



PENINSULA OF SANTA ELENA STATE UNIVERSITY

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“ICT TOOLS TO IMPROVE THE PROCESS OF TEACHING
WRITING SKILLS IN ENGLISH FOR EIGHTH GRADE
STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL
BÁSICA MARAÑÓN, LA LIBERTAD, PROVINCE OF SANTA
ELENA, SCHOOL YEAR 2015-2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

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CARRERA DE LICENCIATURA EN INGLÉS

“ICT TOOLS TO IMPROVE THE PROCESS OF TEACHING WRITING SKILLS IN ENGLISH FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.

TRABAJO DE TITULACIÓN

Previo a la obtención del título de:
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La Libertad, Junio, 2016.

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“ICT TOOLS TO IMPROVE THE PROCESS OF TEACHING WRITING SKILLS IN ENGLISH FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑON, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”**, prepared by Norma Azucena Saona Mirabá undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Academic Tribunal.

Sincerely

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DEDICATION

I dedicate this triumph with the greatest love and humility to God, being the mainstay in my life, who has been the strength in my weakness and victory in my difficulties. He has been my inspiration, my joy and perseverance.

Norma Azucena

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So very special to my dear teachers, who were not only transmitters of science and knowledge but also people with charisma; they instilled in me that ethics and human qualities are the keys that lead to success in any work environment.

To MSc. Leonardo Chávez Gonzabay, advisor of this research paper by his training, patience and dynamism to project completion.

Norma Azucena

DECLARATION:
THE CONTENT OF THE FOLLOWING GRADUATION WORK
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NORMA AZUCENA SAONA MIRABÁ

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WRITING SKILLS IN ENGLISH FOR EIGHTH GRADE
STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL
BÁSICA MARAÑÓN, LA LIBERTAD, PROVINCE OF SANTA
ELENA, SCHOOL YEAR 2015-2016”.**

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ABSTRACT

Today's society integrates the use of Information and Communication Technologies (ICTs) and it is precisely in Educative Field where technological strategies should be used in order to students on consolidate the acquired knowledge with teacher's supervision in the teaching-learning process. Writing in English involves several abilities that should be developed with practice and dedication because it is a process. Using ICT tools are entertaining and interactive way to learn in classroom and at home. The present research shows the improvement of writing skills of Eighth Grade students from Escuela de Educación General Básica Marañón through slides, interactive exercises and writing practice with basic software such as Prezi, Power Point, Excel and Google drive that is a file storage and synchronization service to improve the skill mentioned before. The methodology used to obtain information was field research, observation, surveys to do this research paper.

Key words: ICTs, technologic tools, software, writing skills.

INTRODUCTION

This graduation research focuses in the work that teachers have when they are preparing students of junior high school to achieve deep and meaningful progress in the process of teaching and learning writing skills in English as a Foreign Language. It has been proved that using new tools of information and communication technology (ICT) is an easier way to put into practice what has been taught, due to the complexity of acquiring a new language, teachers should rely on several resources and tools which allows a consistent way of applying knowledge and new experiences in how to write in English properly.

The proposal of this research involves specially, a field work performed at Escuela de Educación General Básica Marañon in the city of La Libertad, there are many reasons why teaching English correctly is becoming a need, not only because students will have to face new challenges in this new millennium, but also because society demands professionals in different scenarios to maintain competitiveness, productivity, efficiency and effectiveness in all organizational, public and private business; in health and education, in industries and trading marketing, just to name a few, and the only way to achieve these goals is to be fully prepared does not matter what your occupation is. Nowadays English is not just a popular language, it's how people communicate without travelling, so it's important to develop enough strategies to make students learn writing skills in a meaningful and adequate way.

Writing in English involves several abilities that need to be taught at an early age. It is not the same process as writing in Spanish, in this language students write words exactly the way they sound. For instance, the word "ISLA", students will write the word exactly the way it sounds. But in English it does not work the same way. The word "BOOK" has a sound of "U", but the letter "U" as Spanish students know it, is not even used in the word "BOOK". After realizing the importance of writing skills in English as a Foreign Language, this research project is presented with the following format:

Chapter I.- In this chapter, the statement of the problem with its justification is presented. In addition, the general and specific objectives will be noted in the first chapter.

Chapter II.- The theoretical framework will be presented in this chapter. Then the educational basis and the philosophical basis will be included followed by the psychological basis. In this chapter, will also be included the hypothesis and its different variables.

Chapter III.- In this chapter the Research methodology and the research type will be noted. The methods of investigation will also be defined, the population and the sample is noted and the research techniques that were applied to obtain information.

Chapter IV.- The proposal is in this chapter and the justification, including the activities performed to write this project is determined.

Chapter V.- The administrative framework and the financial and material resources used in this research will be specified in this chapter.

CHAPTER I

THE PROBLEM

1.1. Title

“ICT TOOLS TO IMPROVE THE PROCESS OF TEACHING WRITING SKILLS IN ENGLISH FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.

1.2. Statement of the Problem

Technology today is widely used in all aspects. This statement makes the new millennium educator in Ecuador to use the latest technological resources to facilitate the transference of knowledge, in this case, the English language, which, by the complexity of its teaching and learning, in order to achieve its goals, educators, may use these innovative means, if they desire to provide quality teaching and to generate a different education compared with the traditional methodology that could lead to make changes and to provide an excellence education in Ecuador.

English writing has an important place within the communication skills, it is a graphical representation of a speech, there are the sounds that someone produce while speaking, becoming an important and essential tool to orally express ideas, since it has been previously mentioned, it is a need these thoughts must have an organization. To achieve this, it is important to consider the vocabulary, grammar, spelling, punctuation and pronunciation; these are the skills that are used to properly express ourselves.

Writing skills in English as a Foreign Language presents great difficulties because it requires specialized training to raise the interest and motivation of students. In addition to this problem, students of eighth grade of Escuela de Educación General Básica Marañon have few hours of English or mostly come from schools where they learn little or no knowledge of the subject, so that the process of learning should be aimed at developing communication skills using innovative strategies, and it has to be adequately used in order to show the expected results.

Taking in consideration these aspects and noting the gaps in learning this language on the eighth grade students of Escuela de Educación General Básica Marañon from La Libertad, it is necessary that teachers consider the importance of using ICTs in the process of teaching English as a Foreign Language, this action will allow the updating of education, through a program that includes educational computer techniques and strategies to develop the skill of writing in an entertaining and interactive way. Adding up the effort of teachers and students to achieve the best results, some other aspects will be improved as well. Education has changed through the years and it also requires teachers getting rid of traditionally strategies used in the classroom and in their planning, learning has to be a significant experience.

1.2.1. Context

The object of this graduation thesis is to promote teaching tools for eighth grade students at Escuela de Educación General Básica Marañon, which is an organization that has a history and prestige since it was founded on July 15th, 1988. It is considered as one of the best educational institution in La Libertad.

This school is located in the outskirts of La Libertad, in the "Once de Diciembre" neighborhood; its mailing address is October 9th Avenue between 17th and 18th Street. It has 122 students, a considerable number. In the administrative department: acting as Principal is Msc. Jacqueline Liriano. The Academic Department consists

of 15 teachers of different areas. Escuela de Educación General Básica Marañon has twelve general classrooms and basic equipments technologic such as a projector, computers, mouse, keyboards and internet access.

This graduation project is based on the use of ICTs as technological teaching tools to awake in the eighth grade students at Escuela de Educación General Básica Marañon the interest in learning English and to develop the ability to correctly write through different activities such as games, written exercises, videos and internet platforms.

The teaching - learning process should be guided to develop communication skills using innovative strategies, such as technological teaching resources which would become effective in reaching objectives as long as they are properly used.

1.2.2. Critical Analysis

Human beings acquire knowledge and developed technological skills through various teaching resources. Technological resources are the ones that could obtain better results through direct or indirect observation, applying vision and hearing senses as more fully developed perceptions.

Within the educational process of learning English as a foreign language, various activities need to be applied in the classroom since this is the place where the skills of listening, reading, speaking and writing are learned, and it is also the principal scenario where the work takes place and it is planned. These activities are guided and executed based on the use of strategies and resources according to the complexity of the lesson plan activity, the knowledge of the teacher is tested in order to obtain better results especially in students who demonstrate to have more abilities in the language.

This project intends to develop alternative writing skills in students which would allow to improve their writing ability, they would be able to increase their syntax

and grammatical level, important aspects such as text organization and different styles that are necessary to produce meaningful communicative writing inside of a community or the society, such a way that this writing skill would become a communication tool.

English teachers will be able to use ICTs as a teaching resource, which would provide the learner meaningful learning experiences and will have an interactive class, all these facts together will allow the teacher to reach the objectives planned for the eighth grade class at Escuela de Educación General Básica Marañon.

1.2.3. Problem Formulation

How will ICT would act tools to improve the process of teaching writing skills in English of eighth grade students at Escuela de Educación General Básica Marañon, La Libertad, province of Santa Elena. School year 2015-2016?

1.2.4. Guideline Questions

Does Escuela de Educación General Básica Marañon have professional teachers in the ICT area?

How frequently teachers from Escuela de Educación General Básica Marañon use the ICTs in the teaching-learning of the English subject?

How will the use of ICTs improve the teaching-learning of English writing skills?

Will writing skill improve the relationship among students?

1.2.5. Delimitation of research object

- **Field:** Education
- **Area:** English
- **Aspect:** Writing skills integrating the ICTs

TITLE: “ICT TOOLS TO IMPROVE THE PROCESS OF TEACHING WRITING SKILLS IN ENGLISH LANGUAGE FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑON, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.

- **Problem:** Improve the process of teaching writing skills in English Language through ICT, of eighth grade students at Escuela de Educación General Básica Marañon, La Libertad, Province of Santa Elena during the school year 2015-2016.
- **Context Limitation:** This research paper is focused on the use of ICT to improve the process of teaching writing skills in English Language of eighth grade students at Escuela de Educación General Básica Marañon in La Libertad, Province of Santa Elena during the school year 2015-2016.
- **Time limitation:** 2015 – 2016
- **Population Limitation:** 8th grade students.
- **Space Limitation:** Escuela de Educación General Básica Marañón.
- **Geo-temporal-spatial delimitation: Geographic:** La Libertad-Santa Elena
- **Province:** Santa Elena
- **City:** La Libertad
- **Location:** “Once de Diciembre”, neighborhood.

- **Geographic Location:**



Source: www.googleearth.com
Author: Norma Saona Mirabá

1.3. Significance

This research aims to analyze the deficiency that students have in writing skills in English as a Foreign Language and it will also review the methodology used by teachers in the classroom, these factors will allow to determine the main cause of lack of interest in learning a new language of eighth grade students at Escuela de Educación General Básica Marañón, in order to provide technological tools to make it easier the acquisition of writing skills in English Language. If teachers use proper methods students will be motivated in using ICTs for learning.

It is expected to provide teachers with new methods to motivate students and overcome the problems found at the moment of learning a new language. This research also presents the importance of the technological resources which are available nowadays, it demonstrates that the integration of these components inside of a classroom would lead to have better results when students learn writing skills.

Including ICTs in lesson plans will allow teachers to achieve objectives and goals required according to the standards presented by the Ecuadorian Ministry of Education.

Therefore, the proposal will contribute significantly to the educational change which is being held in Ecuador, ICT will benefit students who will be motivated by using technological resources, they will pay more attention and show interest during classes, creating a more pleasant and dynamic time for learning. The reasons mentioned in this proposal will bring new experiences for teachers and students of eighth grade at Escuela de Educación General Básica Marañon in a useful and functional way.

This proposal is feasible because the researcher has the acceptance of school authorities and collaboration of the English Teacher, this will ensure the actions effectively and critical assessment will allow to obtain results needed for the research, this graduation thesis has the material to implement the surveys and also has the financial resources to provide the materials mentioned beforehand.

1.4. Objectives of the Research

1.4.1. General Objective.

To evaluate the impact of ICT tools by analyze the different literature connecting with its area in order to improve the process of teaching writing skills in English Language for eighth grade students at Escuela de Educación General Básica Marañon, La Libertad, province of Santa Elena. School year 2015-2016.

1.4.2. Specific Objectives

- To identify the reasons of the lack of interest in writing skills of students of eighth grade of Escuela de Educación General Básica Marañon.
- To determine the main applications that teachers might use in the teaching learning process of writing skills.
- To implement new strategies and methodology in the process of learning how to write in English.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Previous Research

When the first computers appeared, around the 60s, different projects were developed to encourage the use of Information and Communication Technology (ICT) in all educational fields. (Yunus, Salehi, & Chenzi, 2012, p. 42-48).

According to an article published in 2013 by Canadian Center of Science and Education, “the use of ICT in educational fields refers to systems that enable gathering, manipulation, management, access, and communication of information in different forms” (Melor Md Yunus, Norazah Nordin, Hadi Salehi, Mohamed Amin Embi, & Zeinab Salehi, The use of ICT in Teaching ESL Writing Skills, 2013).

In Malaysia, The Ministry of Education developed a major plan divided in three stages to increase the use of ICTs in all educational fields.

The use of Information and Communication Technology in educational fields have been developed since the implementation of the first computers, some countries are increasing the use of ICTs in education and are implementing projects to improve the learning process.

“Writing skill, which is an important aspect of language learning refers to the process of encoding the words”, according to (Floyd et al., 2007). “Although ICT is considered as an important tool to enhance the teaching of writing skills” (Melor Md Yunus, 2007: 17), there are some aspects teachers have to notice when using this innovative tool.

Writing as one of the four major English skills is the process of encoding words, ICT is an important tool that allow students to improve the process of teaching writing skills, additionally, to plan activities using ICTs teachers have to pay special attention to manage different classroom issues. Everyone needs a basic understanding of ICT and how to make productive use of it, just to be good students, workers or citizens. Teaching people how to be competent basic users of ICT technologies is an important of ICT education, so they will be successful in their academic work and careers, and son they can efficiently participate in modern technical society. (Fidaoui, Bahous, & Bacha, 2010)

The rise of ICT offers a great variety of opportunities especially in the educational field, psychologist Roger Säljö (2002, p. 15). Stated that, “when technology changes, the way in which we get in contact with and act in this world changes” It indicates that technology and learning have been linked during last years. It also specifies that teaching has become more than a knowledge transmission from a teacher to the students in terms that some other factors are involved in this process.

Different studies on the use of ICT tools in writing classes proposed that “ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity.” (Fidaoui, Bahous & Bacha, 2010, p. 151). On the other hand, according to (Salehi & Salehi, 2011; Yunus & Salehi, 2012). “There are some disadvantages in terms of using ICT in the teaching of writing skills “.

The use of technological devices could cause distraction among students when they are attending a class they will not take their work seriously. Moreover, Yunus et al, (2013, p.109) notes that “ICT tools distract students’ attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks”.

The increasing use of technological devices such as smart phones and tablets in the classroom gets students attention in a different way and therefore class control becomes more difficult for teachers.

2.2. Philosophical Basis

According to Piaget “the principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.” (Piaget, Education for Democracy, Proceedings from the Cambridge School Conference on Progressive Education, 1988).

While Vygotsky states that “in play, the child is always behaving beyond his age, above his usual everyday behavior; in play he is, as it were, a head above himself. Play contains in a concentrated form, as in the focus of a magnifying glass, all developmental tendencies; it is as if the child tries to jump above his usual level.” (Vygotsky, 1978, p. 79).

Education is not static, is always changing, therefore educators must upgrade to a new level in concordance with new exigencies and make pupils learn in different ways, they are able to meet every challenge.

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important, Bill Gates stated in a conference, the same day he also said that “the PC has improved the world in just about every area you can think of. Amazing developments in communications, collaboration and efficiencies.

New kinds of entertainment and social media. Access to information and the ability to give a voice people who would never have been heard”.

Last generations have been raised with an increasing use of technology which has improved their lives in many ways, education is not the exception, with a great variety of applications just a click away teachers have the social responsibility to take advantage of the curiosity kids have grown for new devices and give them an influential use in education.

2.3. Fundamental Categories

2.3.1. Writing

There are four major skills to be developed in the study of English as a foreign language: listening, speaking, reading, and writing, students have to face the complications each of them proposes.

(Richards & Renandya, *Methodology in Language Teaching: An Anthology of Current Practice.*, 2002) Proposed that “writing is the most difficult skill for learners to master.” (p. 303).

Brown (2001:335) states that “writing is a process that consists of thinking or collecting ideas, drafting (writing), and redrafting each of them requires particular skills.” On the other hand, “writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by handwriting, spelling, layout and punctuation.” (Harmer J, 2007, p. 323).

During the writing process, which requires specialized skills, spelling, layout and punctuation need a special attention from the writer.

While writing takes up the least of our time, it is by far the most complex and difficult language arts skill to master according to (Saddleback Educational Publishing, 2011, p. 5). That`s why is very important to choose appropriate methods to teach students to write in English.

(Jones & Lock, 2010, p. 1,2). Stated “We do not speak or write in isolated sentences. We speak or write in meaningful units called texts, which consists of stretches of language that `hang together` in some way.” Additionally, texts are produced in a context and if the context changes the text will also change.

(Linse & Nunan, 2005, p. 98). Define writing as “a combination of process and product”. In other words, writing is produced by a process and giving as a result a written product understandable for readers.

2.3.2. Writing in teenagers

Writing is progressively becoming an important skill to develop in today`s world, especially teenagers. “Teenagers use the written word in their own language to communicate in both social and academic contexts.” (Trowbridge, Teens and writing skills, 2013). Therefore, teenagers need to develop good writing skills in order to express their ideas in a changing world.

“Writing has always been seen as an important skill in ESL classes. It is the area in which young learners are expected to be offered adequate time to develop their writing skills.” (Ahmed, 2011) As an important element of learning English as a second language it should receive more attention and time to prepare learners to deal with communicative demands of real life situations.

2.3.3. Importance of writing

“Writing is the primary basis upon which your work, your learning, and your intellect will be judged, in college, in the workplace, and in the community.” (Brown University, 2011).

In addition of listening and speaking, writing is a skill that a second language learner must perform in different fields. As (Hoch, 2010) proposes “since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.” Young writing learners need to be recognized for taking risks when they perform their first steps, the form is not as important as the message they try to communicate.

2.3.4. Steps in Planning a Writing Course

A well-structured syllabus for teaching writing English ESL determines the effectiveness of the writing process. Ten steps to plan a writing class are proposed by (Richards & Renandya, 2002, p. 306).

The first is to determine goals. The teacher should decide what indicators students have to achieve in their writing class. This is a necessary first step in designing a course.

The second is deciding on theoretical principles. A solid basis of grammar provides students with the right tools to produce a quality written product. Teachers, first need to explain the basic grammatical concepts in order to give students the fundamentals to develop good writing skills.

Planning content is the third step. The teacher should treat writing as a valuable tool for learning and select the right content to encourage students to use writing as tool not only for learning but also for communication.

Writing consists of many elements that is why the fourth step is weighting the elements. The teacher needs to consider which elements are the most relevant for a writing class: content, organization, originality, style, fluency, or accuracy. The teacher needs to select the elements according to the students' needs and her/his point of view.

The fifth is drawing up a syllabus. The teacher should organize the content and learning skills in the classroom and organize her/his syllabus in the most appropriate way.

Selecting materials is the sixth step. There are some features that a teacher should considered such as topics, writing opportunities, methods for generating ideas, instructions on principles, opportunities for collaboration and revision.

Preparing activities and roles is the seventh step. The teacher has to make sure about what students will be doing and learning in the classroom.

Choosing types and methods of feedback is the eighth one. It is not necessary to correct every piece of writing, there are some ways of providing a good response: a conversation; an online feedback; or a written response. The teacher has to choose the most suitable feedback and along the student they both need to agree in the corrections proposed.

The ninth is evaluating the course. Every course needs an evaluation and writing is not the exception, the teacher should select the appropriate instrument to evaluate the class or the course.

The tenth is reflecting the teacher`s experience. The teacher should wonder about why some activities are better than other ones, and think in different strategies to improve them every time.

The teacher should follow these steps in order to achieve a more effective teaching learning process.

2.3.5. Micro skills of Writing

According to Oxford dictionaries (Oxford, 2015) writing is the activity or occupation of composing text for publication such as: books, stories or other written works. In the English teaching and learning process, writing is considered as one of the four macro skills, teachers have to consider its micro skills as well. Brown proposed micro and macro skills for writing.

Micro skills:

1. Produce graphemes and orthographic patterns of English: According to Reis-Frankfort a grapheme is a letter or a number of letters that represent a sound or phoneme. Another way to explain it is to say that a grapheme is a letter or letters

that spell a sound in a word. Reis-Frankfort, T. (2011, September 3). What is a grapheme? Retrieved October 10, 2015.

2. Produce writing at an efficient rate of speed: The time for finishing a writing activity should be considered, the rate of speed is important to achieve the goals for the activity proposed by the teacher during a class.
3. Produce and use an appropriate word order pattern: Word order is very important in writing; students have to follow a few basic rules to produce good writings.
4. Good use of grammatical structures: Grammatical structures are very important in writing activities, tense is the time of an action verb or a state of being, agreement is the correct use of gender, number, case or person.
5. Express a particular meaning in different grammatical forms: According to student's level, students have to distinguish when and where a word or expression mean something different.
6. Use cohesive devices in the written discourse: It is important for a reader to understand easily a written production and this only happens when sentences, ideas, and details are put together in the precise order.

2.3.6. Types of Classroom Writing Performance

There are five types of classroom writing performance according to Brown (2001, pp. 343- 346).

1. Imitative or Writing Down: Students should write down words, sentences and letters to learn the structures. Dictation is another activity that teachers should take into account to develop.
2. Intensive or Controlled: In this type of activities, students are given a sentence or a paragraph and they have to rewrite it using a different structure.

This can be applied according to the student's level and the teacher should propose activities that match their performance.

3. Self- Writing: "Self-writing is a type of writing with only the self in mind as an audience," (Brown, 2001, p. 344). There are some activities included such as: note taking and diary or journal writing. In the diary or journal, students keep a record of assignments or quizzes.
4. Display Writing: Short answer exercises, essay examinations, and area research reports are elements of display for ESL writing students.
5. Real Writing: According to (Asatryan, 2011, p. 202) "classroom writing aims at the genuine communication of messages to an audience in need of those messages" She also proposed three subcategories to illustrate how reality can be introduced:

The first one is academic which gives groups of student's opportunities to convey genuine information to each other.

The second one is vocational/technical in which students writes real letters, genuine directions, and actual forms.

The last one is personal which states that in any ESL class, diaries, letters, post cards, notes, personal messages and other informal writing take place.

2.3.7. Types of Writing Task

(McDonough & Shaw, 2003, p. 109) proposed six types of writing activities.

1. Personal writing such as diaries, shopping list, packing list, recipes, journals, reminder for oneself, and address.
2. Public writing such as letters, form filling, and applications.
3. Creative writing such as poems, stories, rhymes, dramas, songs, and autobiography.
4. Social writing such as invitations, notes, and telephone messages.
5. Study writing such as making notes while reading, taking notes from lectures, summary, synopsis, reviews, reports of experiments, workshops, essays, and bibliography.

2.3.8. Writing Skills for level A1.1 students

According to the (Council of Europe, 2003) “In written production (writing) activities the language user as writer produces a written text which is received by a readership of one or more readers and the type of writing that teachers ask their students to produce (and how to do it) will depend on their age, proficiency level, learning style, and interests.”

In general, level A1.1 students are expected to:

- Produce very simple informational texts that can have little or no detail, can have little variety in sentence structure, and may have some usage error.

At the end of the level, students must complete forms and questionnaires: write numbers, dates, their names, nationalities, addresses, ages, birth, or arrival dates exactly as it is done in a hotel record for example.

At the beginning, teachers can give students clear models to follow such as postcards or forms, so that students can write something quite similar to what they have seen in the original text and complete the activity given. As Harmer (2010) stated, “If students are given a model for postcard-writing, it is easy to come up with their own slightly different version”.

It is important for students to become familiar with short e-mail writing using: introductory greetings, body, and endings. Teachers should explain the process for constructing written products to students and encourage them to plan, draft, edit, re-draft, and proofread according to (Ministerio de Educacion , 2014).

(Ministerio de Educacion , 2014) Proposed teachers to make their students “to acquire good early foreign language writing habits to promote greater involvement in the production of different text types and to foster a more appropriate and motivated learning environment”.

Teachers must not overcorrect student`s work, when a written assignment contains many mistakes, it is important for teachers to balance accuracy on the one side, and treat students thoughtfully, on the other side. (Ministerio de Educacion , 2014) Suggested a way to prevent overcorrection “teachers should tell their students that only punctuation, grammar, or spelling errors will be corrected for a specific writing task.” In other words, teachers do not have to correct everything, choose one or two issues you wish to focus on and only correct those.

When students write with electronic media, for example, teachers can tactfully use editing tools such as Track Changes to make it easier for students to write correct versions of their drafts but without being too discouraging (Harmer, 2010).

Teachers should respond to learners’ work by telling them what the teacher thinks, suggesting alternatives or recommending something, highlighting both strengths and weaknesses, etc. Finally, teachers should respond not only to the form (grammar) but also the content of students’ writing (by pointing out whether or not

meaning is clear, cohesive, etc.) as a final activity students save their work in a portfolio to make them understand and make strong efforts to improve their last draft.

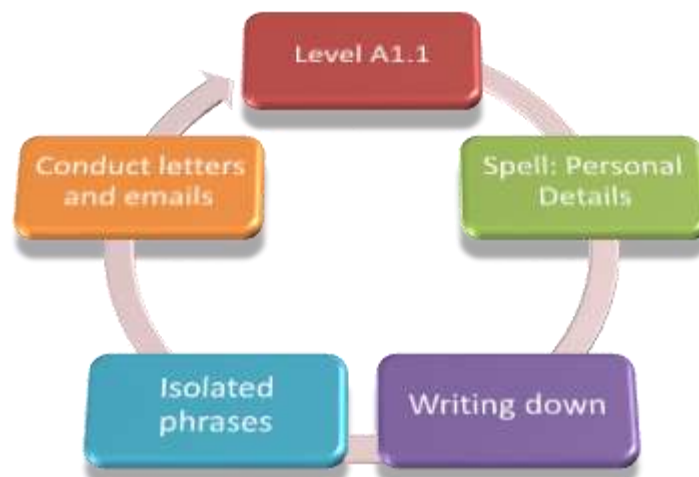
2.3.9. How to evaluate Writing Activities?

Assessment indicators given by the Ministerio de Educacion:

Level A1.1 students will be able to:

- Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date of birth, school, etc.).
- Take down in writing a dictated or recorded message within the limits of their repertoire for the level.
- Write isolated phrases and sentences for simple informational texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks (i.e. commas and period).
- Conduct a correspondence (e.g. email) with a partner, giving and eliciting personal and educational information.

Graph #1 Assessment Indicators



Source: Ministerio de Educación
Author: Created of Norma Saona Mirabá

2.3.10. The use of rubrics in writing

The rubric is a standard of performance for a defined population. Typically, “scoring rubrics are developed by the teachers of the students in the target population”, according to the (National Science Education Standards, 2004, p. 256).

Rubrics are popular among teachers as a means of communicating expectations for an assignment. Some authors define rubrics in different ways; Heidi Andrade defined rubric as “a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.” (Andrade, rubistar.4teachers.org, 2011).

To design easily a good rubric there are some online sites that will help the teacher to create quality rubrics in a short time.

- Rubrics for Teachers: offers a complete guide for Educational Teacher Rubrics and Assessment.
- Rubistar for Teachers: is a website which offers free registration and use so teachers can save and edit rubrics online, teachers also can access them from home, school, or on the road.

2.3.11. Information and Communication Technology ICT

“Information and communications technology (ICTs) (- or technologies) is a term that includes any communication device or application: radio, television, cellular phones, computer and network hardware and software, satellite systems as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries”. (Rouse, TechTarget, 2014).

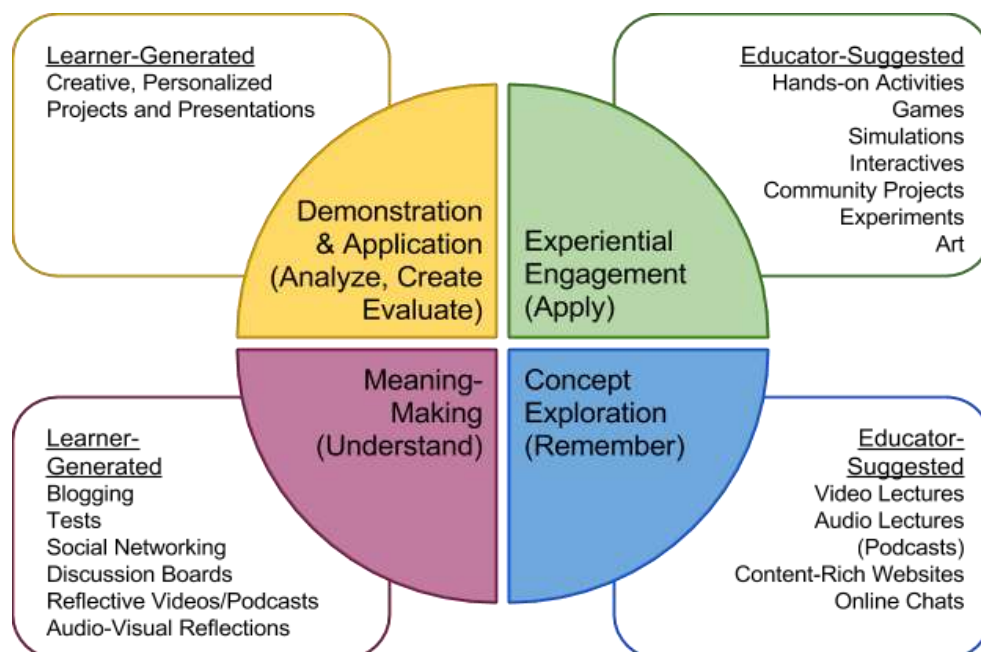
According to techopedia website ICT refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. (Techopedia, Techopedia.com, 2010).

ICT is defined as the use of information and a way of communication through devices in some fields such as education, health care, etc. ICT offers a huge variety of tools and is what has to be done is to look for the right one needed, download it and apply it in the requiring field.

Jackie Gerstein recommended the Flipped Classroom Model in 2011 in which she proposed a cycle model with four components that are shown below.

The process starts with some experiential engagement to get learners interested in the subject.

Graph #2 Flipped Classroom Model



Source: <https://ileighanne.wordpress.com/2013/01/28/learning-cycles-of-the-flipped-classroom/>

2.3.12. The use of ICT in teaching writing skills

“Writing skill is an important aspect of language learning refers to the process of encoding the words.” (Floyd et al., 2007, p.233) “Even though ICT can be considered as an important tool to enhance the teaching of writing skills” (Melor Md Yunus, 2007, p.113), there are some advantages and some disadvantages in using this tools.

There is evidence from previous research that ICT help teachers to improve their methods and help students to learn easily.

One important factor in why pupils’ attain improves when using ICT is because they spend more time working at or practicing the skills being studied and tested. (Higgins, 2005) Many students enjoy using computers and electrical devices such as smartphones; teachers should take advantage of this benefit because the combination of motivation and practice at a particular task is resulted in a better performance in some activities.

In some areas there is significant evidence of the positive impact of ICT in learning, one particular area is writing. A systematic review by (Goldberg, Russell, & Cook, 2003) retrieved from <http://www.jtla.org> concluded that on average students who use computers when learning to write are not only more engaged and motivated in their writing, but they produce written work that is of greater length and higher quality.

ICT provides some powerful tools that will support to present or represent information in different ways using text, pictures, tables and graphs.

Computers can be used in small groups, large groups or individually if the school provides the devices, or in some cases by the teacher with the whole group using a projector.

Teacher may need to teach pupils how to interact with each other when using the computer collaboratively so that effective learning can take place (Dawes, Thinking Together, 2004, p. 187).

Information and Communication Technologies present a wide range of tools that can be used for teachers to present a class as well as for the students to use as a part of an activity, as individuals or in groups.

Some technological tools can be explicitly design for use in educational contexts such as a mathematics teaching program or an overhead projecting calculator or they can be equipment and software also used in other contexts, such as computers with data projectors or word processors and spreadsheets. (Higgins, 2005, pp. 191-210) Teachers have the opportunity to choose the best tool to use in a class according to the topic and available resources.

2.3.13. Social Networks in Education

Many changes have occurred in communication since the internet spread, communications via technological devices are replacing face to face interaction and this is also associated with new type of relationships as (Murray, 2008, p. 8) stated.

“Social networks are platforms for virtual social lives created by people over the Internet. Individuals define themselves in such networks so that they communicate with other people sharing same or different cultural backgrounds/dimensions through powerful communication opportunities provided by the Internet.” (Tiryakioglu, 2011, p. 135).

Social networks provide several possibilities: ability to communicate instantly with people living worldwide using video chats or voice calls, take part in groups with people from different parts of the world and gather them in a virtual place which cannot be possible in real life, another important aspect is the capacity to share and receive information instantly.

The use of social networks as an educational tool provides some advantages such as interactivity and participation. “There are some positive characteristics deriving from the use of social networks as an education tool”. (Balci, 2010, p.466).

2.4. Legal Basis.

2.4.1. Constitution of the Republic of Ecuador

According to Constitution of the Republic of Ecuador establishes that everyone has the right to universal access to Information and Communication Technology that is why this research paper is contributing to fulfill it because the ICTs are fundamental in teaching-learning process Language English.

This Constitution offers to the students good quality life, the right to the science, technology, arts, health, social security, risk management, physical culture and sport, habitat and housing, culture, communication and information, leisure, population, human security and transportation. They are necessary to improve performance in social and productive activities of students. (See appendix No.1)

2.4.2. Organic Law of Intercultural Education

According to Organic Law of Intercultural Education, budget is provided to schools, in order to improve educational quality in the following areas: teacher education and training, educational infrastructure, training and community participation, development and provision of teaching materials and implementation of Information and Communication Technologies. In this case, all institutions should use the ICTs in educational process. (See appendix No.2)

2.5. Hypothesis

ICT tools will improve the teaching process of English writing skills for eighth grade students at Escuela de Educación General Básica Marañon in La Libertad, province of Santa Elena.

2.6. Variables of Study

2.6.1. Dependent Variable

Teaching process of English Writing Skills would be improved by the use of ICTs.

2.6.2. Independent Variable

ICT tools in the teaching process of writing skills in English Language.

CHAPTER III

METHODOLOGY

3.1. Research Approach

The design of this research was based on quantitative and qualitative methodology; these methods allowed the achievement of specific results about the improvement of the writing skills of the eighth-grade students from Escuela de Educación General Básica Marañon.

3.1.1. Quantitative Method

The quantitative method applied in this research paper was used in order to collect data related to the ICT tools to learn English in eighth-grade students.

3.1.2. Qualitative Method

This research used the qualitative method, in order to gather information about the use of the ICT tools to teach writing. The researcher interviewed several professionals: The School Principal, English teacher, teachers and students.

3.1.3. Inductive-deductive Method

This research paper used both approaches inductive and deductive. For the deductive method, first all the needed information about ICTs to teach writing was gathered, studied, contrasted between authors, and finally simplified for this paper. In contrast, for the inductive method the researcher started with small observations to make assumptions about the improvement of the writing skills of students.

3.1.4. Scientific Method

This method allowed showing the real improvement of the writing skills of the eighth-grade students from Escuela de Educación General Básica Marañon.

3.1.5. Observation Method

This method allowed us to find out detailed information about causes and effects of the problem related to ICT tools to improve writing skills of the eighth-grade students.

3.2. Type and level of investigation

3.2.1. Field Research

It is important and necessary to get updated information about the use of the technological tools in English teaching process to improve the writing skills regarding ICT tools during this school year 2015-2016, it was applied in the context of basic education students who were the target population involved in the problem.

3.2.2. Bibliographic Research

It permitted to search and select scientific-theoretical foundations on the subject of investigation, the main topics listed in the theoretical framework were related to ICT tools in the English teaching process of writing skills in Basic Education Level.

3.2.3. Correlational Research

This method measured the degree of relationship between the stated problem (The improvement of the process of teaching writing skills of the eighth grade students

from Escuela de Educación General Básica Marañon) and the proposal (Use ICT tools).

3.2.4. Applied Research

This type of research admitted the use of ICT tools in order to improve the writing skills of the eighth-grade students from Escuela de Educación General Básica Marañon.

3.3. Population and Sample

3.3.1. Population

The population of this research was composed by students of basic education from Eighth grade, the English teacher, the School Principal and teachers from Escuela de Educación General Básica Marañon which is located in La Libertad, "Once de Diciembre" neighborhood, October 9th Avenue between 17th and 18th Street in Santa Elena province.

Chart # 1: Population

DESCRIPTION	QUANTITY	%
School Principal	1	3
English's Teacher	1	3
Teachers	3	10
Eight Grade Students	25	84
TOTAL	30	100%

Source: Escuela de Educación General Básica Marañon
 Author: Norma Saona Mirabá

3.4. Variables Operationalization

Independent variable: ICT tools in the teaching process of writing skills in English Language.

Chart # 2: Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The use of technology for teenagers, as part of their education, helps them develop their literacy skills in both, reading and writing.	Google sites ICTs Web sites Specific software	Skills Methodological Strategies Tools Technology Audio Video Web sites	Does the teacher have access to ICTs in the classroom? Are the students able to use ICTs in the classroom or their houses? Will the use of ICTs improve the process of teaching writing skills? Are the teachers able to use ICTs in their classes? Will ICTs work effectively as a tool in the process of teaching English Writing Skills to 8 th grade students?	Survey Camera Video-Camera Observation Interview Students grades

Author: Norma Saona Mirabá

Dependent variable: Teaching Process of English Writing Skills would be improved by the use of ICTs.

Chart # 3: Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The use of ICTs will improve the process of teaching and learning writing in eighth grade students to develop their skills in a noticeable manner.</p>	<p>Teaching Writing Methodology and Strategies</p>	<p>The Use of Technology</p>	<p>Are students able to solve writing exercise on their own?</p>	<p>Observation</p>
	<p>Connection Learning</p>	<p>Motivation</p>	<p>Does the teacher plan activities to improve writing skills in the class?</p>	<p>Interview</p>
	<p>Analytical ability development (Writing)</p>	<p>Innovation</p>	<p>Will ICTs work effectively as a tool in the process of teaching English Writing skills to students of eighth grade from Escuela de Educación General Básica Marañon?</p>	<p>Survey</p> <p>Students grades</p>

Author: Norma Saona Mirabá.

3.5. Techniques and Instruments for Data Collection.

3.5.1. Techniques

The following techniques were applied during this research: Survey and Interview.

3.5.1.1. Survey

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution, it helped to get results about the advantages of using ICT tools to improve writing skills of eighth-grade students at Escuela de Educación General Básica Marañon.

3.5.1.2. Interview

This technique used to obtain direct information from the School Principal and teachers of Escuela de Educación General Básica Marañon. From the first interviewed person it was possible to know the use of ICTs inside the school and from teachers allowed to know if they are using ICT tools to teach English Language.

3.5.2. Instruments

3.5.2.1. Camera, video - camera

This instrument was used to capture images and videos in order to reproduce them later and have an evidence in the use ICTs as technological tools.

3.5.2.2. Notebook

This instrument used different activities developed throughout this research, activities such as the most relevant part from interviews, to plan activities, to draw diagrams or word maps.

3.5.2.3. Questionnaire

It is a document with several questions, which was elaborated to get information about the stated problem.

3.6. Data Collection Plan

The data collection plan did according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

Chart # 4: Data collection Plan

BASIC QUESTIONS	EXPLANATION
What for?	To improve writing skills.
From what group of students or objects?	Eighth-grade students from Escuela de Educación General Básica Marañón.
About what aspects?	To use ICT tools.
Who?	Undergraduate: Norma Saona.
To whom?	Students, teachers and Director.
When?	2015-2016.
Where?	Escuela de Educación General Básica Marañón.
How many times?	Once a Year during academic year 2015-2016.
How?	Individually.
What data collection techniques?	Interviews, and Surveys.
With that?	Lists, questionnaires and cameras.

Author: Norma Saona Mirabá

3.7. Data Processing Plan

Chart # 5: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The deficiency in writing skills was determined by low scores presented and information gathered in surveys to eighth-grade students and English teachers from Escuela de Educación General Básica Marañon the use of ICT tools to improve the teaching process of writing skills was justified.</p>	<p>Once the problem was discovered the investigator started looking for related information from: Books, articles, internet, among others. Besides an interview with the principal of Escuela de Educación General Básica Marañon and teachers.</p>	<p>Once the problem was confirmed in Escuela de Educación General Básica Marañon, surveys and interviews were made (survey for students and interviews for School Principal, English's teacher and teachers), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected data that proved the deficiency in English Writing Skills, it has been determined that it's important to involve ICT tools to improve the process of teaching this skill in eighth-grade students Escuela de Educación General Básica Marañon, it was also essential for the School Principal and teachers make them part of the incoming process in order to improve the writing skills in each student.</p>	<p>ICT tools in the process of teaching English to the eighth grade students from Escuela de Educación General Básica Marañon will improve their writing skills.</p>

Author: Norma Saona Mirabá.

3.8. Analysis and Interpretation of results

3.8.1. Interview directed to School Principal from Escuela de Educación General Básica Marañon.

Question N°1.-Have you been notified by the English Teachers of any deficiencies in the subject of English as a Foreign Language?

INTERPRETATION: The principal said that some students have low grades and according to the English Teachers, this is caused by lack of applying teaching strategies when pupils write sentences or short texts.

Question N°2.- Do you think ICTs would be a good tool to improve grades in English as a Foreign Language?

INTERPRETATION: She considers that ICTs are doors to another level of education, and the challenges that society demands are higher nowadays.

Question N° 3.-In your opinion are English teachers prepared to use ICTs as a tool in their classes?

INTERPRETATION: She believes ICTs would complement what the teachers do inside of the classroom and will be a support for the activities planned every week.

Question N° 4.-According to your experience as a Teacher, do students feel motivated when using ICTs?

INTERPRETATION: She states that ICTs allow students have a meaningful experience when they are learning, obstacles are overcome easily and students become more confident.

Question N°5.-Do you support the use of ICTS in English classes to improve the results of writing skills?

INTERPRETATION: She strongly supports the idea and considers that it would bring a lot of benefits not only for grades but also for the students performance inside of a classroom.

3.8.2. Interview directed to English´s teacher

Question N° 1.-Do you consider motivation an important fact while teaching?

INTERPRETATION: She considers motivation is a key fact when teaching because it gives a relaxing environment for a meaningful learning process.

Question N° 2.- In your opinion, which is the English skill you have most difficulties when teaching?

INTERPRETATION: She considers that all skills have some difficulties but the hardest to correct is without doubts writing, because students do not follow grammar rules or use proper vocabulary.

Question N° 3.-Do you consider the use of ICTs in education is necessary?

INTERPRETATION: She believes that ICTs makes methods become more effective because students are more motivated when they use innovative tools inside of the classroom.

Question N° 4.-Would you like to try teaching English Writing Skills with a software that allows students know when they are making a mistake?

INTERPRETATION: She strongly agrees it would be a good idea to try this methodology because students may change the way they write in English and this would make them improve this skill.

Question N° 5.-Do you consider ICTs would be an appropriate tool to improve the process of teaching English writing skills to students of eighth grade?

INTERPRETATION: She thinks it would be an excellent resource to improve and reinforce what has been taught in the class, she adds that the best way to learn is when students put into practice knowledge.

3.8.3. Interview directed to teachers

Question N° 1.- In your opinion, which is the English skill most difficult?

INTERPRETATION: One of the teachers consider listening as one of the most difficult skill to master English Language, on the other hand, the other two teachers agreed in writing as the most difficult skill for students especially in English as a second language learners.

Question N° 2.-Do you consider motivation an important fact while teaching?

INTERPRETATION: All the teachers stated that it is important for students to be fully motivated when they are learning, they also consider lack of motivation as one of biggest obstacle faced by teachers in a classroom.

Question N° 3.-Do you consider the use of ICTs in education is necessary?

INTERPRETATION: All the teachers indicated that ICTs provides the necessary tools in many fields, particularly in education; it has to be mandatory for every school to provide their teachers with the required technology in order to offer a better quality education.

Question N° 4.-In your opinion, should English teachers try to teach English Writing Skills with software that allows students know when they are making a mistake?

INTERPRETATION: They all have the same opinion about this question, they point out that it would be a great idea for young learners to have a software or applications that permits them improve their writing skills by telling them when they make mistakes.

Question N° 5.-Do you consider ICTs would be an appropriated tool to improve the process of teaching English writing skills to students of eighth grade?

INTERPRETATION: They believe ICTs offers a great variety of tools that can be used for eighth grade teachers to develop writing skills in students by making them practice in real life situations.

3.8.4. Survey directed to the students

Question 1: Which is the most difficult part of learning English?

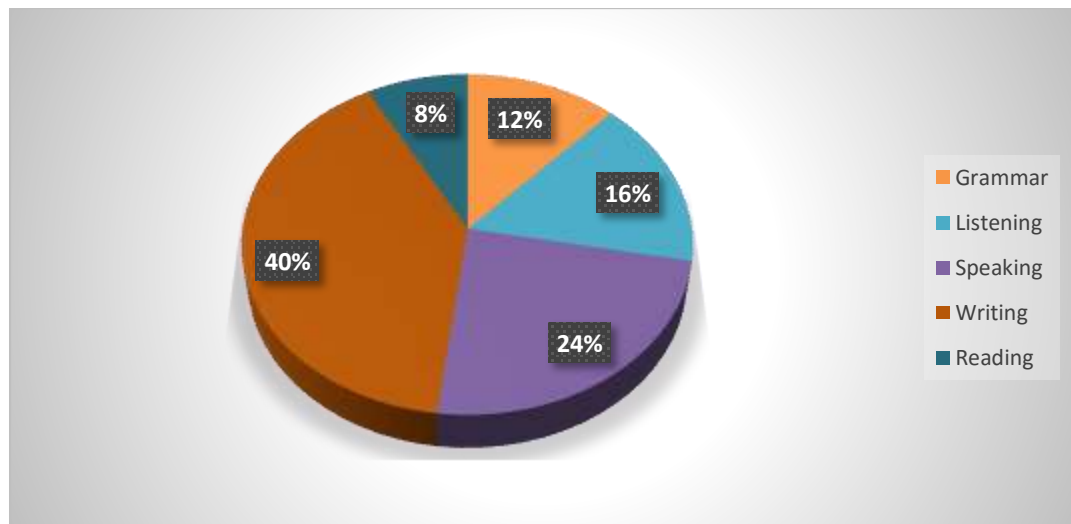
Objective: To determine which skill presents more difficulties in the process of learning English.

Chart # 6: Difficulty to learn English

Item	Alternatives	Frequency	Percentage
1	Grammar	3	12%
	Listening	4	16%
	Speaking	6	24%
	Writing	10	40%
	Reading	2	8%
	Total		25

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 3: Difficulty to learn English



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 12% of students considered Grammar, 16% considered Listening, 24% considered speaking, 40% considered writing and 8% considered reading as the most difficult part of learning English.

Interpretation: Students found writing as the most difficult part of learning English.

Question 2: How often does your English teacher use technology inside of the classroom?

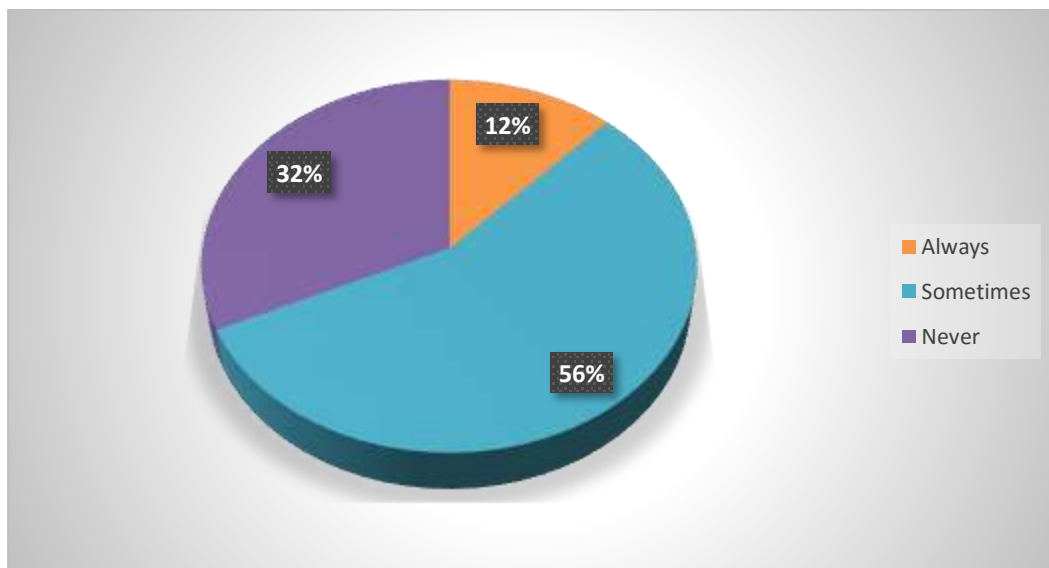
Objective: To determine if English classes used ICTs.

Chart # 7: Use of ICTs in classrooms

Item	Alternatives	Frequency	Percentage
2	Always	3	12%
	Sometimes	14	56%
	Never	8	32%
	Total	25	100%

Source: Survey direct to students
 Author: Norma Saona Mirabá.

Graph # 4: Use of ICTs in classrooms



Source: Survey direct to students
 Author: Norma Saona Mirabá.

Analysis: 12% of students said the teacher always uses technology inside of the classroom, 56% said the teacher sometimes uses technology inside of the classroom, and 32% said the teacher never uses technology inside of the classroom.

Interpretation: Students said that says technology is sometimes used inside of the classroom.

Question 3: Do you consider technology as a good tool to learn writing in English?

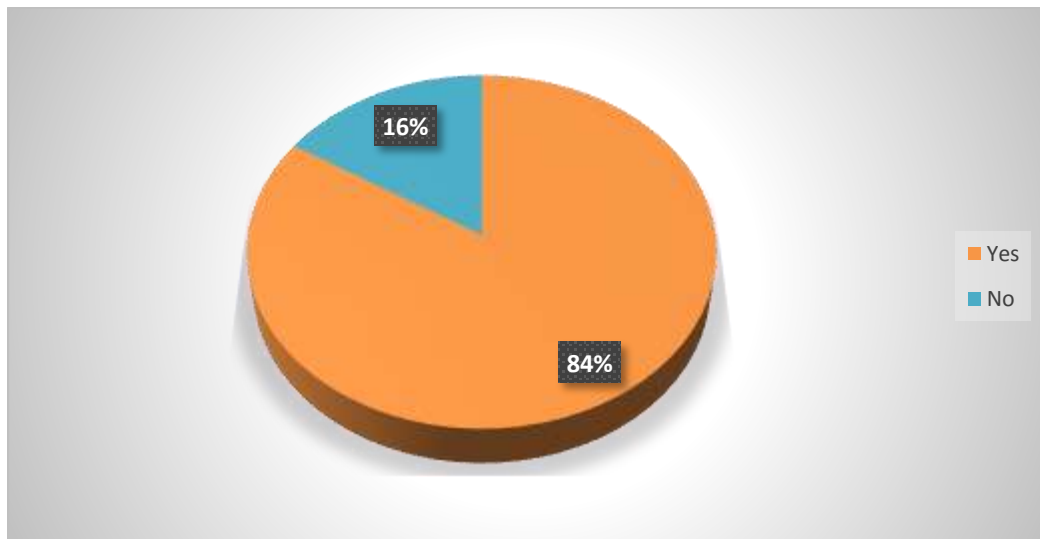
Objective: To determine if students enjoy using ITCs in the classroom.

Chart # 8: ICT as a good tool to learn writing in English

Item	Alternatives	Frequency	Percentage
3	Yes	21	84%
	No	4	16%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 5: ICT as a good tool to learn writing in English



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 84% of students agreed that technology is a good method to learn English and 16% disagreed that technology is a good method to learn English.

Interpretation: Students agreed that technology is a good tool to learn English

Question 4: Where do you use computers?

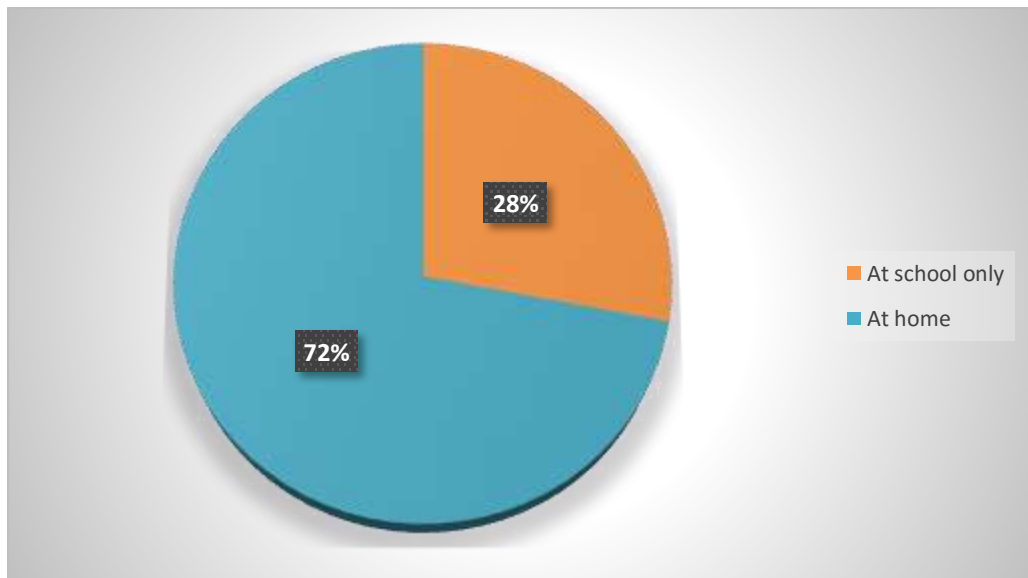
Objective: To know if students have experience using computers.

Chart # 9: Use of computers

Item	Alternatives	Frequency	Percentage
4	At school only	7	28%
	At home	18	72%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 6: Use of computers



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 72% of students use computers in their houses, 28% of the students said they only use the computers at school.

Interpretation: Most of the students have access to computers at home.

Question 5: Would you like to study English using a computer?

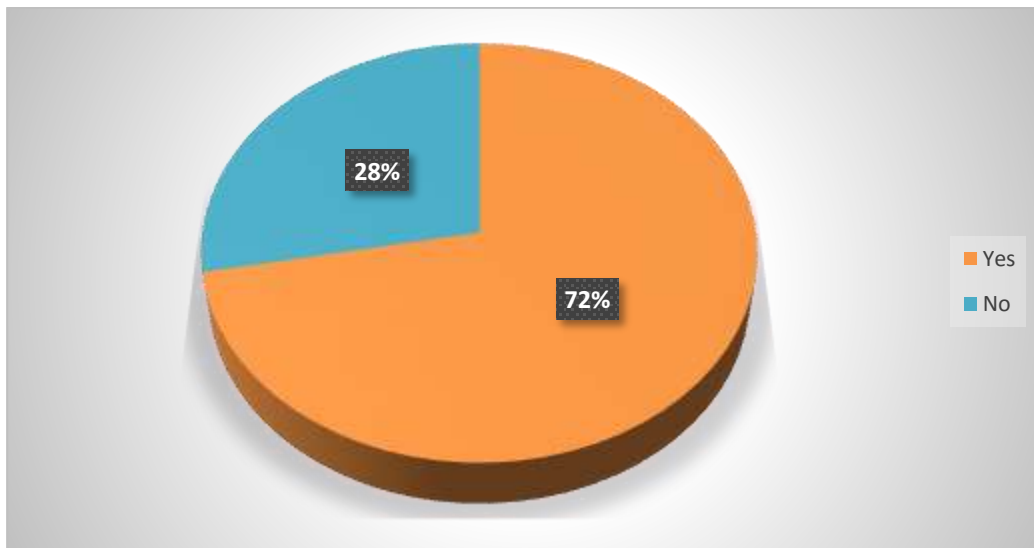
Objective: To determine if students would like to study English through software

Chart # 10: Use the computers to learn English

Item	Alternatives	Frequency	Percentage
5	Yes	18	72%
	No	7	28%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 7: Use the computers to learn English



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 72% of students said they would like to study English using a computer, while 28% of students said they would not like to use computers to study English.

Interpretation: Most of the students agreed that they would like to study English using a computer.

Question 6: Do you practice writing in English in your house?

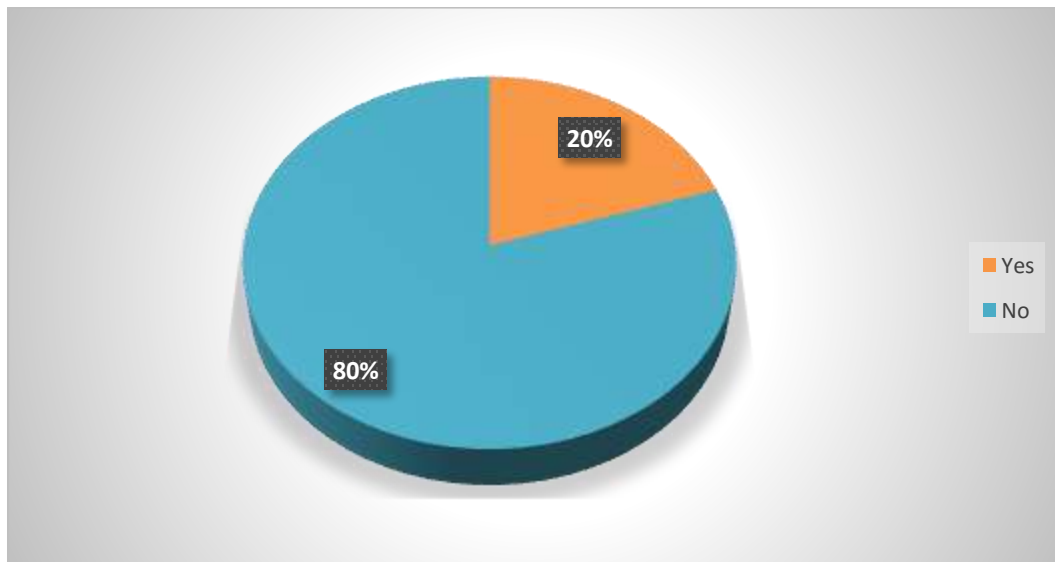
Objective: To determine if students practice writing skills.

Chart # 11: Practice of writing at home.

Item	Alternatives	Frequency	Percentage
6	Yes	5	20%
	No	20	80%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 8: Practice of writing at home.



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 80% of students said they do not practice writing in their houses, and the 20% of them said they practice writing at home.

Interpretation: Students determined that they do not practice English writing skills in their houses.

Question 7: Do you follow steps when you have to write in English?

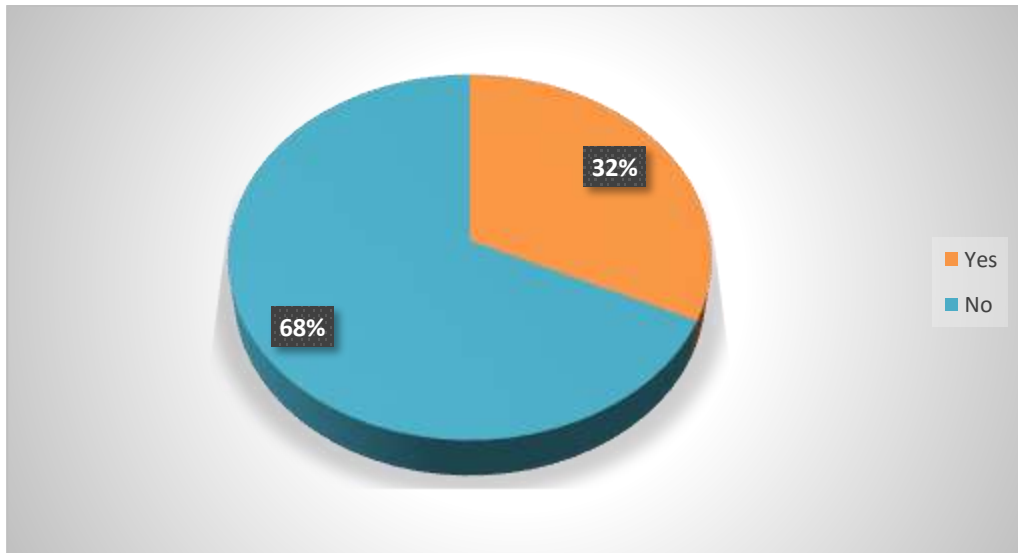
Objective: To determine if students practice writing skills.

Chart # 12: Steps to write in English.

Item	Alternatives	Frequency	Percentage
7	Yes	8	32%
	No	17	68%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 9: Steps to write in English.



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 68% of students said they don't follow steps when they have to write in English and the 32% said they follow steps and rules when they write in English.

Interpretation: Students said they do not follow steps when they write in English.

Question 8: Have you ever used a web site to practice English Skills?

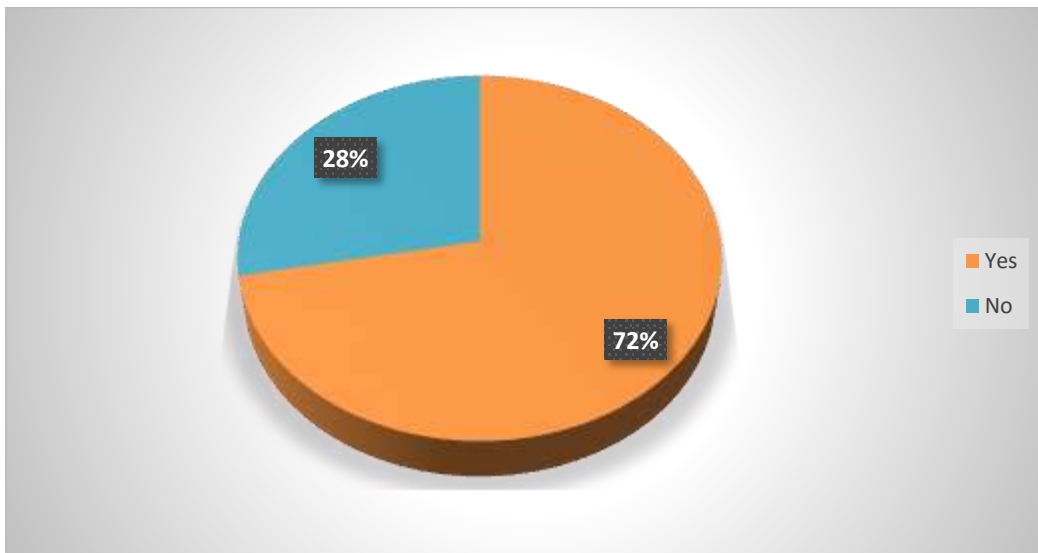
Objective: To determine if students use Internet to practice English skills

Chart # 13: Use of web site to learn English.

Item	Alternatives	Frequency	Percentage
8	Yes	18	72%
	No	7	28%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 10: Use of web site to learn English.



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 72% of students used web sites to practice English Skills and 28% did not.

Interpretation: Most of the students have used a software to practice English Skills.

Question 9: Do English writing exercises take you a long time to solve?

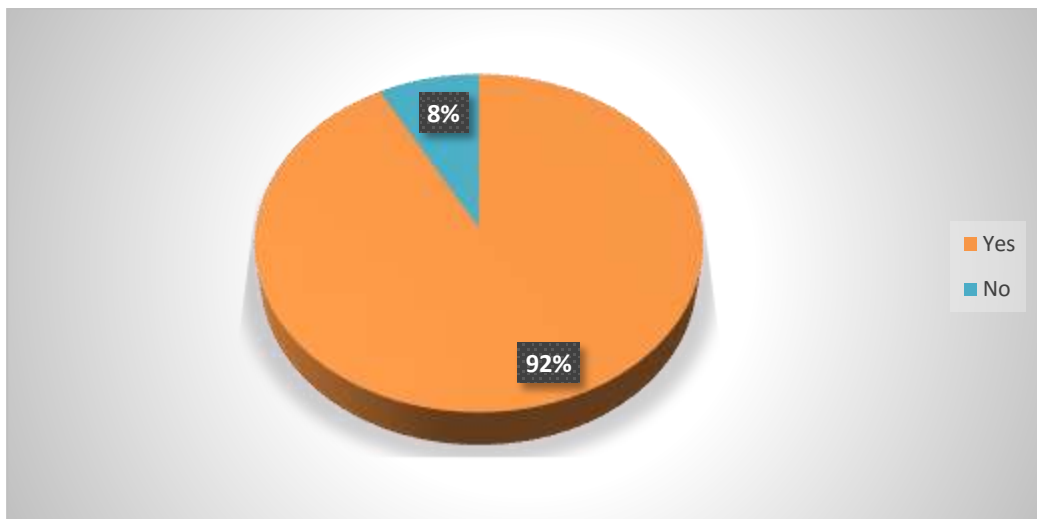
Objective: To determine if English writing skills take more time to solve.

Chart # 14: Exercises to practice Writing.

Item	Alternatives	Frequency	Percentage
9	Yes	23	92%
	No	2	8%
	Total	25	100%

Source: Survey direct to students
Author: Norma Saona Mirabá.

Graph # 11: Exercises to practice Writing.



Source: Survey direct to students
Author: Norma Saona Mirabá.

Analysis: 92% of students said that English Writing exercises take longer time to solve and 8% said they do not take a long time.

Interpretation: Most of the students said that take longer time to solve English writing exercises.

Question 10: Do you want to use technological tools to improve the process of learning writing in English?

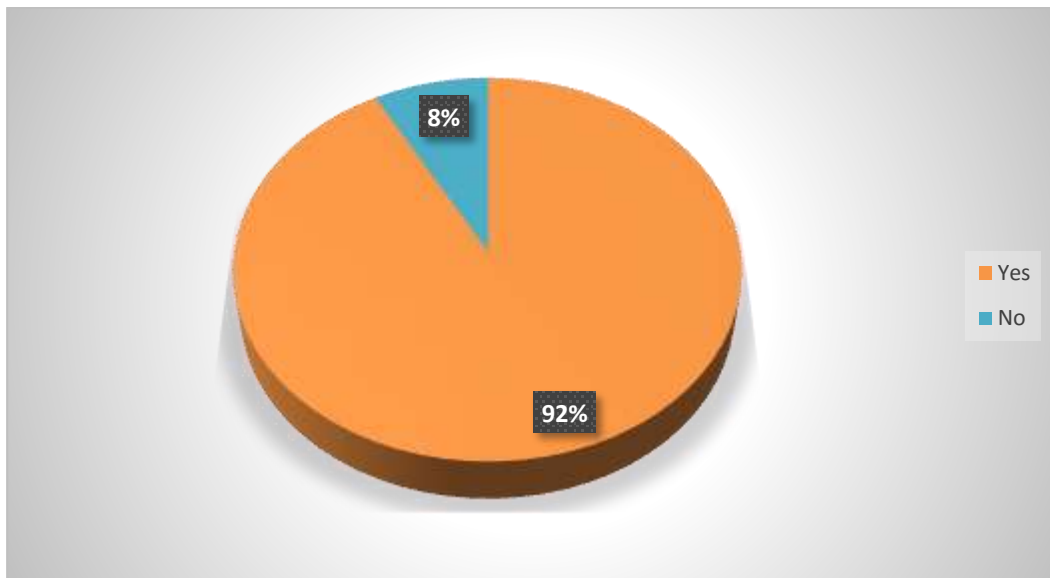
Objective: To determine if English is easier to learn when using technological tools.

Chart # 15: ICTs to improve learning English.

Item	Alternatives	Frequency	Percentage
10	Yes	23	92%
	No	2	8%
	Total	25	100%

Source: Survey direct to students
 Author: Norma Saona Mirabá.

Graph # 12: ICTs to improve learning English



Source: Survey direct to students
 Author: Norma Saona Mirabá.

Analysis: 92% of students said they want to use technological tools to improve the process of learning writing in English, while the 8% said they do not want to use technological tools to learn English.

Interpretation: Students agreed that they want to use technological tools to improve the process of learning writing in English.

3.8.5. Analysis of results chart- students

Chart # 16: Survey directed to students.

N°	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	STU	%
1	Which is the most difficult part of learning English?	Writing				25	100
2	How often does your English teacher use technology inside of the classroom?	Sometimes				25	100
3	Do you consider that technology is a good method to learn English?	21	84%	4	16%	25	100
4	Where do you use computers?	In their houses				25	100
5	Would you like to study English using a computer?	18	72%	7	28%	25	100
6	Do you practice writing in English in your house?	5	20%	20	80%	25	100
7	Do you follow steps when you have to write in English?	8	32%	17	68%	25	100
8	Have you ever used a web site to practice English Skills?	18	72%	7	28%	25	100
9	Do English writing exercises take you a long time to solve?	23	92%	2	8%	25	100
10	Do you want to use technological tools to improve the process of learning writing in English?	23	92%	2	8%	25	100

Source: Survey Directed to Students

Author: Norma Saona Mirabá

3.8.5.1. Analysis of results – students

The following analysis demonstrates that eight grade students at Escuela de Educación General Básica Marañon consider Writing as the most difficult skill to learn English as a Second Language. They have access to computers and technological devices and believe that giving these devices the appropriate use can help them in their process to learn English.

Students indicate that using ICT tools will support them to improve their writing skills and are eager to start using them in their classrooms.

3.9. Conclusions and recommendations

3.9.1. Conclusions

- English writing skills in eighth Grade Students from Escuela de Educación General Básica Marañon have not been developed properly because English students do not have enough practice to apply steps before writing.
- ICTs in Education have become an alternative tool for English teachers; using technological resources motivate students and give them the opportunity to correct mistakes in a meaningful way.
- Using ITCs as a complementing tool to improve the process of teaching English Writing skills is a method that makes feel students motivated and willing to learn.

3.9.2. Recommendations

- Implement ICTs during English classes to improve writing skills at Escuela de Educación General Básica Marañon.

- ITCs offer a motivating environment to students so lesson plans should include the use of this tool as a complementing activity to reinforce writing skills.
- It is fundamental to implement ICTs at Escuela de Educación General Básica Marañon to improve the process of teaching English Writing skills.

CHAPTER IV

THE PROPOSAL

4.1. Informative Data

Title of Proposal

“ICT TOOLS TO IMPROVE THE PROCESS OF TEACHING WRITING SKILLS IN ENGLISH FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.

Executing Institution

Escuela de Educación General Básica Marañón.

Beneficiaries

Eighth grade students at Escuela de Educación General Básica Marañón.

Location

The City of La Libertad, Province of Santa Elena.

Estimated time for execution

6 Months

Responsible

Author: Norma Saona Mirabá

Advisor: MSc. Leonardo Chávez G.

Budget

\$1.800,00

4.2. Proposal Background

It is no surprise how fast education is evolving in these days, so as teachers, it is really important to be aware of the new challenges we have inside and outside of the classroom, teachers should prepare students to face a new society full of competitive people trying to accomplish goals. New contents have been included in the national curriculum, English is a renewed subject that is based on the regulations established by the Common European Framework of Reference for Languages (CEFR), so it is completely necessary to update the teaching process of all the skills to get better results in order to get the B1, required to finish High School.

A book provides students explanations and a few exercises to put into practice what they have learned in a chapter, but it is very important to take children out of their comfort zone and give them some new learning ways, the best way to do this; is to create spaces in which students practice their English. This can easily be done in skills like speaking or listening, but what about writing? It is important to remark that writing is the door to speak “good English”, and that is why this proposal was designed.

ICTs are part of the changes Ecuadorian education is having, nowadays public teachers upload the grades of their students and parents can see these results by checking the website. So why not using these tools (a laptop or the internet) to reinforce knowledge.

4.3. Significance

The importance of implementing tools which reinforce previously acquired knowledge is important in the process of learning, especially in young learners. ITCs are resources that complement the process of teaching English, students feel more attracted when new strategies are presented, and that is why this project would replace the teacher in the independent student at home.

There are some websites which offer this kind of help, but what if there is not a good connection to the internet, this proposal aims to provide the teacher a tool that can be used with or without internet, the specific goal is to use ICTs to review what they have already learned and practice it. Writing websites are not easy to find, so power point presentations or programs installed on computers of the school are a tool to make students produce short sentences they hear every day or remember small paragraphs they can rewrite in order to be corrected by the teacher.

Taking all these facts into account, it can easily be identified the need to implement ICTs as a tool to teach English, especially writing, this would be a meaningful way of learning, as we all know it's much better when you put into practice what you have learned.

4.4. Objectives

4.4.1. General Objective

To improve the process of teaching Writing Skills in English by using ICT tools for Eighth Grade Students at Escuela de Educación General Básica Marañon.

4.4.2. Specific Objectives

- To design exercises which allow to practice writing skills in English.
- To implement the use of ICTs during English classes to Eighth Grade Students.
- To evaluate the learning results in writing skills of the Eighth Grade Students from Escuela de Educación General Básica Marañon.

4.5. Design and development of the Proposal

To use ICT tools to improve the teaching process of writing skills of the Eighth Grade Students from Escuela de Educación General Básica Marañon, city of La Libertad, school year 2015-2016. This research contributed to achieve better results in the process of learning English.

This proposal is developed in two phases:

- With offline practice (exercises) using Power Point, Excel or Prezi, to encourage students, to remember and practice what they had learned before.

- With online practice (exercises) using Google drive that allowed students to participate in an interactive way with the teacher.

Using just a laptop and a projector, some exercises can be solved by the students, it is important to mention that students can use their laptops or notebooks to write the answers of the exercises, and after the activity is over, the answer key is displayed on the board in order to allow students to see their mistakes.

In some activities students have different choices, they completed some paragraphs using some of the words provided, the most interesting about this, is that they give their answers out loud so Speaking Skills are practiced as well.

There are some exercises that can be presented to give students the possibility of checking what they are learning. These exercises can be applied at the end of the week to encourage children to remember all which was reviewed during this period.

The teacher is able to send this activity as an assignment through google drive, that it is a file storage to share to students, then they can access and download to practice all exercises. Finally, they can print the result of the activities.

4.5.1. How can offline exercises in Power Point be part of the teaching process?

Graph # 13: Power Point-Logo or Google Slides



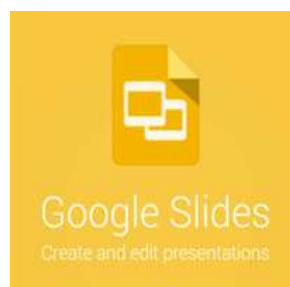
Source: <http://online.kkpg.edu.my/olc/>

Power Point is an application used to elaborate business presentations, but can also be implemented for educational or informal purposes. The slides may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation.

Teachers use Power Point presentations to introduce a new topic, when teaching writing, grammar and spelling rules are necessary to produce good writing texts. The correct use of Power Point tools helps teachers in different ways and catch student's attention.

4.5.2. Google Slides.

Graph # 14: Google Slides-Logo



Source: <http://google-slides.en.softonic.com/android>

Google Slides is an application of google drive, create and edit presentations in the online system collaborative. It is ideal to interact and keep the attention of young students and they can download, review and practice writing exercises at home.

4.5.3. How can Excel contribute in the process of writing?

Graph # 15: Excel – Logo or Google Sheets



Source: <http://online.kkpg.edu.my/olc/>

Although Excel is used widely in financially - related activities, it also offers the option of creating new spreadsheets where the author can define custom formulas to present some texts and options to complete them.

Excel offers a variety of tools that a teacher can use to develop activities for their students, in eight grade students is helpful the use of formulas, especially in an activity in which is necessary to complete with the correct letter or word.

4.5.4. Google Sheets.

Graph # 16: Google Sheets - Logo



Source: <https://www.domo.com/connectors/google-sheets>

Google sheets create spreadsheets in the browser without requiring software. It allows to import and to convert data in Excel format. In this case students can access to spreadsheet of writing skills through of this application.

4.5.5. How can Prezi presentations help students?

Graph # 17: Prezi – Logo



Source: <http://www.software.com.ar/p/prezi-pro>

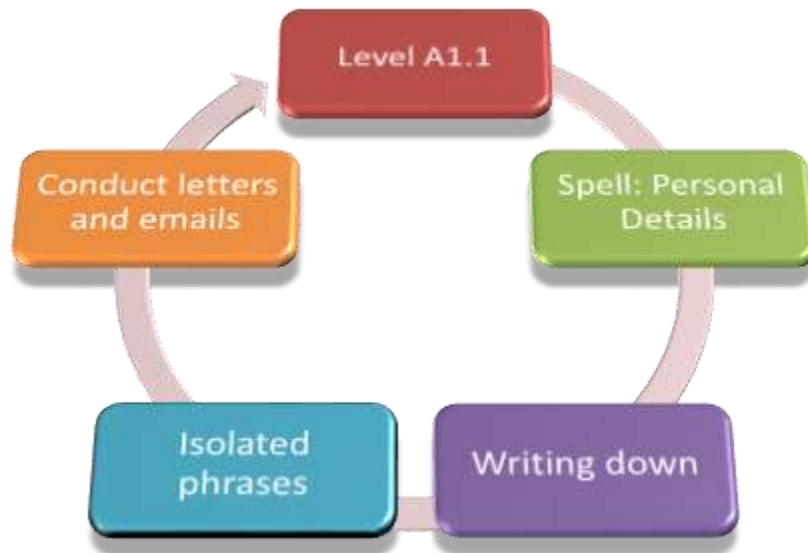
In case you do not have Internet connection, Prezi offers offline presentations with excellent quality, which allow students to feel attracted to what they are looking at and in this way they feel motivated to learn.

Grammar provides students the necessary knowledge when they start producing their first writings, that's why is very important to acquire this basis. Prezi presentations combine the classical learning methods with the use of ICTs in order to get children`s attention and make easier to learn the classical grammar rules in a new way.

4.5.6. Assessment indicators.

Assessment indicators given by the Ministerio de Educación for level A1.1 students, eighth grade of Basic Education.

Graph # 18 Assessment Indicators

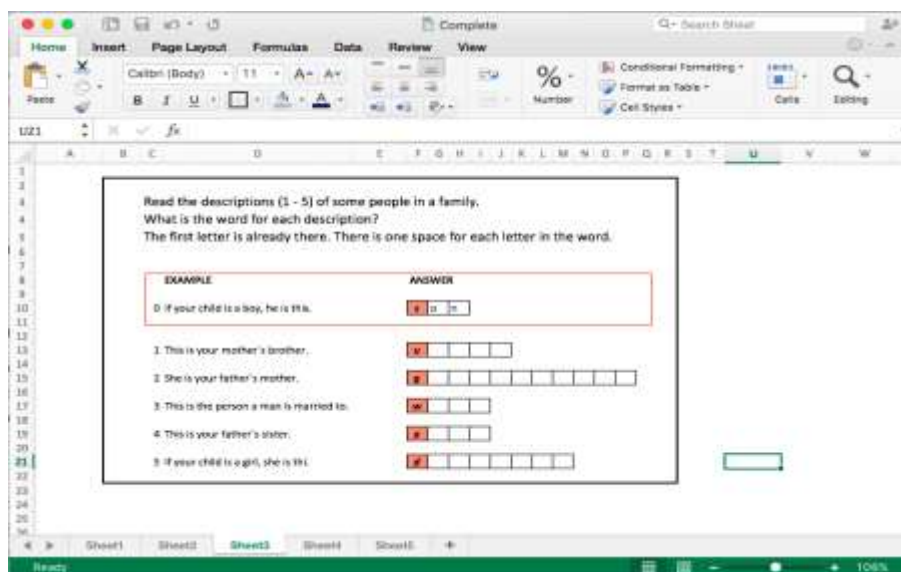


Source: Ministerio de Educación
Author: Created of Norma Saona Mirabá

4.5.6.1. Spell: Personal Details.

Spell personal and educational details: name, numbers and dates, nationality, address, age, date of birth, school, etc.

Graph # 19: Vocabulary: The Family.



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MnRUdrQUJPWW5wc1E>
Author: Norma Saona Mirabá.

In this activity students are asked to produce five items of vocabulary and to spell them correctly. The five vocabulary items belong to the same lexical field, for example, family members.

In each option students find a definition followed by the starting letter of the required word and the necessary boxes of remaining letters. There is also provided a complete example at the beginning.

4.5.6.2. Take down in writing a dictated or recorded message.

Take down in writing a dictated or recorded message within the limits of their repertoire for the level.

Graph # 20: Dialogue or monologue and write it down.

The screenshot shows a Google Sheet with a listening exercise. The exercise is titled "Manor House Museum" and includes a play button for audio. Below the audio player are several questions with input fields:

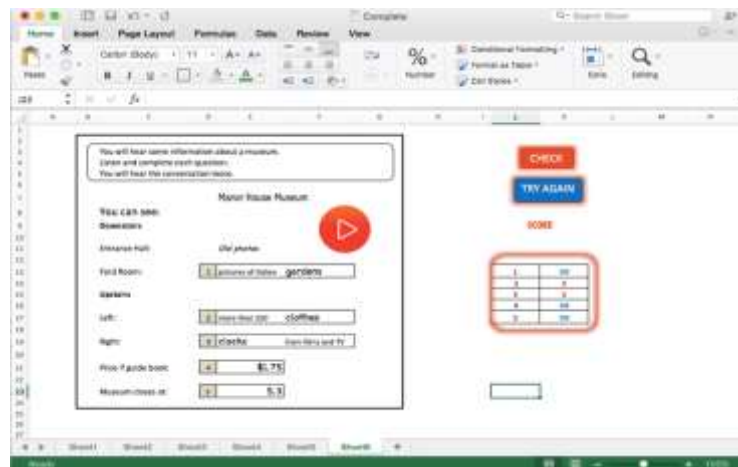
- Downstairs: Entrance Hall: Old photos
- Food Room: pictures of Italian
- Upstairs: Left: from the 18th
- Right: 15
- Price of guide book: 2
- Museum closes at: 5

To the right of the questions are buttons for "CHECK", "TRY AGAIN", and "SCORE", along with a small table with 5 rows and 2 columns.

Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MnRUdrQUJPWW5wc1E>
Author: Norma Saona Mirabá.

In this type of exercises students practice their ability to extract specific information from a dialogue or monologue and write it down, it is important to notice that the dialogue or monologue is in a neutral context, for example, in shops, schools, etc. The information to be written consists of numbers, times, dates, prices, spelling and words.

Graph # 21: Dialogue or monologue and write it down (finished).



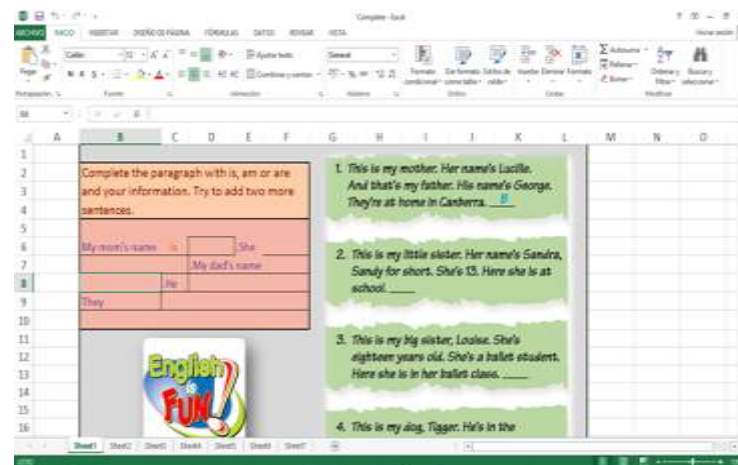
Author: Norma Saona Mirabá.

The worksheet provided contains a button to play the audio, afterwards students are able to fill the blanks and to check the answers, in case they want to repeat the activity, they just have to press the TRY AGAIN button in order to practice the activity again.

4.5.6.3. Write isolated phrases and sentences

Write isolated phrases and sentences for simple informational texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks. (i.e. commas and period).

Graph # 22 : Paragraph and sentences with Verb To Be.



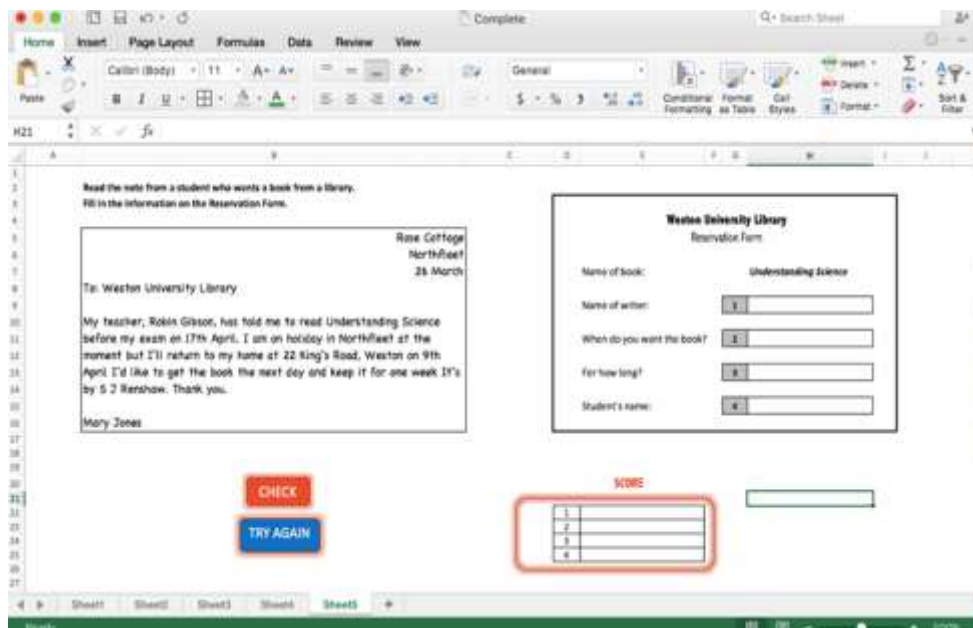
Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MnRUdrQUJPWW5wc1E>
 Author: Norma Saona Mirabá.

In the following activity, the students to complete a gapped paragraph. They use the information 1,2,3 and 4. Finally, they try to add more sentences using basic appropriate punctuation marks like commas and periods.

4.5.6.4. Conduct letters and emails

Conduct a correspondence (e.g. email) with a partner, giving and eliciting personal and educational information.

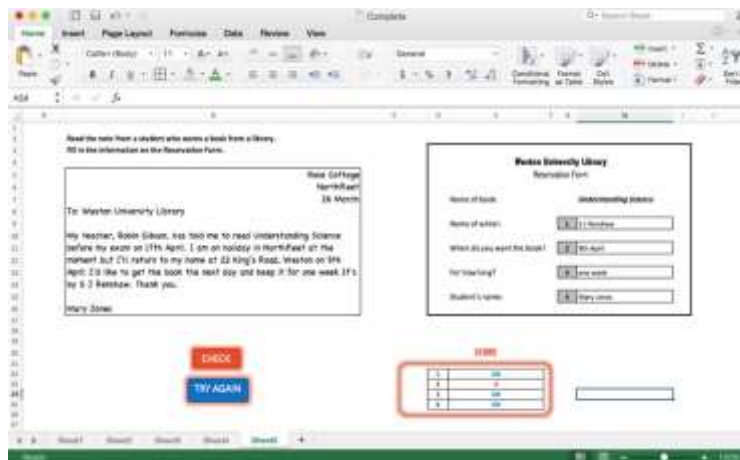
Graph # 23: Conduct letters and emails



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MnRUdrQUJPWW5wc1E>
Author: Norma Saona Mirabá.

In this activity, students are asked to complete a simple information task. They use the information in two short texts: email, advertisement, note, etc. to complete a note, form, diary entry or other similar type of document. Students have to understand the text in order to complete the activity.

Graph # 24: Conduct letters and emails (Finished).

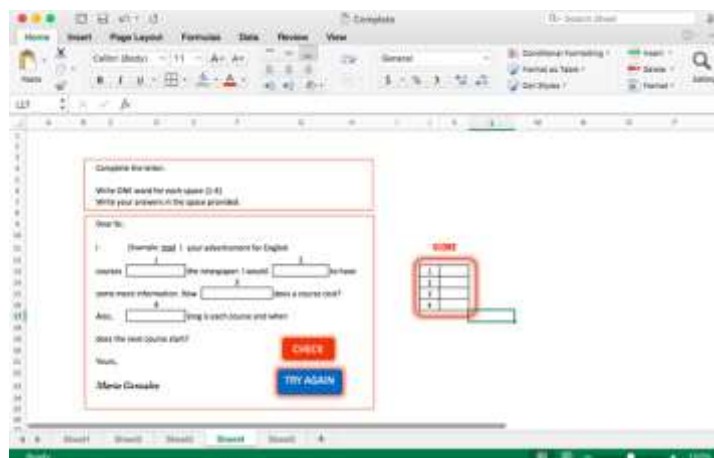


Author: Norma Saona Mirabá.

To succeed in achieving this indicator, students have to understand the vocabulary commonly associated with forms and note taking, for example, name, date, time, cost, etc. The required written production is at word and phrase level, not a complete sentence and correct spelling is important.

The software developed to practice reinforce this indicator is an excel worksheet that contains the information text and the form to be filled. Students are able to practice, make mistakes and they just have to press the CHECK button to see if they succeed or fail in the activity. It is also important to remember that students will try the activity as many times as possible in order to get all the answers correct.

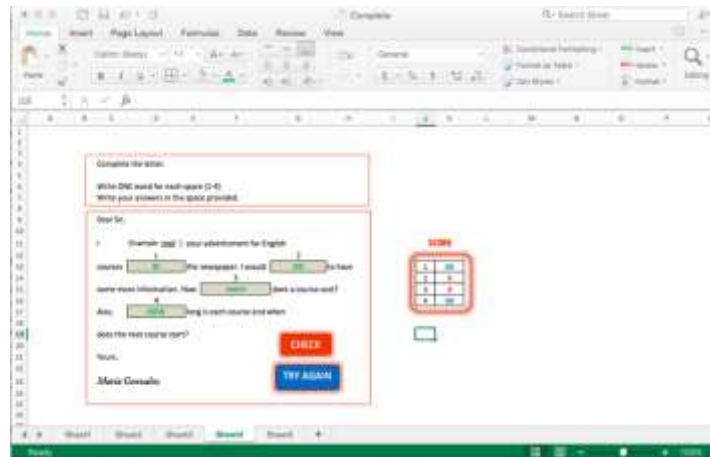
Graph # 25: Write notes, e-mail and short letters



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MnRUdrQUJPWW5wc1E>
 Author: Norma Saona Mirabá.

In this activity, the software asks students to complete a gapped text. Texts are short and simple according to their level for example, notes, emails, and short letters.

Graph # 26: Write notes, e-mails and short letters(Finished)



Author: Norma Saona Mirabá.

At the end of the activity students are able to press the CHECK button in order to see if they pass or fail in the activity, and also a TRY AGAIN button to complete the activity again.

4.5.6.5. Grammar activities

In order to reinforce grammar topics previously the teacher should explain certain grammar rules using Prezi presentations for each of the topics.

Graph # 27: Present Simple Presentation



Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MncUJjZDRLRDFGRDA>

Author: Norma Saona Mirabá.

Afterwards, students have to practice in Power Point for each topic, it is important to notice that these presentations allow students to realize when they make a mistake or when they choose the incorrect option.

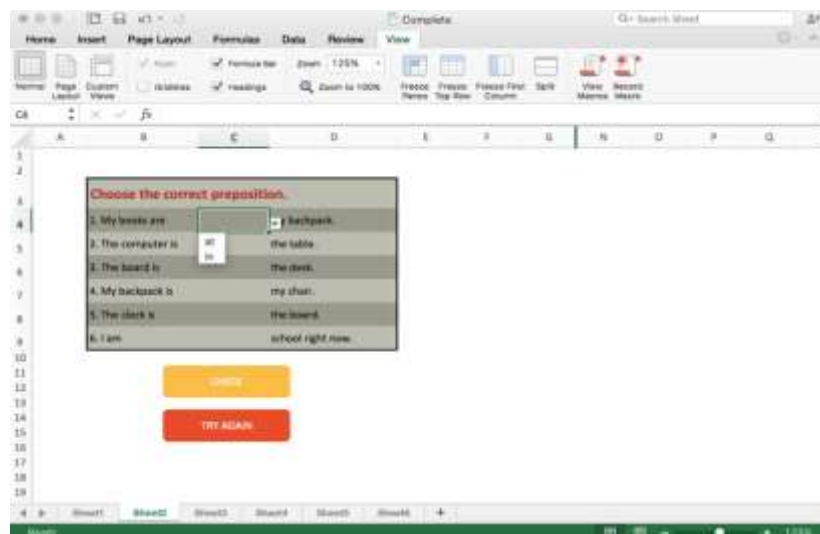
Graph # 28: Present Simple. Practice



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MnRUdrQUJPWW5wc1E>
Author: Norma Saona Mirabá.

At the end of the activity students are able to press the CHECK button in order to see if they pass or fail in the activity, and also a TRY AGAIN button to complete the activity again. This activity can be guided by the teacher, students interact giving the possible options.

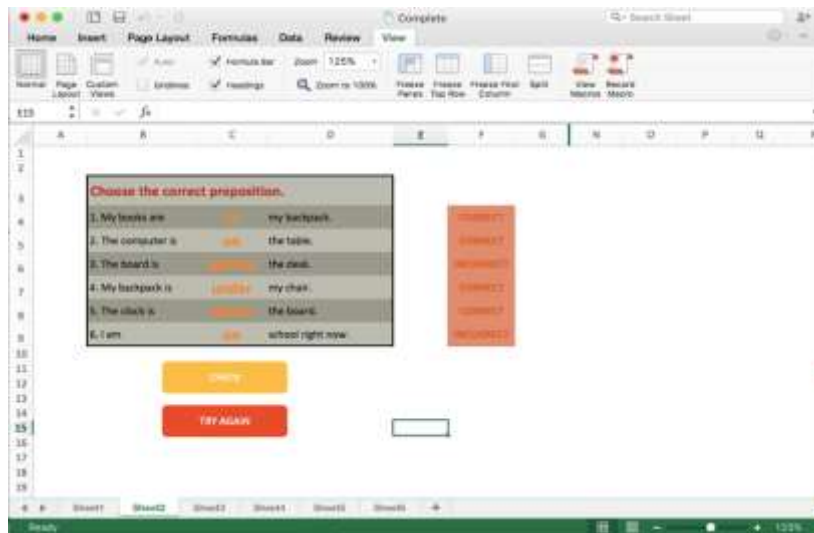
Graph # 29: Preposition of Place. Practice



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MnRUdrQUJPWW5wc1E>
Author: Norma Saona Mirabá.

This worksheet allows students to choose the possible option that best complete each sentence.

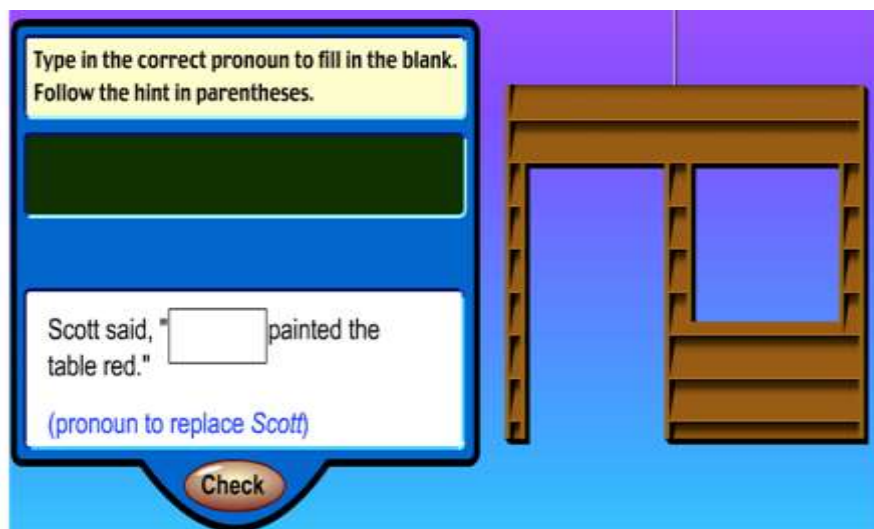
Graph # 30: Preposition of Place. (Finished).



Author: Norma Saona Mirabá.

As in the other activities a CHECK button is provided. The use of this button is really important because it provides students with the necessary feedback to correct their mistakes.

Graph # 31: Pronouns with Game base learning



Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MncUjZDRLRDFGRDA>
Author: Norma Saona Mirabá.

Here students had some choices to develop a self-introduction paragraph; they had to complete it using the words and punctuations correctly.

4.5.6.6. Unplugged activities

In case there is no electricity there is a variety of activities the teacher is able to choose to practice writing skills, for example:

- Complete the journal: students must keep a journal with daily activities, assignments and other important notes.
- Flashcards: there are many activities involving the use of flashcards, to improve writing skills the teacher should show a flashcard to the class and students have to write a description of the displayed picture in their notebooks.
- Writing down: in this type of activity the teacher is going to dictate, for example, numbers, simple words, names, etc. according to their level students are going to be able to take this words down.

4.6. Online Practice – Google Drive

Graph # 32: Google drive – Logo



Source: <http://tecdeducacion.com/uso/ofimaticos/basicos-de-google-drive-en-una-sencilla-imagen-2/>

Google drive is a file storage and synchronization service which allows users to store files in the cloud, share files, and edit documents, spreadsheets, and presentations with collaborators. It offers some other features such as: Google Docs,

Sheets and Slides that permits collaborative editing of documents, spreadsheets, presentations, drawings, forms, and more.

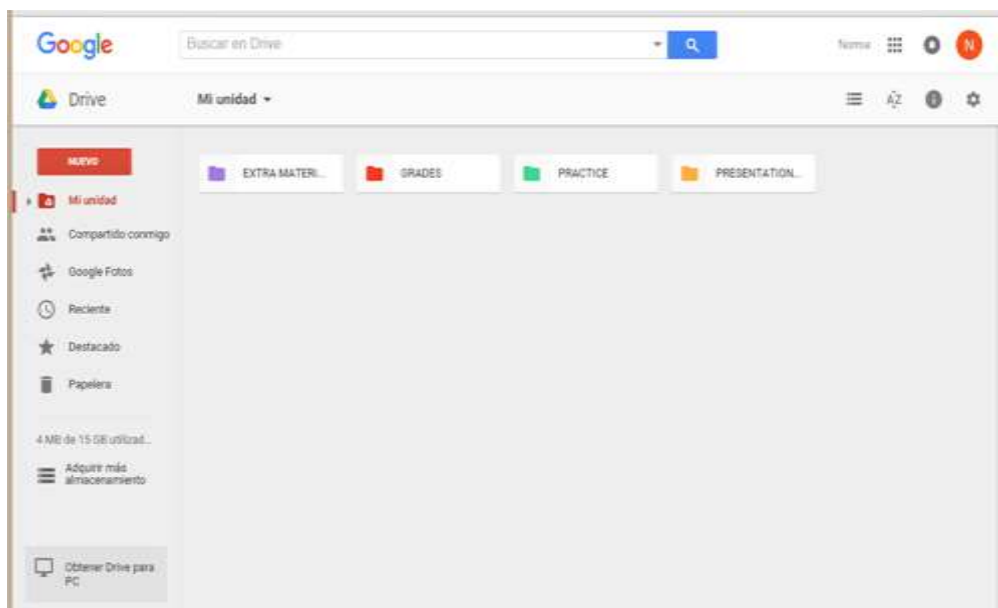
4.6.1. Google Drive account.

All the content presented in the following study is available online so students are able to download and practice all the activities. Being able to access this kind of information is really helpful for both students and teachers.

In the Google drive account created, the author proceed to place four folders at the top:

- Grade folder
- Practice folder
- Presentations folder
- Extra material folder

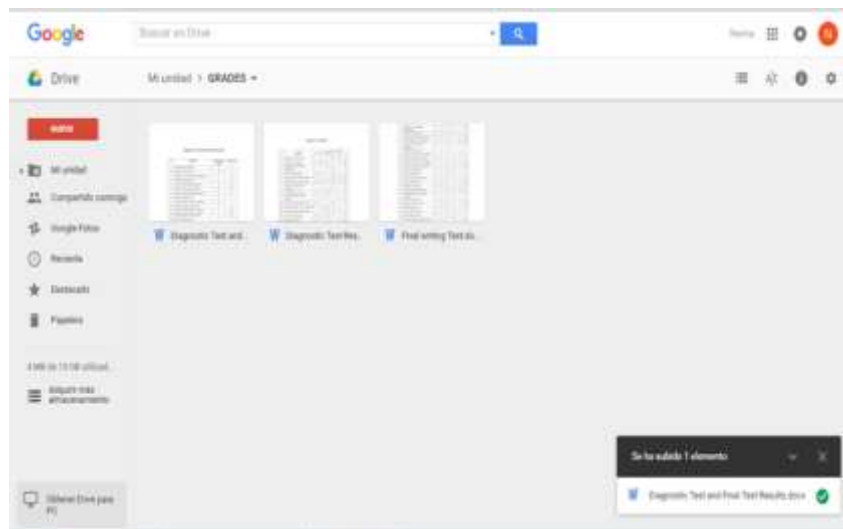
Graph # 33: Google Drive folders



Source: <https://drive.google.com/drive/my-drive>
Author: Norma Saona Mirabá.

In the graph above is shown all the folders available in the goggle drive account used in the present study.

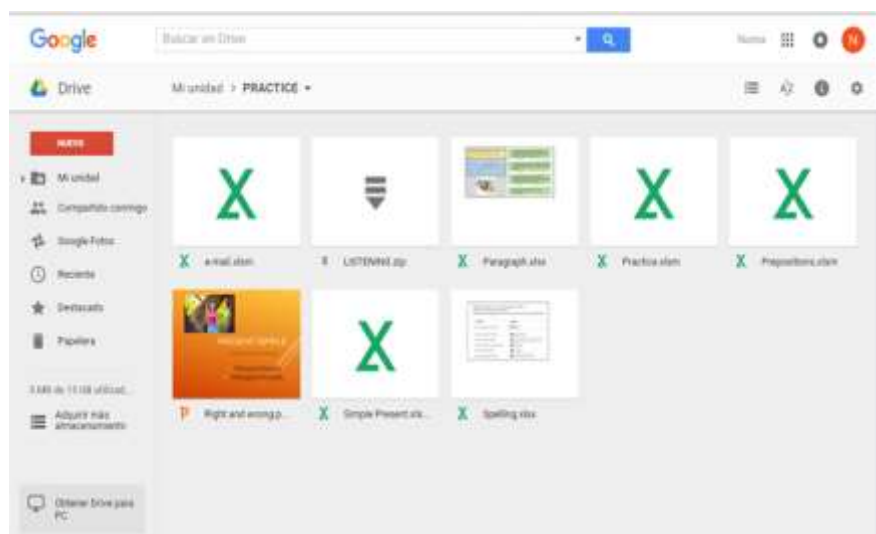
Graph # 34: Grade folder



Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MnNHdmWWJOdWpaN0E>
Author: Norma Saona Mirabá.

The folder named Grade contains all the files grade given to students during classes, such as: Diagnostic, formative and summative assessment. They can access and download the content to review the grades.

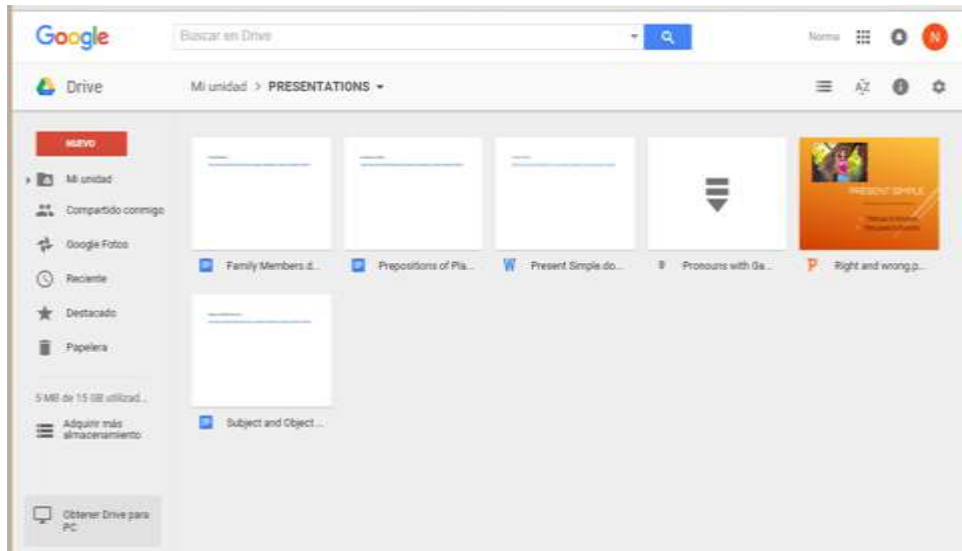
Graph # 35: Practice folder



Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MnRUdrQUJPWW5wc1E>
Author: Norma Saona Mirabá.

The folder named Practice contains all the files given to students during classes, they can access and download the content to practice the activities at home.

Graph # 36: Presentations folder



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MncUJjZDRLRDFGRDA>

Author: Norma Saona Mirabá.

The folder named Presentations contains all the presentations used to explain the contents so students can access, download, or view them online in order to review lessons.

Graph # 37: Extra material folder



Source: <https://drive.google.com/drive/folders/0BzlhEIXZJ6MnOGImN0dSeXFNBdG>

Author: Norma Saona Mirabá.

The folder named Extra material contains files additional like classwork, worksheet and rubric; they given to students and teacher information about learning process. Besides, they can access and download the content to review them.

4.6.2. Online Interaction.

The following activity provides an important feedback to the teacher because it shows the evolution students have achieved during the study developed.

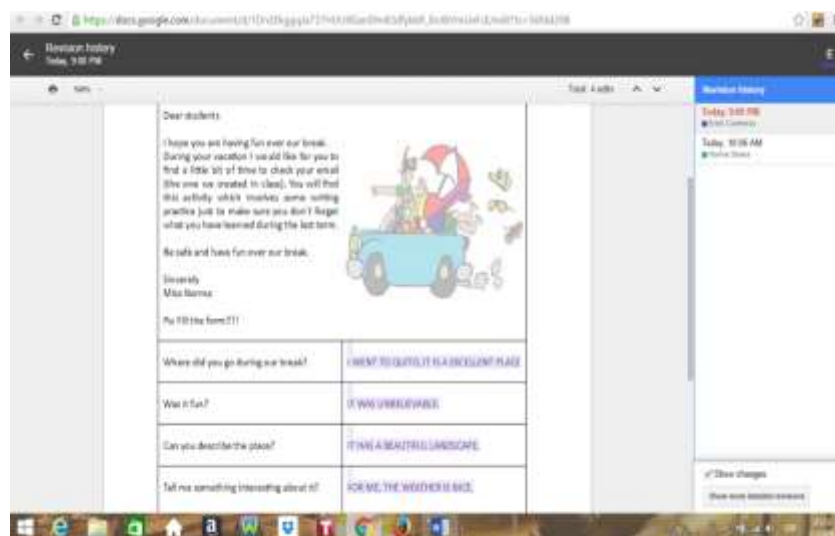
Graph # 38: File shared with students



Source: <https://mail.google.com/mail/u/0/#inbox/1539c2106d4f93c4>
 Author: Norma Saona Mirabá.

It consists on a file shared to students through their e-mails.

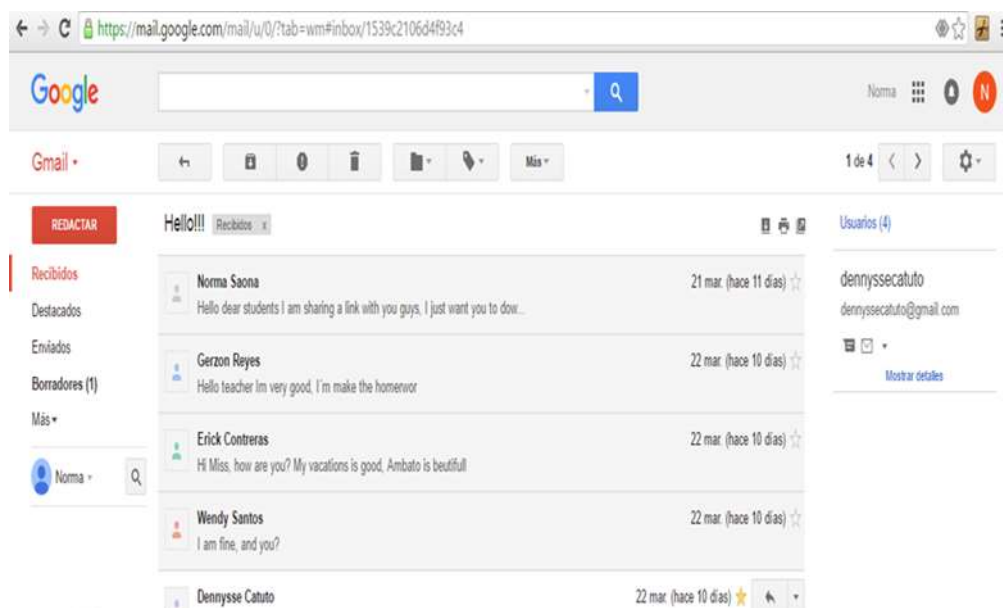
Graph # 39: Class participation file.



Source: https://docs.google.com/document/d/1Dn2EkqgJa737HUU9Gan0lm82dfykbR_BvXkYmUxFcE/edit?ts=56fdd298
 Author: Norma Saona Mirabá.

After, they have download and fill the file with some basic personal information about your experiences through of collaborative site online demonstrating that they are able to communicate their ideas in a basic level.

Graph # 40: Online interaction using e-mail.



Source: <https://mail.google.com/mail/u/0/?tab=wm#inbox/1539c2106d4f93c4>
Author: Norma Saona Mirabá.

Other way to interact between students and teacher is using the emails although they make some mistakes when writing. One of the most important parts is they can demonstrate their writing skills improved using strategies and techniques shown in this study.

4.7. Evaluation

As a first step of the evaluation, students took a diagnostic test based on their previous knowledge in grammar and writing. The topics are described in the following chart.

Chart # 17: Topics of Diagnostic Test

Title	Communication	Grammar
What is your name?	Ask about favorites Introduce yourself	Simple present of be: am/is/are - Affirmative statements - Negative Statements Subject pronouns Questions with be - Yes/No questions - Information questions: What? How old? Who? Prepositions of place: in, on, above, under, at, behind, in front of

Author: Norma Saona Mirabá.

4.7.1. Results

4.7.1.1. Diagnostic Test Results

Students from Eighth Grade of Escuela de Educación General Básica Marañon were involved in this process, they took a Diagnostic Test (Appendix #9) which indicated the low level in their writing skills. The score is under 10. The class average was **5.14** over 10.

Chart # 18: Diagnostic Test Results

N°	NAMES	VOC	ORG.	GRAMM.	PUNCT.	CONTENT	/10
1	Aquino Osorio Fiorella	1	0	1	0.5	0.5	3
2	Aquino Osorio Walter	1.5	0.5	0.5	1	1	4.5
3	Arteaga Cevallos Joaneri Monserrate.	0	1	1.5	0.5	1	4
4	Carvajal Liriano Eddie	0.5	2	1	0.5	1	5
5	Catuto Malave Dennysse Esther	0	1.5	0	0.5	1.5	3.5
6	Catuto Malave Keyla Damaris	0.5	0.5	0.5	0.5	0.5	2.5
7	Cevallos Arteaga Joaneri Monserrat	1	0	0	0.5	1	2.5
8	Contreras Suarez Erick	1.5	0	0.5	1	1	4
9	Contreras Suarez Geanella Nohmy	1	1.5	0.5	1	1.5	5.5
10	Gonzalez Arteaga Juan Carlos	0.5	1	1	0.5	1	4
11	Gonzalez España Zully Elizabeth	1	0.5	0.5	0	1	3
12	Intriago Imacaña Johan Manuel	1	2	0.5	1	1.5	6
13	Lainez Liriano Samira	0.5	2	0.5	2	1	6
14	Lindao Soriano Juan	1.5	1	0.5	1	1.5	5.5
15	López Pezo Jennifer Janeth	2	2	0.5	0.5	2	7
16	Lucin Espinoza Byron	1	1.5	1	1.5	1	6
17	Merchan Castro Sara	0	0.5	1	1	0.5	3
18	Montenegro Yagual Hernan	2	2	0.5	2	1.5	8
19	Morales Rodríguez Antonella Verónica.	1.5	1	2	1	2	7.5
20	Reyes Pincay Gerzon	0.5	1.5	1	1.5	1.5	6
21	Rodriguez Tigrero Kevin	1	2	0.5	1	2	6.5
22	Rosalez Rivas Kent	2	2	1	2	1.5	8.5
23	Santos Malavé Wendy	1.5	2	2	1.5	2	9
24	Santos Santos Eyvind	0.5	1	1.5	1.5	1	5.5
25	Veloz De La Rosa Angela Daniela	0	0.5	1	0.5	0.5	2.5
	AVERAGE	0.94	1.18	0.82	0.98	1.22	5.14

Author: Norma Saona Mirabá.

Graph # 41 : Diagnostic Test Results

#	NAMES	VOC	ORG.	GRAMM.	PUNCT.	CONTENT	/10
1	Aquino Osorio Fiorella	1	0	1	0.5	0.5	3
2	Aquino Osorio Walter	1.5	0.5	0.5	1	1	4.5
3	Arteaga Cevallos Joaeri Monserrate.	0	1	1.5	0.5	1	4
4	Carvajal Liriano Eddie	0.5	2	1	0.5	1	5
5	Catuto Malave Dennyssse Esther	0	1.5	0	0.5	1.5	3.5
6	Catuto Malave Keyla Damaris	0.5	0.5	0.5	0.5	0.5	2.5
7	Cevallos Arteaga Joaeri Monserrat	1	0	0	0.5	1	2.5
8	Contreras Suarez Erick	1.5	0	0.5	1	1	4
9	Contreras Suarez Geanella Nohmy	1	1.5	0.5	1	1.5	5.5
10	Gonzalez Arteaga Juan Carlos	0.5	1	1	0.5	1	4
11	Gonzalez España Zully Elizabeth	1	0.5	0.5	0	1	3
12	Intriago Imacaña Johan Manuel	1	2	0.5	1	1.5	6
13	Lainez Liriano Samira	0.5	2	0.5	2	1	6

Source: <https://drive.google.com/drive/folders/0BzIhElXZJ6MnNHdmWWJ0dWpaN0E>

Author: Norma Saona Mirabá.

4.7.1.2. Final writing test.

Students showed an important improvement in the final evaluation they took at the end of the term, clearly indicates that this type of activities helped them in their performance. They reached **7.86** as a final average in this subject.

Chart # 19: Final writing test

N°	NAMES	VOC.	ORG.	GRAMM.	PUNCT.	CONT ENT.	/10
1	Aquino Osorio Fiorella	1.5	2	1	1.5	2	8
2	Aquino Osorio Walter	2	2	1.5	1.5	2	9
3	Arteaga Cevallos Joaeri Monserrate.	2	1.5	1.5	1.5	2	8.5
4	Carvajal Liriano Eddie	1.5	1.5	1.5	1.5	2	8
5	Catuto Malave Dennyssse Esther	1.5	2	2	1	2	8.5
6	Catuto Malave Keyla Damaris	1.5	1	1.5	1	1.5	6.5
7	Cevallos Arteaga Joaeri Monserrat	2	2	1.5	1	1.5	8
8	Contreras Suarez Erick	1	1	1	2	2	7
9	Contreras Suarez Geanella Nohmy	1	1	1	2	2	7

10	Gonzalez Arteaga Juan Carlos	1.5	1.5	2	2	2	9
11	Gonzalez España Zully Elizabeth	2	2	1.5	1.5	1.5	8.5
12	Intriago Imacaña Johan Manuel	1.5	2	1.5	1.5	2	8.5
13	Lainez Liriano Samira	2	2	1.5	1.5	2	9
14	Lindao Soriano Juan	1.5	2	1.5	2	2	9
15	López Pezo Jennifer Janeth	2	1.5	2	2	2	9.5
16	Lucin Espinoza Byron	1.5	1.5	2	2	1.5	8.5
17	Merchan Castro Sara	1.5	1.5	2	1.5	1.5	8
18	Montenegro Yagual Hernan	2	1.5	1.5	1.5	1.5	8
19	Morales Rodríguez Antonella Verónica.	1.5	2	1.5	2	2	9
20	Reyes Pincay Gerzon	1.5	1.5	4	1.5	1.5	8
21	Rodriguez Tigrero Kevin	2	1.5	1.5	2	1.5	8.5
22	Rosales Rivas Kent	1.5	1.5	1.5	1.5	2	8
23	Santos Malave Wendy	2	2	1.5	2	1.5	9
24	Santos Santos Eyvind	1.5	2	2	1.5	2	9
25	Veloz De La Rosa Angela Daniela	1.5	1.5	2	1.5	2	8.5
	AVERAGE	1.64	1.66	1.68	1.62	1.82	8.34

Author: Norma Saona Mirabá.

Graph # 42: Final writing test

Final writing test.

Nº	NAMES	VOC.	ORG.	GRA. ORG.	PENC. T.	CONF. PUN.	TOT.
1	Aguino Osorio Fionella	1.5	2	1	1.5	2	8
2	Aguino Osorio Walter	2	2	1.5	1.5	2	9
3	Arteaga Cevallos Jauceri Monserrate.	2	1.5	1.5	1.5	2	8.5
4	Carvajal Liriano Eddie	1.5	1.5	1.5	1.5	2	8
5	Carazo Malave Deryose Esther	1.5	2	2	1	2	8.5
6	Carazo Malave Keyla Damaris	1.5	1	1.5	1	1.5	6.5
7	Cevallos Arteaga Jauceri Monserrate	2	2	1.5	1	1.5	8
8	Contreras Suarez Erick	1	1	1	2	2	7
9	Contreras Suarez Genella Nohely	1	1	1	2	2	7
10	Gonzalez Arteaga Juan Carlos	1.5	1.5	2	2	2	9
11	Gonzalez España Zully Elizabeth	2	2	1.5	1.5	1.5	8.5
12	Intriago Imacaña Johan Manuel	1.5	2	1.5	1.5	2	8.5
13	Lainez Liriano Samira	2	2	1.5	1.5	2	9
14	Lindao Soriano Juan	1.5	2	1.5	2	2	9
15	López Pezo Jennifer Janeth	2	1.5	2	2	2	9.5
16	Lucin Espinoza Byron	1.5	1.5	2	2	1.5	8.5
17	Merchan Castro Sara	1.5	1.5	2	1.5	1.5	8
18	Montenegro Yagual Hernan	2	1.5	1.5	1.5	1.5	8
19	Morales Rodríguez Antonella Verónica.	1.5	2	1.5	2	2	9
20	Reyes Pincay Gerzon	1.5	1.5	4	1.5	1.5	8
21	Rodriguez Tigrero Kevin	2	1.5	1.5	2	1.5	8.5

Source: <https://drive.google.com/drive/folders/0BzIhElXZJ6MnNHdmWWJ0dWpaN0E>

Author: Norma Saona Mirabá.

4.7.1.3. Diagnostic Test and Final Test Results

Chart # 20: Diagnostic Test and Final Test Results

N°	NAMES	Diagnostic Test	Final Test
1	Aquino Osorio Fiorella	3	8
2	Aquino Osorio Walter	4.5	9
3	Arteaga Cevallos Joaneri Monserrate.	4	8.5
4	Carvajal Liriano Eddie	5	8
5	Catuto Malave Dennysse Esther	3.5	8.5
6	Catuto Malave Keyla Damaris	2.5	6.5
7	Cevallos Arteaga Joaneri Monserrat	2.5	8
8	Contreras Suarez Erick	4	7
9	Contreras Suarez Geanella Nohmy	5.5	7
10	Gonzalez Arteaga Juan Carlos	4	9
11	Gonzalez España Zully Elizabeth	3	8.5
12	Intriago Imacaña Johan Manuel	6	8.5
13	Lainez Liriano Samira	6	9
14	Lindao Soriano Juan	5.5	9
15	López Pezo Jennifer Janeth	7	9.5
16	Lucin Espinoza Byron	6	8.5
17	Merchan Castro Sara	3	8
18	Montenegro Yagual Hernan	8	8
19	Morales Rodríguez Antonella Verónica.	7.5	9
20	Reyes Pincay Gerzon	6	8
21	Rodriguez Tigrero Kevin	6.5	8.5
22	Rosales Rivas Kent	8.5	8
23	Santos Malave Wendy	9	9
24	Santos Santos Eyvind	5.5	9
25	Veloz De La Rosa Angela Daniela	2.5	8.5
	AVERAGE	5.14	8.34

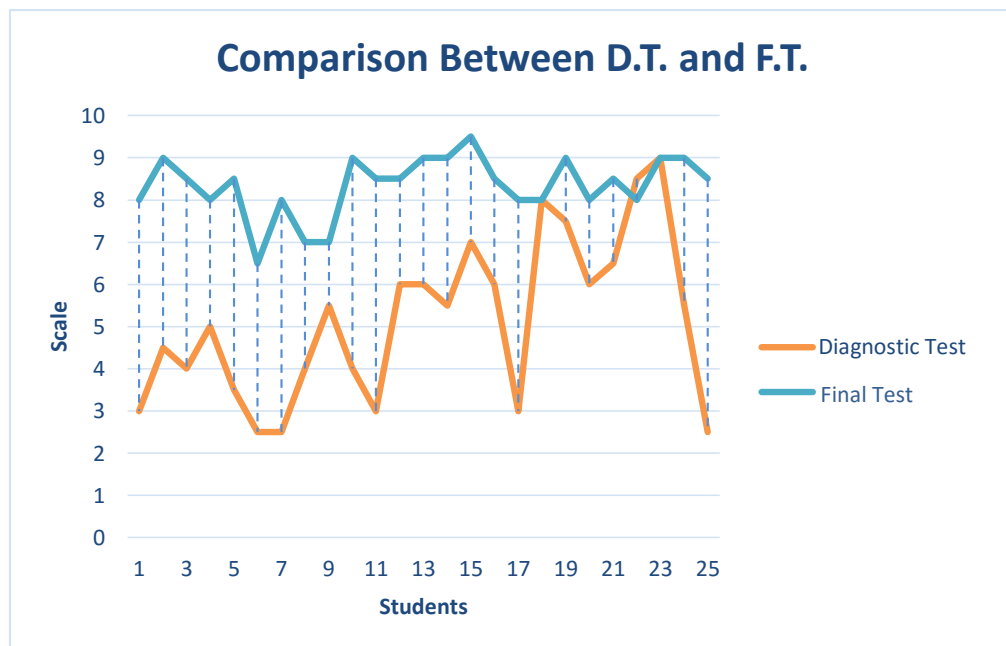
Author: Norma Saona Mirabá.

Graph # 43: Diagnostic Test and Final Test Results

N°	NAMES	Diagnostic Test	Final Test
1	Aguiño Osorio Piedad	3	8
2	Aguiño Osorio Walter	4,5	9
3	Artega Cevallos Joaqui Monserrate	4	8,5
4	Carvajal Lizano Eddie	3	8
5	Cano Malave Danyuse Esther	3,5	8,5
6	Cano Malave Keyla Damaris	2,5	6,5
7	Cevallos Arteaga Joaqui Monserrat	2,5	8
8	Correa Suarez Erick	4	7
9	Correa Suarez Geandrea Nahmy	5,5	7
10	Gonzalez Arteaga Juan Carlos	4	9
11	Gonzalez Espalza Zelly Elizabeth	3	8,5
12	Intrigo Incaula John Manuel	6	8,5
13	Lopez Lizano Saturno	6	9
14	Lindao Serrano Juan	5,5	9
15	Lopez Pizarro Jansiel Jacob	7	9,5
16	Lacin Espinosa Byron	6	8,5
17	Morazan Castro Sara	3	8
18	Montenegro Vazquez Hernan	4	8
19	Morales Rodriguez Antonella Verónica	7,5	9

Source: <https://drive.google.com/drive/folders/0BzIhEIXZJ6MnNHdmWWJOdWpaNOE>
 Author: Norma Saona Mirabá

Graph # 44: Analysis of results



Author: Norma Saona Mirabá.

4.7.2. Strategies of improvement.

Chart # 21: Strategies of improvement

Before the Proposal	After the Proposal
<ul style="list-style-type: none">- Hardly spell personal and educational details.- Could not take down in writing.- Did not write isolated phrases or sentences.- Had difficulties in conducting a correspondence.	<ul style="list-style-type: none">- Spell personal and educational details according to their level.- Take down in writing within their limits.- Write sentences for simple informational texts.- Conduct a correspondence giving personal and educational information.

Author: Norma Saona Mirabá.

4.8. Conclusions and recommendations.

4.8.1. Conclusions.

- The use of different ICT tools is important for eighth grade students to improve the process of writing ESL.
- English teachers of the same level do not use ICT tools to develop writing skills in their English as second language students.
- The tools provided to Eighth Grade students at Escuela de Educación General Básica Marañon had a positive impact in the development of writing skills.

4.8.2. Recommendations.

- English teachers from Ninth and Tenth Grade at Escuela de Educación General Básica Marañon should implement the same strategies applied to Eighth Grade students using ICT tools to teach writing ESL.

- To improve and create more similar tools so teachers of the same level from different school can use them to practice.

- To promote the use of ICT tools to improve the teaching process of English in all its four skills.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. Resources.

5.1.1. Humans.

DESCRIPTION
School Principal
Executives
Students
Teachers

5.1.2. Materials.

Q.	DESCRIPTION	UNIT COST	TOTAL
5	Sheets´s reams	\$ 4.00	\$ 20.00
2.500	Prints	\$ 0.15	\$ 375.00
80	Copies	\$ 0,05	\$ 4.00
6	CD	\$ 1,00	\$ 6,00
10	Pens	\$ 0,50	\$ 5,00
	TOTAL		\$ 410,00

5.1.3. Technology.

Q.	DESCRIPTION	UNIT COST	TOTAL
8	Internet service for month	\$ 20,00	\$ 160,00
1	Laptop	\$ 1.000,00	\$ 1.000,00
	TOTAL		\$ 1.160,00

5.1.4. Economic.

DESCRIPTION	UNIT COST	TOTAL
Transportation	\$ 50,00	\$ 50,00
Lunch and snack	\$ 80,00	\$ 30,00
Unanticipated expenses	\$ 150,00	\$ 150,00
TOTAL		\$ 230,00

TOTAL SUMATORY		\$ 1.800.00
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5.2. Source Material

5.2.1 Timetable

Chart # 22: Timetable

Nº	ACTIVITIES	2015-- 2016																																				
		JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVENBER				DICEMBER			FEBRUARY				MARCH		APRIL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	3	4	1	2	3	4	1	2	3	1	2	3	4	1	2	1	2	3	4	
1.	Socialización with thesis advisor.	X																																				
2.	Thesis Desinging.	X																																				
3.	Elaboration Chapter I.		X	X	X	X																																
4.	Chapter I Progress.					X																																
5.	Elaboration Chapter II.						X	X	X	X	X																											
6.	Field Research at "Institution".										X																											
7.	Survey Implementation.										X																											
8.	Analysis and interpretation of results										X																											
9.	Elaboration Chapter III.											X	X	X	X																							
10.	Chapter III Progress.															X																						
11.	Elaboration Chapter IV and V.															X	X	X	X	X	X	X	X	X														
12.	Implementation of activities.															X	X	X	X	X	X	X	X	X														
13.	Review of Thesis draft.																								X	X	X	X	X	X								
14.	Delivery of final work																															X						
15.	Pre defense of thesis																															X						
16.	Defense of Thesis at Academic Concell.																																	X				
17.	Graduation day.																																			X		

Author: Norma Saona Mirabá.

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5.4. APPENDIX

Appendix No.1

Constitución de la República del Ecuador

ARTICULO 16
Todas las personas, en forma individual o colectiva, tienen derecho a: 2. El acceso universal a las Tecnologías de Información y Comunicación.
ARTICULO 277
Para la consecución del buen vivir, serán deberes generales del Estado: 6. Promover e impulsar la ciencia, la tecnología, las artes, los saberes ancestrales y en general las actividades de la iniciativa creativa comunitaria, asociativa, cooperativa y privada.
ARTICULO 340
<p>El sistema nacional de inclusión y equidad social es el conjunto articulado y coordinado de sistemas, instituciones, políticas, normas, programas y servicios que aseguran el ejercicio, garantía y exigibilidad de los derechos reconocidos en la Constitución y el cumplimiento de los objetivos del régimen de desarrollo. El sistema se articulará al Plan Nacional de Desarrollo y al sistema nacional descentralizado de planificación participativa; se guiará por los principios de universalidad, igualdad, equidad, progresividad, interculturalidad, solidaridad y no discriminación; y funcionará bajo los criterios de calidad, eficiencia, eficacia, transparencia, responsabilidad y participación.</p> <p>El sistema se compone de los ámbitos de la educación, salud, seguridad social, gestión de riesgos, cultura física y deporte, hábitat y vivienda, cultura, comunicación e información, disfrute del tiempo libre, ciencia y tecnología, población, seguridad humana y transporte.</p>
ARTICULO 347
Será responsabilidad del Estado: 8. Incorporar las Tecnologías de la Información y Comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

Appendix No. 2

Ley Orgánica de Educación Intercultural

CAPÍTULO I: DERECHO A LA EDUCACIÓN, ART 6
Garantizar la alfabetización digital y el uso de las Tecnologías de la Información y Comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales;
PROVISIONES TRANSICIONALES
En el caso del Sistema de Educación Intercultural y Bilingüe, durante una década a partir de la publicación de esta ley, la asignación y ejecución presupuestaria para los centros educativos de las comunidades, pueblos y nacionalidades será preferencial, para mejorar la calidad educativa en las siguientes áreas: formación y capacitación docente, infraestructura educativa, formación y participación comunitaria, elaboración y dotación de materiales didácticos e implementación de las Tecnologías de Información y Comunicación.

Appendix No. 3

Survey to Students



Dear student, this survey will help to obtain important information for the research paper “**ICT tools to improve the process of teaching writing skills in English Language for eighth grade students at Escuela de Educación General Básica Marañon**”, please to fill it out honestly. All the answer will be used for this work. Thanks for your help.

Objective: To analyze why students cannot develop English Language’s writing skills.

Instructions: The student should mark with an X in the box of preference.

1-Which is the most difficult part of learning English?

Grammar	
Listening	
Speaking	
Writing	
Reading	

2- How often does your English teacher use technology inside of the classroom?

Always	
Sometimes	
Never	

3- Do you consider technology as a good tool to learn writing in English?

Yes	
No	

4- Where do you use computers?

At school only	
At home	

5- Would you like to study English using a computer?

Yes	
No	

6- Do you practice writing in English in your house?

Yes	
No	

7- Do you follow steps when you have to write in English?

Yes	
No	

8- Have you ever used a web site to practice English Skills?

Yes	
No	

9- Do English writing exercises take you a long time to solve?

Yes	
No	

10- Do you want to use technological tools to improve the process of learning writing in English?

Yes	
No	

Appendix No. 4
Interview to School Principal



Dear School Principal, this interview will contribute to obtain important input for a research paper titled “ICT tools to improve the process of teaching writing skills in English Language for eighth grade students at Escuela de Educación General Básica Marañon, school year 2015-2016, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1.-Have you been notified by the English Teachers of any deficiencies in the subject of English as a Foreign Language?

2.- Do you think ICTs would be a good tool to improve grades in English as a Foreign Language?

3.-In your opinion are English teachers prepared to use ICTs as a tool in their classes?

4.-According to your experience as a Teacher, do students feel motivated when using ICTs?

5.-Do you support the use of ICTS in English classes to improve the results of writing skills?

Thanks you for your collaboration.

Appendix No. 5
Interview to English Teacher



Dear English teacher, this survey will help to obtain important input for a research paper titled “ICT tools to improve the process of teaching writing skills in English Language for eighth grade students at Escuela de Educación General Básica Marañón”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thank you.

- 1.-Do you consider motivation an important fact while teaching?
- 2.- In your opinion, which is the English skill you have most difficulties when teaching?
- 3.-Do you consider the use of ICTs in education is necessary?
- 4.-Would you like to try teaching English Writing Skills with a software that allows students know when they are making a mistake?
- 5.-Do you consider ICTs would be an appropriated tool to improve the process of teaching English writing skills to students of eighth grade?

Thanks you for your collaboration.

Appendix No. 6

Interview to Teachers



Dear teacher, this survey will help to obtain important input for a research paper titled “ICT tools to improve the process of teaching writing skills in English Language for eighth grade students at Escuela de Educación General Básica Marañón”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thank you.

- 1.- In your opinion, which is the English skill most difficult?

- 2.-Do you consider motivation an important fact while teaching?

- 3.-Do you consider the use of ICTs in education is necessary?

- 4.-In your opinion, should English’s teachers try teaching English Writing Skills with a software that allows students know when they are making a mistake?

- 5.-Do you consider ICTs would be an appropriated tool to improve the process of teaching English writing skills to students of eighth grade?

Thanks you for your collaboration.

Appendix No. 7

**ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑÓN
SCHOOL YEAR 2015 – 2016
EIGHTH GRADE**

Diagnostic's Test Rubric

Grading Scale	0.5	1.0	1.5	2.0
Vocabulary	Very poor control of basic vocabulary and expressions related to personal information. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of basic vocabulary and expressions Related to personal information. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and expressions related to personal information. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and expressions related to personal information.
Organization & cohesion	The word count is considerably lower than required by the task.	The message is much shorter than suggested in the task.	The text covers at least two-thirds of the words asked for in the task.	The message is clear, precise and within the number of words required.
Grammar & Spelling	Inappropriate use of the verb to be in the Simple Present tense. Uses subject pronouns inappropriately. Little or no understanding of their use. Too many spelling mistakes.	Attempts to use the verb to be in the Simple Present tense and subject pronouns correctly. Many mistakes are present, which makes the message confusing at times. Spelling mistakes are still present.	Appropriate use of the verb to be in the Simple Present tense and subject pronouns. A few mistakes may be present, but they do not impede addressing a clear message. A few spelling errors are still present.	The verb to be in the Simple Present tense and subject pronouns are used correctly and consistently, making the message very clear. Spelling is accurate.

<p style="text-align: center;">Format & Punctuation</p>	<p>The expressions and the layout used make the text's register and format mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register and format somewhat in-appropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and/ or forms of address.</p>	<p>The expressions and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede Communication.</p>	<p>The expressions and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.</p>
<p style="text-align: center;">Content</p>	<p>The text largely lacks data or it is hardly related to the information required by the task (parts of speech – verb to be and personal pronouns). Reduced writing.</p>	<p>The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (parts of speech – verb to be, and personal pronouns) is missing.</p>	<p>The text presents most of the information requested (parts of speech – verb to be and personal pronouns). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.</p>	<p>The text clearly presents the information suggested (parts of speech – verb to be, and personal pronouns). Task input is fully used and ideas are kept short and simple.</p>

Source: http://educacion.gob.ec/wp-content/uploads/downloads/2015/07/Level_1_8_EGB_docente.pdf adapted from: Test Training Sections – Rubrics and Scoring
 Author: Norma Saona Mirabá.

Appendix No. 8

ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑÓN SCHOOL YEAR 2015 – 2016

Eighth Grade List

N.	NAMES						
1	Aquino Osorio Fiorella						
2	Aquino Osorio Walter						
3	Arteaga Cevallos Joaneri Monserrate.						
4	Carvajal Liriano Eddie						
5	Catuto Malave Dennysse Esther						
6	Catuto Malave Keyla Damaris						
7	Cevallos Arteaga Joaneri Monserrat						
8	Contreras Suarez Erick						
9	Contreras Suarez Geanella Nohmy						
10	Gonzalez Arteaga Juan Carlos						
11	Gonzalez España Zully Elizabeth						
12	Intriago Imacaña Johan Manuel						
13	Lainez Liriano Samira						
14	Lindao Soriano Juan						
15	López Pezo Jennifer Janeth						
16	Lucin Espinoza Byron						
17	Merchan Castro Sara						
18	Montenegro Yagual Hernan						
19	Morales Rodríguez Antonella Verónica.						
20	Reyes Pincay Gerzon						
21	Rodriguez Tigrero Kevin						
22	Rosalez Rivas Kent						
23	Santos Malave Wendy						
24	Santos Santos Eyvind						
25	Veloz De La Rosa Angela Daniela						

Author: Norma Saona Mirabá.

Appendix No. 9

ESCUELA DE EDUCACIÓN GENERAL BÁSICA MARAÑÓN SCHOOL YEAR 2015 – 2016

Diagnostic Test

STUDENT'S NAME:

GRADE:

DATE:

A- PERSONAL INFORMATION QUESTIONS. (CONTENT AND PUNCTUATION)

1. WHAT'S YOUR NAME?

2. WHERE ARE YOU FROM?

3. WHERE DO YOU LIVE?

4. HOW OLD ARE YOU?

5. WHAT DO YOU DO?

B- UNSCRAMBLE AND WRITE THE DAYS OF THE WEEK. (SPELL)

1. YRDIFA _____

2. UDTSEYA _____

3. RAYDUTAS _____

4. YEDSANWED _____

5. YADUSN _____

6. DARUSHTY _____

7. NAMODY _____

C- UNSCRAMBLE THE WORDS TO WRITE SENTENCES USING THE CORRECT PREPOSITION. (ORGANIZATION AND COHESION).

1. THE/IS/ THE BAG/ (AT/IN)/ VIDEO CAMARA.

2. SCOOOL DAY/ ? / PAULA/ IS/ (ON/AT)

3. (UNDER/AT) /THE MAGAZINES/ IS / NOTEBOOK/ THE.

4. THE DESK/ IS/ JENNIFER LOPEZ'S POSTER/ ?/ A/ (AT/ABOVE).

5. (AT/ON) / HOME/ NOT/ SUE/ IS.

D- LOOK AT THE PICTURES. THEN CHOOSE THE ACTIVITIES OF BOX AND WRITE IN THE BLANK. (VOCABULARY).

LEAVE AT SCHOOL WATCH TV TAKE A SHOWER DO
 HOMEWORK BRUSH TEETH EAT BREAKFAST GET UP

















E- WRITE THE CORRECT FORM OF THE VERB TO BE: AM/IS/ARE(GRAMMAR)

1. IT _____ COLD TODAY.
2. I _____ AT HOME NOW.
3. THEY _____ KOREAN.
4. THERE _____ A PEN ON THE DESK.
5. MY NAME _____ NIKITA.

F- UNDERLINE THE FORM VERB IN PRESENT SIMPLE CORRECTLY.(GRAMMAR)

- 1- I ***WORK/WORKS*** WITH MY FATHER IN THE NEWSPAPER.
- 2- SHE ***READS/READ*** THE BIBLE EVERY DAY.
- 3- YOU ***WATCHES/WATCH*** THE TV IN THE NIGHT.
- 4- HE ***LIKES/LIKE*** THE MUSIC OF GREEN DAY.
- 5- THEY ***STUDIES/STUDY*** FOR THE COLLEGE.

SIGNATURE'S STUDENT

Appendix No. 10

Photo's evidence

ESCUELA DE EDUCACIÓN GENERAL BASICA MARAÑON



INTERVIEW TO SCHOOL PRINCIPAL



INTERVIEW TO ENGLISH'S TEACHER AND TEACHER WILSON SANDOVAL



SURVEY AND DIAGNOSTIC TEST TO STUDENTS 8TH GRADE

APPLYING THE PROPOSAL



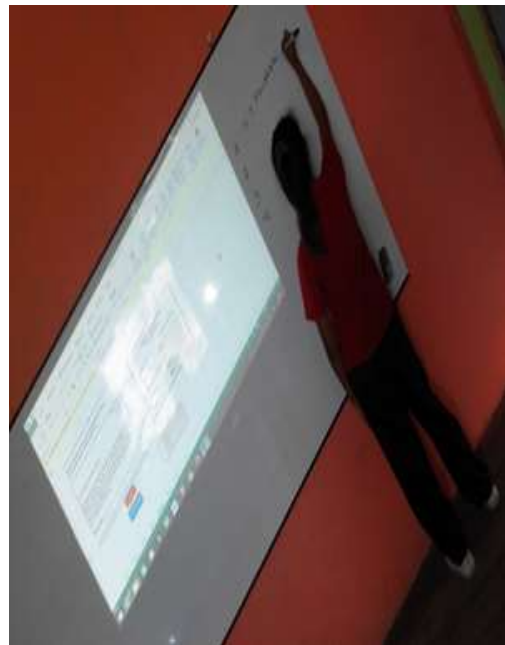
PREZI PRESENTATION TO EXPLAIN THE CLASS



POWER POINT SLIDE AND EXCEL TO INTERACT AND TO PRACTICE WRITING SKILLS EXERCISES



STUDENTS PRACTICING WRITING SKILLS WITH THE TECHNOLOGY OR IN THEIR NOTEBOOKS.



STUDENTS INTERACT GIVING THE RESPONSES OF EXCEL WORKSHEET ORALLY OR WRITING



STUDENT DOWNLOADING THE EXERCISES



WRITING PRACTICE FINISHED AND PRINTED



USING FLASHCARD WHEN IT DOES NOT HAVE ELECTRICITY



EIGHTH GRADE STUDENTS