PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER

TITLE

"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015."

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: SILVIA LORENA MORENO RIVERA

ADVISER: ING. TATIANA GARCÍA MSc.

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2015

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ESCUELA DE CIENCIAS DE LA EDUCACIÓN

CARRERA DE INGLÉS

TEMA:

"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."

TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO

DE LICENCIADO EN INGLÉS

AUTOR: SILVIA LORENA MORENO RIVERA

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La Libertad, June 30th   2015

ADVISER´S APPROVAL

In my role as Adviser of the research paper under the title **"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT   ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."**prepared by Silvia Lorena Moreno Rivera undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

………………………….
Ing.Tatiana García Villao MSc.

La Libertad, June 30th 2015

GRADUATION RESEARCH WORK AUTHORSHIP

I, **Silvia Lorena Moreno Rivera** with ID number 0926754722 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper **"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."**, I certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this thesis to my wonderful family who through my life has been my inspiration and support at all times, showing me that with hard work and perseverance I can achieve unimaginable things.

They have taught me that all work just gives off, no matter how many times you have to fall but the times that lift me from those falls, because while I have life, I hope to continue fighting for my dream.

In a special way I dedicate this project to my beautiful mother, who has been my best teacher, teaching me that in life I can be different and able to achieve a goal.

Silvia

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I want to thank first my God, who has been my livelihood, shelter and strength. My heart is very satisfied to have done this project, and raise up the name of my university PENINSULA OF SANTA ELENA, on behalf of the Faculty of Education and Languages- English teaching career.

I very much appreciate Escuela de Educación Básica Educa´s support for this project and the opportunity to demonstrate the capabilities that I have acquired through my professional development.

I would like to show my appreciation to our authorities for having excellent professionals as are our teachers who have encouraged us to look beyond the classroom and what is taught there.

My adviser Ing.Tatíana García Villao MSc. who provide the knowledge, methodologies, techniques, strategies and advice for a successful implementation of this project.

Silvia

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AUTHOR: SILVIA LORENA MORENO RIVERA
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ABSTRACT

This research project was written with the intention of providing an educational resource for strengthening meaningful learning in students of third grade at Escuela de Educación Básica Educa. It is based on Computer theories and the use of **INFORMATION AND COMMUNICATIONS TECHNOLOGY** (ICT). The instruments applied in this project to the Escuela de Educación Básica Educa teachers were qualitative and quantitative method and survey type. The main purpose of this project was the use of webquest with different interactive writing

activities. This project concluded that the use of the webquest will improve the accuracy in writing skills. Webquest offers the benefits of online writing activities and develops cooperative work in the students of third grade of Escuela de Educación Básica Educa.

INTRODUCTION

All over the world, the technological tools have been considered as strategies to reach students' goals in an interactive way and are increasingly used in the entire field of education, demonstrating that the use of **INFORMATION AND COMMUNICATIONS TECHNOLOGY** (ICT) is an essential element for the development of the learners of this century.

Nowadays, there are various technological resources and one of the most beneficial in education is the webquest . Webquest offers a variety of services and sources to support the teacher´s role. For this reason, the design of activities on webquest for the students of third grade at Escuela de Educación Básica Educa will provide with a didactic component to improve accuracy in their writing .

Currently, the incorporation of computerized educational programs has gained importance, as these tools can promote better educational quality, facilitate learning, and contribute the digital division. The development of ICT was an important driver for autonomy in education and training a new space for interaction in the learning and teaching process of the students and teachers which allow the students to interact in order to improve a specific skill.

This research project was structured in five chapters.

Chapter I: It describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics) .

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

Chapter III : It is based on the methodology, in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, charts, tables and graphs, interpretations of the results of surveys,

analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV: It is about the proposal, it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the **"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."**.

In conclusion, **Chapter V** shows the administrative framework, it contains the resources (institutional, human, materials, economic).

CHAPTER I

THE PROBLEM

1.1 Title

"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015."

1.2 Statement of the problem

1.2.1 Contextualization

The students of third grade at Escuela de Educación Básica EDUCA start their Spanish reading and writing process from primary education. This contribute to students to follow the English writing process in third grade but they are not confident at the end of the course.

At the end of the course the students of third grade at Escuela de Educación Básica EDUCA will be able to:

- Unscramble short sentences.

- Make short sentences.

- Write a sentence according to the picture.

- Write a short paragraph about a specific topic

The problem in the third grade class is that students do not know how to make simple sentences or write simple paragraphs. Students of third grade at Escuela de Educación Básica Educa were assessed through a writing activity and they got low grades.

The students expressed that the writing activities were boring because sometimes the vocabulary is difficult for them. Doing this activity they showed.

- Bad Learning habits in writing skills.

- Poor Writing Strategies.

- No structure in the Writing Process

Their grades were low in writing activities and students did not demonstrate good writing skills. They have not developed writing habits and teachers did not use interesting material to improve this skill. According to Jeremy Harmer in his book "how to teach English" he mentions a process to build writing habits:

- Right kind of language

- Interesting tasks

- Enjoyable tasks

- Give enough information

The strategies used by teachers were poor and very simple. Teachers used the traditional method to do writing activities with their students. The materials used by English teachers were the traditional method or traditional school just paper and pencil. Students started to work on their sheets. The Traditional School of the seventeenth century, means Method and Order and characterizes three aspects according to Jaime Soria:

1. Magistrocentrism. The teacher is the basis and pre-requisite for successful education. It consists on the organization of knowledge, isolation and preparation of the material that will be learned. The teacher is the model and guide.

2. Encyclopedism. The class and life are organized, orderly and planned. The textbook is the expression of this organization.

3. Verbalism and passivity. The teaching method is the same for everyone and every occasion. The review is a fundamental part explained by the teacher. On the other hand, the use of new technology started in the nineteenth century and it has increased around the world.

Students did not have a structured writing process. A step –by step process in which some mastery of one level is essential before the learner advances to the next level. "The writing process is a series of steps to help students write a paper. It is like using a map to get to an unfamiliar place".(Jeremy Harmer 2010)

Process of Writing

Pre-writing

- Find and narrow topic
- Gather ideas and information
- Identify a purpose and audience
- Put ideas in sequence

Drafting

- Put ideas into sentences and paragraphs
- Refine their topic
- Seek new information

Revising

- Evaluate content, organization, and style
- Make changes to improve the draft
- Proofread for correct spelling, usage, and mechanics

On the other hand, technology is a priority need in the society. In this globalized world, the use of technology has been essential in this process of changes. The impact of technology in the educational process has generated a diversity of approaches and concepts that show the importance of interaction and dynamism of this impact between students, teachers and technology.

The use of different kinds of electronic devices in classroom, such as software or hardware have motived students to learn in an interactive way. According to Beatty, I. D. (2005), "the classroom communication systems are technological products designed to support the communication and interaction in classroom".

In 1920, the way of learning was changing through the time, the need of getting information or finding out information easily. Nowhere this paradox is more apparent than in the interplay between the classroom, teacher and technology.

Since the mid- nineteenth century, the classroom has become the home to a succession of technological resources. Cuban, L. (1986), "a webquest is a tool that is part of the learning process, with basis mainly from the Internet, which promotes the use of higher cognitive skills, cooperative work, the autonomy of learners and includes authentic assessment".

The information provided in webquest usually comes from the internet. It may consist of audio, video and writing, so that the use of multiple senses and the learning process are achieved. If we want a progressing and modernized country we must use technology for the benefit of education.

Escuela de Educación Básica Educa in its continuous innovation proposes its new educational model: Focusing the teaching-learning process from teacher to student, supporting the student so that it develops its ability to self-directed learning, development of skills, attitudes and values, and the use of technological resources that enrich the process.

In 2013, Escuela de Educación Básica Educa implemented the use of tablets in the classroom in order to access to digital books or find out some information that helps the students use technological resources as tool for the learning process. This project had good results in Spanish classes but it was not successful in English classes because teachers did not use technological resources properly.

On the other hand, the reality is that many students of primary school have problems with their handwriting and students do not have good material to work in the classroom or at home. In some cases students do not know how to work writing activities or do not know how to apply tips to write simple sentences using grammar patterns.

The students of Third grade of Escuela de Educación Básica Educa have many difficulties to make simple sentences or write a simple paragraphs of four lines, because they do not know the vocabulary, or grammar structures. Writing is concerned with fundamental writing skills, including grammar, punctuation, organization, spelling, and vocabulary.

A webquest is designed to provide information of good material to practice writing activities, entertaining exercises, videos, tips of how to make sentences, grammar structures, punctuation, linkers and connectors. This tool will allow the students to develop their writing skills and practice in an entertaining way.

1.2.2 Critical Analysis

This project has a background of information in order to support the use of writing webquest using technological tools in the classroom. The use of mobile learning (M-Learning) helps teacher to improve their teaching technique with the students using webquest in the classroom.

Nowadays there are a few schools that manage a web site to post activities for their students in order to develop a specific skill. On the other hand, the writing activities are less used in English; for this reason the students have difficulties in writing activities and this can have a negative effect for developing reading skills.

This project tries to prove the need of implementing an interactive writing webquest as an essential tool to develop writing skills with the students of third grade at Escuela de Educación Básica Educa. Webquest will be an important tool for the students in order to improve this skill into an interactive way. It is important to notice that   writing skill is useful   in the learning process.

1.2.3 Formulation of the problem

How can the interaction on WEBQUEST support the writing skill in students of third grade at Escuela de Educación Básica Educa?

1.2.4 Guideline questions

What are the main writing problems of the students of third grade in Escuela de Educación Básica Educa ?
How will the students interact in webquest in order to develop writing skills?

1.2.5 Delimitation of research object

This study will take place in Escuela de Educación Básica Educa which has 125 students from initial to fifth grade. The school is small and is located in José Luis Tamayo. This study is based on the students of third grade.

- ➢ **FIELD :** Educational

- ➢ **AREA:** English

- ➢ **ASPECT**: Webquest

- ➢ **TITLE OF PROPOSAL PROJECT**: "INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."

- ➢ **FORMULATION OF THE PROBLEM**: How can the interaction in WEBQUEST support the Writing skills in students of third grade at Escuela de Educación Básica Educa?

- ➢ **TEMPORARY DELIMITATION:** This study takes place during the academic year 2014-2015.

- ➢ **DEMOGRAPHIC DELIMITATION:** Teachers, students and parents of Escuela de Educación Básica Educa.

- ➢ **SPATIAL DELIMITATION:** Educa is located in José Luis Tamayo, Carolina Neighborhood.

EDUCA

Illustration N° 1: Location of Escuela de Educación Básica

Source: Google maps
Author: Silvia Moreno Rivera

> **CONTEXTUAL DELIMITATION:**

Escuela de Educación Básica Educa has 125 students from 2 to 10 years old, the parents are of middle –upper social class, they profess different religions as Catholics and Christians.

1.3 Significance

The use of the technology is a big step in order to improve and share information in a fast and interactive way. Escuela de Educación Básica Educa started with a project called EDUTABLET in 2013 and used the TICHING platform but this project was not successful for the students, because the previous year the students did not use computers or tablets at school.

They used their tablets with a digital book or finding out some information from the internet. The priority of English Learning in Eescuela de Educación Básica Educa increases every day, and the use of the technology in order to get quality in education. Nowadays, the students of Escuela de Educación Básica Educa work with Tablets in the classroom from third grade to fifth grade. The creation of entertaining activities on webquest will contribute to the learning process.

Using this resource the students of third grade will improve their writing skills, because they will be motivated with all the activities that the teachers can create in this webquest. As a result, with the implementation of an interactive menu on webquest, the students can access easily and find out a lot of information about a specific writing topic in order to have fun with grammar and writing activities and, the most important, to have a successful learning .

They will not forget the sheet or pencil to write because after using the webquest as a tool which can motivate the students they will write down the final product on their sheets. Otherwise, they will show all the process that they learned in webquest. It will be easy for them and they will feel confident.

1.4 Objectives of the research

1.4.1 General

To establish the impact of the interaction of writing activities on webquest through the analysis of different didactic and technological resources in order to develop writing skills in students of third grade at Escuela de Educación básica Educa students, Salinas - Santa Elena, during the school year 2014-2015.

1.4.2 Specific

- To analyze the different resources that the teachers use to develop writing activities.
- To establish the methodological and theoretical strategies of the research process.
- To design and implement a webquest for the interaction of students to improve writing skills.

CHAPTER II

LITERATURE REVIEW

2.1 Previous research

2.1.1 Interaction in the Educational Process

In the teaching of written language, changes in the technologies of writing have always had some practical purposes in society. At the beginning, these changes were received with some mistrust. For example, the pen was not well received compared to the classic ink, and the typewriter was problematic in school, although the two inventions have endured.

Even the computer, after the initial reservations also arrived to stay. All of these advancements, in particular the past, have limited handwriting to personal and private uses. The educational communication is part of the observation of the communication situations that the classroom gives.

It is understood that the teaching-learning process of something complex that requires a cooperative process is the product of the interaction of the two products, in this case: the teacher and the student. On the other hand, teaching has as requirement: the transmission of information through communication or interaction.

This action seeks to leave a mark on the subject (student) that learns and influence it in some way either in the form of knowledge or in the form of ability. Learning means an active process of construction; it is the fruit of a social interaction according to Alfonso, I. (2003), "a subject learns from the other and the other in that interaction develops the practical intelligence, builds and internalizes new

knowledge and mental representations throughout his life ".

Furthermore, online learning environments make available a new type of learning based on the communicative approach, providing a website for students in socialization and communication. Stacy and Rice (2002) manifest that "the potential of the technologies facilitate the communication and interaction as a tool".

These technologies allow to create spaces of communication in real-time, share documents, collaborative or cooperative group work and discuss through virtual tasks. "From a technological point of view technology has focused on the characteristics and interactive potential tools that the ICT facilitate", (Ledo, M. V 2004). Into this Project WEBQUEST will be used as an interactive tool for a better progress in writing skill.

2.1.2 What is writing?

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Generally, people write using a pen or pencil (handwriting) or a keyboard (typing). With a pen or pencil people usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device. Voice recognition programs allow those who can not see or use their hands to have their thoughts transcribed.

Writing is an essential way of communicating for the human being. With writing, people can transmit messages to convince others with their ideas, make friends, ask , explore, and retell events etc. Clavijo, A., & Torres, E. (1999) expressed that "Humans reflect how to learn and organize their ideas, thoughts, and to share their understanding of the world with others".

2.1.3 Why Focus On Primary School Writing?

In any primary school classroom there will be a wide range of skill levels in terms of writing, because each student will bring experiences and abilities to the class. Some children are encouraged to and/or enjoy reading at home, while others will not pick up a book unless school requires them.

Extracurricular reading can be extremely beneficial to develop in children, and could make reading and writing in class at a generic level less challenging for them. Similarly, some children's parents may regularly read to them, helping them become more comfortable with the English Language.

Due to the great diversity in skills between each student, the writing assessments can be extremely difficult to gauge. The best work of one student may not come close in comparison to casual work done by another. The grammar, penmanship and vocabulary used by students will vary greatly, and determining who has put more effort into their assignments can be a trying task indeed.

2.1.3 Why Is Writing So Important?

- Reason One: Written output is a great way to assess student knowledge.

- Reason Two: writing is an essential skill that students need as they enter adult life.

- Reason Three: Helping students learn to express themselves with confidence in all subject areas can contribute to improvements in behavior and self-esteem.

- Reason Four: Students who write clearly will think clearly. And students who think clearly have a better chance of navigating their way through the

obstacles of adolescence. There are many ways that the students can show us what they know.

But writing is the simplest, most direct, most cost-effective, and most time-effective way for students to express their knowledge of a given subject. It is a valuable tool for teachers to get a glimpse of the individual thought processes of a large and diverse classroom population.

Writing can also act as a great emotional and clarifying outlet, facilitating the de-cluttering of ideas and proper deliberation of thoughts that may be causing confusion. By teaching students how to write well, by showing them how to focus their intellectual energy in this unique and wonderful way, teachers give them a key that helps them unlock the complicated ideas and complex emotions we expect them to master as they mature.

2.1.4 Specific Learning Outcomes for Primary Writing.

- Express ideas and develop understanding.

- Experiment with language and forms.

- Use phonics and structural analysis.

- Construct meaning from texts.

- Understand forms and genres

- Understand techniques and elements

- Elaborate on the expression of ideas

- Structure texts

- Focus attention

- Appraise own and others' work

- Revise and edit

- Enhance legibility

- Expand knowledge of language

2.1.5 Assessment Strategies.

Assessment is the gathering of information about student learning to give us a feedback about our teaching and support students to learn more. Keys To Quality Classroom Assessment: (according to Classroom Assessment for Student Learning).

- They are designed to serve the specific information needs of intended user(s).

- They are based on clearly articulated and appropriate achievement targets.

- They accurately measure student achievement.

- They involve students in self-assessment, goal setting, tracking, reflect on, and sharing their learning.

2.1.6 Formative Assessment.

Formative assessment is formal and informal processes teachers and students use to gather evidence for the purposes of improving learning (Classroom Assessment for Student Learning). This is also known as assessment for learning.

2.1.7 Self-Assessment.

Some strategies suggest that students assess their own work; these include peer review and writer's groups (Tompkins, 2011) Self-assessment in an educational setting involves students making judgments about their own work. Assessment decisions can be made by students on their own essays, reports, projects, presentations, performances, dissertations and even exam scripts.

2.1.8 Visual Cues.

It is important that students can understand what is expected from them in different assignments. Displaying examples of successful work, or providing visual cues that hint at what successful work looks like can be very beneficial for students.

2.1.9 Peer Reviews

A peer review is an effective way for students to have their work assessed by other students in their class. Students are often given checklists or guidelines of areas that they should focus on, or what they should be looking for in the written work. This process allows students to practice giving and receiving positive feedback with the intent to improve everyone's writing and gain a better understanding of how peers review works.

2.1.10 Portfolios

Danielson and Abrutyn (1997), "there are many different kinds of writing portfolios. Portfolios can be used either formative or summative." One example of a writing portfolio is a working portfolio. A working portfolio contains both work in progress as well as finished samples of work.

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2.1.11 Conferences

Conferences are a great way for teachers to engage with students and parents to discover what problems or difficulties individual students are having with their writing.

2.1.12 Teacher-Student Conferences.

In a brief one discussion teachers have the opportunity to evaluate where individual students are in terms of the learning outcomes. Additionally, it gives the students the opportunity to reflect on their work and express any difficulties they may be having. The focus of the discussion is for the teacher to provide the student with guiding questions to promote thoughtful responses based on knowledge and concerns. The teacher should not be providing answers but an opportunity for the student to share and reflect.

2.1.13 Guardian-Teacher Conferences.

Parent teacher conferences give teachers the opportunity to communicate with parents informing them of where their children are in terms of the learning outcomes, any difficulties they may be having and where the student is excelling. These conferences also give the teacher the opportunity to evaluate if there are any discrepancies between the student's learning at home and in the classroom.

2.1.14 Observations

Observations assist teachers in gathering evidence of student learning to inform planning. This evidence can be recorded and used as feedback for students about their learning.

2.1.15 Questioning

Questioning strategies provides teachers with insight into the degree and depth of understanding.

2.1.16 Summative Assessment

Summative assessment is assessment that provides evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

According to Lenski and Verbruggen Summative Assessments should: "Focus on product, [be] closed-ended, scoring is objective and writing samples elicit specific forms or content". Some of the assessments they suggest are:

- ClozeTests

- Curriculum-based measurements

- Elicitation

- Grammatical transformation

- Limited-response tasks

- Ordering

- Spelling tests

- Standardized tests

- Timed tests

- Vocabulary tests

2.1.17 Rubrics

Rubrics are very helpful when assessing writing because they clearly describe what writing looks like at each level in different categories. It is important to include the different major components of writing in the rubric, so that students who may score well in neatness, but not in spelling, have accurate and appropriate assessments of their work.

This is a very effective summative assessment tool in primary school writing, because it provides a significant amount of information for the teacher to assess. It can also vary in size; a portfolio can be handed in every week, at the end of every unit, monthly, or even by term or year.

Writing Rubric
Chart N° 1: Level of accuracy

Accuracy	Advanced	Proficient	Progressing	Beginning
Sentences	Student has more than 4 complete sentences that are related to the writing prompt.	Student has 4 complete sentences that are related to the writing prompt.	Student has 2-3 complete sentences.	Student has less than 2 complete sentences.
Spelling	Student spells all sight words correctly. All other words are spelled correctly, or uses invented spelling that has a beginning, middle, and ending sound.	Student spells some sight words correctly. All other words use invented spelling that have a beginning, middle, and ending sound.	Student spells some sight words correctly. All other words use invented spelling that has at least some sounds of the word.	Student doesn't spell any sight words correctly. All other words use invented spelling that has at least one sound for each word.
Grammar	Student uses a capital letter and a punctuation mark correctly on all sentences.	Student uses at least 3 capital letters and 3 punctuation marks in correct places.	Student use at least 2 capital letters or 2 punctuation marks in the correct place.	Student does not use capital letters or punctuation marks in the correct places.
Handwriting	All letters are clear and readable all of the time. Uses appropriate spacing all of the time.	Some letters are not clear. Uses appropriate spacing most of the time.	Some letters are not clear. Does not use appropriate spacing some of the time.	Most letters are not clear. Does not use appropriate spacing most of the time.

Source: Rubistar maker
Adapted By: Silvia Moreno Rivera

2.1.18 Ecuadorian Specification for writing

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

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

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

- To reach that aim, students are suggested to complete forms and questionnaires (write numbers, dates, their names, nationalities, addresses, ages, birth, or arrival dates—exactly as it is done in a hotel record).

Moreover, when writing brief simple postcards, on the other hand, teachers can initially give students clear models to follow, so that learners can write something quite similar to what they have seen in the original text. According to Harmer (2010), "if students are given a model for postcard-writing, it is easy to come up with their own slightly different version"

Activities with postcards may include the tasks aforementioned but can also involve starting a brief analysis of their structure (where the author is, activities they are involved in, closing and signature). However, as learners' language skills improve, teachers should make sure students' writing expresses their own creativity within a specific genre rather than limiting their work to imitating.

That can be done by having students write descriptions of themselves in an

imaginary vacation spot. "They can discuss their holiday in pairs or small groups, deciding where they will send the postcard from and what they want to say" (Harmer, 2010).

In the case technological resources are readily available (e.g. an English lab equipped with computers), it is important for students to become acquainted with short e-mail writing (i.e. introductory greetings, body, and endings using an appropriate register). In spite of limited class time or the use of short texts, teachers should explain the process for constructing written products to students and encourage them to plan, draft, edit, re-draft, and proofread.

The aim is to allow learners to understand that the writing process is as important as the final product. As a result, if students get involved in writing activities that are easy and pleasant from the very beginning, it will not only become a standard classroom component, but also a means for learners to be successful.

Teachers want students to acquire good early foreign language writing habits to promote greater involvement in the production of different text types and to foster a more appropriate and motivated learning environment. Regarding assessment, teachers are suggested to avoid overcorrection, which may have a discouraging effect on students.

When a written assignment contains many mistakes, it is important for teachers to balance accuracy. A way to prevent overcorrection is for teachers to tell their students that only punctuation, grammar, or spelling errors will be corrected for a specific writing task. In other words, teachers do not have to correct "everything" on "every assignment"; choose one or two issues you wish to focus on and only correct those.

The way we react to students' writing will depend, of course, on what kind of writing it is; when students write with electronic media, for example, teachers can

tactfully use editing tools such as Track Changes to make it easier for students to write correct versions of their drafts but without being too discouraging (Harmer, 2010). Nevertheless, the techniques above mentioned can readily be used when we assess final products.

2.1.19 Assessments indicators

Level A1.1 students will be able to:

•   Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date of birth, school, etc.).

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

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

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

2.1.20 Introduction of Webquest

According to Perera & Suárez (2009), "the Internet and new information and communication technologies (ICTS) are already the present of our students". Internet is a powerful tool at our disposal, as a virtual meeting, as a way of communication and as a source of various information, but also as a place where to publish new content.

However, the Internet, as a teaching resource, has some disadvantages arising

from the difficulty to find the desired search. Such is the wealth of data at our disposal, to find what the students are really interested , in many cases, a task fraught with troubles, unpleasant surprises and an obstacle course.

After a search warrant made today, we can find a huge quantity of results; but it may be that tomorrow, the same search order (in the same or different search engine) gives a total or partial result, due to, owing to the volatility of the information that circulates on the Web.

Inside the Web a large amount of information is moving (authoring many times suspicious or unreliable), but quantity is not synonymous with quality. The students will find all of this without some clear criteria that will allow them to filter the data found along its journey in the world of Internet.

As a response to this situation at the school, teaching-learning activities are based on the use of the information found on the Internet.

2.1.21 Objectives of a webquest

The aim is to test the usefulness of the webquest teaching resource in education. The methodology of action research is a model that is within the qualitative paradigm with which it is observed and studied in a reflective and participatory manner, the utility of webquest in schools. To this end, various information gathering techniques are used such as applying pre-posttest, interviews, tools to assess student satisfaction through closed and open questions. The criteria and the research design are integrated from mixed quantitative and qualitative methodological models.

2.2 Philosophical basis

This research is based on the development and application of technology in education; it allows us to understand how they influence the teaching-learning

process. Computer science is a branch of technology and unlimited time which the world must make the best manner, benefiting the entire educational process at different levels, applying techniques and strategies for understanding and acceptance throughout the community educational. The education and computer science are linked because a lot depends on what the other does, and the result will benefit both.

This project has a constructivist focus. The constructivist theory focuses on meaningful learning through activities based on experiences rich in context. Constructivism offers a new model for this new era of information, resulting from the new technologies which have been developed in recent years. With the arrival of these technologies (wikis, social networks, blogs, etc.), students not only have a world of immediate, unlimited information within their reach, but also the possibility of controlling the direction of their learning for themselves.

This project examines the link between the effective use of the new technologies and the constructivist theory, exploring how information technologies supply applications which, used in the learning process, result in an exceptional experience of learning for the individual in building knowledge. Changing the traditional scheme of the classroom, where paper and pen are the main characters, and establishing a new style , where the same tools are found but adding the applications of the new technology .

The central point of this study is the analysis of how the new technologies as constructivist tool intervene in this process of learning. According to PIAGET ´S THEORY the general principles about constructivist learning are:

1. The educational objectives must also be centered on the child, from student activities.

2. The contents are not objectives. The contents should be tools to serve the

natural evolutionary development.

3. The basic principle of Piagetian methodology is the primacy of discovery method.

4. Learning is an internal construction process.

5. Learning depends on the level of development of the subject.

6. Learning is a process of cognitive reorganization.

7. The development of learning means important cognitive conflicts or cognitive contradictions.

8. The social interaction promotes learning.

9. The physical experience involves an awareness of the reality that facilitates troubleshooting and promotes learning.

10. Learning experiences should be structured so that favors cooperation, collaboration and exchange of views in the joint pursuit of knowledge (interactive learning). (Piaget, J &Vigotsky, L. 2008).

The building of knowledge is supported by many authors that mention the importance of the use of technology as social and interactive process in the learner. Collier (1969) said that "technology educational, meaning wider covers the application of systems, techniques and materials to enhance the learning process".

It is known that when technology is mentioned, it is not only hardware, it is also software, and there is a wide variety of software on the internet available to meet

deadlines, to accomplish tasks and to be used with students. The classroom with smart TVs, an audio system, WIFI Internet, DVD players and digital boards will look much better not only for its beauty, also for its efficiency.

According to B. Fernandez and I. Parra (2007), "innovative pedagogical conception at any level of education is carried out with the purpose of transforming the people and their social reality in order to improve the learning process of any language" Nowadays there are chat rooms that let students talk with other students from any part of the planet.

According to M. Gomez (1997), "educational Technology applied to foster in the school community mobilizing information, the emergence and development of individual and collective potential, critical, constructive and responsible participation in a socio-cultural perspective". One of the advantages of the webquest in to let students interact to real social-cultural aspects in their own society.

2.3 Pedagogic basis

As a Social Constructivist Learning Approach in relation to behavior development, webquests facilitate a change of habits and build knowledge internally through experience and the interaction between students' free and conditioned moves.

Given the importance of the social context in which written interaction occurs and cooperative attitudes of students negotiating meanings and reflecting on their own performance, collaborative computer use and the importance of professional and intercultural competence. The use of webquests for written language development relies mainly on the theory of social constructivism as expressed by Vygotsky (1978).

The constructivist theory focuses on building knowledge based on rich experiences in context activities. Constructivism offers a new paradigm for this new era of information resulting from the new technologies that have emerged in recent years. With the advent of these technologies (wikis, social networks, blogs, etc.

Students have at their disposal not only access to a world of unlimited information instantly but are also offered the possibility to control themselves the direction of their own learning. The use of new technologies and the constructivist theory, exploring how information technologies supply applications which used in the learning process, resulting an exceptional learning experience for the individual building of knowledge.

Changing the traditional scheme of the classroom, where pen and paper are the main protagonists, and set a new style in which are present the same tools but adding the applications of new technologies, provides a new way of learning, which creates in students a unique experience for building its knowledge. The focus of this research is to analyze how new technologies as constructivist tools are involved in the learning process of individuals. Bruner and Lantolf (2000).

In regard to the stage of planning, implementation, and evaluation that was conducted in the research process, it presents the following steps:

1. The first step is based on the identification of the webquest as an educational resource for improving the writing through the analysis and valuation obtained through various sources of information and its impact on learning. Applying tools to teachers and students for the formulation of the diagnosis.

2. The second step is developed in a proposal for training on the basis of the objectives proposed in our research.

3. The third is based on the design and planning of teacher training to acquire the necessary skills to make use of the webquest in their teaching practice.

4. Continuing with the follow-up phase and tutoring to the teachers for the implementation of the webquest in the subject and group of choice.

5. The next step is focused on the evaluation of the tool, through the application of instruments (posttest) to assess the training strategy based on the achievement of competencies and incidence in the teaching practice, from the performance of the students and the job satisfaction with the webquest.

6. The next step was the analysis and interpretation of the results obtained statistically and through the analysis of content of the instruments used, interviews with teachers and students to understand their point of view on the advantages and disadvantages, methodology, among other points on the tool used.

7. From these data, the next step is to confirm or refute the hypothesis posed.

8. Finally, the conclusions are being developed and allow us to do a reflection on the process in the research and the results obtained from this, as well as the contributions of work to the future research.

2.4 Fundamental categories

2.4.1 What is webquest?

According to **Perera, & Suárez (2009**), "the Internet and new information and communication technologies (ICTS) are already the present of our students". Internet is a powerful tool at our disposal, as a virtual meeting, as a way of communication and as a source of various information, but also as a place where

to publish new content. However the Internet, as a teaching resource, has some disadvantages arising from the difficulty to find the desired search. Such is the wealth of data at our disposal, to find what we are really interested in: a task fraught with troubles, unpleasant surprises and an obstacle course. After a search warrant made today, we can find a huge quantity of results; but it may be that tomorrow, the same search order (in the same or different search engine) gives us a total or partial result, due to the volatility of the information that circulates on the Web.

Inside the Web, a large amount of information is moving (authoring many times suspicious or unreliable), but quantity is not synonymous with quality. Our students will find all of this without some clear criteria that will allow them to filter the data found along its journey in the world of Internet. As a response to this situation at the school, teaching-learning activities are based on the use of the information found on the Internet.

2.4.2 Objectives of a Webquest.

The aim is to test the usefulness of webquest teaching resource in education. The methodology of action research is a model that is within the qualitative paradigm with which it is observed and studied in a reflective and participatory manner, the utility of webquest in schools. To this end, various information gathering techniques are used such as applying pre-posttest, interviews, tools to assess student satisfaction through closed and open questions.

The criteria and the research design are integrated from mixed quantitative and qualitative methodological models. The research is developed according to four phases, the first one involves identifying the webquest as a teaching resource through score analysis and various information sources and their impact on learning; the second refers to a training proposal based on the proposed objectives of the research, the third phase is based on the design and planning of teacher

training to acquire the necessary skills to make use of webquest in their teaching.

2.4.3 Definition of Webquest

The webquest is the application of a learning strategy by guided discovery to a process of work developed by the students using the Web resources for achieving the objectives of the different curricular areas. It is, therefore, an educational activity that integrates the principles of constructivist learning, the teaching methodology based on group work for projects and research, the methodology of teaching through tasks and Web browsing.

According to Cegarra (2013), "a webquest essentially provides the students with a problem and a set of resources pre-established by the teacher (author of the webquest) that guide in the search for solutions to the same through the web"

2.4.5 Origins of the Webquest

The webquest, had its origin in the year 1995, when Professor Bernie Dodge, from the University of Columbia, who worked in studies on the use of the Internet in education, was forced to run a training course for teachers on a software to which the students would not be able to access. Dodge needed to develop learning tools for a working session in which students obtained a clear idea.

Dodge structured his class so that students developed a report on the software in question; using internet as the main source of information, in particular resources that had been previously monitored by him. This experience which was named webquest, conquered the interest of educators from around the world and three years after of its creation, in 1998, there were more than two thousand of them in the network. Dodge, B. (2002).

2.4.6 How do you elaborate and evaluate a Webquest?

The webquests are made up of six essential parts: Introduction, Task, process, resources, assessment and conclusion. The invention and dissemination belongs to Bernie Dodge, and make it part of the so-called Learning activities based on the network. It is characterized by the fact that it can be carried out in the course of a class, to cover a topic short and very specific, or in a longer time, to develop a learning module. In addition, they are easy to update or change according to the needs of the curriculum or the students, and possible to replicate in other classrooms or school grades.

Another type of these activities is the Miniquest, which has a similar model to that of the school but it is used only in one or two classes to deal with an issue. It is worth clarifying that the webquests promote the students' learning or the deepening of knowledge in a specific subject or specific area, rather than focus on the development of competencies in the management of a particular computing tool.

2.4.7 Components of the Webquest

1. Introduction

The introduction is the initial section of a webquest. It consists of a short text whose function is to provide the student basic information on the topic, the aim and content of the activity that will be developed. This is the gateway to the webquest, and for this reason, the content must offer information sufficiently simple, clear, conspicuous and motivating, to engage the interest of the student during the course of the activity.
 The introduction should give you a welcome with a theme or major problem that may be of interest to you, which will play a central role and develop an interesting activity. For an introduction to be effective and relevant, it should include:

- General information about the item to work.

- Information that gets the attention of the learner, familiarize yourself with the problematic of the webquest justify the importance of the topic and the activity to develop. Resources such as: current news, statistics, daily life situations related to the topic, etc.

- The objectives that teachers want the student scope with the development of the webquest.

- A brief account of the activities that the student is going to perform during the development of the webquest.

2.-Task

The task, regardless of the subject or area of knowledge that teachers want to teach, consists in an activity that is designed especially for the student use and synthesize the information offered by the Internet Resources selected by the teacher to develop the webquest.

Using and synthesizing the information implies knowing how to classify it, organize it, analyze it and transform it, in order to resolve a problematic situation or answer question(s) raised to the student in the task; for example, to determine which are the major differences between one culture and another, assume a critical position in regard to a given situation, analyze the advantages and disadvantages to carry out a project, etc.

These problematic situations or questions require the student to go beyond the mere repetition of the information from the resources, so you have to give a more profound management (make a reflection, draw a conclusion, to express an

opinion).On the other hand, in the Task you should ask the student presenting the results of his/her research through a particular product that you must generate with the help of different tools and other resources.

The product can be, among others, a multimedia presentation, a written report, or a conceptual map, which requires you to do something with the information consulted and apply it in some way. At this point, the computer tools play a key role, since they help you to process and synthesize information, and to support the construction of new knowledge.

3. The process

Process is the sequence of steps or subtasks that the student must follow to solve the task of a webquest. All tasks are composed of subtasks that the student must run orderly and logical manner to reach the final goal. Each subtask is a challenge for the student, and requires them to use different skills and abilities.

The section of a webquest process must include the following information:

- Detailed description of each of the subtasks in clearly stating that the student should do and how they should do it (individually or in groups, playing a role, etc).

- Identify strategies to properly manage the information from the given resources that take us to the solution of each subtask.

- Aspects in which the student should concentrate his/her attention to resolve with success each subtask.

- Appropriated strategies to properly manage the information from the resources that will enable the student to conduct with success each

subtask. For this you can rely on the last 3 steps of the model "Big 6" to solve information problems.

4. Resources

There is a list of Web sites that the teachers select as the most adequate to develop the webquest and that contains valid and relevant information to perform the task effectively. The resources are generally divided according to each subtask as described in the process, or according to the different student groups or specific roles that have been preset to develop the webquest. This allows the student to access easily to the information and do a task successful.

5. Assessment

Generally, teachers relate the evaluation with the allocation of a note or qualification to report to the institution on the performance of a student. However, the Evaluation of a webquest goes beyond that and is part of what has been called Formative Evaluation or Comprehensive Assessment. This type of titration is performed primarily for the purpose of obtaining information to guide the student to reach the learning objectives established.

This is achieved on the basis of a constant monitoring of their learning process that is approach, on the other hand, in each of the aspects or areas that influence the performance of the students, their effort and interest, the level of understanding of the topic, the strategies used to learn and to solve problems), and on the other hand, in those aspects that the teacher must change or implement to improve the teaching/learning process.

This implies that the teacher should give feedback to the student during each step of the process, and do not wait for this delivered the final work. In addition, teachers must bear in mind that in order for an evaluation to be effective it is

necessary to have absolute clarity on the learning objectives that are initially raised and make sure to establish, on the basis of these. **Carballo-Calero, M. (2008)**

6. Conclusion

The conclusion is a final comment or idea that summarizes the most important aspects of the topic as a result of the activity that was conducted during the development of the webquest. The conclusion must be expressed in a paragraph of little extension and is designed to reach the following objectives:

- Encourage the reflection of the student on the importance of the topic for his/her daily life or for the environment in which they live.

- Provide a final comment on the results of the activity that was carried out, in order to give feedback to the student or inviting him to make suggestions to improve the process of realization of the webquest.

More than aware of the benefits that the WebQuest gives in the teaching practice and the multimedia presentations have for the students that include animations with images, music, sounds and texts; it is necessary to use both to create innovative strategies toward achieving the learning in the students, modernizing educational practices and ensuring that the student is who manages the information through a collaborative work using the Internet. Carballo-Calero, M. (2008)
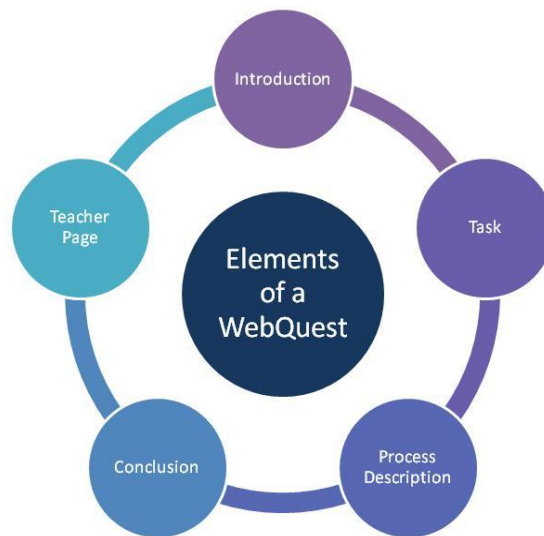
Illustration N° 2: Webquest components

Source: Webquest components
Author: Bernie Dodge

2.4.8 Why to use a webquest?

What are the advantages of a webquest?

Beard (2002), expresses "webquest has become one of the most effective to incorporate Internet as an educational tool for all levels and for all subjects but why is webquest effective? March (1998) summarized the reasons to use webquest in classrooms. The arguments of March will be synthesized into three main sections:

1. Motivation and authenticity

The webquest uses various strategies to increase motivation, interest, and dedication to the task and therefore the students' learning outcomes .This is a task or question that needs honestly one answer. Students have to develop hypotheses or to solve a problem, a question or a problem in the real world, not a "school game".

A well-designed webquest should arouse immediate interest because the students can share their own information with other students around the world. Finally, Tom March proposes that the response from students become meaningful things: to publish in the network so that others can meet you, send real their information to people to give their opinion and evaluate, etc. It is, in short, do not stay in the "school game" and give meaning and purpose to the effort of students.

2 Cognitive development

A good webquest causes higher cognitive processes(transformation of information sources and different formats, understanding, comparison, processing and hypothesis testing, analysis-synthesis, creativity, etc.). So that the students use these higher functions cognition, the WebQuest uses "cognitive scaffolding", a concept closely related to Vigoyski.

These strategies help students organize information into meaningful units, analyze and produce new answers. The instructions, tool as providing a webquest in the process section and work and the teamwork contribute to children perform tasks that they would not be able to do alone. This is to help with specific subtasks guided by the teacher (scaffolds) to acquire process and produce information.

In education, **scaffolding** refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

3 Cooperative learning

In the webquest each student plays a specific role within a group they should coordinate their efforts to solve a task or produce a product. Understanding something for later explanation to classmates usually involves more effort than necessary to successfully overcome traditional homework, ending with some kind of assessment. Moreover, in the group everyone is required: the webquest reinforces the self-esteem of the students because they promote cooperation and collaboration between them to resolve a common task. As Cabero (1999), notes "the significant collaborative work is not the simple existence of interacting exchange of information between group members, otherwise its nature"

2.4.9 Writing Skill

The empirical research on the implementation of the webquest in classroom programs is scarce, so the results of this research continue the dialogue with other pioneering work on this topic of education. The study evaluates the results achieved by traditional teaching and implementing a webquest in the writing process development and promotion learning skills.

 It is very important to notice that writing and reading processes are linked, generally in the students of primary school. The reading skill is developed before writing. According to Díaz, V. G. (2011), there are some competences which involve Reading and writing skills.

a.-Linguistic or grammatical competence. It refers to the innate mastery of use language and grammar; determines the correction of linguistic utterances.

b.- Sociolinguistic competence. It results from the knowledge of the rules Sociocultural allowing the adequacy of statements to the context where develops communication.

c.- Discursive and textual competence. The knowledge and skills to understand and produce text types.

d.- Strategic competence. The first three further emphasizes writing sub competences. In the first case, written texts require of a stricter way in terms of punctuation and syntax.

2.5 Legal frame

This research is based legally on the Constitution of the Republic of Ecuador Montecristi approved on 23 and July 24, 2008, to establish the following:

Art. 343: The system will be centered on the learner and will work flexibly. In this process (see attachment # 5)
Art. 347: The use of technology in the learning process (see attachment #5)

ORGANIC LAW OF CROSS-CULTURAL EDUCATION
(Official Journal No. 417 of March 31, 2011)

Art. 2: Education Principles (see attachment #5)

CODE OF CHILDREN AND ADOLESCENTS
Art. 37:Children and adolescents (see attachment #5)

2.5 Hypothesis

The interaction on webquest will improve accuracy in writing skills with students of third grade at Escuela de Educación Básica Educa located in Salinas –Santa Elena Province.

2.6 Variables of study

2.6.1 Independent variables: The interaction of webquest

These are interactive activities that will help students to improve accuracy in writing skills.

2.6.2 Dependent variables: writing skills

In each webquest, there is a way to evaluate the activity or activities that each student has to do during the process of solving the webquest in order to improve writing skills.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research approach

The Internet offers a number of resources that over time have evolved. The Web has traveled to what is now called Web 2.0. In this new version of the network to networks, new resources have made users to take a more participatory role, from simply searching for information to reach the construction of knowledge; this represents a very radical change from traditional learning paradigms.

Blasco and Perez (2007) point out that "Qualitative research studies reality in its natural context and how it happens, drawing and interpreting phenomena according to involved people". Using a variety of tools to gather information, interviews, pictures, comments, stories of life, in which routines and problematic situations are described as well as the meanings in the lives of the participants.

This study was conducted under the qualitative approach, because it identifies and describes the experience of teachers using webquest as a technological tool in order to create an interaction to improve accuracy writing in the students of third grade at Escuela de Educación Básica Educa. It is important to notice that the design used in this research was the case study, consisting of a detailed description and analysis of information.

The work of the teachers working in the use of webquest, consider the following categories: Interaction between participants, and achievement of learning outcome. The main result is that a webquest promotes interactions between

students, teacher and technology. The interaction on webquest depends on the design and procedure.

3.2 Levels of research

This research was conducted as a qualitative and quantitative work research focused on educational technology tools, describing new ways to apply technology to benefit the teaching - learning process.

3.2.1 Quantitative

"Quantitative research is collecting, processing and analyzing quantitative or numerical data on predetermined variables." Dominguez (2009). The Quantitative method was used for the development of this project in regard to collect and analyze numerical data about the use of writing activities on webquest.

3.2.2 Qualitative

"Qualitative methods are those that emphasize to know the reality from the perspective of impact, to capture the particular meaning attributed to each fact of their own character and see these as parts of a systematic set." (Olabuénaga,2012) The qualitative method was used in this project with the analyzed data and results that will clarify the conditions of Escuela de Educación Básica about the use technological resources to improve writing skills.

3.2.3 Inductive-deductive method.

The deduction enables the relationship of union between theory and observation from the problem of study which involves storing knowledge and isolated reports indicating the real induction .This project started with the Inductive method

through observation to determine the possible problem in writing skills of third grade students. It was necessary for the Deductive method the information about the use of a webquest and the advantages that it provides in the students learning process.

3.2.4 Scientific

This method will show the impact of the interaction on webquest to improve accuracy in writing skills in students of third grade at Escuela de Educación Básica Educa.

3.3 Type of research

3.3.1 Participative

"The Central role of participative research was to ensure that individuals are involved in the process" (Hall, 1983). The Participative research was applied for the development of this project because It would imply that everyone in Escuela de Educación Básica Educa should be involved of the entire research process.

3.3.2 Field

The field research tried to verify that the data obtained from Escuela de Educación Básica Educa would be realistic to know what the conditions of the school are then make the analysis as defined by Grajales, (2010) in the following paragraph:"The field research distinguishes between place where the research is conducted, if the conditions are natural in the field of events"

3.3.3 Bibliographic

The Bibliographic research was considered in this project because it was a very good tool for the research process, it provided a safe and efficient research, maintaining order within the investigative process given in different cases such as: theories, hypotheses, results, instruments and techniques used on writing problem that the investigator proposes to resolve, in this case the use of a webquest to improve accuracy in writing skills.

3.4 Population and samples

3.4.1 Population

The population is reduced to 22 students of the third grade at Escuela de Educación Básica Educa, 22 Parents and 7 teachers.

Chart N° 2: Population chart

N°	Description	Quantity	Average
1	Parents	22	42,31
2	Students	22	42,31
3	Teachers	7	13,46
4	Principal	1	1,92
	TOTAL	**52**	**100 %**

Source: Interaction in webquest to improve the accuracy in writing.

Author: Silvia Lorena Moreno Rivera

3.5. Operationalization of variables

3.5.1 Independent Variable: Interaction in webquest

Chart N° 3 : Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
A WEBQUEST is a developed software that will allow students to find the answers to the task through the use of the internet.	ICT Google site Searchable database	Technology Cooperative learning Technological tool	1.-Do you know how to use software on the Internet? 2.- Is there any specific software you have used? 3.-Have you ever used a webquest?	Survey Interview Lesson plan

Source: Interaction in webquest to improve t accuracy in writing.
Author: Silvia Lorena Moreno Rivera

3.5.2 Dependent variable: Writing Skills

Chart N° 4 : Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
Writing is the productive skill in the written mode it is the development and presentation of thoughts in a structured way.	Curricular Learning skill Writing Process	Methodology Accuracy	Do your teachers apply different resources in order to improve your writing skills? Do you think that writing activities are interesting? Do you consider that you have developed your writing skills?	Video camera Interview Camera Lesson plan Survey

Source: Interaction in webquest to improve accuracy in writing.
Author: Silvia Lorena Moreno Rivera

3.6 Techniques and tools

3.6.1 Procedure for the preparation of the instruments.

From the process of this project indicates, Sampieri, R(2003) show the steps to follow for the construction of the instrument. On the basis of a review of the literature, review of questionnaires to guide this project on what it is trying to measure, indicating the levels of measurement of a limited number of closed questions to prepare the final version of the questionnaire.

3.6.2 Definition of the objectives of the questions.

In this phase a series of questions about the purpose of the webquest is conducted, this enables to establish the goal of working with webquests, this project needs to know the relationship between the practice and the skills.

3.6.3 Planning of the questionnaire, detecting its various sections.

In this second part, to be clear about the purpose of the survey, as well as the technique for collecting information design is an instrument that was simple and with an appropriate language to the teachers and students in the study, the points that were developed in the instrument were:

- Availability and frequency of use for the computer equipment and Internet access.

- Frequency of use of the core programs of Microsoft Office.

- Strategies for finding information in databases documentaries (key words, content types).

- Use and importance of the technologies, and resources to perform activities, tasks, and assessment in their subject.

- Activities focused on working with the webquest in the classroom.

3.6.4 Elaboration of questions.

Taking as a starting point the objective of the instrument, the structure of the data and questions is composed of steps, the first part indicates the general data that allows to describe the sample, as the name, gender, the period of training. The next part is based on the availability and frequency of use of the computer for individual use and access and availability of the Internet, as well as the frequency of use of the software.

All questions were answered by the teachers and students through dichotomous replies (yes/no), justifying the response. The analysis of quantitative data from the questionnaire is based on the closed-ended questions on the survey, as well as the content analysis of the open-ended responses of teachers and students.

3.6.5 Analysis of reliability and validity of the questionnaire

Once completed the questionnaire or survey, it is necessary to analyze its validity, the indicators must be validated. In this way to anticipate the validity of the document, it was also applied to 7 teachers and 22 students, to evaluate the content, structure, clarity of the indicators, in order to be able to fulfill the objective of the instruments.

3.6.6 Final wording of the survey

Once completed, the instrument provided for the first part as the general data of the teacher or student is composed by seven questions to be completed by the students and teachers with the purpose of having a picture on the availability and frequency of use of technological tools in teachers and students; pre- and post-test, is formed by four items, which indicate dichotomous replies (yes or no) with a justification and three multiple-choice items.

3.7 Plan for the collection of information

These interviews and surveys were carried out by 22 students, 22 parents and 7 teachers and 1 Principal, it had duration of 10 minutes each one. For the preparation for the interviews, it was necessary to define clearly what is going to be evaluated, to do this, the objectives or aspects to be studied through the interview, setting goals, the patterns of conduct of the interview or surveys and the procedures for the registration and processing of information.

In this research, the information was obtained through surveys to students, parents, and interview to teachers and the principal of the institution, once collected, the data was analyzed for the respective process so considered the variables presented in this research.

3.7.1 Teachers Instruments

In regard to the development of the instrument of knowledge, the tool applied for the teachers was the interview. The interview is the communication established between the researcher and the subject of study in order to obtain verbal information to the questions raised about the proposed problem.

With the aim to know the opinion of teachers in the implementation of the webquest, and from the students in regard to the work done with the tool, the advantages and disadvantages that are presented during their development were semi-structured individual interviews.

In its development this research is focused on questions to analyze knowledge that teachers have about webquest as a didactic tool, integrating in the instrument 2 questions with dichotomous answers (yes/no) and two open-ended questions, the structure of the questions was the following:

- Information on the webquest.

- Knowledge on the objectives and advantages of the webquest.

- Knowledge on the design of a webquest.

- Characteristics of the webquest.

- Use the webquest as a tool in the class.

- Valuation of the webquest as a didactic tool for teaching.

3.7.2 Students Instruments

In order to obtain the information, the tool used for the students was survey. Surveys are a method of gathering information from individuals. Surveys have a variety of purposes, and can be conducted in many ways. Surveys may be conducted to gather information through a printed questionnaire, over the telephone, by mail, in person, by diskette, or on the web.

This information is collected through use of standardized procedures so that every participant is asked the same questions in the same way. It involves asking people for information in some structured format. Depending on what is being analyzed, the participants being surveyed may be representing themselves, their employer, or some organization to which they belong.

The structure of the student's instrument is composed of the following items:

- Specification of the objective of the activity.

- Availability in the use of the individual computer.

- Frequency of use of the computer

- Availability on Internet access.

- Frequency of use of the Internet.

- Importance and use of technologies in the subject.

- Importance the use of technology in assessment.

- Evaluation of the resources obtained (deliverable) taking into account the objectives of the activity.

- Guidance on the series of steps to carry out the activities in the webquest.

- Selection of resources to guide the student on the sequence and organization of the work.

In regard to the design of the instrument of satisfaction to the students, the goal of its application is to evaluate the use of the webquest at Escuela de Educación Básica Educa in order to improve accuracy writing skills, in terms of satisfaction, considering that they are different experiences of the students in the various programs to use the webquest.

3.7.3 Parents Instruments

The design of the parents instrument was based on a Likert-type scale with options: complete disagreement, partial, indecisive, of total agreement, partial, is composed of eight closed questions, the structure of the questions is as follows:

- Motivation to respond to a topic or problem to be solved through the use of the webquest.

- Assigning roles and activities to be carried out through the webquest.

- Teacher's orientation of selecting and organizing the information obtained.

- The use of the webquest to promote the participation to generate new knowledge for the investigation.

- Promote participation to generate new knowledge about the investigation.

- Aspects that have similar satisfactory work raised in the webquest.

- Problems or limitations that have been found with the methodology through the webquest.

- Procedure for the preparation of interviews with teachers and students.

- Skills developed in the work with webquest.

- Incorporation of ICT in teaching practice.

- Perception of students to the application and development of the webquest.

- Inputs from the webquest on the academic performance of students.

- Advantages and disadvantages in the design and implementation of the webquest with the group.

- Inputs of the webquest to another media (web pages, platforms).

In regard to the completion of the interviews, they offered to the teachers and students who expressed comments or give their opinion on any aspect to consider of interest in this regard, on the work carried out with the webquest. In this way, the interview was completed and the work carried out, thanking them for their participation in this research.

- Implementation of the program "The webquest, as an educational resource for improving the WRITING SKILL.

- Training phase in the design of the webquest.

- Follow-up Phase for teachers in study.

- Phase of implementation and evaluation of the webquest carried out by the teachers.

3.7.4 Data collection plan

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

Chart N° 5 : Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the accuracy in writing skills.
2. From which people or objects?	The third grade of Escuela de Educación Básica Educa
3. About what aspects?	The interaction of writing activities in webquest
4. Who?	UPSE Research (English Teaching Career).
5. To Whom?	Students, parents and teachers
6. When?	2014-2015
7. Where?	At Educa School.
8. How many times?	Once a year during the school year 2014-2015
9. How?	Individually and by group
10. What data collection techniques?	Interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source**:** Interaction in webquest to improve accuracy in writing skills.

Author**:** Silvia Lorena Moreno Rivera

3.8 Information processing plan

Chart N° 6 : Information Processing Plan

Determining a situation	Search for information	Data collection and analysis	Definition and formulation	Designing solutions
With surveys addressed to students and parents the lack of interest in writing activities will be concluded. The students do not like writing activities because these are boring. Furthermore, the students do not like to present their homework on their notebooks.	After determining the problem. The next step was the research process using helpful tools like the internet reading articles, books, etc. To determine the cause- effects of this problem and find resources to improve accuracy in writing .	With the information obtained about the lack of interest in writing activities in the students of third grade at Escuela de Educación Básica Educa through surveys, interviews, the information was collected on the notebook to solve the problem.	It determined the lack of the interest the writing activities in the students of third grade at Escuela de Educación Básica Educa is , because they do not have some kind of technological tool or some tool that catches the attention of the students to write short texts.	Trough the implementation of webquest in the classroom with different links and tecnological resources. The webquest will create interaction between the students and teachers. Furthermore , the students of third grade at Escuela de Educación Básica Educa will improve accuracy in writing skills.

Source**:** Interaction in webquest to improve accuracy in writing.

 Author**:** Silvia Moreno Rivera

In the implementation of the pre- and postest for teachers and pupils, the analysis of quantitative data is focused on dichotomous responses (yes/no) through a descriptive analysis of frequencies at the global level and for each one of the diplomas.

The descriptive analysis allowed to know and to describe the practices of the teachers in relation to the skills involved in working with webquest (evaluation of networked resources, task assignment making use of the Internet, specification of work processes, and development of criteria for evaluation of the activities. Also making the gender analysis of students and teachers at the global level , using the technique of chi-square.

In the instrument applied to teachers to analyze that they have knowledge on the use of the webquest as a didactic tool, the analysis of the results was through a descriptive analysis of frequencies at the global level in order to know if they were informed about the webquest, if they had applied the tool, on the features, the design and the advantages of the tool.

Also doing the analysis of content in the two questions embedded in the instrument on the characteristics that present the webquest and the rating of the tool. As soon as the instrument of satisfaction data that was obtained, it was through the analysis of the media at the global level and by titration, to know the degree of satisfaction of the students in working with the webquest.

Doing the content analysis on the aspects that seemed most successful in the work raised with the webquest and the problems or limitations found in the methodology with the tool. In the comparison of pre- and post-test of teachers, considering the same sample of teachers in regard to establish in the pre- and posttest, with a design of intra-individual repeated measurement design, was the Mc Nemar test, because the majority of the responses of the instruments were dichotomous.

In the analysis of samples of students in the pre- and post-test was through a design that for reasons of anonymity, did not include the name of the student on both instruments. In the implementation of the interviews, it is also conducted an analysis of content to find out the details of the responses of teachers in regard to the work developed with the tool, as well as the advantages and disadvantages that are presented, the interviews applied to the students is to know your opinion on the work carried out with the webquest, your rating of the tool and the advantages and disadvantages that were found.

The content analysis is a key stage in the process of qualitative research that appears together with the collection of information Bisquerra (2004), this allows us to know of the responses of teachers and students, those that match and differ; the items are presented as alternatives open and closed, on some questions have a selection of multiple answers. In the implementation of the content analysis of open answers we are interested in using this technique because it has several benefits as indicates Landry (1998) "the wealth of interpretation is varied, the words, expressions, symbolize the way of doing things and thinking of the people of a place".

Allowing us to know the point of view of the working methodologies, the use of ICT and the importance for students and teachers of various degree programs. From the open-ended responses are obtained much more enriching information on what they perceive the teachers and students of the technological resources and their application in the classroom.

Cabero and Certales (2002) set out some characteristics that define the content analysis, which operates within a general outline of research, not independent from the same, depending on the frame where its quality is inserted, as well as the originality, creativity, and knowledge that the investigator uses. Its goal is to provide valid and reliable results, therefore it depends on a number of variables,since the quality of the instrument used, until the training process.

3.9 Analysis and interpretation of results

3.9.1 Survey addressed to students.

Question 1: Do you like English?

Objective: To know if the students like English.

Chart N° 7 : Use of English

Do you like English?				
Question	**ALTERNATIVE**		**F**	**%**
1	2	Yes	18	81,82
	1	No	4	18,18
	TOTAL		22	100

Source: Students´ survey
Author: Silvia Moreno Rivera

Graph N° 1: Use of English
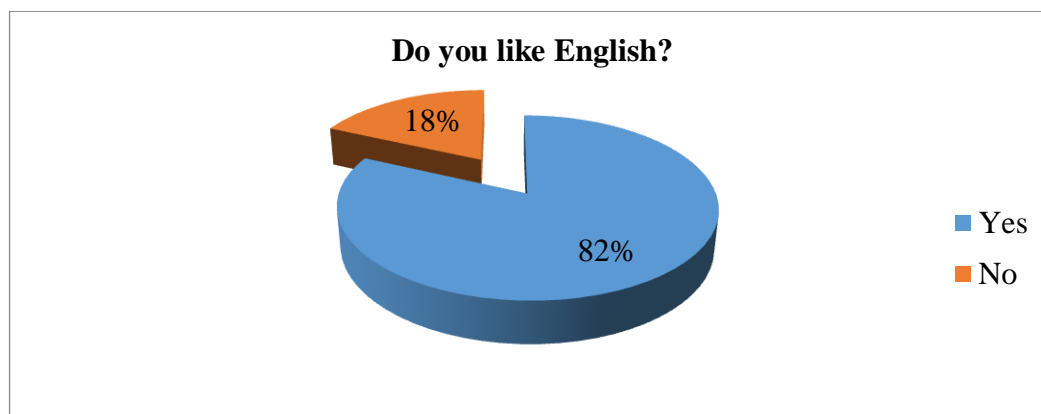
Do you like English?

18%

82%

- Yes
- No

Source: Students´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this variable it can be seen that the vast majority, 82% of the students surveyed likes English , while 18 percent said they do not like English, with this result whatever kind of strategies can be used in order to improve any skill.

Question 2: Do you like writing activities?

Objective: To analyze if the students like writing activities.

Chart N° 8 : Writing activities

Do you like writing activities?			
Question	**ALTERNATIVE**	**F**	**%**
2	2	Yes	2	9,09
	1	No	20	90,91
	TOTAL		22	100

Source: Students´ survey
Author: Silvia Moreno Rivera

:

Graph N° 2: Writing activities
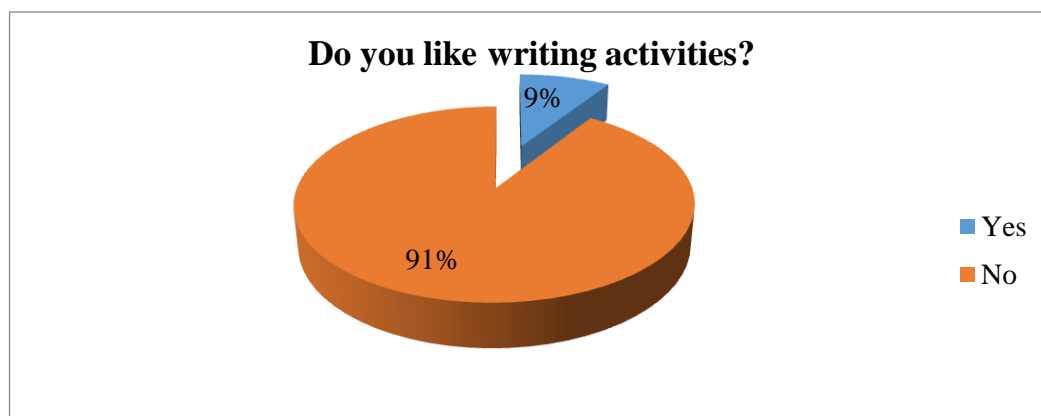
 Source: Students´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 92% of the students interviewed do not like writing activities because it is boring, while 9 percent said they like writing activities , this result can show the lack the interest in writing activities by students of third grade

Question 3: Do you think that writing activities are boring?

Objective: Identify if the students think that writing activities are boring.

Chart N° 9 : Writing activities are boring

Do you think that writing activities are boring?			
Question	**ALTERNATIVE**	**F**	**%**
3	2	Yes	21	95,45
	1	No	1	4,55
	TOTAL		22	100

Source: Students´ survey
Author: Silvia Moreno Rivera

Graph N° 3: Writing activities are boring
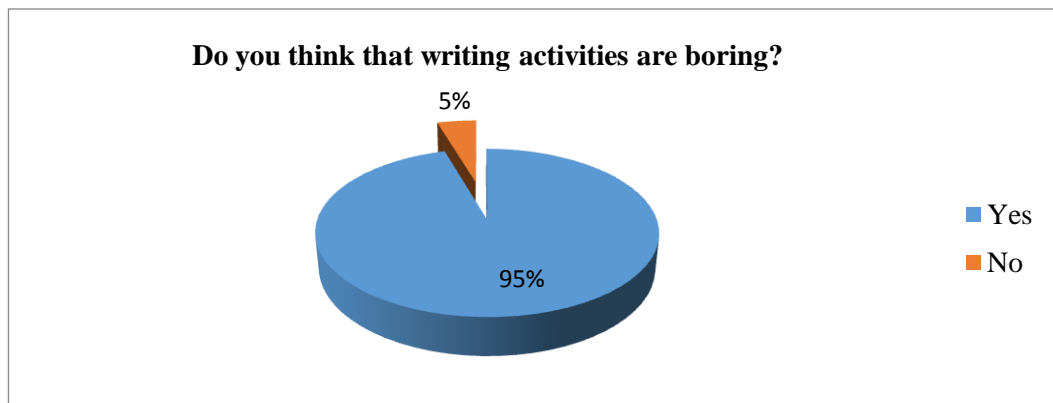
Source: Students´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable binomial it can be seen that the vast majority, 95% of the students interviewed think that writing activities are boring , while five percent said writing activities are not interest , this result show the lack of interest in this skill.

Question 4: Do you have tablet or any technological device?

Objective: To analyze if the students have technological device at home.

Chart N° 10: Use of tablet or any technological device

Do you have tablet or any technological device?			
Question	**ALTERNATIVE**	**F**	**%**
4	2	Yes	21	95,45
	1	No	1	4,55
	TOTAL		22	100

Source: Students´survey
Author: Silvia Moreno Rivera

Graph N° 4 : Use of tablet or any technological device
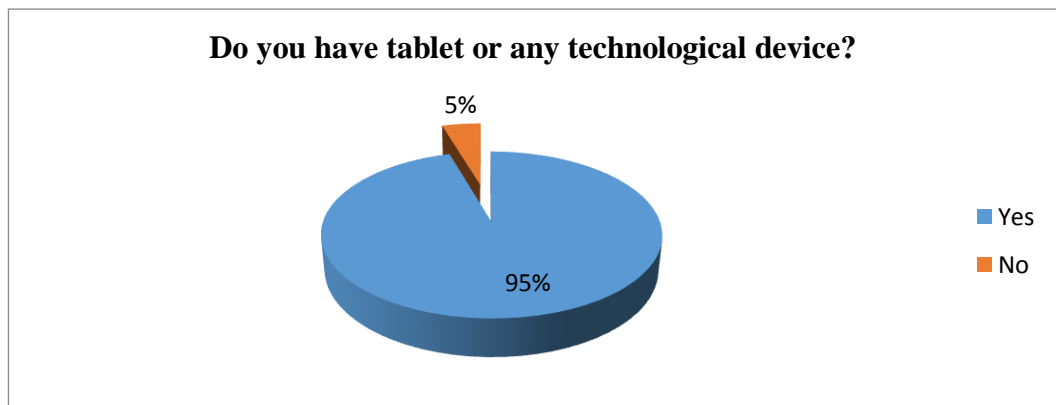
Do you have tablet or any technological device?

5%

95%

Yes
No

Source: Students´survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 95% of the students interviewed have tablet or any technological device, while five percent said that they do not have their tablets because they are broken, this result shows that the majority of the students have any technological device at home.

Question 5: Do you prefer to do your homework in your tablet?

Objective: To analyze if the students prefer to do their homework in their tablet.

Chart N° 11 : Homework in their tablet

Do you prefer to do your homework in your tablet?			
Question	**ALTERNATIVE**	**F**	**%**
5	2	Yes	16	72,73
	1	No	6	27,27
	TOTAL		22	100

Source: Students´ survey
Author: Silvia Moreno Rivera

Graph N° 5: Homework in their tablet
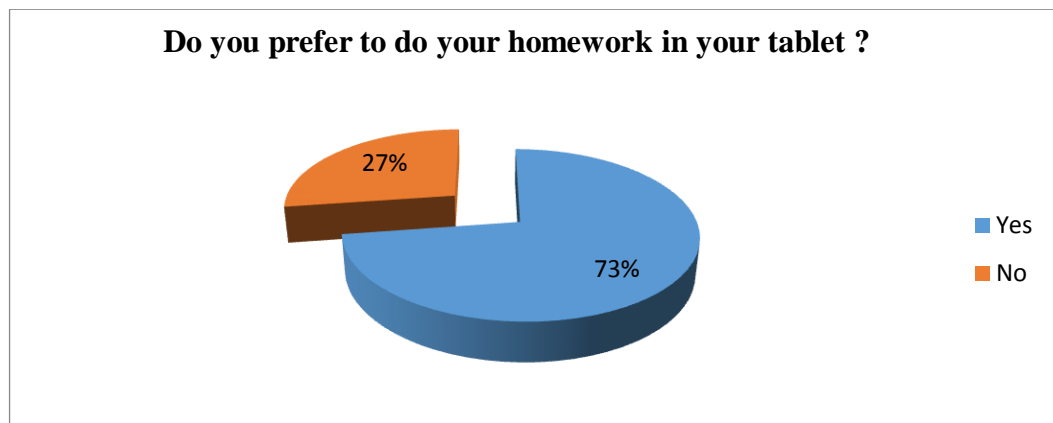
Source: Students´ survey
Author : Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 73% of the students interviewed prefer to do their homework in a digital way, while 27 percent prefer to present their homework on notebooks , this result shows that the majority prefer to use the technology in order to do their homework.

Question 6**:** Do you think that your homework is more organized in digital ?

Objective: To establish if the students think that their homework is more organized in a digital way.

Chart N° 12 : Homework is more organized in digital

Do you think that your homework is more organized in digital ?			
Question	**ALTERNATIVE**		**F**	**%**
6	2	Yes	6	27,27
	1	No	16	72,73
	TOTAL		22	100

Source: Students´ survey
Author: Silvia Moreno Rivera

Graph N° 6: Homework is more organized in digital
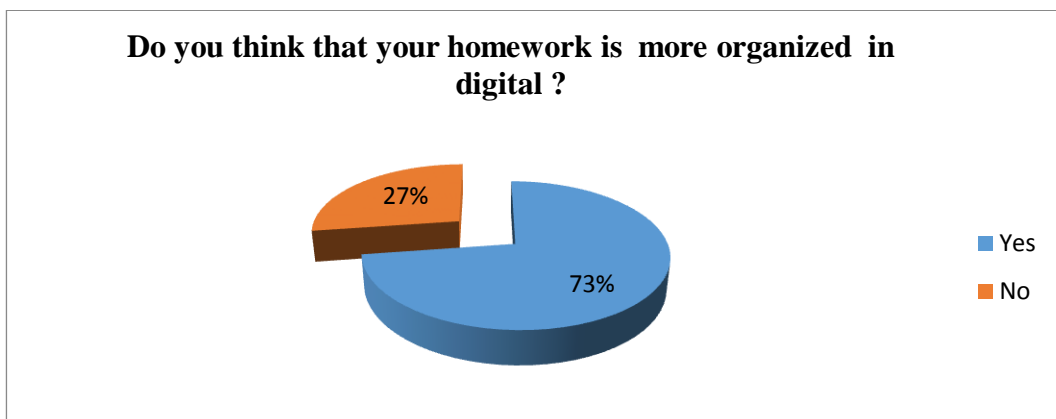
Source: Students´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 73% of the students interviewed prefer to do their homework is more organized in digital, while 27 percent think that their homework is not more organized in digital, this result shows that the majority prefer to use the technology in order to do their homework.

Question 7: Do you prefer to observe your grades in digital?

Objective: To analyze if the students prefer to observe their grades in a digital way.

Chart N° 13 : Observe their grades in digital

Do you prefer to observe your grades in digital?			
Question	**ALTERNATIVE**		**F**	**%**
7	2	Yes	5	22,73
	1	No	17	77,27
	TOTAL		22	100

Source: Students´ survey
Author: Silvia Moreno Rivera

Graph N° 7: Observe their grades in digital
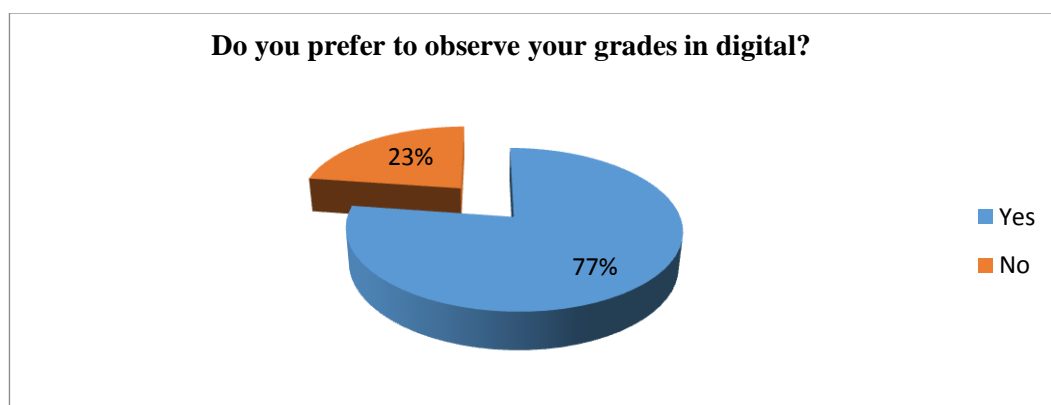
Source: Students´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 77% of the students interviewed prefer to observe their grades in a digital way, while 27 percent prefer to observe their grades on notebooks , this result shows that the majority prefer to use the technology in order to do their homework.

3.9.2 Survey addressed to parents

Question 1: Do you consider that the use of the ICTS can carry out to the students to improve their learning?

Objective: To know if parents think that use of technology will improve the learning process of their children.

Chart N° 14 : Do you consider that the use of the ICTS can carry out to the students to improve their learning?

Do you consider that the use of the ICTS can carry out to the students to improve their learning?				
Question	**ALTERNATIVE**		**F**	**%**
1	3	Total disagree	1	4,55
	2	Indifferent	5	22,73
	1	Total agree	16	72,73
	TOTAL		22	100

Source: Parents´ Survey
Author: Silvia Moreno Rivera

Graph N° 8: The use of the ICTS can carry out to the students to improve their learning
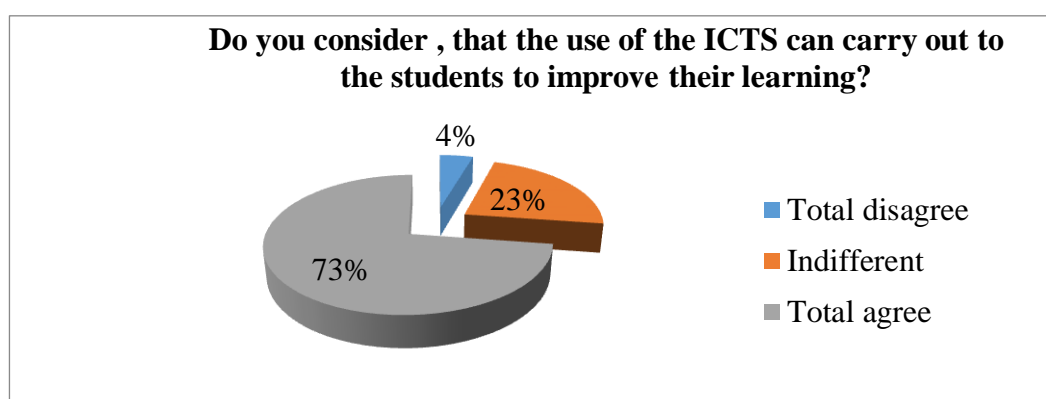
Source: Parents´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation : The 73% of parents pronounced in "Total Agreement" with the proposition about the use educational tools tends to distract the students ″, while 23% has a pronouncement "indifferent" and only 4% to the proposition say that they are in "Disagreement "

Question 2: Do you believe that the usage of technological tools in the classroom distract the students?

Objective: To establish the perspective of parents about the use of technological tools.

Chart N° 15: The use of technological tools in the classroom distract the students

Do you believe that the usage of technological tools in the classroom distract the students?				
Question		**ALTERNATIVE**	F	%
2	3	Total disagree	16	72,73
	2	Indifferent	5	22,73
	1	Total agree	1	4,55
		TOTAL	22	100

Source: Parents´ Survey
Author: Silvia Moreno Rivera

Graph N° 9: The use of technological tools in the classroom distract the students
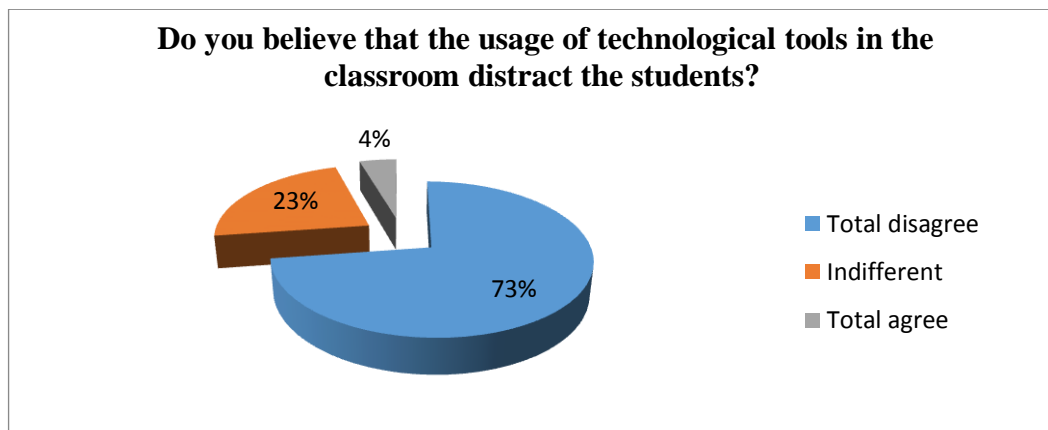
Source: Parents´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: The 73% of parents pronounced in "Total Agreement" with the proposition about the use educational tools tends to distract the students ″, while 23% has a pronouncement "indifferent" and only 4% to the proposition say that they are in "Disagreement "

Question 3: Do you believe that using technological tools help the students to achieve their future goals at the university?

Objective: To analyze if the parents believe that the use of technological tools will help their children to achieve their goals.

Chart N° 16 : The use technological tools contribute to the students to achieve their future goals at the university

Do you believe that using technological tools contribute to the students to achieve their future goals at the university?				
Question		**ALTERNATIVE**	**F**	**%**
3	3	Total disagree	1	4,55
	2	Indifferent	2	9,09
	1	Total agree	19	86,36
		TOTAL	22	100

Source: Parents´ Survey
Author: Silvia Moreno Rivera

Graph N° 10: The use technological tools contribute to the students to achieve their future goals at the university
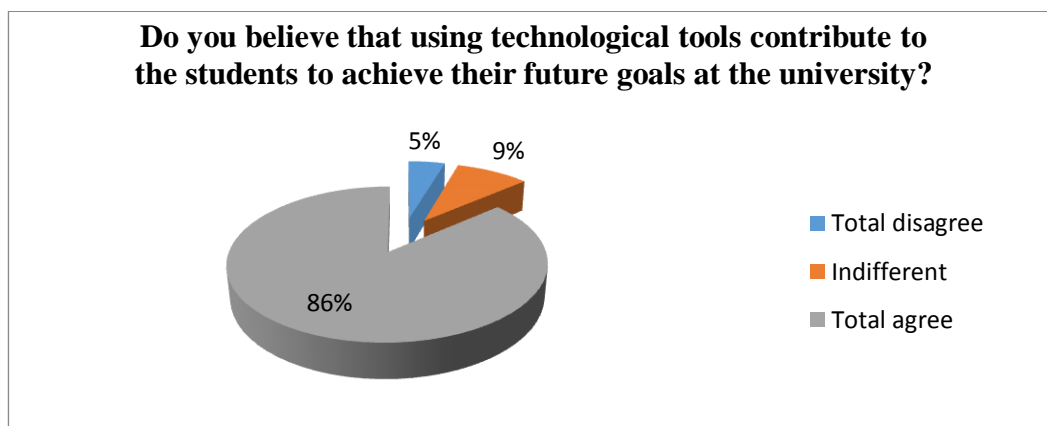
Source: Parents´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 86% of the parents interviewed considered that the technological tools to help students with new challenges, while 9 percent are against.

Question 4: Do you believe that the technological tools help the students to increase their interest in learning of English language?

Objective: To analyze if the parents believe that the use of electronic devices help their children to increase their interest in learning of English Language.

Chart N° 17 : The technological tools contribute to the students to increase their interest in learning of English language

Do you believe that the technological tools contribute to the students to increase their interest in learning of English language?				
Question		**ALTERNATIVE**	**F**	**%**
4	3	Total disagree	1	4,55
	2	Indifferent	8	36,36
	1	Total agree	13	59,09
		TOTAL	**22**	**100**

Source: Parents´ survey
Author: Silvia Moreno Rivera

Graph N° 11: The technological tools contribute to the students to increase their interest in learning of English language
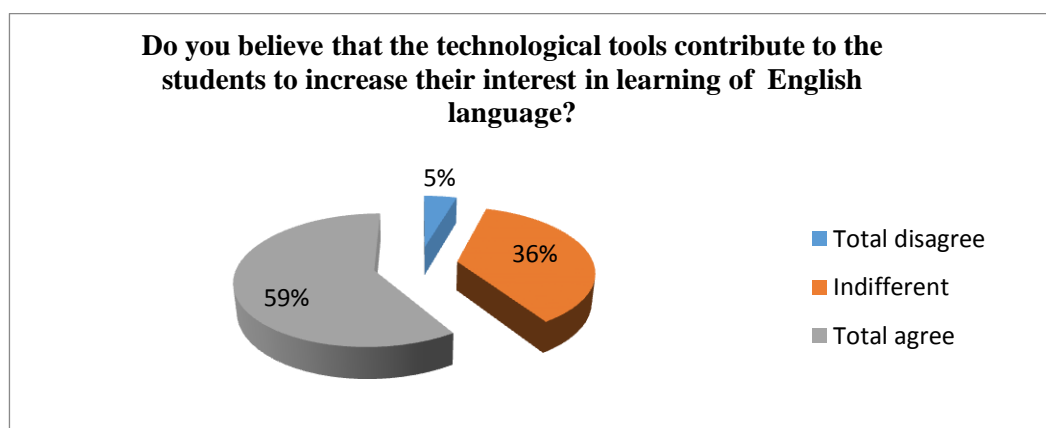
Source: Parents´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 59 % of the parents interviewed consider that he technological tool are more interesting for student´s learning of the foreign language.

Question 5: Do you believe that technological resources can help improve the English skills such as: reading, writing, listening and speaking?

Objective: To establish the perspective of parents about the use of technological tools.

Chart N° 18: Technological resources can improve English skills such as: reading, writing, listening and speaking

Do you believe that technological resources can improve English skills such as: reading, writing, listening and speaking?				
Question		**ALTERNATIVE**	**F**	**%**
5	3	Total disagree	1	4,55
	2	Indifferent	8	36,36
	1	Total agree	13	59,09
		TOTAL	22	100

Source: Parents´ Survey
Author: Silvia Moreno Rivera

Graph N° 12: Technological resources can improve English skills such as: reading, writing, listening and speaking
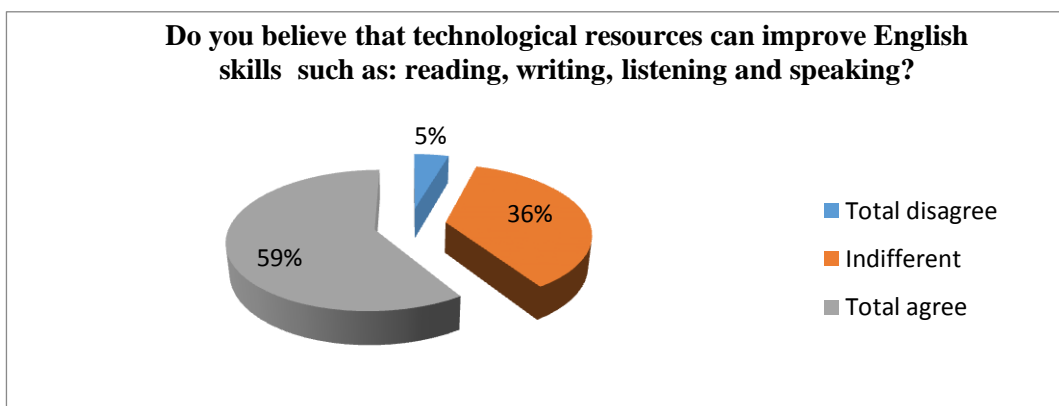
Source: Parents´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: Through the analysis of this binomial variable it can be seen that the vast majority, 59% of the parents interviewed believe that the technological tools to help to improve any skill as read , write, listen, and speak.

Question 6: Do you believe that the investment in technological resources benefit the student?

Objective: To establish the opinion of the parents about the technological resources.

Chart N° 19: The investment of technological resources benefit the student

Do you believe that the investment in technological resources benefit the student?				
Question	**ALTERNATIVE**		**F**	**%**
6	3	Total disagree	2	9,09
	2	Indifferent	2	9,09
	1	Total agree	18	81,82
		TOTAL	22	100

Source: Parents´ survey
Author: Silvia Moreno Rivera

Graph N° 13: The investment of technological resources benefit the student
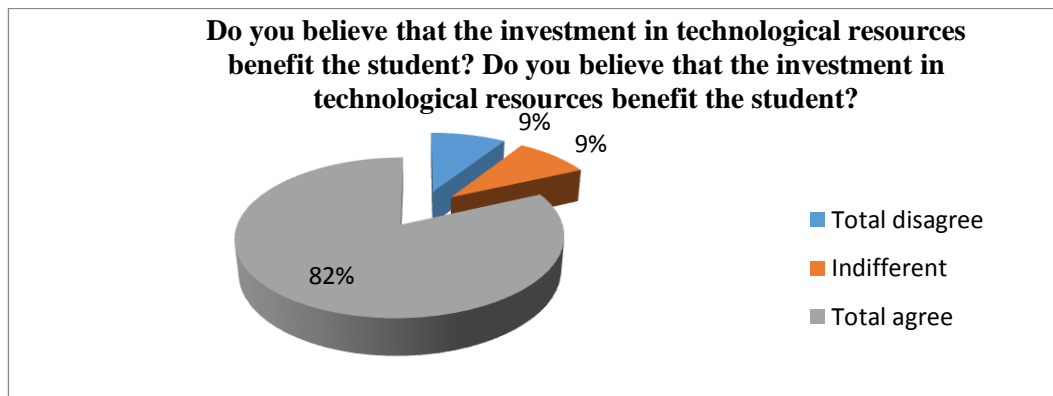
Source: Parents´ survey
Author : Silvia Moreno Rivera

Analysis and Interpretation: The 82% of parents pronounced in "Total Agreement" with the proposition about the investment of technological resources can benefit the students", while 9% say that they are in "Disagreement ", and only 9% has a pronouncement "indifferent" to the proposition.

Question 7: Do you believe that the educational software are necessary tools in the learning process?

Objective: To analyze if the parents believe that the use of Educational software are necessary in the learning process of their children.

Chart N° 20 : Educational software are necessary tools in the learning process

Do you believe that the educational software are necessary tools in the learning process?				
Question	**ALTERNATIVE**		**F**	**%**
7	3	Total disagree	1	4,55
	2	Indifferent	1	4,55
	1	Total agree	20	90,91
	TOTAL		22	100

Source: Parents´ survey
Author: Silvia Moreno Rivera

Graph N° 14: Educational software are necessary tools in the learning process
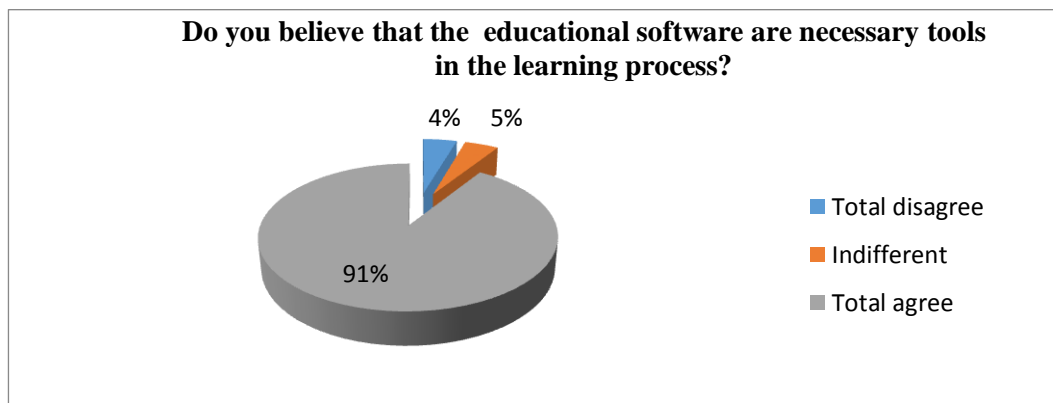
Source: Parents´ survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: The 91% of parents pronounced in "Total Agreement" with the proposition about the educational tools are necessary for the learning process of the students ″, while 4% say that they are in "Disagreement ", and only 5% has a pronouncement "indifferent" to the proposition.

Question 8: Is there a disavantage between students with access to educational software versus students without?

Objective: To analyze if the parents think that there are disadvantages in students that do not use technological resources.

Chart N° 21: Disavantage between students with access to educational software versus students without

Is there a disavantage between students with access to educational software versus students without?			
Question	**ALTERNATIVE**		**F**	**%**
8	3	Total disagree	1	4,55
	2	Indifferent	2	9,09
	1	Total agree	19	86,36
	TOTAL		22	100

Source: Parents´ Survey
Author: Silvia Moreno Rivera

Graph N° 15: Disavantage between students with access to educational software versus students without

Source: Parent´s survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: The 86% of parents pronounced in "Total Agreement" with the proposition about the disadvantages of the students that have access to an educational software than the students that do not have access to an educational software″, while 9% say that they are in "Disagreement ", and only 5% has a pronouncement "indifferent" to the proposition.

3.9.3 Survey to the teachers who work at educa

Analysis of the results of the survey addressed to teachers

Question 1: Do you practice writing activities with your students EVERY DAY?

Objective: To establish how often teachers practice writing activities with their students.

Chart N° 22: Teachers practice writing activities with their students

Do you practice writing activities with your students EVERY DAY?			
Question	**ALTERNATIVE**	**F**	**%**
	2	Yes	1	14,29
	1	No	6	85,71
1	**TOTAL**		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 16: Teachers practice writing activities with their students
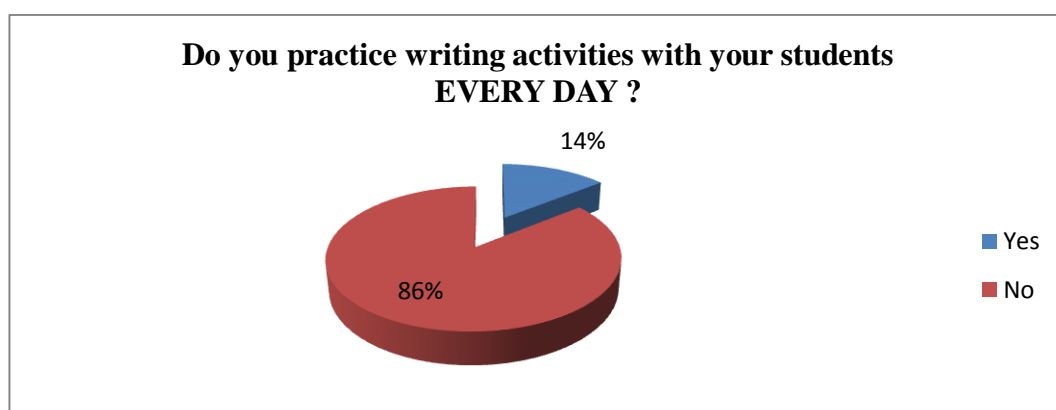
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: The 86 % of teachers pronounced that they do not practice writing activities every day with their students in the classroom , while 14% of the teachers expressed that they practice writing activities every day.

Question 2: Do you use a variety of resources to develop writing activities?

Objective: To analyze if the teachers use a variety of resources to develop writing activities.

Chart N° 23 : The variety of resources to develop writing activities

Do you use a variety of resources to develop writing activities?				
Question	**ALTERNATIVE**		**F**	**%**
2	2	Yes	3	42,86
	1	No	4	57,14
	TOTAL		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 17: The variety of resources to develop writing activities
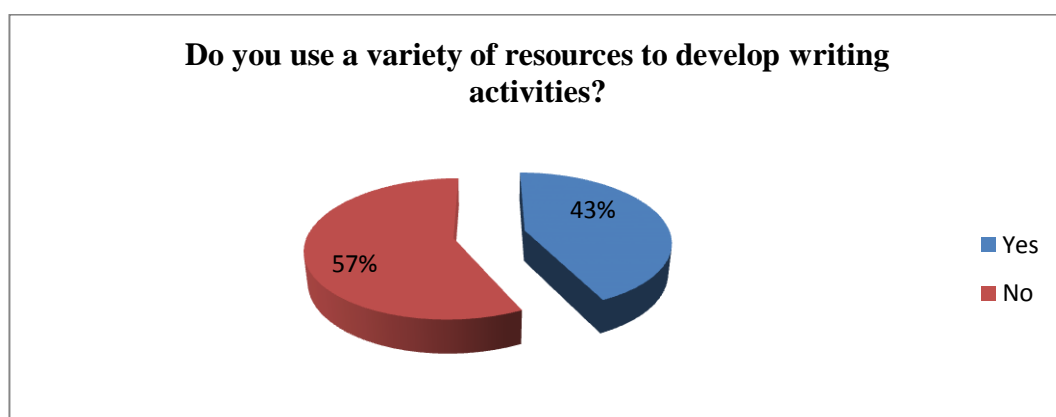
Do you use a variety of resources to develop writing activities?

43%
57%
- Yes
- No

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: Do you use a variety of resources to develop writing activities? The majority of teachers with 57% show that they do not use a variety of resources to develop writing skills, while that the 43 % of teachers pronounced that they use a variety of resources, to improve writing activities. Analyzing this results, show that the teachers and students do not have appropriate materials to improve this skill.

Question 3: Do you have any electronic device?

Objective: To analyze if the teachers have electronic devices.

Chart N° 24 : Use of electronic devices

Do you have any electronic device?			
Question	**ALTERNATIVE**	**F**	**%**
3	2	Yes	5	71,43
	1	No	2	28,57
	TOTAL		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 18: Use of electronic devices
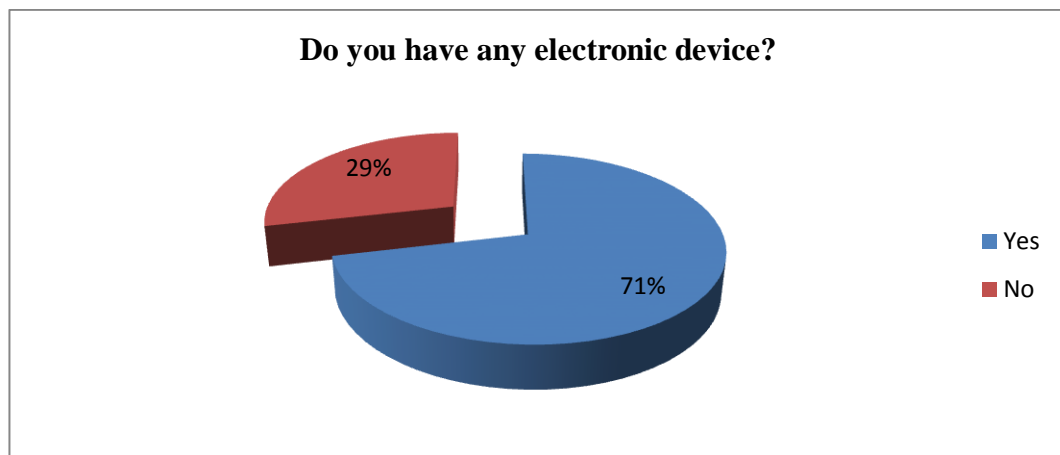
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: Do you have any electronic device? The majority of teachers with 71 % expressed that they have electronic devices, such as tablet, computer ,mobile phone etc. While that the 29% of the teachers do not have electronic devices. Showing that the great majority of teachers of Educa School have electronic device.

Question 4: Do you apply technological resources to improve writing skill?

Objective: To analyze if the teachers apply technological resources to improve writing skill in their students.

Chart N° 25: Use of technological resources to improve writing skill

Do you apply technological resources to improve writing skill?				
Question	**ALTERNATIVE**		**F**	**%**
4	2	Yes	1	14,29
	1	No	6	85,71
	TOTAL		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 19: Use of technological resources to improve writing skill
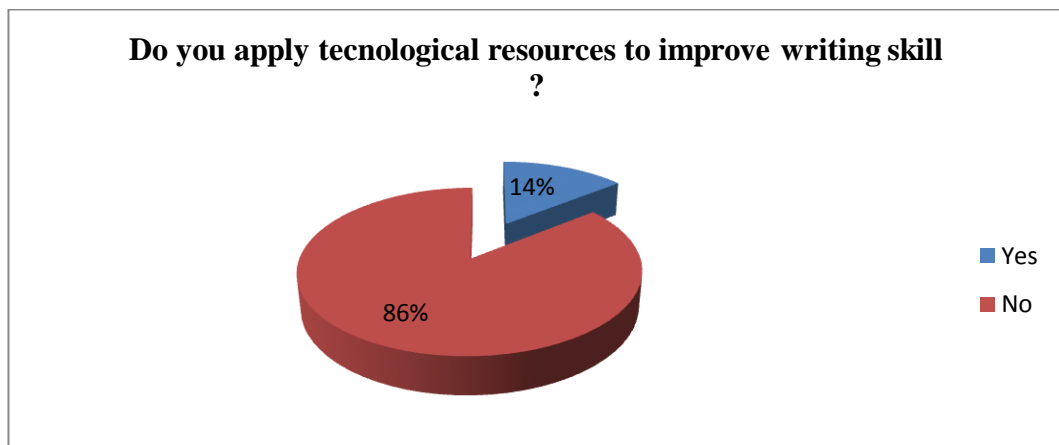
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: Do you apply technological resources to improve writing skill ? The majority of teachers with 86 % expressed that they do not apply technological resources to improve writing skills , while that the 14 % apply technological resources   , showing that the teachers have not applied technological resources to improve the writing skill.

Question 5: Are you good at the use of ICTS?

Objective: To analyze if the teachers are good in the use of Information and Communication technology.

Chart N° 26 : Are you good at the use of ICTS?

Are you good at the use of ICTS?			
Question	**ALTERNATIVE**	**F**	**%**
5	2	Yes	6	85,71
	1	No	1	14,29
	TOTAL		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph 1: Are you good at the use of ICTS
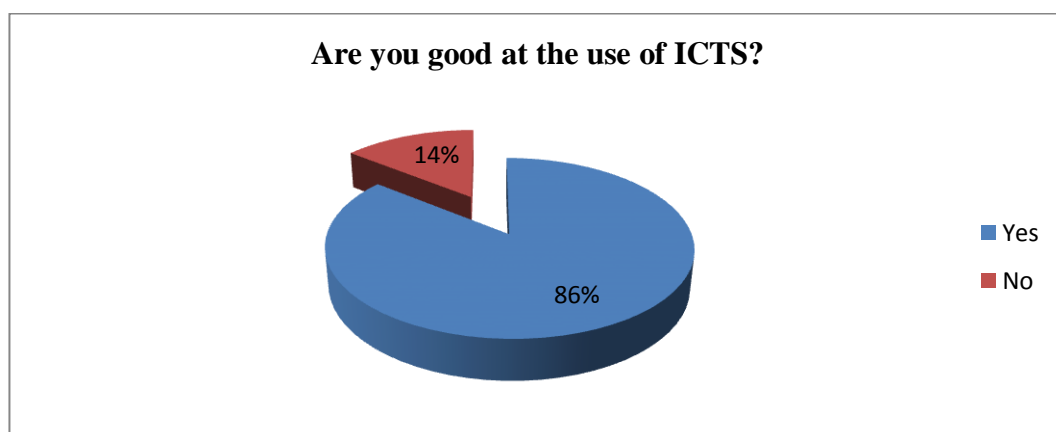
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: Are you good at the use of ICT? The majority of teachers with 86 % expressed that they are good at the use of ICT , while that the 14 % of teachers are good at the use of ICT .

Question 6: Do you use your electronic device in classroom?

Objective: To analyze if the teachers use their electronic devices in classroom as technological tool.

Chart N° 27: Teachers use their electronic device in classroom

Do you use your electronic device in classroom?			
Question	**ALTERNATIVE**	**F**	**%**
6	2	Yes	1	14,29
	1	No	6	85,71
	TOTAL		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 20: Teachers use their electronic device in classroom
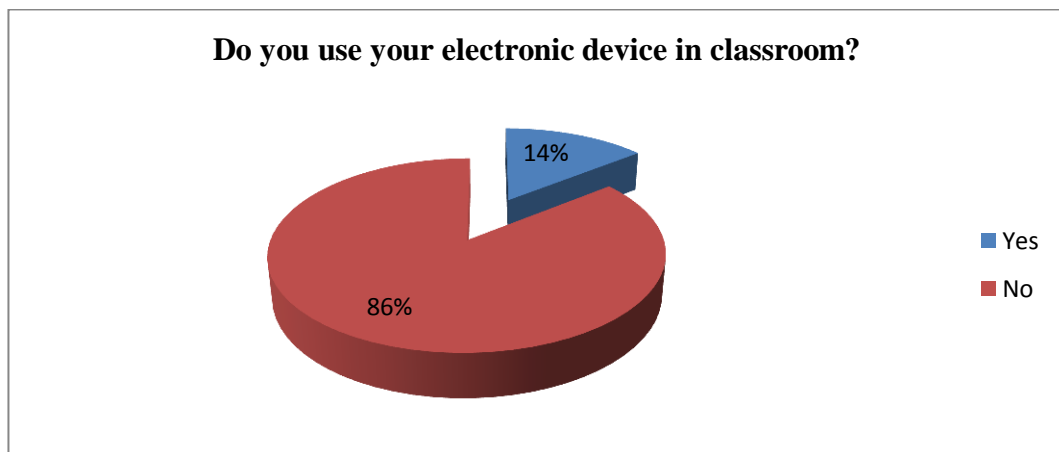
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: Do you use your electronic device in classroom? The majority of teachers with 86 % expressed that they do not use their electronic device in classroom, while that the 14% of teachers use their electronic device in classroom to improve accuracy writing.

Question 7: Do you have a very positive attitude about the use of technological resources?

Objective: To know the perspective of teachers about the use of technological resources.

Chart N° **28** : The attitude about the use of technological resources

Do you have a very positive attitude about the use of technological resources?				
Question	**ALTERNATIVE**		**F**	**%**
7	2	Yes	6	85,71
	1	No	1	14,29
	TOTAL		7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 21: The attitude about the use of technological resources
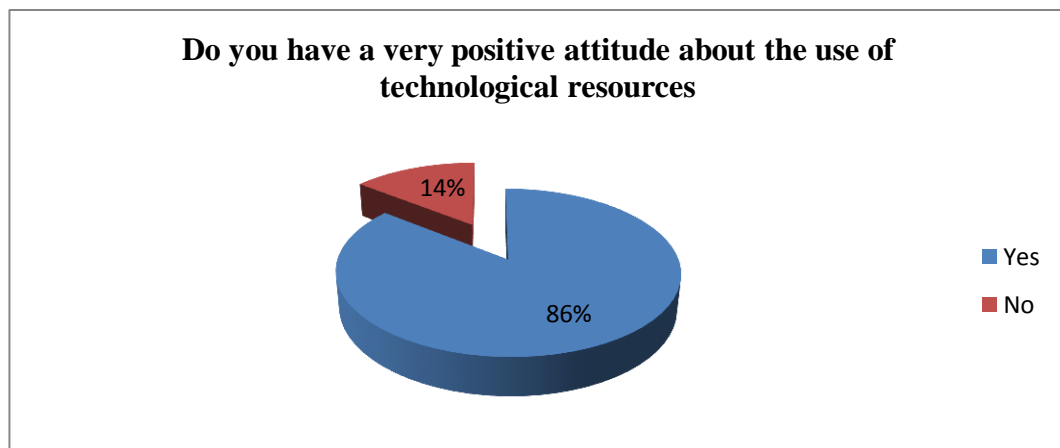
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: The majority of teachers with 86 % expressed that they have a very positive attitude about the use of technological resources, while that the 14% of teachers do not have a very positive attitude about the use of technological resources.

Question 8: Do you believe that technological resources help students to involve easily in the learning process?

Objective: To analyze the perspective of the teachers about technological resources.

Chart N° 29: The technological resources contribute to the students to involve easily in the learning process

Do you believe that technological resources contribute to the students to involve easily in the learning process?			
Question	**ALTERNATIVE**	**F**	**%**
8	2 Yes	6	85,71
	1 No	1	14,29
	TOTAL	7	100

Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Graph N° 22: The technological resources contribute to the students to involve easily in the learning process
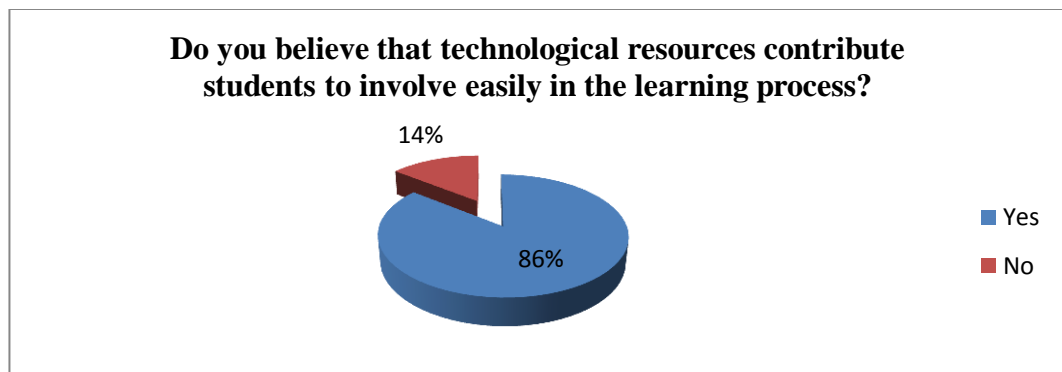
Source: Teachers´ Survey
Author: Silvia Moreno Rivera

Analysis and Interpretation: According to the results of this question: Do you believe that technological resources help students to involve easily in the learning process? The majority of teachers with 86% expressed that they believe that technology resources can involve to the students easily in the learning process, while the 14% of teachers believe that the technological resources do not help the students in their learning process.

3.9.4. - Results chart- students

Chart N° 30: Results chart- students

Nº	QUESTIONS	Yes		NO		TOTAL	
		Q	%	Q	%	Q	%
1	Do you like English?	18	81,82	4	18,18	22	100
2	Do you like writing activities?	2	9,09	20	90,91	22	100
3	Do you think that writing activities are boring?	21	95,45	1	4,55	22	100
4	Do you have tablet or any technological device?	21	95,45	1	4,55	22	100
5	Do you prefer to do your homework in digital?	6	27,27	16	72,73	22	100
6	Do you think that your homework is more organized in digital ?	6	27,27	16	72,73	22	100
7	Do you prefer to observe your grades in digital?	5	22,73	17	77,27	22	100

Source: Student survey
Author: Silvia Moreno Rivera

3.9.5 Results chart- parents

Chart N° 31: Analysis of results chart- parents

Nº	QUESTIONS	TOTAL AGREE		INDIFERENT		TOTAL DISAGREE		TOTAL	
			%	Q	%	Q	%	Q	%
1	Do you believe that the usage of ICTs can improve the learning process?	16	72,73	5	22,73	1	4,55	22	100
2	Do you believe that the usage of technological tools in the classroom distract the students?	1	4,55	5	22,73	16	72,73	22	100
3	Do you believe that using technological tools help the students to achieve their future goals at the university?	19	86,36	2	9,09	1	4,55	22	100
4	Do you believe that the technological tools help the students to increase their interest in learning of English language?	13	59,09	8	36,36	1	4,55	22	100
5	Do you believe that technological resources can help improve the English skills such as: reading, writing, listening and speaking?	13	59,09	8	36,36	1	4,55	22	100
6	Do you believe that the investment in technological resources benefit the student?	18	81,82	2	9,09	2	9,09	22	100
7	Do you believe that the educational software are necessary tools in the learning process?	20	90,91	1	4,55	1	4,55	22	100
8	Is there a disadvantage between students with access to educational software versus students without?	19	86,36	2	9,09	1	4,55	22	100

Source: Parents survey
Author: Silvia Moreno Rivera

3.9.6 Results chart- teachers.

Chart N° 32 : Analysis of results chart- teachers

Nº	QUESTIONS	Yes		No		TOTAL	
		Q	%	Q	%	Q	%
1	Do you practice writing activities with your students?	1	14,29	6	85,71	7	100
2	Do you use a variety of resources to develop writing activities?	3	42,86	4	57,14	7	100
3	Do you have any electronic device?	5	71,43	2	28,57	7	100
4	Do you apply technological resources to improve writing skill?	1	14,29	6	85,71	7	100
5	Are you good at the use of ICTS?	6	85,75	1	14,29	7	100
6	Do you use your electronic device in classroom?	1	14,29	6	85,75	7	100
7	Do you have a very positive attitude about the use of technological resources?	6	85,75	1	14,29	7	100
8	Do you believe that technological resources help students to involve easily in the learning process?	6	85,75	1	14,29	27	100

Source: Teachers survey
Author: Silvia Moreno Rivera

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3.9.7 Analysis of results- students

In regard to the perception of students on the school, they identify it as a methodology of character which individual and group activities encourage their active participation, that is to say, that whatever makes them sharers in his learning process. Also, they accept that would improve their learning in the course of English in the skill of the writing. Therefore, we can infer that the School significantly improves motivation in students by the study of the physical sciences.

Given the perception of the students, as well as significant results in academic achievement, it is possible to infer that the school can be considered as an additional tool in the teaching process.

3.9.8 Analysis of results – parents

According to the results of the surveys for parents, it is clearly displayed that they are determined to collaborate with the institution in which is necessary for the proper learning of their children in the English language learning and their skills that it entails including the writing. They accept that the use of technology is essential in these days but controlled and supervised.

3.9.9 Analysis of results – teachers

In the analysis of the positive and negative aspects in the form of teacher education, at the end of the school it was found that the role of the teacher as the protagonist of the process decreases, apparently a lack of effectiveness can be noticed due to the intervention of the use of technological resources. However it should be noted that this resource promotes the active participation and group of students in the construction of their knowledge and that the teacher's role as a facilitator.

3.9.10. -Training for teachers

According to the results of the survey to the teachers it is determined that there is a need to train teachers in the use of the webquest as well as their application in class; but also have to be trained to develop their own webquest which is applicable in the teaching of the English language, not only in the ability of writing also in other skills that English requires.

3.10 Conclusion and recommendation

3.10.1 Conclusions

- The questionnaires for the pickup of information show a favorable evolution both in the predisposition of the teachers in school, in parents to continue sharing with their children the use of the internet and other technological devices and in the students who are already familiar in the use of technological devices as well as computer programs. It can say that with the interaction in webquest at Educa School, the students will be motivated to improve their writing skill.

- The interaction in webquest in the third grade will improve accuracy in writing and it will be a useful tool to improve this skill.

3.10.2 Recommendations

- It is important that the educational institution continue to support research initiatives in the educational area since the results enable us to continue improving the processes of teaching and learning.

- It is recommended to implement strategies to improve the writing skill of the third grade because this skills is essential for future leaners.

- Professors should use new ICTS in education, the use of technological resources in classroom are   a good option to engage students to this new Learning Management System in order to improve accuracy in writing.

- It is recommended to implement the use the webquest to create an interaction on it to improve writing skills with different online activities well organized.

CHAPTER IV

THE PROPOSAL

4.1 Informative Data

Title of the proposal

"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS   IN STUDENTS OF THIRD GRADE AT   ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015".

Executing institution

Escuela de Educación Básica Educa
Santa Elena Province
Cantón Salinas
Costa de Oro.

Beneficiaries

Students, teachers and parents of Educa School, located in the Santa Elena province in the Canton Salinas – Costa de Oro.

22 $\longrightarrow$ Students of the third degree.

22 $\longrightarrow$ Parents.

7 $\longrightarrow$ Teachers.

1 $\longrightarrow$ Principal

Technical team responsible

Author: Silvia Lorena Moreno Rivera

Tutor: Ing. Tatiana GarciaVillao MSc.

4.2 Proposal background

Nowadays the need for the use of technological resources has increased in the recent years, the use of websites or webquests are useful and meaningful tool in the learning process. For Latin America in many Public schools the use of ICTs began in the mid-nineties. The governments strongly encouraged attention to ICTS.

Ecuador is not the exception to trends of the Information Age, the government is providing computer labs with internet access. Although the first official initiative to incorporate ICT in the education system began in 2002.

The private schools also implemented the use of ICTS, making a better education possible. In 2011, Escuela de Educación Básica Educa started a project called EDUTABLET. This project consisted in the use of tablets for a better and more meaningful learning. In this period the students worked with some websites all of them in Spanish, such as:

- Tiching website

- Edmodo

- One system platform

All these websites were used for communication between parents and teachers. One of the advantages that Educa has is the use of the project EDUTABLET

where the students had their Spanish digital book, but this method was never applied for English classes.

However, through the observation of this project, it was determined that English teachers used the tablets just for watching English videos specially to develop reading skills. The resources that the English teachers apply to improve writing skills are:

- Sheets

- Pencil

- Eraser

The results determined that the problem was the lack of the use of technological tools, because students demonstrated boredom when working on this skill, this is the reason for presenting this project that will start with the implementation with a webquest previously designed.

It was necessary to create designed webquest activities according to a specific age range. In addition the students will interact on a webquest where they will use the vocabulary learned from the unit. This project started from this problematic. It is well known that teachers can find plenty of resources on the internet but the main question is: Are they aware of how to use them?

A webquest is a great tool to develop any skill in the learning process, but it is time to use it. With this project, students will learn how to interact with webquest in order to develop their writing skills. This project will show teachers how to interact with webquest in order to improve their teaching skills.

It will prove to parents that webquest is a great tools to improve their children´s writing skills, because during the process students will learn how to interact with the Internet, how to surf on it, how to read, how to work in teams and how to write. Writing is a basic skill in the learning future knowledge.

This skill goes together with the reading skill; kids who read, write and understand text can do well in primary education, in higher grades, and common and everyday life. For this reason, the themes that have been taken into account to design and develop this project are fundamental. The empirical research on the implementation of the webquest in classroom programs is scarce.

 The study evaluates the results achieved by traditional teaching and implementing a webquest in the writing process development and promotion learning skills. In Escuela de Educación Básica Educa, there is no teacher that is using webquests to develop students´ skills, although they have the technological resources.

In Escuela de Educación Básica Educa, there are well-qualified teachers but they need to improve their teaching techniques. Educa has been working in reading and writing from kindergarten to fifth grade   giving the importance that this deserves; but as it was not enough, the use of technological tools can cause so much interest in the students to strengthen these basic skills.

Nowadays**,** people are involved in technology, and the use of technology resources have improved the educational process; According to Zenteno and Mortera (2011), citing Robinson, Molenda and Rezabek (2008), "the essential purpose of educational technology is to facilitate *learning*, defining *learning* as a lasting change in the performance and/or potential of the individual and trace their origins to the audiovisual resources generated toward the end of the nineteenth century"

Kozma, (2003); Molenda and Pershing, (2008); Mouza, (2008); Robinson, (2008), cited by Zenteno and Mortera (2011), mentioned that the educational technology has historically had the role of "provide most valuable experiences and interesting for the improvement of the learning resources through which seek to promote a deeper understanding, facilitate the transfer of learning and/or allow its application beyond the school setting."

4.3 Significance

Students grades will go up, students will learn how to work in a team, they will learn how to do research on the internet. Teachers will have the opportunity to develop their technological skill. It is necessary to help students acquire the knowledge in the language of English in an excellent way, where they can have fun, enjoy, learn and practice their WRITING SKILLS.

4.4 Objectives

4.4.1 General

To improve accuracy in writing skill through the interaction on webquest with the students of third grade at Escuela de Educación Básica Educa Santa Elena - Salinas, school year 2014-2015.

4.4.2 Specific

✓ To design a webquest with topics according to the age of the students to provide a better result in writing..
✓ To implement WEBQUEST as a technological tool for students of third grade.
✓ To evaluate the writing activities posted on webquest through a Rubric.

4.5 Design and development of the proposal

4.5.1 Instructional Design

This project will apply instructional design in order to implement the use of webquest in students of third grade at Escuela de Eduacción Básica Educa. There are some instructional design models such as: Dick and Carey model, Assure model, Gagne model, Gagné and Briggs model, Jonassen model, and Addie model.

According to Bruner (1969) instructional design deals with the planning, preparation and designing environments and resources needed to perform that learning. Reigeluth(1983) defines instructional design as a discipline interested in prescribing optimal methods of instruction, to create desired changes in the knowledge and skills of the student.

The ADDIE is an organized model. It is used to synthesize information and follow instruction in a prepared way. ADDIE is the basic model, as it contains the basic phases. ADDIE is an acronym of the exact model, according to their stages:

Analysis. The initial step is to analyze students, content and environment which will result in the description of a situation and their training needs.

Design. A course syllabus with particular attention to the pedagogical approach and how to sequence and organize content is developed.

Development. The recent creation (production) of content and learning materials based on the design phase.

Implementation. Execution and implementation of the training activities involving students.

Evaluation. This phase involves conducting formative assessment of each stage of the ADDIE process and summative evaluation through specific tests to analyze the results of the training.

Illustration N° 3: ADDIE model – Instructional design

Source: Comparison models.
Author: ADDIE, ASSURE & MRK: ISD

For this reason this project will use the ADDIE´S MODEL. The ADDIE model is an interactive process of Instructional design, where the results of the formative evaluation of each phase can lead to instructional designer back to any of the previous phases. ADDIE is the basic model of Instructional design, as it contains the essential phases.

This project will adapt the ADDIE´s model in order to implement the use of the webquest in Escuela de Educación Básica Educa for all the benefits that this design can offer in regard to follow a systematic process and a better understanding of the use of webquest.

4.5.2 Aplication of ADDIE model

Regarding on the application of ADDIE´S MODEL it is necessary to work with platforms, websites or any integrated system to develop the environment learning with the Mobile Learning modality (M-learning). In this case the webquest tool is used in order to apply ADDIE MODEL in the students of third grade of Escuela de Educación Básica Educa .

The Mobile Learning modality (M-Leaning) it is a methodology of teaching and learning using small mobile devices such as mobile phones, PDAs, tablets, PocketPC, iPod and all handheld device that has some form of wireless connectivity. The M- learning presents the following benefits:

1. Educational Support

Smartphones and tablets facilitate immediate access to many contents, which makes them useful as an educational tool: the diagrams, topical articles and information become available.

2. Interaction

They can facilitate communication between teachers and students, encouraging even the most timid to openly communicate in the classroom or by providing individualized attention to those students and those requiring more tutoring.

3. Diversity

Student teaching heterogeneous, heterogeneous demands: each requires a different learning strategy and thanks to new technologies, personalization and individualization of learning a simpler task becomes.

4.5.3 Webquest

The webquest is a tool that is part of a learning process guided mainly with resources from the Internet, which promotes the use of higher cognitive skills, cooperative work, and autonomy of students and includes an authentic assessment. The history of these activities is the use of challenges (challenging learning) in the development of learning environments based on information technologies and communication, applied since 1980.

The requirements of the students with specific learning support benefit increasingly from the advantages of the touch screen of the tablet, their specific applications and accessibility options between different kind of websites such : blogs. web, webquest, etc. The executing person to develop of this project will use WEQUEST , because it is a website easy to be used for kids.

The aim is to test the use of the webquest as teaching resource in education. The methodology of action research is a model that is within the qualitative paradigm with which it is observed and studied in a reflective and participatory manner. Webquest develops in the students a cooperative work and lets the students use pre- established resources.

"Webquest," as defined by Tom March, (2003) "A webquest is a scaffolder learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes."

4.5.4 Benefit of webquest

Rodríguez, E., Laverde 2008 "A well-designed WebQuest uses the power of the Internet and a scaffolded learning process to turn research-based theories into dependable learning-centered practices." Tom March , 2008 "A WebQuest is a scaffolded learning structure". Underpinning the webquest model is an aspect of cognitive psychology that says that if we want people who may be new to an endeavor to perform at more expert levels, we should examine what experts do and then prompt novices through a similar experience.

The classic example of this approach is the writing process. Rather than ask elementary school students to write to the theme "How to make a jam sandwich," we might ask them to brainstorm, draw pictures, list, or free associate before helping them think about an audience and the descriptive details surrounding one particular incident. This prompting learners to perform beyond their current cognitive skill set is known as scaffolding or procedural facilitation and has been shone to positively affect student achievement (March, 1993).

Scaffolds are "temporary frameworks to support student performance beyond their capacities" (Cho & Jonassen, 2002). Examples of scaffolding are "activities that help students develop the right mindset, engage students with the problem, divide activities into manageable tasks, and direct students' attention to essential aspects of the learning goals"(Ngeow & Kong, 2001).

4.5.5 Characteristic of webquest

This learning model gives teachers necessary to use information technology from an educational perspective, developing their own ideas about a specific topic that they are teaching. The webquest model helps teacher to plan and structure the teaching in a creative way where tasks are clear.

A key feature of this model is that the work done by the students can be transmitted and shared, creating something useful for others,other features of a webquest are:

- Webquests are activities designed mainly for students to work in groups, but can be designed for individual work.

- Webquests can be made by adding elements of motivation to its basic structure by assigning students a role (eg, scientist, detective, reporter), simulated characters can communicate via E-mail, and a scenario to work.

- Webquests can be designed for a single material or may be interdisciplinary.

4.5.6. Webquest components

1.-Introduction

This stage is normally used to introduce the overall theme of the webquest. It involves giving background information on the topic and, in the language context, often introduces key vocabulary and concepts which learners will need to understand in order to complete the tasks involved.

2.- Tasks

The task section of the webquest explains clearly and precisely what the learners will have to do as they work their way through the webquest. The tasks should do obviously be highly motivating and intrinsically interesting for the learners , and should be firmly anchored in a real –life situation. This often involves the learners in a certain amount of role-play within a given scenario, as in this example how to make a sandwich?

3. - Process

The process stage of a webquest guides the learners trough a set of activities and research task, using a set of predefined resources. These resources are predominantly Internet-based , and are usually presented in clickable form, that is a set of active links to websites whitin the important tasks to bear in mind that it is much easier to click on a link and find the information required

4.-Evaluation

The evaluation stage can involve learners in self – evaluation, comparing and contrasting what they have produced with other learners. In this section is assessed with a specific rubric designed by teacher.

5.- Conclusion

Give a short feedback avoiding overcorrection.

4.5.7 Tools to create a webquest

Teachers can find numerous articles on the Internet which is explained in greater detail of webquest and how it is constructed. They can also access links to sites webquests created by teachers from around the world, available for others to use in their classes, adapting.

Here are a couple of tools that facilitate the publication of webquests on the Internet. It is advisable that before entering any of them, teachers prepare the texts of each of the six parts of the webquest that will publish.

Php webquest

Php webquest is a free tool, created by the Spanish professor Antonio Temprano, to develop and publish webquests very easily. For this, the teacher should provide general information about the webquest (name, author, subject or matter) and select among several options, appearance, colors and fonts to use.

Then teachers must enter in the space provided for this purpose, teachers should publish the information corresponding to each of the 6 parts of the webquest teachers want to publish (Introduction, Task, Process, Resources, Evaluation and Conclusion). Each space can include images and format text as in a word processor; In addition, the teacher can edit or modify the contents whenever necessary.

Illustration N° 4: PHP webquest model

Source: http://www.phpwebquest.org/demo.htm
Author: Antonio Temprano

Instant webquest

Tool to develop and publish online WebQuests, quickly and free. With Instant webquest teachers do not need to write code in html or pay for a server to publish their webquest. The tool generates, from the information entered by the teacher for each of the sections that make up a webquest, all necessary files and they are automatically stored in a free Web server. The tool requires teachers to register and when they finish assembling the webquest send an email to the Webmaster to classify them as complete.
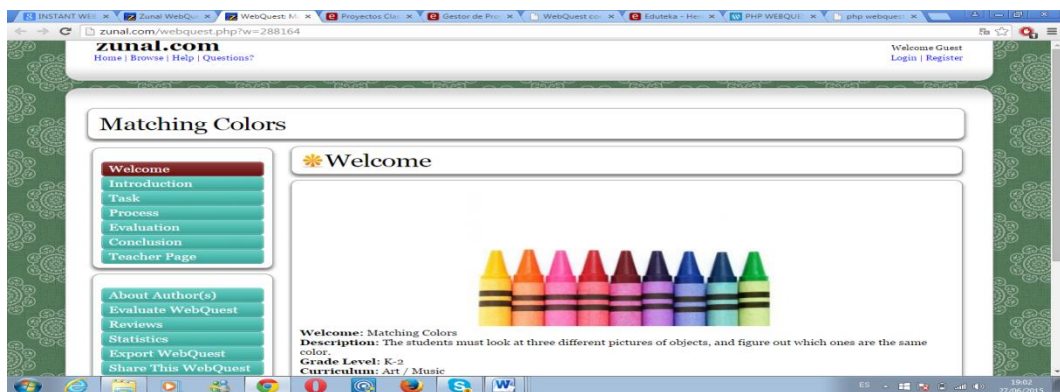
Illustration N° 5: Instant webquest model

Source: Instantant webquest model http://www.instantprojects.org/webquest/
Author: Anonymous

Google site

Google Sites is a free application from Google that lets teachers create and publish web pages from specialized templates. One is the webquest template. The first thing to do is create a Google account (gmail) teachers can create an account by accessing Google accounts. After creating an account in Google, register, and access Google Sites.
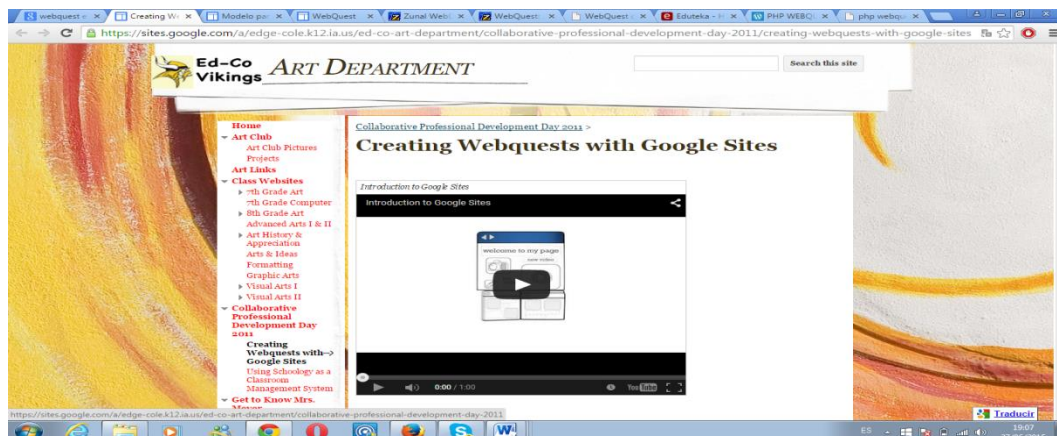
Illustration N° 6: Model of Google site webquest

Source: Google site webquest
Author: Anonymous

4.5.8 Examples of webquest
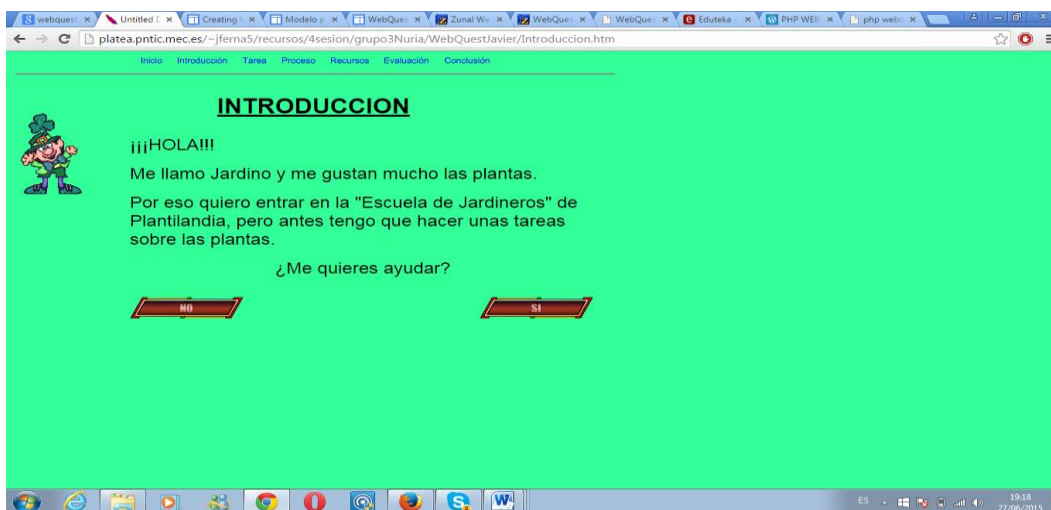
Illustration N° 7: Example de webquest - Spanish class

Source:http://platea.pntic.mec.es/jferna5/recursos/4sesion/grupo3/WebQuestJavier/Inicio.htm
Author: Xavier Vallas

Illustration N° 8: Example of webquest

4.5.9 Setting of a writing webquest in google site

The webquest is created in google site, because it is the easiest tool to create a webquest. Furthermore, google site has many templates that can be used by the administrator, writing was the skill developed with webquest using different resources from the internet. The activities posted on webquest are based according to the units of the Spotlight text book, these activities were previously designed by the administrator.

The webquest parts and the information are filled by the administrator who shares the link to the students and they can easily access from their tablets, it is performed through any standard Web (Google chrome, Internet Explorer, Mozilla Firefox) The appearance of the webquest depends largely on the configuration chosen by the administrator. The writing webquest is structured by 6 parts: introduction, task, process, resources , evaluation and conclusion.

Each webquest component is filled according to the topic, in this case the title of the writing activity corresponds to unit 1 FOOD "How to make a jam sandwich". The introduction and task are written by the administrator who gives students a clear idea of what the writing webquest is about.
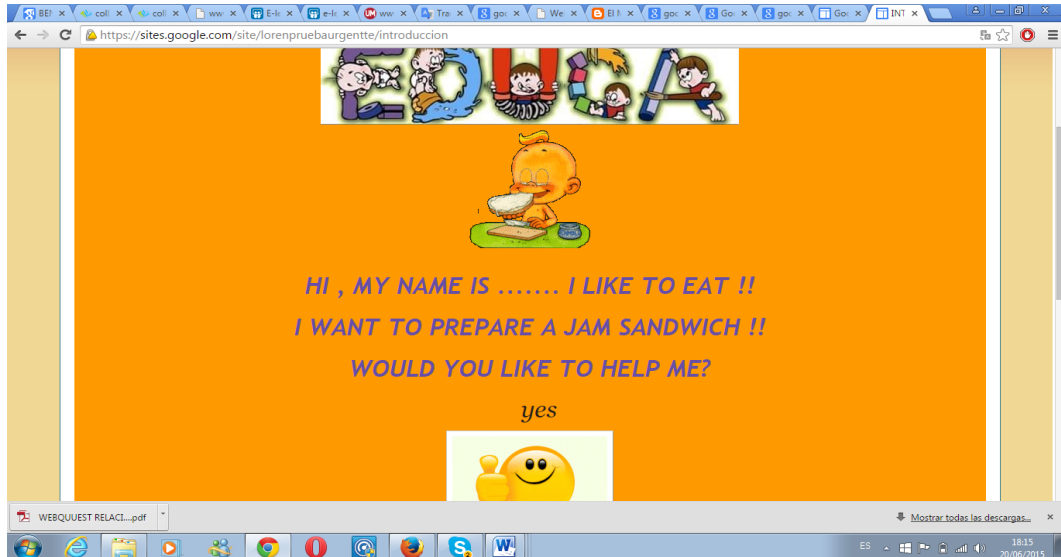
Illustration N° 9: Welcome page

Source: Welcome page :https://sites.google.com/site/lorenpruebaurgentte/
Author: Silvia Moreno Rivera

Illustration N° 10: Introduction page

Source: Introduction :https://sites.google.com/site/lorenpruebaurgentte/
Author: Silvia Moreno Rivera
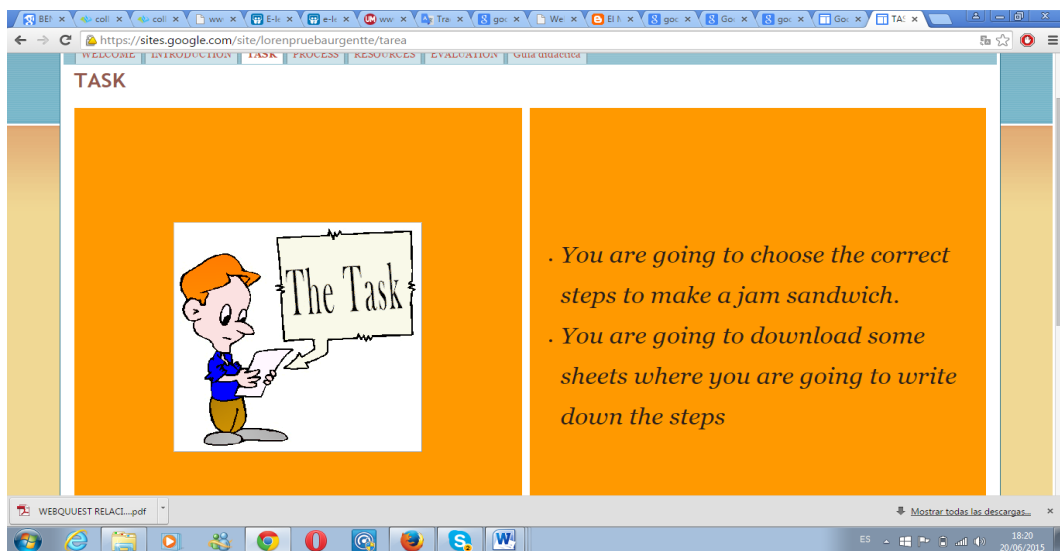
Illustration N° 11: Task page

When the students have read the instructions of the activity and all their questions have been answered about the writing activity, they go to the PROCESS section, they have to follow some steps about the writing activity and print a worksheet which is posted on webquest, then they have to present this worksheet totally empty to their teacher, because they are going to do the writing activity in class using their tablets. Students should follow three steps to complete the writing activity.

1.- Watch a video about how to make a jam sandwich

2.- Download and   Print the worksheet ;   go to the RESOURCES and do the online writing activity " How to make a jam Sandwich " This resource have taken from the internet. This activity is very interactive where the students have to order the steps to make a jam sandwich then write the ordered steps on their worksheet.

3.- When students have finished the steps#2 they have to continue with step #3 , in this last step they have to write on a sheet of paper the ordered steps from worksheet using the connectors learned previously in class.
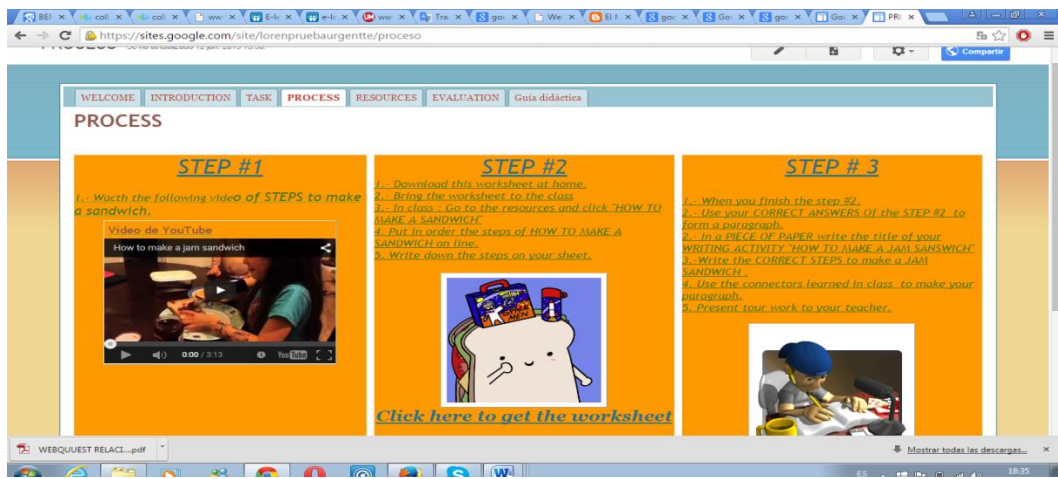
Illustration N° 12: Webquest proccess

Source: Process: https://sites.google.com/site/lorenpruebaurgentte/

Author: Silvia Moreno Rivera
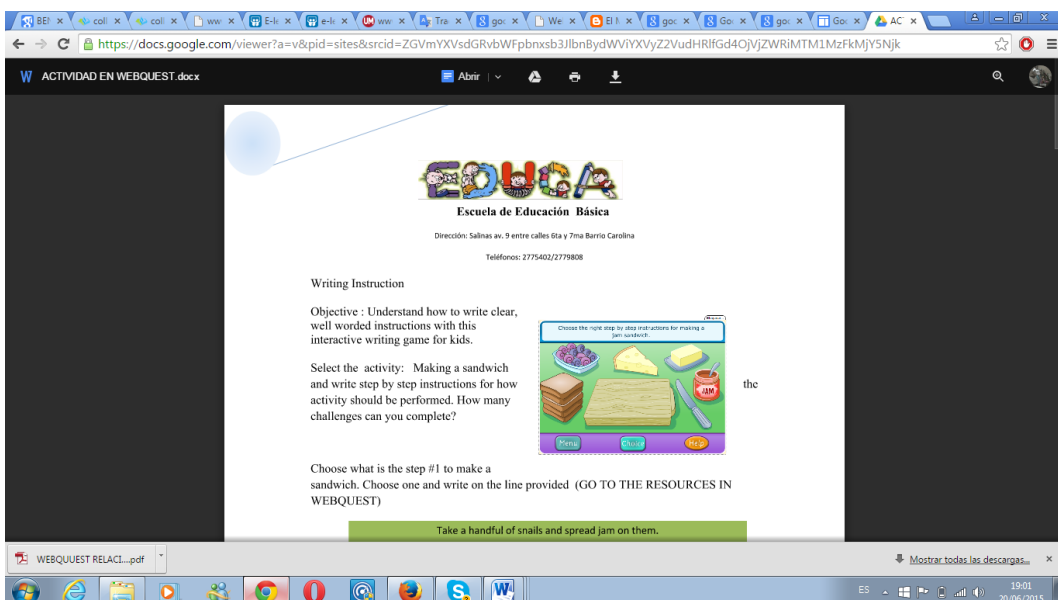
Illustration N° 13: Worksheet for the writing activity

Source: Process: https://sites.google.com/site/lorenpruebaurgentte/

Author: Silvia Moreno Rivera
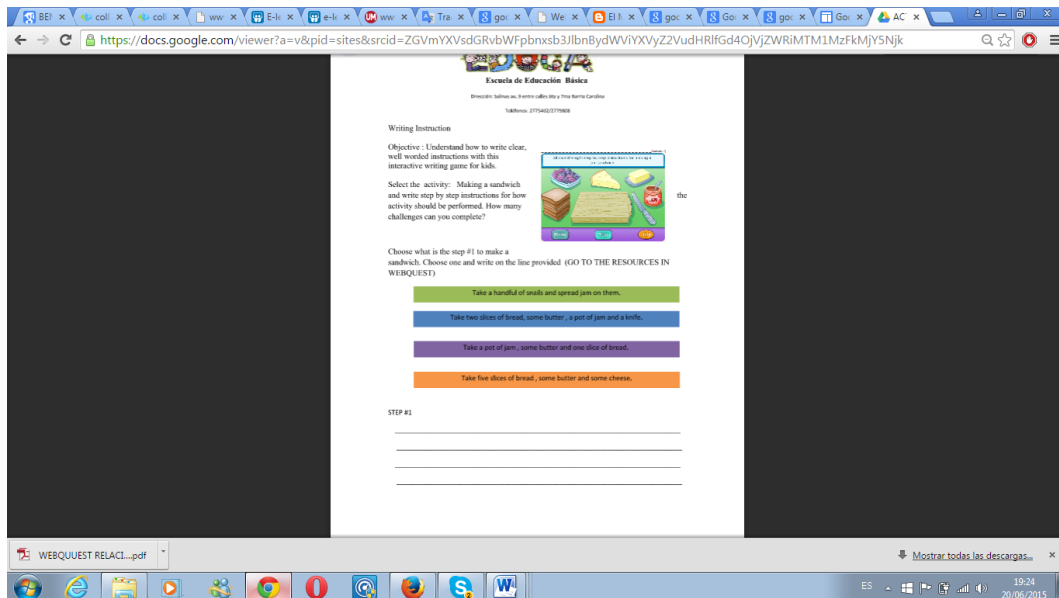
Illustration N° 14: Worksheet for the writing activity

Source: Process :https://sites.google.com/site/lorenpruebaurgentte/

Author: Silvia Moreno Rivera

The administrator provides interactives resources to that the student can do the writing activity easily.
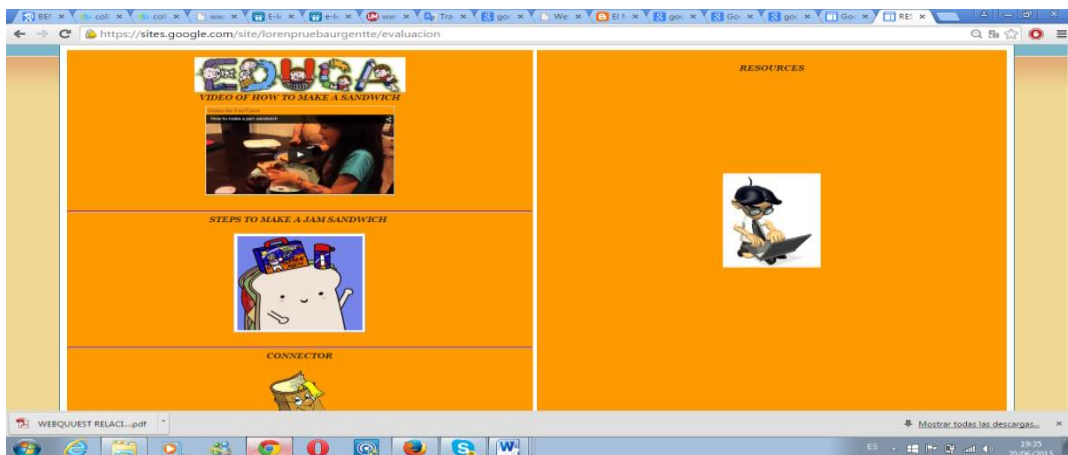
Illustration N° 15: Resources page

Source: Resources :https://sites.google.com/site/lorenpruebaurgentte/
Author: Silvia Moreno Rivera
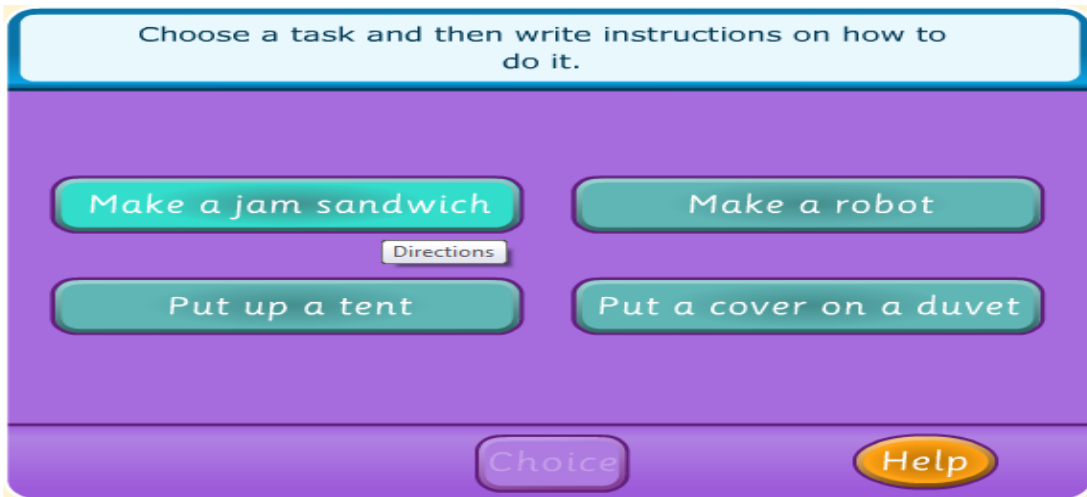
Illustration N° 16: Online writing activity

Source: Resources :https://sites.google.com/site/lorenpruebaurgentte/
Author: Silvia Moreno Rivera
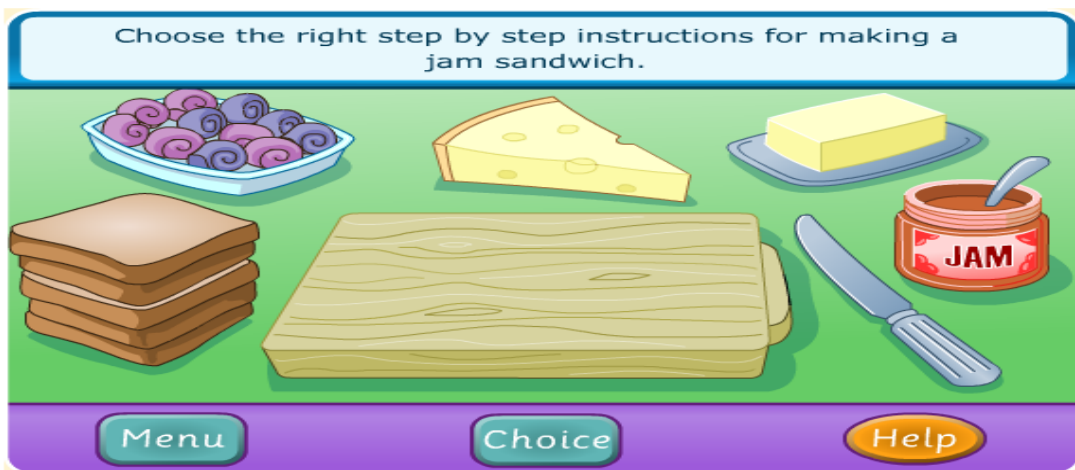
Illustration N° 17: Online writing activity – how to make a jam sandwich

Source: Resources: https://sites.google.com/site/lorenpruebaurgentte/
Author: Silvia Moreno Rivera
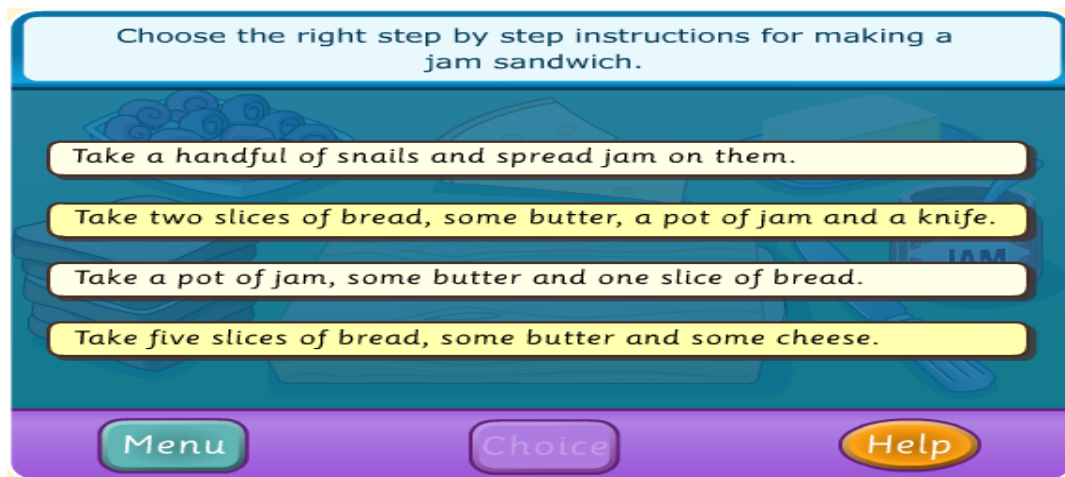
Illustration N° 18: Steps to make a jam sandwich

4.5.10 Description of ADDIE model stage for writing activities with webquest

4.5.11 Analysis

The analysis of this project is based on a constructivist approach to improve writing skills through the interaction on webquest and the use of different kinds of resources provided from the internet and it is applied in Escuela de Educación Básica Educa. According to the regulations of Peninsula de Santa Elena university in order to get a Bachelor´s Degree it is necessary to show the use of ICT.

For this reason the author considered appropriate the implementation of writing activities on webquest for the improvement of the writing skills in students of third grade at Escuela de Educación Básica Educa. With the use of webquest the

students will build their writing habit through interactives writing activities and consolidate their writing skills.

The number of students enrolled in third grade of Escuela de Educación Básica Educa correspond to 22. Educa started a project called EDUTABLET which consists on the use of Tablets in the classroom from third grade but the management of ICT in them was very bad due to the poor use of the electronic devices in English classes for the lack of teachers strategies to use the ICT in classroom , with the writing activities posted on webquest the students just will not use their tablet frequently otherwise they will improve their writing skills.

Regarding the technological equipment of Escuela de Educación Básica Educa it is relevant to highlight that each classroom has its own projector and air conditioner Also teachers have their own computers provided by this school and students have their own tablets provided by their parents.

Picture N° 1: Students using their tablets

Source: Escuela de Educación Básica Educa
Author : Silvia Moreno Rivera

Picture N° 2: Classroom of third grade with its own equipment

Source: Escuela de Educación Básica Educa

Author: Silvia Moreno Rivera

4.5.12 Design

The webquest is structured according to the students level and the spotlight text book units. For the performance of this project the author will present the proposal project with the first unit "food" to be supported. The administrator developed seven webquests per unit:

Unit #1 Food

Unit # 2 Clothes

Unit # 3 School workers

Unit # 4 Heroes and heroines

Unit # 5 Sports

Unit # 6 Hobbies

Unit # 7 Family Members

When students have finished each unit they will be able to:

- Be more confident with their writing activities.

- Interact on webquest with interactives activities.

- Write simple paragraphs using the resources provided on the webquest

- Use their spelling properly.

These writing activities are based on level A1.1 according to Ecuadorian specification for writing . In general, level A1.1 students are expected to :

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

- To reach the aim, students are suggested to complete forms and questionnaires.

Strategies of how to create a webquest.

Creating a webquest does not required much details and it is not difficult to create. There are some skills for producing a webquest very simple and might be defined as follow:

- Research skill

- Analytical skills

- Word processing skill.

4.5.13. - Development

Writing is an essential skill that students need as they enter to adult life and help with learning to express themselves with confidence in all subject areas, it can contribute to improvements in behavior and self-esteem. Students who write clearly will think clearly and students who think clearly have a better chance of navigating their way through the obstacles of adolescence.

Steps to follow in order to solve a webquest

1. Welcome page : Click on STANDARD option and it will come up the screen as where the students can see a general description of the Webquest.

Illustration N° 19: Steps to follow in order to solve a webquest- welcome page

Source: https://sites.google.com/site/interactioninwebquets/home
Author : Silvia Moreno Rivera

2. Read the introduction

Then, click on INTRODUCTION and it will come up the screen the students can see a short introduction of the task.

Illustration 1: Introduction

Illustration N° 20: Steps to follow in order to solve a webquest – Introduction page

Source: https://sites.google.com/site/interactioninwebquets/home
Author : Silvia Moreno Rivera

3.- Read carefully the instruction for this writing activity in webquest.

Then, click on TASK as you see in figure 5 where students can read the purpose of the Webquest.
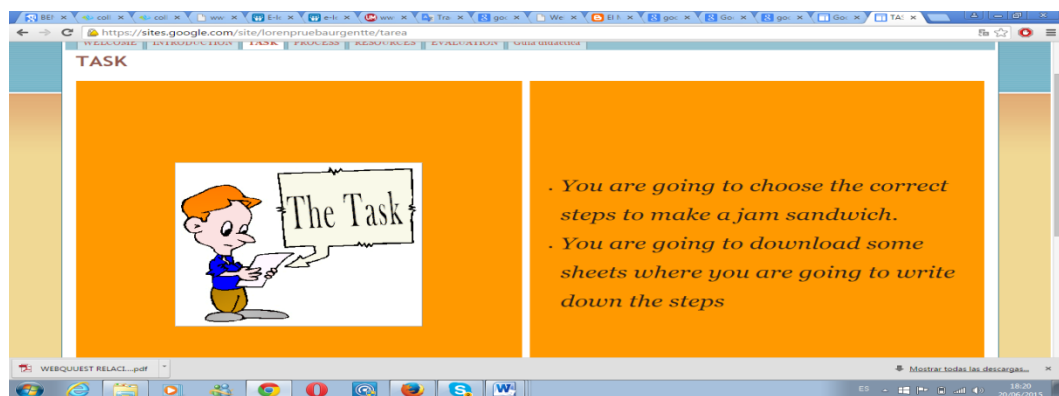
Illustration N° 21: Steps to follow in order to solve a webquest- task page

Source: https://sites.google.com/site/interactioninwebquets/tarea

Author: Silvia Moreno Rivera.

4.-After that, click on **PROCESS** where students will read step by step the path students have to follow in order to achieve the task.

Illustration N° 22: Steps to follow in order to solve a webquest – procces section

5. Go to the option **RESOURCES** where students will find the resources to do the task, the students will choose the option "**MAKE A JAM SANDWICH".**

Illustration N° 23: Steps to follow in order to solve a webquest- Resources section
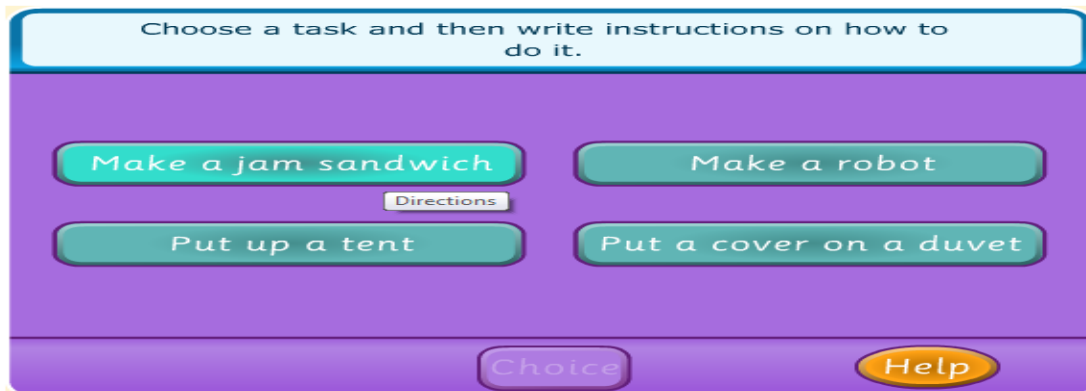
Illustration N° 24: Online writing activity

Source
Author: Silvia Moreno Rivera

6.-Choose the right step by step for making a jam sandwich.

Illustration N° 25: Steps to make a jam ssandwich
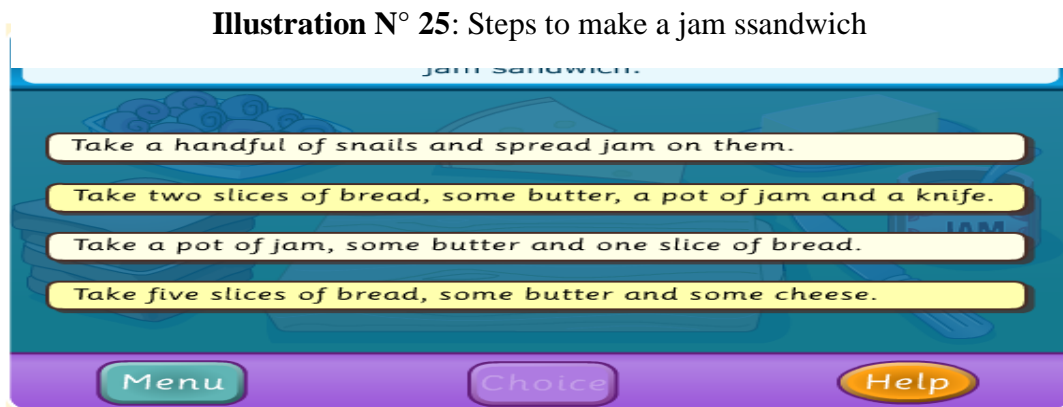
Source:
Author: Silvia Moreno Rivera.

- Then,click on CONCLUSION where the student will finish the Webquest.
- Then, click on EVALUATION where students can find out the rubric of how they will be evaluated by the teacher.

This project used a lesson plan format in order to implement the use of webquest with the contents of the seven webquests created.

Chart N° 33: Lesson plan

Group: 3th	Date: February10th to 13 rd	Time: 3 hours	No. of students: 22
Recent topic work:	Recent Language work: Food		

Aims: Ss will improve their writing skills using webquest
Objectives: Ss will order steps to make a jam sandwich.
Assessment: EVALAUTION SECTION
Materials: Tablets , internet
Anticipated problems: Student can´t recognize the webquest components.

	Activities	Web resources	
	Introduction - Start with a short introduction of the webquet components - Establish the rules before of the use of their tablets Body Topics Unit #1 Food Unit # 2 Clothes Unit # 3 School Workers Unit # 4 Heroes Unit # 5 Sports Unit # 6 Hobbies Unit # 7 Family Members	http://www.funenglishgames.com/writinggames/instructions.html http://www.funenglishgames.com/writinggames/instructions.html http://www.funenglishgames.com/writinggames/instructions.html http://www.funenglishgames.com/writinggames/instructions.html.	

Source: Educa lesson plan
Adapted by: Silvia Moreno Rivera

Chart N° 34: Content

TOPICS	Grammar Functions/language function	Developed Vocabulary	Writing activity
Unit #1 Food	Use of sequencer connectors: First/firstly, second/secondly, third /thirdly, next/then, after/afterward, finally/eventually .	Sandwich , hamburger , jam, juice, bread , butter , knife , plate , fruit.	Write a short paragraph using the sequencer connectors
Unit # 2 Clothes	Use of present continuous "I am wearing…..	Cap, t-shirt , skirt ,pants , blouse , dress, jeans , sweater, jacket	
Unit # 3 School workers	Describe school workers Identify school location	Nurse, food server, principal, secretary, librarian	Write three sentences about one of the school workers.
Unit # 4 Heroes and heroines	Use of adjectives Describe heroes and heroines	Personal appearance, short ,tall ,blond, curly, long, wave.	Write a paragraph about your hero or heroine
Unit # 5 Sports	Expressing likes Expressing dislikes Expressing preferences	Football, soccer, basketball ,volleyball,	Write a paragraph about your favorite sport
Unit # 6 Hobbies	Expressing preferences Actions verbs	Go to the cinema/ play sports/watch tv/swim/	Write a paragraph about the activities you like
Unit # 7 Family Members	Possessive adjectives	My- your –his- her-its- our- their	Write a paragraph about your family members

Source: Spotlight textbook
Author: Silvia Moreno Rivera

4.5.14 Implementation

This webquest was a pilot project. It was created in GOOGLE SITE. Google Sites is a free online application offered by US Company Google. This application allows you to create a website or intranet as simple as editing a document form. With Google Sites users can gather in one place and quickly varied form information, including videos, calendars, presentations, attachments, and text. In addition, sharing information easily to see and share with reduced staff group or entire organization, or with everyone.

The main features of Google Sites:

- Easy creation of templates.

- No programming required as HTML or CSS.

- Design templates available.

- Easy file management.

- Easy handling attachments.

- Customizing the interface of the site.

- Easy creation of multimedia content (videos, documents, spreadsheets and presentations in Google Docs, Picasa photos and tools iGoogle).

- Designation of readers and contributors.

- Search with Google technology in the content of Google Sites.

- Creating intranets, websites, employees, projects, etc.

This project had two processes and the class was divided into two groups of twelve students each one called CONTROL GROUP and EXPERIMENTAL GROUP in order to identify what was the problem in the students of third grade in their writing activity and it was the results obtained in this observation:

Control group

For this study, the work began with a control group that wrote on sheets of paper, the control group had to unscramble sentences and form a short paragraph. The objective of this project involved the development of how to make a simple sandwich with instructions given by the teacher and exposing their creative process through a presentation of a drawing. The class was divided into four groups.

The performance group during the project was not very satisfactory. Although all the students reached the results or the product but they did not follow the corresponding process. Writing processes were absent and the use of ICT was very poor. After reflection and analysis sheets monitoring and the evaluation concluded that the problem was in the little experience, by students in:

 a) Poor Writing strategies,

b) Bad learning in writing skills

c) No structure in the Writing Process

Because of the results obtained with the control group, the plan was designed, the result of which was monitored by the intervention of an experimental group to ratify if the problems identified were affected by the interaction in webquest in the classroom. It was noticeable for the lack of the interest in the students of the third grade in this skill. This process with the control group was called the diagnostic test, the students were assessed through a writing rubric.

Experimental group

The implementation of the project was called experimental group. It had two phases : the first focused on solving the problems detected in the controlled group and the second focused on the interaction of the new webquest activity, doing the same activity of unscrambling sentences and forming a paragraph of how to make a jam sandwich but now providing students different resources posted on webquest from the internet.

First phase

This phase included two sessions per week of 45 minutes for three months. During this period, various strategies were promoted for developing learning skills, which include cognitive and social aspects, and deepened in the writing processes.

This first phase worked with a traditional education, based on the teachings focused   on teacher where the main character is the teacher, solving exercises by students, revising some writing activities, doing different writing exercises and the students used the contents that will use in the Webquest. Unscrambling sentences to make a sandwich with steps given.

Second phase

During the second phase, it was decided to eliminate the intervention of the teacher for a wider panorama of the autonomy that students exercise with instructional strategies such as webuest.

This phase was conducted for five sessions of 45 minutes. The Project implemented the webquest, which was focused on unscrambling sentences to make a jam sandwich with instructions given on webquest , and writing on a

sheet steps by steps the instructions that are correct. In this activity students rewrote the ordered steps using the connectors learned. This activity was individually, for this reason it took a week develop this writing activity. "Webquest are mini-projects in which a large percentage of the input and material is supplied from the internet. webquest can be teacher- made or learner –made, depending on the learning activity the teacher decides on" Jeremy Harmer 2008.

This WORKSHEET is posted on the webquest to be downloaded by the students.

WORKSHEET
UNIT#1

<u>Writing Instruction</u>

Objective : Understand how to write clear, well worded instructions with this interactive writing game for kids.

Select the activity: Making a sandwich and write step by step instructions for how the activity should be performed.

Choose what is the step #1 to make a sandwich. Choose one and write on the line provided (GO TO THE RESOURCES IN WEBQUEST)

STEP #1

| Take a handful of snails and spread jam on them. |
| Take two slices of bread, some butter , a pot of jam and a knife. |
| Take a pot of jam , some butter and one slice of bread. |
| Take five slices of bread , some butter and some cheese. |

_____
_____
_____

STEP# 2

Using the knife, spread butter on both sides of each piece of bread.

Dip the bread into the jam and stir it with the knife.

Using the knife , spread butter on one side of each piece of bread.

Spread the butter on the knife using the jam

_____
_____
_____

STEP# 3

Spread the jam on one slice of butter bread.

Put the two slices of bread together and spread jam on the top.

Put the knife between the two slices of bread

Spread jam on both sides of both piece of bread

_____
_____
_____

STEP# 4

Put the two slices of bread together to the jam and butter are on the outside.

Put the two pieces of bread together to the jam and butter are in the middle.

Roll the jammy piece of bread up inside the other piece of bread

Eat the piece of bread with jam on

_____
_____
_____
_____

4.5.15 Evaluation

In regard to apply this project was important to assessed students through the use a Writing rubric (see attachment # 11) and it was the results of the diagnostic test and the final results using webquest to improve accuracy in writing skills.

Chart N° 35 : Diagnostic Results

N°	Student´s name	Quantity	Qualitative
1	Allan Cobos Alejandro	4	Poor
2	Gerónimo Burgos	5	Good
3	Ethan Crow Valdiviezo	5	Good
4	Elieber Moreira Bustos	4	Poor
5	Axel Quinde Torres	4	Poor
6	Moises Torres Rodriguez	5	Good
7	Nathalia Jara Lara	4	Poor
8	Viviana Rivera Silvestre	2	Poor
9	Castello Molina Matías Alberto	4	Poor
10	Castillo Duarte Eva	5	Good
11	Chiriboga Cevallos Valentina	2	Poor
12	Iza Sigcha Barbara	4	Poor
13	López Galarza Juan Fernando	2	Poor
14	Moreano Sotomayor Sebastián	2	Poor
15	Arreaga Murillo Ronald	2	Poor
16	Puente Flores Jorge	2	Poor
17	Balda Kure Priscila	3	Poor
18	Basantes Castro Carlos	4	Poor
19	Chiriboga Cevallos Matías	3	Good
20	Yanez Sotomayor Marcelo	2	Good
21	Ferreira Sartier Alex	3	Good
22	Cowtan Mía	7	Good

Source: Results of student diagnostic test
Author: Silvia Moreno Rivera.

Chart N° 36 : Final results using the Webquest

No	Student name	Quantitative	Qualitative
1	Allan Cobos Alejandro	8	Very good
2	Gerónimo Burgos	9	Excellent
3	Ethan Crow Valdiviezo	10	Excellent
4	Elieber Moreira Bustos	8	Very good
5	Axel Quinde Torres	7	Very good
6	Moises Torres Rodriguez	9	Excellent
7	Nathalia Jara Lara	9	Excellent
8	Viviana Rivera Silvestre	9	Excellent
9	Castello Molina Matías Alberto	10	Excellent
10	Castillo Duarte Eva	10	Excellent
11	Chiriboga Cevallos Valentina	8	Very good
12	Iza Sigcha Barbara	9	Excellent
13	López Galarza Juan Fernando	8	Very good
14	Moreano Sotomayor Sebastián	8	Very good
15	Arreaga Murillo Ronald	8	Very good
16	Puente Flores Jorge	8	Very good
17	Balda Kure Priscila	8	Very good
18	Basantes Castro Carlos	8	Very good
19	Chiriboga Cevallos Matías	9	Excellent
20	Yanez Sotomayor Marcelo	8	Very good
21	Ferreira Sartier Alex	9	Excellent
22	Cowtan Mía	10	Excellent

Source: Results of the students using webquest

Author: Silvia Moreno Rivera

4.5.16 Analysis of final results

Students showed a poor progress in writing activities at the beginning, but when they finished the activities posted on webquest they improved their writing skills. This project started with the first unit of the Spotlight text book "FOOD" and had some steps:

Chart N° 37: Webquest activity

Section	Activities	Topic
Introduction	Diagnostic test – writing activity	How to make a jam sandwich.
Unit # 1 : Food Webquest activity	Topic	How to make a jam sandwich.
	• Watch a video • Use the resources provided on webquest. • Order the steps in order to make a jam sandwich • Rewrite the ordered steps using the connector.	• How to make a jam sandwich. • Online writing activity • Online writing activity • How to make a jam sandwich

Final results using webquest to improve accuracy in writing.

Graph N° 23: Results of the students in writing activities on sheets
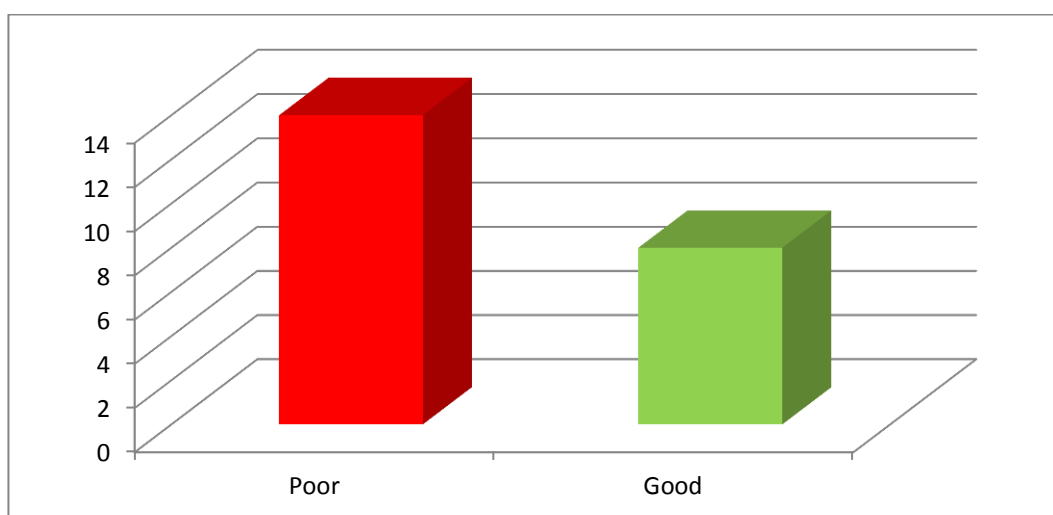
Source: Interaction in webquest to improve accuracy in writing skill with third grade at Educa School.

Author : Silvia Moreno Rivera

Graph N° 24: Results of the students using Webquest.
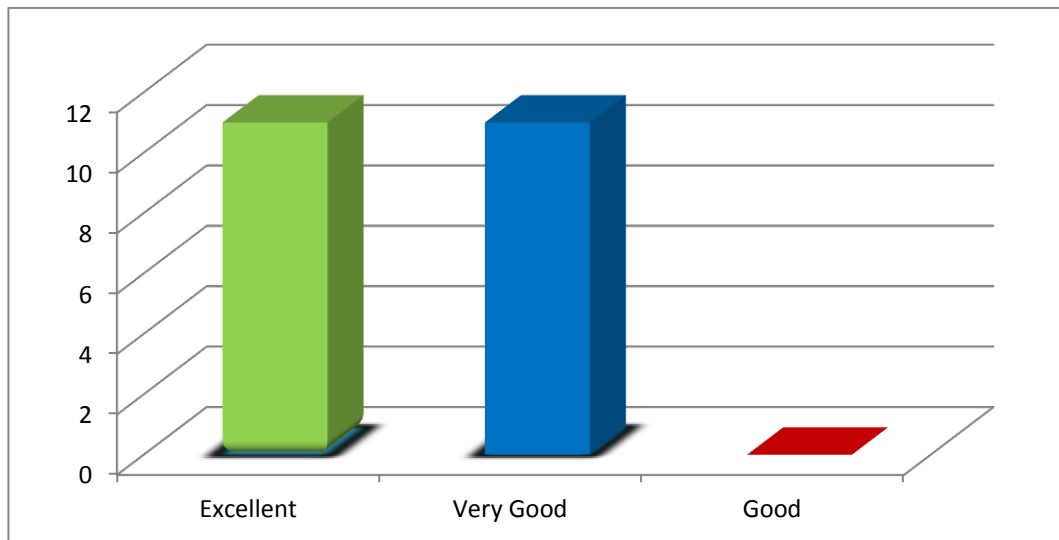
Source: Result of students using webquest
Author: Silvia Moreno Rivera

4.5.16 Comparison between Diagnostic test and the final progress of students

Graph N° 25: Comparison of the diagnostic test between the final results with webquest
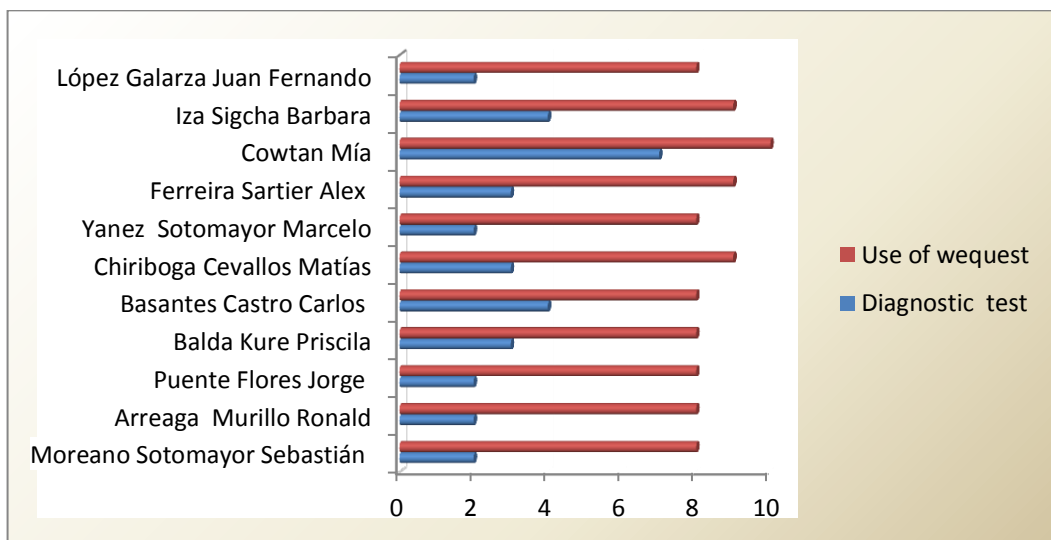
Source: Comparison of the final results
Author: Silvia Moreno Rivera

Graph N° 26: Comparison of the diagnostic test between the final results with webquest
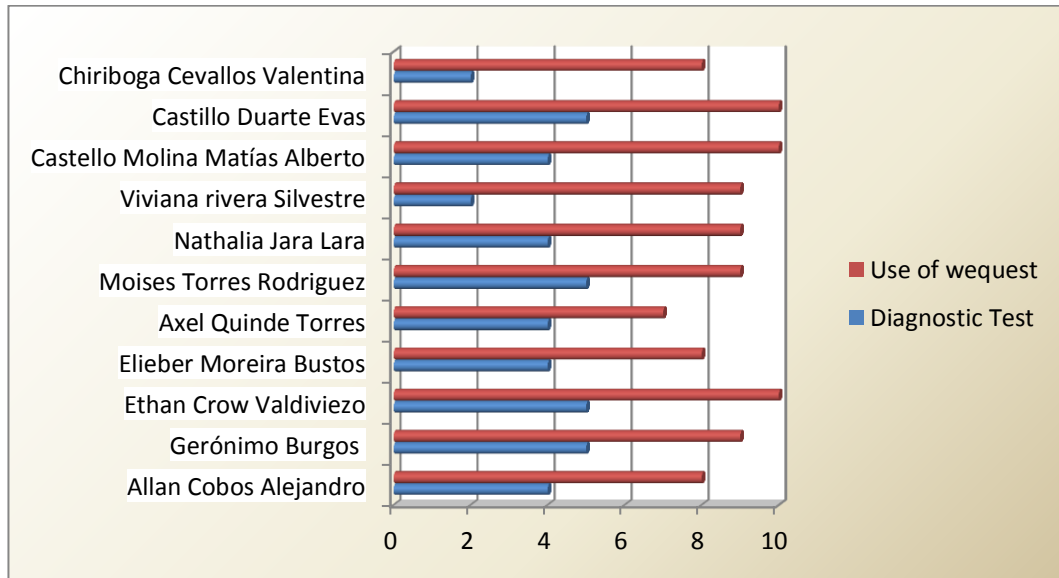
Source: Comparison of the final results
Author: Silvia Moreno Rivera

4.6 Strategies of improvement

Chart N° 38: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
• Use of traditional material • Traditional English classes. • Low level of independent study. • Low level of interaction with teacher • Teacher is the main attention of the class	• Use of sophisticated technological resources. • Students acquire competences on the use of technological resources. • English classes using technological resources. • Increase of the hours of independent study. • Increase of level of interaction without the teacher. • Students ate the main characters of this process

Source: Improvement Strategies in students of third grade
Author: Silvia Moreno Rivera

4.6 Conclusion and recommendations

<center>**Conclusion**</center>

- According to the results obtained thorough this research, it concluded with the comparison of the diagnostic test average (50%) and the final test using webquest (90%). The interaction on webquest was a scaffolder for the students to improve their writing skills.

- Students used the different resources from webquest suitably, doing them more autonomous and independent. Students developed theirmultiple intelligence with the use of webquest.

- Teachers felt confidence of the easy management of webquest and they improved their writing strategies in order to improve their English teaching.

- The impact about the use of technological resources has caused in the students a better interest in online activities. The use of webquest was a nice experience for the students. They could use their tablets for English activities because they had not done it before.

- Students with special need were encouraged in order to learn something with the use of technological resources.

Recommendations

It is important to mentions some suggestions for this improvement of this project such as:

- Implement the use of webquest for all the primary school such as fourth, fifth and sixth grade of Escuela de Educación Básica Educa in order to improve their accuracy in writing skills.

- Provide students with interactive activities where they can go to a high level and develop another skill such reading, speaking and listening.

- It is important that teachers adapt activities according to the students levels and be more enthusiastic about the use of webquest in classroom.

- Make sure the students bring their tablets charged for avoiding the waste of time.

- Teachers have to pay more attention to students with special needs.

4.7 Action Plan

Chart N° 39: Action Plan

Purpose	Strategy	Activities	Resources
Design a webquest according to the topics and vocabulary learned	Follow all the process of the webquest to adapt the online wrting activities provided from the internet.	Unit 1: Food Unit 2 : Clothes Unit 3: Jobs Unit 4: Favorite singers Unit 5: Sports Unit 6: Hobbies Unit 7: Member family	• **http://www.funenglishgames.com/writinggames/instructions.html** • **http://www.funenglishgames.com/writinggames/instructions.html** • **http://www.funenglishgames.com/writinggames/instructions.html** • **http://www.funenglishgames.com/writinggames/instructions.html**
Implement the use of a webquest to improve accuracy in writing skill.	Encourage the use of a webquest as a technological tool in education.	Post interactive activities on webquest according the topics learned in class.	• Tablet • Computer • Mobile device
Evaluate the students using the different activities posted in the webquest.	Create a specific rubric to develop the activities in webquet	Evaluate the students trough rubrics	**http://rubistar.4teachers.org/index.php?skin=es&lang=es**

Source: Interaction in webquest to improve accuracy in writing skill
 Author: Silvia Moreno Rivera

4.7.1 Schedule

Chart N° 40: Schedule

No.	ACTIVITY	DAYS
	DESIGN	5
	IMPLEMENTATION	
0	Explain students what is a webquest	1
	Make students write a short composition about farm and animal. First group (traditional method)	1
1	Present to the second group the same activity using webquest about farms and animals.(using webquest)	1
2	Notice the difference and write what was observed in the two groups (traditional method and technological resources)	1
3	Executing the project it was divided according to webquest parts 1. Work with the students the INTRODUCTION section.	1
4	2. Work with the students the TASK section.	1
5	3. Work with the students the LINKS section.	1
6	4. Work with the students the PROCESS section.	2
7	5. Work with the students the CONCLUSION section.	1
8	6. Work with the students the EVALUATION section.	1
9	7. Compare the last writing with the writing from step O.	1
	EVALUATION(Assessment activity)	1
	Total	18 days

Source: Interaction in webquest to improve the accuracy writing skill
Author: Silvia Moreno Rivera

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Human resources

Denomination
• Escuela de Educación Básica Educa
• Students parents
• Teachers of Escuela de Educación Básica Educa
• Principal

5.1.2 Budget

Chart N° 41: Budget

N°	Denomination	Total
	Internet	100,00
1	Computer	500,00
100	Copies	20,00
	Transport	25,00
1000	Prints	400,00
2	Programming	50,00
3	Office Materials	1,50
	Pictures	40,00
1	Extras	50,00
1	Tablet	300,00
5	Cd	5,00
1	Pendrive	15,00
	TOTAL	$1501,50

5.1.4 Schedule

Chart N° 42: Schedule

Activity	JUL				AUG				SEP				OCT				NOV				DEC				JAN				FEB			MAR				APR				JUN		JUL	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	3	4	3	4
Topic approval			X																																								
Meeting with mentors						X																																					
Thesis Tutorial									X																																		
Development of the chapters													X		X		X		X					X																			
Delivery of the draft report																													X														
Revision of the final drafts																																		X									
Delivery of Final Report																																								X	X		
Thesis Defence																																											
Graduation																																											

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5.3 Appendix

Attachment N° 1: Application for acceptance of project

La libertad, Agosto 24 del 2014
Lcd. Dahiana Barzola Chavez MSc.
DIRECTORA DE LA ESCUELA DE EDUCACIÓN BÁSICA EDUCA
En su despacho.-

De mis consideraciones

Mediante el presente, reciba un cordial saludo y esperando que Dios todo poderoso siga bendiciendo las labores que usted dirige le comunico lo siguiente:

Al egresar de la Universidad Estatal Península de Santa Elena como requisito para incorporarnos y obtener el titulo de Licenciada en Inglés se nos pide elaborar un proyecto de tesis, por lo cual solicito muy respetuosamente me permita realizar mi trabajo de titulación con el tema : **"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."** En su distinguida institución.

Esperando que mi petición sea aceptada me suscribo no sin antes reiterarle mi agradecimiento.

Atentamente,

Silvia Lorena Moreno Rivera
0926754722
Egresada

La Libertad , agosto 27 del 2014

Señorita
Silvia Lorena Moreno Rivera
EGRESADA DE LA CARRERA DE INGLÉS
Universidad Península de Santa Elena
Ciudad.-

De mis consideraciones:

En contestación a su oficio de fecha, agosto 24 del 2014 debo comunicar que cuenta con nuestra aceptación para la ejecución de su PROYECTO DE TITULACIÓN cuyo tema es **"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."** Por lo que brindaremos las facilidades a fin que pueda cumplir con vuestro objetivo.

Particular que llevo a su conocimiento para los fines consiguientes.

Atentamente,

Lcda. Dahiana Barzola Chávez MSc.
0919402487

Barrio Carolina Av. 9, entre calles 6 y 7 ::: Telfs.: 277 9808 ::: 277 5402
contacto@centroeducabilingue.com
www.centroeducabilingue.com
Salinas - Santa Elena - Ecuador

Attachment N° 3: Urkond certificate

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

La Libertad 13 de Abril de 2015

Para: Lcda. Glenda Pinoargote Parra. MAD
Directora de Carrera de Licenciatura en Idioma Inglés
De: Ing. Tatiana García Villao. MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis de la señorita: **SILVIA LORENA MORENO RIVERA** una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el **3%** de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciada en idioma Inglés.

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

Ing. Tatiana García Villao. MSc.
Docente

Documento: TESIS LORENA MORENO. docx [D13921711]
Alrededor de 3% de este documento se compone de texto más o menos
similar al contenido de 17 fuente(s) considerada(s) como la(s) más pertinente(s).

La más larga sección comportando similitudes, contiene 92 palabras y tiene un índice
de similitud de 74% con su principal fuente.

TENER EN CUENTA que el índice de similitud presentado arriba, no indica en
ningún momento la presencia demostrada de plagio o de falta de rigor en el
documento.
Puede haber buenas y legitimas razones para que partes del documento analizado se
encuentren en las fuentes identificadas.
Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor
averiguando e interpretando el análisis, las fuentes y el documento original.

SIMILITUD DEL DOCUMENTO

3%

SIMILITUD 3%

92

74%

INDICE DE SIMILITUD CON LAS PALABRAS   PALABRAS
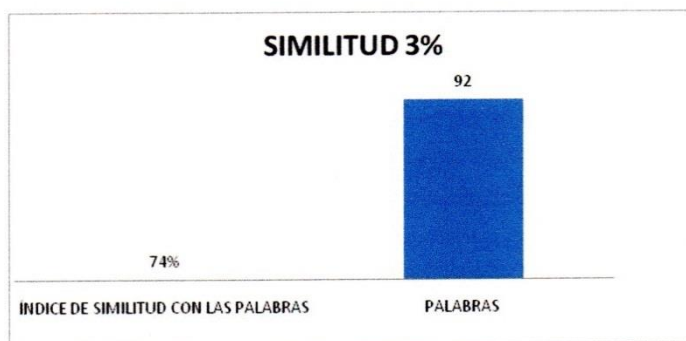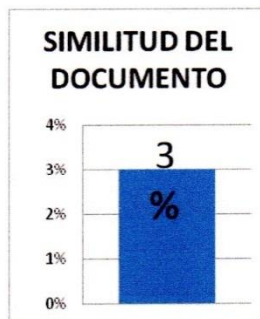
Attachment N° 4: **Adviser certificate**

La Libertad , 8 de mayo del 2015
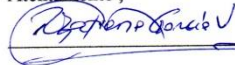
CERTIFICACIÓN DEL DIRECTOR DE TESIS

ING. ROSA TATIANA GARCÍA VILLAO, TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA SILVIA LORENA MORENO RIVERA.

CERTIFICA

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

Atentamente ,

Ing. Rosa Tatiana García Villao MSc.

DOCENTE TUTOTA

This research is based legally on the Constitution of the Republic of Ecuador Montecristi approved on 23 and July 24, 2008, to establish the following:

CONSTITUTION OF ECUADOR

(Adopted at Montecristi, 23 and 24 July 2008)

TITLE VII

REGIME OF GOOD LIVING

Section one

Education

Art. 343.-The national education system will aim to develop individual and collective capabilities and potential of the population, which allows learning, and the generation and use of knowledge, skills, knowledge, arts and culture. The system will be centered to the learner and will work flexibly and dynamic, inclusive, effective and efficient.

Art. 347. It is the responsibility of the state:

8 Incorporating information technologies and communication in the educational process and promote the link of teaching with productive and social activities.

ORGANIC LAW OF CROSS-CULTURAL EDUCATION

(Official Journal No. 417 of March 31, 2011)

Art. 2.- (Principles) .- education is governed by the following principles:

b) All Ecuadorians are entitled to comprehensive education and the obligation to actively participate in the national process.

i) Education shall be a democratic and technique according to country needs education, humanities, research, scientific,.

Developing the potential of a person to foster creativity and innovation is essential, allowing freedom to experiment and correct mistakes, making a humanistic education based on ethical values and propose to improve the quality

of life.

CODE OF CHILDREN AND ADOLESCENTS

Art. 37.- Right to Education.- children and adolescents have the right to a quality education. This right demand for an education system that:

1 Ensure access and permanence of every child to basic education and teen through high school or its equivalent.

2 Respect cultures and local specifications.

Ensure that children and adolescents have with teachers and enjoy an environment conducive to learning.

Attachment N° 6: Grammar certificate

Salinas, 6th of May , 2015

GRAMMAR REVISION CERTIFICATE

This is to certify that the grammatical composition of graduate work with the theme **"INTERACTION IN WEBQUEST TO IMPROVE ACCURACY IN WRITING SKILLS IN STUDENTS OF THIRD GRADE AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA, SALINAS , PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014-2015."**, belonging to **SILVIA LORENA MORENO RIVERA,** was completely revised and corrected , so I authorize the aforementioned to use this certificate according to her best judgment.

MSc. LUIS ALBERTO IZA ESPINOZA
CI: 1711043438

PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER
**SURVEY APPLIED TO THE STUDENTS OF THIRD GRADE FROM
ESCUELA DE EDUCACIÓN BÁSICA EDUCA**

**OBEJECTIVE: to determine the reasons why the students do not like
Writing activities and use of tecnological resources to improve their
learning.**

Instruction: Mark (X) according to you answer.

1. **Do you like English**

    Yes ☐   **No** ☐

2. **Do you like writing activities?**

    Yes ☐   **No** ☐

3. **Do you think that writing activities are boring?**

    Yes ☐   **No** ☐

4. **Do you have tablet or any technological device?**

    Yes ☐   **No** ☐

5. Do you prefer to do your homework in your tablet?

Yes ☐   No ☐

6. Do you think that your homework is more organized in digital ?

Yes ☐   No ☐

7. Do you prefer to observe your grades in digital?

Yes ☐   No ☐

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

SURVEYS APPLIED TO STUDENTS' PARENTS OF THIRD GRADE FROM ESCUELA DE EDUCACIÓN BÁSICA EDUCA

OBJECTIVE: to collect information in regard to implement webquest to improve accuracy in writing.

1. Do you believe that the usage of ICTs can improve the learning process?

 3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

2. Do you believe that the usage of technological tools in the classroom distract the students?

 3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

3. Do you believe that using technological tools help the students to achieve their future goals at the university? ☐

 3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree**

4. Do you believe that the technological tools help the students to increase their interest in learning of English language?

3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

5.Do you believe that technological resources can help improve the English skills such as: reading, writing, listening and speaking?

3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

6. Do you beilieve that the investment in technological resources benefit the student?

3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

7.- Do you believe that the educational software are necessary tools in the learning process?

3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

8. Is there a disavantage between students with access to educational software versus students without?

3.Total disagree ☐   **2. Indifferent** ☐   **1.- Total agree** ☐

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER
SURVEYS APPLIED TO ENGLISH TEACHERS OF BASIC EDUCATION
FROM ESCUELA DE EDUCACIÓN BÁSICA EDUCA

*OBJECTIVE: **To identify the resources that the teachers use in the classroom to improve writing skill.***

Instruction: Please read carefully the following statements and answer with (X) according to the procedures: Mark (X) in 1 if you do it never, 2 if you do it sometime, 3 if it do it always ,

| 1 | NO | | 2 | YES |

N°	QUESTIONS	1 NO	2 YES
1	Do you practice writing activities with your students EVERY DAY ?		
2	Do you use a variety of resources to develop writing activities?		
3	Do you have any electronic device?		
4	Do you apply technological resources to improve writing skill ?		
5	Are you good at the use of ICTS?		
6	Do you use your electronic device in classroom?		
7	Do you have a very positive attitude about the use of technological resources		
8	Do you believe that technological resources help students to involve easily in the learning process?		

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

INTERVIEW APPLIED TO PRINCIPAL

ESCUELA DE EDUCACIÓN BÁSICA EDUCA

OBJECTIVE: to collect information in regard to implement webquest to improve accuracy in writing.

1.- Does Educa use different kinds of resources ? Can you mention them ?

2.- What are the advantages of use of ICT?

3.-Do you consider that the use of technological resources will improve the learning procces?

4.-why do you beilieve that the investment in technological resources benefit the student?

5.- Is there a disavantage between students with access to educational software versus students without? Why?

6.- Do you believe that using technological tools help the students to achieve their future goals at the university?

7.- Have you heard about webquest?

8.-Are you going to support the implementation of WEBQUEST in your school?

Attachment N° 11: Writing Rubric

ACCURACY	10 -9 Excellent	8-7 Verygood	6-5 Good	4-2 Poor
Sentences	Student has more the 4 steps to complete sentences that are related to the writing prompt.	Student has 3 steps to complete sentences that are related to the writing prompt.	Student has 2-3 steps to complete the sentences.	Student has less than 1 step to complete sentences.
Spelling	Student spells all sight words correctly. All other words are spelled correctly, or uses invented spelling that has a beginning, middle, and ending sound.	Student spells some sight words correctly. All other words use invented spelling that have a beginning, middle, and ending sound.	Student spells some sight words correctly. All other words use invented spelling that has at least some sounds of the word.	Student doesn't spell any sight words correctly. All other words use invented spelling that has at least one sound for each word.
Grammar	Student uses a capital letter and a punctuation mark correctly on all sentences.	Student uses at least 3 capital letters and 3 punctuation marks in correct places.	Student Use at least 2 capital letters or 2 punctuation marks in the correct place.	Student does not use capital letters or punctuation marks in the correct places.
Handwriting	All letters are clear and readable all of the time. Uses appropriate spacing all of the time.	Some letters are not clear. Uses appropriate spacing most of the time.	Some letters are not clear. Does not use appropriate spacing some of the time.	Most letters are not clear. Does not use appropriate spacing most of the time.

Attachment N° 12: Writing Rubric using Webquest

ACCURACY	10 -9 Excellent	8-7 Very good	6-5 Good	4-2 POOR
Sentences	Student has more the 4 steps to complete sentences that are related to the writing prompt.	Student has 3 steps to complete sentences that are related to the writing prompt.	Student has 2-3 steps to complete the sentences.	Student has less than 1 step to complete sentences.
Spelling	Student spells all sight words correctly. All other words are spelled correctly, or uses invented spelling that has a beginning, middle, and ending sound.	Student spells some sight words correctly. All other words use invented spelling that have a beginning, middle, and ending sound.	Student spells some sight words correctly. All other words use invented spelling that has at least some sounds of the word.	Student doesn't spell any sight words correctly. All other words use invented spelling that has at least one sound for each word.
Grammar	Student uses a capital letter and a punctuation mark correctly on all sentences.	Student uses at least 3 capital letters and 3 punctuation marks in correct places.	Student Use at least 2 capital letters or 2 punctuation marks in the correct place.	Student does not use capital letters or punctuation marks in the correct places.
Handwriting	All letters are clear and readable all of the time. Uses appropriate spacing all of the time.	Some letters are not clear. Uses appropriate spacing most of the time.	Some letters are not clear. Does not use appropriate spacing some of the time.	Most letters are not clear. Does not use appropriate spacing most of the time.
Quality of Sources	Researchers , independently locate the resources to do the task .	Researchers, independently locate the resources to do the task.	Researchers, with some adult help, locate the resources to do the task.	Researchers, with extensive adult help, locate the resources to do the task.

Picture N° 3: Students doing the surveys

Picture N° 4 : Students of third grade

Picture N° 5: Presenting the webquest

Picture N° 6: Implementation of the webquest

Picture N° 7: teachers training

Picture N° 8: Students training

Picture N° 9: Students doing the writing activity in their tablets
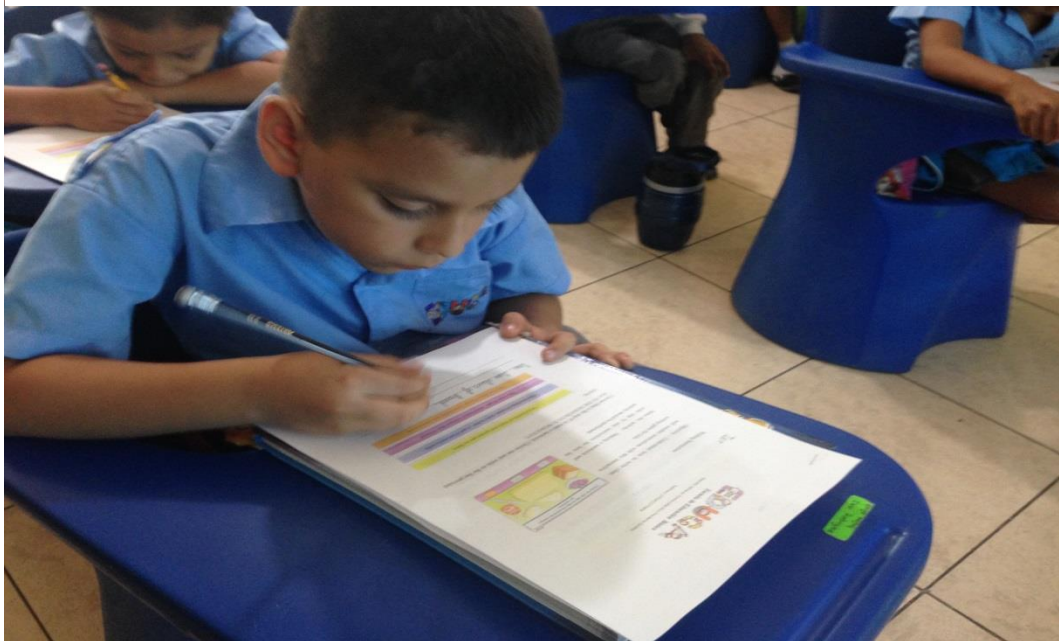

Picture N° 10 : Using their tablet

Picture N° 11: Implementing webquest

Picture N° 12: Giving instructions about the use of webquet

Picture N° 13: Webquest Evaluation

Picture N° 14: Wequest Evaluation