

ANALYSIS OF THE USE OF ICT TO DEVELOP WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

ANÁLISIS DEL USO DE LAS TIC PARA EL DESARROLLO DE LA EXPRESIÓN ESCRITA EN EL AULA DE INGLÉS COMO LENGUA EXTRANJERA

Isabel Soto Déniz

Universidad de Las Palmas de Gran Canaria (España)

Email: isabel.soto101@alu.ulpgc.es

ID. ORCID: <https://orcid.org/0000-0003-1412-8593>

Received: 08/07/2022

Accepted: 29/07/2022

Published: 01/08/2022

ABSTRACT

The use of Innovation and Communication Technology (ICT) in educational settings has become of outmost importance during the 21st century. The countless benefits implying the application of these tools have strongly impacted on education as we know it nowadays. The benefits platforms provide, in combination with the practice of writing skills, are strongly highlighted. This chapter is mainly focused on using three widely known digital platforms ('Storyboardthat', 'Telegram' and 'Edmodo') to improve written production skills of English as a Foreign Language students. These proposal activities are intended to be a starting point of a combination of ICT platforms and the development of the writing skills of students who, in principle, need more engagement and motivation towards written production tasks. The activities also mean to encourage both teacher and peer feedback, as well as foster creativity and imagination.

Keywords:

education; English as a Foreign Language; ICT; writing skills

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

RESUMEN

El uso de las Tecnologías de la Información y la Comunicación (TIC) en contextos educativos ha adquirido una importancia vital durante el siglo XXI. Las incontables mejoras que implica la aplicación de estas herramientas han impactado fuertemente en la educación tal y como la conocemos hoy. Los beneficios que proporcionan las plataformas, en combinación con la práctica de las destrezas de escritura, destacan de una manera muy llamativa. Este capítulo en particular se enfoca en el uso de tres conocidas plataformas digitales ('Storyboardthat', 'Telegram' y 'Edmodo') para mejorar las destrezas de producción escrita en estudiantes de Inglés como Lengua Extranjera. Estas propuestas de actividades pretenden ser un punto de partida en la combinación entre plataformas TIC y el desarrollo de las destrezas escritas de estudiantes que, en principio, necesitan de una mayor participación y motivación hacia las tareas de producción escrita. Las actividades también intentan alentar tanto la retroalimentación por parte del profesorado como de los estudiantes, así como fomentar la creatividad y la imaginación.

Palabras clave:

destrezas de producción escrita; educación; Inglés como Lengua Extranjera; TIC

Introduction

Innovation and Communication Technology (ICT) has proved to be essential in today's society, let alone in educational settings. Its constant application within the classroom has provided countless benefits and opportunities for students to explore their abilities and boost their potential to be 21st-century citizens (e.g., Álvarez-Gil, 2022; Álvarez-Gil & Alonso-Almeida, 2017). More concretely, the use of this digital tool in their different dimensions also allows the development of learners' language skills as shown in Álvarez-Gil & Payet (2020), Álvarez-Gil & Domínguez-Morales (2020) and Álvarez-Gil & Sánchez-Cuervo (2019), which are reinforced by the stimulus that leads to practising their competences through digital platforms. In this chapter, we focus on developing written production skills in English as a Foreign Language (EFL) classrooms using ICT.

This chapter is divided into five sections. In the first one, the topic, -in this case, the use of ICT for the development of writing skills in EFL classrooms is briefly introduced, as well as a summary of the different parts that compose this chapter. The second section is the

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

one concerning the theoretical framework, where the definitions of both ICT and writing are presented. In this part, past and current research around the topic of ICT in conjunction with education and writing skills are exposed. In addition, this section also deals with the different benefits of using ICT in educational settings, of writing, of ICT in writing, and of the profits of the digital platforms employed for the proposed activities. It should also be mentioned that this theoretical framework does not leave behind the role the teachers should play in implementing ICT to improve their students' writing skills, together with the stages of writing applied in the proposed activities.

The third section handles the three proposal activities where three different digital platforms are combined with the practice of written production skills. All of them include the learning outcomes, the timing, the general topic, the specific topic, the resources, an explanation of the activity in-depth, the assessment employed and its possible continuation in the future. The fourth section is related to the conclusion of the proposed activities in combination with ICT use. Finally, the last section is the one regarding the work cited list.

Theoretical framework

Definition of ICT and writing

ICT is an initialism that stands for 'information and communication technology' and encompasses hardware and personal digital devices, software, tools, equipment, networks, applications, and systems that compile, manage, store, process, create, produce, and transmit information through voice, text, video, or images (Centre for Education Statistics and Evaluation, 2021; López-Henao, 2017). The term 'ICT' has been rapidly growing over the past decades in almost every aspect of current civilization. It is undeniably true that this tool has extended in such a way that cannot be separated from most people daily lives, let alone education, the central topic of this chapter. As it might be confused with other similar concepts, a definition should be highlighted to ensure a correct approach of the following proposal activities.

Nevertheless, not only are the activities gathered in the following sections about ICT, but they are also focused on the

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

development of writing skills, especially in English as a Foreign Language (EFL). As we may notice through this chapter, writing and ICT go hand in hand almost intrinsically, so it will not be easy to lose sight of the relationship both concepts entail. Therefore, it is deemed essential to introduce the definition of 'writing', which deals with the discovering and creation of meaning to the ideas that wander around our heads (López-Henao, 2017). Working on this skill, also known as written production, is a staple for properly acquiring a language different from our own, as it is considered "a vital skill for academic or occupational success" (Warschauer, 2010, p. 3).

Past and current research

Regarding the research that both ICT and writing have in common, it is necessary to outline some ideas. Around twenty years ago, "more than two dozen publications have addressed issues related to the use of technology in L2 composition, and these studies have focused on a wide variety of contexts, including EFL situations" (Silva & Colleen, 2004, p. 75). It was considered a recurrent issue at that time since it was just taking off. However, even though ICT has still proved to be a widely known resource used by a relatively large number of worldly populations, the research around it has not developed as desired since "the production of scientific literature during the last decade is still underdeveloped" (Fernández-Batanero et al., 2021, p. 8). This scarcity "poses a problem" for the use of ICT in writing and certainly gives a clue about the current status of the matter, which is undeniably far from the expected reality.

Benefits of the use of ICT in educational settings

The benefits attributed to the use of ICT in education are countless. They can build an interactive, engaging, learner-centred environment that fosters student creativity, transformation, and communication among students (Centre for Education Statistics and Evaluation, 2021). ICT also plays a significant role in motivation to learn and in the interest and attention students pay to the proposed tasks, thereby generating an atmosphere of involvement and engagement during lessons (Azmi, 2017). Even though electronic devices have been around schools for at least twenty years (in the luckiest educational centres), the presence of computers is still seen

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

as a gift for most students, as they tend to display a more positive approach when they are used in the classroom, to the point of being more motivated towards the learning process thanks to their utilisation (Azmi, 2017).

Not only has ICT proved to be of use to attract student's attention and motivate them to be more involved in the learning process, but it has also played a big part in improving their vocabulary, encouraging purposeful learning, enhancing independent work learning and boosting their confidence towards their literacy and technological skills (Yunus et al., 2013; Fernández-Batanero et al., 2021). Another factor that deserves to be addressed is the idea of students experiencing a new way of acquiring knowledge instead of the traditional methodology (López-Henao, 2017), which is extensively recognised for rejecting this kind of tools and preventing pupils from enjoying the innumerable profits they provide. Nonetheless, it is essential to remember that technology alone does not embody any possible educational profit, but it needs to lean on pedagogy and be sensibly used (Centre for Education Statistics and Evaluation, 2021; Fernández-Batanero et al., 2021).

Benefits of writing

Before combining the benefits both ICT and writing share, the benefits of writing as a language skill must be emphasised without considering possible technological aspects. This skill "can be an effective tool for the development of academic language proficiency as learners more readily explore advanced lexical or syntactic expression in their written work" (Warschauer, 2010, p. 3). This way, students find a more effective way of acquiring and retaining new vocabulary and building on their written expression (cf. Álvarez-Gil & Sánchez-Cuervo, 2018). Notwithstanding, writing should not be strictly classified as a paper-based skill only, as it can also rely on multimedia platforms (Susilawati & Sundayana, 2016, p. 242), idea which will be fully developed through the following paragraphs, as well as in the proposed activities.

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

Benefits of the use of ICT in writing

Apart from the benefits of applying ICT in education in general and in writing as a language skill, it should also be noted that there are specific gains that combine both. It cannot be denied that "ICT serves as one of the useful and practical tools in promoting writing skills among the pupils" (Chua & Suliman, 2019, p. 223). The benefits supporting the abovementioned statement will be thoroughly listed. First and foremost, ICT in the teaching of writing helps learner's promotion of independence towards working, as well as it encourages self-discovery skills related to exploring online materials (Yunus et al., 2013, p. 7). In addition, Yunus et al. (2013) also point out that ICT favours a supportive and encouraging environment where students have the opportunity to develop their writing skills in terms of quality and quantity. Not only do they get the chance of making the most out of this resource by searching for relevant information for their writings, but they can also do their task in less time due to Office software.

The said Office software, along with the use of ICT in general, allows learners to be aware of the different language patterns (syntactic, morphological, and grammatical) when it comes to providing their points of view while writing (López-Henao, 2017). This benefit would also be helpful in expanding the rest of language skills (speaking, reading, listening, and spoken interaction), since their written level would help them grow their foreign language level in general.

Another aspect that should not be ignored is the psychological part of writing using ICT. It is well-known that everything implying the application of a language different from the native one goes along with an anxiety level rise through the roof. Unfortunately, writing skills are not an exception. However, the use of ICT in planning for writing contributes to the reduction of anxiety levels and, at the same time, increases motivation, especially in relation to high support students (Centre for Education Statistics and Evaluation, 2021).

The benefits the use of ICT in writing provide go beyond the individual scope, as they also enhance student collaboration, as, in groups or pairs, they need to interact, negotiate, and put their ideas in common and to build digital compositions (Centre for Education Statistics and Evaluation, 2021). The idea of learners working

collaboratively also lower anxiety levels, since that way they can ask and resolve doubts to each other, avoiding the insecurity that sometimes doing everything by themselves sometimes implies. Furthermore, the application of this technological tool raises an opportunity that a traditional communication method cannot offer, and it is that of adding text with visual aid, such as videos, images, graphics, drawings, and hyperlinks, which contribute to a more comprehensible meaning of the written content (Boudjadar, 2015, p. 9). Visual support helps learners portray an adequate format of writing and help classmates understand better what is conveyed.

Perhaps the most relevant advantage (at least, it is the one most articles pay special attention to) ICT embraces is the one concerning the possibility of having a wider audience for the written content students create. It is of outmost importance for the correct development of writing skills to provide learners with an authentic and wider audience so they can see for themselves the utility of writing for real readers (Centre for Education Statistics and Evaluation, 2021; Azmi, 2017). This benefit stems from the fact that the Internet offers them endless possibilities of interacting with speakers from lower levels to native proficiency language users, resulting in a mutual learning process which will add them a boost of motivation and interest in getting to know people from diverse backgrounds and outlooks (Azmi, 2017; Boudjadar, 2015; Yunus et al., 2013). Learners' improvement will go further than the growth of their writing abilities by interchanging information, ideas or just a mundane discussion since they will be indirectly encouraged to broaden their minds regarding social and cultural issues.

This valuable advantage cannot be disconnected from an aspect intrinsically attributed to educational settings: the feedback. Digital platforms allow learners to provide and receive responsive (positive or negative) feedback from their teacher, their peers, or even unknown people within a few seconds, pushing them to make more efforts to increase their written production skills (Boudjadar, 2015; Centre for Education Statistics and Evaluation, 2021). This way, students "learn faster and more effectively from the response that they received from commenting, chatting and posting status than the monotonous lessons in the class" (Chua & Suliman, 2019, p. 234).

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

The idea of receiving feedback from people different from the teacher will enrich their scope and help build their self-esteem, which will be reinforced from different sides.

Benefits of the platforms used for the activities

In the following proposal activities, three different digital platforms will be used. The one presented in the first activity is called 'Storyboardthat', "a platform in which the students can express what they think or what they feel or express their opinion in the form of comic strip" (Wahjuningsih et al., 2020, p. 2). This tool permits learners to be more creative by giving them the opportunity to create their own comic strip based on what they think and feel, as well as to be more confident towards the task, as this avoids the confrontation an oral activity might imply (Wahjuningsih et al., 2020). 'Storyboardthat' can create a student-centred learning situation, be used for different disciplines, be applied to students from different ages and profiles; and ease communication, creativity, critical thinking, and collaborative tasks (Wahjuningsih et al., 2020).

The platform used for the second activity is 'Telegram', a messenger chat application which allows students "to gain new experience, be more creative, generate spontaneous ideas, provide authentic ideas without the risk of being humiliated and encourage them to be excited as well as passionate with their learning" (Iksan & Saufian, 2017, p. 19). Finally, the tool utilised for the third activity is named 'Edmodo', which also entails great benefits, such as the facilitation of student's cognitive engagement by permitting students to work by themselves into groups, allowing them to be aware of the quality of their work, enabling them to take part in learning situations, in addition to guiding learners to see Edmodo as an integrated part of the learning process (Susilawati & Sundayana, 2016).

Teacher's role

The improvement of writing through the use of ICT cannot be understood without the role of the teacher within the classroom. The combination of pedagogical with digital technology proves to be essential for the correct development of writing skills, exploitation of creativity and providing channels for peer and teacher feedback

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

(Centre for Education Statistics and Evaluation, 2021). This can only be achieved through an explicit explanation of how to use the different technological tools and research strategies to do and progress in the required tasks, without taking for granted little things they can consider as details (Centre for Education Statistics and Evaluation, 2021; Chua & Suliman, 2019). But the teacher's functions do not end there, since they should also monitor their student's activity to make sure everything is on the right path, as well as guide them and provide them proper scaffolding through the composition of their texts to ensure a good production of the tasks demanded (López-Henao, 2017).

When it comes to psychological factors, teachers also play a fundamental role, as they should try to maintain their student's confidence in case there is and build it in case there is not (López-Henao, 2017). Among the many roles teachers need to adopt, it is the one concerning giving their students access to authentic materials (video, podcasts, and blogs) and presenting them the necessary skills to approach them by themselves, thereby promoting meaningful interaction, and incrementing their interest, motivation, and participation (Azmi, 2017).

Stages of writing for the proposed activities

The three proposal activities presented in the following section will pursue the Writing Process Wheel introduced by Harmer, which is divided into four stages: planning, drafting, editing and final version (López-Henao, 2017). It is worth mentioning that the definitions will be taken from the work of López-Henao (2017). However, a first step, prior to planning, will be added to this wheel, and it is that of brainstorming. The teacher will lead this stage, where students will be introduced to certain brainstorming options for presenting their work to the audience based on the type of text they want to share (Chua & Suliman, 2019). The next step (in fact, the first one originally) is the one called 'planning', where students need to think about possible key words, vocabulary, the purpose, the audience, and the content structure to start writing. After this, the drafting stage serves to connect the ideas arising from the planning and joins words coherently. It is also the stage where learners show their ability to convince.

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

Subsequently, in the editing process, students revise their work after receiving feedback from the teacher, who has been constantly monitoring their composition. The final version copes with the last version students have of their work, and the one that should be uploaded to the different platforms. This Process Wheel, along with an online platform, raises students' writing skills in English, helps both teachers and students to think critically in each stage, as well as revise their written work as many times as possible to consider any improvement in their performance (López-Henao, 2017). In addition, "All of these kinds of paragraphs determine students' correct use of lexis, grammar, and content permitting them to gain motivation, self-confidence and building their writing habit in English" (López-Henao, 2017). All these steps will be considered in the proposed activities presented below.

Proposed activities

1. 'Choosing the right words'

Learning outcomes: the student can work in pairs; the student can write dialogues about current issues; the student can use their imagination for creating written work; the student can use digital platforms.

Timing: around four sessions of 55' each

General topic: feelings and emotions

Specific topic: passive, aggressive and assertive communication

Resources: an electronic device, namely a computer or a tablet; *Storyboardthat*.

Explanation: before starting the activity, the teacher will teach the students how to use the digital platform 'Storyboardthat'. Then, the first step for the development of this activity will be the brainstorming. The teacher will present different examples of passive, aggressive and assertive communication in certain common situations and the students will have to recognise them. After that, in the planning stage, the students, split up in pairs, will start thinking about what situation (based on the ones the teacher introduced or made up by them) they want to use for their comic strip, the characters and the setting they want to use in the application 'Storyboardthat', as well as the

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

vocabulary and the structure they would like to follow. In the drafting stage, the learners will start putting everything they have planned into the speech bubbles, trying to join both content and words coherently. In the editing stage, the teacher will roughly revise their student's work (it is worth mentioning that the teacher should not revise the tasks in depth to receive peer-feedback later. Finally, in the last version stage, the students will present their work to both their teacher and classmates, who will have to write them a comment as feedback.

Assessment: the students will be given a summary of both their strong and weak points collected by the teacher.

Continuation of this activity: the students will write a more developed story (namely a narrative) of the situation created through 'Storyboardthat'.

2. 'Arguing for a common goal'

Learning outcomes: the student can write in messenger chats; the student can argue their ideas politely; the student can reach agreements with classmates.

Timing: around two sessions of 55.'

General topic: social issues

Specific topic: values and beliefs

Resources: the messenger application 'Telegram'.

Explanation: firstly, the teacher will explain to the students how to use 'Telegram'. In the brainstorming stage, the teacher will introduce the learners to some controversial issues that are usually a matter of discussion, and they also will have the possibility of adding more. They will have to choose one in groups of 4/5 people (depending on the number of students). After that, inside the groups, they will be randomly given a position they have to adopt (for or against). In the planning stage, the learners will have to think about possible arguments they could use for supporting their ideas. Later, in the drafting stage, they will start their online debate through a *Telegram* chat group, where they will try to argue their ideas in a coherent and polite way without forgetting they have to answer their classmates and not only typing what they already wrote. At the end of the debate, they will have to reach an agreement or, at least, end in good terms. After this, in the editing stage, the teacher will look at all the debates and

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

give some feedback around them. Finally, in the last version, the students will present to their classmates how their debates went through screenshots, and they will have to provide them with some feedback.

Assessment: the teacher will collect the feedback the students provided and give it to the students.

Continuation of the activity: the students will have to write a text summarising the debate and add an opinion about how they think it went and how they believe it can be improved. In addition, they will include solutions to solve that controversial issue.

3. 'How do you feel today?'

Learning outcomes: the student can write a post in a blog; the student can express their feelings and emotions and share past and present experiences; the student can receive politely feedback from strangers. Timing: around two sessions of 55.'

General topic: feelings and emotions

Specific topic: identifying our true self

Resources: the digital platform 'Edmodo.'

Explanation: in the brainstorming stage, the students will be asked to think about feelings and emotions they usually experience. After that, they will list them with the help of the teacher. In the planning stage, they will have to choose the ones they can relate to and start thinking about an image or a video that depicts them. In the drafting stage, they will write the text, where they will have to combine the composition with the image or the video they have chosen. The text will have to end with a question which will be answered by the teacher, the students, or users of the platform. In the editing stage, the students will have to show their work to two or three classmates, who will give them some feedback about what they can change to post a successful text. Finally, in the last version stage, the learners will post their compositions about how they feel, and everybody will have access to them, therefore, users of Edmodo that they do not know will also have the possibility of asking to the question raised and add some feedback. Each post should include at least one comment from the teacher and two comments from other students.

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

Assessment: the teacher will collect the different comments and give the student an improved version of their post.

Continuation of the activity: more compositions will be posted at least once a week about different topics.

Conclusion

The activities proposed in this chapter are carried out in line with the countless benefits the application of ICT provides. Not only are students the protagonists of their own learning progress while developing their written production skills, but also the digital platforms used to play a significant role in that matter, in this case, 'Storyboardthat', 'Telegram' and 'Edmodo'. These kinds of tools prove to be essential to engage learners in the different tasks required, as well as to motivate them to work collaboratively and to participate more actively without fearing the 'judgemental' eye of the teacher and peers. Besides, these activities allow students to forget about a boring and tasteless traditional lesson and see by themselves that a different approach to education is possible.

The role the teacher adopts during these activities also permits learners to make the most out of them, since a constant monitoring, followed by sensible feedback made by the teacher, their classmates or even strangers, can be seen as a boost of motivation and a firm belief in their abilities to write. Through the different stages of the Process Wheel (along with the addition of the brainstorming stage) raised in the activities proposed, help them to have a critical mind towards the task. Ultimately, the three proposal activities posed in this chapter prove to be a good starting point for a suitable combination of ICT and writing skills.

Future research should focus on more quantitative analysis done on empirical data collected from the use of the activities proposed above that put in practice the methodological stance developed in this paper. In this respect, the students' welcoming of these activities, as well as the utilisation of a solid evaluation tool using such attested means as rubrics, portfolios, and questionnaires should be measured to ensure those activities have accomplished the

expected results supported by education scholars, or otherwise to implement them to meet these estimated learning outcomes.

References

Álvarez Gil, F. J. (2022). Análisis de textos audiovisuales para la enseñanza de contenidos históricos en la especialidad de Filología Inglesa. En Felipe Morales, A.; Cremades García, R.; Villanueva Roa, J. (eds.), *Comunicando en el siglo XXI: Avances metodológicos y nuevas estrategias*, (pp. 86-96). Valencia (España): Editorial Tirant lo Blanch.

Álvarez Gil, F. J.; Alonso Almeida, F. (2017). El cine como herramienta didáctica para la inclusión del elemento cultural en la clase de inglés como lengua extranjera. *Revista Educação e Linguagens*, 6(11), 44-62.

Álvarez Gil, F. J.; Domínguez Morales, M. E. (2020). Fomento del pensamiento crítico en la enseñanza de lenguas extranjeras a través del uso de espacios virtuales de aprendizaje. En Postigo Fuentes, Y.; Alcalde Peñalver, E.; Portnova, T. (eds.), *La docencia tiene TIC: un guiño al nuevo discente* (pp. 47-60). Valencia (España): Editorial Tirant lo Blanch.

Álvarez Gil, F. J.; Payet, K. M. (2020). Adquisición de segundas lenguas a través del uso de entornos virtuales de aprendizaje. En *Claves para la innovación pedagógica ante los nuevos retos: respuestas en la vanguardia de la práctica educativa* (pp. 3304-3312). Barcelona (España): Octaedro.

Álvarez Gil, F. J.; Sánchez Cuervo, M. E. (2019). Blended learning: una propuesta para el desarrollo de la expresión escrita en el aula de inglés como lengua extranjera. En Barquero Cabrero, M.; Rodríguez Terceño, J.; Barrientos Báez, A. *Diseñando la nueva docencia del siglo XXI* (pp. 1-12). Madrid (España): Editorial Pirámide (Grupo Anaya).

Álvarez Gil, F. J.; Sánchez Cuervo, M. E. (2018). La enseñanza de la escritura en el primer nivel de la ESO. Barcelona (España): Gedisa.

Azmi, N. (2017). The benefits of using ICT in the EFL classroom: from perceived utility to potential challenges. *Journal of Educational and Social Research*, 7(1), 111-119, doi:10.5901/jesr.2017.v7n1p111

Boudjadar, T. (2015). ICT in the writing classroom: the pros and the cons. *International Journal of Applied Linguistics & English Literature*, 4(1), 8-13. doi:10.7575/aiac.ijalel.v.4n.1p.8

Centre for Education Statistics and Evaluation (2021), *Use of information and communications technology (ICT) in the teaching and learning of writing*. Sidney (Australia): NSW Department of Education, education.nsw.gov.au/cese

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. *DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES*, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

Chua, Y.; Suliman, A. (2019). ICT: an effective platform to promote writing skills among Chinese primary school pupils. *Arab World English Journal*, 10(4), 223-237, doi:10.24093/awej/vol10no4.17

Fernández-Batanero, J. M.; Montenegro Rueda, M.; Fernández Cerezo, J.; Román Gravan, P. (2021). Impact of ICT on writing and reading skills: a systematic review (2010-2020). *Texto Livre: Linguagem e Tecnologia*, 14(2), 1-12, doi:10.35699/1983-3652.2021.34055

Iksan, Z. H.; Saufian, S. M. (2017). Mobile learning: innovation in teaching and learning using Telegram. *International Journal of Pedagogy and Teacher Education*, 1(1), 19-26. doi:10.20961/ijpte.v1i1.5120

López-Henao, J. A. (2017). The influence of ICT in the development of writing skills through an online platform. *Matices en Lenguas Extranjeras*, 1 1-27.

Silva, T.; Colleen, B. (2004). Research in teaching writing. *Annual Review of Applied Linguistics*, 24, 70-106, doi:10.1017/S0267190504000042

Susilawati, P. P.; Sundayana, W. (2016). The use of Edmodo in teaching writing in a blended learning setting. *Indonesian Journal of Applied Linguistics*, 5(2), 242-252, doi:10.17509/ijal.v5i2.1348

Wahjuningsih, E.; Santihastuti, A.; Kurniawati, I.; Arifin, U. M. (2020). Storyboard That' platform to boost students' creativity: can it become real? *IOP Conference Series: Earth and Environmental Science*, 485, 1-6.

Warschauer, M. (2010). Invited commentary: new tools for teaching writing. *Language Learning and Technology*, 14(1), 3-8.

Yunus, M. M.; Nordin, N.; Salehi, H.; Embi, M. A.; Salehi, Z. (2013). The use of information and communication technology (ICT) in teaching ESL writing skills. *English Language Teaching*, 6(7), 1-8, doi:10.5539/elt.v6n7p1

To know more about the author...

Isabel Soto Déniz

Graduate in Modern Languages from the University of Las Palmas de Gran Canaria, who is now acquiring expertise in Applied Linguistics. She is currently working on her doctoral thesis about metadiscourse analysis.

How to cite this article...

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. *DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES*, 20, 307-321.

DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>

Soto Déniz, Isabel (2022). Analysis of the use of ICT to develop writing skills in English as a foreign language classroom. DEDICA. REVISTA DE EDUCAÇÃO E HUMANIDADES, N.º 20, 2022, 307-321. ISSN: 2182-018X. DOI: <http://dx.doi.org/10.30827/dreh.vi20.25282>