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MASTER'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGE PEDAGOGY

DEGREE WORK

**PRIOR TO OBTAINING THE DEGREE OF: MASTER'S DEGREE IN PEDAGOGY OF ENGLISH
AS A FOREIGN LANGUAGE**

SUBJECT

Impact of Technological Programs on Developing Writing Skills in A2 Level Students

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DEDICATION

I dedicate this thesis to my beloved boyfriend, Eric Steve Peralta Quevedo. Your unwavering support, encouragement, and love have carried me through every challenge of this journey. Thank you for standing beside me through every long night and every difficult step. This accomplishment is as much yours as it is mine.



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RESUMEN

La evolución de la escritura con estudiantes A2 requiere un esfuerzo constante aún dentro de las aulas del Instituto Superior Tecnológico del Austro. Muchos estudiantes llegan con dificultades para la organización de ideas, el uso correcto de estructuras gramaticales y la expresión del mensaje. Ante ello, la institución comenzó a implementar programas tecnológicos como propuesta para incrementar las posibilidades de practicar y poder obtener un feedback inmediato. Este trabajo de investigación presenta un análisis de la pertinencia y mejoras en la escritura de los estudiantes con el uso de estos recursos.

El estudio corresponde a un enfoque mixto; y, contempló un pre-test y un post-test del tipo aplicado para dos grupos: uno experimental que trabajó con programas tecnológicos y otro de control que solo se instruyó con la enseñanza tradicional. Se recolectaron además las percepciones de los estudiantes y las observaciones de los docentes con el objetivo de entender cómo los estudiantes experimentaron el proceso. Los resultados empleados muestran avances en el grupo experimental, especialmente en coherencia, precisión gramatical y estructura de los párrafos, además de que los estudiantes intervinieron, manifestaron que se sienten más seguros al revisar sus textos y tienen más disponibilidad para corregir errores espontáneamente. La investigación concluye que los programas tecnológicos son una buena ayuda para la práctica de la escritura a los inicios de su enseñanza.

Palabras clave: Tecnología educativa, habilidades de escritura, aprendizaje de segundas lenguas





ABSTRACT

The evolution of writing with A2 students requires constant effort, even within the classrooms of the Instituto Superior Tecnológico del Austro. Many students arrive with significant difficulties in organizing their ideas, using grammatical structures correctly, and expressing their message. In response to this, the institution began to implement technological programs as a way to increase opportunities for practicing and obtain immediate feedback. This research project analyzes whether these resources lead to improvements in students' writing.

The study uses a mixed-method approach and included a pre-test and post-test for two groups: an experimental group that worked with technological programs and a control group that was taught using traditional methods only. The perceptions of the students and the observations of the teachers were also collected in order to understand how the students experienced the process. The results show progress in the experimental group, especially in coherence, grammatical accuracy, and paragraph structure. In addition, the students who participated stated that they feel more confident when reviewing their texts and are more willing to correct errors spontaneously.

The research concludes that technology programs are a good aid for writing practice in the early stages of teaching.

Key Words: Educational Technology, Writing Skills, Second Language Learning





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INTRODUCTION

Learning a foreign language is a long process that demands practice and motivation. In Ecuador, many students begin English during their school years, but they often reach higher education with weak writing abilities. This situation is visible in the A2 level classes at the Instituto Superior Tecnológico del Austro, where students show difficulty organizing ideas, using grammar correctly, and writing with clarity.

The staff at the Institute is investigating other ways to help students develop their writing skills. Recently, they have turned their attention to technology-based tools, which they could use to create more writing opportunities for students outside of in-class settings. For instance, online platforms, grammar checking tools, and writing applications provide students with a chance to write at their own pace. Tools give instant feedback and direct students to see their errors and try again.

The institution has begun to incorporate these new digital tools in the English program. Some teachers advocate for students to use programs such as Duolingo, Grammarly, and other writing software. Students feel more confident using the programs because they are easy to navigate and provide assistance and supporting processes to notice and correct errors. However, there has been limited research in the institution to genuinely understand the efficacy of these tools for A2 students. This presents an opportunity to investigate whether the use of technology is genuinely affecting students' writing skills or if only a small change is occurring.

Writing in English can be one of the most challenging skills for A2 students enrolled in the Institute at the Instituto Superior Tecnológico del Austro. Many students write short sentences and rely on simple structure too much. In addition, students feel uncomfortable when asked to write longer pieces of text. Teachers notice that these problems slow down their progress and make it difficult for students to reach the level required by the program.

Although classes offer practice, there is sometimes not enough time for the group's needs to be met. Some students are looking for additional assistance and may need support in grammar and vocabulary. Therefore, technological programs are provided as valuable resources that may





complement the work done in class. These programs provide students with additional opportunities to write from home or from anywhere they feel comfortable.

There is interest from teachers and administrators to see if these technological programs are actually making a difference. The institute is putting time and resources behind the implementation of digital tools, so it is necessary to know if these tools are making a difference. If it can be established that these programs are actually instrumental in encouraging students' writing up to their goals, then it will be a valuable curricular addition. If they are ineffective, however, the college will need to explore alternative programs.

The study is necessary because it investigates what happens to A2 students with technology as opposed to without technology and provides evidence based solely on their performance. The results may help aid teachers in determining the best strategies, and it may aid future recommendations within the English program. Students who are in the A2 level at the Instituto Superior Tecnológico del Austro reliably encounter difficulties when they write in English. Many are not able to express their ideas as effectively, and their multiple grammatical errors distort the meaning of their sentences. Some students waste time thinking about how to start a text, and other students avoid writing entirely because they don't want to be wrong.

Teachers are reporting that these are repeated characteristics every semester. Even though students get instruction, the process is slow. Limited class time limits the kind of individual feedback that students need. Thereby, many students leave a course without getting to the level of informed students by the end of the class.

As a potential remedy, the use of technological programs has emerged to provide students with additional practice and support. These programs will allow students to write more often and get rapid feedback. However, it is still uncertain whether or not these programs provide significant assistance to A2 students' writing development. The institute has not completed studies that compare students who use the program with students who do not use the program. For this reason, the central issue of this research is to determine if technological programs truly help improve the development of writing skills in A2 learners at the Instituto Superior Tecnológico del Austro.

This study specifically assesses the influence that programs with technology may or may not have on the writing development of A2 learners. There is an increasing use of digital tools in





educational settings; however, the evidence of their actual effects on writing development is still unclear in this context. As such, the focus of the topic is on how technology programs benefit the development of coherence, grammar accuracy, and organization of ideas in writing. The research topic centers on the relationship between technology programs and the improvement of writing in English language learners who are at level A2 at Instituto Superior Tecnológico del Austro. This study looks to see if the continual and consistent use of technology programs aids students in producing texts that are clearer in reader comprehension and ultimately more accurate in two specific ways. The study object is A2 students who use technological programs to support their writing performance, compared to students who receive traditional course instruction. The intent of the study will be to observe real changes in student writing over the course of a full academic period.

General Objective

To analyze the effects of technological programs on A2 students' writing skills at the Instituto Superior Tecnológico del Austro.

Specific Objectives

1. To identify which technological programs are implemented in the English classes and what is their role to promote writing practice.
2. To evaluate the writing performance of A2 students before and after using technological programs.
3. To analyze what students think about using technological programs to improve writing.

To give direction to the study and understand the possible relationship between technology and writing skills, it is important to formulate a hypothesis. This idea will also help to compare the results of both groups of participants and assess the difference in performance that technological programs generate.

Hypothesis

Technological programs significantly enhance A2 students' writing skills at the Instituto Superior Tecnológico del Austro.





In order to examine the relationship between technological programs and writing skills, it is important to define the variables of the study. The variables will enable a more circular process of analysis and organize the study.

Independent Variable

Technical programs utilized in the English course, such as writing interfaces, tools for verifying grammar, and applications for interaction.

Dependent Variable

The writing abilities of A2 students, determined by cohesion, grammatical accuracy, lexical and grammatical resourcefulness, and organization of ideas within their discourses.

Research planning cannot proceed without outlining the methods that will shape the research process and resolve the research questions. The research employs both theoretical methods, empirical tools, and some basic statistical methods that aim to answer the research questions in explicit terms concerning how technical programs may be affecting the writing of students classified as A2. The theoretical component of this study was focused on an analysis of documents and ideas put forth by several authors in order to explain both the development of writing and how technology could serve as a delivery method for language learning. This provided context for the study in order to consider what we previously know about writing, as it relates to technology.

Data was gathered from student surveys, and from student writing samples. The surveys demonstrated student perceptions regarding technological program use, while the actual student writing samples confirmed the author's observations of real changes in student writing. The writing samples allow us to determine a comparison of student writing performance before and after the use of the programs. Statistically simple descriptive numbers such as averages and percentages were utilized to compare the results from the beginning of the study to the end of the study. These numbers help to determine visible improvement, and impact of the use of technological programs on A2 students' writing abilities.

The research occurs at the Instituto Superior Tecnológico del Austro, where A2 English students attend classes during each semester. These students have similar backgrounds as they have beginner writing skills and little experience using English in real situations. Many of these





students struggle to organize ideas and use grammar applications while writing. This makes them an adequate group to investigate how technological programs might aid in the writing process. The population includes all A2 students in English courses at the institute, but the research works with a smaller group to lessen the burden of analysis.

The sample is made up of 50 students drawn from the A2 groups, divided into two sections, in order to compare their performance. One section works with technology programs during the course, while the other simply has traditional instruction without digital resources. Since both groups complete the same writing activity, it allows the researcher to compare their pre- and posttask writing. The sample size meets the study's goals of being able to see differences between the learners and their writing but is also manageable for data collection and retains richness. The students identified for the research were also selected based on their attendance and availability, allowing for the students selected to participate in the activities associated with the research. This research can be considered descriptive and correlational insofar as it observes the relationship between writing performance and technological programs for A2 students. The research will not control for all the external variables, but it will describe changes related to the use of digital tools in the English course. The descriptive part of the process behaves as a lens to depict the major features of the students' writing, and the correlational phase checks for possible links between technological programs and writing enhancements. In a comparison group design, the study provides greater clarity about group differences due to technology.

The research also uses a field approach since the data is collected in situ (i.e., in the actual classroom), directly from students, with the aim of understanding the programs' performance in real conditions and not only theoretically. The research is transversal in nature because the data is collected in the same time period (i.e. one academic course), this makes it possible to compare the students' performance upfront and sometime later in the course. This study provides significant contributions to the English program as an initiative that involves the education community as a whole.

The main contributions include demonstrating real evidence of how technology programs impact the writing development of A2 students. Many teachers use these tools but often do not know the extent to which writing development occurs due to the use of technology programs. This study gives much clearer evidence to support academic decisions. The research also provides





essential knowledge for teachers about which aspects of writing develop more easily with technology, specifically in terms of grammar accuracy, coherence and/or vocabulary use.

The research provides a fair perspective on the effects of technology by comparing two groups with and without technology and makes it easier for the teacher to acknowledge if an individual student is improving because of the programs use, or through regular class activities.

The research is also of value to the institute as a whole, as the institute is discussing adding more digital resources to the teaching process which they currently do not provide. Having information from this study, the institute can decide whether to continue investing in the use of technology programs, or if they need to start looking for new alternatives.

The study provides benefit to students too, as evidence might suggest that using digital tools reduces one's anxiety when writing, and makes writing more accessible. For many A2 learners, writing is a daunting task, but if they understand how technology can assist them in the writing process, they may become increasingly motivated and confident while developing English writing skills.

The research, by providing authentic information developed from an actual classroom context, the study can aid other educational institutions that have similar contexts. It also provides a welcome novelty to examine an area for which there are few studies that have explored technological programs with A2 level students in a higher education context. The results of this investigation will be informative for researchers and educators in understanding the usefulness in follow up research, curriculum development, and designing new pedagogical responses for beginner writers.

The organization of this research report occurs in three main chapters that outline the problem of the study, the theoretical background of the research, and the possible solution. The first chapter outlines the general context of writing in the study, the problem the research wanted to evaluate, the objectives, the hypothesis, the variables considered, and the overall structure for the research. In short, it presents the conventional nature of A2 and why writing has been a struggle for these students, along with the notion that technological programs may potentially support the students improving their performance levels.

The second chapter explains the methodology followed to go through the process of conducting the study. This will include the various steps for collecting information, the





instruments that were applied with the students, and how the findings were considered. The second chapter also describes the diagnostic stage when the writing samples were collected and the survey instruments that were applied to help understand the students context prior to being involved in the lesson, so that the teacher had some perspectives into their overall level of writing performance. This chapter shows the most important findings from the diagnostic process. The third chapter introduces the proposal based on the results obtained. It explains how technological programs can be integrated into the writing instruction of A2 students and offers practical ideas to support teachers in their classes. The proposal is validated through theoretical and empirical elements that show its usefulness and relevance for the English program of the institute.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1. Previous Studies on Technological Programs and Writing Skills

Studies from various countries have examined the effectiveness of digital tools for EFL writing. One set of studies has examined an example of automated writing evaluation systems such as Grammarly. One random control trial looked at Chinese university students who received Automated Writing Evaluation training used Grammarly most of the time during a writing course. Results showed a clear gain in task achievement, coherence, and language accuracy (Wei, 2023).

In another study with Indonesian EFL students, it was reported that the use of Grammarly helped to decrease grammatical errors and improve the students' awareness of form although the authors found that free versions limited available features (Dewi, 2022).

Other research has examined different digital writing tools designed to guide the writing process step by step. A study with Thai university students evaluated the use of Paragraph Punch and ProWritingAid and found significant improvement in content organization, sentence structure, and mechanics, together with positive attitudes towards digital feedback (Pitukwong, 2024)

In Egypt, a quasi-experimental study with primary school pupils showed that digital tools used in a structured program produced a large effect size on EFL writing skills





and also increased motivation to write in English (Ebrahim, 2024). These findings indicate that technology is beneficial in terms of accuracy, but also engagement. Gamified applications have also been discussed in recent research. One article that appeared in the European Journal of English Language Studies examined Duolingo activities, and found that the students who used the app had higher writing scores when compared to a control group, with a greater increase in vocabulary range and sentence formation (Gamal et al., 2025). Another article that was mentioned on digital language learning using Duolingo stated that it could help develop listening, speaking, reading, and writing skills when blended with activities in the classroom and the teacher checks student's activities (Şimşek, 2025).

Although research with secondary students has suggested that Duolingo use led to increased linguistic proficiency, including orthographic control, when compared with conventional instruction (Peláez-Sánchez, 2023).

Recent studies have also investigated other AI-based writing tools. A review on writing programs such as Grammarly, QuillBot, and other similar applications concluded that these writing applications can help students clarify their writing and add cohesion and accuracy to their texts, but they may also lead to over-reliance without teacher guidance (Marzuki, 2023).

Similarly, another study with Bangladeshi university EFL students claimed that AI tools to draft and revise their writing task with fairly positive perceptions, as these tools provided quick feedback and suggestions that students could accept or reject (Khan et al., 2024, cited in Kamarullah et al., 2024).

In the Latin American context, research with Ecuadorian high school students found that learners perceived AI tools as useful for improving vocabulary and grammar in English writing, but they also expressed worries about losing their own voice in the text (Zúñiga, 2025).

Overall, previous studies show a general tendency: technological programs can support the development of EFL writing skills when they are integrated with clear pedagogical goals and teacher guidance. They seem to help with grammar accuracy, organization, and motivation in different contexts and educational levels. At the same





time, most of these studies focus on university or secondary learners in other countries, and only a few consider early intermediate learners similar to A2 level in higher education programs.

This leaves a space for research in the specific context of A2 students at the Instituto Superior Tecnológico del Austro, where technological programs are being introduced but their impact on writing is still not clearly documented.

1.2. Writing Skills in Second Language Learning

Writing in a second language usually grows slowly because learners have to deal with several demands at the same time. Some students try to express ideas and discover that the words they know are not always enough. Some students are aware of grammar rules, but they do not have the ability to use them appropriately when they are writing. Teachers have often voiced that writing requires a different kind of attention than does speaking or listening, especially because students are forced to stop, consider, and select what to write on the page. Hyland (2019) states that writing includes cognitive, linguistic, and social components, adding complexity to a skill that many students perceive as safe and easy.

When students reach A2 level, they can use basic communication, but at the same time, writing still feels like an activity that takes added energy. Some language learners are able, as an example, to produce basic sentences for you, but if they are asked to construct a small paragraph, the students will backtrack or lose their point along the way. This happens in many EFL settings. When ELL students, for example, "look confident" while speaking systematic phrases, but when they are asked to write, they become frozen. One of the challenges of writing, of course, is needing to think about organizing your ideas before you can even use language. Harmer (2015) discusses writing and how it is easier when the learner's process includes stages like planning, drafting and revising, although this is not always the case when you are A2 learners. Instead, many A2 students just begin writing with an assumption that whatever happens will be clear.

Furthermore, vocabulary is a crucial aspect of the development of writing.





Nation (2013) indicates that vocabulary knowledge connects directly with writing fluency and clarity. At A2 level, many students could be limited to using a narrow range of very familiar words, restricting the range of expression they can convey in their writing. When they try to convey a very simple situation, they may use the same words repeatedly or oversimplify the message. We have had learners tell us "I know what I want to say, but I just don't know how to write it," and this frequently comes from our learners who come from learning environments where their input was restricted in English. Without having enough words that are varied in use, the student is unable to convey how ideas are related or add details to enrich the overall effect of their text.

Another aspect of writing that is a challenge for A2 learners is grammar. In most cases they know some rules, but applying the rules of grammar cannot be done consistently. One of the sources of difficulty comes from the requirement of organizing ideas before getting started with language. Harmer (2015) points out how writing is clearer when learners plan, draft, and revise, but A2 learners do not always feel ready for that to occur. Many of them get on with just writing, hoping that, whatever the result, it makes sense.

Vocabulary plays a significant role in writing development. Nation (2013) notes that vocabulary knowledge is directly connected to writing fluency and clarity. At A2 level, many students use words that are familiar to them, so they can select from a limited range of vocabulary resources. For instance, they may want to relate or describe a simple situation, but end up repeating the same words or overly simplifying the communication act. Many times students have conveyed to their teachers, "I know what I want to say, but I don't know how to write it." This is a common experience, and especially for learners who have come from educational settings with limited English input. The lack of vocabulary variety will limit student ability to describe relationships between ideas or add detail to create depth in the writing.

Another area of writing that is challenging for A2 learners is grammar. In many cases, students know some simple rules, but do not consistently apply them.





A purposeful approach to writing is also valuable. Brown (2014) found that students write better when they know why they are writing, and who they are writing for. However, many A2 students do not write in order to communicate because they are only writing for the teacher assignment, without seeing the activity as requiring communication purposes. This lack of understanding attributes to low motivation and quality of writing. A student who does not see meaning within an activity is likely to write mechanically. Teachers of A2 students have tried to create straightforward activities with personal significance, like focusing on a routine or a place they know, which help sometimes, but students still need time and support to write textually accurate information.

Another area of writing has a component of emotion. Many learning feel uncomfortable writing in a new language; some in general and some about their error. There is also a sense of embarrassment or nervousness on the part of students who are requested to share their work with the class. Writing is more obvious in revealing gaps than speaking, since it is there on the paper. With writing, students can't "fix" the gap as they can with speaking by quickly moving on. Lee (2017) indicates that 'affective factors' shape students writing, and that anxiety regards to writing can result in less accuracy or control. A2 students frequently use the phrase: "I can think it in English but then I can't write it." These feelings indicate that writing instruction must incorporate both technical guidance and support for emotion connected to writing.

Revision is an important component of writing development. Students will rarely compose something perfect on the first go. This is also true for advanced learners. Ranalli (2018) shared that "revision is one gate" through which learners can "reorganize ideas, select better lexical choices, and find grammatical errors." However, A2 writers often shun revising their writing because revision is associated with "fixing everything," which can appear overwhelming. They are often confused about how to identify their errors and confusion. Teachers can help by guiding even A2 writers through small steps. For example, checking verb use first, then spelling errors, and then the order of the ideas in just a few sentences. As the process of



revising writing becomes simpler, students will start to feel more comfortable.

Exposure to models is another important factor. Early leveled learners benefit from viewing models of short paragraphs. Not for copying the ideas or verbiage, but for seeing how ideas flow from one sentence to another. Richards and Rodgers (2014) explained that modeling allows learners to notice patterns that they can apply to their own pieces of writing later. A2 students can observe how to compose a topic sentence or how to connect ideas in a few lines with a model paragraph. In the absence of model paragraphs, learners sometimes produced pieces of writing that made no sense. Numerous teachers report that students write in a manner similar to how they think—a pattern of moving from one topic to another. Modeling will help them to see writing is not merely a stream of thoughts to paper, but instead, writing often has a shape.

The learning environment also shapes writing. Students that are often exposed to English, be it reading, watching videos, or utilizing digital content, often write with greater confidence because they have more input.

Krashen suggests that comprehensible input supports language acquisition, and writing represents the language a learner has taken in. A2 students in limited exposure to English programs often describe writing as the time they "touch" the English language and this is a lot of pressure. For this reason, teachers try to include writing or short reading tasks to support writing, although students often feel hesitant.

Writing is also tied to identity. Lantolf and Thorne explain that from practice of expressing themselves in a second language, learners build a "writer identity." A2 learners are just starting to build a "writer" identity and may still consider English as something external, or somehow unapproachable. But as students write more, they begin to take ownership of their writing and begin to build confidence, and can treat writing like something they can contain. Some students amaze themselves when they realize they are able to articulate a simple idea in a way that is better than they would have expected. This growth gives students more confidence in any future writing task.





Another consideration is that writing allows for a degree of reflection. Students may not realize they understand a grammar point until they write a sentence, and then discover it "sounds strange." Writing allows learners to slow down writing process and inspect the language more deeply. Ferris (2011) argues that writing assignments demonstrate to teachers some of the particular areas of language learners need to practice, and helps to inform instruction appropriately. For A2 learners, writing can be used as diagnostic. Their errors allow teachers to understand what grammatical points need further support, and what vocabulary sets students are lacking altogether.

Writing also reflects expectations from the culture. In many contexts, such as in Ecuador, students may receive very controlled instruction around writing. They tend to respond in writing with short answers to questions, fill-in-the-blanks and tiny paragraphs. They may never write anything substantive. Scholars have suggested that for an emergent bilingual learners especially, every time they are asked to write at a higher level, it may be unfamiliar. Teachers may also note that rural students will be less likely write comfortably than urban students due to social and educational aspects of their backgrounds. These expectations drive behavior in writing in English. Understanding these differences can help institutions try to build out support systems that speak to whatever student needs are. Ultimately, the act of writing develops over time. As Hyland (2019) explains, writing development is rarely linear. Students may make advances in certain areas while grappling with challenges in others. For example, A2 learners may feel comfortable using a vocabulary word but struggle with idea organization on a paper. Or one week, they may show improvement with grammatical accuracy and then next week, not. This fluctuation is completely normal. Writing develops when learners write on a regular basis and have guidance that is appropriate for their level of language competence.

The development of writing skills in a second language involves much more than grammar and sentence construction. It also entails aspects of emotion, identity, exposure, organization and practice. For A2 learners, these elements can become mixed in a complex manner and teachers should offer simple tasks to create guided





opportunities for learners to write. As writing becomes a place of discovery and exploration of language (and not just an obligation), learners can begin to grow more organically in their writing abilities.

1.3. Technology in Language Learning

Technology has steadily become a part of learning a language in everyday life, not just because technology is around us, but because students also begin to feel that learning in front of a screen feels somewhat more familiar than with a textbook. Some learners have indicated they learn better when they can click, listen, or see something move. Others feel more at ease because they are in practice and no one is watching them. Chapelle (2016) notes that technology provides learners with additional ways of responding to language, and that those engagements may bolster learning in different ways. Teachers who have worked with digital tools sometimes are more aware that students participate more when the task is connected to the digital world they are already engaged to.

Computer Assisted Language Learning, or CALL, has been well documented during last few decades and at times people consider CALL to be technological in nature. In many of our classroom contexts, CALL simply means using a computer to write, check grammar, or undertake a small task. CALL is not about complicated technology, it is more about designing smaller tasks that foster the learners ability to utilize English with some degree of independence. CALL, as Chapelle (2016) explains, is concerned more with learner engagement with the task, feedback, and the system itself. The second language interaction at A2 level can seem more approachable because the computer does not have judgements on the student as they attempt to complete a task. Students are able to repeat a task in silence without feeling self-conscious about their speaking ability.

Some teachers will use CALL to give students access to videos, writing tools, online dictionaries, and reading passages. These tools are able to take the language learning context out of the classroom and onto the computer. Warschauer (2011) argues technology has given, “new opportunities for participation, and because





participation is framed as a digital task, it does not seem as rigid.” The students have sometimes written with more freedom using a digital document, compared to using paper and a notebook, possibly because of the ability to erase it easy, or to fix it without making a mess with the pages. Teachers will say that a sense of flexibility helps students play around with language in minor ways.

Mobile technology also plays a critical role in EFL education. The phone is a part of every student’s daily life, and instead of taking phones away, many teachers have begun using them as devices for learning. MALL, or Mobile Assisted Language Learning, makes learning feel lighter because the students can practice anywhere. Kukulska-Hulme (2020) states mobile learning may increase exposure to the language in everyday spaces such as buses, hallways, or while waiting. For a few final comments related specifically to mobile learning, some students are able to complete short vocabulary tasks during short breaks, and, little by little these quick practices help build confidence too. Below A2 especially benefits from mobile tasks as they often feel overwhelmed by longer assignments. Mobile apps to break the learning process up into mini steps; a student may not yet feel ready to write a whole paragraph, but, they can practice forming one or two clear sentences using a mobile related task. These small activities contribute to later development of writing skills, e.g., after a learner has begun to form clear sentences, they eventually find it easy to combine two or three sentences into a longer text. Similarly, digital environments support collaboration. Reinders and White (2016) explain that, "often technology enables learners to collaborate without being physically together, as they can synchronously work on the same document or project while in a digital space," (p. 391). For brief example, a student may write a simple sentence, and then their partner inserts some extra details. This discussion between students, about a simple sentence and their contribution, and we become aware of their emerging understanding of the process of extending ideas. There is also the potential for teachers to add comments in shared documents offering them an additional layer of support. This kind of feedback feels more gentle because it comes across as a note instead of a correction in front of everyone else.





Another benefit of the digital tools is repetition. I don't think students get it very often the first time. With technology, this does not feel like the same grind. Apps and platforms often throw a little reward such as a sound, color, or something else that validates that practice is going on, even if it never comes close to perfect. As Warschauer (2011) stated, learners tend to repeat whatever task it is they do more depending on if they are using a digital tool. It is often not that the desire to study more, but the environment is more relaxed. A2 learners especially appreciate this, since writing accuracy improves with repeated exposure. Every time they have rewritten something, they see slight improvements.

This also gives a different kind of motivation. Students tell me they feel more “engaged” when they can click, hear, or receive immediate feedback. Motivation is closely linked to writing development. Harmer (2015) states that when students are motivated, they will take risks with the language, and this helps them develop. In Ecuadorian classrooms, many students have difficult experiences with English. They may have always felt English to be a stressful or confusing subject. When technology enters the lesson, some of that anxiety goes away, and the students are more willing to engage.

Another component of technology in language learning is autonomy. Benson (2013) specifies that digital tools give students more choices about when they want to practice and what tools work for them. A2 learners often do not feel confident in their ability to write, but when technology allows them to practice while sitting quietly at home or on their phone, they begin to engage with writing in English free from judgement. For instance, a student may have the confidence to write a message in English using a writing application that can suggest corrections. The learner slowly reads the suggestions, tries writing again, and learns something new. This learning is individual and private, and many students say they feel safe to practice alone before they include others in their learning.

Solutions like technology provide a way for learners to engage with authentic language. Videos, blogs, short posts, simple websites, and subtitles all provide A2 students with exposure to English in a way that feels more authentic. Krashen's





(1982) notion of comprehensible input has been linked to digital input because technology offers a plethora of language input that students can engage with at their own pace. For example, a student might watch a six-minute video in English, in which they catch a few words that later appear in their writing. Even if the student does not understand everything, some small parts of the vocabulary, or even a phrase or two, remain. These small parts do influence writing.

A second related aspect is control. Digital tools allow learners to manipulate settings, pause, slow down a video, or repeat a task. The fact that learners can control the pace and adjust settings provides a level of control that works to reduce anxiety. A2 level learners will often say that in class everything goes too fast, however with technology they can slow it down, without interrupting the pace of others. Having that sense of control seems to allow students to work towards better writing. If the student can work at the pace they need, they will gain confidence in a more natural way. Technology also facilitates multimodal writing. Some learners understand better when there are visual supports, audio supports, and some prefer text. Digital tools allow for combining all of these forms of meaning. Godwin-Jones (2018) proposes that multimodal resources help learners receive language input that reflects their cognitive preferences for processing language. A learner may look at an image and then try to get something down on paper. Another learner may listen to a short audio clip and write a short summary following the audio. The multimodal preferences/learning should allow A2 learners to connect meaning into language more intuitively.

However, there are challenges when using technology. Some learners are not focused or get distracted very easily, and teachers may need to prompt the thinking and purposeful uses of tools. Others may tend to rely too heavily on grammar checking and spelling apps and will not focus on their own thinking about the structure of their writing. Reinders (2010) explains this is where technology is the best when teachers have a clear plan and prompt learners to consider the process. A2 learners need this prompting to reflect on their learning because they are still building the mental habits needed to write in a second language. In the end, you must





keep in mind that technology in language learning is not the solution. It is a tool that works as long as it is intentional. In Ecuador, for instance, teachers (including those at the Instituto Superior Tecnológico del Austro) frequently experiment with digital activities as scaffolds for writing. Some of the experiments worked better than others. However, one would surely agree that writing develops when students write often, feel supported, and feel comfortable to take risks. Technology can provide a way for these things to happen more easily and more naturally, particularly for A2 students who are still coming to grips with the basic principles of writing in English.

1.4. Technological Programs for Developing Writing Skills

Writing proficiency at A2 level is generally slow to develop because the learners are still developing the fundamental systems they need in order to express their ideas with some degree of clarity. Students at this level display an understanding of the most basic system of a language but become overwhelmed when expected to turn their thoughts into written text. Numerous teachers identify A2 writing as "...fragmented..." where even though ideas may be correct in isolation, they do not altogether develop a coherent message. Hyland (2019) notes that early academic writers must navigate different competing demands at the same time (i.e., vocabulary, grammar, coherence, and accuracy), which is what makes writing one of the most challenging skills to develop in a new language.

One of the greatest challenges is a limited vocabulary. A2 learners typically operate with a limited range of familiar vocabulary, making it challenging to express more refined ideas. Nation (2013) outlines the relationship between vocabulary size and writing fluency and idea development. When learners do not have the lexical variety they need, they tend to repeat their same words or oversimplify ideas. A student might want to describe a memory or a routine but are able to break the whole thing down to very basic structures. This makes the writing feel flat, and sometimes students feel frustrated when they cannot say what they really want to say. As teachers often observe, students seem to know ideas in their language but cannot





"translate" their complexity into English because they are missing terminology.

A second major challenge is accuracy with grammatical forms. An A2 learner usually knows the rules in principle but, when writing, forgets or confuses structures. Richards and Schmidt (2010) identify that a student's grammatical knowledge is in part a concern of form, meaning, and use - rarely do students juggle these three aspects simultaneously. Common errors include verb form confusion, dropped endings, misplaced adverbs, and incorrect word order. Many A2 learners write as they speak, writing sentences that may sound naturalizable in their language, but not in English. Once the text consists of several of these forms of errors, the message is increasingly confused and the student begins to lose confidence. Some learners state, I "understand grammar in class", yet struggle to produce their own writing.

Coherence and cohesion present an additional significant challenge as well. Early-stage writers frequently produce sentences that do not connect well with each other. Hyland (2019) observes that inexperienced writers do not create the flow of logical sequence in their writing, which leads to writing in which no two sentences create a relationship with each other. An example of an A2 paragraph might begin to resemble a list of unrelated ideas. Students do not often use linking expressions as they fear they will not use them properly. They then opt not to use them at all, which results in a "choppy" writing style, even when the ideas of the writing are appropriate. While teachers encourage students to use simple connectors to add coherence, Learners still need repeated contact before they can use them naturally.

Another challenging feature is to develop the structure of paragraphs. A2 learners are still in the process of figuring out what a paragraph is supposed to look like. Some learners write three short sentences and think this is sufficient. Others write a very long sentence that involves a compendium of ideas, but no punctuation whatsoever. Harmer (2015) states that inexperienced writers require small models and clear guidance on building topic sentences and the expansions thereof. Without this degree of guidance, students often drift in and out of ideas, or they stop writing altogether claiming, "they have nothing more to say." Thus, writing itself, becomes a mechanical activity rather than a process of writing in the advent of exploration.





Spelling can present its own complications. A2 learners may mix up similar-looking words, or have difficulty with the irregularities of English spelling. For learners whose first languages have more predictable or transparent spelling conventions, the orthography of the English language can be a source of stress. Many Ecuadorian students previously attended school where there was minimal exposure to English, and where the curriculum included memorizing isolated vocabulary lists. These experiences carry forward into their writing practice. Students can confidently articulate a word orally, and yet struggle to reproduce its correct spelling in writing. Their difficulty with spelling can ruin their confidence to write because they feel the writing "looks wrong" even before another person reads it.

In addition, anxiety has a significant role in writing difficulties. According to Lee (2017), "emotional factors" influence writing performance, especially in students who are still building their linguistic foundation. A2 students often have the additional fear of failing or being judged. Writing more clearly expresses errors because it is written down and preserved on the page. When a student is speaking, errors disappear quickly, but the errors stay on the page when a student is writing. Many students will share that a blank page looks overwhelming because they do not even know how to begin. Some students spend an extensive amount of time trying to write a "perfect" sentence, thereby not finishing the writing task. This sense of perfectionism, compounded with insecurity, compounds the writing process and slows learners' writing development. Writing fluency is another area where A2 students have difficulty. Fluent writing involves automatic control of basic structures, but language learners at the A2 level have not developed this automaticity yet. Brown (2014) argues that fluency develops through occurrence with meaningful repetition, but often students do not write at all outside of class activities. Writing is fluency practice to improve capacity and comfort to move from one idea to the next, and without regular writing, learners cannot develop the speed and comfort write fluidly. Instead, they write slowly and pause after each word to think about grammar or spelling, hindering smooth writing while producing texts with simple structures and limited growth.





Another difficulty comes from writing patterns transferring from the first language. Some will apply Spanish punctuation rules to English. Some will write long sentences, because the organization of clauses in Spanish is more flexible than English. Lantolf and Thorne (2006) describe how learners will transfer their cultural and rhetorical patterns from L1 and use it in L2. When teachers, or myself, evaluate the writing of A2 students, we see students using commas where in English a period is expected. Some A2 students do not use periods because they think periods break the "flow." In short, L1 transfer and behavior is present in the writing of young learners. Interpreting feedback also presents challenges. While teachers provide written feedback, A2 learners sometimes do not understand the comments or do not know how to respond to them. Ferris (2011) indicates that learners require clear and simple guidance to improve their writing. However, when classes and writing are large, teachers cannot always explain the comments to individual students and students may become confused about how to revise. This may lead students to revise the sentences but not to fully understand the error in the sentences. When students are confused by the feedback and revision, it can cause them to repeat the same mistakes in the future or due to lack of usage, their writing quality may decline over time.

Another issue faced by A2 learners is a lack of exposure to written English. Krashen (1982) argues comprehensible input is necessary for language development and writing will improve when students are reading frequently. Yet, many A2 students in Ecuador rarely read in English, usually only short passage in their textbooks. If folio students are not reading, they do not see instances of authentic writing and therefore do not internalize any patterns. The upshot is that less reading will restrain the learner's development of more accurate and varied written language. When students read even simple texts, the quality of their writing usually gets better because they begin noticing patterns in sentence structure, combinations of vocabulary, and the use of punctuation.

Cognitive load is also part of the issue. A2 writers must simultaneously think about grammar, vocabulary, spelling, meaning, and coherence. Richards and Rodgers





(2014) state that writing involves the simultaneous engagement of a number of different processes, and that requires mental effort. For A2 students, the required effort can seem too much, which leads to slow writing and many errors. Sometimes teachers notice that students simply freeze after writing two sentences, simply because their brain feels “too full.” This is not an indicator of the students’ intelligence, per se, but rather when writing becomes overwhelming, it is a natural part of the developmental process of writing.

Every dynamic with students must be considered, including environmental factors. Some students do not have a quiet place to sit down to write or access to good technology to complete a writing task. Other students have a job or take care of their family and writing becomes another thing to hurry up and do during the day rather than a time of focus. In Ecuadorian contexts, teachers regularly mention that many students work and study, which makes it hard for those students to focus on their writing skills, affecting writing practices. If they do not have access to steady writing practice, their writing progress will slow down. To conclude, the challenges of writing also intersect with the idea of identity. When students feel disconnected from English, they struggle to develop the confidence to express themselves. A2 students are still developing the foundations of who they are as English writers.

Some students view English only as a subject they are required to pass and are not aware that, as (Lantolf and Thorne, 2006) note, identity plays a key role in language use, which connects to when students respond that English does not connect to their lives. Writing can feel like a mechanical exercise when English is not connected to students' lives and has no personal importance. However, when students begin to find personal significance in writing in small ways, their writing begins to look more **authentic** as the writing becomes more clear.

In summary, A2 learners face combination of linguistic, emotional, cognitive, and environmental factors that influence the development of their writing. These factors are all part of the A2 learner journey, but experience and guidance will assist them learning of writing, and they will have regular chances to practice, and use, the writing process tools in meaningful ways, while being supported. Recognizing these





factors will allow programs and institutions to design and develop better supports for learners to write more confidently, and create more text with more accuracy. Writing will still be viewed as a challenge at times, but with some support, A2 learners will create the foundations to express their text in clearer ways over time.

1.5. Writing Development at A2 Level

Writing at A2 level typically progresses in small increments. Students at this stage are starting to move from writing simple, standalone sentences to writing short paragraphs with some logic to them. The shift does not happen overnight. Many students have said that it still feels like writing is a slow process for them because they are considering every single sentence before writing. Harmer (2015) points out that writing development at lower levels takes a lot of contact with the structures that students are familiar with, vocabulary recycling, and opportunities for practice under no obligation. A2 learners tend to demonstrate progression that feels irregular, but that is part of the process. One day they write a clear paragraph, but the following week they struggle again with grammar or vocabulary. Teachers become accustomed to this shift.

A key aspect of writing progression at A2 level is gaining control over simple sentence patterns. Students start to rely on subject–verb–object patterns, which is certainly normal at this stage. Nation (2013) says that we can talk about writing fluency when learners feel comfortable producing predictable patterns of writing. The more automatic those patterns become, the position more students can occupy thinking about meaning. All of this makes writing feel somewhat burdensome without automaticity. A2 learners regularly take pauses to think through where to place a verb or if the noun requires an ending. It slows them down in their writing, but the repetition presented in the classroom helps them internalize patterns over time.

The growth of vocabulary is a significant factor associated with the process of writing. Students often possess a limited range of words and phrases which results in





repetitive or naive text. With new vocabulary, they begin to articulate ideas with more detail, and according to Peláez-Sánchez (2023), vocabulary growth relates directly to writing quality through the learner's expanded expressive repertoire. For A2 learners, vocabulary development occurs through reading short texts, completing digital tasks, and practicing simple descriptive writing. The students make small shifts to slightly more specific vocabulary words (for example, "near," "quiet," "interesting," "during," "expensive") rather than relying on the same general vocabulary, and these shifts permit the learners to construct fuller sentences and to add layers of detail to make the writing more meaningful.

Grammar development also concurrently influences the traditional writing progress. A2 students are also learning to produce different forms of verbs, including present simple, past simple, and some basic continuous forms. Richards and Schmidt (2010) mention that grammatical development develops with more practice and feedback. However, writing development is not limited to correct forms; it is also about the application of those forms in a manner that can be understood inside a paragraph. At this level, it is typical for students to mix tenses because they are invested in communicating the idea rather than in selecting the proper form. EFL teachers often encounter sentences like “Yesterday I go to the park and I am play with my cousin.” The error demonstrates that the learner understands meaning but is not yet proficient in the grammar. With assistance, students begin to notice some of these errors, and they are able to start correcting them more independently.

Additionally, A2 writing development is also about linking ideas. Hyland (2019) notes that coherence develops when learners comprehend how one sentence relates to another. Indue, at this stage learners begin to experiment with simple linking words, like “and,” “but,” “because,” “then,” and “so.” In combination, teachers often prompt connected writing to prevent learners from formulating a list of unconnected sentences. When learners are constructing short narratives or descriptions, the writing is beginning to take form. They discover that a paragraph should have a main idea, which is generally followed by details that support this central idea. At first, this construction feels complicated. Some A2 learners will add



connectors almost anywhere while other A2 learners will use the same connector in every sentence. However, with more exposure and practice they begin to use these connectors back into writing with more confidence and naturally.

Another important aspect of writing development is confidence. Many A2 learners feel anxious when writing because they are afraid of making mistakes. According to Lee (2017), affective factors contribute to writing quality, particularly at lower levels. Students who have confidence write more freely. Teachers have contributed that when learners stop thinking about “perfect grammar,” they are better able to express ideas. Confidence often develops from low stakes writing such as short messages, personal reflection, and descriptions of places familiar to the student because they can write without the fear of being evaluated. When a learner can see they can convey meaning with practice and even with some errors, a student begins to gain trust in their ability to improve. The development of writing also needs to be accompanied by consistent and frequent reading. Krashen (1982) indicates that reading provides necessary input required to work on writing. A2 learners who read more often, regardless of the fact that the text is simple, show patterns of developing better sentence structure, more vocabulary range, and even better understanding of how ideas are flowing together. Short stories, dialogues, and online articles offer learners examples of naturally occurring writing. Even if learners do not fully understand all words, they are still acquiring patterns that will later be used in their writing. Additionally, teachers have expressed that students who read even minimally each week become better writers than just writing frequently and never reading.

Proofreading is another critical stage at this level. It is common for A2 students to see writing as a one-shoot attempt. They finish writing a paragraph and consider it is done. However, Ranalli (2018) makes it clear that revision is important when building writing skills as it facilitates thinking critically about one's writing choices. At the A2 level, revision is typically teacher-directed. At times, the teacher will ask students to check for verbs first, then punctuation, and is usually followed by clarity. With practice, students begin to notice their own mistakes while revising, indicating





growth in metalinguistic awareness. Also, some students become accustomed to using digital tools to receive feedback, which is also conducive to the revision habit.

Writing development at the A2 level is also a reflection of the learning environment. Many learners in Ecuador come from contexts where their only exposure to English language learning occurred through English classes with a focus on grammatical constructions. When they enroll in a higher education English program they realize writing is more than memorizing a set of grammatical rules. It takes quite a bit of planning to assist students in moving from a controlled writing task (fill in the blank) to freer writing (a paragraph). This takes time. As they read different passages in English, and watch videos, students begin to experience input that is required for writing development. Godwin-Jones (2018) indicates that heavy multimodal environments provide supports for early writing since learners use visual and/ or auditory cues to develop meaning. Technology plays an important role in writing development. Tools such as Grammarly, Google Docs, Duolingo and etc. or simply writing apps can provide learners with a means to write more frequently and receive prompt feedback. The factor of instant feedback supports students in observing patterns, and suggestions to help make revisions. Wei (2023) discovered that students using computerized feedback applications demonstrated better coherence, accuracy and fluency in their writing, over the course of one semester. This consistency is key for A2 learners. The more feedback students receive, the more they start to feel at ease with writing in various aspects.

Finally, one aspect of writing development is learner identity. Many A2 writers are in a process of development of an identity as an English writer. Lantolf and Thorne (2006) note that writing development are acts of personal expression and cultural negotiation. When students feel that English is somehow part of their academic writing lives, they can at least entertain the notion of English as an achievable act rather than a scary act. When students make sense of writing, for example, they can write with their memories, with their families, with their goals, they can experience ownership over the language. The emotional element helps validate their writing. The progress of writing does not follow a linear path. Hyland





(2019) encourages readers to remember that learning can be messy. A2-level learners may move forward, regress in progress, recognize new errors, and subsequently, move forward again. Teachers and educators who experience this cycle often provide ongoing, meaningful support based on realistic expectations. They understand that A2-level learners can develop quality writing, but only if they have enough time and practice of substantial amounts. Writers at the A2 level even exhibit small degrees of progress—such as using a new connector, writing a longer paragraph than the last time, or using a verb correctly—each of these are small markers of improvement. Broadly speaking for learners at the A2 level, writing is about developing more vocabulary, qualifying grammatical forms to convey meaning better, developing coherence between ideas, developing confidence in writing, developing reading habits, developing revision habits, and developing an identity. All of these components interact with each other. Even small, incremental steps that learners make towards progress in writing help to build a foundation for writing skills as they continue to develop. With time, support, and regular practice, A2 learners can write more clearly, and convey ideas that seem fuller and more meaningful when writing in English.

1.6. Importance of Supporting Writing Development in A2 Learners

It is vital that writing development is supported at the A2 level because this is the stage that paves the way for later academic and professional communication. Initiative in support of students' writing often begin early. At the onset of their learning journey, students may view writing as something that is just getting words down on paper. But before long, students recognize that the writing process requires planning, organization, clarity, and precision. Harmer (2015) emphasizes that writing is often taught early on, and this early instruction is what students will bring to more cognitively demanding tasks later. If students receive sufficient writing support at a low A2 level, students will bring these writing habits with them to higher levels of proficiency. When more proficient students do not have the writing skills established





prior, and do not receive the benefits of explicit instruction, students will likely enter high proficiency levels with continued gaps that create very challenging experiences in the teaching and learning of writing at the advanced level.

Writing support at this level is also extremely important in that it can help students develop their confidence. Many students at the A2 level often experience a fear of writing when presented with a blank page. Students often spend unnecessary time worrying about making mistakes or feel socially uncomfortable writing simple sentences. Lee (2017) surmised that students' response to early writing anxiety is to limit their participation and behave in less-risky ways. With supported writing tasks, supported feedback conversations, and writing activities where students can write without judgement, students will then begin to recognize that they can express themselves in an even important dynamic in their English language development.

Developing confidence is incredibly important. Once students feel that they are able to express themselves, they will write even more, which, through the writing process is important for further developing writing skills. Promoting A2 writing also helps learners recognize writing as a process. Many learners are accustomed to thinking about writing as one-step practice where they come up with a final version of something they wrote. Ranalli (2018) proposes that teaching writing as a process--planning, drafting, revising, and editing--contributes to the development of metacognitive skills. While at A2 the writing process is still somewhat new to students, they benefit from modeling and simpler applications of this process. When teachers scaffold and guide learners through the revision process, learners begin to see writing as flexible, as something that develops. This mindset alleviates the immediate pressure of "getting it right the first time" and makes writing seem more useful and worthwhile.

Another rationale for supporting writing development is its relationship to reading. Krashen (1982) suggests that writing improves when learners frequently read and develop the awareness of how language works. However, many learners at the A2 level do not have strong reading practices already. When a teacher provides reading along with writing, learners can begin to integrate the structures of language





together. For example, reading short paragraphs can help learners notice how to expect ideas to flow together, how to punctuate, and how vocabulary will represent patterns in language. Without reading, writing can remain routine and mechanical, as opposed to feeling natural. It is as if support writing, we are related supporting reading because the two promote one another. Another reason writing support is so important is to grow vocabulary. As Nation (2013) points out, vocabulary knowledge increases through repetition in a meaningful way, and writing gives a rich amount of repetition. When students are at an A2 level, for example, they have learned simple words but may not use them in extended writing. Writing tasks given to teachers that are guided, for example: descriptions, stories, collection of routines, indicated what the teacher was looking for in the vocabulary. The ability to apply vocabulary across tasks, not simply from memory becomes sorely even more important. Over time, students were able to use vocabulary in ways that improved control of vocabulary as they wrote more clearly and with more expression, for English language learners.

And another important aspect is coherence. Many A2 learners can write correct sentences, but linking these sentences in a coherent way can be a challenge. Hyland (2019) indicates that the writing development process includes learning how to structure ideas together, create flow, and identify logical relationships. Teaching A2 learners how to use simple connectors (e.g. then, because, also and but) is an important step in helping students see the text as a whole. If students do not receive this instruction, they will still be able to write. But, they will still write in segments. In contrast, with guidance, students will be writing short but coherent paragraphs. This is an outcome towards A2 writing at this level. Assisting with development of writing skills at the A2 level also prepares learners for academic demands. In higher education learners are regularly required to write for exams, reports, reflections, and research tasks. Students who do not have basic writing foundations may not be able to participate fully in academic environments. Writing, is often irrespective of academic environment, is more than a linguistic skill, but is a cognitive skill, tied to thinking, as Brown (2014) stated, to resolve problems and be able to use critical thinking. Providing A2 learners with the opportunity to build





writing skills helps provide them with the tools they need to succeed in future academic contexts. It is also development in writing allows learners to... to explain ideas, support an argument, and reflect on their thinking, all critical for higher-level work.

Expectations based on culture also support why writing supports are important. For example, in many schools in Ecuador, writing instruction provides opportunities for short responses and grammar exercises. Students do not engage in longer pieces of writing until they are in (or often after they have entered) higher levels (in elementary or secondary school). At that point, they will be asked to write coexistently after frameworks or writing to communicate in clear paragraphs or express preferences of statements of feelings, or processes. Students who do not get this A2 level support feel lost. Godwin-Jones (2018) points out that connectivity in digital and multimodal environments makes these practices out there in the mind, and within these environments provide models for situations and prompts for writing, or spaces that allow students to write that feel more in line with their prior knowledge. Providing, supports for writing, could preparing learners for academic cultures that her write condition, during academic purposes. Writing additionally helps with boosting accuracy. Students may grasp grammar rules, but they only truly learn how those rules function in real language when they engage in writing. Ferris (2011) states that writing reveals gaps that may not been seen in an oral activity. If learners are practicing writing at an A2 level, teachers can observe a pattern of errors and provide guided instruction. In this case, writing has a diagnostic purpose. If teachers do not provide writing support early on, students will continue to demonstrate these types of errors at more advanced levels, making improvement much more challenging. Early intervention will help learners address issues with the rules when the problems are more manageable.

Another reason to provide writing support is the development of a personal voice. As learners move toward A2 level writing, they begin to realize how they want to sound in English. Lantolf and Thorne (2006) contend that the task of learning a language imposes itself as an identity formation. When students write about topics





that are less unfamiliar- family, experiences, preferences- they are consciously aware of how they need to sound or are at least figuring out how to sound in English. This process has an important impact on their ability to relate to English. Writing no longer feels like a strange complication, but rather, a composition that they have control over. When we provide writing support, we are really trying to protect and develop this identifying voice. Support for writing also helps build autonomy. Benson (2013) found that learners develop when they seize learning. Writing tasks can promote autonomy in students because writing is an act of making choices - in all cases, students are making choices: what word (to use), how to organize their ideas, how redraft (to change) their writing. Even though the decisions an A2 level learner makes, might appear simple, the process of developing autonomy is important. If learners are given recommended forms of structured support, then autonomy begins when learners see writing as a process that they have control over, and they eventually begin to write without support. This independence prepares learners for when they must undertake longer writing tasks that include fewer opportunities for support from the teacher.

Technology has played a large role in supporting writing. Tools for writing support like Grammarly, Google Docs, and Duolingo provide learners ongoing feedback and practice. Wei (2023) noted that students who received automated writing feedback focused on using it over several months, and their writing improved with respect to accuracy and organization. For A2 learners, feedback provides a "real-time" opportunity to witness the error at the time it is committed. Typically, the teacher will be focused on more advanced writing issues like coherence, instead of constantly responding to all the grammatically correct writer's commentary to focus the teacher instead on efficiency of communication and organization. Writing development for the A2 student also brings technology and human instruction and content to create a balanced approach. Lastly, it is important to support A2 writing development because writing fosters chances for "real" communication. Even at lower levels, students can write messages, describe their routines, and share short anecdotes. Therefore, when learners do even small writing tasks, they are beginning





to see English as a tool for real communication. Harmer (2015) asserts that meaningful writing tasks can engage students and make learning more memorable. When students write about things that they care about as part of their communicative experiences, the language is integrated into their lives, and it is not just another subject in school.

In conclusion, supporting writing development at an A2 level is important for linguistic, cognitive, emotional, academic, and personal reasons. A2 learners require support to develop their accuracy, fluency, coherence, vocabulary, revision practices, and confidence as writers. When a teacher spends time in the early stages of a learner's writing development, they are helping students develop the tools and foundation they need to move on to more accomplished writing. Furthermore, this support can also shape the way learners view writing, how they express themselves, and how they develop their English.

1.7. Theoretical Approaches Supporting Technology Use

The utilization of digital tools in language learning exists in coherence with a number of theoretical frameworks that help to explain the reasons technology can make learning more relevant to A2 learners. These frameworks are not new, but their alignment with technology has become significantly more apparent in the past number of years. A teacher who has worked with a digital program will often reflect back that students are contributing more, feel safer trying new language, and develop writing practices they did not have before. The following theories help explain how this is possible.

One of the most important theories that supports the use of technology is the Sociocultural Theory. Vygotsky's research was accomplished many years before computers were invented. Nonetheless, it builds a substantial platform for understanding how tools mediate learning. Lantolf and Thorne (2006) state that learning is social and occurs in the zone of proximal development, through mediation from tools, people, and cultural practices. Therefore, the usage of technological tools such as Google Docs or some writing apps meaningfully act as mediators to expand





student production of language. The device, in turn, also becomes a part of the learning environment. An A2 learner, who may feel timid writing on paper, often have greater confidence to type, as the digital tool takes the pressure off, and offers a space for potential revision. This connects with the concept of the Zone of Proximal Development (ZPD), which indicates that students are capable of achieving higher levels through assistance. Technology provides a form of "scaffold" that can help students finish tasks they would not normally be able to complete alone.

Another very strong theoretical foundation is Krashen's Input Hypothesis. Krashen (1982) states that learners need comprehension input that is just slightly above their level, and technology supplies the input in terms of videos, short readings, interactive tasks, and digital prompts. This is especially beneficial for A2 learners and pre-intermediate learners as they can pause the input, replay it, slow it down, or repeat it. Greater control of input options reduces anxiety and gets students to focus workflows and ultimately to processing the language in a way that feels more personal and manageable.

For writing specifically, input is essential. The more students are watching short videos or reading posts written in simplified English, the more exposure they are to patterns of vocabulary and structures of sentences that they will replicate in their writing. The more input processed the easier the writing process.

Swain's Output Hypothesis (1995), is another theoretical framework that supports the use of technology. Swain indicates that learners develop language when they are compelled to produce output and notice issues in their expression. Technology creates many opportunities for output—writing a short text message, completing a digital task, editing a sentence, or responding to a prompt. Once a student writes a sentence and a tool like Grammarly flags an error, student becomes aware of the gap that exists between what they were aiming to produce and what the language requires. This noticing allows learners to adjust and improve. Noticing is especially important at A2 level since many learners do not have automatic control over grammar or structure yet.



Another relevant perspective is Constructivism, which prioritizes that learners progress knowledge when they actively engaged. Bruner (1996) and later Jonassen (1999) maintained that learners obtain a deeper understanding of concepts when they manipulate information, explore problem, and/or create reasoning or make decisions. Technology supports constructivist learning by sending opportunities for collaborative learners to discover language in an interactive environment. For example, writing apps, collaborative documents and digital storytelling/broadcast apps enable A2 students to make choices, explore ideas, characters, and sequences, revisit ideas, clarify and revise of assignments, and reflect on the task. A focus on writing as an exploratory activity and not just the end product affords learners exposure and engage with more, and deeper, decision making processes. Through these experiences, students become more engaged, reflective, and learn to internalize language forms. Cognitive theories support the role of technology. Working memory is key for writing. Baddeley's model, while not focused on language acquisition, helps to explain why writing may be hard for an A2 learner. The writer must keep in mind vocabulary, grammar rules, the organization of ideas, and spelling. Technology can help reduce some of the load on working memory. In fact, when a learner is typing rather than handwriting, the cognitive load shifts from physically writing to coming up with ideas. Using technologies that prompt or offer suggestions reduce the reliance on working memory. Ferris (2011) pointed out that some cognitive support is important in the early stages of writing development, and digital tools do provide that support since they allow the student to go step by step in the writing process.

Another important theoretical framework related to technology is the theory of Computer-Assisted Language Learning (CALL). Chapelle (2016) points out that technology for language learning should facilitate interaction, feedback, and engagement in meaningful tasks. Likewise, an A2 learner needs feedback to avoid being fossilized in his or her errors. The use of technology such as Grammarly, Google Docs comments, or other types of checkers allows learners to receive feedback in real time, which may not always be possible for the teacher with large classes. This aligns with Chapelle's ideas on CALL tasks needing to offer





opportunities for learners to notice gaps, then receive feedback, and ultimately modify their output. The use of technology keeps the conditions steady for the learner.

Motivation theories also help explain how technology supports students in their learning. Deci and Ryan put forth the Self-Determination Theory in 1985, which outlines three critical elements motivation: competence, autonomy, and relatedness. Digital tools, by nature, often help students develop a more sense of competence, because they receive feedback quickly and without fear of judgment. Digital tools also help develop autonomy, as they typically provide students with opportunities to practice and review individually, at their convenience. Most apps and platforms offer small goals, reward mechanisms, and visible progress indicators. These help learners feel a boost in motivation to participate in the writing task or writing process. This is especially beneficial for A2 learners, who tend to feel insecure with their language ability. When writing tasks feel fun or more manageable, students are more likely to join in or be engaged and develop more steadily.

Another theory that supports the use of technology within the context of writing; is Multimodality and the work of Kress (2010). Asserts that meaning is developed through many modalities, not just text, for example, visual, audio, and interactive modes. Digital environments support multimodal learning, as these modalities exist side-by-side. A2 learners regularly exploit images, sounds, videos, and text together; this consolidation of modes facilitates connections between ideas. Writing processes in the digital age is no longer characterized by text-based syntax; rather there is a larger pool of exposure of input from which the writing would grow. Students often write more confidently when they are presented with visuals, as visuals prompt ideas to write about. A bygone conceptualization by Godwin-Jones (2018) states that multimodal environments facilitate comprehension and support writing development by providing learners various entry points into language. Interactionist theories also provide support for using technology. Long's Interaction Hypothesis (1996) suggests that learners develop language when interacting in meaningful exchanges. Digital environments afford learners the opportunity to





collaborate when they are not in the same physical space. A2 learners could comment on one another's writing, engage in editing a shared document, or participate in a message board. These interactions provide opportunities for them to negotiate meaning, ask questions, and clarify ideas, which can enhance writing. Learners also receive models from peers during collaborative writing online, which can influence their writing decisions as well.

Finally, there are 21st Century Skills Frameworks that indicate the importance of digital literacy for today's learners. Organizations like UNESCO (2021) argue that students need to develop technological, cognitive, and communicative competences to participate effectively in the contemporary world. Writing through technology allows learners to develop these skills naturally and at the same time. When students write emails, fill out digital forms, or create online texts they are learning how writing operates in real-life contexts. When supporting technology use in A2 writing, it is not only about language development, but also about supporting students as learners in order to write digitally in their lives, at work, and in educational contexts. In general, the theoretical frameworks that underpin the use of technology - Sociocultural Theory, Input and Output Hypotheses, Constructivism, CALL principles, cognitive load theory, frameworks for motivation, multimodality, and interactionism - demonstrate that digital tools are going beyond being an additional element; these tools are part of the way language is learned. Technology provides scaffolding, feedback, input, autonomy, and interactivity. For A2 learners, these five elements are critical to help support them on their way to developing early writing confidence and competence in the second language. When technology use is grounded in theory, it is more pedagogically meaningful and benefits learners' growth in ways that traditional instruction cannot always facilitate.



CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND DIAGNOSTIC STUDY

This chapter explains the methodological route followed to explore how technological programs influence the writing development of A2 students. The idea is not only to describe procedures but also to show why each methodological decision made sense in a real classroom. Several authors have discussed the use of technology in language learning along with the advantages and possible limitations of using it in practice. Chapelle (2016) describes the role of digital tools as the mediators in language tasks since they provide the supports that learners may not receive in traditional instruction. This concept influenced some of the decisions that were made for the current study, especially how the variables were defined and measured.

Conceptualization and Operationalization of Variables

The research has two principal variables: the independent variable is the use of technology programs, and the dependent variable is the development of the writing skills of A2 students. The two variables were based on theories around learning being mediated and a gradual process. Vygotsky's sociocultural perspective quote by Lantolf (2014) shows that learners develop a skill or ability when interacting with tools that shape or assist them. Writing in a second language fits this just as well as learners develop through practice, corrections and exposure to models which is all being done with the support of a digital platform.

Independent Variable: Use of Technological Programs.

This variable is about the use of digital tools to support English learning. For example, programs such as Grammarly, Google Docs or Duolingo provide feedback, signal mistakes and provide models to help learners revise their own texts. Levy and





Stockwell (2020) state that technological tools are at their best when they are used not to replace the teacher, but as an extension of the learning environment.

Therefore, this study examines how often students access and use these tools, and how they perceive using them.

The operational definition of this variable includes three dimensions. First, the operational definition includes access and use, which examines frequency and type of tools used. Second, interaction examines the actions that the learner takes within the tool, for example, editing or rewriting. Finally, the last dimension is student perception, which examines how the learner perceives or evaluated the tool. This last dimension aligns with the idea of learner experience that develops learner attitudes, as Hubbard and Romeo (2012) explain, attitudes ultimately influence learning outcomes in tasks utilizing technology.

Dependent Variable: Writing Skill Development.

This dimension involves a student's ability to write simple, meaningful texts. Writing at this level develops gradually and students consistently struggle with the basic components of writing such as grammar, vocabulary, and coherence. Richards states that writing is a recursive skill and develops through cycles of practice and revision, with feedback being an important part of the process. Digital tools can provide feedback, but the learner must still construct the final texts for clarity and coherence.

There are four operational dimensions of this variable. The first is coherence, and this refers to the logical flow of ideas. The second is grammatical accuracy, which considers common A2 structures. The third dimension is vocabulary, based on how varied and appropriate the words are. The fourth is writing fluency, understood as the ability to produce short texts with continuity. These components are also mentioned by Weigle (2014), who identifies them as core elements when evaluating second language writing.





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Indicators reflect specific aspects of writing, such as number of errors, clarity of ideas, and range of vocabulary used. Rubrics and writing samples are used to measure the indicators because, according to Hyland (2019), writing needs to be evaluated through authentic production to understand real learner performance.



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Table 1.
Variable operationalization matrix

Variable	Conceptual definition	Dimensions	Indicators	Instruments	Scale
Independent variable: Use of technological programs	Use of digital tools that support English learning and writing practice, such as Grammarly, Google Docs and Duolingo, which provide feedback, language models and opportunities for independent work.	Access and use	Frequency of use of technological tools; type of digital program used (grammar checker, collaborative document, learning app); context of use (in class / at home).	Student survey on technological habits; simple activity log completed by students; structured teacher observation checklist.	Ordinal scale: low, medium, high level of use.
		Interaction with the tool	Number of corrections applied; number of revisions made; type of tasks performed inside the platform (editing, rewriting, drafting).	Activity log of tasks in the platform; teacher observation of student work; review of digital writing products.	Ordinal scale: low, medium, high level of interaction.
		Student perception	Perceived usefulness of the tools; comfort when using them; motivation and interest during digital writing tasks.	Likert-type perception survey (1–5); short written reflections about their experience with the tools.	Likert scale: 1 (strongly disagree) to 5 (strongly agree).
Dependent variable: Writing skill development	Ability of A2 students to produce clear, coherent and meaningful written texts using basic grammar, vocabulary and simple organization patterns.	Coherence	Logical order of ideas in the paragraph; clarity of the main idea; basic use of simple connectors (and, but, because, then).	Analytic writing rubric applied to student texts; collection of writing samples (pre-test and post-test).	Ordinal scale in rubric: low, medium, high level of coherence.
		Grammatical accuracy	Number of grammar errors in verbs, word order and basic structures; correct use of simple tenses (present and past).	Analytic rubric focused on grammar; teacher scoring of writing samples.	Ordinal scale in rubric: low, medium, high accuracy.
		Vocabulary	Range of vocabulary used in the text; appropriateness of word choice; level of repetition of very basic words.	Analytic rubric focused on vocabulary; review of writing samples; simple vocabulary checklist.	Ordinal scale in rubric: low, medium, high lexical control.
		Writing fluency	Number of words produced in a short task; ability to complete a short paragraph; continuity of ideas without excessive pauses or unfinished sentences.	Timed writing task (pre-test and post-test); analytic rubric focused on fluency.	Ordinal scale: low, medium, high fluency according to rubric.

Note. Prepared by the author



Research Approach.

The study uses a mixed-methods approach. Creswell and Creswell (2018) note that mixed approaches are helpful when a single type of data cannot fully explain a phenomenon. Writing is one of those skills that needs both measurable indicators and personal experiences to be understood. Quantitative data helps identify changes in accuracy, coherence, and vocabulary. Qualitative data helps understand how students perceive the tools and whether they feel these tools helped them improve.

Research Scope

The scope is descriptive and correlational. It is descriptive because it identifies the current state of writing in the group. It is correlational because it examines the relationship between the use of technological tools and the improvement in writing. Muijs (2011) explains that correlational studies are useful when a researcher wants to see if two variables move together, even if the study does not establish a strict cause-and-effect relationship.

Type of Research.

The research is field-based because data come directly from classroom interaction. It is also bibliographical because it uses published studies to support the methodological choices. It is transversal because data is collected during one academic period. Cohen, Manion, and Morrison (2018) describe transversal studies as appropriate when the goal is to observe conditions at a specific point in time without long-term tracking.

Methods

The analytic method is used to examine components of writing. The descriptive method helps record observable characteristics. The comparative method is useful for comparing the group that uses technological tools and the





group that does not. These methods are prevalent in classroom-based research. As Burns (2010) points out, one of the advantages of using multiple methods is that it helps to develop a more comprehensive perspective on learning processes, especially for skills that develop over time, such as writing.

Delimitation of the Population and Sample

The sample consists of 50 students who were part of two A2 groups during the same academic period. The two groups followed the official curriculum, but only one of the groups used technology programs as part of the writing practice, software. This group is called the experimental group. The non-technology group continued to practice writing with traditional instruction and served as the control group. The sample size was chosen because it allows somewhat of a balance between the practical work done in the classroom and the amount of data that could be collected as writing samples to identify patterns of writing. The sample was also chosen because the institute arranges its English courses in groups rather than allowing students to be in any combination, thus the choice of complete groups rather than individuals.

Sampling Justification

This study utilized a non-probability sampling technique, also referred to as convenience sampling. Cohen, Manion, and Morrison (2018) explains that this type of sampling is common in educational contexts since groups already exist, and the researcher does not have the ability to rearrange the groups as desired. In our situation, the groups were already scheduled to exist as A2 groups indicated in the academic mode of delivery, and it was not possible to change the distribution of the students. This is why the researcher worked with the groups as they existed. Working with intact groups also supports the orchestration of regular academic flow. Creswell and Creswell (2018) also mentioned that sampling of convenience is relevant, more specifically, with the desire to study relationships between variables within a particular context, as opposed to having the intent to generalize





to a population. The intent of this study was to understand and observe how technology changed writing in this context only; the use of convenience sampled groups was aligned with the needs of the project.

The selection of the experimental group and the control group was based on their time of availability and the time frames of the class. The experimental group had access to the computer lab regularly, which made technology programs a little easier to integrate. The control group carried on with their classroom instruction, without digital tools.

Units of Analysis

The primary analytical unit is the student. Every student contributed writing samples, filled out surveys, and participated with or without technology programs, depending on their group. Writing samples were collected at two different time frames, pre- and post-intervention. This provided the study opportunities to observe changes in coherence, accuracy, vocabulary, and fluency.

The second analytical unit is the actual technology interaction. For the experimental group, short logs of use, corrections made, and the type of tasks completed within the programs were collected and analyzed. This unit provides evidence not only of whether the tools were used, but also of how they were used.

Sampling Procedures

The research was conducted according to the schedule of the institute. The diagnostic phase took place over the course of one week, and both groups wrote the same initial writing task. Following this, the experimental group wrote using Grammarly, Google Docs, and short digital writing tasks for numerous weeks, while the control group did paper-based writing activities. All groups finished with a final writing task under the same conditions. The sample was stable throughout the time of the research. No student left the course during the intervention, which meant that the number of students remained constant. The interventions honored the normal rhythms of the course, a critical aspect to





control any outside factors that might have affected the writing Research Procedure.

The research process took several stages that assisted in the sequenced organization of the study. Each stage functioned to a particular purpose and allowed the researcher to notice not only what level of writing A2 students had, but also how technological tools could mediate the development process. The procedure was flexible enough to accommodate the natural rhythm of the classroom, as it was desirable for the researcher to observe how the use of technological programs worked in a natural context, not a manufactured one. Burns (2010) suggests that classroom-based research should honor and respect the environment in which learning is taking place, which was taken into consideration when establishing a general structure for the procedure.

The first stage was when the theoretical review took place. This stage helped clarify the concepts that provided the guiding framework for the study, such as technological-mediation, writing development, and the characteristics of an A2 learner. Reading writers like Chapelle (2016), Levy & Stockwell (2020), Weigle (2014), and Hyland (2019) has begun to provide a clearer understanding of the role digital tools can take in second language writing. Stage one was significant, as it formed the basis of defining the variables, dimensions, and indicators that were utilized further in the study.

Following the theoretical, the next stage was the diagnosis. This stage of the research occurred in the classroom, with both A2 groups, and its objective was to diagnose the main writing difficulties the students had before integrating their work with technological programs. The students produced a short writing task under similar conditions. To be more specific, most students produced short texts with problems regarding coherence, sentence structure, and vocabulary range. These patterns were expected for an A2 group, but to see them manifested in their real writing was beneficial to determine the next steps. The diagnosis stage included a short survey where students commented on their experiences with digital tools. Some used technology fairly often, but others were hesitant when



writing on a digital tool. This information helped inform that adding technological tools would need to be gradual and simple at first.

The modeling stage came next. This was the stage where the researcher had a clear plan for how the technological programs would be used throughout the intervention. It was not a goal to introduce a plethora of tools only to have students confused or pressured to complete a task. For that purpose, we narrowed the technological tools down to Grammarly and Google Docs. The tools were chosen because they were accessible, good at an A2 level, and aligned with writing. Grammarly provides grammar suggestions and makes simple structures visible that students might confuse.

After that stage, Google Docs allows collaborative writing and easy peer feedback. Referring to Reinders (2014), digital tools seem to have a greater impact when the students understand why they use them, so at this stage, the researcher also explained the purpose of each tool to the learners.

The intervention stage ran for several weeks and was the focus of the research procedure. During the intervention stage, the experimental group was using the technological programs for writing tasks while the control group was continuing to use paper-based writing. The activities for both groups were the same regarding content, but the state of the tools in writing and adjustments were different. Each week the experimental group was completing small writing tasks in which they had to check their sentences, rewrite short paragraphs or correct simple structures. They also had to reconsider the suggestions given through the programs and decide which of the suggestions they wanted to accept. The step of making that decision was critical, as Ferris (2012) states that feedback is more effective when the learner has an opportunity to think about it, rather than just taking it at face value.

The researcher oversaw activity logs of the experimental group, documenting the interaction with the tools and the challenges faced. <students expressed bewilderment based on some of the suggestions in Grammarly, as sometimes the program gave students structures that were even above the limited A2. When this occurred, the teacher intervened with an explanation to alleviate student



frustration, which was instrumental in maintaining a positive atmosphere, and changed the technology from being a potential barrier and/or frustration to being a helpful resource. The control group was the traditional instruction group, where students completed handwritten tasks and were given teacher comments as feedback on their written tasks. The control group served as a comparison group to see how students progressed without the technological programs. Together, the results of each group provide a more robust picture of technology's utilized role in the writing process.

This evaluation took place in the final phase of the intervention. During this phase, both groups completed a summative writing task under the same conditions as the diagnostic writing task. The final writing tasks were assessed using the same analytic rubric, described in the previously mentioned phase, which looked at coherence, vocabulary, grammatical accuracy, and fluency. The goal was to explore differences in developments between the experimental group and the control group, and how these differences related to the technological programs. The last stage was the phase of reflection and integration. The researcher reflected on all of the data as a whole, including writing samples, surveys, activity logs, and observations. Taken together, they told a complete story of what students were thinking as they worked through the technological tools and how they went through changes in their writing over the same time. Some students suggested that using the technological tools gave them more confidence, as they were able to check their errors that needed fixing before contributing their text to the teacher. Some students liked the paper-based assignments rather than the technological assignments, as they felt they had more experience using a document on paper. These various responses are common in technology-enhanced learning, as Godwin-Jones (2018) observed, comfort with the digital experience between students, which leads to a reflective stage, made many points of difference.

In summary, the entire research process allowed for a rich understanding of the writing difficulties A2 students have and how the technological tools can assist student writing. The process was very gradual to allow the classroom





context to shape the process and the students learning over time, and, therefore, produce valuable and meaningful, useful data and outcomes.

Research Stages and Their Purpose

The research process was sequenced in a number of stages, which helped organize the study in a sensible and logical way. Each stage had its own role and contributed to the ultimate understanding of how a technological program can support the writing development of students at A2. The stages of research were not acting independently of each other. Each stage was tied to the other, and decisions made in one stage directly affected the next stage. Indeed, as Burns (2010) reminds us, education research is often cyclical, where ideas, actions, and reflections are in constant interaction, and this idea influenced the way that this study was conceptualized.

Theoretical Stage

The initial phase focused on theoretical inquiry. This was the foundation of the research. It situated the research within a context of authors discussing second language writing, technological tools, and learner development of skills with support. The objective of this phase was to ascertain the overall concepts before looking at the definitions of the variables and methodological decisions. Authors such as Chapelle (2016) and Levy and Stockwell (2020) helped understand how technology can be conceptualized as a mediational tool in the learning process. At the same time, authors such as Weigle (2014) and Hyland (2019), explained how writing develops in a second language and what channels of development can be reasonably considered at an A2 level.

This phase established what the research was really about. It became obvious that writing is not merely a product, but it is also a process that involves careful, careful steps, feedback, and practice. It was useful to narrow down what aspects of writing can be gathered in a way that is reliable. If it were not for this stage, the study would have not had a clear path of research because elements of the





theoretical development of the variables were not clear.

One of the goals of the theoretical stage was to link the study to more contemporary discussions in language teaching. Reading more recent materials highlights the need for applying technology in meaningful ways, and not merely as an add-on. Additionally, the theoretical stage allowed for some limitations of digital tools to be identified, such as some tools make suggestions that might be too advanced for an A2 learner, so those suggestions should be considered to avoid frustration. The ideas presented in this part of the study helped to inform the planning of the intervention in later stages.

Initial Diagnostic Stage

The second phase involved the initial diagnostic task. The aim of this phase was to examine the actual writing ability of the students before implementing the use of technological programs. This section was conducted in class with both groups completing a short writing task. The diagnostic task showed several similar issues, such as simple sentence errors, limited vocabulary, and poorly connected ideas. Although it wasn't surprising to see these results for an A2 level, I was able to review the results in real samples, which informs the type of support students actually needed.

Along with this diagnostic stage, I also provided a short survey that asked the students about their history of using digital tools. Some students share that they use apps all of the time, while others indicated they hardly ever write using technology.

These differences in prior experience mattered greatly, as they indicated the intervention needed to be introduced incrementally. This was in line with the comments of Hubbard and Romeo (2012), in which they state that students' attitudes and confidence influence their meaning-making interactions with digital tools.

Another aim of this stage was to establish a baseline from which to compare action taken during and after the intervention. The first part of the diagnostic





samples served as a clear benchmark for measuring progress after action was taken. The researcher could not solely depend on perceptions; therefore, collecting actual writing samples before using the technological programs was essential in order to compare the starting level to the final level objectively.

Modeling Stage

The third stage was the modeling of the proposal. In this part, the researcher designed the methodological route for the technological intervention. This stage connected the theoretical ideas from the first stage with the realities observed in the diagnostic stage. It was important to choose digital tools that were not too complex for A2 students. For this reason, Grammarly and Google Docs were selected. Both tools offer support for writing without overwhelming the learners. Reinders (2014) explains that technology works better when it is simple enough for students to understand the purpose of the tool.

The modeling stage also included planning the type of tasks that students would complete using the tools. The tasks had to be short and manageable because long activities could make students lose motivation. The researcher planned tasks such as rewriting sentences, correcting basic structures, and writing short paragraphs. Each task had a specific purpose related to the dimensions of the dependent variable: coherence, accuracy, vocabulary, and fluency.

Another significant aspect of the modeling stage involved explaining to students how the technological tools would be utilized. This would help to decrease the students' anxiety level and allow them to feel somewhat in control of their work. The researcher, during the modeling stage also planned how evidence would be collected during the intervention via activity logs, observations and writing samples.

The objective of the modeling stage was to organize the intervention to meet student needs while taking into account their levels. The modeling stage would ensure that the technological tools would be used in a meaningful and organized way in the research process.





Final Diagnostic or Validation Stage

The final phase consisted of the diagnostic and validation stage. This occurred following the intervention stage when both groups completed a final writing task under the same conditions as the initial diagnostic task. The goals of this phase were to measure any change in the students' writing in the experimental group before and after using the educational technological programs. The same analytic rubric was used to assess coherence, grammar, vocabulary, and fluency. During the diagnostic phase, the researcher determined if the technological programs made any improvements in the writing skills of the experimental group's students in comparison to the students in the control group who did not use educational technological programs. Muijs (2011) states that correlational studies require clearly outlined comparison points to show there is a relationship between the variables, and this segment served as some of this evidence.

Lastly, in the validation stage, the researcher also collected data on students' observations at the end. Some students reported that they felt more confident in writing down their ideas, because they could check their ideas before showing them to the instructor. Several students pointed to the fact that the tools helped them identify errors they would normally miss. These reflections help support if the intervention matched the students' needs, and whether these tools were suitable for A2 level students. The overall aim of this phase was to put together all the data collected throughout the study. To create a composite impression of the writing development, writing samples, surveys, logs, and observations were analyzed together. The purpose of this stage was to help validate the proposal by identifying whether the technological programs supported the development of their writing ability in this context.

Diagnostic Results: Analysis, Interpretation, and Discussion

The preliminary diagnostic stage assisted in identifying the key difficulties that A2 students had encountered before utilizing technological programs. Both groups, the experimental and the control, did a short writing task of 70–90 words





in the same classroom situation. This task gave the researcher the chance to assess coherence, grammar, vocabulary and fluency in a natural writing performance context. The results reveal that most of the writing samples were shorter than expected for this level of writing. Most of the writing samples fell in the 45-65-word range. This suggests students had yet to develop fluency and confidence in writing English. This same tendency was found in both groups, suggesting they started from a comparable level, which is useful for comparison at a later time.

Coherence also seemed to emerge as a difficulty area. Large number of students produced coherent but disconnected sentences or ideas without a clear sequencing of their writing. Some used basic connectors, but not always in their proper placement. This made the paragraphs sound fragmented. Grammar problems were also frequent. Errors appeared in subject-verb agreement, verb tense, plural forms and basic word order. Vocabulary was limited as well. Students tended to repeat the same simple words, which reduced precision in the message. These patterns match what several authors describe for early writing stages in a foreign language, where students still depend on memorized forms and struggle to extend ideas.

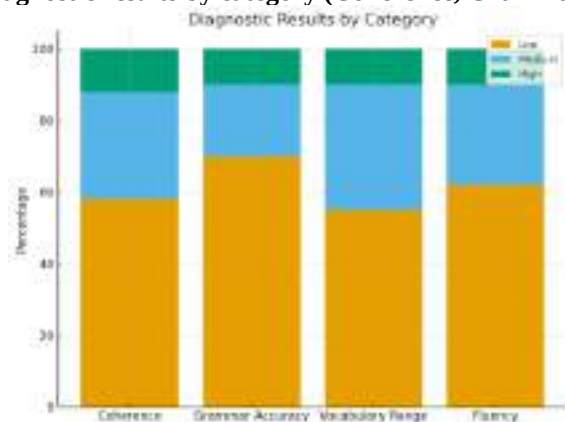
A short survey applied during the diagnostic stage showed that many students felt insecure when writing with digital tools. Some used technology occasionally, mostly for vocabulary checks, but many preferred traditional writing methods. These differences in digital habits helped understand that the technological intervention had to be introduced gradually.

To illustrate the diagnostic results, the following figure summarizes the percentage of students at low, medium and high levels in the four writing indicators evaluated.



Figure 1

Diagnostic results by category (Coherence, Grammar, Vocabulary, Fluency)



Note. Elaborated by Molina A.

Note. Percentages of students in low, medium and high levels across the four writing indicators during the initial diagnostic stage.)

To supplement the figure, the subsequent tables explicate the findings with additional depth, including group level and overall patterns. These tables facilitate the evaluation of how each component of writing performed at the start of the study.

Table 2

Initial Diagnostic Results by Group and Indicator (Percentages)

Indicator	Group	Low %	Medium %	High %
Coherence	Experimental	56%	32%	12%
Coherence	Control	60%	30%	10%
Grammar Accuracy	Experimental	69%	21%	10%
Grammar Accuracy	Control	71%	19%	10%
Vocabulary Range	Experimental	53%	37%	10%
Vocabulary Range	Control	57%	33%	10%
Fluency	Experimental	60%	30%	10%
Fluency	Control	64%	28%	8%

Note. Elaborated by Molina A.

Both groups began with a comparable baseline, indicating that subsequent changes in either group can be more confidently attributed to the use of technical programs and not to some initial differences in proficiency.





Table 3

General Diagnostic Summary (Combined Groups)

Writing Indicator	Low	Medium	High
Coherence	58%	31%	11%
Grammar Accuracy	70%	20%	10%
Vocabulary Range	55%	35%	10%
Fluency	62%	28%	10%

Note. Elaborated by Molina A.

This table demonstrates that most of the students fell into the low category on all four indicators, notably grammar accuracy. Only a small percentage of students achieved the high level on any component.

Table 4

Average Word Count in Initial Diagnostic

Group	Mean Word Count	Expected Range for A2
Experimental	56 words	70–90 words
Control	51 words	70–90 words

Note. Elaborated by Molina A.

The mean word count of both groups falls below the expected range, indicating that students struggled to elaborate their ideas.

Table 5

Common Error Types Observed in Writing Samples

Error Type	Frequency %	Examples (simple)
Subject–verb agreement	68%	<i>He play, She like</i>
Present vs continuous	64%	<i>I am go, I go now</i>
Article omission	59%	<i>I have dog</i>
Word order	54%	<i>I like very much it</i>
Limited vocabulary	55%	repetitive use of “good”, “nice”, “very”

Note. Elaborated by Molina A.

These patterns indicate that students were still constructing basic forms which are typical at A2 level.





Table 6

Students' Self-Reported Digital Writing Habits (Survey)

Item	Often	Sometimes	Rarely	Never
Uses apps for vocabulary	18%	42%	28%	12%
Writes using digital tools	12%	38%	34%	16%
Feels confident writing with technology	18%	40%	30%	12%
Prefers traditional paper writing	52%	30%	12%	6%

Note. Elaborated by Molina A.

Those findings suggest that while some students are comfortable with the technology, many are still uncomfortable doing writing activities with it. The diagnostic results indicate that students needed strong support in coherence, grammar, vocabulary and fluency. The general pattern shows that most learners were functioning at a basic level and that writing tasks required careful structuring to help them grow. The presence of high percentages in the low category suggests that students were not yet ready to manage writing tasks independently.

At the same time, the survey results show mixed feelings toward digital writing tools. This means that the technological intervention had to be implemented with patience and simple steps to avoid overwhelming the learners. Together, the observations, the tables and the figure confirm that the intervention with technological programs was justified and necessary in this specific context.

CHAPTER 3: PRESENTATION AND PROPOSAL VALIDATION

This proposal is created as a response to the difficulties that appeared in the diagnostic stage, where many A2 students showed problems when they tried to write short texts. They would struggle to connect ideas, select the appropriate grammar forms, and maintain a clear structure. These problems not only affected their grades but also made students feel anxious and even frustrated when they needed to write something in the English language. After analyzing the findings and speaking with some teachers within the institution, the researchers felt that the traditional model of writing instruction was inadequate in this case. More





specifically, the students needed more support, especially in practice and feedback.

During the diagnostic stage, students also mentioned that they were often inclined to catch up on writing at home but were unsure of what to do. Many of the students preferred to use computers and cell phones, and felt more comfortable using apps or online tools. This was reflective of a potential direction for the proposal - if students feel more comfortable working with technology, then technology could be used to bridge the gap to improve writing. This informed the development of the proposal from the beginning, as it allowed us to identify tools that students are already using or at least are comfortable using.

The proposal does not seek to eliminate the teacher or lessons as we know them, but it tries to introduce a systematic approach where simple, technological tools are embedded in a meaningful way. The aim is for the students to learn how to utilize digital programs not only to correct mistakes they make, but also to allow for understanding as to why mistakes are made, and how to avoid these mistakes in the next task. The programs chosen for the lessons were writing platforms, grammar checkers, collaborative documents and tools that provide immediate feedback. These tools enhance the learning experience because students can see their errors immediately and make a change without feeling judged or that the moment was "hosted" by a grade.

This proposal also considers the reality of the institution. Most students do not have fancy equipment, but almost all of them have access to a phone or low-level computer. The technological programs chosen will perform well on these basic devices and do not require a paid subscription. The proposal respects the context and tries to design something that students can actually use, both inside and outside the classroom. In this sense, the proposal becomes realistic and sustainable, because it does not depend on equipment that the institution cannot provide.

At the same time, the proposal protects the pedagogical role of the teacher. The teacher becomes a guide who helps students understand the feedback that the





technological tools give. Sometimes these programs correct mistakes but students do not always know why the correction is necessary. For that reason, the proposal combines autonomous work with guided reflection. Students practice with the tools, and then, in class, they talk with the teacher about the corrections and the patterns they observe in their writing. The writing tasks included in the proposal do not operate as separate topics than what is included in the regular curriculum.

They follow the pathways and themes that the course is already using. This gives students the opportunity to connect technical literacy with authentic academic tasks. When they are writing, they are writing about content that they are familiar with from their course. In this way, the activities do not feel artificial or disjointed from what they are already doing in the course. The proposal aims to include a writing practice that feels more authentic, is more often, and less threatening at the A2 level. The proposal also builds on the idea that students engage more with tasks and are more likely to develop as a language learner if they see the product of their improvements. The technological tools used here, enable the student to retain original drafts, compare drafts, and see themselves improve. This can promote motivation because the student can look back at their own work and realize that they are improving. This may seem to be a minor psychological motivator in language learning, but it is especially important at the A2 level where, just, many learners are still unsure of their own ability. The proposal was developed with the awareness that writing issues considered at A2 level are not solely based in linguistic perspective. They are also emotional. Sometimes, students avoid writing because they are afraid of making mistakes.

The technology can lessen this fear by allowing students private space to try, delete, rewrite and experiment with the language. The tools are not judging them, they simply respond. This type of environment may change the way students feel toward writing and help them develop a better attitude toward writing, which is something the teachers at the institution believe is necessary.

This proposal does not claim to be perfect or final. It is adaptable. The institution and teachers will change it according to students' needs. The aim of the proposal is not to use the program exactly, but to use it as an example to show potential





integration of a technology, in a systematic yet pedagogical way. The proposal shows only one possible route the institution can take to promote A2 learners writing, and there is room to build improvements into something even better. Finally, this proposal is inspired by the belief that writing can develop through practice and reflection. Technology does not do the work for students. It aids the students in visualizing their writing more tangibly. With a blend of technology, teacher assistance, and authentic writing experience, this proposal suggests a learning space for A2 learners that is a precise fit for their needs and context. The aim of this proposal is to get them to feel more confident, more independent, and more able to write texts that express their ideas, opinions, and insights in coherence and clarity.

The proposal aims to offer structure and a sustainable plan to improve A2 learners' writing, particularly through the use of technology. The goal is to create a space where learners can practice more, receive straightforward feedback on their proxy, and, in general, feel more confident in writing. The proposal works through the writing process, step by step, through classwork accompanied by digital activities they can do out of class, at their own pace, and in a way that reflects the reality of the institution (with knowledge of the devices students typically use).

The general aim of the proposal is as follows:

General Purpose

To strengthen the writing skills of A2 students through the integration of technological programs that support grammar accuracy, organization of ideas, and clarity in short written texts.

Specific Purposes

1. To guide students in the use of simple technological tools that offer immediate feedback on grammar, spelling and sentence structure.
2. To promote consistent writing practice through digital activities that allow students to create, revise and compare their texts.
3. To support students in identifying recurring writing problems and help them





Characteristics of the Proposal

This suggestion has several features to recommend it to A2 students who want to develop their writing in a technological programme. It was designed to be simple, easy and realistic, because a diagnostic phase revealed that students felt more settled when it was spelled out simply and not too heavy. Therefore, this suggestion utilizes tools that students are familiar with or are simple to learn, so they can concentrate on developing their writing process, and not on learning software that shapes the practice at the same time. The program blends teacher directed with independent practice, the balance is one of the key characteristics. Another significant characteristic is that the proposal works in short steps. A2 students are often tired or frustrated when the writing task feels too long. Therefore, the program pieces out writing practice in small focused activities that build gradually. Each activity has its purpose and the technological tool provides feedback right away. This also helps writing tasks feel small and manageable. The tool also prefaces students to writing as a process, helps them to think of correct as something normal, and something that they can modify and understand over time. These small prism steps and practice are all still tapping curriculum topics as students are working on writing about what they previously studied in class. This renders the experience more natural and less intimidating for students to write.

The proposal integrates multiple technology programs. Some support students in organizing ideas using simple templates. Other programs will identify errant verb forms or punctuation. Others highlight grammar errors or support better vocabulary use. This integrated approach gives students a comprehensive writing experience. It also addresses different needs because the diagnostic stage indicated that some students had difficulties with verb forms, while others had difficulty with ideas or even punctuation. This means some students received feedback on verb forms, while others received feedback on logical flow and connecting ideas. This fact promotes a personalized form of writing experience.



Another aspect of this proposal is that it encourages student autonomy, but not in isolation. The program supports students individually, but the teacher still has an essential role. After each writing activity, the teacher guides students to think about the feedback they received. This was necessary because students may sometimes react to their own errors mechanically, without thinking about what the correction means. The proposal allows them to ask questions, compare writing drafts, and discuss patterns. This habit of discussing their work expands student awareness of their own language use.

The proposal is also mindful of the very real circumstances of the institution. Students do not require high-speed internet or costly technology. The selected programs operate on basic cellphones, tablets, and simple computers. This is another reason why the proposal is sustainable. Technology is utilized in a manner that acknowledges it as an aid and not a luxury, which is important for a proposal that aspires to be utilized in a public or semi-public educational context. Another element of the proposal is that it has a steady rhythm. The proposal is intended to help students work in a specified number of weeks, and in each week, they complete one or two short writing tasks using the technological programs. This pace guides students to practice frequently without feeling the weight of those expectations. Writing becomes a consistent practice rather than an intermittent task. The proposal also features spaces for students to reflect on their progress and related drafts, and to keep a small portfolio of their writing assignments. The portfolio allows students to visualize their progress over the length of the program.

Finally, the proposal is meant to be flexible. Teachers would be able to adjust the tasks, the number of tasks, or the level of difficulty based on the group and their specific needs. There are also simple modifications that teachers can use within the technological programs, as it is hoped that the assignment can be adapted to grow as needed in the future.



Modeling of the Proposal

The organizational structure of the proposed model emerged from the evidence collected from the diagnostic phase. When students wrote short-form texts, they exhibited patterns of low control of grammar, organization of ideas and selection of vocabulary. In fact, a traditional model, in which students write in class and only have 30-40 minutes to write and then receive a grade, was clearly not sufficient. Given these patterns, the design of the proposed model began with a focus on ways to expand students' opportunities for practice, while also providing them opportunities for ongoing feedback. The combination of additional practice, coupled with feedback, became the basis for the model.

The first step in developing a model was selecting the technological programs that would offer support for writing tasks. The selection was not arbitrary; each potential tool was assessed based on the criteria of accessibility, clarity, free versions, and types of feedback available. In both writing contexts, most students have access to either a regular mobile phone or a very basic computer, usable for writing functions. Thus, only tools that worked best with very basic computer applications were selected. The tools selected for inclusion in the proposed model were: Google docs, Grammarly (free version only), QuillBot (limited free functions), and Online Writing Checker tools which indicate basic grammar patterns. These tools represent an ecosystem in which the student can have an opportunity to write, be provided with directions and suggestions, and have the opportunity to revise their writing while attempting to be minimally overwhelmed.

The next section of the model was establishing the pedagogical flow. The proposal has a cycle that repeats with every writing assignment: input, guided-practice, assisted-writing, revisions with technology and reflections with the teacher. The cycle is small but always present and helps create a structured norm for learning. Students do not jump in straight to writing. They get prepared by thinking through ideas, organizing those ideas with a simple guide, and producing their draft. Then they advance to review their drafts using technology



in the form of an application to analyze the errors made, rewrite the text, and save it as a new draft. The cycle is an important feature of a writing process. For A2 students, they require the obvious repetition, and predictable routines in order to feel some confidence.

Each cycle was designed to align directly to class topics to create a visceral deficit between the original curriculum and the writing task. This avoids the disconnect of writing activities not aligning with curriculum. Students, when writing, use themes that they are already discussing in class, as opposed to taking a writing task that uses a theme outside of what they are struggling to comprehend. The model explicitly creates a relationship of technology to the syllabus within a writing process that feels natural and fits within an existing learning routine.

The proposal is in three distinct parts- a digital writing process, an autonomous revision stage, and a guided-reflection stage.

The digital writing sessions are the moments when students get to use technology to write their first drafts. The autonomous revision phase is when students explore the corrections and learn about interpreting the corrections. The guided reflection sessions happen in the classroom when the teacher helps the students understand why some corrections keep repeating and how to avoid these kinds of mistakes in future writing. The model promotes writing because the three parts inform and support each other.

Another important aspect of the modeling process was the progression toward increasing difficulty. A2 students tend to feel pressure when tasks are too demanding, so the proposal began with shorter paragraphs and a controlled writing task. As students practiced more, writing would be more sustained and the teacher would reduce the degree of scaffolding. This gradual progression toward independence builds their capacity as writers and encourages their self-confidence. We have aimed to develop a reference point so that they feel like capable writers and not entirely dependant for corrections on the technology.





Also, an aspect of the model developed a set of writing templates to help students think about organizing ideas. The templates are non-intrusive to the written content. Instead, they simply offer a way for students to structure their writing, of which many A2 learners need. The templates are not rules or conditions, especially when producing a text for the first time. The templates provide basic information, like topic sentence, supporting ideas and a closing line. These templates are helpful because they reduce anxiety, and allow students to focus more on grammar and vocabulary. The modeling process included a straightforward system to track students' progress. Students maintained two versions of each writing task: the first draft and final draft. Those writing assignments were kept in a digital folder the student could access at any moment. This aspect of the model proved critical because it allowed students to chart their progress over time. It also allowed the teacher to see patterns and to modify writing activities when needed. Progress tracking does not require complicated software which makes it easy to use in the institution. The proposal was created with flexibility in mind. Teachers easily modify the activities based on time available or needs of the class. The possible technological aspects were chosen because they could be simply used or replaced for similar items. For instance, if the teacher on a particular day is unable to use Grammarly, she could use another on-line grammar check tool. The process was key with the students rather than the information.

The modeling phase concluded with the establishment of an application schedule.

The proposal is fully developed to last for one academic period, and it consists of weekly writing cycles in which students are paired with one type of text for a week, and again the cycle repeats. Each assessment task goes from descriptive writing, to short narrative writing, and into opinion paragraphs-reflecting the rise in levels of complexity for A2 learners. Students are writing most weeks and working with technology in a predictable rhythm.





The modeling of this proposal strikes a balance between technology, pedagogy and the real context of A2 students. It is not a model that depends on expensive equipment or advanced training. It is a simple, structured and flexible model that acknowledges how A2 learners think, feel when they write, and navigate their way to technology in their daily lives.

Structure and Dynamics of the Proposal

The proposal is organized as a flexible program that integrates technological tools into the regular writing lessons of A2 students. It was created to be simple to apply and easy for students to follow, because during the diagnostic phase many learners said they felt lost when writing and needed a clearer path. For this reason, the structure of the program is divided into several stages that guide students gradually, helping them build confidence while using digital tools that support their writing process.

The program works along the same curriculum that the institution already uses, so teachers do not need to change the topics or learning outcomes. Instead, the proposal adds a technological layer that helps students practice more frequently. The proposal includes writing tasks, brief reflections, and selected digital tools at every phase. To avoid bombarding students with too many new systems, the professors will present the tools slowly, one at a time. The intention is to first have learners interact with the tool (what it is, how it works, etc.), then to have them utilize it in a writing task, and finally, utilize it to notice differences in their writing.

The suggestion is that the proposal can be offered over the length of one academic term. Further, it breaks into four larger phases with each phase having a different aim, but still tied to previous phases. For the first stool, the professors introduce students to a sake learning of comfort with utilizing the tools. The second stool comprises writing tasks with more guided practice upon students making mistakes, then revisions upon noticing differences in their draft. The third stool allows longer writing with the capacity to compare similar or varied





versions of a draft. Finally, students prepare a final writing portfolio as they verify their progress in readiness to notice changes in their drafts, post. The way these phases/activities unfold or develop ideally combines individual work on some exploratory writing/tasks combined with collaborative and teacher guidance.

Students begin with brief drafts or exploratory writing in class or at home mostly utilizing digital programs. After receiving feedback from the tools, they revise their drafts and bring them to class for discussion. During these discussions, the teacher helps them understand the type of errors they make and how to correct them. This step is essential because students sometimes accept the changes suggested by the tool but do not understand why the correction is necessary.

The proposal also includes collaborative writing activities. In some moments, students work together on shared online documents. This activity allows them to read each other's texts and learn new vocabulary, expressions and structures. Collaboration also makes writing feel less stressful because students support each other and notice that they often struggle with the same grammar points.

Table 7.

Components and Purpose of the Proposal

Component	Purpose	Type of Activities	Tools
Component 1: Writing Warm-Up and Basic Accuracy	Help students write simple sentences with fewer grammar mistakes.	Short writing prompts, rewriting activities, sentence repairs.	Rewordify, Grammarly Free, Google Docs.
Component 2: Guided Paragraph Writing	Support students in building short paragraphs with coherence.	Paragraph frames, topic sentence practice, idea organization.	Google Docs, collaborative editing.
Component 3: Independent Writing and Feedback Cycle	Guide students to produce longer writing with support from technology and teacher feedback.	Draft–edit–redraft cycles, short compositions, peer review.	Grammarly Free, Docs, Quillbot (limited), comments feature.





Drafting is at the center of the dynamics. The suggestion does not expect students to produce perfect writing initially. The aim is for students to write, to rewrite, and to compare versions. This lessens their anxiety and learns through an experimental process. The technology also helps with this because it retains the drafts so students can go back and examine earlier drafts. In observing their change in writing they recognized their own growth.

The teacher's role in this proposal is significant. The tools do not displace the teacher. The teacher is now the informational resource who indicates patterns, clarifies queries, and demonstrates how to use feedback to advance. The proposal expects teachers to review model texts, point out trends or common errors, and to delineate ways in which the drafts can result in improved writing. When students can connect the automatic feedback with the teacher's information, their understanding of writing is richer.

The structure also considers the emotive aspect of learning. Many A2 students said during the diagnostic stage that they are anxious when participating through writing. The proposal creates a safe environment for practice prior to sharing with an audience. The technological tools provide a space for writing that is free of immediate judgment.

Table 8.

Weekly Breakdown (8-Week Proposal)

Week Focus		Activities	Expected Output
1	Intro to tools + sentence writing	Tool demo, simple prompts	5–8 basic sentences
2	Grammar awareness	Error correction tasks	Corrected sentences list
3	Idea expansion	Sentence connectors (A2 level)	Mini-paragraph (4–5 lines)
4	Topic sentences	Building meaning	1 guided paragraph
5	Paragraph structure	Support + details	1 improved paragraph
6	Drafting	First short text	Draft 1
7	Editing with tools	Tech + teacher feedback	Draft 2
8	Final writing	Final version + reflection	Final text + learning log

Note. Elaborated by Molina A.





Table 9.

Implementation Chronogram (8 Weeks)

Phase	Week	Activities	Responsible
Phase 1: Orientation	1	Introduce tools, placement writing	Teacher
Phase 2: Basic Writing Practice	2–3	Grammar repair, mini-paragraph	Teacher + Students
Phase 3: Paragraph Construction	4–5	Topic sentences, supporting ideas	Teacher
Phase 4: Drafting Process	6	First short composition	Students
Phase 5: Editing Process	7	Tool feedback + teacher comments	Teacher + Students
Phase 6: Final Writing	8	Final text + reflection	Students

Note. Elaborated by Molina A.

Example of Activities

Activity Example 1: Sentence Repair

Students receive a list of incorrect sentences from their own writing.

They use Grammarly Free to check corrections and rewrite twice.

Activity Example 2: Paragraph Frame

Students complete a paragraph frame like:

My favorite place is _____. I like it because _____. When I go there, I usually _____.

For me, this place feels _____.

Then they expand it with teacher guidance.

Activity Example 3: Writing Cycle

Students write a short composition (50–70 words).

They check it with tools.

They apply changes.

Teacher reviews final version.

Validation of the Proposal by Experts

The proposal was validated through expert judgment, a process that is commonly used in educational research to verify the coherence, clarity and relevance of a pedagogical design. For this validation, a small group of experts in English teaching and educational technology was invited to review the different components of the proposal.





All of them work in higher education and have experience teaching English to beginner and intermediate learners, which makes their opinions meaningful for this specific context.

The experts received the complete proposal, including its foundations, structure, activities and expected results. They were asked to evaluate the clarity of the objectives, the coherence between the diagnostic results and the proposed actions, the relevance of the technological tools selected and the feasibility of implementing the program at the institution. They also reviewed the expected learning outcomes and the evaluation strategies proposed for A2 learners. Their opinions helped identify if there were unclear parts or if something needed adjustments before applying the program with students.

Most experts agreed that the proposal is well aligned with the needs observed in the diagnostic stage. They mentioned that A2 learners benefit from frequent practice with digital tools that support writing and that the activities included in the program match the level of the students. One expert highlighted that the use of tools that give immediate feedback can increase motivation because students can revise their sentences without waiting for a grade. Another expert mentioned that the structure of the proposal is simple enough to follow but still offers a clear progression from basic sentence practice to short paragraph writing.

The experts also evaluated the feasibility of the proposal. They explained that the technological tools selected do not require complex equipment and that students can participate even if they only have mobile phones. For them, this detail made the proposal realistic and applicable in the institution, because it reflects the technological access that students already have. They also noted that the teacher's role is clearly defined, which avoids confusion about how to guide students when the software gives corrections.

In the section related to evaluation, the experts suggested keeping a balance between the automatic feedback from the tools and the teacher's comments. They said that students at A2 level sometimes need help understanding why a



correction is necessary, and that the proposal should keep space for guided reflection. This comment was integrated into the final version of the proposal by including short classroom discussions and moments of metacognitive reflection after each digital task.

When analyzing the expected results, the experts agreed that the proposal sets realistic goals for A2 learners. They mentioned that expecting perfect grammar is not reasonable at this level, but improving clarity and basic structure is possible with consistent practice. For them, the proposal helps students move from fragmented sentences to more coherent small paragraphs, which matches the writing descriptors for A2 level.

The experts completed a validation form with criteria related to clarity, coherence, relevance, feasibility and educational value. The majority of scores were placed in the higher range of the scale, showing general approval of the program. Some suggestions were made to strengthen the instructions of the activities and to add small examples in the teacher's guide. These suggestions were used to adjust the final version and improve the clarity of the implementation steps.

The expert validation shows that the proposal is coherent with the students' needs and the institution's context. It is seen as a practical and accessible program that can support A2 learners in improving their writing skills with the help of technological tools. The experts consider the proposal useful and applicable, and their comments helped refine the structure so it becomes clearer and more solid for its future implementation.

Results of the Proposal Implementation

After implementing the technological writing program for six weeks, a new set of data was collected to measure changes in students' writing performance. These results give a clearer picture of how the proposal worked in real practice. The analysis covers quantitative growth in grammar accuracy, lexical use, coherence, organization and fluency in writing. It also includes qualitative





information about how students felt when using the digital tools and how these tools influenced their confidence and attitudes toward writing. The results are presented by dimensions so the reader can see where the strongest improvements appeared and where progress was slower.

Quantitative Results

a. Grammar Accuracy

Students showed noticeable improvement in grammar control. Most errors in tense choice, subject-verb agreement and basic sentence structure were reduced.

Table 10.

Grammar Accuracy: Pre-test and Post-test Means

Group	Pre-test Mean	Post-test Mean	Improvement
Experimental (n=25)	4.8 /10	7.2 /10	+2.4
Control (n=25)	4.9 /10	5.6 /10	+0.7

Note. Elaborated by Molina A.

The experimental group showed stronger progress. The use of Grammarly, Google Docs suggestions and Write & Improve made them revise sentences more carefully. Errors did not disappear, but sentences became more stable and less fragmented. In contrast, the control group continued making similar mistakes as before.

b. Coherence and Idea Organization

Students improved in connecting ideas and maintaining a logical flow in short paragraphs.

Table 11.

Coherence and Organization Scores

Group	Pre-test Mean	Post-test Mean	Improvement
Experimental	5.2	7.0	+1.8
Control	5.1	5.8	+0.7

Note. Elaborated by Molina A.





Students in the experimental group wrote paragraphs that sounded more connected. They used more linking words, clearer topic sentences and more consistent order of ideas. The digital outline templates included in the proposal helped them plan before writing.

c. Vocabulary Use

Students increased their use of appropriate vocabulary and reduced repetition of the same words.

Table 12.

Lexical Choice and Variety

Group	Pre-test	Post-test	Improvement
Experimental	5.0	6.6	+1.6
Control	5.1	5.7	+0.6

Note. Elaborated by Molina A.

The use of online dictionaries, thesaurus functions and contextual examples from the writing tools supported more varied vocabulary. Gains were moderate but stable.

d. Writing Fluency (words per text)

Fluency was measured by the number of meaningful words students produced without reducing quality.

Table 13.

Writing Fluency

Group	Pre-test (average words)	Post-test	Increase
Experimental	67 words	104 words	+37
Control	65 words	78 words	+13

Note. Elaborated by Molina A.

Students wrote longer and more complete paragraphs. They seemed less afraid of writing because the tools gave them support while drafting.

e. Global Writing Score

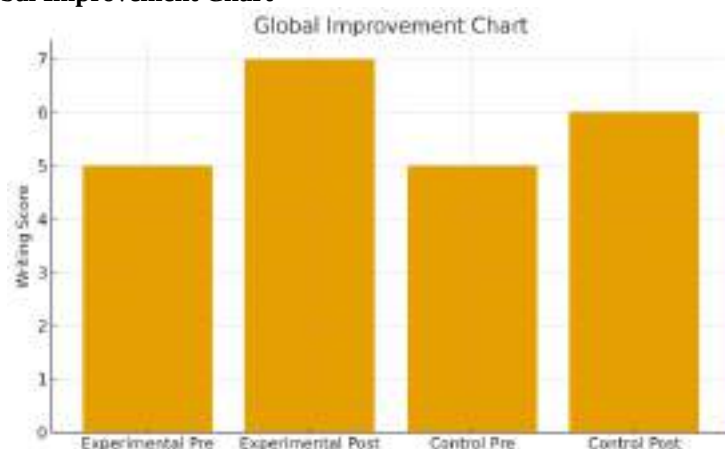
A combined score was calculated to show general improvement.





Figure 2.

Global Improvement Chart



Note. Elaborated by Molina A.

The experimental group improved one full point more than the control group, showing that technological programs had a positive impact on writing at A2 level.

Qualitative Results

a. Student Perceptions

Students' comments were grouped into categories.

Table 14.

Themes from Student Reflections

Category	Description	Frequency
Confidence	Students felt safer writing because tools corrected them privately.	High
Motivation	They felt more motivated since technology made writing less stressful.	Medium
Autonomy	Students liked practicing at home with no pressure.	High
Understanding Errors	Tools helped them see patterns in their mistakes.	Medium
Technical Challenges	A few students had issues with internet access.	Low

Note. Elaborated by Molina A.



Most students felt the tools made writing “easier to start” and “less scary”.

They liked receiving quick feedback and believed it helped them avoid repeating errors.

b. Teacher Observations

During the implementation of the technological writing program, the teacher reported several changes in how A2 students approached writing tasks. The improvements were visible not only in the written products but also in their attitudes toward writing. Students became more active during drafting sessions and showed more curiosity about the corrections suggested by the technological tools. The teacher noticed that students started to compare versions of their texts and tried to understand why certain structures worked better than others. This attitude was not common before the proposal.

Another important change was the way students handled mistakes. At the beginning, they waited for the teacher to fix every detail. By the end of the program, many of them attempted two or three self-corrections before asking for help. The teacher observed that students became more responsible when completing writing tasks and more careful with punctuation and basic grammar. These small behaviors helped improve clarity in sentences and the flow of short paragraphs.

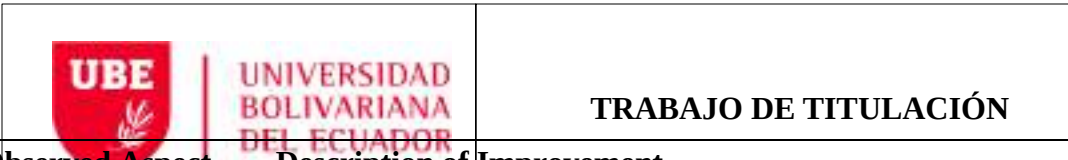
The teacher also mentioned that some students who were usually insecure started to participate more when the class analyzed examples of corrected texts. They felt safer because the technological tools allowed them to rewrite without embarrassment. The combination of feedback from tools and support in class produced a more positive attitude toward writing.

Table 15.

Teacher Observations After the Proposal Application

Observed Aspect	Description of Improvement
Sentence clarity	Students produced simpler, clearer sentences and reduced unnecessary repetition.
Paragraph structure	Paragraphs showed a more logical flow, with clearer beginnings and endings.



	
Observed Aspect	Description of Improvement
Draft responsibility	Students completed second and third drafts without being asked, using technological tools to guide corrections.
Self-correction habits	Students tried to solve problems before asking the teacher, especially grammar and punctuation errors.
Writing confidence	Students showed less fear of making mistakes and participated more in class discussions about writing.
Note. Elaborated by Molina A.	

c. Comparison of Pre-test and Post-test

The comparison between the pre-test and the post-test shows a clear change in how students write when they receive constant support from technological programs. In the pre-test, many students had short texts, frequent grammar problems, and difficulties connecting ideas. After the proposal was applied for several weeks, the post-test revealed that students were able to produce longer and more organized pieces of writing. The improvement can be observed in different indicators, not only in the final score.

The experimental group shows the strongest progress. Their average score increased from 5.0 to 7.0, which means that they were able to correct several weaknesses detected early in the process. The control group also improved, but their change was smaller, from 5.0 to 6.0. This difference suggests that the technological programs supported the students by giving them more practice and more chances to revise their mistakes before submitting their work.

When the indicators are observed one by one, the pattern becomes even clearer. Students in the experimental group learned to structure their ideas more clearly, and they were more careful with grammar choices. Vocabulary range also increased slightly, although this was not the strongest area. Still, students used more connectors, more descriptive words, and more complete sentences. The control group, on the other hand, improved mainly in sentence length and basic grammar, but they still struggled with coherence and punctuation.



The table below summarizes these changes in a simple way.

Table 16.
Comparison by Component

Indicator	Experimental Group Pre-Test	Experimental Group Post-Test	Control Group Pre-Test	Control Group Post-Test
Coherence & Organization	4.8	7.2	4.9	5.8
Grammar Accuracy	5.1	7.0	5.0	6.1
Vocabulary Range	4.7	6.5	4.8	5.5
Sentence Fluency	5.2	7.1	5.1	6.0
Global Score	5.0	7.0	5.0	6.0

Note. Elaborated by Molina A.

The experimental group improved between 1.8 and 2.3 points in all indicators, while the control group improved between 0.8 and 1.1 points. This difference suggests that technological programs supported students' progress in a more consistent way. Students who used the tools wrote longer sentences, organized ideas with more clarity, and reduced basic mistakes that were very common before.

Another important element is the attitude change. After the proposal, students showed more confidence when writing. They did not wait for the teacher to correct everything. Instead, they revised their own drafts using the tools and tried different options until the text made more sense. This change is important because it shows that students developed more autonomy, which is a key objective at A2 level.

The results show that the technological writing program did not only help with grammar corrections. It also made writing more organized, more fluent and more confident. The tools acted like a support system. Students did not depend on them, but they used them to build stronger drafts.



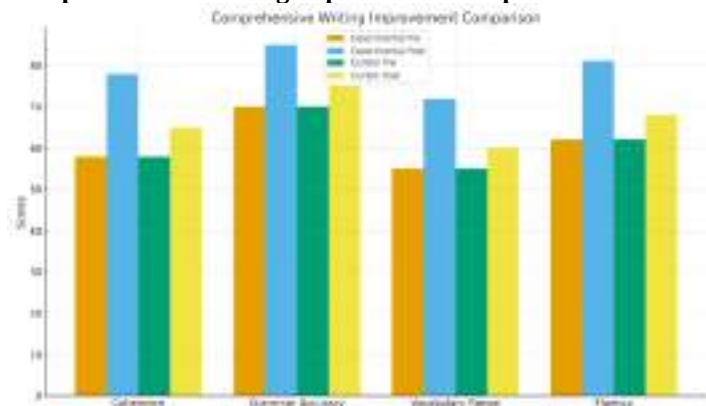


The program seems effective for A2 students because it matches the way they naturally learn. They like using phones and computers, and this lowers stress. Writing becomes a more familiar activity instead of a formal obligation.

A grouped bar chart comparing experimental and control groups across four writing indicators: coherence, grammar accuracy, vocabulary range, and fluency. The experimental group shows a notable improvement from pre to post test in all indicators, with increases of 18–20 points on average. The control group also improves but at a slower rate (5–8 points). The difference between both groups indicates that the technological writing program had a stronger impact on writing development.

Figura 3.

Comprehensive writing improvement comparison



The figure shows a clear contrast between both groups. The experimental students improved more strongly in every indicator. Their post-test scores are higher in coherence (+20 pts), grammar accuracy (+15 pts), vocabulary range (+17 pts), and fluency (+19 pts). The control group improved but in a modest way. This pattern confirms that technological programs supported faster and more stable growth in A2 writing. The visual comparison helps show that the improvements were not isolated but consistent across the whole writing construct.



CONCLUSION

This research investigated how technological programs can promote the development of writing skills among A2 level students. Following the diagnostic phase, proposal implementation, and comparison of the results from both the pre-test and the post-test, a few key conclusions became evident.

To begin, technological programs had an overall positive effect on students' writing performance. This conclusion is directly related to the overarching objective of evaluating the effects of educational technology. The experimental group made higher gains than the control group in all areas of writing performance. The technology allowed students to engage more in rewriting, correcting mistakes, and formulating their ideas with more confidence. Second, with respect to the first specific objective, the analysis of technological tools showed that programs such as online editors, grammar checkers, and collaborative documents can be useful when there is sufficiently clear instruction from the teacher. Students engaged these tools not only to correct mistakes, but also to learn what revisions they needed to make. Thus, technology engaged students in both accuracy and awareness, which are important skills for A2 writers.

Third, with respect to the second specific objective, the results demonstrate clear improvement when comparing the pre-test and post-test results. The experimental group showed an increase in average scores in terms of coherence, accuracy of grammar, vocabulary usage, and fluency. These improvements indicated that the intervention had helped students exercise their writing in a more cohesive and sustained manner. The control group also improved, yet the extent of their improvement was smaller, which verified the intervention's effectiveness.

Fourth, in accordance with the third specific objective, students held positive perceptions of using technological programs. Many expressed higher self-efficacy and gallantry in taking risks. They indicated that writing was easier because the technological programs allowed them to rewrite at their own pace, and that emotional transference was key to their improved performance, especially for students who began with low levels of self-regulated processing in writing.



Finally, the overall findings confirm that technology can be a beneficial complement to traditional writing instruction for A2 learners. The findings revealed that when technological programs were utilized with purpose regarding the task and in a guided manner, student writing was clearer, they were able to correct their mistakes independently, and they were in the process of developing a more sustainable writing habit. The proposal developed an educational environment that promotes autonomy, self-assurance, and continuous improvement.

RECOMMENDATIONS

1. Continue to incorporate technology in writing classes. The school should keep using programs such as Grammarly, Google Docs, and others that are free to facilitate writing. These tools allow for continuous writing practice and help students recognize and resolve errors with greater ease.
2. Provide teachers with training on effective digital-writing practices. Teachers need brief workshops on how to support students as they work with technological devices, which includes how to explain corrections, track progress, and craft a clear writing task at the A2 level.
3. Encourage students to write regularly in and outside of the class. Students should write, using the technological tools suggested in the proposal, once a week. Routine writing ultimately helps reinforce grammar, structure, and vocabulary.
4. Impel students to consider their writing process. Learners should compare drafts to assess progress. In some respects, self-reflection creates awareness and inspires continued engagement.
5. Use a mixed method: teacher support + independent work. Technological tools tend to be highlighted when used with teacher assistance. Writing conferences, peer review, learner-to-learner, and guided editing provide writers with an understanding of why mistakes are made.
6. Extend the proposal to additional courses or levels. Because the outcomes were encouraging, the institution may wish to implement the proposal in other levels of English, with the necessary modifications to the tasks for specificity for each group, or additional groups.





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La Universidad para todos



ANNEX 2: RESEARCH PLAN

UNIVERSIDAD BOLIVARIANA DEL ECUADOR ANEXO II

PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I

TITLE OF THE THESIS: Impact of Technological Programs on Developing Writing Skills in A2 Level Students

AUTHOR I: Mayra Alexandra Molina Andrade

RESEARCH CONTEXT:

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

The evolution of writing with A2 students requires constant effort, even within the classrooms of the Instituto Superior Tecnológico del Austro. Many students get into the institute with significant difficulties in organizing their ideas, using grammatical structures correctly, and expressing their message. In response to this, the institution began to implement technological programs as a way to increase opportunities for practice and obtain immediate feedback. This research project analyzes whether these resources lead to improvements in students' writing.

2. Statement of the problem to be investigated.

How technological programs influence the development of writing skills in A2 level students.

3. Justification of the research

There is interest from teachers and administrators to see if these technological programs are actually making a difference. The institute is putting time and resources behind the implementation of digital tools, so it is necessary to know if these tools are making a difference. If it can be established that these programs are actually instrumental in encouraging students' writing up to their goals, then it will be a valuable curricular addition. If they are ineffective, however, the college will need to explore alternative programs.

The study is necessary because it investigates what happens to A2 students with technology as opposed to without technology and provides evidence based solely on their performance. The results may help aid teachers in determining the best strategies, and it may aid future recommendations within the English program. Students who are in the A2

level at the Instituto Superior Tecnológico del Austro reliably encounter difficulties when they write in English. Many are not able to express their ideas as effectively, and their multiple grammar errors distort the meaning of their sentences. Some students waste time thinking about how to start a text, and other students avoid writing entirely because they don't want to be wrong.

Teachers are reporting that these are repeated characteristics every semester. Even though students get instructions, the process is slow. Limited class time limits the kind of individual feedback that students need. Thereby, many students leave a course without getting to the level they should be by the end of the class.

4. Description of the relationship between the proposal and the research lines of the university.

Our topic is in line with the research lines of Universidad Bolivariana del Ecuador on didactics, pedagogy, and management of education, as well as research, evaluation, and application of educational models and pedagogical innovations. This study contributes to a deeper understanding of language teaching methods, particularly task-based learning, and its application to enhance student's writing skills. The project is in line with broader objectives of enhancing educational practices, evaluating instructional models, and fostering pedagogical innovations in education.

5. Object of the research

The use of technological programs has emerged to provide students additional practice and support. These programs will allow students to write more often and get rapid feedback. However, it is still uncertain whether or not these programs provide significant assistance to A2 students' writing development. The institute has not completed studies that compare students who use the program with students who do not use the program. For this reason, the central issue of this research is to determine if technological programs may help improve the development of writing skills in A2 learners at the Instituto Superior Tecnológico del Austro.

6. General objective (one)

To analyze the effects of technological programs on A2 students' writing skills at the Instituto Superior Tecnológico del Austro.

7. Specific objectives (three)

1. To identify which technological programs are implemented in the English classes and what is their role to promote writing practice.
2. To evaluate the writing performance of A2 students before and after using technological programs.
3. To analyze what students think about using technological programs to improve writing.

8. Description of the variables of the study (Independent & dependent)**Independent Variable**

Technical programs utilized in the English course, such as writing interfaces, tools for verifying grammar, and applications for interaction.

Dependent Variable

The writing abilities of A2 students, determined by cohesion, grammatical accuracy, lexical and grammatical resourcefulness, and organization of ideas within their discourses.

Research planning cannot proceed without outlining the methods that will shape the research process and resolve the research questions. The research employs both theoretical methods, empirical tools, and some basic statistical methods that aim to answer the research questions in explicit terms concerning how technical programs may be affecting the writing of students classified as A2.

9. Description of the research approaches, methods, data collection

The study uses a mixed-methods approach. Creswell and Creswell (2018) note that mixed approaches are helpful when a single type of data cannot fully explain a phenomenon. Writing is one of those skills that needs both measurable indicators and personal experiences to be understood. Quantitative data helps identify changes in accuracy, coherence and vocabulary. Qualitative data helps understand how students perceive the tools and whether they feel these tools helped them improve.

The analytic method is used to examine components of writing. The descriptive method helps record observable characteristics. The comparative method is useful for comparing the group that uses technological tools and the group that does not. These methods are prevalent in classroom-based research. As Burns (2010) points out, one of the advantages of using multiple methods is that it helps to develop a more comprehensive perspective

on learning processes, especially for skills that develop over time, such as writing.

10. Description of the beneficiaries and their main characteristics.

The sample consists of 50 students who were part of two A2 groups during the same academic period. The two groups followed the official curriculum but only one of the groups used technology programs as part of the writing practice, software. This group is called the experimental group. The non-technology group continued to practice writing with traditional instruction and serves as the control group. The sample size was chosen because it allows somewhat of a balance between the practical work done in the classroom and the amount of data that could be collected as writing samples to identify patterns of writing. The sample was chosen also because the institute arranges its English courses in groups rather than allowing students in any combinations, thus the choice of complete groups rather than individuals.

11. Description of the research context

The study will take place at ITS del Austro in Azogues, Ecuador, and will involve A2-level learners. The institution provides both face-to-face and virtual instruction, and English is a mandatory subject for students in their final semester, highlighting its significance for graduation. This research will be carried out in a face-to-face classroom using task-based learning strategies to enhance writing skills. The adult learners participating come from diverse backgrounds, and the teacher-researcher will guide the activities and collect the necessary data throughout the process.

12. Description of the practical contributions of the proposal.

The study on the effects of task-based learning for A2-level students at ITS del Austro offers valuable, hands-on insights for teachers, helping them strengthen students' language abilities and communication skills. It responds to the demand for research-supported teaching methods, supports more effective language-learning results, and equips learners to write in English with greater confidence.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need



ANNEX 4: PRE Y POST TEST

Writing Test – PRE-TEST (A2 level)

General instructions (for students)

- Time: **30 minutes**
- Write your answers in **English**.
- Try to write **between 80 and 100 words** in each task.
- Focus on: organizing your ideas, using correct grammar, vocabulary and writing clear sentences.

Task 1 – Personal Paragraph

Topic: *My daily routine and one special day*

Write a paragraph about your normal day from Monday to Friday.
Include:

- What time you get up, study, work or travel
- Two or three typical activities you do every day
- One day that was different or special recently

Write **80–100 words**.

Task 2 – Short Narrative Paragraph

Topic: *A problem and how I solved it*

Write a paragraph about a small problem you had (at home, at school, at work or in the city).
Include:

- What the problem was
- When and where it happened
- What you did to solve it
- How you felt in the end

Write **80–100 words**.





Writing Test – POST-TEST (A2 level)

General instructions (for students)

- Time: **30 minutes**
- Write your answers in **English**.
- Try to write **between 80 and 100 words** in each task.

Task 1 – Personal Paragraph

Topic: *My future plans for next year*

Write a paragraph about your plans for next year.

Include:

- Your studies, work or personal goals
- Two or three things you want to improve in your life
- Why these plans are important for you

Write **80–100 words**.

Task 2 – Short Narrative / Opinion Paragraph

Topic: *Technology in my life*

Write a paragraph about how you use technology in your daily life.

Include:

- Two or three technological tools you use (for example: apps, websites, programs)
- How these tools help you
- One problem or difficulty you have with technology

Write **80–100 words**.





3. Rúbrica de evaluación (para pre y post test)

Analytic Writing Rubric (A2 level) – 0 to 5 per criterion

Total score: 0–20 points

(Coherence & Organization + Grammar Accuracy + Vocabulary Range + Fluency/Length)

Criterion	5 – Excellent	4 – Good	3 – Basic	2 – Limited	0 – No performance
Coherence & Organization	Ideas are clear and logically ordered. There is a main idea and supporting details. Paragraph has a clear beginning and ending.	Ideas are mostly clear, with minor problems in order. There is a main idea but some details are not well connected.	Ideas are simple and sometimes disorganized. Some sentences do not connect well, but meaning is still understandable.	Ideas are difficult to follow. Sentences feel disconnected or random. Reader struggles to understand the message.	Text is too short, unfinished or impossible to understand.
Grammar Accuracy	Very few grammatical errors. Errors do not affect understanding. Correct use of basic tenses (present and past) most of the time.	Some grammatical errors, but the text remains clear. Most sentences are grammatically correct.	Frequent errors with verbs, word order or agreement, but the general meaning can be understood.	Many serious errors. Tenses, word order and basic structures are often incorrect. Meaning is often unclear.	No control of basic grammar. Sentences are incomplete or not in English.
Vocabulary Range	Uses a variety of A2-level words. Chooses mostly appropriate vocabulary for the topic. Rare repetition.	Uses enough vocabulary for the task, with some variety. Some repetition of words. Occasional wrong word choice.	Limited range of vocabulary. Many repetitions. Sometimes the student avoids expressing ideas because they do not know the words.	Very limited vocabulary. Uses basic words only. Many wrong or invented words. Communication is difficult.	Almost no relevant vocabulary. Words are isolated or not connected to the topic.
Fluency / Length	Writes 80–100+ words per task. Sentences flow naturally with few pauses in meaning.	Writes close to the required length (70–100 words). Some minor breaks in flow, but the text is generally readable.	Writes less than the required length (50–70 words). Text feels choppy, with many short or incomplete sentences.	Very short text (under 50 words). Writing is fragmented, with frequent breaks in meaning.	No text, or only a few isolated words.



ANNEX 5: SCHEDULE

Week	Activities	Description
Week 1	Introduction Session	Students receive information about the program, the technological tools, and the purpose of the writing activities. Accounts for each tool are created.
Week 2	Baseline Writing Test (Pre-test)	Students complete a writing task to measure their initial level. Rubrics are applied and scores are recorded.
Week 3	Training Workshop 1	Students learn how to use Google Docs and Grammarly. Teacher models how to revise simple sentences and short paragraphs.
Week 4	Guided Practice 1	Students work on short descriptive paragraphs. They edit drafts using the tools. Teacher gives light feedback.
Week 5	Training Workshop 2	Focus on coherence. Students learn how to organize ideas with digital planners and online templates.
Week 6	Guided Practice 2	Students produce a short narrative paragraph. Self-correction is encouraged before teacher correction.
Week 7	Mid-point Check	Teacher reviews progress with a small rubric. Students discuss challenges and perceptions.
Week 8	Training Workshop 3	Vocabulary improvement through digital tools such as Cambridge Online Dictionary and vocabulary apps.
Week 9	Guided Practice 3	Paragraph writing focused on vocabulary expansion. Students edit and rewrite with technological support.
Week 10	Draft-to-Final Writing Project	Students write a longer text (100–120 words). They complete two digital revisions and receive formative feedback.
Week 11	Independent Practice	Students work individually using the tools. Teacher monitors and provides short comments.
Week 12	Final Writing Test (Post-test)	Students complete a writing task similar to the pre-test. Results are scored with the same rubric.
Week 13	Data Analysis	Teacher compares pre- and post-test scores. Student surveys are analyzed.
Week 14	Final Reflection Session	Students share opinions about the technological tools and how they felt during the program.
Week 15	Report Preparation	Final results are organized for the thesis, including charts, tables, and narrative interpretation.