



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

TOPIC:

THE USE OF AN ELECTRONIC PORTFOLIO FOR INCREASING ENGLISH WRITING SKILLS TO TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ PEDRO VARELA”, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016.

RESEARCH PAPER

**AS A PREREQUISITE TO OBTAIN A:
BACHELOR´S DEGREE IN ENGLISH**

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

TEMA:

**“EL USO DE UN PORTAFOLIO ELECTRÓNICO PARA
INCREMENTAR LA DESTREZA DE ESCRITURA EN LOS
ESTUDIANTES DE DÉCIMO AÑO DE LA ESCUELA DE
EDUCACIÓN BÁSICA “JOSÉ PEDRO VARELA”, LA
LIBERTAD, PROVINCIA DE SANTA ELENA, 2015-2016”**

TRABAJO DE TITULACIÓN

Como un pre-requisito para obtener el título de:

LICENCIADA EN INGLÉS

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La Libertad, May 2nd 2016

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title “THE USE OF AN ELECTRONIC PORTFOLIO FOR INCREASING ENGLISH WRITING SKILLS TO TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ PEDRO VARELA”, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016” prepared by Jazmine Raiza Barzola Tigrero, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

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DEDICATION

I dedicate this work to my family: my parents Arnold Barzola and Rosa Tigrero because they always taught me how to work hard for what I want and deal with everything, for their efforts and constant advices to not give up my dream, to my niece and nephews because they look at me as an example for them. To my boyfriend, Santiago Miranda because of his patient and constant advises and to my whole family who supported me and helped in carrying out this work. I also dedicate it to all the people who have supported me during the development of this work: dear friends and professors.

Jazmine.

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Jazmine

DECLARATION

The content of the following Graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

Jazmine Raiza Barzola Tigero

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THE USE OF AN ELECTRONIC PORTFOLIO FOR INCREASING WRITING SKILLS TO TENTH GRADE AT EGB “JOSÉ PEDRO VARELA”, LA LIBERTAD, PROVINCE OF SANTA ELENA ,2015-2016.

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ABSTRACT

In the present days, the use of information and communication technologies (ICTS) has emerged in our society due to the globalization. Big changes have been developed thanks to the use of technology especially in medicine and education field. Technology and education are closely connected because educators had implemented new strategies with the use of ICT, these tools allow students to acquire knowledge, develop skills, and create their own knowledge looking for new methodological resources using internet. The use of an electronic portfolio let students to develop the necessary skills in the teaching and learning process with the supervising of teachers in their role of guides. The present research shows the improvement of English writing skills work of the tenth grade students at Escuela de Educación Básica “José Pedro Varela” through the implementation of an electronic portfolio. The fundamental base of this research is to help students in their academic performance, the research is also based in the opinions and theories of important authors that used technology in education, as Jeremy Harmer, Bartholomae, Hyland, Margarita Garrido and others. To carry out the research project was necessary to select different methods and also techniques as surveys and interviews to obtain the highest level of accuracy and reliability. Portfolios are a collection of work used for some purposes, in education field nowadays it is common to use portfolios to collect information and activities given in the academic year with the purpose of reviewing and reinforcing knowledge. The uses of electronic portfolios will benefit students with low academic performance through the constant practice of activities given in the cuadernia application.

Keywords: ICTs, writing skills, electronic portfolio, cuadernia.

INTRODUCTION

To combine ICTs with education has become a significant aspect over the last few decades. The application of technology in the English language classroom provides many advantages for both teacher and students, for example, students take control of their own learning as much as possible; technology provides them certain freedom to work independently, students feel more engaged using technology to practice any topic, in the case of teachers, they use technology as an resource to find immense teaching strategies that support the teaching-learning process. Moreover, technology facilitates the comprehension of the classes' contents through the use of digital aids.

This work derives from an analysis of student's academic performance, causes and effects about strategies that teachers used into the classroom. At first, it was determined that students had writing problems at Escuela de Educación Básica "José Pedro Varela", the results of the interviews showed that teachers did not use modern ways to teach and they were only focused on the practices from the English books that government provides them, so students did not like to English writing because they found it difficult and boring. Through the application of a diagnostic test, students showed English writing skills weakness. To deal with students' problems was not easy because it was necessary to look for different strategies and select the best for avoiding the problem. In addition, the best option was to design an electronic portfolio that will help students to develop English writing skills in a dynamic and virtual way.

The arrangement of this research paper is established by chapters which explain different aspects of this work. They are described below:

Chapter I: This chapter gives detail about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives.

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

Chapter III: It is based on the use of various methods and techniques of current need in evidence; in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV: In this part, the proposal is explained, which is the solution problem, it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Chapter V: This chapter determines the budget which includes all the resources needed for the development and implementation of this work, timetable and bibliographical resources for this investigation.

CHAPTER I

STATEMENT OF THE PROBLEM

1. TITLE

THE USE OF AN ELECTRONIC PORTFOLIO FOR INCREASING ENGLISH WRITING SKILLS TO TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ PEDRO VARELA” ,LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016.

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

Currently, due to globalization, to learn English is considered as a necessity for human beings around the world because of the great benefits that dominating a second or foreign language offers, such as, better job opportunities, international studies, establishing relationships with English speakers and knowing a different culture. In Ecuador, the English language is the most used in many areas of life as well as in personal and professional development. That is why the government through the “Ministerio de Educacion” has implemented programs and necessary equipment for teachers and students, with the purpose of increasing language learning. These programs include conferences, workshops, and technological

programs but there are still deficits in the English language teaching because not all public schools have suitable tools for the development of English language.

Even though English is essential and important in the daily life for some people, it becomes difficult at the moment to learn and develop the principal skills such as; listening, speaking, reading and writing, and the other sub-skills, such as, vocabulary, grammar and pronunciation. Recently, researches show that writing and grammar are the most difficult part when a person is learning a foreign language.

As a result of that, the educational authorities have implemented changes in the English curriculum in order to students achieve the language proficiency that is established by the Common European Framework of Reference for Languages (CEFR). Thus, English Language Learning Standards, based on the Common European Framework of Reference for Languages provide a common basis for the description of objectives for every class, content and methods that teacher need to apply during the lessons. For the Ecuadorian English language learners, the proficiency levels determined by the CEFR are described below:

Level A1: At the end of 9th year Educación Básica General, students must achieve this level.

Level A2: Students of 1st Bachillerato must achieve this level at the end the course.

Level B1: This level must be acquired at the end of 3rd Bachillerato.

These are the level of proficiency of the English language that students need to acquire at the end of their courses; they are basically developed taking into account the communicative language components and the language skills as an important aspect of the program: listening, speaking, reading and writing.

Lately, the Santa Elena province due to its economic and cultural development has increased the visits of English foreigners. These English speakers come to know the touristic sectors that the province has. Therefore, it has increased the necessity that native people (children, teenagers, and adults) learn the English language in educational institutions or in diverse programs.

Taking into account the English language levels of proficiency, students need to be taught with a variety of strategies that guarantee the correct acquisition of the language. The responsibility of teachers is to look for the most innovative methods to present students the lesson topics.

Nevertheless, even though the application of strategies in the English language classrooms, students still have problems in the different language areas. Additionally, some students have a low level of motivation for learning because books, in certain cases, are not related to the real necessities of them.

Therefore, teachers should adapt the contents of the English books to the students' interest using different resources. An electronic portfolio is a didactic way for presenting the topics to students because technology is present in the daily routine of people' life. Using an electronic portfolio will be one way to encourage students

with English subject because it is a motivational tool in which students feel comfortable so they will learn in an enjoyable way.

At EGB “José Pedro Varela” English teachers still use the traditional methods and traditional resources for teaching students the language. They solely focus on the book exercises that government provides them. Those books sometimes become very difficult for students because they have foreign information that they do not recognize such as traditions, famous people, addresses, and others.

As mentioned above, the topics from the English books that the government provides to public institutions, in some cases, are not according to their reality. This can be a reason why most of students do not understand the information and ideas about each topic given by the books therefore writing skill and grammar become more difficult to understand.

To sum up, the use of technology is important because people are more technological than past time. Nowadays, it is common to see students surfing on the internet at any free moment, teenagers are inquisitive they like to discover new things so adrenaline in them are focused on internet, they spend time in innovative programs, so it will be easy to encourage students with an electronic portfolio because they are going to spend time is something that they like more that is using technological resources.

1.2.2. Critical Analysis

The implementation of technology in the English language courses is highly important due to the benefits that this source provides to teachers and students in order to enhance the teaching-learning process. Technology can be employed for teaching and practicing any topic that is related with any English skill. In the case, of writing, technology facilitates the writing instruction and writing process.

Escuela de Educación Básica “José Pedro Varela” is an honorable institution in the Santa Elena province that works every day implementing new methodologies and strategies to help the youth. However, it is important to make the point that students of tenth grade at Escuela de Educación Básica “José Pedro Varela” from La Libertad in the Province of Santa Elena face different problems that are caused by different reasons. These reasons affect negatively in their English language writing development.

There are many problems in students when they want to learn and improve their English writing skills. First, the principal reason that affects the writing skill of students is that teachers still apply traditional methods that produce the low level of learning motivation of students. Unfortunately, the excessive use of the blackboard, the English book and students’ notebooks in the English writing lessons do not contribute to solve this problem. Moreover, the lack of the application of additional material for writing is a serious problem because students just practice using the exercises that come from their books, but those topics, in some cases, do not respond to their reality. It is always essential to look for extra exercises that motivate students to write about something they like.

It is known that public institutions have to cope with a huge number of students in their classrooms; this has become an obstacle for achieving the various educative objectives that are planned at the beginning of the courses. In the case of Escuela de Educación Básica “José Pedro Valera”, classrooms are crowded of students and therefore, it is difficult to check the progress of each one due to the lack of time to supervise the writing performance of all students.

As a consequence, students do not domain the whole English language writing skill. They do not know the writing process and therefore, their writing pieces do not represent the knowledge they should have already acquired. Problems in grammar structures, sentences order and the bad selection of vocabulary words are the responsible of a low level in the writing competence.

To finish, these problems need to be solved in order to support students in their English writing proficiency. Learners must feel familiarized with the English subject using diverse strategies that incentive them to work on the English writing learning; it is important that students feel confident during the writing lessons. Hence, the use of an electronic portfolio is one way to maintain interesting English classes, contributing to the development of the educative community in a virtual way; this will fortify and improve their abilities, specially writing skill, because technological resources engages students with the content and activities given by teachers.

1.2.3 Formulation of the Problem

What are the benefits of the use of an electronic portfolio for improvement of writing skills to tenth grade at Escuela de Educación Básica “José Pedro Varela”?

1.2.4 Guideline questions

How could English writing skill be determined in students of tenth grade?

How could an electronic portfolio be designed by using cuadernia web tool?

Could the implementation of an electronic portfolio improve the English writing skill?

How to evaluate the impact of the application of an electronic portfolio in the improvement of English writing skill in students of tenth grade?

1.2.5 Delimitation of research object

Field: Education

Area: English

Aspect: writing skills using an electronic portfolio.

Title: “The use of an electronic portfolio for increasing English writing skills to tenth grade students at Escuela de Educación Básica “ JOSÉ PEDRO VARELA”, La Libertad, province of Santa Elena, 2015-2016”

Problem: what are the benefits of using an electronic portfolio for improvement English writing skills to tenth grade students at Escuela de Educación Básica “José Pedro Varela”?

Time limitation: The research will be target during the school year 2015-2016.

Population limitation: Escuela de Educación Básica “José Pedro Varela” students.

Space limitation: Escuela de Educación Básica “José Pedro Varela”.

Context limitation: this research will be targeted on the importance of use of an electronic portfolio to increase English writing skills at Escuela de educación Básica “José Pedro Varela”.

1.3 SIGNIFICANCE

To justify the importance of this project development, it is necessary to collect essential information using approaches, methods, and techniques which will show reasons for students’ low academic performance, causes and effects and how to deal with them. In addition, it is important to know that teachers what are the strategies they use in order to strengthen students’ learning, the implements and tools that they use and how to replace, change and adapt them.

Students of tenth grade at Escuela de Educaión Básica “Jose Pedro Varela” will be benefited with this project because they will improve their writing skills through

the use of an electronic portfolio. This educative resource will help to promote and develop English language learning, practicing the vocabulary, grammar structure, and promoting the attention, memory and comprehension of students.

Powers, Thomson y Buckner (2000) considered in their book that electronic portfolios are a learning resource that helps students in the cognitive process. Despite electronic portfolio have the same content that a traditional portfolio the way in which the material will be shown change using technological tools giving a guide and facilitate language understanding. The activities let students to work in an autonomous way developing the sense of responsibility. On the other hand, it ensures minimal training that everyone wants to acquire and increase giving students something to do in their free-time. Also, an e-portfolio enhances learners' lives and stimulates their development acquiring more and better control over their time of learning, so greater concentration and memorization is acquired in a better way.

Excellent results will be obtained with the development and application of this project because students will work on writing activities in an electronic portfolio which will encourage them to develop their writing skills. The goal to achieve is to reinforce the knowledge students have already acquired from the previous lessons and to encourage students to continue working in their free-time practicing writing skills through the compilation of activities developed after class. Finally, the use of an electronic portfolio will promote learners autonomy and critical reflective thoughts.

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 General objective:

To evaluate the impact of an electronic portfolio by analyzing different theoretical fundamentals in order to increase the English writing skill in students of 10th grade at Escuela de Educación Básica “José Pedro Varela”

1.4.2 Specific objectives:

To determine the English writing level according to the Common European Framework of Reference for Languages (CEFR) of students of tenth grade.

To design an electronic portfolio using cuadernia web tool in order to increase the writing skill of students of tenth grade.

To implement an electronic portfolio in students of tenth grade.

To evaluate the application of an electronic portfolio in the improvement of the English writing skill of students of tenth grade.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

Education is a part of culture and society, and its role is to contribute and bring people to be placed in culture and society, thereby, they can be independent and recognize where it came from.

As countries are developing, new changes have been adapted to different aspects; education is improving gradually and the implementation of new and technological devices promotes the betterment of the teaching-learning process. ICTs are powerful tools for extending educational opportunities, for which are necessary to know advantages and disadvantages of using them into the teaching-learning process.

Blanskat, Blamire and Kefala (2006) carried out a research in Europe about the impact that ICTs exert in students of primary, the findings proved that ICTs had positive effects on students' performances in all knowledge areas of the English language. Furthermore, results showed that in schools which used technology in the classroom, their students had a rapid and relevant increase in their score performances compared to those schools that did not use any technological tool.

Many students considered that ICT tools were helpful because their aim was to support them doing assignments, playing while they were learning through the use of application and social networks, so most of learners felt comfortable with the use of ICTs.

On the other hand, the implementation of technology helped to decrease student's social problems, because they had the possibility to work in teams or alone in an enjoyable way with the purpose of performing a task given by teachers. Moreover, it also created in students the sense of responsibility because they sought the way to organize their work through activities or projects using technology.

Additionally, the study proved that using ICTs is extremely important in the teaching-learning process and it also helped students that showed difficulties in their learning. As a conclusion, ICTs made possible asynchronous and synchronic learning, because they contributed students to achieve their necessities by facilitating the management of information about each topic that requires to be learned.

Likewise, Kevin Kelly and Ruth Cox, in 2012 between San Francisco State University and the City College of San Francisco carried out an investigation in which they employed the term "e-Porticulture" where e-Portfolio was explained as seeds that grow among students, the project was developed in order to explain how students acquire skillful and mental knowledge through the production, assessment and examination of reliable, thoughtful, and fundamental student work that was

shared in a virtual way. The authors of the research were focused on the development of effective instances of student learning with an emphasis on documenting learning; they provided advices on selecting best tools for examining assessment practices through e-Portfolios. They also mentioned that students who owned e-Portfolios, incorporated individual learning goals; e-Portfolios are formative in nature, capturing student interests into meaningful learning experiences.

Another example of assessment practices using electronic portfolio was developed at Clemson University, where e-Portfolios are required for graduation. Gail Ring and Barbara Ramirez (2012) make an examination of how e-Portfolios are utilized to assess general education requirements. The purpose of the program is to find a mechanism to demonstrate how basic competences can be evaluated. Their theory of change includes inputs, such as the e-Portfolio requirements and software; including activities and participation based on short, medium, and long term goals so student learning should be measured through established objectives. The epistemological perspective applies external criteria to student learning, while an ontological approach extends to the internal experience of the learners and their changing ways of being with others.

History of Writing

According to Fischer (2004) “writing is much more than Voltaire’s painting of the voice”. Writing has become human knowledge’s ultimate tool (science), society’s

cultural medium (literature), the means of democratic expression and popular information (the press) and art form in itself (calligraphy). The development of writing has been important in the cultural development of human beings and their psychological development. Its appearance marks the end of prehistory and it begins to write the history of humanity. Also, its appearance in the child's development marks the beginning of the psychological development of children to higher levels.

Martin (1995) mentions that writing represents a recourse to graphic expression and it seems to be represented man's need to give visual form to his interpretations of the external world. A thousand years ago, when the first groups of humans (homo sapiens) appeared in the earth, their first manifestation of writing was done by the use of images; these images were the way of communication that allowed them to transmit their thoughts to others.

Later, a kind of writing appeared in West Asia that still traces drawing but it additionally gives a image sign to every word and it was called ideographic writing. The writing teaching was restricted to small group of people in that time. (Christin, 2002)

Since the time that humans began to fix their thoughts using the written language, this has followed a long process of evolutionary development in people. But not all countries have the same way to write. Due to the colonization, people adopted different languages and writing systems according to each nation.

In the case of English language, English is a Germanic language and nowadays is the most spoken language, the history of English can be described from the arrival of three Germanic tribes to the British Islands around 500 B.C. The Angles, Saxons and Jutes. The Angles called their own language “Englisc”, a word derived in English.

English Writing

Harmer (2007) maintains that the building of writing habit is important; students need to start writing because they like it. The role that English writing plays in students of second language can be different from people that use it as a mother language; therefore, students of second language show deficit to acquire abilities of the written English language. The written communication has become an indispensable tool within many professional fields.

Hyland (2002) claims that writing has taken the center stage into the applied linguistics and it remains today a subject of debate in the field of research to qualify the skill to determine what guidelines to follow in their teaching and acquisition procedure.

Getting a good writing proficiency is not easy even in the mother tongue despite years in the development of this skill in various levels of people's education. Writing is considered a difficult language skill to acquire even if it is in a second language; it is detected at times that students produce a written text due to the

discomfort that reflect many students to face an activity that requires the use of written competition.

Written language has evolved in the society because it is an important part of communication as a social necessity and as a way to gain knowledge and solve problems. The difference of spoken and written communication is that written language is to communicate in one direction, the sender does not receive an immediate response from the message receptor because of the physical distance between the sender and receptor, so it requires paying more attention to the logical organization of information, the receptor has to understand everything without asking for clarification, the receptor needs to make a number of inferences about the relevant knowledge and decide what to include in the message and what to ignore, and must create a message that facilitate communication at all times.

For writing, it is important to have certain knowledge in different aspects, such as, vocabulary, grammar, spelling, mechanics because they are necessary for a clear written production. Peterson (2003) determines that grammar is fundamental for a good written communication; students have to know different rules in order to formulate questions, negotiate meanings, and combine sentences.

Thus, when people write a text must remember the figure of the reader and take into account every rule of writing in order to give a clear and comprehensible message to the receptor. In contrast, oral communication is the process of expressing

information or ideas in verbal way from one individual or group, it can be formal or informal depending on the situation in which a person is.

There are some situations when written communication is more effective. For example, if a person wants to exchange information that can be documented in the business world, it can be noticed that verbal skills is less detailed and misunderstanding that writing skills; the ability to write in a clear and concise way does not come natural, it must be practiced until to be mastered.

The Use of Technology in Ecuador

The use of technology in Ecuador has increased due to the constant progress of education in this country, for which the use of technological applications is more frequent in Ecuadorian classrooms. So, students looked interested in learning how to use the technological programs. Using technology for teaching any topic guarantees the assimilation and internalization of that knowledge. Technology provides students the opportunity to appreciate the different educational experiences becoming them more conscious for their own learning.

Ecuadorian people are ready to communicate and maintain economic, social and political treatment with foreign people. It is important to make the point that some educational institutions are being equipped with labs and other spaces with technological equipments in order to upgrade the process of teaching.

Recently, the use of Portfolios is frequent in schools because it is considered a way in which a person can evaluate students' improvements. "Portfolio" is used as a meaningful learning strategy and evaluation in the classroom, due to it seeks selective, deliberate and varied productions gathering participants and teachers. In the educational field, portfolios are accompanied by reflective works and autonomous works.

According to technological advances, teachers need to upgrade their teaching strategies, so nowadays; the use of manual portfolios is out. Innovative teachers look for the best strategies with the purpose to help students' learning, currently, there are e-Portfolios that have the same goal that manual portfolios but what makes the difference is the implementation of technology in the design of them which let students to learn and practice in a virtual environment.

To conclude, an e-Portfolio is not a simple collection, it serves as a tool to control, administrate and organized works created with different applications because it includes additional exercises, personal reflections, and it usually promotes the exchange of ideas and feedback.

Importance of ICTs in Education

The use of information and communication technologies (ICTs) has become popular in almost all aspects of people' life, in the last centuries, the use of ICT has increased especially in the education field which has been traditionally associated with the strong contact that teacher have with students. ICTs in education play an

important and acceptable role in a digital medium of information. It is necessary to know that today young people are an “online population”; technology is embedded in our culture and society so it is necessary to be ready and provide learners relevant and contemporary information that allow them to be successfully engaged with technology and new knowledge.

The importance that new technologies prevailed in this modern world make people prepare and educate constantly in the process of formation so they know when and how to use them. Therefore, many people, with the use of internet, have access to the world wide information and learning materials for approximately all subjects in a variety of virtual contents. There is a variety of educative platforms, such as, Facebook, Moodle, SchoolRack, Edmodo, Schoology, Blackboard, and others. These educative platforms have educative purposes; they promote the learning of students in a virtual and digital context.

ICTs also have a motivational influence on students’ learning all over the world. ICTs do not only help students to acquire new knowledge but they also help teachers because they facilitate the finding of new didactic strategies and materials for teaching. With the use of technology, learners feel more motivated to continue learning outside the classroom. Jacobsen and Kremer (2000) make the point that “teachers have more flexibility ‘anytime and anywhere’ using technology because they can plan motivational lessons, using ICTs make successful learners because they increase confidence and self-esteem”.

How ICTs influence in English writing skills

The use of ICTs in students of second language helps to develop easier and faster all skills such as listening, speaking, reading and writing. This research is centered in English writing skills, so it is necessary to point out the meaning of writing skills and how ICTs can influence on the enhancement of this skill.

Harmer (2004) affirms that “activities which should engage students writing, build their confidence, and make them feel comfortable with writing” (p. 5). He tried to say that English activities will be assigned to students according to their real necessities in order to get a better understanding and a better written production.

After any English language lesson, it is necessary that teachers provide students positive feedback after their performances because they can reinforce the knowledge learned previously. The feedback must be according to the content explained in class not to new knowledge. For the writing lessons, Bartholomae (2008) mentions that it is essential to analyze writing errors during and after English classes because it led teachers to develop new techniques and methods to help students to improve English writing skills” (p, 256).

Writing activities using ICTs give students opportunities to practice their writing skill in an innovative form. Writing using technological tools contributes to the development of a constructive environment. Additionally, motivation is a fundamental aspect in the learning process, if students do not have interest to write, they will fail in their writing pieces; using ICTs for the writing sessions, students

will be positively immersed in the activity because they will work deliberately without pressure or being obliged to do it. In other words, ICTs influence, in a positive way, on the achievement of better learning results of students.

The Beginning of e-Portfolios

Because globalization has emerged, changes in the field of education have been adapted, so nowadays, technology is used around the world into the teaching learning process. Dr. Helen Barrett is a retired educator, and internationally known for her research on electronic portfolios in education. She is considered one of the first teachers who discussed the importance of portfolios in a digital medium. She also said that it is a tool to show the growth of students over time.

Electronic portfolios have a variety of purposes as assessments tool for employment and the growth and development of students of all ages and levels from preschool to professionals. The purpose and goals of portfolios is determined by the content. Zubizaretta, (2004), in his book about Learning Portfolios in higher education, describes the principal motive of a learning portfolio: “To improve students’ learning by the systematically reflection over time on the learning process and the development of aptitudes, skills and habits that come only from critical reflection” (p. 15).

The origin of the term portfolio comes from the French word “portefeuille” which means handbag to carry out books or papers. It is a collection of people’s works.

Prendes and Sánchez (2008) make the differences of the portfolio conception according of two perspectives:

General perspective: a portfolio is a work log, a collection of material and work.

Educative perspective: it is a collection of learning evidence.

Classification of Portfolios

Poyatos-Matas and Allan (2005) claim that the portfolio is one of the best tools used to develop student's skills, such as, writing, grammar, speaking and listening. Students are able to develop writing reports, synthesis, initiative and autonomy capacity. It also lets teachers to differentiate the levels achieved by students and document the enhancement of certain general skills. But chiefly, it allows knowing the learning process of students after the lessons because they are evidence of students' practices.

There are different kinds of portfolios which will be mentioned bellow:

Teacher portfolios: The purpose of teachers' portfolio is to document evidences of teaching process, competences and guide long-term professional development; teachers need archives' information and evidence of teaching and learning progress.

Student portfolios: These tools will help students to demonstrate what they have learned and evaluate performance over an extended period of time. It is a folder which contains strengths and weaknesses of students. It may also contain one or

more works-in-progress that illustrate the creation of a product, as an essay, evolving through various stages of conception, drafting, and revision.

Electronic portfolios: Electronic portfolios can be divided in two parts, the multimedia development and the portfolio development, the first one means to decide, design, develop and assess, the second one means to compile, choose and observe. Both processes are important and indispensable for effective electronic portfolio development. The role of an electronic portfolio is to provide learners and teachers a powerful tool for demonstrating the advancement over time, which is the elementary assessment of a portfolio.

They are also named as e-Portfolios, Web-Folio, e-Folio. Those are applications based on educative which consist on personal digital records containing different activities. An electronic portfolio should have: relevant information, save activities, add reflections and comments, objectives, methodology, Store and manage educational or reference materials, etc.

What should an e-portfolio contain?

An e-Portfolio is an educative tool used since many years ago in different countries especially in the United States. The main purpose of e-portfolios is collect all information given during the school year or at the end of each class unity; it is a way of a continue evaluation because a portfolio cannot be done in a day, week or month it should be done throughout the course. An e-portfolio must have essential

things such as: activities, test, reflections, knowledge, process, preparation, pictures, objectives, comments, etc.

Furthermore, according to IMS (Multimedia System), each e-Portfolio must have the following features:

Identification: it is the identity of ePortfolio owner, it should have the name, contact information, and demographics information.

Affiliation: It is a professional membership.

Product: it is all material that can be store electronically produced by the Owner.

Rubric: it is how a portfolio part is to be assessed.

Relationship: it will be portfolio Part-elements.

Competency: In this part, the owner of the portfolio must explain wich abilities and skills will be acquired.

Goal: it means the objective of the e-Portfolio possessor.

Reflexion: it is to give a general comment identifying strengths and weaknesses of the done tasks.

Transcript: is it to summary records of the academic performance.

Activity: makes a record activities developed in class

Access code: it is the password for a better work security.

Free access: it is an advantage because anyone has access.

2.2 PHILOSOPHICAL BASIS

Ausubel (1968) proposes that students' learning depends on the cognitive structure that is a set of concepts and ideas in a particular field of knowledge, as well as its organization. Therefore, in the process of learning orientation, it is vital to know the student's cognitive structure; not only about knowing the amount of information it has, but what are the concepts and propositions that handles as well as its degree of stability. This means that despite learners do not have scientific knowledge they have experiences which have to be used in order to learn new learning so it is the learning in which a student relates the new information with the already information had redesigning and reconstructing both into the process.

The Vygotsky theory (1980) is based specifically in the socio-cultural learning of the student and his environment. He considered that learning is a fundamental part in the learners' personal development. In his opinion, the best teaching is the interaction with the environment in which a person grows. School learning must be consistent with the child's development level. Learning proceeds smoothly in group situation where knowledge is not objects that go by one to another but they are something that is constructed through cognitive skills that are included in social

interaction. In this case, in order to students have social interaction with others, it is important to develop language to communicate and written language is also a way of communication, therefore, it is fundamental to practice and domain this skill.

Dewey (1998) described that education is a constant construction of experiences. The school and society was a great influence work, in which explained that education is the medium by which people claim to have a chance to survive. According to Dewey (1998), any educational system should satisfy the four basic psychological needs of the child: experiences, ideas, reflection and learning. Hence, teachers are the agents through which knowledge and skills are communicated and rules of conduct enforced.

Bright (2007) notes that in today's world, being able to write effectively contribute enormously to a students' ability to successfully navigate future life's demands and expectations. For example, it allows students to compose paragraphs in letters, memos, e-mails, and others or write cards and thank-you notes in their personal lives. Writing provides students with the opportunities to express themselves creatively. Writing exercises, such as, writing lists supports students to clarify their ideas or thoughts and their daily routines.

Gallagher (2006) makes the point that it is one thing to assign writing activities to students; it is another to teach them how to write in those activities. Students are being asked to write to elevated writing standards without the proper level of

writing instruction. Hence, students need a correct writing support by teachers and it is necessary to assign writing tasks related to interesting and engaging topics for students.

Kumari (1998) mentions that as information technologies become increasingly accessible resources for educators to use in their teaching activities, meaningful integration of these resources into learning activities becomes a fundamental issue for pre-service and in-service teacher education. Therefore, teachers will need to confront the vast amount of information that the Internet hosts and develop the ability to harness this resource purposefully and productively in their classrooms.

Cambridge, Cambridge and Yancey (2009) note that *learning about portfolios* in the past has become *portfolio learning* in the present through a shift in emphasis from the implementation to inquiry. Likewise, when electronic portfolios emerged in the educative field, many educators realized the possibilities for eportfolios uses for improving documenting and assessing how students learn. This means that teachers need to be ready for the diverse future challenges; and they must start using technology as mediums to survive using computers which help them to get reflective thinkers, developers, solver problems and self-evaluator of their own learning.

2.1 FUNDAMENTAL CATEGORIES

Autonomous works: It is the act of work independently, self-controlling and not governed by others deciding the best way to achieve a task established by professor.

Technological tools: Technological tools are methods that are used into the teaching learning process it also driving the way that teachers teach and student's learned. There are many educational technology tools available to use in English classroom

Writing skills: Writing skills are an important part of communication that allows students to place ideas, feeling and creativities into a text. It is important to have well- organized writing because good writing skills let to communicate messages with clarity information and easy to understand to a far larger audience than through face to face or telephone conversations.

Grammar skills: Grammar is the Branch of linguistic that deals with syntax and morphology, sometimes also phonology and semantics a series of rules and the order to have a better sentences understanding.

I.C.T. Information and communications technology: It is the unification of all telecommunications use around the world with the purpose of informs and keeps entertained to people in a nice way using the technology. According to UNESCO (2002) information and communication technology (ICT) can be view as the combination of computer and communication technology there is where different kinds of ICT educative tools come from as mails, media conferences, television, interactive applications, voice response system, audio-cassettes, cods, programs, etc.

Electronic portfolio: A portfolio is a compilation of work developed across study time. The electronic portfolio is different way to arrange, store and illustrate pieces of work. The electronic portfolio allows designing a colorful and entertainment works using the technology, which may include videos, audio, pictures, etc. in addition electronic portfolios are becoming nowadays a popular alternative because they offer the opportunity to review, correct and add virtual resources in an asynchronous manner.

Cuadernia: It is a digital application that allows teachers and its other users the design and creation of eBooks or ePortfolios in order to present students dynamic and virtual activities that promote a better learning.

Synchronic: It is the interchange of information through internet in a real time. It is also a kind of communication that exists between people and computers is mediated by computers.

Asynchronous: Asynchronous refers to the event that has no place in temporary total correspondence with another event. Asynchrony also refers activities that do not require the simultaneous connection of the facilitator and participants, but everyone involved in their own time. One example is the asynchronous forums in which all participate in the conversation, but at different times.

Grammatical competences: It is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication using the morphology.

Sociolinguistic competence: It is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

Discursive competence: Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, it involves how to relate different types of discourse what is going to involves, be able to relate information in a coherent way to the readers and hearers.

Strategic competence: It means the use of verbal and non-verbal communication, to better the lack of grammatical comprehension that a speaker has in order to promote an effective communication and compensate failures that limit communication.

Informative tool: The Internet is a good way to keep information. There are various tools to search information such as books, encyclopedias, world atlas, Google sites. Etc.

Situating tool: With the use of this, teacher or students can create real situations, using student's imagination and experiences in real time using virtual media.

Constructive tool: It means to construct students own understanding.

Communicative tools: These tools can be used to communicate in real and non-real time.

Specific tools: This includes all the tools that have been created specifically for the creation and use of electronic portfolios. It can be programs installed in the computers based on free software.

Document management tools: Those are programs used to create portfolio for example Microsoft office Word, PDF, open office, etc. which replace the portfolio handwriting. Handwriting portfolios are useful but do not have the advantages than offer an electronic portfolio.

Social software tools: those are set of communication tools that facilitate the interaction and collaboration; this includes digital publishing systems, such as wikis and weblogs, Cuadernia app, etc. which can serve as digital portfolios.

Virtual environment Tools: Those are tools like blog and virtual communities which serve to exchange information, some of them also include a space for an e-portfolio. Those are designed to promote learning through shared knowledge, conversation and reflection in an academic / social context.

2.4 LEGAL BASIS

In the development of this research, it was necessary to focus on the following laws: Constitution of Ecuador, Law of Intercultural Education and the Childhood and Adolescence Code.

Constitution of Ecuador

With the purpose of improving peoples' standards lives, Ecuadorian constitution has promoted an intercultural and bilingual education. The main objective of this system is to offer learners the opportunity to have communication with members of other nationalities, towns and communities. In our country, this system has increased from the smallest to the biggest cities.

For the development of this investigation, the author based on the article 27 form the Constitution of Ecuador. This article is focused on the development of human beings, respect of human rights, and the environment. People must be educated without any kind of discrimination, taking into account justice, solidarity and peace; stimulating critical thinking, art and development of intellectual abilities and capabilities.

Moreover, the author based this research on the article 28. In this article, it is established that public education must be universal and free for the whole educative period of Ecuadorian citizens. People have the right to be involved in the educative process interchanging ideologies of different cultures.

The investigator also analyzed the article 29 and mentions that this article mainly refers to the right that all people who live in Ecuador have the right to get an education of high level standards. Learners also have the right to study according to their language and culture.

Law of Intercultural Education

The author analyzed the article 4 from the Intercultural Education Law. In this article, it is determined that the Constitution of Ecuador will guarantee the necessary condition for the realization of human rights, holding a quality education secular, free and available in the initial, basic and high school level.

Furthermore, the article 185 was analyzed and it can be said that it is about the evaluation and it refers that students must have a principal purpose that teacher guide students in an accurate, relevant and timely way in order to help them to achieve their goals.

Finally, the author based the investigative work on the article 186. This article establishes that the kind of evaluation must be according to each purpose:

Diagnosed: it is applied at the beginning of each period.

Training: it is applied during the teaching learning processes and help to know students achievements.

Summative: it is applied at the end of each period.

Childhood and Adolescence Code

The author also analyzed the article 37 from the Childhood and Adolescence Code. This article establishes that all children and adolescents from the country have the

right to receive a good and appropriate education. The code of childhood and adolescence mentions that the educative authorities have the obligation to guarantee the access to an education for all children and teenagers; promoting and respecting their cultural and national identity. Furthermore, the State is responsible to ensure that educational institution offer good educative services.

2.5 HYPOTHESES

The use of an electronic portfolio will develop writing skill in students of 10th grade at Escuela de Educación Básica “José Pedro Varela”

2.6 VARIABLES OF STUDY

2.6.1 Dependent Variable: Writing Skill

2.6.2 Independent Variable: The use of an electronic portfolio

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The use of an appropriate methodology ensures the relationships established between the results obtained or the new knowledge acquired with the highest level of accuracy and reliability. To carry out the research project, it was necessary to define various aspects that have been selected which will be explained below:

3.1.1 Observation method

Observation helped to know how to select what to analyze, to prove that the object observed was reliable, it should be as objective as possible, to take into account what was important to pay attention and discard the useless aspects. The observation method was useful because it allowed the researcher to determine the causes that affect the English writing skill development.

3.1.2 Experimental- analytical method

It was based in the previous study and the control between cause and effect and it was unable to reveal the essential relations and fundamental characteristics of the studied object analyzing one or more variables and observed its effect on other variables.

3.1.3 Analysis–synthesis

Analysis and synthesis are closely connected because analysis consists in separate all part to study individually begins by identification of each parts that characterize a reality so it is the causal relationship between the elements of the set investigated on the other hand synthesis join together again in order to get a result proceeds from the simple to the complex, from the cause to the effect, from individual part to the whole, those were the reasons why was used this method. The analysis and synthesis methods were used to gather important information about the improvement of English writing skills in students of tenth grade at EGB “José Pedro Varela” using the e-portfolio.

3.1.4 Quantitative method

It was used to explain events through the collection of all necessary information, explain the phenomena through causal relationships. With the use of this method was easy to obtain statistical results of the surveys.

3.1.5 Qualitative method

It consisted in acquire wide explanation information to understand English writing skill students problems and the reasons why they cannot solve that problem basing on the data information from English test and studying their surroundings.

3.1.6 Comparative method

Finally, it was necessary to apply the comparative method to prove how students were at first and how the project development helps them. Comparative method is to put two or more phenomena's, one beside the other, to establish their similarities and differences.

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 Field research

It was important and helpful to get updated information at Escuela de Educación Básica “José Pedro Varela” regarding the use of an electronic portfolio for increasing English writing skills; it was applied specifically in students of tenth grade since it is target population involved in the problem. In this case, the field research was used in order to analyze the population related in this proposal investigation directly.

3.2.2 Applied research

It referred to specific study and research that seeks to solve problems. This type of research allowed determining the use of an electronic portfolio will increase English writing skills in the tenth year students from Escuela de Educación Básica “José Pedro Varela”. Through this kind of research, it was established that the implementation of this proposal was useful for students and English teachers.

3.2.3 Descriptive research

It consisted in describing and determining the frequency which something occurred; it dealt with everything that can be studied. So it was necessary to describe the effects that students would have with the use of an electronic portfolio.

3.2.4 Ethnographic research

It was important to know the culture in which students of Escuela de Educación Básica “José Pedro Varela” grew because it depended on it the design of activities to be used in the electronic portfolio.

3.2.5 Historical research

It involved the analysis of events in the remote or recent past where came the central cause of students' problem. Additionally, the historical research was used in order to find and analyze previous and relevant investigations about the implementation of an electronic portfolio.

3.2.6 Bibliographic research

It allowed searching and selecting scientific-theoretical foundation of the subject of investigation, to search definitions advantages, disadvantages and main topics about the use an electronic portfolio and the impact that this have in students that use it.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research is composed by all 78 students of the tenth grade from Escuela de Educación Básica “José Pedro Varela”. Students are divided in two sections 10th “A” and “B”, English teacher (2) and the Principal of the Institution (1). The populations are explained bellow in the following chart.

Chart 1: Population

N°	DESCRIPTION	QUANTITY	PERCENTAGE
1	Escuela de Educación Básica “José Pedro Varela” Principal	1	1%
2	English language teachers	2	3%
3	Students of tenth grade “A”	39	48%
4	Students of tenth grade “B”	39	48%
TOTAL		81	100%

Author: Jazmine Barzola Tigrero

3.3.2 Sample

Samples are used in statistical case when the population size is large, but for the development of this research project, it is not necessary to make a sample because the population is too short. The 100% of the population will be studied, using all the data collected.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent Variable: The use of an electronic portfolio

Chart 2: Independent Variable

CONCEPTUALIZATION	DIMENSION	INDICATOR	ITEMS	TECHNIQUES AND INSTRUMENTS
It is a collection of electronic evidences assembled and managed by a user, usually on the Web. Such electronic evidence may include inputted text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time.	Teaching process Objectives Electronic portfolio ICT	Independent work Tools Formative assessments	Are students involved in the use of technology? Will the use of an electronic portfolio help students to improve writing skill in students? Are students ready to use an electronic portfolio? Does the teacher apply the right didactic material in the classroom? It is important to evaluate students for measure students' level?	Interview Survey Camera Video-camera

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3.4.2 Dependent variable: Writing and grammar skills.

Chart 3: Dependent Variable

CONCEPTUALIZATION	DIMENSION	INDICATOR	ITEMS	TECHNIQUES AND INSTUMENTS
<p>Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into well-constructed text with the use of grammar both are an important part of communication.</p>	<p>Learning process</p> <p>Objectives</p> <p>Significative learning</p>	<p>Skills</p> <p>Constructivism</p> <p>Methodological strategies.</p>	<p>It is important to develop writing skills in students?</p> <p>Are you agree that writing and grammar must be connected?</p> <p>Does the teacher develop writing skills into the classroom?</p> <p>Will methodological strategies help students develop writing skill?</p>	<p>Interview</p> <p>Survey</p> <p>Camera</p> <p>Video-camera</p>

Author: Jazmine Barzola Tigrero

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 TECHNIQUES

Techniques are systematic procedures that help researchers in the organization of data collection, it was necessary to use the right techniques for having a well-organized work structure and a complete data collection technique. These techniques were:

3.5.1.1 Direct Observation

It is a technique that involved carefully the observation of the phenomena, fact or event, taking information for later analysis.

3.5.1.2 Survey

It was performed in order to obtain information which was generally a person knowledgeable in the research field providing exactly information that helped the development of the project.

3.5.1.3 Interview

It was used to collect opinions through questionnaires or interviews in general or specific shows, with the purpose of clarify interest of the interviewer. The interview was applied to an English language specialist.

3.5.2 INSTRUMENTS

3.5.2.1 Notebook

This instrument helped to take notes of the different activities, unknown words, dates, etc. All things that happened during the research development were written down in a notebook as a reference.

3.5.2.2 Camera, video camera

This instrument helped to catch scenes, images and videos which will be evidence in the development of the implementation of use of an electronic portfolio in students of tenth grade.

3.5.2.3 Questionnaire

These are a popular means of collecting data, this was a document elaborated with several questions in order to have truthful and useful information.

3.6 DATA COLLECTION PLAN

The data collection plan was done because it helps to ensure that the data gathered contain real information prevents errors that commonly occurs, this was develop according with surveys and interviews using mathematical and statistical charts.

Chart 4: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To increase English Writing skills in students.
2. From which people or subject?	The tenth grade English students.
3. about what aspects?	Writing and grammar skills using an electronic portfolio.
4. Who?	UPSE
5. To whom?	Students of tenth grade.
6. When?	2015-2015
7. Where?	At Escuela de Educación Básica “José Pedro Varela”
8. How many times?	Once a year during the academic year 2015-2016
9. How?	Individually and by groups
10. What data collection techniques?	Survey, interview, direct observation.
11. With What?	Questionnaires, camera, notebook.

Author: Jazmine Barzola Tigrero

3.7 DATA PROCESSING PLAN

Chart 5: Data Processing Plan

DETERMINATION OF A SITUATION	DATA RESEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SITUATION
According with the interview realized to the principal and students at Escuela de Educación Básica “José Pedro Varela”, it was proved that students do not used any technological tool to reinforce English writing skills.	After to find out what was the specific problem, the investigator started to search and looking for information related to the problem at: internet, books, articles forums, videos.	Once the problem was established in the Escuela de Educación Básica “José Pedro Varela”, surveys and interviews were made which were analyzed with the purpose of developing a proposal in order to find a solution to the problem that was discovered.	With the collected data, it was proved the lack of writing exercises of the tenth grade students from Escuela de Educación Básica “José Pedro Varela”; it was necessary to take into account English teachers and school principal in order to increase English writing skills.	With the implementation and use of an electronic portfolio will increase English writing skills in students of tenth grade.

Author: Jazmine Barzola

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Survey directed to EGB “José Pedro Varela” students

Objective of the survey: To determine the opinion of tenth grade students from Escuela de Educación Básica “José Pedro Varela” about the importance of developing writing skills and the influence of using an electronic portfolio to achieve this goal.

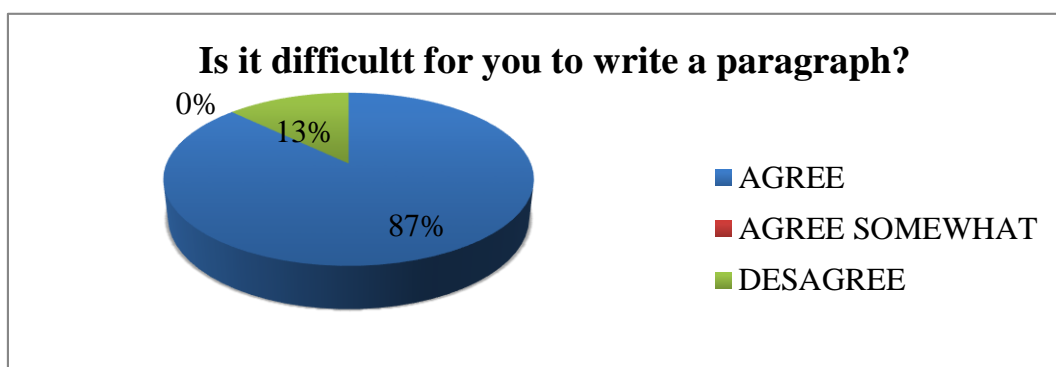
QUESTION 1: Is it difficult for you to write a paragraph?

Objective: To determine the difficulty of students for writing a paragraph.

Chart 6: Students’ difficulty to write a paragraph

IS IT DIFFICULT FOR YOU TO WRITE A PARAGRAPH?		QUESTION N° 1
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	68	87%
AGREE SOMEWHAT	0	0%
DESAGREE	10	13%
TOTAL	78	100%

Graphic 1: Students’ difficulty to write a paragraph



Source: Escuela de Educación Básica “José Pedro Varela” students.

Author: Jazmine Barzola Tigero

Interpretation: According to the survey, 87% of students agreed that writing is difficult for them and 13% disagreed.

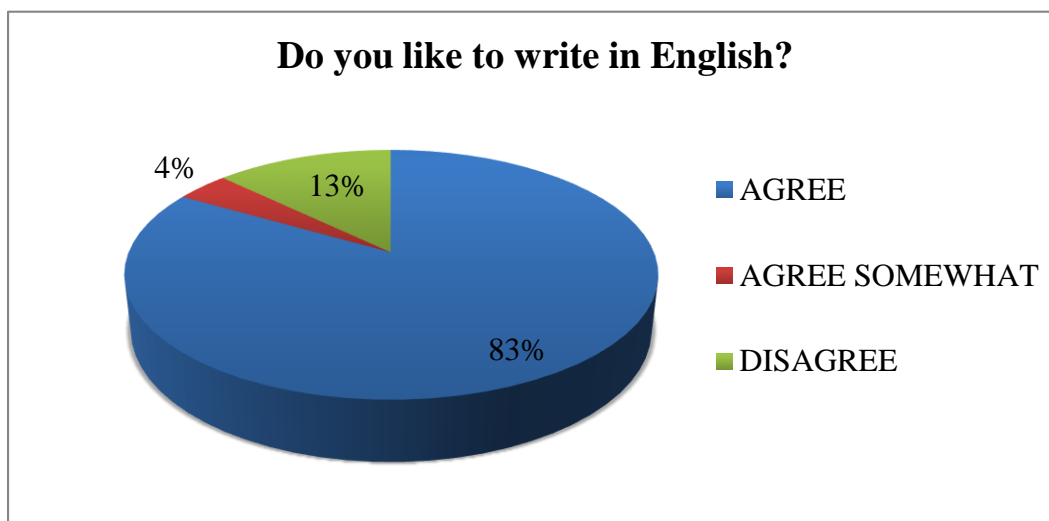
Question 2: Do you like to write in English?

Objective: To identify if students like to write in English.

Chart 7: Students' acceptance about writing in English

DO YOU LIKE TO WRITE IN ENGLISH?		QUESTION N° 2
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	65	83%
AGREE SOMEWHAT	3	4%
DISAGREE	10	13%
TOTAL	78	100%

Graphic 2: Students' acceptance about writing in English



Source: Escuela de Educación Básica "José Pedro Varela" students.

Author: Jazmine Barzola Tigero

Interpretation: Most students (83%) like to write in English because they think that writing is a good way to show their feelings and emotions; 4% mentioned that they agreed somewhat and finally, 13% do not like writing at all.

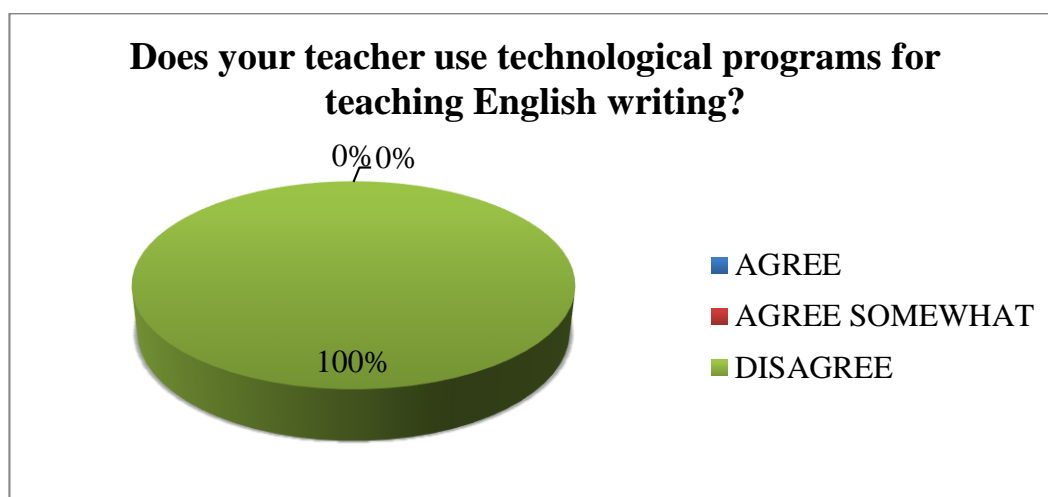
Question 3: Does your teacher use technological programs for teaching English writing?

Objectives: To verify if students use ICT into the learning English process.

Chart 8: Application of technological programs for teaching writing

DOES YOUR TEACHER USE TECHNOLOGICAL PROGRAMS FOR TEACHING ENGLISH WRITING?		QUESTION N° 3
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	0	0%
AGREE SOMEWHAT	0	0%
DISAGREE	78	100%
TOTAL	78	100%

Graphic 3: Application of technological programs for teaching writing



Source: Escuela de Educación Básica “José Pedro Varela” students.

Author: Jazmine Barzola Tigero

Interpretation: In this question, it was verified that teacher does not use any technological program for teaching English writing.

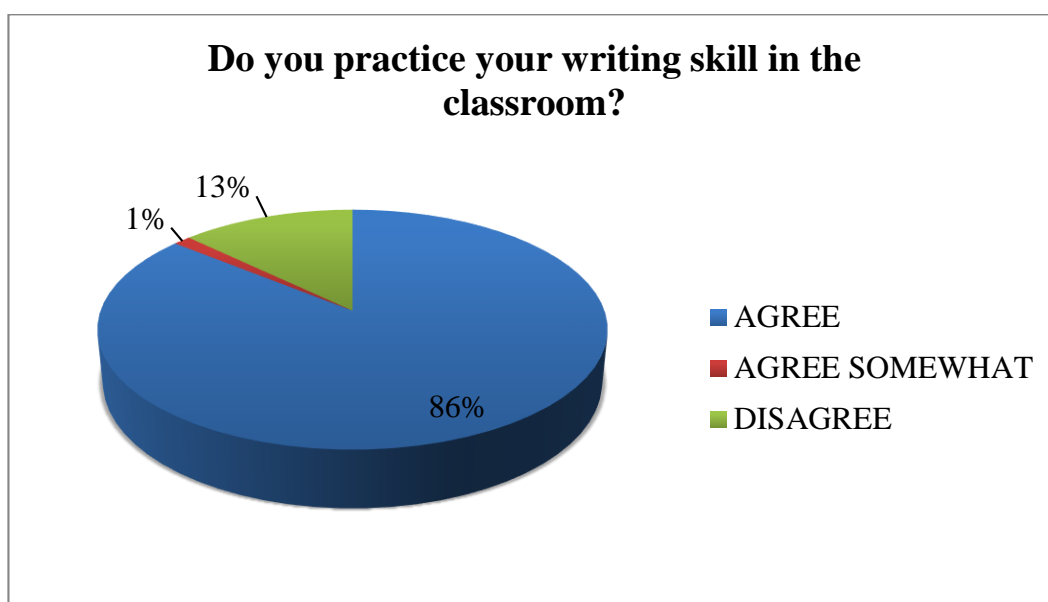
Question 4: Do you practice your writing skill in the classroom?

Objective: To know if teachers make students practice writing in the classroom.

Chart 9: Practice of writing skill in the classroom

DO YOU PRACTICE WRITING SKILLS IN THE CLASSROOM?		QUESTION N° 4
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	67	86%
AGREE SOMEWHAT	1	1%
DISAGREE	10	13%
TOTAL	78	100%

Graphic 4: Practice of writing skill in the classroom



Source: Escuela de Educación Básica “José Pedro Varela” students.

Author: Jazmine Barzola Tigero

Interpretation: According to the survey, 86% of students practice English writing in the classroom; 13% do not practice this skill at all and 1% practice writing partially.

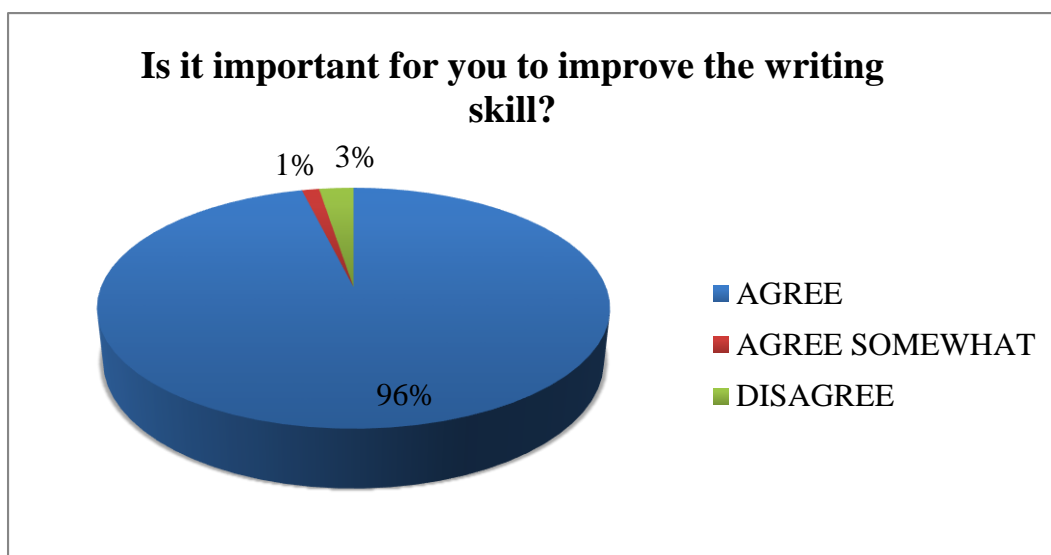
Question 5: Is it important for you to improve the writing skills?

Objective: to determine the importance in the development of English writing skill.

Chart 10: Importance of improving writing skill

IS IT IMPORTANT FOR YOU TO IMPROVE THE WRITINGS SKILLS?		QUESTION N° 5
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	75	96%
AGREE SOMEWHAT	1	1%
DISAGREE	2	3%
TOTAL	78	100%

Graphic 5: Importance of improving writing skill



Source: Escuela de Educación Básica “José Pedro Varela” students.

Author: Jazmine Barzola Tigero

Interpretation: According to the results, 96% considered that improving writing skill is important; 3% disagreed and 1% agreed somewhat.

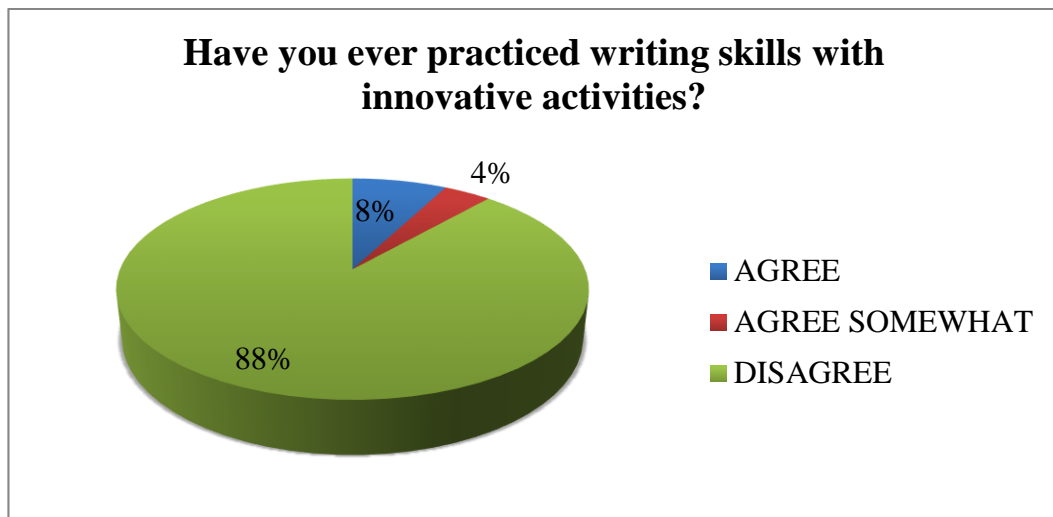
Question 6: Have you ever practiced writing skills with innovative activities?

Objective: To verify if students have learnt writing skill with innovative activities.

Chart 11: Writing practice with innovative activities

HAVE YOU LEARNT WRITING SKILLS WITH INNOVATIVE ACTIVITIES?		QUESTION N° 6
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	6	8%
AGREE SOMEWHAT	3	4%
DISAGREE	69	88%
TOTAL	78	100%

Graphic 6: Writing practice with innovative activities



Source: Escuela de Educación Básica “José Pedro Varela” students.
Author: Jazmine Barzola Tigreiro

Interpretation: The result shows that most students (88%) have never practiced writing skills with innovative activities; 8% answered they have practiced writing with innovative activities and 4% agreed somewhat.

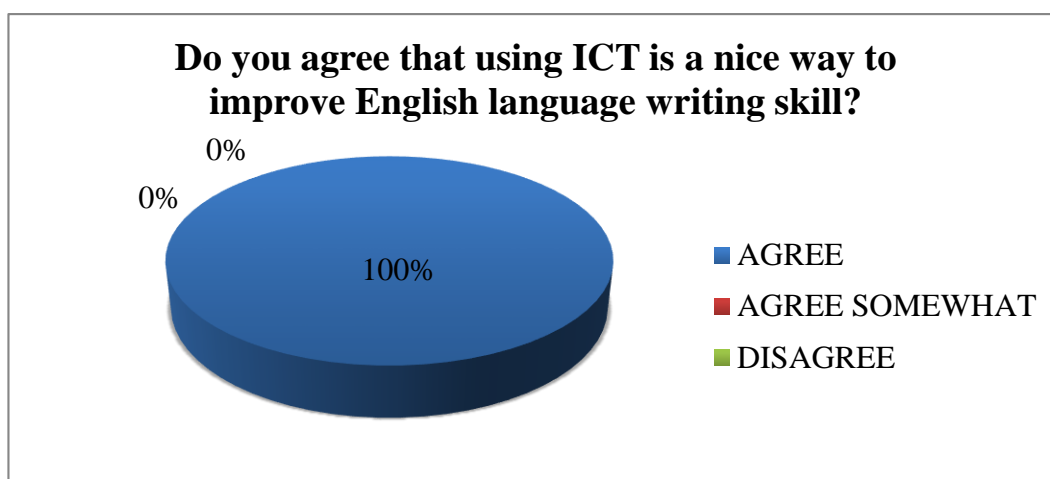
Question 7: Do you agree that using ICT is a nice way to improve English Language writing skill?

Objective: To know the importance of using ICTs to improve English language writing skill.

Chart 12: Importance of using ICTs to improve English writing

DO YOU AGREE THAT USING ICT IS A NICE WAY TO IMPROVE ENGLISH LANGUAGE?		QUESTION N° 7
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	78	100%
AGREE SOMEWHAT	0	0%
DISAGREE	0	0%
TOTAL	78	100%

Graphic 7: Importance of using ICTs to improve English writing



Source: Escuela de Educación Básica “José Pedro Varela” students

Author: Jazmine Barzola Tigero

Interpretation: 100% of students agreed that they can learn the English language writing skill using ICTS.

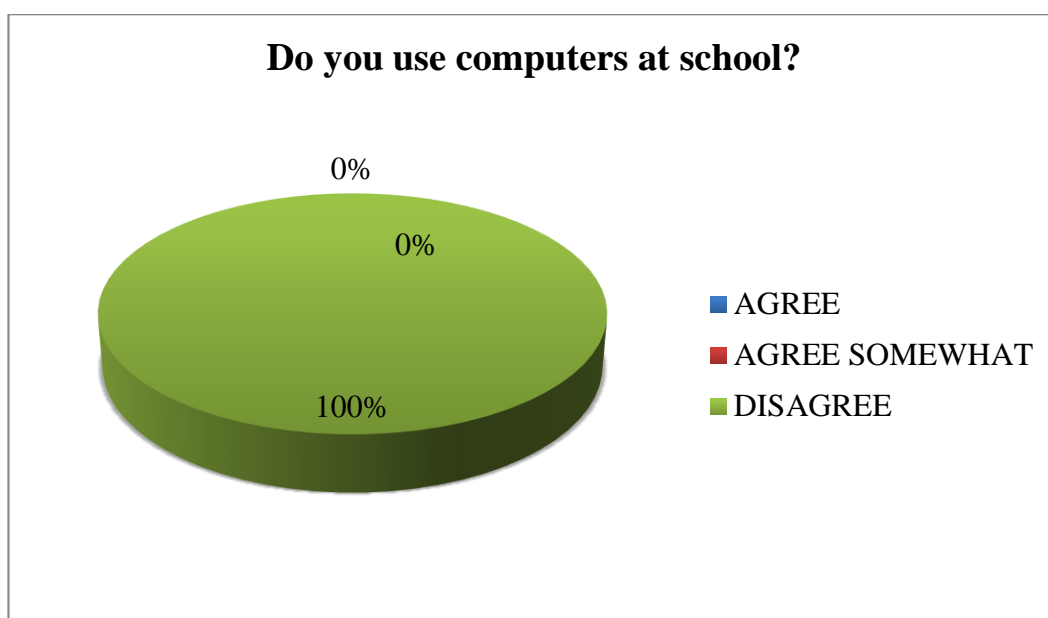
Question 8: Do you use computers at school?

Objective: To determine the use of computers at school.

Chart 13: The use of computers at school

DO YOU USE COMPUTERS AT SCHOOL?		QUESTION N° 8
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	0	0%
AGREE SOMEWHAT	0	0%
DISAGREE	78	100%
TOTAL	78	100%

Graphic 8: The use of computers at school



Source: Escuela de Educación Básica “José Pedro Varela” students.

Author: Jazmine Barzola Tigreiro

Interpretation: 100% of the surveyed students answered that they do not use computers to practice writing skill.

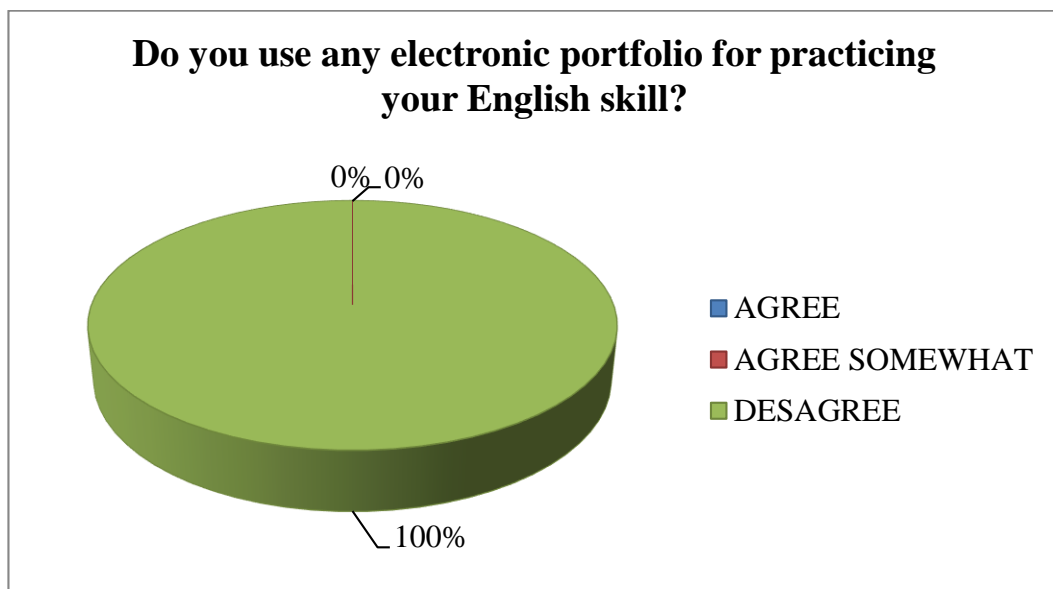
Question 9: Do you use any electronic portfolio for practicing your English skill?

Objective: To establish the use of any electronic portfolio for practicing English skill.

Chart 14: Use of electronic portfolios for practicing writing

DO YOU USE ANY ELECTRONIC PORTFOLIO FOR PRACTICING YOUR ENGLISH SKILL?		QUESTION N° 10
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	78	100%
AGREE SOMEWHAT	0	0%
DESAGREE	0	0%
TOTAL	78	100%

Graphic 9: Use of electronic portfolios for practicing writing



Source: Escuela de Educación Básica “José Pedro Varela” students.
Author: Jazmine Barzola Tigrero

Interpretation: 100% of students answered that they do not used any electronic portfolio for practicing their English skill.

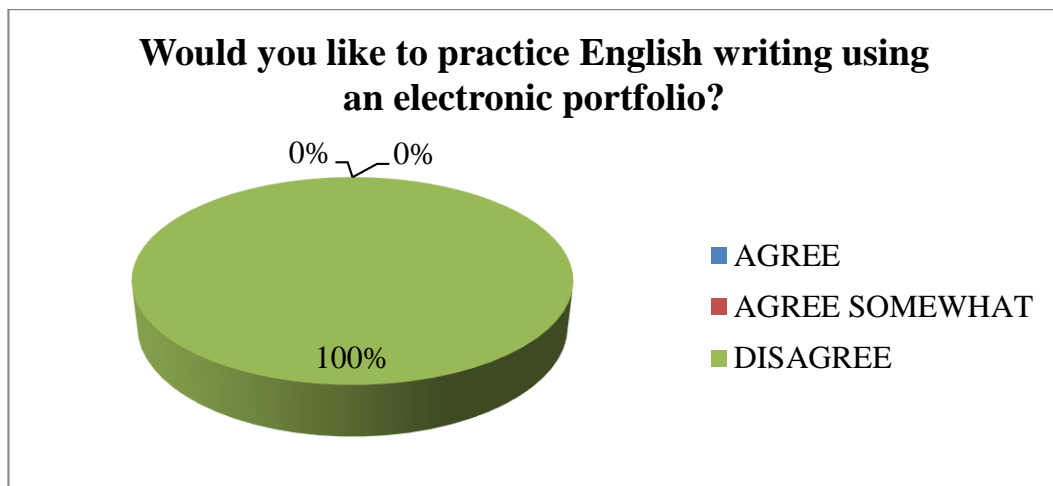
Question 10: Would you like to practice English writing using an electronic portfolio?

Objective: To determine the students’ acceptance of using an electronic portfolio for practicing English writing.

Chart 15: Students' acceptance of using an electronic portfolio

WOULD YOU LIKE TO PRACTICE ENGLISH WRITING USING AN ELECTRONIC PORTFOLIO?		QUESTION N° 9
ALTERNATIVES	FREQUENCY	PERCENTAGE
AGREE	0	0%
AGREE SOMEWHAT	0	0%
DISAGREE	78	100%
TOTAL	78	100%

Graphic 10: Students' acceptance of using an electronic portfolio



Source: Escuela de Educación Básica “José Pedro Varela” students.
Author: Jazmine Barzola Tigero

Interpretation: 100% the surveyed students would like to practice English writing using an electronic portfolio.

3.8.2 Interview directed to specialist

The interviewed specialist was Lcdo. Kleber Loor Zambrano MSc. who supported and gave some important information and facts about technology uses and the importance to develop writing skills. The interviewee answered in the following way:

1. Do you think that is important to teach and learn English, in these times?

According to this question, the specialist affirmed that teaching and learning English as a second language is fundamental for the benefits that knowing a second language offers, such as, better job and academic opportunities.

2. Do you agree with the use of ICTs into the teaching learning process?

The interviewed specialist answered that right now the use of ICTs in teaching learning is highly important for all the people because teachers have the necessity to be able in the use of these tools in order to improve new ways of teaching.

3. Do you consider that using ICTs during lessons has a positive impact on learners?

In this question, Mr. Kleber Loor mentioned that the use of ICTs has a positive impact on learners when teacher knows how apply them in a pedagogical way. When a teacher is going to apply ICTs into the classroom must take into account their advantages and disadvantages and choose the best way of improvement for students.

4. Do you think that technology facilitates teachers and learners' works?

In the technological world, the use of ICTs provides students and teachers an easy and comfortable way of teach and learn. It is evident that using technology facilitates learning because in the past, teachers wasted time in writing classes on

the board but now it is easy to find educative pages in which students can practice.

5. Do you agree with the use of traditional strategies in teaching English?

Lcdo. Kleber Loor, MSc, said that the use of traditional strategies is obsolete because it is always important to innovate. If teachers work in a traditional way, students will get bored and as a result, they will not like to learn the English language.

6. Is it important for you to develop writing skills in students? Why?

According to Mr. Klebler Loor, it is important to work in all English language skills because students must think everything and must develop all skills to be better in daily life because English is emerged in every area of people's life.

7. Have you ever used an electronic portfolio in your English classes?

The specialist said that he haven't used any electronic portfolio as an e-book, but he argued convincingly that he uses different platforms in which he saves and upload important facts and evidences of the course.

8. Do you know if there is any application to design an electronic portfolio?

The interviewee answered that there are numerous applications for creating an electronic portfolio as Google drive, Learning management system, Issu, Cuadernia, etc. and all of them are a good option for using them, but the responsible of those applications have to consider their advantages and disadvantages.

9. Do you consider that an electronic portfolio could help students to improve their writing skills?

Lcdo. Kleber Loor, MSc. Considered that each technological tool used into the classroom help students to learn, so the use of and electronic portfolio aids learner to be better in speaking, vocabulary, listening, and writing as well, but teachers have to create technological tools according to students' necessities.

10. Do you recommend the use of an electronic portfolio in the educational field?

Finally, the specialist answered that electronic portfolios are used to reinforce students' knowledge, so their improvement is necessary in students with low academic performance. The specialist also made the point that using electronic portfolios in education field will help student to increase English Language.

3.8.3 Interview directed to EGB "José Pedro Varela" teachers.

Objective of the interview: To determine the opinion of English teachers from Escuela de Educación Básica "José Pedro Varela" about the importance of developing writing skills and the influence of using an electronic portfolio to achieve this goal.

Question 1: What English skills are you most focused on?

Interpretation: English teachers, Lcda, Letty Echeverría and Mr. Jefferson Pilligua, answered that they focus more on the practice of listening and speaking skills and in some cases they teach writing and grammar.

Question 2: Do you consider that writing skill is less taught and practiced nowadays?

Interpretation: Teachers considered that writing skill is less taught and practiced nowadays because is the most complicated due to the grammatical rules, so teachers prefers to teach vocabulary listening and speaking.

Question 3: Do you consider that writing skill is an important way to communicate?

Interpretation: English teachers considered that writing is an important way of communicating with others.

Question 4: Do you think that writing exercises from the English books that government provides are comprehensible for students?

Interpretation: English teachers considered that writing exercises from English books are comprehensible for students but it is important to use extra activities that motivate students to practice the English language.

Question 5: Do you use ICTs to improve students' English writing skill?

Interpretation: Both English teachers answered that they do not use ICTs for improving the English writing skill of their students.

Question 6: Do your students work independently in the classroom?

Interpretation: English teachers considered that their students work independently in the classroom.

Question 7: Would you like to be trained for using ICTs into the English language teaching-learning process?

Interpretation: Lcda. Letty Echeverría and Mr. Jefferson Pilligua expressed their desire of being trained in the use of ICTS for the improvement of the English language teaching and learning.

Question 8: Have you ever used an electronic portfolio in your English writing classes?

Interpretation: English teachers answered that they have never used an electronic portfolio for their English writing lessons.

Question 9: Do you think that using of an electronic portfolio will increase students writing skills?

Interpretation: English teachers considered that using an electronic portfolio, students can improve their writing skill.

Question 10: Would you like to use an electronic portfolio in your English writing classes?

Interpretation: English teachers expressed their desire of using an electronic portfolio for teaching English writing skill.

3.8.4 Results chart-students

Chart 16: Result students' chart

N°	QUESTIONS	AGREE		AGREE SOMEWHAT		DISAGREE		TOTAL	
		Q	%	Q	%	Q	%	Q	%
1	Is it difficult for you to write a paragraph?	68	87	0	0	10	13	78	100
2	Do you like to write in English?	65	83	3	4	10	13	78	100
3	Does your teacher use technological programs for teaching English writing?	0	0	0	0	78	100	78	100
4	Do you practice writing skills in the classroom?	67	86	1	1	10	13	78	100
5	Is it important for you to improve the writing skills?	75	96	1	1	2	3	78	100
6	Have you ever practiced writing skills with innovative activities?	6	8	3	4	69	88	78	100
7	Do you agree that using ICT is a nice way to improve English Language writing skill?	78	100	0	0	0	0	78	100
8	Do you use computers at school?	0	0	0	0	78	100	78	100
9	Do Do you use any electronic portfolio for practicing your English skill?	45	58	0	0	33	42	78	100
10	Would you like to practice English writing using an electronic portfolio?	0	0	0	0	78	100	78	100

Source: English teacher at Escuela de Educación Básica "José Pedro Varela"

Author: Jazmine Barzola Tigero

3.8.5 Analysis of results- students

Results showed that students do not practice English writing skills at school and that is the reason why they cannot write correctly. They also stated that they do not practice at home; therefore, it will be necessary to take in account the necessity for looking for correct strategies with the purpose of increasing students' writing skills.

It is important to make the point that students in question one mentioned that they have difficulties at the moment of writing a paragraph. This is because they consider that English language has a complex grammar and therefore, they do not like writing in English.

On the other hand, most students affirmed that teachers are focused only on the exercises from the English books that government provides them and they do not use innovative activities constantly in order to motivate them into the learning process. Furthermore, it is important to emphasize that all students, in the question number ten, expressed their willingness to use an electronic portfolio for practicing and enhancing their writing skill because ICTs are ideal tool for achieving their academic goals.

3.9 Observation Guide

For the development of this investigation, it was important to design and apply an observation guide in order to have a clearer idea about the reasons of the problems in students of tenth grade at Escuela de Educación Básica “José Pedro Varela” to

produce the English language in its written form. The observation guide with the results are presented below:

3.9.1 Observation Class to Tenth Grade “A”

GENERAL INFORMATION	
INSTITUTION: Escuela de Educación Básica “José Pedro Varela”	COURSE: Tenth Grade “A”
OBSERVER: Jazmine Barzola Tigrero	OBSERVED TEACHER: Lcda. Letty Echeverría Quimí
OBJECTIVE: To evaluate the methodologies and strategies applied in the English language writing lessons.	

N°	DESCRIPTION	5	4	3	2	1
1	Teacher introduces the topic of the writing lesson.			X		
2	Teacher introduces the objective of the writing lesson.				X	
3	Teacher provides students a warm-up activity for introducing the lesson topic.					X
4	Teacher explains the grammar structures that are necessary for the writing lesson.		X			
5	Teacher provides students examples of the writing topic.				X	
6	Teacher applies any didactic resource for teaching the writing topic.				X	
7	Teacher applies any technological tool for teaching the writing topic.					X
8	Teacher applies different and additional writing exercises from the English book.					X
9	Students feel motivated during the writing activities.					X
10	Teacher evaluates students by applying different strategies.				X	
11	Teacher provides students feedback about the writing lesson at the end of the class.					X

Author: Jazmine Barzola Tigrero

3.9.2 Observation Class to Tenth Grade “B”

GENERAL INFORMATION	
INSTITUTION: Escuela de Educación Básica “José Pedro Varela”	COURSE: Tenth Grade “B”
OBSERVER: Jazmine Barzola Tigero	OBSERVED TEACHER: Mr. Jefferson Pilligua
OBJECTIVE: To evaluate the methodologies and strategies applied in the English language writing lessons.	

Nº	DESCRIPTION	5	4	3	2	1
1	Teacher introduces the topic of the writing lesson.			X		
2	Teacher introduces the objective of the writing lesson.				X	
3	Teacher provides students a warm-up activity for introducing the lesson topic.				X	
4	Teacher explains the grammar structures that are necessary for the writing lesson.			X		
5	Teacher provides students examples of the writing topic.		X			
6	Teacher applies any didactic resource for teaching the writing topic.				X	
7	Teacher applies any technological tool for teaching the writing topic.					X
8	Teacher applies different and additional writing exercises from the English book.					X
9	Students feel motivated during the writing activities.				X	
10	Teacher evaluates students by applying different strategies.				X	
11	Teacher provides students feedback about the writing lesson at the end of the class.				X	

Author: Jazmine Barzola Tigero

3.10 CONCLUSION AND RECOMMENDATIONS

3.10.1 CONCLUSIONS

The English language writing skill of tenth grade students at Escuela de Educación Básica “José Pedro Varela” have not been developed satisfactorily and it is important to emphasize on the importance of mastering this communicative skill.

The use of ICTs in the educational field is important due to the several advantages that they represent in learning a second language.

The implementation of an electronic portfolio will be a useful way to increase students writing skills. Electronic portfolios are technological aids that support a holistic assessment for teachers and a good way to develop such important skill as writing.

3.10.2 RECOMMENDATIONS

It is significant to recommend that students of tenth grade at Escuela de Educación Básica “José Pedro Varela” need to develop their writing skill due to the necessity of exchange and transmit their feelings, emotions, ideas, thoughts, etc.

It is recommended to be aware of the numerous advantages that ICTs offer. The application of technological tools will facilitate the presentation of the lesson contents, so students will be more engaged in the activities developed for the practice of their writing skill.

It is important to suggest teachers that the implementation of electronic portfolios during the English writing lessons will be an excellent aid for the betterment of the learning process of their students of tenth grade at Escuela de Educación Básica “José Pedro Varela”.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

“CUADERNIA AS A WEB TOOL FOR INCREASING STUDENTS’ WRITING SKILLS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ PEDRO VARELA”, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016”.

Executing Institution

Escuela de Educación Básica “José Pedro Varela”

Beneficiaries

Students of tenth grade at Escuela de Educación Básica “José Pedro Varela”

Location

La Libertad, Province of Santa Elena.

Estimated time for execution

6 Months

Responsibles:

Author: Jazmine Raiza Barzola Tigrero

Advisor: Lcda. Jeannette Elizabeth Cevallos Alcívar, MSc.

Budget: \$ 2,866.00

4.2 PROPOSAL BACKGROUND

After collecting all the information about the use of an electronic portfolio, it was obviously necessary to create a proposal which will help students of tenth grade to increase their English writing skill, according to the investigation, it was concluded that “Cuadernia”, as a web tool, aims students with low academic performance to increase their writing and grammar skills due to the benefits that this technological tool offers.

As it was mentioned during the research, the application of innovative programs plays an important role in students’ academic performance because, in the present time, students are living in a digital era where everybody uses technology for almost everything. In addition, it is also important to implement new web tools in the educative area because they promote a more dynamic and motivational learning.

“CUADERNIA” is a web tool that contributes to develop students’ writing skills because students will be encouraged by visualizing the contents of the English writing classes and therefore, they will start writing with motivation and deliberately. Furthermore, this app is useful for teachers because it promotes their creativity; teachers have the opportunity to choose a different the way of presenting students the activities for practicing writing skill.

The proposal “ Cuadernia as a web tool for increasing the writing skill of tenth grade students at Escuela de Educación Básica “José Pedro Varela”, La Libertad, Santa Elena Province, 2015-2016” attempts to contribute in the enhancement of the

students' writing performance avoiding the use of traditional methods that do not support the achievement of academic goals. Finally, it is important to mention that the content of this proposal is based on the English book level 1, but its writing topics were adapted to the reality of tenth grade students.

4.3 SIGNIFICANCE

Technological tools are being developed every day due to the increase of the different people's necessities from a globalized society. As technology expands, education should be also extended to adopt technology as a useful resource for upgrading the process of teaching and learning. Therefore, it is extremely important that educational programs and software are implemented using ICTs because they are useful tools that allow teachers to dynamically create digital classes, lessons or resources in order to engage students to the English language learning.

The general purpose of this work is to help students of tenth grade from Escuela de Educación Básica "José Pedro Varela" to increase their writing skill through the use of an innovating technological tool; Cuadernia is an application that permits teachers to design and develop e-books or electronic portfolios with a variety of activities and exercises to practice any skill. This app is excellent for students to practice writing skill because they will be engaged by visualizing the content of the subject digitally. The development of the proposal is detailed in the following pages in order to describe how the proposal was conducting and the results obtained after the proposal was fully applied.

4.4 OBJECTIVES

4.4.1 General

To increase English writing skill through the implementation of Cuadernia as an electronic portfolio for tenth grade students from Escuela de Educación Básica “José Pedro Varela” La Libertad, Province of Santa Elena, 2015 – 2016.

4.4.2 Specific

To determine the specific deficiency in students English writing skills

To design an electronic portfolio using “Cuadernia” with diverse writing activities and exercises

To train teachers and students for using the electronic portfolio appropriately

To implement “Cuadernia” as a web tool for increasing students’ writing skills

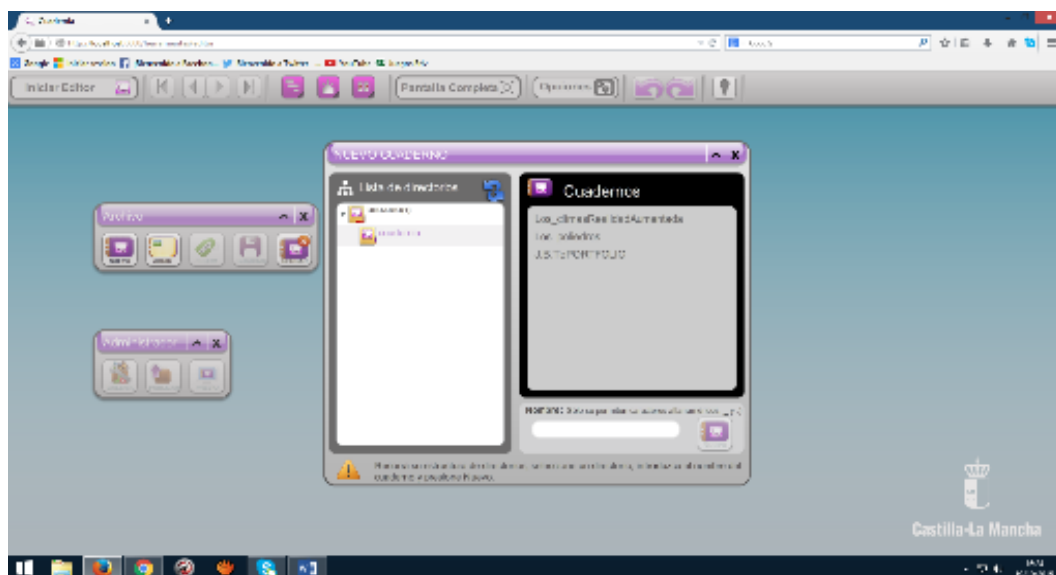
4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

Basically, using technological tools in the field of education is important due to the big and positive impact that exerts in the present days. The use of an electronic portfolio is significant due to the important role that plays in students’ academic performance. It is also useful to emphasize that Cuadernia is a good aid for the increasing and improvement of English writing skill for tenth grade students at

Escuela de Educación Básica “Jose Pedro Varela” located in La Libertad-Santa Elena Province.

The project was executed during the school year 2015-2016 with the purpose of strengthen students’ writing skill and grammar as well through the application of an electronic portfolio. The electronic portfolio is basically based in the compilation of additional activities, such as, crosswords, matching exercises, choosing the best option; fill in the blanks, and others that are related with the different unit contents from the English book. These activities are designed and developed in the e-portfolio in order to provide students a feedback with the expectation of increasing their writing skills.

4.5.1 CUADERNIA



Picture 1: Cuadernia Empty e-book.

Author: Jazmine Barzola Tigrero

Source: <http://localhost:6880/herramientas/editor>

Cuadernia is an application created by Oscar Guerrero Sánchez and his team 'Entornos Innovadores'. It is at teachers' disposal website of the Education Department of Castilla-La Mancha in Spain.

This application has a very simple management interface even for those teachers who do not have much knowledge in computers and technology; cuadernia has a real potential for supporting to make lessons more interesting and dynamic through the creation of eBooks or digital notebooks in order to show multimedia content and educational activities. The best of this app is the generation of digital content to support the knowledge acquired from the previous lessons. Additionally, cuadernia is a fun and entertaining software to help students to learn any topic playing with all the power offered by new technologies and the Internet.

The Cuadernia application has some tools that allow users to create their own materials; in this application, there is a variety of exercises that can be adapted to the learners' needs. Users can use a background, text, flash images, pictures, videos as well as speech bubbles, augmented reality objects and some other free applications in order to change the way of introducing or practicing a topic.

4.5.2 VARELA_EPORTFOLIO

The electronic portfolio designed for this proposal is named "Varela_ePORTFOLIO" which was created by the responsible of this project of investigation. It also has various sections which are, cover, table of content, a general objective, an introduction, feedback on each unit from the English book,

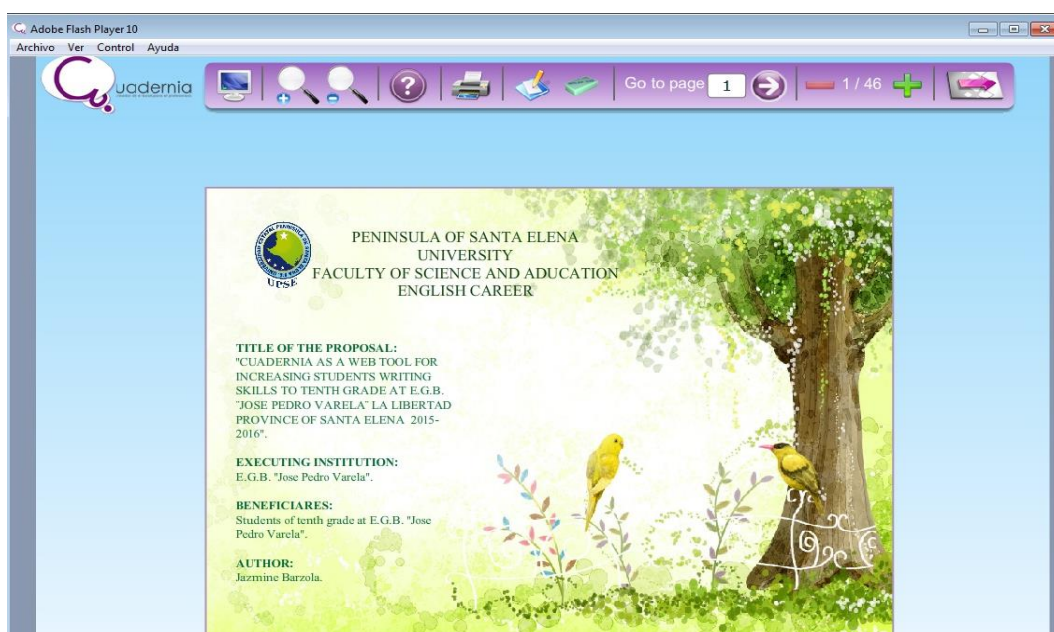
also each unit has three activities in which students have the opportunity to practice English writing skills in order to improve the written language production and finally a conclusion.

4.5.3 HOW TO ACCESS TO “Varela_ePORTFOLIO”

The access to the electronic portfolio is free because it was download in a zip version, so learners and teachers must just click on the folder in which it was saved the application and start to work on it. In addition, the e-portfolio was installed in all computers at Escuela de Educación Básica “Jose Pedro Varela” lab in order to be visualized for teachers and students.

4.5.4 DESCRIPTION OF “Varela_ePORTFOLIO”

4.5.4.1 Cover page



Picture 2: Varela e-PORTFOLIO cover
Author: Jazmine Barzola Tigero
Source: <http://localhost:6880/herramientas/edito>

The first page is the cover that allows knowing the title of the proposal, executing institution, the beneficiaries and the name of the author who developed the electronic portfolio.

4.5.4.2 Table of content page

In this section, there is a table of content that allows students to notice e-portfolio content. So students will have a general idea of what is in the e-portfolio.



Picture3: Table of content Page
Author: Jazmine Barzola Tigrero
Source: <http://localhost:6880/herramientas/edito>

4.5.4.3 General objective page

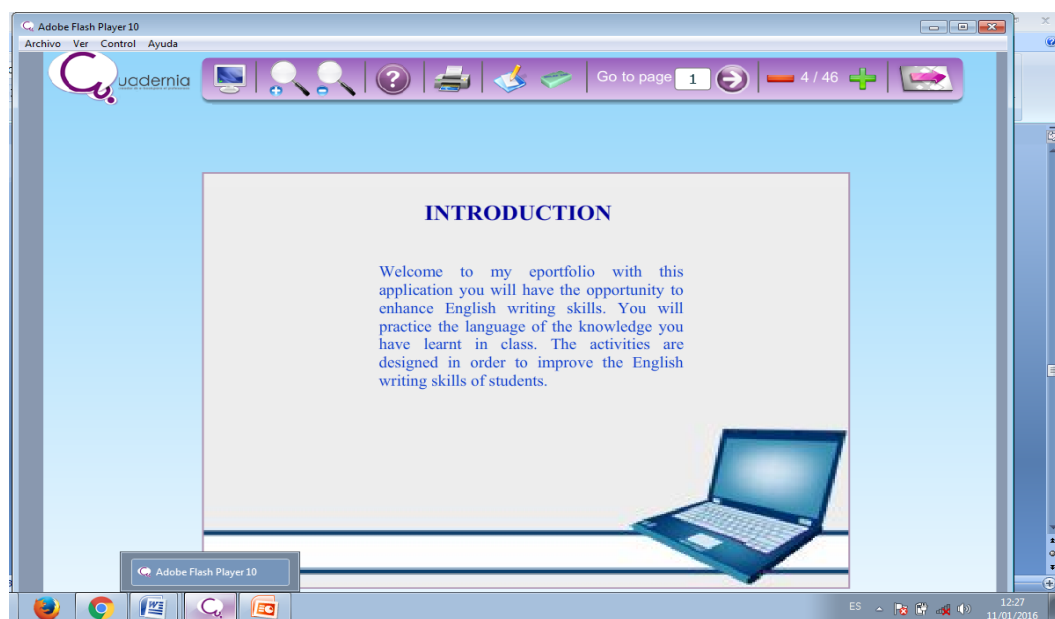
On this page, it is emphasized the general objective of the application, reasons why was created; it also names the beneficiaries and their academic level, and the time of execution.



Picture 4: Objective Page
Author: Jazmine Barzola Tigreiro
Source: <http://localhost:6880/herramientas/edito>

4.5.4.4 Introduction page

This page contains the introduction of the electronic portfolio for students and teachers as well. Additionally, it gives some important details about the activities.



Picture 5: Introduction Page
Author: Jazmine Barzola Tigreiro
Source: <http://localhost:6880/herramientas/edito>

4.5.4.5 Units from the Varela_ePORTFOLIO

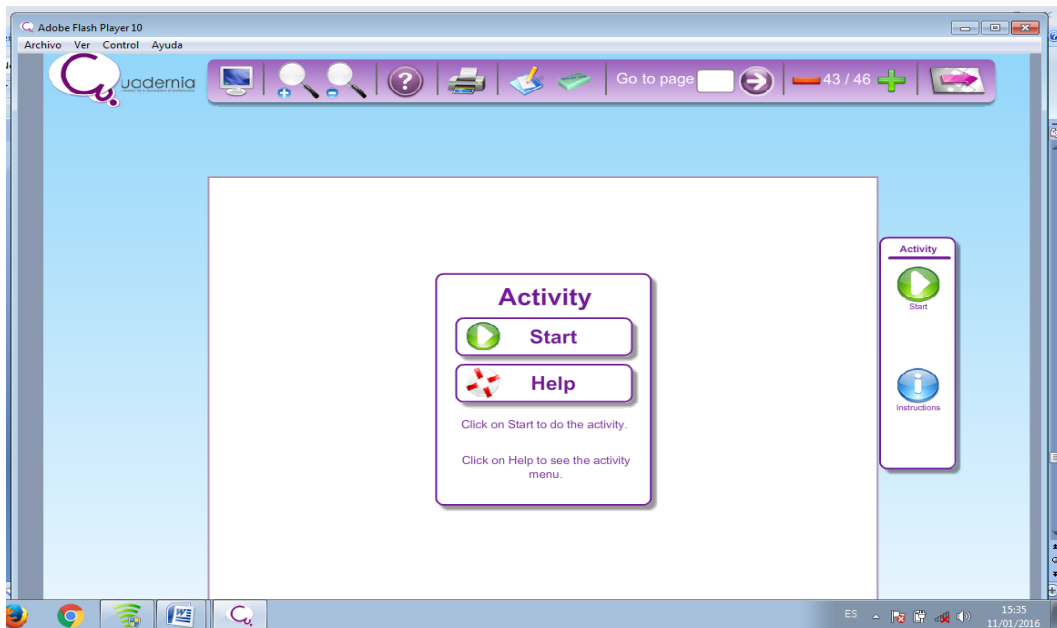


Picture 6: Resume of unit One
Author: Jazmine Barzola Tigrero
Source: <http://localhost:6880/herramientas/edito>

On this section, students can get a general idea about important points of each unit of the e-portfolio. Each electronic portfolio unit is divided into the following items; learning goal (communication, grammar, and vocabulary) and learning strategies (pronunciation and other skills).

4.5.4.6 Practice pages

The activity pages were created in order to students practice their English writing skill; the activities were designed according to students' necessities, students' levels and the content from the English book. Exercises are comprehensible for all students, so they can practice and reinforce the written language production. Activities are not the same from the book; they are different exercise adapted to the general unit content. Students can start working by clicking on the Start icon.

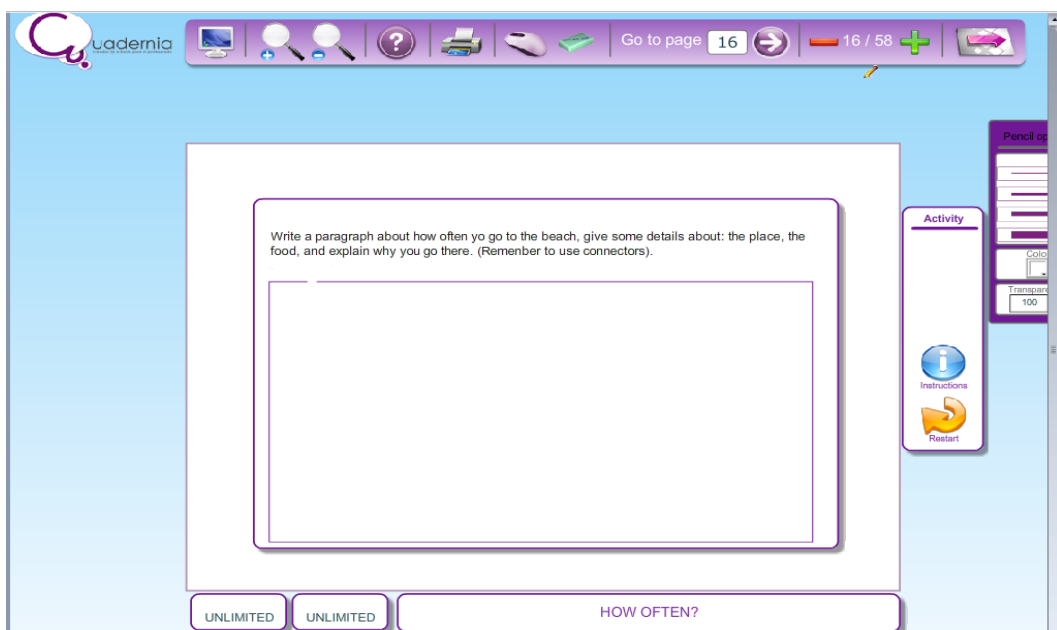


Picture 7: Activity page

Author: Jazmine Barzola Tigero

Source: <http://localhost:6880/herramientas/edito>

For the writing activities, it was also included the use of grammar structures in order to get a good writing. Students have to read the instructions and then write.

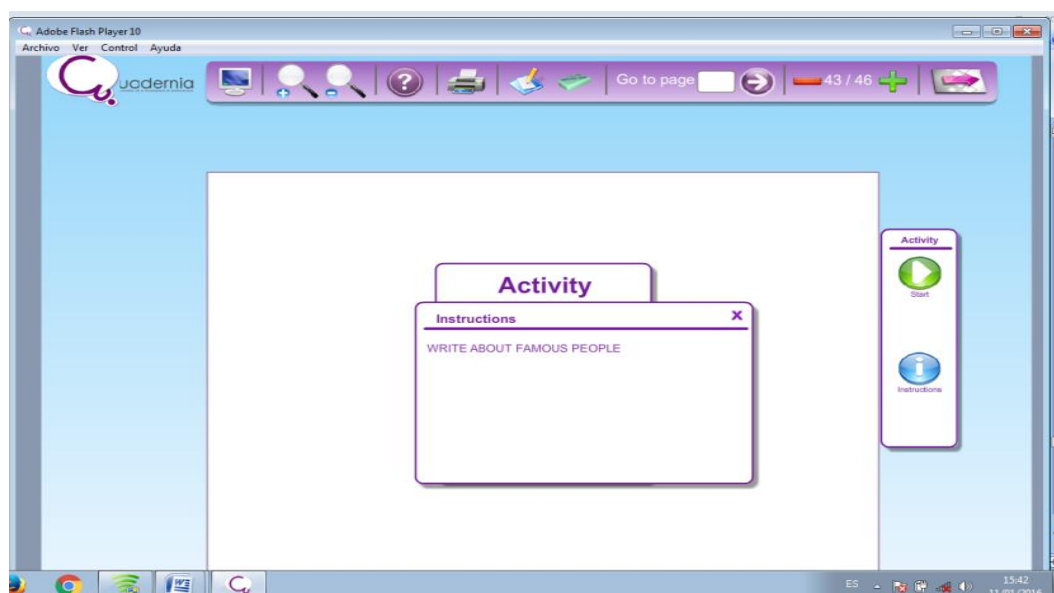


Picture 8: Activity example

Author: Jazmine Barzola Tigero

Source: <http://localhost:6880/herramientas/edito>

On this part of the application, it was important to provide students additional information or instructions about the writing exercises. This is in order to avoid misunderstandings during the written production of the English language. Students can find this extra information by clicking on the *instruction icon* and the information will immediately appear.



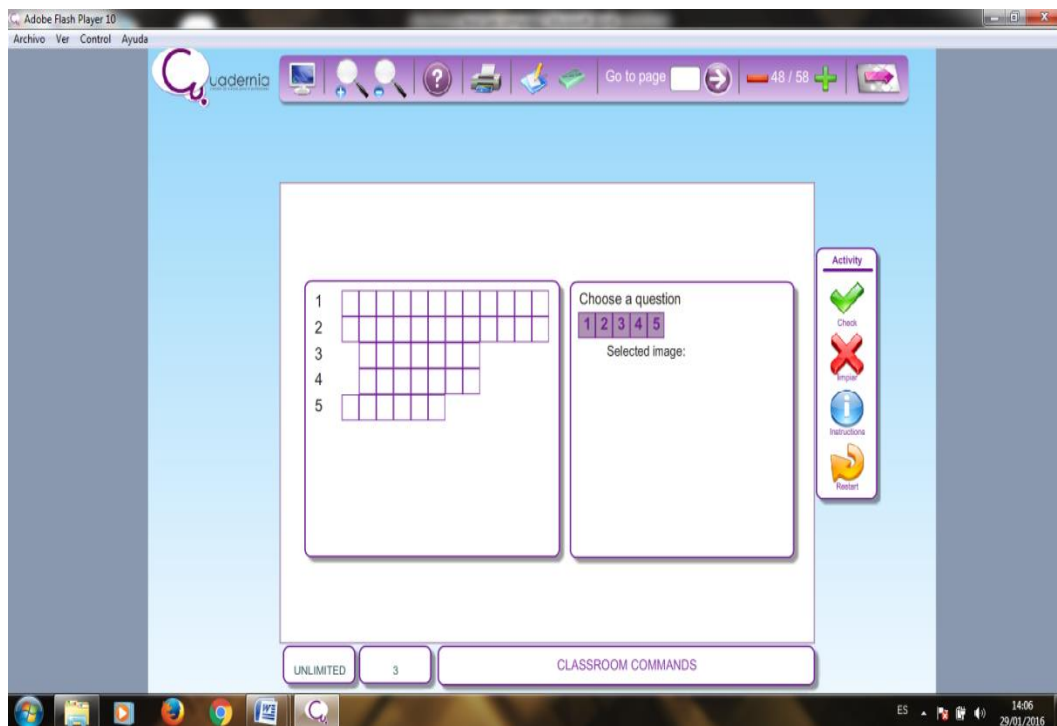
Picture 9: Instruction button

Author: Jazmine Barzola Tigero

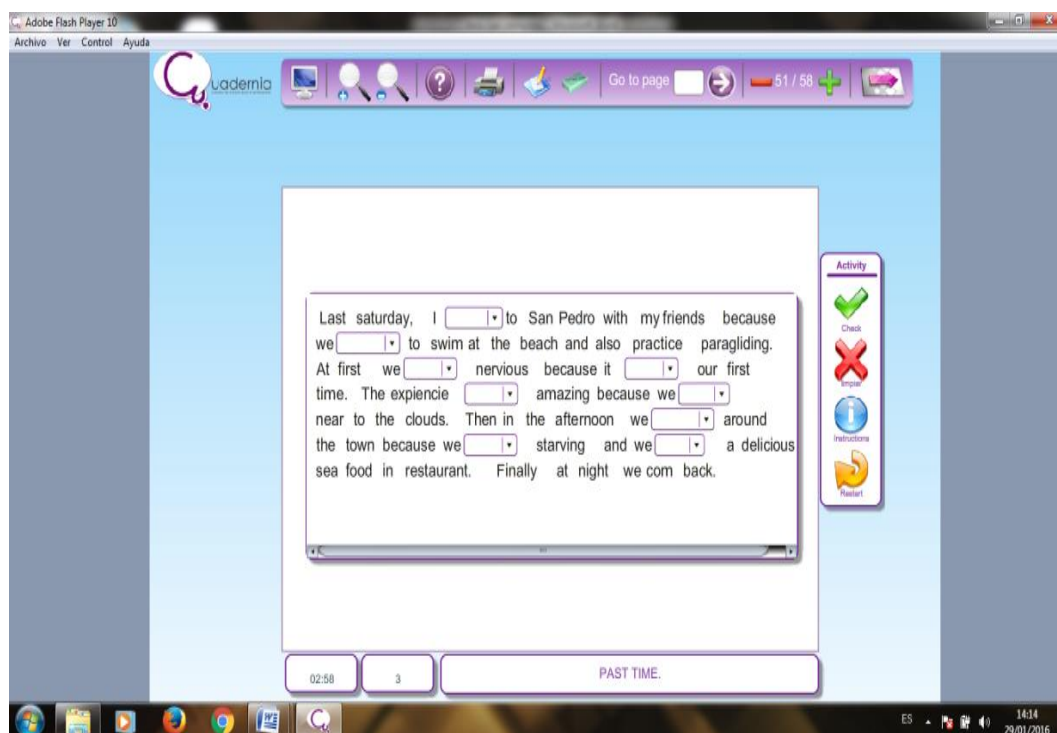
Source: <http://localhost:6880/herramientas/edito>

4.5.4.7 Extra- activities pages

It is important to make the point that grammar and vocabulary are an essential part in the acquisition of the written English language. Therefore, it was appropriated to include grammar and vocabulary exercises in order to practice these parts of the writing skill. The author of the proposal decided to design and create extra-activities as crosswords, matching exercises, complete the blanks, choosing the best option and others in order to engage students with the basis of the written language.



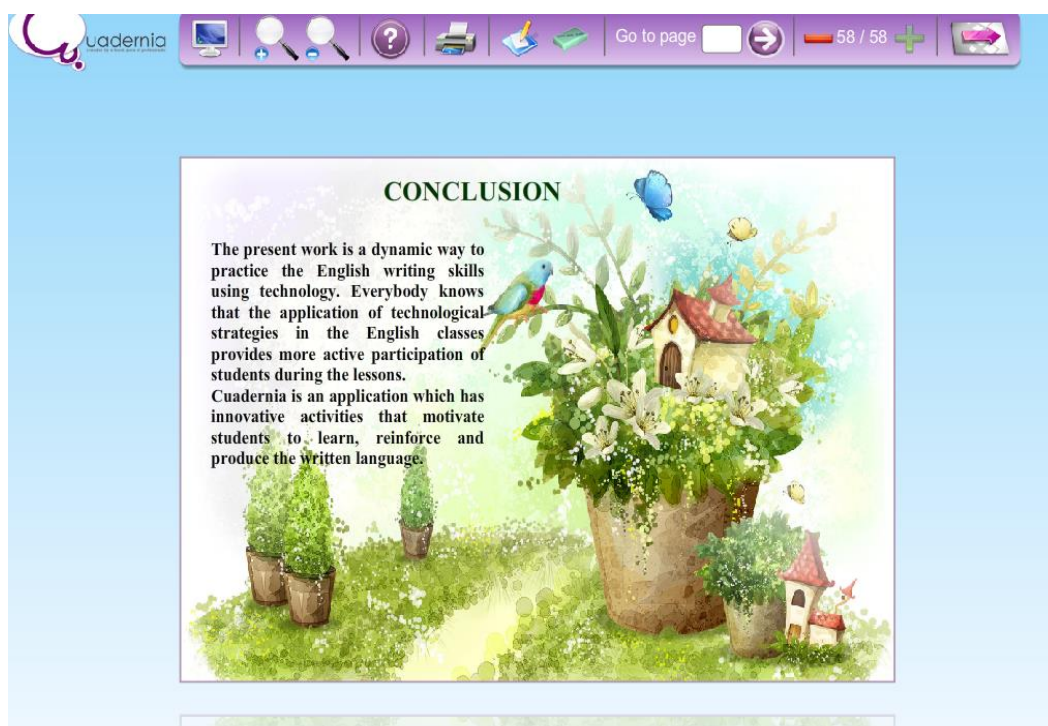
Picture 10: Crossword Activity
Author: Jazmine Barzola Tigero
Source: <http://localhost:6880/herramientas/edito>



Picture 11: Fill in the Gap Exercise
Author: Jazmine Barzola Tigero
Source: <http://localhost:6880/herramientas/edito>

4.5.4.8 Conclusion Page

In this section, the author gives some comments and conclusions about the reviewed content in the electronic portfolio, pointing out the importance of using technological resources into the classroom and also the importance of applying the “cuadernia” application.



Picture 12: Conclusion Page
Author: Jazmine Barzola Tigrero
Source: <http://localhost:6880/herramientas/edito>

4.6 Lesson plans for the activities in Cuadernia

For the implementation of this investigative work, it was necessary the design of activities that contribute to the English language writing skill of tenth grade students at Escuela de Educación Básica “José Pedro Varela”. However, it is important to describe each activity in more detail. Therefore, a lesson plan for giving an idea of how apply the writing activities in cuadernia are described;

Chart 17: Lesson Plan of Activity N° 1

UNIT 1: Can you count?		EXERCISE N° 1
LESSON: Paragraph about things you can do on Facebook	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph about the things you can do on facebook using the verb can (affirmative and negative).		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher explains the uses of the verb CAN and CAN’T. • Teacher writes some sentences as examples on the board using CAN and CAN’T. • Students go to cuadernia application and read the instructions for the writing activity. • Students write a paragraph about the things they can do on Facebook using the verb CAN and CAN’T. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigrero

Chart 18: Lesson Plan of the Activity N° 2

UNIT 1: Can you count?		EXERCISE N° 2
LESSON: Sentences about Personal Abilities	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write sentences describing personal abilities using the verb CAN or CAN’T.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher reminds the uses of the verb CAN and CAN’T. • Teacher writes some sentences as examples on the board using CAN and CAN’T. • Students go to cuadernia application and read the instructions for the writing activity. • Students write ten sentences describing their abilities and using the verb CAN and CAN’T. • Teacher evaluates students by asking them to read their sentences. 		

Author: Jazmine Barzola Tigrero

Chart 19: Lesson Plan of Activity N°3

UNIT 1: Can you count?		EXERCISE N° 3
LESSON: Sentences about Classroom Commands	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write sentences about classroom commands.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher shows virtual flashcards about classrooms commands; emphasizes on pronunciation and asks students to do drilling exercises. • Teacher explains classroom commands by simulating them. • Students go to cuadernia application and read the instructions for the writing activity. • Students look at the picture in the cuadernia app and write some sentences using classroom commands. • Teacher evaluates students by asking them to read their sentences. 		

Author: Jazmine Barzola Tigrero

Chart 20: Lesson Plan of Activity N° 4

UNIT 2: I always get up at six thirty		EXERCISE N° 1
LESSON: Paragraph about Daily Routines	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph using the vocabulary (verbs and adverbs of frequency) from the unit in order to describe personal routines.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher introduces the vocabulary of the unit (verbs and adverbs of frequency); teacher asks students to repeat the correct pronunciation. • Teacher writes some sentences as examples on the board using common verbs and adverbs of frequency. • Students go to cuadernia application and read the instructions for the writing task. • Students write a paragraph about their own daily routines using the verbs of the unit and adverbs of frequency. • Teacher evaluates students by asking them to read their daily routines. 		

Author: Jazmine Barzola Tigrero

Chart 21: Lesson Plan of the Activity N° 5

UNIT 2: I always get up at six thirty		EXERCISE N° 2
LESSON: Paragraph about Visiting the Beach	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph about the frequent visit to the beach using connectors.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher explains students the use of connectors in a paragraph. • Teacher writes some examples on the board using connectors. • Students go to cuadernia application and read the instructions for the writing task. • Students write a paragraph about their visits to the beach using connectors and adverbs of frequency. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigero

Chart 22: Lesson Plan of the Activity N° 6

UNIT 2: I always get up at six thirty		EXERCISE N° 3
LESSON: Description of a Sea Food Recipe	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph describing the recipe of a sea food using connectors.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher reminds students the use of connectors in a paragraph. • Teacher writes some sentences as examples on the board using connectors. • Students go to cuadernia application and read the instructions for the writing task. • Students look at the picture in the cuadernia application and choose one sea food picture; then students write the recipe of the sea food they chose using connectors. • Teacher evaluates students by asking them to read their recipes. 		

Author: Jazmine Barzola Tigero

Chart 23: Lesson Plan of Activity N° 7

UNIT 3: Miami a Good Place to Be		EXERCISE N° 1
LESSON: Description of Beautiful Places in Miami	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph describing the most beautiful and interesting places in Miami.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher shows students a picture of a city and asks students to describe it. • Teacher writes some sentences as examples on the board using connectors. • Students go to cuadernia application and read the instructions for the writing task. • Students open their books on page 24; read the passage about the most interesting places in Miami and then write a summary about it. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigrero

Chart 24: Lesson Plan of Activity N° 8

UNIT 3: Miami a Good Place to Be		EXERCISE N° 2
LESSON: Paragraph of Leisure Activities in Montañita	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph describing the leisure activities people can do in Montañita using THERE IS-THERE ARE and CAN-CAN'T.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher explains students the use of <i>There is</i> or <i>There are</i>. • Teacher writes some sentences as examples on the board using <i>There is-There are</i> and <i>Can/Can't</i>. • Students go to cuadernia application and read the instructions for the writing task. • Students write a paragraph about the leisure activities people can do in Montañita using <i>There is-There are</i> and <i>Can/Can't</i>. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigrero

Chart 25: Lesson Plan of Activity N° 9

UNIT 3: Miami a Good Place to Be		EXERCISE N° 3
LESSON: Location Description of Objects.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write some sentences using prepositions of place in order to describe the location of objects.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher explains students the use of prepositions of place. • Teacher writes some sentences as examples on the board using prepositions of place. • Students go to cuadernia application and read the instructions for the writing task. • Students look at the picture at the cuadernia application and then write sentences describing the location of the objects from the picture. • Teacher evaluates students by asking them to read some of their sentences. 		

Author: Jazmine Barzola Tigrero

Chart 26: Lesson Plan of Activity N° 10

UNIT 4: What’s Bryan Doing?		EXERCISE N° 1
LESSON: Description of my Ideal House.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph describing their ideal house.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher shows students a picture of a house and asks students to describe it. • Teacher writes some descriptive sentences on the board and asks for some volunteers to read them. • Students go to cuadernia application and read the instructions for the writing task. • Students look at the picture of the houses at cudernia application; choose one and then write a paragraph describing their ideal house. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigrero

Chart 27: Lesson Plan of Activity N° 11

UNIT 4: What's Bryan Doing?		EXERCISE N° 2
LESSON: Description of Activities.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students "A" and "B".	TIME: 30 minutes	
OBJECTIVE: To write some sentences using the Present Continuous in order to describe activities.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher explains students the use of the Present Continuous Tense. • Teacher writes some sentences using the Present Continuous Tense on the board and asks for some volunteers to read them. • Students go to cuadernia application and read the instructions for the writing activity. • Students look at the picture at cudernia application and then write some sentences describing the actions that people from the picture are doing. • Teacher evaluates students by asking them to read their sentences. 		

Author: Jazmine Barzola Tigero

Chart 28: Lesson Plan of Activity N° 12

UNIT 4: What's Bryan Doing?		EXERCISE N° 3
LESSON: Describing Plans for the Weekend.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students "A" and "B".	TIME: 30 minutes	
OBJECTIVE: To write a paragraph describing plans and for the weekend.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher shows students some digital pictures of different activities and asks students to describe them. • Teacher writes some sentences using the digital pictures and asks for some volunteers to read them. • Students go to cuadernia application and read the instructions for the writing assignment. • Students write a paragraph describing the activities they are doing for the weekend. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigero

Chart 29: Lesson Plan of Activity N° 13

UNIT 5: Did He Call Her Again Today?	EXERCISE N° 1
LESSON: Describing the ‘Amantes de Sumpa’ Story.	RESOURCES: Cuadernia app, English book.
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes
OBJECTIVE: To write a paragraph providing important details about the ‘Amantes de Sumpa’ Story using the Simple Past Tense.	
INSTRUCTIONS:	
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher explains students the use of the Simple Past Tense. • Teacher writes some sentences using the Simple Past Tense of some verbs and asks students to read them aloud. • Students go to cuadernia application and read the instructions for the writing assignment. • Previously, students search for information about ‘Amantes de Sumpa’ and then write a paragraph providing significant details about them. • Teacher evaluates students by asking them to read their paragraphs. 	

Author: Jazmine Barzola Tigero

Chart 30: Lesson Plan of Activity N° 14

UNIT 5: Did He Call Her Again Today?	EXERCISE N° 2
LESSON: Describing the life of Julio Jaramillo.	RESOURCES: Cuadernia app, English book.
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes
OBJECTIVE: To write a biography of Julio Jaramillo using the Simple Past Tense.	
INSTRUCTIONS:	
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher remembers students the use of the Simple Past Tense. • Teacher writes some sentences using the Simple Past Tense of some verbs and asks students to read them. • Students go to cuadernia application and read the instructions for the writing assignment. • Previously, students search for information about important facts of the Julio Jaramillo’s life and then write a short biography of him. • Teacher evaluates students by asking them to read their writing pieces. 	

Author: Jazmine Barzola Tigero

Chart 31: Lesson Plan of Activity N° 15

UNIT 5: Did He Call Her Again Today?		EXERCISE N° 3
LESSON: Describing Anecdotes.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write personal anecdotes that happened in Salinas or any other beach from Ecuador.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher asks students to remember the use of the Simple Past Tense. • Teacher asks for some to write some sentences using the Simple Past Tense of some verbs and then read them. • Students go to cuadernia application and read the instructions for the writing assignment. • Students write a paragraph about their interesting and funny anecdotes in the Salinas beach or at any other beach from Ecuador. • Teacher evaluates students by asking them to read their anecdotes. 		

Author: Jazmine Barzola Tigero

Chart 32: Lesson Plan of Activity N° 16

UNIT 6: I Really Had a Great Time		EXERCISE N° 1
LESSON: Describing the History of the Santa Elena Church.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To look for information and write about the history of the Santa Elena Church.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher provides students a brief explanation of the use of the Simple Past Tense. • Teacher writes some sentences using the Simple Past Tense of some verbs and asks students to read them. • Students go to cuadernia application and read the instructions for the writing assignment. • Previously, students search for information about the history of Santa Elena Church and then write a paragraph of it providing relevant facts. • Teacher evaluates students by asking them to read their writing pieces. 		

Author: Jazmine Barzola Tigero

Chart 33: Lesson Plan of Activity N° 17

UNIT 6: I Really Had a Great Time		EXERCISE N° 2
LESSON: Describing People’s Lives.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To look for information and write about important events and facts of famous people.		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher shows students a biographical video of a famous person. • Teacher asks students some questions about the video. • Teacher encourages students go to cuadernia application and read the instructions for the writing assignment. • Students look at the collage of famous people’s pictures and choose one and then write a paragraph describing relevant events in the childhood of the famous people they chose. • Teacher evaluates students by asking them to read their writing pieces. 		

Author: Jazmine Barzola Tigero

Chart 34: Lesson Plan of Activity N° 18

UNIT 6: I Really Had a Great Time		EXERCISE N° 3
LESSON: Describing Traditions.	RESOURCES: Cuadernia app, English book.	
COURSE: Tenth Grade Students “A” and “B”.	TIME: 30 minutes	
OBJECTIVE: To write a paragraph describing the tradition of people from Santa Elena on November 2 nd .		
INSTRUCTIONS:		
<ul style="list-style-type: none"> • Teacher introduces the lesson topic. • Teacher shows students digital pictures of different people’s traditions around the world. • Teacher encourages students to discuss about traditions in Ecuador. • Students go to cuadernia application and read the instructions for the writing activity. • Students write a paragraph describing what people do on November 2nd of each year providing important supporting details. • Teacher evaluates students by asking them to read their paragraphs. 		

Author: Jazmine Barzola Tigero

4.7 EVALUATION

For the development of this investigative work, it was fundamental to evaluate the improvement of students constantly. Therefore, at the beginning of the implementation of the proposal, students were evaluated by asking them to write about different topics and it was established that students had several problems in English writing skills. Then, at the middle of the proposal application another test was taken and students showed a percentage of improvement which provides a significant support for the application of the electronic portfolio. Finally, at the end of the proposal students were evaluated and they improved significantly their writing skill using the cuadernia application. In order to assess students' writing, a rubric was used and it is described below:

Chart 35: Assessment Rubric

Paragraph Construction Rubric (Quality standard)	YES +	NO -
1. The paragraph has a clear topic sentence. (1 point)		
2. The paragraph has strong supporting sentences. (1point)		
3. The paragraph has a clincher sentence. (1point)		
4. The paragraph has a clear focus. (1 point)		
5. The paragraph has a good word choice. (1point)		
6. The paragraph has correct Grammar, spelling and mechanics. (2 points)		
7. The paragraph has transitional sentence(s) as need or N/A. (2points)		

For evaluating the written production of the English language, it was necessary to design a rubric. The standard rubric was used for evaluating students in the first, mid and final test. However, this rubric was also employed for assessing students during the writing activities in the electronic portfolio designed with the Cuadernia application. The principal objective of designing and using this rubric was to have a guide for evaluating students in a fair way and to know how much students have enhanced this important skill.

4.8 Assessment Process

Teacher gives students instructions about the task to be done and explains in detail what they are going to write.

Teacher elicits to explain the standard rubric. (grades, paragraph, composition and time).

Teacher gives students a model for the writing assignment.

Finally, teacher reviews and check grammar and spelling mistakes and gives grades according to the rubric given.

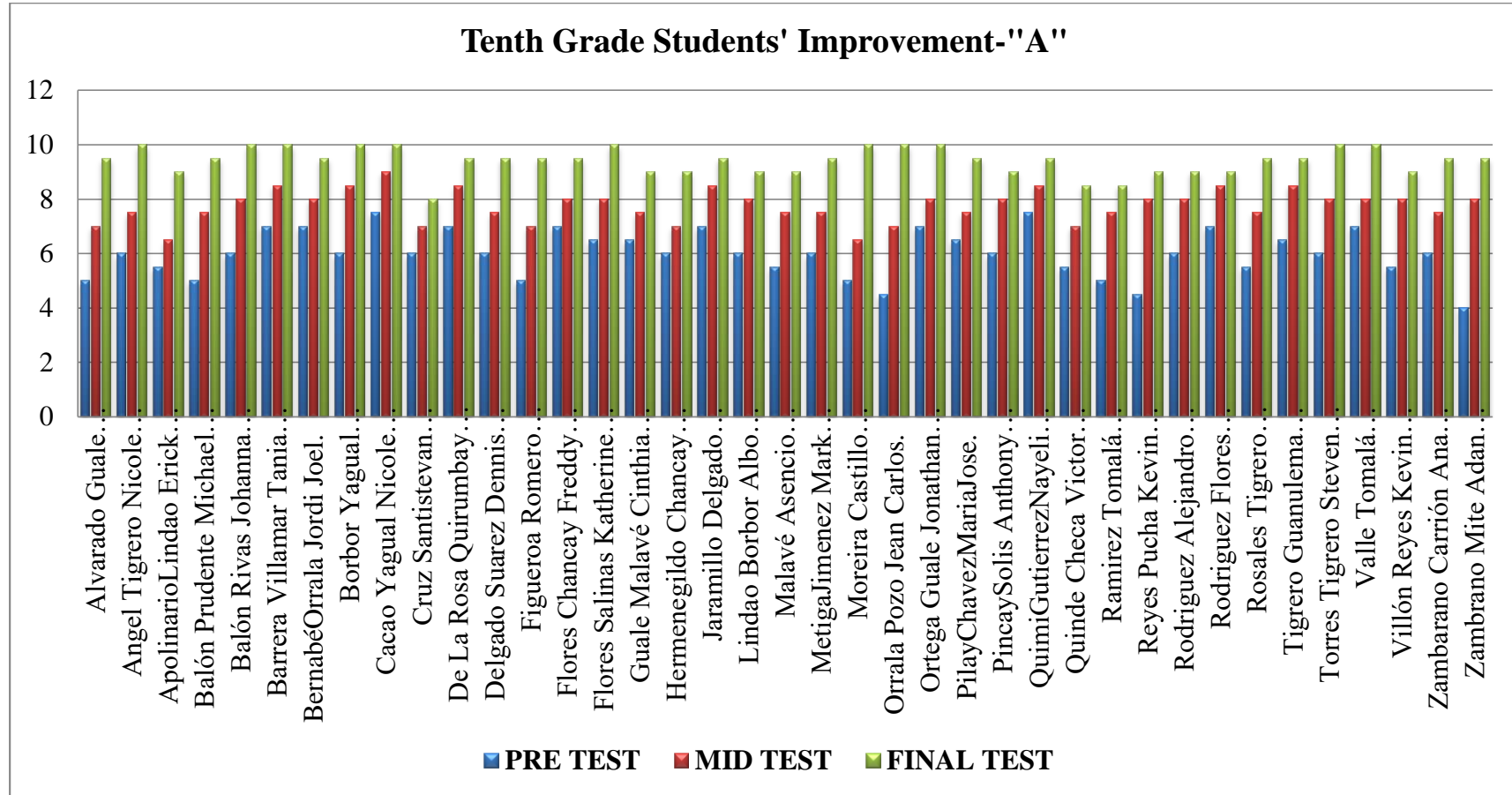
Teacher provides students a feedback about the activity they did.

4.9 Students' improvement of tenth grade "A"

Chart 36: Students' Improvement-Tenth Grade "A"

No	NAMES	PRE TEST	MID TEST	FINAL TEST
1	Alvarado Guale Jefferson Eduardo	5	7	9,5
2	Angel Tigrero Nicole Estefania	6	7,5	10
3	Apolinario Lindao Erick Murillo	5,5	6,5	9
4	Balón Prudente Michael Adrian	5	7,5	9,5
5	Balón Rivas Johanna Nonoska	6	8	10
6	Barrera Villamar Tania Piedad	7	8,5	10
7	Bernabé Orrala Jordi Joel	7	8	9,5
8	Borbor Yagual Anderson Dario	6	8,5	10
9	Cacao Yagual Nicole Estefania	7,5	9	10
10	Cruz Santistevan Jonathan Israael	6	7	8
11	De La Rosa Quirumbay Kevin Vicente	7	8,5	9,5
12	Delgado Suarez Dennis Daniel	6	7,5	9,5
13	Figuroa Romero Evelyn Tamara	5	7	9,5
14	Flores Chancay Freddy Josue	7	8	9,5
15	Flores Salinas Katherine Elizabeth	6,5	8	10
16	Guale Malavé Cinthia Yamilex	6,5	7,5	9
17	Hermenegildo Chancay Jeffrey Alexis	6	7	9
18	Jaramillo Delgado Katuska Adriana	7	8,5	9,5
19	Lindao Borbor Albo Gabriel	6	8	9
20	Malavé Asencio Mariuxi Elizabeth	5,5	7,5	9
21	Metiga Jimenez Mark Steven	6	7,5	9,5
22	Moreira Castillo Solange Estefania	5	6,5	10
23	Orrala Pozo Jean Carlos	4,5	7	10
24	Ortega Guale Jonathan Patricio	7	8	10
25	Pilay Chavez MariaJose	6,5	7,5	9,5
26	Pincay Solis Anthony Alexander	6	8	9
27	Quimi Gutierrez Nayeli Tamara	7,5	8,5	9,5
28	Quinde Checa Victor Hugo	5,5	7	8,5
29	Ramirez Tomalá Jonathan Stalyn	5	7,5	8,5
30	Reyes Pucha Kevin Steven	4,5	8	9
31	Rodriguez Alejandro Kevin Moisés	6	8	9
32	Rodriguez Flores Mayerly Gianella	7	8,5	9
33	Rosales Tigrero Dayanara Lissette	5,5	7,5	9,5
34	Tigrero Guanulema Gabriela Johanna	6,5	8,5	9,5
35	Torres Tigrero Steven Adrian	6	8	10
36	Valle Tomalá Jamie Jamilet	7	8	10
37	Villón Reyes Kevin Gustavo	5,5	8	9
38	Zambarano Carrión Ana Noemí	6	7,5	9,5
39	Zambrano Mite Adan Gustavo	4	8	9,5

Graphic 11: Students' Improvement-Tenth Grade "A"



Source: Pre-test, mid-test and final test of tenth grade students "A"

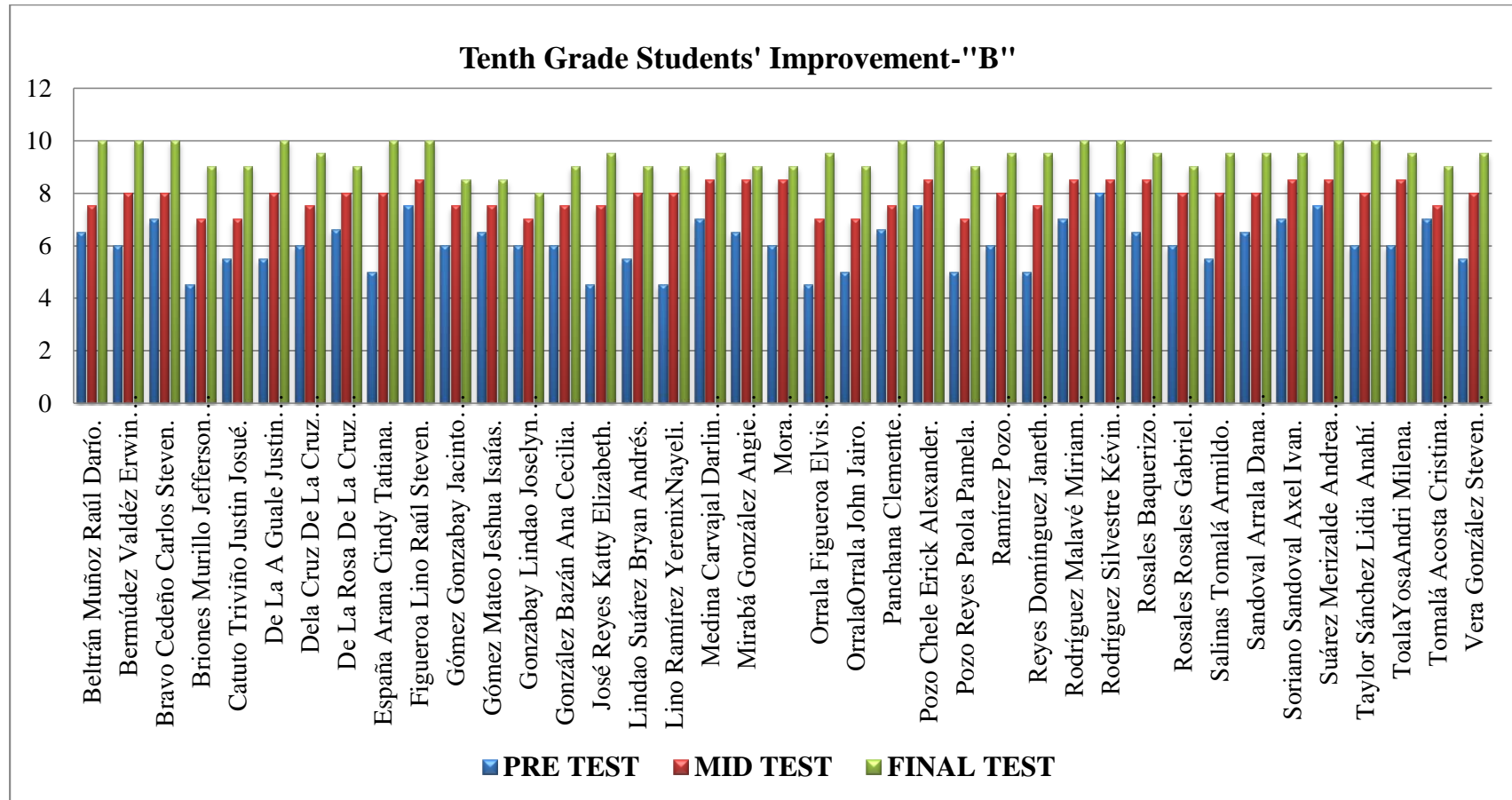
Author: Jazmine Barzola Tigrero

4.10 Students' improvement of tenth grade "B"

Chart 37: Students' Improvement-Tenth Grade "B"

Nº	NAMES AND SURNAMES	PRE TEST	MID TEST	FINAL TEST
1	Beltrán Muñoz Raúl Darío	6,5	7,5	10
2	Bermúdez Valdéz Erwin Ignacio	6	8	10
3	Bravo Cedeño Carlos Steven	7	8	10
4	Briones Murillo Jefferson Alfredo	4,5	7	9
5	Catuto Triviño Justin Josué	5,5	7	9
6	De La A Guale Justin Ernesto	5,5	8	10
7	De la Cruz De La Cruz Rommel Ignacio	6	7,5	9,5
8	De La Rosa De La Cruz Geovanny Stalyn	6,6	8	9
9	España Arana Cindy Tatiana	5	8	10
10	Figueroa Lino Raúl Steven	7,5	8,5	10
11	Gómez Gonzabay Jacinto Alberto	6	7,5	8,5
12	Gómez Mateo Jeshua Isaías	6,5	7,5	8,5
13	Gonzabay Lindao Joselyn Madeline	6	7	8
14	González Bazán Ana Cecilia	6	7,5	9
15	José Reyes Katty Elizabeth	4,5	7,5	9,5
16	Lindao Suárez Bryan Andrés	5,5	8	9
17	Lino Ramírez Yerenix Nayeli	4,5	8	9
18	Medina Carvajal Darlin Darwin	7	8,5	9,5
19	Mirabá González Angie Juliana	6,5	8,5	9
20	Mora Echeverria HellenNayeli	6	8,5	9
21	Orrala Figueroa Elvis Enrique	4,5	7	9,5
22	OrralaOrrala John Jairo	5	7	9
23	Panchana Clemente Gabriela Stefania	6,6	7,5	10
24	Pozo Chele Erick Alexander	7,5	8,5	10
25	Pozo Reyes Paola Pamela	5	7	9
26	Ramírez Pozo Arianna Geanella	6	8	9,5
27	Reyes Domínguez Janeth Graciela	5	7,5	9,5
28	Rodríguez Malavé Miriam Johanna	7	8,5	10
29	Rodríguez Silvestre Kévin Jeremy	8	8,5	10
30	Rosales Baquerizo Josue Elias	6,5	8,5	9,5
31	Rosales Rosales Gabriel Alexander	6	8	9
32	Salinas Tomalá Armildo	5,5	8	9,5
33	Sandoval Arrala Dana Ariana	6,5	8	9,5
34	Soriano Sandoval Axel Ivan	7	8,5	9,5
35	Suárez Merizalde Andrea Patricia	7,5	8,5	10
36	Taylor Sánchez Lidia Anahí	6	8	10
37	ToalaYosaAndri Milena	6	8,5	9,5
38	Tomalá Acosta Cristina Anabel	7	7,5	9
39	Vera González Steven Geovanny	5,5	8	9,5

Graphic 12: Students' Improvement-Tenth Grade "B"



Source: Pre-test, mid-test and final test of tenth grade students "B"

Author: Jazmine Barzola Tigrero

4.11 STRATEGIES OF IMPROVEMENT

Chart 38: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none">• Teachers were focused on traditional methods of teaching.• Students did not like to learn English.• Students did not practice English writing skills through the application of exercises.• Students showed low level of writing skill proficiency.	<ul style="list-style-type: none">• Teachers use technological resources into the teaching learning process.• Students feel comfortable and motivated using technological tools.• Students practice English writing skills in a nice and digital way.• Students' writing skill increased with the use of an electronic portfolio.

4.12 CONCLUSIONS AND RECOMMENDATIONS

4.12.1 CONCLUSIONS

The English language writing skill plays an essential role in the communicative process of students; it is the way of interchanging ideas and thought to others. Therefore, it is necessary to support students in the development of this skill with the application of innovative strategies.

Due to the globalization, the use of internet and technological tools (ICTs) is highly important in the field of education because they provide teachers up-to-date methodologies and strategies in order to be applied in the English language lessons:

students, nowadays, use technology at any moment so they have the possibility to be instructed digitally.

Electronic portfolios are useful and pedagogical tools in which students learn using technology. “Cuadernia”, for instance, is a good way for designing and creating interesting, dynamic, and digital e-portfolios.

4.12.2 RECOMMENDATIONS

As a recommendation, the English writing skill should be instructed taking into account the correct process of writing because through writing pieces, people communicate each other and therefore, it is necessary that students develop this skill appropriately by applying new didactic ways.

Furthermore, it is recommended to apply ICTs more frequently during the writing skill instruction because they promote a relaxing environment for practicing the written production of the English language. Therefore, it is important to be always updated with the technological tools or devices that are designed for the betterment of the teaching-learning process.

Finally, even though the Cuadernia application is not well-known in Ecuador, yet, it is important to emphasize on its great pedagogical advantages. This was demonstrated with the improvement of the writing proficiency of tenth grade students at EGB “José Pedro Varela”. This application supported to practice the English language writing skill in an enjoyable and virtual environment.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

DESCRIPTION
José Pedro Varela High School

5.1.2 Humans

DESCRIPTION
English Teachers
Students of ninth grade

5.1.3 Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$4.00	\$ 16.00
Prints	0.15	50.00
Copies	0.05	25.00
Pens	0.50	2.00
CD's	1.00	3.00
TOTAL		\$ 96.00

5.1.4 Technology

DESCRIPTION	UNIT COST	TOTAL COST
Internet Service	\$ 20.00	\$ 80.00
Camera (second hand)	75.00	75.00
Computer	1,000.00	1,000.00
TOTAL		\$ 1,155.00

5.1.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 40.00	\$ 120.00
Lunch and snacks	50.00	50.00
Unforeseen expenses	50.00	50.00
TOTAL		\$ 220.00
TOTAL SUMATORY		\$ 1,471.00

5.1 TIMETABLE

Chart 39: Timetable

ACTIVITY	2015																2016																			
	Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May			
	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
Socialization with the Advisor	■																																			
Elaboration Chapter I		■	■	■																																
Review of Chapter I					■																															
Elaboration Chapter II						■	■	■																												
Review of Chapter II									■																											
Field research at "Jose Pedro Varela" school										■																										
Survey and Interviews application											■																									
Elaboration Chapter III												■																								
Review of Chapter III													■																							
Elaboration Chapter IV														■	■	■																				
Application of the Proposal																■	■	■	■																	
Elaboration Chapter V																	■																			
Elaboration of Preliminary Pages																		■	■																	
Review of Thesis Draft																						■	■													
Delivery of Final Work																													■							
Thesis Pre-defense																																■				
Thesis Defense-Graduation Day																																				■

Author: Jazmine Barzola Tigrero

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APPENDIXES



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

Appendix 1: Specialist's Interview

Dear specialist, this interview will help to obtain important input for a research paper titled “The use of an electronic portfolio for increasing students writing skills to tenth grade at Escuela de Educación Básica “José Pedro Varela”, La Libertad, province of Santa Elena, 2015-2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work.

PERSONAL INFORMATION	
Full name:	
Place of Work:	
Degree:	
Professional experience:	

1. Do you think that teaching and learning English is important in these times?

2. Do you agree with the use of ICTs into the teaching learning process?

3. Do you consider that using ICT during lessons has a positive impact on learners?

4. Do you think that technology facilitates teachers and learners' works?

5. Do you agree with the use of traditional strategies in teaching English?

6. Is it important for you to develop writing skills in students? Why?

7. Have you ever used an electronic portfolio in your English classes?

8. Do you know if there is any application to design an electronic portfolio?

9. Do you consider that an electronic portfolio could help students to improve their writing skills?

10. Do you recommend the use of an electronic portfolio in the educational field?

THANKS TO YOUR SUPPORT



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

Appendix 2 Survey applied to students at Escuela de Educación Básica "José Pedro Varela

Objective of the survey: To determine the opinion of tenth grade students from Escuela de Educación Básica “José Pedro Varela” about the importance of developing writing skills and the influence of using an electronic portfolio to achieve this goal.

INSTRUCTIONS:

Students have to mark with an **X** in the box of their preference.

A – Agree

B – Agree somewhat

C - Disagree

PERSONAL INFORMATION			
Sex: M <input type="checkbox"/>	F <input type="checkbox"/>	Age: <input type="checkbox"/>	Course: <input type="checkbox"/>

N o	QUESTIONS	A	B	C
1	Is it difficult for you to write a paragraph?			
2	Do you like to write in English?			
3	Does your teacher use technological programs for teaching English writing?			
4	Do you practice writing skills in the classroom?			
5	Is it important for you to improve the writing skills?			
6	Have you ever practiced writing skills with innovative activities?			
7	Do you agree that using ICT is a nice way to improve English Language writing skill?			
8	Do you use computers at school?			
9	Do you use any electronic portfolio for practicing your English skill?			
10	Would you like to practice English writing using an electronic portfolio?			



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

Appendix 3 Survey applied to English Teachers

Objective of the survey: To determine the opinion of English teachers from Escuela de Educación Básica “José Pedro Varela” about the importance of developing writing skills and the influence of using an electronic portfolio to achieve this goal.

1. - In what English skills are you most focused on?

- Reading
- Writing- grammar
- Speaking
- Listening

2. - Do you consider that writing skill is less taught nowadays?

- AGREE
- DISAGREE

3. - Do you consider that writing skill is an important way to communicate?

- YES
- NO

4. - Do you think that writing exercises from the English books that government provides are comprehensible for students?

- YES
- NO

5. - Do you use ICTs to improve students' English writing skill?

- YES

NO

6. - Do your students work independently in the classroom?

Always

Often

Rarely

7. - Would you like to be trained for using ICTs into the English language teaching-learning process?

YES

NO

8. - Have you ever used an electronic portfolio in your English writing classes?

YES

NO

9. - Do you think that using of an electronic portfolio will increase students' writing skill?

YES

NO

10. - Would you like to use an electronic portfolio in your English writing classes?

YES

NO



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

**Appendix 4: Survey applied to the Principal at Escuela de Educación Básica
"José Pedro Varela"**

Objective of the survey: To determine the opinion of the principal from EGB "José Pedro Varela" about the importance of developing writing skills and the influence of using an electronic portfolio to achieve this goal.

1. - Do you consider that teaching English as a second language is important?

YES

NO

2. - Do you think that English teaching allows personal and professional development of students?

YES

NO

3. - How frequent do your English teachers are trained in order to update their teaching methodologies?

Always

Often

Never

4. - Do you agree that bilingual people have better academic and employment opportunities in the society?

YES

NO

5. – Do the English teachers of this institution use ICTs into the teaching-learning process?

YES

NO

6. - Do you consider that the use of ICTs will contribute to the improvement of the English language teaching?

AGREE

DIASGREE

7. – Do you consider that writing is an important skill to be developed?

YES

NO

8. – Have your English teachers ever used an electronic portfolio for improving their students' writing skill?

YES

NO

9. - Will you support the implementation of an electronic portfolio for increasing English writing skills in students of tenth grade of this institution?

YES

NO

Appendix 5 Tenth “A” students’ List

No	NAMES
1	Alvarado Guale Jefferson Eduardo.

2	Angel Tigrero Nicole Estefania.
3	Apolinario Lindao Erick Murillo.
4	Balón Prudente Michael Adrian.
5	Balón Rivas Johanna Nonoska.
6	Barrera Villamar Tania Piedad.
7	Bernabé Orrala Jordi Joel.
8	Borbor Yagual Anderson Dario.
9	Cacao Yagual Nicole Estefania.
10	Cruz Santistevan Jonathan Isrrael.
11	De La Rosa Quirumbay Kevin Vicente.
12	Delgado Suarez Dennis Daniel.
13	Figueroa Romero Evelyn Tamara.
14	Flores Chancay Freddy Josue.
15	Flores Salinas Katherine Elizabeth.
16	Guale Malavé Cinthia Yamilex.
17	Hermenegildo Chancay Jeffrey Alexis.
18	Jaramillo Delgado Katiuska Adriana.
19	Lindao Borbor Albo Gabriel.
20	Malavé Asencio Mariuxi Elizabeth.
21	Metiga Jimenez Mark Steven.
22	Moreira Castillo Solange Estefania.
23	Orrala Pozo Jean Carlos.
24	Ortega Guale Jonathan Patricio.
25	Pilay Chavez Maria Jose.
26	Pincay Solis Anthony Alexander.
27	Quimi Gutierrez Nayeli Tamara.
28	Quinde Checa Victor Hugo.
29	Ramirez Tomalá Jonathan Stalyn.
30	Reyes Pucha Kevin Steven.
31	Rodriguez Alejandro Kevin Moisés.
32	Rodriguez Flores MayerlyGianella.
33	Rosales Tigrero Dayanara Lissette.
34	Tigrero Guanulema Gabriela Johanna.
35	Torres Tigrero Steven Adrian.
36	Valle Tomalá Jamie Jamilet.
37	Villón Reyes Kevin Gustavo.
38	Zambarano Carrión Ana Noemí.
39	Zambrano Mite Adan Gustavo

Source: Secretary Department at EGB “José Pedro Varela”

Appendix 6: 10th “B” Students’ List

No	NAMES AND SURNAMES.
----	---------------------

1	Beltrán Muñoz Raúl Darío.
2	Bermúdez Valdéz Erwin Ignacio.
3	Bravo Cedeño Carlos Steven.
4	Briones Murillo Jefferson Alfredo.
5	Catuto Triviño Justin Josué.
6	De La A Guale Justin Ernesto.
7	De la Cruz De La Cruz Rommel Ignacio
8	De la Rosa De La Cruz Geovanny Stalyn.
9	España Arana Cindy Tatiana.
10	Figueroa Lino Raúl Steven.
11	Gómez Gonzabay Jacinto Alberto.
12	Gómez Mateo Jeshua Isaías.
13	Gonzabay Lindao Joselyn Madeline.
14	González Bazán Ana Cecilia.
15	José Reyes Katty Elizabeth.
16	Lindao Suárez Bryan Andrés.
17	Lino Ramírez Yerenix Nayeli.
18	Medina Carvajal Darlin Darwin.
19	Mirabá González Angie Juliana.
20	Mora Echeverria Hellen Nayeli.
21	Orrala Figueroa Elvis Enrique.
22	Orrala Orrala John Jairo.
23	Panchana Clemente Gabriela Stefania.
24	Pozo Chele Erick Alexander.
25	Pozo Reyes Paola Pamela.
26	Ramírez Pozo Arianna Geanella.
27	Reyes Domínguez Janeth Graciela.
28	Rodríguez Malavé Miriam Johanna.
29	Rodríguez Silvestre Kévin Jeremy.
30	Rosales Baquerizo Josue Elias.
31	Rosales Rosales Gabriel Alexander.
32	Salinas Tomalá Armildo.
33	Sandoval Arrala Dana Ariana.
34	Soriano Sandoval Axel Ivan.
35	Suárez Merizalde Andrea Patricia.
36	Taylor Sánchez Lidia Anahí.
37	Toala Yosa Andri Milena.
38	Tomalá Acosta Cristina Anabel.
39	Vera González Steven Geovanny.

Source: Secretary Department at EGB “José Pedro Varela”

Appendix 7: Observation Guide

GENERAL INFORMATION

INSTITUTION: Escuela de Educación Básica “José Pedro Varela”	COURSE: Tenth Grade “B”
OBSERVER: Jazmine Barzola Tigrero	OBSERVED TEACHER: Mr. Jefferson Pilligua
OBJECTIVE: To evaluate the methodologies and strategies applied in the English language writing lessons.	

Nº	DESCRIPTION	5	4	3	2	1
1	Teacher introduces the topic of the writing lesson.					
2	Teacher introduces the objective of the writing lesson.					
3	Teacher provides students a warm-up activity for introducing the lesson topic.					
4	Teacher explains the grammar structures that are necessary for the writing lesson.					
5	Teacher provides students examples of the writing topic.					
6	Teacher applies any didactic resource for teaching the writing topic.					
7	Teacher applies any technological tool for teaching the writing topic.					
8	Teacher applies different and additional writing exercises from the English book.					
9	Students feel motivated during the writing activities.					
10	Teacher evaluates students by applying different strategies.					
11	Teacher provides students feedback about the writing lesson at the end of the class.					

Author: Jazmine Barzola Tigrero

Appendix 8: Diagnostic Test

Escuela de Educación Básica “JOSÉ PEDRO VARELA”

La Libertad-Santa Elena

Diagnostic Test-Tenth Grade “A” and “B”

Students’ name:		Score: /10
Course: Tenth Grade “ _____ ”	Date	

1. **Fill in the blanks with the correct form of the verb to BE. (0.5 each item)**
(/2 points).

Example: I am a student.

- He _____ my brother.
- Laura _____ a nurse.
- They _____ my friends.
- You and Lucía _____ in the cinema.

2. **Write a short paragraph describing your daily routines; use the verbs and adverbs of frequency from the box. (0.25 each item)** (/3 points)

Always	Get up	Sometimes	Have breakfast	Rarely
Go to high school	Never	Wake up	Have lunch	Do homework
Brush my teeth	Come back to home	Usually	Take the bus	

I always wake up at 7:00 A.M.

3. **Read the passage below and circle the correct Simple Past form of the verbs from the parenthesis. (0.25 each item)** (/2 points)

Last weekend, I (**travelled - traveled**) to the beach. It (**was - were**) incredible. My mom and I (**was - were**) amazed about the beautiful view. We (**comed - came**) to Olón. During the travel we (**seen - saw**) lots of other beautiful beaches. When we arrived, we immediately (**had - haved**) lunch at a nice restaurant; I (**eaten - ate**) sea food rice We (**spended - spent**) the afternoon playing volleyball with my other brothers. Finally, at 05:00 P.M. we (**returned - returned**) to our house.

4. Write a paragraph about what you did in your last holidays. (/3 points)

Appendix 9: Final Test

Escuela de Educación Básica “JOSÉ PEDRO VARELA”

La Libertad-Santa Elena

Diagnostic Test-Tenth Grade “A” and “B”

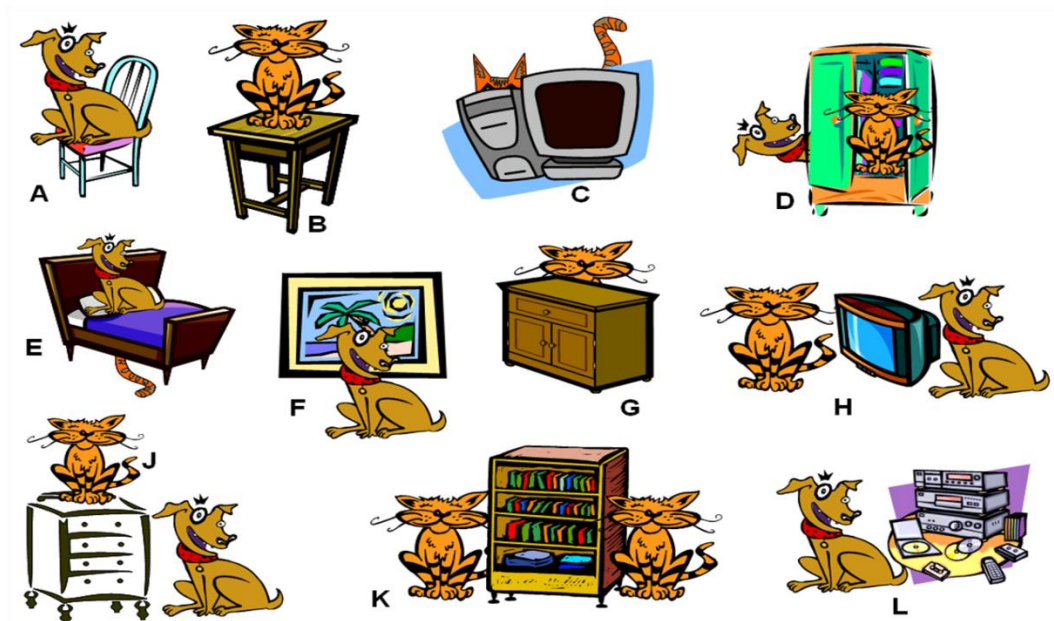
Students' name:		Score: /10
Course: Tenth Grade “ _____ ”	Date	

1. Complete the sentences below using the correct form of the verb CAN or CAN'T. (0.25 each item) (/2 points)

Example: (+) Sandra **can** dance salsa.

- (+) Luis _____ write novels.
- (-) Rosita _____ speak French.
- (-) Johanna _____ play volleyball.
- (+) My sister and I _____ play the guitar.

2. Look at the picture below and write sentences for each letter. Use prepositions of location. (0.30 each item) (/3 points)



Example: Picture A: The dog is on the chair.

Picture B: _____

Picture C: _____

Picture D: _____

Picture E: _____

Picture F: _____

Picture G: _____

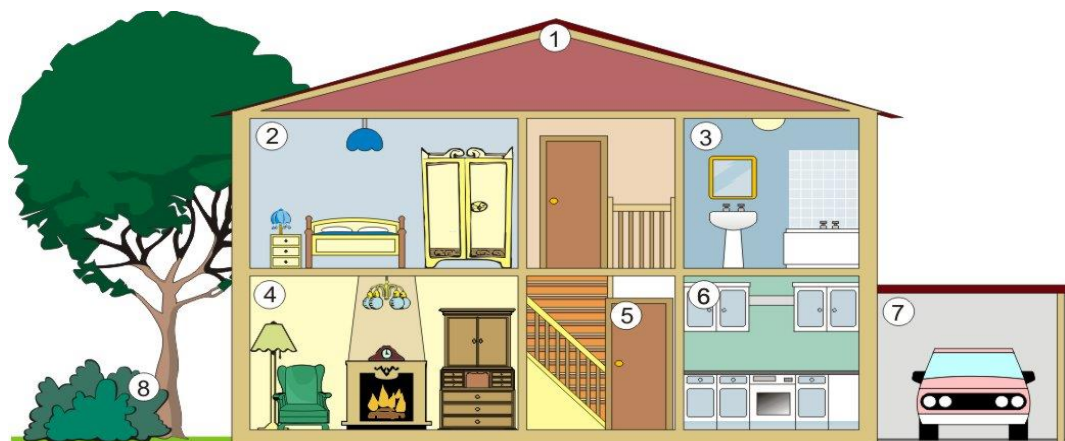
Picture H: _____

Picture J: _____

Picture K: _____

Picture L: _____

3. Look at the picture of the house below and write a paragraph describing it. (/3 points)



4. Read the questions below and then write an answer. Use your own information. (0.25 each item) (/2 points)

N°	QUESTION	ANSWER
1	What is your name?	Example: My name is _____.
2	How old are you?	
3	Where do you live?	
4	What is your address?	
5	How often do you study English?	

Appendix 10 Gallery

Students doing the first English test



Author: Jazmine Barzola Tigero

Interview pictures of 10th “B” students at Escuela de Educación Básica “José Pedro Varela”



Author: Jazmine Barzola Tigero

Interview pictures of 10th “B” students at Escuela de Educación Básica “José

Pedro Varela



Author: Jazmine Barzola Tigero

**Interview pictures of Escuela de Educación Básica “José Pedro Varela”
English teachers**



Author: Jazmine Barzola Tigero



Author: Jazmine Barzola Tigero

**Interview pictures of Escuela de Educación Básica “José Pedro Varela”
Principal**



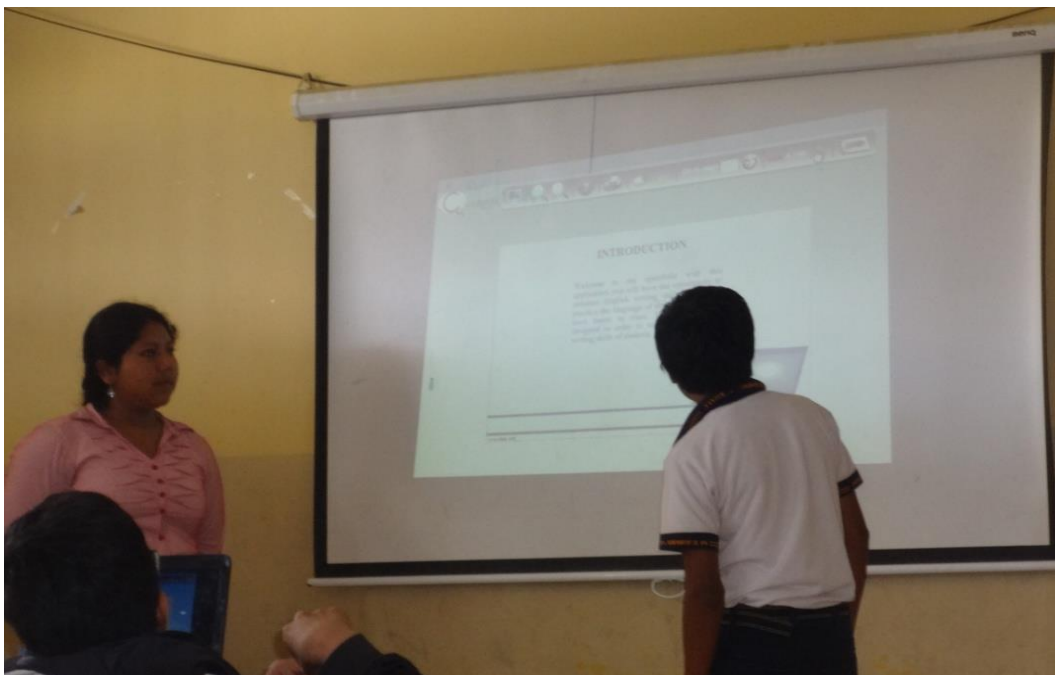
Author: Jazmine Barzola Tigero

Application of Cuadernia



Author: Jazmine Barzola Tigero

Students during the Practice in the ePortfolio



Author: Jazmine Barzola Tigrero

Students working on the exercises of the ePortfolio



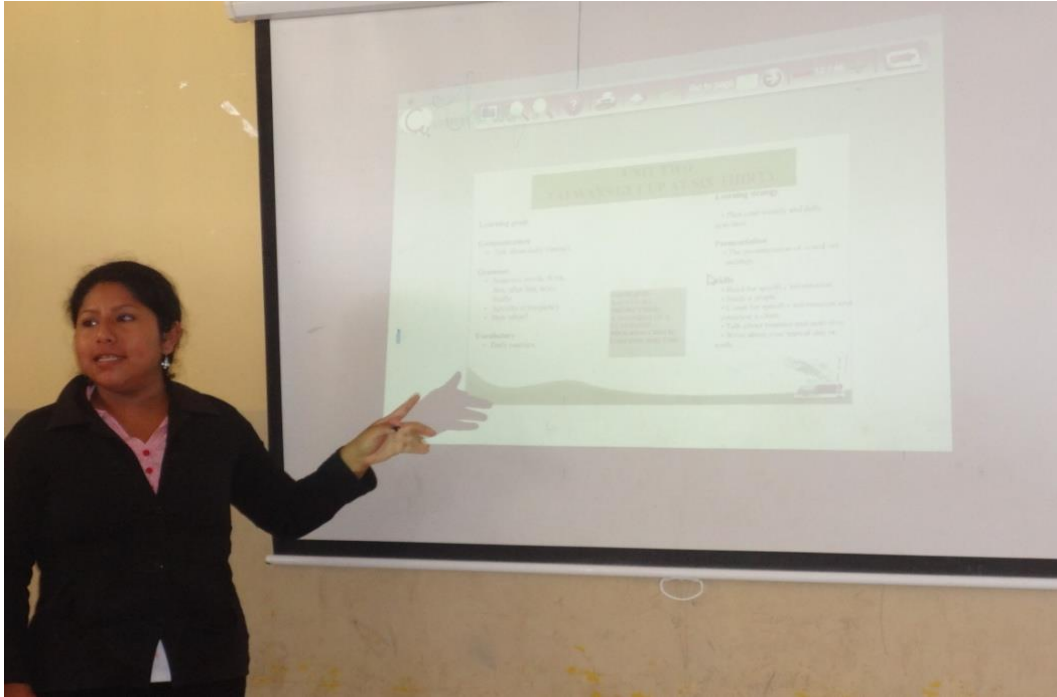
Author: Jazmine Barzola Tigrero

Students using Cuadernia



Author: Jazmine Barzola Tigrero

The Investigator giving instructions to students



Author: Jazmine Barzola Tigrero

Students using the Cuadernia application



Author: Jazmine Barzola Tigero

Appendix 11: Legal Basis

Constitución del Ecuador	
Art. 27	<p>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.</p> <p>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.</p>
Art 28	<p>La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.</p> <p>Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada.</p> <p>La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.</p>
Art 29	<p>El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.</p>

Ley Orgánica de Educación Intercultural y bilingüe.	
Art. 4.- Derecho a la educación.	<p>La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos humanos.</p>

	<p>Son titulares del derecho a la educación de calidad, laica, libre y gratuita en los niveles inicial, básico y bachillerato, así como a una educación permanente a lo largo de la vida, formal y no formal, todos los y las habitantes del Ecuador.</p> <p>El Sistema Nacional de Educación profundizará y garantizará el pleno ejercicio de los derechos y garantías constitucionales.</p>
<p>Art. 185.- Propósitos de la evaluación.</p>	<p>La evaluación debe tener como propósito principal que el docente oriente al estudiante de manera oportuna, pertinente, precisa y detallada, para ayudarlo a lograr los objetivos de aprendizaje; como propósito subsidiario, la evaluación debe inducir al docente a un proceso de análisis y reflexión valorativa de su gestión como facilitador de los procesos de aprendizaje, con el objeto de mejorar la efectividad de su gestión.</p> <p>En atención a su propósito principal, la evaluación valora los aprendizajes en su progreso y resultados; por ello, debe ser formativa en el proceso, sumativa en el producto y orientarse a:</p> <ol style="list-style-type: none"> 1. Reconocer y valorar las potencialidades del estudiante como individuo y como actor dentro de grupos y equipos de trabajo; 2. Registrar cualitativa y cuantitativamente el logro de los aprendizajes y los avances en el desarrollo integral del estudiante; 3. Retroalimentar la gestión estudiantil para mejorar los resultados de aprendizaje evidenciados durante un periodo académico; y, 4. Estimular la participación de los estudiantes en las actividades de aprendizaje.
<p>Art. 186.- Tipos de evaluación.</p>	<p>La evaluación estudiantil puede ser de los siguientes tipos, según su propósito:</p> <ol style="list-style-type: none"> 1. Diagnóstica: Se aplica al inicio de un período académico (grado, curso, quimestre o unidad de trabajo) para determinar las condiciones previas con que el estudiante ingresa al proceso de aprendizaje; 2. Formativa: Se realiza durante el proceso de aprendizaje para permitirle al docente realizar ajustes en la metodología de enseñanza, y mantener informados a los actores del proceso educativo sobre los resultados parciales logrados y el avance en el desarrollo integral del estudiante; y, 3. Sumativa: Se realiza para asignar una evaluación totalizadora que refleje la proporción de logros de aprendizaje alcanzados en un grado, curso, quimestre o unidad de trabajo.

Código de la Niñez y Adolescencia.

**Art. 37.-
Derecho a
la
educación**

Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente;
2. Respete las culturas y especificidades de cada región y lugar;
3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;
4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos;
5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes.

La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato o su equivalencia. El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas.

Appendix 12: Urkund Report



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

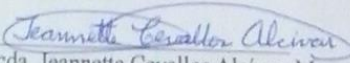
La Libertad, 2 de Febrero del 2016

CERTIFICADO ANTIPLAGIO
003-TUTORA JECA-2016

En calidad de tutora del trabajo de titulación denominado "THE USE OF AN ELECTRONIC PORTFOLIO FOR INCREASING ENGLISH WRITING SKILLS TO TENTH GRADE AT E.G.B "JOSÉ PEDRO VARELA", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016, elaborado por la estudiante Jazmine Raiza Barzola Tigero, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada 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 2 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


Lcda. Jeannette Cevallos Alcívar, Msc.

C.I.:0907928089
DOCENTE TUTOR

CHAPTER I

URKUND

Document: [CHAPTER1.JAZMINE BARZOLA.docx](#) (D15756296)
Submitted: 2015-10-19 18:29 (-05:00)
Submitted by: jazminesa712@gmail.com
Receiver: jcevallos.2.upse@analysis.urkund.com
Message: [002] CHAPTER1 [Show full message](#)

0% of this approx. 3 pages long document consists of text present in 0 sources.

Rank	Path/Filename
Alternative sources	
Sources not used	

¿Quieres traducir esta página? [Configuración](#)

Traducir No

CHAPTER II

The screenshot shows the URKUND interface for document analysis. The document is titled "CHAPTER II jazmine barzola.docx (D15873624)" and was submitted on 2015-10-26 20:27 (-05:00) by jazminesa712@gmail.com. The receiver is jcevallos.2.upse@analysis.urkund.com. The message indicates that 2% of the document's text is present in 3 sources. The "List of sources" panel on the right shows three sources with their respective ranks and paths.

Rank	Path/Filename
1	http://www.eportfoliosblog.blogspot.com/p/resources.html
2	https://sobpublicacion.wordpress.com/2014/08/04/information-and-communication-technology...
3	http://zameduuntan.blogspot.com/2015/02/teaching-learning-with-ict.html

CHAPTER IV

The screenshot shows the URKUND interface for document analysis. The document is titled "chapter IV jazmine barzola.docx (D17432348)" and was submitted on 2016-01-26 17:53 (-05:00) by jazminesa712@gmail.com. The receiver is jcevallos.2.upse@analysis.urkund.com. The message indicates that 0% of the document's text is present in 0 sources. The "List of sources" panel on the right is empty.

Appendix 13 Acceptance Letter to Apply the Proposal

Oficio Nro. MINEDUC-CZ5-24D02-2016-0083-OF

La Libertad, 28 de enero de 2016

Asunto: SOLICITA AUTORIZACIÓN

Señorita
Jazmine Raiza Barzola Tigrero
En su Despacho

De mi consideración:

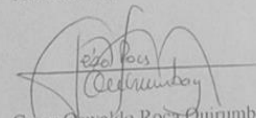
En respuesta al Documento No. AC24D02-916-2016 por medio de la presente me dirijo a usted dando a conocer que hemos analizado la presente solicitud de autorización para realizar una investigación de campo en la Escuela de Educación Básica JOSÉ PEDRO VARELA del Cantón La Libertad, el mismo que permitirá finalizar con el PROYECTO DE TITULACIÓN de la Srta. JAZMINE RAIZA BARZOLA TIGRERO.

Este despacho autoriza que la Srta. JAZMINE RAIZA BARZOLA TIGRERO portadora de la Cedula de Ciudadanía N° 240010225-3 pueda realizar su investigación el mismo que tiene el TEMA: THE USE OF AN ELECTRONIC PORTFOLIO FOR INCREASING ENGLISH WRITING SKILLS TO TENTH GRADE AT EGB "JOSÉ PEDRO VÁRELA", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016.

Así mismo solicito a la Leda. Narcisa García Cajape dar facilidades a la Srta. JAZMINE RAIZA BARZOLA TIGRERO en la Institución para que pueda realizar la respectiva investigación.

Con sentimientos de distinguida consideración.

Atentamente,



Cesar Oswaldo Roca Quirumbay
DIRECTOR DISTRITAL 24D02 - LA LIBERTAD - SALINAS - EDUCACIÓN



Referencias:
MINEDUC CZ5-24D02-UDAC-2016-0118-E

Anexos:
- 24D02-0118-E.pdf



Escuela de educación Básica
"José Pedro Varela"
Fundado el 8 de Octubre de 1950.
Teléfono: 2785065
Correo electrónico: cantroeduc.varela@hotmail.com
La libertad-Ecuador



La Libertad, 28 de Enero del 2016

CERTIFICO

Que la Srita. JAZMINE RAIZA BARZOLA TIGRERO, con cédula de identidad N° 240010225-3, Egresada de la Universidad estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas, Carrera de Licenciatura en Inglés; ha desarrollado e implementado el tema de investigación, desde el 17 de Septiembre hasta el presente, en esta Institución Educativa, un Portafolio Electronico para la asignatura de inglés, programa titulado "The use of an Electronic portfolio for increasing English writing skills to tenth grade at E.G.B. "José Pedro Varela" La Libertad, Province of Santa Elena 2015-2016".

Se expide la presente solicitud de la interesada, para los fines que crea conveniente.

Educativamente.

Lcda, Narcisca García, MSc.



"La educación es fortuna, que no se gasta, que no se pierde, que perdura siempre."

La Libertad – Calle 27 entre Avenida 14 y 15
Correo electrónico: centroeduc.varela@hotmail.com