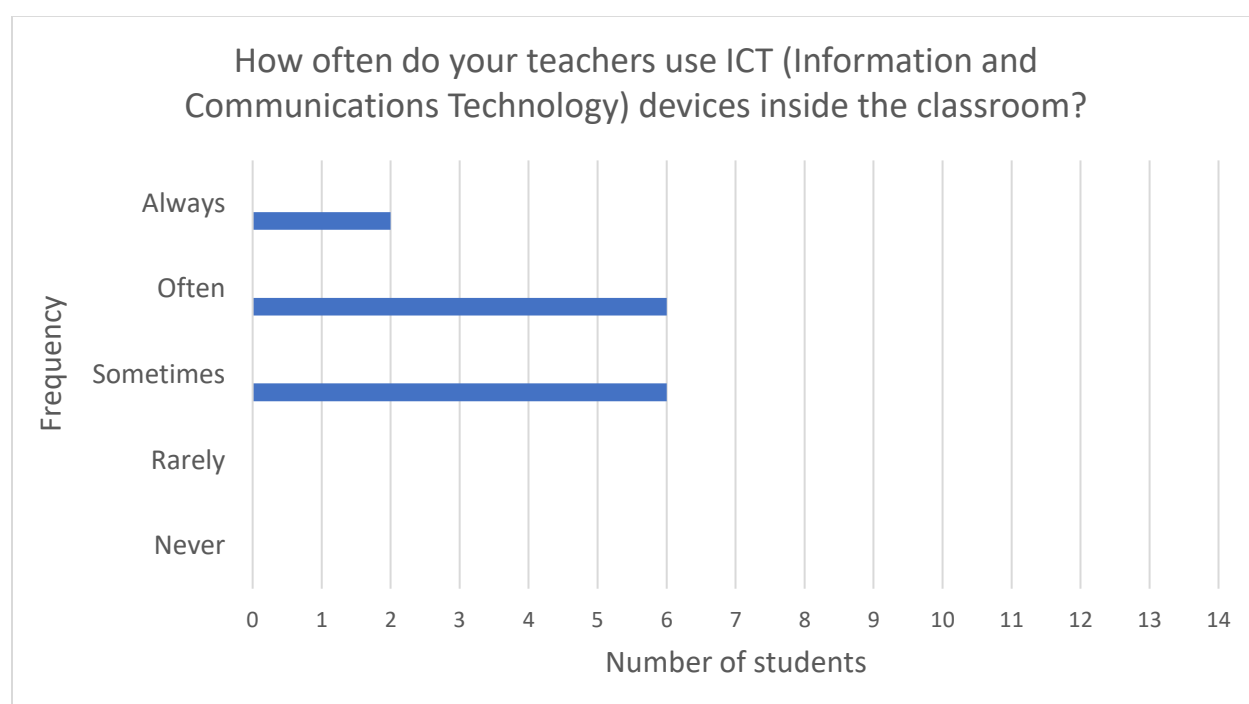


Figure 8. Frequency of ICT implementation inside the classroom. Information taken from digital survey applied. Researcher's own creation.

As seen in the previous figure, it seemed that the teachers relied on technology and ICT instruments to carry out their lessons. With a total of only 2 answers, provided by the students, that teachers always use Information and Communications devices inside their classroom, which represents 14%. While only 6 of them responded that their teachers use ICT devices often, which

represents 43%. Finally, another 6 students answered ICT devices are used sometimes, representing another 43%. This numbers reflect that the usage of technology for educational purposes could be increased by teachers to lead to different approaches inside the teaching-learning environment. The following question in the survey was related to the type of devices the students' teachers use inside the classroom. This answer was a checkbox type, which means that they were able to check as many as applicable. Check the figure for better understanding.

Figure 9 What type of ICT (Information and Communications Technology) devices do your teachers use inside the classroom? (check as many as applicable)

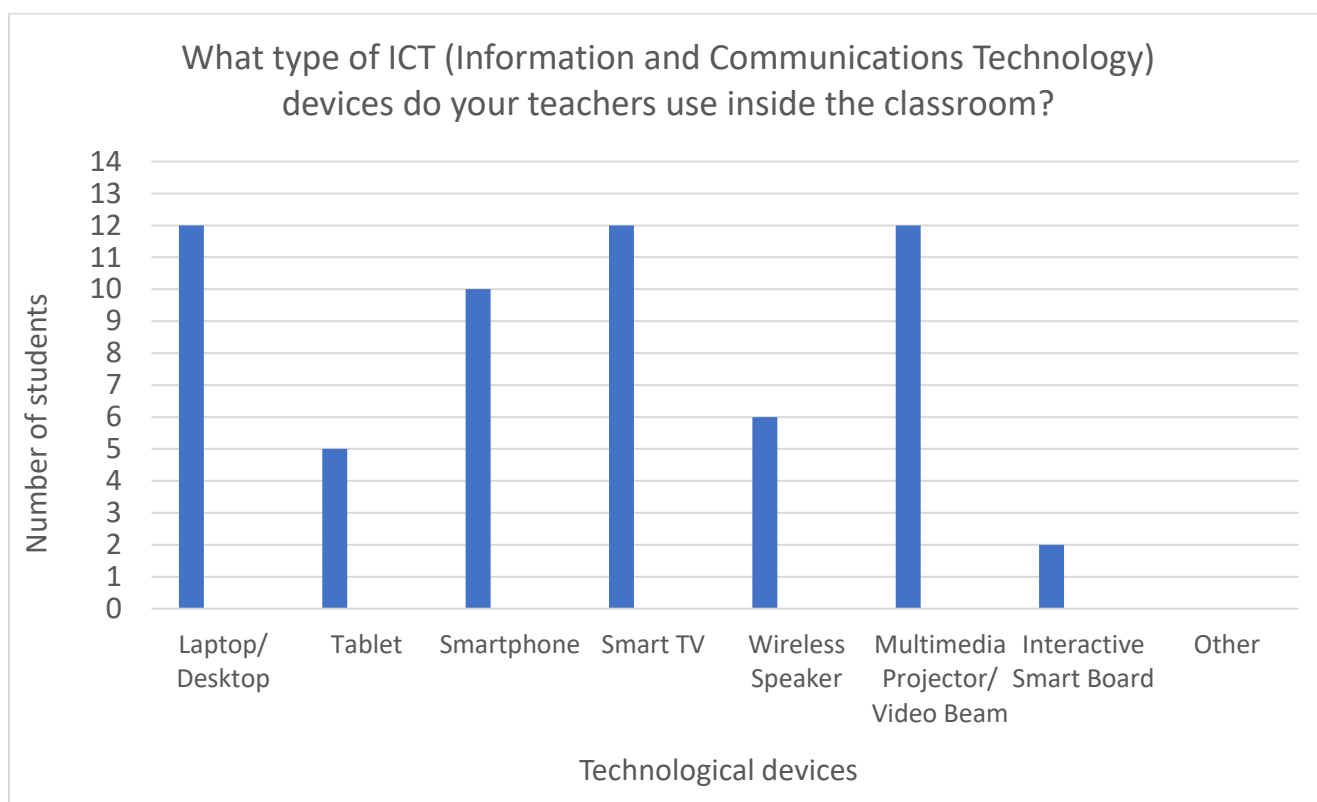


Figure 9. Technological devices use inside the classroom. Information taken from digital survey applied. Researcher's own creation.

As stated in the previous figure, the teachers of the sample group use a variety of technological devices to carry out their lessons. These devices include Laptop/ Desktop, which students chose in a frequency of 12, which represents 86% of the group; Tablet, with only 5 answers chosen, which represents 36%. On the other side, Smartphone had a high frequency of 10 answers recorded, which represents 71%. Moreover, the Smart TV was a very common technological device preferred by teachers, as the students answered with a frequency of 12 times, which represents another 86%. The Wireless Speaker was chosen a total of 6 times, representing a 43%. Another device that seems to be as used as the Laptop/Desktop and Smart TV, is the Multimedia Projector/ Video Beam, as it was chosen a total of 12 times, representing 86%. Lastly, the Interactive Smart Board was chosen only twice by the students, which represents 14%.

All this data, can be interpreted that at this specific high school, the majority of the teachers choose to use certain technological devices that can be of great help when teaching, as many ICT resources can be applicable to each of these and it will make the lesson more attractive and engaging for students. On the other side, as seen previously, none of the students chose the option “other” for them to type down any other device that may not have been listed; therefore, it can be stated that the ICT resources chosen for this investigation are the ones listed above. The next question of the survey dealt with the Internet connectivity at the school.

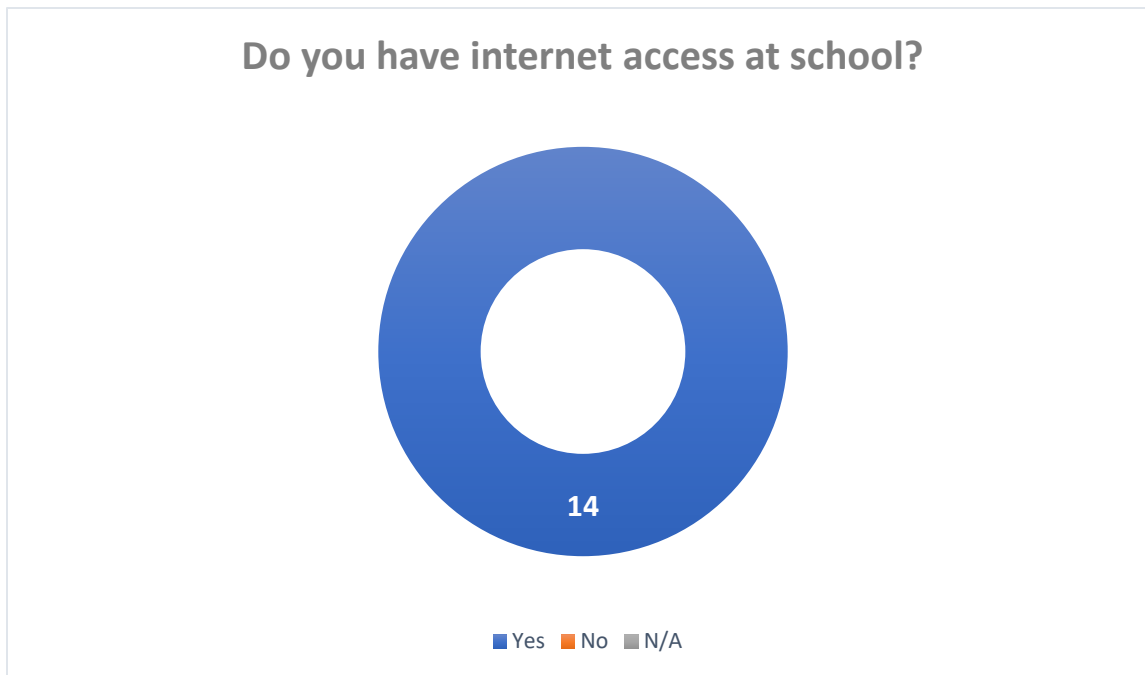
Figure 10 Do you have Internet access at school?

Figure 10. Internet accessibility. Information taken from digital survey applied. Researcher's own creation.

As it can be interpreted, all the students, the 14 of them and a 100%, answered that they have access to Internet while at school. Taking that into account, the technological resources that are going to be used during the different days and lessons planned, can be online ones. Moving on with the following question added to the survey, it was related to the reasons why ICT resources and devices should be implemented in academic spaces.

Figure 11 What is/are the reason(s) why students should have access to ICT (Information and Communications Technology) devices at school? (check all that apply)

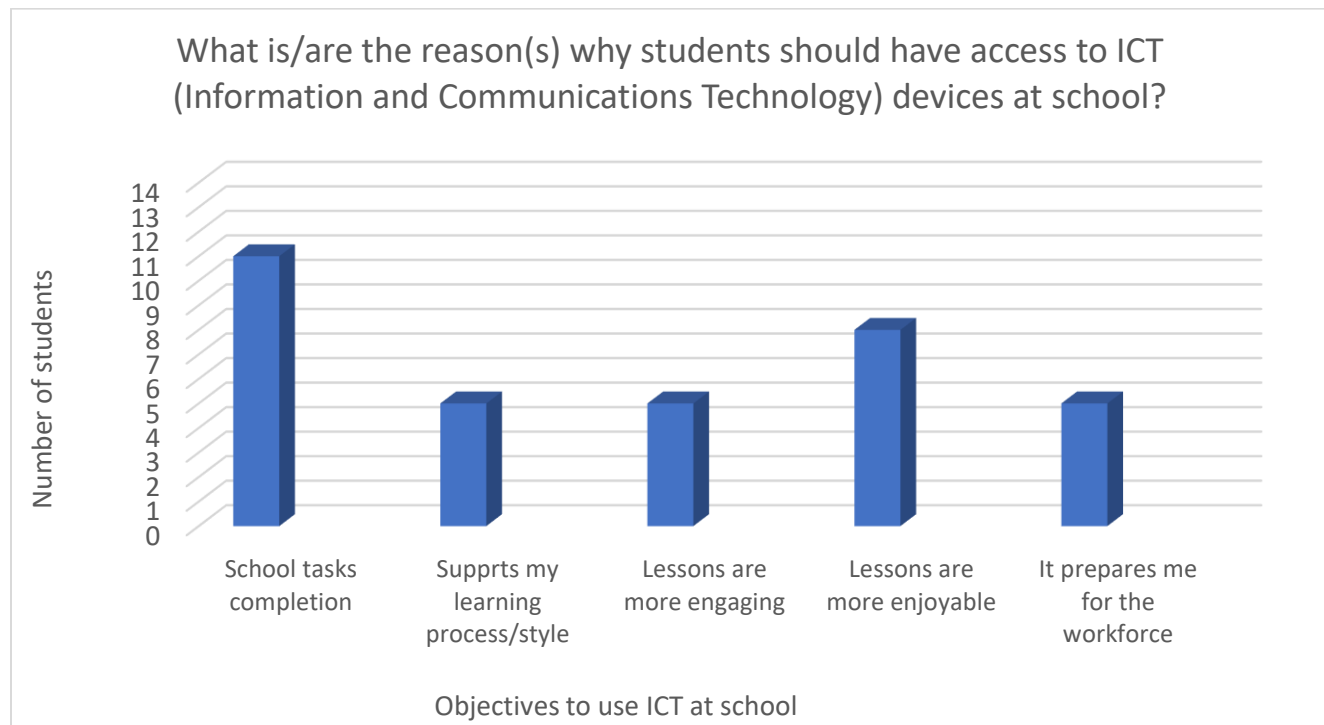


Figure 11. Using ICT at school purposes. Information taken from digital survey applied. Researcher's own creation.

As observed in the previous figure, the question prompted to the students was related to the use of ICT devices and resources in a teaching-learning environment. This question was a checkbox type, that means that students were able to answer as many options as they saw suitable. Regarding the first option, 11 students chose “it is useful to complete school tasks” representing 79%. The other option available, “it is easier for my learning process and/or learning style” was chosen by only 5 students, which represents 36%. The following option, “It makes the lessons more engaging” was chosen by 5 students as well, which represents 36%. The next option available was “lessons are more enjoyable,” was chosen by a total of 8 students, that is 57%. The last option for this multi answer question was “it prepares me for the workforce”, and was chosen by 5 students, that is 36%.

As an overall result, the students have different opinions according to their objectives and or main reason to take advantage of technology and ICT resources and devices in an educational environment. Besides, none of these reasons is incorrect, as all of them are valid, and are going to be reinforced during the investigation period with the group. To finish with this second investigation instruments, the last question included in the survey was a short answer type. The students were required to answer why would they prefer to use ICT devices during class time to complete practices, and they answer as follows.

Figure 12 Would you prefer to use any ICT (Information and Communications Technology) devices during class time to work on practices? (Answer shortly below why or why not)

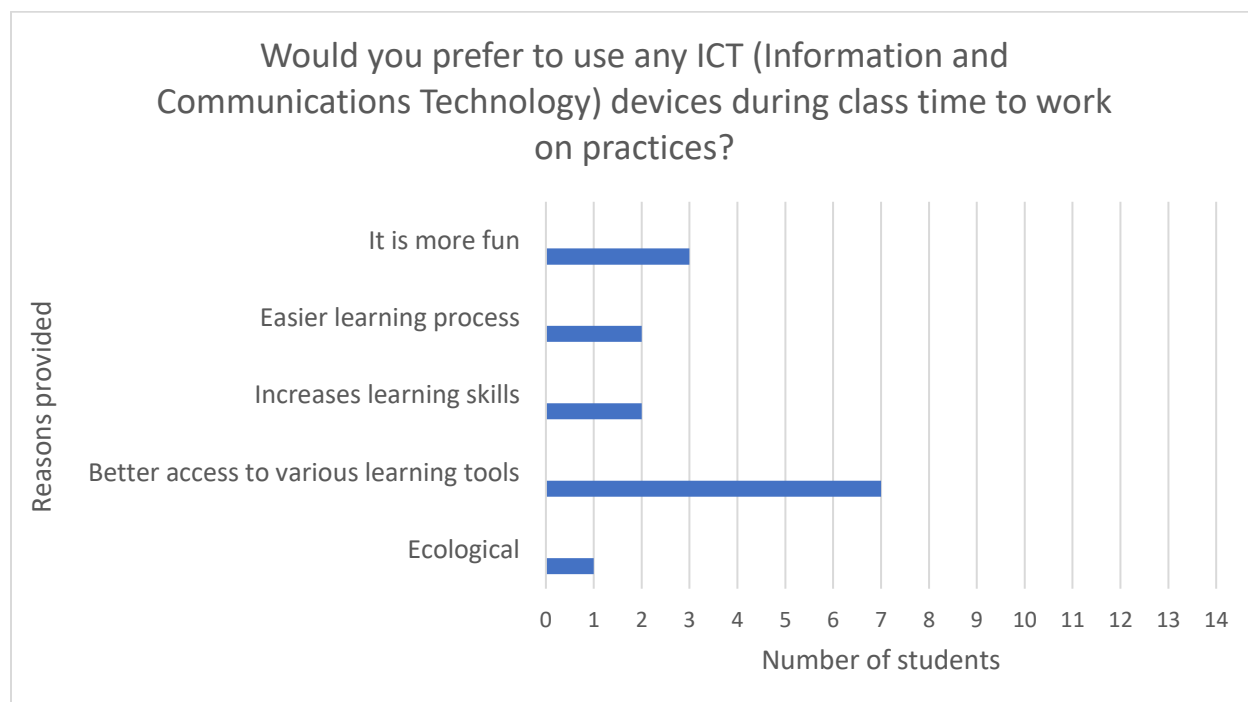


Figure 12. Preferences to use ICT resources during class time. Information taken from digital survey applied. Researcher's own creation.

It is relevant, to emphasize that the question tabulated above was a short answer one; therefore, the investigator made sure to group the diverse answers provided by the students into categories, which were mostly one sentence long. The answers provided, include ecological,

which was only once used by the students; therefore, it represents 7%. Another answer was that ICT resources and technology overall provides a better access to various learning tools; this answer was found 7 times, and it represents 50%. Another answer was related to the increment of learning skills while using ICT for educational purposes. This answer was given twice and represents 14 %. In addition to these answers, 2 students stated that it provides an easier learning process, which represents another 14%. Lastly, the other answer provided referred to a funnier way of learning, which one was chosen by 3 students, and it represents 21%. The general answers put into categories, are areas and/or reasons the investigator will try to reinforce while using the next instruments planned for the investigation, so students can feel included in the teaching-learning process and hopefully, this will result in an improved writing skill once the investigation is concluded.

4.1.3 Pre-Evaluation

After the implementation of the preliminary class survey and the initial observation, the researcher conducted a pre-evaluation to gather more information and overall data and results, regarding the sample students' composition level. For this pre-evaluation, the researcher handed out printed photocopies of a written test created by the researcher. This first quiz only included written production, and the students were requested to write down a process descriptive paragraph. The following table shows the evaluation rubric used to grade each of the compositions.

Table 2 Evaluation Rubric for Pre-Evaluation

Evaluation criteria	Evaluation category			
	Excellent (3)	Very Good (2)	Good (1)	Could improve (0)
	Strong introduction and conclusion,			

Introduction and conclusion	showing a clear understanding of the topic. The point is well summarized in the conclusion.	Good introduction and conclusion showing some understanding of the topic.	The introduction and conclusion need to be clearer and show more understanding of the topic.	The introduction and conclusion missing or weak.
Body	Outstanding well-constructed supporting sentences and were used to convey the information.	Good use of supporting sentences and to convey the information.	Supporting sentences used to convey the information need to be constructed in a more logical way.	Supporting sentences were not used accordingly and did not support the topic.
Mechanics	No spelling mistakes. Excellent use of vocabulary. Punctuation is used correctly every time.	Only a few spelling mistakes have been made. Good use of vocabulary, and punctuation, mostly perfect.	Multiple spelling mistakes have been made. The use of vocabulary could be better. Punctuation mistakes are evident.	Many spelling mistakes are made. Needs more vocabulary use. Punctuation has incorrectly been used.
Style	The topic has been approached in a creative and original way. Follows the correct structure of the descriptive process writing . Uses <i>many time order words</i> given correctly.	Some creativity has been shown. The composition was approached well according to the descriptive process writing . <i>Some time order words</i> were used properly.	More creativity and originality are needed. The composition needs to be approached clearly according to the descriptive process writing . <i>Few time order words</i> were used appropriately.	Not creative nor original. The composition was not approached correctly according to the descriptive process writing . <i>None of the time order words</i> were used incorrectly.
Structure and organization	Outstanding format. Excellent, neat handwriting. It is clear and purposeful.	Good format and neat handwriting. Ideas are not always purposeful.	The format requires some work. Handwriting could be neither. The purpose is not clear.	Not the correct format, it is a messy work with poor letter formation.

Table 2. Evaluation Rubric for Pre-Evaluation. Researcher's own creation.

Based on the Evaluation Rubric above and each of the paragraphs of the 14 students, the researcher was able to register the following results.

Table 3 Students' results from Pre-Evaluation

Pre-Evaluation: Process Descriptive Paragraph								
Alias	Topic	Introduction and Conclusion	Body	Mechanics	Style	Structure and Organization	Total Points	Grade
S.1	1	2	2	2	1	2	10	62.5

S.2	1	2	2	2	2	2	11	68.75
S.3	1	2	2	2	2	1	10	62.5
S.4	1	2	2	2	2	2	11	68.75
S.5	1	2	1	2	2	2	10	62.5
S.6	1	2	2	2	2	2	11	68.75
S.7	1	1	2	2	2	2	10	62.5
S.8	1	2	2	1	2	2	10	62.52
S.9	1	2	1	2	2	2	10	62.5
S.10	1	2	2	2	1	2	10	62.5
S.11	1	2	2	1	1	2	9	56.25
S.12	1	1	2	2	2	2	10	62.5
S.13	1	1	2	1	2	1	8	50
S.14	1	2	2	2	2	2	11	68.75

Table 3. Students' results from Pre-Evaluation. Information taken from paragraphs written. Researcher's own creation.

Based on the information in the table above, the range of the grades were around 50 as the lowest one, and 68.75 as the highest. Making reference to the total points and final grades in the table, it can be interpreted that only 1 person obtained 8 points and scored 50 as grade, which represents 7%. Another person obtained 9 points, resulting in a 56.25 as grade, which represents 7%. On the other side, 8 students obtained 10 points and scored a grade of 62.5, they represented 57%. Finally, the last 4 students obtained 11 points in total each and scored grades of 68.75, representing 29%.

Regarding the points included in the paragraphs; the first evaluation criteria, to write a proper title for the paragraph, all the students got the 1 point. Based on the second evaluation criteria "introduction and conclusion," 11 students got 2 points, meaning that they have an acceptable level of writing an introductory sentence and a conclusion for a process descriptive writing paragraph. The main reason why the researcher graded their introductions and conclusions with this number of points was mainly because the hook in the introduction could have been better approached and the topic sentence better expressed, and at the conclusion the

re-statement of the topic sentence could have been better structured. On the other side, only 3 students got 1 point in the same evaluation criteria. This was because of a lower level of both, introduction and conclusion production, as the topic was missing a better approach and thus, a vague understanding of the topic chosen.

The third evaluation criteria related to this first composition, was related to the “body”, and it entailed well-constructed supporting details. In the case of this criteria, 12 students got 2 points, resulting in 86%. Meaning that they had a good use of the supporting details, but some ideas were left behind and/or the topic was not reached appropriately. While only 2 of them got 1 point, and it represents 14%. This states a lower understanding of the topic and the supporting details written were not used in a logical way according to the main topic of the paragraph.

The fourth evaluation criteria titled as “mechanics” refers to spelling, use of vocabulary, and punctuation rules. Only 11 students got 2 points, representing 79%. It entails that most of them made mistakes regarding spelling, did not use the proper vocabulary, and missed important punctuation marks. On the other side, 3 students reached a total of 1 point in these criteria, representing 21%, since they lacked skills regarding the spelling used in the compositions, did not use vocabulary according the topic, and repeatedly made many punctuation mistakes.

The fifth evaluation criteria dealt with “style”; and it entailed a proper structure of the specific writing type they were supposed to put into practice, in this case, a process descriptive. Hence, 11 students got a total of 2 points, which represents 79%. It has to be stated that their written pieces followed mostly the format expected and used properly at least some of the time order words given. On the other side, the other 3 students scored only a single point in this aspect, representing 21%. This can be interpreted as a lower comprehension of the correct format and the time order words were not used properly or not many were added as necessary.

The last evaluation criteria for this first composition was related to “structure and organization.” It involved a neat format of the paragraph and legible handwriting. In this case, 12 students achieved 2 points, representing 86%, as their writing pieces had an overall suitable format and some of the ideas approached were not as meaningful as expected. While, only 2 students scored only a single point in this aspect, representing a 14%; this because their handwriting was not clear and their paragraphs were messy. Having established this, it is important to mention that from the six different options of topics to choose: a. How to enter to LHHC Experimental Bilingüe José Figueres Ferrer; b. How to enroll to college (public or private) in Costa Rica; c. How to avoid stress during exams week; d. How to make the perfect sandwich; e. How to decorate your bedroom; f. How to do (another process, your choice). The students’ choices were as follows.

Table 4 Pre-Evaluation topics chosen

Pre-Evaluation Process Descriptive Paragraph Topics	
Topic	Number of students
a. How to enter to LHHC Experimental Bilingüe José Figueres Ferrer	3
b. How to enroll to college (public or private) in Costa Rica	1
c. How to avoid stress during exams week	3
d. How to make the perfect sandwich	7
e. How to decorate your bedroom	0
f. How to do (another process, your choice)	0

Table 4. Pre-Evaluation paragraph topics chosen by the students. Information taken from paragraphs written. Researcher’s own creation.

As presented in the previous table. the sample group of students chose the topic for their first paragraph from the first four options provided. Only 3 students chose the first topic, representing 21%. While just 1 person chose the second topic, which represents 7%. Moreover, only 3 people chose the third topic provided, which represents 21%. On the other side, the topic

that was mostly chosen by the students was the fourth one, as there were 7 different paragraphs about it, representing 50%. It is important to contemplate that none of the students chose either of the last two options. Therefore, the topics chosen among the students showed variety, and according to them the easiest choice was the fourth topics regarding the process of making the perfect sandwich.

4.1.4 First Lesson

For this first lesson, the student teacher explained some introductory composition terms needed for the investigation and completion of the following instruments with the use of visual aids in Genial.ly. In addition, after the explanation, the students participated in a digital gamification activity on the Quizizz platform. The quiz was based on the lesson's reviewed topics and most of the questions were multiple choice. The students chose to divide the group to participate easily in the gamification activity; however, four students decided to work individually, representing a 29%. Moreover there were five pairs, a total of ten students, which represent a 71% of the students in the group who decided to play with a classmate. According to the records of the activity, the results were as follows.

Table 5 Results from Quizizz gamification activity

Participants	Score	Points (Out of 13)	Question 1	Question 2	Question 3	Question 4	Question 5
Pair #1	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Individual 1	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Individual 2	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Pair #2	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Pair #3	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Individual 3	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Pair #4	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT
Individual 4	100	13	CORRECT	CORRECT	CORRECT	CORRECT	CORRECT

Pair #5	-	-	N/A	N/A	N/A	N/A	N/A
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Table 5. Results from the Quizizz activity. Information taken from Quizizz reports resource. Researcher's own creation.

According to the results shown in the previous table, it can be seen that there was a total accuracy of 86%, taking into consideration all the students that participated in the activity. The majority of them obtained a perfect score, while only two of the students who formed a pair did not answer any of the questions included in the activity. Though they registered in the platform, their results represent 14%. Their participation is accounted in the table as N/A (no answer). These results show a high understanding of the topic approached during the lesson instruction.

4.1.5 Second Lesson

During this lesson, the investigator explained to the students some phrasal verbs expressions, which were related to the topic the students were reviewing with the teacher in the class book and course's syllabus. The student teacher approached the topic by using a digital presentation in Prezi and handing out a printed vocabulary sheet to the students. In addition, the investigator created a gamification activity in the Wordwall platform to test the students' understanding of the phrasal verbs reviewed. The activity was based on a cloze activity type of questions; therefore, the students had to answer by dragging the correct formation of the phrasal verb into the incomplete sentence. The results obtained were as it follows.

Figure 13 Results from Wordwall gamification activity

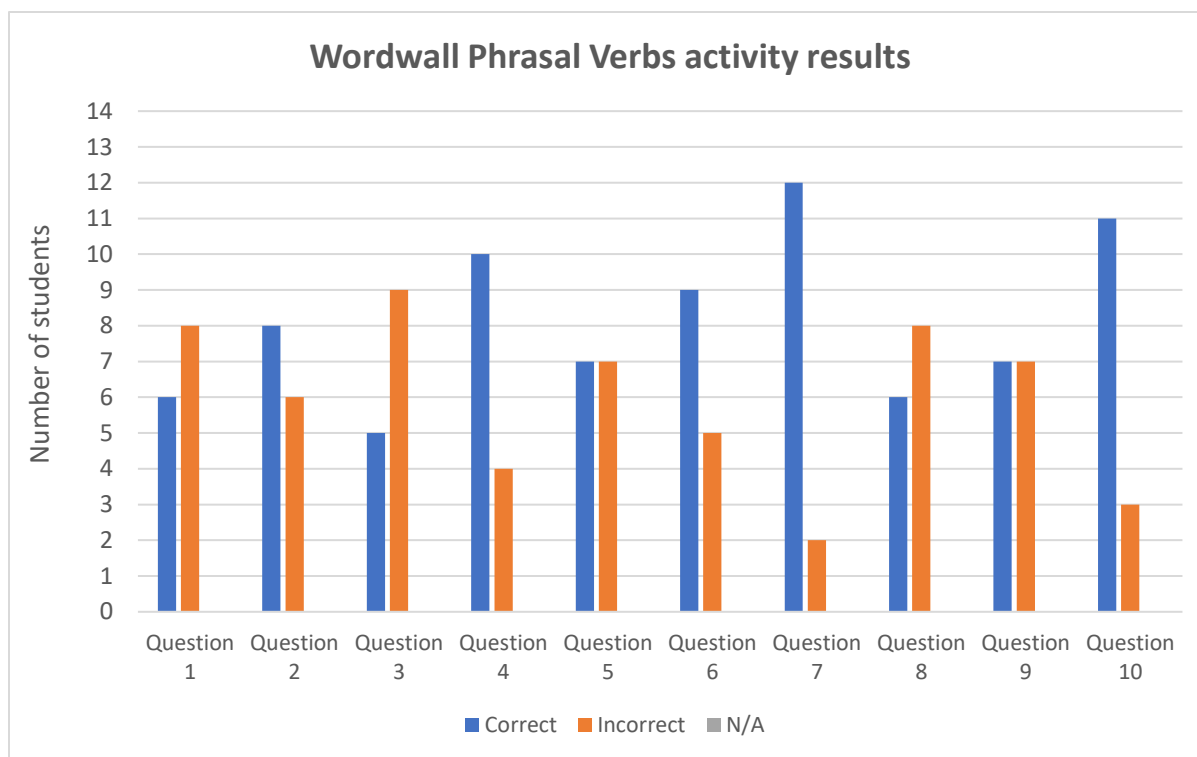


Figure 13. Results from the Wordwall gamification activity. Information taken from Wordwall results resource. Researcher's own creation.

By taking into account the results shown in the figure above, it can be seen that almost half of the students answered correctly the missing word activity, according to the first cloze sentence, “Bees can die [out] if we don’t provide honey bee-friendly habitats in our backyards.” A total of 6 students answered correctly by choosing “out” as the participle that was missing, that is 43%. Moreover, other 8 students answered incorrectly, as they chose “down” and “off” as the missing participle, representing a 57%. For the second phrase to complete: “The oil spill could wipe [out] the area's turtle population,” a total of 8 students answered correctly by selecting “out” as the missing participle, representing a total of 57%. On the other side, 6 of them chose the incorrect participle “up” for this option; they represent 43%.

For the third phrase to complete, “The plastic does not break [down] easily in nature,” only 5 students answered correctly by choosing “down” as the participle that was missing, which represents 36%. Moreover, 9 of them answered that the participle that was missing corresponded to “out,” which represents 64%. Following with the fourth phrase, the students had to complete “Deforestation can be stopped if trees are planted where others were originally cut [down],” it can be stated that a total of 10 students answered correctly by choosing “down” as the missing word, they represent 71%. While the other 4 missing, chose the incorrect participle “away”, for that reason they represent 29%.

Continuing with the fifth phrase to complete, “We need to stop throwing [away] the garbage and start recycling the materials,” a total of 7 students answered correctly by choosing “away” as the missing participle, representing a total of 50% of the students. While the other remaining 7 students, answered incorrectly, as they chose “up” as the missing participle, which represents the other 50% of the students. Following with the sixth phrase to complete, “Fuel-powered vehicles will have to scale [back] in order to save the environment,” a total of 9 students chose “back” as the correct answer, that is 64% of the students. While 5 students answered incorrectly, as they chose “off” and “out”; hence; they represent 36%.

In the following and seventh phrase, the students had to find the correct participle to complete the sentence, “By cleaning [up] the parks in the community, more people will like to visit them.” Therefore, it can be said that 12 of the students chose “up” as the correct answer, representing 86%. While the other 2 remaining students chose wrongly by selecting “off”, which represents 14%. The eighth phrase to complete was “We won’t have to rely [on] power companies if we use solar power,” to which a total of 6 students answered correctly by choosing “on” as the missing participle; they represent 43% of the students. While the other 8 remaining

students chose wrongly “in” and “over” as the possible participle missing, therefore they represent 57%.

The ninth phrase the students had to complete was “The trees planted in the protected are spread [out],” to which 7 of them correctly answered “out” as the missing participle,; therefore, they represent 50%. While the remaining 7 students answered ~~it~~ incorrectly by choosing “by” and “up” as the possible options for the missing participle; therefore, they represent the other 50%. In the last phrase to complete in the activity, “To avoid running [out] of water we have to reduce usage and waste of water”, 11 students answered correctly, as they chose “out” as the missing participle; they represent 79%. While the remaining 3 students answered incorrectly, as they selected “up” as the missing participle; hence, they represent 21%.

Taking into consideration the results obtained regarding the 10 phrases in the gamification activity, the students had to answer with the correct participle, as it can be seen the majority of them understood the meaning behind the phrasal verbs. Consequently, with more practice on the use of these phrasal verbs, the students are going to be able to use them in any context when talking about nature. More importantly, it is expected for the student to use this vocabulary in the following instruments of this investigation. In case it is necessary for this vocabulary to be reinforced, the students have the vocabulary sheet and the digital presentation to review.

4.1.6 Third Lesson and Mid Investigation Project

For the third lesson, the investigator made sure to recap some of the subtopics previously explained to the group and cover some new grammatical topics and structures they had already been seeing with their teacher. The student teacher did a quick review of the writing skill

subtopic, using sentence variety, according to the course book. For the performance task of this lesson, the students worked on a small identification practice on sentence variety included in their workbooks, as well with the “Mid Investigation Project.” Such project was accounted for their Reading and Writing evaluation, as well as for the purpose of this investigation. The investigator made sure to use another evaluation rubric to grade each of the students’ compositions. This time, the compositions were based on an opinion paragraph structure describing a “Greener Space in My Community.”

Table 6 Evaluation Rubric for Mid Investigation Project

Evaluation criteria	Evaluation category			
	Excellent (3)	Very Good (2)	Good (1)	Could improve (0)
Introduction and conclusion	Strong introduction and conclusion, showing a clear understanding of the topic. The point is well summarized in the conclusion.	Good introduction and conclusion showing some understanding of the topic.	The introduction and conclusion need to be clearer and show more understanding of the topic.	The introduction and conclusion missing or weak.
Body	Outstanding well-constructed supporting sentences were used to convey the information.	Good use of supporting sentences and to convey the information.	Supporting sentences used to convey the information need to be constructed in a more logical way.	Supporting sentences were not used accordingly and did not support the topic.
Mechanics	No spelling mistakes. Excellent use of vocabulary. Punctuation is used correctly every time.	Only a few spelling mistakes have been made. Good use of vocabulary, and punctuation, mostly perfect.	Multiple spelling mistakes have been made. The use of vocabulary could be better. Punctuation mistakes are evident.	Many spelling mistakes are made. Needs more vocabulary use. Punctuation has incorrectly been used.
Style	The topic has been approached in a creative and original way. Follows the correct structure of opinion writing. Uses <i>sentence variety</i> correctly.	Some creativity has been shown. The composition was approached well according to opinion writing . <i>Sentence variety</i> was most of the time used properly.	More creativity and originality are needed. The composition needs to be approached clearly according to the opinion writing . <i>Sentence variety</i> was sometimes used appropriately.	Not creative nor original. The composition was not approached correctly according to the opinion writing . <i>Sentence variety</i> was used incorrectly.
Structure and organization	Outstanding format. Excellent, neat handwriting. It is clear and purposeful.	Good format and neat handwriting. Ideas are not always purposeful.	The format requires some work. Handwriting could be neither. The purpose is not clear.	Not the correct format, it is a messy work with poor letter formation.

Table 6. Evaluation Rubric for Mid Investigation Project: A Greener Space in My Community. Researcher's own creation.

Based on the evaluation rubric above, the students obtained the following results in ~~on~~ their compositions.

Table 7 Students' Results from Mid Investigation Project

Mid Investigation Project: Opinion Paragraph								
Alias	Topic	Introduction and Conclusion	Body	Mechanics	Style	Structure and Organization	Total Points	Grade
S.1	1	2	2	2	2	3	12	75
S.2	1	3	3	2	2	2	13	81.25
S.3	1	3	2	2	2	3	13	81.25
S.4	1	3	2	2	3	3	14	87.5
S.5	1	2	1	2	3	3	12	75
S.6	1	3	2	2	2	3	13	81.25
S.7	1	3	2	2	2	3	13	81.25
S.8	1	3	2	1	2	3	12	75
S.9	1	3	2	2	2	3	13	81.25
S.10	1	2	2	2	2	2	11	68.75
S.11	1	2	2	2	2	3	12	75
S.12	1	3	3	2	2	3	14	87.5
S.13	1	2	2	2	2	2	11	68.75
S.14	1	3	3	2	2	3	14	87.5

Table 7. Students' results from Mid Investigation Project. Information taken from paragraphs written. Researcher's own creation.

Based on the information included in the table above, the range of grades are around 68.75 as the lowest one, and 87.5 as the highest. When referring to the total points and final grades, it can be interpreted that only 2 students obtained 11 points and scored 68.75 as grade, which represents 14%. Another 4 students obtained 12 points, resulting in a 75 as grade, which represents 29%. On the other side, 5 students obtained 13 points each and scored a grade of 81.25, representing 36%. Finally, the remaining 3 students obtained 14 points in total each and scored grades of 87.5, representing 21%.

Regarding the breakdown of the paragraph, in the first evaluation criteria, to write a proper title for the paragraph, all the students got 1 point. Based on the second evaluation criteria "introduction and conclusion", 9 students got 3 points. This means that they showed a strong level of writing an introductory sentence and a conclusion for an opinion paragraph type, which

represents 64%. The main reason why the researcher graded their introductions and conclusions with this number of points, was mainly because they wrote very interesting hooks for their main opinion at the beginning of each of their paragraphs. On the other side, only 5 students got 2 points in the same evaluation criteria, which represents 36%. This result was due to a lower level of introduction and conclusion production, and besides, the opinion provided was mainly correct though its importance was not properly developed. It is important to mention, that none of the students obtained 1 point for this evaluation criteria.

The third evaluation criteria related to this first composition was related to “body,” and it entailed well-constructed supporting details. As this composition was an opinion paragraph type, it entailed to write reasons with supporting facts and/or examples that reinforced their position and/or main opinion. In the case of this criteria, 3 students got 3 points, resulting in 21%. Meaning that they included excellent examples and facts that supported their opinions. Moreover, 10 of them got 2 points, which represents 71%. This because the researcher saw a slightly lower understanding of the topic and examples written. as the students could have chosen other examples to reinforce their ideas. Finally, the remaining student scored only 1 point for this evaluation criteria, as the examples and facts used were not related at all to the main idea, and besides he/she forgot to provide examples and/or facts for some of the reasons approached. Therefore, this represents 7% out of the whole group.

The fourth evaluation criterion “mechanics,” refers to spelling, use of vocabulary, and punctuation rules. Only 13 students got 2 points, representing 93%. This entails that most of them made mistakes regarding spelling, did not use the proper vocabulary, and missed important punctuation marks. On the other side, only 1 student scored a total of 1 point in these criteria, representing 7%. It resulted as this since the student made relevant punctuation mistakes and

spelling. Furthermore, it is important to mention that none of the students scored 3 points in this evaluation criteria.

The fifth evaluation criteria dealt with “style,” and it entailed the proper structure of the specific writing type evaluated, which, in this case, was an opinion paragraph. It has to be stated that 2 students (14%) got a total of 3 points regarding these criteria. This can be interpreted as the students’ writing pieces followed correctly the structure expected. On the other side, 12 students scored 2 points in this specification, representing 86%. This because the format was correct, but in some parts of their writings, the students did not include the necessary details and/or facts to support their point of view. Additionally, none of the students obtained 0 points in this evaluation criteria.

The last evaluation criteria for this mid investigation project, was related to “structure and organization.” It involved a neat format of the paragraph and legible handwriting. In this case, 11 students achieved 3 points, representing 79%. This being described as mainly well-structured writing pieces and legible handwriting. While only 3 other students scored 2 points in this aspect, representing a 21%. This score was given because the writing pieces were not neat, and the students did not use the writing space given, properly. Just to clarify, none of the students obtained 0 points in this evaluation criteria.

4.1.7 Fourth Lesson

For the fourth lesson, the student-teacher explained the Simple Past and Past Continuous, as it was the following topic to be covered according to the syllabus. The objective of this lesson was to cover some topics that were missing and make a recap for the students. The investigator explained it by using a digital presentation created in Microsoft PowerPoint and for the

performance task, the students worked in their workbooks and finished answering some exercises in the online portal of the book.

4.1.8 Fifth Lesson

For this fifth and final lesson of the investigation, the investigator concluded the topics approached by playing a video from National Geographic titled as “His Epic Message Will Make You Want to Save the World.” The main purpose behind this video was to promote environmental awareness among the students. Besides the video, the student teacher brought some readings related to the environmental topic covered in this unit, for the students to read during class time. For the performance task of the lesson, the investigator carried out the completion of the post-test of the investigation.

4.1.9 Post-Evaluation

Once the previous lessons and activities were completed, the researcher ran a post-evaluation for gathering overall results according to the students’ final level of composition and writing skills to finalize the investigation. For this post-evaluation, the student-teacher handed out printed photocopies of a written test made by the researcher. This final quiz only included one part of written production, so the students were requested to write down another opinion paragraph of a minimum of eight sentences. The following table shows the evaluation rubric used to grade each of the compositions.

Table 8 Evaluation Rubric for Post-Evaluation

Evaluation criteria	Evaluation category			
	Excellent (3)	Very Good (2)	Good (1)	Could improve (0)
Introduction and conclusion	Strong introduction and conclusion, showing a clear understanding of the topic. The point is well summarized in the conclusion.	Good introduction and conclusion showing some understanding of the topic.	The introduction and conclusion need to be clearer and show more understanding of the topic.	The introduction and conclusion missing or weak.
Body	Outstanding well-constructed supporting sentences were used to convey the information.	Good use of supporting sentences and to convey the information.	Supporting sentences used to convey the information need to be constructed in a more logical way.	Supporting sentences were not used accordingly and did not support the topic.
Mechanics	No spelling mistakes. Excellent use of vocabulary. Punctuation is used correctly every time.	Only a few spelling mistakes have been made. Good use of vocabulary, and punctuation, mostly perfect.	Multiple spelling mistakes have been made. The use of vocabulary could be better. Punctuation mistakes are evident.	Many spelling mistakes are made. Needs more vocabulary use. Punctuation has incorrectly been used.
Style	The topic has been approached in a creative and original way. Follows the correct structure of opinion writing. Uses <i>sentence variety</i> correctly.	Some creativity has been shown. The composition was approached well according to opinion writing . <i>Sentence variety</i> was most of the time used properly.	More creativity and originality are needed. The composition needs to be approached clearly according to the opinion writing . <i>Sentence variety</i> was <i>sometimes</i> used appropriately.	Not creative nor original. The composition was not approached correctly according to the opinion writing . <i>Sentence variety</i> was used incorrectly.
Structure and organization	Outstanding format. Excellent, neat handwriting. It is clear and purposeful.	Good format and neat handwriting. Ideas are not always purposeful.	The format requires some work. Handwriting could be neither. The purpose is not clear.	Not the correct format, it is a messy work with poor letter formation.

Table 8. Evaluation Rubric for Post-Evaluation. Researcher's own creation.

Based on the Evaluation Rubric above and each of the 14 students' paragraphs, the researcher was able to register the following results.

Table 9 Students' results from Post-Evaluation

Post-Evaluation: Opinion Paragraph								
Alias	Topic	Introduction and Conclusion	Body	Mechanics	Style	Structure and Organization	Total Points	Grade
S.1	1	3	3	2	3	3	15	93.75
S.2	1	3	3	2	3	3	15	93.75
S.3	1	3	3	2	3	2	14	87.5

S.4	1	3	3	3	3	3	16	100
S.5	1	2	2	2	3	3	13	81.25
S.6	1	3	3	2	3	3	15	93.75
S.7	1	3	3	2	3	3	15	93.75
S.8	1	3	2	2	3	3	14	87.5
S.9	-	-	-	-	-	-	-	-
S.10	1	2	2	2	3	3	13	81.25
S.11	1	2	2	2	2	3	12	75
S.12	1	3	3	2	3	3	15	93.75
S.13	1	2	3	2	3	3	14	87.5
S.14	1	3	3	2	3	3	15	93.75

Table 9. Students' results from Post-Evaluation. Information taken from paragraphs written. Researcher's own creation.

Based on the table above, it can be seen that the results improved significantly. For this last evaluation, the grades were in a range from 75 as the lowest up to 100 as the highest possible grade obtained. Referencing to the total points achieved, the lowest was 12 points, -scored by 1 student, that is 7%. Then, 2 students achieved a total of 13 points, representing 14%. In addition, 3 students scored 14 points, meaning that they represent 21%. Furthermore, 6 students obtained a total of 15 points, representing the mode and 43%. While, only one student scored a perfect grade, 100, which represents 7%. However, it is relevant to mention that student number 9 was absent at the time of the post-test evaluation; therefore, they could not complete the activity, and thus they are not counted in the percentages.

Regarding the individual aspects graded in this last composition, for the topic criterion, all 13 students got the single point obtainable, reflecting 93%. For the second evaluation criteria, "Introduction and Conclusion," which evaluated the quality of the introductions and conclusions written in each of the compositions, 9 students obtained 3 points in total, that is 64%. Moreover, 4 students scored 2 points, representing 29%. For this evaluation criterion, it is important to point

out that none of the students obtained 1 point in total. Therefore, it can be stated that the students overall outperformed their results in the pre-test and mid-investigation project compositions.

For the third evaluation criteria, “Body,” which entailed the broad use of supporting sentences and details to reinforce their opinions in the written pieces, only 9 students achieved the total 3 points, representing 64%. Moreover, 4 students obtained the 2 points available in the criterion, which represents 29%. None of the students obtained only 1 point as a minimum. These results are a numerical representation of the students’ outstanding performance in their compositions, as most of them were well explained. For the fourth criterion “Mechanics,” which stands for spelling, use of vocabulary, and punctuation; only 1 student obtained the maximum total points of 3, representing 7%. While the remaining 12 students obtained 2 points, which represent 86%. Hence, none of the students obtained 0 points. These outcomes show an improved use of the language when writing, as the students have been considering the feedback provided and recaps made in class.

The fifth evaluation criteria “Style,” deals with the assessment of the correct usage of the writing type, in this case opinion writing, in addition to the use of sentence variety. In this case, a total of 12 students got 3 points in total, representing 88%. While, the remaining student obtained 2 points in this criterion, representing 7%. Nonetheless, nobody obtained 1 point in this criterion. These numbers validate the overall improvement in the students’ writing of opinion paragraphs. For the last and fifth evaluation criteria, “Structure and Organization,” which evaluates format and handwriting used, a total of 12 students achieved a total 3 points, representing 86%. In addition, 1 student obtained 2 points in this aspect, reflecting 7%. Whereas, none of the students obtained 1 point in this aspect. These results are an example of the exceptional progress the students have been making throughout the time of this investigation.

4.1.10 Closure of The Investigation Survey

During the last lesson, after the students finished the post-evaluation paragraphs, the investigator provided the students with a Google Forms link for them to fill out the Closure of the Investigation Survey. This survey contained only two sections: general personal information and overall experience during the investigation. This second section only included five questions of multiple choice and select all that apply type of items. The main purpose of this last survey directed to the students, was to collect their opinions and overall satisfaction with the instruments and activities carried out during the investigation. It is important to remember that student 9 was absent during this last visit; therefore, the total amount of students for this instrument is 13. The first question included in the survey was related to the students' satisfaction regarding the incorporation of the different ICT tools during the latest lessons.

Figure 14 How satisfied are you with the incorporation of Information and Communications Technology (ICT) tools during the last lessons of Reading and Writing?

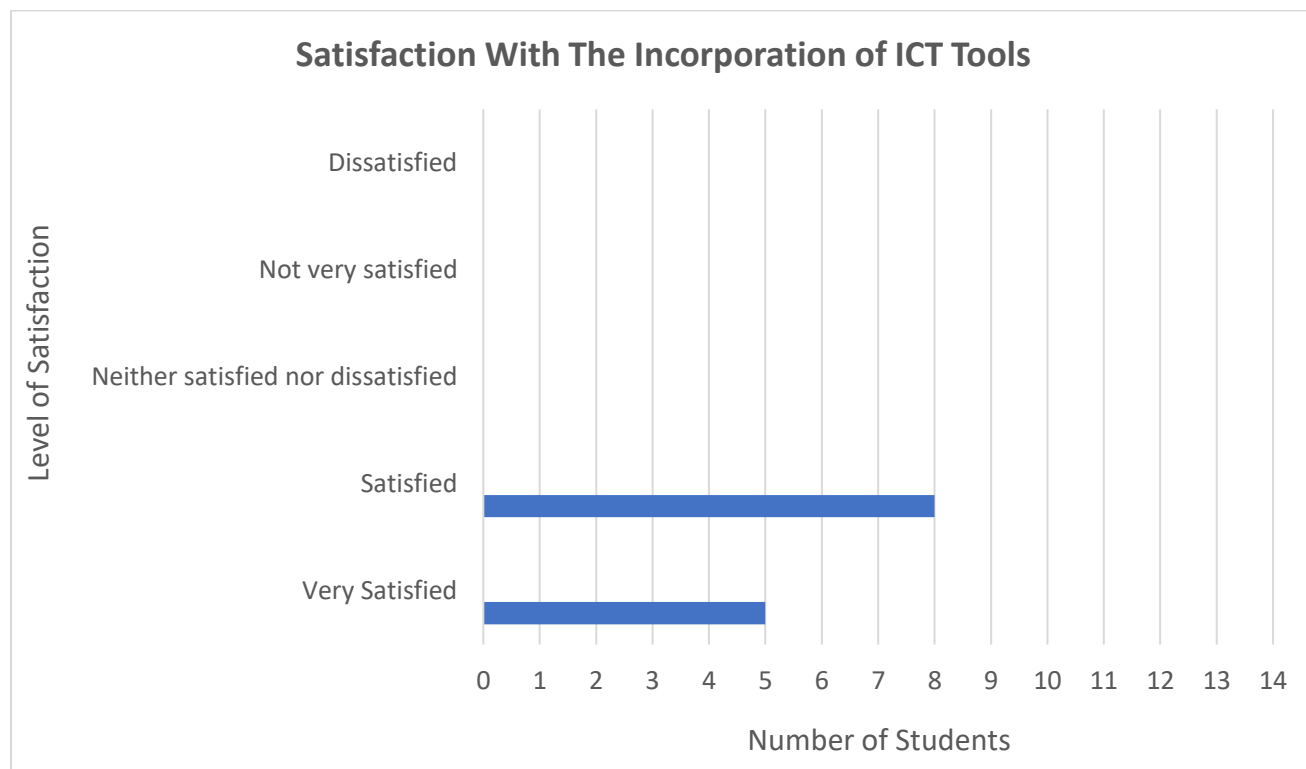


Figure 14. Satisfaction in students with the use of ICT resources during class time. Information taken from digital survey applied. Researcher's own creation.

According to the information in the figure above, out of the 13 students who answered the survey, that is eight students, 57%, agreed on the use of ICT tools during their lessons carried out by the student-teacher, as they answered "satisfied." While, the remaining five students, 36%, answered "very satisfied." Therefore, it can be stated that incorporating ICT instruments in this group's Reading and Writing lessons may have been a great asset, which reinforces the purpose of the investigation. Another important aspect to consider was to recognize the students' standing regarding the improvement of their writing skills by the incorporation of ICT tools. See the next figure for a better understanding of the numbers.

Figure 15 By including Information and Communications Technology (ICT) tools during the last English classes, do you believe your composition/writing skills have improved?

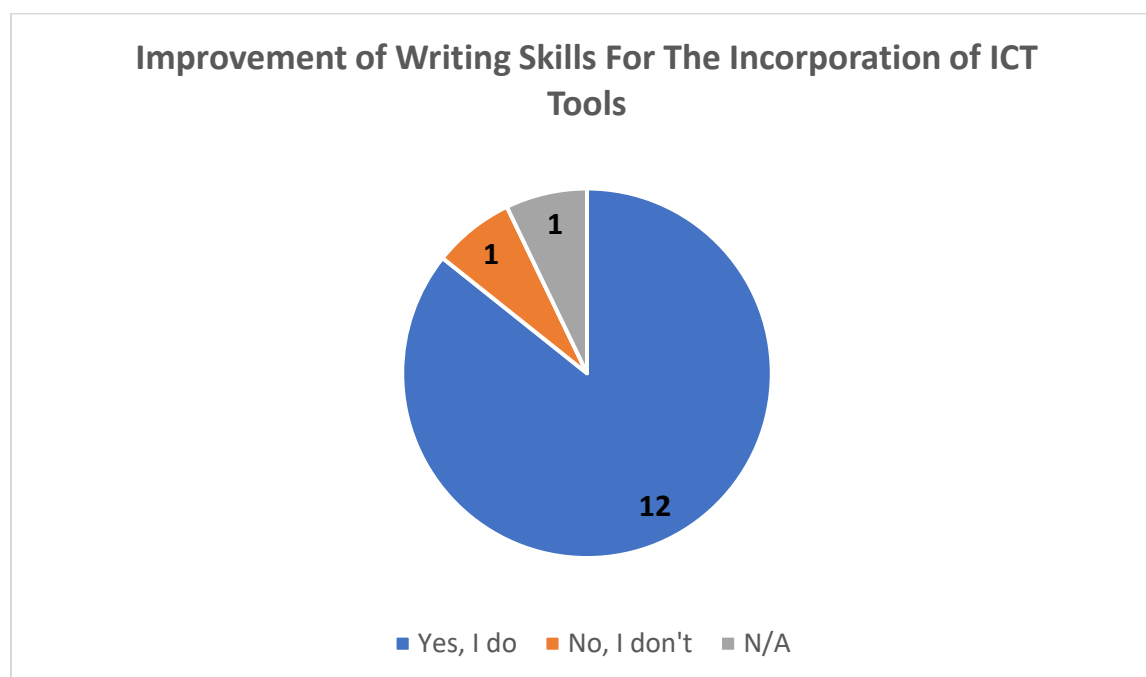


Figure 15. Improvement of writing skills because of the use of ICT resources during class time. Information taken from digital survey applied. Researcher's own creation.

According to the data collected in the figure above, it can be seen that twelve students, 86%, considered that the implementation of different ICT tools and resources improved their writing skills. While only one student, 7%, did not consider that implementing ICT tools during the last lessons improved whatsoever their writing skills. On the other side, one student, 7%, did not answer the survey. As it can be seen in the results of the previous instruments, dynamics, and activities, the students did improve their writing and composition skills during the period of the investigation, as their grades and overall results were higher in the latest writing pieces if compared to the initial ones. Once it was determined if there was any kind of improvement by incorporating ICT resources in English classes, another important view to consider is that the students' composition levels had improvement, and they answered as illustrated in the next figure.

Figure 16 How has your EFL writing/composition level improved by the incorporation of Information and Communications Technology (ICT) tools during the last past English classes? (check all that apply)

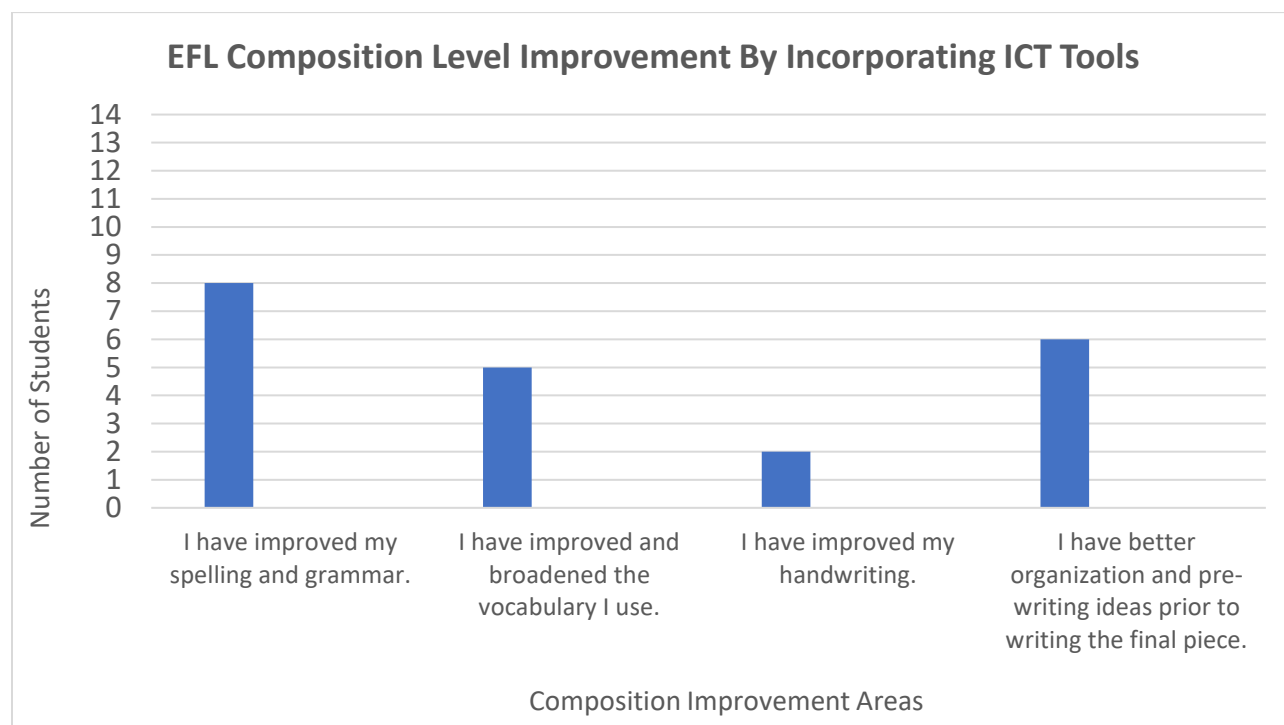


Figure 16. Areas of improvement of writing skills because of incorporation of ICT tools during class time. Information taken from digital survey applied. Researcher's own creation.

As it can be seen in the previous figure, the answers provided by the students regarding the area of improvement of their own writing skills are quite diverse and the majority were chosen more than one time. A total of eight students, 57%, considered that they improved their spelling and grammar structures since the implementation of ICT tools. In addition, five of them, 36%, considered that the improvement was seen in the use of a broadened vocabulary in their writing pieces. While two students, 14%, recognized that their composition skills were improved towards their handwriting. Finally, six students, 43%, recognized that the organization prior writing and the pre-writing process have been enhanced since the incorporation of ICT tools during the learning process. All these results can be summed up as great reasons to why incorporating ICT tools and resources can definitely improve certain areas of writing/composition skills, if used accordingly. Another relevant angle to consider on this last instrument applied to the students was to recognize the facility to which they learned different English topics reviewed with the student-teacher guidance, and tasks completed with the incorporation of Information Communications and Technology tools. Check the next figure to have a better understanding of the data collected.

Figure 17 Was it easier to learn about different English topics and complete the writing tasks by using different Information and Communications Technology (ICT) tools?

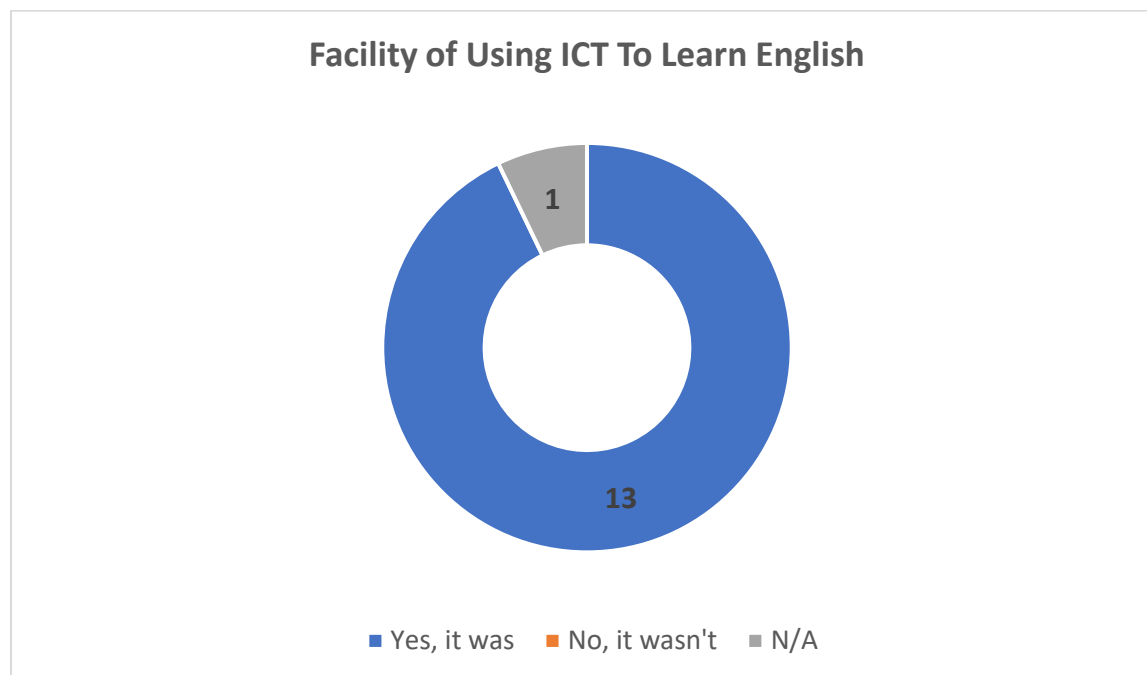


Figure 17. Facility of learning English topics and completing activities because of incorporation of ICT tools during class time. Information taken from digital survey applied. Researcher's own creation.

According to the data included in the previous figure, the majority of the students, that is thirteen, 93%, agreed on the facility of using ICT tools while learning English and completing various activities. Moreover, one student, 7%, did not answer the survey. These results reflect that the students found out that using technology during their Reading and Writing EFL lessons was a good asset. It indeed kept the students more engaged and interested in the topic that was being explained, and the students were more willing to participate in the activities. The last question included in the digital survey, intended to acknowledge the effectiveness of the materials, activities, and resources used and created specifically for the purpose of this investigation, according to the students. Check the next figure to have a broader idea of the data collected.

Figure 18 How useful were the material, topics, and activities covered using Information and Communications Technology (ICT) tools to improve your writing/composition skills in EFL?

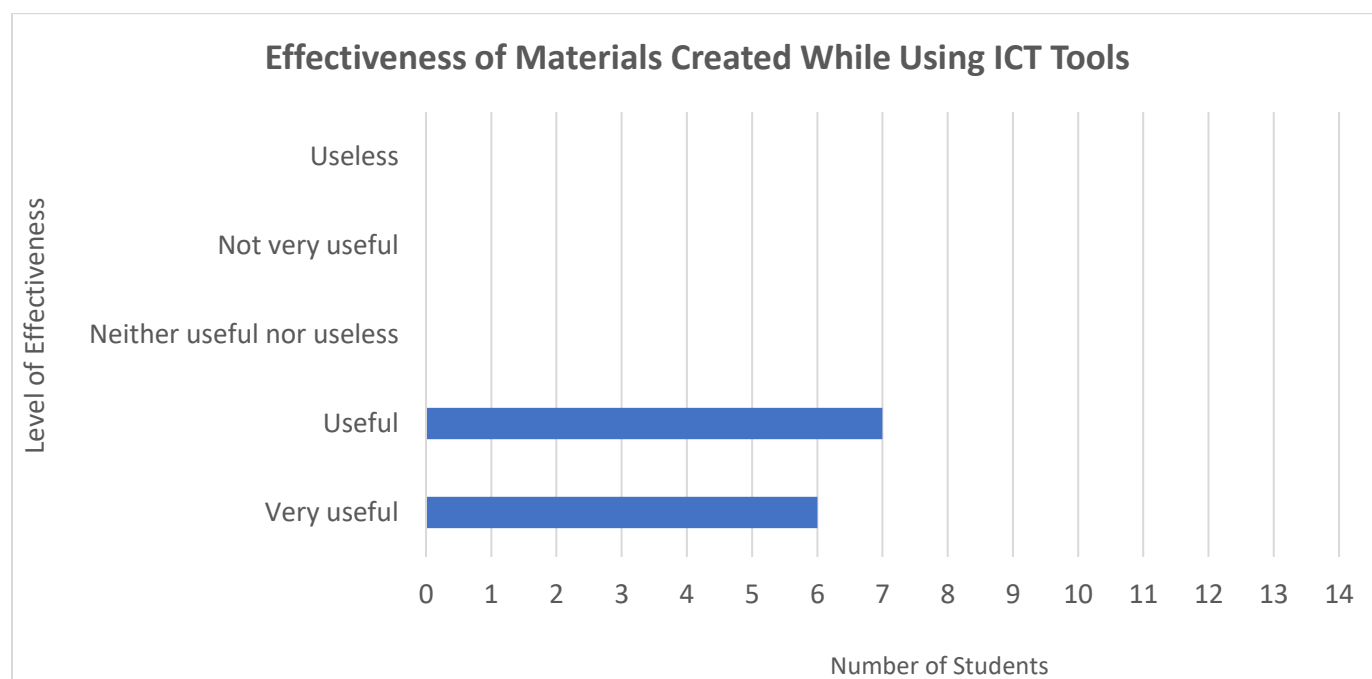


Figure 18. Effectiveness of the activities created because of incorporation of ICT tools during class time to learn EFL. Information taken from digital survey applied. Researcher's own creation.

In relation to the data in the figure above, it can be interpreted that most of the students, for not saying all, found the materials, activities, and topics covered during the investigation useful. A total of six students, 43%, found those resources very useful. While the other seven students, 50%, found them useful. These results provide a better perception of the students' point of view towards the activities covered, which were accurately executed during class time. Overall, the results recorded in this last survey addressed to the students are positive, and they can be analyzed and compared with the results obtained in the different writing pieces.

4.1.11 English Teachers Survey

This last investigation instrument consisted on a digital survey of two sections, that is personal information and use of Information and Communications Technology (ICT) tools in

EFL. It was addressed to the English teachers of the 8-3 B group at the Liceo HHC Experimental Bilingüe José Figueres Ferrer. The digital survey was shared via E-mail through an online link to the three teachers involved. The first question was related to the grade level they are teaching at the moment.

Figure 19 What grade(s) do you teach? (check all that apply)

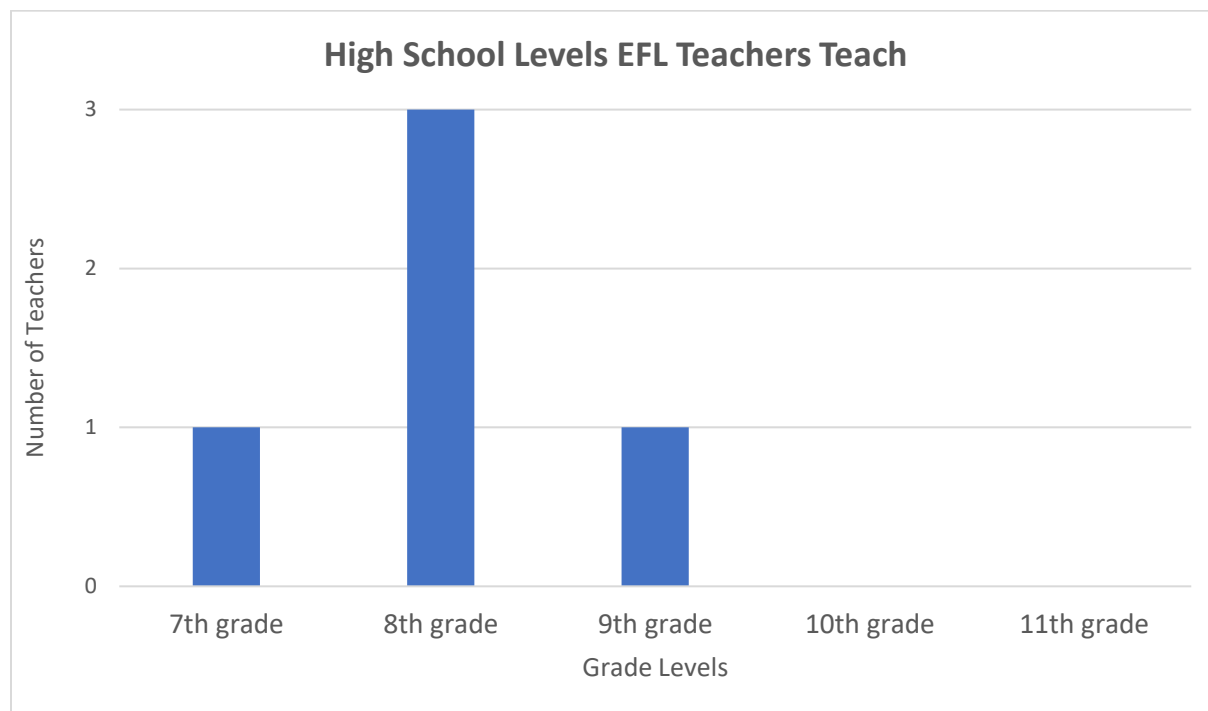


Figure 19. High school levels EFL teachers teach. Information taken from digital survey applied. Researcher's own creation.

As stated in the figure above, it can be seen that only one teacher, 33%, teaches at least one 7th grade group; while the three of them, 100%, teach at least one, in this case 8-3 B group, of the 8th grade groups. Finally, only one of them, 33% teaches at least one 9th grade group. While none of them teaches any higher grade levels such as 10th or 11th grade. The next question added in the survey, was related to the English subject(s) they teach.

Figure 20 What English subjects do you teach? (check all that apply)

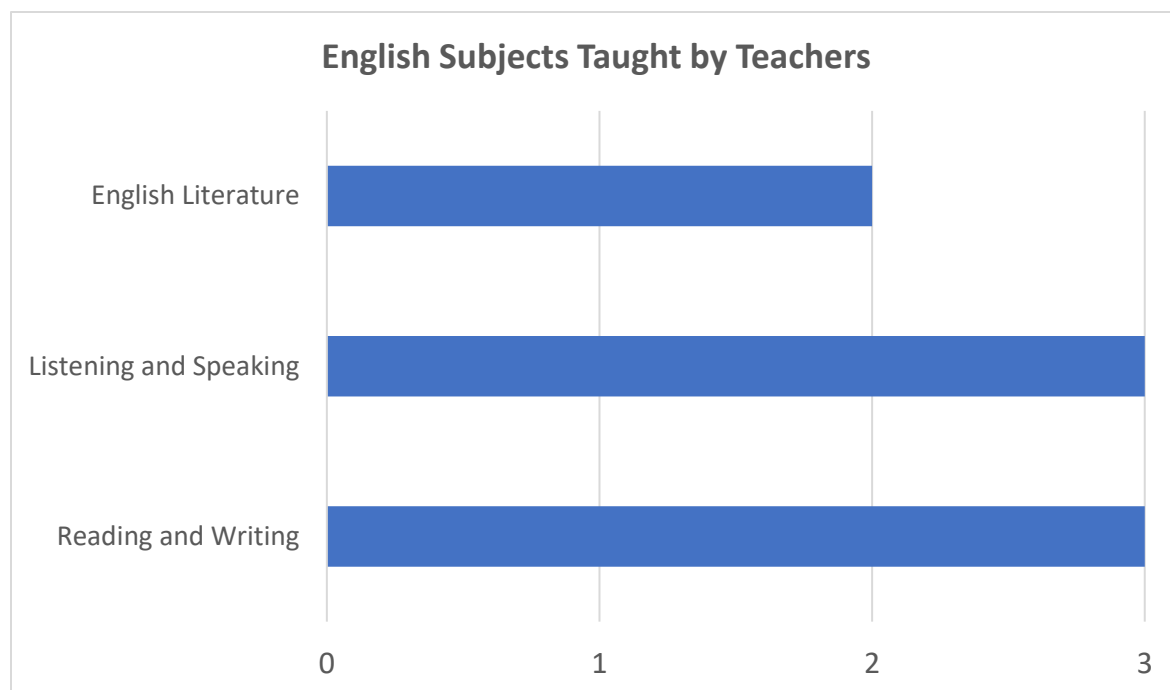


Figure 20. English subjects EFL teachers teach. Information taken from digital survey applied. Researcher's own creation.

According to the results obtained through the digital survey, two teachers, 67%, teach English Literature. While, in the case of the subjects, Listening and Speaking and Reading and Writing, the three of them, 100%, have taught them at least in this school year. This is good news in the case of Reading and Writing, as it has been taught by the three of them, for the purpose of this investigation, as educators, they would have a broader idea and knowledge regarding that English subject, both topics and materials and resources, they could probably use. Continuing with the second section of the survey, the next questions was related to the Internet connectivity at the high school premises. Check the next figure for a better understanding.

Figure 21 Do you have Internet access at the institution where you teach?

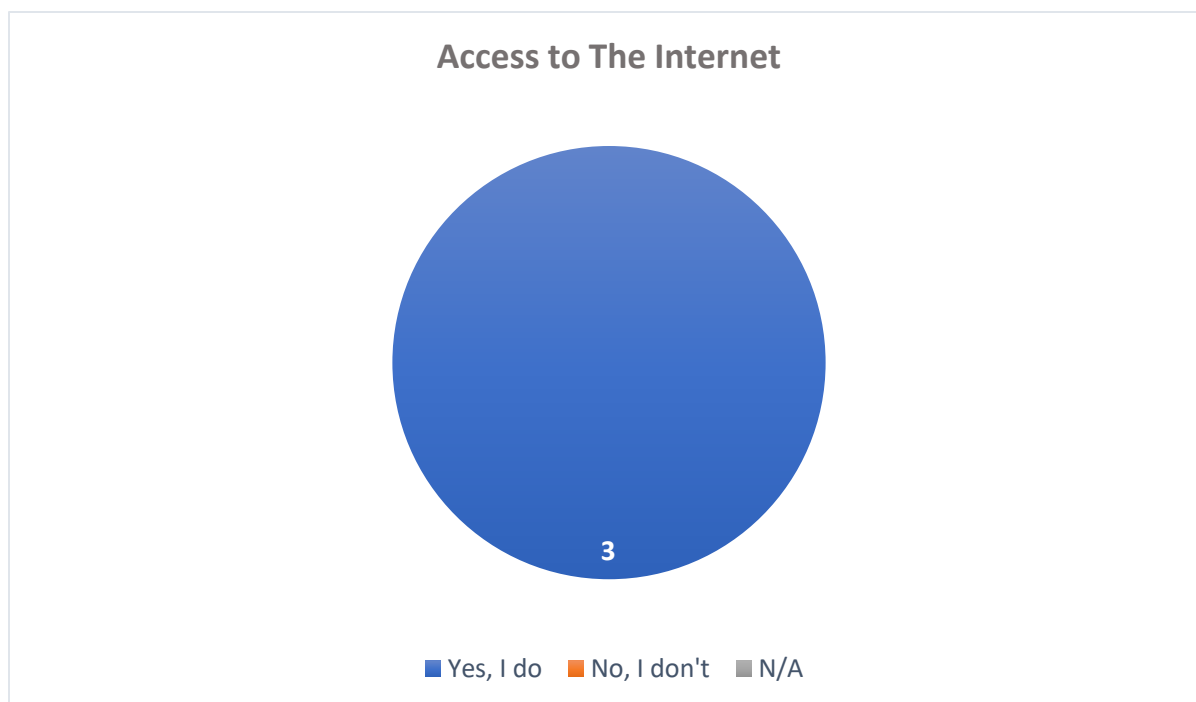


Figure 21. Internet accessibility. Information taken from digital survey applied. Researcher's own creation.

Based on the results obtained and shown in the previous figure, it can be seen that all three teachers, 100%, have access to Internet at the high school. This answer is a good parameter, as nowadays access to general information through the Internet is every day's necessity. However, it is important to mention that some days while the investigation was ongoing, the Wi-Fi network was not as strong as expected, for such big institution. Mentioning Wi-Fi network, the next question included in the survey concerned the form of connecting to Internet. Check the next figure for reference.

Figure 22 How do you connect to the Internet at the institution where you teach?

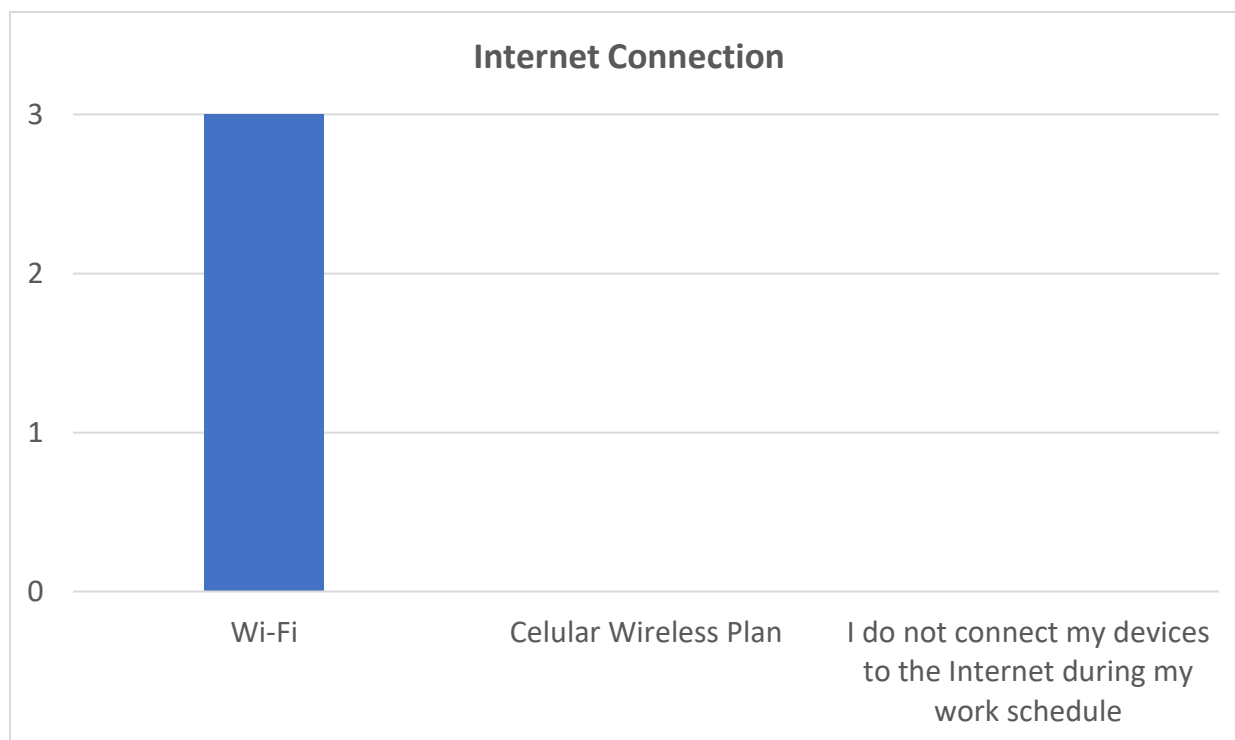


Figure 22. Internet way of connectivity. Information taken from digital survey applied. Researcher's own creation.

Considering the answer provided by the three educators, it can be seen that the three of them, 100%, use the Wi-Fi network provided in the high school in order to teach their lessons. The network band is not as strong or fast, but works as needed to use accordingly by most teachers and collaborators. Continuing, the next question included in the digital survey was related to learning management systems. Check the next figure for more information.

Figure 23 Is there any Learning Management System such as Moodle or Google Classroom, used at the high school?



Figure 23. Learning Management System use. Information taken from digital survey applied. Researcher's own creation.

According to the answer provided by the three educators, 100%, in the high school all the teachers and students have access to a Learning Management System known as Cloud Campus. In which teachers can upload digitally the students' grades and thus, students are able to access to online resources, academic data, and upload academic tasks required for most of the subjects. Following the online and digital resources available for educational purposes, the next question included in the survey was related to the use and/or accessibility to e-exam platforms in the high school. To review the data collected, check the next figure.

Figure 24 Are there any e-exam systems used in the high school to conduct evaluations, exams, or quizzes

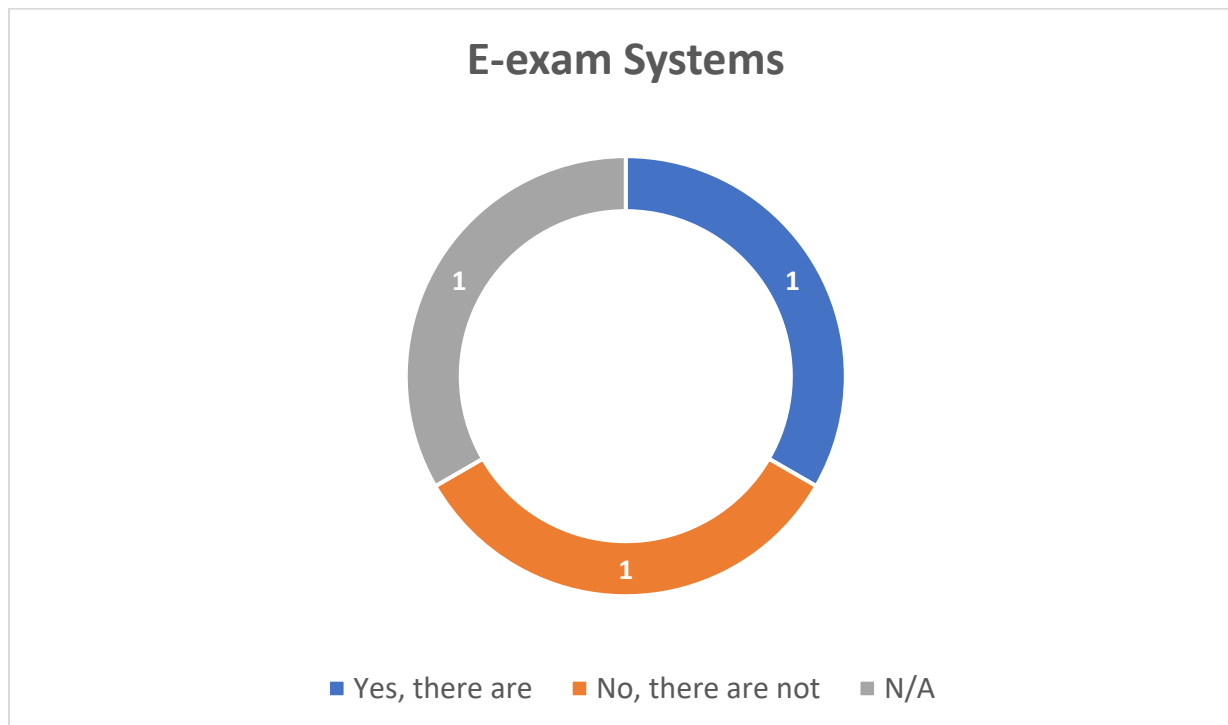


Figure 24. E-exam System utilization. Information taken from digital survey applied. Researcher's own creation.

According to the information included in the chart above, the three teachers answered differently. Each of them answered the question with the following responses, one thinks, 33%, that there are some e-exam systems they can be used for academic purposes, such as Cloud Campus, which is the multipurpose app they use for grading, financial, and administrative purposes in the institution. Another teacher, 33%, responded with no, there are not. While the last of them, 33%, responded with the other option available of N/A, meaning that probably he/she was not sure of any app or system available for the teachers' purpose of conducting e-exams to their students. The following question added, was related to ICT devices usage in the classroom setting, to what the educators answered as shown in the following chart.

Figure 25 Do you use ICT any (Information and Communications Technology) devices inside the classroom?

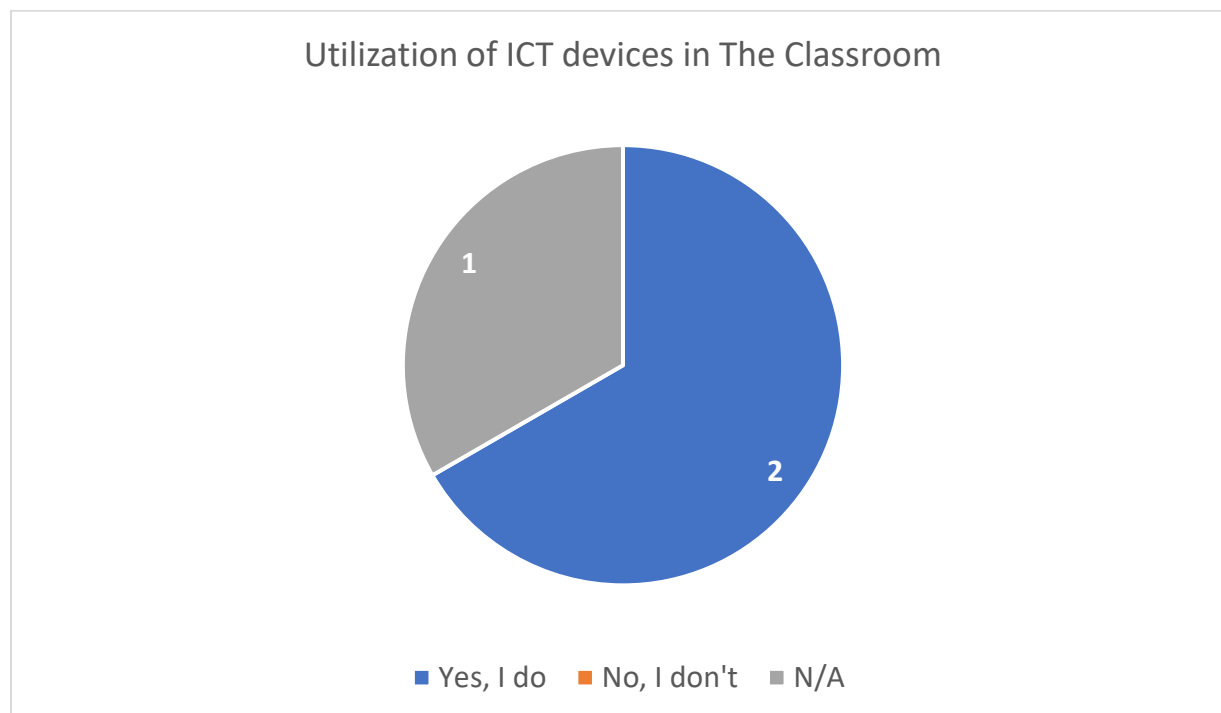


Figure 25. Use of ICT instruments. Information taken from digital survey applied. Researcher's own creation.

Based on the information collected in the figure above, it can be seen that two of the English educators, 67%, answered that they in fact apply Information and Communications Technology (ICT) devices in their classrooms when conducting their lessons. While only one of them, 33%, decided to respond with N/A, meaning that either he/she did not want to directly answer the questions or that he/she was not sure of what ICT devices they use in their lessons. Having grounded the use of Information and Communications Technology (ICT) in the classroom setting, the investigator was eager to recognize which devices in specific, the teachers tended to use during their lessons. Check the following figure for more information.

Figure 26 What type of ICT (Information and Communications Technology) devices do you use inside the classroom? *Check as many as applicable.

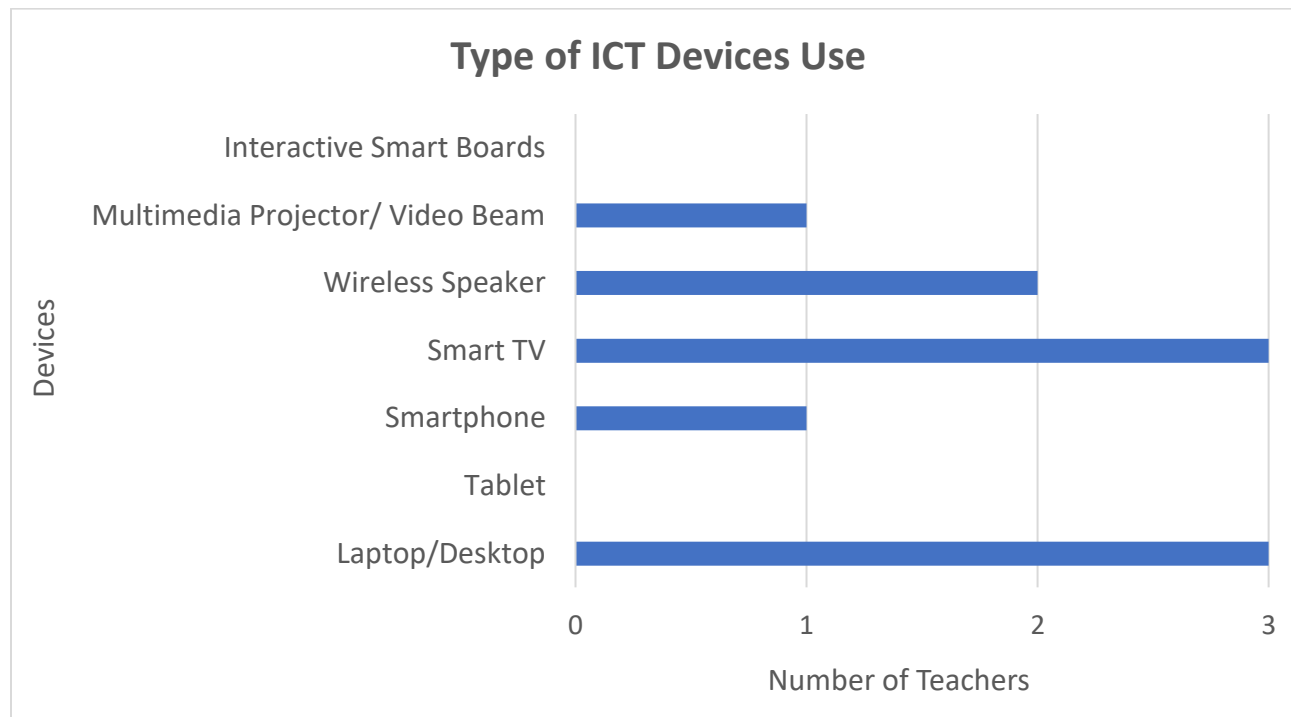


Figure 26. Type of ICT instruments used in the classroom. Information taken from digital survey applied. Researcher's own creation.

According to the information shown in the previous figure, it can be interpreted that the teachers use a variety of instruments specifically from the Information and Communication Technology type, to be an aid or guide in the lessons they teach. Therefore, none of them, chose Interactive Smart Boards as an option, considering that the only one available in the institution is in the Videoconferences Room, for what teachers will have to require permission to use it for any purpose. The following option Multimedia Projector/Video Beam was chosen by one of the teachers, 33%; this could be mainly because teachers in the high school are required to choose between a Smart TV for their classrooms or a Video Beam. The next option, the Wireless Speaker, was chosen by two of the teachers, 67%, meaning that this instrument is of great support for listening and audios, movies, and videos played in class. The option of Smart TV was

selected by the three of them, 100%, allowing them and the students to have the option of using the Smart TV with various educational purposes and activities.

The other option, Smartphone, was only chosen by one teacher, representing 33%. Using a Smartphone and most probable the teachers' personal one in class does not seem to be the preferred choice, as there are other choices to bear in mind. The next option, corresponding to Tablet, was not chosen by any of the teachers. This because they may prefer any of the other devices available for their use in the lessons. Finally, the three teachers, 100%, chose last option provided, which was Laptop/Desktop. This means that it is more probable for educators to rely on the use of a computer to develop their lesson plans and day-to-day activities. Having established these interpretations of the teachers' choices, it can be identified that fortunately these three teachers, at least, have many technological devices to choose from to develop their lessons. The next and last question referred to the reasons and advantages of their students by having access to ICT devices, to what the teachers answered as shown in the next figure.

Figure 27 What is/are the reason(s) why your students should have access to ICT (Information and Communications Technology) devices at school? (check all that apply)

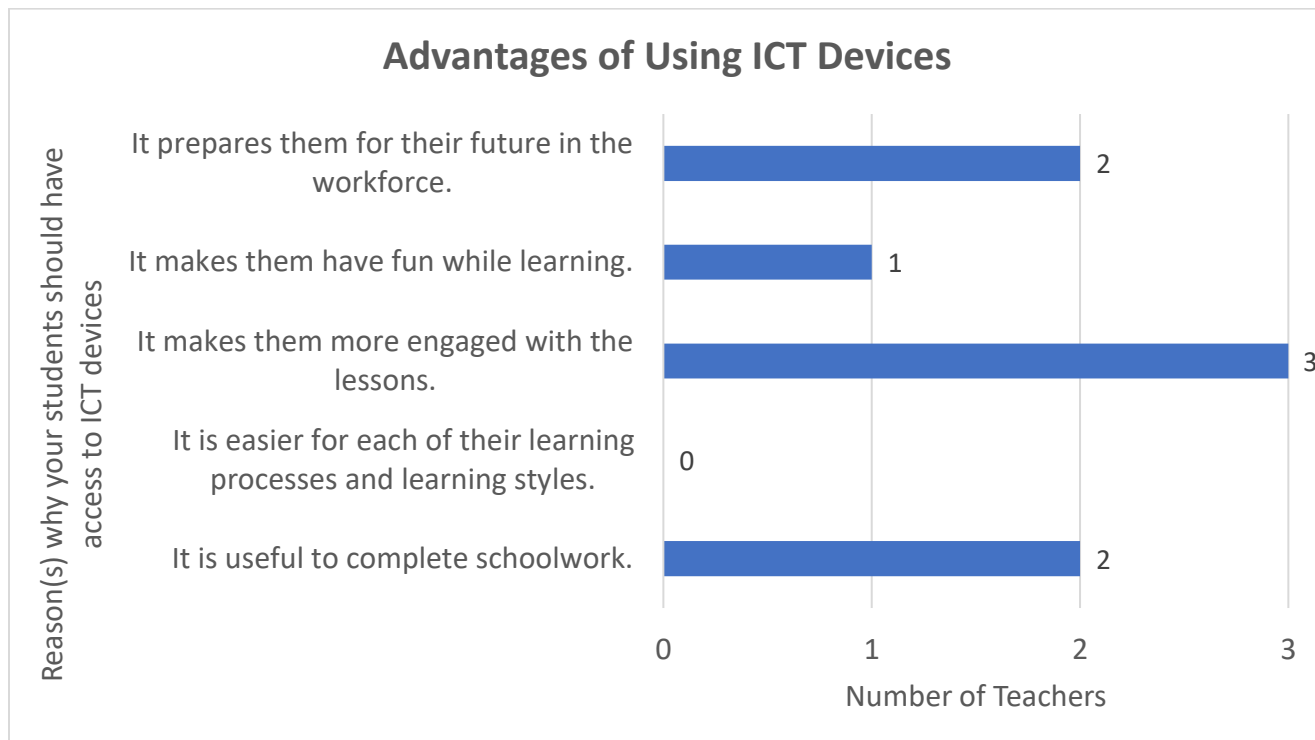


Figure 27. Reason(s) why your students should have access to ICT. Information taken from digital survey applied. Researcher's own creation.

As established in the previous figure, the teachers responded with a variety of options on why they think the use of Information and Communication Technology (ICT) devices could be a great reason and/or advantage to their students. The first option provided, “it is useful to complete schoolwork,” was chosen by two of the teachers, 67%; as they consider that having the students interacting with technology can bring many benefits such as completing specific tasks that otherwise, without these Information and Communications Technology devices, could not be possible. The second option was “it is easier for each of their learning processes and learning styles;” however, it was not chosen by any of the teachers. The next option was “it makes them more engaged with the lessons.” This was the favorite one chosen by the three of them, 100%,

since they consider that their students may be paying more attention in class and following the different activities presented.

The next option added, “it makes them have fun while learning,” was chosen by one teacher, 33%. This because probably the students may seem to be following the activity in the technological devices/s chosen; however, maybe not all of them will interpret the use of that device as fun, but probably normal or even boring. Lastly, the final choice presented “it prepares them for their future in the workforce,” was chosen by two of the teachers, 67%. This can be interpreted as they see that having the students surrounded by technology and the purpose of using it for completing different tasks may be something that could help them to be more familiar with its use. Therefore, it is an introduction to some daily tasks in the future, known as workforce. By gathering the answers collected in this question, it can be analyzed that the teachers are aware of the reasons and possible benefits that the students may encounter if the use of technology is implemented in their learning process.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

This last chapter focuses on giving the investigation a proper ending, and thus, a brief interpretation of the specific objectives brought into practice and the main methodology used. Many investigations, dissertations, and theses are concluded by delivering overall insights, discoveries, and ideas about it. Moreover, the principal objective of the conclusions chapter investigation is to provide an answer to the research question introduced at the beginning of the investigation. Another relevance of this chapter is to communicate to the English as a Foreign Language professionals, educators, students, and other parties involved, about the data found and/or limitations encountered, as to leave behind a legacy and collaborating with past, present, and future academic heritage in the English as a Foreign Language teaching area.

In addition, the recommendations to be given in this chapter will be essential to future research papers and researchers. These recommendations will emphasize some of the complications experienced that may propose a guide for future investigators. The recommendations are valuable as the educational environment is always improving and expanding its teaching-learning horizons. Furthermore, these may suggest different and wider areas and/or skills to consider to investigate and thus, to look for improving the academic experience both for learners and teachers. Therefore, the investigator wishes for this section to be read carefully and considered before any similar investigation is presented.

5.2 Conclusions

For this section, the researcher will focus on providing overall insights and discoveries related to the complete investigation and its corresponding process and instruments created. This investigation process went through a demonstration period, in which the researcher was able to interact with the group of students and introduce the use of Information and Communications Technology (ICT) devices. The purpose of this phase was to put into practice the implementation of technology in a teaching-learning environment to confirm and/or deny any improvement ICT elements may have in the English as a Foreign Language composition ability. Therefore, to provide these conclusions and have a better understanding, it is recommended to revise the findings obtained by the instruments in the previous chapter.

5.2.1 To identify students' writing level before the inclusion of Information and Communications Technology (ICT)

The first specific objective included in this investigation was to determine the level of writing/composition in each of the students who were part of the study. This was a crucial aspect, as it was expected to be determined and used as a possible advantage before implementing Information and Communications Technology (ICT) in the classroom setting. These results were able to be obtained due to the use of a specific evaluation criteria chart created for this objective. Besides, by using the evaluation criteria chart as a starting point, the investigator also had the chance to convey a preliminary class observation. Hence, she used a checklist to evaluate different aspects including the class structure, teacher-student interaction, overall activities, and the completion of any writing and/or composition task.

Based on the records obtained from both of the instruments mentioned above, the researcher was able to point out that most of the students got similar grades. The numbers obtained reflected that the students have had previous interactions and were familiarized with the type of writing task approached. However, they did not fully understand the specifications required, regarding the writing format nor the writing type. Some of the composition parts that showed areas of improvement were related to the development of the introduction, the conclusion, and the body, use of supporting sentences and ideas, spelling, use of vocabulary, punctuation, and writing format. Overall, the students had a base for composition tasks, though it was not as solid as expected. The teacher in charge of the group pointed out that her main goal for this school year and this group of students was to improve their writing skills. Concerning that matter, this complete investigation and particular first two instruments determined the students' level of writing. That being the case, there was the chance to improve this specific skill not only by interaction with the students, but also with the implementation of the Information and Communications Technology (ICT) instruments, as well.

5.2.2 To create writing activities based on students' interests for classroom-engaging purposes

In conformity with this second specific objective, the researcher managed to create different writing activities that were implemented in class during the period she worked with the group. For most of these activities, the student-teacher worked along with the English teacher in charge of the group, to adequate these activities to the subject's curriculum and previously established objectives. The investigator organized five different composition activities, which were completed during the put-into-practice phase. The activities were appealing for students this age, around 13 and 14 years old. The tasks presented were most of the time linked to the

class workbook units and topics. Moreover, it can be stated that the researcher came up with different activities that had not been implemented before her visit or in the book. The activities were diverse and their main goal was to reinforce the topics that were being approached and explained by both the researcher and the English teacher in charge.

As much as the researcher wanted to implement these writing activities during class time with the group, to reinforce the topics and keep the students engaged, it was not possible all the time. The students were not always willing to participate in the activities nor the different practices provided. The researcher spotted this reaction from the students since the first and/or second day she visited and had an interaction with the students. She consulted this matter with the teacher in charge, and she mentioned that most of the students were already tired by then because of their school duties. In addition, she mentioned that many of the teachers in the high school, have spotted this tiredness and unmotivated feeling from the students, not only with this group but with other students, and that it could be related to the post-pandemic effect.

It is important to recognize, that in the last years, this generation was in primary school, and they spent some time in a virtual modality, as they watched online lessons due to the Covid-19 pandemic and quarantine time. Therefore, the process of graduating from primary school after the pandemic and acclimating once more to in-person lessons may have been an important challenge for many. However, many have not felt a difference and/or the change and rather stayed accustomed to a virtual modality mentality. The students' attention spans were not longer than 10 minutes, their proactive participation was not always spotted, and their engagement during class time and in the activities was a challenge most of the time. Furthermore, it has to be stated that to be allowed to conduct the lessons along with the English teacher in charge was an opportunity to have guidance regarding class management skills.

5.2.3 To implement writing activities using Information and Communications Technology (ICT) when creating a composition

Besides having created several classroom and composition activities, as stated in the previous objective, the main purpose of the researcher was to keep engaged the students during class time and more particularly to make Information and Communications Technology (ICT) instruments the protagonist. Implementing various ICT resources and instruments may seem quite simple for many, as there are many facilities nowadays due to technological advancement, as a PowerPoint digital presentation can be considered part of ICT. However, that was not the case, as easy and advantageous as PowerPoint presentations may be, the researcher wanted to introduce different resources and activities to the students. Therefore, she used a diverse selection of online resources available for gamification activities for teaching-learning purposes. For this objective, the implementation of these resources was crucial to determine its efficiency to improve the students' composition level.

The implementation of ICT resources during class time and throughout the investigation was a challenge, as with technology there are many unpredictable scenarios. As ready as the researcher was and had a general understanding of how to use the different resources and the pros and cons of their use, there were some occasions when there was an outage of the app and/or resource, and she did not know how to fix it. Besides this, even though most of the time the researcher provided students a beginner's guide to use whatever resource that was included in the lesson's plan; some of them got lost and did not ask a classmate or the student-teacher how to fix it. Therefore, by the time the researcher found out about it some of them did not get proper time to finish the activities. In addition to these challenges, the Internet and/or Wi-Fi students

and teachers' network connection at the high school was not strong enough to allow them all to be connected at once.

5.2.4 To evaluate the outcomes after implementing Information and Communications Technology (ICT) when creating a composition

This research project's main focus was related to English as a Foreign Language composition. Besides, the investigator was capable of testing if there was any improvement in that specific skill because of the use of Information and Communications Technology resources. Therefore, for this last specific objective, the purpose was to evaluate the results obtained once ICT instruments and resources were implemented in the various compositions. To do so, the researcher created a diverse selection of evaluation criteria devices, such as evaluation rubrics and checklists. In the course of the investigation, many composition activities implemented with the use of ICT resources were completed by the students while they were guided by the researcher and supervised by the English teacher in charge.

Based on the results obtained from the first instruments implemented in the investigation, such as the preliminary class observation and the pre-evaluation, the researcher was able to mark a starting point to enhance and/or reinforce their writing base. As a result of these insights, the researcher carried out the investigation with the rest of the data collection instruments by using a personalized approach to their academic and language skills necessities. Through the analysis and implementation of the different instruments, the researcher was able to evaluate and understand the students' comprehension of the topics explained related to composition. There was a notable change if the instruments and grades were compared from the first evaluation up to the last. The students' overall understanding and their language skills in composition were impacted by the use of ICT resources.

The outcomes obtained from the first pre-evaluation provided many areas of improvement in the language skill of composition. From there, the student-teacher was able to intervene by including ICT resources to prove if there was any effect in improving it. If compared to the result obtained in the mid-investigation project and the post-evaluation, included in the different charts in Chapter IV, it can be seen a significant improvement in all the students' composition works. The students' grades and overall results showed progress in the composition areas they were once having difficulties with, such as writing strong introductions and conclusions, using well-structured supporting ideas to develop an interesting body paragraph/s, vocabulary use, spelling, punctuation, and format of the writing piece. Based on these results, the researcher can confirm that the implementation of Information and Communications Technology does improve English as a Foreign Language composition.

5.3 Restatement of the Research Question

For this study, the investigator's research question enclosed the effects of implementing Information and Communications Technology (ICT) on intermediate students at Liceo HHC Experimental Bilingüe José Figueres Ferrer to improve their EFL composition. Hence, after carrying out the investigation and putting into practice the different instruments with the 8^o grade group, to enhance their writing skills in the language, the researcher was focused on knowing and recognizing the composition criterion to evaluate in the students' pieces, introduction and conclusion, body, mechanics, style, structure, and organization. Besides, many different topics were approached during the explanations. Furthermore, the researcher created various composition activities implementing ICT to keep the learners engaged and interested during the lessons and thus, participating in the activities. In general, by giving the students their writing pieces checked and with feedback, they were able to understand their areas of improvement and

strengths in composition skills. Therefore, the method and overall research study were conducted satisfactorily.

5.4 Recommendations

The following section includes recommendations the researcher wishes to provide as a guide to educational parties based on the whole investigation process, observations, study sample, and application of the various data collection instruments implementing Information and Communications Technology (ICT) to improve EFL composition.

5.4.1 Recommendations for Teachers and EFL Teachers

The researcher recommends teachers and EFL teachers to investigate and continue updating themselves on the different methods and educational programs available. This is a way of incorporating this knowledge on new techniques and methods of the teaching-learning process in the classrooms. Using new methods, such as incorporating technology and/or ICT instruments and resources in the lessons, can make the learning process easier for the students, as it can be more interactive, personal, and engaging. Personalizing the educational process according to the students' preferences and bringing new learning techniques such as ICT implementation, has been proved to have great benefits for students and teachers; especially by implementing these activities as gamification tasks, where students can learn at the same that they are having fun and interacting with the technology available.

Unfortunately, most of the time using traditional methodology for interacting in the teaching-learning environment may be tiring, predictable, and boring for the parties involved, educators and learners; therefore, implementing technology may be a great asset for academic purposes. Technology has great impacts and one of them is to facilitate anything and everything.

That is why implementing ICT resources in the classroom can be a way of having an assistant online, such as any search engines available, whenever needed. Besides interacting with technological resources frequently may develop new technological skills for teachers and students, which can be an advantage for many other uses aside from academic ones. During the research, there were many challenges encountered regarding technology, methodology, and the sample population, but at the end, they were all overcome showing the great effects ICT implementation has on the improvement of EFL composition. Therefore, it is good to try different methodologies that may be new for many, as they could have a positive result and great developments in the classroom.

5.4.2 Recommendations for Future Investigators

The researcher recommends future investigators to continue working on the implementation of Information and Communications Technology in educational activities. Even though, this study was focused on the composition and/or writing skill of English as a Foreign Language, the researcher proposes other skills of the language to be put into practice and study with the use of technology. There is no limit when it comes to the technology field, and there have been many improvements and discoveries since the beginning and conclusion of this study. Therefore, the advantages of analyzing the technology effects on the learning process in students of any age are of great interest. For future investigations, it could be important to analyze the ICT implementation from a different subject, language skill, and even different age range.

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