



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“COLLABORATIVE WORK TO ENHANCE WRITING SKILL
IN ENGLISH AMONG STUDENTS OF 1st BGU AT UNIDAD
EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF
SANTA ELENA, SCHOOL YEAR 2017-2018”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: Edwin Patricio Landívar Mesias.

ADVISER: MSc. Jorge Cevallos Salazar.

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

**“COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN
ENGLISH AMONG STUDENTS OF 1st. BGU AT UNIDAD EDUCATIVA
SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA,
SCHOOL YEAR 2017-2018”.**

TRABAJO DE TITULACION

Como un pre-Requisito para obtener el título de:

LICENCIADO EN INGLÉS

AUTOR: Edwin Patricio Landivar Mesias

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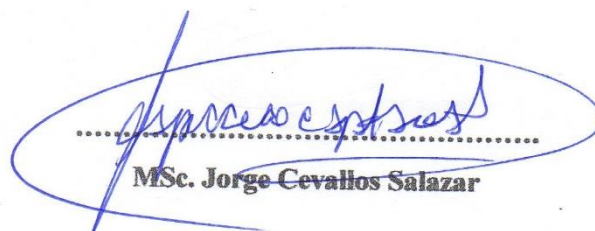
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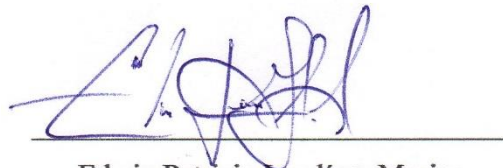


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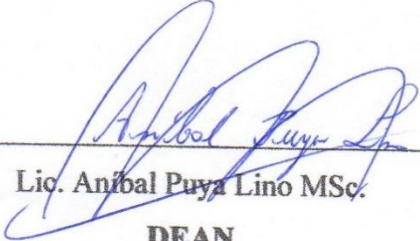
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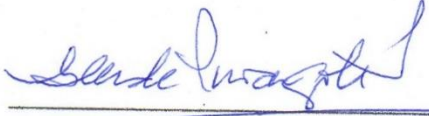
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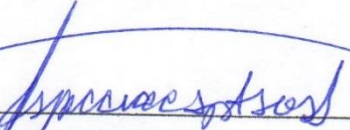
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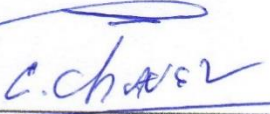
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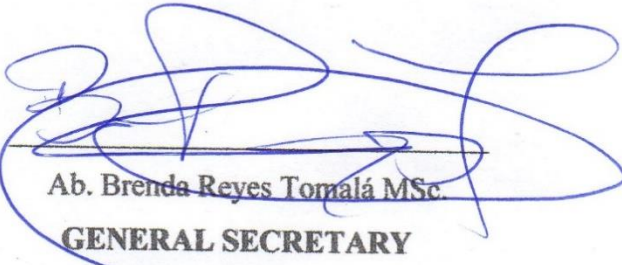
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DEDICATION

I dedicate this work to my God who brings me the life and my beloved parents who have always given me their support and understanding during all my years during college and a special gratitude to my dear girlfriend and friends who constantly encouraged me for being a professional and doing what I love.

Edwin Landivar

ACKNOWLEDGMENT

I express my gratitude to the director Ms. Glenda Pinoargote Parra.

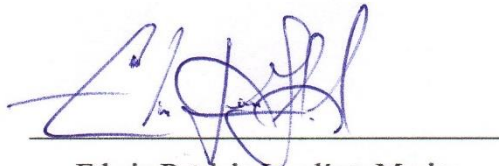
To my adviser Mr. Jorge Cevallos Salazar

To all my professors.

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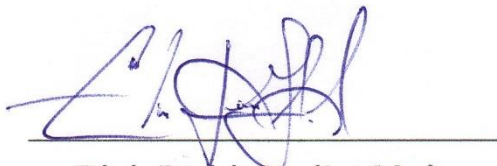


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“COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 1st BGU AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018”.

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ADVISER: MSc. Jorge Cevallos Salazar.

ABSTRACT

The present research paper had as a general objective to enhance the writing skill through the use of collaborative writing tools of students from first BGU classroom “C” at Unidad Educativa Salinas Innova. The 18 students of first BGU year who participated in this investigation had difficulties with the writing skill they did not know how to build simple sentences and therefore write a simple paragraph. This research used as a methodological process the qualitative and quantitative approach because these methods allowed obtaining important information about the context of the problem. The proposal which was applied at Unidad Educativa Salinas Innova was based in a collaborative writing tool called Google Drive with Google Docs, Google slides and Google sheet web tools that were used because they allowed to work online with text, presentations in real time synchronically without specific activities to enhance writing skills in English language. The results demonstrated the use of Google drive increased the motivation among students of 1st. BGU at Unidad Educativa Salinas Innova. During the assessment stage it could be seen an improvement of 32 % between the pre and post-test after having implemented the project. Besides the motivation was the most important fact that made the students to stay connected and working all together under the instructor’s supervision.

Keywords: writing skill, English, google drive, technology, education.

INTRODUCTION

English is unquestionably one of the most spoken languages nowadays, but as well for the large amount of information related to technological, social, cultural, economic, scientific and academic issues are published in English. But consequently worldwide education, at the present time has the responsibility of promoting the development of students' English skills in order to provide them the tools to face the reality of this globalized world as competent professionals.

Writing in English is one of these skills that must be learned by students when they are learning a nonnative language as a method of communication in order to improve the oral ability, because students can practice their skills forced to notice language structures. When students work on writing skills, they must link words and phrases that are useful to get a better oral communication. Teaching this skill is not easy because many teachers have not taken specialized classes about appropriate methodologies, strategies, teaching techniques and how to take advantage of the technological trends to develop writing.

On the other hand, currently there are lots of ways to connect with people around the world using the technology, besides there are specific web tools which allow to work together in a collaborative way. Fortunately, Google is a technological company that has developed a web search engine which is the most used in the World Wide Web. Google Apps for Education (GAFE) is a suite of free productivity tools for classroom collaboration. Students and staff members can access these productivity tools by using a unique GAFE username and password supplied by Google Drive. Since these tools are web-based, they can be accessed through any Internet-enabled device. One of these apps is Google Drive that is file storage that is a synchronization which allows user to store and share files uploaded in the cloud, that is a free internet service which allows the user to have immediate access to save information, use applications, software from any mobile or physical

computing devices. Google Drive encompasses a group of apps like Google Docs is an online word processor that lets you create and format text documents and collaborate with people in real time; Google Slides which is an online presentations application that allows students to create multi-media slides that show off their learning in a visual way; Google Forms users can create a form document to publish to the web that will accept data and populate a spreadsheet behind the scenes and they are a special extension of Google Sheets that permit collaborative editing of documents based in these facts. It is clear that there is the great opportunity to use some web writing tools.

For all the previous reasons, the present research paper is considered a guide for teachers who want to innovate their teaching process, during the whole document it is shown how the application of collaborative work allow students of first BGU at UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018 and how they improved their writing skills using the Google Apps for education increasing their motivation through activities which allow them to work in a collaborative way.

This research was structured in five chapters, which are divided in:

Chapter I, The Problem, describes the statement of the problem about the students of first BGU year have difficulties with the writing skill, and so they do not know how to build simple sentences and therefore write a simple paragraph, significance of research, critical analysis, objectives of the research.

Chapter II, The Theoretical Framework, gives details about writing, collaborative writing web tools, previews research, philosophical, legal and educational basis with the consultation of top authors and online resources related to the 2 variables of this research.

Chapter III, quantitative and qualitative Methodology, explains the methodological strategies in order to get a successful research. This chapter contains levels or type of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

Chapter IV, The Proposal, expresses how the students improved their writing skills using the Google Apps for education by increasing their motivation through activities which allow them to work in a collaborative way.

CHAPTER I

THE PROBLEM

Title of proposal project

COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 1st. BGU AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018.

1.1. Problem statement

English is unquestionably one of the most spoken languages nowadays. but also for the large amount of information related to technological, social , cultural, economic, scientific and academic issues is published in English. Consequently worldwide education, at the present time has the responsibility of promoting the development of students' skills in order to provide them the tools to face the reality of this globalized world as competent professionals.

The Education Ministry of Ecuador within its guidelines about teaching the English subject in Educación General Básica (EGB) and Bachillerato, is based on the communicative language teaching whose main characteristic is that the students can communicate under various circumstances because students will be able to use the language with the four skills: listening, speaking, reading and writing inside and outside the classroom, in everyday context, this means that

educators must get students to achieve this objective, therefore they must be well prepared by using new innovative methods and strategies.

The Ministry of Education in the national guidelines for the curriculum of English as a foreign language has specific objectives per basic education (8th, 9th and 10th) and bachillerato (1st, 2nd , and 3rd) the student must have a profile exit A2 in listening, speaking, reading and writing according to the common European framework . Students often lack the motivation to engage in the writing process. Though they participate in class, they do not see how their writing may have an impact in their life or how technology tools might support them become better writers.

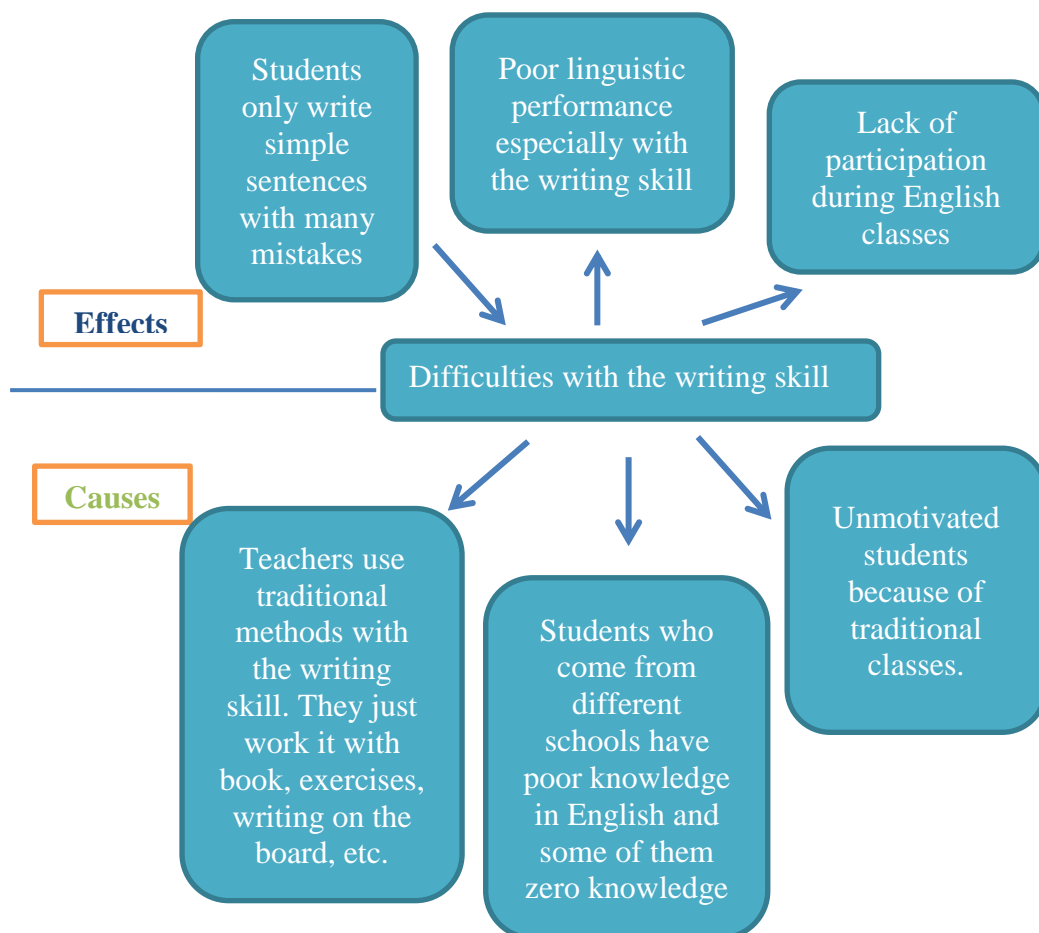
On the other hand, the information and communication technologies (ICT) are fundamental tools in the modern life because they allow improving in an efficient way the quality of life and thanks to them the people can communicate in a fast way. One of the main problems that the teachers face nowadays is that they do not know how to apply the ICTs in their teaching –learning process most of the teachers just teach in a traditional way especially in writing, they just use the whiteboards, paper, word processor and slides but they do not take advantage of web applications to innovate their classes, These communication and collaboration apps include Gmail, blogs, Drive, Docs and once this account is open teachers can have access to many other web tools supported by Google. All of these applications are completely available as file sharing at the cloud this means that all creations can be accessed from any technological gadget with connectivity. Once an educative institution decides to apply Google Drive for Education, the teachers can use this collaborative writing web tools to change their traditional teaching.

In Santa Elena province, there is an educative institution located in Salinas city, its name is “UNIDAD EDUCATIVA SALINAS INNOVA” founded on May 5th. , 1976, which are responsibility to educate around 760 students between Primary and High School every school year. The English teaching staff is formed by 33 teachers;

they give 34 hours of teaching English per week in three different classrooms. The students of first BGU year have difficulties with the writing skill, they do not know how to build a simple sentences and therefore write a simple paragraph, English Teachers face numerous challenges in teaching their students to write and cannot fulfill the requirements the Ministry of Education asks for.

1.2. Context of the problem

Chart # 1: Problem Tree



1.3. Research questions

1. What is writing?
2. Why is it important?
3. How to develop writing skills?
4. What are collaborative writing tools?
5. Why is technology important to teach English?

1.4. Rationale

People write every day in many different ways such as: sending text messages, writing e-mails among others, it is essential to master this ability in order to express what people think. The writing skills are linked with grammar and speaking abilities too.

The students of first BGU classroom “C” have a deficiency of writing skill, they make many mistakes at writing simple sentences and paragraphs. These latest days, our new generation is different than our past therefore they prefer to work most of the time with technology for that reason there are new tools to provide them with all the information that they need. This is the main purpose why the implementation of collaborative writing tools will allow the students to find a precise place where writing activities are promoted in order to improve their writing skill according to international requirements.

This project will be useful directly with students of first BGU classroom “C” at Unidad Educativa Salinas Innova, their parents, English teachers and educators of other subjects and finally the whole institution.

1.5. Research objective

To enhance the writing skill through the use of collaborative web writing tools of students from first BGU classroom “C” at Unidad Educativa Salinas Innova.

1.6. Idea to defend

Collaborative web writing tools will enhance the writing skill of students from first BGU classroom “C” at Unidad Educativa Salinas Innova.

1.7. Scientific tasks

1. To examine all the literature about the use of collaborative web writing tools for the improvement of writing skills.
2. To apply qualitative methodology to gather valuable data for the research.
3. To design, implement and asses collaborative online activities to improve the writing skills.

CHAPTER II

THEORETICAL BASIS

2.1 Definition of Key Terms

2.1.1 What is writing?

Writing is a form of communication that permits students to express their feelings and ideas on paper to systematize their knowledge and trust into convincing arguments and to deliver meaning through well-constructed text. In its most advanced form, writing expression can be as shining as a work of art. Writing is involved from simple sentences to create stories, paragraphs and essays.

Writing is the graphic representation of a language, by means of signs drawn on a support, but also, it is a typical graphical way of humans to transmit their information. It is said that writing is a system of graphic signs that allows the materialization of a language, where it enables to develop a type of communication that has a history of six thousand years ago.

Vygotsky helps us to understand, not only how writing can be a learning experience, but how writing structures the human consciousness. Vygotsky say “written language is the essential instrument for thought processes, including, on the one hand, conscious operations with verbal categories. Allowing, on the other hand, to return to what has already been written, guarantees conscious control over the operations being carried out”. (M. Cole 1993)

2.1.2 Definition of Writing Skill

Writing is the most significant part when students are learning a nonnative language as a method of communication in order to improve the oral ability, because students can practice their skills forced to notice language structures. When students work on writing skills, they must link words and phrases that are useful to get a better oral communication.

Writing is one of the language skills which is highly relevant in everybody's professional life. Through writing, a person can inform to other people, persuade and express what they are thinking.

There are five steps on the process of writing:

Chart # 2: The Process of writing



Source: The process of writing
Author: Edwin Patricio Landívar Mesías.

2.1.3 What are Collaborative Web Tools 2.0?

Web 2.0 is social software that promote the interaction of people through the internet in order to increase their knowledge, As a teacher, it supports us with other web tools that help students improve their skills such as radio, blogs, scripts, online diaries, podcasts, audio books, online news, On the other hand, it has for example, language learning communities as social networks, speaking online clubs, writing online clubs, etc. The result is the improvement of reading, writing, listening, and speaking, not only at school, but at home too. (Rouse, 2015)

E-blogger is another web tool 2.0 offered by Google apps where teachers can create a blog and design grammar exercises, listen to audios, watch 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.

Some of the benefits are:

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

In conclusion, education is always changing, the use of web tools is essential as a way for teaching English outside the classrooms.

What is the CEFR?

CEFR (Common European Frame References) is a working tool for teachers that help examiners, teacher trainers, textbook writers and educational administrators. It also plays a principal role in language and education policy in the world because it comprehensively describes what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to develop to communicate successfully. (DG, 2015)

The use of CEFR basically proposes a scale of six language proficiency levels that starts from A1 for those who are in a start process to C2 for those who have the highest level of language layers to perform a wide conversation. “CEFR aids educational institutions to compare these qualifications in order to provide a common ground for language learning”. (Min.Edu, 2014)

2.2 Previous Research

English is one of the most spoken languages around the world for that reason some professionals in education have created projects to improve the skills. Information and Communication Technologies (ICT) are supporting educators to develop these projects.

Nowadays, the use of technology has facilitated the work of English teachers in order to improve language skills, and that people can appreciate what they have done in other countries. The results have been remarkably changing because the student is motivated to investigate further.

2.2.1 Technology for learning languages.

With technological tools, increasingly available for educational context around the world, ESOL professionals are incorporating a variety of application into their administrative and technical duties. Three types of practice typify current technology uses for teachers:

1. Administrative: the teachers use the computer for administrative or organizational functions, such a record keeping, word processing to produce text, creating lessons, plans and students materials.
2. Blended: the teacher uses computer with students in an environment that combines face-to-face classroom with computerized task.
3. Distance: the teacher uses computers to support distance learning, where learners meet only virtually. Distance courses maximize the use of the computer as a communications tool and a nexus of information through the various multimedia functions that are increasingly accessible on and through the internet.

To understand why using technology can make language learning faster, easier, less painful and more engaging, we refer to the conditions that make language learning possible, which our educators try to incorporate each time they prepare their lessons. The following eight conditions for optimal language learning environments were outlined in Egbert and Hanson – Smith now classic CALL Environments Research, Practice and Critical –issues:

1. Learners have opportunities to interact with each other and negotiate meaning.

2. Learners interact in the target language with an authentic audience.
3. Learners are involved in authentic task.
4. Learners are exposed to an encouraged to produce varied and creative language.
5. Learners have enough time and feedback.
6. Learners are guided to attend mindfully to the learning process.
7. Learners work in an atmosphere with an ideal stress/anxiety level.
8. Learner autonomy is supported (Egbert, Chao, and Hanson- Smith 1999,6)

A technology- rich environment can support all these conditions and thus become and optimal setting for language acquisition, a setting that breaks out of the constricted environment of the typical paper-and-chalkboard classroom. However, these eight conditions refer to learner activity, and it is often unclear to teachers how they can best provide and technology-rich environment that support these types of activities.

2.2.2 Using technology in language teaching

Nowadays many learners ask why to use technology in language teaching. What opportunities does it offer? It can be said that there are many of them. First, using technology can be encouraging. Playing language learning games is one example of this, with learners enjoying task, and at the same time deriving learning benefits through recycle of language. Many learners simply like using the computer. They like multimedia exercises as they can proceed at their own pace. They can make their own choices as to how to work through the materials.

Second, the interactivity of language exercise can be highly beneficial. Web-based exercises are more interactive than paper-based exercise. This can appeal to many learners. Setting learners to work on an interactive exercise can add variety to the class.

Third, learners appreciate the type of feedback, which good interactive materials provide. They can get instant feedback on what they have done. The instant feedback offered by technology on exercises is usually perceived as helpful. Learners can make choices as to how many times they redo an exercise.

One of the greatest benefits mentioned earlier relates to the opportunities afforded by CMC (computer-mediated communication). The computer is used to enable communication between two groups (teacher and learners, for instance) separated by time, distance or both. Supporting a course with technology can allow learners and teacher more flexibility in both time and place.

The use of technology outside the language classroom can make learners more autonomous. One key feature of using technology through the learning is that it allows language practice and study away from the confines of the classroom.

2.3 Philosophical basis

Currently, English teaching is renowned in the world and it has a highly relevant goal. So that people are able to communicate using the second language in order to improve the professional development and facilitate the interaction of the students beings in the environment that surrounds it. Therefore is important that teachers carried out curricular adaptations. So it is really important what teachers teach and how they teach.

Harmer says: “The reason of teaching writing to student of English as a foreign language include reinforcement, language development, learner style and most importantly writing as a skill in its own right”. (Harmer, How to teach english, 2012)

“The education of a reader through a piece of writing can take place in an environment of persecution or in one of freedom. Thus, the piece of writing may become esoteric, protreptic or elusive. Associative reading demands application and attention. Reading is an art exerted on language and thought. Several examples of reading comprehension becoming a fruitful philosophical action are analyzed”.

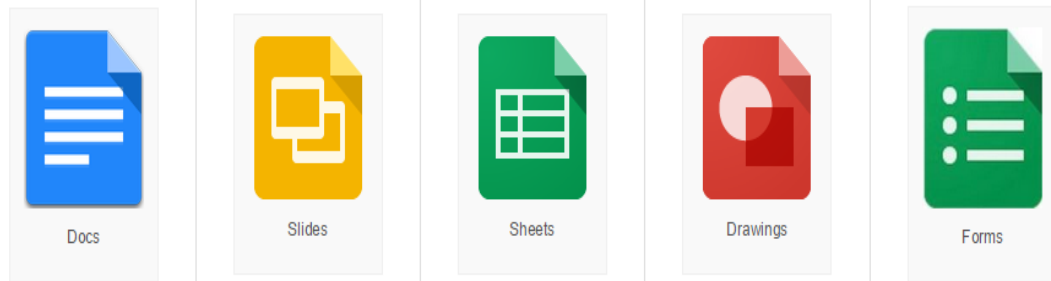
There are different aspects of English Language Teaching, the type of writing we get students to do will depend on their age interests and level. “We can get beginners to write simple poems, but we probably won’t give them an extended report on town planning to do. When it is set tasks for elementary students, it will be sure that the students have – or can get – enough language to complete the task. Such students can write a simple story but they are not equipped to create a complex narrative”. (Harmer, How to teach english, 2012)

2.4 Educational Basis

2.4.1 Google Apps for Education

Google Apps for Education (GAFE) is a suite of free productivity tool for classroom collaboration. Students and staff members can access these productivity tools by using a unique GAFE username and password supplied by Google apps. Since these tools are web-based, they can be accessed through any Internet-enabled device.

Even though GAFE offers thousands of apps on their Chrome Web Store, Google Apps for Education offers five primary content creating and collaboration tools:



Google Docs is an online word processor that lets you create and format text documents and collaborate with people in real time.

Google Slides is an online presentations application that allows students to create multi-media slides that show off their learning in a visual way.

Google Sheets is an online spreadsheet application that lets you create and format spreadsheets and simultaneously work with other people.

Google Drawings lets you easily create, edit, and share drawings online. The tool includes all the sharing and visibility features of other Google products along with the ability to create shapes, layout guides, graphic organizers, and much more.

Google Forms are a special extension of Google Sheets. With Forms, users can create a form document to publish to the web that will accept data and populate a spreadsheet behind the scenes.



All of these tools are embedded within **Google Drive**. This Drive gives each student an unlimited amount of storage space, where students can easily organize all of their docs, slides, sheets, and drawings into folders. Students can also upload any other non-Google item to their Google Drive – MP3s, videos, PDFs, Word documents, etc. Drive

stores all of your content on the web, so it is accessible from any device. Students can easily search for documents that are shared with them (for collaboration) or create new online documents to share with others. (GCF, 2017)



Google Classroom is a platform that allows teachers to create, distribute, and grade assignments in a paperless way. Classroom simplifies the sharing process of GAFE. A teacher can create a Google Slide

template and share a unique copy with each student in her class. Students can then use Classroom to submit the assignment when it is complete. Teachers and students can easily keep track of all their assignments through the Classroom platform. (Google for Education: Save time and stay connected, 2017)

2.4.2 Language Skills

2.4.1.2 Proficiency Level

Besides what was learned in the 10th year EGB, by the end of the 1st year Bachillerato, students will be able to:

Writing

- Produce longer, more detailed, complex transactional, expository and informational texts than those presented in previous years and with more variety in sentence structure and lexical range.
- Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error.
- Convey information and ideas on abstract as well as concrete topics through the text types that correspond to the level with reasonable precision.
- Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling).
- Write longer descriptions about their family, living conditions, and educational background.
- Write a series of follow-up questions for an interview with the aid of a dictionary.
- Write short definitions for people, things, places, etc. by indicating their features or use. (Bio, 2009)

2.5 Legal Basis

2.5.1 “Constitution of the Republic of Ecuador”

The legal basis of this research is based in The Constitution of Ecuador of 2008 that express:

Article 277: refers to achieve the good life, are general obligations of the State: To promote and advance science, technology, arts, ancestral knowledge, and general community activities creative initiative, associative, cooperative and private.

According to the article 277 of the Constitution of the Republic of Ecuador the Ecuadorians have the right to know and learn the updated tendencies in the different areas that they are enlaced.

2.5.2 “Plan of the Good Life”

“El Plan Nacional del Buen Vivir 2009-2013” prepared by “SENPLADES” and approved in 2009 in improving the quality of life, especially in the educational aspect as cornerstone, proposes twelve aims. Aim 5 tries to incorporate Ecuador as a growing country, therefore the English language should be taught.

2.5.3 “Constitution of Ecuador”

Articles 27 - 28 ensure the holistic development of the human being and **Articles 343; 350 - 351** of the regimen of good living refer to the development of individual and collective capacities with a global view in order to solve the country’s problems. And one of the problems that education faces is in English teaching.

2.5.4 “Organic Law of Higher Education”

The literals “a” and “d” of the **article 8** set the development of universal thought, promoting transfers and technological innovations, and the professionals training to contribute in the development of institutions. This research work tries to apply these disposals through this proposal. (Education, 2016)

2.5.5 “Código de la Niñez y la Adolescencia”

This proposal is linked to **article 37** of this Code because refers to teaching. Teaching must be with qualified teachers, provision of materials, laboratories, premises, facilities, and appropriated learning environment, in order to have a quality education. Many educational institutions lack the necessary conditions; so, to fill gaps in the absence of good conditions, the use of collaborative writing tool in English language. (CRIN, 2011)

2.5.6 “Regulation of graduation work at Santa Elena Peninsula University”

This project is applied in agreement with the **article 11**, which establishes programs and educational projects for sectors in “La Peninsula de Santa Elena” and the rest of the country.

CHAPTER III

RESEARCH METHODS

3.1 Research design

This project used the qualitative approach; this method will allow obtaining important information about how to enhance writing skills in English among students of 1st BGU at Unidad Educativa Salinas Innova.

3.1.2 Quantitative Method

This method will be useful in order to collect all the information that is required, this method also gives me the opportunity to measure and analyze the whole data related to the use collaborative work as a tool to promote the development of English writing skills in the 1st “C” students from Unidad Educativa Salinas Innova

3.1.3 Qualitative Method

With the aim of collecting information about the uses of Google apps to teach writing, the research will interview several professionals and specialists both in technology and writing.

3.1.4 Inductive- deductive Method

This paper will use both approaches inductive and deductive. For the deductive method first of all, the needed information about uses of Google apps to teach writing, it was gathered, analyzed, contrasted between authors and the results correspondingly, and simplified for the project. In contrast to the inductive method the researchers started with small observations to make assumptions about the betterment of writing skills in English language among students of first BGU year of Unidad Educativa Salinas Innova.

3.1.5 Observation Method

This method will help to notice meticulous information about causes and effects of the problem related to the use of Google Apps to improve writing skills in English language among students of first BGU year of Unidad Educativa Salinas Innova.

Chart # 3: Observation sheet

N°	Observation sheet	yes	no
01	Students can write basic sentences correctly	x	
04	Students can write different types of paragraphs with good grammar		x
03	Students can type emails		x
04	Students can write letters		x
05	Are students motivated to develop writing skills?		x

Author: Edwin Landívar Mesias

Source: Unidad Educativa Salinas Innova

3.1.6 Field Research

This research was done in first BGU classroom “C” at Unidad Educativa Salinas Innova and the aim was to recognize the problems that appear during the teaching-learning process of the English writing skill and the probable clarifications applying technology based on Google Apps as teaching strategy to make collaborative writing activities focused on the betterment of writing skill.

3.1.7 Bibliographic research

Bibliographic research refers to the consultation of important information as: Academic Google, UPSE Virtual Library, writing books, educational internet websites, articles and others researches related to the importance of writing.

3.1.8 Correlational research

This method will measure the degree of relationship between the stated problems (The enhancing of writing skills of the first BGU classroom “C” students from Unidad Educativa Salinas Innova) and the proposal (the use of collaborative work).

3.2 Population and sample

3.2.2 Population

The population of this research is composed by the school principal, high school English teachers and the 17 students from the first BGU classroom “C” at Unidad Educativa Salinas Innova.

Chart # 4: Population

N°	Description	Quantify
01	Principal at Unidad Educativa Salinas Innova School	1
04	English teachers	8
03	First BGU parallel “C” students at Unidad Educativa Innova School	17
TOTAL		26

Source: Secretary of Unidad Educativa Salinas Innova School.

Author: Edwin Patricio Landivar Mesías.

3.2.3 Sample

The size of the population is manageable; the 100% of population will be included in the development of this research. This means that no sample size formula was applied.

3.3 Data collection

3.3.2 Techniques

This research will apply some techniques such as: direct observation, focus group and interview.

3.3.3 Direct Observation

This technique will be useful to observe the group of study and collect information for later analysis.

3.3.4 Interview

This technique will be used to obtain direct information from the school principal of Unidad Educativa Salinas Innova, teachers and the specialists about the two variables of this research which are: collaborative tools and writing.

3.3.5 Instruments

3.3.5.1 Camera, Video – Camera

This instrument will be used to capture images and videos in order to reproduce them later and have evidence of the application of collaborative tools for the betterment of writing skills in English.

3.3.5.2 Notebook

This instrument will be used to take notes from different activities developed throughout this research. Such activities include: interviews, the observations from surveys, and collaborative writing activities.

3.3.5.3 Questionnaire

It is a document with several questions which was elaborated in order to obtain important information about the stated problem and the variables of this research paper.

3.3.6 Data collection plan

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

Chart # 5: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve English writing skills
2. From which people or subjects?	The first course classroom “C” students at Unidad Educativa Salinas Innova School
3. About what aspects?	Application of Collaborative writing tools
4. Who?	Undergraduated (English Teacher: Edwin Patricio Landivar Mesias)
5. To whom	Specialists, Students, and Teachers
6. When?	2016-2017
7. Where?	Unidad Educativa Salinas Innova School
8. How many times?	Once a year during the academic year 2016-2017
9. How?	Individually
10. What data collection techniques?	Interviews, Surveys and Observations
11. With what?	an activity guide and Camera

Source: Unidad Educativa Salinas Innova

Author: Edwin Patricio Landivar Mesías

3.3.7 Data Progressing Plan

Chart # 6: Data Progressing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>Through an interview with the Principal, the English teachers and a survey directed to First classroom “C” students at Unidad Educativa Salinas Innova, it was determined that students have low level of writing skills in English</p>	<p>Once the problem was discovered the investigator started looking for related information on: Books, articles, internet, among others of why it is recommended the use of a collaborative writing tool for the betterment of writing skills.</p>	<p>Once the problem was confirmed at Unidad Educativa Salinas Innova, surveys and interviews were made (survey for students and English teachers and interviews for specialists), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>With all the collected data, it was identified that first course classroom “C” students need to increase their English writing skills. The Principal and the English teacher at Unidad Educativa Salinas Innova supported the application of a collaborative writing tool to for the betterment of writing skills.</p>	<p>Collaborative writing tools for the betterment of writing skill in English language.</p>

Author: Edwin Landivar Mesias

3.4 Data analysis

3.4.1 Interview Directed to Interview specialists

Lcda. Glenda Pinoargote M.A

English Teaching Carrer Director

Question 1:

What strategies do you recommend to teach and learn English writing with and without technology?

Interpretation: Miss Glenda Pinargote says that there are many strategies to teach and learn English writing but she recommends Guided writing and free writing as strategies, Guide writing is when the teacher can tell students specific instructions and free writing is when the students can use their own creativity doing what they want.

Question 2:

Why is motivation important when teaching English?

Interpretation: she says that feeling motivation is really important because it makes teachers achieve their goals on their students also she explains that motivation is like our own machine to move on every day.

Question 3:

Why do you think technology is important in English language teaching and learning?

Interpretation: Because it is now one of the most powerful resources that we can use to introduce or consolidate any topic. The combination of multiple resources helps us to make our teaching more meaningful and effective, especially to mixed different kind of learnings into the class.

Lcda. Sonia Estrella

English Area Coordinator – Salinas Innova High school

Question 4:

Could you please share with me your experience as an English instructor as well as the best strategies that you use to teach English writing?

Interpretation: Miss Sonia Estrella says that According to her experience, the development of productive skills depends on the prior exposure to the language of the target learners, the production in general gets harder when learners have not been exposed to the language before or, when their productive skills in their native language is poor. Young learners generally make very good use of their natural ability to learn languages by exposure and language models, but older ones need to work step by step with controlled, guided and finally independent writing tasks.

Question 5:

What kind of web tools would you recommend to use in class in order to improve the writing skills?

Interpretation: The tools she uses the most are Chrome browser, Google Translate, YouTube and Presentation tools, these are the ones that she uses almost every day linked to our school platform. Students prefer having information on line than on paper. She personally combines both resources, - hands on and -on line material.

Question 6:

What are the advantages of using technology to teach and learn English?

Interpretation: According to the survey directed to English teachers, they consider that one of the advantages of using technology to teach and learn English is that it makes the teaching-learning process easier having an interactive class, because

students can immediately share information; they can acquire knowledge through internet, practice exercise easily. Teachers can use blended learning ensure to students continue working at home also students are exposed to multiple representations of a concept at a time and the last advantage is that teachers can change the traditional class in an awesome new class.

Question 7:

What problems do you face when teaching English writing?

Interpretation: According to the survey directed to English teachers, they consider that one of the problems they face when teaching English writing is that the students easily get bored because they say writing is difficult and they do not want to do anything because they do not have enough tools to develop this skill also many students do not have enough grammar structures knowledge and vocabulary so it makes them feel unmotivated to learn.

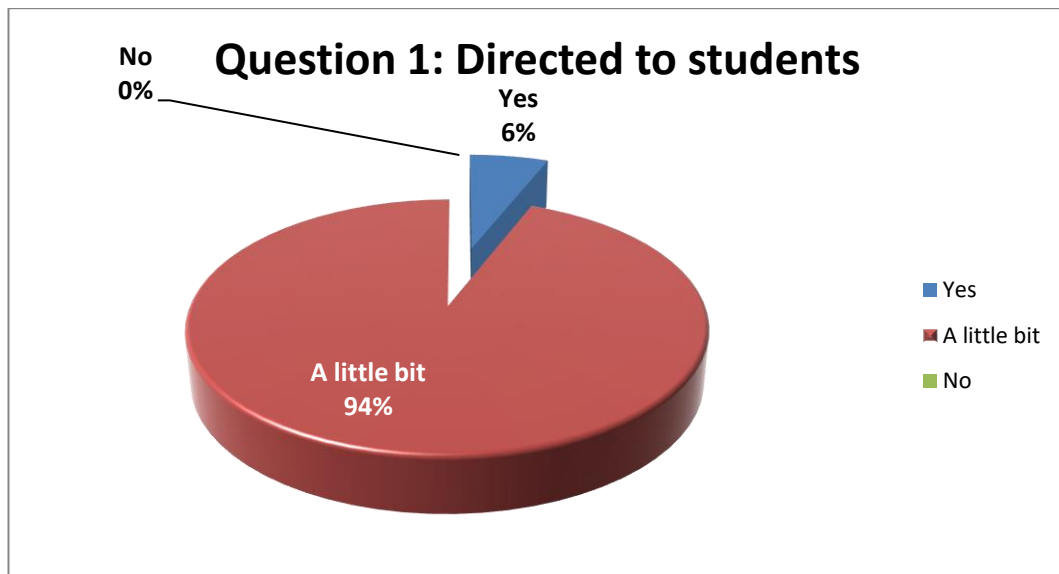
3.4.2 Survey Directed to Students

Question 1: Do you like to use web tools?

Chart # 7: Web tools

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	1	6%
A little bit	17	94%
No	0	0%
TOTAL	18	100%

Graph # 1: Web tools



Source: Survey directed to first course classroom "C" students

Author: Edwin Patricio Landívar Mesias

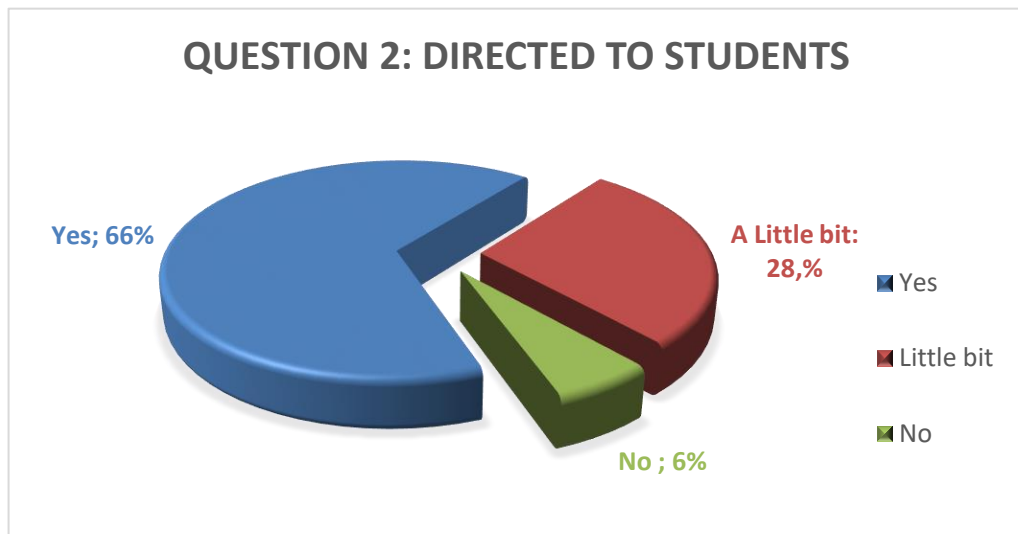
Interpretation: According to the data, 94% of students do not like to use Web tools, and only 6 % of students said that they like Web tools.

Question 2: Do you think that through collaborative tools you can improve your writing?

Chart # 8: Through web tools you can improve writing

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	12	66%
A Little bit	5	28%
No	1	6%
TOTAL	18	100%

Graph # 2: Through web tools you can improve writing



Source: Survey directed to first course classroom "C" students

Author: Edwin Patricio Landivar Mesias

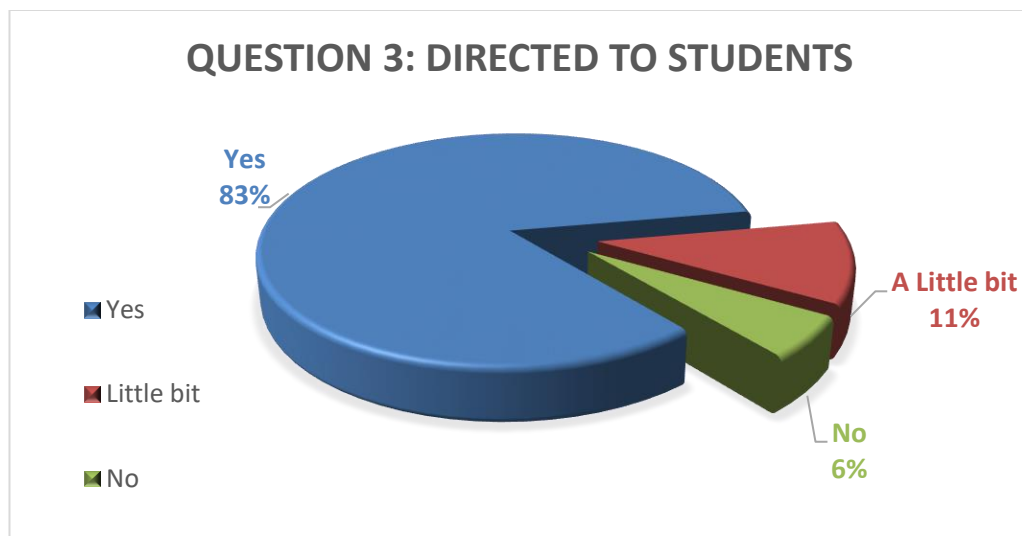
Interpretation: According to the data, 66% of students consider that they can improve their writing skill using collaborative writing tools, 28% of students are less certain about improving writing skill with collaborative tools and just a few 6% cannot improve writing skill.

Question 3: Are the web tools user friendly for you?

Chart # 9: This tool is user friendly

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	15	83%
A Little bit	2	11%
No	1	6%
TOTAL	18	100%

Graph # 3: Web tolos are user friendly



Source: Survey directed to first course classroom "C" students

Author: Edwin Patricio Landívar Mesias

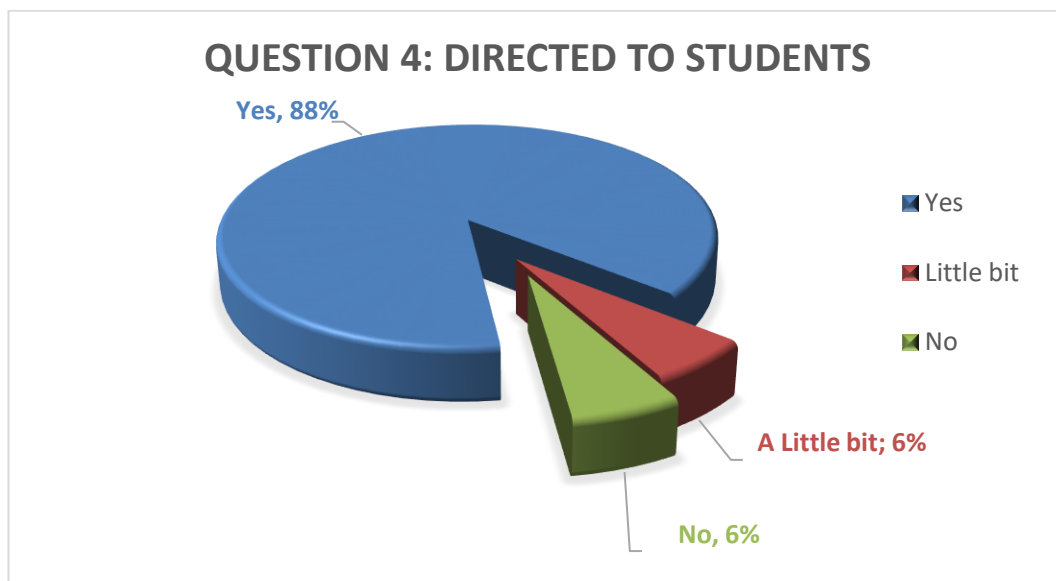
Interpretation: According to the data, 83% of students consider that Web tools are user friendly in the learning process, 11% of students are less certain about the statement and just a few 6% think totally different about the statement.

Question 4: Can you write and create paragraphs using Google Apps without any problem?

Chart # 10: Writing paragraphs using Google Apps

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	16	88%
A Little bit	1	6%
No	1	6%
TOTAL	18	100%

Graph # 4: Writing paragraphs using Google Apps



Source: Survey directed to first course classroom “C” students
Author: Edwin Patricio Landivar Mesias

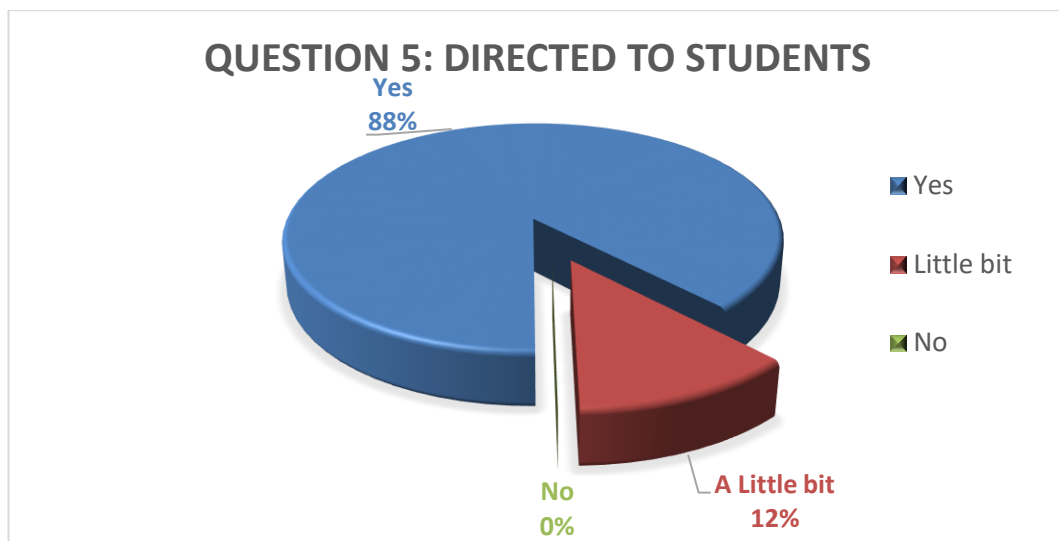
Interpretation: According to the data, 88% of students consider that they do not have any problem to create paragraphs using Google Apps, and only 6% of students disagree with that.

Question 5: Do you like to use technology in the learning process?

Chart # 11: Use technology in the learning process

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	16	88%
A Little bit	2	12%
No	0	0%
TOTAL	18	100%

Graph # 5: Use technology in the learning process



Source: Survey directed to first course classroom “C” students

Author: Edwin Patricio Landívar Mesias

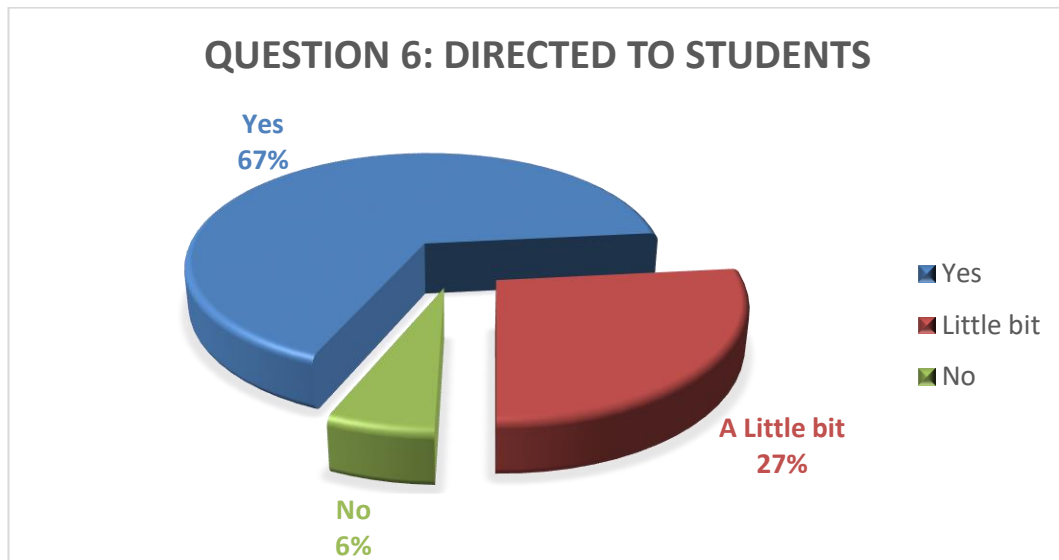
Interpretation: According to the data, 89% of students consider that they really like to use technology in the learning process, 11% of students say that they like little bit which means they preferences.

Question 6: Do you like to write in English using Web tools?

Chart # 12: Write in English using Web tools

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	12	67%
A Little bit	5	27%
No	1	6%
TOTAL	18	100%

Graph # 6: Write in English using Web tools



Source: Survey directed to first course classroom “C” students

Author: Edwin Patricio Landivar Mesias

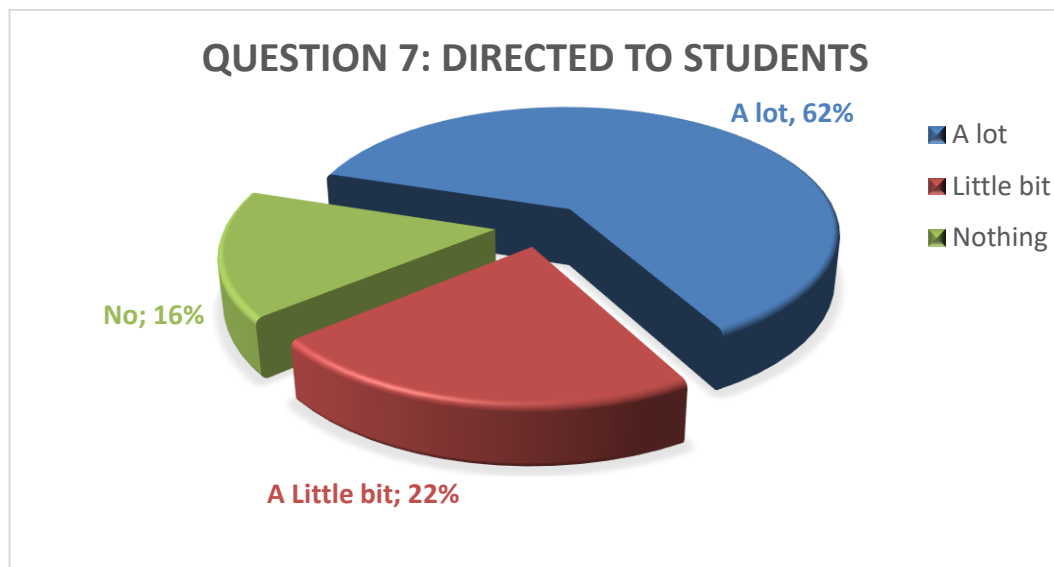
Interpretation: According to the data, 67% of students consider that they like a little bit write paragraphs and sentences using Web tools, 27% say yes, and just 6% do not, as a conclusion there are few students who like to use these Web tools to write.

Question 7: Are Web tools, interesting, meaningful and motivating to you?

Chart # 13: Google drive is a collaborative tool

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	11	62%
A Little bit	4	22%
No	3	16%
TOTAL	18	100%

Graph # 7: Google drive is a collaborative tool



Source: Survey directed to first course classroom “C” students

Author: Edwin Patricio Landivar Mesias

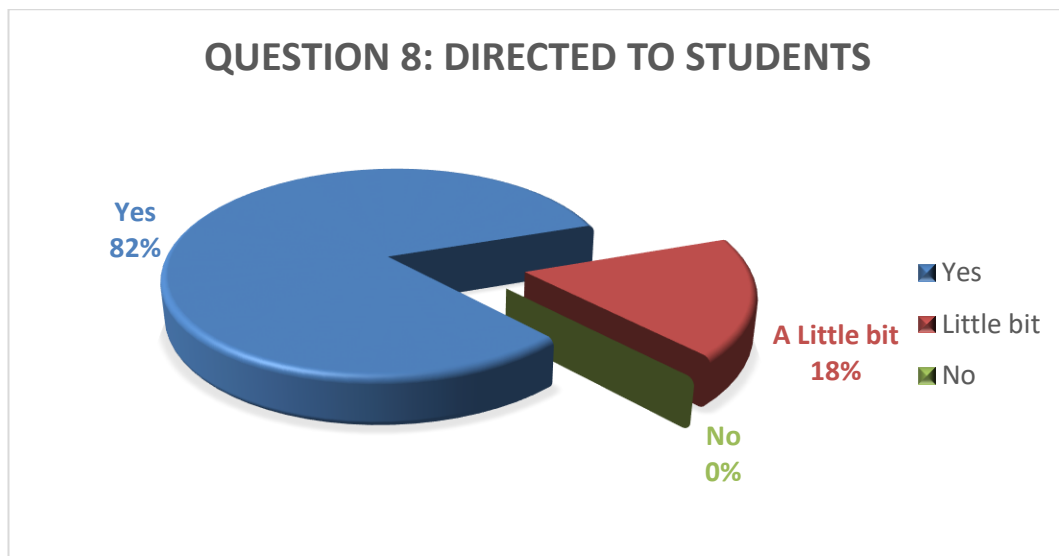
Interpretation: According to the data, 62% of students consider that Web tools are a little bit interesting and meaningful, 22% of the students say that they like a lot of using that tools and they feel encouraged and just 16% do not feel anything.

Question 8: Can you write and edit at the same time with a group of people using Web tools?

Chart # 14: Simultaneous working group using Web tools

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	15	82%
A Little bit	3	18%
No	0	0%
TOTAL	18	100%

Graph # 8: Simultaneous working group using Web tools



Source: Survey directed to first course classroom “C” students

Author: Edwin Patricio Landívar Mesias

Interpretation: According to the data, 82% of students consider that they can write and edit at the same time with others with a group of people using Web tools and just 18% say yes, they can do that.

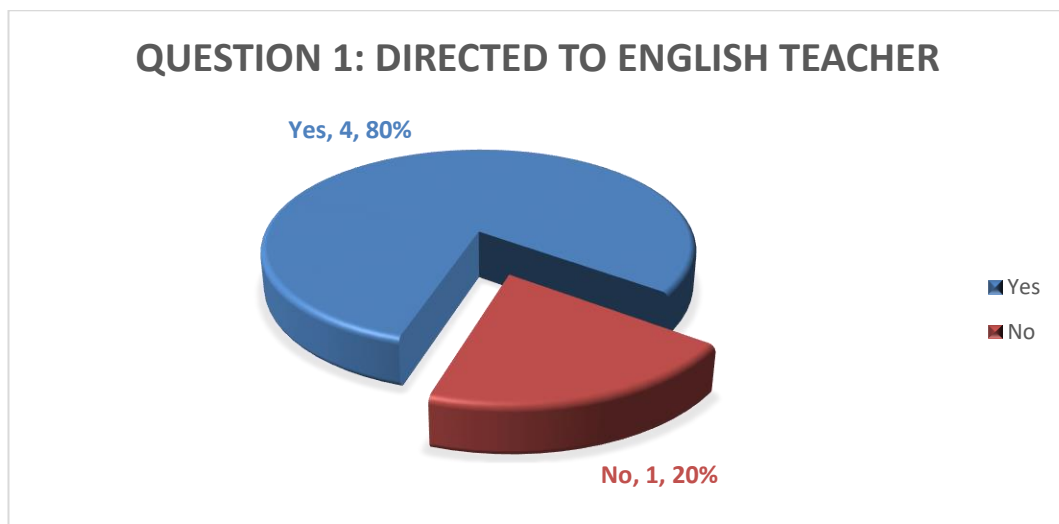
3.4.3 Survey and Interview for Teachers

Question 1: Have you ever heard about Google collaborative tools?

Chart # 15: Google collaborative tools

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	4	80%
No	1	20%
TOTAL	5	100%

Graph # 9: Google collaborative tools



Source: Survey directed to English Teachers

Author: Edwin Patricio Landivar Mesias

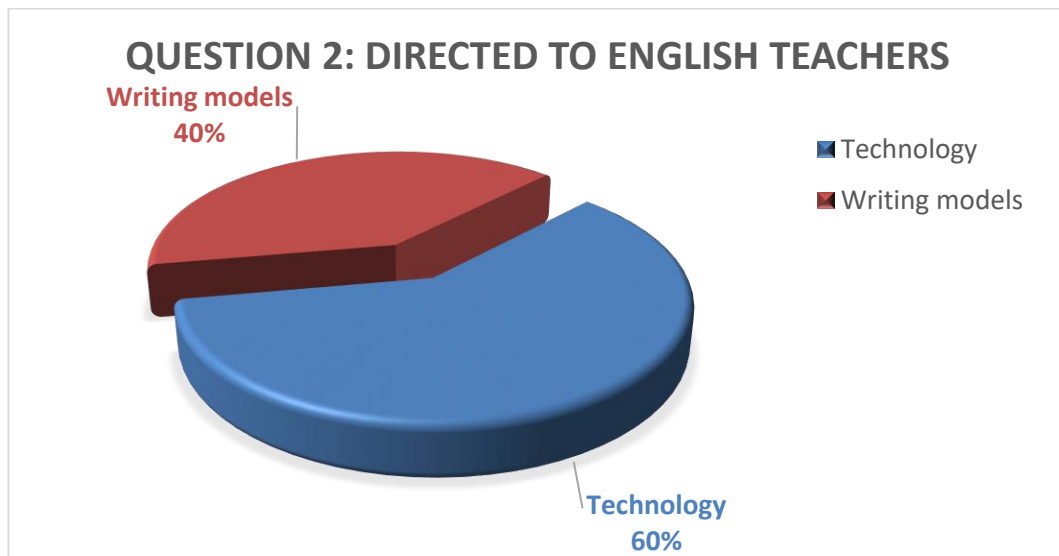
Interpretation: According to the data, 60% of English teachers consider that they have not heard about Google collaborative tools and just few teachers have heard about that tool which means, few of them consider that technology is the most relevant strategy to teach writing.

Question 2: What do you prefer to use when you teach English writing: technology or writing techniques?

Chart # 16: Strategies or techniques to teach English writing

ALTERNATIVES	FRECUENCY	PERCENTAGE
Technology	3	60%
Writing Techniques	2	40%
TOTAL	5	100%

Graph # 10: Strategies or techniques to teach English writing



Source: Survey directed to English Teachers

Author: Edwin Patricio Landívar Mesias

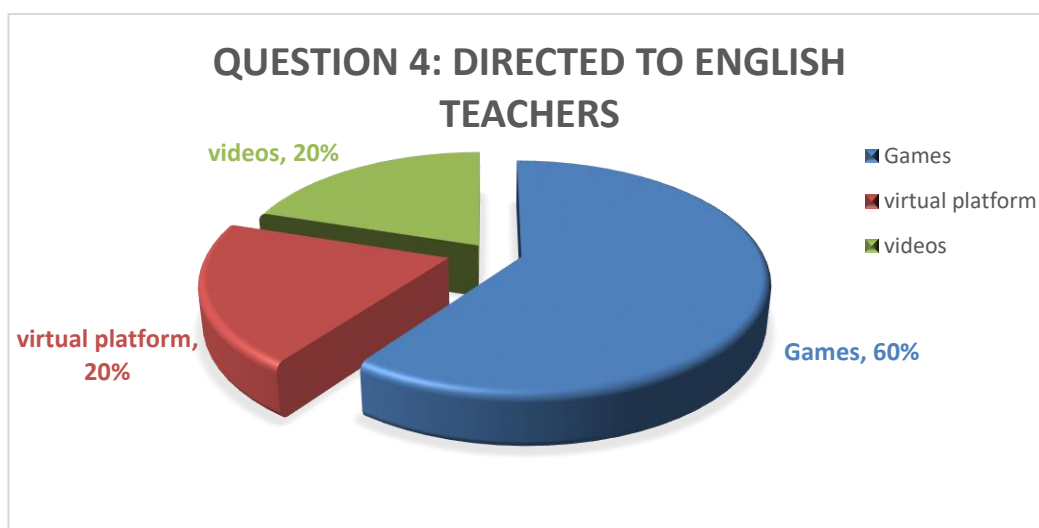
Interpretation: According to the data, 60% of English teachers prefer technology and the other part uses writing techniques.

Question 3: Which of these do you prefer to motivate your students to learn English?

Chart # 17: Motivate your students to learn English

ALTERNATIVES	FRECUENCY	PERCENTAGE
Games	3	60%
Virtual platform	1	20%
videos	1	20%
TOTAL	5	100%

Graph # 11: Motivate your students to learn English



Source: Survey directed to English Teachers

Author: Edwin Patricio Landívar Mesias

Interpretation: According to the data, 60% of English teachers consider that they motivate their students to learn English through games and just 20% use audio-visuals and virtual platform to motivate their students which means; teachers generally like to use games to encourage students to learn English.

Question 4: Do you think Web tools are user friendly to teach writing and other skills?

Chart # 18: Google Web tools to teach writing and other skills

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	5	100%
No	0	0%
TOTAL	5	100%

Graph # 12: Google collaborative tools to teach writing and other skills



Source: Survey directed to English Teachers

Author: Edwin Patricio Landívar Mesias

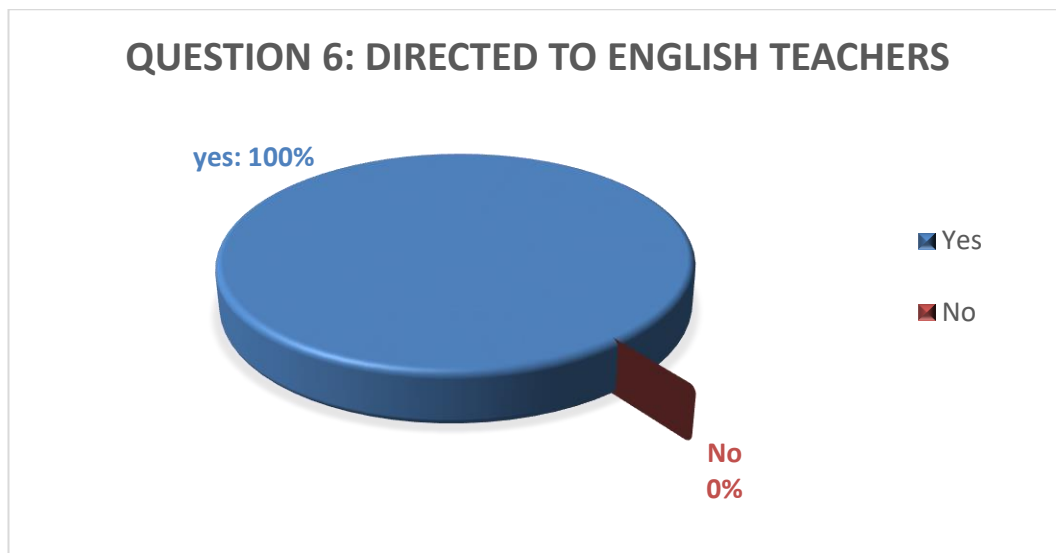
Interpretation: According to the data, 40% of English teachers consider that Web tools are user friendly to teach writing and other skills and the others 60 % do not agree with that.

Question 5: Do you believe that technology could help students to improve their English writing skill?

Chart # 19: Technology could help students to improve their English

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	5	100%
No	0	0%
TOTAL	5	100%

Graph # 13: Technology could help students to improve their English



Source: Survey directed to English Teachers

Author: Edwin Patricio Landivar Mesias

Interpretation: According to the data, 40% of English teachers consider that technology could help students to improve their English because they can acquire knowledge easily through it and teachers got the attention of the students. Furthermore teachers have more resources for applying in class and the other 60% disagree with that.

3.4.4 Analysis of results chart- students

Chart # 20: Analysis of results chart- students

		YES		A LITTLE BIT		NO		TOTAL	
N°	QUESTIONS	Question	%	Question	%	Question	%		%
1	Do you like to use Google collaborative tools?	17	94%	1	6%	0	0%	18	100%
2	Do you think that through collaborative tools you can improve your writing?	12	66%	5	28%	1	6%	18	100%
3	Is this tool user friendly or not for you?	15	82%	12	12%	1	6%	18	100%
4	Can you write and create paragraphs using Google Apps without any problem?	16	88%	1	6%	1	6%	18	100%
5	Do you like to use technology in the learning process?	16	88%	2	12%	0	0%	18	100%
6	Do you like to write in English using Google collaborative tools?	12	67%	5	27%	1	6%	18	100%
7	Is Google collaborative tools interesting, meaningful and motivating to you?	11	62%	4	22%	3	16%	18	100%
8	Can you write and edit at the same time with a group of people using Google Apps?	15	82%	3	18%	0	0%	18	100%

Author: Edwin Patricio Landivar Mesías

3.4.5 Analysis of results - students

The results show that students agree with the idea to use web tools and technology in the learning English process especially to improve their writing skill and create paragraphs using Google tools.

Students consider that teachers should use updated teaching strategies to encourage them to learn how properly to write in English because they get bored with the same strategy as a result they lose interest to learn English language.

On the other hand, they consider that if teachers use activities that are focused on their real needs like the exercises from collaborative writing tools which are based on their different learning ways students will practice actively, because they think that this kind of exercises are interesting and user friendly.

3.4.6 Analysis of Results Chart – English Teachers

Chart # 21: Analysis of Results – English Teachers

N o	QUESTIONS	YES		NO		TOTAL	
		Answers	%	Answers	%	Answers	%
1	Have you ever heard about Google collaborative tools?	4	80%	1	20%	5	100%
4	Do you think Google collaborative tools is user friendly to teach writing and other skills?	5	100%	0	0%	5	100%
5	Do you believe that technology could help students to improve their English?	5	50%	0	0%	5	100%
		TECHNOLOGY		WRITING TECHNIQUES			
2	What do you prefer to use when you teach English writing: Technology or writing techniques?	3	60%	2	40%	5	100%
		GAMES		PLATFORM	VIDEOS		
3	Which of these do you prefer to motivate your students to learn English?	3	60%	1	20%	1	20%

Author: Edwin Landivar Mesias

Source: English Teachers Survey

3.4.7 Analysis of results – teachers

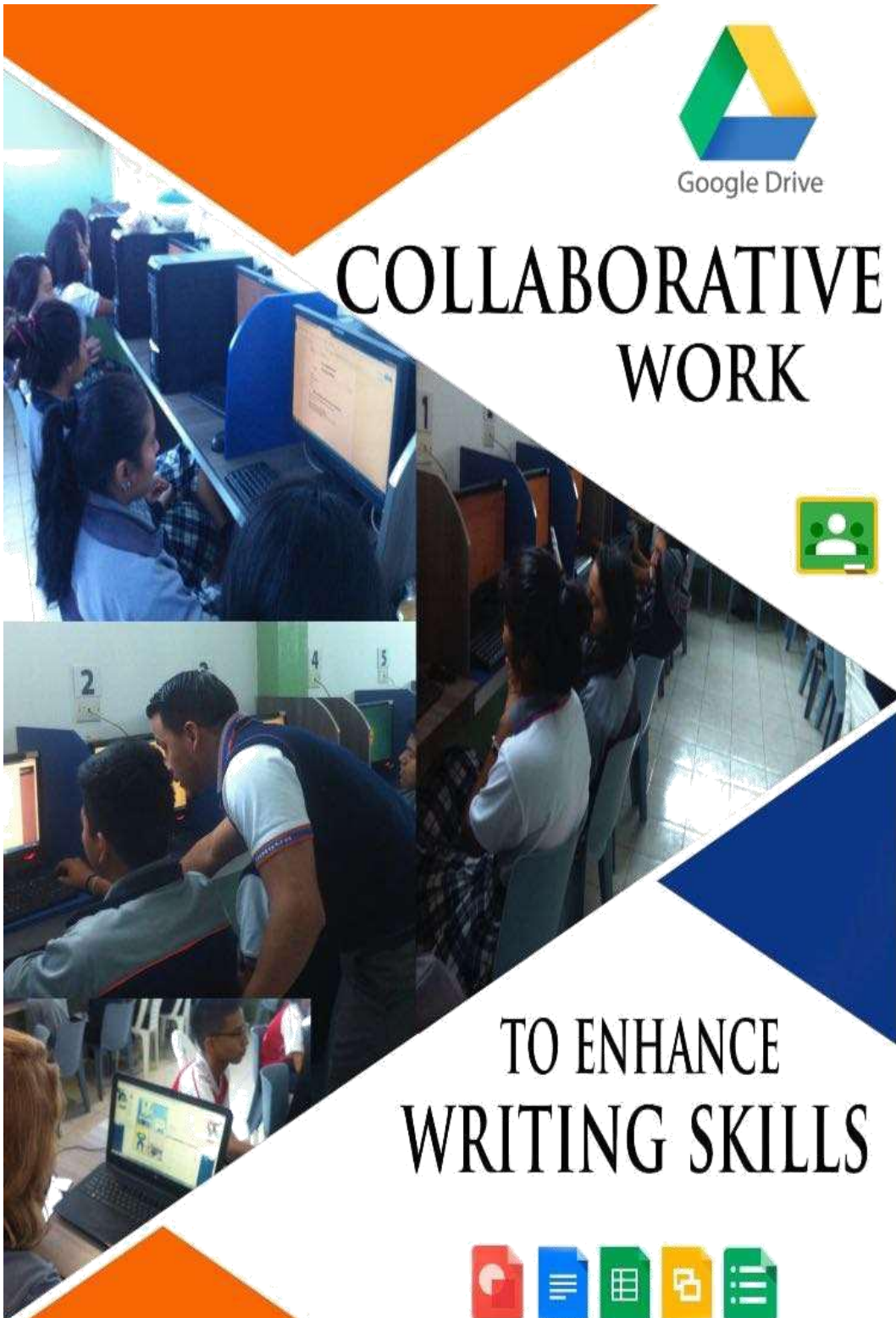
The result shows that English teachers consider that writing skill is very important during the teaching – learning process while their students while improving their communicative competences, they also consider that the use of technology is an excellent tool to reach it. As a result, English teachers consider that the implementation of collaborative writing tools will be useful for them because it works as strategies for creating or adapting writing activities that will reinforce their students' knowledge and improve their writing skill.

3.4.8 Conclusions

- From Unidad Educativa Salinas Innova have not been developed satisfactorily because English teachers have not implemented appropriate strategies.
- The uses of ICT in Education have become an essential tool for English teachers; the implementation of collaborative writing tools appears as a good option to engage students with the use of technology.
- The English teachers from Unidad Educativa Salinas Innova are familiarized with Google Drive tools, but they do not use it often.



COLLABORATIVE WORK



TO ENHANCE
WRITING SKILLS



AUTHOR: EDWIN PATRICIO LANDIVAR MESIAS

CHAPTER IV

PROPOSAL

4.1 Title

“COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 1st BGU AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018”.

4.2 Description

This proposal is based in a collaborative writing tool called Google Drive with specific activities to enhance writing skills in English language. It was applied at Unidad Educativa Salinas Innova.

4.2.1 Information and Location

Educative Institution

Unidad Educativa Salinas Innova. The City of Salinas, Province of Santa Elena.

Responsible

Author: Edwin Patricio Landivar Mesias

Advisor: MSc. Jorge Cevallos Salazar.

4.2.2 Beneficiaries

Students from first grade at Unidad Educativa Salinas Innova, in the city of Salinas Province of Santa Elena. The beneficiaries of this project will be Unidad Educativa Salinas Innova and their students, by the implementation of the proposal, students will be able to write several sentences and different paragraphs without mistakes and it will be easy for them to start correctly writing their own ideas. Learners would like to work in groups using Google Drive because they will learn collaborative strategies to work together in order to develop their writing skills.

Additionally, the Institution for accepting and permitting to apply a new strategy in order to improve student's writing skill of first course classroom "C".

Chart # 22: Population

SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa "Salinas Innova"	First Grade	18
	English teachers	1
	Principal	1
	Coordinator	1
Total		21

Author: Edwin Landivar

Adviser: Msc. Cevallos

4.2.3 Proposal background

Although, it is now known that the use of technology is of great importance in various aspects of life and that within the field of education is fundamental. There

are important aspects such as motivation, creativity and mastery of technological tools which can affect the proper development for the application of ICTs.

At Unidad Educativa Salinas Innova the students of first BGU year have difficulties with the writing skill, so they do not know how to build simple sentences and therefore a simple paragraph. English Teachers face numerous challenges in teaching their students to write and cannot fulfill the requirements the Ministry of Education asks for.

The teachers have a constant challenge trying to motivate their students to use the different technological tools and apps with educative purposes. The creativity is another important point that the teachers have to cover because they have to be innovatives and looking for new possibilities to use attractive activities to catch the student attention. Finally teachers need to keep up with the latest trends, new apps or technological options to adapt and use into their classes, in this case focus on to enhance student's writing skills.

This project is an excellent option to improve writing skill with the students of 1st BGU at Unidad Educativa Salinas Innova.

4.2.4 Feasibility

The use of ICTs is a reality at Unidad Educativa Salinas Innova since it has the adequate infrastructure, with WIFI service, broadband Internet, laboratories with computers, in the classrooms there are also overhead projectors, and has a platform that allows interaction among teachers, students and parents. All this demonstrates that students are familiar with the use of technological tools in education. Another important factor is the team of teachers who are trained to apply the use of technology into the classes. The authorities of the institution support and promote

the use of technology for educational purposes. All these aspects make this proposal viable in its implementation.

4.2.5 Significance

Platforms, software and apps support different groups of people to learn together, making this kind of practice an excellent option to interact, communicate and share their knowledge. Google Drive has tools that facilitate the creation and adaptation of new content, facilitating the communication and collaboration where students can edit each other their work.

At Unidad Educativa Salinas Innova, has been found that it is necessary to make improvements in the writing skill with the students of first BGU who have presented certain difficulties with the development of this skill, and to follow the guidelines established by the MINEDUC in the curriculum of English as a foreign language that talks about to develop a profile exit of A2 level according with the European framework.

Teachers have a major challenge because in their hands there are different strategies or methods to teach and maintain the motivation and interest in their students who are teenagers that handle and use the technology daily. The main objective will look for versatile virtual educative tools where the students can enjoy, practice and enhance their writing skills. One of these options is the tools that Google drive has with free applications; easily to use that can be accessed from any technological gadget with connectivity.

4.3 Objectives

General Objective:

- To enhance writing activities through collaborative writing tools allowing the students of 1st. BGU at Unidad Educativa Salinas Innova to find a precise place according their writing necessities.

Specific Objectives:

- To show a virtual space where the students of 1st. BGU at Unidad Educativa Salinas Innova feel comfortable to writing.
- To implement a variety of tools for practicing writing skill among students of 1st. BGU at Unidad Educativa Salinas Innova.
- To asses writing with different purposes for students of 1st. BGU at Unidad Educativa Salinas Innova

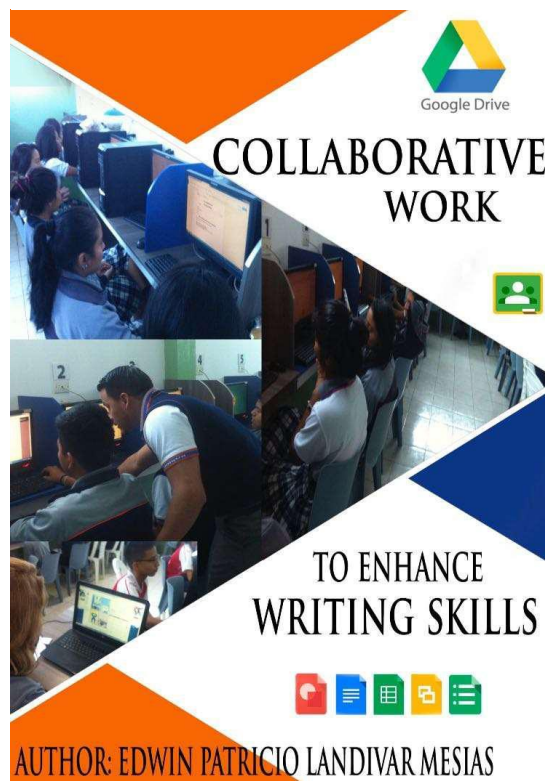
4.4 Design and development of the proposal

The English language classes with first BGU classroom C students from Unidad Educativa Salinas Innova was a result of working in groups, using collaborative tools for the betterment of writing skills.

These collaborative tools are based on Google drive which is an excellent and cost-effective tool which allows students, educators, office workers, and entrepreneurs to efficiently manage their tasks and to effectively collaborate with their colleagues.

The application will be important tools for helping students to increase their English writing skill.

Illustration 1: Cover of Proposal



Author: Edwin Landívar Mesias

Source: Unidad Educativa Sailnas Innova

4.5 Proposal

Illustration 2: Collaborative writing site



Author: Edwin Landívar M.

Source: <http://collaborativewritingtools.simplesite.com/432383117>

4.5.1 What is Google drive?

Illustration 3: Google Drive



Source: <http://collaborativewritingtools.simplesite.com/432383138>

Google Drive is the proprietary file storage and synchronization service provided by Google. True to its mission statement of Google is to organize the information of the users and keep it available anytime and anywhere. Google gives Google Drive users the power to efficiently store and manage all their files online for free.

Google Drive aims permit that the users files are ready wherever they are. In brief, the service allows users to: Store different kinds of files online (text documents, spreadsheets, images, videos, music files, PDF files, and so on).

- See and edit many of their files on any computer, smartphone, or tablet
- Invite other people to view, edit, or download the files
- Collaborate with other people by sharing ideas and inputs in real time.

4.5.2 Why use Google Drive?

According with Google Drive web site information, Google Drive is one of the most popular cloud storage services available today, offering 15 gigabytes (15GB) of free storage space. If you've never used a cloud-based storage service like Google Drive before, take a moment to consider the advantages of keeping your files online. Because files can be accessed from any computer with an Internet connection, Drive eliminates the need to email or save a file to a USB drive. And because Drive allows you to share files, working with others becomes much easier.

It is a strategy created to support teachers to apply collaborative writing tools, guided to enhance English writing skill of students with interactive writing activities involved them working together to write step by step process.

4.5.3 Types of writing tools of Google Drive

Illustration 4 : Main Page



Source: <https://drive.google.com/drive/my-drive>



- **Documents:** For composing letters, flyers, essays, and other text based files (similar to Microsoft Word documents)



- **Presentations or slides:** For creating slideshows (similar to Microsoft PowerPoint presentations)

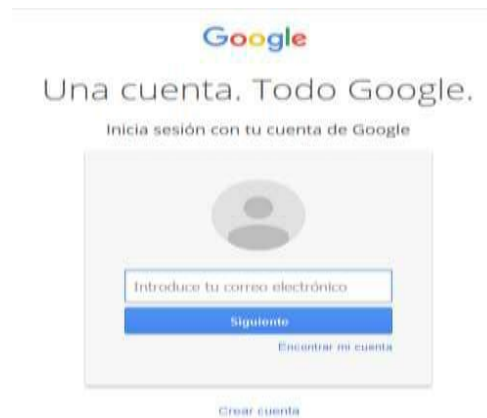


- **Forms:** For collecting and organizing dates.

4.5.4 Steps to use Google drive Account.

Step 1: Sign into Google Drive Website with your Google account. If you do not have any Google account, you have the opportunity to create one for free. Google drive will store and share user files in the cloud.

Illustration 5: Log to Google Account



Source:<https://accounts.google.com/ServiceLogin?sacu=1&continue=https%3A%2F%2Fwww.google.es%2F&hl=es#identifier>

Step 2: Select Google drive on the main Google page. It allows you to enter to Google Drive tools in order to use them properly.

Illustration 6 : Google Drive

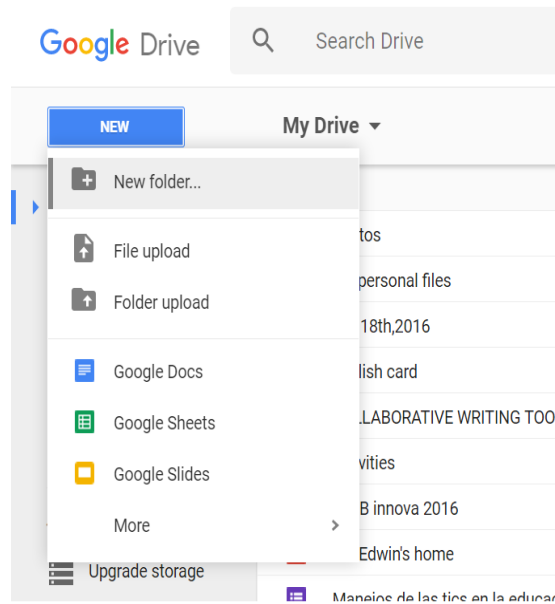


Source: <https://www.google.es/>

Step 3: Add files to your drive. Exist two ways to add files to your drive.

You can create Google drive documents or upload from your computer.

Illustration 7: Add Files



Source: <https://drive.google.com/drive/my-drive>

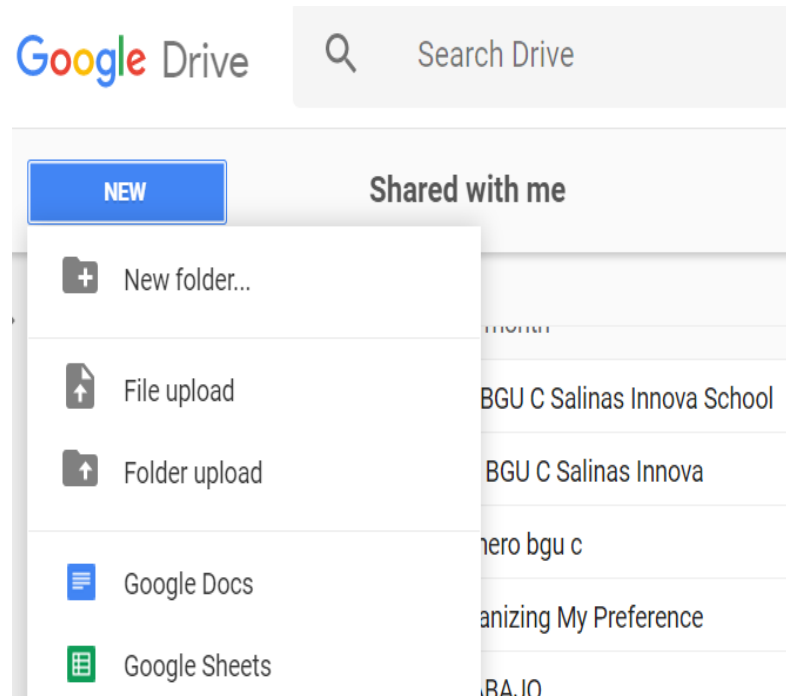
Step 4: Use the navigation bar on the left side to browse your files.

“My drive” is where all of your uploaded files are stored. “Shared with Me” are documents and files that have been shared with you by others Drive users. “Starred” files are files that you have marked as important and “Recent” files are the ones you have most recently edited.

Click the check box to select multiple files and folders.

Click the Folder icon with a “+” sign to create a new folder in your Drive.

Illustration 8: Browse File



Source: <https://drive.google.com/drive/my-drive>

4.5.5 Steps to use new Google Docs

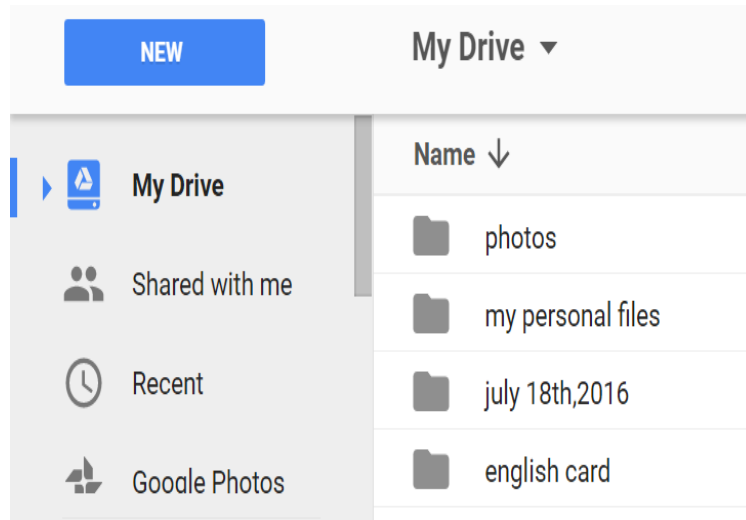
Google docs allow you to write connected at the same time with other person in a real time.

Step 1: Create a new document.

To create a new document

1. Open Google drive page.
2. In the top left, click new. This will let you to see some Google Apps.

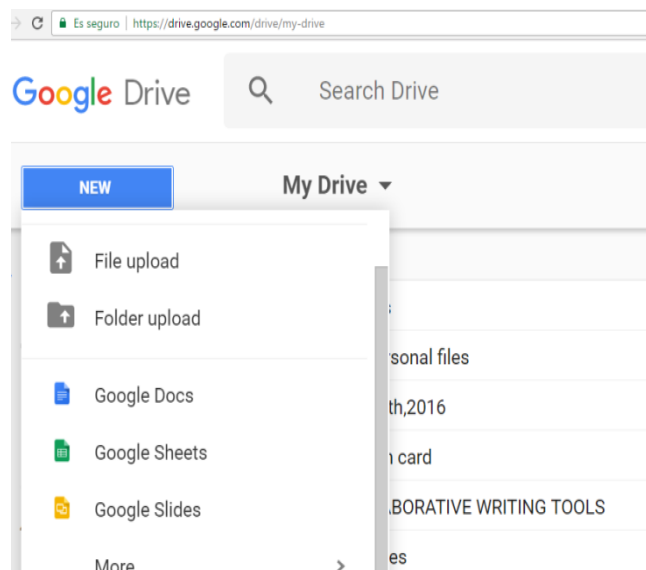
Illustration # 9: Create new document



Source: <https://drive.google.com/drive/my-drive>

1. Select Google docs. This will let you to open a new document.

Illustration # 10: Select Google Docs



Source: <https://drive.google.com/drive/my-drive>

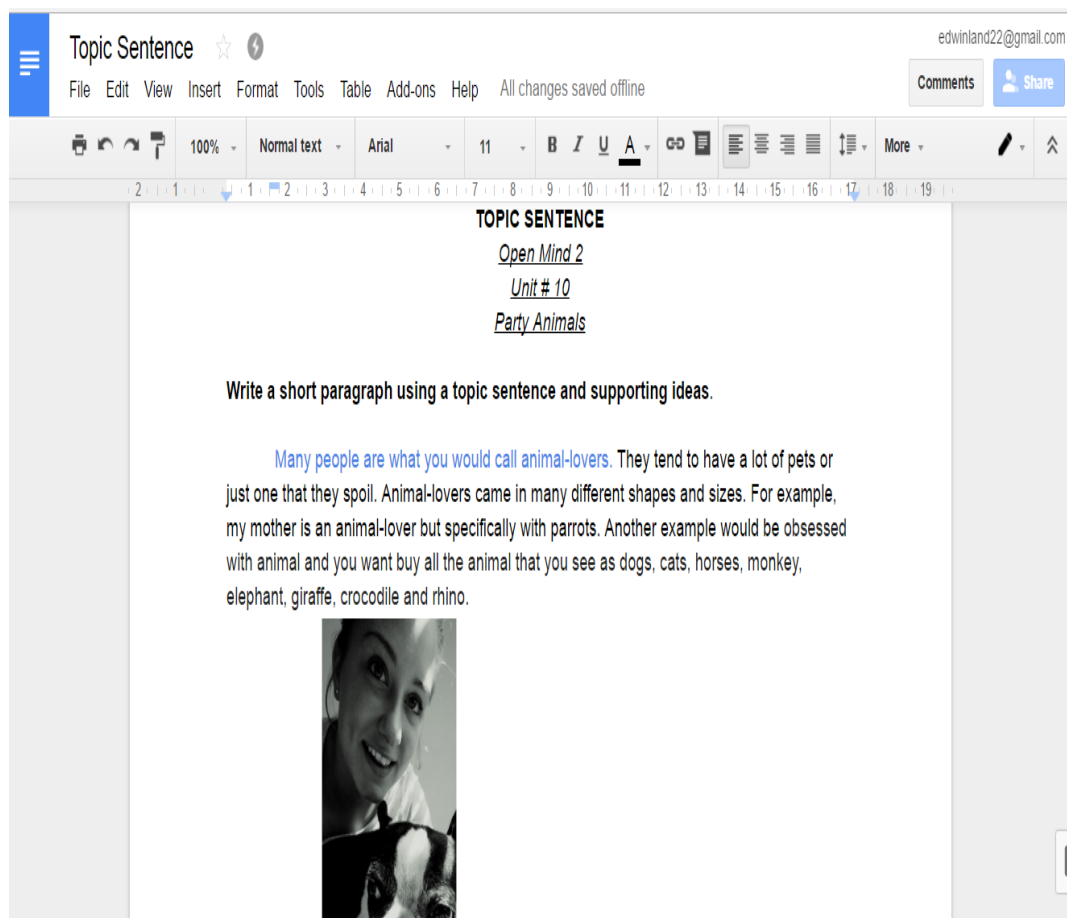
You can also create new documents from the URL docs.google.com/create

Step 2: Edit and Format

You have the opportunity to add and edit text, paragraphs, spacing and more in a document.

1. Edit and format a document
2. Add a Title, heading or table of contents and pictures.

Illustration 11: Typing editing a text




The screenshot shows a Google Docs interface for a document titled "Topic Sentence". The document content includes the following text and formatting:

TOPIC SENTENCE
Open Mind 2
Unit # 10
Party Animals

Write a short paragraph using a topic sentence and supporting ideas.

Many people are what you would call animal-lovers. They tend to have a lot of pets or just one that they spoil. Animal-lovers come in many different shapes and sizes. For example, my mother is an animal-lover but specifically with parrots. Another example would be obsessed with animal and you want buy all the animal that you see as dogs, cats, horses, monkey, elephant, giraffe, crocodile and rhino.



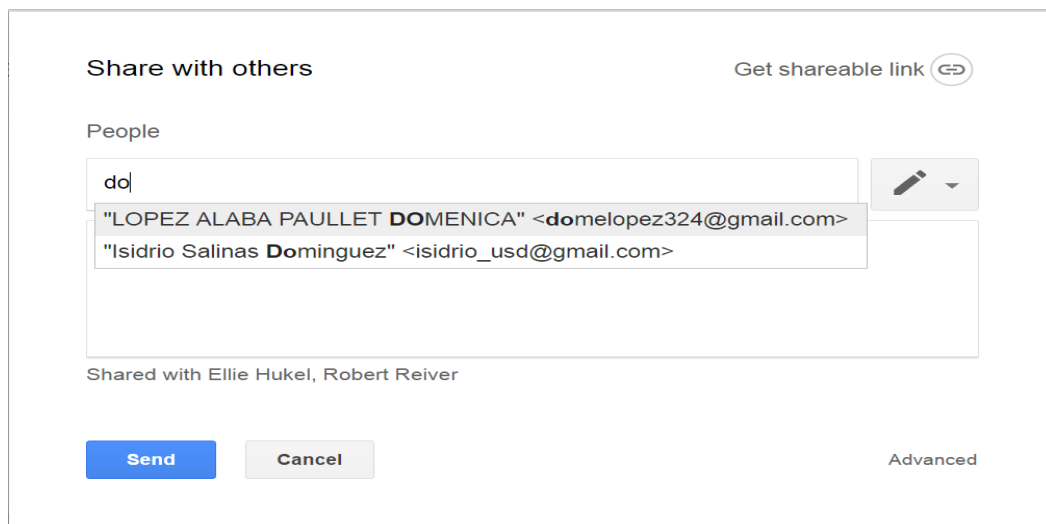
Source: <https://docs.google.com/document/d/1Ob3A4IIaaYkii7WFh5cCWmetpEXM2vi37LzTR05bCXc>

[/edit](#)

Step 3: share and work with others.

Make click on *share* in the top right. Share with others typing their Gmail accounts.

Illustration 12: Sharing with others



Source: <https://docs.google.com/document/d/1Ob3A4IIaaYkii7WFh5cCWmetpEXM2vi37LzTR05bCXc/edit>

4.5.6 Steps to use new Google Presentations.

Google presentations allow you to easily create nice presentations for education, business and much more.

Step 1: Log to your Google Account, type your email and password.

Illustration 13: Log to Google Account



Una cuenta. Todo Google.

Inicia sesión con tu cuenta de Google

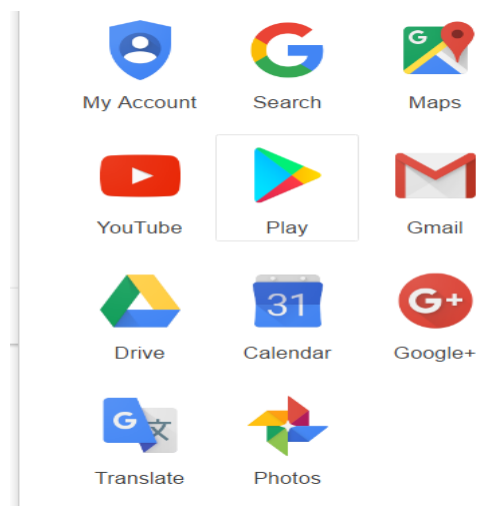
A login form with a grey profile icon placeholder at the top. Below it is a text input field containing the placeholder text "Introduce tu correo electrónico". Underneath the input field is a blue button labeled "Siguiente". Below the button is a smaller link that says "Encontrar mi cuenta".

[Crear cuenta](#)

Source: <https://accounts.google.com/ServiceLogin?sacu=1&continue=https%3A%2F%2Fwww.google.es%2F&hl=es#identifier>

Step 2: Click the Drive button on the top tab. You will be redirected to a log in page.

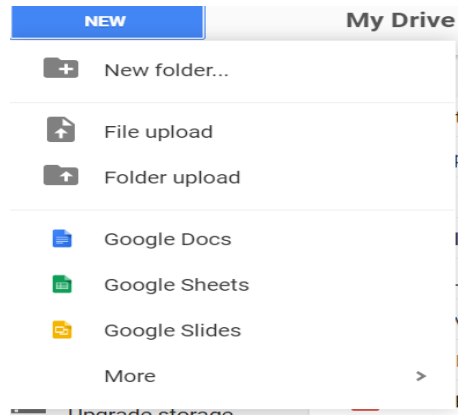
Illustration 14 : Google Drive Button



Source: <https://www.google.es/>

Step 3: From your drive, click the blue new button on the left side of the page. Select “Google slides” from the drop-down menu.

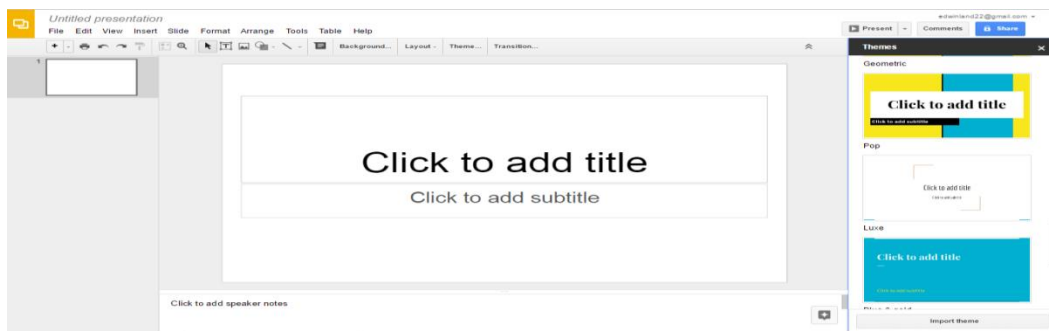
Illustration 15: Create a new Google Presentation



Source: <https://drive.google.com/drive/my-drive>

Step 4: If you are on the slides page, select an option from the top of the page to create a new slide. You can press the white square with a plus sign for a blank slide, or click one of the templates. Click on the Template Gallery option, where more templates will show up.

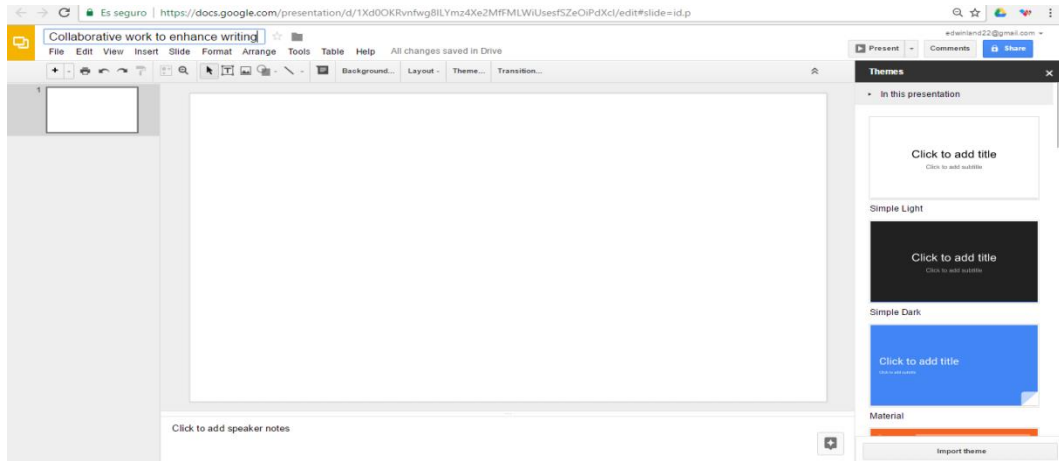
Illustration 16 : Choosing your favorite template



Source: https://docs.google.com/presentation/d/1q4wnrCgKyqBcv7_LTk55WQIIRRpCkXpN1Vj91e67g/edit#slide=id.p

Step 5: Name your slide and select a theme. You will also be promoted to select a theme for you presentation.

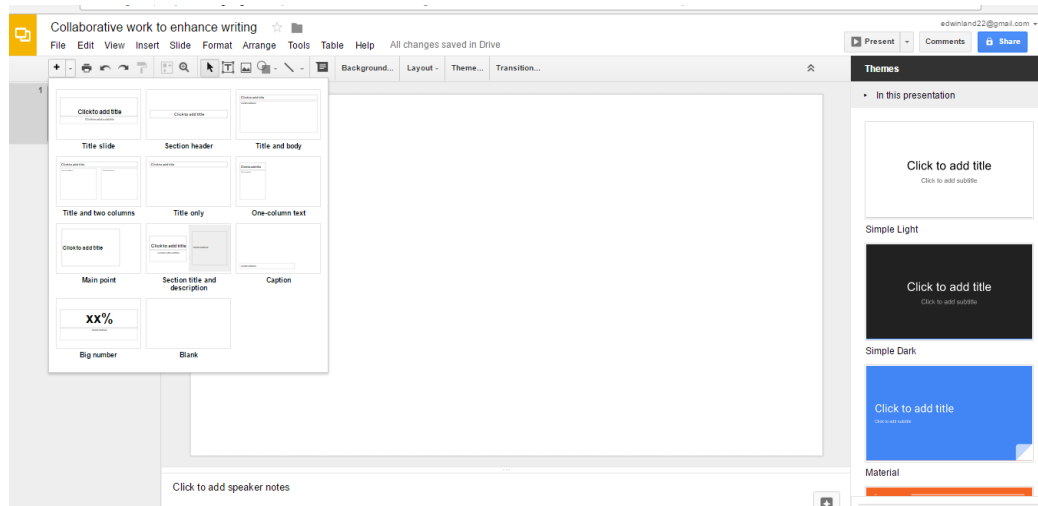
Illustration 17: Name the slide



Source: <https://docs.google.com/presentation/d/1Xd0OKRvnfwg8ILYmz4Xe2MfFMLWiUsesfSZeOiPdXcI/edit#slide=id.p>

Step 6. Add new slides. At the upper left hand corner, there is a small + button. Click on this to create the default title and body slide.

Illustration 18 :Adding new slides

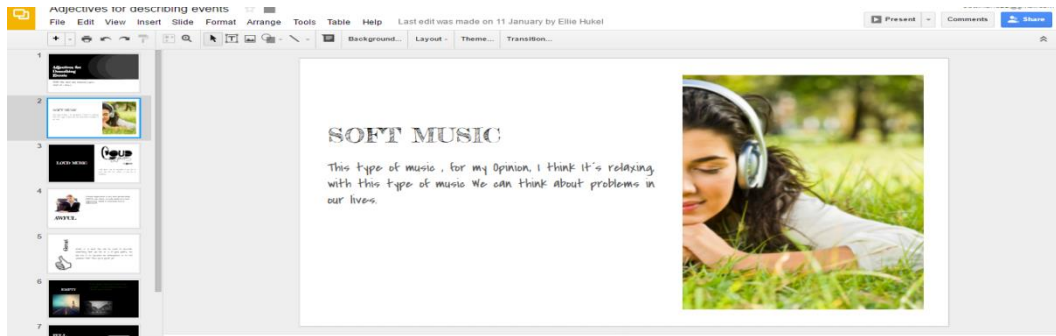


Source: <https://docs.google.com/presentation/d/1Xd0OKRvnfwg8ILYmz4Xe2MfFMLWiUsesfSZeOiPdXcI/edit#slide=id.p>

Step 7: Insert images. Go to the upper editing bar and click insert. From there, find images in the drop-down menu. A window will pop up with various images options,

you can upload your own images from your computer, paste an image URL, find an image from your Google photo albums or find a picture from your drive.

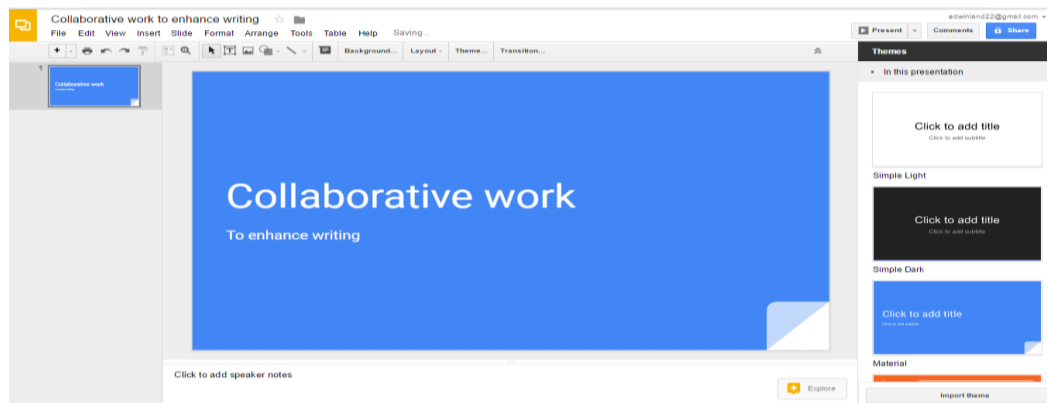
Illustration 19: Inserting images



source: https://docs.google.com/presentation/d/1NWGj2ZerL5G0OcsO9ETowOhhAt34MxO6b4Gvbz_vEZc/edit#slide=id.g209cbdd80f_1_0

Step 8: Add text. You can edit the text's font and size, make it bold, underlined or italic, all of which are right next to each other in editing bar. There are also options with alignment and line spacing in the editing bar.

Illustration 20 : Adding text

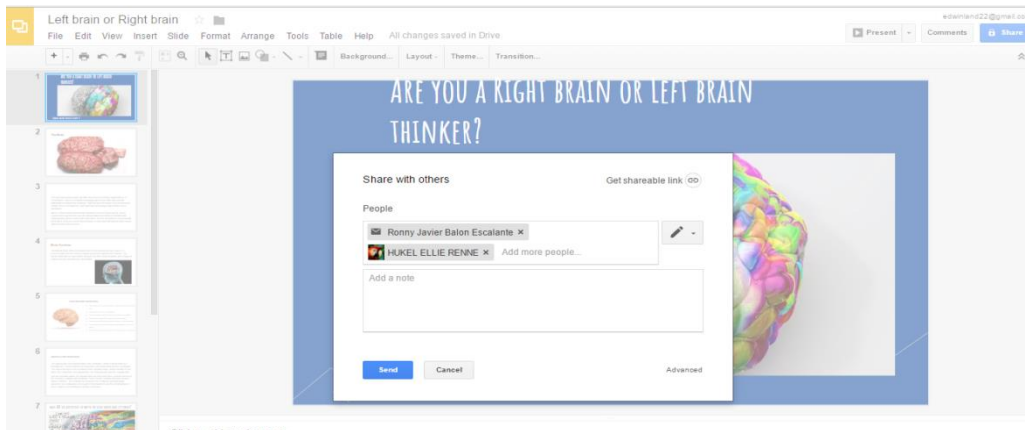


Source: <https://docs.google.com/presentation/d/1Xd0OKRvnfwg8ILYmz4Xe2MfFMLWiUsesfSZEOiPdXcI/edit#slide=id.p>

Step 9: Finally when you are done editing share your presentations. Press the share button to edit permissions for your presentations, search for people you want

to share with by their names or email, and edit permissions by clicking the pencil icon next to it- they can view it, edit it, or comment on it.

Illustration 21: Sharing your presentations



Source:<https://docs.google.com/presentation/d/1Ree94wsVkLP6OMHc0MaSbTgjuhLMeSwIU60XxVD57b4/edit#slide=id.p>

4.5.7 Steps to use new Google forms.

Step 1: Sign into Google Drive Website with your Google account. Google forms are accessible through Google Drive; Google forms allow users to collect information, conduct surveys, perform quick assessments, etc.

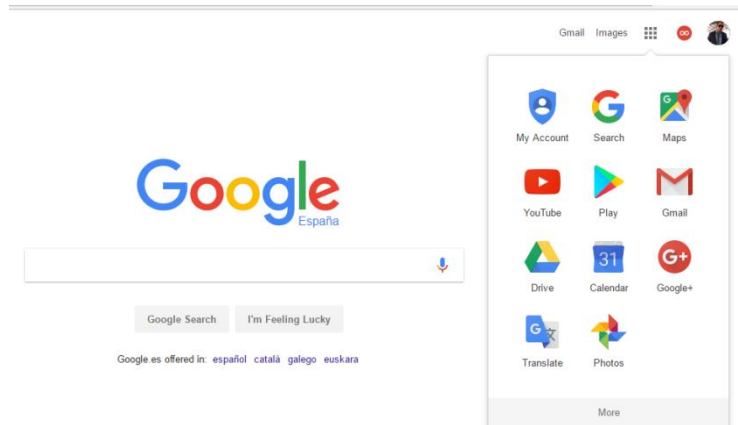
Illustration 22: Log to Google Account



Source:<https://accounts.google.com/ServiceLogin?sacu=1&continue=https%3A%2F%2Fwww.google.es%2F&hl=es#identifier>

Step 2: Select Google drive on the main Google page. It allows you to enter to Google Drive tools in order to use them properly.

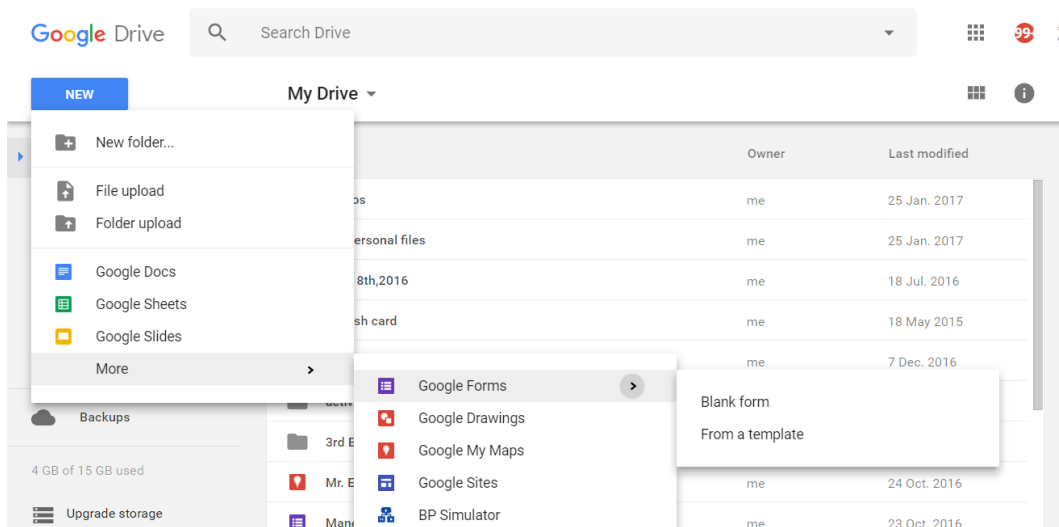
Illustration 23: Google Drive



Source: <https://www.google.es/>

Step 3: If your log was successful, you will be redirected to Google Drive page. Click new, then more and then click on Google forms.

Illustration 24: Selecting google forms

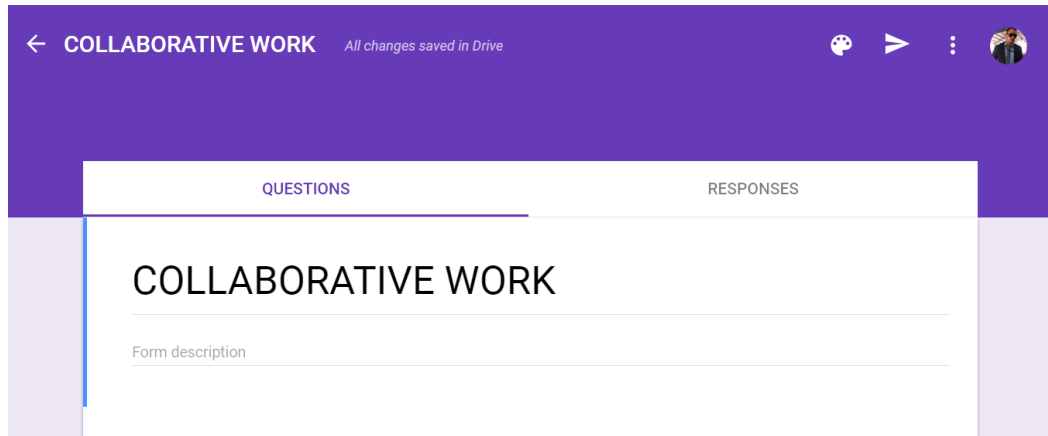


Source: <https://drive.google.com/drive/my-drive>

Step 4; Give your form a title. You can title your form clicking on untitled form which is on your left on the top of the screen.

Click new, then more and then click on Google forms.

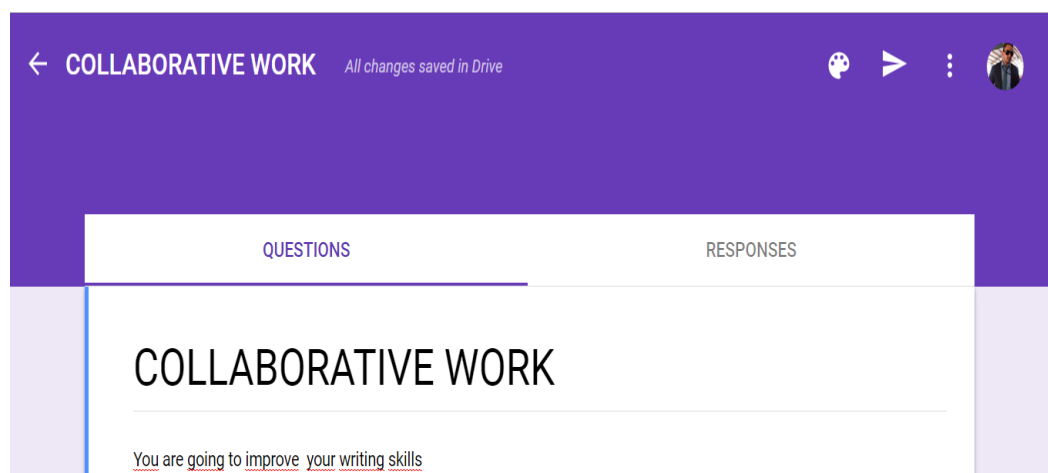
Illustration 25: Giving your form a title



Source: https://docs.google.com/forms/d/1Mz7819Uzx5sdF8UvJURdEhLcPMeeIN-tjT_NORytdqE/edit

Step 5. Add a description to your form. It's necessary to edit on description field because your respondents will be able to notice that below the title.

Illustration 26: Adding a description

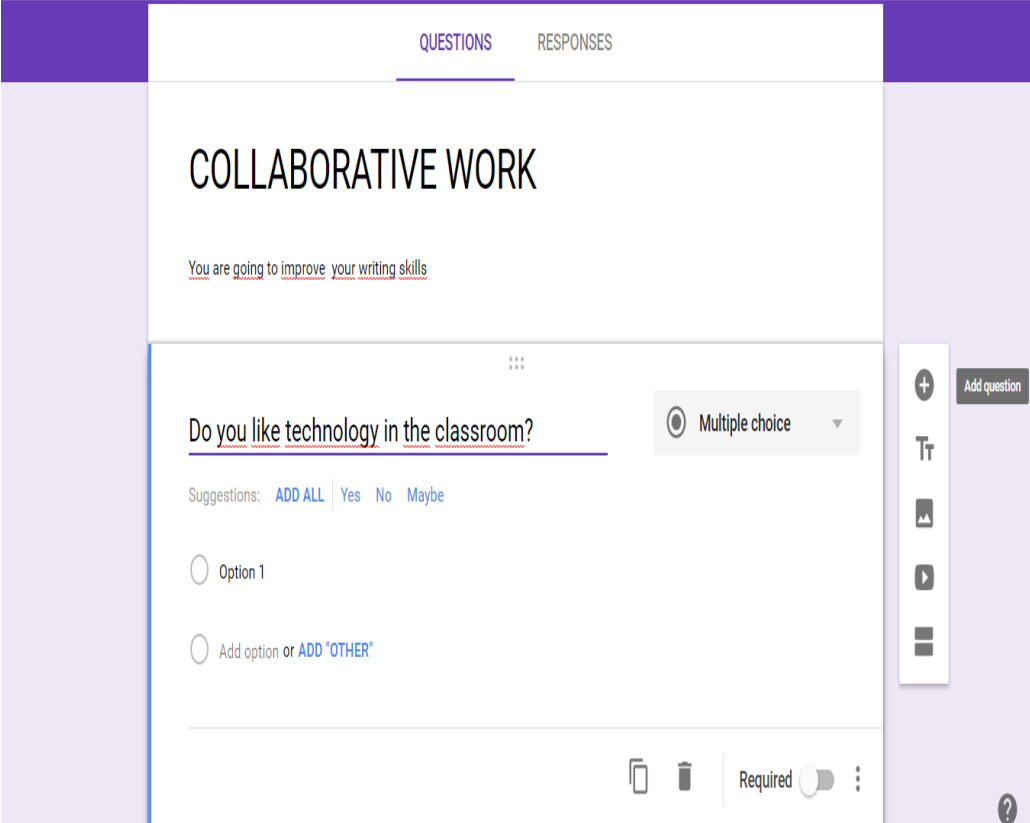


Source: https://docs.google.com/forms/d/1Mz7819Uzx5sdF8UvJURdEhLcPMeeIN-tjT_NORytdqE/edit

Step 6. Add questions to your form. In this step you will have the opportunity to add questions as many as you want then users will answer these in any style you present them. To add a question follows these steps.

1. Click the “+” icon in the right hand menu.
2. Type your questions text into the questions field.
3. Replace the “option 1” text with an answer.
4. Tap the “Required” switch in the bottom-right corner for mandatory questions.

Illustration 27: Adding questions



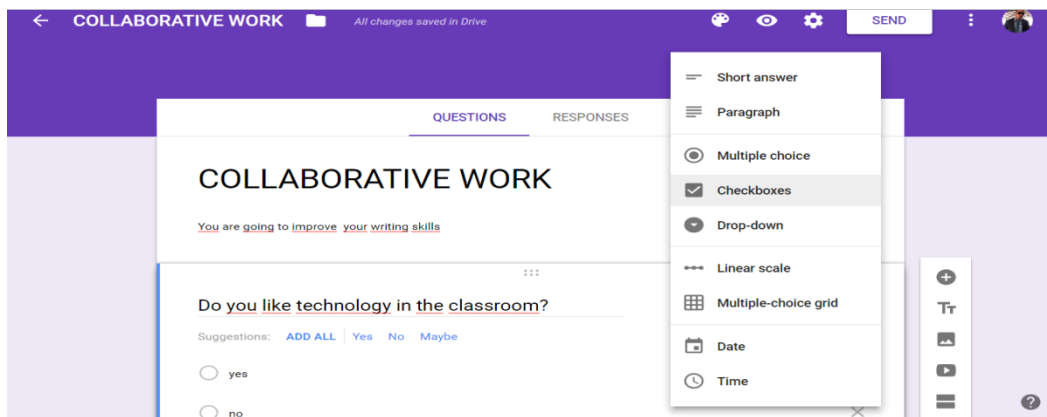
The screenshot shows the Google Forms editor interface. At the top, there are tabs for 'QUESTIONS' and 'RESPONSES'. The main title of the form is 'COLLABORATIVE WORK'. Below the title, there is a subtitle: 'You are going to improve your writing skills'. The main question being edited is 'Do you like technology in the classroom?'. The question type is set to 'Multiple choice'. Below the question, there are suggestions: 'ADD ALL', 'Yes', 'No', and 'Maybe'. There is one option listed: 'Option 1'. Below that, there is a prompt: 'Add option or ADD *OTHER*'. At the bottom right of the question editor, there is a 'Required' toggle switch which is currently turned off. On the right side of the screen, there is a vertical menu with an 'Add question' button at the top, followed by icons for adding text, images, and videos. A question mark icon is visible at the bottom right of the menu.

Source: https://docs.google.com/forms/d/1Mz7819Uzx5sdF8UvJURdEhLcPMeeIN-tjT_NORytdqE/edit

Step 7: Select your questions type. You have a lot of different ways that you can present your questions. To change your type of questions follow these steps:

1. Click anywhere on a question card.
2. Click the drop-down menu to the right of the question text.
3. Select “Multiple Choice”, “Checkbox”, or “Drop-down”. You can also choose longer answer like “short answer” or “Paragraph”.

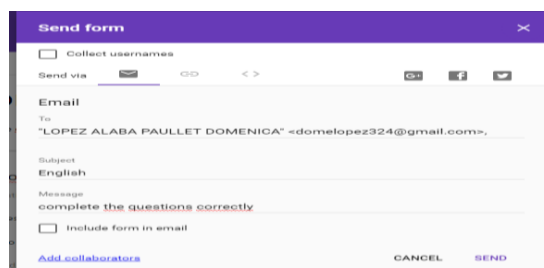
Illustration 28: Selecting your questions type



Source: https://docs.google.com/forms/d/1Mz7819Uzx5sdF8UvJURdEhLcPMeelNtjT_NORytdqE/edit

Step 8: Click the “Send” button. This icon you can find in the top right corner of your screen; clicking on the button “Send” it allows you to bring up a “Send form” to your responses, fill all the fields and finally click on send icon.

Illustration 29: Send form



Source: https://docs.google.com/forms/d/1Mz7819Uzx5sdF8UvJURdEhLcPMeelNtjT_NORytdqE/edit

4.6 Achievements and results

According to the objectives outlined in the proposal the following achievements were registered:

- The students of 1st. BGU at Unidad Educativa Salinas Innova were able to feel comfortable writing about different topics.
- The students were able to use the tools that Google drive offers satisfactorily
- The students work collaboratively with other classmates through Google drive tools.

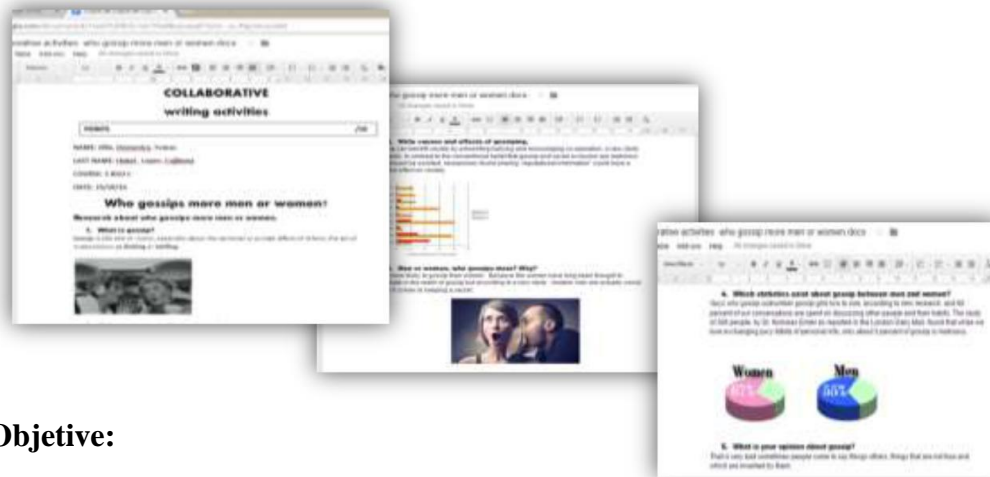
Giving as results:

- Improvement in writing skills
- Effective use of technology in education
- Strengthening teamwork
- Favorable work environment

4.7 Activities:



Expository writing



Objective:

Encourage writing skills of students through the expression of their views on topics of their interest.

Procedure:

- The teacher proposes a topic
- Teacher talks about the topic into the class and provides information using videos, magazines, books, etc.
- The teacher sends a document by google doc with the topic and several questions about it.
- The students have to answer each question expressing their opinion.

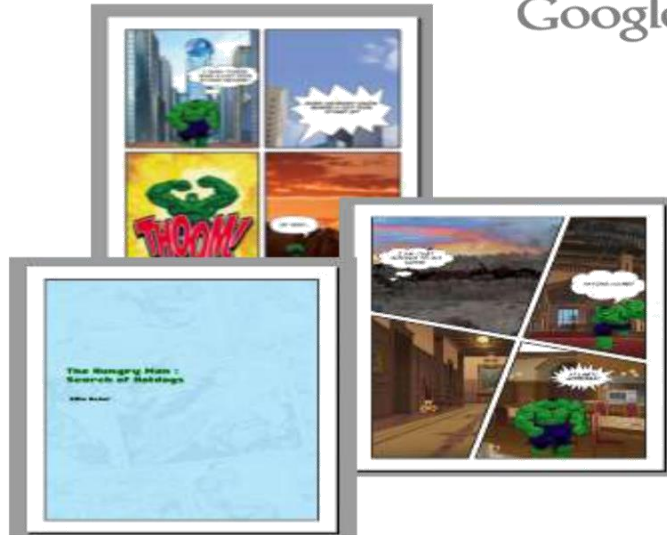
Author: Edwin Landivar Mesias

Source: https://docs.google.com/document/d/1Ae476J0RnG_hA1YKeB8usLqwaP7pUc--xs_f0g2xkLw/edit

Narrative Writing



Google Drive



Objective:

Create a story using narrative writing based on fictional or real events.

Procedure:

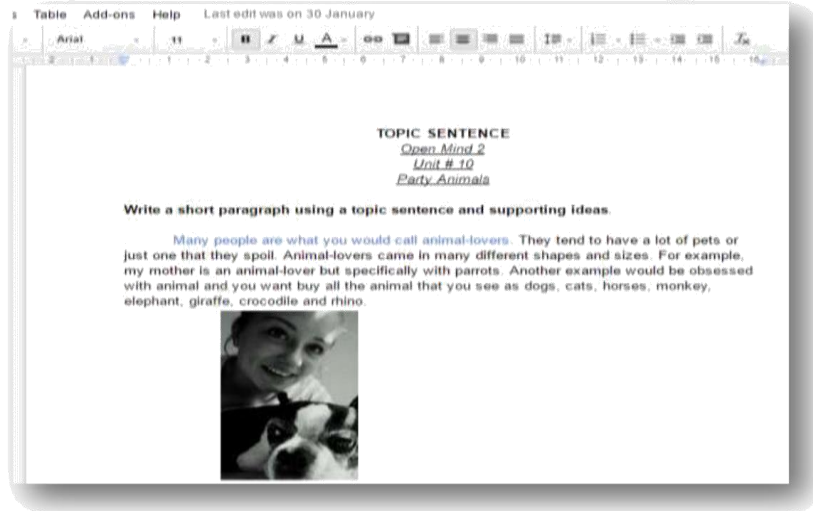
- The teacher explains some facts about the process of writing a story
- The students work in groups of 2 or 3.
- The students imagine a story and they start to work on the draft and make suggestions about their peers' notes.
- The students complement their story incorporating pictures.

Author: Edwin Landivar Mesias

Source:

https://docs.google.com/document/d/1Ae476J0RnG-hA1YKeB8usLqwaP7pUc--xs_f0g2xkLw/edit

Topic Sentence



Objective:

Apply the use of writing skills making an engaging topic sentence.

Procedure:

- The teacher makes a review about the characteristics of topic sentences
- The teacher presents a determine topic
- The students try to write a paragraph with sentence structures
- The students interchange their creations and receive suggestions about their paragraphs.

Author: Edwin Landivar Mesias

Source:

https://docs.google.com/document/d/1Ae476J0RnG-hA1YKeB8usLqwaP7pUc--xs_f0g2xkLw/edit

Writing sentences in Simple Present Passive

D) Work in pairs. Take turns to describe these objects or other objects in the room. Say what the object is made of, and what it's used for. Guess the object.

- ◆ Diner plates are made of ceramic, they are used to eat dinner
- ◆ A mirror is used to look at yourself and is made only of glass.
- ◆ A spoon is made either from plastic or metal. It is used to eat food, like soup
- ◆ A supermarket bag is made either from plastic, cloth, or paper and it's used to carry groceries.

Author: Edwin Landivar Mesias

Source: https://docs.google.com/document/d/1Ae476J0RnG-hA1YKeB8usLqwaP7pUc--xs_f0g2xkLw/edit

Objective:

Construct sentences using Simple Present Passive structure

Procedure:

- The teacher makes a warm up to remind some characteristics about simple present passive
- The teacher divides the class in groups of two students
- Using descriptions (material and use) about an object, the student tries to guess.



Google Docs

Future Tense Form



Google Drive



Author: Edwin Landivar Mesias

Source: https://docs.google.com/document/d/1Ae476J0RnG-hA1YKeB8usLqwaP7pUc--xs_f0g2xkLw/edit

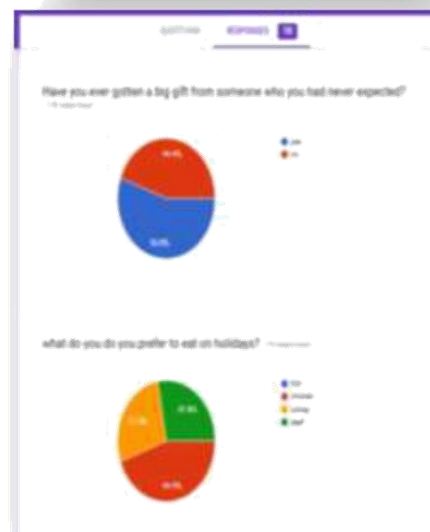
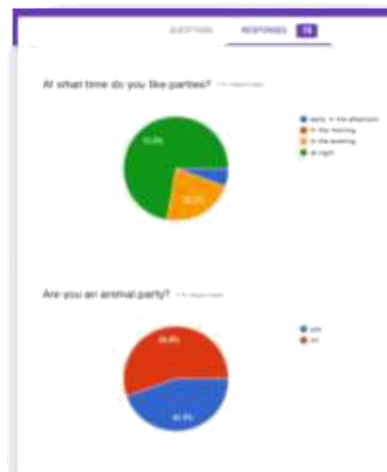
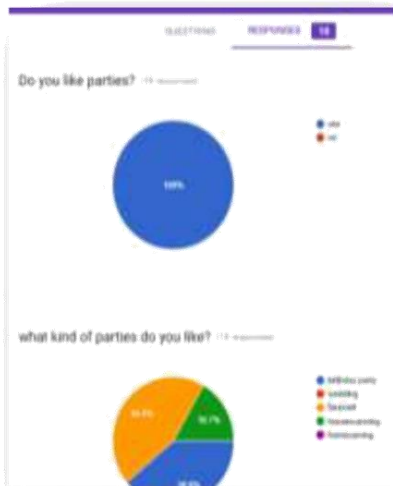
Objective:

Describe situations about the future

Procedure:

- The teacher starts the class doing feedback about Future forms
- The teacher gives students a topic and asks them to think about how that moment would be like.
- After that the teacher asks students to describe how they imagine that moment.
- Then shares that description with their peers and they can make suggestions about that.

Survey



Author: Edwin Landivar Mesias

Source: <https://docs.google.com/forms/d/1kGmTV68f4m5wtsk6WmtL0LRT06y9dkua4nqObcxYwFc/edit#responses>



Visualization



Google Drive

Have you ever had a surprise birthday party? when? how was that?

Yes, I never had I would love a surprise birthday party for my friends, and I hope will very memorable

Yes, it was in middle school I remember getting a surprise birthday party

In middle school, in September 22, 2010, it was in because my whole family was

If the last and was very beautiful because everyone was there and enjoyed it and it was in my last birthday

Yes when I was in 4th, it was in middle school it was organized for my friends

Yes in my birthday my friend had organized a party surprise for my 17 and was very nice

Yes, that is a surprise birthday party, it was interesting and beautiful.

I was with the friends, everything when the birthday came

Yes, it was when I turned 16, in the afternoon I went to school but when I got to my house and everything was dark in

Yes, when I was 17, my family surprised me with a surprise birthday party in my house

Yes, when I was 16, in the afternoon I went to school but when I got to my house and everything was dark in

Yes, when I was 16, in the afternoon I went to school but when I got to my house and everything was dark in

How do you like to celebrate your birthday party?

I like to celebrate with my family in a meeting and then with my friends to have a party with something that I want to do, to go out and have fun.

With my family at night with my one for father, on and spend in my guest

With my family and friends on the beach with alcohol and food

In my house sometimes

I WOULD LIKE THE PARTY WITH MY FRIENDS AND ALSO IN THE HOUSE

With my family and friends

In my opinion that is my friends

With a family reunion and friends

In my opinion that is my friends

In the beach with all my friends

All night with friends, in a pool, with electronic music, at full volume, laser bar, party, without anyone bothering

I would like

Author: Edwin Landivar Mesias

Source: <https://docs.google.com/forms/d/1kGmTV68f4m5wtsk6WmtL0LRT06y9dkua4nqObcxYwFc/edit#responses>

Objective:

Illustrate with graphics previous work data collection as surveys, quizzes or event registration sheets.

Procedure:

- Open Google Forms
- The teacher asks students to create a questionnaire about any topic or task made previously
- Then students customize their google form
- The students share their results



- Peers make the analysis of that data collection results.



Google Drive

Making a Presentation



Author: Edwin Landivar

MesiasSource: https://docs.google.com/presentation/d/1NWGj2ZerL5G0OcsO9ETowOhhAt34MxO6b4Gvbz_vEZc/edit#slide=id.g209cbdd80f_1_5

Objective:

Create and edit presentations through the visualization of images with video and audio.

Procedure:

- Teachers asks to open Google slides
- The students start to work creating their presentations
- The teacher asks students add and edit content
- The teacher asks student customized their presentations
- The teacher asks students to import old Power Point Presentations and changed them.
- The teacher asks students to share and collaborate into classmates presentations.

4.7 Evaluation:

Chart # 23: Pre- Test

NAME	SCORE /10,00
ANGEL MITE DIEGO RAUL	6
AVEROS QUIMIS PAMELA NATHALY	7
BALON MEJILLON JORGE CLAYVER	7,45
CARDENAS FLOR CHRISTIAN OMAR	3,53
CUJILEMA YAGUAL TOMAS DANIEL	4,53
GONZALEZ ORRALA NAYELI DAYANNA	7,43
HUKEL ELIAH RENEE	9,43
LINO BEJEGUEN KEYLI JANELA	6,2
LOPEZ ALABA PAULLET DOMENICA	7,1
MENDEZ YAGUAL YUL JAIR	4,01
MOLINA CLEMENTE DERECK FABRICIO	5,1
REINOSO LAINEZ CECIA JAZMIN	4,47
RODRIGUEZ GUALE NATHALY NICOLE	6,43
SANCHEZ SUAREZ ANAI LISBETH	5,21
SANTOS DE LA CRUZ BRYAN STEVEN	7,02
TIGRERO BALON JAVIER GEOVANNY	3,8
TOMALA QUIIJE NALLELY LISBETH	5,32
VILLAMAR ROSALES ROBERTO ISAAC	7
AVERAGE	5,95

Author: Edwin Landivar Mesías
Source: Unidad Educativa Innova

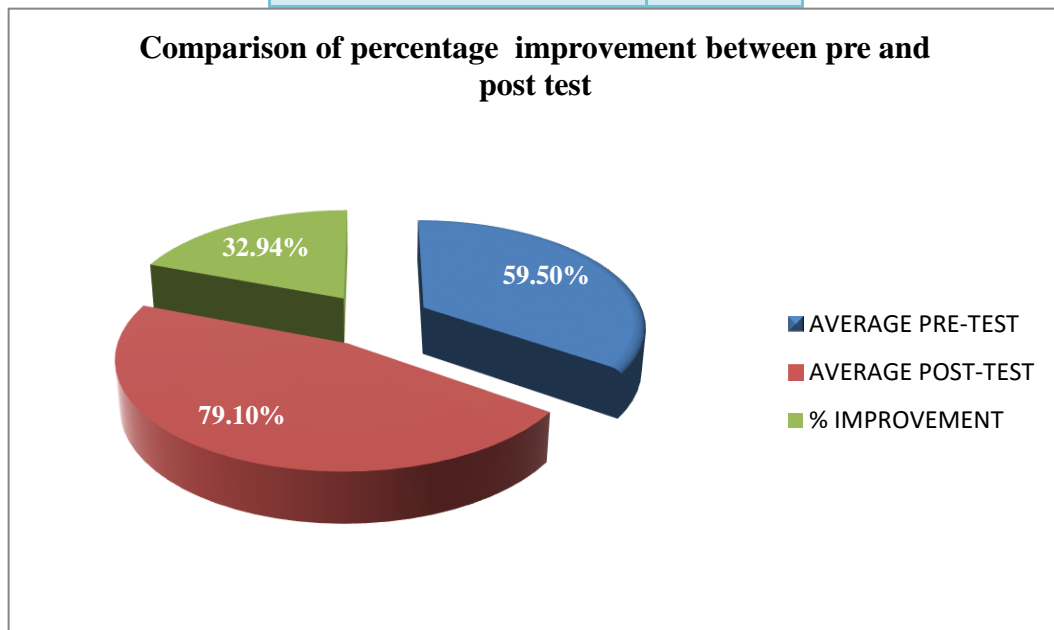
Chart # 24: Post- Test

NAME	SCORE /10,00
ANGEL MITE DIEGO RAUL	8
AVEROS QUIMIS PAMELA NATHALY	7,88
BALON MEJILLON JORGE CLAYVER	8,75
CARDENAS FLOR CHRISTIAN OMAR	6,55
CUJILEMA YAGUAL TOMAS DANIEL	7
GONZALEZ ORRALA NAYELI DAYANNA	7,13
HUKEL ELIAH RENEE	10
LINO BEJEGUEN KEYLI JANELA	8,08
LOPEZ ALABA PAULLET DOMENICA	10
MENDEZ YAGUAL YUL JAIR	6,75
MOLINA CLEMENTE DERECK FABRICIO	6,63
REINOSO LAINEZ CECIA JAZMIN	6,5
RODRIGUEZ GUALE NATHALY NICOLE	9,25
SANCHEZ SUAREZ ANAI LISBETH	8,39
SANTOS DE LA CRUZ BRYAN STEVEN	7,13
TIGRERO BALON JAVIER GEOVANNY	8,5
TOMALA QUIJIJE NALLELY LISBETH	7,25
VILLAMAR ROSALES ROBERTO ISAAC	8,63
AVERAGE	7,91

Author. Edwin Landivar Mesías
Source: Unidad Educativa Innova

Comparative analysis of the pre and post writing test results

AVERAGE PRE-TEST	59,50%
AVERAGE POST-TEST	79,10%
% IMPROVEMENT	32,94%



Source: Unidad Educativa Salinas Innova

Author: Edwin Landívar

Analysis and Interpretation:

There was an improvement between the pre and post-test after having implemented the project where was applied the use of Google drive and its tools. The motivation is the most important fact that makes students stay connected, and working together with their classmates. From any point wherever they are and at the same time the teacher can monitor and evaluate that process.

4.8 Conclusions and recommendations:

Conclusions:

- The use of Google drive increased the motivation among students of 1st.
BGU at Unidad Educativa Salinas Innova.
- The teacher noted that the level of commitment and acceptance for assigned activities was raised.
- The google drive tools are designed to be used with groups based on collaborative learning but this is possible with small groups.
- The teacher could detect that at the beginning some students showed some fear of being corrected by their peers.

Recommendations:

- It is recommended the use of Google drive as educative tool to enhance writing skills.
- Google drive should be considered as a tool to monitor and evaluate students each time that they decide to work on assigned tasks.
- It is recommended to apply Google drive apps with small groups so as not to saturate the participation and coordination between them.
- It is recommended a period of training where students can adapt to the use of the new educational tool and feel comfortable with the intervention of their peers.

4.9 Timetable:

Chart # 25: Timetable

ACTIVITIES	April				May				June				July				August				Sept.				Oct.			
	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	X																								
2.Appointment of guardians					X																							
3. Meeting of guardians					X	X																						
4. Meeting with alumni					X	X																						
5. Tutoring job qualifications						X	X																					
6. Development Chapter I and II							X	X																				
7.Review and correction								X	X																			
8. Tutoring job qualifications									X																			
9.Sample identification											X																	
10. Development and implementation of instruments											X																	
11. Collection and analysis of results												X																
12. Determination of conclusion and Recommendations													X															
13.Preparation of the proposal														X														
14.Drafting of thereport														X	X													
15.Delivery of Draft report															X	X												
16.Dedication to academic peers																X												
17.Handover reports																	X											
1 Thesis tutoring																	X	X										
19. Final reporting																		X	X									
20.Delivery of the final report (ringed)																			X	X								
21.Distribution to members of the Court																				X	X							
22.Pre-defensa thesis																					X							
23.Thesis advisory																						X						
24. Delivery of the final report (plaster)																					X	X						
25.Thesis defense and Graduation day																							X	X				

Author: Edwin Landívar Mesias

4.10 Resources:

Equipment		
Item	Price	Total
Laptop	\$ 1 000,00	\$ 1000,00
Pendrive	\$ 10,00	\$ 10,00
TOTAL		\$ 1010,00

Finances			
Item	Price	Total	
Materials			
	Item	Price	Total
	Photocopies	\$ 0,05	\$ 40,00
	Paper (block)	\$ 5,00	\$ 5,00
	TOTAL		\$ 45,00

4.11 Bibliography

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4.12Appendix

- URKUND Antiplagio Certificate
- Letter of Authorization of the Educational Institution to carry out the Investigation
- Project Implementation Certificate
- Specialist Interview
- Quantitative Method
- Pre and Post Test
- Evidence



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

Oficio n.º: CLI-UPSE -2016-184-OF
La Libertad, 27 Septiembre del 2016

Licenciado.
Julio Guamantica
RECTOR UNIDAD EDUCATIVA SALINAS INNOVA HIGH SCHOOL
Presente.

De mis consideraciones:

El señor **LANDIVAR MESÍAS EDWIN PATRICIO**, con C. I # 120508919-4, egresado 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
COLLABORATIVE TOOL FOR THE BETTERMENT OF WRITING SKILL IN ENGLISH LANGUAGE AMONG STUDENTS OF 1 ST BGU AT SALINAS INNOVA HIGH SCHOOL IN SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.	MSc. Jorge Cevallos Salazar.	RCA-SO-012-2016 (25 mayo del 2016)

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

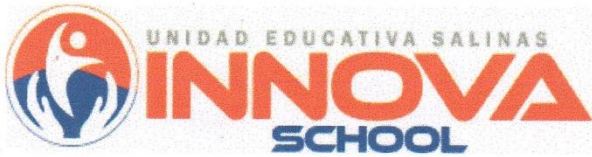
Gracias por su atención.

Atentamente,

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



Unidad Educativa Salinas Innova
SECRETARÍA
Recibido por MCP. sol
Fecha 20/10/2016 Hora 9.36.



Cdla. Santa Paula – Av. Carlos Espinoza Larrea entre calles 6 y 7
Telf.: 2775954 – 2779016
www.salinasinnova.net
Salinas – Ecuador

Salinas, 06 de Febrero del 2017

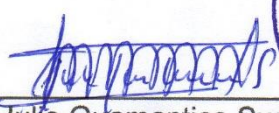
Sra. Master Of Arts
Glenda Pinoargote Parra. M.A. E.D.
DIRECTORA DE LA ESCUELA DE IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
En su despacho

De mi consideración

CERTIFICO

Que el Sr. LANDIVAR MESIAS EDWIN PATRICIO, con cédula de identidad N° 120508919-4, Egresado de la Universidad estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, escuela de Idiomas, Carrera de Licenciatura en Inglés; ha desarrollado e implementado el tema de investigación "COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 1ST BGU AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018" Se expide la presente solicitud del interesado, para los fines que crea conveniente.

Atentamente


Ing. Julio Guamantica Suárez
RECTOR



**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**



La Libertad, 24 de Julio del 2017

**CERTIFICADO ANTIPLAGIO
001 - TUTOR - JECS - 2017**

En calidad de tutor del trabajo de titulación denominado "COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 1st BGU AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018", elaborado por el estudiante Landívar Mesías Edwin Patricio, egresado de la Carrera Licenciatura en Ingles, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Idioma Ingles, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplidos con los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 5 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Jorge Esteban Cevallos Salazar
CI 0908524697
DOCENTE TUTOR



Reporte Urkund

UPSE Microsoft Office Home Mail - jcevalloss@upse.edu

https://secure.orkund.com/view/27578179-282975-156015#DcYxDoAgEATAv18vzB17B4SvGAHD1FBIO2n8aTVzT7H

URKUND

Documento: [orkund file.docx](#) (D27841679)

Presentado: 2017-05-03 17:07 (-05:00)

Presentado por: eulandy2010@hotmail.com

Recibido: jcevalloss.upse@analysis.orkund.com

Mensaje: EDWIN LANDIVAR [Mostrar el mensaje completo](#)

5% de esta aprox. 17 páginas de documentos largos se componen de texto presente en 5 fuentes.

CHAPTER I

THE PROBLEM

Title of proposal project

COLLABORATIVE WORK TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 1st BGU AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018

1.1.

Problem statement 1.2. Context of the problem

THE PROCESS OF WRITING Pre-writing

To make a brainstorm, research in order to connect ideas to form a paragraph. Drafting To create a composition organizing ideas. Revising To review, modify, and recognize a work by rearranging adding or deleting content. Editing To proofread and correct errors in grammar and edit to improve style and clarity. Publishing To share with others. Chart # 11: Problem tree

1.3. Research questions

1. What is writing? 2. Why is it important? 3. How do we learn writing skills? 4. What are collaborative writing

Fuentes de Similitud

ewrC6b/kZp1XbGZYwww.LD Search

Lista de fuentes Bloques

Categoría	Enlace/nombre de archivo
	https://prezi.com/4kymf4nxkid/previous-copy/
	CHAPTER III YES.docx
	CHAPTER III.docx
	CHAPTER III - CARLOS.docx

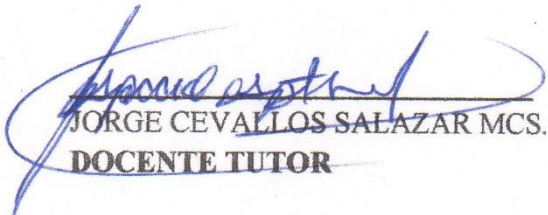
La Libertad, 12 de julio de 2017

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TUTULACIÓN

JORGE CEVALLOS SALAZAR MCS, TUTOR DEL TRABAJO DE TITULACIÓN DEL EGRESADO EDWIN PATRICIO LANDIVAR MESIAS DE LA CARRERA DE LICENCIATURA EN INGLÉS.

CERTIFICA:

Que una vez realizados los convenios de investigación y desarrollo del borrador del informe final del trabajo de titulación, estos guardan relación con el titulado en la reglamentación prevista por la Universidad, los mismos que cumplen los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.


JORGE CEVALLOS SALAZAR MCS.
DOCENTE TUTOR

RECIBIDO



UNIVERSIDAD ESTATAL
“PENÍNSULA DE SANTA ELENA”
SECRETARÍA GENERAL

Ab. Brenda Reyes Tomalá, Mgt
Secretaria General de la UPSE

La infrascrita Secretaria General de la Universidad Estatal Península de Santa Elena. **CERTIFICA:**

- Que, el estudiante **LANDIVAR MESIAS EDWIN PATRICIO**, con cédula de ciudadanía No. 1205089194, aprobó la malla curricular de la Carrera de Inglés, modalidad presencial, sistema semestral (diez semestres) de la Facultad de Ciencias de la Educación e Idiomas, culminando el plan de estudios el 07 de marzo del 2015.

La Libertad, 15 de marzo del 2017.

Lo Certifico,

Ab. Brenda Reyes Tomalá, Mgt
SECRETARIA GENERAL

Fuente: Sistema Académico - UPSE
BR/Jorge

Data collecting instruments

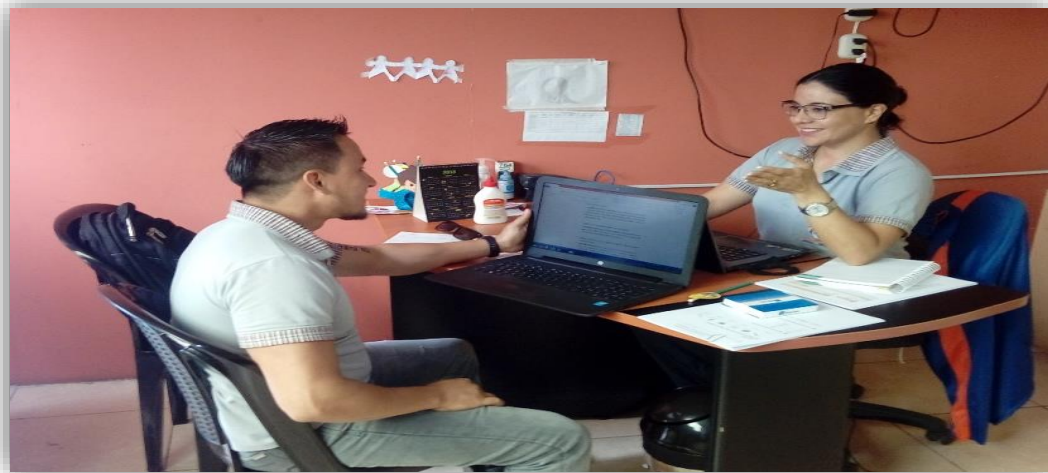
Qualitative method

Interview:

Miss Sonia Estrella

English coordinator of Unidad Educativa

Salinas Innova.



Interview:

Lcda. Glenda Pinargote

Director Peninsula of Santa Elena State University

Faculty of Education and Languages English Teaching Career.



Quantitative method

Survey directed to students

Survey to students of first BGU "C" from Unidad Educativa Salinas Innova.





Pre – test
PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER

DIAGNOSTIC TEST TO FIRST BGU “C” STUDENTS FROM UNIDAD EDUCATIVA SALINAS INNOVA

INNOVA VIRTUAL 5

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ 📄 Descargas 📖 Bachillerato Internacional

Pregunta 1
Sin responder aún
Puntúa como 1,00
▶ Marcar pregunta
⚙ Editar pregunta

Choose the correct words

Has anyone seen Coldplay in concert? Yes, I them a couple of years ago. good? Yes! amazing! all my favorite songs. Listen, they're coming back next month. I my ticket already, but you can get one online if you want to come. to a rock concert? No, I would love to, but I to one. They're lots of fun. I: to one last weekend to see my favorite band. I them twice now. I'm sorry I you.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21626>

INNOVA VIRTUAL 5

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ 📄 Descargas 📖 Bachillerato Internacional

Pregunta 2
Sin responder aún
Puntúa como 1,00
▶ Marcar pregunta
⚙ Editar pregunta

COMPLETE THE SENTENCES AND CHOOSE THE CORRECT OPTION.

I'm than you at math.

The trains now come regularly than before.

Maria sings than her friends.

Pedro is runner in college.

I study efficiently when I'm with other people.

I drive slowly of all my friends.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21626&page=1>

INNOVA VIRTUAL

Español - Internacional (es) Mis cursos Descargas Bachillerato Internacional This course

Pregunta 3
Sin responder aún
Puntúa como 2,00
Marcar pregunta
Editar pregunta

COMPLETE THE SENTENCES WITH HAVE TO, HAS TO, CAN'T OR DON'T HAVE TO.

I can't play soccer this afternoon. I have to clean my bedroom.

The party for Ye-jun is secret. You tell him about it.

This is a dangerous city. You go out alone after dark.

I'm making some soup, but you have any if you don't want to.

Pilar wants to go to college, but she pass her school exams first.

I already know how to use the washing machine. You explain it to me.

Wafaa do her homework before she can go out with her friends.

The teacher told us that we run in the hallway.

I find a new job. I hate working in an office.

The doctor told me that I eat too much junk food.

When I get to the hotel I check in.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21626&page=2>

VIRTUAL

- Internacional (es) Mis cursos Descargas Bachillerato Internacional This course

COMPLETE THE TEXT USING THE WORDS IN THE BOXES. THERE IS ONE EXTRA OPTION.

Hi, Rakesh. I'm very busy this morning. I have to clean the room and also the . The oven is very dirty. I also have a very old . Should I it away or it away to charity?

I always up the house in the morning.

I never my clothes up in the at night. I: away my things when I get up. Then I sit in my favorite in the living room and I read the newspaper.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21626&page=4>

First Writing Workshop for Evaluating the Initial Level of Students Writing Skills

who gossip more men or women.docx ☆ 📁

Table Add-ons Help All changes saved in Drive

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

5.What is your opinion about gossip?

On the one hand, they can be entertained and give a little spice to life. But on the other, it is safer, in the medium and long term, are dedicated to distort reality and to manipulate what really happened. Moreover, that too much energy and too much effort, too long and too lost money are wasted on it.



In my opinion, this exercise which I learned today, It is easier to work in group than others , I love it. |

Anai: I think that it is better to work in group, and so we could finish more quickly.

personally I think, this collaborative method is a little difficult, but i like to work in group, and we have gotten great results also this exercise is interesting to develop in class. I think today's work was a bit difficult because we had to investigate but with the help of the internet is easy.



Post – test

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

FINAL TEST TO FIRST BGU “C” STUDENTS FROM UNIDAD EDUCATIVA SALINAS INNOVA

INNOVA VIRTUAL 5

🚩 Español - Internacional (es) ▶ 📁 Mis cursos ▶ 📄 Descargas 📄 Bachillerato Internacional 📄

Pregunta 1
Sin responder aún
Puntúa como 2,50
🚩 Marcar pregunta
⚙️ Editar pregunta

Write a descriptive paragraph about healthy and unhealthy food. (at least 100 words)

🔧 A ▼ B I ☰ ☷ 🔗 🔗 🖼️

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21625>

INNOVA VIRTUAL 🔍 5 📧

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ Descargas Bachillerato Internacional

Pregunta 2

Sin responder aún

Puntúa como 2,50

🚩 Marcar pregunta

⚙️ Editar pregunta

Match the following statements about too and Enough

There is _____ today, I will definitely be late for my job Elegir... ▼

I will prepare a coffee with _____ it might be delicious. Elegir... ▼

My soup is _____ so I can eat it without problem. Elegir... ▼

There are _____ at Jack's party, we can't dance well. Elegir... ▼

Please Clark, open the windows _____ I couldn't still working more. Elegir... ▼

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21625&page=1>

INNOVA VIRTUAL 🔍 5 📧 ▶

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ Descargas Bachillerato Internacional ▶

Pregunta 3

Sin responder aún

Puntúa como 2,50

🚩 Marcar pregunta

⚙️ Editar pregunta

Complete the following paragraph about the weather in your city.

1 ▼ buy a new motorcycle. my old one has too many problems, but I don't know what kind of motorcycle to buy.

2 ▼ get a cheap china motorcycle because I love to practice enduro with my friends and i need an expensive one. 3 ▼ definitely buy a KTM 450cc because it has high qualities and it allows me to do many things practicing enduro in the forest. 4 ▼ talk with my uncle tonight. He sells motorcycles and he knows a lot . 5 He'll ▼ help to decide well.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21625&page=2>

INNOVA VIRTUAL

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ Descargas ▶ Bachillerato Internacional

Pregunta 4
Sin responder aún
Puntúa como 2,50
🚩 Marcar pregunta
⚙️ Editar pregunta

Choose the correct answer.

Seleccione una o más de una:

- a. Music CDs were sell for the first time in 1982.
- b. This beautiful sunglasses are made of wood and plastic.
- c. The new TV was broken by a bad cat yesterday.
- d. The Ipad was released in 2010
- e. A letter is write by my girlfriend.
- f. The first automobile was invented in 1769.
- g. The first photograph was took in 1825.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/attempt.php?attempt=21625&page=3>

Final Writing Test Applied to Show the Students Writing Skills Improvement.

By: LOPEZ ALAVA DOMENICA PAULETTE

Unidad Educativa Salina: x Final Test x

← → ↻ ⓘ 184.107.207.82/ueinnovaschool/mod/quiz/review.php?attempt=16715

INNOVA VIRTUAL

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ Descargas ▶ Bachillerato Internacional

Pregunta 1
Finalizado
Puntúa 2,50 sobre 2,50
🚩 Editar pregunta

Write a descriptive paragraph about healthy and unhealthy food. (at least 100 words)

In present days, many people are eating a lot of junk food. Junk food is any type of food that contains a lot of grease, salt, and fat. Many of these foods also have a lot of added chemicals and are very harmful to the human body. Eating too much fat and salt and not enough vitamins can affect your vital organs and makes it impossible for them to funtion correctly. People should eat a lot more healthier food. Food that has a lot of vitamins and nutritional value. Maybe if people start consuming more fruit and vegetables, they will have less health problems and will be able to enjoy life to the max.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/review.php?attempt=16715>

INNOVA VIRTUAL 🔍 5 📧 ▶

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ 📄 Descargas 🎓 Bachillerato Internacional 📄 Th

Pregunta 2

Correcta

Puntúa 2,50 sobre 2,50

🚩

⚙️ Editar pregunta

Match the following statements about too and Enough

There is _____ today, I will definitely be late for my job too much traffic ▼

Please Clark, open the windows _____ I couldn't still working more. It's too hot ▼

My soup is _____ so I can eat it without problem. hot enough ▼

I will prepare a coffee with _____ it might be delicious. enough sugar ▼

There are _____ at Jack's party, we can't dance well. too many people ▼

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/review.php?attempt=16715>

INNOVA VIRTUAL 🔍 5 📧 ▶

🇪🇸 Español - Internacional (es) ▶ 📁 Mis cursos ▶ 📄 Descargas 🎓 Bachillerato Internacional 📄 Th

Pregunta 3

Correcta

Puntúa 2,50 sobre 2,50

🚩

⚙️ Editar pregunta

Complete the following paragraph about the weather in your city.

1 I'm going to ▼ ✓ buy a new motorcycle. my old one has too many problems, but I don't know what kind of motorcycle to buy.

2 I won't ▼ ✓ get a cheap china motorcycle because I love to practice enduro with my friends and i need an expensive one. 3 I will ▼ ✓ definitely buy a KTM 450cc because it has high qualities and it allows me to do many things practicing enduro in the forest. 4 I'm going to ▼ ✓ talk with my uncle tonight. He sells motorcycles and he Knows a lot . 5 He'll probably ▼ ✓ help to decide well.

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/review.php?attempt=16715>

INNOVA VIRTUAL

Español - Internacional (es) Mis cursos Descargas Bachillerato Internacional

Pregunta 4
Correcta
Puntúa 2,50 sobre 2,50
Editar pregunta

Choose the correct answer.

Seleccione una o más de una:

- a. The first photograph was taken in 1825.
- b. The first automobile was invented in 1769. ✓
- c. A letter is write by my girlfriend.
- d. This beautiful sunglasses are made of wood and plastic. ✓
- e. The Ipad was released in 2010 ✓
- f. Music CDs were sell for the first time in 1982.
- g. The new TV was broken by a bad cat yesterday. ✓

Source: <http://184.107.207.82/ueinnovaschool/mod/quiz/review.php?attempt=16715>

Final Writing Worksheet Applied to Show the Students Writing Skills Improvement.

My dreams for future

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My dreams for future.

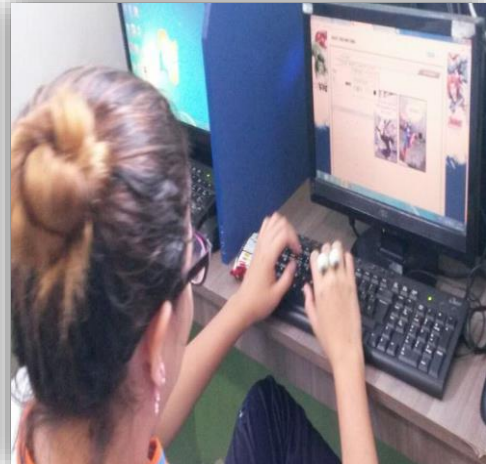
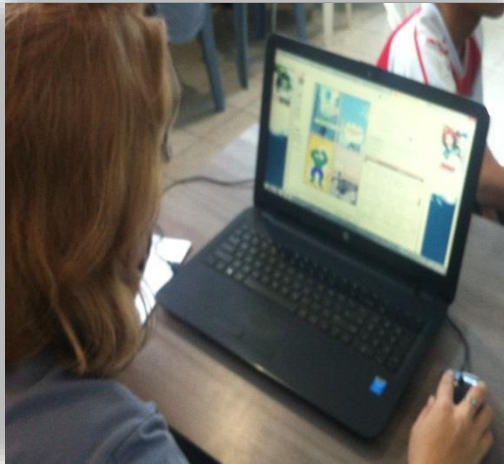
After I graduate The first thing I would like to do is to have adventures , these are the most important things for me because I would like to know new things and I would like to meet new people, The second thing is to go to the college because It is important for me, After I would like to travel all over the world in order to learn more about foreign languages , and finally, the third thing that I would like to do is to be a doctor.

Source: <https://docs.google.com/document/d/1bDVjIWXpRQrwiRz1fkVtxBbwo9oIJbeFdfvSphuja1k/edit?ts=58a5f3cc>

Activity: Narrative writing



Google Drive



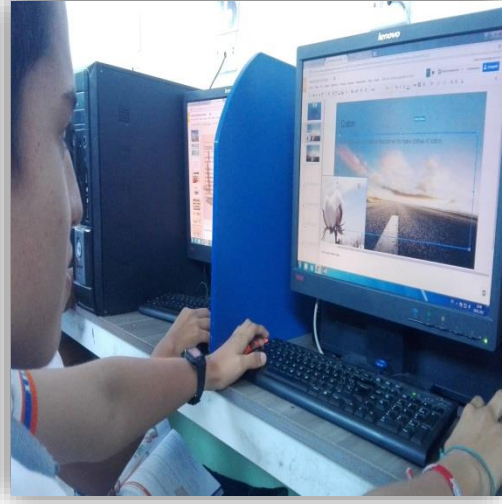
Author: Edwin Landivar M.

Source: Uniddad Educativa Innova 1ts. BGU

Activity: Google Presentations



Google Drive



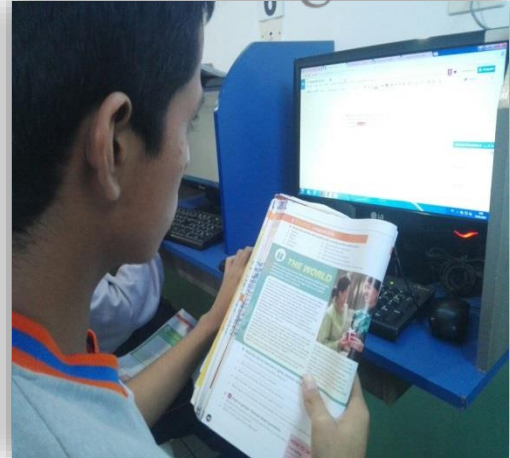
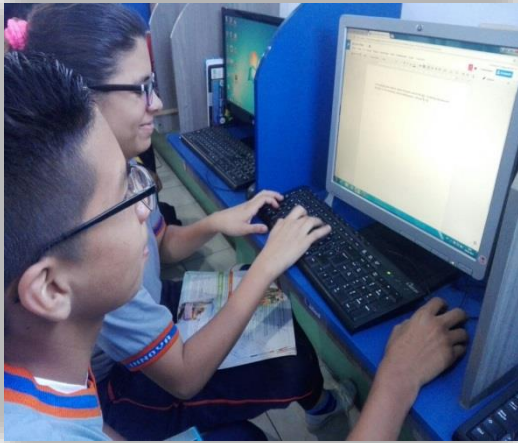
Author: Edwin Landivar M.

Source: Uniddad Educativa Innova 1ts. BGU

Activity: Writing a paragraph (future form)



Google Drive



Author: Edwin Landivar M.

Source: Uniddad Educativa Innova 1ts. BGU

Collaborative work site



Google Drive



COLLABORATIVE WORK

TO ENHANCE WRITING SKILLS

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Hi everybody!
Edwin Landivar M.



Welcome to my site

The big purpose of this website is just to help you find user friendly writing tools in order to improve your writing easily and efficiently! with our collaborative writing tools you will be able to make sentences, paragraphs, essays and so on without mistakes because these writing tools allow you to develop your writing making exercises with interesting apps also you have the

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Author: Edwin Landivar M.

Source: <http://collaborativewritingtools.simplesite.com/432383117>