



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCES OF EDUCATION AND
LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**

TOPIC:

**“IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK
PLATFORM FOR THE IMPROVEMENT OF ENGLISH WRITING
SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE
EDUCACIÓN BÁSICA TRECE DE ABRIL, LA LIBERTAD, PROVINCE
OF SANTA ELENA, 2015-2016”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR: LAURA SANTAMARÍA DELGADO

ADVISOR: ING. SANDRA CAAMAÑO LOPEZ MSc.

LA LIBERTAD-ECUADOR

2016



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

TEMA:

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PLATFORM FOR THE IMPROVEMENT OF ENGLISH WRITING
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EDUCACIÓN BÁSICA TRECE DE ABRIL, LA LIBERTAD, PROVINCE
OF SANTA ELENA, 2015-2016”**

TRABAJO DE TITULACIÓN

**Como un pre-requisito para obtener el título de:
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ADVISOR: ING. SANDRA CAAMAÑO LÓPEZ MSc.

LA LIBERTAD – ECUADOR

2016

La Libertad, April 28th 2016

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK PLATFORM FOR THE IMPROVEMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016”**, prepared by Santamaría Delgado Laura undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

Sincerely,

Ing. Sandra Caamaño López MSc.

Advisor

La Libertad, April 28th, 2016.

STATEMENT OF AUTHORSHIP

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DEDICATION

I dedicate this work to my husband who has been the mainstay in my life and an impulse throughout my career, because without his moral and financial support it would not be possible to finish it, he has been a friend and inseparable companion at all times, and helped me with his advice and unconditional love. To my children, who motivated me every day and understood my absence at home. To my professors thanks to their teachings I could develop this work. And to my teachers through my life, who influenced me with their lessons, experiences and trained me as a good person to be prepared for the challenges on life, to each and every one of them I dedicate this work.

Laura

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A special recognition to the Director of the English Teaching Career Miss. Glenda Pinoargote Parra, MSc. for her guidance and expertise managing the English Teaching Career.

Laura

DECLARATION

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

Laura Santamaría Delgado
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ENGLISH LANGUAGE TEACHING CAREER**

TOPIC:

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ABSTRACT

Nowadays, in a technological era, the use of computers and software is well-known for people of all ages. In Education, the use of technological resources has become a necessity; platforms are an innovative form to improve the teaching-learning process. There is a variety of platforms, such as, Moodle, Edmodo, Blackboard, and others, but this investigative project focuses on the implementation of activities in the SchoolRack platform. This proposal attempts to achieve some objectives but the most important is to improve the English writing skill of the students of eighth grade at Escuela de Educación Básica “Trece de Abril”, La Libertad, Province of Santa Elena through the implementation of writing activities in the educational platform previously mentioned. Moreover, the development of this research attempts to involve teacher and students in a digitalized learning environment. This educative platform offers diverse benefits for teachers and for students as well: teachers can send homework and interact with their students in order to reinforce the English writing skill. English teacher can use SchoolRack platform to reinforce classes. In this platform, students can work on different exercises (uploaded in the dashboard of this platform) for the constant practice of their writing ability. Additionally, SchoolRack Platform provides students the opportunity to upload their writing assignments promoting a virtual and didactic learning. Finally, this investigation applied different methods, such as, deductive-inductive, qualitative, quantitative, but the application of the scientific method guaranteed the feasibility of this work. Therefore, following the steps that a scientific research needs, it was possible to demonstrate a significant improvement in the students’ writing proficiency.

Keywords: SchoolRack platform, technological resources and writing skill.

INTRODUCTION

Nowadays, the use of technology in education is common. In all levels, students can find additional information, pictures, and explanation of certain topics related to their subjects that they do not comprehend completely. In the case of the English language teaching, teachers can use technological resources in order to improve the English language skills (speaking, listening, reading and writing) because the World Wide Web offers an immense variety of interesting tools that promote the learning of such important language as English.

The application of ICTs for teaching has become a real necessity. Children, teenagers, adults, people in general, are living in a computerized and digitalized era; an era where almost everybody knows how to use a computer and the benefits that technology may offers. Hence, it is significant to incentive students to be more involved with the use of technology. Education has been including technology to their educative curriculums gradually and recently, educative platforms have emerged as a significant way for providing students a different way of learning in which they have the possibility to learn, practice and enhance their lesson topics. Teachers can use this kind of technological tools in order to facilitate the teaching-learning process in general: teachers can send homework via online and students have to assign them on the platform, teachers can evaluate students' knowledge and improvement by taking online quizzes or tests avoiding the, in some cases, unnecessary use of paper.

The principal purpose of this investigation is to determine the benefits of implementing the SchoolRack Platform for the betterment of writing skill of students of eighth grade at Escuela de Educación Básica "Trece de Abril". Moreover, it is important to make the point that SchoolRack Platform promotes a virtual, dynamic and motivational manner in which students from the institution previously mentioned can work directed by the teacher or autonomously to

practice and improve an important communicative skill such as Writing into the English language classrooms or outside.

This research paper is organized by chapters and each one covers different aspects of this work. Chapter I describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specific).

Chapter II is about literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter III is based on the methodology; in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV is about the proposal; it contains informative data, proposal background, significance, objectives (general and specific), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally, chapter V shows the administrative framework, it contains the resources needed to complete all information required to finish this investigation. (Institutional, human, materials, economic and budget).

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 TITLE

“IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK PLATFORM FOR THE IMPROVEMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016”

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

English is the second most spoken language around the world; people from different nationalities speak English in order to communicate with others. Therefore, this language is considered the most useful element of communication and it is a requirement to get better job opportunities, for example, English language is used to establish businesses, politics, tourism and other areas also require that people know English language.

In Ecuador, English is important because people can communicate using this language with foreigners, and nowadays in the different levels of education, schools and universities are concerned to improve the English language, especially in children and teenagers, because in these ages, it is more likely that students can learn a new language in an easier way than adults. Therefore, the implementation of good strategies and techniques are necessary for a good English language teaching. Hence, the educational authorities have developed new changes in the educative curriculum; students have to be taught English language

since eighth grade as a mandatory aspect and at the end of the secondary level of students, they have to get a B1 level of English language proficiency.

In the province of Santa Elena, at Escuela de Educación Básica “Trece de Abril” from La Libertad, the students of eighth grade have several problems in their English language learning process. Teachers usually use the translation method and this does not allow students to feel motivated to learn, resulting in a boring class. In addition, classrooms are inadequate for the large number of students, classrooms are uncomfortable and they offer an anti-pedagogical environment. Teachers do not have teaching materials and audiovisual resources, making students do not reach a good level of English especially in the writing skill.

The development of writing skills of students from Escuela de Educación Básica “Trece de Abril” has some problems. Teachers use traditional methodologies and therefore, classes are neither active nor dynamic. Students just write vocabulary list on their notebooks and repeat them and there is not a variety of exercises that engage them in the learning process. In the case of writing, they do not have an appropriate instruction in the writing process. As a result; students do not know how to express their ideas and thoughts for a specific situation in a writing piece.

Nowadays, the use of technology and management of systems of learning have demonstrated that websites can be used as a teaching tool. Teachers, students and parents learn math, English and others subjects through the use of computers and other technological devices. Teachers give additional exercises and examples using technological resources.

There are some virtual platforms, which are free such as Edmodo, Moodle, Schoology, SchoolRack, Ning, and others. They are like Facebook, they facilitate communication and interaction of the teacher and students and they are useful to share information on different topics. Hence, the application of platforms has been

the best alternative in curricular adaptation conducting activities allowing the improvement of different skills.

Within the learning environment with technological tools, students can practice skills such as Speaking, Listening and Writing, in these platforms they can communicate and practice expressions, write, learn vocabulary, they can also correct each other, and teachers can have a record of how their students have progressed during school year.

1.2.2 Critical Analysis

Writing is one of the most significant abilities in the English language because through writing we can express the ideas and thoughts, in a letter or in an e-mail, and with the technology we can communicate with people around the world, using computer.

If students want to be able to write correctly, they have to learn more vocabulary and grammar to express their messages without problems. As a result, people who receive the message understand what they try to say. Writing is used in business, in social network, e-mails, newspapers and the working market.

1.2.3 Formulation of the Problem

What will be the impact of the activities in the SchoolRack platform in the writing skills of students of eighth grade at Escuela de Educación Básica “Trece de Abril” La Libertad, Province of Santa Elena?

1.2.4 Guideline Questions

- What is the writing skill?

- Which are the best activities to improve writing?
- What is SchoolRack platform?

1.2.5 Delimitation of Research Object

- **FIELD:** Education
- **AREA:** English.
- **ASPECT:** Writing skill
- **TITLE:** “Implementation of activities in the SchoolRack platform for the improvement of English writing skills to the students of eighth grade at Escuela de Educación Básica Trece de Abril, La Libertad, Province of Santa Elena”
- **PROBLEM:** Writing skills
- **TIME LIMITATION:** Academic year 2015 - 2016
- **POPULATION LIMITATION:** Students of eighth year at "Escuela de Educación Básica Trece de Abril" from la Libertad, Santa Elena province.
- **SPACE LIMITATION:** Escuela de Educación Básica “Trece de Abril”
- **CONTEXT LIMITATION:** It will be focus on the use SchoolRack Platform for improvement of the writing skills.

1.3 SIGNIFICANCE

The development of the writing skill in English language is important because people need to communicate in a correct way with others, without mistakes in grammar or vocabulary. In the English language is fundamental to learn the four skills: reading, listening, speaking and writing. Writing helps to express the critical thinking and improve grammar; the students will express what they want to say without problems.

Writing is a skill, that when students use more time to plan the information that they want to write in a paper. In classwork, the use of writing is relevant; in the business world is essential to possess a good level of writing skill to give information or to report a situation as well as to present a requirement, write documents, present reports, and others.

Writing is a skill in which students need to know certain aspects in order to produce a good writing and become good writers. Students have to write without grammar or spelling mistakes; sometimes the content changes if the student does not write properly. At school, students need to learn a lot of vocabulary for different situations; this is the first step to write in a correct way.

For students, writing is more difficult than other skills. Learners have to learn vocabulary, grammatical rules, sentences structures and others in order to apply this information in the writing lessons. As a result, they can write a letter or a composition without mistakes, they have to think, use vocabulary and use the words in a sentence correctly.

The platform is an asynchronous method to improve the English learning. Teachers can send homework to practice grammar and learn more vocabulary. In

addition to the other activities, in this platform students find exercises of writing and automatically they realize the mistakes and get a grade for each exercise.

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 General Objective

- To evaluate the effects of the application of SchoolRack platform through the analysis of different theoretical assumptions and investigation in order to improve the writing skill of students of eighth grade at Escuela de Educación Básica “Trece de Abril”

1.4.2 Specific Objectives

- To consult the diverse bibliographical resources in books, online journals, and other publications in order to develop the theoretical framework of this research
- To gather important information through the application of techniques, such as, interviews, surveys and observation sessions in order to present the collected data in a mathematical and statistical form.
- To design the proposal implementing activities in the SchoolRack platform in order to enhance the writing proficiency of students

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

2.1.1 The writing skill

“If you don’t have time to read, you don’t have the time (or the tools) to write. Simple as that”

Stephen King

Nowadays, writing is important to learn a second or foreign language, and understand information, if we want to write correctly, we have to read and obtain a lot of vocabulary and new information. It is required to be able to understand the words, thoughts, messages and feeling from another person in a paper.

In academic life, the writing skill is an important ability because students express in a paper their ideas and messages. This information can be sent and received by other people in a different country. Writing is a way to communicate with people around the world.

According to (Cambridge, 2003), the writing skill is the ability to express in letters the ideas and thoughts of people, and they can understand what the other person wants to express; writing is used in all the areas and subjects, and nowadays it is essential to be able to communicate in the English language.

Writing helps to demonstrate the level of education and intellectuality that a person has. This skill permits the expression of people’s ideas, feelings, and

arguments. In children, writing needs more activities because it requires a cognitive process, using grammar and syntax to express ideas in a correct way.

The development of writing in English language begins in the childhood, it has been demonstrated that to learn a new language is easier at early childhood or when the students are teenagers because the learning process is faster than with adults.

2.1.2 How to improve writing skills in teenagers

People learn different subjects and information through a cognitive process. In the case of learning English, people learn faster when they have contact with English speakers in an adequate environment. If people have contact with a native English person, they can practice and learn the pronunciation correctly.

According to (Abdu, 2014), students who want to obtain effective writing have to follow different steps and aspects like: they have to know the objective of the writing, they have to have good organization of the information, they have to use appropriate vocabulary, and they have to know enough information about grammar and punctuation. The organization and the grammatical rules are indispensable in the development of writing, teachers should motivate the students to write in class and they have to practice at home with different homework and activities.

The acquisition of a second language is easier when the students are children, because they learn faster than adults, and they enjoy the learning process. That is why a lot of elementary and high schools include English as a subject in their schedule and students learn this language during their childhood.

(Graham, 2010) indicates that for the improvement of writing skill of adolescents in middle and high schools, it is necessary the application of different effective strategies. He also maintains that for the development of a good writing in students, it is important to reinforce it when they are teenagers; they have to practice by writing stories, journals, essays, compositions, and other writing exercises. Nowadays, English is a necessity and affect academic life, because if a student does not write using correct grammar and syntax, the others could not understand what they are trying to communicate.

An article at (Superduperinc, 2012) refers to different tips to improve the writing in children, parents have an important part in the aptitude and they help to encourage the habit of writing in children and the parents can give some activities at home to help the learning process of writing without mistakes.

If you want to improve the writing in teenagers, it is really important to choose a theme of their interest to get their attention, define the structures of the composition you want to the students write, teachers have to teach grammatical rules and expression and they recommend to express in the writing their opinion or real experience about the theme.

Students have to enjoy and they have to be interested in the topic of the writing. They have to know the objective of the exercises and practice at home. Teachers have to use their imagination and send different activities learners in order to practice and have fun learning English.

2.1.3 Advantages and disadvantages of writing

The advantages of writing are: it allows the asynchronous communication, it is not necessary to be present to talk or give some information to others, writing permits more precision in the ideas of the speaker, it also permits to make a

feedback of a new information or instructions, and it helps to explain a determinate topics.

According to (Younter, 2013), the advantages of writing are: through writing people share information and exchanges ideas with others, using this way of communication teachers can improve the fluency and the students learn grammar and different rules. Writing provides the opportunity to correct mistakes before sending or exchanging the final message. By writing, students retain new information about a subject and help to explain an idea clearly because students can order the information in their notebook.

(Coveys, 2003) determines that in writing sessions, individuals have to organize their ideas, they have to define the structure of the writing and the objective about the theme, then they can write a draft of the essay, composition or information they want to express in the writing and the teacher can check mistakes and the senses of the work. For some students improving writing is very difficult because they have to learn grammar, vocabulary, syntax and other grammar rules. They have to express their ideas in a paper correctly. Sometimes if the students do not write in the correct order, the sense and the idea of the sentences change and others cannot understand.

Sometimes students speak English, but they do not know how to write without grammar mistakes. Including native people have several spelling mistakes. For students from others nationalities to develop writing have some problems. Because they do not check the grammar rules and they do not know how to express their ideas correctly.

One of the disadvantages of writing is that for some students this activity can be boring, it takes a lot of time, students feel confused and unhappy and they feel scared and tired because they are not sure if the writing is correct.

Another disadvantage of writing is that it requires a lot of time of the teachers correcting mistakes sometimes they spend too much time, and some students think that is difficult to express their ideas correctly in a piece of paper, writing demands a lot of previous instruction and knowledge, organization, vocabulary and grammatical rules.

2.1.4 Importance of writing

According to (Burnette, 2011), the most important part of the academic life of a student is the writing skill, because through writing students can express their ideas, and doing tests and activities in class have to fortify the critical thinking of students.

Writing is a way to express the ideas of a person to communicate, actually, it is used and necessary to contact people around the world, because the information and messages can arrive in other places or other countries, writing reduces distance and help to communicate with other.

Furthermore, writing is a fundamental part of any language. In order to express ideas in the English language, it is necessary to learn grammar and syntax rules. Knowing grammar and syntax rules is essential for the written production of the language because if there is too much mistakes, the receptors can misunderstand the information and the sense of the sentences could change.

In the case of students to improve the writing skill, it is fundamental to develop the English language correctly because it is necessary to obtain this knowledge and rules to learn English languages in an integral form.

(Elftorp, 2010) makes the point that it is important to receive a good education in writing because writing is an essential part of the English language. The

globalization and the technological world have a huge development in the world, and almost all the information is in English. That is the reason in the business world the use of English language is well used to communicate with people from all the nationalities.

2.1.5 Learning English with platform

Nowadays, it is important to express in a correct way, because it is used to send e-mail to others, write academic papers, write a curriculum vitae to get a job, or to communicate with people from others countries or to finish a business.

The use of technology is common to learn and practice English, but it is necessary the interaction with the teacher, to correct the mistakes in writing. The English activities have to be interesting and the students can apply the knowledge in a real scenery. The use of educational platforms is well known in different subjects and in educational areas, because in different universities and schools, teachers send homework and activities to reinforce the learning process.

Educational technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for effective application. In the English learning process, it is more common to use technological tools to improve the learning process because it helps to interact with others, and to access to updated information.

(Kelly, 2010) makes the point that students use telecommunications to collaborate, publish, and interact with peers, experts and other people in some cases with educative objective, students use e-mail, online discussions and platforms to collaborate with projects to improve the learning process.

Unlike traditional learning methods, e-learning platforms allow teachers to communicate with students and discuss course content anytime or anywhere. Thus, it is an important that to determine how to combine technology and education to facilitate knowledge exchange across boundaries without time constraints.

(Boscolo, 2010) manifests that writers categorize and integrate the creation, storage and spread of knowledge into a single model as shown that the problem-solving process is a vehicle for connecting knowledge and performance. Knowledge can generate the value when it is used to solve problems, explore opportunities and make decisions. Therefore, many organizations adopt learning platforms to promote the inner communication of knowledge. Additionally, schools are adopting learning platforms as an aid to enhance students' learning quality. Thus, teaching platforms are becoming important and useful tools for supporting students' learning activities.

In order to enhance the learning quality of students and encourage communication between students and teachers, many schools have incorporated various kinds of teaching platforms and then counseled teachers and students on how to use them. The development of the e-learning platform paid more attention to the technology aspects than the user, they center in design issues.

Learning theories can be useful and are applicable to the general understanding of the heterogeneous nature of the learning process. Therefore, the role of technology in the management of learning and teaching should be seen as a platform to practice sound educational pedagogy. Compromising education pedagogical structure due to technological deficits would be detrimental to the expected learning outcomes, even though it is arguable that technology can influence the course or shape such pedagogy.

(Purcell, 2013) refers to the impact of digital tools on student writing and how writing is taught in schools, and how the technological resources are fundamental tools in the English learning process, because the students learn vocabulary, pronunciation, intonation and grammar in a digital and virtual way.

Platforms are used in the English language acquisition because on the internet students can find a lot exercises to develop the four skills. The English learning process requires the use of technological tools, such as: computer, CD recorder, DVDs and TV. The students practice pronunciation and listening skills and they acquaint with the words and the sounds of new words.

2.1.6 What is SchoolRack platform?

SchoolRack platform is a technological resource that teachers can use in class or to send homework, where the teachers provide activities according to the topics of the class. Students can practice their writing ability or other skills with activities in the SchoolRack platform and they can check the answer and know their mistakes, some activities give a grade and some are just for practice.

(Blas, 2010) indicates that the use of platform generates a community of learning, where teachers give information, activities, additional exercises and students can interact with other students and they can improve the learning process of the physic.

2.1.7 Activities to improve writing

Activities in English are essential to obtain the interest of students, the class has to be active and they have to be fun during the English learning process, teachers send homework to improve writing skill at home. In addition, during the class the students have to practice in groups or with a partner.

According to (Superduperinc, 2012), there are different activities that can be applied during the writing instruction, some of those activities are; writing a letter, sending a message in a piece of paper, making a menu, copy a song and trying to understand the vocabulary. Thus, working on these activities promotes the development of students' creativity because they have to imagine a situation and start writing a variety of stories.

In the case of teenagers, they have to feel interested, teachers have to give activities and exercises in class, teachers should also provide activities to practice grammar rules and vocabulary, thus, in order to improve writing proficiency, teacher has to give clear instructions and ask students to write about different topics; for instance, students can write a composition and then teacher checks the mistakes and provides a feedback. Activities in a platform with automatic systems to correct mistakes help to check answers and teachers can evaluate and check the development of the different activities because students have a specific time to accomplish the homework.

In SchoolRack platform, students can access to the principal menu where they can find a dashboard, in this option, they can post their opinions about different topics. In the section of assignments, students can send compositions or access to another websites to work on other English exercises; in my messages section, students can check messages which were sent by teachers and their information account.

(Harmer, 2012), in his book "*the Practice of English*", establishes that when teachers teach writing they reinforce coherence, understanding and vocabulary, because in writing students have to develop mental process, mental activity and learning experience to be able to express correctly.

According to (Saez, 2014), in the ingenious e-learning platform, students can find online exercises and additional activities to practice the Cambridge first

certificate. Using this technological resource, teachers can encourage students to follow an autonomous learning process to complement the traditional classes, students practice grammar exercises, listening exercises and reading activities.

(Torrance, 2007) expresses that the relationship with the learning process of writing and the cognition to learn new information in the brain, give students opportunities to practice and be able to communicate after they are exposed with real situations, and teachers have to give activities to generate creative writing based on a particular situation.

Furthermore, it is essential to make emphasis on the importance of motivation to learn and work on an activity. In other words, students have to know the use and importance to learn writing in English languages, and the socio cultural environment affect the result of the learning process. (Boscolo, 2010)

(Strachan, 2009) focuses on the importance of the topic and the presentation of writing, because for children are important the picture and the colors of the publication to encourage the development of their speaking and writing skill. Likewise, (Suzanne, 2006) makes the point that the implementation of innovative activities is fundamental for the betterment of the learning process. However, in order to improve the writing proficiency of learners, teacher needs to evaluate what kind of activity is better to help students to develop writing correctly.

2.1.8 Learning by doing

(Felder, 2013) emphasizes on the use of activities in class to learn by doing some exercises because the number of possible active learning tasks is limitless, in the web there are different types of activities to improve English learning, such as, writing fables, short stories, short essays, and others. (Felder, 2013) also mentions that teachers need to motivate all students to work and get the whole class trying

to answer them and not just the same two students who always answer them, but the interaction with the students and partners is fundamental to develop writing skill.

John Dewey (as cited in Harmer, 2012) developed the theory of the Experiential Learning in which he explains some aspects of how people learn something; this theory focuses in the acquisition of a new knowledge with the experience of one activity, and people learn and remember the information, if they do the activity, and the people build the knowledge when they practice.

2.2 PHILOSOPHICAL BASIS

2.2.1 The constructivism in the learning process

According to (Derry, 2010), the most important theory of the learning process is the constructivist, because it is the form of education that changes the time. This theory indicates that the learning process has to be active; students have to build the knowledge through practice and different activities in class.

(McManis, 2012) points out that the use of technology is common in the present days with the development of technological resources in the economic and business world; students are using this kind of resources to improve writing skill. Since students have to practice this important skill, it is essential to include activities according to real situations and real students' necessities. Thus, through writing about real experiences, students have the possibility to acquire the language in an integral way.

Skinner's account of operant conditioning applied in the first instance to the behaviour of pigeons in specially constructed boxes but has since been used to

give accounts of wide ranges of animals and human behaviour including the acquisition of languages (Brown, 2013).

(Boscolo, 2010) refers that teaching writing needs to be a process that motivate students; it is also significant to establish clear expectations about the reasons of developing writing skill, and surely all good teachers would want to maximize motivational impact during the written production of the English language. (Boscolo, 2010) also establishes that writing activities should be accompanied by a photograph or picture in order to encourage students to write in the school.

2.3 PEDAGOGICAL BASIS

Internet and related technologies have already had a significant impact on ways to organize learning and studying. Therefore, primary and secondary schools are now making increasing use of ‘institutional-level’ information and communications technology (ICT) to support and enhance their teaching, learning and management activities. The precise nature and form of these technologies varies from school to school, most often involving the use of management information systems, virtual learning environments, communications technologies and other information and resource sharing technologies.

(Jewitt, Hadjithoma-Garstka, Clark, Banaji, and Selwyn, 2010) point out that “a learning platform is an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management” (p. 4).

In other words, a learning platform is not a single 'off the shelf' product but a collection of tools and services designed to support teaching, learning, management and administration. In implementing a learning platform, education

providers can tailor its functionality to the needs of their users by bringing together a range of different software applications which have particular features.

Likewise, (Guenaneche and Fernando, 2008) mention that an e-learning platform is a software application that integrates different management tools, communication, evaluation, monitoring, and others with the purpose of providing technological support to teachers and students in order to optimize the various phases of the teaching-learning process, either the educational process completely remote, classroom or mixed nature and combine both modes in different proportions.

2.4 PSYCHOLOGICAL BASIS

Piaget developed his theory in order to explain how the children's procedure of learning is. Piaget (as cited in Pastorino & Doyle-Portillo, 2012) mentions that children acquire their mental abilities through the application of simple activities but with immense scientific value. In some of the activities, children demonstrated certain changes at the moment of learning something new.

(Piaget, 1977) establishes three important terms in his theory; *schema*, *assimilation*, and *accommodation*. It is important to mention that schema is a mental idea of something which helps to organize and comprehend new information. *Assimilation* is the adaptation process in which children take new information or experiences and incorporate them into pre-existing ideas. *Accommodation* involves altering one's existing ideas as a result of new experiences.

Therefore, learners have to assimilate and accommodate new information; in the case of the application of technology in the education field, teachers also follow these processes because they have to acquire new schemas about the updated

strategies for teaching. Additionally, students have to adapt their learning strategies as a consequence of the technological changes that education is having nowadays.

2.5 SOCIOLOGICAL BASIS

The Socio Cultural theory developed by Lev Vygotsky attempts to explain how influential the social and cultural context is in the acquisition of a new language. The theory of (Vygotsky, 1980) focuses on the socio-cultural learning of the student and his environment. He considered that learning is a fundamental part in the learners' personal development and claims that human learning is a social process and the origination of human intelligence comes from the interaction with the society and its culture.

In his opinion, (Vygotsky, 1980) determines that the main objective of the education process should be the creation of a "positive differential approach" that can fully develop a handicapped child's higher psychological functions and overall personality. For him, the best teaching is the interaction with the environment in which a person grows.

Finally, in order for students to have social interaction with others, it is important to develop language to communicate and written language is also a way of communication, therefore, it is fundamental to practice this skill constantly and then domain it.

(Skinner, 2014) makes the point that the environment plays an essential role in people's behavior. That is why, (Skinner, 2014) establishes that men act upon the world, they can change it, and they can also be changed in turn by the consequences of their actions. Nevertheless, behavior is effective only through the mediation of other people and the use of language has part of it.

Likewise, (Krashen, 2013), in his Second Language Acquisition Theory, states that “consciously learned language is only available to us as a Monitor, or editor” (p. 2). Thus, Krashen, in the Monitor Hypothesis which is part of his theory, establishes that the ability of producing the language in a fluent way depends especially on all knowledge students have acquired previously. The grammar knowledge is essential in this hypothesis because it support the learner to produce the language accurately. For instance, ideas come into people’s minds and then they are expressed, but the point is that learners have to be conscious of the clarity of their messages. Hence, knowing grammar is required for the oral and written production of the target language.

2.6 FUNDAMENTAL CATEGORIES

2.6.1 Improve

To bring new condition or state of the things, through information or materials results.

2.6.2 Learning Management System

(Guenaneche and Fernando, 2008) state that the Learning Management System (LMS) is a system that is focused precisely the area of education, allows control on both the contents and individual users who interact within it. The contents are created and loaded with some external authoring tool. The LMS has most of the tools of communication and monitoring activities of users (teachers and students). For example, Moodle, ATutor,

2.6.3 Learning process

It is the process to obtain representative learning and the student change the behavior.

2.6.4 Platform

It is a software designed to provide facilities or applications in the net or in a technological environment.

2.6.5 School Rack Platform

It is a website platform where the students and teachers can exchange information or give some activities to practice a subject.

2.6.6 Skill

Skill is the ability to learn information, or manage a difficult activity.

2.6.7 Technological resources

Technological resources are tools to learn in an interactive form, using the computer, CDs, DVDs, tablets or other devices to practice an activity.

2.6.8 Writing

It is a mean of communication, using letters and symbols that represent contents or information in asynchronous time. Some people consider that writing is the most difficult skill because people have to know grammar rules, vocabulary and syntax to write.

2.7 LEGAL BASIS

Chart N° 1: Constitution of Ecuador

Article	Description
Article N° 26	This article indicates that the government has to guarantee the access to Education in the first and second level of instruction.
Article N° 27	This article refers to the importance of the holistic development in people to improve critical thinking, and Education is a universal right for each person in the world.

Source: Constitution of Ecuador

Author: Laura Santamaría Delgado

Chart N° 2: Law of Intercultural Education

Article	Description
Article N° 6	In the law of intercultural education, the government has to ensure the quality of education in all the levels and the quality of educational institutions.

Source: Law of Intercultural Education

Author: Laura Santamaría Delgado

2.8 HYPOTHESIS

The implementation of activities in the SchoolRack platform will reinforce English writing skills of students of eighth grade at Escuela de Educación Básica Trece de Abril from La Libertad, Province of Santa Elena, 2015-2016

2.8.1 VARIABLES OF THE STUDY

2.8.1.1 Dependent Variable

English writing skill

2.8.1.2 Independent Variable

SchoolRack platform

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

This proposal followed the Scientific, Deductive, Inductive, Analytical, The design of this research was based on the application of the deductive, inductive, quantitative, qualitative, observation and scientific methods; they allowed to obtain specific results about the implementation of activities in the School Rack platform to reinforce English writing skills to the students of eighth grade at Escuela de Educación Básica “Trece de Abril” from La Libertad, Province of Santa Elena, 2015-2016.

3.1.1 Deductive Method

This method was applied in order to collect important information about the importance of developing English writing skill and the influence of using technological tools for improving the writing teaching-learning process. This information was consulted in books, journals, magazines; all this information was gathered, and contrasted in order to get a general assumption of the investigated topic.

3.1.2 Inductive Method

For the deductive method, first of all, it was necessary its application for gathering information about the implementation of activities in the SchoolRack platform to reinforce English writing skills of students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

3.1.3 Observation Method

This method helped to observe detailed information about causes and effects of the problem related to the writing skill in the process of learning English of eighth grade students at Escuela de Educación Básica “Trece de Abril”.

3.1.4 Qualitative Method

This investigation employed the qualitative method because it was possible to gather relevant data from the interviews to the main authorities and English teacher of Escuela de Educación Básica “Trece de Abril” from La Libertad, Province of Santa Elena, 2015-2016.

3.1.5 Quantitative Method

This method refers to the systematic research of social phenomena through statistical, mathematical, numerical data and other techniques. This method was used to collect data related to the implementation of activities in the SchoolRack platform to improve the English writing skill of students of eighth grade at Escuela de Educación Básica “Trece de Abril” from La Libertad, Province of Santa Elena, 2015-2016.

3.1.6 Scientific Method

This method showed the implementation of activities in the SchoolRack platform to reinforce the English writing skill of students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 Field Research

It was important to get information about reports and grades of the students to demonstrate the low level in the English writing skill to obtain evidence of the actual methodology and resources implemented by teachers in the institution.

3.2.1 Bibliographic Research

It was used to search and select scientific-theoretical foundation on the subject of investigation such as journals, books, web pages in order to obtain the necessary information related with the writing skill and the application platforms in education.

3.2.2 Applied Research

This research was used to apply surveys and interviews to the students, teachers, specialists and principal of the institution in order to verify the importance the writing skills and platform. The information provided by specialists allowed to propose activities that help students in the education as well as to improve their writing skills.

This type of research allowed the implementation of activities in the SchoolRack platform to reinforce English writing skills to the students of eighth grade at Escuela de Educación Básica “Trece de Abril” from La Libertad, Province of Santa Elena, 2015-2016”.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research was taken from two courses with a total of 69 students of eighth grade at Escuela de Educación Básica “Trece de Abril”, its principal (1), teacher (1) and (2) English Language experts.

Chart N° 3: Population

POPULATION			
N⁰	DESCRIPTION	QUANTITY	PERCENTAGE
1	Principal	1	1%
2	English Teacher	1	1%
3	Students of Eighth Grade “A”	34	47%
4	Students of Eighth Grade “B”	35	48%
5	English language experts	2	3%
TOTAL		73	100%

Source: Secretary of Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

3.3.2 Sample

No sample was taken because the population is less than a 100 students. The sample is sixty-nine students, one English teacher, one principal, and two English language experts.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Dependent Variable Operationalization: Writing Skill

Chart N° 4: Dependent Variable Operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
What is writing? It is to be able to communicate using words, grammar and syntax in a notebook, paper or by e-mail.	Types of Writing skills	Skills	<ul style="list-style-type: none"> What is the level the writing skills in the students? 	Observation
	Importance Advantage skills	Activities	<ul style="list-style-type: none"> Can students write short sentences, texts, friendly e-mails, and invitations? 	Tests Lesson Plan
	Activities to improve writing skills	Tests	<ul style="list-style-type: none"> What kind of activities teacher provide to students to improve the writing? 	Interview

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

3.4.2 Independent Variable Operationalization: Implementation of SchoolRack Platform

Chart N° 5: Independent Variable Operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
<p>What is SchoolRack Platform?</p> <p>It is an online application to send exercises and make activities using the computer.</p>	<p>Didactic tool</p> <p>Technological Resource</p>	<p>Technological</p> <p>Didactic resources</p> <p>Didactic content to develop writing</p>	<ul style="list-style-type: none"> • Do you consider that the use of technology can allow you to improve your writing skill? • Do you know SchoolRack Platform in the education? • Do you consider that the use of SchoolRack platform will improve the writing English skills? 	<p>Tests</p> <p>Interview</p> <p>Survey</p>

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The techniques used were: survey, interview and observation to have evidence of the English learning process of the writing skill at Escuela de Educación Básica “Trece de Abril”

3.5.1.1 Observation

The observation technique was employed to have a general overview of the difficulties of the students in the writing skill.

3.5.1.2 Survey

The survey was directed to eighth grade students at Escuela de Educación Básica “Trece de Abril” using a questionnaire.

3.5.1.3 Interview

The interview was directed to the principal of the school, to specialists and to the English teacher of the institution.

3.5.2 Instruments

3.5.2.1 Camera

It was used to have evidence of the classes through pictures.

3.5.2.2 Observation Guide

The observation guide was directed to the development of a writing lesson in the class of eight grade. It was employed for the collection of important information about the methods and strategies that teacher uses to teach English writing.

3.5.2.3 Questionnaire

A questionnaire was applied to discover the level and the perception of the students or the writing skill and application of the platform to improve it.

3.6 DATA COLLECTION PLAN

The data collection plan was elaborated according to the surveys and interviews; statistical charts were done in order to present them in this research work.

Chart N° 6: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. - What for?	To the improve English writing skills
2. - From which people or objects?	The students of eighth grade at Trece de Abril school
3. - About what aspects?	For improving writing skill
4. - Who?	Laura Santamaría Delgado
5. - To whom?	Students of eight grade
6.-When?	2015-2016 School year
7.-Where?	At Trece de Abril school
8. - How many times?	Once a month
9.-How?	Individually
10. What data collection techniques?	Interviews, Observation and Survey
11.-With what?	Questionnaires, camera, computer and Platform.

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

3.7 DATA PROCESSING PLANNING

Chart N° 7: Data Processing Plan

DETERMINATION OF THE SITUATION	DATA SEARCH	DATA RESULTS AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of writing proficiency in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.</p>	<p>After the identification of the problem the researcher began looking for information in the internet, online books, text books, articles and others.</p> <p>The author applied a survey and interview to have evidence.</p>	<p>Once the problem was ratified in students of eight grades, surveys and interviews were made (survey to Students and interview to the principal), these were evaluated in order to develop a proposal the use of a SchoolRack platform to improve the writing in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.</p>	<p>Using all the collected data the difficulty in the writing skill; it was important to start developing the writing activities in the SchoolRack platform</p>	<p>The use of a SchoolRack platform will provide activities to the students to improve their writing skill.</p>

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Interview to the principal

Question 1: Do you consider that learning English is important today?

Interpretation: The principal, Lcda. Gina Touma Cusme, answered that the English language is the language of the world; children have to learn English at least to communicate in a basic way.

Question 2: Do you believe that students from your institution need to improve their writing skill?

Interpretation: The principal said that classes are good, but they still have some limitations in certain cases because teachers do not have enough experience.

Question 3: Do you consider writing as an important skill in the academic life?

Interpretation: The principal of the Institution considered the writing skill is applicable for the academic life.

Question 4: Do you know what an educative platform is?

Interpretation: Lcda. Gina Touma Cusme explained that platforms are technology tools resources used in today's Education.

Question 5: What is your opinion about the use of platforms as a technological resource for teaching?

Interpretation: The principal of the Institution expressed that the use of platforms as a technological resource for teaching have good results.

Question 6: Have you ever worked with a platform to improve the learning process of your students?

Interpretation: The principal of the Institution expressed that she has never worked with a platform to improve the learning process which is an opportunity to implement the SchoolRack platform in this institution.

Question7: Do you think that the use of platforms contributes to improve the learning process in all subjects?

Interpretation: Lcda. Gina Touma Cusme, the principal of Escuela de Educación Básica “Trece de Abril”, assured that the use of platforms contribute to improve the learning process in all subjects because they provide activities to reinforce the topic.

Question 8: Do you consider that the use of platforms can improve the writing English skill of your students?

Interpretation: The Principal assured that the use of platforms can improve the writing English skill, and assist the teachers in the learning process.

Question 9: Do you know what the SchoolRack platform is and what their benefits are?

Interpretation: The Principal said that she does not know the benefits of the SchoolRack platform but she knows the use of other platforms, such as Moodle.

Question 10: Would you support the application of a platform to improve the writing skill of your students in the English language?

Interpretation: The principal of the Institution expressed her support in the application and implementation of platform to improve the writing skill of the students in the English language with this innovative tool.

3.8.2 Interview to the English Teacher

Question 1: What is the writing level of your students?

Interpretation: The English teacher of the Escuela de Educación Basica “Trece de Abril”, Lcda. Tania Reyes, said that their students have a basic level of English language just 10% of students have an intermediate level.

Question 2: Do you think that your students enjoy writing in English in class? Why?

Interpretation: The English teacher mentioned that students do not enjoy writing because it is really difficult.

Question 3: How do you consider your English classes?

Interpretation: Lcda. Tania Reyes considered that her English classes are interesting and students like learning the English language.

Question 4: What are the activities that you work when you teach writing?

Interpretation: The English teacher mentioned that the activities that she uses to teach writing are asking students to write short and in certain cases long paragraphs using the vocabulary from each unit of study.

Question 5: Do you consider that your students have developed their writing skills satisfactorily?

Interpretation: The teacher considered that her students have developed their writing skills satisfactorily but they have to learn more.

Question6: What kind of resources do you use to teach writing?

Interpretation: The English teacher, Lcda. Tanya Reyes, said that she uses flashcards for writing, student's book, workbook and a tape recorder.

Question 7: Have you ever worked with any platform to improve the learning process of your students?

Interpretation: The teacher said that she has never worked with any platform to improve the learning process of her students.

Question 8: Have you ever heard about the SchoolRack platform and its benefits?

Interpretation: Lcda. Tania Reyes said that she has never heard about the SchoolRack platform nor its benefits.

Question 9: Do you believe that the use of platform will improve the writing in students?

Interpretation: The English teacher mentioned that the use of platform would improve the writing skills in students, because it reinforces the writing skill practice with other activities.

Question 10: Would you support the application of a platform called SchoolRack to improve the writing skills in your students?

Interpretation: Lcda. Tania Reyes, the English teacher, claimed that she would support the application of the SchoolRack platform to improve the writing skills of her students but they have to learn how to work with the platform.

3.8.3 Interview to Specialists

PERSONAL INFORMATION OF SPECIALIST N°1	
Full name	Lcdo. Kleber Loor, MSc.
Degree and qualifications	<ul style="list-style-type: none"> • Licenciado en Administración Turística y Hotelera-Universidad Estatal Península de Santa Elena • Máster en Diseño y Evaluación de Modelo Educativo-Universidad Técnica Empresarial de Guayaquil. • TOEFL Certification-Universidad Católica de Guayaquil • Certificado en Diseño Instruccional de Entornos Virtuales de Aprendizaje (EVA)-Universidad Católica de Guayaquil
Years of Experience	He has 14 years working as an English teacher at different educational institutions.
Professional Experience	<ul style="list-style-type: none"> • English teacher at Unidad Educativa “Juan Dagoberto Montenegro” from La Libertad, 2002-2003 • English teacher at Unidad Educativa Liceo Cristiano Peninsular from La Libertad-2003-2004. • English teacher at Escuela de Educación Básica “Mercedes Moreno” from La Libertad-2004-2006. • English teacher at Unidad Educativa “Juan Jacobo Rousseau” from La Libertad-2006-2007. • English teacher at Colegio UPSE from La Libertad, 2008-2009. • English professor at Universidad Estatal Península de Santa Elena-2010 until nowadays.

PERSONAL INFORMATION SPECIALIST N° 2	
Full name	Lcdo. Jorge Cevallos, MSc.
Degree	<ul style="list-style-type: none"> • Licenciatura en Ciencias de la Educación-Mención en Inglés-Universidad Estatal de Guayaquil • Máster en Gerencia Educativa-Universidad Estatal de Guayaquil • Máster en Educación Superior-Universidad Estatal de Guayaquil
Years of Experience	He has 15 years working as an English teacher.
Professional Experience	<ul style="list-style-type: none"> • English teacher at Academia Naval Vision (ANAVI) from Guayaquil. • English professor at Universidad Técnica Particular de Loja. • English professor at Universidad Estatal Península de Santa Elena.

Question 1: Do you consider that writing is one of the most important skills in the English Language? Why?

Interpretation: Both specialists mentioned that one of the most important skills in the English language is writing skill because people can write a message and send this information to another people around the world. The four skills: listening, reading, speaking and writing are important but writing is the most difficult skill that students have to develop.

Question 2: What kind of activities do you recommend to improve the writing skills in English?

Interpretation: The specialists considered that the application of essays, composition tasks, writing shopping list, grammar exercises, describing objects are necessary for practicing writing skill. This kind of activities can be used, but it depends of the students, they can write about food, vegetables, fruits or suits. Topics should be engaging and be related to the real necessities of students.

Question 3: Do you consider necessary the application of technological resources to improve the learning process?

Interpretation: All the specialists considered that it is necessary to apply technological resources to improve the learning process because it contributes to develop the different skills, teachers can use, DVDS, CDs, CD recorder and teachers have to use the more technological resources they can.

Question 4: Have you ever worked with platforms to improve learning process?

Interpretation: The specialists indicated that at previous workplaces, they have worked with educative platforms for example Moodle.

Question 5: What is your opinion about educative platforms?

Interpretation: The specialists considered that educative platforms are good technological resources for teaching. Educative platforms are a new kind of technological tools in the learning process of the English language.

Question 6: What are the benefits of using platforms in the learning process?

Interpretation: All interviewed specialists mentioned that the benefits of using platforms in the learning process are many but one of the most relevant is the variety of exercises and activities teachers can use to teach and practice any topic of the unit. Furthermore, they mentioned that platforms are also helpful when people travel; people can continue learning because they can use their laptops or cell phones and use the Internet.

Question 7: Have you ever worked with the SchoolRack platform?

Interpretation: The two interviewed specialists said that they have never worked with the SchoolRack platform.

Question 8: What kind of exercises would you recommend to apply in an educative platform?

Interpretation: The specialists recommended the use of oral activities videos in the platform and make students record their own videos and upload these videos in the platform. In the case of writing, teachers can upload a picture and students can write compositions about what they see in the picture.

Question 9: Do you consider that teachers should implement technological resources as platforms in the learning process?

Interpretation: The specialists considered that teachers should implement technological resources as platforms in the learning process in high school.

Question10: Do you consider that platforms are manageable for students?

Interpretation: The specialists considered that platforms are manageable for students but first it is important to train them in the use of this platform.

3.8.4 Survey Directed to Students

Question 1: Do you like English language?

Objective: To identify the students' opinion about English language.

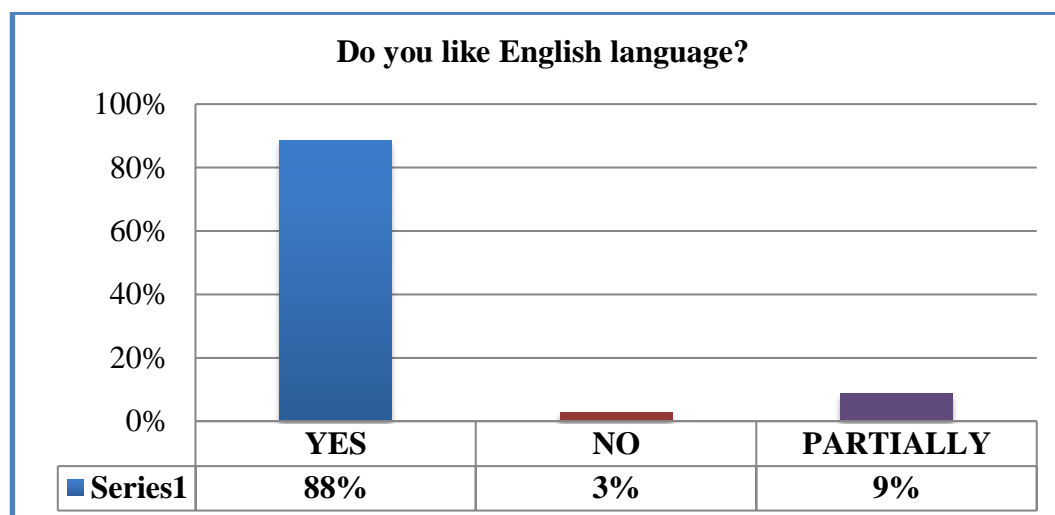
Chart N° 8: English Acceptance

OPTIONS	FREQUENCY	PERCENTAGE
YES	61	88%
NO	2	3%
PARTIALLY	6	9%
TOTAL	69	100%

Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Graphic N° 1: English Acceptance



Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Interpretation: 88% of the surveyed students like the English language, 3% of students do not like it and 9% like English language partially.

Question 2: How do you consider your English Classes?

Objective: To identify the students' opinion about the English classes.

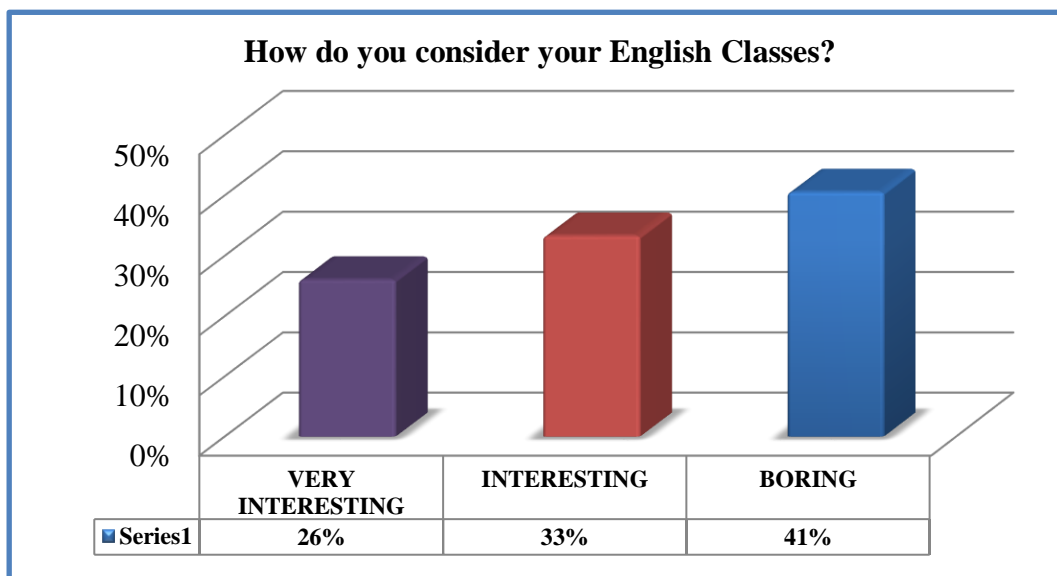
Chart N° 9: Opinion about English classes

OPTIONS	FREQUENCY	PERCENTAGE
VERY INTERESTING	18	26%
INTERESTING	23	33%
BORING	28	41%
TOTAL	69	100%

Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Graphic N° 2: Opinion about English classes



Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Interpretation: 26% of students considered that their English classes are very interesting, 33% considered that their English classes are interesting and 41% considered that the English classes are boring.

Question 3: Do you like to write in English?

Objective: To determinate the interest of students at the moment of writing.

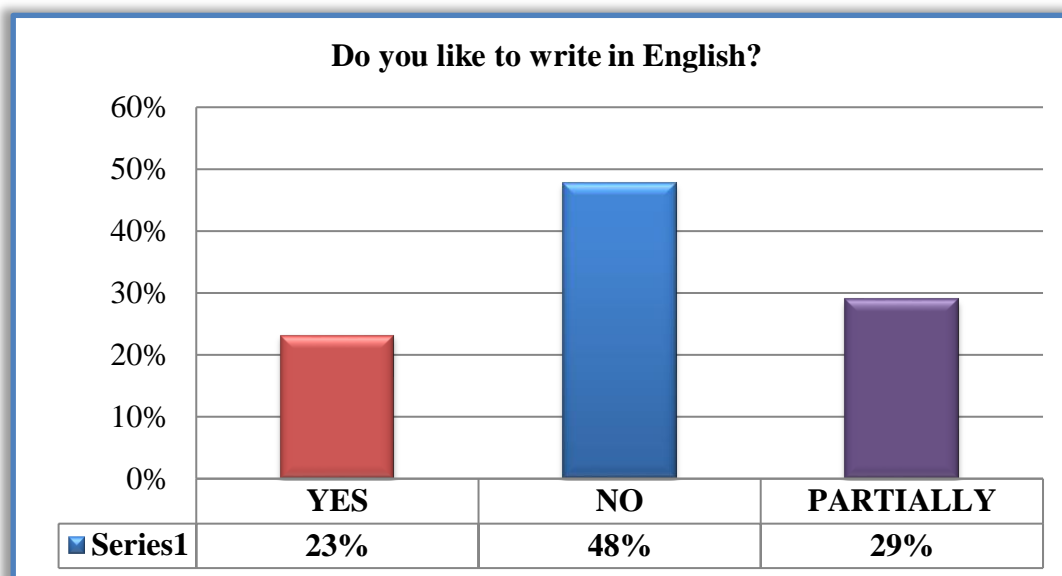
Chart N° 10: Students' interest in writing

OPTIONS	FREQUENCY	PERCENTAGE
YES	16	23%
NO	33	48%
PARTIALLY	20	29%
TOTAL	69	100%

Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Graphic N° 3: Students' interest in writing



Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Interpretation: Most students (48%) answered they do not like writing in English; 29% of them like writing in English partially and 23% of students like writing.

Question 4: Is writing in English difficult for you?

Objective: To know the students' level of difficulty of the writing skill

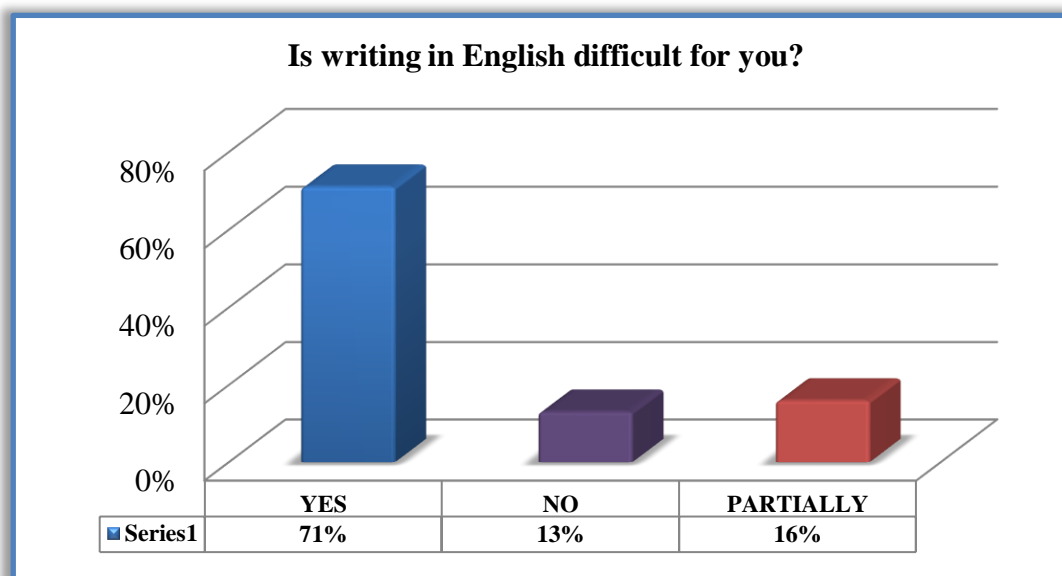
Chart N° 11: Difficulty in the writing skill

OPTIONS	FREQUENCY	PERCENTAGE
YES	49	71%
NO	9	13%
PARTIALLY	11	16%
TOTAL	69	100%

Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Graphic N° 4: Difficulty in the writing skill



Source: Escuela de Educación Básica "Trece de Abril"

Author: Laura Santamaría Delgado

Interpretation.-Most of the surveyed students (71%) considered that writing in English is difficult; 13% considered that writing is not difficult at all and 16% answered partially.

Question 5: Do you consider that the use of technology can allow you to improve your writing skill?

Objective: To analyze the use of technology in writing

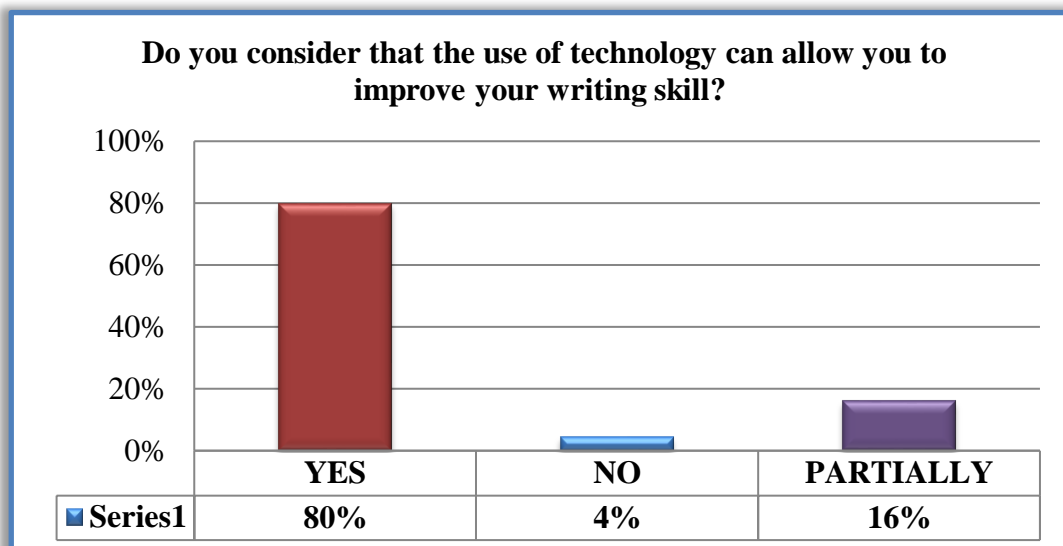
Chart N° 12: Use of technology in writing

OPTIONS	FREQUENCY	PERCENTAGE
YES	55	80%
NO	3	4%
PARTIALLY	11	16%
TOTAL	69	100%

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Graphic N° 5: Use of technology in writing



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Interpretation: 80% of students considered that the use of technology can allow improving their writing skill; 4% answered that technology cannot support their English writing improvement and 16% answered partially.

Question 6: Does your teacher apply writing exercises in classes?

Objective: To determinate if the teacher applies writing exercises.

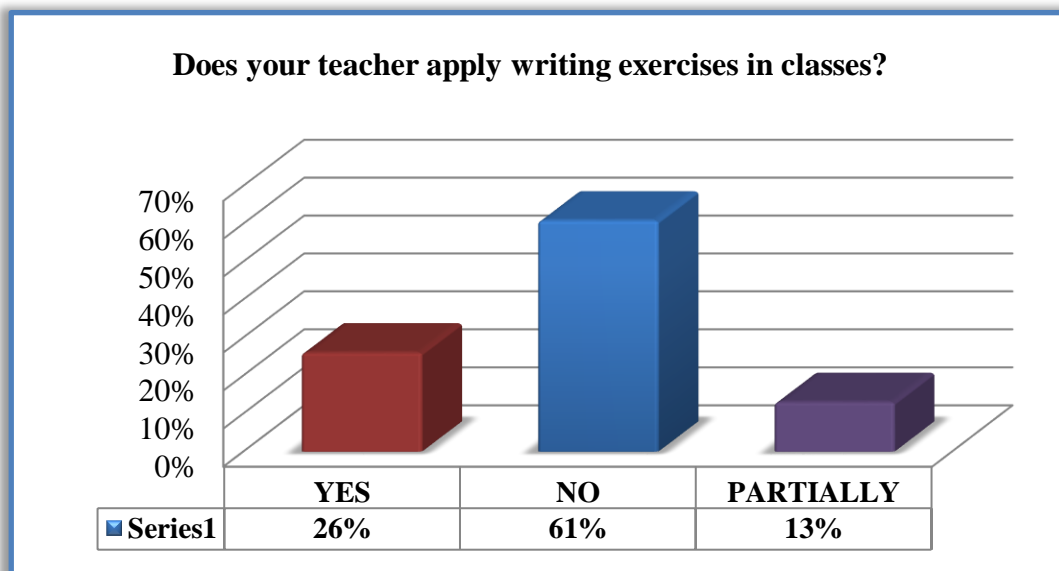
Chart N° 13: Writing exercises applied by the teacher

OPTIONS	FREQUENCY	PERCENTAGE
YES	18	26%
NO	42	61%
PARTIALLY	9	13%
TOTAL	69	100%

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Graphic N° 6: Writing exercises applied by the teacher



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Interpretation: 26% of students answered that their teacher applies writing exercises in classes; 61% answered that their teacher does not apply any writing exercise and 13% answered that teacher partially applies writing activities.

Question 7: Would you like using technology during the learning process?

Objective: To determinate if the students like learning through the application of technology.

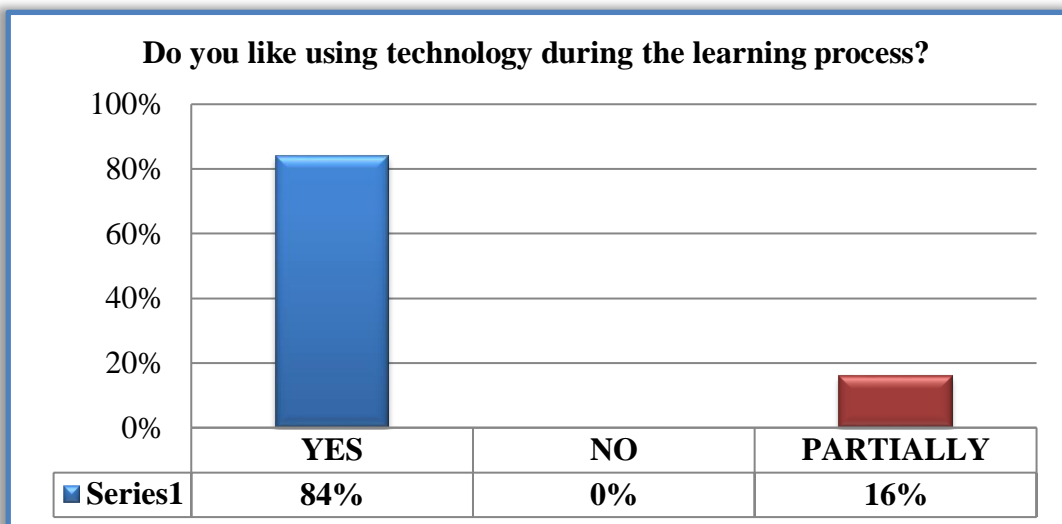
Chart N° 14: Technology Acceptance

OPTIONS	FREQUENCY	PERCENTAGE
YES	58	84%
NO	0	0%
PARTIALLY	11	16%
TOTAL	69	100%

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Graphic N° 7: Technology Acceptance



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Interpretation: 84% of students expressed they like using technology during the learning process and 16% likes using technology for learning partially.

Question 8: Have you ever worked with a platform?

Objective: To determinate if students have worked with platforms.

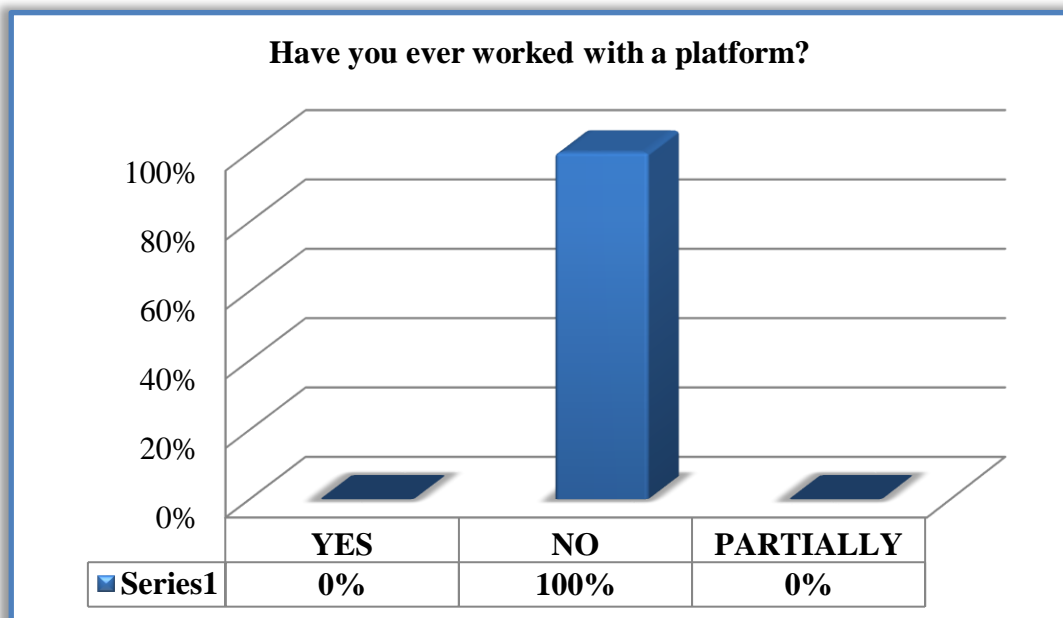
Chart N° 15: Use of Platforms

OPTIONS	FREQUENCY	PERCENTAGE
YES	0	0%
NO	69	100%
PARTIALLY	0	0%
TOTAL	69	100%

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Graphic N° 8: Use of Platforms



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Interpretation: All the survey students answered that they have never used a platform during their learning process.

Question 9: Would you like to work writing exercises in a platform?

Objective: To determine the willingness of students to practice writing with a platform.

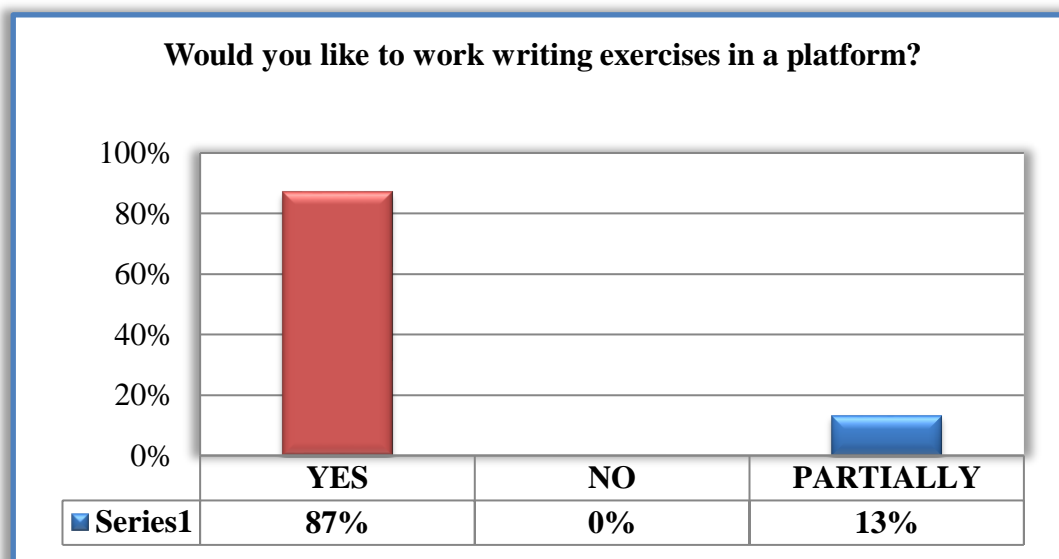
Chart N° 16: Willingness to use the platform

OPTIONS	FREQUENCY	PERCENTAGE
YES	60	87%
NO	0	0%
PARTIALLY	9	13%
TOTAL	69	100%

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Graphic N° 9: Willingness to use the platform



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Interpretation: Most students (87%) would like to work writing exercises in a platform and 13% would like to use a platform in order to practice writing skill partially.

Previously, the investigator provided students a brief explanation about the SchoolRack platform and its benefits. Then, students answered this question.

Question 10: Would you like to use a platform called SchoolRack to improve your writing skills?

Objective: To determine the students' interest of using the SchoolRack Platform.

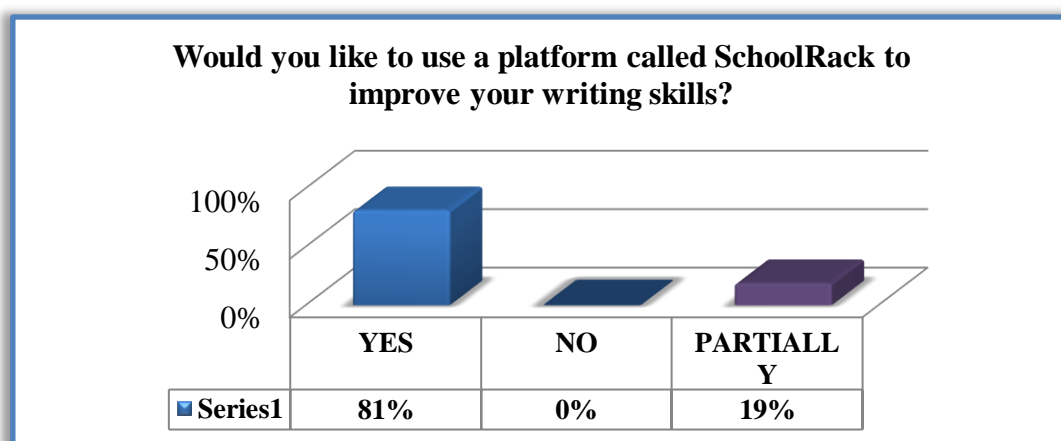
Chart N° 17: Interest of using the SchoolRack Platform

OPTIONS	FREQUENCY	PERCENTAGE
YES	56	81%
NO	0	0%
PARTIALLY	13	19%
TOTAL	69	100%

Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Graphic N° 10: Interest of using the SchoolRack Platform



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Interpretation: 81% of the surveyed students expressed their willingness of using the SchoolRack platform for improving their writing skill and 19% would like to use it partially.

3.8.5 Observation Class

GENERAL INFORMATION			
Observer: Laura Santamaría Delgado		Institution: Escuela de Educación Básica “Trece de Abril”	
Observed Teacher: Lcda. Tania Reyes		Course: Eight Grade “A” “B”	
Date: October 5 th , 2015	Beginning time: 7:45	Finishing time: 8:30	
Objective: To evaluate the teacher’s strategies and methodology applied to develop English writing skill in a daily class.			

Nº	DESCRIPTION	YES	NO	PARTIALLY
Introduction and Content				
1	Teacher establishes the objectives of the writing lesson.			X
2	Teacher introduces the writing activity correctly.			X
3	Teacher provides an explanation of any necessary grammar rules for the writing activity.		X	
4	Teacher provides students a model of the writing activity.		X	
Methodology				
5	Teacher applies teaching strategies which lead and motivate students to write in English.		X	
6	Teacher guide and help students during the writing activity.			X
Didactic Resources				
7	Teacher uses didactic resources or technology tool for teaching English writing.		X	
8	Teacher employs the didactic resources or technology tool appropriately.		X	
9	Teacher encourages students to practice their writing skill.			X
10	The use of didactic resources or technological tool promotes the students’ motivation to write.		X	
Evaluation				
11	Teacher provides students a feedback of the writing activity.		X	
12	Teacher evaluates the students’ writing.		X	

Author: Laura Santamaría Delgado

3.8.6 Analysis of the Observation Class

The observation guide was carried out in order to know the methods and strategies that English teacher uses in the development of a writing lesson. It was observed that teacher from the Escuela de Educación Básica “Trece de Abril” continuous using the traditional way of teaching; the board and students notebooks. At the beginning of the class, the objective of the writing lesson was not stipulated. Therefore, students did not understand what they were going to do. Then, teacher presented the writing activity that students had to work on.

The topic of the writing class required the explanation of certain grammar rules in order to produce good writing pieces. For a writing lesson, it is necessary the presentation of a writing model that students could follow changing certain information; in this case, teacher did not show any writing model. The resources that teacher used was the board, markers and the students’ notebooks. That is why, students did not feel engaged with the activity. However, teacher tried to encourage students guiding them and giving them some samples of how to start writing.

Furthermore, it was observed that teacher did not use any technological tool for motivating students to write. Finally, the time was over and most students could not finish the activity and teacher did not provide any feedback.

3.9 CONCLUSIONS AND RECOMMENDATIONS

3.9.1 Conclusions

- The specialists considered the application, of compositions, mails, shopping lists, grammar exercises and describing objects can be used to improve writing skills and also considered that the benefits of using platforms in the learning process can provide practice according to the topic of the units.
- The Principal assured that the use of platforms can contribute to improve the learning process in all subjects because they provide activities to reinforce knowledge and assist the teachers in the teaching process.
- Most of the students do not have experience using platforms and do not know how to use the SchoolRack platform.

3.9.2 Recommendations

- As a recommendation, teachers should apply interesting activities that incentive and engage students to write deliberately. Compositions, writing shopping lists, writing e-mails, writing short stories are just some examples of good writing exercises.
- It is also recommended the application of educational platforms in the teaching-learning process. Platforms are excellent tools which can be used by teachers in order to reinforce the learning process of their students.
- Finally, it is suggested that teachers encourage students to practice and improve their writing proficiency through the application of educational platforms due to the benefits that technological tools offer; students can enhance their writing skill in an enjoyable and digital environment.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title of the Proposal

“IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK PLATFORM TO IMPROVE ENGLISH WRITING SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016”.

4.1.2 Executing Institution

Escuela de Educación Básica “Trece de Abril”

Illustration N° 1: Escuela de Educación Básica "Trece de Abril"



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

4.1.3 Beneficiaries

Students of eighth grade at Escuela de Educación Básica “Trece de Abril”

4.1.4 Location

La Libertad, Province of Santa Elena

Illustration N° 2: Location of Escuela de Educación Básica "Trece Abril"



Source: <https://www.google.com.ec/maps/@-2.2305541,-80.8914049,499m/data=!3m1!1e3>

4.1.5 Estimated time for Execution

Two months

4.1.6 Responsibles

Author: Laura Santamaría Delgado

Advisor: Ing. Sandra Caamaño López, MSc.

4.1.7 Budget

\$1,361.75 (American dollars)

4.1.8 Feasibility

This proposal is feasible because it was accepted by the principal of the institution Licenciada Gina Touma, who collaborated with an interview and provided access to the information also it has the acceptance of parents and students of eighth grade from the School.

4.2 PROPOSAL BACKGROUND

The traditional English teaching methods are the main reason for the low level of English knowledge of students. For teaching English, nowadays, there is an immense and rich variety of techniques and strategies that promote the development of a relaxing and dynamic learning environment which benefit teachers and mainly students. The application of innovating resources and tools are helpful for the activation of students' motivation for learning. Technology is a medium that contribute to the betterment of the learning process of students due to its facility to look for and find engaging activities for the English lessons.

This research proposes the implementation of activities in the SchoolRack platform to improve English writing skills to the students of eighth grade at Escuela de Educación Básica “Trece de Abril”. Using the SchoolRack platform as an educative alternative for students will engage them to work on activities in class and additional exercises for homework according the content of each unit

and activities of grammar, syntax and spelling necessary to improve English writing skills.

SchoolRack Platform was launched on November 2003; it provides a free service for teachers and it facilitates the creation of classroom websites and share information online with students and parents as well. According to Artia Moghbel, founder of SchoolRack.com, the mission of the platform from the onset has been to seamlessly connect teachers, students, and parents through the internet. The SchoolRack platform allows the teachers to send and gather homework, check and correct the mistakes and provide extra activities about a specific topic, the activities have a dateline and a score to evaluate the English language acquisition in the writing skill of the students.

4.3 SIGNIFICANCE

The English language acquisition is vital for the future of the students, in these days, the importance of the English language is essential, because around the world the English language is used for business, tourism and in education as the principal medium of communication.

Writing and speaking are considered communicative skills because people can write or speak to share information, ideas, feelings, etc. Therefore, the development of the writing skill of students is necessary in order to enhance their writing communicative ability with others around the world using the internet and social networks; students have to improve the writing skills because of the necessity to share clear and comprehensible messages.

Technology has become a good resource for improving the teaching and learning of the English language. Teachers, nowadays, are employing technological tools for explaining and illustrating the content of the units. The application of

technology in the classrooms is beneficial for teaching and enhancing any English language skill; in the case of writing skill, technology facilitates and motivates students to write with more enthusiasm. The implementation of an educative platform allows teachers to upload interesting writing assignments in order to get proficient English writers.

4.4 CHARACTERISTICS OF THE PROPOSAL

- Dynamic
- Updated
- Pedagogical

4.5 OBJECTIVES

4.5.1 General Objective

To improve English writing skills of students of eighth grade at Escuela de Educación Básica “Trece de Abril” through the implementation of activities in the SchoolRack platform.

4.5.2 Specific Objectives

- To determine the writing level of the students.
- To select the best activities to improve the writing skills.
- To create the activities in the SchoolRack platform to improve the writing.
- To evaluate the improvement of students’ writing skill through the application of a test.

4.6 DESIGN AND DEVELOPMENT OF THE PROPOSAL

This proposal consists in the use of the SchoolRack Platform to improve the English writing skill of students of eight grade. This platform is free to get access; students can do discussion sessions, upload assignments and other interesting activities that support the mastering of this important skill.

4.6.1 What is SchoolRack Platform?

SchoolRack Platform is a dynamic and technological tool that provides teachers who use it to create a free classroom website or educational blog to keep students and parents as well to keep them informed outside the class. This platform has a free admission where teachers can create exercises and activities for their students; it is a free classroom website for English subject for students, children, teenager or adults.

Illustration N° 3: SchoolRack Platform



Source: <http://img.formacionyestudios.com/wp-content/uploads/2012/08/schoolrack.png>

4.6.2 Benefits of SchoolRack Platform

The founder of SchoolRack Platform, Artia Moghbel, mentions that including technology in the teaching-learning process is significant and it provides many advantages. SchoolRack is an educative platform that has some benefits:

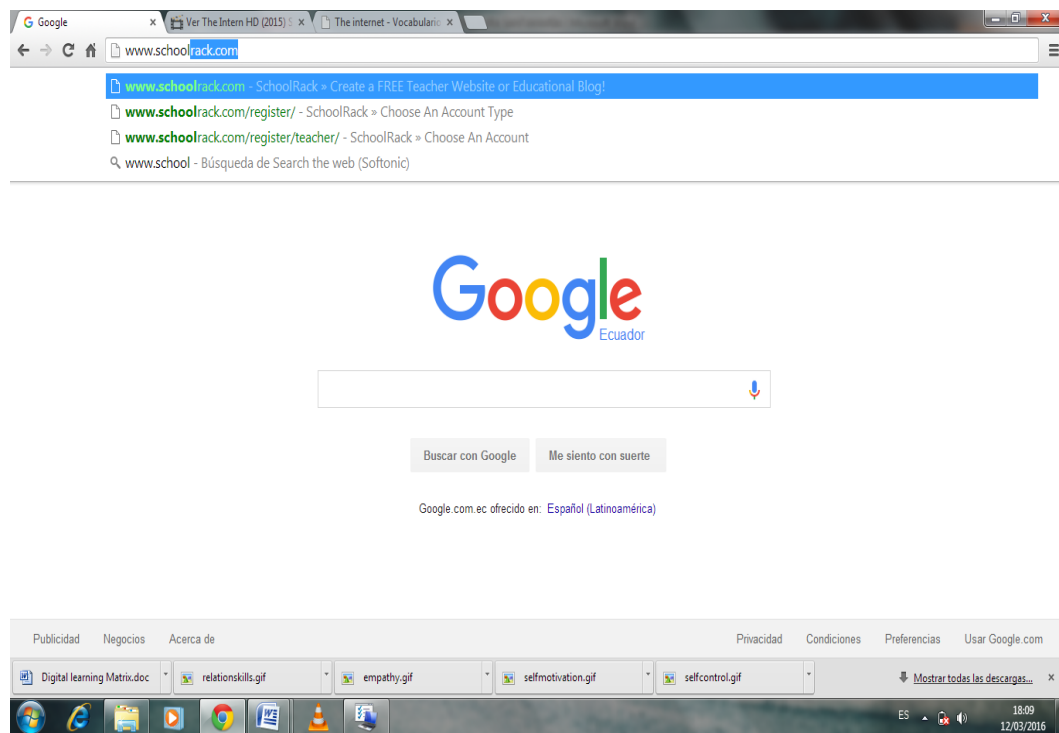
- The application of ScholRack Platform raises academic achievement in the classroom.
- SchoolRack Platform increases the quality of education.
- This platform saves paper and time in the classroom.
- It is a worry-free website hosting.
- SchoolRack is very simple for everybody.
- SchoolRack Platform allows the users to share information, documents, and files.
- SchoolRack Platform also allows the users to hold discussions online, and outside classes.
- This platform permits teachers to report online grades to students and parents as well.
- The users of this platform have the facility to keep them in touch with private messaging.

4.6.3 Steps for Getting Access to the SchoolRack Platform

For creating a new account (teachers or students), it is important to follow some steps; these steps are described below:

- 1- Open a Google page and then write on the URL bar www.schoolrack.com and press Enter.

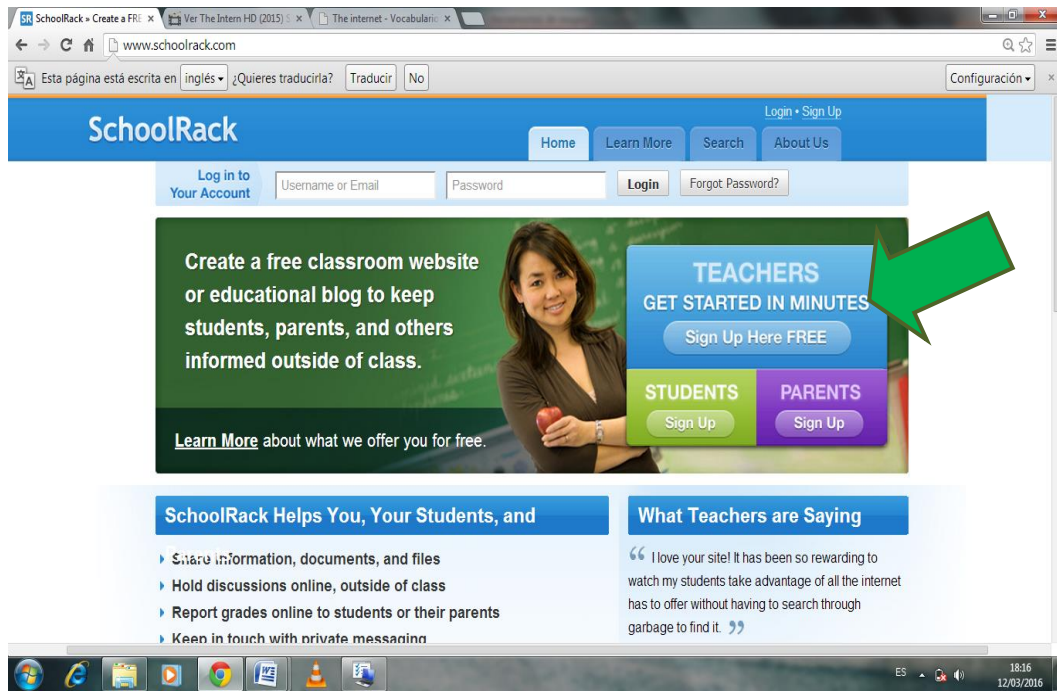
Illustration N° 4: SchoolRack Platform Access



Source: www.google.com

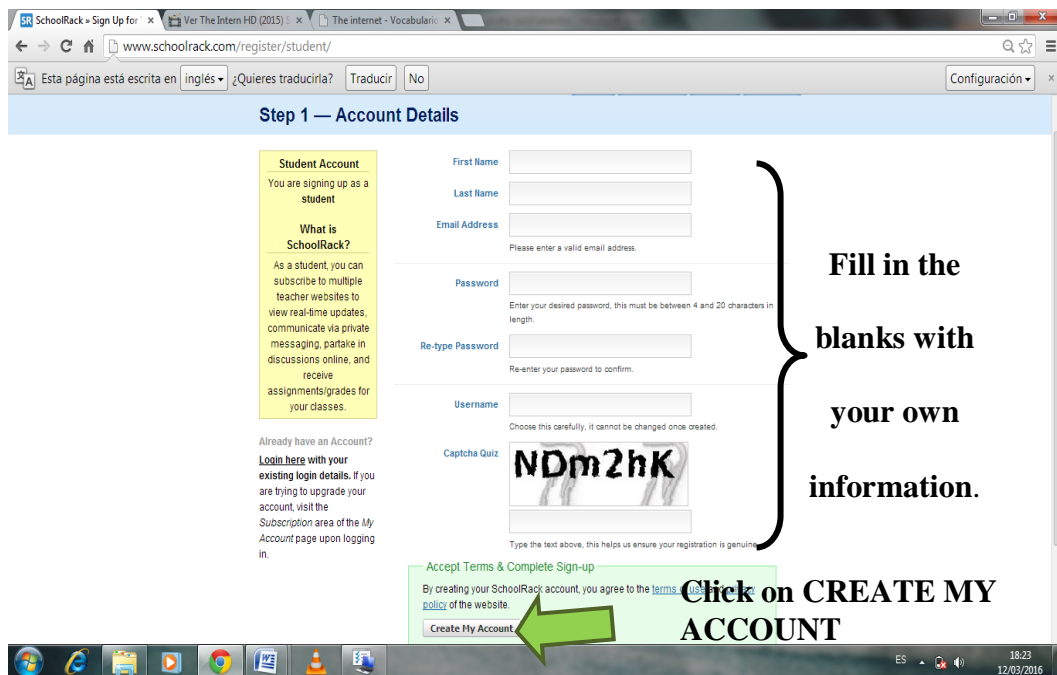
- 2- Once the web site has charged, you can observe the homepage of the platform. In the homepage there is a box with the three options (Teachers-Students-Parents). Click on your option and then fill in the spaces with the required information.

Illustration N° 5: SchoolRack Platform Homepage



Source: www.schoolrack.com
 Author: Laura Santamaría Delgado

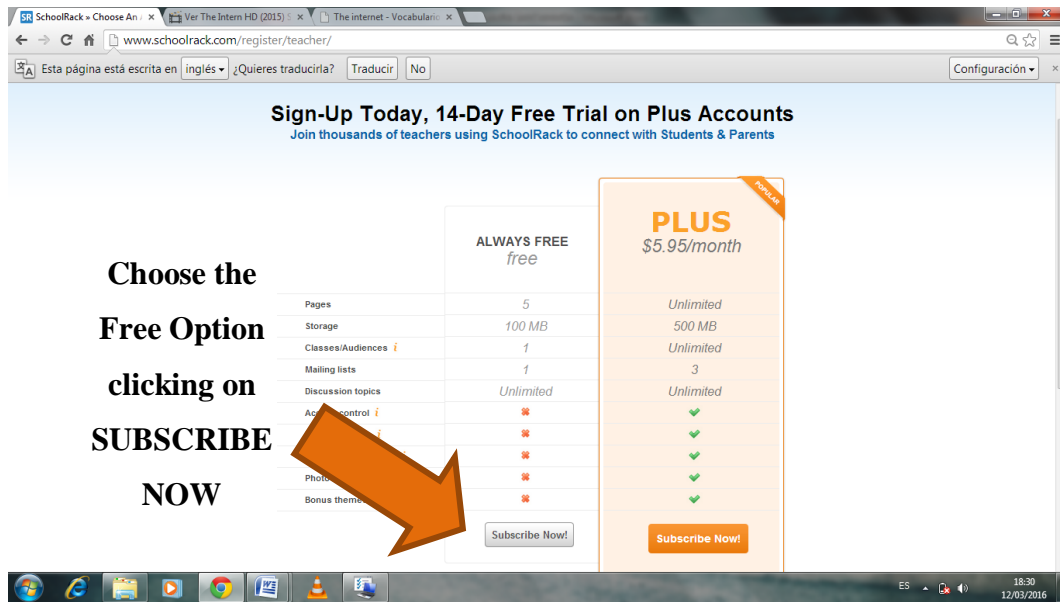
Illustration N° 6: Getting Access to the SchoolRack Platform-Students



Source: <http://www.schoolrack.com/register/student/>
 Author: Laura Santamaría Delgado

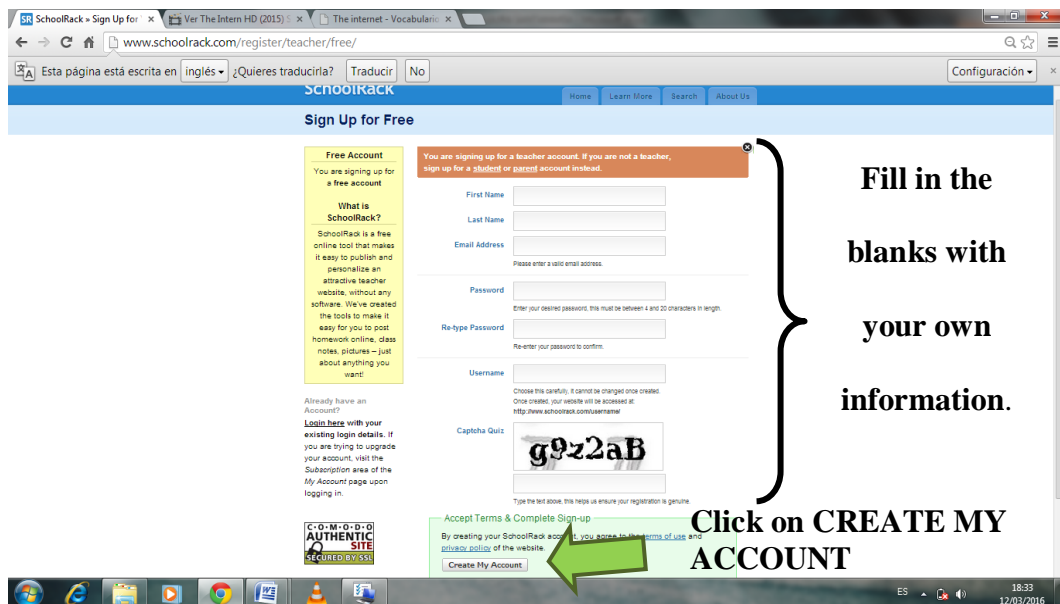
In the case you are a teacher, another link will appear, you have to click on the option **FREE**. Then complete the blanks with the required information.

Illustration N° 7: Getting Access to SchoolRack Platform-Teachers



Source: <http://www.schoolrack.com/register/teacher/>
 Author: Laura Santamaría Delgado

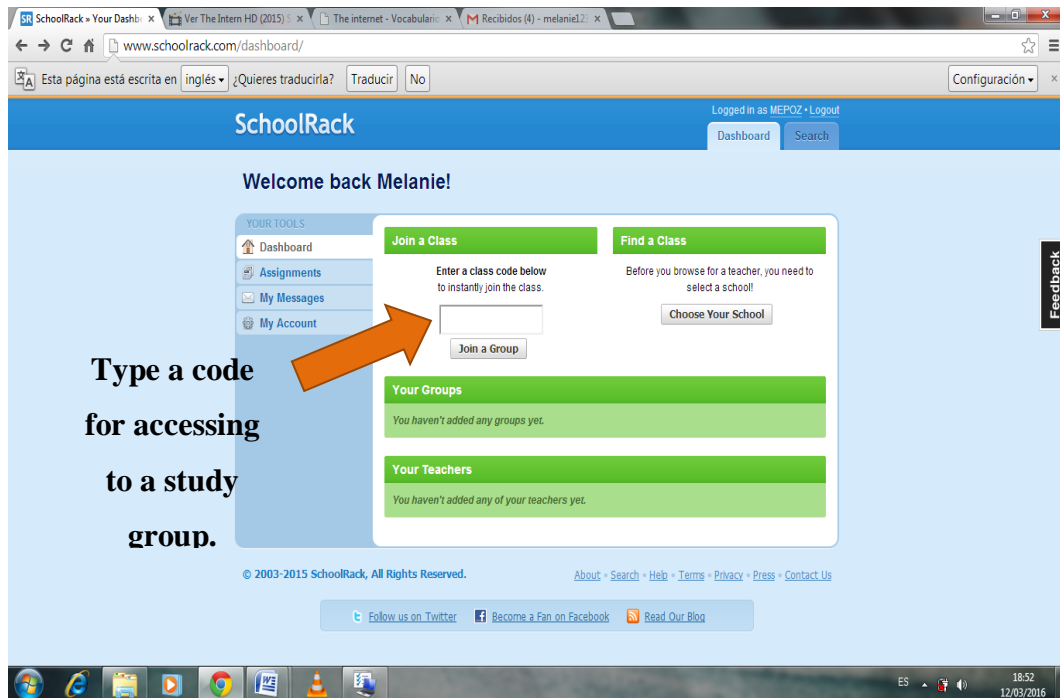
Illustration N° 8: Information of Teachers for Accessing to the Platform



Source: <http://www.schoolrack.com/register/teacher/free/>
 Author: Laura Santamaría Delgado

- 3- Then, you have to join to a class (if you are a student) typing a code and then you can work on the platform sending homework, tasks, and others.

Illustration N° 9: Final Step for Accessing to the Platform-Students

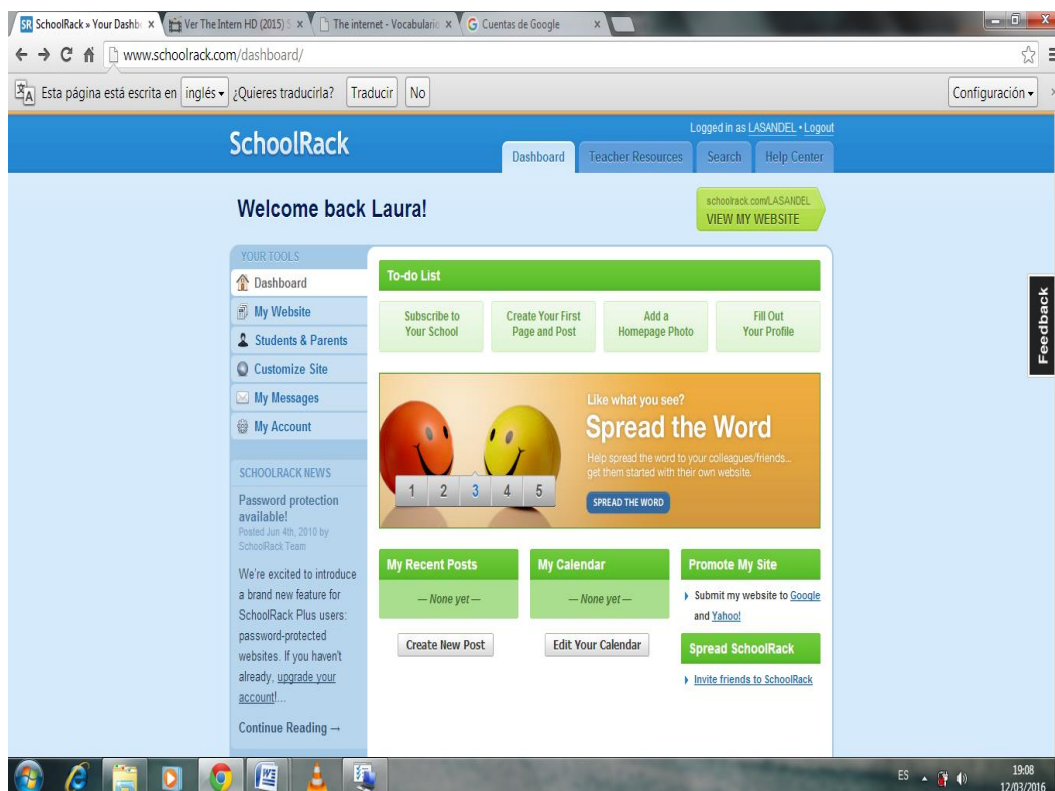


Source: <http://www.schoolrack.com/dashboard/>

Author: Laura Santamaría Delgado

- 4- Teachers can add more information, upload a profile picture, create a new page and start posting.

Illustration N° 10: Final Step for Accessing to the Platform-Teachers



Source: <http://www.schoolrack.com/dashboard/>

Author: Laura Santamaría Delgado

4.6.4 Description of the SchoolRack Platform

Chart N° 18: Description of SchoolRack Platform Parts

PART	DESCRIPTION
DASHBOARD	In this part, students can post their point of view during the discussion sessions.
ASSIGNMENTS	Students can find activities assigned by the teacher; they can add a file for attaching their homework.
DISCUSSION BOARD	In this section, students can post some messages or opinions about different topics
MY MESSAGES	In this section, students can check the messages that their teacher has send to them.
MY ACCOUNT	Students can verify their password and name of their accounts in this part of the platform.

Source: Adapted from www.schoolrackplatform.com

Author: Laura Santamaría Delgado

Illustration N° 11: SchoolRack Platform-Dashboard Activity

The screenshot shows the SchoolRack Dashboard for a user logged in as LASAN. The main section is the Discussion Board, which is currently enabled. A sidebar on the left lists navigation options: Dashboard, My Website, Students & Parents, Groups, Assignments, Discussion Board, Mailing Lists, Customize Site, My Messages, and My Account. The main content area displays a table of recent topics:

TOPIC	REPLIES	LATEST REPLY
Your own information	7	1 month, 3 weeks ago by Jean B.
Favorite food	8	2 months, 3 weeks ago by Erick V.
FAVORITE FOOD	1	2 months, 3 weeks ago by Kevin D.
FAVORITE FOOD	2	2 months, 3 weeks ago by Anabelle R.
homework 01	0	—
favorite food	0	—
thy is favorite chicken the is favorite pollo	0	—
favorite food	0	—
Favorite food	1	1 month, 3 weeks ago by Gilda A.
FAVORITE FOOD	0	—

At the bottom of the discussion board section, there are buttons for 'Board Statistics' and 'Board Settings'. The system clock at the bottom right shows 19:35 on 12/03/2016.

Source: <http://www.schoolrack.com/dashboard/discussion/>

Author: Laura Santamaría Delgado

Illustration N° 12: SchoolRack Platform-Checking Discussion Board

The screenshot shows the SchoolRack Discussion Board for the 'Trece de Abril School' group. The user is logged in as LAURA SANTAMARIA. The page title is 'Trece de Abril School' with the subtitle 'Writing English Skill'. The main content area displays a table of discussion topics:

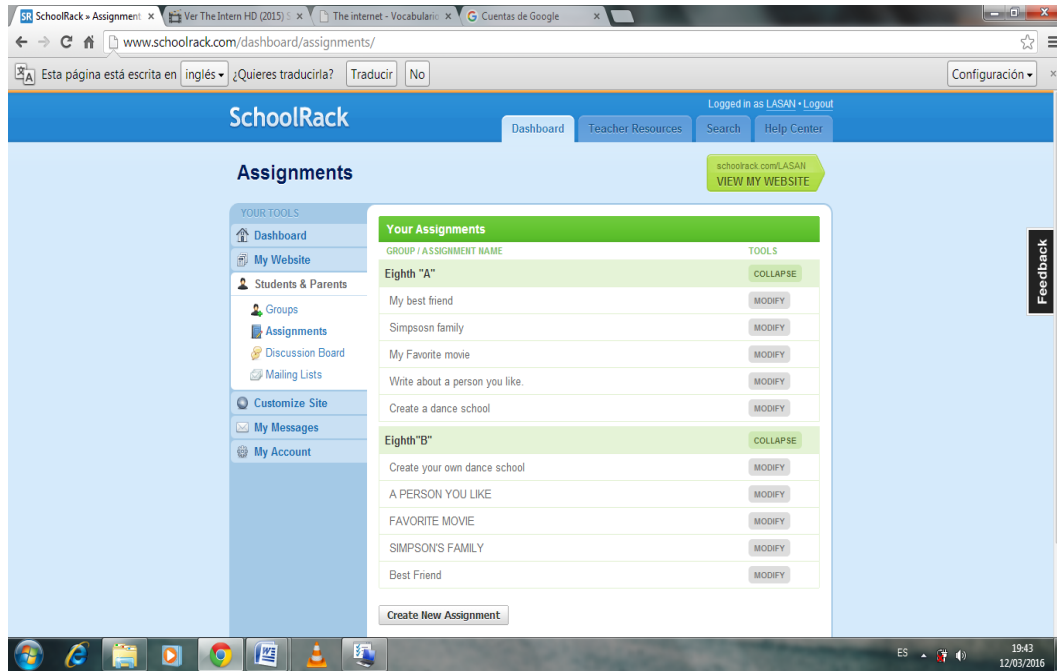
Title & Description	Replies	Created
My favorite food My favorite food is fish. like potatoes. My ...	0	1 month ago by MELANIE B. Edit • Delete
My favorite food My favorite food are rice with chicken. My ...	0	1 month ago by GILDA A. Edit • Delete
My favorite food My favorite food are frie potatoes. My favorite ...	0	1 month, 1 week ago by JUDITH B. Edit • Delete
Favorite food My favorite food are race with egg.	1	1 month, 2 weeks ago by MANUEL B. Edit • Delete
My favorite food My favorite food is meat with salad.	0	1 month, 2 weeks ago by SHEYLA B. Edit • Delete
My favorite food My favorite food is chicken. My favorite food ...	0	1 month, 2 weeks ago by KERLY F. Edit • Delete
MY FAVORITE FOOD My favorite food are race with fish.	0	1 month, 2 weeks ago by ANTHONY M. Edit • Delete

The system clock at the bottom right shows 19:39 on 12/03/2016.

Source: <http://www.schoolrack.com/LASAN/discussion/>

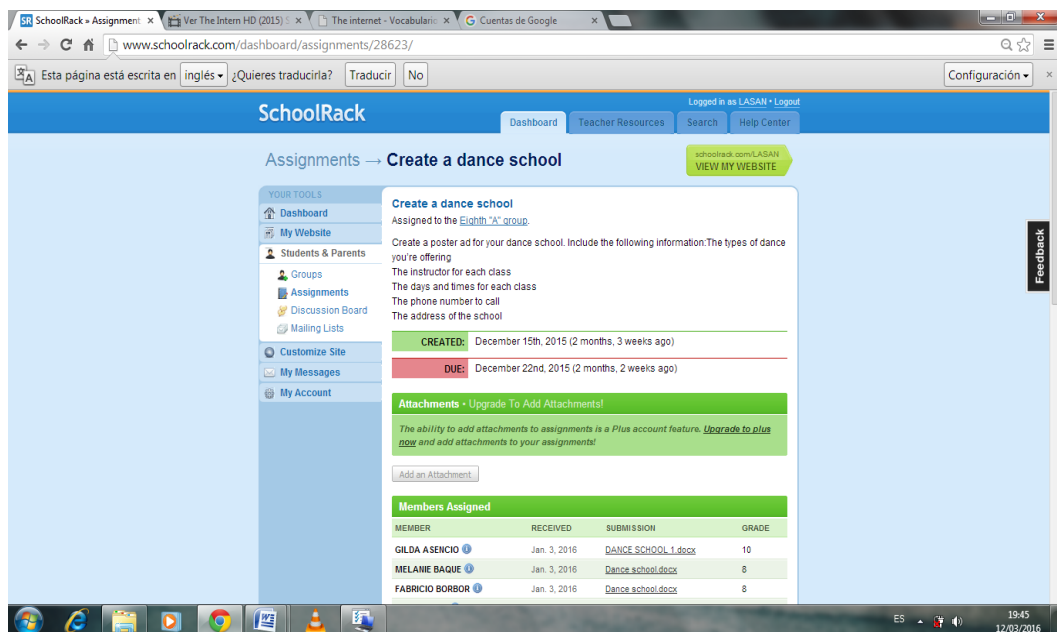
Author: Laura Santamaría Delgado

Illustration N° 13: Assignments in the Platform



Source: <http://www.schoolrack.com/dashboard/assignments/>
 Author: Laura Santamaría Delgado

Illustration N° 14: View of Assignments in the SchoolRack Platform



Source: <http://www.schoolrack.com/dashboard/assignments/28623/>
 Author: Laura Santamaría Delgado

4.6.5 Content of the Proposal Based on the English Book-1

For the development of this investigative work, the topics of the proposal were based on the content of the English book-level 1. It is significant to make emphasis that these topics were also adapted to the real necessities, taking into account topics that are interesting and engaging to students. The content of the proposal is described in the chart below:

Illustration N° 15: Content of English Book-Level 1

Unit	Title	Communication	Grammar
Pages 2–5	Let's get started.		
1 Pages 6–13	What's your name?	Ask about favorites Introduce yourself	Simple present of <i>be</i> : <i>am/is/are</i> – Affirmative statements – Negative statements Subject pronouns Questions with <i>be</i> – Yes/No questions – Information questions: <i>What? How old? Who?</i>
2 Pages 14–20	This is Brian.	Introduce people Ask where people and things are: <i>Where is? Where are?</i>	Prepositions of place: <i>In, on, above, under, at, behind, in front of</i> Possessive adjectives: <i>my, your, his, her, our, your, their</i>
Page 21	Progress check Units 1 and 2 Test-taking tip: Familiarize yourself with the entire test.		
Page 22 Page 23	Game 1: Pack it up! Project 1: A snapshot of me		
3 Pages 24–31	Where are you from?	Talk about where people are from Ask for and give personal information	Nouns: Singular and plural forms <i>This/that: these/those</i> Articles: <i>a and an</i>
Pages 32–33	Wide Angle 1: From one country to another . . .		
4 Pages 34–40	Can you repeat that, please?	Ask about birthdays Ask questions: <i>When? What time? What day?</i>	Can for requests Question words: <i>When, What time, What day + (am/is/are)</i> Prepositions of time: <i>In + month, on + day, at + time</i>
Page 41	Progress check Units 3 and 4 Test-taking tip: Budget your time.		
5 Pages 42–49	I have two sisters.	Talk about your family Describe people	Possessive forms of nouns Simple present of <i>have</i> : <i>any</i> – Affirmative and negative statements – Yes/No questions Information questions with <i>How many</i>
Page 50 Page 51	Game 2: Spelling bee Project 2: A snapshot of someone I like		
6 Pages 52–58	I'm not crazy about hip-hop.	Talk about likes and dislikes	Simple present of <i>like</i> – Affirmative and negative statements – Yes/No questions – Information questions Object pronouns: <i>me, you, him, her, it, us, you, them</i>

Source: English book-Level 1

4.6.6 Activities in the SchoolRack Platform

In order to enhance the writing proficiency of students of eighth grade at Escuela de Educación Básica “Trece de Abril”, it was necessary to develop some activities that motivate students to write deliberately. Then, these activities were uploaded to the SchoolRack platform in order to be figured them out by students.

Chart N° 19: Activities Assigned in the SchoolRack Platform

ASSIGNED ACTIVITIES	WRITING TOPIC
Activity N° 1	My best friend’s profile
Activity N° 2	The Simpsons family
Activity N° 3	My favorite movie
Activity N° 4	My favorite person
Activity N° 5	Creating a dance school schedule

Source: Adapted from the English book-Level 1

Author: Laura Santamaría Delgado

4.6.6.1 Activity N° 1-My Best Friend

Chart N° 20: Activity N° 1-My Best Friend Profile

Activity: My best friend profile	Courses: Eighth Grade “A” and “B”
Objective: To write a profile of students’ profile.	
INSTRUCTIONS:	
<ul style="list-style-type: none"> • Students have to log in the SchoolRack Platform. • Then, students go to the Assignment section and click on the “<i>My Best Friend</i>” assignment. • Students write a description of their best friends. • Students upload the file with the assignment to the platform. 	

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 16: My Best Friend Description

The screenshot shows the SchoolRack interface for an assignment titled "My best friend". The page includes a sidebar with navigation options like Dashboard, My Website, and Assignments. The main content area displays the assignment details, including the group "Eighth 'A' group", creation and due dates, and a table of members assigned to the task. Below the table, there is a section titled "MY BEST FRIEND" featuring a photo of a student and a handwritten-style description of their best friend.

MEMBER	RECEIVED	SUBMISSION	GRADE
GILDA ASENSIO	Jan. 18, 2016	MY BEST FRIEND.docx	10/10
MELANIE BAQUE	Jan. 18, 2016	Best Friend.docx	10/10
FABRICIO BORBOR	Jan. 18, 2016	My friend.docx	10/10
JEAN BRAVO	Jan. 19, 2016	My best friend is ronald...	8/10
ALICIA CATUTO	Feb. 8, 2016	BEST FRIEND.docx	8/10
MELISSA CATUTO	Feb. 8, 2016	MY BEST FRIEND.docx	8/10
JACKLINE CEVALLOS	Feb. 8, 2016	My best friend.docx	8/10

MY BEST FRIEND

My best friend is Melanie. She is beautiful. She has brown eyes. She is tall and her hair is long, straight and black. She likes music and dancing.

Source: <http://www.schoolrack.com/dashboard/assignments/28716/>

Author: Laura Santamaría Delgado

4.6.6.2 Activity N° 2-The Simpsons Family

Chart N° 21: Activity N° 2-The Simpsons Family

Activity: Description of the Simpsons Family.	Courses: Eighth Grade “A” and “B”
Objective: To write a short description of the Simpsons family.	
INSTRUCTIONS:	
<ul style="list-style-type: none"> • Students have to log in the SchoolRack Platform. • Then, students go to the Assignment section and click on the “<i>The Simpsons Family</i>” assignment. • Students write a paragraph describing the members of the Simpsons family. • Students upload the file with the assignment to the platform. 	

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 17: The Simpson Family Description

The screenshot shows a web browser window with the URL www.schoolrack.com/dashboard/assignments/28634/. The page title is "Assignments → Simpson family". On the left is a navigation menu with options like Dashboard, My Website, Students & Parents, Groups, Assignments, Discussion Board, Mailing Lists, Customize Site, My Messages, and My Account. The main content area shows details for the "Simpson family" assignment, including creation and due dates, and a table of members assigned.

MEMBER	RECEIVED	SUBMISSION	GRADE
GILDA ASENCIO	Jan. 19, 2016	Simpson family 2.docx	10/100
MELANIE BAQUE	Jan. 19, 2016	SIMPSON FAMILY 3.docx	10/100
FABRICIO BORBOR	—	—	—
JEAN BRAVO	Jan. 19, 2016	Simpson family 1.docx	10/100
ALICIA CATUTO	—	—	—
MELISSA CATUTO	Feb. 9, 2016	The family Simpsons.docx	8/100

Below the table, there is a section titled "THE SIMPSONS FAMILY" with an image of the Simpson family dancing. Below the image is a student's description:

The Simpsons family has five members. They are dancing in the picture.
 Bart is wearing a red T-shirt. He is young and short.
 Homer is wearing blue pants. He is tall, fat and old. Lisa is young and short. Marge is tall and old. Maggie is young and short.

Source: <http://www.schoolrack.com/dashboard/assignments/28634/>

Author: Laura Santamaría Delgado

4.6.6.3 Activity N° 3-My Favorite Movie

Chart N° 22: Activity N° 3-My Favorite Movie

Activity: Description of Favorite Movies	Courses: Eighth Grade “A” and “B”
Objective: To write a paragraph about favorite movies.	
INSTRUCTIONS:	
<ul style="list-style-type: none"> • Students have to log in the SchoolRack Platform. • Then, students go to the Assignment section and click on the “<i>My Favorite Movie</i>” assignment. • Students choose a movie they like and write a paragraph about that movie. • Students upload the file with the assignment to the platform. 	

Source: Design of the Proposal


Author: Laura Santamaría Delgado

Illustration N° 18: My Favorite Movie Description

The screenshot shows the SchoolRack interface for an assignment titled "My Favorite movie". The assignment is assigned to the "Eighth 'A' group" and was created on December 17th, 2015, with a due date of December 29th, 2015. A table lists the members assigned to the assignment, including their names, submission dates, submission titles, and grades. Below the table, a student's submission is displayed, featuring a movie poster for "Avengers: Age of Ultron" and a paragraph of text describing the movie as sci-fiction and mentioning the character Captain America.

MEMBER	RECEIVED	SUBMISSION	GRADE
GILDA ASENSIO	Feb. 8, 2016	MY FAVORITE MOVIE.docx	8/10
MELANIE BAQUE	Feb. 8, 2016	MY FAVORITE MOVIE.docx	8/10
FABRICO BORBOR	Feb. 10, 2016	MY FAVORITE MOVIE.docx	9/10
JEAN BRAVO	Feb. 9, 2016	MY FAVORITE MOVIE.docx	10/10
ALICIA CATUTO	Feb. 10, 2016	MY FAVORITE MOVIE.docx	10/10
MELISSA CATUTO	Feb. 9, 2016	MY FAVORITE MOVIE.docx	8/10
JACKELINE CEVALLOS	Feb. 10, 2016	MY FAVORITE MOVIE.docx	8/10

MY FAVORITE MOVIE



My favorite movie is Avengers: Age of Ultron. This movie is sci-fiction. I like it because it is very interesting. Hulk loses the control in the ship and started to fight. My favorite character is Captain America because he almost sacrifice the life.

Source: <http://www.schoolrack.com/dashboard/assignments/28633/>

Author: Laura Santamaría Delgado

4.6.6.4 Activity N° 4-My Favorite Person

Chart N° 23: Activity N° 4-My Favorite Person

Activity: Description of Favorite People	Courses: Eighth Grade “A” and “B”
Objective: To write a paragraph about favorite people.	
<p style="text-align: center;">INSTRUCTIONS:</p> <ul style="list-style-type: none"> • Students have to log in the SchoolRack Platform. • Then, students go to the Assignment section and click on the “My Favorite Famous Person” assignment. • Students write a paragraph providing important information about their favorite famous person. • Students upload the file with the assignment to the platform. 	

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 19: My Favorite Person Description

Write about a person you like.
Assigned to the Eighth "A" group.
The person can be someone famous, an actor, a singer, or an athlete. Or it can be a family member or a friend.

CREATED: December 15th, 2015 (2 months, 3 weeks ago)
DUE: December 25th, 2015 (2 months, 2 weeks ago)

Attachments • Upgrade To Add Attachments!
The ability to add attachments to assignments is a Plus account feature. Upgrade to plus now and add attachments to your assignments!

Add an Attachment.

MEMBER	RECEIVED	SUBMISSION	GRADE
GILDA A SENCIO	Jan. 3, 2016	I like Angelina.docx	8
MELANE BAQUE	Jan. 3, 2016	J.Balvin.docx	8
FABRICO BORBOR	Jan. 3, 2016	Aina Grande.docx	8
JEAN BRAVO	Jan. 3, 2016	Selena Gomez.docx	8
ALICIA CATUTO	—	—	—
MELISSA CATUTO	Dec. 27, 2015	My favorite Singer.docx	10

J-Balvin

He is J-Balvin. I like J-Balvin because he is a great singer. He is 31 years old. He is from Colombia. He is very handsome. He has short hair. He speaks Spanish. He is very popular all over the world because he sings reggaeton.

Source: <http://www.schoolrack.com/dashboard/assignments/28625/>

Author: Laura Santamaría Delgado

4.6.6.5 Activity N° 5-Creating a Dance School

Chart N° 24: Activity N° 5-Creating a Dance School Schedule

Activity: Schedule Description of a Dancing School.	Courses: Eighth Grade “A” and “B”
Objective: To write a schedule explaining the activities people can do in a dancing school.	
INSTRUCTIONS:	
<ul style="list-style-type: none"> • Students have to log in the SchoolRack Platform. • Then, students go to the Assignment section and click on the “My Favorite Famous Person” assignment. • Students design and write a schedule describing the activities that people can do in a dancing school • Students upload the file with the assignment to the platform. 	

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 20: Dancing School Schedule

The screenshot shows a web browser window displaying an assignment page on SchoolRack. The assignment is titled "Create a dance school" and is assigned to the "Eighth 'A' group". The page includes a sidebar with navigation tools like Dashboard, My Website, and Assignments. The main content area shows the assignment details, including the creation date (December 15th, 2015) and the due date (December 22nd, 2015). Below this, there is a section for "Members Assigned" with a table listing members and their submission details.

Below the assignment details, there is a sample schedule titled "THE SCHOOL OF DANCE-SCHEDULE". The schedule is presented as a table with days of the week as columns and activities, instructors, and dates as rows.

	MONDAY	TUESDAY	WEDNESDAY	TURSDAY	FRIDAY
BALLET	TANGO	TANGO	SALSA	BALLET	
INSTRUCTOR: HELLEN	INSTRUCTOR: JANINA	INSTRUCTOR: GABY	INSTRUCTOR: NATHALY	INTRUCTOR: KRISTEL	
FEBRUARY 15	FEBRUARY 16	FEBRUARY 17	FEBRUARY 18	FABRYARY 19	
CELL: 0951245852	CELL: 092584852562	CELL: 0925423632	CELL: 0936323233	CELL: 09758585895	

Source: Design of the Proposal

Author: Laura Santamaría Delgado

4.6.7 Discussion Activities in the SchoolRack Platform

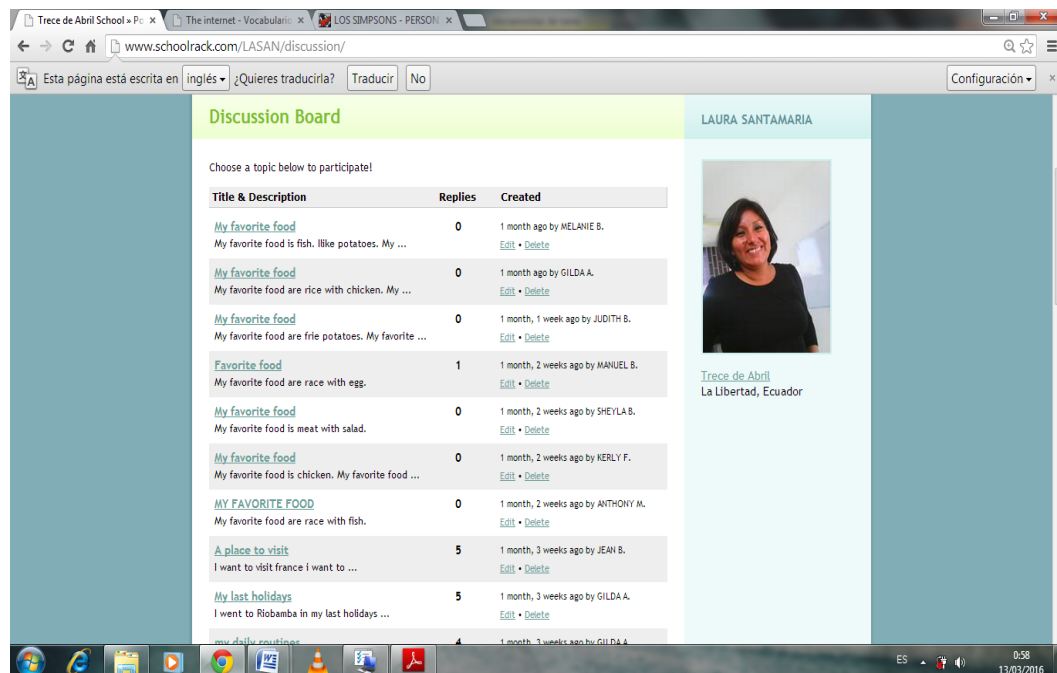
Chart N° 25: Topics for the Discussion Activities

DISCUSSION ACTIVITIES	WRITING TOPIC
Discussion Activity N° 1	Personal Information
Discussion Activity N° 2	My Favorite Food
Discussion Activity N° 3	My Last Holidays
Discussion Activity N° 4	A place to Visit
Discussion Activity N° 5	My Daily Routine

Source: Adapted from the English book-Level 1

Author: Laura Santamaría Delgado

Illustration N° 21: Discussion Board from the SchoolRack Platform



Source: <http://www.schoolrack.com/LASAN/discussion/>

Author: Laura Santamaría Delgado

4.6.7.1 Discussion Activity N° 1-Personal Information

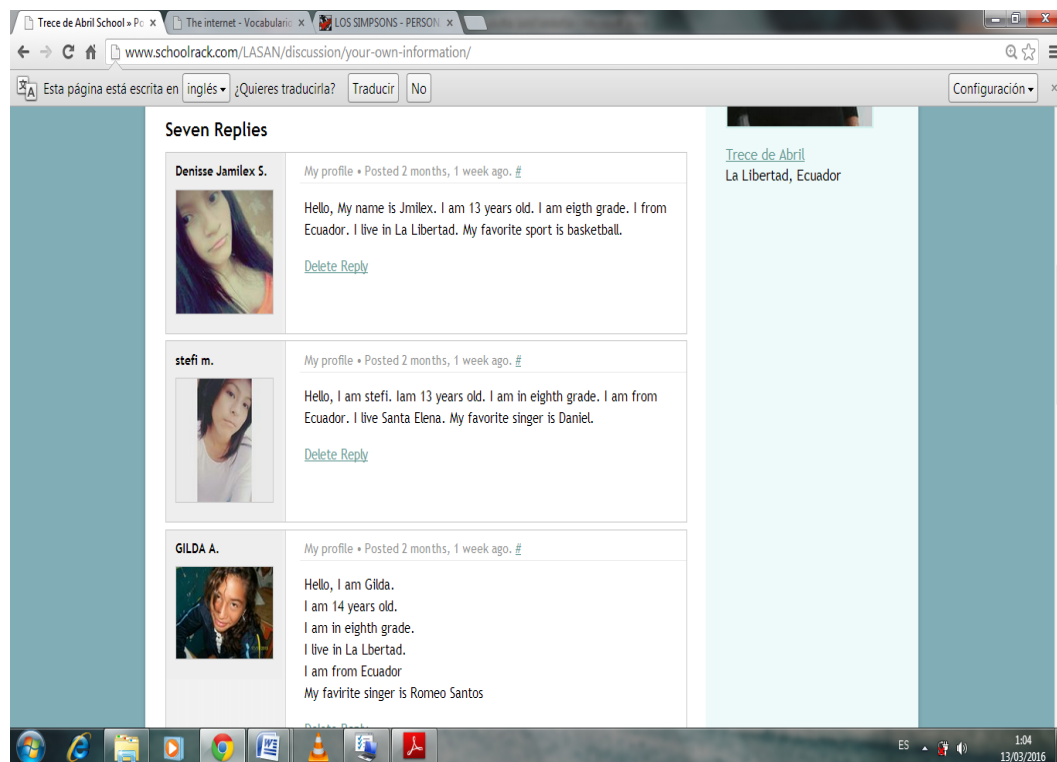
Chart N° 26: Discussion Activity N° 1-Personal Information

Discussion Activity: Writing Personal Information.
Objective: To write and share personal information in the discussion board of the SchoolRack Platform.
INSTRUCTIONS: <ul style="list-style-type: none">• Students have to log in the SchoolRack Platform.• Then, students go to the Discussion Board section and click on the “Your Own Information ” discussion.• Students write a short paragraph with important personal information.• Students share their personal information in the discussion board section of the platform.

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 22: Discussion Activity N° 1-Personal Information



Source: <http://www.schoolrack.com/LASAN/discussion/your-own-information/>

Author: Laura Santamaría Delgado

4.6.7.2 Discussion Activity N° 2-My Favorite Food

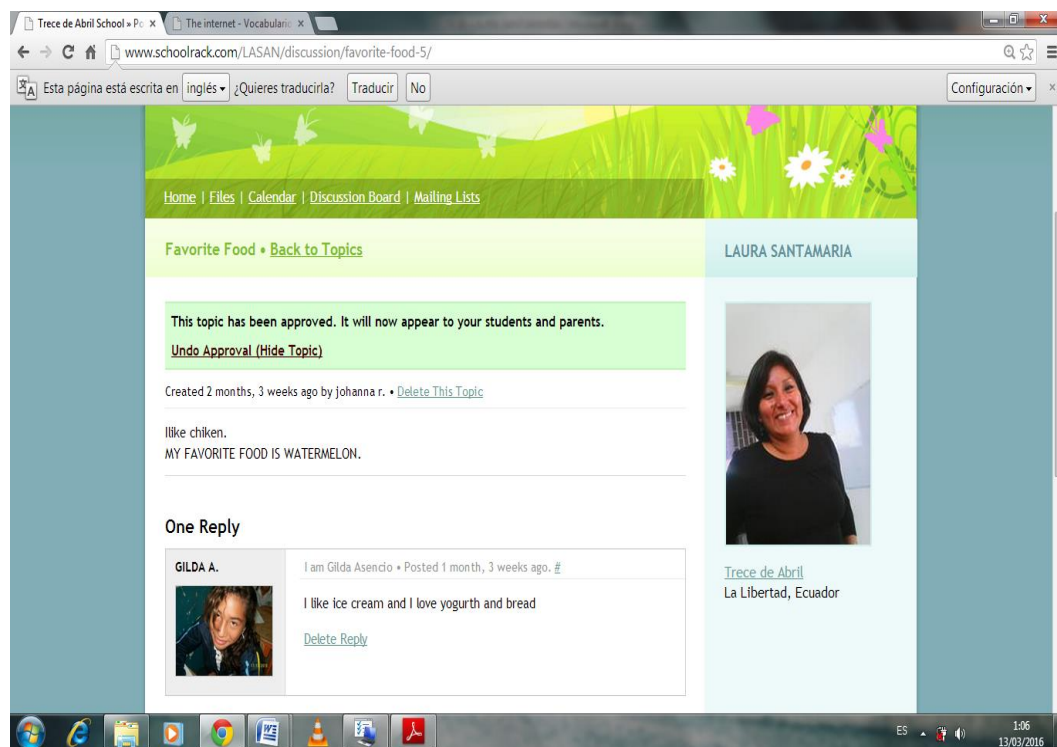
Chart N° 27: Discussion Activity N° 2-My Favorite Food

Discussion Activity: Favorite Food.
Objective: To write and share likes and dislikes of food in the discussion board of the SchoolRack Platform.
INSTRUCTIONS: <ul style="list-style-type: none">• Students have to log in the SchoolRack Platform.• Then, students go to the Discussion Board section and click on the “My Favorite Food ” discussion.• Students write sentences describing their likes and dislikes of food.• Students share their food likes and dislikes in the discussion board section of the platform.

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 23: Discussion Activity N° 2-My Favorite Food



The screenshot shows a web browser window displaying a discussion board on the SchoolRack platform. The page title is "Favorite Food" and it is part of a discussion board for "LASAN". The user "LAURA SANTAMARIA" has posted a message. The message content is: "I like chicken. MY FAVORITE FOOD IS WATERMELON." Below the message, there is one reply from "GILDA A." who says: "I like ice cream and I love yogurth and bread". The page also shows a navigation menu with "Home", "Files", "Calendar", "Discussion Board", and "Mailing Lists". The browser's address bar shows the URL "www.schoolrack.com/LASAN/discussion/favorite-food-5/".

Source: <http://www.schoolrack.com/LASAN/discussion/favorite-food-5/>

Author: Laura Santamaría Delgado

4.6.7.3 Discussion Activity N° 3-My Last Holidays

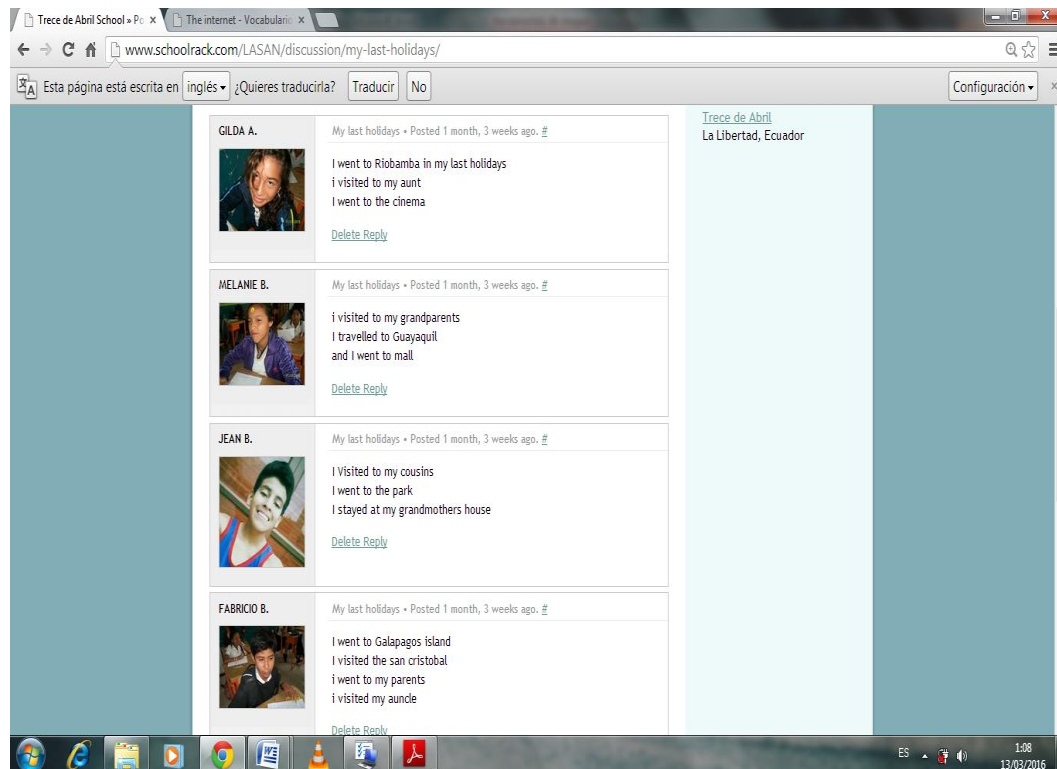
Chart N° 28: Discussion Activity N° 3-My Last Holidays

Discussion Activity: My Last Holidays
Objective: To write and share their experiences lived in their last holidays in the discussion board of the SchoolRack Platform.
INSTRUCTIONS: <ul style="list-style-type: none">• Students have to log in the SchoolRack Platform.• Then, students go to the Discussion Board section and click on the “My Last Holidays” discussion.• Students write a paragraph explaining experiences from their last holidays.• Students share their experiences from their last holidays in the discussion board section of the platform.

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 24: Discussion Activity N° 3-My Last Holidays



Source: <http://www.schoolrack.com/LASAN/discussion/my-last-holidays/>

Author: Laura Santamaría Delgado

4.6.7.4 Discussion Activity N° 4-A Place to Visit

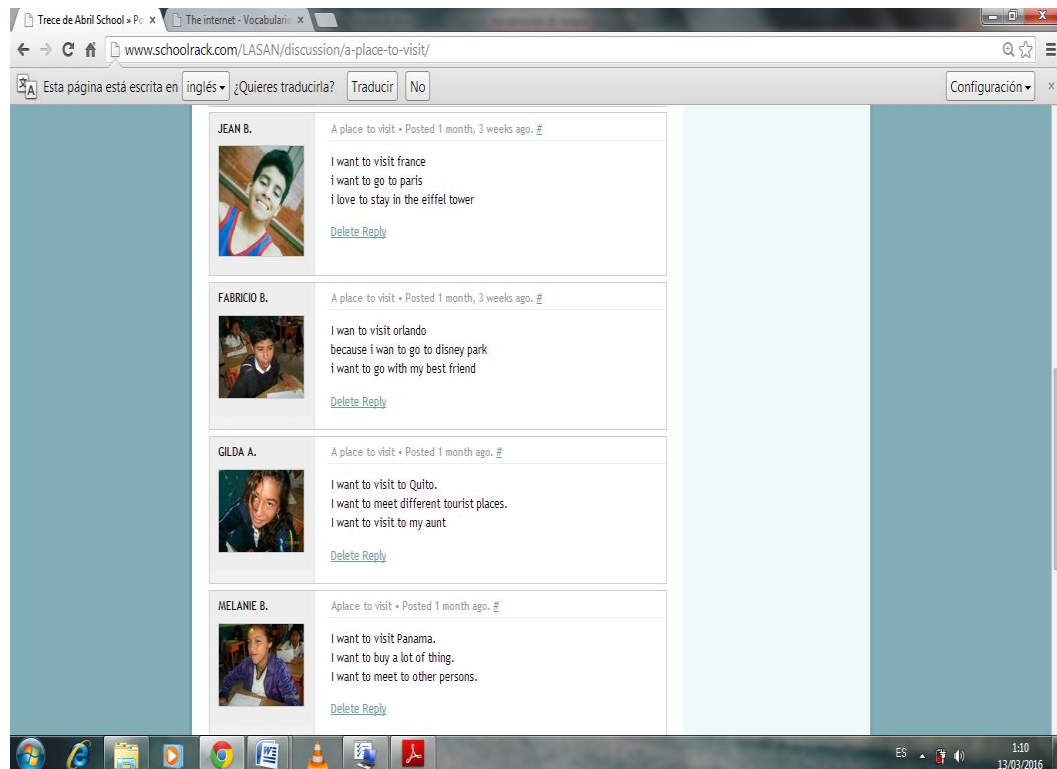
Chart N° 29: Discussion Activity N°4-A Place to Visit

Discussion Activity: A Place to Visit
Objective: To write and share their preferences about the places they want to visit in the discussion board of the SchoolRack Platform.
INSTRUCTIONS: <ul style="list-style-type: none">• Students have to log in the SchoolRack Platform.• Then, students go to the Discussion Board section and click on the “A Place to Visit” discussion.• Students write sentences describing their favorite places to visit explaining why they want to go to those places.• Students share their favorite places to visit in the discussion board section of the platform.

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 25: Discussion Activity N°4-A Place to Visit



Source: <http://www.schoolrack.com/LASAN/discussion/a-place-to-visit/>

Author: Laura Santamaría Delgado

4.6.7.5 Discussion Activity N° 5-My Daily Routine

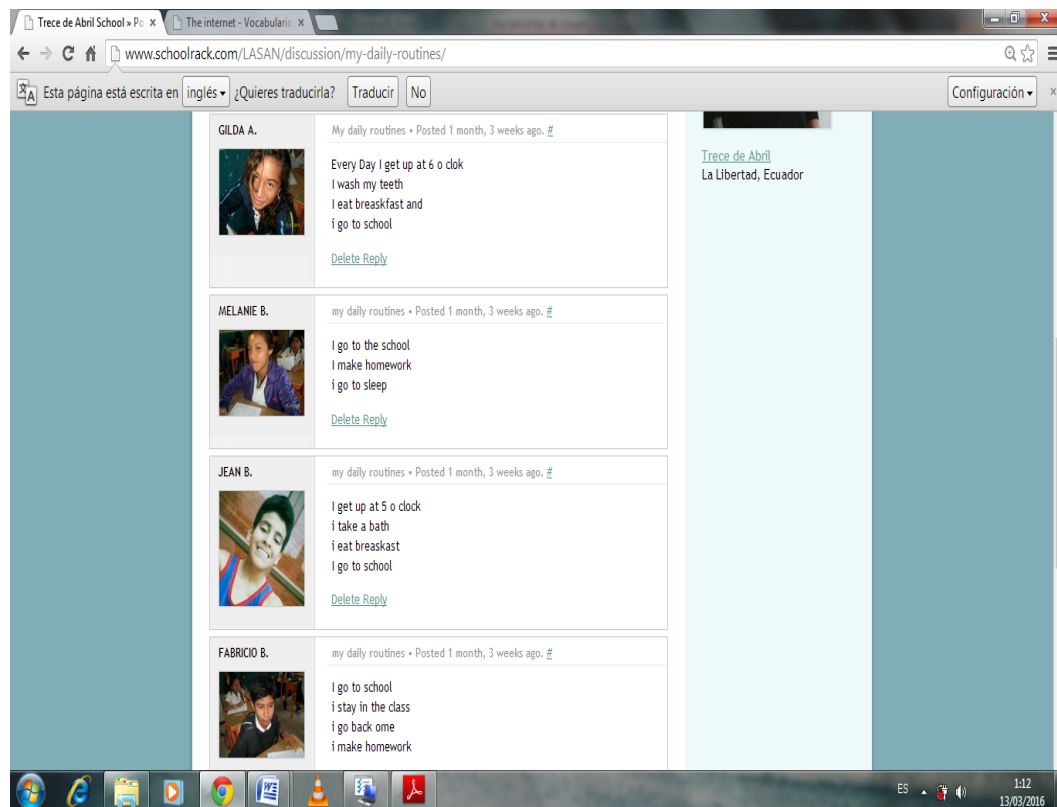
Chart N° 30: Discussion Activity N° 5-My Daily Routine

Discussion Activity: My Daily Routine
Objective: To write and share their preferences about the places they want to visit in the discussion board of the SchoolRack Platform.
INSTRUCTIONS: <ul style="list-style-type: none">• Students have to log in the SchoolRack Platform.• Then, students go to the Discussion Board section and click on the “My Daily Routine” discussion.• Students write a paragraph describing their daily routines.• Students share their daily routine paragraph in the discussion board section of the platform.

Source: Design of the Proposal

Author: Laura Santamaría Delgado

Illustration N° 26: Discussion Activity N° 5-My Daily Routine



Source: <http://www.schoolrack.com/LASAN/discussion/my-daily-routines/>

Author: Laura Santamaría Delgado

4.6.8 Strategies of Improvement

Chart N° 31: Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Traditional classes	Classes using technology
Students were not motivate	Students are motivated
Teacher did not use any virtual platform	Teacher are working with the SchoolRack Platform
Students could not write sentences or compositions	Students write sentences or compositions

Source: Development and Application of the Proposal

Author: Laura Santamaría Delgado

4.6.9 Kagan's Cooperative Learning Matrix

Dr. Spencer Kagan is a recognized author and keynote speaker in the education and psychology field. He has developed some workshops and keynotes that have been useful for other English language teachers, instructors, and professors. The Cooperative Learning structures, also called Kagan Structures, have been taking into account for the improvement of the language acquisition because of its valuable benefits for both teacher and students. Kagan developed a matrix with some aspects that students may improve through the application of these cooperative learning structures. They are described in the chart below:

Chart N° 32: Kagan's Cooperative Learning Matrix

ACTIVITIES	Class Building	Team Building	Social Skills	Communicative Skills	Decision Making	Knowledge Building	Procedure Learning	Processing Information	Thinking Skills	Presenting Information
	Interpersonal					Intrapersonal				
Writing the profile of a best friend.	X		X	X	X	X		X	X	X
Describing the Simpsons Family.			X	X	X	X		X	X	X
Writing about a favorite movie.			X	X	X	X	X	X	X	X
Writing about a favorite person.			X	X	X	X			X	X
Creating a dancing school schedule.			X	X	X	X	X	X	X	X
Writing personal information.				X	X	X			X	X
Writing about favorite food.					X	X		X	X	X
Describing last holiday.			X	X	X	X		X	X	X
Writing about a place to visit.			X	X	X	X		X	X	X
Writing about daily routines.			X	X	X	X	X	X	X	X

Source: adapted from:

http://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

Author: Laura Santamaría Delgado

4.6.10 Digital Learning Matrix

Education has had many changes in some areas, for example, the variation of resources for teaching students. The implementation of technology in the teaching-learning process has become a support for the presentation of contents and for an easy comprehension of those contents. The digital learning matrix below presents some aspects that students enhance with the application of technology into the classroom. Based on this, students developed some learning strategies from the following digital learning matrix.

Chart N° 33: Digital Learning Matrix

Level of learning	Doing	Thinking about connections	Thinking about concepts	Critiquing and evaluating	Creating knowledge	Sharing Knowledge
Explanation of level of learning	-Isolated information. -Focus on completing a measurable task.	-Connecting thinking. -Simple connections made within a context. Compare and share.	Develop conceptual understanding of 'big ideas'	Evaluating and critiquing to explore the limitations and potential of information, sources or process.	Creativity- Applying ideas, processes and/or experiences to develop a new reality.	Sharing the new knowledge through authentic contexts and gaining feedback to measure value.
Digital technology use						
Accessing information	Accessing: -Pictures -Graphs	Information from more than one source is	Information explicitly develops	Information and sources are critiqued and	New conceptual understanding is developed.	The value of the product is determined by

	-Movies -Data -Information	connected or compared in analysis.	conceptual understanding	evaluated.	Building on or linking accessed information.	the quality and quantity of feedback from beyond the classroom environment. Learning occurs when the feedback is considered and analyzed.
Presenting	Present information using: -Sound -Pictures -Words -Video	Presented information has clear connections across formats or ideas.	Presentation (or explanation of presentation) has explicit conceptual underpinning.	The presentation, methods and results are critiqued and evaluated.	Critiqued and developed ideas or new knowledge is presented.	
Processing information	Information is processed or data/images are manipulated in isolation.	Connections are made between or within processed information/data or images and relevant concepts.	Processed data or information has clear conceptual underpinning.	Process and product are critiqued and evaluated.	Ideas and new knowledge are developed.	
Gaming	Play a game Take a quiz Enter a virtual world	Links made between the game/ quiz/ virtual world and other knowledge.	The relevant concepts within the game, quiz or virtual world are identified and explained.	The game, quiz or virtual world is critiqued and evaluated within a conceptual context.	Original ideas are used to create a knowledge product in any medium.	
Communicating	-Send a communication -Receive a communication -Read a communication	Ideas compared and shared with other learners through a two way conversation (written or verbal)	Communication explicitly develops conceptual understanding	Critique other peoples' work or ideas.	Through interaction and communication new knowledge is constructed.	

Source: Digital Learning Matrix

Author: Laura Santamaría Delgado

4.6.11 Rubric for Writing Assignments

The practice of writing skill (in the classroom and outside) was necessary for its upgrading. During the development of the writing assignments in the SchoolRack Platform it was important to take into consideration a rubric for evaluating students' improvement.

Chart N° 34: Rubrics for Writing Assignments

CATEGORY	10-9	8-6	5-3	2-0
Grammar	Students apply the grammar rules appropriately.	Students most of the time apply the grammar rules appropriately.	Students make few grammar mistakes in their writing assignments.	Students make lots of grammar mistakes.
Capitalization	Capitalizations are used correct	Capitalizations are used incorrectly one time.	Capitalizations are used incorrectly two times	Capitalizations are used incorrectly three or more times.
Punctuation	Punctuation is used correctly.	Punctuation is used incorrectly one time.	Punctuation is used incorrectly two times.	Punctuation is used incorrectly three or more times.
Sentence Completion	Sentences are complete and show and high level of understanding	Sentences are complete.	Sentences are incomplete or do not describe an idea or give information.	Sentences are incomplete and do not describe an idea or give information
Delivery in the SchoolRack Platform	Students upload their assignments on time.	Students upload their assignments with certain delay.	Students upload their assignments late.	Students upload their assignments with many days of delay.

Source: Adapted from: <http://www.scholastic.com/teachers/sites/default/files/images/blogs/82/6a00e54faaf86b88330148c76d5fff970c>

Author: Laura Santamaría Delgado

4.6.12 Results of the Pre-Test-Eight Grade “A”

Chart N° 35: Results of the Pre-Test-Eighth “A”

N°	FULL NAME OF STUDENTS	1st Item	2nd Item	3rd Item	4th Item	FINAL SCORE
01	Asencio Tigrero Gilda Jomaira	2,5	1,5	2,5	1	7,5
02	Baque Vera Melanie Vanessa	2	2	2,5	0,5	7
03	Borbor Quimi Fabricio Abel	2,5	2	2,5	1	8
04	Bravo Bravo Jean Carlos	2,5	1,5	1,5	1	6,5
05	Catuto Triviño Alicia Nayely	2,5	1	2,5	1,5	7,5
06	Cevallos Veliz Jackeline Viviana	2	1,5	1,5	1	6
07	Chele Lainez Julissa Nicole	1,5	1,5	2	1,5	6,5
08	Cruz Montalvan Diego Marlon	2,5	1,5	1,5	2	7,5
09	Flores Franco Angie Nicole	2	2	2	1	7
10	Guerra Macias Rodolfo Jose	2	1,5	1,5	1,5	6,5
11	Lindao Tumbaco Susan Dayanna	2,5	1,5	2,5	1,5	8
12	Malave Avila Isaac Gabriel	2,5	2	2,5	1,5	8,5
13	Mina Orrala Renata Mayerli	2	2,5	1,5	1,5	7,5
14	Miranda Jaramillo Kenny Rafael	2	1,5	2,5	0,5	6,5
15	Mora Chancay Julexi Sofia	2,5	0,5	1,5	2	6,5
16	Nuñez Romero Byron Antonio	2,5	1,5	2	1,5	7,5
17	Ordeñana Macias Arelis Doménica	2	1,5	2,5	1	7
18	Parrales Bernabe Johanna Ariana	1,5	2	2,5	1,5	7,5
19	Perero Rosales Oliver Jesus	2	2,5	1,5	0,5	6,5
20	Ponce Lucas Michael Josue	1,5	1,5	2,5	2	7,5
21	Pozo Tomala Melany Alexandra	2	1,5	1,5	0,5	5,5
22	Quimis Pilay Bryan Adrian	2	1,5	2,5	1,5	7,5
23	Ramirez Guale Luis Dario	2	2,5	1,5	2,5	8,5
24	Rivera Pozo Gilda Lilibeth	2	2	1,5	2,5	8
25	Rodriguez Reyes Angie Carolina	2,5	2	1,5	2	8
26	Rodriguez Reyes Ronny Steven	1,5	2	0,5	1,5	5,5
27	Rodriguez Torres Adalis Yaritza	1,5	1,5	1	1	5

Nº	FULL NAME OF STUDENTS	1st Item	2nd Item	3rd Item	4th Item	FINAL SCORE
28	Rosales Villón Angel Joel	1	2,5	0,5	0,5	4,5
29	Santos Domínguez Danny Nelson	2,5	1,5	1,5	1	6,5
30	Tigrero Borbor Rosa Marlene	2,5	1	2,5	1,5	7,5
31	Tumbaco Ormaza Ivette Tatiana	1,5	1,5	1,5	1	5,5
32	Tumbaco Vergara David Joel	2,5	1,5	1,5	2	7,5
33	Ventura Suarez Maylee Alejandra	1,5	1,5	1,5	2	6,5
34	Yagual Murillo Lady Cecibel	1,5	2	2	1,5	7
AVERAGE						6,96/10

Source: Diagnostic test applied to students

Author: Laura Santamaría Delgado

4.6.13 Results of the Pre-Test-Eight Grade “B”

Chart N° 36: Results of the Pre-Test-Eighth "B"

N°	FULL NAME OF STUDENTS	1 st Ítem	2 nd Ítem	3 rd Ítem	4 th Ítem	FINAL SCORE
01	Andrade Castro Diana Carolina	1,50	2	2	1	6,50
02	Baquerizo Ramos Judith Lisbeth	2,50	2,50	2	1,5	8,50
03	Borja Nieve Sheyla Elisbeth	2	1,5	1,5	1,5	6,50
04	Bravo Ormaza Manuel Antonio	2	2	2	1,5	7,50
05	Cevallos Alcívar Allison Valeria	2,5	2,5	2,5	1	8,50
06	Coello Tomalá Ariel Fernando	2	1,5	1,5	1,5	6,50
07	De La O Choez Joel Jesús	2	2	1,5	1	6,50
08	Figueroa Quimis Kerly Dayana	2,5	2	1,5	1	7,00
09	Gabino Orrala Dacey Noemi	1,5	1	1,5	0,5	4,50
10	Lainez Murillo Justin Isaac	2	1	1,5	1	5,50
11	Luzardo Merchán Gabriel Erney	2,5	2,5	1,5	1,5	8,00
12	Matías Mejía Luis Daniel	2,5	2	1,5	1,5	7,50
13	Matías Suarez Anthony Alexander	2	1,5	2,5	1,5	7,50
14	Mero Panta Zenen Moisés	1,5	2	2,5	1,5	7,50
15	Mirabá Hermenejildo María Judith	2,5	2	1,5	0,5	6,50
16	Moran Suarez Luis Joan	2,5	2	2,5	1,5	8,50
17	Orrala Lavayen Gardenia Marisol	2	2	2,5	1,5	8,00
18	Ortuño Alcívar Wendy Janneth	2,5	2,5	2,5	1,5	9,00
19	Palomino Mera Andrés Alberto	2	2	2,5	1	7,50
20	Parrales Suarez Ronald Carlos	2,5	1,5	2,5	0,5	7,00
21	Perero Rosales Jared Jesús	2	1,5	2	1	6,50
22	Pincay Pilay Keyla Abigail	2	1,5	1	1	5,50
23	Pozo Méndez Sullay Tamara	2,5	1,5	1,5	1,5	7,00
24	Quindez Lucio Juletsi Jamilet	2	2	2,5	0,5	7,00
25	Ramírez Rodríguez Melanie Jamilex	2	1,5	2	2	7,50
26	Reyes Villegas Viviana Elizabeth	2	1,5	2,5	1,5	7,50
27	Rodríguez Reyes Joseph Javier	2,5	2,5	2	1,5	8,50

N°	FULL NAME OF STUDENTS	1st Item	2nd Item	3rd Item	4th Item	FINAL SCORE
28	Ruiz Cortez Karen Cristina	1,5	1	2,5	1,5	6,50
29	Santiana González Shirley Elizabeth	2,5	1,5	2,5	1	7,50
30	Santistevan Matías Jean Carlos	2,5	2	1,5	1	7,00
31	Tigrero De La A Carlos Oswaldo	1,5	1	1,5	0,5	4,50
32	Valencia Sevillano Bryan Esteban	2	0,5	1,5	1,5	5,50
33	Ventura Cruz Joselyn Julexi	2,5	1,75	1,5	0,75	6,50
34	Vera Pincay Adriana Dania	2,5	1,5	2,5	0,5	7,00
35	Villao Neira Jhon Christian	2	1,5	1,5	0,5	5,50
AVERAGE						7,00/10

Source: Diagnostic test applied to students

Author: Laura Santamaría Delgado

4.6.13.1 Analysis of the Pre-Test Results

As the results show, students have problems at the moment of producing the language in its written form. The best grade was 9/10 points, but this score was gotten by few students. The lowest score is 4, 5/10, other students got acceptable scores, but they can be improved gradually. These results demonstrated the necessity to focus on the English language writing instruction.

4.6.14 Results of the Post-Test-Eighth Grade “A”

Chart N° 37: Results of the Post-Test-Eighth “A”

N°	FULL NAME OF STUDENTS	1st Item	2nd Item	3rd Item	4th Item	FINAL SCORE
01	Asencio Tigrero Gilda Jomaira	2	1,5	2,5	2,5	8,5
02	Baque Vera Melanie Vanessa	2,5	2	2,5	2	9
03	Borbor Quimi Fabricio Abel	2,5	2	1,5	3	9
04	Bravo Bravo Jean Carlos	2,5	2	1	3	8,5
05	Catuto Triviño Alicia Nayely	2,5	2	2,5	2,5	9,5
06	Cevallos Veliz Jackeline Viviana	2	2	1,5	2,5	8
07	Chele Lainez Julissa Nicole	2,5	1,5	2	3	9
08	Cruz Montalvan Diego Marlon	2,5	2	2,5	2,5	9,5
09	Flores Franco Angie Nicole	2	1	2	3	8
10	Guerra Macias Rodolfo Jose	2	1,5	2	3	8,5
11	Lindao Tumbaco Susan Dayanna	2,5	2	2	3	9,5
12	Malave Avila Isaac Gabriel	2	2	2	3	9
13	Mina Orrala Renata Mayerli	2	2	2,5	3	9,5
14	Miranda Jaramillo Kenny Rafael	2	1,5	1,5	3	8
15	Mora Chancay Julexi Sofia	1,5	2	1,5	2,5	7,5
16	Nuñez Romero Byron Antonio	2,5	2	2,5	2	9
17	Ordeñana Macias Arelis Doménica	2,5	2	2,5	2,5	9,5
18	Parrales Bernabe Johanna Ariana	2	1,5	2	2,5	8
19	Perero Rosales Oliver Jesus	2,5	2	2,5	2	9
20	Ponce Lucas Michael Josue	2,5	1	2,5	3	9
21	Pozo Tomala Melany Alexandra	2,5	2	2,5	1	8
22	Quimis Pilay Bryan Adrian	2,5	2	2,5	2	9
23	Ramirez Guale Luis Dario	2,5	2	2,5	2,5	9,5
24	Rivera Pozo Gilda Lilibeth	2,5	2	2,5	2	9
25	Rodriguez Reyes Angie Carolina	2,5	2	2,5	2,5	9,5
26	Rodriguez Reyes Ronny Steven	2,5	1	2,5	2	8
27	Rodriguez Torres Adalis Yaritza	2,5	2	2,5	2	9

Nº	FULL NAME OF STUDENTS	1st Item	2nd Item	3rd Item	4th Item	FINAL SCORE
28	Rosales Villón Angel Joel	2,5	2	2,5	1,5	8,5
29	Santos Domínguez Danny Nelson	2,5	1	2,5	2	8
30	Tigrero Borbor Rosa Marlene	2,5	1	2,5	3	9
31	Tumbaco Ormaza Ivette Tatiana	2,5	1,5	2,5	2	8,5
32	Tumbaco Vergara David Joel	2,5	1	2,5	3	9
33	Ventura Suarez Maylee Alejandra	2,5	2	2,5	1	8
34	Yagual Murillo Lady Cecibel	2,5	2,5	2,5	2	9,5
AVERAGE						8,76/10

Source: Diagnostic test applied to students

Author: Laura Santamaría Delgado

4.6.15 Results of the Post-Test-Eighth Grade “B”

Chart N° 38: Results of the Post-Test-Eighth "B"

N°	FULL NAME OF STUDENTS	1st Item	2nd Item	3rd Item	4th Item	FINAL SCORE
01	Andrade Castro Diana Carolina	2,5	1	2,5	2	8
02	Baquerizo Ramos Judith Lisbeth	2,5	2	2,5	2,5	9,5
03	Borja Nieve Sheyla Elisbeth	2,5	1	1,5	3	8
04	Bravo Ormaza Manuel Antonio	2,5	2	2,5	2,5	9,5
05	Cevallos Alcívar Allison Valeria	2,5	2	2,5	2	9
06	Coello Tomalá Ariel Fernando	2	2	1	3	8
07	De La O Choez Joel Jesús	2,5	1	2,5	3	9
08	Figueroa Quimis Kerly Dayana	2	0,5	2,5	3	8
09	Gabino Orrala Daccy Noemi	1	2	2,5	3	8,5
10	Lainez Murillo Justin Isaac	2	1	2,5	2	7,5
11	Luzardo Merchán Gabriel Erney	2,5	2	2,5	2	9
12	Matías Mejía Luis Daniel	2	2	1	3	8
13	Matías Suarez Anthony Alexander	2	2	2	3	9
14	Mero Panta Zenen Moisés	2,5	2	1,5	2,5	8,5
15	Mirabá Hermenejildo María Judith	1,5	2	2,5	2,5	8,5
16	Moran Suarez Luis Joan	2,5	2	2,5	2,5	9,5
17	Orrala Lavayen Gardenia Marisol	2	2	2	3	9
18	Ortuño Alcívar Wendy Janneth	2,5	1,5	2,5	3	9,5
19	Palomino Mera Andrés Alberto	2,5	2	1,5	2,5	8,5
20	Parrales Suarez Ronald Carlos	2,5	2	2,5	2	9
21	Perero Rosales Jared Jesús	2	2	2,5	2	8,5
22	Pincay Pilay Keyla Abigail	1,5	2	1,5	3	8
23	Pozo Méndez Sullay Tamara	2	2	2	3	9
24	Quindez Lucio Juletsi Jamilet	2,5	2	2,5	2,5	9,5
25	Ramírez Rodríguez Melanie Jamilex	2,5	1	2,5	2	8
26	Reyes Villegas Viviana Elizabeth	2,5	1	2,5	3	9

Nº	FULL NAME OF STUDENTS	1 st Item	2 nd Item	3 rd Item	4 th Item	FINAL SCORE
27	Rodríguez Reyes Joseph Javier	2,5	1,5	2,5	3	9,5
28	Ruiz Cortez Karen Cristina	2	2	1	3	8
29	Santiana González Shirley Elizabeth	2,5	1	2,5	3	9
30	Santistevan Matías Jean Carlos	2,5	2	1	2,5	8
31	Tigrero De La A Carlos Oswaldo	2	2	2,5	2	8,5
32	Valencia Sevillano Bryan Esteban	2,5	2	2	2,5	9
33	Ventura Cruz Joselyn Julexi	1	2	2	3	8
34	Vera Pincay Adriana Dania	2,5	2	2	2,5	9
35	Villao Neira Jhon Christian	2	1	2	3	8
AVERAGE						8,64/10

Source: Diagnostic test applied to students

Author: Laura Santamaría Delgado

4.6.15.1 Analysis of the Post-Test Results

One of the major achievements after the application of this investigative project is that students were more motivated at the moment of working on a writing assignment. The implementation of activities and exercises in the SchoolRack Platform supported the improvement of students' writing skill, providing them a more dynamic learning environment. A clear proof of that achievement is the results of the post-test applied to students. Students got high scores; the highest score was 9.50 and the lowest score was 7.50.

4.6.16 Results of Implementation

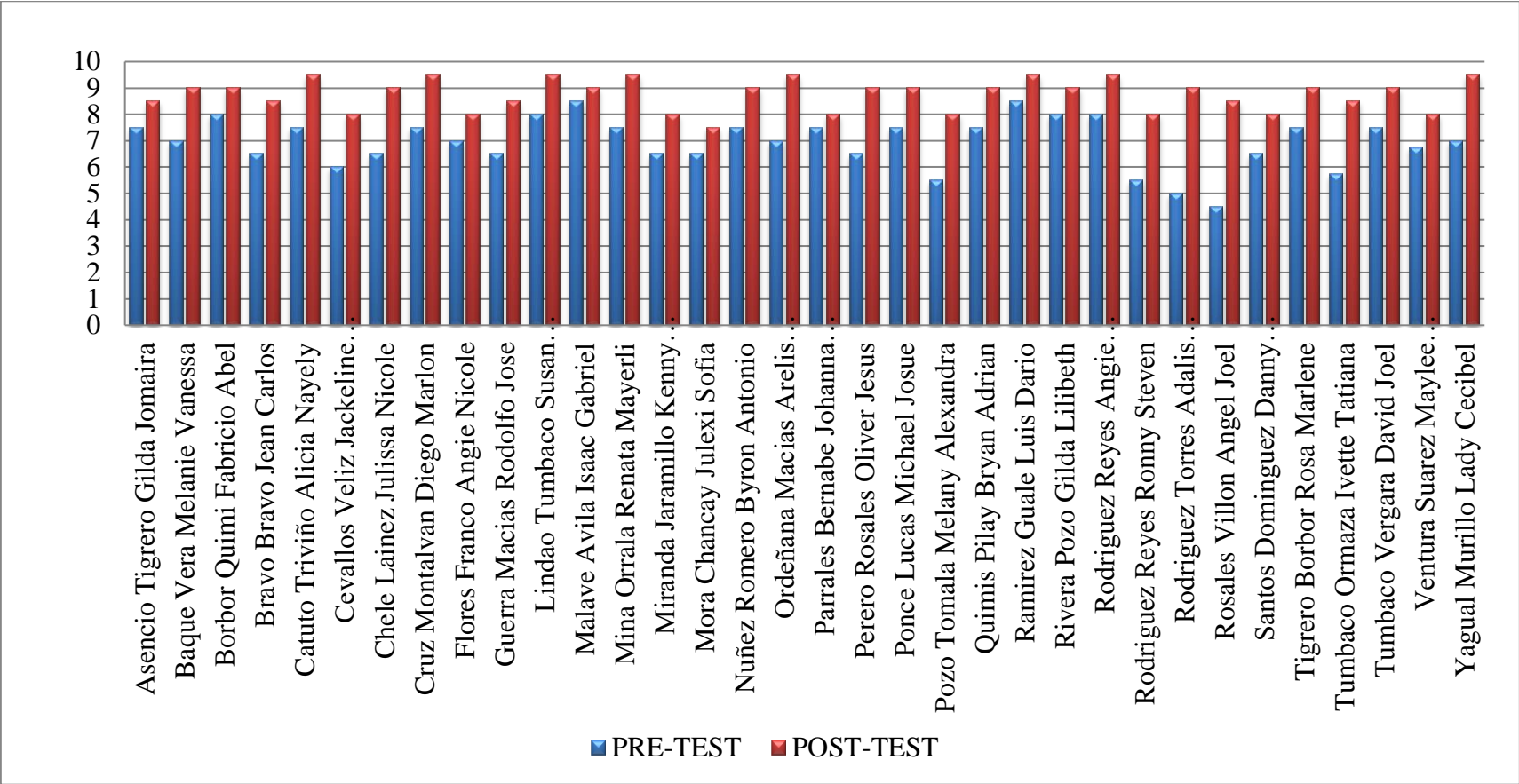
Chart N° 39: Percentage of Students' Improvement-Eighth "A"

	NOMBRES	PRE-TEST	POST-TEST	% IMPROVEMENT
1	Asencio Tigrero Gilda Jomaira	7,5	8,5	10%
2	Baque Vera Melanie Vanessa	7	9	20%
3	Borbor Quimi Fabricio Abel	8	9	10%
4	Bravo Bravo Jean Carlos	6,5	8,5	20%
5	Catuto Triviño Alicia Nayely	7,5	9,5	20%
6	Cevallos Veliz Jackeline Viviana	6	8	20%
7	Chele Lainez Julissa Nicole	6,5	9	25%
8	Cruz Montalvan Diego Marlon	7,5	9,5	20%
9	Flores Franco Angie Nicole	7	8	10%
10	Guerra Macias Rodolfo Jose	6,5	8,5	20%
11	Lindao Tumbaco Susan Dayanna	8	9,5	15%
12	Malave Avila Isaac Gabriel	8,5	9	15%
13	Mina Orrala Renata Mayerli	7,5	9,5	20%
14	Miranda Jaramillo Kenny Rafael	6,5	8	15%
15	Mora Chancay Julexi Sofia	6,5	7,5	10%
16	Núñez Romero Byron Antonio	7,5	9	15%
17	Ordeñana Macias Arelis Domenica	7	9,5	15%
18	Parrales Bernabe Johanna Ariana	7,5	8	15%
19	Perero Rosales Oliver Jesus	6,5	9	25%
20	Ponce Lucas Michael Josue	7,5	9	15%
21	Pozo Tomala Melany Alexandra	5,5	8	25%
22	Quimis Pilay Bryan Adrian	7,5	9	15%
23	Ramirez Guale Luis Dario	8,5	9,5	15%
24	Rivera Pozo Gilda Lilibeth	8	9	10%
25	Rodriguez Reyes Angie Carolina	8	9,5	5%
26	Rodriguez Reyes Ronny Steven	5,5	8	25%
27	Rodriguez Torres Adalis Yaritza	5	9	40%
28	Rosales Villon Angel Joel	4,5	8,5	40%
29	Santos Dominguez Danny Nelson	6,5	8	15%
30	Tigrero Borbor Rosa Marlene	7,5	9	15%
31	Tumbaco Ormaza Ivette Tatiana	5,75	8,5	27,5%
32	Tumbaco Vergara David Joel	7,5	9	15%
33	Ventura Suarez Maylee Alejandra	6,75	8	12,5%
34	Yagual Murillo Lady Cecibel	7	9,5	25%

Source: Pre and Post Test

Author: Laura Santamaría Delgado

Graphic N° 11: Students' Improvement-Eighth "A"



Source: Pre and Post Test
 Author: Laura Santamaría Delgado

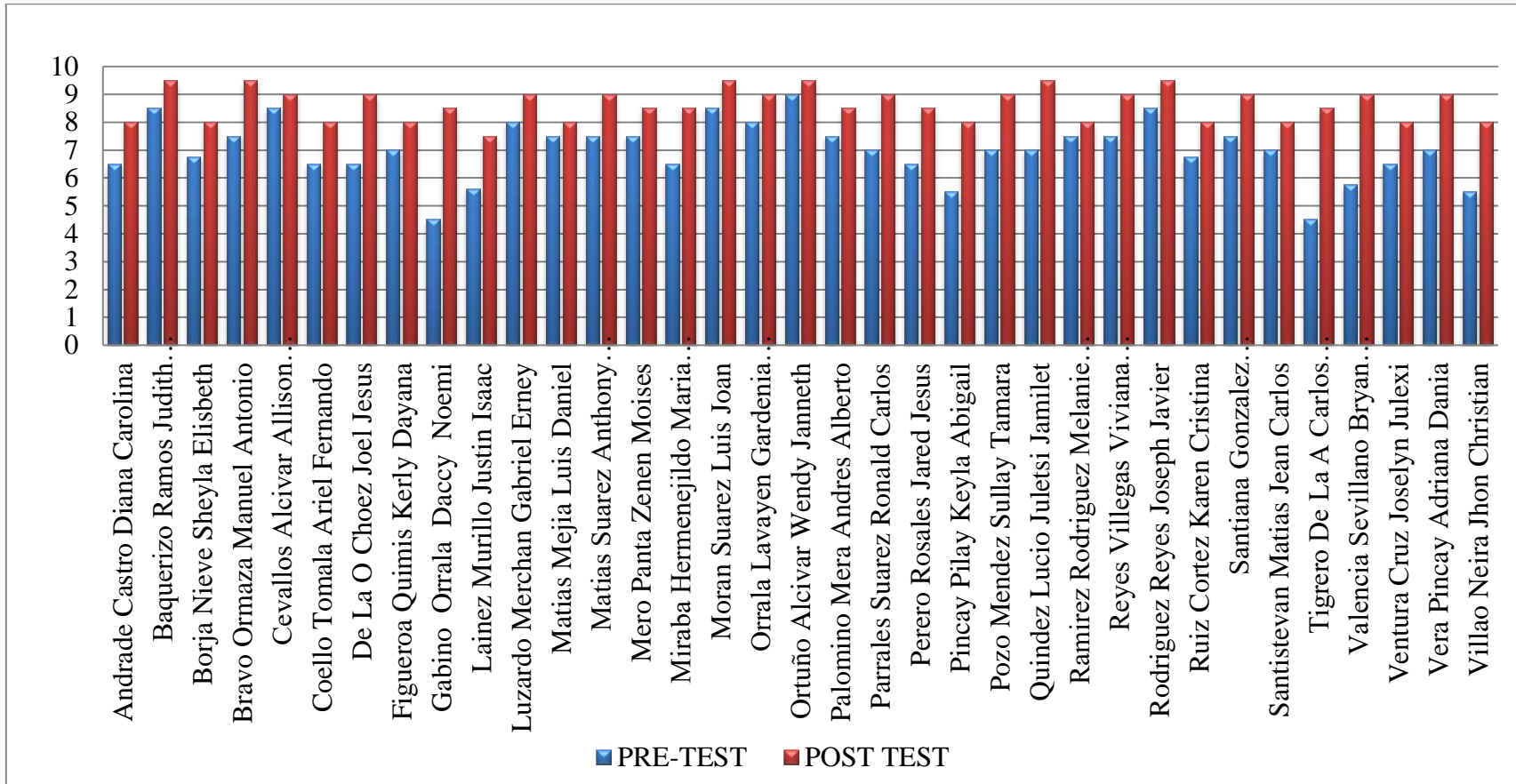
Chart N° 40: Percentage of Students' Improvement-Eighth "B"

	NOMBRES	PRE-TEST	POST TEST	% IMPROVEMENT
1	Andrade Castro Diana Carolina	6,5	8	15%
2	Baquerizo Ramos Judith Lisbeth	8,5	9,5	10%
3	Borja Nieve Sheyla Elisbeth	6,75	8	12,5%
4	Bravo Ormaza Manuel Antonio	7,5	9,5	20%
5	Cevallos Alcivar Allison Valeria	8,5	9	5%
6	Coello Tomala Ariel Fernando	6,5	8	15%
7	De La O Choez Joel Jesus	6,5	9	25%
8	Figuroa Quimis Kerly Dayana	7	8	10%
9	Gabino Orrala Dacey Noemi	4,5	8,5	40%
10	Lainez Murillo Justin Isaac	5,6	7,5	19%
11	Luzardo Merchan Gabriel Erney	8	9	10%
12	Matias Mejia Luis Daniel	7,5	8	5%
13	Matias Suarez Anthony Alexander	7,5	9	15%
14	Mero Panta Zenen Moises	7,5	8,5	10%
15	Miraba Hermenejildo Maria Judith	6,5	8,5	20%
16	Moran Suarez Luis Joan	8,5	9,5	10%
17	Orrala Lavayen Gardenia Marisol	8	9	10%
18	Ortuño Alcivar Wendy Janneth	9	9,5	5%
19	Palomino Mera Andres Alberto	7,5	8,5	10%
20	Parrales Suarez Ronald Carlos	7	9	20%
21	Perero Rosales Jared Jesus	6,5	8,5	20%
22	Pincay Pilay Keyla Abigail	5,5	8	25%
23	Pozo Mendez Sullay Tamara	7	9	20%
24	Quindez Lucio Juletsi Jamilet	7	9,5	25%
25	Ramirez Rodriguez Melanie Jamilex	7,5	8	5%
26	Reyes Villegas Viviana Elizabeth	7,5	9	15%
27	Rodriguez Reyes Joseph Javier	8,5	9,5	10%
28	Ruiz Cortez Karen Cristina	6,75	8	12,5%
29	Santiana Gonzalez Shirleyelizabeth	7,5	9	15%
30	Santistevan Matias Jean Carlos	7	8	10%
31	Tigrero De La A Carlos Oswaldo	4,5	8,5	40%
32	Valencia Sevillano Bryan Esteban	5,75	9	32,5%
33	Ventura Cruz Joselyn Julexi	6,5	8	15%
34	Vera Pincay Adriana Dania	7	9	20%
35	Villao Neira Jhon Christian	5,5	8	25%

Source: Pre and Post Test

Author: Laura Santamaría Delgado

Graphic N° 12: Students' Improvement-Eighth "B"



Source: Pre and Post Test
 Author: Laura Santamaría Delgado

4.7 Conclusions and Recommendations

4.7.1 Conclusions

- As a conclusion, writing is an important skill for the English language learning of students of eight grade at Escuela de Educación Básica “Trece de Abril”; it is a skill that contributes students to communicate with their classmates and with other people from different English-speaking countries; supporting their development of academic, professional and personal life.
- Moreover, it was concluded that the application of technology into the English language teaching process is significant for both teachers and students at Escuela de Educación Básica “Trece de Abril”. The facilities that provide technological tools have been the main reason why it has been included into the educative curriculums of the educational institution previously mentioned because it promotes a dynamic, active and interactive learning environment.
- Through the proposal application, it was proved that the implementation of activities and exercises in the SchoolRack Platform during the writing lessons of eighth grade students from Escuela de Educación Básica “Trece de Abril” have been an educative option for teaching, practicing and mastering such an important skill as writing. It was also proved that the application of the SchoolRack Platform increased the classroom efficiency and improved the writing proficiency of students of eighth grade and results show that improvement.

4.7.2 Recommendations

- It is known that the four English language skills are important, but it is recommended that teachers make emphasis on the procedure of teaching their students to write. This skill is considered as a communicative skill because students can write messages in order to express themselves.
- Everybody knows the benefits of using technology into the classroom. Therefore, teachers have to take into account that technological tools or devices are necessary for the betterment of the teaching-learning process.
- It is also suggested that teachers use the SchoolRack Platform because they provide good options that can be helpful for students. SchoolRack Platform should be implemented in the classroom because they include all the important parts of the teaching-learning process (teachers, students, parents) in order to enhance communication outside the classroom and facilitating the learning process of students.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 BUDGET

INSTITUTIONAL RESOURCES				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Escuela de Educación Básica “Trece de Abril”		\$0.00	\$0.00
SUBTOTAL				\$0.00

MATERIAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
2	Ream Paper	4	\$5.00	\$20.00
3	Copies	100	\$0.05	\$5.00
4	Ink for the printer	8 little bottles	\$5,00	\$40.00
5	CDs	5	\$0,75	\$3,75
SUBTOTAL				\$68.75

TECHNOLOGICAL RESOURCES				
N°	DESCRIPTION	QUANTITY - TIME	UNIT COST	TOTAL
6	Internet	4 months	\$22	\$88.00
7	Computer	1	\$700.00	\$700.00
8	Printer	1	\$250.00	\$250.00
9	Camera	1	\$160.00	\$160.00
10	Flash memory	1	\$15.00	\$15.00
SUBTOTAL				\$1,213.00

OTHERS				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
17	Communication	4 months	\$10.00	\$40.00
18	Transportation	4 months	\$10.00	\$40.00
SUBTOTAL				\$80.00

TOTAL SUMMATORY				\$1,361.75
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Author: Laura Santamaría Delgado

5.2 TIMETABLE

Chart N° 41: Timetable

ACTIVITY	2015																2016																													
	AUG				SEP				OCT				NOV				DEC				JAN				FEB				MAR				APR				JU		JULY				AU			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	3	4	1	2	3	4	1	2		
Socialization with the Advisor	■																																													
Elaboration Chapter I		■	■																																											
Review of Chapter I			■																																											
Elaboration Chapter II				■	■	■	■																																							
Review of Chapter II								■	■	■																																				
Field research at E.E.B. "Trece de Abril"									■	■																																				
Survey and Interviews application										■	■																																			
Elaboration Chapter III												■	■	■																																
Review of Chapter III															■																															
Elaboration Chapter IV																■	■	■	■																											
Application of the Proposal																	■	■	■	■																										
Elaboration Chapter V																				■																										
Elaboration of Preliminary Pages																					■	■																								
Review of Thesis Draft																							■	■	■	■																				
Delivery of Final Work																																				■	■									
Thesis Pre-defense																																										■	■			
Thesis Defense-Graduation Day																																												■		

Author: Laura Santamaría Delgado

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APPENDIX

Appendix N° 1: Survey Applied to Students



UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
STUDENTS' SURVEY FOR A RESEARCH PAPER

Dear student, this survey will help to obtain important input for a research paper titled “Implementation of activities in the SchoolRack Platform for the Improvement of English Writing Skills to the Students of Eighth Grade at Escuela de Educación Básica Trece de Abril, La Libertad, Province of Santa Elena, 2015-2016” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the survey: To determinate the opinion of the students of eighth grade of Escuela de Educación Básica “Trece de Abril” about the importance of the writing skill and the influence of using the SchoolRack platform to improve this skill.

Question 1: Do you like English language?

1.1	Yes	
1.2	No	
1.3	Partially	

Question 2: How do you consider the English Classes?

2.1	Very Interesting	
2.2	Interesting	
2.3	Boring	

Question 3: Do you like to write in English?

3.1	Yes	
3.2	No	
3.3	Partially	

Question 4: Is writing in English difficult for you?

4.1	Yes	
4.2	No	
4.3	Partially	

Question 5: Do you consider that the use of technology can allow you to improve your writing skill?

5.1	Yes	
5.2	No	
5.3	Partially	

Question 6: Does your teacher apply writing exercises in classes?

6.1	Yes	
6.2	No	
6.3	Partially	

Question 7: Do you like using technology during the learning process?

7.1	Yes	
7.2	No	
7.3	Partially	

Question 8: Have you ever worked with a platform?

8.1	Yes	
8.2	No	
8.3	Partially	

Question 9: Would you like to work writing exercises in a platform?

9.1	Yes	
9.2	No	
9.3	Partially	

Question 10: Would you like to use a platform called SchoolRack to improve your writing skills?

10.1	Yes	
10.2	No	
10.3	Partially	

Thanks for your collaboration

Appendix N° 2: Interview Applied to the English Teacher



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
TEACHER'S INTERVIEW FOR A RESEARCH PAPER

Dear teacher, this interview will help to obtain important input for a research paper titled “Implementation of activities in the SchoolRack Platform for the Improvement of English Writing Skills to the Students of Eighth Grade at Escuela de Educación Básica Trece de Abril La Libertad, Province of Santa Elena, 2015-2016” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the interview: To determinate the opinion of the English teacher of Escuela de Educación Básica “Trece de Abril” about the importance of the writing skill and the influence of using the SchoolRack platform to improve this skill.

Question 1: What is the writing level of your students?

Question 2: Do you think that your students enjoy writing in English in class? Why?

Question 3: How do you consider your English classes?

Question 4: What are the activities that you use for teaching and practicing students' writing skill?

Question 5: Do you consider that your students have developed their writing skills satisfactorily?

Question 6: What kind of resources do you use to teach writing?

Question 7: Have you ever worked with any platform to improve the learning process of your students?

Question 8: Have you ever heard about the SchoolRack platform and its benefits?

Question 9: Do you believe that the use of a platform will improve the writing skills of your students?

Question 10: Would you support the application of a platform called SchoolRack to improve the writing skills of your students?

Appendix N° 3: Interview Applied to the Principal



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
PRINCIPAL'S INTERVIEW FOR A RESEARCH PAPER**

Dear principal, this interview will help to obtain important input for a research paper titled “Implementation of activities in the SchoolRack Platform for the Improvement of English Writing Skills to the Students of Eighth Grade at Escuela de Educación Básica Trece de Abril La Libertad, Province of Santa Elena, 2015-2016” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Objective of the interview: To determinate the opinion of the principal of Escuela de Educación Básica “Trece de Abril” the importance of the writing skill and the influence of using the SchoolRack platform to improve this skill.

Question 1: Do you consider that learning English is important today?

Question 2: Do you believe that students from your institution need to improve their writing skill?

Question 3: Do you consider writing as an important skill in the academic life?

Question 4: Do you know what an educative platform is?

Question 5: What is your opinion about the use of platforms as a technology resource for teaching?

Question 6: Have you ever worked with a platform to improve the learning process?

Question 7: Do you think that the use of platforms contributes to improve the learning process of your students?

Question 8: Do you consider that the use of platforms can improve the writing English skill of your students?

Question 9: Do you know what the SchoolRack platform is and what are their benefits?

Question 10: Would you support the application of a platform to improve the writing skill of your students in the English language?

Appendix N° 4: Interview Applied to the Specialist



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
PRINCIPAL'S INTERVIEW FOR A RESEARCH PAPER**

Dear specialist, this interview will help to obtain important input for a research paper titled “Implementation of activities in the Schoolrack Platform for the Improvement of English Writing Skills to the Students of Eighth Grade at Escuela de Educación Básica Trece de Abril, La Libertad, Province of Santa Elena, 2015-2016”

Objective of the interview: To determinate the opinion of professionals in the English language teaching area about the importance of the writing skill and the influence of using the SchoolRack platform on the improvement of this skill.

Question 1: Do you consider that writing is one of the most important skills in the English Language? Why?

Question 2: What kind of activities do you recommend to improve the writing skills in English?

Question 3: Do you consider necessary the application of technological resources to improve the learning process?

Question 4: Have you ever worked with platforms to improve the learning process?

Question 5: What is your opinion about educative platforms?

Question 6: What are the benefits of using platforms in the learning process?

Question 7: Have you ever worked with the SchoolRack platform?

Question 8: What kind of exercises would you recommend to apply in an educative platform?

Question 9: Do you consider that teachers should implement technological resources, such as platforms in the learning process?

Question 10: Do you consider that platforms are manageable for students?

Appendix N° 5: Observation Guide



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER



GENERAL INFORMATION		
Observer: Laura Santamaría Delgado	Institution: Escuela de Educación Básica “Trece de Abril”	
Observed Teacher: Lcda. Tania Reyes	Course: Eight Grade “A” “B”	
Date:	Beginning time:	Finishing time:
Objective: to evaluate the teacher’s strategies and methodology applied to develop English writing skill in a daily class.		

N°	DESCRIPTION	YES	NO	PARTIALLY
Introduction and Content				
1	Teacher establishes the objectives of the writing lesson.			
2	Teacher introduces the writing activity correctly.			
3	Teacher provides an explanation of any necessary grammar rules for the writing activity.			
4	Teacher provides students a model of the writing activity.			
Methodology				
5	Teacher applies teaching strategies which lead and motivate students to write in English.			
6	Teacher guide and help students during the writing activity.			
Didactic Resources				
7	Teacher uses didactic resources or technology tool for teaching English writing.			
8	Teacher employs the didactic resources or technology tool appropriately.			
9	Teacher encourages students to practice their writing skill.			
10	The use of didactic resources or technological tool promotes the students’ motivation to write.			
Evaluation				
11	Teacher provides students a feedback of the writing activity.			
12	Teacher evaluates the students’ writing.			



Author: Laura Santamaría Delgado

Appendix N° 6: Pre-Test Applied to Students

**ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL”
La Libertad-Santa Elena
PRE-TEST**

STUDENT'S NAME:		<u> </u> 10
COURSE:	DATE:	

1 LOOK AT THE PROFILE PICTURE AND THEN WRITE A NEW PROFILE USING YOUR OWN INFORMATION. (/2.50)

			
NAME:	Ex: Hellen	NAME:	
LAST NAME:	Ex: Williams	LAST NAME:	
AGE:	Ex: 14 years old	AGE:	
FAVORITE SPORT:	Ex: Volleyball and basketball	FAVORITE SPORT:	
NATIONALITY:	Ex: Ecuadorian	NATIONALITY:	
COUNTRY:	Ex: Ecuador	COUNTRY:	

2. COMPLETE THE BLANKS OF THE PARAGRAPH BELOW WITH THE CORRECT FORM OF THE VERB TO BE (AM/IS/ARE). USE YOUR OWN INFORMATION. (/2,5)

<p>My mom's name Ex: is _____.</p> <p>She _____ a/an _____. My dad's name _____ He _____ a/an _____.</p> <p>They _____.</p>
--

3. LOOK AT THE PICTURES BELOW AND WRITE SENTENCES USING PREPOSITIONS OF PLACE AND THE WORDS FROM THE BOX. (/2.50)

Backpack	CDs	Table
----------	-----	-------

1. **Ex:** The book is in the backpack.

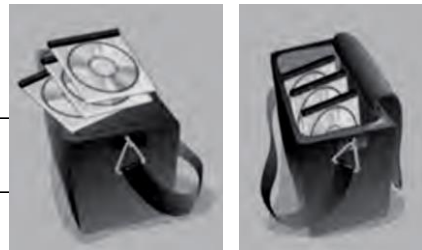
2. _____

3. _____

4. _____

5. _____

6. _____



4. FILL IN THE BLANKS OF THE PARAGRAPH BELOW WITH THE WORDS FROM THE BOX. (/2.50)

Face	Clean	Watch	Hair	Eat
Home	Play	Breakfast	Bed	Brush
Study	Homework	Clothes	Morning	School



First, I get up early at 6 o'clock in the **Ex: morning**. Next, I _____ my teeth and wash my _____. Then, I put on my _____ and comb my _____. After that, I eat _____. Next I go to _____. At school we _____ different subjects. I also _____ with my friends at school. After school, I go _____. At home, I _____ the room and do my _____. Later, I _____ dinner with my family. After dinner, I _____ TV. Finally, I go to _____.

Appendix N° 7: Post-Test Applied to Students

**ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL”
La Libertad-Santa Elena
POST-TEST**

STUDENT'S NAME:		<hr style="width: 50px; margin: 0 auto;"/> 10
COURSE:	DATE:	

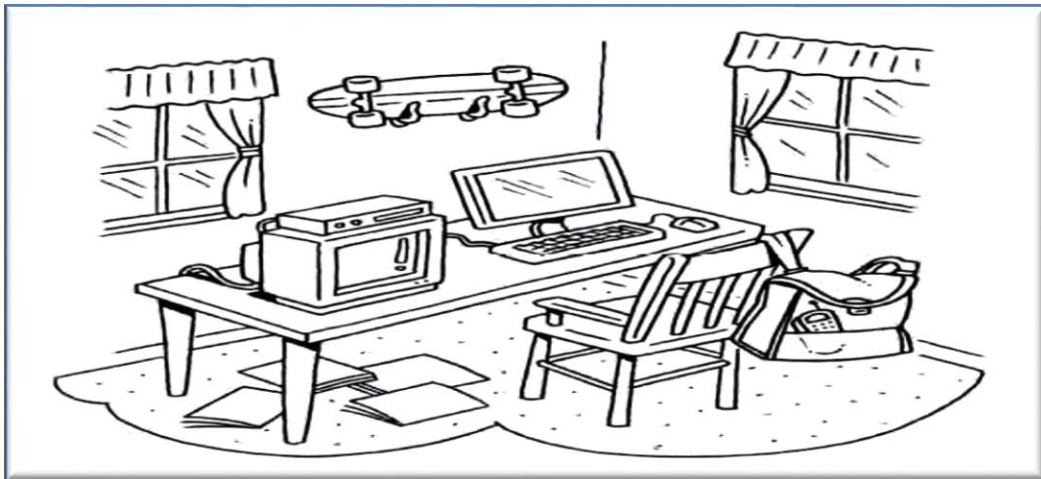
1- WRITE A SHORT PARAGRAPH USING YOUR OWN INFORMATION. (/2.50)

	
<p>Ex: Hi, my name is Rosita. I am 13 years old. I am from Ecuador. Live in La Libertad. I like listen to music. I speak English.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2- FILL IN THE BLANKS OF THE SENTENCES BELOW WITH THE CORRECT CONJUGATION OF THE VERB TO BE AND USE YOUR OWN INFORMATION. (/2)

This _____ Ex: is _____ my father.	This _____ Ex: is _____ my mother.
He is a/an _____.	She is a/an _____.
He is _____ years old.	She is _____ years old.
He likes _____.	She likes _____.

3- LOOK AT THE PICTURE BELOW AND THEN WRITE SOME SENTENCES WITH THE PREPOSITIONS OF PLACE IN, ON, UNDER, OR ABOVE. (/2.50)



1. **Ex: The DVD player is on the television.** _____
2. _____
3. _____
4. _____
5. _____
6. _____

4- FILL IN THE BLANKS OF THE PARAGRAPH BELOW WITH THE WORDS FROM THE BOX. (/ 3).

Eat	Home	Play	Bed	Brush	Morning
Homework		School	Shower	Clothes	Watch

First, I get up early at 6 o'clock in the Ex: morning. Next, I take a _____ and _____ my teeth. Then, I put on my _____. Next I go to _____. I also _____ with my friends at school. After school, I go _____.

At home, I _____ dinner with my family. I do my _____. After the homework, I _____ TV. Finally, I go to _____.

Appendix N° 8: Students' Names from the Eighth Grade "A"

N°	FULL NAME OF STUDENTS
1	Asencio Tigrero Gilda Jomaira
2	Baque Vera Melanie Vanessa
3	Borbor Quimi Fabricio Abel
4	Bravo Bravo Jean Carlos
5	Catuto Triviño Alicia Nayely
6	Cevallos Veliz Jackeline Viviana
7	Chele Lainez Julissa Nicole
8	Cruz Montalvan Diego Marlon
9	Flores Franco Angie Nicole
10	Guerra Macias Rodolfo Jose
11	Lindao Tumbaco Susan Dayanna
12	Malave Avila Isaac Gabriel
13	Mina Orrala Renata Mayerli
14	Miranda Jaramillo Kenny Rafael
15	Mora Chancay Julexi Sofia
16	Nuñez Romero Byron Antonio
17	Ordeñana Macias Arelis Domenica
18	Parrales Bernabe Johanna Ariana
19	Perero Rosales Oliver Jesus
20	Ponce Lucas Michael Josue
21	Pozo Tomala Melany Alexandra
22	Quimis Pilay Bryan Adrian
23	Ramirez Guale Luis Dario
24	Rivera Pozo Gilda Lilibeth
25	Rodriguez Reyes Angie Carolina
26	Rodriguez Reyes Ronny Steven
27	Rodriguez Torres Adalis Yaritza
28	Rosales Villon Angel Joel
29	Santos Dominguez Danny Nelson
30	Tigrero Borbor Rosa Marlene
31	Tumbaco Ormaza Ivette Tatiana
32	Tumbaco Vergara David Joel
33	Ventura Suarez Maylee Alejandra
34	Yagual Murillo Lady Cecibel

Source: Secretary of Escuela de Educación Básica "Trece de Abril"

Appendix N° 9: Students' Names of the Eighth Grade "B"

N°	FULL NAME OF STUDENTS
1	Andrade Castro Diana Carolina
2	Baquerizo Ramos Judith Lisbeth
3	Borja Nieve Sheyla Elisbeth
4	Bravo Ormaza Manuel Antonio
5	Cevallos Alcivar Allison Valeria
6	Coello Tomala Ariel Fernando
7	De La O Choez Joel Jesus
8	Figueroa Quimis Kerly Dayana
9	Gabino Orrala Daccy Noemi
10	Lainez Murillo Justin Isaac
11	Luzardo Merchan Gabriel Erney
12	Matias Mejia Luis Daniel
13	Matias Suarez Anthony Alexander
14	Mero Panta Zenen Moises
15	Miraba Hermenejildo Maria Judith
16	Moran Suarez Luis Joan
17	Orrala Lavayen Gardenia Marisol
18	Ortuño Alcivar Wendy Janneth
19	Palomino Mera Andres Alberto
20	Parrales Suarez Ronald Carlos
21	Perero Rosales Jared Jesus
22	Pincay Pilay Keyla Abigail
23	Pozo Mendez Sullay Tamara
24	Quindez Lucio Juletsi Jamilet
25	Ramirez Rodriguez Melanie Jamilex
26	Reyes Villegas Viviana Elizabeth
27	Rodriguez Reyes Joseph Javier
28	Ruiz Cortez Karen Cristina
29	Santiana Gonzalez Shirleyelizabeth
30	Santistevan Matias Jean Carlos
31	Tigrero De La A Carlos Oswaldo
32	Valencia Sevillano Bryan Esteban
33	Ventura Cruz Joselyn Julexi
34	Vera Pincay Adriana Dania
35	Villao Neira Jhon Christian

Source: Secretary of Escuela de Educación Básica "Trece de Abril"

Appendix N° 10: Legal Articles



Chart N° 42: Legal Articles

ARTICLE	DESCRIPTION
Constitución del Ecuador- Artículo 6	“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo”.
Constitución del Ecuador- Artículo 27	“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crecer y trabajar”.
Ley Orgánica de Educación Intercultural- Artículo 6: Obligaciones	“La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta ley. El Estado tiene las siguientes obligaciones adicionales: c)Asegurar que el Sistema Nacional de Educación sea intercultural; e) Asegurar el mejoramiento continuo de la educación de calidad; n)Garantizar la participación activa de los estudiantes, familias y docentes en los procesos educativos; etc.

Source: 2008 Constitution of Ecuador and Intercultural Law of Education

Author: Laura Santamaría Delgado

Appendix N° 11: Approval Letter of the Education Director in Santa Elena

 **Ministerio de Educación** 

Oficio Nro. MINEDUC-CZ5-24D02-2016-0039-OF
La Libertad, 21 de enero de 2016

Asunto: RESPUESTA A SOLICITUD DE PERMISO PARA INVESTIGACIÓN DE TESIS

Sra. Master Of Arts
Glenda Beatriz Pinoargote Parra
Directora de la Escuela de Idiomas y Carrera Licenciatura en Inglés
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
En su Despacho

De mi consideración:

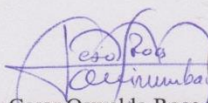
En atención a su Oficio No. CLI-UPSE-2016-014-OF, de fecha 19 de enero del 2016, ingresado a esta dependencia con fecha 19 de enero de 2016, mediante solicitud de trámite Nro. 24D02-0221-E, en el cual requiere se brinden las facilidades necesarias a la estudiante universitaria **Laura Santamaría Delgado**, con C.I. 0916928427, para que realice las investigaciones respectivas relacionadas al tema del trabajo de titulación; al respecto expongo lo siguiente:

Conociendo que estas actividades se desarrollan en beneficio de la comunidad educativa; este despacho Autoriza a la estudiante antes mencionada a realizar las investigaciones necesarias para el desarrollo del tema del trabajo de titulación denominado: **"IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK PLATFORM FOR THE IMPROVEMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016"**.

Se remite copia del presente a la Escuela de Educación Básica "Trece de Abril", a fin de que se coordinen las acciones a realizar, las mismas que no podrán interferir con la jornada de clases de los estudiantes.

Con sentimientos de distinguida consideración.

Atentamente,


Cesar Oswaldo Roca Quirumbay
DIRECTOR DISTRITAL 24D02 LA LIBERTAD - SALINAS - EDUCACIÓN

Referencias:
- MINEDUC-CZ5-24D02-UDAC-2016-0221-E

Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz
Telf.: + (593 2) 3961300/1400/1500
www.educacion.gob.ec

ido por Quipux

Appendix N° 12: Permission to Apply the Proposal



ESCUELA DE EDUCACIÓN BÁSICA N° 10
"TRECE DE ABRIL"
Dirección: Ciudadela General Enriquez Gallo, Ave. 12 e/calles 38 y 39
Teléf.: 2783442 Email: ceb_trecedeabril@yahoo.es



La Libertad, 21 de Enero del 2016

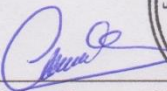
Msc.
GLENDA PINOARGOTE PARRA
Directora de la Carrera Licenciatura en Inglés.

De mis consideraciones:

Por medio del presente, la que suscribe Lic. Gina Touma Cusme, en calidad de autoridad de la Institución **ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL** doy la autorización a la Srta. **SANTAMARÍA DELGADO LAURA** a que realice su **PROYECTO DE TESIS** en nuestro Plantel Educativo.

Particular que comunico para los fines pertinentes.

Atentamente


Lic. Gina Touma Cusme
DIRECTORA



Appendix N° 13: Certification of the Proposal Application



ESCUELA DE EDUCACIÓN BÁSICA N° 10
"TRECE DE ABRIL"

Dirección: Ciudadela General Enríquez Gallo, Ave. 12 e/calles 38 y 39
Teléf.: 2783442 Email: ceb_trecedeabril@yahoo.es



La Libertad, 29 de enero del 2016

CERTIFICADO

Por medio del presente, la que suscribe Lic. Gina Touma Cusme, en calidad de autoridad de la Institución certifico que la Srta. **LAURA SANTAMARÍA DELGADO**, ha realizado e implementado las investigaciones de su proyecto en nuestra Institución Educativa con el tema:

"IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK PLATFORM FOR IMPROVEMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016."

Es todo lo que puedo certificar, pudiendo la interesada hacer uso del presente documento para cualquier trámite.

Atentamente

Lic. Gina Touma Cusme
DIRECTORA



Appendix N° 14: Urkund Report

La Libertad 28 de Abril del 2016

CERTIFICADO ANTIPLAGIO

002-TUTOR SECL-2016

En calidad de tutora del trabajo de titulación denominado **“IMPLEMENTATION OF ACTIVITIES IN THE SCHOOLRACK PLATFORM FOR THE IMPROVEMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016”** elaborado por la estudiante **LAURA SANTAMARÍA DELGADO** egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 10% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Sandra Elizabeth Caamaño López
C.I. 091557353-9
DOCENTE TUTORA

Urkund Report

The screenshot shows a web browser window with two tabs: 'URKUND - Log in' and 'Inicio - URKUND'. The address bar displays the URL: <https://secure.orkund.com/account/en-us#46136/2/164928>. The page header includes the 'URKUND' logo, a 'Help' link, a 'Subir documentos' button, and the user name 'CAAMAÑO LOPEZ SANDRA ELIZABETH'. Below the header, the analysis direction is listed as 'Dirección de análisis: scaamano.upse@analysis.orkund.com >> Laura Santamaria'. The main content area shows a folder view for 'Laura Santamaria - [Ls] (4)' with a search bar and navigation controls. A table lists four documents with their analysis progress, names, sizes, word counts, email addresses, and timestamps.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7%	D19414026 Chpater IV.docx	8 MB	6818 palabra(s)	laurisanta_@hotmail.com	22/04/2016 0:26
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0%	D19413975 chapter V.docx	15 KB	127 palabra(s)	laurisanta_@hotmail.com	22/04/2016 0:18
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0%	D15775807 CHAPTER II.docx	37 KB	3659 palabra(s)	laurisanta_@hotmail.com	21/10/2015 2:06
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3%	D15004037 CHAPTER I.docx	21 KB	1200 palabra(s)	laurisanta_@hotmail.com	02/08/2015 23:28

The Windows taskbar at the bottom shows the system tray with the date '26/04/2016' and time '13:41'. The taskbar includes icons for Windows, Internet Explorer, File Explorer, Google Chrome, Microsoft Word, and a yellow folder icon.

Appendix N° 15: Interview with the Principal



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado

Appendix N° 16: Interview with the English Teacher



Source: Escuela de Educación Básica “Trece de Abril”

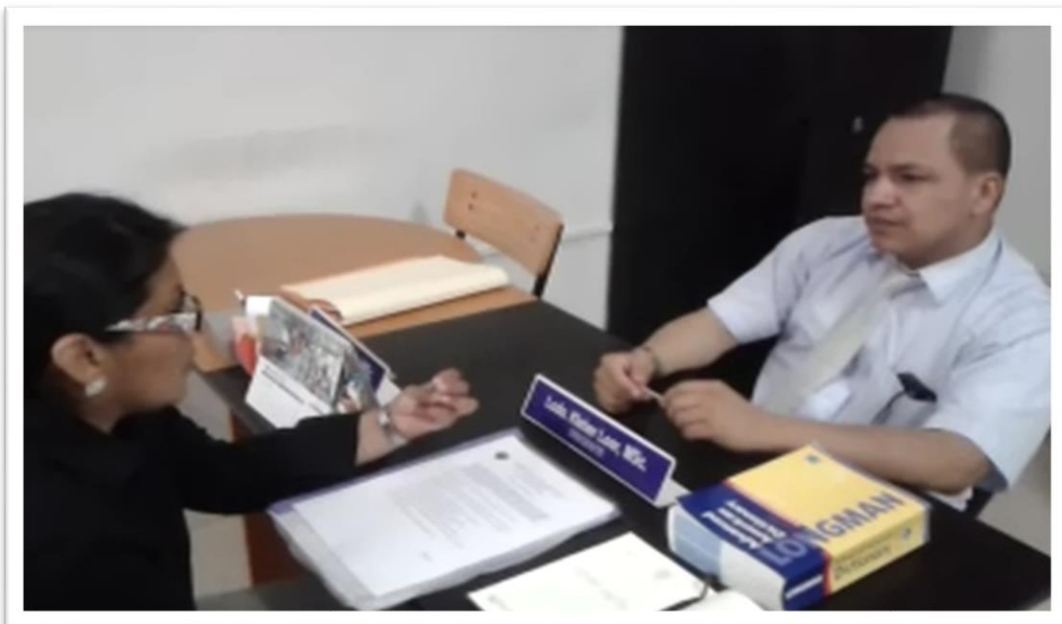
Author: Laura Santamaría Delgado

Appendix N° 17: Specialist Interview-Lcdo. Jorge Cevallos, MSc.



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 18: Specialist Interview-Ing. Kleber Loor, MSc.



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 19: Survey applied to Students of Eighth Grade “A”



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 20: Survey applied to Students of Eighth Grade “B”



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 21: Pre-Test applied to Students



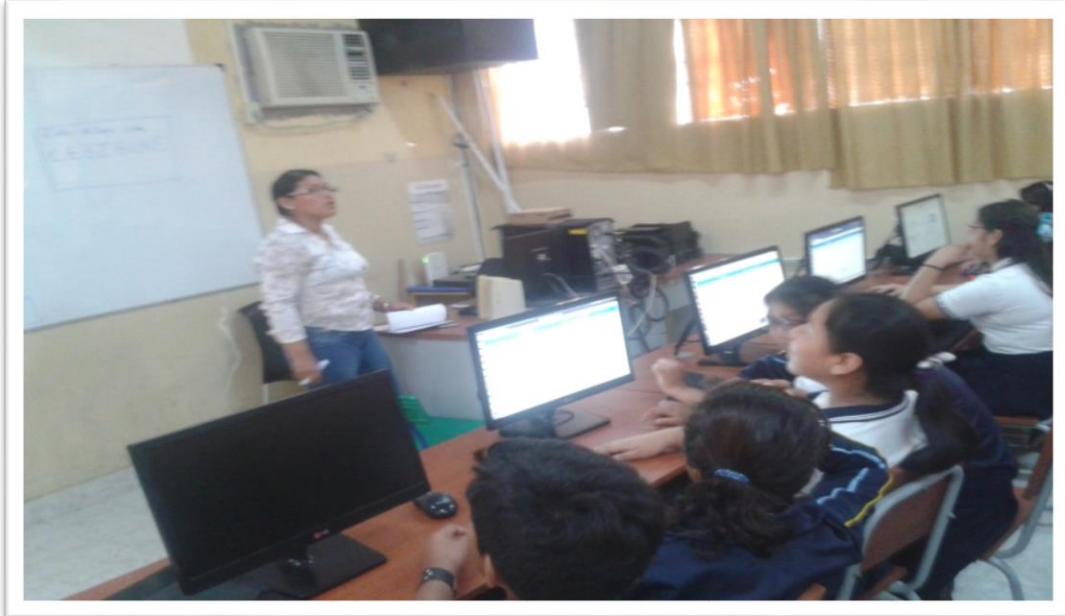
Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 22: Post-Test applied to Students



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 23: Investigator Explaining the Proposal Activities



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 24: Students of Eighth Grade “A”



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 25: Students of Eighth Grade “B”



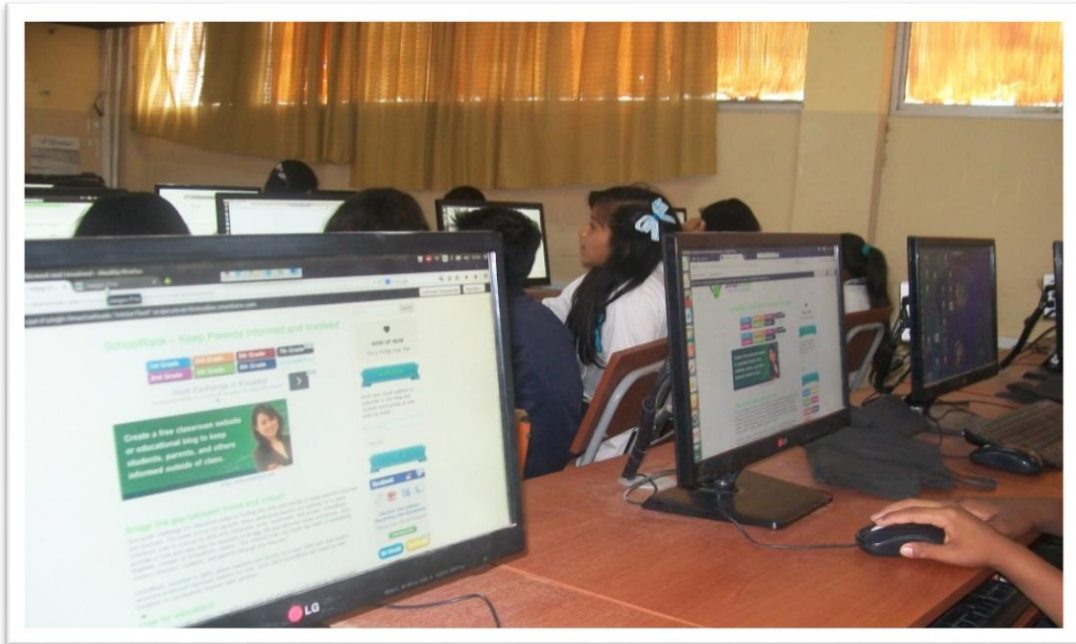
Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 26: Students Accessing to the SchoolRack Platform



Source: Escuela de Educación Básica “Trece de Abril”
Author: Laura Santamaría Delgado

Appendix N° 27: Students working in the SchoolRack platform



Source: Escuela de Educación Básica “Trece de Abril”

Author: Laura Santamaría Delgado