PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016".

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: Xiomara Elizabeth Lucas Chabla.

ADVISER: MSc. Leonardo Chávez Gonzabay.

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La Libertad, May 3rd 2016.

ADVISER'S APPROVAL

In my role as Adviser of the research paper under the title **"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016"**, prepared by XIOMARA ELIZABETH LUCAS CHABLA undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, 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

…………………………………….
MSc. Leonardo Chávez Gonzabay

La Libertad, May 3rd 2016.

STATEMENT OF AUTHORSHIP

I, XIOMARA ELIZABETH LUCAS CHABLA with ID number 092508567-2 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper **"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016"**, certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this work to my beloved parents who have always given me their support and understanding during all my years in the university. A special gratitude to my dear uncle who constantly encouraged me to be a professional and doing what I love.

Xiomara Lucas

ACKNOWLEDGMENT

I express my gratitude to all my English career professors for their dedication, patience and knowledge shown during all these years for preparing us as capable professionals. Especially, I thank my advisor who guided me throughout this process and who would have never accepted anything less than my best efforts.

Xiomara

DECLARATION

"The content of the following research paper is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University."

Xiomara

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Xiomara Elizabeth Lucas Chabla
C.I No. 0925085672

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ABSTRACT

The use of online journals for teaching English has increased in this digital era. This kind of tool is easy to manage and can be used for educational purposes in order to help educators teach English writing and improve it. Online journals have a lot of potential and good acceptance because they are innovative web tools 2.0 that encourage students to write every day in a modern way. By implementing free online journals such as blogger in the classroom, educators are capable of creating extra materials for their students according to the units seen in their textbooks, post summaries for students´ review and give online feedback to the whole class or individually. Furthermore, schoolchildren are able to perform assignments online at anytime and anywhere using a computer with internet service. Because this research is descriptive, qualitative methodology was selected. Interviews to the director and specialists, surveys and questionnaires to students were applied in order to gather valuable and reliable data for this research paper.

Keywords: Online journals, writing skills, feedback, web tools 2.0

INTRODUCTION

Since writing is such a vital skill to develop, it is necessary to find out the best alternatives for teaching it. This project explores many interesting areas about the use of web tools such as online journals for the improvement of the writing skills. Many educators or students who want to benefit or learn more about the use of web tools 2.0 in the educational field will find here valuable information and up dated content that can be used in a wide range of classroom settings.

In a technological world the use of ICT's has been increasing and allowing people to interact, find information and learn from the privacy of their own homes. Teachers of this digital era must use all available resources in order to offer an innovative education to their students and encourage them to practice, discover and learn anywhere.

The writing skill allows people to communicate in a written way every day. Due to high-tech advances there are many web tools 2.0 that can be used for the enhancement of it. Although, this skill could be hard to learn, with the implementation of online journals, it can be mastered over time.

For developing the writing skill it is essential to create good writing habits by sending messages, emails, writing handwritten or typed letters and implementing

the use of online journals. These web tools 2.0 offer many alternatives for teaching English writing.

The following research paper is divided in four chapters such as:

Chapter I, The problem: Describes and explains the statement of the problem, scientific problem, research object, action research, significance, general objective, idea to defend and scientific tasks, which contribute to determine what the problem is and why it is important in order to solve it. Also it allows understanding the possible causes of the problem and its possible solutions.

Chapter II, Theoretical Framework: Supports the research paper with details of previous research. The philosophical, pedagogical and legal basis facilitates knowing if there are enough similar material involved with the object of study and its validity.

Chapter III, The Methodology: Explains the methodological strategies in order to conduct a successful research. It contains the research modality, type of research, population and sample, variable operationalization, techniques and instruments, data collection, and data processing plan.

Chapter IV, The Proposal: Expresses the solution of the problem, the design of the online journals, the activities and the results achieved. It is a very important chapter because the solution is presented, applied and the analysis of the outcomes allows to know if the problem was solved.

CHAPTER I

THE PROBLEM

1.1. TITLE:

"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2015-2016"

1.2. STATEMENT OF THE PROBLEM

Walt Whitman High School is located in Santa Paula, Salinas in the province of Santa Elena. Currently, it has 60 students from 10 and 16 learners for each classroom approximately. After performing more than 250 hours as a teacher, it was noted that tenth graders´ students have a deficient writing ability; they could not write simple sentences about familiar topics or advices. There are many causes that can be attributed to this phenomenon as: first the lack of modern ways to teach English, which results in learning without meaningful content. Second, the arriving of new learners without knowing English which later in class are not capable of structuring simple sentences. Third, the writing assignments are not intrinsically desirable by the students who feel bored during classes. Fourth,

Uncooperative parents who cannot guide their children due to time or lack of English knowledge.

According to the Ministry of Education and its standards of English learning based on the Common European Frame Work of Language Reference (CEFR), students who finished the ninth grade must be at least at the A1 level and students who finished the first BGU must get an A2 level, so learners who are in the tenth grade will be in the middle of both levels which involves the basic understanding of the skills in a correct way. In order to improve these basic skill educators must use innovative and modern ways for catching the students' attention meaningfully.

Chart # 1: **Problem tree**
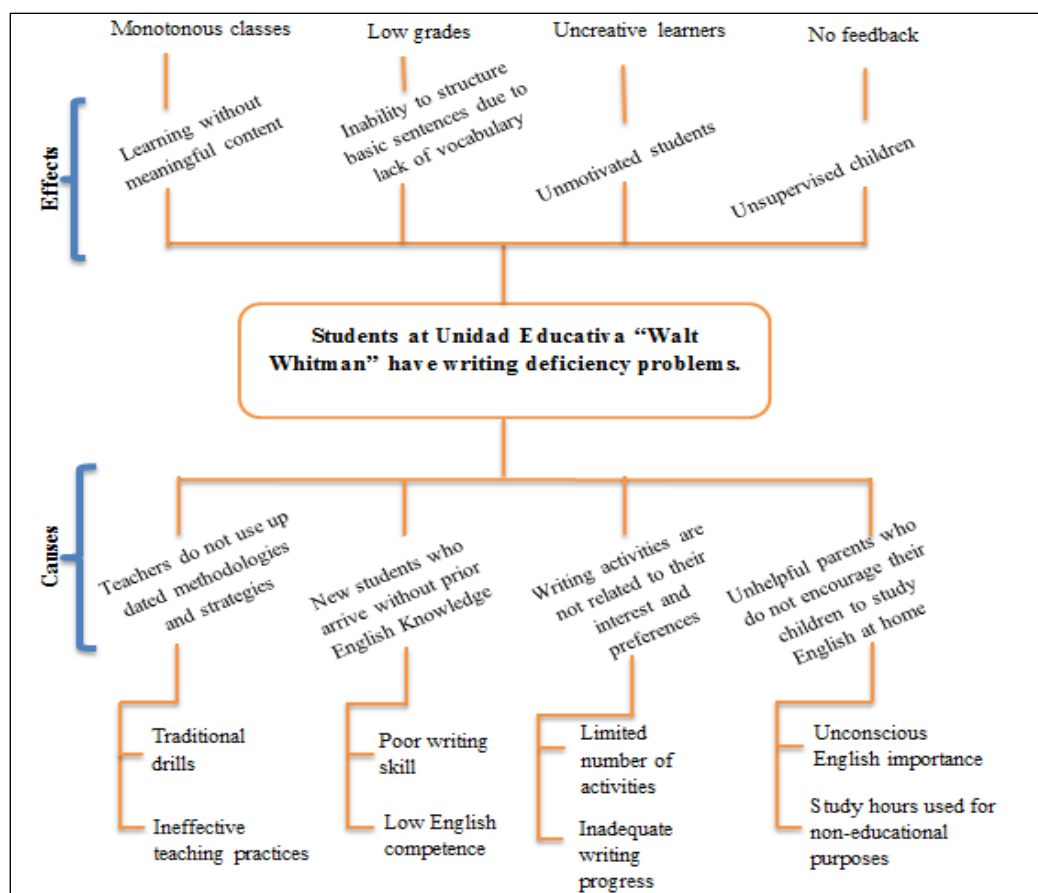
Elaborated by: Xiomara Lucas

1.3. SCIENTIFIC PROBLEM

The tenth grade students at Unidad Educativa "Walt Whitman" are unable to write English properly using the correct grammar tenses and writing procedures.

1.4. RESEARCH OBJECT

The implementation of online journals to improve the writing skills in the students of tenth grade at Unidad Educativa Walt Whitman.

1.5. ACTION RESEARCH

The improvement of the writing skills in the students of tenth grade at Unidad Educativa Walt Whitman.

1.6. SIGNIFICANCE

People write every day in many different ways such as: sending text messages, redacting e-mails and more, so it is essential to dominate this ability in order to express what people think. The writing skills are connected with the grammar and the speaking abilities too. Therefore, to avoid misunderstandings in this skill it must be developed with different strategies by reinforcing the grammar part through modern tools.

According to Harmer (2004**),** "Writing, like any other skill, has its 'mechanical' components. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts" (44). The writing ability is one of the most relevant abilities that learners must master for learning a second language, which belongs to the productive skills. Although, students speak English there are some of them who cannot write correctly their intentions. Learners must understand a grammar structure then they produce their own sentences by writing them and finally they can talk about it. For improving the writing skills it is essential to establish good writing habits, consequently the learners start writing everyday about something they like, such as: a supermarket list, a letter for their friends and relatives, English text messages, etc.

Nowadays, technology offers a lot of new alternatives for teaching English and at the same time for developing the skills needed individually or in groups. In order to develop the writing skill there are different kinds of personal online journals that can be used for assessing and measuring the students' progress, in addition the learners can work at their own homes and establish a schedule for doing autonomous or independent work. These kinds of web tools belong to the new educational era where students and teachers interact outside of a classroom.

According to Johnson (2004), Personal online journals involve a lot of interactive activities where students can share information and comment about it or write short essays about a specific topic, for instance the principal assessment of the

learners is to write. There is a place where people can manage a personal online journal called "Google Site" that can be created with educational purposes. It allows uploading files, tutorial videos, worksheets, posts with several topics, and more in order to comment a reproduce what the learners have been studied in the classroom.

"Blogger" is a very useful tool that engages students, teachers and technology for achieving an established goal. By using this web tool students can practice their writing ability and correct their mistakes with short feedbacks that can be uploaded in the personal online journal as an extra material for doing the activities established by the teacher. The usage of this modern tool catches the students' attention because it is an interactive way for learning English and developing the writing skills.

1.7. GENERAL OBJECTIVE.

To determine the effect of online journals to improve the writing skills on tenth grade students at U.E Walt Whitman through the use of a Google Site.

1.8. IDEA TO DEFEND.

Online journals, as a modern strategy characterized by its didactic, pedagogical and attractive educational use, will improve the writing skills on tenth grade students at Unidad Educativa Walt Whitman.

1.9. SCIENTIFIC TASKS.

1. To examine all available literature about the use of online journals for the improvement of writing skills

2. The examination of the students' motivation and knowledge about technological tools and its educational importance.

3. The implementation of a blog for improving the writing skills in tenth grade students at Unidad Educativa "Walt Whitman".

CHAPTER II

THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH

The implementation of technology for teaching English is a great step which is changing the educational field and beneficiating it. Theories and studies done in other countries demonstrated the effectiveness of the use of blogs also known as online journals for improving the writing skill in the learners.

A study conducted by Zhang (2009), demonstrated that the application of blogs or is a potential tool in the educational field to improve the writing skills and at the same time motivate the learners' autonomy by increasing their writing habits.

According to Zhang's research, the use of the weblogs in education for improving English writing offers many learning opportunities such us:

- Students can create their own blogs as online journals that can demonstrate the students' progress in their writing ability over time.
- Learners can practice what they learn in the school and at home, which both are verified on the blog.

Nowadays social media websites are being used for learning and teaching English. Downs (2004), asserts that Personal Learning Environments (PLE) such as educational websites, online journals or blogs, and educational platforms contributes to the learning process. PLE involves the content and the practice which combine support the improvement of the writing skills.

In tenth basic grade at Unidad Educativa "Walt Whitman" in Santa Elena province, there is a deficient English writing ability that could be avoided by the implementation of online journals. This research paper will direct that concern by examining the philosophical, pedagogical and legal theoretical foundations that support the use of technology through online journals to improve the writing skill.

2.2. PHILOSOPHICAL BASIS

2.2.1. Brief History of the English Language.

According to Harmer (2012), when the twentieth century ended, the English language was well known as a "lingua franca" which means English as a popular language used for communication in many places of the world. Harmer considered the English language as a mother tongue because it was learnt in their countries and translated to other places where this language started to be taught to native speakers and learnt by people who adopted it as a second language for communication.

Kachru (1985), proposed three English circles according to the people who spoke English around the world. These three circles were:

Chart # 2: Kachru's Circles

Great Britain, USA, Canada, etc.

Mexico, Poland, Japan, etc.

India, Nigeria, Singapore, etc.
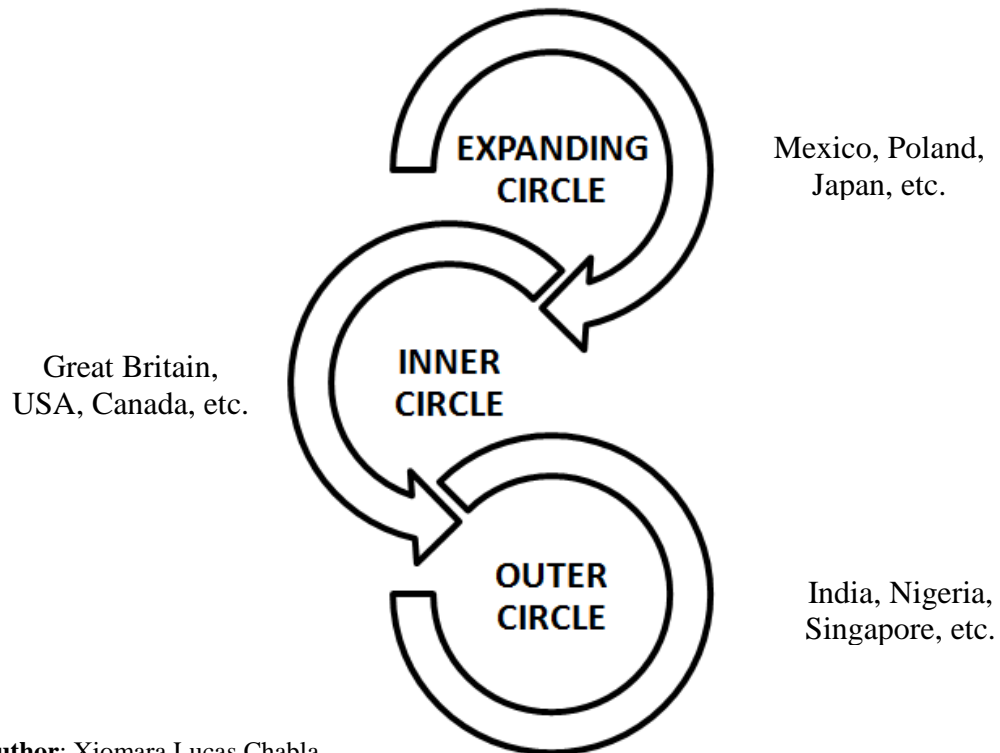
Author: Xiomara Lucas Chabla

- The inner circle referred to the native speakers in countries such as: Canada, USA, Great Britain, Australia, etc. In 1985 Kachru estimated between 320 and 230 million native speakers around the world.

- The outer circle represented the people who spoke English as a second language with 250 and 380 million English speakers in countries such as: India, Nigeria, Singapore, etc.

- Finally the expanding circle referred to the countries where English language had been taught and learnt as a foreign language in countries such as: Poland, Mexico, Japan, etc.

The English language has grown during the last decades very quickly; its rapid spread represents the necessity of other countries for learning a second language for communication around the world. Mollin (2006), points that the increasing of the English language use as a lingua franca must be involved inside of the expanding circle as a variety of the English speakers.

2.2.2. Teaching English

The significance of English teaching radiates in the importance of its universal use. However, Peenycook (1998), argues that for some students the fact of learning a second language involves its culture and assumptions that not all the learners feel the necessity to learn, although some English learners could think English language is unpleasant, but necessary for their educational and professional development.

In this globalized and high-tech era, learning English as a second language is extremely important and here in Ecuador there is a need for competent high school teachers and bilingual students in order to take the teaching-learning process to a higher level.

According to the government requirements, English teachers in Ecuador need to have a B2 level or at least a B1 level for teaching English, also students of tenth grade at the end of their studies must achieve an A1 or A2 English level. The Common European Framework of References describes these two levels:

Chart # 3: Common European Framework.

> **LEVEL A1**
> People at this level can manage basic vocabulary and basic grammar structures in order to communicate and interchange information in a simple way.

> **LEVEL A2**
> People at this level can deal with simple information that is familiar for them. They can write about their routines or any familiar topic.

Source: Council of Europe
Author: Xiomara Lucas Chabla

The emergence of English as a global language is a reality that requires people to communicate, to work, to live and to study in other places. Because English is used around the world it should be taught as a second language in Ecuador. The use of technology for teaching English is very important. Dudeney and Hockley (2007), claims that in the language teaching process, technology has been present during decades since tape recorders, videos, projectors, until the web 2.0 tools now.

2.2.3. The Importance of Learning English

Because English language is a global language, Graddold (1997), considers many future possibilities of the expansion of English as a one world language. He claims that the rapid spread of English will continue specially in sub developed countries. Graddold also pointed out those other languages such us Mandarin, Hindu and French would increase, but not with the intensity of English.

Harmer (2012), considered that it is important to learn English because it is present in different countries around the world and the fact of being bilingual gives the learners more opportunities for better jobs and increases their cultural knowledge. People are experimenting changes in different fields such as: medicine, science, politics, education, etc. and in all of these fields the English language is involved.

Learning this language allows students to interact in different fields and better their lives. For example, learners can exchange information with people of other countries through social networks or in real life; moreover, students can travel and put in practice what they learn and the learners can know more about other cultures and increase their knowledge.

2.2.4. ICT's in Education

Education has been changing for ages and each change involves a new way to teach and learn. Technology is present in the educational field and offers a lot of

innovative and moderns tools that make the learning process more interactive.

According to Pere (2011), "Computer programs are those created for the specific purpose of being used as a teaching tool, i.e. to facilitate the teaching and learning". (p.4). Pere explains that technology can be used in the learning process too. Teachers can surf on the net and find a lot of useful tools in order to teach or reinforce their classes; moreover they can improve through these modern tools a specific skill of the four skills at the same time.

Ricardo (2012), in a conference emphasizes: "ICTs have features of a constructive learning environment as the stakes allow experimentation and problem solving, involving the student in the learning project and generate autonomous environments".(p.286) learners have a significance learning through the use of ICTs because they belong to this new technological era and absorb what it implies in a constructive and autonomous way.

2.2.5. Collaborative Web Tools 2.0

What is a web tool 2.0? According to Alexander (2006), Web 2.0 is a social software that involves the interaction of people with internet technologies in order to increase their knowledge, share it with others and improve their abilities for learning. There are some web tools such as blogs, podcasts, online diaries, radio, audio books, scripts, online news, etc. that help students improve their receptive

skills (Listening and reading). On the other hand for improving the productive skills (writing and speaking) there are another kind of web tools for example social networks, language learning communities, writing online clubs, speaking online clubs, etc. As a result students can practice English not only at school, but at home too.

The impact of web tools in the teaching learning process is evident. Each new change in the people's lives carries a solution or a problem. Nomass (2013), explained that the use of web tools for teaching English as a second language has some advantages. For instance, students that use web tools can improve their four skills (speaking, writing, listening and reading) and at the same time the learners can increase their vocabulary. Moreover, students get along with technology and develop other skills. However there are some disadvantages too, for example, the use of internet in a bad way produces distraction and a waste of time; furthermore, some teachers do not encourage students to use technology for practicing what they learn in the school. Consequently students do not understand the importance of web tools in their education.

According to Kongchan (2013), internet provides people with several web tools which are used for teaching English. One of these web tools is Google drive, it is also known as Google docs. This web tool is very useful for developing the writing skill, in addition students can write essays, letters and summaries sharing

them with their teachers and classmates; moreover, students can interact in the same document by correcting it, while the others are writing on it.

Another useful web tool 2.0 offered by Google apps is E-blogger, with this web tool teachers can create a blog where they can upload information as grammar exercises, audios, photos and more in order to reinforce the class given in the classroom. For instance, students can comment in the blog, listen to the audio, describe photos, read a text and upload videos for improving their four skills. However there is another kind of web tool such as platforms where educators can measure and control their students' progress. Edmodo and Moodle are good examples of virtual platform used by schools and universities for assessing the learners.

The importance of the use of web tools 2.0 in an English classroom has increased, even public schools try to offer an education based on innovation. Some of the benefits are:

- Web tools make the learning process more interesting.
- Students learn how to manage their time on the internet.
- Teachers can interact with their learners more actively.
- The English classroom is equipped with the technology required for the class.

Because it is a reality that education is always changing, the use of web tools is essential as a way for teaching English outside the classrooms, as a result future education involves the use of technology and of course the use of web tools will be present in all the subjects imparted in the school.

In conclusion, web tools are programs created for testing the learning process. They have provoked a big impact in the educational area; moreover, there are some advantages and disadvantages that people must considerer when they use this kind of tools for teaching English. The use of web tools for teaching English must be implemented inside the classroom and followed outside the classroom in order to reinforce the classes given and for creating a habit of autonomous work in the students. It's essential to use modern methods for teaching English such as web tools that can make the learning process more enjoyable.

2.2.6. E-Blogger

According to Wikipedia.com, E-blogger is a very popular application that permits people to build their own blogs according to their needs and preferences. People use this web tool 2.0 for promoting businesses, political aspects and educational matters too. It is a very useful technological tool that allows people sharing information through the creation of a blog which can be customize according to the writers' preferences.

In the educational field, E-Blogger offers a lot of designs that can be modified according to the model selected by their owners. Educators and pupils can create their own blogs trough this platform in order to upload information and share it with their classmates, helping improve the four skills specially the writing skill. Campbell (2004), considers that writing skills can be improved and developed through the use of blogs as a modern way to deliver an interesting learning environment and help them in their learning process continuously.

2.2.7. Educational Philosophy: Learning and Acquisition

Education should reach everybody. There are two kinds of people that learn a second language according to Harmer (2012), the first kind of people learn a second language without formals classes it means that they do not take language classes; On the other hand, the other kind of people learn a second language by going to classes for studying the English language. Harmer explained that for some people is very simply to absorb a second language, for example, people who live in an English community can learn from it without formal attention to study the language involved. The other kind of people need a formal education to acquire a second language by going to classes and learning reading, writing, speaking, grammar and vocabulary.

Palmer (1921), in his book, "the principles of language study" describes the ability to learn and acquire a second language in a natural way and

subconsciously. Palmer advised that the spontaneous language acquisition is necessary for the development of the English mastery.

Krashen (1981), demanded that language acquired subconsciously can be easily used in spontaneous group conversations. Consequently, this kind of acquisition can be available instantly when people with this capability need it. In contrast, people that need a formal education for acquiring a second language cannot use this spontaneous ability; they use what they have learned in their classes in order to have a conversation pre-programmed.

In conclusion, acquisition and learning of English as a second language are very close terms that work together. There are two kinds of learners that must be identified for the teachers in order to use the correct tools, methods, and strategies to achieve the acquisition and learning of English in both of them.

Chart # 4: Learning Acquisition.

| SUBCONSCIOUSLY	CONSCIOUSLY
They learn English through the contact with the target-language community.	They study English for learning it, and go to formal classes.
They do not go to formal classes. This kind of people learns English on their own.	They study the grammar, vocabulary, and all of the parts involved for speaking a second language.

Author: Xiomara Lucas Chabla

2.2.8. The Four Skills

When people are learning an additional language, there are four skills that have to be mastered. The receptive skills such as: reading and listening; and the productive skills such as: writing and speaking. According to Harmer (1991), the use of these skills is essential for acquiring the knowledge required in order to communicate effectively. Richards (2006) defined the four skills as essential parts of the development of the communication. For communicating people must talk or write and at the same time they need to understand what they read and listen.

Chart # 5: The four skills.

Elaborated by: Xiomara Lucas Chabla
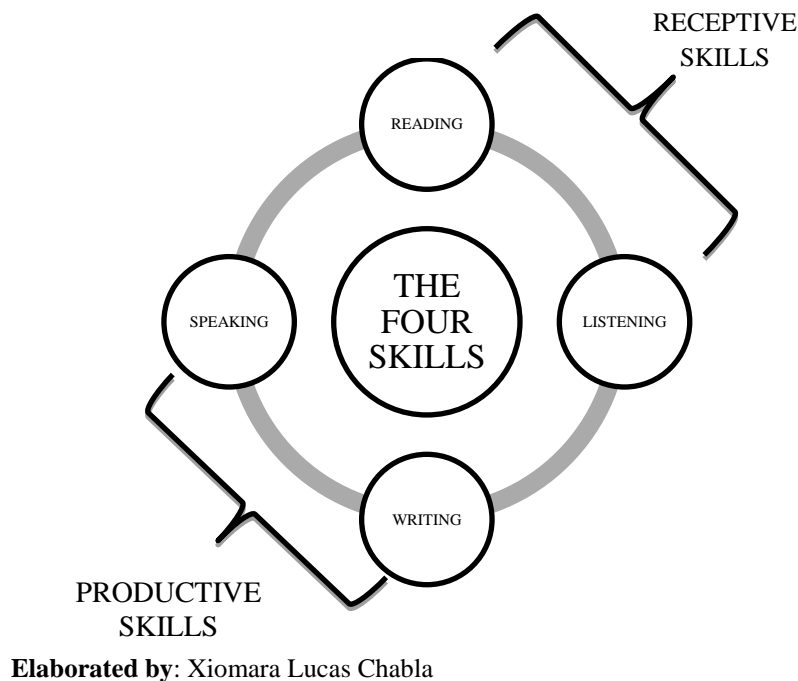
Burns & Joyce (1997), in their book called "Focus on speaking" claimed: "Speaking is an interactive process that involves words meaning construction for the language production and the reception of it through information processing". The ability to speak in other words is a communicative skill that involves an interaction and construction of what the people want to express in a coordinated way by keeping its sense. According to Hammer (2007), on his book called "How to teach English" claims "Good speaking tasks must be highly sympathetic for learners, so that students participate as a whole. These activities must have been set correctly for pupils would be able to give the comprehensible regeneration and feel satisfied about it". (p. 123).

The other productive skill is the writing skill, according to Longman Advanced American Dictionary third edition (2013), writing is: "words those have been written or printed, also is the activity of making words on a page with a pen or pencil, furthermore the activity of writing books, poems, stories, essays, etc. The process of the writing skills involves the practice, presentation and production.

The reading skill is a basic receptive skill that is present during our whole life. People are constantly reading, for example, the newspaper, billboards, messages, recipes, etc. According to Grabe (1997), reading is the interaction between the reader and the text. He claimed that for developing this skill it's necessary to have an efficient knowledge about the topic read and the grammar involve.

The last receptive skill is listening which is defined by Purdy (1991), as a primary skill, because people listen before they speak, write or read. For Purdy, the role of listening is very important in the language acquisition. Moreover, the fact of listening helps in the construction of good relationships. Purdy differentiated between hearing and listening. Hearing is a natural act while listening requires attention.

2.2.9. The Writing Skill

Harmer (2007), in his book "how to teach writing" says: "writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities" (p. 35). The writing skill in other words is the ability to communicate something in a written way, for example, a letter, memos, e-mails, text messages, etc.

This productive skill is one of the most important skills because involves the production of something. People write every day; as a consequence, it is essential to learn to write correctly for communication.

Hyland (2007), claims that writing skills include decoding and encoding meanings that are learned through formal education. Hairston (1997), emphasizes that writing is the principal organ as a heart of every form of education. Hairston's belief is based on the importance of the writing skill because all of the people use

the written way for communicating what they think or feel. As a consequence the writing skills are presented in people's lives every day and it must be encouraged to be practiced by the learners in order to acquire good writing habits.

2.3. PEDAGOGICAL BASIS

2.3.1. What is a Blog?

Campbell (2003), defines the word 'Blogs' as 'online journals' that can be used in an individual or collective way for sharing information as an online social software; furthermore, these online journals can be updated by their authors with their own words, thoughts, and ideas. The use of this social media has increased during the last years.

Johnson (2004), argues that blogs are electronic journals that allow people who use them to keep their own progress of their writing ability. He claims that the use of these electronic journals are been used in the educational area for many years and are considered as useful technological tools.

Zhang (2009), describes the word 'blog' as a web-based space used for writing. People use these spaces for writing, editing information, uploading videos and pictures about their preferences; in addition they can exchange cultural information. All of these actions can be published immediately and they will be

available on the internet. The term 'blog' was initiated by Barger in 1997 and is defines as a website that contents entries, videos, posts, etc.

2.3.2. Blogs in Education

Bartlett-Brag (2003), refers the use of blogs in education as a modern strategy that allows the interaction between teachers and students outside the classroom. She believes that blogging strategies in the educational field enriches the experience of learning and at the same time gives the advantage of increasing the writing learners' ability. Bartlett-Brag defines the use of blogs as software learning where students can practice and complete their previous knowledge by different tasks at the commodity of their homes in order to encourage the learners' autonomy.

Dudeney and Hockly (2014), in their book "Teaching English with Technology" describes the blogs in language teaching as technological resources that consists in written text only that can include some pictures, audio, and videos. The learners can read and comment on blog entries; moreover they can interact in this social software and share information that they consider important by writing about their experiences, thoughts, etc.

According to Harmer (2012), one of the most innovative and powerful ways to teach and improve the writing skill is the blog. Through this innovative resource people can express by writing what they think about a specific matter. Learners

can write every day in their blogs and become better writers. He believes that the use of blogs for teaching English writing is a useful way for monitoring the students' writing progress.

2.3.3. Types of Blogs in Education

Dudeney and Hockly (2014), describe three kinds of blogs in the educational area that provides the teachers and learners the opportunity to practice, keep record of their progress.

- **The Tutor or Teachers Blogs**: These kinds of blogs are managed by the educators. They can select the topics in order to post them in their blogs and invite their students to comment about the information uploaded. Furthermore, the teachers through their blogs can follow and monitor the students' writing process and give them feedback trough appropriate online tasks.

- **Students or Learner Blogs**: The learners with the supervision of their teachers can create their own blogs as an online journal where they can improve their writing skill by writing every day about their lives. This kind of blog allows the learners to write and share about what they like; besides, the students can interact between their classmates and teacher in a virtual social community.

- **The Class Blog**: It can be created by a teacher or students in order to be used for the whole class. Learners can post or comments about a certain topic for

practicing what they have learned in classes, also they can receive a feedback as a previous knowledge for doing the required task.

Chart # 6: Kinds of blogs.

TUTOR BLOG	STUDENTS BLOG	CLASS BLOG
▪ Managed by the teacher. ▪ Teachers select the topics. ▪ Feedback involved.	▪ Created by the learners. ▪ Students write what they think. ▪ Autonomy work involved.	▪ Teacher or students can create it. ▪ It is used for the whole class. ▪ Reinforcement of a class given.

Source: Dudeney and Hockly
Elaborated by: Xiomara Lucas Chabla

2.3.4. Blogs to teach writing.

According to Bartlett-Brag (2003), pedagogical and teaching practices are connected with new technology resources; educators have the opportunity to better their teaching strategies by using potential technological tools such as blogs. She defines the word 'Blogging' as the use of blogs and presents alternatives for the implementation of blogging inside of the teaching practices in order to improve the writing skills.

Kennedy (2003), points out that the implementation of blogs inside of English classes "gives students a real audience to write to and, when optimized, a

collaborative environment where they can give and receive feedback, mirroring the way professional writers use a workshop environment to hone their craft" (p. 11). This kind of teaching practice encourages students to use their personal blogs in order to practice and improve their writing skills.

Bartlett-Brag (2003), considers that blogging has a process of five levels:

Chart # 7: Blogging five steps.
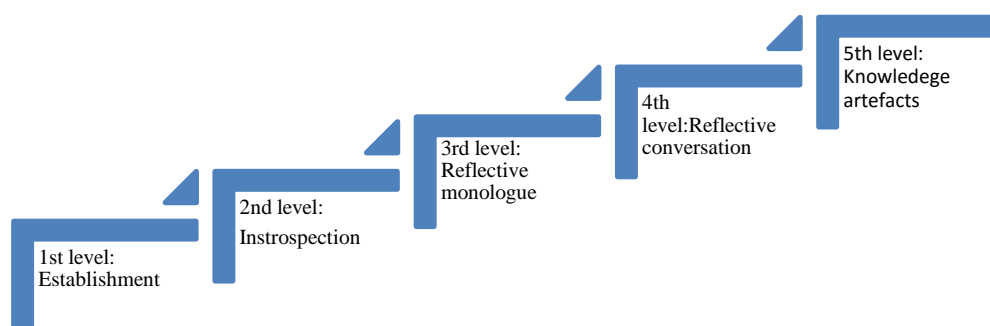
Source: Bartlett–Brag.
Elaborated by: Xiomara Lucas Chabla.

1. **Establishment:** In this first level students create their own blogs according to their creativity, characteristics and preferences by expressing what they feel. This stage encourages the learners to participate, collaborate and recollect essential information for the development of their blogs. Furthermore it permits students to get engaged with technology and the writing process at the same time.

2. **Introspection:** In this second level learners must continue recording, and collecting information; they pay attention to their feelings and estimate their learning process. Teachers can suggest questions at this stage where most students' writing are short and could be negative feelings.

3. **Reflective monologues:** The third level involves the reflective writing which means to think before writing. Teachers at this stages use structured questions by considering the students' preferences and emotions in order to allow them to be more conscious and responsible for their comments and entries. The learners can write short paragraph about their experiences by using reflective writing as a reflective monologue.

4. **Reflective dialogue:** Pupils have to consider their style of expression or communication according to their readers in order to publish their thoughts in a correct way. Each class must discuss a specific topic or issue that can be added in the blogs for encouraging students' reflection about what they read and write what they think about it. It develops responsibility. Learners that reach this fourth stage develop their self-confidence and they become in active writers by publishing, commenting or posting their ideas, opinions, and thoughts in their own blogs with their own words.

5. **Knowledge Artefacts:** At the final level learners can read their classmates' blogs and comment on them in order to share what they think for example:

agreements, disagreements, opinions, experiences and advises. Students writing at this stage can be strong and the writing habit can be well-constructed to continue writing.

According to Bartlett-Brag (2003), As a consequence the learners that pass through all of these stages better their personal knowledge and acquire a reflective writing and thinking base on the knowledge before established and practiced in the blogs.

2.3.5. Advantages of blogs to improve the writing skill

According to Zhang (2009), the use of blogs in students for English writing has some advantages such as:

- Blogs for improving English writing facilitates the learners' critical thinking skill abilities.
- Online journals provide good examples and a lot of values that the students will use during their lives.
- The use of blogs has a good effect in the pupils' writing quality; moreover, the learners according to what they write they can add resources such as videos, pictures or audios which mean that they can associate their writing with visual presentations.

- Blogging provides a lot of information and facilitates its significant learning to the pupils. Learners can exchange cultural information and write about it.

Of equal importance, Johnson (2004), considers the advantages of blogs for improving the writing skill for both people involved in the learning process: Educators and learners. Inside of the teacher advantages for teaching writing trough blogs are:

- Using blogs allows teacher to measure the students' writing process.
- Through blogs the educators can give feedback to students before sending writing tasks.
- Teachers can use blogs as a modern way to teach writing to the students and at the same time get engaged to students with the tasks.
- Educators can see all of the students' writings and keep them as an evidence of the student's progress.

On the other hand, Johnson describes the following points as advantages of blogs for improving the writing skill in the students:

- Learners can access to online English dictionaries and use them when they are writing.
- Learners observe how their writing skill has improved over time.

- Students have the possibility to express their feelings, experiences and desires by writing in their own blogs and at the same time they can practice their writing skill.

- The pupils can develop autonomy and self-confidence. Furthermore, they can develop good writing habits.

2.3.6. What is writing?

Writing is a daily activity that people do every day even when they prepare a grocery shopping list. According to Nunan (1999), there are different kinds of writing and each one is characterized by different structures which "can be observed within the sentence at the level of grammar, and beyond the sentences at the level of structure" (p. 275); thus, all kinds of writing need a basic or an advanced skill in other words the more structured the writing the more advance writing skills are.

Nunan (1999), describes writing as a productive skill which has some similarities with a speech, but presenting distinctive elements which are not the same in both writing and speaking. However, Harmer (2004) points out that the kind of writing defines the similarities between writing and spoken speech.

2.3.7. Formal, Informal And Academic Writing

Harmer (2004), arguments two styles of writing: formal and informal writing. The first one avoids the use of colloquial expressions, clichés and contractions. Moreover, this style of writing uses a lot of technical words and the level of sentences is more complex. It is used in advance levels for specific or professional purposes.

In contrast, informal writing allows the use of colloquial expressions. It is simpler than formal writing and reflects empathy and emotion. Furthermore, it is a good example of the writing used in blogs because it permits learners to write every day and improve this skill according to Harmer.

Chart # 8: Formal and informal writing.

| INFORMAL WRITING | It allows the use of colloquial phrases, contractions and abbreviations. It uses simple words and reflects empathy and emotions. It is used every day. |
| FORMAL WRITING | Avoid the use of colloquial phrases and contractions. It is more technical and complex. It used for academic or professional purposes. |
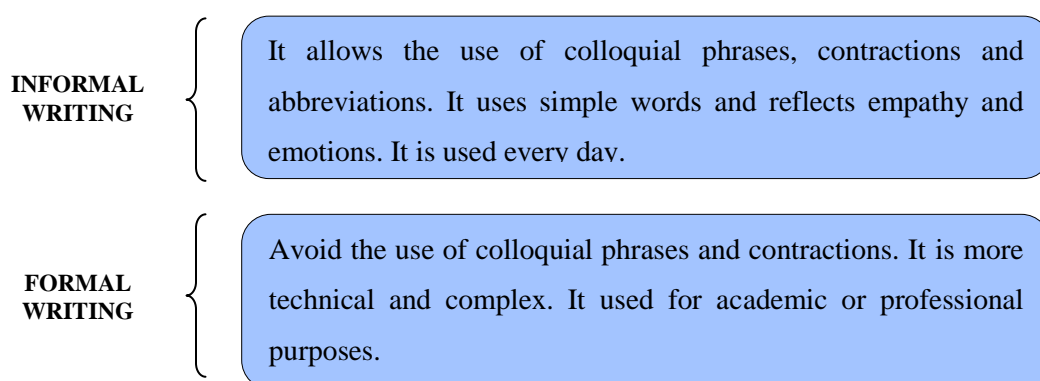
Source: Jeremy Harmer Teaching English
Elaborated by: Xiomara Lucas Chabla.

2.3.8. Academic and reflective writing

Academic writing; in brief refers to it as an advanced writing which involves tasks in a complex level. It uses eclecticisms for permitting students to build up texts by their own; also, it raises the students' self-awareness and self-confidence by identifying their strengths and weakness in writing.

Academic writing benefits students to understand the writing process and develop it step by step. According to Alexander (2008), academic writing must considerer its readers. Writers have to transmit their intentions clearly in order to reach the desires audience. Finally Hyland (2006), refers academic writing as an advance writing used in higher education.

In contrast, Giles (2010), defines reflective writing as an activity that involves thinking. She explains that this kind of writing is used when educators ask for essays or stories that require no only the writing activity it requires the critical thinking too. Learners have to think before writing in order to reflect about their writing process and produce something with sense a meaning. Giles proposes three areas for reflecting: technical, group and individual. All of these areas give students a sense of vision about what they are writing.

Chart # 9: Academy and reflective writing.

Source: Giles.
Elaborated by: Xiomara Lucas Chabla.
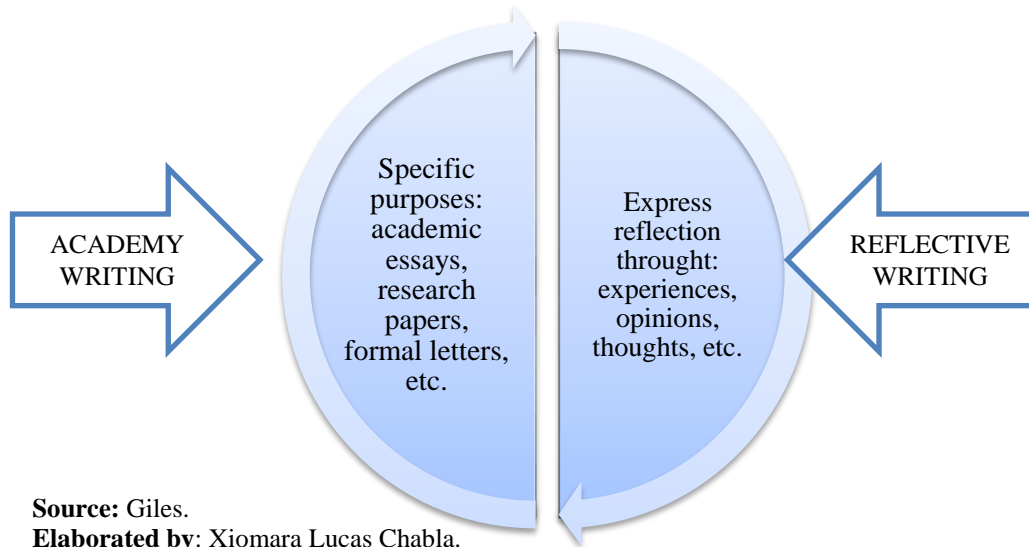
2.3.9. The writing process

Eves-Bowden (2001), interviewed basic writer learners and explored the basic writers' thought about their personal writing process and their experiences while they were performing it in order to examine the best ways to develop the writing skill. She discussed about the cognitive writing process which points out the productions and the writing process; moreover, Eves-Bowden referred the importance of the process of writing and the product as a result of the goals reached.

However, Murray (1972), claimed that teaching writing is a process and not a product. He divided the writing process in 3 important stages:

- Prewriting.

- Writing.

- Rewriting.

Furthermore, Murray expressed that the significance of the development of the English writing skill depends on the learners' attitudes and how much time they dedicate to write. He advised that the writing process must be pleasant in order to encourage learners to write every day about their interest, experiences or preferences.

Shaughnessy (1976), agreed that teaching writing must be concentrated as a process more than a product. In her studies, she proved that when educators monitor their students learning increases a lot, due to the fact, that students feel the pressure of being observed.

In conclusion, the writing skill is a process that must be reached step by step for it to become a good habit; consequently, the students can acquire a good English writing level and produce their own results; for example, the learners can write letters, journals, essays in a traditional way or in a technological way too.

2.3.10. Writing approaches

Harmer (2012), proposes four kinds of approaches:

▪ **PROCESS AND PRODUCT:** According to Harmer this kind of approach focuses on the product of writing. It values the construction of a product (essay, letter, poem, etc.) as the principal goal of the writing process. It is complex and the production of writing is the proof that it works.

However, White and Arndt (1991) points that writing includes rewriting which means a revision of what the learner have constructed. They describe the writing as a wheel process that is constantly working. It starts with planning, then drafting, after editing and finally the last version which is the product that Harmer pointed in a different way. The product in this case can change constantly by the editing.

Chart # 10: The writing process.

Planning a writing

Drafting the writing

It can be modified by repeating the steps.

Editing the writing

The last result
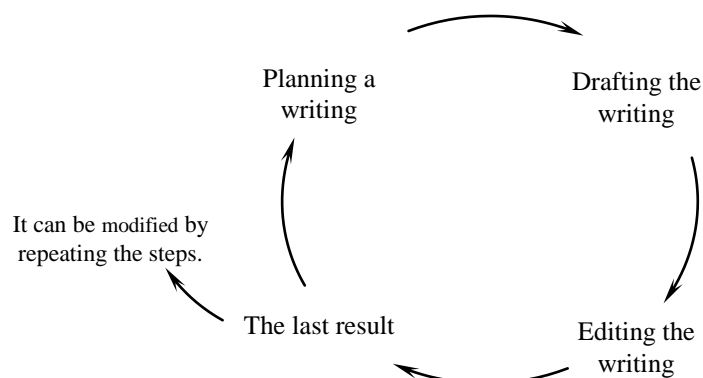
Source: White and Arndt.
Elaborated by: Xiomara Lucas Chabla.

- **CREATIVE WRITING:** According to Harmer (2012), the term suggests ingenious tasks, for example, poetry, plays, stories, etc. Gaffield-Vire (1998), claims that creative writing is 'a journey of self-discovery. And self-discovery promotes effective learning' (31). The creativity or imagination is a useful tool that helps teachers to encourage students to write every day in different ways. The learners can use their imagination for writing and at the same time they feel motivated.

- **GENRE:** This approach represents the rules used by the different kinds of writing (narrative, descriptive, expository, etc.). According to Tribble (1996), when educators use this kind of approach, the learners study texts according to the genre selected that they are going to write, but using their own words. He suggests the use of data collection as a good strategy for improving the writing skill.

- **COOPERATIVE WRITING:** Writing could be used as a cooperative activity because this approach has a lot of benefits to the learners who can work in a cooperative task and have a constructive feedback. This approach focuses on the writing process and the genre study. Harmer (2012), claims that it is a very successful only if the learners write in an electronic device; it can be used and works perfectly with blogs for improving the writing skills.

2.3.11. Journals for writing

Walker (2005), describes the use of journals to improve the writing skill as a tool that allows students to express emotions and feelings about their educational experiences. In addition, Kessler (2004), mentions the use of journals for improving reflecting writing as a kind of writing base on experiences and emphasizes the use of blogs for improving it and developing the writing habits too.

Boud (2009), claims that journal writings for learning English are used to "capture an experience, record an event, explore our feelings, or make sense of what we know" (p. 9) he refers journals as tools used for creating contexts and meanings according to events and past experiences. The learners can write in their journals and create new situations and meanings for improving and developing the reflective writing.

According to Walker (2006), journal writing is being used in the educational field during the last decades. For teaching writing trough journals the topics must be selected from experiences in order to facilitate the critical thinking and for improving the reflective writing.

 In addition, Journal writing can be used daily or weekly. It permits that students write every day and allows teachers monitoring the writing progress and critical

thinking of the students, also is essential to pre-assigned topics because it helps learners think before writing.

2.3.12. Writing for learning and writing for writing

Harmer (2012), makes a difference between writing for learning and writing for writing in order to promote and improve the writing skills. He defines the first one as a help to the learners for improving their grammar skills in order to be tested. It serves to remember grammar structures and rules through the activity of writing, for example, teachers ask the learners for writing sentences in simple past tense or using will.

In contrast, the second kind: Writing for writing involves the learners' creativity and ability for writing a story or narrative that tells something; it does not focus on the grammar structures only. It works as a contrasting for constructing the learners' writing habits by writing by their own.

2.3.13. Blogs as online journals for writing

Wen-Shuenn (2004), claims the use of blogs or web blogs have been increasing since 1998. He emphasizes that blogs are not only used for business or political purposes; they are also used for educational purposes. Wen-Shuenn believes that blogs have a lot of potential used as a tool for teaching English writing. In his

study he describes how the application of blogs as online journals improved the writing skill in students of Taiwan who at the beginning had writing deficiency that was avoided with the use of blogs.

According to Blood (2000), defines blogs as online journals that can be updated at any time with information that people considerer as important. In the educational field they can be used for teaching English specially for improving the writing skill. Online journals help students to develop their self-confidence and write about their lives.

Bernstein (2004), believes that the following actions improve the writing skills: the use of laptops, handwriting and blog freelancing. In order words Bernstein supports that the improvement of writing skills is more effective when learners used technology in order to write what they like.

In addition, Campbell (2004), points out that the use of blogs as online journals for improving writing generates good writing habits and self-awareness. He mentions that the effectiveness of improving writing skills through blogs depends on the topic selected that must be engaged with students and connected with the units seen in classes as a previous knowledge.

Chart # 11: Online journals.
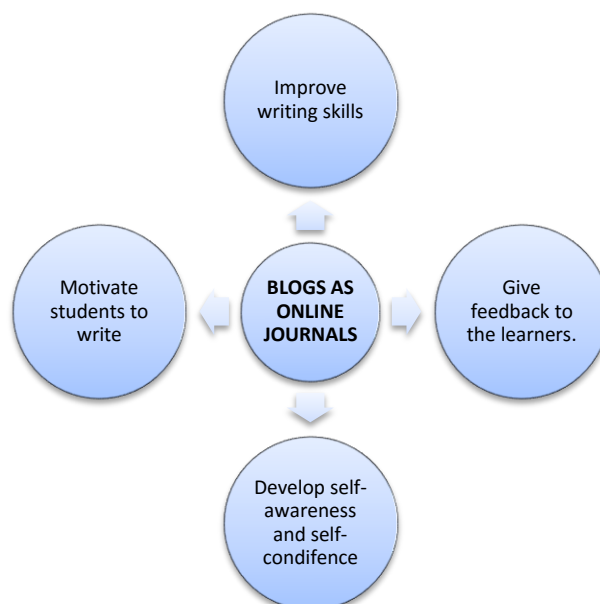
Source: Campbell.
Elaborated by: Xiomara Lucas Chabla.

2.4. LEGAL BASIS

2.4.1. Modelo del Sistema de Educación Intercultural Bilingüe 2013 (MOSEIB)

It establishes some articles that defend the learning of a foreign language and sublanguages in Ecuador as a prerequisite that all of the students must get during their educational process.

Article 3.- Emphasizes that the educators will use the different Ecuadorian languages and English as a foreign language in the learning process. At the beginning of the students' studies they are going to start with a 5% of a foreign

language and it is going to increase eventually; at the end of the students'
education they are going to get a 20% increase of the foreign language as a
requisite to finish high school.

2.4.2. Ecuadorian Constitution (2008)

Article 27.- The education in Ecuador must be available for everyone in order to
develop politeness, respect for values and nature and for promoting democracy.
Furthermore, it will be mandatory for promoting the equity, justice and peace.
Education will stimulate the Ecuadorian culture for the development of human
beings with capabilities to create and work.

Article 343.- The National System of Education has to develop abilities and
capabilities in a collective and individual way in order to facilitate the learning
process in education. It will implement an intercultural vision according to the
different Ecuadorian races by respecting all of the human rights involved in the
diverse communities and nationalities that exist inside the country.

Article 347.- It establishes the implementation of ITCS (information and
communication technologies) as an essential tool inside of the educational and
learning process for encouraging the interaction between education and modern
social activities. Moreover, this article guarantees a respectful education by taking

care of the learners and their physical and mental health. Furthermore, it assures a bilingual education.

2.4.3. Ley Orgánica de Educación Intercultural 2011 (LOEI)

ARTICLE 2 - BASIS

Multilingualism recognizes all the people's rights and their diversity according to their communities and nationalities to learn in their proper language and in the languages used in their cultures; however, it emphasizes the right for learning other language in relation with the international community.

2.4.4. CODIGO DE LA NIÑEZ Y LA ADOLESCENCIA (2014)

Article 37 numeral 3. It considers education as a right that all of the children and adolescents have access. It establishes that learners with disabilities will have an equal education and opportunity as others. Furthermore it ensures that the education environment will be enjoyable and correctly equipped.

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

This research paper is exploratory, qualitative, using observation, interviews, and surveys. It is considering that all of the activities will be implemented in order to improve the writing skills of the tenth grade students from Unidad Educativa "Walt Whitman". The results were obtained through observations, interviews to specialists and focus group. This chapter explains the results before mentioned.

This project observed the students' writing improvement and the students' reaction about the use of blogs, with the purpose of evaluating the use of technology to overcome the problems found. The principal goal of improving the writing skills through the use of online personal journals better known as blogs is for learners to improve their writing skills.

It is necessary to mention that in this chapter it has taken into consideration, the investigation methods, techniques and instruments that will be applied during the research.

3.2. BASIC RESEARCH MODALITY

This research is practical based on the descriptive, field and documentary research likewise on the model of critical, reflexive and creative analysis that suggests a

solution to the problem by the use of online journals for improving the writing skills with the intention of facilitating the use of technology in the educational process.

3.3. TYPE OF RESEARCH

The qualitative model has been selected for reaching the purpose of this research paper and they will use the following types of researches: field, descriptive, and documentary.

▪ **Field research:**

This kind of research is qualitative based on the collection of primary data in a natural setting by observing and interactive with the people involved in the research. Field research uses various methods such as: direct observation, interviews face to face, collective discussions and analysis from the technological activities performance.

In this project, the data was collected in the place where the problem was identified, at Unidad Educativa "Walt Whitman". Based on the idea of solving a problem through this project, the use of online journals that was proposed will be applied in the context of tenth grade students because it is the main population involved in the problem.

- **Descriptive research:**

It is a useful type of research that describes the reactions and behaviors of the subject of the study. Furthermore, it provides the characteristics of the components that are involved in the problem being studied. The principal purpose of this research is to observe, describe and document all of the information obtained. It allows identifying and analyzing the possible relationship between the variables of the study proposed. Descriptive research involves the use of some techniques such as observation, interviews and surveys in order to collect data and provide a description of the phenomenon studied.

- **Documentary research:**

Documentary research allows the use of books, texts, researches, documents, and more as sources materials for any kind of investigation. It provides the investigators examples, comparisons, percentages, statistics and different information for clarifying the principal subject of study.

In order to follow the guidelines of the theoretical and legal basis of this research, there were used various books and e-books from the library of the Peninsula de Santa Elena State University. Moreover, there were used other documents from other sources that helped as scientific support.

- **Applied research:**

It is used for finding solutions in order to solve a specific problem. Applied research begins with the description of the problem or issue in a systematic way, then, it finds a theory in order to frame the problem, after that, the described situation is analyzed and evaluated according to the theory chosen and finally it is proposed a solution for the problem exposed.

Applied research will allow the implementation of online journals to improve the writing skills in students of tenth grade at Unidad Educativa "Walt Whitman".

3.4. METHODS

- **Qualitative Method**

It is a method which refers to collect data and present it without statistics. It refers to the description and interpretation of the information obtained in a narrative way. Qualitative research involves the following methods for collecting information: observations, notes, journals and interviews.

This research paper used this method, in order to collect information about the writing skills status in students of tenth grade from Unidad Educativa "Walt Whitman", the researcher interviewed: the Director and students.

- **Observation Method**

This method has the purpose of observing the phenomena of study carefully in the place where it is happening. It permits to examine people in their natural settings or situations. Researchers need to use their senses in order to observe correctly the population that is being studied. It requires the use of a formal observation instrument such as observation sheets.

Observation method was selected and used to observe the students' behaviors and attitudes about the implementation of blogs and the activities involved in order to determinate their writing skills improvement.

3.5. POPULATION AND SAMPLE

- **Population**

The population of this research paper is based on the following participants:

Chart # 12: Population.

Population			
No.	Description	Quantity	Percentage
1	Authorities	1	8.33 %
2	Teachers	1	8.33 %
3	Students	10	83.33 %
	TOTAL	12	100%

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

- **Sample**

Because the population size is manageable with only 10 students, no sample size

formula will be applied.

3.6. VARIABLES OPERATIONALIZATION

Chart # 13: Independent variable.

Independent variable: Online journals.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Online journals are web tools 2.0 that allow people to interact in a personal learning environment.	Meaningful Learning	Technological web tools engage students' attention and interest. That the students practice what they learn in the classroom at their homes in an interactive way.	What are students' perceptions towards the implementation of technological web tools?	Questionnaire Survey Camera
	Personal learning environments	That the students create their own blogs according to their characteristics and preferences. That the students feel motivated to write about their lives in their own blogs.	What are learners' attitudes concerning the creation of their own online journals?	Interviews Observation Camera Online test. Video camera
	Written performance	That the topics proposed contribute to the improvement of the writing skills of the students.	What impact does the use of blogs have on students' writing skills performance?	

Elaborated by: Xiomara Lucas Chabla.

VARIABLES OPERATIONALIZATION

Chart # 14: Dependent variable.
Dependent variable: Writing skills.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Writing skills which allow students to write about specifics topics of the units seen during the school year in order to improve these abilities.	Writing process	90% of students noticed the importance of having good writing habits in order to improve them in a correct way.	What do students think about writing in English? Why is important for the students to have good writing habits?	Diagnostic test Observation Camera
	Teaching methodology and strategies.	That teacher use innovative strategies to motivate students and at the same time translate theory in practice.	How can students improve their writing skills? What are students' reactions about teacher's methodology?	Observation camera
	Writing competence	90% of students improve their writing skills.	What impact does grammar instruction have on the improvement of the writing skills?	Written test camera

Elaborated by: Xiomara Lucas Chabla.

3.7. TECHNIQUES AND INSTRUMENTS

3.7.1. Techniques

- **Survey**

A survey is a method that serves for gathering information from a group of selected participants. This information is gathered with the support of systematic procedures through the use of a structured format that each person involved in the study must respond the questions involved on it.

This technique was applied to collect important information through direct and closed questions concerning the problem, and it permitted to obtain results about the implementation of the use of online journals to improve the writing skills in the students of tenth grade.

- **Semi-structured interview**

This kind of interview belongs to the qualitative method. It involves the use of opened-ended questions in order to acquire as much information as possible; moreover, it allows the interviewer to add or omit questions according to what he or she needs to know.

This interview provided extra information to the research such as explanations, beliefs, advices, experiences, and attitudes to give to the teacher different perspectives concerning to use of blogs for improving writing skills.

- **Questionnaires**

Questionnaires contain a group of questions or statements concerning both variables in order to be measured. This technique collects, quantifies and compares the necessary information or data to reach the objectives of the project. Questionnaires were applied in this research paper to tenth grade students in order to examine and determine their point of views about the use of online journals and their writing status before and after the implementation of the proposal of this research.

- **Written tests**

These types of tests attempt to check the students' writing knowledge. It consists in writing some items which the students must respond according to the tenses used and topics proposed. This instrument allows the teacher to know the students' writing level and their strengths and weaknesses. A pre and post-written test will be applied during the proposal to determine the improvement of the writing skills through the use of online journals.

3.7.2. Instruments

- **Diagnostic Test**

This kind of instrument is very useful and helps to measure the students' previous knowledge and later compare it with the posttest in order to find out the percentage of the improvement. This project applied a diagnostic test which contains some basic writing exercises to be measured and later reinforced with the implementation of the proposal.

- **Observation Guide**

Observation guide allows keeping a complete record of the research process. Observation guides were very useful tools applied since the beginning of this research paper and during the implementation of the online journals to examine the learners' writing progress.

- **Video Camera**

Technological resources were used during this research such as camera and video recorder in order to capture pictures and record videos as evidence of the use of surveys, tests, questionnaires, and the implementation of the online journals to improve the writing skills.

3.8. DATA COLLECTION PLAN

Chart # 15: Data Collection Plan.

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the writing skills.
2. For which people?	The tenth grade students from Unidad Educativa "Walt Whitman".
3. About what aspects?	Online journals and writing activities.
4. Who?	Xiomara Elizabeth Lucas Chabla.
5. To whom?	Students and director of Unidad Educativa "Walt Whitman".
6. When?	School year 2015-2016
7. Where?	At Unidad Educativa "Walt Whitman" located in Salinas, Santa Elena Province.
8. What data collection techniques?	Interviews, surveys, questionnaires, and observation.
9. With what?	Observation guides, questionnaires and video camera.

Elaborated by: Xiomara Lucas Chabla.

3.9. DATA PROCESING PLAN

Chart # 16: Data Processing Plan.

DETERMINATION OF A SITUATION	DATA RESEARCH	STATEMENT OF SOLUTION	DATA COLLECTION AND ANALYSIS
The deficient writing ability was determined through a diagnostic test, an interview, and surveys, directed to the director of the institution, and students of tenth grade from Unidad Educativa "Walt Whitman".	Once the main problem of the study was identified, the researcher started looking for related information in different resources such as: books, previous researches, internet files, journals, and among others resources.	The implementation of online journals to improve the writing skills was justified.	Interviews for the director and specialists, surveys and questionnaires for the students were made in order to find more information about the object of study, moreover; all of these were analyzed in order to validate this research.

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

3.10. INTERVIEW RESULTS

3.10.1. Interview applied to the Director of Unidad Educativa "Walt Whitman".

Purpose: to determine the support to the implementation of online journals for improving the writing skills of tenth grade students Unidad Educativa "Walt Whitman".

Name: Valeria Perero

Occupation: Director at Unidad Educativa
Walt Whitman

Time: 10:00 a.m.

Interview duration: 15 minutes

1. What do you think about the importance of English language in Ecuadorian schools?

Well, I think that the English teaching in our schools is very important because it allows students to manage a foreign language that is very used around the world. The English language should be taught in all the educational levels.

2. From your point of view does the use of technological resources motivate the students?

Yes, of course. As all of us know today, technology represents an especial part in our lives and it motivates students to learn in a modern way. Students can be up to date and use new ways for learning any subject and feel motivated as well.

3. How many English teachers do you have in your high school?

Walt Whitman is a small institution that is slowly growing, so here there are few students and few teachers. In the English area we have only one teacher who works hard and does a good work.

4. How many hours per week do students study English?

There are six courses here and each course in this institution has 6 hours of English per week.

5. Does your institution have technological resources? Name them.

Yes, it does. Here we have a laboratory equipped with some computers, a projector, speakers, and also we have internet connection.

6. What other resources does the institution have in order to teach English?

Inside of this institution we have a library that holds a lot of bibliographic material in both languages Spanish and English. Also there are some dictionaries, English materials such as posters, flashcards, games and more that are used in the English classes.

7. Will you support the implementation of online journals to improve the writing skills in students of tenth grade?

Definitely, every single action that allows students to learn more will be approved. We as an institution want the best for our learners in order to offer them a high quality of education. I, as the owner and legal representative of this institution will allow the implementation of this project with the students of tenth grade.

Summary

The owner of Unidad Educativa "Walt Whitman" agrees with the development of the proposal implied in this research paper. Mrs. Perero believes that the English teaching is very essential and must be taught in all of the educational levels and will support this study. The institution has the technological equipment needed for

the implementation of online journals to improve the writing skills in students of tenth grade.

3.10.2. Interview applied to the specialist in technological resources.

Number of teachers surveyed: 1

Purposes:

- To know about the use of technological resources as web tools for improving writing skills.

- To determine the best activities that can be applied in blogs for independent writing work.

Name: MSc. Kleber Loor Zambrano.

Occupation: English Professor at UPSE.

Years of experience: 10 years teaching English

(2 years teaching ICT's).

Certificates: TEFL – ICT's for education.

Degrees: Bachelor in Tourism.

Master in Educational models.

Time: 5:00 p.m.

Interview duration: 13 minutes.

1. **What are educational web tools 2.0?**

   They are also known as collaborative tools web 2.0. These tools are based on the cloud, as you know new information communication technology Internet right now is the best tool for the teachers in order to give students the opportunity to learn not only inside the classroom and outside the classroom too.

2. **What do you consider are the advantages of using technological resources?**

   Collaborative tools allow students to get interaction, it is difficult to learn when you learn by yourself, but when you work with another person in real life, face to face is easy. The same thing happens when you do this in a collaborative and online environment because you have the opportunity to share your knowledge, experiences, and feelings to other people around you using the computer and using the internet at anytime and anywhere you are.

3. **Could you name some web tools 2.0 for teaching writing?**

   Right now we have blogs, wikis, educational websites, facebook, networks and more web tools that allow you to be connected and write everyday where you are. Talking about blogs, you know we have two special tools to create blogs like blogger and word press.

4. How long have you been using web tools 2.0 for teaching English?

I consider in this university, I was one of the pilots of using web tools especially in the English major because my project for my master thesis was about blended learning. I presented the project before stated in 2011, so that was the moment that I started learning the management system like Google platforms and after that, I started investigating different resources., For about 4 or 5 years, I have been using web tools and believe me they change my method of teaching. I believe that the use of technological resources help teachers to become more effective.

5. According to your experiences what kind of activities can be applied with online journals in order to improve the writing skills?

According to my experience, you can upload photos, videos, readings, and the students write their opinions, they read forums, and they can debate and write what they think. Another activity could be to order learners to write about their lives and upload information that they like.

6. Do you think that the use of collaborative web tools 2.0 could help students to do independent work at home?

Of course, as I told you before, the use of them not only motivate students to learn inside the classroom, they become autonomous learners and practice at their homes.

7. Why is important to implement technology in English classrooms?

Because you need to be up-to-date not old fashion. As teachers we need to know how to teach without electricity or internet, of course we need to know that, but imagine if you have internet, projector, and computers and you do not use it as a pedagogical purpose you do not take an advantage of that. As teachers we need to be up-to-date and take advantage of the technology resources that we and our students have in the classroom.

8. Could you give an advice for English teachers in order to implement the use of online journals to improve the writing skills?

First of all, you need to know exactly the writing process that's the point the steps of the writing process, so you can guide students how to write a word, a sentence, a paragraph, and then a narrative paragraph, an essay , a research paper even a thesis. You see is a process. My suggestion or recommendation is to follow the steps of the writing process and obviously to teach a good grammar.

Summary:

The use of technological resources such as collaborative tools web 2.0 for teaching English is one of the best way for improving the writing skills. Nowadays, there are a lot of free web tools for educators that allow the interaction between teachers and students inside and outside the classroom. Moreover, the continuous use of these tools makes students in autonomous learners and promotes good writing habits through the performance of writing activities online.

3.10.3. Interview applied to the specialist in Teaching English.

Number of teachers surveyed: 1

Purposes:

- To determine the best methodologies and strategies for teaching writing skills.
- To identify and understand the writing process better.

Name: MSc. Jorge Cevallos Salazar.

Occupation: English Professor at UPSE.

Years of experience: 10 years teaching English.

Certificates: TOEFL C1 level.

Degrees: Bachelor in education, major in English.

Master in Higher Education.

Master in Educational Administration.

Time: 17:35 p.m.   **Interview duration:** 13 minutes.

1. **How long have you been teaching English?**

    That is simple because, I have been teaching English for ten years. Teaching English must be done in enjoyable environments in order to keep the students motivated.

2. **What do you consider are the most basic skills?**

    Reading, speaking, listening, writing, and of course vocabulary.

3. **What is the importance of improving the writing skills in teenagers?**

    Writing is a fundamental aspect in English that must be developed step by step. Talking about teenagers they are in the middle (children, teens, adults), so they should master writing before they reach adulthood. They need to understand their education is their future and the writing ability is essential for communication.

4. **According to your experience what are the best methodologies and strategies for teaching writing?**

    When you teach writing, make students write interesting things. For example, teens like music, sports, movies, and more. If the writing tasks involve their

preferences they will probably do it motivated. Also students can improve the descriptive and reflective writing through online activities.

5. Do you think online journals can improve the writing skills?

Definitely, when you use online journals is a process that students follow step by step. Also when you use online journals you keep all of the information online and you can check your students' progress over time.

6. Can you describe the writing process?

Yes, basically there are three steps: pre-writing that is the planning stage, writing that is when you start writing, and post-writing which is the final part and can be customized. That is the writing process that I least use when I teach writing.

7. When your teen students face writing problems what do you do?

You can give them extra homework for practicing at home through modern strategies as the use of web tools. The best thing that you can do is to take a diagnostic test in order to determine the students writing problems and give them a correct feedback with clear and basic instructions.

8. Can you give an advice for improving writing skills at home?

The use of online resources should be considered for improving the writing skills such as websites, platforms, and online journals. Technology is an extra plus that can be used in order to encourage students to learn in a modern way.

Summary:

According to Master Cevallos, the writing skills are fundamental in English, so teaching writing should be done step by step by taking into consideration the students' preferences in order to encourage learners to write. It is important to mention that online journals are inside of the collaborative web tools 2.0 and can be used for improving the writing skills through the performance of different activities according to the students' preferences.

The specialists interviewed work at the Peninsula of Santa Elena State University as professors and researchers who can contribute valuable information and expertise about the use of online journals and the improvement of the writing skills. The interviews were interpreted carefully and provided a guide for the proposal development of this research.

3.11. ANALYSIS AND DATA INTERPRETATION

Chart # 17: Question No. 1: Do you like English?

DO YOU LIKE ENGLISH?		
ALTERNATIVES	**FREQUENCY**	**PERCENTAGE**
YES	7	70%
NO	3	30%
TOTAL	10	100%

Graph # 1: Preference of English Language
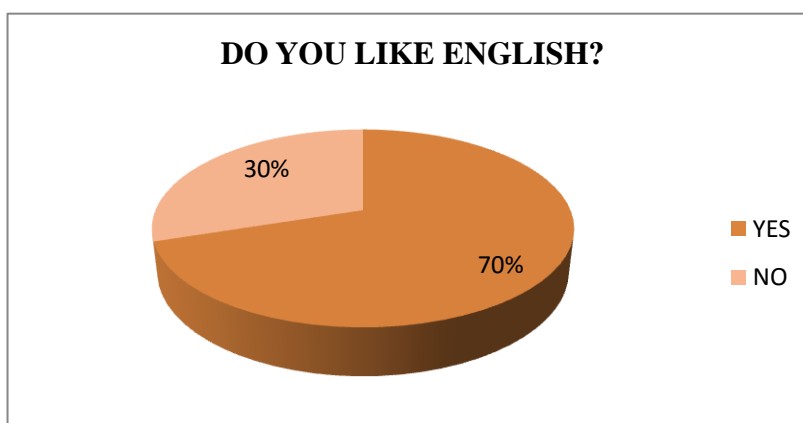
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and Interpretation:

There are 10 students in tenth grade at Unidad Educativa "Walt Whitman" the majority of them indicated that they like English with a 70% while the rest of students with a 30% indicated that they dislike English.

Chart # 18: Question No. 2: How do you consider your English classes?

How do you consider your English classes?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	4	40%
Important	3	30%
Moderately important	2	20%
Of little importance	1	10%
Unimportant	0	0%
TOTAL	10	100%

Graph # 2: English importance in classes
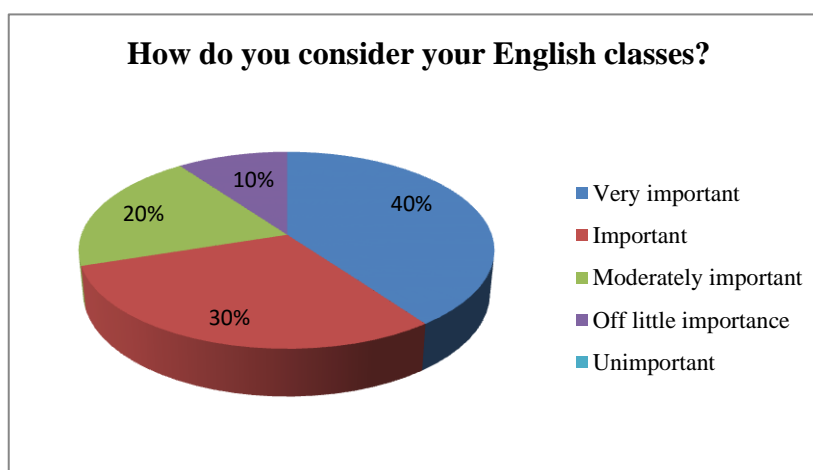
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

Most of the students agreed that their English classes are important with 40% however a 30% considered them as important only. On the other hand the 20% of students indicated their English classes as moderately important and finally only 10% considered them of little importance. Learning a second language for the majority of students could be very important in order to be bilingual.

Chart # 19: Question No. 3: How often do you use internet to study English?

How often do you use internet to study English?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Very frequently	0	0%
Frequently	3	30%
Occasionally	3	30%
Rarely	2	20%
Never	2	20%
TOTAL	10	100%

Graph # 3: Use of Internet to study English
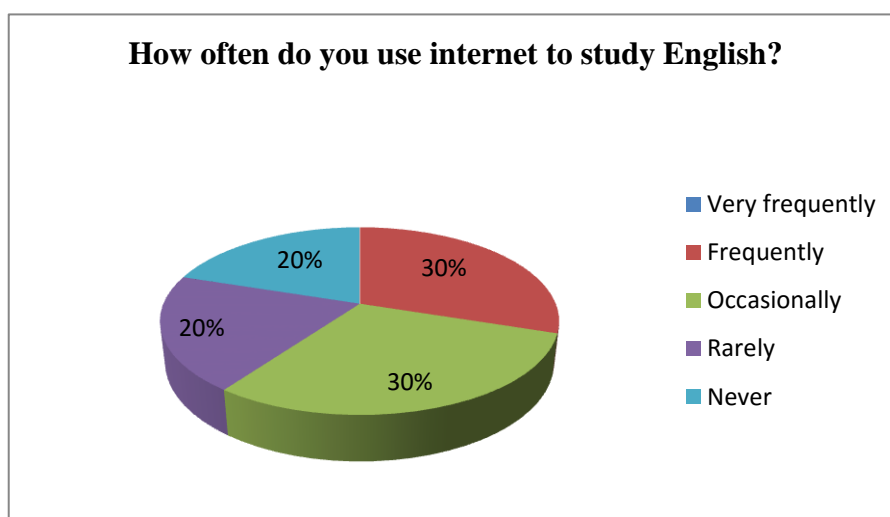
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and Interpretation:

30% of the students frequently use the internet to study English, same as 30% of students who use it occasionally for studying English. In the same way there are 20% of learners that rarely study English using the internet and finally 20% of students that never use it for the same purpose.

Chart # 20: Question No. 4: Does your English teacher use the internet in classes?

Does your English teacher use the internet in classes?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Very frequently	3	30%
Frequently	3	30%
Occasionally	2	20%
Rarely	2	20%
Never	0	0%
TOTAL	10	100%

Graph # 4: Frequency of the use of Internet in the English classes
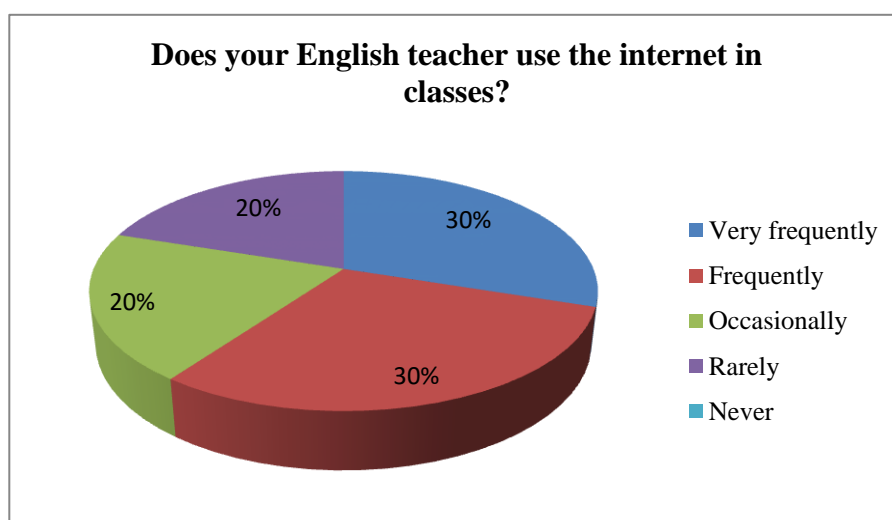
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

30% of the population studied selected the first option "very frequently". The other 30% of the learners agreed with the use of internet in their classes by the teacher as frequently, while a 20% indicated it as occasionally. Furthermore; the last 20% of students determined the teacher's internet use as rarely. Most of the students agreed that the use of internet in their English classes by their teacher is very acceptable.

Chart # 21: Question No. 5: Have you ever heard about Web tools 2.0?

Have you ever heard about Web tools 2.0?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	7	70%
No	3	30%
TOTAL	10	100%

Graph # 5: Previous knowledge about web tools 2.0
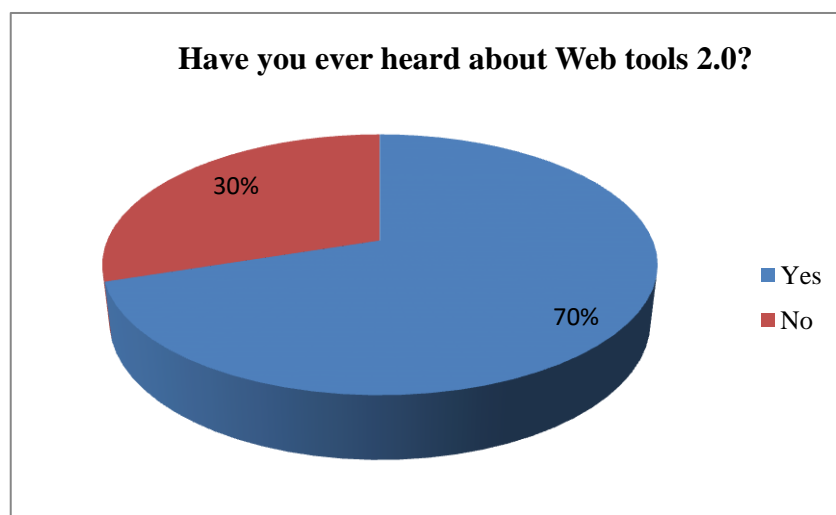
Have you ever heard about Web tools 2.0?

30%

70%

Yes
No

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

This dichotomous question obtained two results: 70% of the students agreed with

question 5 and the rest of the students with a 30% said no.

Most of the students have previous knowledge about web tools 2.0 while the rest

of the learners do not.

Chart # 22: Question No. 6: How do you consider the use of web tools 2.0 in the English Learning Process?

How do you consider the use of web tools 2.0 in the English Learning Process?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	4	40%
Important	3	30%
Moderately important	2	20%
Of little importance	1	10%
Unimportant	0	0%
TOTAL	10	100%

Graph # 6: Web tools 2.0 Importance in the English learning process
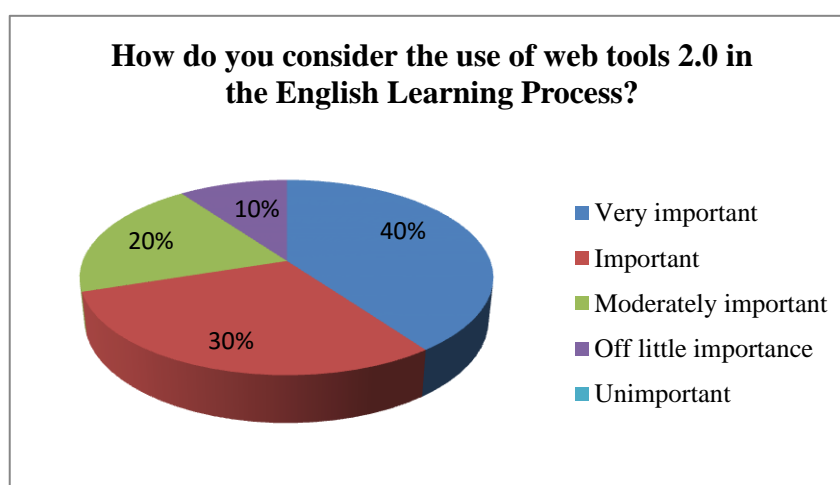
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

The majority of students agreed that the use of web tools in the English learning process is very important, while a 30% of them considered it as important only. For the other 20% of learners the use of these kinds of tools is moderately important. The last 10% indicated it as unimportant.

Chart # 23: Question No. 7: Do you consider that the implementation of online journals could help you to improve your writing skills?

Do you consider that the implementation of online journals could help you to improve your writing skills?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	5	50%
Agree	3	30%
Undecided	1	10%
Disagree	1	10%
Strongly disagree	0	0%
TOTAL	10	100%

Graph # 7: Implementation of online journals
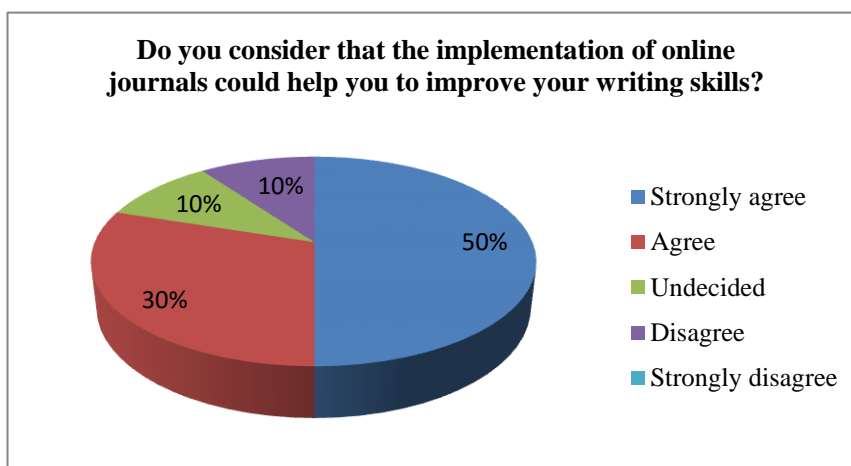
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

50% of the students strongly agreed about the implementation of online journals as a strategy for improving their writing skills. Furthermore, the 30% on the chart corresponds to the students who agreed. However there are a 10% who is undecided. The last 10% corresponds to the student who disagreed.

Chart # 24: Question No. 8: How often do you write in English by yourself?

How often do you write in English by yourself?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Very frequently	1	10%
Frequently	2	20%
Occasionally	4	40%
Rarely	2	20%
Never	1	10%
TOTAL	10	100%

Graph # 8: Students' English writing frequency.
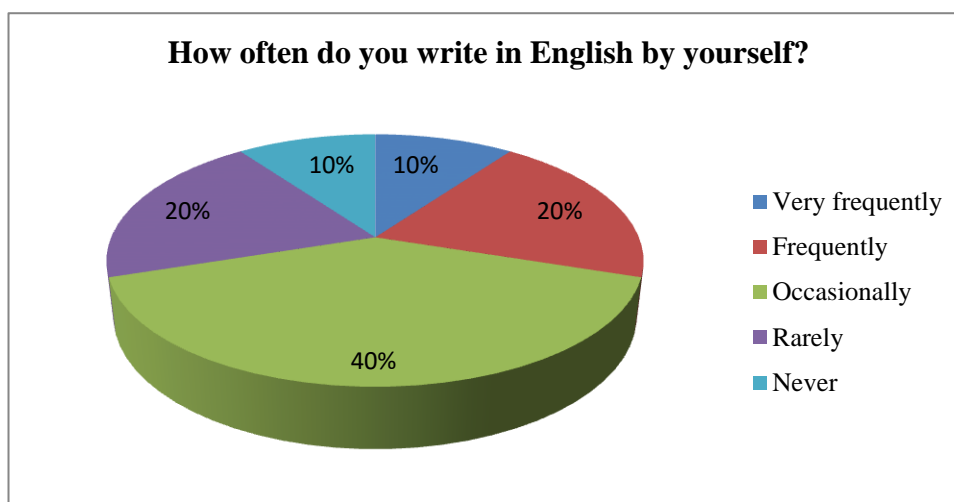
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

10% of the population chose the option "very frequently" while 20% chose the option "frequently". The majority of the students with 40% selected "occasionally" while 20% of the learners chose the option "rarely. The last 20% of the population studied selected the option "never".

Chart # 25: Question No. 9: Do you practice English grammar at home?

Do you practice English grammar at home?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	6	60%
No	4	40%
TOTAL	10	100%

Graph # 9: English Grammar practice at home
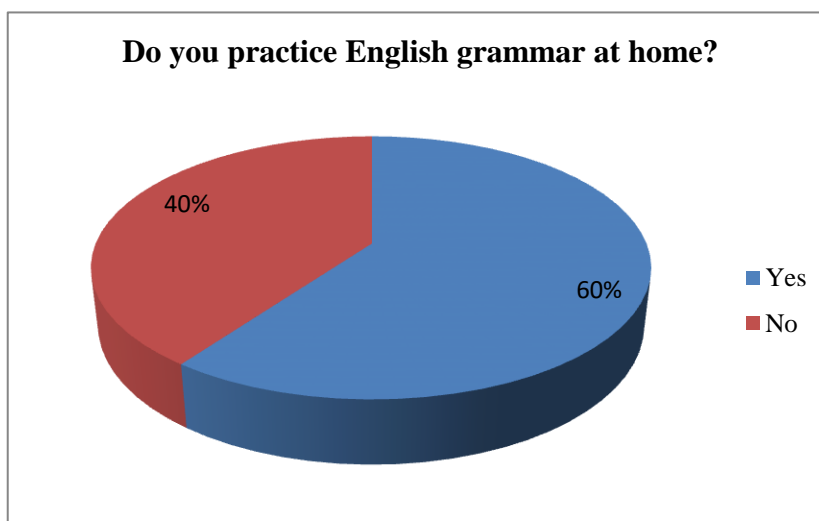
Do you practice English grammar at home?

- 40%
- 60%
- Yes
- No

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis and interpretation:

This dichotomous question obtained two results: 60% of the learners practice English grammar at home while the resting 40% do not.

Independent work is made by most of the students in order to practice at home what they learn in their English classes. Nevertheless, there are some students who do not practice at their homes.

Chart # 26: Question No. 10: Would you like to use online journals for improving your writing skills at home?

10. Would you like to use online journals for improving your writing skills at home?		
ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	8	80%
No	2	20%
TOTAL	10	100%

Graph # 10: Use of online journals to improve the writing skills
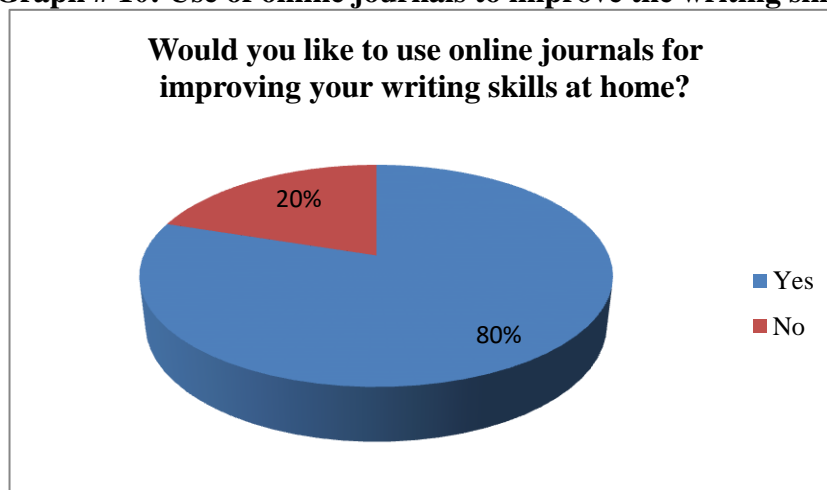
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Analysis:

According to question ten, 60% of the population studied selected the option "yes", while the resting 40% selected option "no".

Interpretation:

Of the ten students more than five would like to use online journals in order to improve their writing skills in the school and at their homes. Only few students said that they would not.

3.12. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The writing ability of the tenth grade students from Unidad Educativa "Walt Whitman" has not been developed correctly and satisfactorily, although this ability is one of the most important for communication.

- The use of technological resources in the educational field have increased during the last years, Google apps contents different applications as good options to engage students to practice what they learn at the school in their own homes.

- The implementation of online journals will be useful and innovative tools to improve the tenth grade students' writing skills and promote independent work at home.

RECOMMENDATIONS

- In order to improve the writing skills, it is recommended to implement modern strategies for catching the attention of the tenth grade students at Unidad Educativa "Walt Whitman" because the writing ability is essential for learning English.

- For encouraging students to improve their writing skills teachers should use innovative and technological resources such as online journals; furthermore,

the use of these web tools promotes confidence when the students write and they could become independent writers.

- It is high recommended to implement online journals using Blogger, it will be a useful an attractive web tool 2.0 to improve the tenth grade students' writing skills.

CHAPTER IV

PROPOSAL

4.1. INFORMATIVE DATA

Chart # 27: Informative Data

TITLE OF PROPOSAL	"Online journals to improve the writing skills on students of tenth grade at Unidad Educativa Walt Whitman in Salinas, Province of Santa Elena, School year 2015-2016".
EXECUTING INSTITUTION	Unidad Educativa "Walt Whitman" located in Salinas, Santa Elena Province.
BENEFICIARIES	Students of tenth grade from Unidad Educativa "Walt Whitman".
LOCATION	Salinas, Province of Santa Elena.
TIME FOR EXECUTION	School year 2015 – 2016.
RESPONSIBLES	Author: Xiomara Lucas.
BUDGET	$ 1220,60

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

4.2. PROPOSAL BACKGROUND

After working as an English teacher at Unidad Educativa "Walt Whitman", it was observed that students of tenth grade presented some grammar mistakes when they wrote, that impeded their English writing performance. After taking a diagnostic writing test, the writing problems that originated the object of this study were identified. The confusion between the parts of speech and plural forms, the lack of vocabulary, the construction of simple sentences, and the use of connectors led to the problem of this research paper.

In order to find a solution to the problem mentioned, previous research about the writing concerns and the use of technological tools for improving writing skills were consulted. As a result of that bibliographic search, it was found that the use of web tools 2.0 as technological and educational tools are very popular and demanded in order to develop English skills, especially the writing skills through blogs or online journals.

Nowadays, modern investigations support the idea to implement online journals for improving the writing skills. In a manner that technological strategies and the teaching writing process are combined for making the learning process more enjoyable and creating autonomous learning. According to the knowledge acquired through the literature review presented, it was planned the

implementation of online journals that allowed students to improve their writing skills in a modern way.

The mentioned proposal was accepted by the authorities of Unidad Educativa "Walt Whitman" who gave access to the researcher in order to conduct the study and implement the proposal with the principal aim of the improvement of the writing skills and the promoting of autonomous learning.

4.3. SIGNIFICANCE

This research paper is directed in order to solve a real problem and give solutions through theoretical tools and web tools 2.0 that will help both teachers and learners. Findings of this research work established a support web tool 2.0 such as online journals for teachers who have the opportunity to keep updated with modern strategies trends in order to achieve a potential development of the learners' writing skills.

Furthermore, the implementation of online journals allows learners to practice what they learn at school in their homes at any time using their own space. Through the performance of different activities in the online journals that can be customized, students could have the opportunity to improve their writing skills in an attractive and more enjoyable way sharing their ideas, experiences and feelings. The customization of the students' online journals motivates learners to

express what their preferences are and at the same time feel engaged with their productions. In other words, the implementation of the proposal offers a lot of benefits to the learners for their writing skills improvement and socio-emotional development.

The direct beneficiaries of this proposal are the tenth grade students and the English teacher from Unidad Educativa "Walt Whitman". However, it is necessary to mention that the results of this implementation could cause a pedagogical impact; having teachers that do not use technological tools for the teaching English in Ecuador. In that way, it is important to mention that Ecuadorian teachers must be up to date in order to offer a better English education and achieve the correct learners' knowledge, especially the learners' writing skills improvement. If learners are taught to write correctly, they would satisfactory communicate in English in a written way as well.

4.4. OBJECTIVES

4.4.1. General Objetive

To implement online journals for improving the writing skills on students of tenth grade from Unidad Educativa "Walt Whitman".

4.5. BASIS

4.5.1. Philosophical basis

Dudeney and Hockly (2014), claims that "Younger learners are growing up with technology, and it is natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom" (p.7). Because it is a reality that the internet access is becoming available everywhere (schools, private homes, internet cafés, offices, and mobile devices.), it facilitates the learning process and encourage students to become independent learners.

4.5.2. Pedagogical basis

Zhang (2009), "Blogs are well suited to serve as on-line personal journal for students, particularly since they normally enable uploading and linking files. Language learners could use a personal blog linked to a course, as an electronic portfolio, showing development over time" (p. 68).

Studies have shown that students through the use of online journals or blogs can share information and keep a record of their progress over time; furthermore, the use of online journals serves for the improvement of the writing skills and at the same time it allows learners to develop critical thinking in order to think before writing.

4.6. METHODOLOGY (ACTION PLAN)

Chart # 28: Action Plan

OBJECTIVE	INDICATORS	CONTENTS	STRATEGIES	RESOURCES
To encourage students to create their own online journals for practicing writing skills through the performance of different writing activates according to the topics seen in classes to contribute in the improvement of the learners' writing skills.	That the English teacher in the institution applies the writing activities by giving feedback on their own online journal. 90% of the students boost their writing skills.	▪ Verb to be. ▪ Simple present. ▪ Present progressive. ▪ There is and there are. ▪ Be going to. ▪ Simple past. ▪ Vocabulary: family, professions, countable and uncountable nouns, daily routines, and places.	Observation Video Recording Note-taking	Online Worksheets Teacher´s Blog. Students´ Blogs. Internet. Educational Material

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

4.7. DESIGN AND DEVELOPMENT OF THE PROPOSAL

Online journals are also known as blogs or weblogs that can be modified according to their owners' preferences. They can be used for writing and keeping important information considered by their authors. These kinds of web tools 2.0 might consist of written text and may include some pictures, videos and audios. For this particular purpose, the online journals proposed pretend to be an English teaching tool in order to improve the writing skills.

This online journal was created by the teacher and contains different writing activities, some videos, and worksheets for giving feedback to students before writing in their own online journals which help students to practice some grammar exercises before they start writing about a specific topic using the vocabulary studied in each unit. Furthermore, students created their online journals in order to performance the online activities made by the teacher. I addition, some learners' online journal were chosen in order to show how they worked.

The teacher's blog contains different worksheets that serve for practicing the feedback previously given by her in an online way. All of the activities and worksheets were done according to the units seen during the school year and allow students to practice at home. Finally, a file with instructions about setting up a blog was the first part made by the teacher for students to create their own online journals.

4.7.1 WHAT IS AN ONLINE JOURNAL?

It is also known as "blog". It is a web tool 2.0 that allows people to write every day and share all the information they considered important.

4.7.2 WHAT IS BLOGGER?

It is a Google application that serves for creating free blogs; it is also used for sharing phots and videos.

Illustration No. 1: Blogger Logo.

Source: Internet.

4.7.3 STEPS FOR SETTING UP A BLOG:

1. You can access blogger through your personal Gmail account.

Illustration No. 2: Setting up a blog
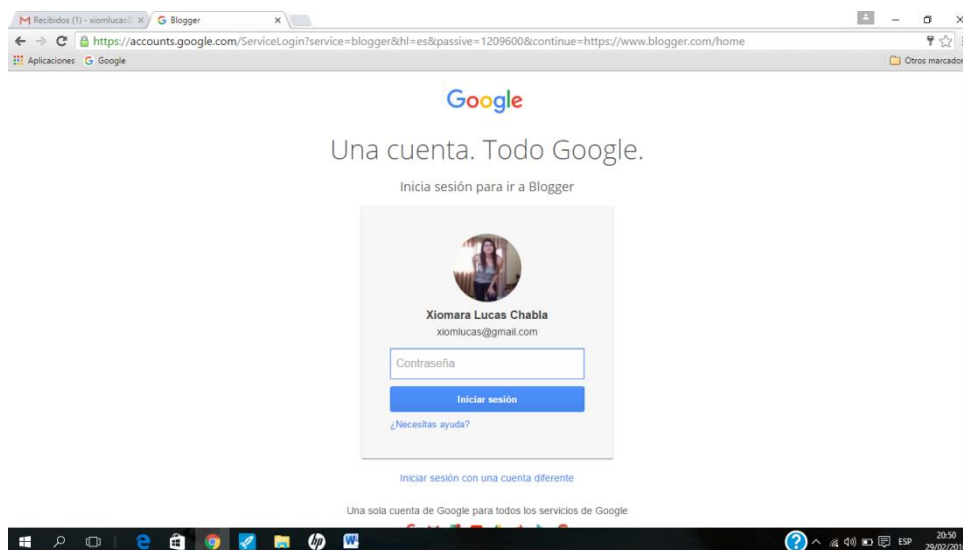
2. Once inside your Gmail account, select the option blogger.

Illustration No. 3: Selecting blogger
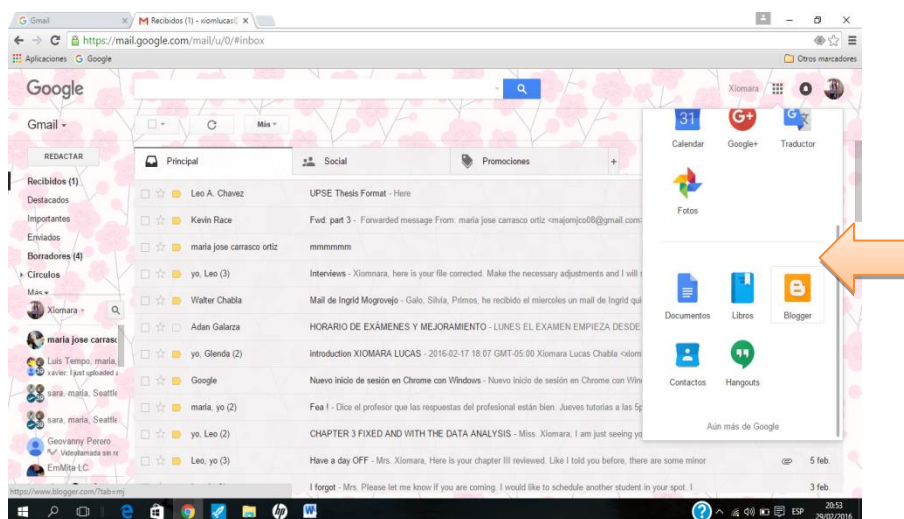
3. In Blogger you must confirm your profile, upload a photo, and complete personal information, then you click in the option "confirm in blogger"

Illustration No. 4: Completing a profile

Then you are ready to create your first blog. Click in the option "new blog".

Illustration No. 5: Creating a blog
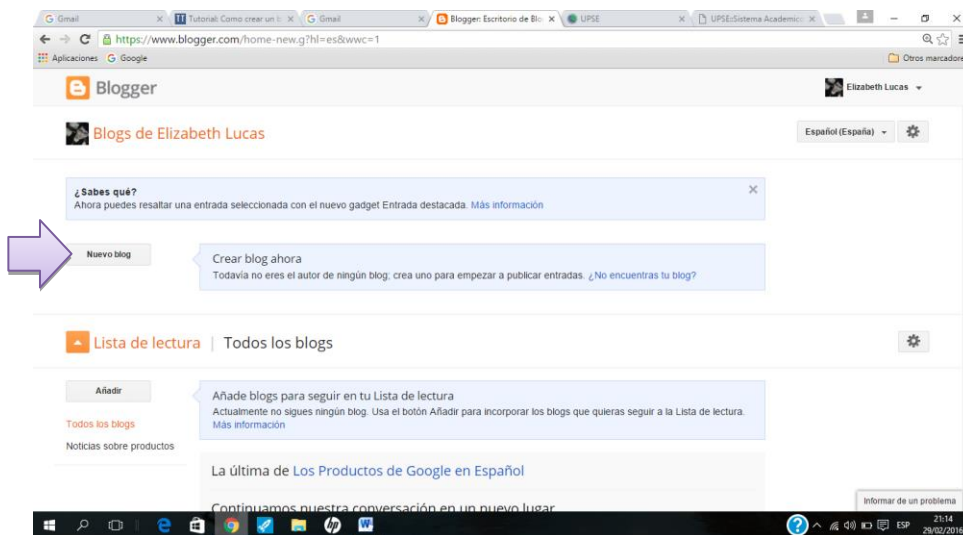
4. You click in new blog and then you can select from a list of blogs the ones

that you like the most in order to customize it according to your interests, also

you must write a title of your blog and an address, finally click on create blog.

Illustration No. 6: Selecting a sample
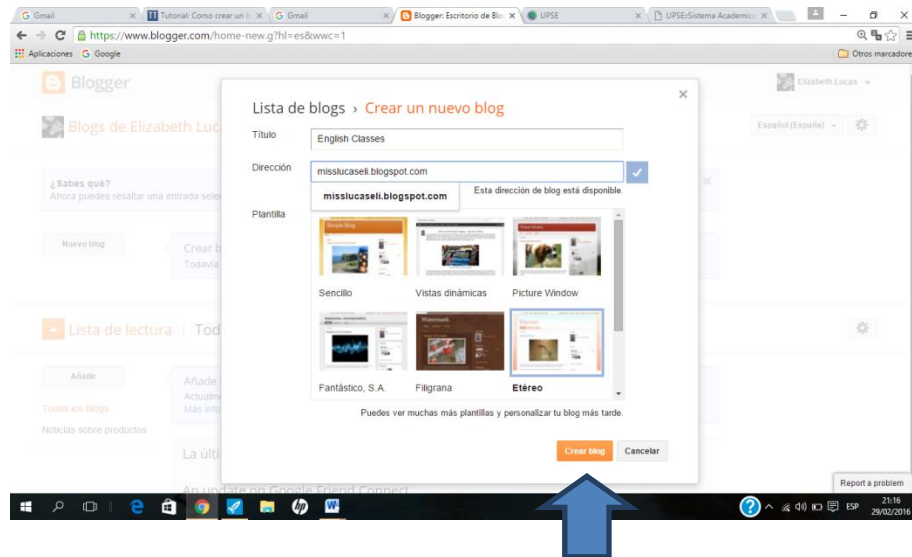
5. Finally, you are ready to start writing and posting on your own blog that can be modified with your preferences.

Illustration No. 7: Posting an entry
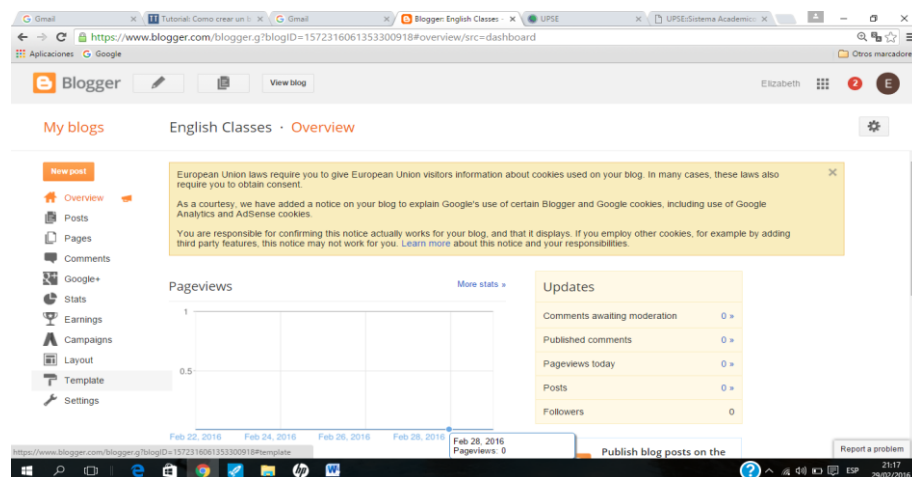
4.7.4 "LET´S WRITE" TEACHER'S BLOG

The teacher's blog is called "Let´s Write" and it was created by the author of this research paper. It includes feedback of each unit seen during the school year, online practices, worksheets, and videos.

This is the link: http://missxiolucas.blogspot.com/

Illustration No. 8: Teacher's blog home page.

Author: Xiomara Lucas

Source: http://missxiolucas.blogspot.com/
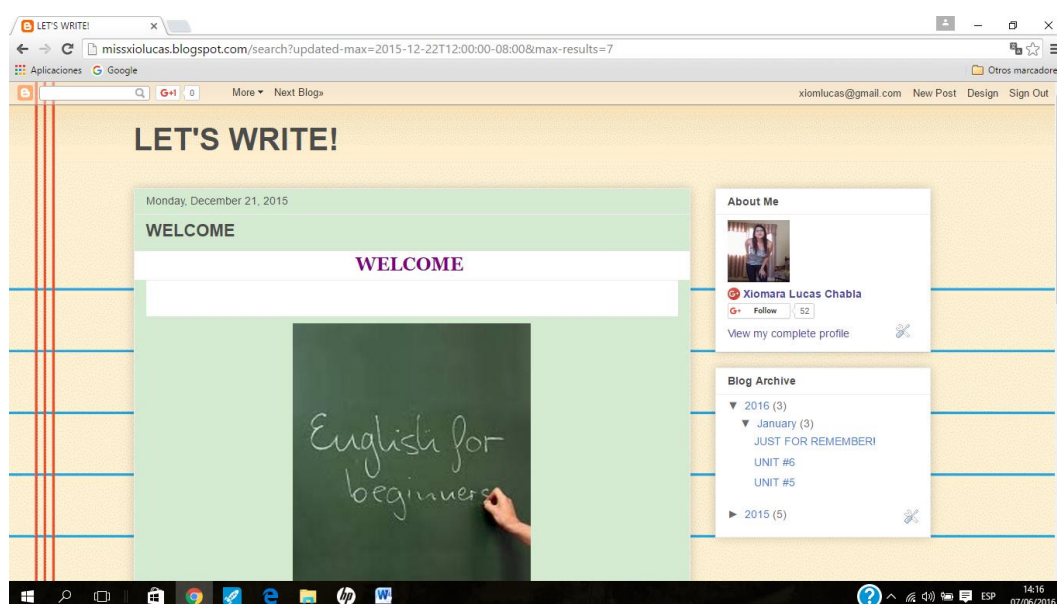
4.7.5 DESCRIPTION OF "LET'S WRITE" TEACHER'S BLOG

The teacher's blog has eight entries such as:

Home Page   Unit #4 There is / There are

Unit #1 Verb to be   Unit #5 "Be going to" future tense

Unit #2 Simple Present   Unit #6 Past Simple

Unit #3 Present Progressive   Unit #7 Review Parts of the Speech

Students could access the teacher's blog in order to review what they saw in classes. Each unit contains worksheets for downloading in order to practice at home the different units studied in classes before writing in the students' online journals. It also has videos with grammar feedback, and some online writing exercises for practicing.

Illustration No. 9: Unit # 1 Verb to be

Author: Xiomara Lucas

Source: http://missxiolucas.blogspot.com/
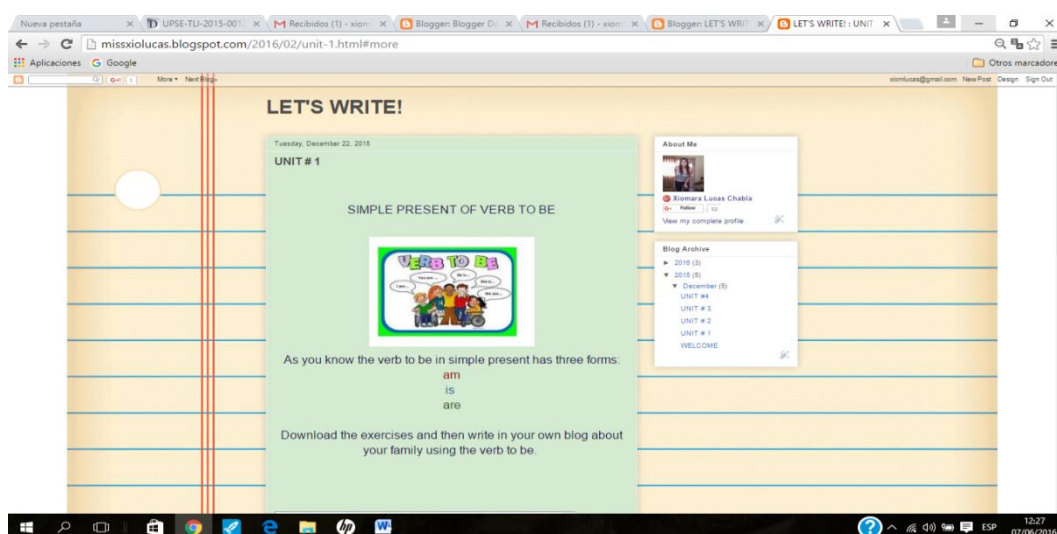
Illustration No. 10: Worksheet to download

Author: Xiomara Lucas

Source: http://missxiolucas.blogspot.com/

Illustration No. 11: There is/ there are Videos

Author: Xiomara Lucas

Source: http://missxiolucas.blogspot.com/
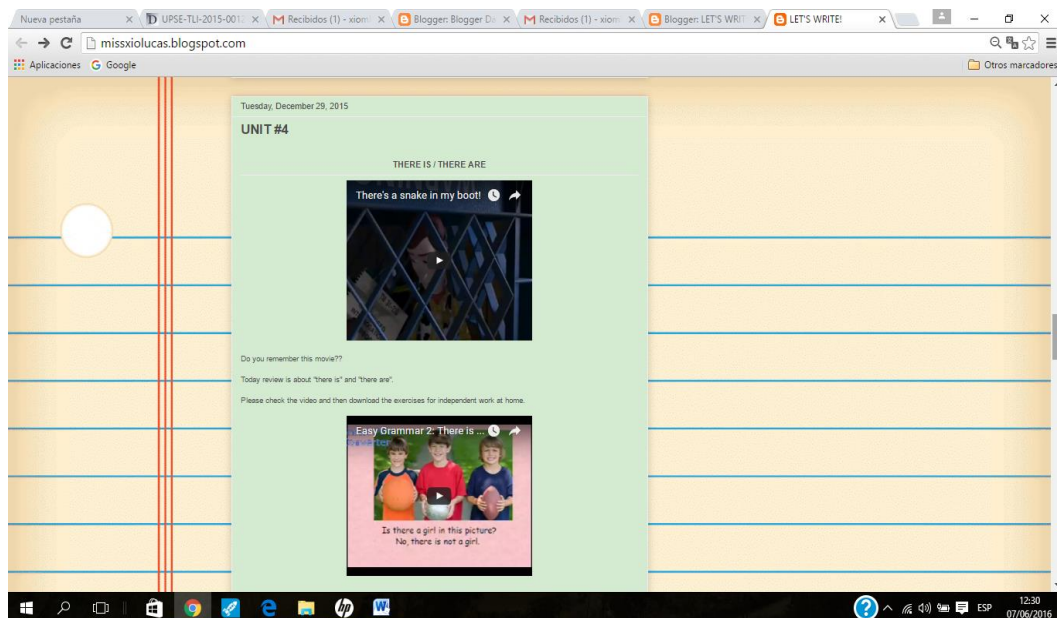
Illustration No. 12: Simple past feedback

Author: Xiomara Lucas

Source: http://missxiolucas.blogspot.com/

Illustration No. 13: Unit # 6 Links for online exercises

Author: Xiomara Lucas

Source: http://missxiolucas.blogspot.com/
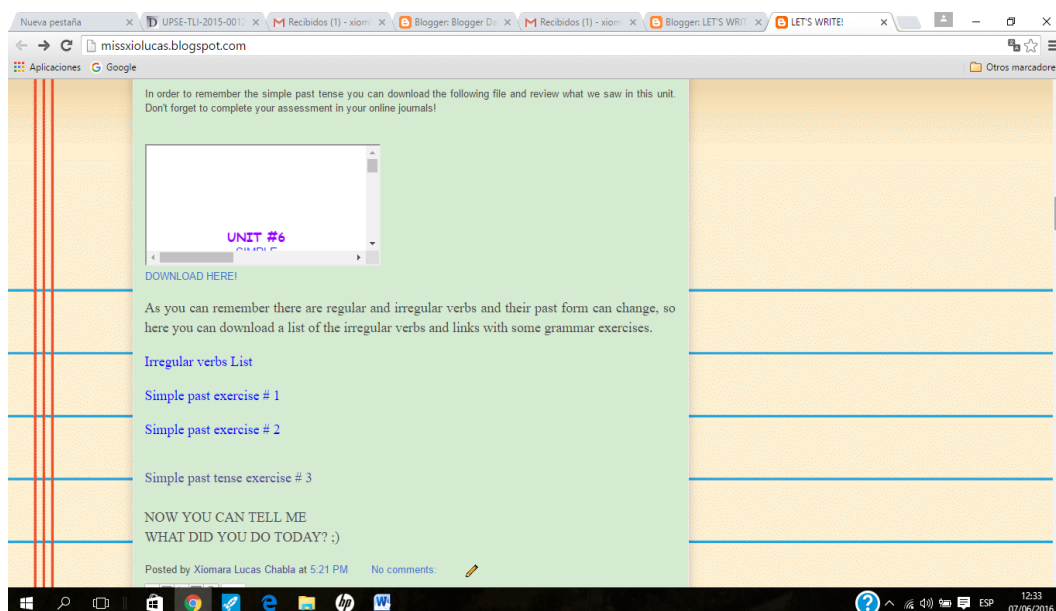
4.7.6 DESCRIPTION OF THE STUDENTS' ONLINE JOURNALS.

All of the schoolchildren of tenth grade at Unidad Educativa "Walt Whitman" created their own online journals in order to write about a specific topic indicated in the worksheets downloaded from the teacher's blog.

The participants of this proposal created and modified their online journals according to their preferences. Also they could visit their teacher's blog in order to have feedback about the units seen during the school year which help them to practice grammar, remember the parts of speech and vocabulary; before performing the task selected by the educator.

Illustration No. 14: Students' online Journals

Author: Valentina Perero

Source: http://veugenioperero.blogspot.com/2016/01/something-about-me.html
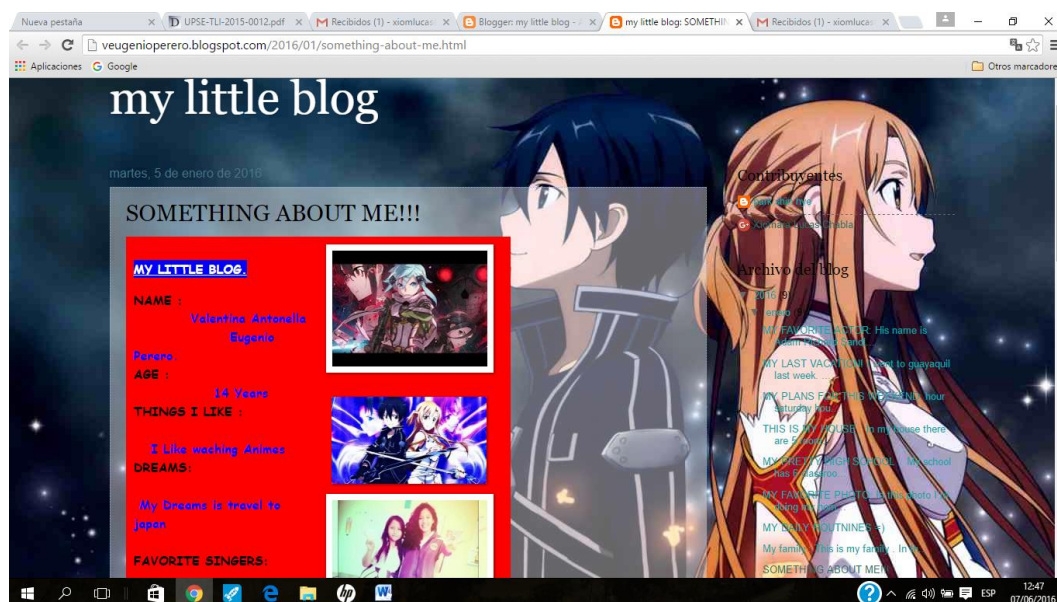
Illustration No. 15: Students' online journals
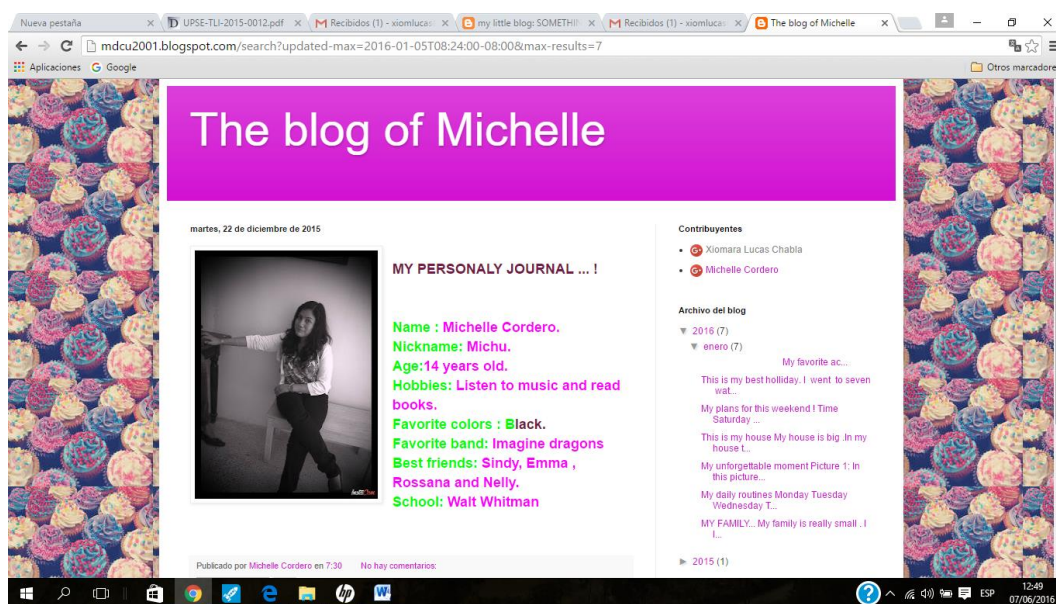
Author: Michelle Cordero
Source: http://mdcu2001.blogspot.com/

Illustration No. 16: Students' online Journal

Author: Ever Gonzalez.
Source: http://everlinejournal.blogspot.com/

Illustration No. 17: Students' online Journal

Author: Luis Palma
Source: http://luchitonlinejournal.blogspot.com/

Illustration No. 18: Students' online Journal
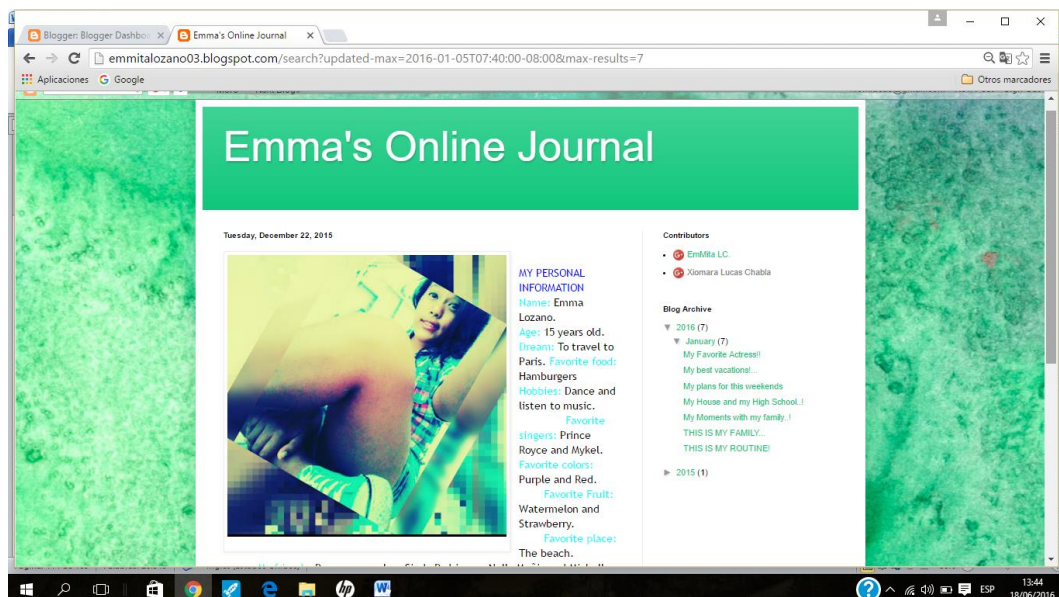
Author: Emma Lozano
Source: http://emmitalozano03.blogspot.com/

4.7.7 ACTIVITIES DESIGNED BY THE TEACHER THAT WERE INSIDE OF THE TEACHER'S BLOG

SIMPLE PRESENT verb "to be"

Objective: To give a short feedback about unit 1 for describing the family by writing in the online journals.

Source: http://www.easypacelearning.com/

Source : http://inglesemi.blogspot.com/

PRACTICE!

1.   Write am, is or are:

Hi! I..................... Peter and this.......................... Emma. She .... my sister. We..................... Brother and sister. I .... eleven and she.......................... ten. We .... from Sanford. Sanford .... near Manchester. What .... your name? Where .... you from?

2.   Write sentences. Use the correct form of be.

I/young *I am young*   She / clever..............................

You / not old..............................   You / sleepy..............................

We / not naughty..............................   She / not short..............................

It / rainy..............................   They / unhappy..............................

He / not hungry..............................   They / tidy..............................

3.   Write the full forms.

I'm Laura..

He's my brother...

She isn't at home. ....

It's your seat. ....

What's that book called? ....

They're friends. ....

4. Write he, she, it or they.

Jane and Martin are friends.   *They are friends.*

Elephants are huge.   ....

My father is an astronaut.   ....

His cat is grey.   ....

My family and I are from Madrid.   ....

John is quite tall.   ....

5. Ask questions

…………………………………………….. I am ten.

…………………………………………….. She's from Scotland.

…………………………………………….. My mother is at home.

EXTRA PRACTICE!!

On your online journal:

- Upload a picture of your family
- Write about your family using the verb to be in present tense.

ACTIVITY # 2

Objective: To give a short feedback about unit 2 for talking about daily routines by writing a schedule in the online journals.

Source: http://cosmoalex7878.blogspot.com/

DAILY ROUTINES EXERCISES

A. Correct the mistakes.

1) I clean my teeth. _____.

2) I wake up at 11 years old. _____.

3) I watches tv. _____.

4) In the Sundays I go to the beach. _____ .

B. Fill the gaps with the words from the box.

> Afternoon   do   have to   at   games   past
> watch   comes   get   Sundays   with

I wake up at half _____ seven. I _____ a shower and then I have breakfast. I _____ to school just before nine o'clock. I have lunch at school _____ one o'clock. The food is always horrible! I go home at four o´clock and then I _____ cartoons on TV. At six O'clock I _____ my homework. I have dinner at eight o'clock and I go _____ bed at half past nine. On Saturday mornings I play football in the park _____ my friends. In the _____ my friend _____ to my house and we paly computer _____ sometimes mummy and daddy take me to the cinema. On _____ my cousins come and my uncle does a barbeque in the garden. It's delicious. On Sundays evenings I do my homework because the next day is Monday. Yuk!

C. Now write about your daily routine.

_____

_____

_____

_____

_____

EXTRA PRACTICE

On your blogs:

- Make a schedule of your daily routine
- Write sentences about your daily routine using the correct forms of the verbs in simple present tense.

ACTIVITY #3

OBJECTIVE: To review unit 3 for describing a picture in the online journals.

PRESENT CONTINUOUS (presente continuo)

(estar)
BE + **VERB** -ing
(am / is / are) (reading)

(-ando / -endo)

Reglas para añadir -ing al verbo principal

Regla general (la mayoría de los verbos)	Añaden: -ing	wear ⇨ wearing drink ⇨ drinking play ⇨ playing
Los verbos terminados en: -e	Se quita la -e y se añade: -ing	dance ⇨ dancing have ⇨ having make ⇨ making
Los verbos terminados en: consonante + vocal + consonante	Doblan la última consonante y se añade: -ing	run ⇨ running sit ⇨ sitting swim ⇨ swimming

Write the -ing form of the verbs below and complete the table.

drive go get wash drink wear sit
have play run live swim do cut
rain dance put write make cry eat

+ ING	(e) + ing	Double consonant + ing
Going	**Driving**	**Getting**

AFFIRMATIVE

Long form	Short form
I am drinking (yo estoy bebiendo)	I'm drinking
You are singing (tu estás cantando)	You're singing
He is dancing (el está bailando)	He's dancing
She is running (ella está corriendo)	She's running
It is playing (- está jugando)	It's playing
We are eating (nosotros/-as estamos comiendo)	We're eating
You are jumping (vosotros/-as estais saltando)	You're jumping
They are studying (ellos/-as estan estudiando)	They're studying

NEGATIVE

Long form	Short form
I am not drinking (yo no estoy bebiendo)	I'm not drinking
You are not singing (tu no estás cantando)	You aren't singing
He is not dancing (el no está bailando)	He isn't dancing
She is not running (ella no está corriendo)	She isn't running
It is not playing (- no está jugando)	It isn't playing
We are not eating (nosotros/-as no estamos comiendo)	We aren't eating
You are not jumping (vosotros/-as no estais saltando)	You aren't jumping
They are not studying (ellos/-as no estan estudiando)	They aren't studying

Source: Slideshare.net

INTERROGATIVE

Am I drink**ing** ? (¿Estoy yo bebiendo?)

Are you sing**ing** ? (¿Estás tu cantando?)

Is he danc**ing** ? (¿Está el bailando?)

Is she run**ning** ? (¿Está ella corriendo?)

Is it play**ing** ? (¿Está - jugando?)

Are we eat**ing** ? (¿Estamos nosotros/-as comiendo?)

Are you jump**ing** ? (¿Estais vosotros/-as saltando)

Are they study**ing** ? (¿Están ellos/-as estudiando)

SHORT ANSWERS

Affirmative	Negative
Yes, I am	No, I'm not
Yes, you are	No, you aren't
Yes, he is	No, he isn't
Yes, she is	No, she isn't
Yes, it is	No, it isn't
Yes, we are	No, we aren't
Yes, you are	No, you aren't
Yes, they are	No, they aren't

Source: Slideshare.net

LET'S PRACTICE

1 What are they doing?

Choose a verb from the box and describe the pictures.
Use the *Present Continuous*.

write	sleep	talk	drink	swim	eat	run	listen	read	play	sing	cook	ride	dance

.... We ....

.... I ....

Source: Slideshare.net

You ....

....

I ....

EXTRA PRACTICE ONLINE!!!

Now you are ready for describing a picture using the present progressive. Remember how to add correctly the ING form to the verbs.

- In your online journals update a picture.
- Describe the picture using the present progressive and the correct punctuation!

ACTIVITY #4

Objective: To review unit 4 for writing about countable and uncountable nouns using there is and there are.

THERE IS/THERE ARE

Countable nouns

You can count them; also these nouns have plural form.
Ex: Car – Cars
Person- People

Uncountable nouns

You can't count them. These nouns don´t have plural form.
Ex: Water, sand, bread, chicken, meat, milk…

THERE IS
It is used with uncountable and singular nouns.
Ex:
There is a chair. There is some water.

THERE ARE:
It is used with countable and plural nouns.
Ex: There are four chairs.
There are many people.

There is/are

Positive			Negative		
There	is	a table.	There	isn't	a table.
	are	two desks.		aren't	any desks.

Yes/No Questions			Short Answers
Is	there	a table?	Yes, **there is**. / No, there isn't.
Are		any desks?	Yes, **there are**. / No, there aren't.

Source: http://www.docenteca.com/

There Is / There Are
with Nouns in a Series

Fill in the blanks with **There is** or **There are**.

1. .... a computer and a mouse pad on my desk.
2. .... two shirts and five sweaters on the shelf.
3. .... money and gum in my bag.
4. .... a giraffe, two hippos, and a lion at the zoo.
5. .... eight desks, two blackboards, and a TV in the classroom.
6. .... sand and rocks in my shoes.
7. .... a man, two boys, and four girls in that car.
8. .... a sign and two lights hanging from the ceiling.
9. .... three cans of Coke and two cans of Pepsi on the counter.
10. .... four large suitcases and one small bag in the trunk.

Now write your own sentences using **There is** and **There are** followed by a series of nouns.

11. ....
12. ....
13. ....
14. ....
15. ....

Source: http://blog.sproutenglish.com/

EXTRA PRACTICE ONLINE!!

How many windows are they in your house? Are there computers in your high school? In your blogs:

- Upload pictures of your high school and homes.
- Describe them using there and there are.

Watch out with the countable and uncountable nouns!!

4.7.8 STUDENTS' ONLINE JOURNALS PERFORMANCES

Illustration No. 19: Luis Palma's online journal "My family"

Author: Luis Palma
Source: http://luchitonlinejournal.blogspot.com/
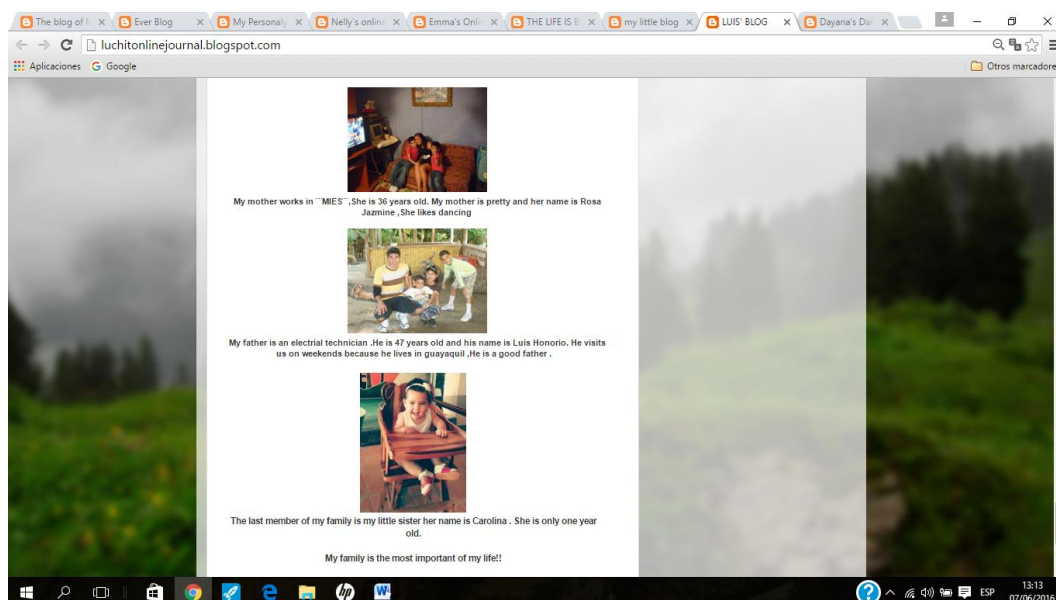
Illustration No. 20: Sindy Rodriguez's online journal "My beautiful school"
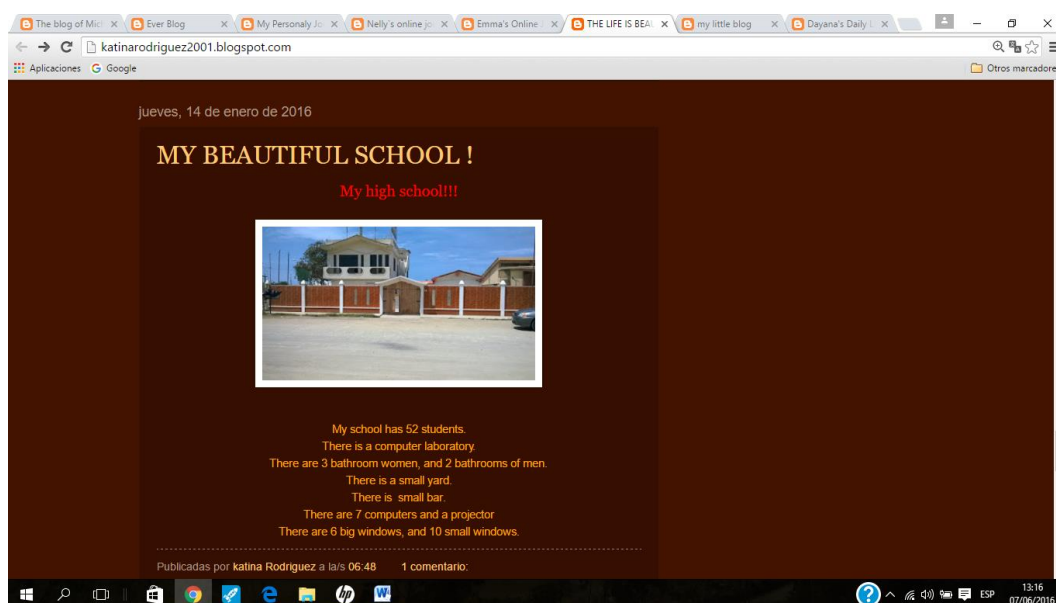
Author: Sindy Rodriguez
Source: http://katinarodriguez2001.blogspot.com/

Illustration No. 21: Dayana Gonzalez's online journal "Describing a picture"
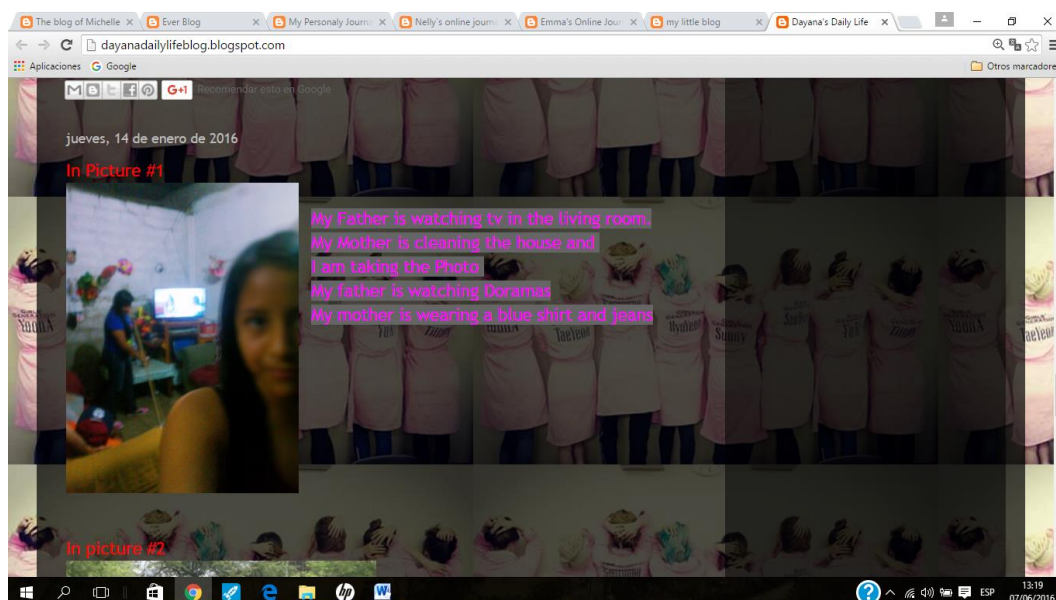
Author: Dayana Gonzalez
Source: http://dayanadailylifeblog.blogspot.com/

Illustration No. 22: Valentina Perero's online journal. Final presentation "My favorite actor

Author: Valentina Perero
Source: http://veugenioperero.blogspot.com/
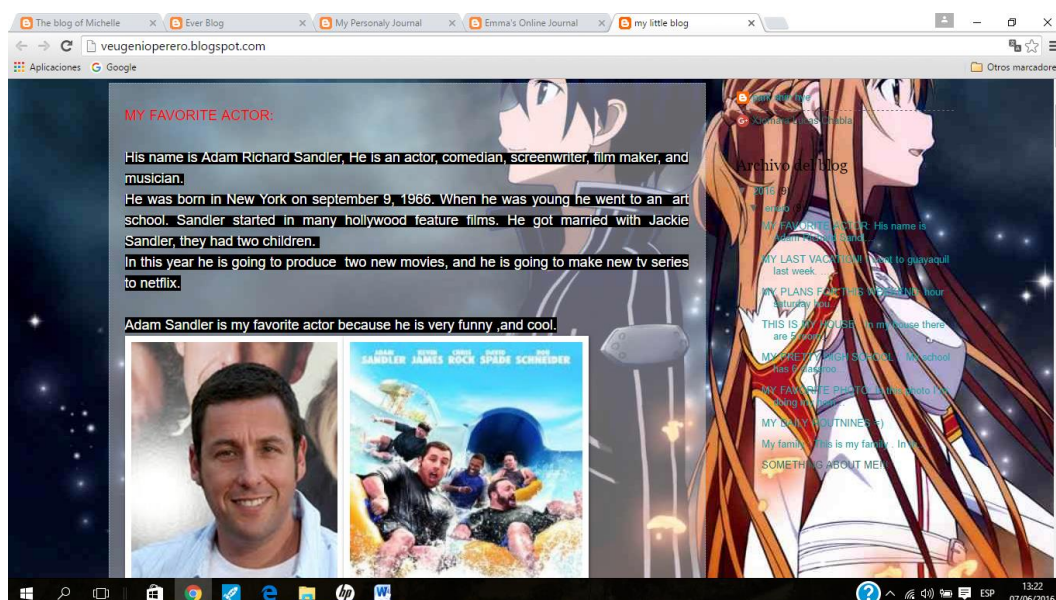
4.8. STRATEGIES OF IMPROVEMENT

BEFORE THE APPLICATION OF THE PROPOSAL

- **Interview**

An interview to the principal of Unidad Educativa "Walt Whitman" for this research paper was done, to determine the value of the English language in this institution, the time, resources, didactic material assigned to the English teaching, and the support for the implementation of the proposal.

Other interviews were done to the specialists of both variables (educational technology and writing) in order to gather information about the use of web tools 2.0 and the writing process. Both specialists agreed that modern strategies such as online journals can be applied for the improvement of the writing skills.

- **Survey**

Learners' beliefs and opinions were of vital importance in order to identify the backgrounds behind the writing problems of the students. In addition, a survey applied to the students of tenth grade at Unidad Educativa "Walt Whitman" was conducted during the first week of December 2015. The survey data allowed the researcher to found out the learning experiences of the participants and their

knowledge about technological web tools; moreover, it determined students' viewpoint according to the autonomous work, and confirmed the necessity of the research proposal.

- **Diagnostic test**

During the second week of December 2015 a diagnostic test was directed for determining and identifying the students' writing problems. The test contained some grammar and writing exercises according to the syllabus of tenth grade textbook used by the students. Some of the contents chosen were: **Verb to be, simple present, parts of the speech, present progressive, simple past and be going to.**

Multiple choice answers was the type test selected, it contained 7 items with a final score of 10 points. The learner had a time of 30 minutes for completing the diagnostic test.

AFTER THE APPLICATION OF THE PROPOSAL

- **Questionnaire**

After one month of implementing the use of online journals as modern strategy and the execution of some online activities proposed for improving the writing

skills, tenth grade students were asked to fill out a questionnaire with the purpose of knowing and determining the learners' perceptions and attitudes regarding writing instructions, the use of technology and their motivational levels.

The questionnaire was written in Spanish and contained 13 items that students selected according to their online learning experiences.

- **Post-written test**

The post-written test was created with the same format (multiple choices), number of items (7 items) of the diagnostic test. During the instructions five points were covered. The correct construction of simple sentences using the verb to be, simple present, present progressive, be going to and simple past was assessed. The results of this test permitted to confirm whether students' writing skills had improved after the use of online journals.

In addition, an online written test was taken through the students' online journals in order to determine the students' progress over time. This test consisted in writing about an actor or actress according to the learner's preferences using three tenses: simple present, simple past and be going to. Students first described who the actor is, after that his or her life and finally his or her plans for the next year.

Chart # 29: Final results

BEFORE	AFTER	% BEFORE	% AFTER	% IMPROVEMENT
4	7	40%	70%	30%

Graph # 11: Improvement

% OF IMPROVEMENT

70%

40%

30%

80%

60%

40%

20%

0%

% BEFORE   % AFTER   % IMPROVEMENT
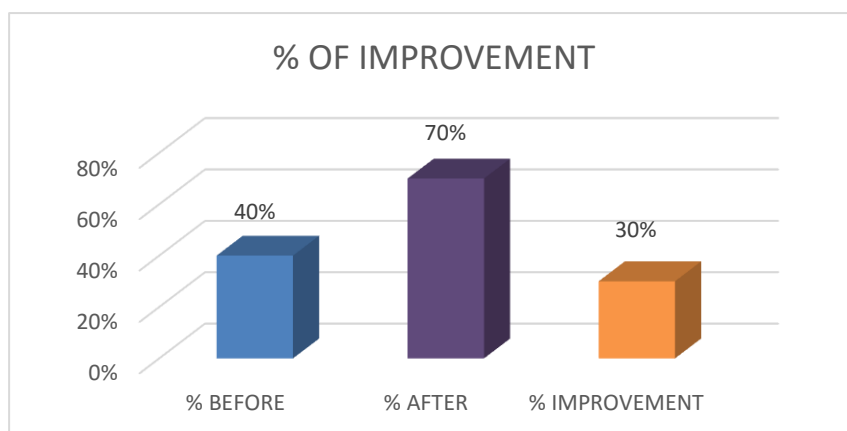
Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

Chart # 30: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
◈ Low levels of interaction	◈ Interaction between teacher and students outside and inside the classroom
◈ Poor writing level.	◈ Better learning outcomes in writing skills.
◈ Lack of technology used for educational purposes.	◈ Technology for educational purposes is seen as a modern tool for teaching writing.

Source: Unidad Educativa "Walt Whitman".
Elaborated by: Xiomara Lucas Chabla.

4.9. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The improvement of the writing skills through the use of technological modern tools such as online journals could be achieved.

- Students feel motivated when they work with web tools 2.0 and their writing performance improves over time.

- Teachers can create their own online journals as a guide for the students and offer them brief feedback of the previous classes in order to reinforce with online activities.

- Learners achieved better grades after the implementation of the online journals and they were able to write a paragraph by applying three tenses and the vocabulary studied in each unit during the school year 2015 – 2016.

- The use of online journals as innovative and attractive tools had a good impact on the improvement of the writing skills and offered a better interaction between teachers and students.

- Students and teachers realized that technology can be used for educational purposes in order to make the learning process more enjoyable and have a better meaningful.

RECOMMENDATIONS

- Learners should be provided with clear instructions for avoiding misunderstanding tasks and correct feedback before writing in their own online journals.

- It is recommended to implement online journals as a technological strategy to allow students practice writing and improving it at their own homes.

- Teacher should provide students the chance to become independent writers and work from the commodity of their homes at any time.

- Learners must be encouraged to write about what they like and customize their online journals according to their preferences and feelings in order to feel engaged with their productions.

- Teachers must comment in each post of their students in order to correct some errors and congratulate the students' effort.

GLOSSARY

Blogs: *Blogs*, or Web logs, are online journals that are updated frequently, where people write about their preferences.

Critical thinking: A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions.

Feedback: A process that helps learners to maximize their potential at different stages of training, raises their awareness of strengths and areas for improvement, and identifies actions to be taken to improve performance.

Lingua franca: A language or dialect systematically used to make communication possible between people who do not share a native language or dialect, in particular when it is a third language, distinct from both native languages.

Meaningful learning: Learning that makes sense to students as it is connected to their personal experience and is practically oriented.

Personal learning environments: The term personal learning environment (PLE) describes the tools, communities, and services that constitute the individual educational platforms learners use to direct their own learning and pursue educational goals.

Social media: The collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, micro blogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.

TIME TABLE

MONTH / ACTIVITIES	NOV				DEC				JAN				FEB				MAR				APR				MAY				JUNE				JULY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Topic approval	X																																			
2. Meeting tutors			X																																	
3. Tesis tutorial				X																																
4. Development of the chapters					X	X		X		X	X		X		X	X	X																			
5. Delivery of the draft report																								X												
6. Revision of the draft report																									X											
7. Revision of the final drafts																												X								
8. Delivery of final report																									X											
9. Final corrections																												X								
10. Presentation of the final Project work.																													X							
11. Pre defense																															X					
12. Project Defense																																				X

ECONOMIC BUDGET

EQUIPMENT			
No	Item	PRICE	TOTAL
1	Laptop computer	650.00	650.00
1	Printer	100,00	100,00
1	Pen drive	10,00	10,00
	TOTAL		850.00

FINANCES			
Nº	Item	Price	Total
5	Internet service(month)	30.00	150.00
5	Transport (month)	20.00	100.00
1	Others	50.00	50.00
	TOTAL		300.00

MATERIALS			
NO	ITEMS	PRICE	TOTAL
1	Book	$27,00	27,00
7	Paper (block)	$ 4,20	29,40
200	Photocopies	$ 0,02	4,00
5	Folder	$ 1.00	5,00
6	Pen	$ 0,45	2,70
3	Pencil	$ 0,50	1,50
1	Notebook	$ 1.00	1,00
		TOTAL	70,60

ITEMS	PRICE
Equipment	850,00
Finances	300,00
Materials	70,60
TOTAL	1220,60

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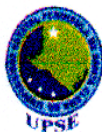
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APPENDIX

Oficio n. °: CLI-UPSE -2016-005-OF
La Libertad, 13 Enero del 2016

Ingeniero,
Valerio Perero
RECTOR UNIDAD EDUCATIVA "WALT WHITMAN"
En su despacho.

De mis consideraciones:
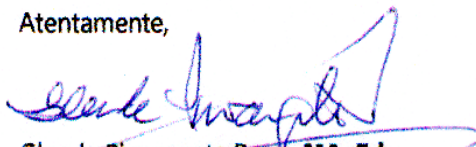
La Srta. XIOMARA ELIZABETH LUCAS CHABLA, con C. I # 092508567-2, estudiante de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA WALT WHITMAN, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.	MSc. Leonardo Chávez Gonzabay.	RCA-024-2015 DEL 10/11/2015

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,

Glenda Pinoargote Parra, MA. Ed.
DIRECTORA CARRERA LICENCIATURA EN INGLÉS

C.c Archivo

128

Salinas-Cdla. Santa Paula Avda. 21 calle 6 y 7
Teléfono: 2777093 – 0989928871
Correo electrónico: colegio_nueva_generacionQhotmail.com

INGENIERA VALERIA PERERO, REPRESENTANTE LEGAL DE LA UNIDAD EDUCATIVA "WALT WHITMAN"

CERTIFICA QUE:

La srta. Xiomara Lucas Chabla, con Cédula de Identidad 092508567-2 Estudiante del último semestre de la carrera de inglés de la Universidad Estatal Península de Santa Elena, fue aceptada en nuestra Institución Educativa para que realice su proyecto de investigación cuyo tema es **"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-106"**.

Lo que certifico en honor a la verdad, facultando al interesado dar uso del presente documento en casis que estime conveniente.

Salinas, Enero 13 del 2016.

Atentamente,

Ing. Valeria Perero
Representante legal.

Salinas-Cdla. Santa Paula Avda. 21 calle 6 y 7
Teléfono: 2777093 – 0989928871
Correo electrónico: colegio_nueva_generacionQhotmail.com

Santa Paula, 14 de abril del 2016.

Oficio No. UEWW-0123

Doctora
Nelly Panchana Rodríguez
DECANA DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Ciudad.

De mis consideraciones:

Reciba un cordial y atento saludo de parte de la Ing. Valeria Perero Representante legal de la Unidad Educativa "Walt Whitman".

Por medio de la presente CERTIFICO que la señorito Xiomara Lucas Chabla, culminó su tesis con tema: **"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-106"**, previo a la obtención del título licenciada en idioma de inglés.

Sin otro particular me suscribo de usted.

Atentamente,

Ing. Valeria Perero
Representante legal.

La Libertad, 28 de Abril del 2016

CERTIFICADO ANTIPLAGIO

001-TUTOR LACHG-2016

En calidad de tutor del trabajo de titulación denominado **"ONLINE JOURNALS TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA WALT WHITMAN. SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016"**, elaborado por la estudiante **Xiomara Lucas Chabla**, egresada de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **4%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Ab. Chávez Gonzabay Leo A. MsC.
C.I.: 0906716766
DOCENTE TUTOR

CHAPTER I

CHAPTER II

CHAPTER IV

Name: _____   **Date**: _____

Course: 10th.   **Teacher**: Xiomara Lucas.

1. Circle the nouns and underline the verbs in the following sentences.   (1 pt)

   a) Peter and Hellen likes going to the cinema every Friday.
   b) The cat was chasing mice last night.
   c) We are taking pictures now.
   d) She traveled to New York yesterday.
   e) My family visited the Grand Canyon two years ago.

2. Circle the adjectives and underline the adverbs in the following sentences.

                                                                             (1 pt)
   a) Wild animals are dangerous.
   b) Carl ran slowly in the competence.
   c) My best friend was really sick.
   d) Polly and Lauren danced beautifully yesterday.
   e) Raining days are sad.

3. Complete the following sentences with a noun, adjective, verb or adverb form the box.   (1 pt)

Very	Discovered	Green
Lost	Movie	New

   a) The _____ was terrible. I didn't like it.
   b) A royal princess is _____ elegant.
   c) He _____ his keys in the party.
   d) Grace has beautiful _____ eyes.
   e) Cristopher Columbus _____ a _____ continent.

4. Circle the mistakes and correct them.   (1 pt)

   a) The photographer took some picture in the fashion event.
   b) Did you did your homework at home?
   c) Woman are beautiful creatures.
   d) The house have big windows.

5. Describe the pictures using the correct verb in present progressive tense.
(2 pts)

.... You ....

....

6. Answer the following questions, justify with reasons. (2 pts)

a) What do you want to study at the university? Explain Why?

b) What is the most important thing in your life? Say why?

c) Do you think English is important? Yes, no why?

d) Do you agree with this statement: "education never ends"? Yes, no why?

7. Write a paragraph about your last vacations. Use past tense. (2 pts)

_____

_____

_____

_____

_____

_____

FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER
SURVEY TO STUDENTS

**SURVEY APPLIED TO TENTH GRADE STUDENTS AT "UNIDAD
EDUCATIVA "WALT WHITMAN".**

Name: _____   **Date:**
_____

OBJECTIVE: To determine the students' writing problems and their knowledge about web tools 2.0.

INSTRUCTION: Read each question carefully and put a tick in the box of your preference.

1. Do you like English?

1.1   Yes

1.2   No

2. How do you consider your English classes?

2.1 Very important

2.2 Important

2.3 Moderately important

2.4 Of little importance

2.5 Unimportant

3. How often do you use internet to study English?

3.1 Very frequently

3.2 Frequently

3.3 Occasionally

3.4 Rarely

3.5 Never

4. Does your English teacher use the internet in classes?

4.1 Very frequently ☐

4.2 Frequently ☐

4.3 Occasionally ☐

4.4 Rarely ☐

4.5 Never ☐

5. Have you ever heard about Web tools 2.0?

5.1 No ☐

5.2 Yes ☐

6. How do you consider the use of web tools 2.0 in the English Learning Process?

6.1 Very important ☐

6.2 Important ☐

6.3 Moderately important ☐

6.4 Of little importance ☐

6.5 Unimportant ☐

7. Do you consider that the implementation of online journals could help you to improve your writing skills?

7.1 Strongly agree ☐

7.2 Agree ☐

7.3 Undecided ☐

7.4 Disagree ☐

7.5 Strongly Disagree ☐

8. How often do you write in English by yourself?

8.1 Very frequently ☐

8.2 Frequently ☐

8.3 Occasionally ☐

8.4 Rarely ☐

8.5 Never ☐

9. Do you practice English grammar at home?

9.1 Yes

9.2 No

10. Would you like to use online journals for improving your writing skills at home?

10.1 Yes

10.2 No

Name: _____   **Date**: _____

Course: 10th.   **Teacher**: Xiomara Lucas.

1. **Circle the nouns and underline the verbs.**   **(1 pt.)**

   a) Peter and Susan are British.
   b) The whales come to Salinas in June.
   c) Stephan's mother traveled to Spain.
   d) That car is too old.

2. **Write 4 sentences about your daily routine using the verbs in the box.**

                                                                    (1 pt.)

Wake up	go to the school	play the guitar	have diner

   1. ………………………………………………………………………………………
   2. ………………………………………………………………………………………
   3. ………………………………………………………………………………………
   4. ………………………………………………………………………………………

3. **Describe the following pictures using the present progressive.**   **(2 pts)**

4. Find the mistakes in the following sentences and rewrite them in their correct form. **(2 pts)**

a) Alice brushes always her teeth three times a day.

_____

b) My cousins didn't lived in New Jersey.

_____

c) There are a lot of mousses in the garden.

_____

d) There are much space in my bedroom.

_____

5. Look at Joe's plan and write a paragraph with going to about his plan for the weekend. (2 pts)

_____

_____

_____

_____

_____

Joe's plan

Friday: 12pm Lunch in grandma's house

5pm Avengers movie with Annie.

Saturday: 7pm Steve's party.

6. Answer the following questions about your last vacation. **(2 pts).**

a) Where did you go in your last vacation?

_____

b) What did you do?

_____

c) How did you feel?

_____

d) Could you describe one of the days of your vacation?

_____

Name: _____   **Date**: _____

READ THE INSTRUCTIONS:

1. OPEN YOUR ONLINE JOURNAL.

2. CREATE A NEW POST.

3. CHOOSE AN ACTOR OR ACTRESS THAT YOU LIKE.

4. UPLOAD THE PICTURE IN THE NEW POST OF THE ACTOR OF

   ACTRESS CHOSEN BY YOU.

5. WRITE A PARAGRAPH ABOUT HIS OR HER WITH THE FOLLOWING

   ORDER: WHO IS (SIMPLE PRESENT), WHAT HE OR SHE DID (PAST

   TENSE) AND WHAT HE OR SHE IS GOING TO DO (BE GOING TO).

6. CUSTOMIZE THE NEW ENTRY ACCORDING TO YOUR

   PREFERENCES.

7. WHEN YOU FINISH SHARE IT WITH YOUR TEACHER.

UNIDAD EDUCATIVA "WALT WHITMAN".
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DELA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS
CUESTIONARIO

QUESTIONNAIRE APPLIED TO TENTH GRADE STUDENTS OF
UNIDAD EDUCATIVA WALT WHITMAN

INTRODUCCIÓN: Estimado(a) estudiante el presente cuestionario forma parte del trabajo de titulación denominado "Uso de diarios en línea para mejorar la destreza de escritura en lengua inglesa". Esperando obtener sus respuestas con total franqueza se le agradece de antemano su valiosa colaboración.

INSTRUCCIONES: Lea pausadamente cada ítem y luego marque con un visto "√" la opción elegida.

ÁREAS	№	ÍTEMS	SÍ	A VECES	NUNCA
DOCENTE	1	Explica claramente la estructura, vocabulario, el uso y significado de las formas gramaticales.			
	2	Integra la destreza de escribir al finalizar cada unidad estudiada.			
	3	Da instrucciones claras de las actividades a realizar en cada clase.			
	4	Emplea recursos tecnológicos (internet, videos, imágenes, etc.) para motivar a escribir en inglés.			
	5	Ofrece una retroalimentación al iniciar una nueva unidad.			
ACTIVIDADES	6	Las actividades escritas tienen conexión con los contenidos de las unidades aprendidas en clase.			
	7	Me siento más a gusto cuando trabajo desde mi casa usando internet.			
	8	Me motiva darme cuenta de mi progreso al comparar mis avances en el blog.			
	9	Las actividades escritas propuestas por la profesora requieren que exprese mis sentimientos y experiencias.			
ASIGNATURA	10	Me siento motivado a escribir en inglés a través de mi blog.			
	11	Las retroalimentaciones me ayudan a mejorar mi escritura en inglés.			
	12	El uso de tecnología me ayuda a entender mejor la lengua extranjera.			
	13	La destreza de saber escribir en inglés es importante para mí.			

QUESTIONARIE RESULTS

RESULTADOS DEL CUESTIONARIO				
DOCENTE	**Sí**	**A veces**	**Nunca**	**TOTAL**
1. Explicación clara de la gramática inglesa.	8	2	0	10
2. Integración de la destreza de escribir.	8	2	0	10
3. Instrucciones claras para las actividades.	8	2	0	10
4. Uso de recursos tecnológicos.	7	3	0	10
5. Retroalimentación al inicio de nuevas unidades.	8	2	0	10
ACTIVIDADES	**Sí**	**A veces**	**Nunca**	**TOTAL**
6. Actividades escritas ligadas a unidades estudiadas.	7	3	0	10
7. Satisfacción de usar internet para deberes en casa.	10	0	0	10
8. Motivación al comparar progresos en el blog.	10	0	0	10
9. Actividades de escritura expresan mis sentimientos.	10	0	0	10
Asignatura	**Sí**	**A veces**	**Nunca**	**TOTAL**
10. Motivación a través del blog.	9	1	0	10
11. Retroalimentaciones fortalecen mis conocimientos.	8	2	0	10
12. Uso de tecnología colabora en la enseñanza del inglés.	9	1	0	10
13. Considero la destreza de escribir en inglés importante	8	2	0	10

At the end of the proposal implementation a questionnaire in order to know about the students' experiences was done. As a result, it could be observed that most of the students agreed that their teacher taught a good grammar, gave clear instructions, offered feedback and used technological resources that help them in order to improve and practice their writing skills in an enjoyable way. Furthermore, they could performance some writing activities form the commodity of their homes, which were connected with the topics seen in classes. Also students could write about their preferences and feelings in their own blogs noticing their writing progress. Finally, students understood the importance of the writing skill.

UNIDAD EDUCATIVA WALT WHITMAN
NUEVA GENERACION PRIMERO EN VALORES
SCHOOL YEAR   2015 – 2016
SECOND TERM EXAMEN
ENGLISH
SECOND TERM EXAM

Student's Name:_____ **Date**: _____

Teacher: Xiomara Lucas.

ONLINE JOURNAL RUBRIC
GRADING SYSTEM 10/10

	POOR (1PT)	FAIR (1,5)	GOOD (2PTS)	EXCELLENT (2,5)	TOTAL (1O PTS)
PUNCTUATION					
GRAMMAR STRUCTURE					
ORGANIZATION					
CREATIVITY					

FINAL GRADE: _____/ 10

NÓMINA DE ESTUDIANTES DE 10mo AÑO

Materia: Lengua Extranjera
Curso: 10 año básico
Profesora: Xiomara Lucas

N°	ESTUDIANTES
1	Cordero Urdiales Michelle Denise
2	Eugenio Perero Valentina Antonella
3	González Pincay Dayanna Lisbeth
4	González Tigrero Ever Dimas
5	González Yagual Rossana Nicole
6	Lozano Cajamarca Emma Gabriela
7	Muñiz González Nelly Nayelli
8	Orrala De La A Adriana Estefanía
9	Palma Pezo Luis Andres
10	Rodríguez Ponce Sindy Annabel

PRE AND POST ORAL RESULTS

DIAGNOSTIC TEST	
STUDENTS	**GRADE**
Cordero Urdiales Michelle Denise	4
Eugenio Perero Valentina Antonella	7
González Pincay Dayanna Lisbeth	4
González Tigrero Ever Dimas	2
González Yagual Rossana Nicole	3
Lozano Cajamarca Emma Gabriela	4
Muñiz González Nelly Nayelli	2
Orrala De La A Adriana Estefanía	2
Palma Pezo Luis Andres	3
Rodríguez Ponce Sindy Annabel	6

POST WRITTEN TEST	
STUDENTS	**GRADE**
Cordero Urdiales Michelle Denise	8
Eugenio Perero Valentina Antonella	10
González Pincay Dayanna Lisbeth	7
González Tigrero Ever Dimas	6
González Yagual Rossana Nicole	6
Lozano Cajamarca Emma Gabriela	8
Muñiz González Nelly Nayelli	6
Orrala De La A Adriana Estefanía	4
Palma Pezo Luis Andres	7
Rodríguez Ponce Sindy Annabel	10

IMPROVEMENT ACHIEVED

PORCENTAGE OF THE IMPROVEMENT			
STUDENTS	**PRE-TEST**	**POST-TEST**	**%OF IMPROVEMENT**
Cordero Urdiales Michelle Denise	4	8	40%
Eugenio Perero Valentina Antonella	7	10	30%
González Pincay Dayanna Lisbeth	4	7	30%
González Tigrero Ever Dimas	2	6	40%
González Yagual Rossana Nicole	3	6	30%
Lozano Emma	4	8	40%
Muñiz González Nelly Nayelli	2	6	40%
Orrala De La A Adriana Estefanía	2	4	20%
Palma Pezo Luis Andres	3	7	40%
Rodríguez Ponce Sindy Annabel	6	10	40%

PICTURES

Picture #1
Interview to the director of Unidad Educativa "Walt Whitman"
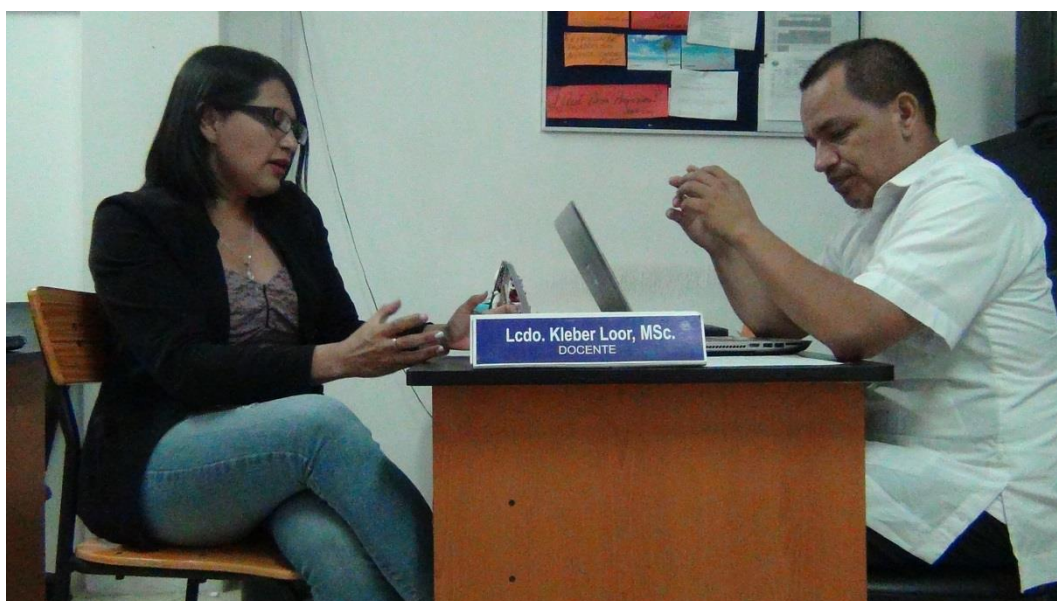
Picture #2
Interview to the specialist in technological web tools MSc. Kleber Loor

Picture #3
Interview to the specialist in English writing MSc. Jorge Cevallos

Picture #4
Diagnostic test

Picture #5
Students' Survey

Picture #6
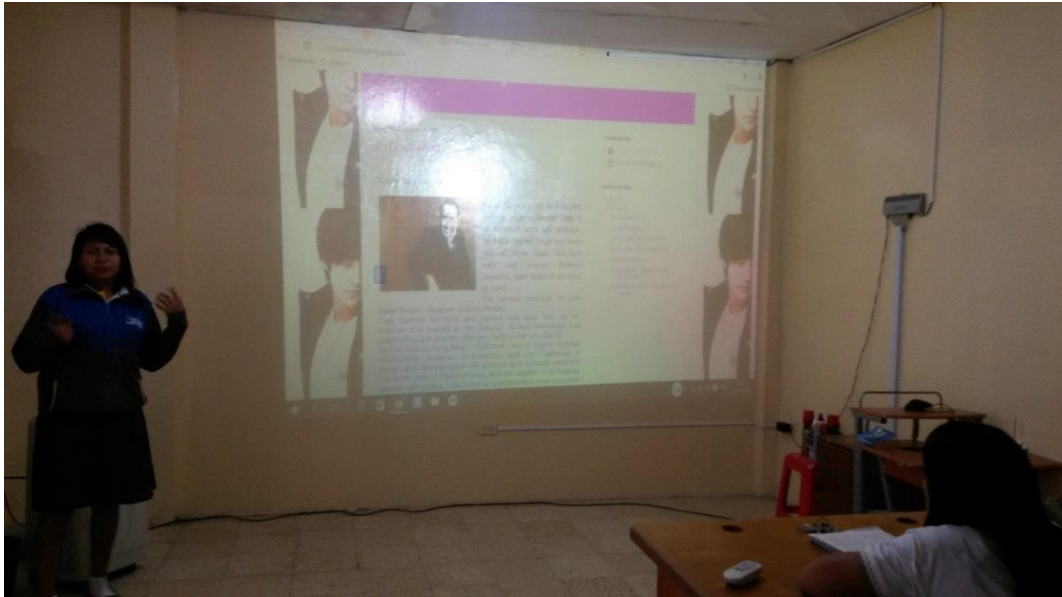Students' Questionnaires

Picture #7
Post Written test

Picture #8
Students working on their online journals

Picture #9
Students' final online test

Picture #10
Students' final online test