



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

**“CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL
AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO
PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD,
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR:

VICTOR ADAN GALARZA PROAÑO

ADVISER:

LIC. AURA GABRIELA MUÑOZ VENERAS, MSc

LA LIBERTAD – ECUADOR

2016

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

**“CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL
AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO
PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD,
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR:

VICTOR ADAN GALARZA PROAÑO

ADVISER:

LIC. AURA GABRIELA MUÑOZ VENERAS, MSc

LA LIBERTAD – ECUADOR

2016

STATEMENT OF AUTHORSHIP

I, Victor Adan Galarza Proaño with ID number. 100375155-7 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 "Creating Digital Stories To Improve The Writing Skill Among Students Of Eighth Basic Grade At Colegio Particular Eloy Velásquez Cevallos. La Libertad, Province Of Santa Elena. School Year 2015-2016." Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Victor Adan Galarza Proaño

ID # 100375155-7

ADVISER ´S APPROVAL

In my role as Adviser of the research paper under the title “CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.” prepared by VICTOR ADAN GALARZA PROAÑO undergraduate student of the English Language Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the Board of Examiners.

Sincerely

.....

Lic. Gabriela Muñoz MSc.

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.
FACULTY OF EDUCATION AND
LANGUAGES DEAN

Lcda. Glenda Pinoargote Parra, M.A. Ed.
ENGLISH TEACHING CAREER DIRECTOR

MSc. Aura Muñoz Veneras
ADVISER

MSc. Roberto Montalván Burbano
SPECIALIST PROFESSOR

Ab. Joe Espinoza Ayala MSc.
GENERAL SECRETARY

DEDICATION

I dedicate this work to my grandmother who is not here, but she guides every day of my life.

To my family which gave me the support and enough patience to understand during the development of my research, without them none of this long process of my academic preparation would be possible.

“Don't be afraid to fail. Be afraid not to try”

Victor

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process, to UPSE for all the support during these five years and to all my professors for their dedication and patience.

I wish to express my sincere gratitude to MSc. Glenda Pinoargote, English teaching Career Director for providing me an opportunity to do this project which contributes to learning English.

I sincerely thank MSc. Kleber Loor and MSc. Gabriela Muñoz for their guidance and encouragement in carrying out this project work.

Victor

DECLARATION

“The content of the following graduation work is my responsibility, the intellectual property belongs to the Peninsula of Santa Elena State University”

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece la Universidad Estatal Península de Santa Elena”

VICTOR GALARZA
C.I. 1003751557

TABLE OF CONTENTS

STATEMENT OF AUTHORSHIP.....	ii
ADVISER'S APPROVAL.....	iii
BOARD OF EXAMINERS.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
DECLARATION.....	vii
TABLE OF CONTENTS.....	viii
PICTURES PAGE.....	xi
CHARTS PAGE.....	xii
GRAPHS PAGE.....	xiii
ILLUSTRATIONS PAGE.....	xiv
ATTACHMENTS PAGE.....	xv
ABSTRACT.....	xvi
INTRODUCTION.....	1

CHAPTER I

THE PROBLEM

1.1 Title of research paper	2
1.2. Statement of the problem	2
1.2.1 Context of the Problem.....	7
1.2.2 Scientific Problem.....	9
1.2.3 Research Object.....	9
1.2.4 Action Research.....	9
1.3. Significance.....	9
1.4. General Objective.....	12
1.5. Defending Idea.....	12
1.6. Scientific tasks.....	12
1.7. Research Questions.....	13

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous research.....	14
2.1.1. Research around the world.....	14
2.1.2. English teaching.....	15
2.1.3. What is CEFR?.....	17
2.1.4. What is writing?.....	19
2.1.5. ICTs.....	23
2.1.6. Digital Stories.....	25
2.2. Philosophical Bases.....	28
2.3. Pedagogical Bases.....	30
2.4. Legal Bases.....	35

CHAPTER III

METHODOLOGY

3.1 Research approach.....	38
3.1.1. Research Questions.....	39
3.1.2. Methods.....	40
3.2 Level or type of research.....	41
3.2.1 Field Research.....	41
3.2.2 Bibliographic Research.....	41
3.2.3 Applied Research.....	41
3.3 Population.....	42
3.4 Variable Operationalization.....	43
3.5 Techniques and Instruments for Data Collection.....	45
3.5.1. Observations.....	45
3.5.2. Surveys.....	45
3.5.3. Interviews.....	45
3.5.4. Focus group.....	46
3.5.5. Instruments.....	46
3.6 Data Collection Plan.....	47
3.7 Data processing Plan.....	48

3.8 Data Analysis and interpretations.....	50
3.8.2. Surveys directed to students.....	55
3.8.3. Analysis of results chart- students.....	61
3.8.4. Interviews to specialist of English language.....	62
3.8.5. Interviews to principal.....	64
3.8.6. Interview to English teacher.....	67
3.8.7. Analysis of Results – Interviews.....	70
3.8.8 Transcription of focus group.....	71
3.8.8.1 Analysis of Results – Focus group.....	75
3.9 Conclusions and recommendations of Research.....	77

CHAPTER IV
THE PROPOSAL

4.1 Informative data.....	78
4.2 Proposal background.....	79
4.3 Feasibility.....	80
4.4 Significance.....	81
4.5 Objectives.....	82
4.6 Design and development of the proposal.....	82
4.6.1. What is JIMDO?.....	83
4.6.2. “Digital stories” Web site.....	84
4.6.3. Description of “Digital Stories” Web site.....	84
4.6.4. Evaluation.....	93
4.6.5. Analysis of final results.....	96
4.7 Comparison between the diagnostic test and post-test.....	97
4.8 Strategies of Improvement.....	97
4.9 Conclusions and Recommendations of study.....	98
Timetable.....	99
General Resources.....	100
Bibliography.....	101
Appendices.....	105

PICTURES PAGE

		Page
Picture 1.	Interview with the specialist	126
Picture 2.	Interview with the Principal	126
Picture 3.	Interview with English teacher	127
Picture 4.	Focus group of eighth basic grade	127
Picture 5.	Students of Eighth basic grade	128
Picture 6.	Diagnostic test	128
Picture 7.	Students watch video about the cognitive activities	129
Picture 8.	Students using cognitive activities	129
Picture 9.	Students using cognitive activities 2	130
Picture 10.	Students using cognitive activities 3	130
Picture 11.	Students creating stories	131
Picture 12.	Students using Stories to improve writing	131
Picture 13.	The stories created by students	132
Picture 14.	Giving instructions about the use of web site	132
Picture 15.	Students using “Digital stories” web site	133
Picture 16.	Students using “Digital stories” web site	133

CHARTS PAGE

		Page.
Chart 1.	Problem tree	8
Chart 2.	Incorporation of metacognition in the writing	33
Chart 3.	Population	42
Chart 4.	Independent Variable	43
Chart 5.	Dependent Variable	44
Chart 6.	Data Collection Plan	47
Chart 7.	Data Processing Plan	48
Chart 8.	Sample field note page of the observation #1	50
Chart 9.	Sample field note page of the observation #2	51
Chart 10.	Sample field note page of the observation #3	51
Chart 11.	Sample field note page of the observation #4	52
Chart 12.	Sample field note page of the observation #5	52
Chart 13.	Sample field note page of the observation #6	53
Chart 14.	Sample field note page of the observation #7	53
Chart 15.	Sample field note page of the observation #8	54
Chart 16.	Sample field note page of the observation #9	54
Chart 17.	Do you like English classes?	55
Chart 18.	Does your English teacher use technology in class?	56
Chart 19.	Do you consider that the use of technology...?	57
Chart 20.	How often do you practice writing?	58
Chart 21.	Do you know any web site to practice writing?	59
Chart 22.	Would you like to improve the writing skill?	60
Chart 23.	Surveys directed to students	61
Chart 24.	Beneficiaries	79
Chart 25.	Diagnostic Results	94
Chart 26.	Final Results using “Digital Stories” web site	95
Chart 27.	Analysis of final results	96
Chart 28.	Strategies of improvement	97
Chart 29.	Timetable	99

GRAPHS PAGE

		Page.
Graph 1.	Do you like English classes?	55
Graph 2.	Does your English teacher use technology in classes?	56
Graph 3.	Do you consider that the use of technology is important?	57
Graph 4.	How often do you practice writing?	58
Graph 5.	Do you know any web site to practice writing?	59
Graph 6.	Would you like to improve the writing skill?	60
Graph 7.	Comparison between Diagnostic test and the final progress	97

ILLUSTRATIONS PAGE

	Page.
Illustration 1.	Location of Colegio Particular 78
Illustration 2.	Colegio Particular “Eloy Velásquez Cevallos” 79
Illustration 3.	Jimdo Logo 83
Illustration 4.	Final design of the “DIGITAL STORIES” Web Site 84
Illustration 5.	Main Page of the “DIGITAL STORIES” Web Site 85
Illustration 6.	Library of the “DIGITAL STORIES” Web Site 86
Illustration 7.	Library/Tips of the “DIGITAL STORIES” Web Site 87
Illustration 8.	Library/Book of the “DIGITAL STORIES” Web Site 87
Illustration 9.	Procedure of the “DIGITAL STORIES” Web Site 88
Illustration 10.	Procedure/phase one of the “DIGITAL STORIES” Web Site 89
Illustration 11.	Procedure/phase one of the “DIGITAL STORIES” Web Site (2) 89
Illustration 12.	Procedure/phase one of the “DIGITAL STORIES” Web Site (3) 90
Illustration 13.	Procedure/phase one of the “DIGITAL STORIES” Web Site (4) 90
Illustration 14.	Procedure/phase two of the “DIGITAL STORIES” Web Site 91
Illustration 15.	Procedure/phase two of the “DIGITAL STORIES” Web Site (2) 91
Illustration 16.	Procedure/phase three of the “DIGITAL STORIES” Web Site 92
Illustration 17.	Procedure/phase three of the “DIGITAL STORIES” Web Site (2) 92

ATTACHMENTS PAGE

		Page.
Attachment 1.	Constitution of Ecuador	105
Attachment 2.	Law Intercultural of Education	106
Attachment 3.	Observation Protocol	107
Attachment 4.	Surveys directed to students	108
Attachment 5.	Interview to specialist English language	110
Attachment 6.	Interview to Principal of the School	111
Attachment 7.	Interview to the English teacher	112
Attachment 8.	Transcription of focus group	113
Attachment 9.	Cognitive activities # 1	117
Attachment 10.	Cognitive activities # 2	117
Attachment 11.	Cognitive activities # 3	117
Attachment 12.	Writing games # 1	118
Attachment 13.	Writing games # 2	118
Attachment 14.	Short Story Grading Rubric	119
Attachment 15.	Editing Checklist	120
Attachment 16.	Diagnostic Test	121
Attachment 17.	Acceptance letter	122
Attachment 18.	Advisor certification	123
Attachment 19.	Urkund Results	124

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCE EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

“CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.

Author: Victor Adan Galarza Proaño

Adviser: Aura Muñoz Veneras, MSc

ABSTRACT

This paper investigated how young English language learners reacted to the implementation of technological resources in order to enhance their writing skills in the classroom. The information and communication technologies (ICTS) were the primary resource which contributed to provide innovative strategies in the English as a Foreign Language (EFL) classroom. It is suggested that due to the high impact technology can have on education in general, this should be implemented so that students could feel motivated to develop their English communicative skills. In this study, technology options motivated students to be continuously engaged. However, technology cannot be seen as a universal cure for apathy to learn a foreign language. For this reason the English teacher has a relevant role of guide and she should keep the interaction between students in the learning process. The participants of this qualitative study, young English language learners, were observed in a constructivist atmosphere, while data was gathered from observations, interviews and focus group. Writing is an essential skill which could be developed through using digital stories which promote the enhancement of this skill. Using a web site is one appropriate way to integrate technology in EFL classrooms and it provides opportunities to improve the writing skills using it as a supplementary and highly beneficial resource. The present research shows the improvement of the writing skill of the eighth basic grade students from the “Colegio Particular Eloy Velásquez Cevallos” with the help of a web site, created especially for this study, in which through a series of cognitive activities they engaged in writing stories in an enjoyable way.

Key Words: Web site, Digital Stories, Writing skill, cognitive activities.

INTRODUCTION

There are many stories of great wisdom and knowledge which can be found in books written by famous writers. However, there are more stories of different nature in our lives. Stories are everywhere and we keep in touch with them every day. What do I mean by saying that stories are everywhere? In the moment when we get up every day our personal story begins. Thorndike (2010) stated that Digital Stories (DS) help students achieve a wide range of knowledge, communicative skills and values, which is the objective of education for sustainable development. DS can develop students' imaginative thinking and enhance their writing skills in English foreign language (EFL) classrooms. We all live in the world of technology, teachers and students. And we, as teachers of the English language should take advantage of it and think of ways to interconnect students' digital knowledge with stories because technology offers valuable opportunities for connecting classrooms with the world. Researchers have found that young English language learners' engagement, achievement and motivation can be enhanced through the integration of technology in EFL classrooms. Also, technology can be a powerful way of enriching young learners' language and self- development as a whole. This qualitative study attempts to explore how the students of eighth basic grade at Colegio Particular Eloy Velásquez Cevallos reacted to the implementation of a web site as an intervention to help them improve their writing skills in English. Additionally, through a series of cognitive activities, this intervention sought to motivate eighth grade students to enjoy writing in the EFL classroom.

CHAPTER I

THE PROBLEM

1.1 Title

“Creating digital stories to improve the writing skill among students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos”. La Libertad, province of Santa Elena. School year 2015-2016.”

1.2 Statement of the Problem

Consciously, speaking and listening skills in the English Language are considered two of the most important communicative abilities that students should develop in schools. However, the writing skill should be an essential ability to develop when learning English as a foreign Language. Nevertheless, it is evident the deficiency of the writing skill which plays an important role in the academic lives of young English Language learners.

Arshavskaya (2015) in her study shows that the use of creative writing in the English foreign language (EFL) classroom increases learners’ motivation for the development of writing skills and promotes creativity. These two aspects are relevant in education. A series of creative writing projects were applied in second language writing courses. Then learners’ writing skill and their attitudes about

Creative writing and critical pedagogy can become enjoyable and useful for the improvement of their writing skill. Though learners' perceptions of critical pedagogy varied. Similarly Tendero (2006) claims that the improvement of the writing skill using innovative techniques through reading and writing stories could evidence students' progress in a writing course.

For a long time it was complicated to have an idea of using another language that does not belong to a country; fortunately, times have changed and the learning and communicating in a second language according to the necessity of people has influenced the lives of people around the world. English is considered like the most used foreign language around this globalized world. Like other languages, English language must be imparted with appropriate methodologies, techniques and strategies for young English language learners. The role of English teachers is to contribute to students' learning and the development their four communicative skills. Furthermore, the writing skill is the most useful ability before speaking a foreign language.

Graham (2014) considers that writing is an integral skill which helps to the learning process. The contribution to English language learners is unimaginable because it promotes the ability to plan, make questions, provide feedback and express ideas; for these reasons this skill is the primary basis when students learn a foreign language.

Other problems that teachers face when imparting an English class is the lack of technological resources, and the difficulties that traditional methods using books can bring to students when they are learning English. Innovative methods to teach English language are essential to help improve the mechanics, creativity and organization on writing skill and motivate students to learn how to write correctly. Providing feedback in writing has been a subject of discussion among people involved in the teaching and learning of English as a foreign language. Some argue that feedback can be positive to students while some argue that feedback can be negative. For instance it is claimed that overcorrection of mistakes could be exhausting for teachers and discouraging to students as well as a reason for the low motivation students may show. In the past those mistakes made by students in writing were an obstacle for current teachers whose students had low motivation to participate in learning English as a foreign language. Actually, it is likely that students have believed that English may not be useful in their future lives.

Besides these problems, teachers should be able to find teaching methods to increase students' motivation for learning English as a foreign language. One way to promote writing in the English foreign language (EFL) classroom is through the incorporation of appropriate strategies like innovative dynamics, interactive games, powerful websites and cognitive activities inside the EFL classroom. Among the most used cognitive strategies are brainstorming, magic word and visualization. These strategies can encourage students to learn in a more enjoyable way and think of English as a fascinating language to learn in school.

Technology has been considered as a new resource which can contribute to the process of Teaching and Learning English as a Foreign Language. However, English language learners (ELLs) may find it complicated to use technology for the first time in their learning. It can be confusing and probably negative to ELLs to use these kinds of resources in the classroom. Furthermore, technology does not only provide communication but also allows students to think, create and share their ideas with the world through websites, online journals, blogs and wikis. For these reasons, those who participate in the process of learning need to have a clear idea about the correct use technology to improve their communicative skills effectively.

Although this century demands use technology in education and even government reforms support, this in some public institutions, it is still possible to find classrooms which do not count with useful resources such as internet, computer labs and projectors. Regardless of these limitations, English teachers should be aware of the fact that limited access to technological resources, and in some cases the lack of these resources, can affect ELLs' performance in learning English language since technology in the classroom contributes to the enhancement of the four language skills. Despite of complications, teachers should work towards the attainment of the objective established. The technological limitations should not be an obstacle for Teachers in the classroom.

In the Province of Santa Elena, the lack of technological resources in public high schools is a fact. Seven out of ten high schools have these limitations. Furthermore, English has not been incorporated in the national curriculum as a subject; however, the Ministry of Education has established the achievement of level B2 at the end of Bachillerato in public and private schools. In the last four years the results have been unsatisfactory for high schools as well as for the government.

A new educational strategy was incorporated at Colegio Particular Eloy Velásquez Cevallos three months ago. This strategy, called “Reading and Writing Stories”, is based on Social cognitive strategies. English teachers have been required to validate the implementation of this new strategy on a website in which teachers should interact with students so that they can improve their writing skill in the English language. At the beginning it was rather complicated since students were not able to use the technological tool correctly, neither students knew about importance of mechanics such as punctuation, spelling and grammar while they were able to try on it. Currently there is a percent of students who have different levels of learning, but most of them know about the common mistakes and how to avoid in them most of cases and they improve even the writing skill.

Although continuous classes and the use of cognitive strategies as evidences will convey some benefits at the same time of sharing ideas about one topic, correcting mechanics mistakes and keeping a significant learning inside the classroom between themselves, increase vocabulary from the classmates, enhance all words

that they know, interchange new ideas through stories that they can read then motivate to write, it is not relevant the extensive composition, and improve mechanics with writing activities. The implementation of this website will be a useful way for teachers who want to know innovative strategies to help their students improve writing skill, also the main advantage of this tool is free and easy to use.

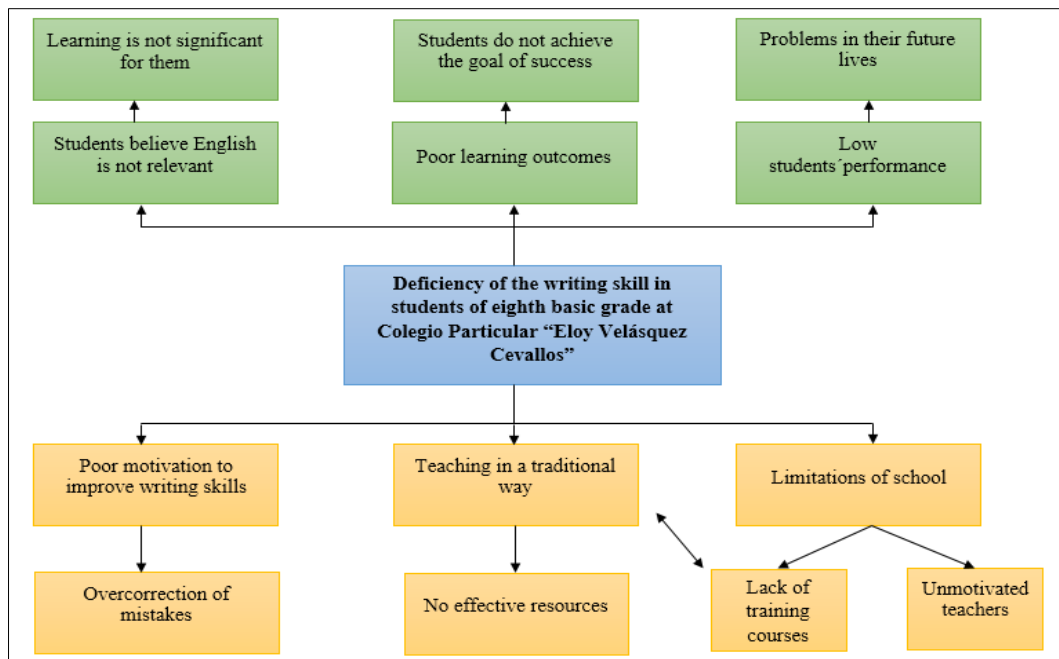
1.2.1 Context of the Problem.

In 2011 the Ecuadorian government decided to evaluate the current English language program called CRADLE and conducted a diagnostic of the English language abilities to students of Tenth year Educación General Básica and students of First year Bachillerato. The scores were 13.06 and 13.19 respectively. Additionally, the ministry of education had assessed the English language teachers of public schools and approximately 60% of teachers had A1 and A2 English level according to the Common European Framework References (CEFR). This gave rise to take actions to improve the English language teaching in Ecuador through continuous language development courses as well as instructions on new methodologies for teaching English that teachers around Ecuador had to take. Therefore, evidence that the teaching of English needs to be improved is clear. This study seeks to contribute to the enhancement of the teaching of English in Ecuador regarding the writing skill. Factors like large classes, limited resources and among others are the causes for poor development of the writing skill.

The mechanics, organization and creativity are common problems of the writing skill that students come from school where teachers were not prepared to teach accurate English classes. Meanwhile, students learnt through incorrect techniques in writing causing they make a lot of mistakes and learning became not significant for them contributing to the problem.

Another problem in public and private high schools belong to the low level of motivation to improve the writing skill in this case, the development of others skills can be affected because they can speak or listen but they cannot write in an appropriate form. In order to solve these problems web site come as an interactive and supportive technological tool for students where they can learn more about the writing practice and improve the deficiency of this skill through using digital stories which can motivate to write, also includes cognitive activities and writing games.

Chart 1: Problem tree



Author: Victor Adan Galarza Proaño

Source: Colegio Particular "Eloy Velásquez Cevallos"

1.2.2 Scientific Problem.

How to improve the writing skill in eighth basic grade at Colegio Particular Eloy Velásquez Cevallos?

1.2.3 Research Object.

Eighth basic grade at Colegio Particular Eloy Velásquez Cevallos.

1.2.4 Action Research.

To investigate the impact of Digital stories through a web site in the writing skill of eighth basic grade at Colegio Particular Eloy Velásquez Cevallos.

1.3 Significance.

Writing as one of most important modes of expression, must be treated as it is. The importance of a good mechanic (punctuation, spelling and structure) is based if an individual has enough practice, information, motivation and knowledge, so how should they express them in a correct form? Putting in practice their knowledge, because writing cooperates with other skills; this means writing with great mechanic is the result of good learning of the other abilities.

People also notice its advantages and importance of the ability of put words together in a substantial structure in order to express ideas, opinions, comments, etc. Developing mechanic will enhance the acquisition of all four skills as a unit of learning; as a result this will lead people to be self-conscious about their progress and skills.

That is why this research is important, because involves students being familiar with the use of technology, which in the last years has had a fascinating progress. Taking into account that all technological tools such as tablets, computers, and smartphones used as a tool to develop this skill have had good results in the last years, it is practical to say that their use is sustainable. It became easy to use software for educators to benefit the digital era. The impact of new technological tools in educational context has been generally positive, because they give opportunity to enhance their communicative skills, knowledge and increase the level of the standard education. The information and communication technologies (ICTS) are vital for the new generation which provides some unimaginable options since surfing the internet until creating something new as contribution to the knowledge and the development of innovative tools with different purposes that English teachers can use in benefit of education.

In the Province of Santa Elena there are private and public schools where more than 70% using technology and this is considered as an important resource in the process of teaching and learning English as a foreign language such as website, Virtual libraries, platforms and others. The implementation of a website can contribute to achieve better results in the development of the writing skill in these schools, Learners can use activities online and develop their communicative skills in which through a series of cognitive activities they engaged in writing stories in an enjoyable way. These premises that Colegio Particular Eloy Velásquez Cevallos use this kind of technology to develop the English Language skills in the learning

process inside the classroom. Furthermore, the way to teach English language was traditional teaching but the new era teacher can use all advantages of ICTS as a gadget in the learning process and replace the papers for the digital resources, English teachers do not notice the benefits of the web tool 2.0 such as Google site, Wix, and Jimdo.

Jimdo can be a powerful technological resource because it is integrated by appropriate cognitive activities which can be used as digital place in which students can practice and follow the easiest phases to improve the writing skill also this web site can motivate to write through creating digital stories. Moreover, this tool can be available in smartphones, computers and others digital devices that students possess.

Another advantage is teenagers, on who this project is based on their passion for technology which they love to use. This intervention sought to motivate eighth basic grade at “Colegio Particular Eloy Velásquez Cevallos” who have Multilevel class because there are many problems in a group of learners who are studying English language in other public and private Educational institutions where teachers used traditional methods to teach this foreign language.

This research is going to be meant to be applied in the future indicating results, observations, interviews, focus group as instruments of data collection and the progress’ students of eighth basic grade in the development of their writing skills,

in the learning process of English language as a foreign language It won't be easy to do it, but any effort to achieve it is worth it. Technology is updating at a very fast pace and educators as well as students must deal with it.

1.4 Objective Research

To analyze the importance of the implementation of Digital stories through a web site focused on the writing skill among students of eighth basic grade at Colegio Particular Eloy Velásquez Cevallos. La Libertad, Province of Santa Elena. School year 2015-2016.

1.5 Defending idea.

The creation of a website accompanied by pedagogical resources and digital activities will improve the writing skill among students of eighth basic grade at Colegio Particular Eloy Velásquez Cevallos. La Libertad, Province of Santa Elena. School year 2015-2016.

1.6 Scientific Tasks.

1. To Establish the Theoretical Framework of the research process.
2. To identify the current methodological process focused on the writing skill in eighth basic grade at Colegio Particular Eloy Velásquez Cevallos.
3. To design and implement the structure of the web site where the students can improve the writing skill in eighth basic grade at Colegio Particular Eloy Velásquez Cevallos.

1.7 Research Questions.

The research questions that guided this study included:

- 1) How viable is the use of the technological tool for English teachers?
- 2) How can demonstrate the participants' reactions to this new approach?
- 3) How can contribute the use of this tool for students' knowledge?
- 4) What is the impact of digital stories through a website in English teaching?

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

English is the most influential foreign language around the world for this reason it has become an important part of people's lives, especially in the educational aspects. For instance, regarding the writing skills professionals like Bernard, Lobello and Yuksel have proposed steps to design projects to promote this skill.

2.1.1 Research around the world.

There are studies developed in the United States, Turkey and Ecuador

2.1.1.1 UNITED STATES

HOUSTON

The purposes of the exploration study at University of Houston, United States Bernard (2015) provides relevant information of the educational uses of digital stories as a tool that provides people with information about different cultures and facilitates the student's improvement of writing skills in schools.

NEW YORK

According to the investigation in the University of New York. LoBello (2015) considers the positive effects of digital stories on learner's motivation to write. In this 21st century teachers recognize that if writing becomes more rigorous, learner's motivation will decrease. Additionally, the research findings claim that digital

stories do not only improve learner's motivation about writing, they also improve self-perception and creativity in writing performance.

2.1.1.2. TURKEY

The study, conducted in Middle East Technical University Turkey in 2008, made a method to improve writing and listening skills of children through the use of digital stories. The combination of technology with stories permitted students to develop their writing, technical and presentation skills; as a result the students learned to combine the technology with academic activities in their daily life. Also they were motivated to express their experiences using the technology and share information to other students, these methods produced the improvement of writing skills as a habit inside and outside the classroom (Yuksel, 2014).

2.1.1.3. ECUADOR

AZUAY PROVINCE

In the research of University of Cuenca, Youman (2012) determines that the use of short digital stories in the English learning as a second Language can be very effective for successful language acquisition. As a result of this, students developed their skills and they can use them as strategies to comprehend this Language.

2.1.2 English Teaching

English teaching represents an activity carried out around the world, it also helps people communicate in order to increase professional development and contribute with interaction between humans on global world. Furthermore, English as a foreign language has been taught in different contexts of applications such as

education. Besides the process of teaching English, the educators teach and explain the importance of development of skills in order to reach learning aims. Subsequently, English has become the most influential language in the world and in some places this is taught as a foreign language (EFL) English permits learners to travel around the world, meet new different cultures and offers opportunities to develop their skills.

Contradictorily, English improves communication between humans, but in some countries there are different situations where people have less opportunities than others to learn this language. English is taught where there is an educational purpose for instance Institutes, Schools, college and centers around the world. (Hammer J, 2008, p.11)

2.1.2.1 Importance of English Teaching

English teaching has marked a precedent in learning English as a foreign language, in some schools where English is considered as difficult by students who begin with low development skills for instance listening, speaking, reading and writing. Then they can discover the potential of skills to apply in their daily life.

During all educational changes they can notice the importance of learning English which has been defined as a universal language for people in the world. Additionally, it contributes to the learning process of students with intercultural origins to provide a pluralistic approach (McKay, 2002).

2.1.2.2. English Teaching at General Basic Education.

Nowadays, English language is considered as the first *lingua franca* of the world. Which is applied in some aspects, For instance academic, technological, scientific and social. English has become essential for the interaction and communication in this globalized world. The Ecuadorian Ministry of Education (MinEduc) recognizes three main issues:

- The fundamental action of the English language as a tool to comprehend people and cultures beyond geographic and linguistic limits.
- The need to adjust the English Curriculum to requirement such as the Common European Framework. Teaching, Learning, assessment (CEFR) which is recognized in other countries and contribute as a basis in the elaboration of Curriculum Guidelines.
- The communicative Approach is recognized as the pattern in the area of language teaching and learning because it is based on the theoretically well-informed set of principles about the nature of teaching and learning language.

2.1.3 What is CEFR?

Common European Frame Reference (CEFR) is a planning tool which provides a guide for educators, textbook writers, tutor trainers, and educational administrators. It plays an essential role in language and education policy worldwide because it defines the appropriate level of learners in the process, also the knowledge and skills that students need to communicate in an effective way in the specified role (Council of Europe, 2003).The CEFR initially provides a scale of six proficiency levels of language that goes from A1, the beginning stage, to C2, learners can use language

and keep an interaction in front of people for instance conversation and discourse. During the process of comprehension about the levels of progress of learning process, language qualifications and requirements for learners, educators and tutor trainers.

Additionally, the Common European Framework of References (CEFR) aids employers and Institutions with educational purpose to compare the qualifications and relate to local as well as international exams. Afterward, in order to provide a common area for language learning, the CEFR contributes in the assessment pointers for every skill of language such as listening, speaking, reading and writing

2.1.3.1 Common Reference Level in the Ecuadorian Educational System.

CEFR establishes other sections between flexible stages that provide a scale of levels and their descriptors “suit cut-off”-permit relate them in spite of common system- the three forward mentioned proficiency levels of language will be implemented in the Public System hence with Branching approach.

2.1.3.2 English in eighth year of general basic education: Student’s Exits profile of Level A1 and Specification for writing.

According to the interpretation of this section to Curriculum guidelines about the progress, specific objectives for writing have been articulated by the three domains of interest about the target group for instance personal, educational and public. For pedagogical purposes, personal and educational are focused on level A1.1 because they constitute the learners ‘backgrounds.

About the writing skills, learners should domain personal information and educational detail, they have to develop the ability of writing or remember message within limits of ranges, also phrases and sentences for informational texts such as spelling, labels and messages by using elemental punctuation marks.

The aim is to allow students 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 enjoyable from the beginning, it will not only become a standard classroom component, but also a means for students to be successful.

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

2.1.4. What is writing?

In the past, Ancient Greeks considered that people can express ideas through writing as a primary way. 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 which has some advantages to contribute in benefit of knowledge. Learners can express feelings, thoughts and ideas with their hands in the same way as an artist who creates something new and wants to share the world.

Before considering a methodological proposal to achieve success in learning, it is necessary to define what writing is. The definition is not unique nor accurate, because there is a wide range of positions, from which is considered from a motor act to communicative function.

Writing is one of the most important cultural inventions. Humanity emerged from the necessity to communicate, shape and give permanent thoughts. Martinez (cited in Alvarez, 2012) wonders Why handle writing? Which emphasizes reasons such as academic activity, reflection of personality's students that can be educated through their treatment does not only improve the graphic quality also difficulties that students possess.

In some cases, English teachers do not encourage the improvement of this skill inside the EFL classroom, but there are many projects about this skill which contribute and motivate to the progress of writing. Harmer (2008) claims that there are many focuses to practice writing skills outside and inside the classroom, but teachers should decide among them, students focus more on the process of writing genres and teachers promote to encourage creative writing individually or collectively. Teachers want to create the habit of writing.

This skill helps in the process of learning because the communication is asynchronous and learners can feel more confident to express opinion, ideas or something relevant for them. Moreover the development of these skills will be motivated through popular writers around the world.

Additionally, learners to improve their writing skills for many reasons such as reply to emails in English or take an international language exam (TOEIC or IELTS).also need to write an essay in English for College, a letter to English friends for this reason they need to improve their English writing ability.

2.1.4.1 Why writing is so important?

- Writing helps English teachers assess student learning.
- Writing is essential for self-understanding: classroom writing can help students understand and make sense of their own experiences, locate contexts, and make discoveries about their own thoughts and feelings.
- Helping students learn to express themselves with confidence in all subject areas can contribute to improvements in behavior and self-esteem.
- Writing encourages creativity and exploration.

But writing is the simplest and most effective way for students to express their knowledge of a given subject. It is a valuable tool for English teachers to get a sight of the individual thought processes of a great and diverse classroom population.

2.1.4.2 Kinds of Writing.

Expository writing

This kind of writing is used to describe or give information. The ideas can be organized around the topic.

Persuasive writing

Learners can influence to the readers and communicate idea through writing that contains steps of understanding.

Descriptive writing

This kind of writing can be considered as sensible aspect because the writer uses the mind to paint detail that only the reader can see through the writing.

Narrative writing

This writing is about being able to tell and write an engaging story. It is a good ability to have, but this is something teachers should focus on. Common state standards emphasize narrative writing in elementary school as soon as learners move to the middle and high school, informational texts and arguments become the focus. However the concentration on narrative writing in basic grade school is beneficial for building essential English skills in the foreign language. Learners can create stories that belong to fiction or related to something real about their life.

To encourage creativity beginning in elementary, state standards require learners to use drawing, dictating and writing to tell a short story about an important event for them, after that, they should use dialogue, descriptive details and techniques to improve their stories more attractive. Children should learn to use their imagination to think outside the box and develop original and interesting stories.

2.1.4.3 Writing assessment

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

Self- assessment.-some strategies suggest that students assess their own written work; these include self- Editing and Peer- editing; self-assessment in an educational setting involves students making judgments about their own work and effort. Assessment decisions can be made by students on their own reports, written stories, projects, presentations, performances, dissertations and even exam scripts.

2.1.5 ICTs (Information and Communication Technologies).

Haddon (2004) claims that the internet, smartphones, and other technological tool based devices in a new form of information has changed as soon as the time pass and provide some infinitive options to communicate ideas but this technology has influenced on social life also people will discover the appropriate balance and enhance in a correct way every day. Pritchard (1987) states that the multimedia environment contribute to improve writing skills and also develop proficiency with innovative tools according to some necessity of the people.

Wilber (2010) states that using Wikis, web quest and digital stories inside the class, to build on the engage and motivate in literacy learning as soon as technology belong in part of student´s lives the use of web tool 2.0 become imperative to have in each classroom and implement as pedagogical tool to get new knowledge.

2.1.5.1 Motivation through Technology

It is the first aspect to review however educators frequently bring about the term of motivation, there are many different opinions about the motivation 'learners such as what exactly motivates them and the role that motivation plays in the general development also the success of learning in the learners.(Ormrod, 2010) claims that the increase of motivation is essential in the learner performance, because it helps their behavior and increased energy, effort and persistence of them as soon as they add motivation and interest such as enthusiastic, involved and curious in the process of learning a foreign language their persistence with difficult tasks which permit to continue work until they have completed it.

Some people support the opinion about the importance of motivation in the process of learning and factors that motivate learners as adolescent. Carr (2010) states that today technology is the main factor of motivation for learners.in the 21st century the technological advancements influence in learners and outside of the classroom as relevant aspect of their lives, for this reason Education should hold and support this technological world that learners live in.

2.1.5.2 Websites.

Web Sites direct education towards learning technology considering the benefit that it is a very practical tool with great accessibility. The Ecuadorian Government has promoted the use of ICTs in the classroom, where teachers can obtain material from

the internet to be used as reinforcement. The internet has a lot of tools available for teachers, but a website does not teach in isolation, nothing gives specific instructions or how somebody has to do some exercises. Teachers must learn how to manage such resources for the student understanding and students know what they really should learn. A website is a collection of files in a web page. One of them could be compared with a book where students have the opportunity to review the information online. This type of file usually has text, images, audio and video, it also has links to other pages related to the same topic.

2.1.6 Digital Stories

According to Gere (2002), “the act of using languages and gesture in colorful ways to create scenes in a sequence” (p.31) is digital story. Alterio and McDrury (2003) describe stories as an individual human experience that enables people to convey the language of words, aspects of themselves and others, and the worlds, real or imaginary. In elementary classes, story time is the most interesting and pleasurable time for both teachers and children. Stories have not only been used for communication purposes, but they have also been used to teach literacy skills, cooperative learning skills, critical thinking and to construct knowledge of different contexts (Mello, 2001).

When creating their own stories, children enhance their writing process. Sharing them with peers, teachers, and family forms an exclusive way of communication.

Stories are also essential for the very young learners because the child recognizes meaning and understanding of the words.

The Digital Storytelling Association defines digital stories as:

The innovative expression of the ancient art of stories using digital media to create media- rich stories to share and to preserve. Digital Stories derive their power through weaving together images, music, narrative, thereby giving deep dimension and vivid color to characters, situations and insights (Digital Storytelling Association, 2002).

A digital story is a way to write stories but the technology plays an essential role because this kind of story combines images with narrated soundtrack; the process of this practice is similar to the traditional way of writing stories. First, learners brainstorm ideas, select the topic, draft and visualize the story. Then they are able to select the technological media. Furthermore, Bull and Kajder (2004) have stated that the use of technology can improve the writing skill by only combining images with learner's stories. One of the largest digital stories project was established by Daniel Meadows in Wales, UK in collaboration with BBC and is popularly known as BBC Capture Wales Digital Story Project .The purpose of the project is to bring communities together and build relationships by sharing stories.

Meadows (2003) sees digital stories as “scrapbook television” that are short, personal and multimedia tales, told from the heart. They are rich on feeling because in theory, anyone can make them, and publish them on screens anywhere.

In recent times, Jason Ohler has done an important work in the area of digital stories. Ohler (2007) stated that digital stories are about living, learning and working in digital which are one of the most relevant needs after food, shelter and clothing and for everybody.

2.1.6.1 Digital stories: Value in Higher education

“The real power behind digital stories is the knowledge and ability to use tools to teach the old traditions of stories” (Standley, 2003, p.18). One powerful form to motivate learners to understand an academic concept and to showcase their creativity is through digital stories (Dupain, 2005). Additionally, Higher education has begun to realize the importance of digital stories since it is essential for the preservice teachers to comprehend the process of stories and be comfortable to teach to their future students relating with content (New, 2006).

At the present time, the Department of telecommunications at Ball State University, Indiana started offering a program with emphasis on digital stories. The program places importance on developing an understanding of the process of stories and providing strong foundation for the same such as approaches to creativity, elements of story design and developing writing skills in crafting stories using technological tools.

2.1.6.2 Assessing Digital Stories

Although assessment of learner's progress in word writing skills is common, when teachers use digital stories to improve writing, there are some criteria that they need to consider such as Characters, Organization, Ideas, mechanics and creativity. This short story grading rubric allows to identify the possible problems in the writing skill learners may have. Additionally, the data gathered through this rubric can contribute to the measurement of learning progress regarding the development of writing skills in a qualitative way. Teachers are informed of students' improvement, and they can implement strategies to enhance this skill in the learning and teaching of English in their classrooms.

2.2. Philosophical Bases.

In the last two decades, there has been great emphasis on learning and improvement of writing skills and other areas of languages which have been deteriorated. In this aspect learners often conserved many problem of writing in higher Education. As the writing is not innate thus that must be learned therefore, taught, the students should learn to express a meaning clearly. Piaget (1980) defines in his study the written language as arbitrary graphical representation of spoken language which is the same arbitrary representation socially determined. The written language is the most abstract form of representation, words have no natural relationship with objects neither events that represent. Each letter has a name and a form which characterize one or more sound. Deciphering these marks does not automatically the word has meaning.

In her study, Arshavskaya (2015) reveals that the use of creative writing in a foreign language course increases learners' motivation for writing skills development and provide creativity which is a relevant aspect of education. A series of creative writing projects was applied in second language writing courses. Then learners' writing and their attitudes about Creative writing and critical pedagogy became enjoyable and useful for the improvement of their writing skill. Nevertheless, learners' perceptions of critical pedagogy varied.

New research has shown that writing skills can be developed through the use of technology in the classroom which can also promote the improvement of this skill outside the school. Morgan (2014) claims that everybody lives in a world that is constantly influenced by technology and they are usually called digital natives because their contact with digital resources starts at birth. Technology has changed stories through effective strategies that students learned in the process. Teachers use technology as digital resources.

Park (2011) in her study as contribution about the improvement of writing skills concluded that the computer technology and media elements have been established and adapted into the process of teaching and learning. The use of digital learning environments with entertainment can make contents more interesting, get learners' active participation and promote learning more effectively. Digital story off-line is appropriate for learners; however, in a virtual learning environment teaching writing in the classroom could be more effective and motivating.

In the learning process there are many web tools that contribute to the teaching of a second language. Furthermore, every technological tools needs to be adapted for learners to use these tools properly. Now teachers can use digital environment which promotes the motivation and some projects support the idea about the effective use of virtual learning environment for students. The technology has influenced the world in a positive way by providing innovative resources. These technological resources have become vital tools for people. However, and students adopt the technology as a way to communicate with others or in the same community.

Web 2.0 are tools that belong to this and next generations, and they provide some intrinsic benefits in some areas. Nowadays web tool 2.0 such as wikis, journals, websites and others provide solution for some problems in the society and give some new experiences in their life. In this case the influence of websites complemented with innovative strategies through digital stories promote the improvement of the writing skills in the classroom. The implementation of these tools in educational life can enhance the development of this skill.

2.3. Pedagogical Basis.

Fundamentally, the theory of cognitivism describes the brain as the most unbelievable network of information processing and interpretation. Piaget, in his study about the perspective on Human Development concluded that the thinking is qualitatively different and depends upon the developmental stage of the learners, typically staged but environmentally variable.

Constructivist tendencies in the contemporary education have shown interest in demonstrating the validity of the concepts about significant learning of Ausubel (1963) and learning experiences by Bruner (1994). In the learning and teaching of a foreign language, learning is significant when it is not related to conductive techniques based on repetition and memorization. It should be active and permanent in the time. Also it is related with practice strategies of learning effectively.

Edelman (1995) and Gazzaniga (1995) proposed that a new language can be learned through using cognitive strategies since learning is a process which involves cognition as an essential element of development. This perspective of learning can be combined with techniques which contribute to the construction of knowledge. Clearly both views about the construction of meaning can be guided or independent in the process of learning.

There are studies which find links between constructivist and cognitive theories of learning such as schema theory (Spiro 1991), connectionism (Bereiter 1991), Hypermedia (Tolhurst 1992) and Multimedia (Dede 1992). In addition, it refers to a general awareness about the ways in which human beings learn and process information and individual knowledge of their own learning processes. Knowledge relating to strategy variables surrounds an awareness of both cognitive (thinking) and metacognitive (thinking about thinking) strategies, as well as conditional knowledge about when and where such strategies are appropriate.

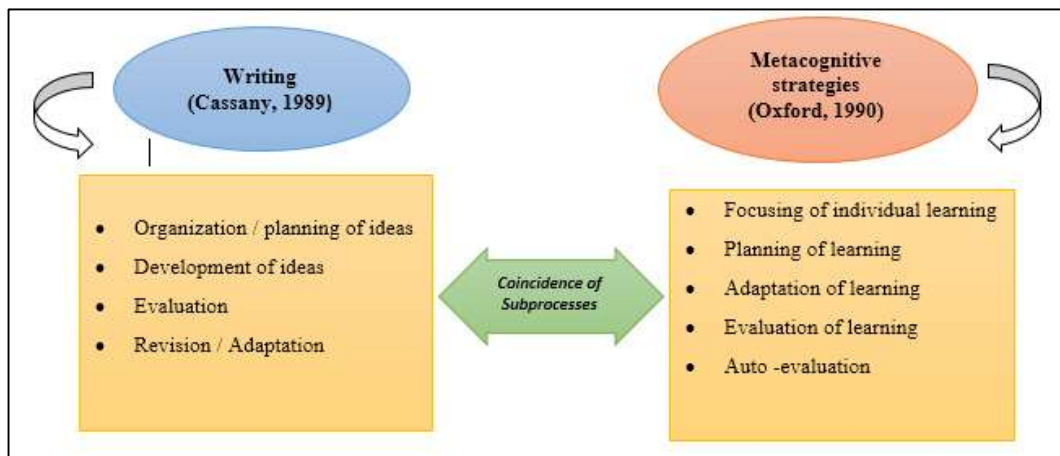
Flavell (1979) conceptualized metacognitive regulation as the use of metacognitive strategies to control cognitive activities and to ensure that a cognitive goal is attained. Also Metacognitive regulation supervises the planning, implementing and evaluating of cognitive activities. The students do not need to know just about a strategy. They need to know how to apply the strategy and when to use the strategy

Recent research has shown that the metacognitive strategies constitute indirect strategies. These do not participate directly in the process of comprehension and linguistic production, but contribute to the learning and teaching English as a foreign language. Additionally, the activation of metacognition must be focused on recognizing and enhancing the characteristics of self inter lingua in the student's levels and in themselves effective monitoring. Students should be aware of the numbers of mistakes that they make without enhancing the learning strategies. In this way they lose confidence in themselves and in their communicative skills which affects their self-esteem and academic performance (Delmastro, 2008).

The metacognition suggests that the activation of appropriated metacognitive process promotes the increment of responsibility, self-confident and control on the learning; however, the incorrect use of cognitive strategies can lead students to a vicious circle of dependency, failure and loss of control about their learning processes.

Additionally, in the incorporation of metacognitive strategies in the development of writing skills in EFL, it is suggested to follow the lineaments of Di Pierro (2006), who proposes that the writing process can begin from the classification of metacognitive strategies elaborated by Oxford (1990) to integrate on the phases of writing models by Cassany (1989). Oxford has organized the metacognitive strategies depending on their function in the learning process.

Chart 2: Incorporation of metacognition in the writing Skill



Source: Classification of metacognitive strategies by Oxford

Author: Victor Adan Galarza Proaño

During the phases of writing and development of ideas for the production of a first draft, teacher can guide student through making questions, using mind maps organizing the ideas in chronological form depending on the kind of text, verifying the order of paragraphs and writing based on graphics organizer. This process allows to distribute the information in important ideas and sub ideas related to the written topic. For this phase, checklists can be useful on fundamental aspects that guide the structure of different text genres.

After completing the first draft, the students can evaluate their written production. This activity is suggested to use strategies of self-assessment and co-assessment which allows students to identify and correct any mistakes of mechanics, organization, creativity and ideas. Teachers can use checklist and formats of self-assessment and co-assessment on written production such as those offered by O'Malley and Pierce (1996).

2.3.1 Cognitive approach to teach

The evolution of the cognitive approach is integrally connected to that of cognitive psychology and the acceptance of trends in that discipline among educational psychologists who are concerned with the evolution of the cognitive model of learning and perspectives on learning among the disciplines of psychology. There are three aspects about the evolution of these learning perspective. During the twentieth century, the first aspect about learning as response acquisition dominated psychological theory and educational practice (Mayer, 1998). This learning was perceived as a mechanical process without successful responses which considered that the learner as a passive recipient of information whose repertoire of behaviors was determined by rewards and punishments encountered in the environment.

A new learning aspect, learning as knowledge acquisition, it was the result of the cognitive revolution of the 1950s and 1960s. According to this aspect, the learner was a processor of information and the teacher was a dispenser of information. In education, the curriculum become the focus of instruction. Because the goal become

the amount of knowledge the learner possessed, standardized testing became the assessment of choice. The last aspect of learning as knowledge construction was outcome of efforts to refine and enhance cognitive theory during 1980s.

The perception of learner changed from one of recipient to a constructor of knowledge. Instructionally, the focus changed from curriculum centered to child-centered (Nunan, 1988). Assessment developed from its preoccupation with quantitative measurements to an acknowledgement of the importance of qualitative evaluation. Additionally, the learning is most effectively when understood as an intentional process of constructing meaning from experiences and information. Through support the learner is capable of creating meaningful, coherent representation of knowledge. And higher order strategies designed to improve the selecting and controlling of mental operations facilitate critical and creative thinking (Cotton, 1991).

2.4. Legal Basis.

The constitution of Ecuador (Article 26 and Article 27) establishes that:

Article 26

This article states that education is a right of each person who participates in different processes during their life and this is considered as a responsibility of government also it constitutes a public policy, state investment and guarantee of equality and social inclusion and relevant to obtain the good living for Ecuadorians and others. Additionally, this right allows that families, persons and society has the

responsibility of participate in the educational process to enhance their present situation, as contribution in the progress of this nation.

(Attachment 1).

Article 27

This article establishes that education is focused on the each person who lives in this country and guarantee the holistic development based on respect to human rights, natural sustainable environment and democracy; it must be participative, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth. In addition, Education focus in the equality, justice, solidarity and peace; stimulate critical thinking, art and physical education, individual and community initiative and the development of skills and abilities to generate and work. It is essential for knowledge because it is the result of the learning and teaching process. The exercise of rights and the construction of a sovereign country, and is a strategic area for national development.

(Attachment 1).

The Constitution of Ecuador (Article 347, Numeral 8) institutes that:

Article 347- Numeral 8

This article of the Ecuadorian Constitution establishes that Government should incorporate the use of ICT (Information and Communication Technologies) in the process of education in public institutions with poor level and promote in the education a good linkage between social and productive activities in the progress

of this Country, also the incorporation of technology can contribute in the investigation and in the development of knowledge. (Attachment 1).

LAW OF INTERCULTURAL EDUCATION

The Law of Intercultural Education (Article 6 and Article 19) establishes that:

Article 6

This article asserts the importance of education in Ecuador. It has a relevant role in the development of comprehensive education through transversal vision and focus on rights; furthermore, this article promotes the improvement of the quality of education in all educational institutions. (Attachment 2).

Article 19

In this section this article establishes the essential participation of Central government in the accomplishment of improvement in Education in terms of planning, organization and implementation of actions to make this happen. It also defines each of the requirements in order to guarantee the quality of education in all institutions including private and public ones nationally. In addition, the government must promote the development of educational processes in an appropriate way. (Attachment 2).

CHAPTER III

METHODOLOGY

3.1. Research Approach

This study is focused on the qualitative methodology. It was conducted at Colegio particular “Eloy Velásquez Cevallos”, and among students of eighth basic grade. The following proposal was established focusing on the enhancement of the writing skill in the English language.

- This research was guided by research questions
- This project was made possible by the proposal which was realized only in this Educational Institution. Furthermore, this research was based on documentary investigation and field research.
- The starting points are general terms about the subject of study, the problem, the theoretical framework and methodology used to obtain general information about the ones involved in this educational process, in order to contribute to the solution of the problem English language learners in writing. Also, the proposal seeks to help the students achieve the standards of performance in the English language established by the school.

I observed the English teacher Colegio Particular “Eloy Velásquez Cevallos” and noticed how the digital world could change the process and the product of writing. More specifically, my research focused on specialist, English teacher, principal and students. They admitted feeling insecure about the use of digital stories, and how they faced the digital generation. I participated as an observer to conduct this

research. And during this study, I focused on describing and analyzing the impact teaching digital stories had on my students of eighth basic grade and how the findings of my research could help other English teachers, who may have little experience using technology in their writing classes. This research also included the roles writing played in the digital process and how the digital aspect affected the form the English teacher taught the writing component.

For this qualitative research, I studied participants in a natural setting, tried to make sense of what I saw, heard, and then interpreted the information based on the context of the data and the research. I used cognitivism to see multiple sides of the information. I observed and obtained the participants' perspective.

Schwandt (2000) stated that researchers do not make interpretations in isolation, but within a gathering of shared practices, understanding, conversations and writing. With that same philosophy in mind, I considered all aspects of the data before reaching decisions or making speculations about what the research meant.

3.1.1. Research Questions

The research questions that guided this study included:

- 1) How viable is the use of the technological tool for English teachers?
- 2) How can demonstrate the participants' reactions to this new approach?
- 3) How can contribute the use of this tool for students' knowledge?
- 4) What is the impact of digital stories through a website in English teaching?

3.1.2. Methods

3.1.2.1. Qualitative Method

This method was necessary in this research, because this study was based on collecting data. It often categorizes data into patterns as the primary bases for organizing and reporting results. Qualitative research typically relies on the following methods through observations, interviews, focus group. Additionally, the use of camera to collect valuable audio and video.

3.1.2.2. Inductive Method

This method was applied for the observation of particular facts with the purpose of obtaining general propositions which contribute to a general principle based on observation of limited number of related events or experiences.

3.1.2.3. Scientific Method

This method showed the real improvement of the writing skills of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos” using a website.

3.1.2.4. Observation Method

This method contribute to find detailed information about causes and effects of the problem related to the use of a web site to improve the writing skills of eighth basic grade students from Colegio Particular “Eloy Velásquez Cevallos”

3.2. Level or type of research

3.2.1 Field research. - It was important and necessary to obtain updated information on the current educational requirements to teach English in public and private institutions, specifically at Colegio particular “Eloy Velásquez Cevallos” regarding the implementation of a website with digital stories using cognitive strategies in English classes. It was applied in the context among students of eighth basic grade since they were the target population involved in the problem.

3.2.2 Bibliographic research. - This kind of research permitted to search and select scientific-theoretical foundations on the subject of investigation and the main term studied within the theoretical framework related to Cognitivism theory. The use of digital stories and cognitive strategies in middle education were established using this level of research.

3.2.3 Applied research. – This kind of research was conducted with the purpose of testing how useful the intervention of an approach involving technology could be to help solve problems in the writing skills that my students have. The interviews and focus groups to the Principal, specialist, English teacher and students of the institution in order to verify the importance of using digital stories in a website, all this was valuable to this study.

In addition, the information provided by the specialist allowed to propose activities that contributed to the learning process as well as to improve students' writing skills. This kind of research allowed the implementation of a website with digital stories in order to improve writing skill among students of eight basic grade at Colegio Particular "Eloy Velásquez Cevallos".

3.3. Population

The population of this research was composed by 23 students of eighth basic grade at Colegio Particular "Eloy Velásquez Cevallos" in La Libertad who are distributed on 14 girls and 9 boys, its principal (1), teachers (2) and one (1) English Language specialist.

Chart 3: Population

N°	Description	Quantity	%
01	Principal of Colegio Particular "Eloy Velásquez Cevallos".	1	3.70
02	English teachers of Colegio Particular "Eloy Velásquez Cevallos".	2	7.41
03	Students of eight basic grade at Colegio Particular "Eloy Velásquez Cevallos".	23	85.19
04	English language specialist	1	3.70
TOTAL		27	100%

Source: Colegio Particular "Eloy Velásquez Cevallos".

Author: Victor Adan Galarza Proaño

3.4. Variables Operationalization

INDEPENDENT VARIABLE: Digital stories

Chart 4: Independent Variable

CONCEPT	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
A digital story is a technological resource which contributes to the development of communicative skills which is positive for students and useful for the English teacher, especially in the writing courses.	ICTs Teaching process	students use technological tools to create stories English teachers implement Digital stories in the classroom.	Have you ever heard about Digital stories website with exercises and activities to develop in class that help students to improve their writing skill? Does the teacher use the technology in the classroom? Do you think that a Digital Stories website with exercises and activities could help students from this institution to improve their writing skill? Would you be prepared to implement the use of a Digital stories website with exercises and activities to improve the student's writing skill in your institution?	Observations Interviews Focus group Survey Observations Interviews Focus group survey

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño.

Variables Operationalization

DEPENDENT VARIABLE: The writing skill

Chart 5: Dependent variable

CONCEPT	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
Writing is the productive and effective skill in the written mode which is the development and presentation of thoughts in a structured form.	Learning process Teaching Strategies	Social Cognitive strategies That students employ Social Cognitive strategies in the writing process That teachers implement cognitive strategies for developing the writing skills in their students.	Do you consider that English is important in today's education? Do you consider that more appropriate strategies could help students to improve their writing skill? Do you consider that students from this institution have developed their writing skills effectively? Do you think that students like writing in English in this institution?	Observations Interviews Focus group Survey Observations Interviews Focus group Survey

Source: Colegio Particular "Eloy Velásquez Cevallos".

Author: Victor Adan Galarza Proaño

3.5. Techniques and instruments for data collection

The following techniques were employed during this research: Observation, interviews and focus group which involved students, an English teacher, the principal and a specialist. And these techniques contributed to detecting the existence of the problem as well as the understanding of students' experiences and perspectives regarding the use of digital stories to enhance the writing skill. This variety of data-collecting methods allowed to have a deep insight about the subject of the study.

3.5.1. Observations

It was applied directly to the students of eighth basic grade at Colegio Particular "Eloy Velásquez Cevallos". This technique permitted to observe thoroughly the behavior of students in the English class and their reactions to methodologies and strategies used for the improvement of writing skill in the classroom.

3.5.2. Surveys

This technique was applied to collect precise data through questions regarding the problem and proposed solution. It allowed getting results about the advantages of the creation of a web site to improve writing skill to eighth basic grade course.

3.5.3. Interviews

This technique was implemented to obtain direct and relevant information from the principal of Colegio Particular "Eloy Velásquez Cevallos", the English teacher and the specialist. To illustrate, from the principal's interview I gathered information

about the use of technology in this Educational Institution, from the English teacher's interview it was possible to obtain data about the different methodologies to teach writing. In addition, the interview to the specialist allowed to distinguish the impact of technology in teaching writing and the benefits of the incorporation of innovative methodologies and strategies.

3.5.4. Focus group

This technique is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures. The students of eighth basic grade could influence each other through their answers to the ideas and contributions during the discussion. I simulated discussion with comments of subjects. The fundamental data produced by this technique are the transcripts of the group discussion, my reflections and annotations.

3.5.5. Instruments

Instruments such as a camera, notebook, and questionnaires were used to document and capture everything that happened in the study setting. These resources helped to collect evidence of the implementation of a website with digital stories to improve the writing skill through cognitive strategies in the educational institution before mentioned. The camera served as a support to observation made in the classroom during the collection data since the photos captured with the camera permitted more effective interpretation of my field notes. The notebook was used

to take notes of the different activities developed throughout this research. The questionnaire was conducted by questions which contributed in this research.

3.6. Data collection plan

Chart 6: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the writing skill of students.
2. From which people or objects?	Students of eighth basic grade at “Colegio Particular “Eloy Velásquez Cevallos”
3. About what aspects?	Writing skills
4. Who?	Victor Adan Galarza Proaño
5. To Whom?	Students, English teacher and principal of Colegio Particular “Eloy Velásquez Cevallos”
6. When?	2015- 2016.
7. Where?	At Colegio Particular “Eloy Velásquez Cevallos”
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, survey interview, and focus group, rubrics
11. With what?	camera, smartphone and laptop

Source: Colegio Particular “Eloy Velásquez Cevallos”.

Author: Victor Adan Galarza Proaño

3.7. Data Processing Plan

Chart 7: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>Deficiency of the writing skill was determined through focus group, observation and surveys directed to students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos”, the use of digital stories in a web site can improve writing skill of students was justified.</p>	<p>Once the problem was discovered the researcher started looking for related information in: Books, articles, on internet, among others. Besides the interview with a specialist, the principal and English teacher of Colegio Particular “Eloy Velásquez Cevallos” is scheduled.</p>	<p>The problem was identified in the eighth basic grade of this educational institution, through interviews, focus group and observations. Focus group, observations and surveys were made for students and interviews for the principal, an English teacher and a specialist. Data gathered were analyzed in order to develop a proposal to contribute to the solution of the stated problem.</p>	<p>Using all the data collected that suggested the deficiency of the writing skill of students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos”, it was important to involve the principal Colegio Particular “Eloy Velásquez Cevallos” and an English teacher in the incoming process in order to improve the writing skill in each student.</p>	<p>Implementing a web site using digital stories in students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos” improved their writing skill considerably.</p>

Source: Colegio Particular “Eloy Velásquez Cevallos”.

Author: Victor Adan Galarza Proaño

In the implementation of the pre- and post-test for English teacher and students, the analysis of the data collection is focused on research questions through a descriptive analysis of experiences and necessities of the participants who are involved in the teaching and learning English as a foreign language.

The descriptive analysis permitted to understand and to describe the practices of the teachers in relation to the skills involved in working with web site (evaluation of networked resources, task assignment making use of the Internet and activities offline, specification of work processes, and development of criteria for evaluation of the activities in the writing course. Also making the gender analysis of students and the English teacher at the global level, using the technique of focus group which allows to know how students reacted to the intervention and the importance of the development of the writing skills through using technology. In addition, the observations permitted to understand the behavior of the students when they have deficiency of the communicative skills such as writing and it contributed to improve the web site.

In the instrument applied to specialist and the English teacher and the principal of the educational institution was the interview which contribute to analyze that they have knowledge on the use of Digital stories web site as a supplementary 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 this innovative resource, if they had applied the technological tool, on the features, the design and the advantages of the tool.

3.8. Data Analysis and Interpretations

3.8.1. Observation of eighth basic grade course.

I observed this course for 12 sessions in English class and their behavior about the intervention of this research, from 8:10-10:50 a.m. I took field notes on each day I observed, and I took notes as earlier discussed. Also I included the interpretation of each observation in these sessions which contributed to understanding the interactions between students (**behavior**) and how they reacted to an external intervention.

Chart 8: Sample field note page of the observation # 1

November 5 8:10- 9:30	Description notes	Reflective notes
80 minutes (2 sessions)	There were few ways of interactions between the students and the English teacher. This course had a groups of students which were integrated in affinitive way. And The English teacher said about this intervention and the benefit of this contribution to improve the English class then the students did a diagnostic test before I explained what they should do and the time of duration which was 40 minutes.	In this course there were students with multiple levels of learning. When the English teacher explained about the importance of this intervention. Most of them reacted favorably, but they believed that it was an evaluation which would affect their scores. Before students did the diagnostic test I explained the process step by step about what they should do.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 9: Sample field note page of the observation # 2

November 12 8:00- 9:00	Description notes	Reflective notes
80 minutes (2 sessions)	In this session, I socialized the results obtained by the diagnostic test based on the grading rubric and I explained about the importance of improve their writing skill. Also the benefit of learn how to write correctly through using innovative strategies and the integration of technology as a supplementary resource in their English as foreign language (EFL) classroom.	When I showed the results of each students I observed their reactions and I can understand how the patterns established by the traditional teaching have influenced over their perspective about the significant learning in the EFL classroom. Then I explained the objective of this study which promoted the development of writing skill. Additionally, the students agreed about this intervention as a contribution to improve this skill.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 10: Sample field note page of the observation # 3

November 16 9:50- 10:30	Description notes	Reflective notes
40 minutes (1 session)	In this session, the learning process began with a cognitive activity called “brainstorming” which promoted the interaction between the students in the English as a foreign language (EFL) classroom. This strategy was employed to motivate the active participation between them. Also it promoted the improvement of their writing skill in the EFL classroom.	At the beginning of this process I observed that most of them felt insecure about their participation in this cognitive activity. When I showed interesting pictures such as a scene of a famous movie and others, their participation increased favorably. Additionally, this activity achieved the interaction and an effective participation of them in the EFL classroom.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 11: Sample field note page of the observation # 4

November 18 9:50- 10:30	Description notes	Reflective notes
40 minutes (1 session)	In this session, the second cognitive activity “a magic word” was applied. Its objective was generate the written creativity of all students in the English as a foreign language (EFL) classroom.in addition, this activity allowed to identify their previous knowledge about the English language as a subject.	When I applied this cognitive activity, the students motivated to participate in the development of this activity. They wrote a list of words about the picture. Then I identified that most of them had multiple levels of learning in the EFL classroom and others only repeated the same words.

Source: Colegio Particular “Eloy Velásquez Cevallos”
Author: Victor Adan Galarza Proaño

Chart 12: Sample field note page of the observation # 5

November 24 8:10- 8:50	Description notes	Reflective notes
40 minutes (1 session)	The next cognitive activity “Pyramid technique” was applied in the EFL classroom. Which helped students to develop this activity using words that they know well and this contributed students can classify these words quickly. In addition, this session was the fifth of this qualitative study and this session achieved that the integration of them in the activity.	In the development of this activity I observed that the behavior of the participants changed positively. Then this session of this qualitative study contributed to the interaction between them. Also it promoted the cooperative learning participation in groups.as a result I obtained essential data about the reactions of an external intervention.

Source: Colegio Particular “Eloy Velásquez Cevallos”
Author: Victor Adan Galarza Proaño

Chart 13: Sample field note page of the observation # 6

November 26 9:50- 10:30	Description notes	Reflective notes
40 minutes (1 session)	In this session, the cognitive activity “strategic assumptions” was employed in the English class. This strategy can be applied by inviting the students to express, in written form, their ideas and knowledge about specific subjects. It promoted to Stimulate the students’ imagination in the English as a foreign language (EFL) classroom.	In the development of this cognitive activity, I observed that students was stimulated to develop their imagination when they needed to write a shorts sentences in an appropriated way. Most of them improved their written abilities and they developed the creativity when work needs to be presented in writing.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 14: Sample field note page of the observation # 7

December 2 8:10- 8:50	Description notes	Reflective notes
40 minutes (1 session)	In this session, I explained about the relevant information of a story such as definition, kinds and elements of a story. Also how this strategy contributed to improve their writing skill in the EFL classroom. The technological resource of this school allowed students to understand about this strategy which motivated students to write their own story.	The improvement of writing skills through using stories in the EFL classroom motivated students to write their own stories based on their personal experiences or their imagination. I observed how students connected with this strategy favorably. In addition, they could learn more about something new such stories.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 15: Sample field note page of the observation # 8

December 4 8:10- 8:50	Description notes	Reflective notes
40 minutes (1 session)	In this session, I explained about the relevant information of a story such as definition, kinds and elements of a story. Also how this strategy contributed to improve their writing skill in the EFL classroom. The technological resource of this school allowed students to understand about this strategy which motivated students to write their own story.	The improvement of writing skills through using stories in the EFL classroom motivated students to write their own stories based on their personal experiences or their imagination. I observed how students connected with this strategy favorably. In addition, they could learn more about something new such stories.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 16: Sample field note page of the observation # 9

December 7 8:10- 8:50	Description notes	Reflective notes
80 minutes (2 sessions)	In the last session, this intervention promoted students to create new stories through using their imagination or their own experiences. Then they should apply everything about the stories which contribute students to improve the writing skills. In addition, I employed an editing checklist which consisted in edit their written work using the self-edit columns and fixing any mistakes they notice.	Most of them expressed that technology plays an essential role in their lives. I explained that these sessions belong to a phase of this study and the next phase consists in the integration of technological resource such as a website based on the cognitive activities that they practiced before, and the creation of digital stories which promoted students to identify their weaknesses and they can improve the writing skills.

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

3.8.2 Survey directed to students

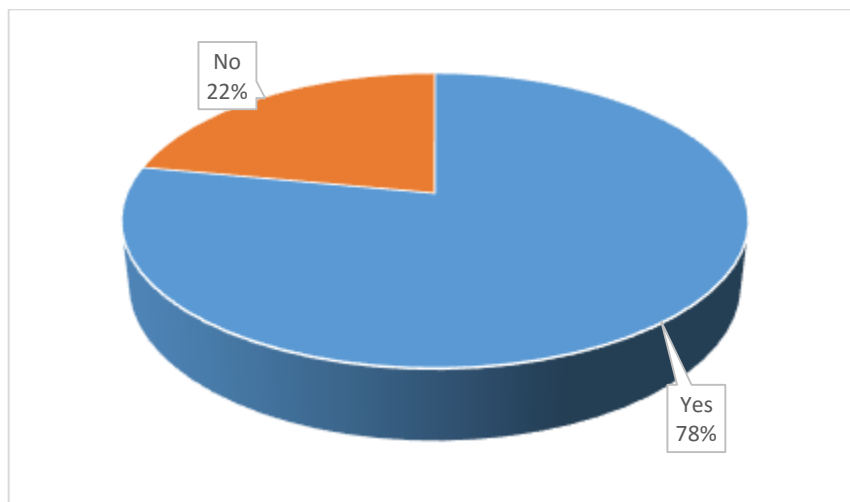
Question 1: Do you like English classes?

Objective: To determine if the students like the English subject.

Chart 17: Do you like English classes?

Alternatives	Frequency	Percentage
Yes	18	78.26 %
No	5	21.74 %
Total	23	100 %

Graph 1: Question 1: Do you like English classes?



Source: Survey Directed To Students

Author: Victor Adan Galarza Proaño

Interpretation

Quantitative: 78,26 % of Students said Yes, 21,74 % said No.

Qualitative: Most of them like the English classes, but five do not like it.

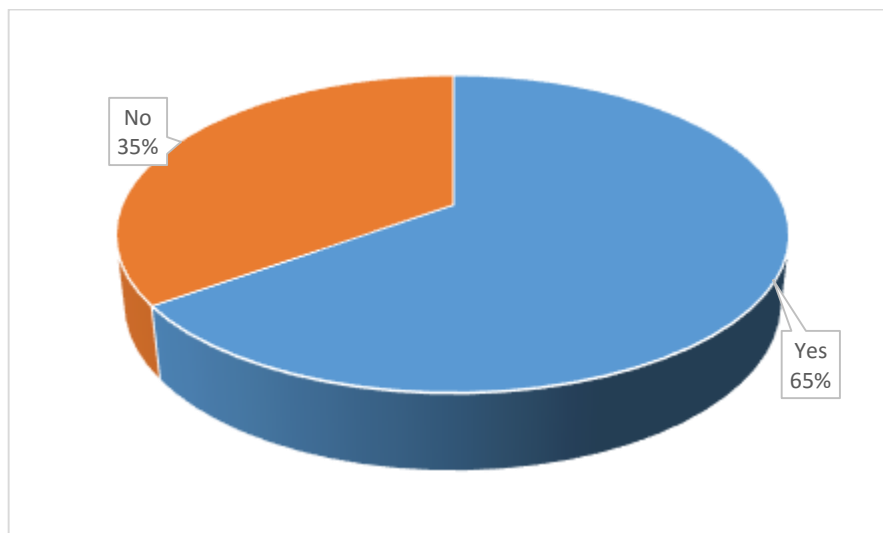
Question 2: Does your English teacher use technology when you receive classes?

Objective: To determinate if the English teacher use technology in the classroom.

Chart 18: Does your teacher use technology when you receive classes?

Alternatives	Frequency	Percentage
Yes	14	65.22 %
No	9	34.78 %
Total	23	100 %

Graph 2: Question 2: Does your English teacher use technology when you receive classes?



Source: Survey Directed To Students

Author: Victor Adan Galarza Proaño

Interpretation

Quantitative: 65, 22 % of Students said Yes, 34.78 % said No.

Qualitative: Students considered that the English teacher uses technology in class, But nine expressed that the teacher doesn't use technology in class.

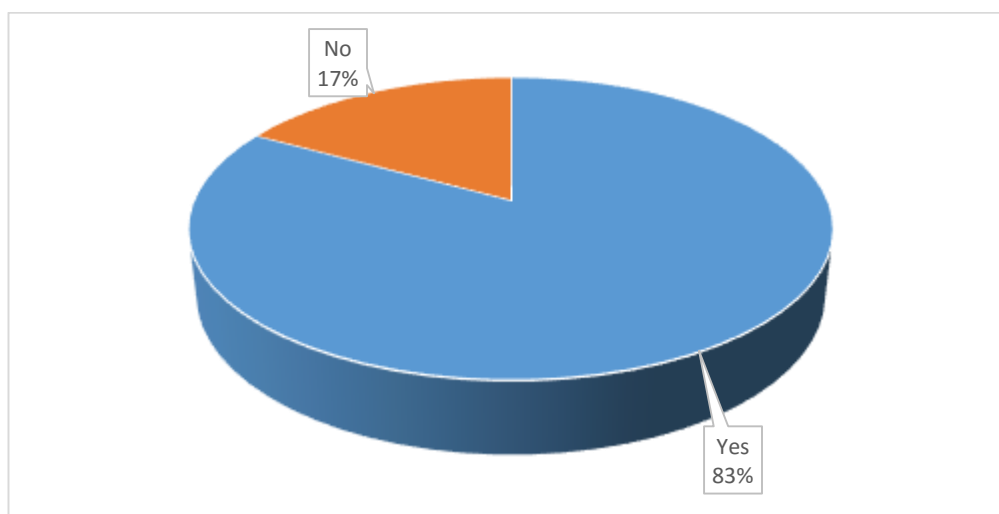
Question 3: Do you consider that the use of technology is important in class?

Objective: To determine the importance of the use of technology in class.

Chart 19: Do you consider that the use of technology is important in class?

Alternatives	Frequency	Percentage
Yes	19	82.61 %
No	4	17.39 %
Total	23	100 %

Graph 3: Question 3: Do you consider that the use of technology is important in class?



Source: Survey directed to students

Author: Victor Adan Galarza Proaño

Interpretation

Quantitative: 82, 61 % of Students said Yes, 17,39% said No.

Qualitative: Students considered that is important the use of technology in class, only few students expressed that technology is not important.

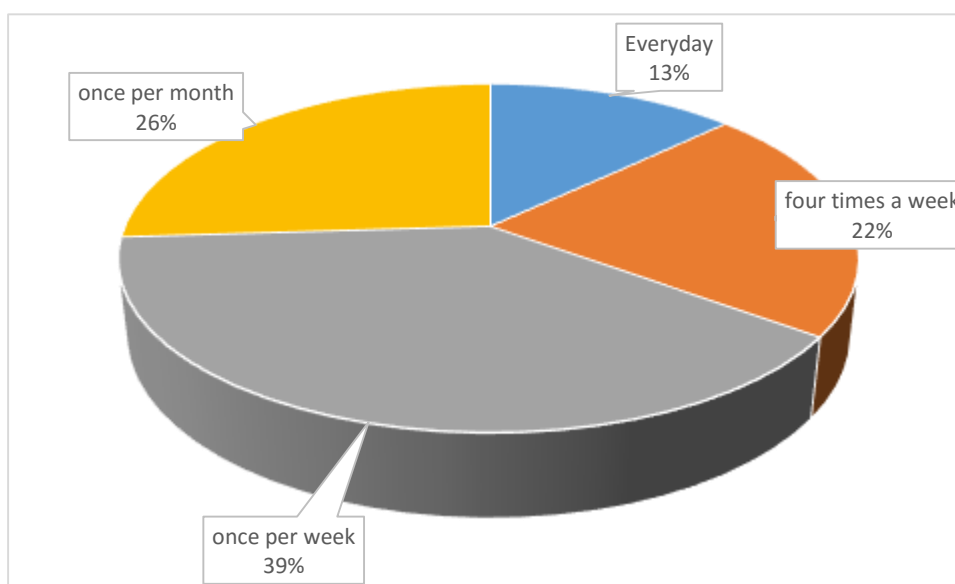
Question 4: How often do you practice writing?

Objective: To determine how often the students dedicate to practice writing.

Chart 20: Question 4: How often do you practice writing?

Alternatives	Frequency	Percentage
Everyday	3	13.04 %
Four times a week	5	21.74 %
Once per week	9	39.13 %
Once per month	6	26.09 %
Total	23	100 %

Graph 4: Question 4: How often do you practice writing?



Source: Survey directed to students
Author: Victor Adan Galarza Proaño

Interpretation

Quantitative: 39,13% of students practice writing once per week, 26,09% once per month, 21,74% four times a week, and 13,04% every day.

Qualitative: Students practice writing once per week with the higher percentage.

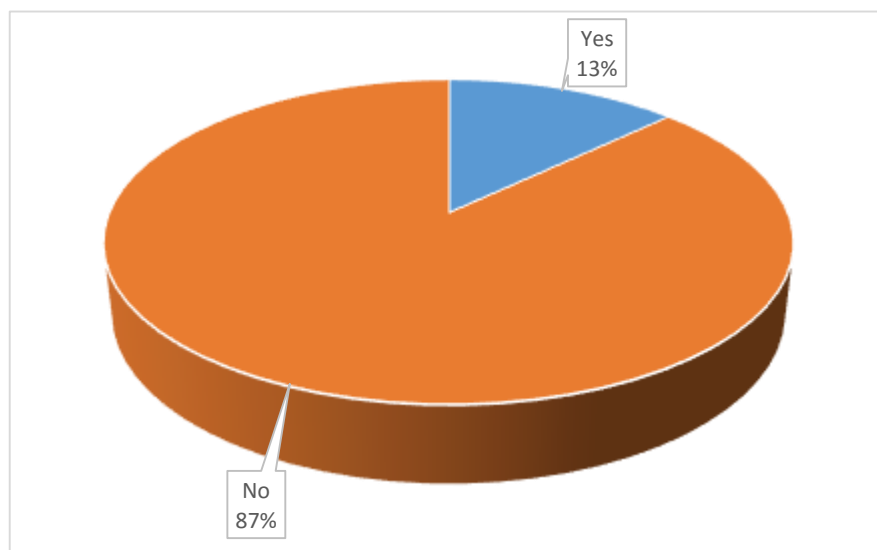
Question 5: Do you know any web site to practice writing?

Objective: To determine if the students know a web site dedicated to practice Writing.

Chart 21: Do you know any web site to practice writing?

Alternatives	Frequency	Percentage
Yes	3	13.04 %
No	20	86.96 %
Total	23	100 %

Graph 5: Question 5: Do you know any web site to practice writing?



Source: Survey directed to students
Author: Victor Adan Galarza Proaño

Interpretation:

Quantitative: 13.04% of Students said YES, 86.96% said NO.

Qualitative: Most of Students do not know a web site to practice writing.

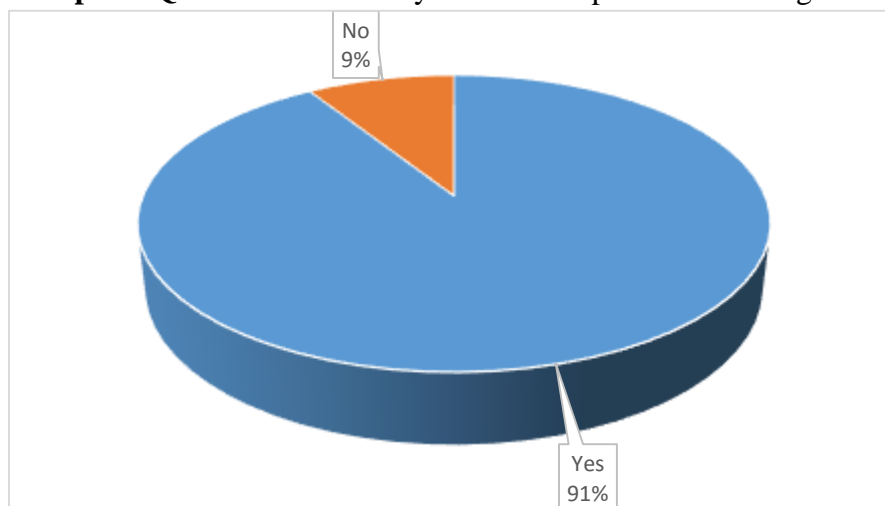
Question 6: Would you like to improve the writing skill?

Objective: To determine if the students would like to improve the writing skill.

Chart 22: Question 6: Would you like to improve the writing skill?

Alternatives	Frequency	Percentage
Yes	21	91.30 %
No	2	8.70 %
Total	23	100 %

Graph 5: Question 6: Would you like to improve the writing skill?



Source: Survey directed to students
Author: Victor Adan Galarza Proaño

Interpretation

Quantitative: 91.30% of Students said YES, 8.70% said NO.

Qualitative: Most of Students would like to improve the writing skill, but there are few students do not like.

3.8.3 Analysis of results chart – Students

Chart 23: Survey directed to students

N	Questions	Yes		No		Total	
		Q	%	Q	%	STU	%
1	Do you like English classes?	18	78,26	5	21,74	23	100
2	Does your teacher use technology when you receive classes?	14	65,22	9	34,78	23	100
3	Do you consider that the use of technology is important in class?	19	82,61	4	17,39	23	100
4	How often do you practice writing?	Once per week				23	100
5	Do you know any web site to practice writing?	3	13,04	20	86,96	23	100
6	Would you like to improve the writing skill?	21	91,30	2	8,70	23	100

Source: Survey directed to students

Author: Victor Adan Galarza Proaño

3.8.3.1 Analysis of results – students

Results demonstrated that students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos” like the English classes. They considered that English teacher use the technology to give them classes.

On the other hand, they considered that the technology is important in class. Most of them practice writing once a week. In addition, more than 80% do not know any web site to practice writing, but they consider that the use a web site will improve their writing skill and finally students showed their acceptance to use the web site.

3.8.4 Interview to specialist of English language.

Question 1: Do you consider that English is important in today's education?

Interpretation: the specialist mentioned that nowadays, English is really important for people. For example, if they travel around the world. It is not necessary to know many foreign languages, but if people know English, it will be helpful for the communication with others. Also, speaking this language may allow people to participate in this competitive world.

Question 2: How do you consider the English class should be?

Interpretation: The specialist considers that classes should be dynamic because most of students would learn in the same way with different techniques and strategies; also she expressed that teachers should motivate students in the active practice inside the classroom and at home too.

Question 3: Do you think that English teachers implement the right strategies and methods in class?

Interpretation: the specialist expressed that English teachers should implement the right strategies and methods in their classes, because this will contribute to the progress of students.

Question 4: Do you consider that students develop their writing skills satisfactorily?

Interpretation: The specialist mentioned that students do not develop their writing skills correctly. It is likely that they do not like to write, and in some cases teachers

might not be contributing to the improvement of this skill and using traditional techniques which do not encourage students to write.

Question 5: Do you consider that better strategies could help students to improve their writing skills?

Interpretation: The specialist claimed that the best strategy for development of the student's writing skills are: Reading all the time and learning new vocabulary. It is important to apply good strategies and techniques to improve the writing skills.

Question 6: How can you define a web site with digital stories?

Interpretation: the specialist considered that it is an online platform where learners can create, discover, and share new reading and they can learn more about their writing. With its unique features and engaged community for adolescent readers and writers, Figment is among the best and natural teaching tools for teachers.

Question 7: What are the advantages of using a web site with digital stories?

Interpretation: The specialist considered that Digital stories in a web site can improve student's learning through the use of multimedia in modern classrooms. These stories have still and moving images, sound and text. These stories are the expressive medium that can explain even the most intricate topics in depth, integrating them with the rest of the curriculum in the modern world. They can be shared on each student's device through the internet. They can make classroom learning much more practical and easy.

3.8.5. Interview to principal of Colegio Particular “Eloy Velásquez Cevallos”

Question 1: Do you consider that English is important in today’s education?

Interpretation: the principal of this educational institution said that in this present time it is so important to incorporate English Language Teaching in the Educational process because we live in a globalized world where everybody needs to contribute to an integral education which should include learning and teaching of a foreign language to prepare future professionals.

Question 2: Do you think that teachers implement the right strategies and methods in class?

Interpretation: the principal expressed that English teachers try to use the appropriate strategies and methodologies because they should plan their classes, but he considered that they need to improve the classes according to the necessities of students. There are many problems in teaching English as a foreign language in all educational institutions and everybody should participate in this process.

Question 3: Do you consider that students from this institution have developed their writing skills satisfactorily?

Interpretation: the principal mentioned that a high number of students may not have developed their writing skill properly. Therefore, they need to enhance this skill inside the classrooms. Also the students feel motivated when teachers use technology and innovative techniques to teach the English language.

Question 4: Do you think that students appreciate writing in English in this institution?

Interpretation: the principal indicated that there is a low percentage of students appreciate this skill because most of them feel insecure to show the development of this ability and others prefer to practice speaking activities and participate in speaking competitions. Additionally, he considered that most of the students would appreciate to develop this skill, if they had a technological site as a social network which allow them to enhance their writing skills.

Questions 5: Do you consider that more appropriate strategies could contribute students to improve their writing skill?

Interpretation: The principal said that the use of more appropriate strategies could help education and promote the development of the writing skills in students at his institution. He emphasized that the application of innovative resources which involve technology could improve this ability.

Question 6: Have you ever heard about Digital stories in a website with exercises and activities to develop in class that contribute to the improvement of students' writing skill?

Interpretation: the principal claimed that he had never heard about this technological resource. However, he mentioned that there are many websites which contain too much advertisement or inappropriate content for children. The use of this technological resource as an educational tool to teach English is useful for

teachers and students. He was happy about the innovation of educational strategies inside the classrooms and motivation of using this tool outside the classroom.

Question 7: Do you think that Digital Stories in a website with exercises and cognitive strategies could help students from this institution to improve their writing skill?

Interpretation: the use of stories is interesting for students and the adaptation of this strategy with technology such as a website. it can contribute in the improvement of their writing skill. Also he remember when his English teacher use stories in the class and everybody should answer a lot of questions about the story and we improved their writing skills, but it was difficult for us. Because we did not improve writing skills. In his opinion the use a website of digital stories could be useful and powerful tool for the development of their writing skills.

Question 8: Would you be prepared to implement the use of Digital stories in a website with activities and strategies to improve the student's writing skill in your institution?

Interpretation: the principal expressed that the Colegio Particular "Eloy Velásquez Cevallos" would be prepared for the implementation of this technological tool which could contribute to the educational process of learning and teaching English as a foreign language. This institution has the appropriate equipment such as computers, labs, internet and an English lab. Also students should be prepared before using this technological tool, he suggested

3.8.6 Interview to the English teacher of Colegio Particular “Eloy Velásquez Cevallos”

Question 1: Do you consider that English Language is important in today’s education?

Interpretation: The English teacher expressed that English Language is one of the most important languages nowadays. This foreign language is lingua franca at the present time which is used in different areas such as business, education, science and technology and the development of communicative abilities in this language could be helpful in the future.

Question 2: Do you think that teachers implement appropriate strategies and methods in class?

Interpretation: the English teacher considered that teachers from big schools have many qualification for the learning process successful and they try to adapt methods, strategies and techniques in language teaching. This adaption has the purpose to enhance the way to teach English and make a contrast with the traditional teaching.

Question 3: Do you consider that students from this institution have developed their writing skills effectively?

Interpretation: the English teacher believed that most of students have a good English level. However, it is necessary to do extra work with other students because they come from other institutions with different levels. As English teachers, we

should contribute to the development of the writing skill and we should try to achieve the success in each class.

Question 4: Do you think that students like writing in English in this institution?

Interpretation: the English teacher indicated that there is a low percentage of students who appreciate this skill when they feel motivated to write about an interesting topic. Additionally, she considered that most of the students would appreciate to develop their writing skill, if they had a technological site as a social network which allow them to enhance this skill.

Question 5: Do you consider that more appropriate strategies could contribute to the improvement of students' writing skill?

Interpretation: the English teacher expressed that it is essential to adapt new strategies for those learners who find difficult to achieve the learning outcomes established by the school. And appropriate strategies could also enhance the writing skills of those students who have already developed this skill.

Question 6: Have you ever heard about Digital stories in a website with exercises and activities to develop in class that contribute to the improvement of students' writing skill? (Yes/No) What have you heard?

Interpretation: the English teacher said that she had heard about digital stories which offer many benefits for students. This tool provides activities that help students enhance their writing skills. They can use their imagination and values such as respect, responsibility and others. Also this tool can help teachers in their English classes.

Question 7: Do you think that a Digital Story website with exercises and activities could help students from this institution to improve their writing skill?

Interpretation: the use of digital stories is good for students and the adaptation of this strategies with technology such as a website can help the improvement of their writing skill. In her opinion the use of a website of digital stories could be useful and a powerful tool for the development of their writing skills.

Question 8: Would you be prepared to implement the use of Digital stories website with exercises and activities to improve the student's writing skill in your classes?

Interpretation: the English teacher considered that training is important before the implementation of this technological tool in the class. The teacher needs to have a clear idea about the correct use of the website and try to obtain most of the benefits for the improvement of students' writing skills in this educational institution and others. The process of creating digital stories allows students to use their creative skills through a hands-on learning process. As they create stories, they learn to research while analyzing and synthesizing a wide range of content. Communication skills are developed as students learn to organize their ideas, ask questions, express opinions, and construct narratives. Students learn to put different pieces of media together in order to develop an effective story for an audience.

3.8.7 Analysis of Results – Interviews.

The interviews were applied to English specialist, the principal and the English teacher at Colegio Particular “Eloy Velásquez Cevallos”. First, everyone considered that the learning of English as foreign language is important for students which should be developed through using appropriate strategies focused in the development of their communicative skills. Furthermore, two of them coincided about the use of correct methodology for students with multi-level of learning. The writing skill is defined as not relevant ability in the learning process. The principal and English teacher considered that speaking skill is most important for students because they can communicate with others around the world. The English specialist not coincided with them. Because she mentioned that students do not develop their skills correctly. The writing skill is a primary ability which interacts with others skills and this should be developed in the teaching and learning English as a foreign language. Nowadays, the technology plays a relevant role in the Education and everyone need to use in the classroom as a basic resource of teaching a new language, English teacher does not share the same idea of them. Because, everything in the classroom is considered as a resource which cannot be used every day, so he mentioned that the technology should be considered as a supplementary resource as contribution for the improvement of English skills. In addition, everyone agreed that using a technological tool such as web site, platform and others can give opportunities for students to improve the deficiency of their skill.

3.8.8 Transcription of focus group

Details of group:

Moderator: Victor Adan Galarza Proaño

Place: Colegio Particular “Eloy Velásquez Cevallos”, La Libertad

Date: January 15th, 2016

Objective: To know the opinions of participants, their experiences and recommendations about the implementation of a web site in which through a series of cognitive activities they engaged in writing stories in an enjoyable way.

Participants:

<ol style="list-style-type: none">1. ANDRIUOLI LINO KENNETH2. BENAVIDES EUSEBIO ÁNGELES3. BORBOR CONSTANTE LINA TAMARA4. CORDOVA MORA DOUGLAS STEVEN5. DE LA A CUJILEMA ANGIE ESTEFANIA6. EUGENIO VILLON SALMA SHADDY7. TUAREZ CEDEÑO WASHINGTON JOSUE8. SAONA RUIZ JAMILETH ROMINA9. PEREZ VIVAR SARAH VALERIA10. POSLIGUA IMACAÑA ORLY JACKOV11. RENTERIA RODRIGUEZ ALEXA ANAHI12. RAMIREZ VILLON ANGELO13. VILLON PRADO DANA MICAELA14. VERA BAZAN JOSELINE ARIANNA15. QUIMI DE LA ROSA NICOLE TATIANA16. GARCIA GUALE SHARIT ANABELLA17. FLORES FERNANDEZ JEREMY	<p>Students of eighth basic grade at Colegio particular “Eloy Velásquez Cevallos”</p>
--	--

Transcription:

Moderator:	What is your opinion about the importance of English in today's education?
Kenneth	English Language is important for the people because everybody uses this language to communicate and meet new friends around the world through using technology.
Sharit	The teaching English is so important for students because some children do not know anything about this language in this province, but learning English allows to travel and meet new cultures in the world.
Orly	English is important for everybody. In the jobs people need to know this language because it is a requirement in all institutions. Also this language gives opportunities to get jobs with good salary.
Moderator:	How do English classes should be?
Douglas	The English classes should have technological resources such as television, computers, tablets and internet.
Moderator:	Can you imagine a class without technological teaching resources?
Sarah	Teachers need to use technology inside the classroom, but students need to feel confident in a comfortable environment where they can express their feelings and opinions and keep interaction between themselves about the English class.
Jeremy	The English class should be funny and interactive.
Washington	Nowadays the English class should have the participation of students in the classroom.
Kenneth	The English class should be didactic.
Moderator:	Do you think that teachers employ the right strategies and methods in English class? (Why?)
Angelo	Before I knew nothing about the English language, but now I have learned more and I can feel happy to understand more every day.
Angie	Now teachers use technology and the English classes are different for the benefit of students.
Jamileth	When I studied in a public school I did not learn anything about this language because we were too many students inside the classroom,

(Following)	but now I can say more words to people who ask me something in English.
Moderator:	What do you think about the development of writing skill? Did you see a progress in this skill?
Joseline	The writing skill is difficult to develop because the words are confusing in the English language and students need to have more time to write in a correct way.
Alexa	People write using Google translator. Students prefer to use this technological tool when they have homework and students avoid making mistakes.
Lina	Most of students do not develop this skill correctly because teachers do not promote the importance of this skills. I would like to improve my writing skill.
Moderator:	Do you consider that the use of this tool could help to the enhancement of the writing skill?
Dana	When we use this tool in our house. We learn nothing about the current class.
Nicole	Students can feel comfortable. They would not be able to identify their mistakes. Then they have the same deficiency when they write.
Salma	Writing is not funny and students prefer to use the internet to chat.
Moderator:	Why do you consider that Writing is not funny?
Angeles	Because students see too many words and all words are confusing and boring.
Kenneth	Because most of students do not know how to write words in English in an appropriate way.
Douglas	Because we should use paper and we cannot share with people around the world.
Angie	We do not feel motivated to write.
Salma	Students can write about their own experience and they can write something narrative such as stories, poems and others.
Dana	I do not like to write about something that I do not understand.
Joseline	The poems are beautiful. And I want to learn how to write.

Moderator:	The development of writing skill is a process which you should contribute in your own progress.
Jamileth	Because most of students come from others institutions and teachers have different ways to teach this language.
Moderator:	What do you think about the use of Digital stories in your English classes?
Kenneth	Digital stories are funny. Because we can use pictures, sounds and a story
Sarah	I would learn how to create some stories and it help to enhance my writing skill.
Washington	This tool allows to express our experiences and improve our vocabulary
Moderator:	What is your opinion about the use of technology in the English teaching classes?
Washington	Teachers should employ this resources inside the classroom. Because We can learn more everyday
Salma	Students learn more when teachers employ web sites about the class, but students do not understand about the correct use of this tool at home.
Sarah	This school have technological resources such as computers, labs and platform. The internet have a lot of web pages in English, but they are difficult to use.
Moderator:	What do you think the use of digital stories in a website with funny activities to improve writing skill?
Orly	It is awesome to find and create.
Kenneth	Wow. Digital stories are interesting, but we can find in a website.it is incredible.
Dana	This web tool is useful for us. When we want to improve our writing skill and learn how to write a digital story.
Sarah	Writing stories is wonderful. The use of a website can help me about my progress in writing skill.
Angie	This tool can help us when we have a homework.
Alexa	Using this web page can contribute in the correction of our mistakes.

3.8.8.1 Analysis of Results – Focus Group

The results show that students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos” consider that the learning of English as foreign language is important for students because it can give them opportunities of life such as communicating with foreign people, getting a good job, meeting new cultures and obtaining benefits from all these experiences. Furthermore, they agreed about the reality of the students in this province where there is a considerable percentage of children who have not had access to learn this language. According to these students the English class should be funny and interesting. A high number of students consider that technological teaching resources could contribute to their learning. Technology in the English classroom may promote the active participation of the majority of students.

In addition, this course emphasized about the importance of development their four communicative skills such as listening, speaking, reading and writing. However, some students of this group acknowledge the deficiency of writing skill they have. During their learning teaching process apparently their teachers have not given much importance to enhance this ability. Probably, English teachers concentrate in others skills like speaking, listening and reading. For this reason students think that writing is not funny. Nevertheless, the majority of students consider that using technological tools to develop the writing skill could contribute to their learning process and help improve this skill. In addition, they had different points of views

about the improvement of writing skill through using stories in their class. For instance, they expressed that the improvement of writing skill through stories may contribute to the learning of writing and others claimed that usually stories can be difficult to write and understand. However, they coincided with the argument that the combination of writing story strategy with the support of technology may be interesting, useful and an effective way to help them write in English.

Additionally, a significant portion of students claimed that these kinds of technological tools to promote writing, like web sites, journals and platforms could be difficult to find and use. When students learned about the implementation of a website with digital stories to improve the writing skill, they coincided with the thought that digital stories might be the best option for them to develop this skill. To conclude, it is recommended that everyone involved in the English learning teaching process should try to implement appropriate strategies to contribute to improve this skill through using digital stories.

3.9 Conclusions and Recommendations of Research

3.9.1. CONCLUSIONS

- The use of a website with digital stories influenced by cognitivism may improve the English learning teaching process of students, especially the writing skill.
- The principal, the specialist and the English teacher coincided with English Learning which is essential for the Integral education and the development of the writing skill through innovative strategies in the classroom can contribute to enhance this skill.
- The English teacher and students of eighth basic grade of this study agreed that digital stories is the best option to develop the writing skill through using appropriate strategies in a website as a contribution of English learning teaching process.

3.9.2. RECOMMENDATIONS

- It is recommended to implement the use of a website with digital stories to improve the English learning teaching process of the students, especially the writing skills.
- It is recommended that English teachers promote the importance of improvement of writing skill.
- It is recommended that Colegio Particular “Eloy Velásquez Cevallos” promotes the active participation of students in the enhancement their writing skills as contribution to English learning teaching process.

CHAPTER IV

PROPOSAL

Implementation of a website to create digital stories to contribute to the improvement of the writing skill in the English language among students of eighth basic grade at Colegio particular Eloy Velásquez Cevallos. La libertad, province of Santa Elena. School year 2015-2016.

4.1. Informative Data

This proposal Project, which involved a website with digital stories for the improvement of the writing skill, was implemented at Colegio Particular “Eloy Velásquez Cevallos” located in La Libertad, Province of Santa Elena.



Illustration 1: Location of Colegio Particular “Eloy Velásquez Cevallos”
Source: Google map



Illustration 2: Colegio Particular “Eloy Velásquez Cevallos”
Source: Google map.

Chart 24: Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
Colegio Particular “Eloy Velásquez Cevallos ”	Eighth basic grade	23
	English teacher	2
	Principal	1
	Specialist	1
TOTAL		27

Technical team responsible

Author: Victor Adan Galarza Proaño

Adviser: MSc. Aura Gabriela Muñoz Veneras

4.2.Proposal Background

In the Ecuadorian context, there are many aspects about the appropriate methods and strategies to teach English as a foreign language in all educational institutions. The participants who are involved in this process need to consider the resources which can be useful in an English class and the possibility to access it. One of them is the technology as powerful resource which contributes to the development of communicative skills in students. However, in some cases teachers may not employ appropriate tools which do not contribute in the progress of students. There is a tendency to use technology as supplementary resources to enhance the teaching and learning based on studies which can support this proposal.

Nowadays, the use of technological resources such as web sites have been a vital tool in the learning process. The web sites designed to improve education in general have had impact in the learning and teaching of English as well as many other educational area. Significant contribution of technology in educational settings relate to the cognitive development of learners.

In addition, English teachers are preparing to obtain technological knowledge to be applied in their classrooms. The Ecuadorian government, in its legal basis argues that the importance of using technology as a requirement for an integral education. Applications, virtual platforms and the creation of web sites, with activities can be designed in order to enhance students' learnings.

4.3. Feasibility

This proposal was possible thanks to an agreement made with the principal of this educational institution Lic. Eduardo Parrales Torres, who decided to collaborate with the development of this proposal. Colegio Particular "Eloy Velásquez Cevallos" counts with the technological resources such as internet and computers that made possible the designing and the implementation of this web site based on the necessity to improve the writing skill of students of eighth basic grade. All resources needed for this project were feasible thanks to the support of the school, for instance the English teacher, the students and their parents. Their contribution was a fundamental step in this work which helped to make this project real.

4.4. Significance

This proposal involves the use of a web site to improve the writing skill of students. Technological tools like, a web site, are used for multiple purposes in the teaching of English as a foreign language. One of them is that the students gain considerable results in the learning of English. This project seeks to develop the writing skill on Students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos”.

This proposal contributes to improve the deficiency which students have in the writing skill. They will work on a web site and improve that ability through accomplishing appropriate cognitive activities, writing games and digital stories. Additionally, eighth basic grade students can access to this technological resource in the laboratory of the school or in their home daily. This proposal is based on the Article 347 numeral 8 of the Organic Law of Intercultural Education which states that teachers should incorporate ICT in the educational process. This applies to the English learning and teaching as a foreign language as well.

4.5. Objectives

General Objective

To contribute to the improvement of the writing skill through using digital stories as an intervention with the students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos”.

Specific Objectives:

- To identify the appropriate activities that will take part in this web site.
- To design the web site using Jimdo.
- To implement the web site to the eighth basic grade students.
- To describe the findings after implementing the proposal of the eighth basic grade students at Colegio Particular “Eloy Velásquez Cevallos”.

4.6.Design and development of the proposal.

There are relevant aspects which can guide this proposal:

- Before the implementation observations were made in order to obtain information about students’ ability and creativity to write.
- A website with digital stories to emphasize the writing skill could be implemented.
- This website with digital stories provides cognitive activities in which students might create digital stories to improve their writing skill.
- This tool can be used by the English teachers as a methodological resource to encourage the writing skill in students of eighth basic grade.

Using a website could be an essential technological resource in the development of the writing skill in the students of eighth basic grade at Colegio Particular “Eloy Velásquez Cevallos”, La Libertad, school year 2015-2016.

4.6.1. What is JIMDO?

Jimdo is a free platform which provides essential resources to create a very functional website. Jimdo is a short for “Jim can do it” which means “Why make it complicated when it can be easy”. Christian Springguh, Matthias Henze and Fridjof Detzner founded a company together in 2004, where they made the online platform which is now the core of JIMDO. They came up with the idea of creating a free JimdoPage.



Illustration 3: Jimdo logo
Source: Internet

4.6.2. “Digital Stories” Web Site

The web site called “Digital stories” was created by the author of this proposal. This includes specific sections in which the students can do appropriate cognitive activities and a strategical section which provides essentials steps to create a digital story. This is the link: <http://digitalstorieschildren.jimdo.com/>



Illustration 4: Final design of the “DIGITAL STORIES” Web Site
Author: Victor Adan Galarza Proaño
Source: <http://digitalstorieschildren.jimdo.com/>

4.6.3. Description of “Digital Stories” Web Site

The final design of the “Digital stories” Web site was completed, the Author proceeded to place five commands at the top:

- Main page
- Library
- Procedure
- Evaluation
- Evidence

4.6.3.1. Main Page

This section provides the general objective of the project which is focused on the improvement of the writing skill. And this has three direct accesses such as “START READING”, “START WRITING” and “START CREATING” which allow to access to other specific sections of the web site. Also there is a section in which students can find an informative part of the site.

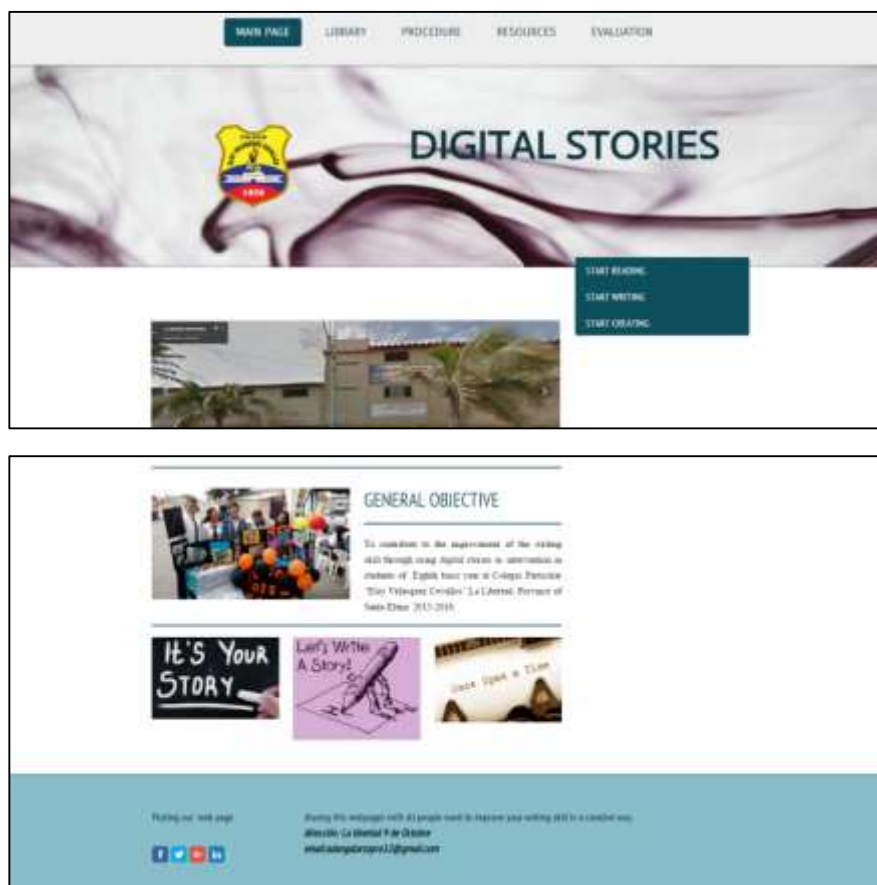


Illustration 5: MAIN PAGE of the “DIGITAL STORIES” Web Site (2)

Author: Victor Adan Galarza Proaño

Source: <http://digitalstorieschildren.jimdo.com/>

4.6.3.2. Library

In this section, students can find digital stories created by the author of this proposal which will promote the improvement of the writing skill.



Illustration 6: LIBRARY of the “DIGITAL STORIES” Web Site
Author: Victor Adan Galarza Proaño
Source: <http://digitalstorieschildren.jimdo.com/>

In this part of the website, students select “TIPS OF A GOOD WRITER” which has four tips that contribute to the improvement of the writing skill and motivate students to become good writers in their classroom.



4.6.3.3. Procedure

In this part of the website, before the students begin with their learning process they need to do a diagnostic test which allows them to identify their writing skill level. In addition, there are three sections called “phase one”, “phase two” and “phase three”; one of them was developed in the classroom and others in the website.



Illustration 9: PROCEDURE of the “DIGITAL STORIES” Web Site (2)

Author: Victor Adan Galarza Proaño

Source: <http://digitalstorieschildren.jimdo.com/>

The cognitive activity “Pyramid technique” consists in having the students to construct a pyramid, placing in it, from top to bottom students are asked to write words as they construct the pyramid.



Illustration 12: PROCEDURE/PHASE ONE of the “DIGITAL STORIES” Web Site
Author: Victor Adan Galarza Proaño
Source: <http://digitalstorieschildren.jimdo.com/>

The cognitive activity “brainstorm” is considered the most effective activity in the classroom which contributes to the development of writing skill as it allows students to associate the words with the specific topic. Then they can generate and share new ideas in the English class.



Illustration 13: PROCEDURE/PHASE ONE of the “DIGITAL STORIES” Web Site
Author: Victor Adan Galarza Proaño
Source: <http://digitalstorieschildren.jimdo.com/>

PHASE TWO

This section of the procedure provides the appropriate information about the story and contributes to the understanding of word meanings and the basic elements of a story.



Illustration 14: PROCEDURE/PHASE TWO of the “DIGITAL STORIES” Web Site

Author: Victor Adan Galarza Proaño

Source: <http://digitalstorieschildren.jimdo.com/>

In this section students can use writing games to simulate a story and distinguish the main elements of a story. There are two kinds of stories such as ghost and romance story which usually are interesting topics for them.



Illustration 15: PROCEDURE/PHASE TWO of the “DIGITAL STORIES” Web Site

Author: Victor Adan Galarza Proaño

Source: <http://digitalstorieschildren.jimdo.com/>

PHASE THREE

In this section students have completed the writing learning process about the digital stories. Now they can create a new digital story which contributes to the improvement of this skill. Also they can feel motivated to create a story through using appropriate activities.



Illustration 16: PROCEDURE/PHASE THREE of the “DIGITAL STORIES” Web Site
Author: Victor Adan Galarza Proaño
Source: <http://digitalstorieschildren.jimdo.com/>

In this part the students have six options of digital stories which can be selected with a click in the bottom “STORY 1”. They can create a new story through using many picture and develop the writing skill.



Illustration 17: PROCEDURE/PHASE THREE of the “DIGITAL STORIES” Web Site
Author: Victor Adan Galarza Proaño
Source: <http://digitalstorieschildren.jimdo.com/>

4.6.4. Evaluation

Although assessment of learner's progress in word writing skills is common, when teachers use digital stories to improve writing, there are some criteria that they need to consider such as Characters, Organization, Ideas, mechanics and creativity. This short story grading rubric allows to identify the possible problems in the writing skill learners may have.

Additionally, the data gathered through this rubric can contribute to the measurement of learning progress regarding the development of writing skills in a qualitative way. Teachers are informed of students' improvement, and they can implement strategies to enhance this skill in the learning and teaching of English in their classrooms.

Characters: The main characters are named and clearly described. Most readers could describe the characters accurately.

Organization: The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.

Ideas: the story makes complete sense. Writing is clear and easy to understand.

Mechanics: The story contains no errors in grammar, usage, or mechanics.

Creativity: The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.

In regard to apply this project was essential to assessed students through the use a Writing rubric (see attachment 14) and it was the results of the diagnostic test and the final results using "Digital Stories" Web site to improve the writing skills.

Chart 25: Diagnostic Results

No.	STUDENTS	QUANTITATIVE	QUALITATIVE
1	Almenaba Fernández Alexandra	4	Needs work
2	Andriuoli Lino Kenneth	4	Needs work
3	Benavides Eusebio Ángeles	5	Needs work
4	Borbor Constante Lina	5	Needs work
5	Comanicho Aguirre Liliana	10	Good
6	Córdova Mora Douglas	5	Needs work
7	De La A Cujilema Angie	14	Satisfactory
8	Eugenio Villon Salma	6	Good
9	Flores Moreno Jeremy	5	Needs work
10	García Guale Sharit	4	Needs work
11	Leones González Jennifer	13	Satisfactory
12	Liriano Vinces Elias	5	Needs work
13	Pérez Vivar Sarah Valeria	15	Satisfactory
14	Posligua Imacaña Orly	12	Satisfactory
15	Quimi De La Rosa Nicole	5	Needs work
16	Ramírez Villon Angelo	4	Needs work
17	Rentería Rodríguez Alexa	9	Good
18	Saona Ruiz Jamileth	12	Satisfactory
19	Saona Zamora Gianella	9	Good
20	Soriano Porras Anai	5	Needs work
21	Tuarez Cedeño Washington	14	Satisfactory
22	Vera Bazán Joseline	12	Satisfactory
23	Villon Prado Dana	5	Needs work

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

Chart 26: Final results using “Digital stories” web site

No.	STUDENTS	QUANTITATIVE	QUALITATIVE
1	Almenaba Fernández Alexandra	8	Good
2	Andriuoli Lino Kenneth	12	Satisfactory
3	Benavides Eusebio Ángeles	10	Good
4	Borbor Constante Lina	10	Good
5	Comanicho Aguirre Liliana	10	Good
6	Córdova Mora Douglas	10	Good
7	De La A Cujilema Angie	16	Excellent
8	Eugenio Villon Salma	14	Satisfactory
9	Flores Moreno Jeremy	12	Satisfactory
10	García Guale Sharit	13	Satisfactory
11	Leones González Jennifer	13	Satisfactory
12	Liriano Vinces Elias	12	Satisfactory
13	Pérez Vivar Sarah Valeria	16	Excellent
14	Posligua Imacaña Orly	16	Excellent
15	Quimi De La Rosa Nicole	12	Satisfactory
16	Ramírez Villon Angelo	12	Satisfactory
17	Rentería Rodríguez Alexa	12	Satisfactory
18	Saona Ruiz Jamileth	14	Satisfactory
19	Saona Zamora Gianella	13	Satisfactory
20	Soriano Porras Anai	10	Good
21	Tuarez Cedeño Washington	16	Excellent
22	Vera Bazán Joseline	12	Satisfactory
23	Villon Prado Dana	10	Good

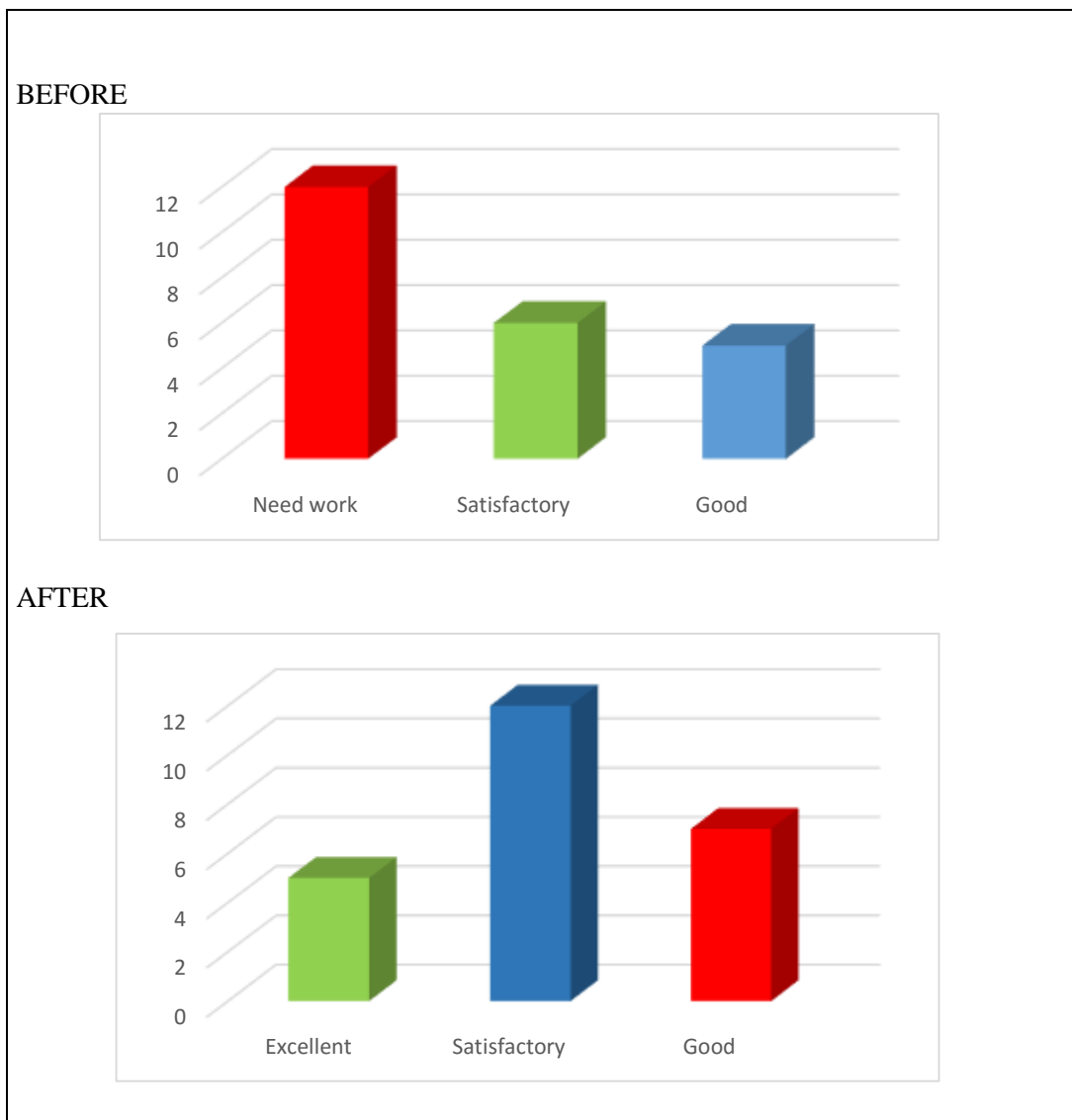
Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Victor Adan Galarza Proaño

4.6.5. Analysis of final results

Students of eighth basic grade showed a poor progress in writing activities at the beginning, but when they finished the activities posted on “Digital stories” web site they improved their writing skills. This project started with cognitive activities from their classroom to the use web site in which they learnt how to create a story and they can motivate to enhance the writing skill.

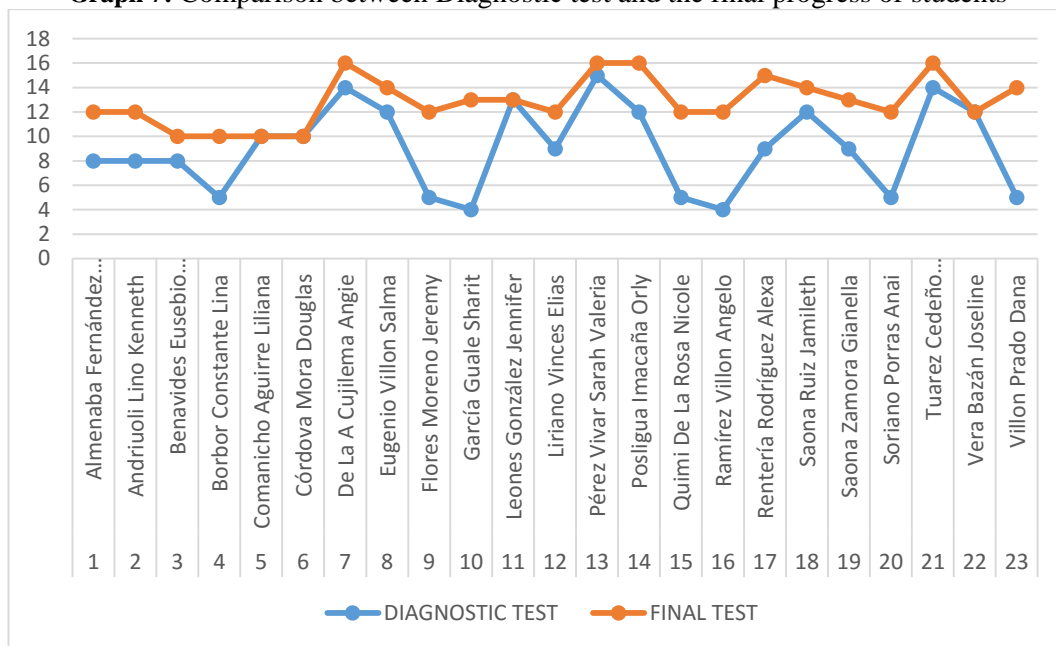
Chart 27: Analysis of final results



Source: Result of students using “Digital stories” web site
Author: Victor Adan Galarza Proaño

4.7. Comparison between Diagnostic test and the final progress of students

Graph 7: Comparison between Diagnostic test and the final progress of students



Author: Victor Adan Galarza Proaño

4.8. Strategies of Improvement

Chart 28: Strategies of improvement

<i>BEFORE THE PROPOSAL</i>	<i>AFTER THE PROPOSAL</i>
<ul style="list-style-type: none"> • Use of traditional material • Low level of motivation to writing in English. • Low number of writing activities based on cognition. 	<ul style="list-style-type: none"> • Modern English classes using technological resources.(web site) • Reinforcement of the class with mechanics, grammar and creativity increase the level of motivation. • Increase level of writing activities.

Author: Victor Adan Galarza Proaño

Source: Strategies of improvement in students of eight basic grade

4.9. Conclusions and Recommendations of Study.

4.9.1. Conclusions

- Colegio Particular “Eloy Velásquez Cevallos” does not have a specific technological tool to develop the writing skill such as a website in the classroom even though a high numbers of learners possess appropriate technological resources to access this kind of innovative learning tool.
- The design and use of a web site are fundamental for students of eighth basic grade “DIGITAL STORIES”. It can be considered a significant contribution to the English learning process to improve the writing skill in the classroom.
- The web site “DIGITAL STORIES” implemented in eighth basic grade students to improve the writing skill had an impact on the development of the cognitive learning process in them.

4.9.2. Recommendations

- The web tool “DIGITAL STORIES” should be implemented in this course to improve the writing skill in the educational community and develop the cognitive learning process.
- The “DIGITAL STORIES” Web site could help to increase the level of motivation in students so that they could improve their writing skill through active participation and engagement in technology. Additionally, English teachers in this institution could evidence the impact produced by this proposal.
- This technological tool should be considered as a supplementary resource in the English class. English teachers should keep the interaction with the students in the classroom and they should contribute to construction of the knowledge in the learning and teaching English through implementing innovative resources in their lessons.

Timetable

Chart 29: Timetable

ACTIVITIES	2015-2016																																				
	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Approval of topic.	X	X																																			
Appointment of Tutors			X	X																																	
Starting- Deliver of Chapter I					X																																
Starting of Chapter II						X																															
Development of Chapter II							X																														
Deliver of Chapter II								X																													
Starting of Chapter III									X																												
Development of Chapter III									X	X																											
Starting of Chapter IV										X	X																										
Development of Chapter IV											X																										
Deliver of Chapter IV												X																									
Implementation of proposal												X																									
Development of preliminary pages															X	X	X																				
Deliver of Proposal project work																							X														
Pre- defense of Thesis																																	X				
Defense of Thesis at Academic Council.																																			X		
Graduation Day.																																				X	

General Resources

a) Institutional

DESCRIPTION
Internet

b) Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$ 3.00	\$ 3.00
Prints	\$ 0.50	\$ 11.50
Copies	\$ 0.20	\$ 4.80
Others	\$ 1.00	\$ 24.00
TOTAL		\$ 43.30

c) Technology

DESCRIPTION	UNIT COST	TOTAL COST
Camera	\$ 210.00	\$ 210.00
Laptop	\$ 1,200.00	\$ 1,200.00
TOTAL		\$ 1,410.00

d) Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 30.00	\$ 30.00
Others expenses	\$ 120.00	\$ 120.00
TOTAL		\$ 150.00

TOTAL	\$ 1,603.30
--------------	-------------

Bibliography

- Álvarez, G. (2012). New Technologies in the University Context: The Use of Blogs for Developing Students' Reading and Writing Skills. *Revista de Universidad y Sociedad del Conocimiento*, 9(2), 185-199.
- Ausubel, D. (1963). Cognitive Structure and the Facilitation of Meaningful Verbal Learning. *Journal of teacher education*, 14(2), 217-222.
- Arshavskaya, E. (2015). Creative Writing Assignments in a Second Language Course: A Way to Engage Less Motivated Students. *A Journal of the Center for Excellence in Teaching and Learning*, 10, 68-69.
- Alterio, M., & McDrury, J. (2003). *Learning through storytelling in higher education: Using reflection and experience to improve learning*. Routledge.
- Bernard, R., & Cameron, W. (2015). *The expansion of digital storytelling into content area instruction* [version electronica]. United States: University of Houston. Recuperado de: <http://faculty.coe.uh.edu/brobin/homepage/The-Expansion-of-Digital-Storytelling-into-Content-Area-Instruction.pdf>
- Bereiter, C. (1991). Implications of connectionism for thinking about rules. *Educational researcher*, 20(3), 10-16.
- Bull, G. & Kajder, S. (2004). Digital storytelling in the language arts classroom. *Learning & Leading with Technology*, 32 (4), 46-49.
- Bruner, J. (1994). The remembered self. In U. Neisser & R. Fivush (Eds.), *The Remembering Self: Construction and Agency in Self Narrative* (41-54). Cambridge, UK: Cambridge University Press.
- Carr, N. (2010). *The shallows: How the internet is changing the way we think, read and remember*. Atlantic Books Ltd, 65.
- Cassany, D. (1989). Describir: ¿Cómo se aprende a escribir. *Piados, Barcelona*, 193-194.
- Council of Europe. (2003). *Marco Común Europeo de Referencia para las lenguas: Aprendizaje, enseñanza, evaluación*. (C. y. Ministerio de Educación, Ed.) Retrieved 2013, from http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf
- Cotton, K. (1991). Teaching thinking skills. Northwest Regional Educational Laboratory, School Improvement Program, 18-19.
- Dede, C. (1992). Education in the twenty-first century. *The ANNALS of the American Academy of Political and Social Science*, 104-115.
- Delmastro, A. (2008). Proceso metacognitivos y andamiaje docente en el aprendizaje de las lenguas extranjeras. *Encuentro Educativo*, 15(2).

- Digital Storytelling Association (2002). *Digital storytelling: A meaningful technology-integrated approach for engaged student learning*. Retrieved from <http://www.dsaweb.org/01associate/ds.html>.
- Dupain, M., & Maguire, L. (2005). Digital story book projects 101: How to create and implement digital storytelling into your curriculum. In *21st Annual Conference on Distance Teaching and Learning* (Vol. 6, p. 2014).
- Di Pierro, A. (2006). Metacognition: Defining its facets and levels of functioning in relation to self-regulation and co-regulation. *European Psychologist, 13*(4), 277-287.
- Edelman, S., & Poggio, T. (1995). Fast perceptual learning in hyperacuity. *Vision research, 35*(21), 3003-3013.
- Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American psychologist, 34*(10), 906.
- Gazzaniga, M. (1995). Principles of human brain organization derived from split-brain studies. *Neuron, 14*(2), 217-228.
- Gere, C. (2002). *Digital culture*. Reaktion Books, 31-32.
- Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing, 27*(6), 1015-1042.
- Haddon, L. (2004). *Information and communication technologies in everyday life: A concise introduction and research guide (New technologies/New cultures)*.
- Harmer, J. (2008). How to teach English. *ELT journal, 62*(3), 313-316.
- LoBello, Ch. (2015) "The Impact of Digital Storytelling on Fourth Grade Students' Motivation to Write". *Education and Human Development Master's Theses, 65-67*.
- Mayer, R., & Moreno, R. (1998). A split-attention effect in multimedia learning: Evidence for dual processing systems in working memory. *Journal of educational psychology, 90*(2), 312.
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and perspectives*. NY: OUP.
- Meadows, D. (2003). Digital storytelling: Research-based practice in new media. *Visual Communication, 2*, 189-193.
- Mello, R. (2001). The power of storytelling: How oral narrative influences children's relationships in classrooms. *International Journal of Education and the Arts, 2*(1).
- Morgan, J., & Demuth, K. (2014). *Signal to syntax: Bootstrapping from speech to grammar in early acquisition*. Psychology Press, 57-59.

- New, J. (2006). Film school: The silver screen inspires young minds to think big. *Edutopia*, 1(9), 20-23.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge University Press, 25-26.
- Ohler, J. (2007). *Telling your story: A handbook for putting the story into digital (and traditional) storytelling*. Juneau, AK: Brinton Books.
- O'Malley, J., & Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Boston: Addison-Wesley Publishing Company, 54.
- Ormrod, J. (2010). How motivation affects learning and behavior, 384-386.
- Oxford, R., & Ehrman, M. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System*, 23(3), 359-386.
- Park, H., & Baek, Y. (2011). A New Approach Toward Digital Storytelling: An Activity Focused on Writing Self-efficacy in a Virtual Learning Environment. *Educational Technology & Society*, 14(4), 181-191.
- Piaget, J. (1980). Schemes of action and language learning, 164-167.
- Pritchard, R. J. (1987). Effects on student writing of teacher training in the National Writing Project model. *Written Communication*, 4(1), 51-67.
- Schwandt, T. A. (2000). Further diagnostic thoughts on what ails evaluation practice. *The American Journal of Evaluation*, 21(2), 225-229.
- Spiro, R. J. (1991). Knowledge Representation, Content Specification, and the Development of Skill in Situation-Specific Knowledge Assembly; Some Constructivist Issues as They Relate to Cognitive Flexibility Theory and Hypertext. *Educational Technology*, 31(9), 22-25.
- Standley, M. (2003). Digital storytelling: using new technology and the power of stories to help our students learn and teach. *Cable in the Classroom*, 16-18.
- Tendero, A. (2006). Facing versions of the self: The effects of digital storytelling on English education. *Contemporary Issues in Technology and Teacher Education*, 6(2), 174-194.
- Tolhurst, D. (1992). A Checklist for Evaluating Content-Based Hypertext Computer Software. *Educational Technology*, 32(3), 17-21.
- E Thorndike, *Educational Psychology: The Psychology of Learning* (Teachers College Press, New York, 1913) UNESCO. *Teacher and Learning for a Sustainable Future*, 2010. Available from http://www.unesco.org/education/tlsf/mods/theme_d/mod21.html

Wilber, D. J. (2010). *iWrite*. Portsmouth, NH: Heinemann, 43-44.

Yang, Y. T. C., & Wu, W. C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & Education*, 59(2), 339-352.

Youman, H. (2012). Teaching English at the university level through short stories and multimedia, 59-60.

Yuksel, P., & Karaca, F. (2014). Should Computer use in early childhood education: *a case of study*. Turkey: Middle East Technical University, 25-26.

VIRTUAL UPSE BIBLIOGRAPHY

Dudeney, G., Hockly, N., Sharma, P., & Barrett, B. (2008). How to Teach English with Technology Blended Learning. *ELT journal*, 62(4), 422-424, de biblioteca virtual upse: [http:// bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=794](http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=794)

Straus, J., Kaufman, L., & Stern, T. (2014). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes*. John Wiley & Sons, 20-21, de biblioteca virtual upse: http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=906

Appendices

Attachment 1: Constitución del Ecuador

Artículo	Descripción
Art. 26	La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.
Art. 27	La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.
Art. 347 (Numeral 8)	Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

Attachment 2: Law Intercultural of Education

Artículo	Descripción
Art. 6	e. Asegurar el mejoramiento continuo de la calidad de la educación; f. Asegurar que todas las entidades educativas desarrollen una educación integral, co-educativa, con una visión transversal y enfoque de derechos;
Art. 19	El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.

Attachment 3: Observation Protocol

OBSERVATION PROTOCOL	
School: _____	
Class: _____	
Observation # _____	
Observer Involvement: _____	
Date: _____	
Time: _____	
Duration of observation: From _____ to _____	
Observation:	
Things I will expect to observe:	
<i>How engaged students are while working in groups</i>	
<i>Timing (e.g., use their time effectively)</i>	
<i>Students' social skills (e.g. providing help to peers, listening to peers attentively, taking turns)</i>	
<i>Students' roles (how effectively they performed their roles)</i>	
<i>Emotions (sad, happy, excited, tired)</i>	
Descriptive Notes	Reflective Notes

Attachment 4: Surveys directed to students



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

ENCUESTA A ESTUDIANTES

Estimado estudiante, reciba un cordial saludo. La presente encuesta tiene la finalidad de obtener información para la elaboración del Proyecto de Tesis con el tema "CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS" de la Universidad Estatal Península de Santa Elena. Presente indagación depende de la objetividad y sinceridad de sus respuestas, por lo cual no es necesario el registro de su nombre. Las respuestas obtenidas serán tratadas con carácter confidencial y serán únicamente para la contribución de esta investigación

MARQUE CON UN (X) LA RESPUESTA

1. ¿Te gusta las clases de inglés?

SI _____

NO _____

Porque? _____

—

2. ¿Cuándo recibes clases, ¿tu profesor de inglés utiliza la tecnología?

SI _____

NO _____

3. ¿Consideras importante el uso de la tecnología en la Educación?

SI _____

NO _____

¿Porque? _____

4. ¿Cuánto tiempo dedicas a practicar actividades de Writing?

Todos los días _____

cuatro veces a la semana _____

Una vez a la semana _____

una vez al mes _____

5. ¿Conoces algún sitio web donde puedas practicar Writing?

SI _____

NO _____

6. ¿Te gustaría mejorar la destreza de Writing?

SI _____

NO _____

¿Porque? _____

¡Gracias por su tiempo!

Attachment 5: Interview to the specialist of English language



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA LICENCIATURA EN INGLES SPECIALIST'S INTERVIEW

Dear Specialist, this interview will contribute to obtain important data for the research paper "CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016", please take 5 minutes to answer the questions with confidence; all the answers will be used absolutely for this work. Thanks in advance

1. Do you consider that English is important in today's education?
2. How do you consider the English class should be?
3. Do you think that English teachers implement the right strategies and methods in class?
4. Do you consider that students develop their writing skills satisfactorily?
5. Do you consider that better strategies could help students to improve their writing skills?
6. How can you define a web site with digital stories?
7. What are the advantages of using a web site with digital stories?

Thanks you for your collaboration

Attachment 6: Interview to the Principal of Colegio Particular “Eloy Velásquez Cevallos”



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS
CARRERA LICENCIATURA EN INGLES
PRINCIPAL'S INTERVIEW**

Dear Principal, this interview will help to obtain important data for the research paper titled “CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”, please take 5 minutes to answer the questions with confidence; all the answers will be used absolutely for this work. Thanks in advance

1. Do you consider that English is important in today's education?
|
2. Do you think that teachers implement appropriate strategies and methods in class?
3. Do you consider that students from this institution have developed their writing skills effectively?
4. Do you think that students appreciate writing in English in this institution?
5. Do you consider that more appropriate strategies could contribute students to improve their writing skill?
6. Have you ever heard about Digital stories in a website with exercises and activities to develop in class that contribute to the improvement of students' writing skill?
7. Do you think that Digital Stories in a website with exercises and cognitive strategies could help students from this institution to improve their writing skill?
8. Would you be prepared to implement the use of Digital stories in a website with activities and strategies to improve the student's writing skill in your institution?

Thanks you for your collaboration

Attachment 7: Interview to the English teacher



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS
CARRERA LICENCIATURA EN INGLES
PRINCIPAL'S INTERVIEW**

Dear English teacher, this interview will contribute to obtain important data for the research paper titled "CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELASQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016", please take 5 minutes to answer the questions with confidence; all the answers will be used absolutely for this work. Thanks in advance

1. Do you consider that English is important in today's education?
2. Do you think that teachers implement appropriate strategies and methods in class?
3. Do you consider that students from this institution have developed their writing skills effectively?
4. Do you think that students like writing in English in this institution?
5. Do you consider that more appropriate strategies could contribute to the improvement of students' writing skill?
6. Have you ever heard about Digital stories in a website with exercises and activities to develop in class that contribute to the improvement of students' writing skill? (Yes/No) What have you heard?
7. Do you think that a Digital Story website with exercises and activities could help students from this institution to improve their writing skill?
8. Would you be prepared to implement the use of Digital stories website with exercises and activities to improve the student's writing skill in your classes?

Thanks you for your collaboration

Attachment 8: Transcription of Focus group

Moderador:	¿Cuál es tu opinión acerca de la importancia del Inglés en la Educación de hoy?
Kenneth	El idioma Inglés es importante para las personas porque todos utilizamos este idioma para comunicarse y conocer nuevos amigos alrededor del mundo a través del uso de la tecnología
Sharit	El lenguaje Inglés es muy importante para los estudiantes porque muchos niños no saben nada acerca de este lenguaje en esta provincia, pero el aprendizaje del Inglés permite viajar y conocer nuevas culturas en el mundo.
Orly	English is importance for everybody. In the jobs people need to know this language because it is a requirement of all institutions. Also this language gives opportunities to get jobs with good salary.
Moderador:	¿Cómo deberían ser las clases de Inglés?
Douglas	Las clases de Inglés deben tener recursos tecnológicos como televisión, computadoras, tabletas e internet.
Moderador:	¿Podría usted imaginar una clase sin ningún recurso de enseñanza?
Sarah	Los profesores necesitan usar tecnología en las aulas de clases, pero los estudiantes necesitan sentir confiados en un ambiente confortable en donde ellos puedan expresar sus sentimientos, opiniones y mantener la interacción entre ellos mismos acerca de la clase.
Jeremy	Las clases de Inglés deben ser divertidas e interactivas.
Washington	Hoy en día las clases de inglés deberían tener la participación de los estudiantes en el aula de clase.
Kenneth	Las clases de Inglés deben ser didácticas.
Moderador:	¿Piensa usted que los profesores de inglés emplean estrategias y métodos correctos en las clases de Inglés?

Angelo	Antes No sabía nada acerca del idioma Inglés, pero ahora he aprendido más y me siento feliz de entender más cada día
Angie	Ahora los profesores de Inglés usan tecnología y las clases de Inglés son diferentes para el beneficio de los estudiantes.
Jamileth	Cuando estudiaba en una escuela pública no aprendí nada acerca de este idioma porque nosotros éramos demasiados en el aula de clases, pero ahora puedo decir más palabras a las personas quienes me preguntan algo en Inglés.
Moderador:	¿Qué piensa usted acerca del desarrollo de la escritura? Has logrado notar un progreso en esta habilidad de escribir en Inglés?
Joseline	La habilidad de la escritura es difícil de desarrollar porque las palabras son confusas en el lenguaje del inglés y los estudiantes necesitan tener más tiempo para escribir en forma correcta.
Alexa	Las personas escriben a través del uso del traductor de google. Los estudiantes prefieren usar esta herramienta tecnológica cuando ellos tienen tareas y quieren evitar cometer errores.
Lina	La mayoría de los estudiantes no han desarrollado la habilidad de escribir correctamente porque los profesores de inglés no promueven la importancia de esta habilidad. Me gustaría mejorar mi habilidad de escribir.
Moderador:	¿Considera usted que el uso de herramientas tecnológicas podrían ayudar al mejoramiento de la habilidad para escribir en Inglés?
Dana	Cuando nosotros usamos esta herramienta (traductor de google) en nuestras casas. Nosotros no aprendemos nada acerca de la clase de hoy.
Nicole	Los estudiantes pueden convertirse muy cómodos. Ellos no podrían identificar sus errores y luego ellos tienen el mismo problema cuando escriben.
Salma	Escribir no es divertido y los estudiantes prefieren usar el

	internet para chatear entre ellos mismo.es decir pierden su tiempo.
Moderador:	¿Por qué considera usted que escribir no es divertido?
Angeles	Porque los escribir es muy cansado y tiene demasiadas palabras y todas las palabras son confusas y aburridas.
Kenneth	Porque la mayoría de los estudiantes no saben cómo escribir las palabras en Inglés de forma apropiada.
Douglas	Porque nosotros debemos usar papel y nosotros no podemos compartirlo con las personas alrededor del mundo.
Angie	Porque nosotros no estamos motivados a escribir en Inglés.
Salma	Los estudiantes podemos escribir acerca de nuestras propias experiencias y nosotros podemos escribir algo como narración por ejemplo historias, poemas y otras cosas.
Dana	No me gusta escribir acerca de algo que no entiendo.
Joseline	Los poemas son hermosos y quisiera aprender cómo escribirlos.
Moderador:	El desarrollo de la habilidad de escritura en Inglés es parte de un proceso en la que ustedes deben contribuir en su propio progreso.
Jamileth	También puede ser porque la mayoría de nosotros venimos de otras instituciones y los profesores de Inglés tienen diferentes formas de enseñar este idioma.
Moderador:	¿Qué piensa usted acerca del uso de las historias digitales en las clases de Inglés?
Kenneth	Las historias son divertidas porque nosotros podemos usar imágenes, sonidos y audios.
Sarah	Me gustaría aprender cómo crear algunas historias y escribirlas me ayudarían a mejorar mi habilidad de escribir en Inglés.
Washington	Esta herramienta nos permite expresar nuestras experiencias y mejorar nuestro vocabulario.
Moderador:	¿Cuál es tu opinión acerca del uso de la tecnología en la enseñanza del idioma Inglés?

Washington	Los profesores deberían emplear estos recursos tecnológicos dentro del aula de clase. Por qué nosotros podríamos aprender más cada día.
Salma	Los estudiantes aprenden más cuando los profesores emplean sitios web acerca de la clase, pero estas páginas son difíciles de entender acerca del correcto uso de este recurso en casa.
Sarah	Este Colegio tiene recursos tecnológicos como computadoras, laboratorios y plataformas virtuales. El internet tiene muchas aplicaciones y páginas web en inglés, pero estas son difíciles de usar.
Moderador:	¿Qué pensaría usted del uso de historia digitales en un sitio web con actividades divertidas para mejorar la habilidad de escribir en Inglés?
Orly	Es imposible de encontrar en sitios web.
Kenneth	Wow. Las historias digitales son interesantes y lo mejor que las podemos encontrar en un sitio. Seria increíble.
Dana	Este recurso web sería muy útil para nosotros. Cuando Queremos mejorar nuestras habilidad de escribir en Inglés y como escribir una historia digital.
Sarah	Escribir historias es maravilloso. El uso de un sitio web podría ayudarnos en el progreso de nuestras habilidades de escribir en Inglés.
Angie	Este recurso puede contribuir cuando tenemos tarea en la cual debamos escribir algo en Inglés.
Alexa	Usar este sitio web puede contribuir en la corrección y aprendizaje de nuestros errores.

Attachment 9: Cognitive activity # 1
Author: Victor Adan Galarza Proaño



Attachment 10: Cognitive activity # 2
Author: Victor Adan Galarza Proaño




Attachment 11: Cognitive activity # 3
Author: Victor Adan Galarza Proaño



Attachment 12: Writing Games
Author: Victor Adan Galarza Proaño

Choose words to make this sentence work in a ghost story. Hit 'Done' to see if the atmosphere you've created is scary enough.



The interface features a dark green background with a spiderweb, a skull, and a spider. The title "Ghost story" is written in a large, white, stylized font. Below the title, the sentence "She opened the [] [] . Standing in front of her was a[n] [] [] with a [] in his [its] [] hand." is displayed. Each blank space is a white box with a red triangle on the right side. At the bottom, there are three buttons: "Menu" (green), "Done" (purple), and "Help" (yellow).

She opened the [] [] . Standing in front of her was a[n] [] [] with a [] in his [its] [] hand.

Menu Done Help

Attachment 13: Writing Games 2
Author: Victor Adan Galarza Proaño

Choose words to make this sentence work in a romance. Hit 'Done' to see if the atmosphere you've created is lovely enough.



The interface features a pink background with three hearts. The title "Romance" is written in a large, white, cursive font. Below the title, the sentence "She opened the [] [] . Standing in front of her was a[n] [] [] with a [] in his [its] [] hand." is displayed. Each blank space is a white box with a red triangle on the right side. At the bottom, there are three buttons: "Menu" (green), "Done" (purple), and "Help" (yellow).

She opened the [] [] . Standing in front of her was a[n] [] [] with a [] in his [its] [] hand.

Menu Done Help

Attachment 14: Short Story Grading Rubric

CRITERIA	EXCELLENT 20 - 16	SATISFACTORY 11 - 15	GOOD 6 - 10	NEEDS WORK 1 - 5
Characters	The main characters are named and clearly described. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Ideas	The story makes complete sense. Writing is clear and easy to understand.	My writing is pretty understandable. One idea may be out of place.	My story is hard to follow and my story is somewhat confusing.	The reader will not be able to understand this writing. My ideas do not make sense.
Mechanics	The story contains no errors in grammar, usage, or mechanics.	The story contains few minor errors in grammar, usage, or mechanics.	The story contains many and/or serious errors in grammar, usage, or mechanics; may interfere with reading.	The story contains so many errors in grammar, usage, and mechanics that errors block reading.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his/her imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his/her imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
	4	3	2	1

Author: Victor Adan Galarza Proaño

Attachment 15: Editing Checklist for Self- And Peer Editing

Author's Name: _____	Date: _____				
Peer's Name: _____	Date: _____				
Editing checklist for self- and Peer Editing					
<p>Instructions: Edit your written work using the self- edit columns, fix any mistakes you notice. Then, have a peer complete the peer edit columns while you observe.</p>					
Self-Edit		Peer- Edit			
	Check list items	After completing each step, place a check here.	Check list items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begins with capital letters.		Proper nouns begins with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and verb.		My sentences are complete thoughts and contain a noun and verb.		
	I don't have any run-on sentences.		I don't have any run-on sentences.		
Spelling	I checked spelling and fixed the wants that didn't look right.		I checked spelling and fixed the wants that didn't look right.		

Author: Victor Adan Galarza Proaño

Attachment 16: Diagnostic Test



COLEGIO MIXTO PARTICULAR
"ELOY VELÁSQUEZ CEVALLOS"
La Libertad-Santa Elena-Ecuador



Student: _____ Course: _____

Diagnostic Test

Look at the following pictures. They give your part of a story. Then write the story with your own words.

STARTS - DISCOVER - SPACESHIP - SKY - AFRAID - SURPRISE - ROAD - ALIEN













Author: Victor Adan Galarza Proaño

Attachment 17: Acceptance letter



COLEGIO PARTICULAR
ELOY VELÁSQUEZ CEVALLOS

Tel. 2781378 - 2785061
eloy_velasquez_c@yahoo.com
La Libertad - Ecuador



Noviembre 28 del 2015

Señor


Victor Adan Galarza Proaño

EGRESADO DE LA CARRERA DE INGLÉS DE LA
UNIVERSIDAD PENÍNSULA DE SANTA ELENA
Ciudad

De nuestras consideraciones:

En contestación a su oficio de fecha noviembre 26 del 2015, le comunicamos que cuenta con nuestra aceptación para la ejecución de su PROYECTO DE TITULACIÓN cuyo tema es "CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELASQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016", por lo que brindaremos las facilidades a fin de que pueda cumplir con vuestro objetivo.

Atentamente,


Lcdo. Eduardo Parrales Torre
RECTOR



Attachment 18: Adviser certification

La libertad, 12 de Abril del 2016

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN

LIC. AURA GABRIELA MUÑOZ VENERAS MSc, Tutora del Trabajo de titulación del egresado **VICTOR ADAN GALARZA PROAÑO** de la Carrera d Inglés

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del informe final del Trabajo d Titulación *"Creating digital stories to improve the writing skill among students of eighth basic grade at Colegio Particular "Eloy Velásquez Cevallos". La Libertad, province of Santa Elena. School year 2015-2016"*, 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 trámite legal correspondiente.



Lic. Aura Gabriela Muñoz Veneras MSc.
DOCENTE TUTORA

Attachment 19: Urkund Results

UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA



La Libertad, Abril 5 del 2016

CERTIFICADO ANTIPLAGIO

003-TUTOR AGMV-2016

En calidad de tutora del trabajo de titulación denominado CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016, elaborado por el estudiante Víctor Adán Galarza Proaño, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Aura Gabriela Muñoz Veneras', is written over a horizontal line.

Lic. Aura Gabriela Muñoz Veneras MSc.

C.I. 0913853180

DOCENTE TUTORA

UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA



The screenshot shows a web browser window with the address bar displaying a URL from URKUND. The page title is "URKUND". On the left, there is a form with the following fields: "Nombre" (ACCIONADO/ALIAS/PROFESOR/DOCENTE), "Fecha" (2016-03-27 16:48:40), "Identidad" (alegriaalejo2@gmail.com), "Correo" (gruzcaalejo@gmail.com), and "Mensaje" (VICTOR ALONSO MORALES). On the right, there is a "Listado de Archivos" table with columns "Fecha" and "Fecha/Filename". Below the form, there is a green icon and the text "of this space. 12 pages long document consists of two papers in 8 minutes".

The document preview shows a text document with the following content:

Communicative speaking and listening skills in the English Language are considered two of the most important communicative abilities that students should develop in school. However, the writing skill should be an essential ability to develop when learning English as a foreign language. Nevertheless, it is not the efficiency of teachers and grammar as writing skill only an important tool in the classroom. The use of English in Foreign Language Learning Activities (2011) in his study shows that the use of creative writing in a foreign language course increases students' motivation for the development of writing skill and promotes creativity. These two aspects are relevant in education. A series of creative writing projects were applied in second language writing courses. The students' writing and their progress about creative writing and critical thinking were more enjoyable and useful for the development of their writing skill. Although teachers' perceptions of critical thinking varied. Similarly, Davies (2006) claims that the measurement of students' and teachers' writing practices through writing and writing progress can be an indicator of students' progress in writing practice for a long time. It is not possible to have an idea of writing practice (successful or not) belongs to a country. Fortunately, times have changed and the learning and assessment of writing in a second language allows for the necessity of people has influenced the lives of people around the world. English is considered one the most used foreign language around the globe. The use of English in education is important with innovative methodologies, techniques and strategies to help learners and adults. The use of English in education is to contribute to students' learning and to be considered the first communicative skill. Furthermore, the writing skill is the most useful ability before speaking a foreign language. Similarly, Davies (2006) considers that writing is an integral skill that leads to the process of learning also. He considers that the English teacher is writing practice because it provides the ability to clear, make questions, provide feedback and evaluate ideas. He also mentions that this skill is the primary skill in order to do some foreign language. This problem that teachers face when teaching an English class is the lack of technical resources, but the difficulty that technical writing uses a basic concept (Davies, 2006).

PHOTOS



Picture 1: Interview with the specialist
Author: Victor Adan Galarza Proaño



Picture 2: Interview with the Principal
Author: Victor Adan Galarza Proaño



Picture 3: Interview with English teacher
Author: Victor Adan Galarza Proaño



Picture 4: Focus group of eighth basic grade
Author: Victor Adan Galarza Proaño



Picture 5: Students of Eighth basic grade
Author: Victor Adan Galarza Proaño



Picture 6: Diagnostic test
Author: Victor Adan Galarza Proaño



Picture 7: Students watch video about the cognitive activities
Author: Victor Adan Galarza Proaño



Picture 8: Students using cognitive activities
Author: Victor Adan Galarza Proaño



Picture 9: Students using cognitive activities 2
Author: Victor Adan Galarza Proaño



Picture 10: Students using cognitive activities 3
Author: Victor Adan Galarza Proaño



Picture 11: Students creating stories
Author: Victor Adan Galarza Proaño



Picture 12: Students using Stories to improve writing
Author: Victor Adan Galarza Proaño



Picture 13: The stories created by students
Author: Victor Adan Galarza Proaño



Picture 14: Giving instructions about the use of “Digital stories” web site
Author: Victor Adan Galarza Proaño



**Picture 15: Students using “Digital stories” web site
Author: Victor Adan Galarza Proaño**



**Picture 16: Students using “Digital stories” web site 2
Author: Victor Adan Galarza Proaño**



REPÚBLICA DEL ECUADOR
 MINISTERIO DE EDUCACIÓN Y CULTURA
COLEGIO MIXTO PARTICULAR FRANK VARGAS PAZZOS

CONFIERE
GALARZA PROAÑO VICTOR ADAN

A
 TITULO DE CONTADOR(A) BACHILLER
 EN CIENCIAS DE COMERCIO Y ADMINISTRACIÓN
 Ab. Eloy Castillo Leyva
 Director Ejec. de Ed. C. del Guayas
 Dirección Ejec. de Ed. C. del Guayas

POR HABER CUMPLIDO CON LOS REQUISITOS LEGALES Y REGLAMENTARIOS
 CON LA CALIFICACIÓN DE 19 EQUIVALENTE A **SOBRESALIENTE**

Emisor y fecha: **J.L Tamayo, 28 de Enero del 2008**



J.L. Tamayo
 Director



DOY FE: Que el documento que antecede enhojas es igual al documento original que me fue exhibido
 Art. 18 numeral 5 Ley Notarial
 La Libertad, 30 de Mayo 2008
 Dr. Guilo B. Moreno Ordóñez
 Director Nacional de Seguros



COLEGIO PARTICULAR
ELOY VELÁSQUEZ CEVALLOS

Tel. 2781378 - 2785061
eloy_velasquez_c@yahoo.com
La Libertad - Ecuador



Lcdo. Eduardo Parrales Torres
RECTOR DEL COLEGIO PARTICULAR
"ELOY VELÁSQUEZ CEVALLOS"

En uso de mis atribuciones,

CERTIFICO:

Que **GALARZA PROAÑO VICTOR ADAN C.I. 1003751557**, realizó en nuestra institución su trabajo de investigación previo a la obtención del título de Licenciado en Inglés con el tema: "CREATING DIGITAL STORIES TO IMPROVE THE WRITING SKILL AMONG STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016".

Es todo lo que puedo informar en honor a la verdad y autorizo al egresado Victor Adan Galarza Proaño, dar al presente documento el uso que estime conveniente.

La Libertad, 27 de enero del 2016

Atentamente,

Lcdo. Eduardo Parrales Torres





UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Victor Galarza Proaño

Por su participación y aprobación del módulo "Dominio de Competencias Genéricas de Lenguaje y Razonamiento Lógico", con una duración de 40 horas.



La Libertad, 08 de Octubre / 2015

Lic. Victor Emilio Garcés Rodríguez, M. Sc.
Facilitador

Ing. Lilia Valencía Cruzatay, M. Sc.
Rectora

Final Declaration

Thanks for cite my project as reference of your research.

Seguramente debes preguntarte porque escribí esto en español si esta tesis debe ser en Ingles, siempre se ha creído que el idioma rompe fronteras y que nos une más cada día con otras culturas alrededor del mundo, soy Un estudiante como tú con muchos conflictos, pero estoy seguro que tendrás la fortaleza suficiente para salir adelante, aunque descubras la realidad de las cosas, que todo el mundo calla que te puede traer problemas, incluso sentir como todo está en tu contra, sentir como el esfuerzo de mucho tiempo no sea valorado, que tu mayor anhelo después de diez semestres con luchas y perdidas sea desmoronado por alguien no objetivo, pero muchas personas creen en el ciclo de la vida. Yo le llamo Karma, aun te debes seguir preguntando porque escribo todo esto, es mi declaratoria personal, en la que te digo que sigas adelante a pesar de todo y que no permitas que alguien cuya experiencia se basa en nada que tenga relación por lo que te has preparado mucho tiempo, te diga que no sirve tu trabajo, defiéndete y sal adelante pero recuerda que todo sentimiento negativo atrae cosas negativas, concluyo agradeciendo de corazón a los master que me apoyaron siempre y decidieron quedarse a mi lado para luchar todas las batallas y finalmente a MSc. Pinoargote quien es una profesional increíble y con una moral intachable, incluso anhelo algún día poder ser tan bueno como ella.

Victor