

**Didactical study about writing teaching with digital resources to the English learning  
language as second language**

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### **Dedication**

This monography would not be possible without the encouragement of my mom, who sacrificed her time, work and pension. My dad's patience, my great-grandma, who was my inspiration to be a teacher, my pets and all my family. All of them have been of great importance in this project, teaching me experiences and advice to allow me to set the document up as written evidence of my major as a bachelor in English.

### **Acknowledgements**

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## Resumen

Aunque la habilidad de escribir ha sido en mayor medida extensa para adquirir el dominio del idioma inglés, esta habilidad ha perdido su valor en comparación con el resto de las habilidades. El uso de las aplicaciones o páginas web para efectuar trabajos escritos, comunicarse o expresar una idea está incrementando bajo la falta de interés de las instituciones en aprender su gramática. Los actuales estudios reflejan las prácticas pedagógicas sobre los recursos digitales didácticos para la enseñanza del idioma inglés, clasificándolos en fases que explican sus ramas en lo didáctico y digital en la producción escrita; donde los contenidos explican, sugieren y muestran alternativas para enseñar esta habilidad. Por lo tanto, sus implicaciones y la importancia de lograr competencias para crear recursos donde los aprendices puedan interactuar, mejorar y diversificar su conocimiento es a través de las nuevas alternativas digitales.

Asimismo, la metodología aplicada, en que varios autores están de acuerdo con el propósito de innovación, creatividad, observación y competencia para demostrar los recursos en la producción escrita acorde con el contexto y las necesidades, permite analizar el trasfondo de nuevas herramientas para el desarrollo de materiales de enseñanza sin desmeritar las estrategias pasadas.

***Palabras clave:*** Escritura, recursos, didáctica, enseñanza, digital.

### **Abstract**

Although writing skill has been of a greater extent to acquire English proficiency, this skill has lost its value in comparison with the rest. The use of applications or web pages to develop writing tasks, communicate or express an idea is increasing with a lack of interest in institutions to learn grammar. The current study reflects pedagogical practices about digital didactic resources to teach the English language, classifying them into phases that explain branches of didactics and digital resources about writing production, where the content explains, suggests, and shows alternatives to teach this skill. Therefore, their implications and the importance to achieve competencies to create resources where learners can interact, enhance and diversify their knowledge is through the new digital alternatives.

Likewise, the methodology applied, in which several authors agree with their purpose of innovation, creativity, observation and competence to demonstrate the resources for writing production according to the context and needs, allows analysing the background of new tools to create teaching materials without discredit the last strategies.

***Keywords:*** Writing, resources, didactic, teaching, digital.

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## **Introduction**

Writing composition for current English learners has been a skill in constant growth if we speak about technology in writing production, in particular, teaching it with the hope to achieve high results from learners. Furthermore, didactic resources emerge with initiatives to encourage learners to be creative, discover resources to be effective, and easy to develop a good production. Therefore, this document shows the analysis of relevant literacy highlighting studies related to writing construction with digital didactic resources; standing out the importance of guiding the strategies with current resources, its gradual change in terms of technology in English as a Second Language (ESL) to make simple the composition and develop a generous milieu.

### **Statement of the Problem**

Digital resources management has progressed in education with the new information and communication technologies (ICT) which provide several resources to learn and teach in educational specific fields. According to Osorio in the pedagogical process mediated by ICT, “the success in the pedagogical process mediated by technologies lies in the synergy in which the teacher acquire:

Pedagogic foundation, keeping in mind the contextual relations, historical and socials between education and culture.

Constitution as a teacher and recognizing the learning styles of the students.

Didactical methods and techniques provided in the classroom, either face to face model or virtual model, just as an assessment process.

The tools and didactic resources which encourage the teaching-learning process. (2016, p.10).

There are relevant variables to consider regarding the use and effects of digital resources management in an English language classroom. Remote and face to face learning have features where the social context with the community and students' needs have interacted in a new way to teach and learn face to new paradigms which will be studied in this document.

This monograph seeks what are the effects of ESL digital resources management for writing production. This skill has been considered an essential factor in language learning skills development at school, helping us to understand new directions to develop tailored learning resources, learning areas and learning strategies towards current and future challenges.

Bearing in mind the use of the internet and specialized software from the first decade until these days, current educational needs demand a high investment in design, timing and budget for

schools and academies (Brandt, 2015). Now the question is how to determine face to a high resource supply, the digital didactic tools which give a right answer to achieve learning goals and the effects referred to English language writing production skills.

The educational system is acquiring new challenges in favor of quality, technology, and new parameters to encourage students with learning methods to assure the compliance of these requirements demanding analysis in context and management in learning tools; according to Ordus (2021), Colombia is among the countries with the worst English level in the world. On the other hand, schools are addressing the education in bilingual model to engage the staff, furthermore the quality increase with reason to improve the technology resources.

### **Justification**

The resources employed in educative institutions are addressed in topics, classes, meetings and aid tools to help learners to reach adaptability, leadership, participation, and task accomplishment, which require a change from the pedagogical model until the resources to work. The communicative methods have allowed diversifying a whole range of strategies to engage the attention to create frameworks where the ICT has become in another world structured and sometimes predictable to navigate for teachers that were making an incursion in a new way.

Digital didactic materials to teaching, demand ICT preparation in institutions to teach efficiently the writing production where the resources have been useless towards the new educative strategies. Hence, the misuse of the didactic material in the English teaching is focused in strategies, competence and resources.

## **Objectives**

### **General Objective**

To recognize the effect of ESL digital didactic resources management for writing production by analyzing relevant literacy to reflect on pedagogical practices.

### **Specific Objectives**

To review different studies related to didactics in ESL for writing production.

To describe based on relevant literacy the implications of some common digital resources for writing production teaching strategies.

To reflect on the importance of management of digital didactic resources for writing production teaching.

## Literature Review

Digital didactic resources management for writing production frame an extensive scenario launched to entrust effective teaching and innovative process with the resources arranged; its management in English teaching implies constantly developing acquisition and production skills framed in international aspects which are oriented to make up the technology in a pedagogical field (Colombia Aprende, 2021). Moreover, continuing technology education is cemented on pedagogical novelty management (Castro 2021). In the light of increasing the teacher competencies with information and communication technology (from now ICT) reflects roles in their process as educators according to which UNESCO (2019) “understanding ICT in education policy, Curriculum and Assessment; Pedagogy; Application in digital skills; Organizations and Administration; and Teacher Professional Learning”. (P, 24).

Nowadays, “as regards in continuous digital literacy, such the pivotal methodological strategies” (Fernández, & Pozos, 2018, p.29). The concept of digital literacy covers an extensive sense inside the ICT. Initially, according to the interview with Gilster in Pool (1997), “digital literacy is the ability to understand information and more important to evaluate and integrate information in multiple formats that the computer can deliver”. (P. 6). Then, several authors have shared different descriptions of this concept; Hague & Payton (2010) see digital literacy as the ability to use technological resources to communicate effectively in different ways, fostering their application in classrooms, affording to increase the quality in institutions. Masenya (2021) considers digital literacy to incorporate technology with media doing easier the practices in education. To Wigati & Fithriyah, Digital Literacy “refers to a set of technical, procedural, cognitive, and emotional-social skills” (2022, p. 252). Also, they include an extensive description of the technology, the internet, resources, awareness and skills to develop the

competencies gradually to teach depending on the age (Wigati & Fithriyah, 2022). Thus, digital literacy gathers similar definitions encompassing contemporary skills in line with technology innovation, to reach the maximum benefit to the digital resources when it has been in the labour sphere an inclination in all the world strategies in which the teachers dare to use ICT in their teaching process (Pino & Soto, 2010).

### **Didactics in English Second Language – ESL**

Teaching language always has been aimed at approaches to create resources and methods to enhance knowledge. in words of Richards (2002), "different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparation of teachers" (p. 19). These language skills are associated with the didactic.

According to Mattos (1974), his didactic definition presents technical strategies to encourage the students guide them towards adequate learning model (p. 27). Inside the general and specific didactics explained by Menéndez, general didactics "cover all the knowledge for any activity that is applicable instead of specific didactics are focused on determining subject or scope of knowledge" (1995 – 98, p. 157). Another contribution to didactic is the science where the target is to analyze the learning process and teaching to define actions in curriculums (Gamboa, 2016). Besides, organize and plan to project results which be measured. There are similar definitions to include here about what didactic is, but they are related to teaching, although with more annexes (Sánchez, 2012).

Nevertheless, didactic in ESL enhances the skills to mastery of the language target by processes according to which they are oriented so, in this way, improve skills in learners through stages, the teacher demonstrates the skill, suggests practices and allows the learner works on their own (Ur, 1996, p. 19). The purpose is to foster the students to learn original vocabulary until they

continue mastering their learning (Krashen, 2014). Although the context varies to teach in conformity with the resources, tools, framework and competencies to give top-line teaching, technology has arisen to generate integration with the new literacy making up new skills for the actual learners (Sabatino, 2014).

### ***Didactics in ESL for Writing Production***

Writing has been one of the most tedious skills to master for students and teachers, even if they are native (Raimes cited by Richards & Renandya, 2002). But, as a grammar course since the 1970s, crossing numerous classifications and being an important skill to fill international settings getting part in inclusion, necessities and texts related to mastery the skills (Reid cited by Oxford, 2001). Writing production in ESL denote monitoring and expertise in teaching. In institutions, handwriting entail skills to address the learning using books, dictate, or go to the board and copy what is written (Ganesh, 2015). Besides, teaching writing production is to communicate the best way, with grammatical rules, arguments, clear, and precise to show the domain in captivating the reader's attention (Ur, 1996). Likewise, the communicative needs, resources and methods to encourage the learners (Council of Europe, 2001). So, to Rimes, writing production requires skills to establish an objective to teach (Richards et al. 2002, p.308). Planning a writing class establishes the learner's need and the teacher's role to develop a written composition without altering emotions; in other words, to approach English for a specific purpose (ESP). At this point, the importance of the English language seen from the technological and commercial field considered by Hutchinson & Waters (1987, p. 7) is that "the language we speak and write varies considerably, and in several different ways, from one context to another". Or as a bilingual program to motivate communicative competencies that face new necessities in the country's progress (MEN, 2006).



Teaching materials not solely stem from teachers but also the developers to command the learner's attention (Tomlinson, 2011).

The table explains that language teaching could be easier for learners according to Tomlinson if.

**Table 1**

*Language Teaching*

Teaching can be	It means
Direct	Deliver information to the learners outright.
Indirect	Give information away discovered by the students
Pre-emptive	Anticipate the causes before to occur.
Facilitative	Help the students find the results.
Responsive	Is attentive to the requirements when the language deserves.
Remedial	Develop ways to solve problems.

*Note:* according to Tomlinson, materials and teaching could include this information to make easier the learning.

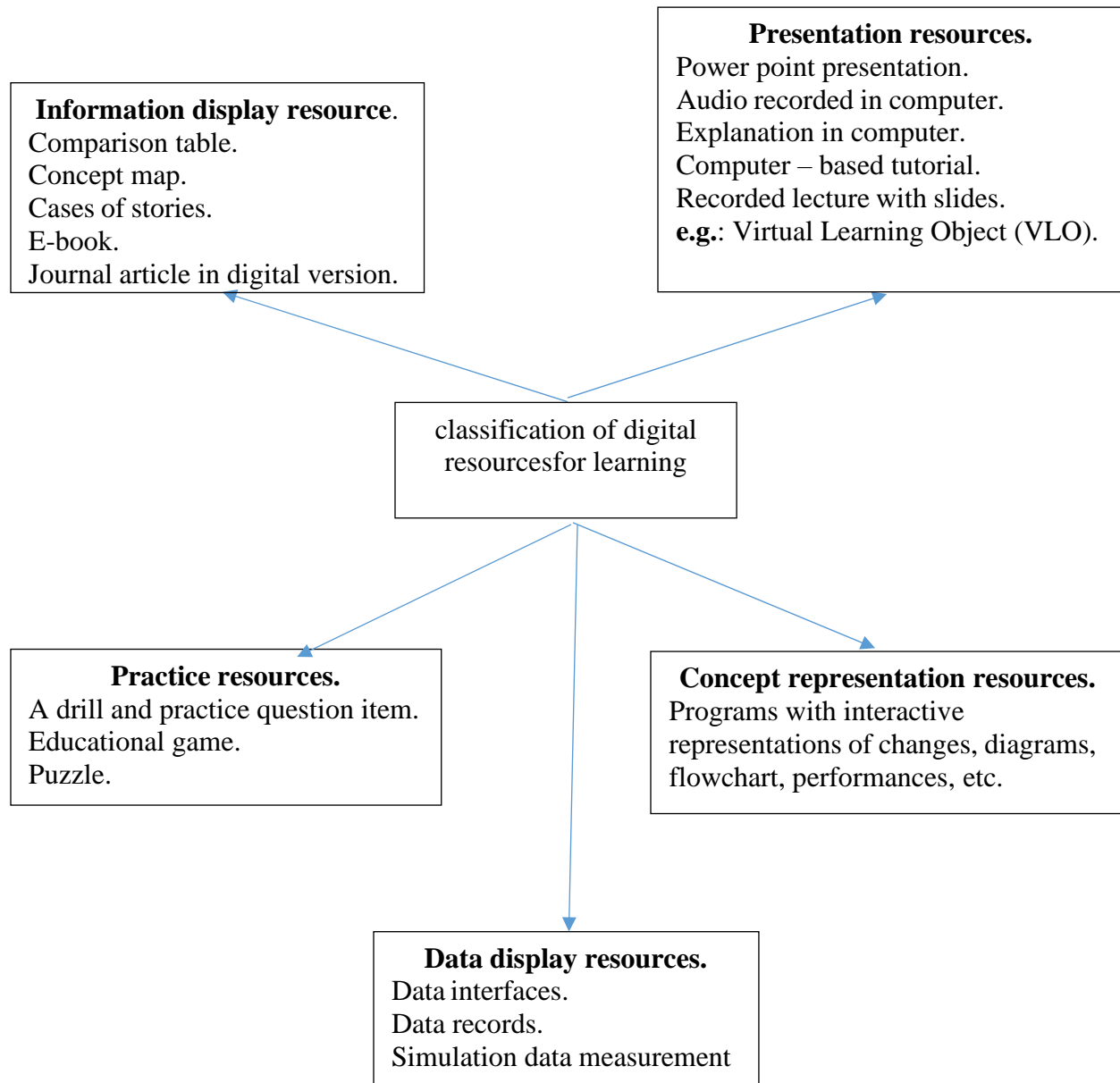
The materials to acquire the language are bounded by didactic. The contents to teach the writing production to find syllogisms in their use, from the teacher's competence to the quality of materials to familiarize the students in their learning. (Crawford et al., 2002, p. 80 - 87). Thus, Didactics for writing production could vary according to the content, needs, levels, skills and context, highlighting the language teaching methods that are some and have been a constant evolution in education. These methods generally are summarized as procedures and practices in educative environments that take place in daily situations between the milieu, students, teacher, materials and tools in a class (Spiro, 2013) this can be seen in a task – based language teaching as an approach, where its central role (apart from planning) is to teach the language with

activities in teams or individuals using resources to produce an outcome (Richards and Rodgers, 2001) for writing production a task-based learning teaching, for instance, could be an activity with different solutions about situations in which the students in group select one and write a formal request.

Overall, didactics in ESL for writing production gather multiples approach that involves resources, behaviors, backgrounds, etc. So, teachers decide how, when and where to apply new technologies. Although to acquire a domain in ICTs, the teacher must have digital competence and digital literacy; defining competence by Colombia Aprende (2021) “as a group of knowledge, abilities and skills, related with the use of technology, applied with the process in an educative context in order to reach one or several aims”. Thus, the competence applied in schools allows the teachers to improve their methodologies and strategies to teach oriented in issues resolution and provide educational aids to the learners (Colombia Aprende, 2021).

**Digital Resources.** The new development of education is connected with the modern strategies in curriculum and technology as well, so digital resources are best described by Churchill (2017) as the best educative elements developed to teach and train in different areas (p.2). Furthermore, in order to establish the actors in the English teaching addressed in digital tools is pertinent to know how the teacher’s performance is in technological resources and the milieu that can determine its development in students (Pozo et al., 2020, p. 145). However, the didactics in ESL as a value based on approach, Richards (2002) considers that developing a teaching model from the values one holds about the teacher, learners, classroom and the role of education society. (p. 22). Although, to generate interest in students as a value to join in digital tools of writing production is to bring back the attention to learning programs where the learner encourage to research and produce content created by the teacher (Dörnyei, 2001). The relevance

to finding ways to teach language production using digital tools, Noguera (2012) incorporates a technological design based on complement and alternative resources in language teaching supported by digital or electronic resources. Therefore, digital resources vary according to technology conditions with the community, institutions, teachers and learners. To have an idea about these resources, initially, it shows a presentation of digital resources described by Churchill in figure 1, where the resources considering that they are exposed for learning, although teachers must have the competence to handle them which address the educative content manage as a teaching complement in the classroom. Noguera (2012).

**Figure 1***Digital resources for learning.*

*Digital resources for writing Production.* Writing skills employed materials developed in books in order to give information about their composition and production to assess the strategies of teaching and learning; right now, technology is the most important way to work in word processing (Carter & Nunan, 2001). But, the methods and feedbacks are similar like before, whether teachers or students have not gotten the competence to domain the technology and the writing mastery due to the lack of writing production in students as a requirement in educational aims (Grünke et al., 2016). The adverse effects emerge to identify its correlation with the context, assuming that the lack of resources for writing production derives from the management of the technology inside the professorship, such as genre, age, experience, educative stage and continuous formation (Pozo et al., 2020). Also, inside communities that get technological breaches in framework and resources (Aliadas, 2022).

Within the digital resources for writing production rise the impact on producing and assessing the written content. Zheng (2013) suggests that laptop programs for students improve their vocabulary and writing skills; and give feedback (p. 298). But using technology like smartphones, laptops, tablets, and so on increases a high number of issues to get good writing, for instance, plagiarism instead cite, and informal and formal writing that has been a challenge for the teacher to assess (Purcell et al., 2013). On the other hand, teachers have extra challenges, such as the digital literacy in their curriculum and the wasted time imparting their contents (Baleja, Zhang, 2020).

The advantage in managing digital tools for writing production derived from software and resources that can assess the content written as a technological part of education, Camp (2009)cited by Brunk and Fourzan in McKee & DeVoss (2013) points out about the future of writingassessment that “the opportunities [it] provides for teachers’ professional development,

For curriculum development, and for examination of institutional goals for learning” (pp. 125–126). Furthermore, the use of software provides the opportunity to improve and correct what writing is. The case with the writing evaluation and program assignment proved by Brunk and Fourzan called MinerWriter at the University of Texas at El Paso, which had a warm welcome by students and teachers to develop their tasks and assessment correspondingly, McKee & DeVoss (2013). New software implemented in educative institutions remarks a new age in communication with quality and development with the use of computer programs for teaching writing skills, where teachers using the digital software desk in their pedagogical practices express their approval to engage resources as many curricula as teaching-learning methods (Rodriguez et al., 2000).

The effects of digital resources considering management for writing production in the pedagogical practices in ESL teaching, the challenge for teachers rises on competencies, resources and technological framework in institutions to achieve the world's needs. (Richards, 2006). Nevertheless, the competencies are acquired if the objectives are to enhance education.

***Digital resources for writing production teaching.*** Following the line in digital resources and now with the teaching in writing production, we get close to reflecting on pedagogical practices to teach the writing production skill, framing the importance and the responsibility to acquire mastery in the resources aiming at encouraging the students to provide fluency in writing just like speaking skill.

The new technological era has spread across the countries with the revolution of the language and commercial sector (Richards, 2002) in consequence, demanding quality and promptness in teaching with effective feedback and motivation to engage the learner to keep working, likewise, the participation of learner understanding the role of interaction, production and response (Sang

& Zou, 2022). With the new technology impact, resources have been renovated over time, similarly teacher's competence too, designing, implementing and developing activities to be an actor who gives knowledge with digital resources (Churchill, 2017). There are extensive scenarios where teacher implements digital resources to assess writing production in class and create or present material as a new challenge to acquire literacy and competence in ICT (Tejada & Pozos, 2018). The use of gamification in schools as a current and handy resource to motivate the students (Saraeva et al., 2022) is an educational game applied to reinforce the teaching and the acquisition to motivate the learning process with goals, competitions, challenges, progress, feedbacks and several design patterns that can be seen in the game-making practices. Aguilera (2021) researched as a resource to encourage the students to learn computer programming to develop games and future resources in writing and reading in programming club. Also, the use of mobile that broaden out the language patterns is implemented with the Genre Pedagogical Approach (GPA) that is the ability to construct coherent grammatical structures to research the type and patterns of the text in a podcast to enhance the writing production in ESL teaching (Noriega, 2016). One more is microblogging as a tool for writing production; it makes interaction easier in various formats using short messages such as Twitter, Instagram, and Facebook, viewed by Jones & Rice (2017) in their research as an experience to understand how learners were improving their writing according to topics shared in the Edmodo tool. Finally, digital resources have broadened methods to teach, manage, analyze and create the new ICT to enhance writing production; therefore, pedagogical practices must be linked to digital competence to achieve a proper domain in this area.

***Management of digital didactic resources.*** The production of technological instruments to communicate has covered new learning methods where the person is autonomous from an

empirical perspective to manage in a social context; however, in language acquisition (highlighting writing production) the perception equates to flustering the writing communication to establish an asynchrony in the grammar. Managing the digital didactic resources from the teaching perspective implies developing strategies offering good preparation in the educative institutions and using the ICT to tackle the community needs and government challenges with views to reach a goal (Richards, 2014). Using the technology in class to teach must be taken to analyze the context of the group to create a good activity; for instance, designing an English class, having a domain with the tool and being creative to impact the students, showing confidence to explore the learner's imagination (Richards, 2013). Although the management also suggests giving constructive feedback, according to Buchanan (2013), handling interactive feedback in students increases confidence and writing production using digital tools (p. 52). Additionally, motivation can enhance the result in learners; it means that teachers provide experiences of success, support, less language anxiety and show learning strategies (Dörnyei, 2001).

The competence to manage the resources to adapt them in language teaching is crucial in environments with little technology, producing material that constitutes experience and coordination with curriculum to Hepp, Prats, & Holgado (2015) the essential competencies for the teacher are qualities that increase their attitude to provide technological tools in different environments. (p. 33). Thus, the digital didactic resources management for writing production gathers up competencies in ICT to facilitate the teaching practices focusing on curriculum, output and assessment.



## Methodology

The document presents a descriptive study through a documentary review of digital didactic resources for writing production and management. This study determines the descriptive identification of facts and characteristics present in the subject of study (Lerma, 2009). Hence it's considerable to know the diverse scenarios where digital resources have been an important contribution to the educative system, embodying models to teaching with strategies that encourage the students to acquire efficiently this skill accompanied by creativity, innovation and monitoring.

The document presents four phases,

**Table 2**

*Phases of study*

Phase 1	Documentary Review.
Phase 2	Documentary Analysis.
Phase 3	Documentary Reflection.
Phase 4	Paper Preparation.

The information gathered is solid and truthful, substantiated with questions of what? Or which ones? Identifying and classifying the references to be characterized systematically (see phases). Conceptualizing the phenomena and defining it from different points of view, the method of gathering takes a fundamental part because they allow doing a simple study to assess and analyze the content. The method developed has been the bibliographic review to observe the reality, near the criterion and opinion that the study presents.

The following table 3 shows relevant authors and summaries of their articles.

**Table 3***Annotated Bibliography*

<p>Aliadas Alianza. (2022, 4 de Marzo).          Conversatorio Infraestructura tecnológica          y Transformación Digital [video].          YouTube. <a href="https://youtu.be/NNeazJwT7aA">https://youtu.be/NNeazJwT7aA</a></p>	<p>The diverse scenarios with the Colombian resources, considering the technological growth with regards to transformation and development of the country, the video reveals a lack of connection and challenge in their framework, the importance of communication and digitalization to enhance the economic growth, modernization, education and connection to distant places.</p> <p>Digital learning fosters people to innovate using the information. Let them create employment to transform a new community with technological knowledge, so the panelists impart the effectiveness of new contracts to keep improving and reaching objectives, holding hands with the government and people to transmit current changes in technological frameworks.</p>
<p>Aguilera, E. (2021). Writing the rules: Youth game-making practices as digital writing. <i>Theory Into Practice</i>, 60(2), 126–</p>	<p>This article contains information about writing and reading production with games dedication of a programming club to teaching students to</p>

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136. <https://doi.org/bibliotecavirtual.unad.edu.co/10.1080/00405841.2020.1857125> create resources to improve learning skills. Thus, the result is a game programmed by students through software to increase writing production. Likewise, the study focus on how technology can help develop several skills with games and programming. The results were gaining importance while the programming process was inspiring to enhance writing and reading production, allowing the teacher explores strategies to assess the students' fun in learning and expand their knowledge.

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Brandt Yoka. (2015). Education: the most powerful investment in our future. Unicef.org <https://blogs.unicef.org/blog/education-the-most-powerful-investment-in-our-future/> This report is related to the low investment in education. How governments allocate the resources wrong, and how the children cannot get a high educational system to grow as a society. There are lots of factors that get on the investment in countries with low resources, one of them is the areas, school feeds, and scenarios where injecting cash has been minimum. The argument was exposed in an international convention, leading the critic through the current economic system in several countries,

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	<p>where there is low capacity in a framework for study and technology.</p>
<p>Carter, R., &amp; Nunan, D. (Eds.). (2001). <i>The Cambridge Guide to Teaching English to Speakers of Other Languages</i> (The Cambridge Guides). Cambridge: Cambridge University Press. Retrieved from: <a href="https://bibliotecavirtual.unad.edu.co:2444/10.1017/CBO9780511667206">https://bibliotecavirtual.unad.edu.co:2444/10.1017/CBO9780511667206</a></p>	<p>This book is a series of information that brings strategies and several concepts that suggest a whole view of teaching English, explaining the beginning and the current learning with the adoption of technological resources. The communication and its spreads around the world have turned up with strategies that has keeping improve the learning skills and the teaching strategies, but with the new globalization the teaching language require process in real time.</p>
<p>Sabatino, L. (2014). Improving Writing Literacies through Digital Gaming Literacies: Facebook Gaming in the Composition Classroom. <i>Computers and Composition</i>, 32, 41–53. <a href="https://doi-org.bibliotecavirtual.unad.edu.co/10.1016/j.compcom.2014.04.005">https://doi-org.bibliotecavirtual.unad.edu.co/10.1016/j.compcom.2014.04.005</a> <a href="https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login">https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login</a></p>	<p>The study is centred on a game to improve the writing composition while the learner is playing. The article tells the immersion in it from the Internet (Facebook), with all the securities data. This social network provides communication with other people from other countries, allowing interaction with them inside the game and sharing solutions to achieve some goals.</p>

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<p><i>.aspx?direct=true&amp;db=edselp&amp;AN=S875546151400019X&amp;lang=es&amp;site=eds-live&amp;scope=site</i></p>	<p>The author explains the results when the students share their ideas in writing form, also the importance of motivating the students to increase their writing production and communication through games sharing their results in classrooms and keep motivated to the next stage in it.</p>
<hr/>	
<p>Castro Granados, A. (2021). Modelos de Competencias Digitales Docentes : análisis de las propuestas internacionales y nacionales más pertinentes = Digital Teaching Skills Models: analysis of the most relevant international and national proposals. <i>Calidad En La Educación Superior</i>, 12(. 2), 144–169. <i><a href="https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=edsdnp&amp;AN=edsdnp.8183186ART&amp;lang=es&amp;site=eds-live&amp;scope=site">https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=edsdnp&amp;AN=edsdnp.8183186ART&amp;lang=es&amp;site=eds-live&amp;scope=site</a></i></p>	<p>The e-magazine exposes teaching competencies based on international approaches, based on Unesco, that reflect a standardized frame with the use of ICT in education to be incorporated in countries, assuming the commitment to educative development.</p> <p>The author explains a study based on the research of technological competencies, the requirements that educators must have to give first-class teaching and the ability to improve their profession to create resources encouraging the student to develop activities towards the cooperation for the construction of knowledge.</p>

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<p>Colombia aprende (2021, 11 de Agosto). Competencias digitales para docentes: ¿por qué son tan importantes? <i><a href="https://www.colombiaaprende.edu.co/agenda/tips-y-orientaciones/competencias-digitales-para-docentes-por-que-son-tan-importantes">https://www.colombiaaprende.edu.co/agenda/tips-y-orientaciones/competencias-digitales-para-docentes-por-que-son-tan-importantes</a></i></p>	<p>This page is related to the importance of digital competences from the ICT use in the educative field in the country in spite of past events of pandemic situation and the lack of technological framework in distant places in Colombia.</p>
<hr/>	
<p>Unesco. (2019). ICT Competency Framework for teachers. Recovered from <i><a href="https://unesdoc.unesco.org/ark:/48223/pf0000265721">https://unesdoc.unesco.org/ark:/48223/pf0000265721</a></i></p>	<p>Digital book related to the standardize ICT teaching competences, to innovate educative institutions based on the development technology and teaching skills as instrument of application in each country.</p>
<hr/>	
<p>Tejada FernándezJ., &amp; Pozos PérezK. V. (2018). Nuevos escenarios y competencias digitales docentes: Hacia la profesionalización docente con TIC. Profesorado, Revista De Currículum Y Formación Del Profesorado, 22(1), 25-51. <i><a href="https://doi.org/10.30827/profesorado.v22i1.9917">https://doi.org/10.30827/profesorado.v22i1.9917</a></i></p>	<p>The importance about to include the technology in the frame of the development professional teaching, emphasizing competences in digital literacy and their achievements in different educative stages.</p>

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<p>Pool, C. R. (1997). A new digital literacy: a conversation with Paul Gilster. <i>Educational Leadership</i>, 55(3), 6</p> <p><a href="https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=edsgao&amp;AN=eds-gcl.20411547&amp;lang=es&amp;site=eds-live&amp;scope=site">https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=edsgao&amp;AN=eds-gcl.20411547&amp;lang=es&amp;site=eds-live&amp;scope=site</a></p>	<p>An interview to Paul Gilster who is the author of the book Digital Literacy. Here he explains how people can use the technology as the communicational way and the right use of information to construct knowledge around the world.</p>
<p>Hague, C., and S. Payton. 2010. Digital Literacy across the Curriculum. Future Lab. <a href="http://www.futurelab.org.uk">www.futurelab.org.uk</a></p>	<p>A handbook dedicated to the digital literacy to teachers, fostering the students with the application of technological tools, increasing the attention to develop a whole range of presentations in their curriculum and activities.</p>
<p>Masenya, T. M. (2021). Digital Literacy Skills as Prerequisite for Teaching and Learning in Higher Education Institutions. <i>Mousaion</i>, 39(2).</p> <p><a href="https://journals.co.za/doi/abs/10.25159/2663-659X/8428">https://journals.co.za/doi/abs/10.25159/2663-659X/8428</a></p>	<p>The article refers the integration of technology in classrooms as novelty to teach and learn in educative stage according to the digital literacy.</p>
<p>Tomlinson, B. (2011). <i>Materials Development in Language Teaching</i>: Vol. 2nd ed. Cambridge University Press</p> <p><a href="https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=edsgao&amp;AN=eds-gcl.20411547&amp;lang=es&amp;site=eds-live&amp;scope=site">https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=edsgao&amp;AN=eds-gcl.20411547&amp;lang=es&amp;site=eds-live&amp;scope=site</a></p>	<p>This article is based on recognizing how different materials for English learning are designed to give feedback. Here, the teacher and developer should take into account the</p>

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<p><i>n?url=https://search.ebscohost.com/login</i>  <i>.aspx?direct=true&amp;db=nlebk&amp;AN=3615</i>  <i>86&amp;lang=es&amp;site=eds-live&amp;scope=site</i></p>	<p>content. Its purpose is to gain attention and encourage the learner to discover their content to facilitate exploration strategies for the teacher. The document also explains some faults that happen when the materials are fragmentary and disagree with reality, but it includes recommendations to develop when the learners need to be stimulated emotionally to achieve their goals.</p>
<p>Richards, J. (2013). Creativity in Language Teaching. Plenary address at University of Hong Kong, 5th June 2013. University of Hong Kong.  <a href="https://www.professorjackrichards.com/wp-content/uploads/Creativity-in-Language-Teaching.pdf">https://www.professorjackrichards.com/wp-content/uploads/Creativity-in-Language-Teaching.pdf</a></p>	<p>The document is related to the significance of creativity in educative institutions and how teaching must change to encourage students to use their imagination to create learning strategies. Similarly, the teacher's resources establish their approach to designing routes to learn the English language. Following this, the article shows experiences emphasizing the achievements reached by the teacher with confidence and exploring in another way how to get the student's attention without repeating it again.</p>
<p>Daniel Churchill. (2017). Digital Resources for Learning (Vol. 1st ed.</p>	<p>This book refers about the use of technology in learning process, underlining the competences</p>

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2017). Springer. <https://bibliotecavirtual.unad.edu.co/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsebk&AN=2545635&lang=es&site=eds-live&scope=site> to design curriculums where the teachers adopt a new discipline to analyze the context, create innovative content to solve problems, and deliver activities that engage participation with modern tools. Also, it explains the new roll of educators to use technology, the responsibility to get the competence and constant training centered in education.

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## **Results and Discussion**

Technological development for education has shown a greater emphasis on the growth in several disciplines to facilitate the construction of teaching and learning, reaching a point at which the instructors must select carefully the tools to impart their content and not divert the same.

The results in this document address the digital didactic resources that have empowered as instruments of expansion in the educative sector, but not all know how to use them. Taking into account the competencies and the context to teach writing production, it wouldn't exist as an obstacle to its development; nevertheless, under the international directive, the scope of technological resources is minimum if we consider that the place does not have the basic requirements to use. Thus, the teacher must be competent to develop scenarios where the didactic resources stimulate attention, imagination, and effective communication, with the purpose to engage the students in the subject

If we consider that there is a technological framework to teach writing skills for English language purposes but not the competence to use it, the reason is the lack of preparation to research the learners' needs with their constant changes under the digital vanguard. Thus, all the articles, educative magazines, books, etc. Highlight the importance of recognising the context and the competence to domain the digital didactic resources in a specific area; also, recommend engaging the students to evaluate their process and the effectiveness of the tools.

### **Conclusions and Recommendations**

Considering that this descriptive study departs intending to generate an analysis of the effects of digital didactic resources on writing production focused on English language teaching, the document helps the teachers and the academic community to know that the technology adoption for writing learning in the English language as alternative to use digital tools in this century as part of a new pedagogic resource. Nevertheless, English language teaching with digital resources solely has been used for speaking and listening skills, putting writing skills aside in whiteboards or notebooks. So, digital resources for writing production need to be addressed as the other skills, but, the document emphasises getting a digital teaching competence according to Tejada & Pozos (2018) To get along with current methodologies is necessary that educative institutions design continuing education for educators to get digital competences (p. 146). Furthermore, digital didactic resources enhance the attention, creativity and ways of teaching, allowing the learners to explore new curriculums and scenarios where the milieu turns more receptive to teaching.

Concluding the study, writing production through digital didactics resources is an innovative system to encourage the students in their learning process, being an opportunity to innovate strategies to teach, as claimed by Hepp, Prats, & Holgado (2015). ICT integration requires being moderate in institutions, achieving experience, knowledge, skills, and the ability to solve problems.

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