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Abstract

The goal of this study was to investigate the effects of the Web 2.0 tools: Web Quest, blog, wiki and forum on EFL Academic Writing performance. Twenty nine students majoring in Applied Linguistics to English Language at a University in Ecuador were involved. Both, quantitative and qualitative approaches were employed. Research instruments included a pre-test, a post-test; and a survey of satisfaction. Students were divided in both control and experimental groups. The control group received the teaching through a textbook; and the experimental one used the technological tools. Students' Academic Writing performance was compared through tests. The pre-test determined the level of academic writing performance at the beginning of the experiment. The post –test determined if there were differences between the groups and differences on the experimental group scores. The findings revealed that students of the experimental group improved their scores, which suggests that the use of Web 2.0 tools can be effective and interesting for EFL Academic Writing classes. The results of the survey of satisfaction showed that most of the students had positive attitudes towards the implementation of the technological tools; they indicated that learning activities made the students more motivated and engaged in the learning process.

Key words: EFL Academic Writing, technological tools: Web Quest, blog, Wiki, forum, learning activities.

Resumen Ejecutivo

El objeto de este estudio fue determinar cómo influye el uso de las herramientas Web 2.0: Web Quest, Blog, Wiki y Foro, en el desarrollo de la escritura académica en inglés. La intervención metodológica se llevó a cabo con una muestra de 29 estudiantes de la Licenciatura en Lingüística Aplicada al idioma inglés, modalidad a distancia, en una Universidad en Ecuador. Se diseñaron dos instrumentos: un pre-test, un post- test; y una encuesta de satisfacción. Se formaron dos grupos: el de control y el experimental. El grupo de control recibió la enseñanza usando un texto mientras que el experimental usó las herramientas tecnológicas enunciadas. El pre -test estableció cómo estaban los estudiantes al comenzar el experimento y el post-test sirvió para determinar si después de la intervención se produjeron diferencias. Los resultados del post-test revelaron que las calificaciones de los estudiantes del grupo experimental habían mejorado. En lo referente a la encuesta de satisfacción, ésta mostró que la mayoría de los estudiantes tuvieron actitudes positivas con respecto al uso de las herramientas tecnológicas y que las actividades de aprendizaje diseñadas lograron que los estudiantes se involucraran más en el proceso de desarrollo y mejoramiento de la escritura académica en inglés.

Palabras clave: Escritura Académica en Inglés, Herramientas Web 2.0: Web Quest, Blog, wiki, foro, actividades de aprendizaje.

Introduction

Academic Writing development is essential in the formation of the teachers of English as a foreign language for three reasons. First, they are expected to write meaningful pieces to be presented in each one of their subjects; to be able to communicate effectively in English when they write their thesis as a requirement to graduate and to be able to teach how to write. In other words, it is crucial for their academic and occupational fields (Writing, 2009). Second, it can be an effective tool to

get academic language proficiency (Warschauer M. , Invited Commentary: New tools for teaching Writing , 2010) which could be helpful to pass the international standardized exams. In relation to this, Alexander claims: "strong writing skills may enhance students' chances to success" (as cited in Monirosadat Hosseini, 2013). Third, Writing and Academic Writing can help students master their subject matters, "to raise awareness of knowledge gaps", "abstract problem-specific knowledge in schemas, and "elaborate mental representations" (Warschauer, 2010).

On the other hand, "computer technology has changed the world´s education scenario" and language instruction (Pornpilai & Punchalee, n/d), Information and Communication Technology has a growing role in university educational processes (Varcárcel, 2007) and Web 2.0 tools have been proved to improve learning in tertiary education. (Carrol J.-A. , 2013).

Without a doubt, this research is especially important in scientific context and in the community in Ecuador, where, Academic Writing has taken on significant moment. Nowadays, there are more opportunities than before of getting scholarships to study abroad and Universities need to make known to the academic community the work done in the different fields of knowledge through scientific articles.

This paper intends to examine and analyze the relevance of the use of Web Quest and three asynchronous on line writing tools: Blogs, wikis and forums to develop the students´ EFL Academic Writing and considers the learning outcomes and learner´s perceptions about them.

Literature Review

Nowadays, traditional methods in educational settings are not challenging enough for world´s demands. Education in general and English language teaching need a curriculum that can produce a more profound intellectual and emotional students' engagement. This is the reason why learning-teaching process must evolve from covering and memorizing contents to developing the 21st century learning skills: critical thinking, creative thinking problem solving, collaborating

and communicating. The implementation of Web 2.0 tools in teaching seems to be one of the ways that is well supported and updated for filling these requirements.

Web 2.0

Web 2.0 is the term used to describe web sites and applications that allow users to create and share online information (Thompson, 2007). They permit teachers and students to interact and collaborate in a virtual community; may have a "positive impact on supporting students' learning process and outcomes"; provide feedback or assessment and promote independent learning because students nowadays are reasonably competent users of internet and web 2.0 tools (Waycott & Kennedy, 2009; McLoughlin & Lee, 2008; as cited in Shih R-C, 2011). From the important new tools that have emerged for Academic Writing teaching and learning, four are considered: Webquest, Blog, Wiki and Forum. All of them allow people to connect, to communicate and to collaborate online.

Webquest. This tool that integrates the use of technology and the World Wide Web into classrooms and defined as an inquiry –oriented activity in which information comes from resources on the internet (Alshumaimeri & Almasri, 2012); follows the principles of the Constructivism Theory. As Bitter and Legacy (as cited in Pornpilai, T and Punchalee, W, 2011) say, students are active participants in the learning process and teachers are responsible of creating rich opportunities for authentic project-based tasks. In addition, it helps to the development of the 21st Century skills. Zheng, (as cited in (Gulbahar & Madran, 2010)) for example, suggests that a Webquest promotes critical thinking, knowledge application, social skills and provides help, guidance and support to make students achieve their tasks.

Blog. Minocha argues that this website contains dated entries in reverse chronological order about a topic. It works as an online journal that can be written by one person or in a cooperative way (as cited in (Ivala & Gachago, 2012)). In addition, it allows making materials accessible for reflection and analysis so, students can revise their works to improve them.

Wiki. According to Dudeney G., and Hockly (2008), it is a public and dynamic website where a person starts writing about a topic but subsequent visitors can add, delete or change it as they want. It is one of the most useful tools to promote the collaborative writing.

Discussion Forum. It is an asynchronous communication tool that allows students to post a comment or question on line and the teacher or other students may read and respond to posts with their own remarks (Al- Mahrooqi, Thakur, & Roscoe, 2015). It has shown to stimulate critical thinking, improve communication skills, promote a sense of community among students and encourage collaborative problem-solving.

Academic Writing

Academic Writing is the kind of writing students have to do in the University. It is different from other kinds of writing because of its particular audience, tone and purpose (Oshima & Hogue, 2006). It requires that writers transform information into new texts; it follows specific conventions of structure, style and content. O'Malley Omaggio Hadley (as cited in (Negari G. , 2001)). Unity, Support, and Coherence and Sentence skills are essential characteristics of an Academic Writing piece (Langan, 2005). The most used and useful piece of Academic Writing is the critical or argumentative essay whose main purpose is "to convince the reader that an opinion, theory, claim or interpretation is correct" (Myers, 2012). The process to write an argumentative essay includes reading the topic, choosing a side of the issue and writing an opinion in a sentence which will become the Thesis Statement. The next step is to brainstorm reasons to support their thesis, choose two or three from them and write each of these reasons as a topic sentence by stating an opinion and one reason for that opinion. This process must be done for each topic sentence. Next, writers write down each topic sentence with its supporting ideas and include specific examples, facts, and details for each supporting idea. After that, writers write a 3-5 paragraph essay. Finally, they will revise, edit and check again to avoid problems related to logic or grammatical issues (Endy, 2011).

Mistakes students make in Academic Writing

Academic Writing is viewed by both, teachers and students as one of the most challenging activities. The difficulties have the following causes: (1) academic writing requires conscious effort and much practice in composing, developing, and analyzing ideas; (2) students' academic writing in a foreign language face with social and cognitive challenges related to second language acquisition (Myles, 2002); and (3) the skills involved in spelling , punctuation and selection of appropriate vocabulary are further complicated(Richards & Renandaya, 2005). Academic Writing skills must be developed through practice and learned through experience. "The conscious effort, practice in composing, developing and analyzing ideas are not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments" (Bereiter & Scardamalia (as cited in Myles, 2002)). In terms of the aspects of second language acquisition and theories of the writing process in English, Williams (2003), has divided the mistakes in four levels: word choice, syntax, rhetoric and Sociolinguistics. Students whose native language is Spanish, which is the case of Ecuador, misuse words; translate word by word; they usually use the present verb tense more than other tenses. Since sentences are structured differently in Spanish, students make mistakes in the order of the elements. In addition, Spanish speakers tend to personalize their academic writing and to use metaphors. On the other hand, Mohan and Lo (as cited in (González, Chen, & Sánchez, Bilingual Research Journal, 2001) have suggested that ESL/EFL essays at the sentence level are affected by both positive and negative transfer. The positive transfer takes place when "the composition practices in the native language, educational experience and learners' academic knowledge influence on their essays organization". The negative transfer is a result of the interference of the method of organizing ideas of the writer`s native language due to their culture (González, Chen, & Sánchez, Bilingual Research Journal, 2001). According to Williams (2003), even though, the essays in both English and Spanish "follow the basic structure: thesis-body-conclusion, students are somewhat less direct than

native English speaking writers". An English paragraph, normally, follows a straight line of development, but a Spanish paragraph is different as "its line of thought is sometimes interrupted by rather complex digressions" (Williams, 2003, p. 4). Bender claims that "an awareness that rhetorical patterns differ from one culture to another can help [the student] become more quickly proficient in a writing pattern that is not native to him" (as cited in Williams, 2003, p. 4). In fact, culture is also another factor that affects the academic writing. Kaplan, (as cited in (González, Chen, & Sánchez, Bilingual Research Journal, 2001) suggests that people from different linguistic and cultural backgrounds organize their ideas in a different way. Finally, in respect of word choice, spelling and punctuation, most mistakes can be caused by learners' poor knowledge of English rules. Others can be attributed to the learners´ carelessness, first language transfer or interference and limited vocabulary in English (Lasaten, 2014).

Academic Writing in the TOEFL exam

A standardized test is a test in which all the questions, format, instruction, scoring and reporting of scores are the same for all test takers. This kind of test is scored in standard or consistent manner which makes it possible to compare each student score to the rest of the group. Moreover, it is administered according to certain rules and specifications and the main benefit is that it is typically more reliable and valid than non-standardized tests (The Glossary of the Education Reform , 2013). In Ecuador the most known standardized tests at University level are: TOEFL and FCE. The TOEFL (Test of English as a Foreign Language) tests the English language proficiency of non-native English language speakers who want to enter to the Universities in the United States. In its Writing Section students are asked to write two kinds of essays: the integrated and the independent. This study focused on the independent one, which is about topics such as: technology, education, media, family or some other subjects according to categories, for instance: agree or disagree, preference, description/explanation, If/ imaginary, compare and contrast (Bates, 2011).

According to Bates, there are three stages that should be completed to write this kind of essays: Pre- Writing, Writing and Editing. In the first stage, it is necessary to analyze the question; understand what it is asking to state opinion and support it with reasons, details and examples; decide on a position which can be easily supported; brainstorm reasons and details to support the position; and compose an outline on paper. The most important thing of the outline is the thesis statement in which the answer of the question will be answered adding two main points. In the second stage, test takers must write the introduction which includes a general statement, restate the question; using synonyms, and write a thesis statement; in addition, they will write the body paragraphs in which they will choose main points that can be divided into sub- points (three or four supporting details in each body paragraph) and connect the body paragraphs using transitions. The final activity is to write the conclusion. On this stage, students must paraphrase the thesis; summarize main points; and predict an outcome; make a suggestion, or draw a conclusion. Finally, to edit the essay, it is necessary to check content, flow, cohesion, sentence variety, grammar, word choice, spelling, punctuation and capitalization.

Web 2.0 and the development of Academic Writing

Prior research on the use of these tools in EFL Academic Writing in tertiary education was chosen to review. However, this study claims its originality in the application of four tools simultaneously with a different purpose each one in the Applied Linguistics learners that study on distance. Talking about Web Quests, Chuo (2007) found that students improved their writing performance significantly, they had a favorable perception of it, found more advantages than disadvantages and experienced significant reduction in writing apprehension. In relation to blogs, Warschauer (2010) argues that students can use them as a single medium to publish and discuss their writings and provide a real world tool for learners which help them practice and the possibility to correct their works. With regard to the use of wikis, Mak & Coniam, 2008; Kovacic,Bubas and Zlatovic (2007) (as cited in Warschauer, M, (2010)) suggest that students increase their quantity of writing, develop more confidence and find such tas-

ks motivating. Moreover, Wheelera &Wheelerb, 2009: p 1) state that "Wikis might promote higher quality academic writing and support collaborative learning" and might be used to "communicate ideas, generate course specific content, and engage students more critically in learning". In relation to the use of Discussion Forum, Torky & Metwall (as cited in Al-Mahrooqi,Thakur & Roscoe (2015) have provided evidence for its effectiveness when they say that the discussion forum can be used as an additional writing experience to improve students writing skills. Finally, (Miyazoe & Anderson, 2010) remark that the application of three different on line writing tools in an EFL context gave a positive effect on students perceptions.

Based on these considerations, two questions regarding to the use of these tools were targeted in this study. These are.

Are the technological tools: Webquest, Blog, Wiki and Forum effective in assisting students to develop the Academic writing skills?

How do students perceive these four Web 2.0 tools?

Materials and Methods

This study is quasi-experimental and a combination of qualitative and quantitative approaches was used. It had a pre-test/ post-test control and experimental groups design; and a survey of satisfaction. Prior to the implementation of the technological tools strategy, both control and experimental groups were administered pre-tests. To explore the effectiveness of the implementation of the technological tools strategy both groups participated in post-test EFL Academic Writing tasks at the end of the semester. Only the experimental group received the treatment.

Participants and Context

Twenty nine students of Applied Linguistics Major off campus mode participated in this study. Sixteen students were in the control group and thirteen students in the experimental group. In the control group, three students were male and thirteen students were female. In the experimental group, five students were male and eight stu-

dents were female. They ranged from twenty five to forty five years.

This study was focused on the Independent Writing from the TOEFL exam whose aim is to make students write argued essays about real-life topics using an outline according to the conventions of the exam.

Since the Applied Linguistics Major is a distance program, both groups, control and experimental, received the teaching through a virtual platform. The control group received the traditional teaching and the experimental group used the technological tools: Web Quest, wiki, blog and forum.

Instruments.

Pre- and post-tests were used in this study to measure the students´ writing performance before and after the treatment. These tests were designed using an independent essay from the book Oxford Preparation Course for the TOEFL IBT exam. A skills-based Communicative Approach by Susan Bates. The test question for the essay was: "Some people believe using internet is bad for children and teenagers, others believe it is good. Compare these two views. Which view do you agree with and why? Please provide specific reasons, details and examples to support your response". The rubric to mark the essay included an effective address to topic and task; organization and development; use of appropriate explanations, exemplifications and /or details; unity, progression and coherence; consistent facility in the use of language, syntactic variety; and appropriate word choice.

In addition, a survey of satisfaction was applied. It had five questions and five options following the Likert scale. Its main purpose was to know the level of satisfaction students had about the use of the technological tools to develop their Academic Writing.

Procedure.

The Web Quest, wiki, blog and forum used in this study were designed by the researcher. The lessons were taught following the inquiry-based approach, the constructivism theory, and the principles of cooperative learning with some

adaptations made to suit the students' needs and interests.

Instruction period was about sixteen weeks and comprised four phases: pre testing, intervention, post testing and scoring. Before the students in the experimental group received any teaching, all the students in the two groups were asked to write an essay about the given topic. Each student's score was measured according to the rubric of the TOEFL exam. The intervention started a week after the students participated in the pre-test. There were four big sessions and students received instruction about the technological tools: Web Quest, blog, wiki and forum. During the second, third and, fourth weeks, students became familiar with the use of the technological tools through tasks included in the Web Quest. Four weeks were devoted to the use of the blog, three for the wiki and three for the forums. The last week was for the post-test.

To design the technological tools, it was necessary to plan the contents with interesting tasks; assigning student roles; finding relevant and appropriate resources and links; providing enough guidance or suitable scaffolding while students were working on their essays; including the rubric to write the independent essay of the TOEFL exam; evaluating students' academic writing products; and sending encouraging posts. The steps of teaching were based on the technological tools components and the approaches to teaching the academic writing process. There was just one major stage of implementing the technological tools. It concerned academic writing development and included the steps of pre-writing, writing (planning, drafting, revising, and editing), post-writing and a constructive teacher and peer feedback.

The students' Web Quest page consisted of four main components: introduction, task, process, and evaluation. The task was to use internet to find plenty of information about Academic Writing in general, argumentative essays in particular; how to work in a blog, wiki and discussion forum and how to use them to do a writing practice. The blog was created in the Edu blog platform. It is free and allows teachers to create, manage and control teachers and students blogs. An account was opened and it included six pages. The task was to write some essays and give their partners feedback according to a rubric. The wiki was designed following steps suggested in the website and the task was to write an essay cooperatively. The forums were developed in the University virtual platform and the task was to reflect on what students have done during this period in paragraphs of 150 words. Finally students had to read what one of their partners said and write 150 words to comment on it.

The other material was a satisfaction survey carried out to know the level of satisfaction students had using the technological tools. It had five questions, each one with five options according to the Likert scale which ascribes quantitative value to qualitative data to make it amenable to statistical analysis (Business Dicitionary .com).

A week before the semester finished, students were asked to write an independent essay with the same topic used in the pre-test. Each student's score was measured based on the rubrics designed for the Independent essay in the TOEFL exam. The rating scale is: (5 points), (4 points), (3 points), (2 points), (1 point) and (0 points) with the learning achievement described per each one (TOEFL). Essays were scored by the researcher out of 20 points.

Data collection procedures

The collected data from the pre-test of the two groups was analyzed and an independent sample t-test was computed to determine the equivalence of the two samples using a two tailed test, which means that deviations of the means were considered in both directions of the t distribution. The data from the post-test were introduced in statistical tables which showed the process of advancing in the students, before and after the lessons of the textbook (control group) or the application of the technological tools (experimental group). Paired two sample t-tests were used to investigate any statistically significant differences in the results. Since the main purpose of the study was to determine the improvement of the students´ EFL academic writing performance, it was decided to use a one tailed test, which means that deviations of the means were considered in one direction of the t distribution.

Results

This study investigated the effects of using the technological tools: Web quest, blog, wiki and forum on EFL Academic Writing performance. The scores obtained from the participants' EFL Academic Writing performance in the pre- test of the control and experimental groups were compared.

Table 1 T-test Results for the Groups´ equivalence

Group	No	Mean	St. Deviation	T Value	Sig. (2-tailed)
Control	16	15.13	3.50	0.99	0.33
Experimental	13	13.69	4.15		

Significant at 0.05 levels

The Independent Samples Test (t-test) conducted to analyze the differences between the academic writing pre-test scores of the control and experimental group showed that there was no statistically difference in the scores of the two groups before the research(t = 0.99, p= 0.33).

Table 2 Paired T-test results for control group (differences between pre-and post-test)

Group	Variable	Test	No	Mean	St. Deviation	T value	Sig. (1-tailed)
Control	EFL Academic Writing performance	Pre	16	15.13	3.5	0.98	0.17
		Post	16	14.13	3.3		

Significant at 0.05 levels

A paired Sample t Test, conducted to analyze the differences between the academic writing pre-test and post-test scores of the control group, showed that there was no statistically difference in the mean scores(t = 0.98, p= 0.17)

Figure 1 below shows the overall look of the mean scores of the control group in the pre and post-tests.

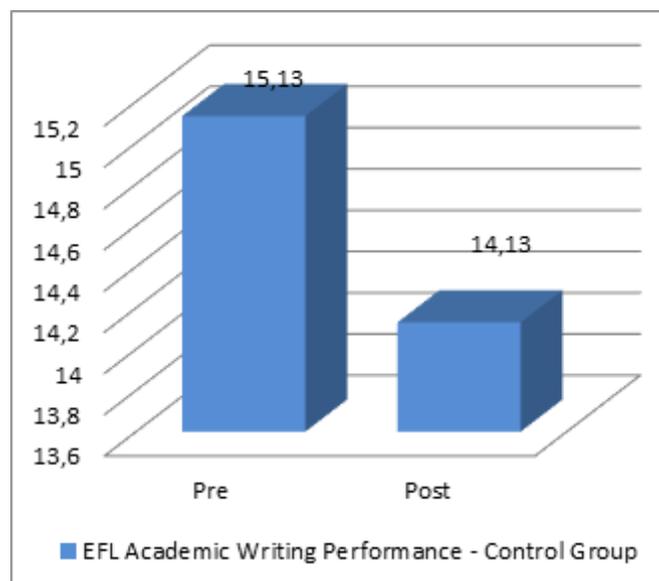**Figure 1.** Mean scores of the control group's performance in the pre and post-test

Table 3 Paired t-test results for experimental group (differences between pre-and post-test)

Group	Variable	Test	No	Mean	St. Deviation	T value	Sig. (1-tailed)
Experimental	EFL Academic Writing performance	Pre	13	13.69	4.15	2.06	0.03
		Post	13	16.31	2.87		

Significant at 0.05

A paired Sample t Test, conducted to analyze the differences between the academic writing pre-test and post-test scores of the experimental group, showed that there was a statistically difference in the mean scores(t = 2.06, p= 0.03).

An overall look at the above results of the experimental group can be seen below in the Figure 2.

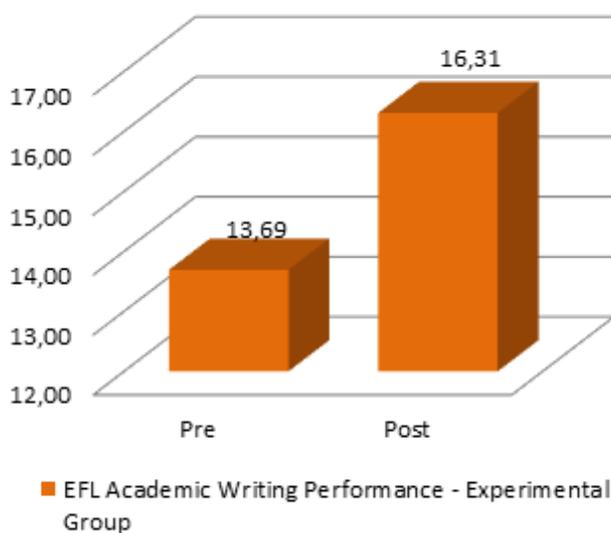**Figure 2.** Mean scores of the experimental group's performance in the pre and post-test

Findings on student's perceptions of the implementation of the technological tools: Web Quests, blog, wiki and forum.

Students´ perceptions of the implementation of the technological tools to improve their EFL Academic Writing were determined by the qualitative data obtained from a satisfaction survey. Participants were asked to complete a survey of five questions with their opinions on these aspects: the usefulness of the technological tools to improve their EFL Academic Writing, the usefulness of the activities included in the technological tools, the levels of satisfaction with the application of the technological tools, the level of difficulty of the tasks, and their preference in studying with these technological tools. Most of the students had positive perceptions and attitudes towards the implementation of the technological tools to improve their EFL Academic Writing. They agreed that computer technology suits their interest and their lifestyle. There was also strong evidence showing students perceived that they were provided more opportunities to practice writing, and help to gain more self-confidence. The majority of the participants indicated that after they had sufficient information, they learned how to plan their writing, how to use the gathered information to support their ideas, how to write the first draft, and how to come up with the revised and edited version with appropriate coherence in their writing. Most of the students would recommend the use of the technological tools in order to improve the EFL Academic Writing.

Discussion

In investigating the effects of using the technological tools: WebQuest, blog, wiki and forum on EFL Academic Writing performance in students of the Applied Linguistics Major off campus, this research found that students who belonged to the experimental group improved their academic writing performance and that experimental group students´ perceptions towards the use of the technological tools to develop their academic writing performance were very positive. These findings are consistent with those of many authors' where they remark that the Webquest helped students to improve Academic Writing significantly and that since it is a combination of project-based instruction and innovative use of technology, students have more opportunities to be exposed to a va-

riety of authentic texts from the internet which is a great help to write (Chuo, Laborda, Murray, Mc.Pherson,Torres, Pompilai and Punchalee´s) In relation to the use of blog, the findings of this study are consistent with Warschauer´s (2010) when he states that blogs can help learners move to an academic writing style; "develop a sense of voice; learn to participate in a community of writers; make materials accessible for reflection, and gain an important new literacy by becoming contributors to and not just consumers of online content". In line of previous work, this study found that "wikis can help students develop editing and evaluation skills as they look at their classmates´ writing work and give their partners a feedback in attention to grammar, lexis, style, tone and all other aspects of academic writing and allow an additional level of peer-review and peer-support", as Schmitt argues. They are also consistent with the findings by Mark and Coniam, 2008;Kovacic,Bubas and Zlatovic, 2007; cited in Wheeler (2009) when they affirm that wikis can increase the students quantity of academic writing; develop more confidence in their academic writing; and find such tasks motivating, and those of Wheeler (2009) when he says that wikis might be used to promote higher quality academic writing. Finally, the results of this study are supported by Al- Mahrooqi, Thakur, &Roscoe ´s (2015) who provide evidence of that discussion forum can be used as an additional writing experience to improve students' academic writing performance.

However, it is necessary to make a reflection. Even though, a particular effort was made to use all four tools simultaneously and the study determined the utility students found in each of the tools to develop their Academic Writing and they observed an improvement in their abilities; several issues arouse. On the use of blogs, although, giving a feedback to partners was mandatory, some students did not do that. One of the possible reasons for this could be the students did not know how to use the rubric provided to help their partners to improve. Another reason could be that Ecuadorian people do not have the culture to give and receive constructive criticism. In

addition, there was a difficulty that concerns the collaborative Academic Writing on the Wiki platform and its assessment. Some students could not edit their partners' essays and they complained about their grades.

In terms of the findings on the students' perceptions they are consistent with researchers who found that students had a favorable perception of the WebQuest program; reported recognizing advantages; and students felt motivated. They are also consistent with findings that say that the ease of writing and publishing on blogs makes them attractive for students. In addition, this study is supported by the research done by Schmitt (2008) that explains that wikis help students to interact in the process of editing. Finally, these findings agree with a study done by Bates (as cited in Thomas (2002) ,where he says that by reflecting on peers' contributions in online discussions students engage in higher-order processing of information, and construct their personal meaning as a product of their interaction.

All in all, despite the brief duration of the intervention, and some issues that will be topics for other researches, the differences occurring in the experimental group´s post- test EFL academic writing performance were significant and indicate that using the technological tools WebQuest, blog, wiki and forum can improve students´ EFL academic writing performance.

Conclusions

To be an effective teacher, it is necessary to think of the roles that technological tools can play in education and how human-computer interaction can be incorporated into our pedagogical decisions. WebQuest, blog, wiki and forum ,used simultaneously, each one with different purposes, are potentially mechanisms to enhance effective instructional approaches that emphasize writing for meaningful purposes, mastery of argumentative essays and development of students' academic language proficiency. In addition, they provide learners with a high level of autonomy, opportunities for great interactions with peers and enhance motivation to write.

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