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The Implementation of a Writing Workshop to Develop English Descriptive Paragraphs in Blogs

in 10th Grade in a Public High School in Cuenca

Trabajo de Integración Curricular Previo a la Obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

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Dedication

I dedicate this project to all the people who have been fundamental to finish this journey. Firstly, I want to thank my greatest love, Adrián, and my pets. Their trust, support, and unbreakable love are my strength. They are my motivation and happiness. Moreover, words are insufficient to thank my mom and dad, whose education has formed my willingness and attitude to be who I am. My grandparents, who have taught me values and to always be positive, are something that I will take forever with me. Furthermore, I want to thank my mother-in-law, who supports me. Equally important, I appreciate the time I shared with my close friends during this whole university path. The memories we have are invaluable. I am forever grateful for your love and care, which have meant more to me than words can express.

Camila Genovez

To my family, whose love and support have been the engine of my motivation. I could only have achieved this with them. This project is dedicated to them for always being with me and for the simple fact that they are my most loved beings. Thanks to Mom, Daddy, sisters, little nephews, and even pets who spent hours sitting with me working on it. It is also dedicated with much love to my partner, Jimi. We both know the effort that this project entails. Nonetheless, this is another step to being better individuals in life. I am filled with emotions, but I want all of you to know that this project is yours due to my profound admiration for each of you. With love:

Michelle Yanza

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Firstly, I want to express my gratitude to God for always caring for me and giving me the wisdom to take the best paths. I thank my parents for their patience, support, and love and for always teaching me that everything can be achieved with effort. I would also like to thank my sisters for constantly worrying about me and asking how everything is going. Likewise, I thank Jimi for his encouraging words and for every time he attempts to cheer me up. Besides, I am grateful to all UNAE teachers who guided us, especially teacher Rosy, because, without her help, we would not have fulfilled this. Finally, I want to thank my thesis partner, Camy, who stayed with me on this journey. I am proud of you and hope you continue achieving your dreams.

Michelle Yanza

Resumen

Este proyecto tiene como objetivo analizar las contribuciones de un taller de escritura en el desarrollo de párrafos descriptivos. El estudio empleó una metodología cualitativa centrada en una investigación. Los participantes en el presente estudio fueron 32 estudiantes del nivel décimo del Colegio del Milenio Manuela Garaicoa de Calderón ubicado en Cuenca-Ecuador. Los resultados a través de la del taller de escritura mostraron una mejora en la organización y la estructura de los párrafos descriptivos de los estudiantes, así como el uso de adjetivos vívidos y la creatividad. La investigación indica que el compromiso y participación de los estudiantes mejoraron al usar actividades dinámicas. Sin embargo, los problemas constantes de gramática, ortografía y puntuación sugieren una mayor atención en la habilidad de escritura. De la misma manera, no se deben ignorar problemas relacionados al trabajar en clases numerosas. Cabe destacar la apreciación de los estudiantes por trabajar con la tecnología. Por lo que, la incorporación de tecnología fue bien recibida por los participantes para mejorar el desarrollo práctico del taller de escritura a través de blogs.

Palabras clave: talleres de escritura, blogs, párrafos descriptivos, proceso de escritura, colegio público

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Abstract

The present study aims to analyze the contributions of a writing workshop on developing descriptive paragraphs. The study used a qualitative methodology focused on action research. The participants in the current study were 32 students in the 10th level at Colegio del Milenio Manuela Garaicoa de Calderon, located in Cuenca-Ecuador. The results obtained through the application of the writing workshop showed improvement in students' descriptive paragraph organization and structure, as well as the use of vivid adjectives and creativity. The investigation indicates that students' engagement and participation improved by using dynamic activities. Nevertheless, constant grammar, spelling, and punctuation issues suggest further attention to writing skills. In the same way, do not ignore issues related to working with large classes. It is worth emphasizing the appreciation of students by working with technology. Therefore, using technology in this study was well-received by participants to enhance the practical development of the writing workshop through blogs.

Keywords: writing workshop, blogs, descriptive paragraphs, writing process, public high school.

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Introduction

Context

To acquire a second language successfully, it is necessary to teach and learn every skill since all of them are linked and need each other. Nonetheless, one of the skills that is being overlooked is writing. Writing skills are essential to learning English since they enable people to communicate and express their ideas, opinions, and beliefs. According to Parra (2016), writing skills are complex and challenging to develop; therefore, when students need to write, they may face difficulties connecting their ideas, thoughts, feelings, and needs. This author also mentions the arrival of new forms of fast written communication. Consequently, as technology advances, education must move ahead simultaneously.

Despite some Ecuadorian public schools having technological resources, teachers do not use those tools to benefit their students. For instance, drawing from our past practicums, we noticed that high schools were equipped with projectors and computer laboratories. Nevertheless, the barrier to not using them was that technology needed more space in EFL (English as a Foreign Language) learning in the clarifications. Hence, English educators should consider this issue and attempt to put writing skills into practice as the other ones and why not with the contribution of technology.

Another point is that when teachers implement writing activities, they neither guide nor share instructions with their students. In Ecuadorian English classes, a common approach is to read

the structure of a given text that serves as a model for their writing work. Students can gain insights into effective organization, coherence, and style, which they can apply to their writing work. Nonetheless, they must study and go deeper into the natural process that writing conveys and how it must be taught.

As we noticed in the pre-professional practicums, students take time to settle their ideas in a paragraph. Students are frustrated because they cannot reflect their thoughts on paper. Even though students' anxiety is notorious, teachers no longer try to prevent this feeling from taking place among students. Without mentioning that the main issue that causes that feeling is the lack of practice in writing that flows and keeps growing into something hopeless for students.

As the practicums went by, we worked with various age groups. The older the students, the more difficult it was to introduce the writing process in writing activities. Most learners may have finished their academic period and need to develop writing correctly. However, when teachers assigned writing tasks, they expected exceptional writing from their pupils and disregarded the fact that students still needed to receive guidelines.

Problem statement

After gathering the researchers' insights from pre-professional practice experiences at various Cuenca High Schools in Ecuador, the reality comes across in the public sector with poor writing skills practice, after completing practicums in both public and private educational institutions, from initial to bachelor's levels. Researchers were exposed to the raw reality of some

crowded classrooms, and teachers were often responsible for multiple grade levels. Some EFL teachers used to teach other subjects, while educators from different fields were assigned to teach English. Consequently, the effort to improve EFL education is more than enormous.

The Ministry of Education provides a detailed curriculum that connects each skill and gradually puts content that should be introduced to students. Even though the Ecuadorian curriculum is based on different didactic activities, strategies, and methodologies that can benefit students' writing abilities, the reality is different. Many teachers continue applying traditional methods. Therefore, the poor practice of productive skills results in students needing to learn how to start writing and much less how to continue or finish.

Although the Ministry of Education offers free textbooks on its website, institutions often delay textbook decisions until mid-year. As a result, teachers strive to address students' learning gaps. The teacher must do that unattainable task with the limited time allocated for English. At EGB (Educacion General Basica), the weekly workload is 35 hours, and the institutions have free will to add or reduce the hours in different subjects, including English. Even if the 5 hours are completed with great effort, it will not be enough to meet students' needs and gaps. Figure 1 describes the hours allocated for English according to the curriculum.

Figure 1

Weekly workload for EGB students

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Áreas	Asignaturas	Subniveles de EGB		
		Elemental	Media	Superior
Lengua y Literatura [1]	Lengua y Literatura	10	8	6
Matemática [1]	Matemática	8	7	6
Ciencias Sociales	Estudios Sociales	2	3	4
Ciencias Naturales	Ciencias Naturales	3	5	4
Educación Cultural y Artística	Educación Cultural y Artística	2	2	2
Educación Física	Educación Física	5	5	5
Lengua Extranjera [1]	Inglés	3	3	5
Proyectos escolares [2]		1	1	2
Desarrollo Humano Integral [3]		1	1	1
Horas pedagógicas totales		35	35	35

Note. Extracted from "Currículo de los niveles de Educación Obligatoria Subnivel SUPERIOR" by Ministerio de Educación del Ecuador, 2019.

It was noticed that growing learners lose their interest since they keep practicing the second language in the same monotonous way. Therefore, practicums expose teenagers who struggle with grammar and spelling and lack vocabulary while writing. Furthermore, English teachers want students to produce a piece of writing, but they avoid teaching writing strategies beyond the challenges listed. Consequently, some students arrive at superior levels without knowing how to write an essay and much less a paragraph, which is a vivid case in one of our practicums with the third bachelor's level.

Nowadays, most institutions are equipped with technology, and as it could be presented during practicum, learners are very connected to technology. Even though resources are restricted, each public school has at least a laboratory computer, so the use of technology should be allowed

in the public sector. In this regard, technology is an essential tool for teaching and learning. Teachers ignored it during practicums instead of taking technology as an advantage. Despite various tools that help students enhance writing, students continue to arrive at classes without encountering something catching for them, much less a combination or a close connection with technology.

Importance of the study

For this research, the feasibility would likely involve investigating the effectiveness of a writing workshop in improving students' ability to write descriptive paragraphs in blogs, particularly within the context of English as a Foreign Language (EFL) education in a public high school in Cuenca. The study would explore the extent of the workshop's contribution to this development and its impact on 10th-grade students, whose class composition is 32.

To apply this research, researchers had to ask for different permissions. The institution's principal provided the authorization, and the supervisor of the English area approved the implementation. Besides, as the class comprised young minors, the parents' consent was crucial (See Appendix A). Furthermore, the writing workshop used technology. In this way, the high school was provided with computer laboratories, which were required to be used. The writing workshop incorporated digital presentations, blogging, and the use of computer laboratories where students had to post their paragraphs.

This research is relevant because it provides English educational staff with contributions to developing writing skills. Writing skills are one of the least practiced among Ecuadorian EFL students. Therefore, the writing workshop is an option for putting writing into practice in schools. This research provides insight into how writing workshops impact students' writing at Manuela de Garaicoa High School in Cuenca City.

Last but not least, researchers noticed that students did enjoy activities that required group work and technological tools. Although students preferred not to have teacher explanations, they liked teacher guidelines. Therefore, a writing workshop will be conducted to enhance students' writing skills, focusing on crafting descriptive paragraphs. Additionally, teachers will be trained on various activities and strategies to teach and reinforce this essential skill effectively.

The writing workshop gives students many advantages since they do not have to worry about aimless activities. Instead, students have a different learning style, focusing just on learning. In this way, the workshop can help learners avoid stress. Workshops allow teachers to work with other activities and strategies promoting learning and active participation. Therefore, teachers can use workshops to help their learners gain significant knowledge.

Main research question

To what extent does the writing workshop contribute to developing students' ability to write descriptive paragraphs in blogs?

Sub-questions

How does the writing workshop impact the development of descriptive writing paragraphs?

How do students perceive the effectiveness of the writing workshop in improving their ability to write descriptive paragraphs?

General objective

To analyze the contributions of the writing workshop on the development of descriptive paragraphs.

Specific objectives

To determine the impact of the writing workshop in improving the writing of descriptive paragraphs in EFL students.

To examine students' perceptions regarding the writing workshop to enhance their descriptive paragraph writing in blogs.

Literature Review

This chapter presents crucial information about writing skills in EFL classes. Likewise, it discusses some problems that make this skill one of the least practiced in English classes and how this can be solved by applying a writing workshop in schools. On the other hand, it suggests different strategies and suggestions that can be considered in the writing workshop to make teaching and learning more meaningful and enjoyable.

Previous Studies

The first study was carried out by Pachira et al. (2023). The quantitative analysis used a pre-experimental method to determine the enhancement of students' descriptive paragraph writing skills by employing the peer correction technique. The study was developed in Indonesia at SMPN 10 Kota Serang. The group was 30 students from seventh grade I. In this study, researchers applied a pre-test where students got an average of 52.33 out of 100. The pre-test showed a lack of vocabulary, spelling mistakes, and misunderstandings regarding writing.

After working with the peer-correction technique, students could enhance their descriptive text writing skills. Additionally, it was noticed that students seemed more active during writing activities. In the end, in the post-test, students averaged 71.10, which is clear that peer correction contributed to students' descriptive writing. Nonetheless, researchers suggest avoiding boring English classes, especially when they have to teach writing activities. Instead, teachers should look for more interactive methods so students can be more active and engaged.

Therefore, this current study will adopt the idea of peer correction to apply in the writing activities of the writing workshop. This peer correction will be utilized with students in 10th grade at Manuela de Garaicoa school in Cuenca. Before sharing the final paragraph, students must work with the peer correction to offer feedback on their peers' written work. Moreover, researchers plan to incorporate additional interactive tasks to encourage students' participation and involvement in different writing exercises of the workshop.

The second study by Meisani (2022) aimed to determine how a writing workshop boosts the students' writing by focusing on grammatical and mechanical writing skills. The writing workshop consisted of three stages, starting with a mini-lesson, continuing with the writing part, and, at the end, students had to share their writings. The number of participants was 28, taking a Writing course in Indonesia. The results showed that the writing workshop provided many benefits to the student's writing. Students concluded that working in groups allowed them to improve their writing, especially the grammatical parts and punctuation.

Moreover, the study suggests improving future writing workshops by incorporating a better quality of teaching and learning and involving students in the learning process. Meisani (2022) recommends following the same approach as the writing workshop she carried out in her study. The study indicates that writing activities should be varied between pairs and groups for better results. Pair activities can be ideal for writing practice; meanwhile, group activities can be suitable for sharing.

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Consequently, researchers consider it relevant to work in stages during each writing workshop intervention. Each intervention will consist of three phases: giving an initial instruction, continuing the writing practice, and allowing students to share their assignments. Researchers will also assist students with the writing process. Students may present the outline, the drafting, or the final paragraph in the sharing stage when finished. Although the workshop will follow the three stages, it is also crucial to consider the student's progress in the different writing activities.

The third study applied by Said et al. (2013) claimed that students had positive perspectives and attitudes toward utilizing blogs to strengthen their writing abilities. Indeed, students believe that blogging is a valuable tool for teaching writing, which keeps them inspired and helps them write better. Participants concluded that blogging trained them to carefully consider word choice and spelling, choose the correct sentences and paragraph structures, check their grammar, and revise their writing style. Therefore, students benefited from improving their writing skills by working with technology such as blogs.

This study is relevant to the present research since it includes integrating technology, such as blogs, in teaching writing skills. In the current study, students must attend the computer laboratory to be able to publish their paragraphs in blogs. In addition, digital presentations will also be incorporated to carry out different activities concerning the writing workshop. All this keeps students motivated to work with technology and improve their writing skills, especially in descriptive ones.

The fourth study, "Identification of Challenges in Teaching Writing to Ecuadorian EFL Students, " was conducted in different public Ecuadorian Universities by Tamayo and Cajas (2020). This exploratory study aimed to identify the challenges teachers face when teaching writing to university students. The participants were 10 English teachers from different public universities. In the end, findings revealed that challenges that make writing teaching hard involve teachers and students. This means that the problem is more than one or the other.

One factor concerning students is their English language competency, where grammar and vocabulary are the most complex. Spanish language interference is another factor where students tend to write as in their L1, making their writing inaccurate and incoherent. Besides a lack of motivation to write, the fear of making mistakes makes writing teaching challenging. On the other hand, most teachers account for large classes, and providing feedback to all students is challenging. Consequently, teachers prefer to put aside writing skills activities during their English classes. Nonetheless, one suggestion is that teachers must work on their professional development and search for more meaningful ways to teach this skill.

This study supports ours since it provides a perspective of why writing skills can be challenging to teach and learn. The current research will consider the challenges and suggestions mentioned. Technology and dynamic activities will be introduced and applied to the writing workshop to catch students' attention and have fewer complications when teaching. Additionally, teachers will execute pair and group activities so everybody can actively participate. In this way,

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if researchers have to work with a large class, everybody can receive feedback by working in pairs or groups.

The last study was developed in Guayaquil by Alban et al. (2019), aiming to enhance students' writing skills through collaboration and using Padlet. Quantitative research uses instruments such as pre-and post-tests and surveys to collect data. Alban et al. (2019) stated that the study focused on a student-centered approach in which students were essential to constructing their knowledge, discussing experiences, providing feedback, and understanding through collaboration. Students said they could enhance their vocabulary and grammar by working with classmates. Furthermore, providing feedback allowed them to interact more. This study supports ours because researchers consider it crucial to work with cooperation to give feedback and work in various activities.

Hence, the current study believes it is crucial to practice more cooperative activities. It does not have to be carried out to provide feedback but also in more activities during English classes. As mentioned, students must follow the writing process and work in pairs or groups at each stage. Nonetheless, the current study will use Blogger instead of Padlet so students can upload their final descriptive paragraphs. For this, students must attend the computer lab after finishing their paragraphs. One more time, technology implementation can catch students' attention, and the various activities can benefit students.

Theoretical Framework

This section outlines concepts and theories, the support of the writing process, and the writing workshop to address the issue concerning writing skills. First, the influence of Cognitivism theory on teaching writing is defined and described. The paper then dives into the writing process approach, writing skills in EFL, problems affecting writing skills in EFL, what descriptive paragraph writing is, the informal style of writing, blogging as a tool to practice writing, and what an educational workshop is. It supports and contributes to understanding the writing workshop development to address descriptive paragraphs for EFL students.

Cognitivist Theory

Towards the end of the 1950s, learning based on behavioral theory began to place more emphasis on them. That is, the psychology and education fields started to minimize the importance of concern for overt and observable behavior and gave importance to more complicated cognitive processes. For instance, thinking, problem-solving, language, creating concepts, and information processing are all important (Snelbecker, 1983, cited in Ertmer and Newby, 2013). Consequently, cognitive theory seeks to help individuals promote their reasoning to acquire new knowledge.

Neisser (1967) maintains that the most relevant cognitive theory aspect implies the connection between mental features and the knowledge and information that is processed across this complex network. Experiences people get in their lives will be used and applied in different situations. In this way, they will have to emphasize the reflection of their learning. According to

McEntire (1992, as cited in Grider, 1993), humans immediately form cognitive structures that help them establish their perceptions of self and atmosphere. Therefore, cognitive theory focuses on how an individual processes and gets new information.

Teacher-researchers based their teaching process on the Cognitivist theory when proposing a writing workshop to help students improve their writing skills. Therefore, the act of writing itself implies metacognitive abilities. In line with what Flavell (1985) mentioned:

Metacognitive skills are believed to play an essential role in many types of cognitive activity, including oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, perception, attention, memory, problem-solving, social cognition, and various forms of self-instruction and self-control. (p. 104)

Hence, this research can help students improve their solid and lasting writing skills, gaining a deep understanding of both the content and the writing process. According to Schunk (2012), metacognitive function encompasses two connected skills. Before beginning any activity, one must ascertain what knowledge, techniques, strategies, and materials are needed. Secondly, one must know how and when to apply these abilities and tactics to ensure the task is effectively completed. Also, he restates that task, strategy, and learner variables typically interact when students engage in metacognitive activities. Furthermore, Gagne (1985) indicates that better learning of procedural

knowledge, the skills, and processes that individuals know how to conduct, is done through the observation of a competent example and deep practice accompanied by feedback.
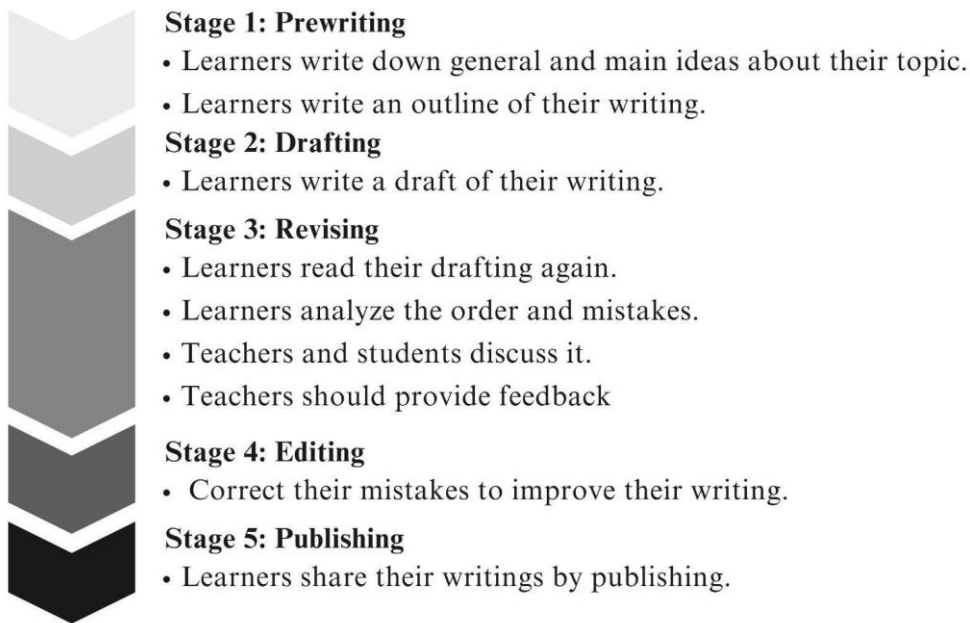
Writing Process Approach

Faraj (2015) stated that writing skills in EFL (English as a Foreign Language) classes got little attention in the 1960s when they received increased attention. In the same way, Spivey (2006) points out that the writing process gives students a sequential model so students can follow the writing process as a base for their writing, regardless of their level and age. It can be understood that the writing process can be employed for different students' levels, and its linear structure can help them produce excellent writing.

Additionally, Tompkins (1994) indicates that even professional writers consider the writing process recursive rather than linear. It means that writers can jump from one stage to another while writing. Brown (2001) mentioned that students can benefit from the writing process since it enables them to reflect while they write. Plus, Martinez et al. (2020) said that the writing process can help students focus more on the quality of their manuscripts, such as the topic sentence and an organized structure; therefore, students' writing can improve. In this sense, the writing process conveys different steps. Faraj (2015) states there are five- stages to follow in the writing process. Figure 2 presents the writing process in a general way.

Figure 2

Writing Process steps

Stage 1: Prewriting
- Learners write down general and main ideas about their topic.
- Learners write an outline of their writing.

Stage 2: Drafting
- Learners write a draft of their writing.

Stage 3: Revising
- Learners read their drafting again.
- Learners analyze the order and mistakes.
- Teachers and students discuss it.
- Teachers should provide feedback

Stage 4: Editing
- Correct their mistakes to improve their writing.

Stage 5: Publishing
- Learners share their writings by publishing.

Note. Figure 1 shows the stages that conform to the writing process—adapted from Faraj, 2015.

Prewriting

According to Faraj (2015), prewriting is the first writing stage. Writers must focus on the subject of writing, spots, and audience, having complete thought and planning about what they will write before starting their writing. For this step, the researchers implemented different activities, such as brainstorming general ideas and completing an outline. Developing the topic sentence, supporting ideas, and concluding sentence must be done,

Drafting

Once students have finished organizing the ideas, they will continue with the drafting. Faraj (2015) stated that the first draft students develop may contain errors like incomplete ideas and

mechanical mistakes. The above mistakes are tentative ideas for students to improve their product. Students are fine with fixing the mistakes at this juncture since organizing their thoughts into sentences is more critical.

Revising

According to Bae (2011), writers start revising and improving their writing in this part; they must concentrate on boosting the content. Writers should analyze their drafting and look for mistakes to improve their writing. Nonetheless, they should emphasize the content and structure more to examine its coherence. This will help them see if the text's central idea is well organized. They do not have to be preoccupied with grammar or punctuation.

Editing

Editing involves making changes to improve style and adherence to standard writing conventions. Likewise, Faraj (2015) states that in the editing stage, students should concentrate on analyzing and correcting mistakes concerning capitalization, punctuation, spelling, and grammar. Therefore, students must do a more profound examination to fix all errors.

Publishing

This is the last stage, where writers must publish their writing. Students will read their writing not only to identify errors and give grades but also to get information. Faraj (2015) states that teachers play the role of reader and evaluator. Teacher instruction must be explicit to aid students in understanding their mistakes. Therefore, teachers are in charge of providing feedback.

Writing Skill in EFL

Sim (2010) pointed out that writing skills assist learners in becoming independent, comprehensible, fluent, and creative in writing, and students feel empowered to express their thoughts and ideas. Even though essential abilities can be learned, the fact is that long-lived teaching makes learners reach their messages properly to an audience. Writing skills convey the knowledge of communicating and sharing ideas or opinions with coherence and relevance.

According to Nyanamoney and Mohamad (2019), teachers must employ various techniques and strategies to teach effectively to help students enhance their English writing skills. The authors express that it is crucial to attempt to motivate students to write and become active participants. With some effective strategy, but especially with practice, learners will succeed in writing. The more mistakes you make while writing, the more expertise you gain. Hence, writing, teaching, and training should be included because they benefit students.

Different authors have tried defining such a principal component in the EFL context. Wallace et al., 2004, describe productive skills as "The final product of several separate acts that are hugely challenging to learn simultaneously. These separable acts include note-taking, identifying a central idea, outlining, drafting, and editing." The writing process is a crucial part of overall skill acquisition. Writing skills encompass punctuation, capitalization, verb agreement, etc. Our study specifically focuses on the writing process.

Problems Affecting Writing Skills

Some factors pressure the low ability and writing anxiety of students of a second language. Some of them are untrained writing teachers, unproductive teaching methods, an inadequate writing examination system, absence of reading and writing practice, huge classes, lack of motivation, and limited ideas when writing (Fareed et al., 2016).

According to Nyanamoney and Mohamad (2019), some students need help to correctly use the grammatical rules, which play an essential role in writing. Thus, a lack of knowledge of grammatical rules can make students struggle. According to Afrin (2016), students tend to spell by following their pronunciation; they need to improve their spelling work. Nyanamoney and Mohamad (2019) mentioned that students can add or subtract words when spelling is incorrect. For instance, "equiptment" can be written instead of "equipment" or "belive" instead or believe. Lack of vocabulary can also make students face problems when individuals do not know some words; they can fail in what they are attempting to say in both written and spoken language.

Participation is a different aspect that affects the teaching and learning of writing skills. Meriem (2021) maintains that only some in class can participate and interact in class. Subsequently, shy, weak, and unmotivated students who are often left behind may be impacted by the problem of one-way communication. Overcoming this problem concerning participation can help teachers and students have a better experience in teaching and learning, especially in Ecuadorian schools with many students per class.

Descriptive paragraph writing

There are different sorts of paragraphs, each one with a purpose. A descriptive paragraph is one of them, which consists of informing diverse aspects regarding a person, place, or animal, among other subjects. Brooks (2020) explained that descriptive paragraphs provide vivid detail by using language that appeals to the reader's senses: sight, smell, sound, taste, and touch. The writer must use a wide variety of adjectives.

In the same way, Bauer et al. (2015) indicate that in descriptive paragraphs, a technique to make the writing more vivid is to utilize precise, unambiguous adjectives. Therefore, it is crucial to remember that this type of adjective is vital to developing a descriptive paragraph. Moreover, selecting details is significant since this will help make the descriptive writing more relevant. In addition, the organization, logic, specific nouns, and strong verbs will give the reader a more transparent and precise idea of the topic.

Informal Style

The use of the style will depend on the purpose of the communication and the receptor simultaneously. Akmajian et al. (2001), as cited in Sheikha and Inkpen (2010), mentioned some features of using personal style, such as using the first and second person and the active voice. Also, using simple words and sentences is a remarkable feature of the informal style. Unlike formal style, writers can use contractions and abbreviations. Some phrasal verbs and colloquialisms are allowed to be used.

Blogger as a tool to practice writing

Nowadays, teachers can consider the application of varied activities and strategies for better EFL teaching and learning. As new trends and ideas are incorporated, teachers must find ways to implement them within the classes. Therefore, students will have the opportunity to work innovatively and, at the same time, achieve better performance (Akmajian et al., 2001, as cited in Sheikha & Inkpen, 2010).

One current innovative tool implemented in English teaching to practice and improve students' writing is blogs. Blogs are "online diaries; logs of thoughts, reflections; a space for individuals to write whatever they choose with an option for readers to comment on what they have read" (Ahmed, 2014, p. 2). Hence, this technological tool can save writing by providing evidence of students' knowledge and encouraging them to write.

Currently, we use many platforms and technological tools to create blogs. One of them is Blogger, which is a free tool. According to Darbyshire and Darbyshire (2012), the term "blog" came about by combining the words ``web log'' and is used to describe both the websites and the action of creating content" (pg. 541). As this research aims to help students publish their writings in blogs, "Blogger.com" is the most suitable tool.

Educational Workshop

Multiple workshops are available, ranging from cooking to business. However, regarding education, Radić-Bojanić and Pop-Jovanov (2018) mention a particular type of workshop.

Cognitive or educational workshops focus on gaining knowledge, improving skills, and stimulating cognitive processes, including learning strategies, articulating opinions, and debating ability. In the same way, the authors restate the sense of collaboration and belonging among participants. Therefore, workshops give participants techniques and permit the application of practical knowledge. According to Radić-Bojanić & Pop-Jovanov (2018), the structure of a workshop is confirmed by three phases: the planning, the implementation, and the follow-up phases. Based on the authors, the descriptions of each one are below.

The Planning Phase demands preparation to organize a successful workshop. Planning is essential since all procedures need to be tied. The Implementation Phase focuses on getting along with participants. The first step is to promote integration, foster trust, and encourage involvement. Afterward, a brief, enjoyable, and straightforward activity known as an ice-breaker. These activities aim to get the group warmed up. It also brings cooperation among participants and creates a positive atmosphere. The Community Tool Box (2018) recalls that the essence of delivering a workshop includes the presentation, activities, or actual doing. A typical workshop encompasses the technical and applicable parts. The technical part gives theoretical input, and the appropriate part focuses on how practical outputs are produced.

Finally, the workshop ends with the Follow-Up phase, where the workshop needs to be evaluated, its outcomes should be recognized and examined, and its significance should be evaluated. According to Community Tool Box (2018), variations of activities are recommended

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when applying for workshops to avoid overwhelmed and bored participants. Moreover, the authors indicate that individual and group activities make a more meaningful and enjoyable workshop since; by doing so, students gain an active role.

In summary, the literature review highlights the writing skill engaging instructional techniques that greatly enhance students' writing ability in EFL contexts. Nonetheless, there are still specific noticeable gaps, especially in the effectiveness of a particular workshop on writing to develop descriptive paragraphs. To fill these gaps, the current research investigates the contributions of a writing workshop on students' descriptive paragraph writing.

Methodology

This part of the study aims to provide the methodological part; it involves the type of research, method, techniques, and instruments to gain data, the participants of the study, and the research plan. These consolidated elements guide the correct path of the research to successfully achieve the main objective, which is to analyze the contributions of the writing workshop on the development of descriptive writing paragraphs.

Type of Research

To determine the optimal type of research for this study, researchers had to concentrate on the nature of the problem. In the end, a qualitative approach was chosen to guide the research. This approach contributes to reality as a construction of diverse perspectives given by individuals and their connection among themselves. The qualitative approach allows us to get profound emotions

and feelings while teaching and learning a foreign language. Mengmeng (2018) indicates that it is more probable to get a more profound and more subtle analysis concerning societal phenomena with their respective advantages by conducting qualitative research.

Similarly, Wang (2018) states that human behavior is investigated, and root causes are explored through the use of qualitative methodology, which has a transformative effect on participants as well as the researcher. One objective is to discover the students' perceptions of the writing workshop. In the same way, it pretends to determine the impact of the writing workshop on students' descriptive paragraphs.

Research method

Action research in education has been defined as a powerful tool for educators and practitioners. According to Efron and Ravid (2013), it is an inquiry conducted by educators in their settings to advance their practice and enhance their students' learning. Previous studies have supported this definition and underscored the significance of the methodology for educational change by teachers.

The problem is the poor writing skill practice at the 10th high school level. Research aspired to address the issue through 7 interventions. Results were evaluated and reflected at the end following the action research. Ergo, the action research process conveys the contribution of the concerned education parties. They are the teachers-researchers in their setting for seeking

improvement in the classroom issues that they might have had. Consequently, the interventions might be helpful in the treatment of any problem that teachers and learners face.

Techniques and Instruments

Figure 3

Techniques and instruments for data collection

Note. The figure above describes the techniques and instruments used to collect data in the current study.

Data Assessment

The pre-task and the pos-task, both tests, were used to examine the students' progress after working with the writing workshop. Before the workshop, the pre-task was applied to assess the students' existing knowledge. After the workshop, the post-task was used to analyze whether there

was improvement. According to Efron and Ravid (2013), assessment data allows for recording students' progress and assessing the efficacy of strategies, curricula, or programs. The pre-and post-tasks served as the assessment tools. Both tasks required students to write a descriptive paragraph, helping researchers analyze their progress.

Rubric

The rubric was employed as an assessment tool to evaluate the pre and post-tests and the paragraphs developed during the workshop. The rubric included five criteria: spelling, punctuation, grammar (as one criterion), sensory aspects, vivid adjectives, organization, and creativity. According to Chowdhury (2019), rubrics can be used to specify expectations for students' performance. Teachers use rubrics to break assignments into components; each describes acceptable performance levels. Thus, the rubric was crucial for assessing students' paragraphs since it contained precise criteria.

Questionnaire

Researchers used the questionnaire instrument to achieve the second objective concerning students' perspectives on writing workshops to improve descriptive paragraphs. According to Brown (2011, as cited in Johnstone, 2015), Questionnaires present survey respondents with a series of questions to answer by making a page, writing a number, or checking a box on a paper or online.

Therefore, the questionnaire was implemented at the end of the writing workshop with 32 students to determine their perceptions of the writing workshop they had worked in.

Observation Protocol

The Observation Protocol was employed to fulfill the first objective, determining the impact of the writing workshop on students' descriptive paragraphs. Efron and Ravid (2013) define the instrument as a detailed record of all you see, hear, and feel throughout the observation and the ideas, emotions, and knowledge generated by this observation. The observation protocol includes descriptive and reflective field notes; the more detail provided, the more significant it is. According to Efron and Ravid (2013), explanatory notes aim to register what happens during the observation without deducing feelings or reactions. Hence, this instrument was utilized before and during the workshop to gather data on writing teaching and students' behavior.

Participants

The sample was selected according to the researchers' high school authorities and time disposition. As a result, the convenience sample assigned to the researchers was 10th grade parallel "B" of EGB (Educación General Básica) for implementing the writing workshop. This sample included thirty-two students with an average age of fourteen. Authorities selected the sample after explaining that 10th-level students at this stage have nearly completed their basic upper level; thus, they are expected to be working at the proficiency level of an A2.1 user.

However, during the observation, the practitioners could confirm the absence of writing tasks, ratifying the main issue. Also, practitioners noticed that participants require more than a lesson and something substantial, such as a workshop where students receive in-depth information. Consequently, to start with the implementation, parents had to sign a consent letter allowing students to be photographed, interviewed, or video recorded during the implementation of the writing workshop (See Appendix E).

Stages or steps

After settling on the type of research, the method and research design, the techniques and instruments, and the sample participants picked for the research, it is time to introduce the procedure for implementing this study.

Figure 4

Steps followed in action research
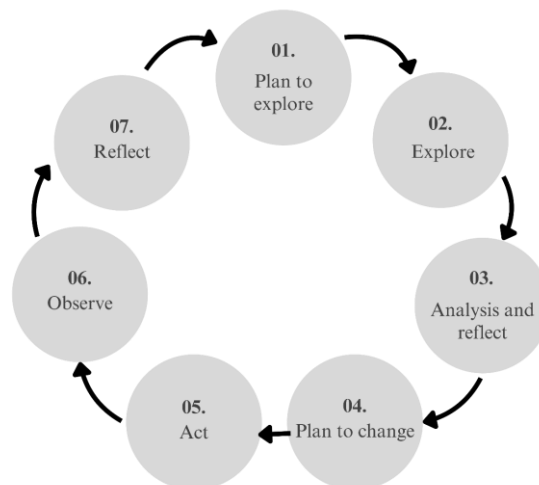
Note. Figure 3 shows the cycle researchers follow in this action research study—adapted from M. Devaney, 2023.

Exploratory Phase

Plan to explore. At this stage, researchers created the following exploratory questions that helped to corroborate the problem and guide the assumptions:

How many writing activities does the teacher apply per week?

What attitudes and preferences do students demonstrate towards writing activities?

Does the teacher provide guidance and feedback during writing activities?

Initially, researchers planned to visit the 10th class during two weeks of the academic term to take notes on the typical classroom setting and activities. Both researchers had to collect data through the observation protocol (See Appendix E). Researchers had to concentrate on identifying any evidence or features regarding writing proficiency. After the second week, researchers had to apply the pre-task (See Appendix F) to prove students' natural performance while doing a writing task.

Explore. The observation protocol and the pre-task designed in the previous stage were developed in classes to explore the features of the problem. The observations were done over two weeks of regular classes at the outset. Additionally, the pre-task was applied to comprehend students' current proficiency and identify writing challenges using the rubric (See Appendix H). The rubric identified the most common mistakes students make when writing. These elements helped to support the decision to concentrate on writing ability.

Analyze and reflect. Once the data was gathered, the following analysis and reflection stage occurred. Researchers started by looking for similar patterns among their observations. These patterns allowed them to capture details about students' features during classes, such as the frequency of writing activities, technology integration, and feedback, etc. Furthermore, researchers analyzed the pre-task following the rubric. The rubric contributed a clearer idea of how students performed at writing. The results highlighted the importance of student's preferences and identified some gaps in the class. Enable researchers to conduct a writing workshop as an alternative to provide results in their writing.

Actual Action Research

Plan to change. Finding the qualities of a writing workshop demands being productive and relevant and bearing the learners' writing needs in mind. Initially, the activities and materials were established. Brainstorming and outlines were chosen in the prewriting stage; drafting involved a paper-based activity, followed by peer and group feedback for revision. The editing stage primarily consisted of auto-reflection, and the publishing part was planned in the computer laboratory to work on blogs. Researchers planned to create two paragraphs following the writing process through seven interventions. The topics were selected based on students' books and preferences. The observations were also carried out during the workshop, and the post-task would be taken once it was finished. In the end, researchers had to come up with a questionnaire.

Act. At this stage, researchers conducted a pre-established writing workshop. The seven workshop interventions were spread over five weeks. Each intervention included 1 hour and 30 minutes. Additionally, distinct lesson plans were designed for each intervention. For a detailed description of these lessons, see Appendix N. Furthermore, observations took place during the five weeks of implementation. The post-task occurred at the workshop's end (See Appendix G). Finally, the students filled out the anonymous open-ended questionnaire.

Figure 5

Chronogram of writing workshop interventions
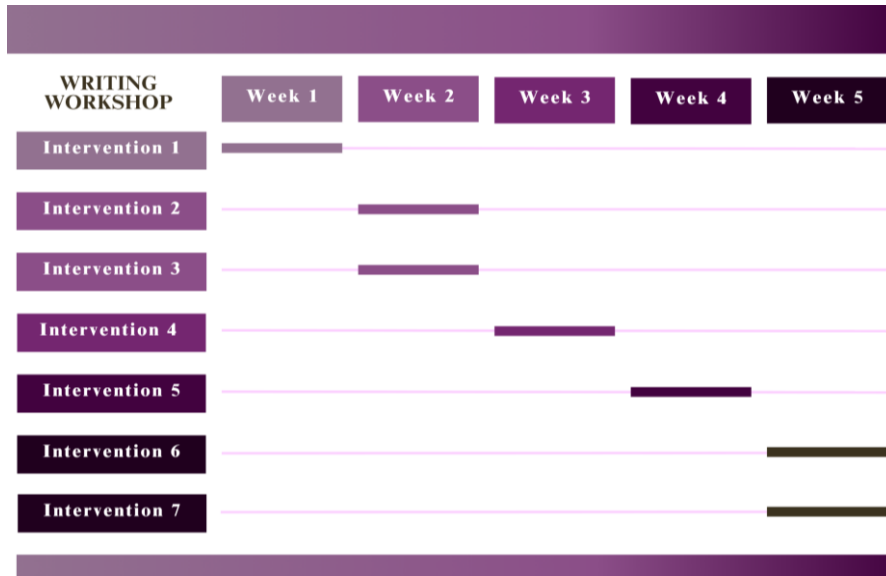
Note. Horizontal bars are the indicators of the amount of intervention each week took place.

Observe. After the writing workshop concluded, researchers analyzed the data and noticed a minimal improvement in students' writing. Some students even maintained or fell below their initial level. However, students showed preferences and enthusiasm for certain activities, and there was a noticeable increase in participation and engagement with the skill. For this, teacher-researchers provided feedback to each other on their performance during the workshop and compared their observations to assess the workshop's effectiveness.

Reflect. Researchers reflected on the results obtained from each tool. The pre-task and post-task were analyzed following the rubric to determine the workshop's impact. Hence, the observations and questionnaire were coded by recurring patterns, themes, and behaviors. In doing so, researchers consistently bridged what they gathered to have helpful evidence. Every data obtained robust the research through reflection it became strong evidence.

Implementation proposal: Writing Workshop: Bringing Ideas to Blogs

The current proposal aims to describe the features and activities of the writing workshop. Researchers took the role of teacher; consequently, in the following paragraphs, they will be mentioned as 'the teachers.' In this context, "a writing workshop can be defined as a way of structuring classroom instruction in the writing process" (Strech, 1994, p. 7). Students had the opportunity to practice their writing skills. Therefore, the writing workshop prioritized enhancing participants' writing skills through various practical and continuous collaborative activities.

This proposal was carried out in a public school in Cuenca with students from 10th grade at Escuela del Milenio Manuela de Garaicoa. This class accounted for thirty-two students who actively participated in the intervention from April 30th until May 31st. The participants took part in 7 interventions. Each one lasted one hour and a half. The workshop had to be adapted to the limited English class hours, only three days per week, with 45 minutes each. This limitation regarding hours must be considered in future research for better planning and organization. Finally, all the interventions are described individually in the following section.

Execution of the proposal

Initially, teachers-researchers created different materials and activities for the workshop (See Appendix N). The writing process included brainstorming, outlining, paper-based writing, cooperative feedback, auto-reflection, and publishing the paragraphs on a blog. The writing process is grounded in the Cognitivist Theory, where students can get a solid conceptual framework and practical tools to enhance their writing skills effectively and durably. The workshop followed a structure that included a presentation, practice, and the creation of a final writing product. Moreover, the workshop allowed students to develop two paragraphs during the intervention. You can find the lesson plans and further information in Appendix N.

Title: Writing Workshop: Bringing Ideas to Blogs
The goal of the implementation proposal:

To enhance descriptive paragraphs with the use of the writing process approach

No. of interventions: 7	Estimated time to complete: 5 weeks.

(Week 1) Intervention #1: Types of movies - Introduction to Writing Workshop

Learning Outcome	Action Steps	Duration
Students identify the principal features of descriptive paragraphs, and they understand the vocabulary given	- Start the class with a game where students have to guess with a synopsis about some movies. - Present descriptive paragraphs and their principal features and introduce the writing process stages. - Present adjectives and images related to the senses (hearing, sight, smell, taste, touch). Students connect the images with the adjectives. - Teach some connectors so students can join their ideas. - Brainstorm a student's favorite movie in pairs. - Keep students familiarized by showing the rubric and its parts. - Present questions that guide students in creating the outline, and use one or two sentences for each part of the paragraph (topic sentence, supporting ideas, concluding sentence).	1 hour 30 minutes

Week 2 Intervention #2: Drafting the descriptive paragraph

Learning Outcome	Action Steps	Duration

Students give feedback to their classmates and organize the descriptive paragraph.	● Start the class with the hot potato strategy. The student who picks the hot potato randomly receives a question related to the last class (about descriptive paragraphs). ● Remind students of the importance of the writing process and guide them on providing feedback to their classmates. ● Use the "image matching" strategy to create pairs. Students receive different images and go around the class looking for their pair. ● Introduce students to the following part, which is the drafting, recalling students to use the feedback and the rubric. ● Assign time to develop the drafting part so that students can work on improving their paragraphs.	1 hour 30 minutes
Week 2 Intervention #3: Feedback and Correction of Drafting		
Learning Outcome	**Action Steps**	**Duration**

| Students give feedback to their classmates and organize the descriptive paragraph. | • Use the game "Hangman" to make students remember some characteristics of the descriptive paragraph.
• Pair students by using Popsicle Sticks with their names. Each pair is assigned to read their classmate's draft, and they provide feedback.
• Explain the following two stages, which are (revising and editing)
• Students read and give feedback to their pairs
• Give time to students to make the last corrections to their paragraphs.
• Use the game "Duck Duck Goose" outside the classroom. The one who loses the race has to share their paragraph.
• Provide general feedback. | 1 hour

30 minutes |

Week 3 Intervention #4: Paragraph publishing in blogs

Learning Outcome	Action Steps	Duration
Students learn to use blogger websites and publish their paragraphs on the platform.	• Start the class with "The Boat is Sinking." Students who do not form the correct number in the group must tell the class which connectors and adjectives they remember. • Use the computer laboratory and explain to students what Blogger is and how to use it. • Provide students with time to create their blogs. Teachers must assist with any inconvenience that students might have.	1 hour 30 minutes

Week 4 Intervention #5: Choosing a new topic

Learning Outcome	Action Steps	Duration

| Students exhibit enhanced comprehension of the essential elements of descriptive paragraph writing and demonstrate proficiency in generating main ideas, outlining, and drafting paragraphs. | ● Use a roulette with students' names; the selected one is asked for the teacher to name the steps they follow for writing their blog.
● Give general feedback after checking their blogs. Remember the descriptive paragraph's writing process and characteristics.
● Present different topics so students can start developing the second paragraph.
● Ask students to create a graphic organizer where they have to allocate their ideas and main ideas. Students brainstorm the selected topic.
● Provide a printed sheet with the template that helps students to use ideas about senses, topic sentences, and concluding sentences.
● Once students finish their outline, they start drafting by developing their paragraph. | 1 hour

30 minutes |

Week 5 Intervention #6: Feedback.

Learning Outcome	Action Steps	Duration
Students improve their paragraphs through peer feedback. They are leading the development of their descriptive paragraphs, ready for sharing and publication on the Blogger page.	● Have students move around the room while playing music. When the music stops, have them join the nearest classmate. Students discuss what they remember about the last class and guess what step comes next. ● Explain that they must work together to bring feedback. Make a recall on the rubric ● Ask students to read their paired paragraphs, then have them quickly pass a paper ball while providing feedback; whoever took more than 5	1 hour 30 minutes

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	seconds had a strike, and the one who got five strikes lost. ● Give time to edit their paragraphs. ● Have students stand with their paragraphs, use a balloon, and play music; when the music stops, the student holding the balloon reads their paragraph.	

Week 5 Intervention #7: Publishing.

Learning Outcome	Action Steps	Duration
Students publish their paragraphs in blog publications on the Blogger page.	● Use letter dictation to introduce the next stage, Publishing. Divide the class into four groups. Make students stay in line and pass one by one. ● Students use the computer laboratory. ● Provide the time so students can upload their paragraphs. ● Monitor the class in case students have any technical difficulties. ● Provide each student with a sticky note and have them reflect on improvements for their blogs.	1 hour 30 minutes

Figure 6, which illustrates the activities that took place in each intervention, is presented below. It helps the reader get a general idea of the planification the researcher made for the writing workshop.

Figure 6

Chronogram of activities per intervention

WRITING WORKSHOP CHRONOGRAM ACTIVITIES

Intervention 1 Week 1	• Guessing movie • Present descriptive paragraphs	• Brainstorm • Outline the 1st descriptive paragraph	
Intervention 2 Week 2	• Hot potato • Drafting paragraph • Feedback • Present the rubric	**Intervention 3 Week 2**	• Hangman • Feedback • Editing and revising
Intervention 4 Week 3	• Game the boat is sinking • Blogger introduction • Post on their blog		
Intervention 5 Week 4	• Roulette names • Graphic organize with new topic	• Outline the 2nd paragraph • Drafting paragraph	
Intervention 6 Week 5	• Join a classmate with music • Feedback • Edit paragraph	**Intervention 7 Week 5**	• Letter dictation • Post on their blog

Note. This Figure shows important activities that took place in each intervention.

Analysis of the results

This section describes the data obtained from the instruments: pre- and post-task based on the rubric, observations, and questionnaire. It also provides how researchers were guided to incorporate all data. There is also a description and discussion of the specific objective.

Once the data was collected, the researchers followed the qualitative data line, which requires categorization and codification of the data gathered. Deductive thematic analysis was the basis of the analysis. According to Hecker and Kalpokas (2024), a deductive theme analysis

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approach organizes qualitative data analysis from the top down, beginning with a pre-existing theory. The codebook and the initial codes were established to continue the analysis.

Data assessment

The data assessment instruments were compared to see whether or not there had been any improvement in students' descriptive writing paragraphs. In order to compare the pre and post-tests correctly, the rubric was used (See Appendix F, G, H). The rubric included criteria that served as categories when analyzing the data. Despite the written tasks obtaining a grade over 10, researchers focused on the qualitative data using the rubric. Researchers classified students' results in each rubric criterion in pre- and post-tasks to analyze any possible improvement. A descriptive analysis was used (See Appendix B).

Observation before and during the Writing Workshop

Researchers implemented two stages of observation. The first was done before the writing workshop, and the second was during its implementation. The observation protocol researchers used was the same for both stages (See Appendix E). Employing a deductive approach, researchers began to create the codes. The codes obtained were centered on the features of the observation protocol. For this, the codebook and the initial set of codes were established to continue codifying the pre and during observations through the tool of MAXQDA, which is shown in detail in Appendix D.

Questionnaire

The instrument took place at the end of the workshop, and the participants' responses were anonymous. It was aimed at understanding students' perceptions. Even though the questionnaire encompassed both open-ended and closed-ended (rates) questions, researchers decided to keep the qualitative data. For the data analysis, researchers deductively analyzed the open-ended data from students. The tool that helped to categorize, code, and gather the data was MAXQD software; details are provided in Appendix C.

Results

The current chapter indicates the results obtained from the different research instruments. For this, researchers implemented the pre-task and post-task, the observation protocol before and during the implementation, and the questionnaire at the end of the writing workshop. The information gathered addressed the general objective: to analyze the contributions of the writing workshop on developing descriptive paragraphs by answering the two specific objectives.

As a result of the data analysis, Graphic 1 is a visual representation of the data obtained. It addressed specific objective 1, which is to determine the impact of the writing workshop on improving the writing of descriptive paragraphs in EFL students.

Graphic 1

Descriptive results of the pre-and post-task.

	Pre-task	Post-task
Spelling, punctuation, and grammar	• Many errors • Inconsistent grammar • Poor spelling • Careless punctuation	• Incorrect grammar • Misspelling • Minimal punctuation
Vivid adjectives	• Limited use of adjectives • Simple descriptions	• Often use of vivid adjectives • Clear progression
Organization	• Disorganized paragraphs • Lack of coherence	• Better-organized paragraphs • A logical flow of concepts
Creativity	• Little creativity • No originality	• Greater imagination and creativity in language use

Note: This graphic shows a comparative description of the results gathered based on the rubric criteria.

Graphic 1 presents a comparative chart; all the categories were compared in the pre and post-tasks. Before the intervention, students used inconsistent grammar, poor spelling, and careless punctuation. There were little sensory details and few adjective uses. Little originality and imagination were present in the paragraphs, and the structure needed to be corrected. Nevertheless,

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very few punctuation mistakes were found in the post-task, but grammatical and spelling mistakes still existed. There were minimal gains in sensory details and a distinct increase in the usage of vivid adjectives. The organization of paragraphs got better, as did originality.

Firstly, in the pre-task, the low writing ability of the students was noted. Students made a large number of errors in spelling, punctuation, and grammar. Yet, issues persist despite the intervention: "*In addition<u>ally</u>, to all my efforts, I have received diploma*s." The students made a grammar mistake with "In additionally" instead of "In addition". There were no spelling issues. The results of the spelling criteria align with what Nyanamoney and Mohamad (2019) mention: Students find it difficult to correctly use the grammatical rules that play an essential role in writing. Lack of grammatical knowledge can hinder students' writing. The research showed that the writing workshop could not fully address deeper early stages of grammatical issues; in other words, the mistakes were more profound than expected.

On the other hand, vivid adjectives were placed better after the implementation. In the following example of a student's post-task, they used two adjectives that let the reader visualize the idea they wanted to state. "*...thanks to the fact that I am a <u>responsible</u> and <u>perseverant</u> person.*" This sentence is more understandable because it incorporates vivid adjectives, a significant point in descriptive texts. These findings are consistent with Bauer et al. (2015), who claim that integrating vivid adjectives in descriptive paragraphs is an effective strategy to add vividness to the content. By using vivid adjectives, students showed originality in their paragraphs.

Jumping into organization and creativity below, we can see an example that demonstrates these two elements: "*The first interschool match we had was against the Cesar Dávila Andrade school, at the beginning of the match it was a little tense since we had not played since the previous year, however^ it was not a problem for us because in a short time^ we managed to understand each other and it became easier for us. It was a little easy to beat them because we all contributed as a team and we were able to beat them 3-0.*"

The paragraph shows a more precise structure and positivity, presenting a series of events flowingly. This is consistent with what Martinez et al. (2020) stated: Students focus more on the quality of their manuscripts, such as topic sentences and an organized structure; as a result, students' writing can improve. It aligns with the writing process approach mentioned by Brown (2001); teaching students to plan not only implies making a draft but plasm their thoughts into paper-based ideas. Besides, the writing workshop was full of stimuli to let the imagination of students follow their flow, giving them the freedom to use their imagination.

Graphic 2

Observations data before and during the implementation

	Pre-observation	During-observation
Teaching methods	-Traditional teaching. -Lack of writing skill practice.	-Writing process adaptation -Technology and blogs -Varied strategies and feedback.
Participation	-Lack of interest.	-More active and participatory students.
Challenges	-Large size class. -Lack of knowledge. -Different subjects integration.	-Large size class. -Lack of knowledge.
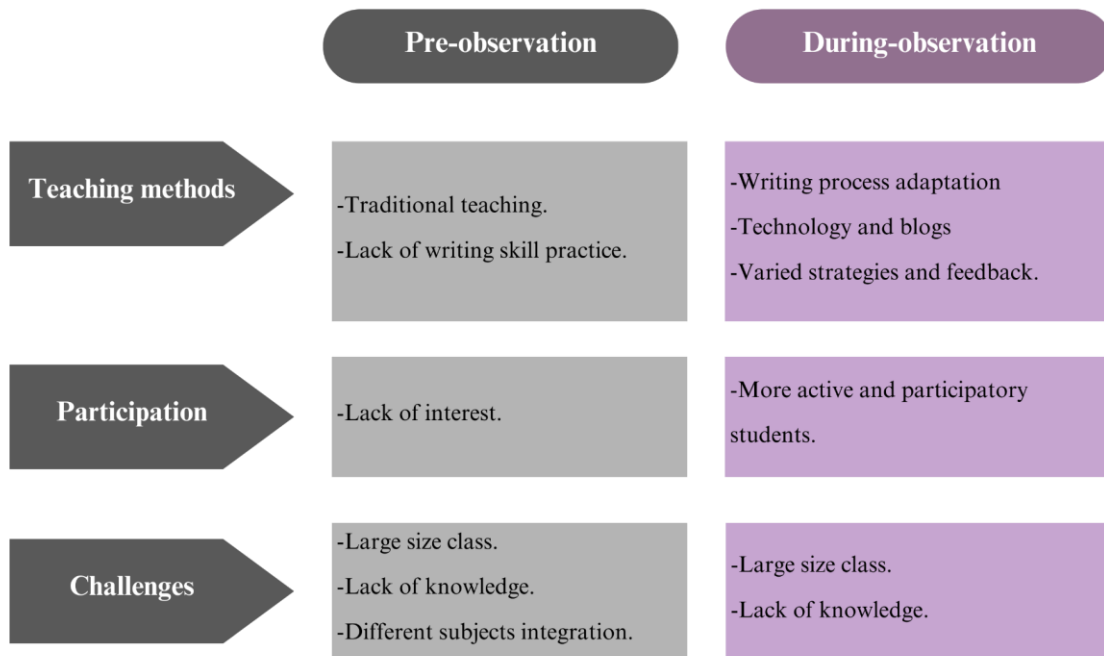
Note: This comparative Graphic shows vital information gathered in the observations conducted before and during the writing workshop.

Graphic 2 illustrates the writing workshop's pre- and ongoing observation stages. At first, classes maintained traditional instructions, little teacher feedback, and few chances to practice writing. Nonetheless, there was a change during the integration of the writing workshop. It implemented varied teaching strategies, feedback, and technology incorporation. By working with this, there was an improvement in participation, with more active and engaged students. Even with some workshop activities, the large class size and the lack of knowledge still needed to be improved.

The absence of English writing practice was evident during the first two weeks of observation. However, the writing instruction increased while working with the writing workshop. The writing process was the strategy students were more familiar with since it helped them guide their writing. As was stated in the observation: *"They were developing the graphic organizer that drove them to create a new paragraph," "This class was aimed at applying the revising and editing part of the writing process."*

The writing process was an effective strategy to encourage students to write, and it also helped them to organize their ideas, starting from the easiest to the most complicated writing aspects. These positive findings align with Brown (2001), who concluded that students can benefit from the writing process because it allows them to reflect while writing. Tompkins (1994) indicated that writer experts adhere to the writing process while creating a piece to strengthen the outcomes.

Furthermore, technology integration was notorious for using digital presentations, computer labs, and blogging websites, replacing more basic resources like English books and radio. The information was stated in the observation protocol: *"The teacher uses a computer to present information concerning the writing process," "Students are working with computers since the aim is that students publish their descriptive paragraphs on the blogger's website."* These results are consistent with Sheikha and Inkpen (2010), who mentioned that when new trends and ideas emerge, teachers must figure out how to incorporate them into the class. To stand by the

findings, the study by Said et al. (2013) claimed that students view blogging as a helpful teaching tool that keeps them motivated and improves their writing, leaving learners with a good attitude regarding writing in blogs.

On the other hand, before the workshop, teaching depended on traditional methods with little opportunity for writing practice and feedback. While different strategies and reciprocal feedback were applied afterward, as mentioned. The following sentences are extracted from the observations during the interventions: *"......students have divided them into pairs in an interactive way by matching stickers", "Canva presentation which caught the student's attention as well as different dynamic activities", "Students have an active role in giving and receiving feedback by working with a peer", "The teacher shared as much feedback as she could during the duck game."*

These findings show improvement in applying strategies and feedback to teach writing, replacing the traditional ones. This aligns with what Nyanamoney and Mohamad (2019) suggested, utilizing many techniques and strategies to prepare and practice writing more meaningfully, making students active and participatory. Subsequently, the results are consistent with the study carried out by Pachira et al. (2023), who concluded that the peer correction technique significantly improved the descriptive writing skills of the participants. It not only helped students to enhance their writing by providing feedback but also by motivating them.

Likewise, there was originally a main issue regarding students' interests. Even though there was a particular change, students eventually got involved, attentive, active, and participatory

during the implementation, as was noticed. *"Most students collaborate and are focused on the activities."* The outcome obtained from the category of participation exhibited results by Meriem (2021), who stated that the problem of limited interaction may impact pupils who are frequently left behind and can cause unsecured and demotivation.

On the other hand, pre- and ongoing observations faced noticeable issues such as large class sizes and lack of knowledge. Researchers observed problems like: *"Making groups takes too much time, especially because there are 32 students"* and *"Some students did not finish their drafting since they said it was a little bit challenging to organize their ideas."* It was difficult to assist all the students since they were a big group. In the same way, students did not have the same English level; therefore, some needed more time to complete the activities.

These results go with Tamayo and Cajas (2020), who stated that some challenges teachers can face when teaching writing are aligned with time constraints, class sizes, linguistic limitations, Spanish interference, and low student enthusiasm in writing instruction. Although researchers faced challenges regarding the class size and lack of knowledge, they tried to address them by applying different teaching methods and strategies, such as cooperative work to provide feedback and the writing process.

After analyzing the data, Figure 7 visually represents the obtained data. It tends to cover objective 2, which examines students' perceptions regarding the writing workshop for enhancing their descriptive paragraph writing in blogs.

Graphic 3

Results of students' perceptions regarding the writing workshop
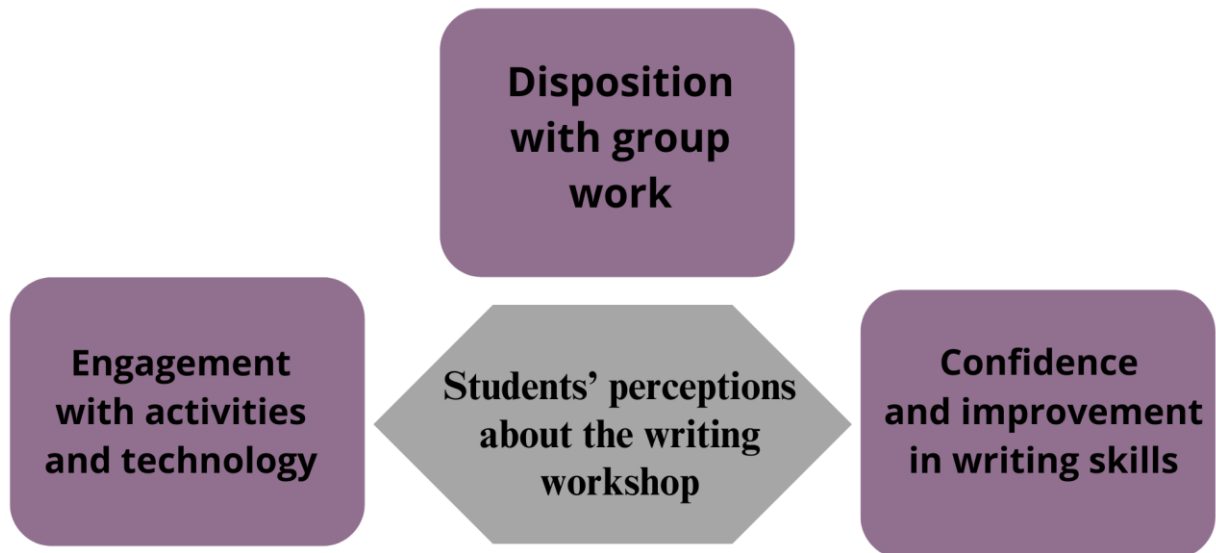
Note: This Graphic shows the students' perceptions after working with the writing workshop.

Graphic 3 presents a detailed analysis of students' perceptions about the writing workshop. It comes with three main categories, which are "Engagement with activities and technology," "Disposition with group work," and "Confidence and improvement in writing skills." It highlights that students were fascinated with activities and the execution of technology in the workshop. Working cooperatively in groups was also something students encountered enjoyable. Moreover, students revealed that the workshop helped them gain more confidence when writing in English, which, as a result, boosted their writing skills.

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Once the writing workshop concluded, the insightful data collected revealed pupils' viewpoints about their experiences with activities and technology used during the writing workshop, as shown by the questionnaire. Some students indicated the following: *"I had a good experience with blogging because it helped me practice effectively," "Learning to create blogs was very fun, and I understood better how to write paragraphs because we worked with different activities," "The beginning of each class was my favorite part."*

These comments highlight that the workshop was well-received, with students appreciating the diverse activities and technology integration. The findings are according to the theoretical framework of Radić-Bojanić & Pop-Jovanov (2018), who highlighted using games and a brief, enjoyable, simple activity known as ice-breakers. The purpose of icebreakers is to get the group warmed up. As the students mentioned, they preferred the first part of the lessons. The incorporation of technology was also mentioned in the theory by Radić-Bojanić & Pop-Jovanov (2018), who suggested the use of the internet, which can integrate a large number of sources for different types of materials in the workshop.

Additionally, it illustrates that most students found great benefits by working in the different workshop activities. Some expressed: *"I could connect more with my classmates, and I liked the workshop overall,"* and *"I was able to interact more with my classmates and learned many things that helped me improve my writing."* The majority's perceptions of preferring varied activities are consistent with Community Tool Box (2018), which was advisable to incorporate

both group and individual activities in a workshop. Future workshops can apply further tailoring to students' needs; meanwhile, non-general deductions cannot be made in advance.

On the other hand, despite most students expressing they were pleased to work with their classmates, one student suggested: *"Apply more individual assignments because working in groups or pairs is difficult."* This comment highlights that many students have different preferences when it comes to learning. In this sense, it is beneficial to incorporate the same amount of individual and group activities. Alban et al. (2019) considered it crucial to work with cooperation to provide feedback and work on different activities. However, through the questionnaire, researchers noticed that not all enjoyed and liked the cooperative work.

Moving on to the last category regarding confidence and improvement in writing skills where, some of the students indicated that: *"I have noticed great changes in writing because we did it in English and followed the writing process," "I was able to find new words and connectors to form my paragraphs," "I have noticed that I can now write paragraphs much more easily than before, especially when describing something."* They are satisfied with their accomplishments and consider themselves more capable of writing in English, particularly when describing. McEntire (1992) stated that cognitive theory focuses on how an individual processes and gets new information, meaning that teaching the writing process matters.

The data gathered from the questionnaire showed that students enjoyed the activities made during the implementation and knew the stages of the writing process. To strengthen the results,

Schunk (2012) restates that task, strategy, and learner variables typically interact when students engage in metacognitive activities. Applying metacognitive strategies, such as the writing process, can effectively gain confidence in writing. Most students perceived the writing workshop as valuable and motivating.

Overall, they especially enjoyed the integration of technology in classes and the opportunity to work with their classmates. Notably, they were more willing to participate when technology was presented, such as blogs and digital presentations. Thus, it is evident that providing youngsters the opportunity to work with technology can boost their writing practice and encourage them to become more confident.

Conclusions

Synthesizing the results gathered from the present action research study. The conclusions are arranged sequentially concerning the two specific objectives, which helped us to conclude the study's general purpose.

One specific objective was to determine the impact of the Writing workshop on improving the writing of descriptive paragraphs in EFL students. The findings revealed notable improvements in students' descriptive paragraph writing, such as integrating vivid adjectives, organization, and creativity. Despite students being capable of boosting descriptive writing abilities, the problem connected with conventions such as spelling, grammar, and punctuation is still a concern. The minimal progress with conventions persisted until the end. Some challenges were faced, such as

large class size and lack of knowledge. Significant changes were registered in adapting the writing process while incorporating helpful teaching strategies, feedback techniques, and technology, enabling students to increase participation and engagement.

The second specific objective was to examine students' perceptions regarding writing workshops to enhance their descriptive paragraph writing in blogs. Nearly all students encountered engaging activities and were pleasant using the technology. Although a participant declared the discomfort of working in groups, most students appreciated working cooperatively while practicing writing, which also helped them connect with their mates. However, forward implementation can consider balancing individual and group work to arrive at all students' preferences. A wide range of students noted they gained confidence when writing, highlighting that the workshop helped them better understand how to write descriptive paragraphs in English.

Our general objective is to analyze the contributions of the Writing workshop on developing descriptive paragraphs. It is paramount to consider the interpretations presented above. The outcomes collectively demonstrated that the writing workshop notably improved the development of descriptive paragraphs among EFL students. Students' writing performance noticed the positive influence of using vivid adjectives, organization, and creativity. To strengthen the conclusion, students' perceptions informed the satisfaction regarding diverse activities and technology involvement. Pupils also enjoyed working in groups and reported increased confidence in their writing abilities.

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Despite positive outcomes, limitations included deeper grammar and spelling errors. Conventions in writing go hand in hand with knowledge; consequently, the lack of knowledge was a block for students' development. Pupils must cover those gaps, resulting in more targeted grammatical instructions, and teaching is necessary to bridge the absence of knowledge. Moreover, the large class size made managing time challenging to control. The research focused on a specific group of EFL students with a particular context. It may limit the generalization of conclusions. Lastly, the time allocated to develop English classes is insufficient to cover the necessary content. Addressing these limitations in future writing workshops could enhance students' learning.

Recommendations

After working with the writing workshop to foster students' descriptive paragraph writing, it is crucial to announce some recommendations. These can be helpful for institutions, English teachers, and upcoming studies who want to focus on writing skills in the classroom or conduct writing workshops in the public sector.

Firstly, it is highly recommended that the institution invests in additional training for teachers to improve their teaching practices and keep up with current educational demands. Moreover, the institution can open different English workshops to support learners' education and provide more chances to work on the second language. As an institution, it must prepare its principal actors.

Secondly, teachers must incorporate grammar practices into their lessons so that students do not have significant gaps in their academic future. It is important to keep introducing and clarifying

the writing process to the students to enhance their writing development. Therefore, teachers can make use of technological tools while teaching.

Finally, future investigators are called upon to find out in workshops to enhance other skills in EFL learners, extending the scope beyond writing. Furthermore, it would be advisable to extend the duration of the writing workshop to allow students to have more significant experience and practice of writing, leading to better mastery. Future researchers are encouraged to explore these gaps in the study and provide insight for improvement.

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Trabajo de integración curricular   Camila Beatriz Genovez Chulde

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Appendixes

Appendix A

Link to school and parents' consent

https://docs.google.com/document/d/11p8HhUWY-SY7Yvf-ryPICXVozv7tTaBxPr874Tjypto/edit?usp=sharing

Appendix B

Pre and post-task results

https://docs.google.com/document/d/1IyR-aTLP193_Cpm9_VWoNS_Y7XC43Z_LgnsSh40PnIY/edit?usp=sharing

Appendix C

Questionnaire - MAXQDA results

https://docs.google.com/document/d/19ygxpcsyXHpjUan7r3kWIlHULia4HNn2BsOfBgeXbk0/edit?usp=sharing

Appendix D

Before and During Observations- MAXQDA results

https://docs.google.com/document/d/1wFWlL5iRqxYW_aw7BC6TT2FepFSR2x-vUSqzAGRweK8/edit?usp=sharing

Appendix E

Instrument: Observation protocol

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                     Lizbeth Michelle Yanza Corte

Observation protocol for 10th level class at
Unidad Educativa del Milenio Manuela Garaicoa de Calderón

OBSERVATION FORM		
Observer name:		**N° of observation**:
Date:	**Time:**	**Duration:**
Location of observation:		
Who are the foci of the observation?		
What challenges or successes are observed during the activities?		
How do students respond to different teaching methods used in this session?		
What would I want to focus on more closely if/when I return to this setting?		
ITEMS	**Descriptive Field Notes**	**Reflective Field Notes**
Writing activities and frequency		
Students' attitudes and preferences		

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Lizbeth Michelle Yanza Corte

Technology tools		
Feedback		
General thoughts or class development		

Appendix F

Instrument: Pre-task

PRE-TASK

Unidad Educativa del Milenio Manuela Garaicoa de Calderón

Student's name:..

Date:..

What was your most exciting moment?

Think of a moment when something very exciting happened to you. For example, it may be the moment you won an award or the time when you visited a new place, city, or country for the first time.

1.   In the box below write or draw pictures of as many details as you can remember. Use as many senses as you can. What did you see, smell, feel, hear, or taste? These are your supporting details.

2.   Use your supporting details and write a descriptive paragraph of your exciting moment below. The number of words should be between 50 - 100 words.

Teacher's comments:

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Lizbeth Michelle Yanza Corte

Appendix G

Instrument: Post-task

POST TASK

Unidad Educativa del Milenio Manuela Garaicoa de Calderón

Student's name:..

Date:...

What was the day you felt proud of yourself?

Think of a moment when you were very proud of yourself. For example, it may be the moment you helped someone, when you achieved a goal, or when you rescued an animal one day ever.

1. In the box below write or draw pictures of as many details as you can remember. Use as many senses as you can. What did you see, smell, feel, hear, or taste? These are your supporting details.

2. Use your supporting details and write a descriptive paragraph of the day you felt proud of yourself. The number of words should be between 50 - 100 words.

Teacher's comments:

Appendix H

Instrument: Rubric

RUBRIC FOR DESCRIPTIVE PARAGRAPHS

Student's name: _____

Date: _____

CRITERIA	STRONG 2 points	MEDIUM 1,5 points	NEEDS IMPROVEMENT 1 point
Spelling, punctuation, and grammar	The spelling, punctuation, and grammar **are correct** in this writing. This makes the writing easy for others to read without becoming confused.	The spelling, punctuation, and grammar are **mostly correct** in this writing. This makes the writing easy for others to read without becoming confused.	Much of the spelling, punctuation, and grammar **is not correct**. This means that readers have to work hard to understand the writing. The readers will be confused.
Sensory Aspects	This writing **shows at least 2 examples** that allow the reader to hear, touch, taste, or smell in their imagination what the writer is trying to describe.	This writing **shows less than 2 examples** that allow the reader to hear, touch, taste, or smell in their imagination the writer is trying to describe.	This writing **shows no examples** of writing that allow the reader to hear, touch, taste, or smell in their imagination what the writer is trying to describe.

Vivid Adjectives	This writing **shows at least 2 examples** of vivid adjectives that allow the reader to visualize what the writer is trying to describe.	This writing **shows less than 2 examples** of vivid adjectives that allow the reader to visualize what the writer is trying to describe	This writing **shows no examples** of vivid adjectives that allow the reader to visualize what the writer is trying to describe.
Organization	This writing **shows good organization** well focused on the topic, is logical, and is easy to follow. It contains all the parts regarding the topic sentence, supporting ideas, and conclusion.	This writing **shows poor organization** it needs some focus on the topic and is hard to follow. Some parts are missing regarding topic sentences, supporting ideas, and conclusion.	This writing **does not show organization**, it is missing the focus on the topic and is hard to follow. It contains no part regarding the topic sentence, supporting ideas, and conclusion.
Creativity	The writing **demonstrates exceptional originality and creativity** in both ideas and execution, captivating the reader with innovative perspectives and imaginative storytelling.	The writing **demonstrates some creativity and originality**, offering fresh insights or personal flair that engages the reader to a certain extent.	The writing **demonstrates a lack of originality and fails to demonstrate creativity**, relying on predictable ideas and conventional approaches that do not fully engage the reader.

Total Points:_____/10

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                                                          Lizbeth Michelle Yanza Corte

Appendix I

Instrument: Questionnaire

<div align="center">

CUESTIONARIO
Unidad Educativa del Milenio Manuela Garaicoa de Calderón

</div>

Queridos participantes,

Sinceramente apreciamos su disposición para participar en este cuestionario, el cual está cuidadosamente diseñado para capturar las perspectivas y experiencias de los participantes, lo cual será fundamental para enriquecer nuestra comprensión del tema en estudio.

Este cuestionario tiene como objetivo principal recopilar información sobre la efectividad de los talleres centrados en mejorar las habilidades de escritura descriptiva en contextos de blogs.

Tenga la seguridad de que todas las respuestas se mantendrán anónimas y confidenciales. Su identidad no será revelada en ninguna publicación o presentación resultante de esta investigación.

Tómese un momento para compartir sus pensamientos y experiencias con honestidad. Su participación es voluntaria y podrá retirarse en cualquier momento.

1. ¿Qué aspecto del taller encuentra más beneficioso para mejorar su habilidad de escritura de párrafos descriptivos para blogs?

   a. Contenido del taller
   b. Actividades interactivas
   c. Retroalimentación de los compañeros
   d. Rúbricas
   e. Orientación del instructor
   f. Ninguno de ellos
   g. Otros (especificar)
   _____

2. ¿Ha observado algún cambio en su estilo de escritura después de participar en estos talleres? Por favor explique qué cambios ha observado.

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_____
_____
_____

3. ¿Recomendarías este taller a tus compañeros? Marque su respuesta.

- Definitivamente si

- Probablemente si

- Tal vez

- Probablemente no

- Definitivamente no

4. ¿Puedes describir alguna actividad o estrategia realizada en el taller que te pareció útil en tu escritura?

_____
_____
_____

- Ninguna actividad me pareció útil

5. ¿Cómo calificaría su satisfacción general con los talleres para mejorar la escritura de párrafos descriptivos en blogs?
   a. Muy satisfactorio
   b. Satisfactorio
   c. Neutral
   d. Insatisfactorio
   e. Muy insatisfactorio

6. En una escala de 1 al 3, ¿Qué tan seguro está de su capacidad para escribir párrafos descriptivos para blogs después de participar en los talleres?

- 1 (no estoy seguro)

- 2 (Neutral)

- 3 (estoy muy Seguro)

7. ¿Con qué frecuencia aplicas las estrategias aprendidas en el taller de escritura?

a. Siempre

---

b. Seguido
c. Ocasionalmente
d. Raramente
e. Nunca

8. ¿Qué probabilidades hay de que busque talleres adicionales o programas similares para mejorar aún más sus habilidades de escritura?

a. Muy probable
b. Probable
c. Neutral
d. Improbable
e. Muy improbable

9. ¿Existe alguna sugerencia adicional o retroalimentación que te gustaría brindar en cuanto al taller de escritura? ¿Qué cambiarías o añadirías al taller?

_____
_____
_____

10. ¿Podrías compartir una experiencia que tuviste en este taller de escritura?

_____
_____
_____

Appendix J

Validation of the instrument: Observation protocol

INSTRUMENT TO VALIDATE THE OBSERVATION PROTOCOL

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree

      5 – Strongly Agree

Criteria

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**

   Yes: X   NO_____

2. **What items would you add or erase?**

   • **Add**: An item focusing on the perceived effectiveness of the feedback received during the writing workshops.

   • **Erase**: None. All items seem relevant.

   _____
   _____
   _____
   _____

3. **What other suggestions would you make to improve this instrument?**

You must be more specific with these questions. They are super broad. I do not understand if you are talking about writing, listening or speaking.

   • What challenges or successes are observed during the activities?
   • How do students respond to different teaching methods used in this session?
   • What would I want to focus on more closely if/when I return to this setting?

Also, the purpose is not clear. I do not understand about students' enhancement

   _____
   _____
   _____
   _____

Evaluator's Name: Cristian Pardo

ID: 1720773280

Academic Degree: Master's in teaching English as a Second Language

Signature:

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                                                  Lizbeth Michelle Yanza Corte

INSTRUMENT TO VALIDATE THE OBSERVATION

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree

     5 – Strongly Agree

Criteria					
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	(5)
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	(5)
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	(5)
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

     Yes __X__   NO_____

2. What items would you add or erase?

_____

_____

_____

_____

3. What other suggestions would you make to improve this

4. instrument?

_____

_____

_____

Evaluator's Name: Mahly Martinez

ID: 1759432 733

Academic Degree: Phd in Education

Signature: _____

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                                                          Lizbeth Michelle Yanza Corte

Appendix K

Validation of the instrument: Pre and post task

INSTRUMENT TO VALIDATE THE PRE AND POST-TASK

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree

5 – Strongly Agree

Criteria

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	**5**
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	**5**
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	**5**
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	**4**	5
The items in the instrument are stated clearly.	1	2	3	4	**5**
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	**5**
The terms adapted in the scale are culturally appropriate.	1	2	3	4	**5**
The layout or format of the instrument is technically sound.	1	2	3	4	**5**
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	**5**
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	**4**	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	**4**	5

COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**

   Yes_____ x   NO_____

2. **What items would you add or erase?**

   _____
   _____
   _____
   _____

3. **What other suggestions would you make to improve this instrument?**

I do not know who is your target, primary or secondary students, I think this is important info so we can understand your instruments better.

Evaluator's Names: Fernanda Elizabeth Sarango Solano

ID: 110446474

Academic Degree: Doctor in Education.

Signature:

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

Lizbeth Michelle Yanza Corte

INSTRUMENT TO VALIDATE THE PRE AND POST-TASK

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree

5 – Strongly Agree

Criteria

Criteria					
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes _X_   NO_____

2. What items would you add or erase?

   _____
   _____
   _____
   _____

3. What other suggestions would you make to improve this instrument?

   _____
   _____
   _____
   _____

Evaluator's Names: Mahly J. Martinez

ID:1759432733

Academic Degree: Phd. In Education

Signature: _____

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                                                      Lizbeth Michelle Yanza Corte

Appendix L

Validation of instrument: Rubric

INSTRUMENT TO VALIDATE THE RUBRIC

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   **2** – Disagree   3 – Undecided   4 – Agree
    5 – Strongly Agree

Criteria

Criteria					
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**
   Yes   x_____   NO_____

2. **What items would you add or erase?**

Creativity to me is a criterion that is not easy to measure.

_____
_____
_____
_____

3. **What other suggestions would you make to improve this instrument?**

_____
_____
_____
_____

Evaluator's Names: Fernanda Elizabeth Sarango Solano

ID: 110446474

Academic Degree: Doctor in Education.

Signature:

FERNANDA ELIZABETH
SARANGO SOLANO

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

Lizbeth Michelle Yanza Corte

INSTRUMENT TO VALIDATE THE RUBRIC

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree

5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**

   Yes X   NO_____

2. **What items would you add or erase?**

   I would erase the figurative language criteria

   _____
   _____
   _____

3. **What other suggestions would you make to improve this instrument?**

   _____
   _____
   _____
   _____

Evaluator's Names: Mahly J. Martinez

ID:1759432733

Academic Degree: Phd. In Education

Signature: _____

Appendix M

Validation of the instrument: Questionnaire

INSTRUMENT TO VALIDATE THE QUESTIONNAIRE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree

5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**

   Yes_____x   NO_____

2. **What items would you add or erase?**

   _____

   _____

   _____

   _____

3. **What other suggestions would you make to improve this instrument?**

   Maybe you can consider picking up the questions that really help answering your second objective, remember you need to category, analyze the info later, and I guess this is going to be individual.

   Evaluator's Names: Fernanda Elizabeth Sarango Solano

   ID: 110446474

   Academic Degree: Doctor in Education.

   Signature: FERNANDA ELIZABETH SARANGO SOLANO

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                                                     Lizbeth Michelle Yanza Corte

INSTRUMENT TO VALIDATE THE QUESTIONNAIRE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree
5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	(5)
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	(5)
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	(5)
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	(5)
The items in the instrument are stated clearly.	1	2	3	4	(5)
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	(5)
The terms adapted in the scale are culturally appropriate.	1	2	3	4	(5)
The layout or format of the instrument is technically sound.	1	2	3	4	(5)
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	(5)
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	(5)
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	(5)

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes __X__   NO_____
   It needs improvement

2. What items would you add or erase?

   _____
   _____
   _____
   _____

3. What other suggestions would you make to improve this instrument?

It is necessary to work on this instrument. The different scales, and some questions are not clearly stated.

Evaluator's Names: Mahly J. Martinez

ID:1759432733

Academic Degree: Phd. In Education

Signature: _____

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

Lizbeth Michelle Yanza Corte

Appendix N

Lesson plans of the workshop

https://docs.google.com/document/d/1Oh5JBCKDBUIf8dcCKrmh5bSZcBJV_EfV-NQ7k1_ao4c/edit?usp=sharing

Appendix O

Link of materials used

https://docs.google.com/document/d/1nQ2Em3-I55BcNbARCZa2SDp3uLa1pvVkEa0IqoLjPSM/edit?usp=sharing

Appendix P

Evidences (photos)

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                                                                                    Lizbeth Michelle Yanza Corte

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

                                                      Lizbeth Michelle Yanza Corte

Declaratoria de propiedada intelectual

UNIVERSIDAD
NACIONAL DE
EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES – DIRECCIÓN DE BIBLIOTECA

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Asimismo, autorizo a la Universidad Nacional de Educación – UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación – UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado *The Implementation of a Writing Workshop to Develop English Descriptive Paragraphs in Blogs in 10th Grade in a Public High School in Cuenca* en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 19 de agosto de 2024

(Lizbeth Michelle Yanza Corte)
C.I.: (0106560469)

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

Lizbeth Michelle Yanza Corte

UNIVERSIDAD NACIONAL DE EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
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DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, *Camila Beatriz Genovez Chulde*, portador de la cedula de ciudadanía nro. *0150279008*, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada *"The Implementation of a Writing Workshop to Develop English Descriptive Paragraphs in Blogs in 10th Grade in a Public High School in Cuenca"* son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado *"The Implementation of a Writing Workshop to Develop English Descriptive Paragraphs in Blogs in 10th Grade in a Public High School in Cuenca"* en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 19 de agosto de 2024

Camila Beatriz Genovez Chulde
C.I.: 0150279008

Trabajo de integración curricular   Camila Beatriz Genovez Chulde

Lizbeth Michelle Yanza Corte

Certificado del tutor

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CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Rosa Yanella Ruiz Quizhpe, tutora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "The Implementation of a Writing Workshop to Develop English Descriptive Paragraphs in Blogs in 10th Grade in a Public High School in Cuenca " perteneciente a los estudiantes: Camila Beatriz Genovez Chulde con C.I. 0150279008 y Lizbeth Michelle Yanza Corte con C.I. 0106560469. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 1 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 19 de agosto 2024

Firmado electrónicamente por:
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QUIZHPE

(firma)
Docente tutora
Rosa Yanella Ruiz Quizhpe

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Trabajo de integración curricular

Camila Beatriz Genovez Chulde

Lizbeth Michelle Yanza Corte