



**PENINSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN  
ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD  
EDUCATIVA JOHN F. KENNEDY IN SALINAS, PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2017-2018**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR:**

**INGRID PAOLA TOMALÁ GUZMÁN**

**ADVISOR:**

**MSC. KLEBER LOOR ZAMBRANO**

**LA LIBERTAD – ECUADOR**

**2017**



**UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**

**CARRERA LICENCIATURA EN INGLÉS**

**LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN  
ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD  
EDUCATIVA JOHN F. KENNEDY IN SALINAS, PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2017-2018**

**TRABAJO DE TITULACIÓN**

Previa la obtención del título de:

**LICENCIADA EN INGLÉS**

**AUTOR:**

**INGRID PAOLA TOMALÁ GUZMÁN**

**TUTOR:**

**MSC. KLEBER LOOR ZAMBRANO**

**LA LIBERTAD – ECUADOR**

**2017**

**UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**

**CARRERA LICENCIATURA EN INGLÉS**

**LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN  
ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD  
EDUCATIVA JOHN F. KENNEDY IN SALINAS, PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2017-2018**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR:**

**INGRID PAOLA TOMALÁ GUZMÁN**

**ADVISOR:**

**MSC. KLEBER LOOR ZAMBRANO**

**LA LIBERTAD – ECUADOR**

**2017**

**ADVISOR'S APPROVAL**

In my role as Adviser of the research paper under the title "**LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD EDUCATIVA JOHN F. KENNEDY IN SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018**" prepared by Ingrid Paola Tomalá Guzmán, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the board of examiners.

Sincerely,



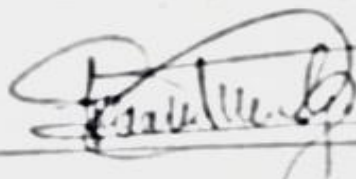
.....

**Lic. KLEBER LOOR ZAMBRANO, MSc.**

**ADVISOR**

## **STATEMENT OF AUTHORSHIP**

I, Ingrid Paola Tomalá Guzmán, with ID number 0924279573, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **"LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD EDUCATIVA JOHN F. KENNEDY IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018"**, Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

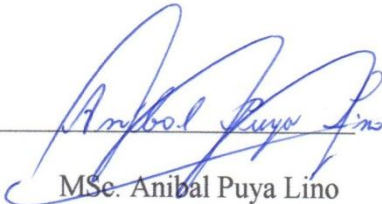


---

**INGRID PAOLA TOMALÁ GUZMÁN**

**ID # 0924279573**

**BOARD OF EXAMINERS**



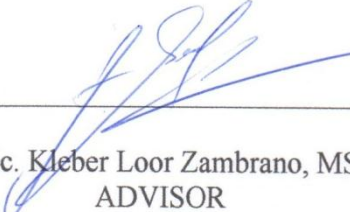
---

MSc. Anibal Puya Lino  
FACULTY OF EDUCATION AND  
LANGUAGES - DEAN



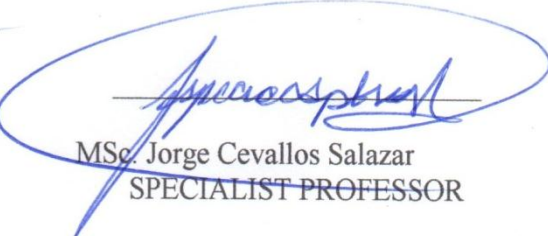
---

MSc. Sara González  
ENGLISH TEACHING CAREER  
DIRECTOR




---

Lic. Kleber Loor Zambrano, MSc.  
ADVISOR



---

MSc. Jorge Cevallos Salazar  
SPECIALIST PROFESSOR



---

Ab. Brenda Reyes Tómalá Msc  
GENERAL SECRETARY

## **DEDICATION**

To my parents, for always motivating me to keep studying.

To my daughter, for being my inspiration for fighting until the end of this long period of my life and having changed it into the most important one.

Ingrid.

## **ACKNOWLEDGEMENT**

Thanks to Lic. Kleber Loor Zambrano, MSc. For his support during all the research process.

To all the professional support that I received during the development of this academic goal.

*Ingrid.*

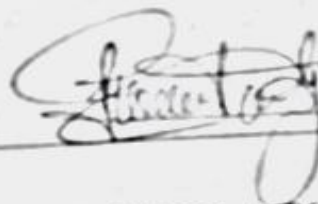


**DECLARATION**

"THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO THE PENINSULA DE SANTA ELENA UNIVERSITY."

**DECLARATORIA**

"EL CONTENIDO DEL PRESENTE TRABAJO DE TITULACIÓN ES DE MI RESPONSABILIDAD, EL PATRIMONIO INTELECTUAL DEL MISMO PERTENECE A LA UNIVERSIDAD PENÍNSULA DE SANTA ELENA"



---

**INGRID PAOLA TOMALÁ GUZMÁN**

**ID # 0924279573**

## TABLE OF CONTENTS

ADVISOR'S APPROVAL .....	iv
STATEMENT OF AUTHORSHIP .....	v
BOARD OF EXAMINERS .....	v
DEDICATION .....	vii
ACKNOWLEDGEMENT .....	viii
DECLARATION .....	ix
TABLE OF CONTENTS .....	x
CHARTS .....	xiv
GRAPHS .....	xvi
ILLUSTRATION PAGE .....	xvii
ABSTRACT .....	xviii
INTRODUCTION .....	19
CHAPTER I .....	3
THE PROBLEM .....	3
1.1. Title .....	3
1.2. Problem Statement .....	3
1.3 Context of the problem .....	6
1.4 Analysis of the problem .....	9
1.5. Research questions .....	10
1.6. Rationale .....	10
1.7. Research objective .....	11
1.8. Idea to defend .....	11
1.9. Scientific tasks .....	11
CHAPTER II .....	12
LITERATURE REVIEW .....	12

2.1. Previous research .....	12
2.2. Philosophical basis .....	14
2.2.1 What is the CFR? .....	16
2.2.1.1 Levels of understand talk and write .....	16
2.3 Educational Basis .....	18
2.3.1 What is writing? .....	20
2.3.2 Definition of writing skill? .....	21
2.3.3 Technology for learning languages .....	23
2.3.4 Use of multimedia .....	24
2.3.5 What is Learning Management System? .....	24
2.3.6 What is Edmodo? .....	27
2.3.7 What is Dokeos? .....	27
2.3.8 What is Blackboard? .....	28
2.3.9 What is Moodle? .....	29
2.3.10 What is tiching? .....	30
2.4 Legal Basis .....	30
2.4.1 The Constitution of Ecuador .....	30
2.4.2 “Plan of the Good Life” .....	31
2.4.3 “Constitution of Ecuador” .....	31
2.4.4 “Organic Law of Higher Education” .....	31
2.4.5 “Código de la Niñez y la Adolescencia” .....	31
2.4.6 “Regulation of graduation work at Santa Elena Península University” .....	32
 CHAPTER III .....	 33
 RESEARCH METHODS .....	 33
3.1 Research Approach .....	33
3.1.1 Qualitative approach .....	33
3.1.2 Inductive - deductive method .....	33
3.1.3 Observation method .....	34
3.2 Level or type of research .....	34

3.2.1 Bibliographic Research .....	34
3.3 Population and Sample.....	35
3.4 Data Collection.....	36
3.4.1 Techniques .....	36
3.4.2 Observation .....	36
3.4.3 The Interview .....	36
3.4.4 The Survey .....	36
3.4.5 Instruments.....	37
3.5 Operationalization of variables .....	38
3.6 Planning collection of information.....	40
3.7 Data Processing Plan.....	41
3.8 Data Analysis .....	42
3.8.1 Analysis and interpretation of results.....	42
3.8.2 Interview directed to the principal of John F. Kennedy High School.....	42
3.8.3 Interview directed to Specialists .....	44
3.8.4 Survey Directed to English teachers .....	47
3.8.5 Survey directed to students .....	57
3.9 Analysis of results .....	64
3.10 Conclusions and Recommendations .....	66
3.10.1 Conclusions .....	66
3.10.2 Recommendations .....	66
 CHAPTER IV .....	 67
 THE PROPOSAL .....	 67
4.1 Informtive Data .....	67
4.2 Proposal Background .....	69
4.3 Significance.....	70
4.3 Objectives.....	71
4.3 Design and Development of the Proposal.....	71
4.4 What is Tiching? .....	72

4.4.1 Why using Tiching? .....	72
4.4.2 Characteristics and advantages of Tiching.....	72
4.4.3 How does it work? .....	73
4.4.4 Registration .....	73
4.4.5 Complementary activities.....	74
4.4.6 3 <sup>rd</sup> BGU class .....	75
4.5 Description of activities .....	77
4.6 Evaluation .....	93
4.6.1 Rubric.....	93
4.7 Achievements and Results .....	94
4.7.1 Diagnostic Test Results.....	94
4.7.2 Final test results .....	95
4.7.3 Students' improvement .....	96
4.8 Conclusions and Recommendations .....	98
4.8.1 Conclusions.....	98
4.8.2 Recommendations .....	98
4.9 TIMETABLE .....	99
4.10 RESOURCES.....	100
4.10.1 Technological resources.....	100
4.10.2 Others .....	100
REFERENCES.....	101
APPENDIXES .....	104

## CHARTS

Chart 1: Problem tree	9
Chart 2: Population Chart	35
Chart 3: Instrument chart	37
Chart 4: Independent Variable	38
Chart 5: Dependent variable	39
Chart 6: Data planning chart	40
Chart 7: Data processing plan chart	41
Chart 8: The benefit of learning English	49
Chart 9: Students' written skills	50
Chart 10: Resource within the English class	51
Chart 11: Availability of technological resources	52
Chart 12: Students' writing technique	53
Chart 13: The writing process	54
Chart 14: Teachers' criteria about writing activities	55
Chart 15: The best LMS according to teachers' criteria	56
Chart 16: The importance of English in life	57
Chart 17: Students' preference for internet	58
Chart 18: LMS chosen by students	59
Chart 19: Students' opinion about the difficulty of writing in English	60
Chart 20: Students' motivation for improving their writing skills	61
Chart 21: Students' preferences to improve their writing skills.	62
Chart 22: Students' preference for writing activities	63

Chart 23: Writing rubric	91
Chart 24: Diagnostic test result chart	92
Chart 25: Final test result chart	93
Chart 26: Students' improvement result chart	94
Chart 27: Students' improvement final percentage	94
Chart 28: Strategies of improvement chart	95
Chart 29: Timetable	97

## GRAPHS

Graph 1: The benefit of learning English	49
Graph 2: Students' written skills	50
Graph 3: Resource within the English class	51
Graph 4: Availability of technological resources	52
Graph 5: Students' writing technique	53
Graph 6: The writing process	54
Graph 7: Teachers' criteria about writing activities	55
Graph 8: The best LMS according to teachers' criteria	56
Graph 9: The importance of English in life	57
Graph 10: Students' preference for internet	58
Graph 11: The use of LMS	59
Graph 12: Students' opinion about the difficulty of writing in English	60
Graph 13: Students' motivation for improving their writing skills	61
Graph 14: Students' preferences to improve their writing skills.	62
Graph 15: Students' preference for writing activities	63
Graph 16: Students' improvement before and after the proposal application	95



## ILLUSTRATION PAGE

Illustration 1. John. F Kennedy High School	66
Illustration 2: Tiching principal page	70
Illustration 3: How to register in Tiching	73
Illustration 4: Registered students of 3rd BGU	74
Illustration 5: Students developing activity 1	75
Illustration 6: Students working on activity 2	76
Illustration 7: Planning a trip activity	77
Illustration 8: Students writing about their pizza preferences	78
Illustration 9: Sharing opinions in activity 5	79
Illustration 10: Talking about personalities	80
Illustration 11: Pet preferences activity	81
Illustration 12: Activity about pets	82
Illustration 13: Students working on sentence fragments	83
Illustration 14: Ordering a sentence fragment comic	84
Illustration 15: Creating a sentence fragment comic	85
Illustration 16: Making a food r�cipe	86
Illustration 17: Writing in simple present simple and continuous	88
Illustration 18: Writing about my day	89
Illustration 19: Writing an autobiography	90



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

**“LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD EDUCATIVA JOHN F. KENNEDY IN SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018”**

**Author: INGRID PAOLA TOMALÁ GUZMÁN**

**Advisor: MSc. KLEBER LOOR ZAMBRANO**

**ABSTRACT**

Today's education is innovating day by day the way in which the students acquire their English abilities. The current investigation was based on how to enhance the writing skill in English among students of 3<sup>rd</sup> BGU at Unidad Educativa John F. Kennedy in Salinas, Province of Santa Elena, school year 2017-2018, through the use of a Learning System. This research paper based most of its investigation on Jeremy Harmer's reasons to teach writing. Harmer said that those reasons comprise language development, learning style and writing as a skill in its own right. The main aim was to show how the use of technology can motivate students to develop their writing abilities while doing something interesting as writing according to their own preferences. This investigation used the qualitative and inductive and deductive method in order to gather the data. Through the use of the qualitative method the interviews and surveys were applied for collecting the appropriate information for the investigation while the inductive and deductive method helped the researcher to make assumptions and possible answers to the problematic already existing. The study involved the principal of the institution, 6 English teachers and the 25 3<sup>rd</sup> BGU students from Unidad Educativa John F. Kennedy. Furthermore, the results of the implementation of the LMS caused a positive impact on the 3<sup>rd</sup> BGU students from Unidad Educativa John F. Kennedy due to the motivation that they expressed before, during and after the development of the writing activities. The mentioned students not only increased their writing level but improved their vocabulary, grammar, grammar coherence and their communicative skills in English showing that technology can contribute in a positive way to the teaching-learning process.

**Keywords:** *LMS, technology, writing, learning*

## **INTRODUCTION**

English has become a necessity for developing in any area. It is the official language around the world for making business, communicating, and making friends or studying. Nowadays, English is present everywhere due to its important place in communications. It is divided in 4 skills such as writing, reading, listening and speaking.

This research paper is based on the first skill, writing. Writing in English has become an important factor for the integral development of the individuals that form part of the society of these days. Nowadays, it is very unusual to hear that writing or understanding texts in English is not important. Given that society is being innovating every minute that passes, individuals have been forced to acquire more abilities that can help them to develop in a satisfactory way.

Uncomfortably, students often need the correct method and strategy to involve in the writing process. Nevertheless, what they produce in class is important they know how writing skill can be developed through the correct technology tool and become pioneers in this skill to communicate their thinking or suggestions in the real life.

This research paper is comprised of four chapters detailed as follows:

Chapter I: Contains data about the problematic of study and the investigation including the context, analysis of the problem, research questions, rationale, objectives, idea to defend and scientific tasks. This chapter defines all the aspects of the problematic in terms of investigation in order to clarify the objectives.

**Chapter II:** Refers to the theoretical framework of the investigation including the previous research, the philosophical and educational basis. It also contains some details about the CEFR (Common European Framework) for delimiting the English skills in ESL students, the levels of understand, talk and write, the definition of the writing.

This chapter also defines some aspects of the use of technology for learning, the use of multimedia, the classification of some platforms in order to choose the correct one for the proposal application and finally the legal basis of the investigation.

**Chapter III:** Contains the methodology, the level or type of research, the population and all the methods and strategies that the investigation required for the data collection. In this chapter the researcher also describes the operationalization of independent and dependent variable of the problematic, the data processing plan, and the data analysis and finally gives some conclusions and recommendations about the investigation.

**Chapter IV:** Refers to the proposal application, evaluation through the use of some tests and a writing rubric in order to measure the students' achievement. This chapter also shows the corresponding results obtained for the achievement of

the main aim that was enhancing writing in English. The researcher gives some conclusions and recommendations about the proposal implemented. Finally all the evidences, bibliography, resources, timetable and appendix is shown at the end.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Title**

**LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH LANGUAGE AMONG STUDENTS OF 3RD BGU AT UNIDAD EDUCATIVA JOHN F. KENNEDY IN SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018**

#### **1.2. Problem Statement**

English is now considered as an important language, not only in the learning institutions but also within the society. However, in certain fields the ability to converse well in English is mandatory in the institutions. It is especially important to students in different academic level. Nowadays, the English language plays an important role, not only in our country, but also around the world.

Phonetics, Linguistics, Grammar, Reading, and Writing play an important function in the English learning process. Everything has a relationship with

Grammar, if the students want to make a composition they must know Grammar rules to write correctly, but there are some students that have problems while writing, they can not keep parallelism; for example they start writing in present tense and at the end they finish writing in past tense without any logical transition.

Unidad Educativa John F. Kennedy is located in Salinas City, it was founded in 1964, with main goal is to provide children and teenagers with humanist and inclusive education, at present this institution has 864 students, from 1<sup>st</sup> Basic Grade until the eleventh grade. There are 21 courses from 1st to 10<sup>th</sup> grade; each class has 30 students and it has well-designed classrooms, with high-quality projectors and computers. The English teaching staff is formed by 10 teachers who contribute with 30 hours of English teaching per week in three different classrooms.

At Unidad Educativa John F. Kennedy, English is taught according to the level of English of the student, a placement test is taken at the beginning of the year and the student is classified as: beginners, elementary, pre-intermediate and intermediate level. The students of third BGU have difficulties with the writing skill, therefore they do not know how to connect sentences and make paragraphs, they do not fulfil with all requirements according to the Ecuadorian Minister of Education as well.

Unfortunately, students of third BGU need the correct methods and strategies to enhance the writing skills. Nevertheless it is important that they know how writing skill can be developed through the correct technology tools allowing them

to communicate their thinking or suggestions in real life. Teachers can apply different methodologies of teaching and incorporate new technologies such as the Learning Management System (LMS) in order to achieve the objectives included in the exit profile according to MINEDUC. The new National Curriculum of EGB and BGU include the English subject in order to get young citizens with capacity to face and solve challenges in current times, (Agreement N 052-Ecuadorian Ministry of Education). Furthermore, students need to achieve a Level B1 which is connected with the Common European Framework of reference to get more academic, cultural and economic chances.

EFL's Curricular Threads are first of all communication and cultural awareness which include intercultural and cultural awareness and identity connected with social competence, secondly writing which includes initial literacy and text production. Therefore students are required to achieve a level B1 in all the skills: listening, speaking, reading and writing according to the common European Framework of reference.

As a consequence, teachers must encourage students to start acquiring writing habits by emails, messages, share information in websites, start online conversations, and make interactive session of activities to express opinions in an easy and modern way applying the use of platforms. These kinds of activities are involved in Learning Management System and offer the essential tool in order to acquire English as a second language.

### **1.3 Context of the problem**

The writing skill difficulties are some of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. The fact that the latter do not have interest in the Composition field leads them to be poor writers, have low scores in their courses, increase the errors in their homework, write run-on sentences and create incoherent paragraphs. Many students have learned in high school to camouflage their lack of reading and writing skills, so it is often difficult for teachers to identify their weaknesses until students hand in papers or take exams. Then writing deficiencies are obvious. For this reason, it is important to say that academic writing involves many requirements that students must put into practice to avoid difficulties and complications at the moment of writing essays or reporting papers. In Ecuador, there are some English teachers who use traditional methodologies in the learning process; because of this institution do not have a good outcome. Nowadays, the Ecuadorian Ministry of Education is connected with the Common European Framework, in consequence students must achieve B1 level when they finish 3<sup>rd</sup> BGU.

In Santa Elena Province, Unidad Educativa “JOHN F. KENNEDY”, is in charge of developing English skills every day, the students of third BGU have difficulties in writing skill therefore teachers must apply new strategies and must not maintain traditional methods for enhancing this skill. Furthermore, teachers must create the culture to write all the time but in a correct way.



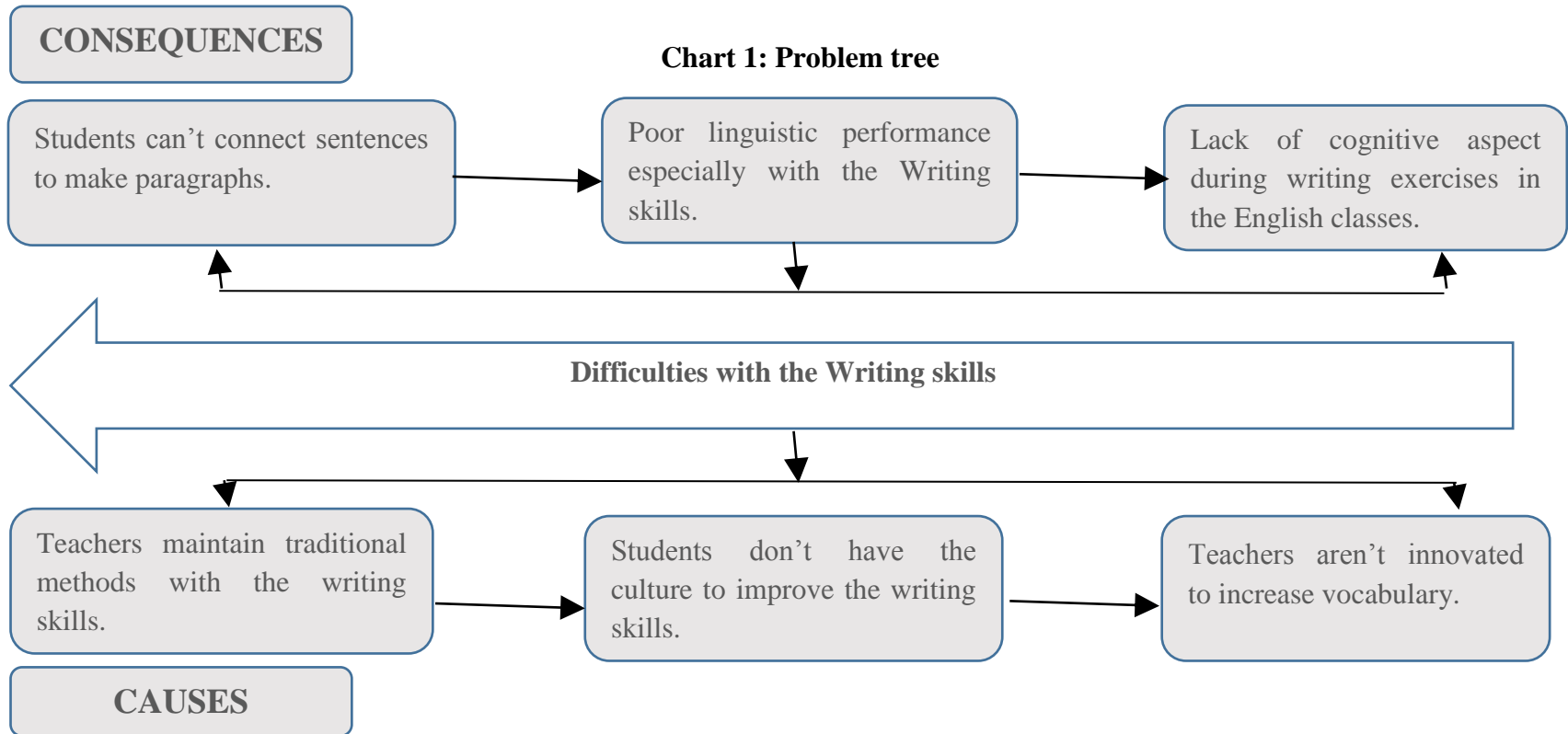
Teachers have detected many problems that students present at the moment of writing such as: Poor handwriting/ writing illegibly includes: does not follow lines on a paper, to write too small or too large, to write too light or too hard, pencil grip incorrect, does not visually track writing, to write letters or numbers backwards or upside down, mixes capital and lower-case letters inappropriately. Poor spelling skills include: spells phonetically and cannot remember patterns, spells words differently in the same document, reverses letters in spelling. Difficulty taking notes from oral presentations which include: writing is too slow to get lecture points on a paper, to take notes but is unable to distinguish important information from extraneous information, reverses or ignores numbers, parts of sentences and/or whole words taking notes

May have problems with grammar, syntax and organization which include: to demonstrate inconsistent memory for sentence mechanics (e.g. lack of punctuation and capitalization), persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated), does not have all parts of a well-organized paragraph (Topic sentence and supporting sentences). Demonstrates writing skills inconsistent with verbal abilities which include: to write short and/or simple essays even though he can verbalize more complex thought, can verbalize answers to tests but written answers are wrong, left blank or incomplete, oral vocabulary more complex than written vocabulary. If professors believe that just by taking a writing course their students will be better and will be able to create excellent compositions, they are wrong. This is a subject

that needs to improve the techniques every day and mostly in teaching composition to non-English speakers.

This research has the objective to enhance writing skill among students of third BGU at Unidad Educativa John F. Kennedy to have the ability to compose writing texts that is essential for students for all their lives to formulate and communicate their thoughts or ideas in a coherence and well-structured paragraphs.

#### 1.4 Analysis of the problem



**Author: Ingrid Tomalá Guzmán**

**Source: Unidad Educativa "John F. Kennedy"**

### **1.5. Research questions**

- a) What is the impact of a learning management system having in teaching English?
- b) How can the use of a learning management system to contribute to enhance writing among students of 3<sup>rd</sup> BGU?

### **1.6. Rationale**

People practice writing every day in various ways: posts, blogs, social networks, text messages, e-mail, advertisement, stories, letters and more, as a result they must develop this skill in order to ask o answer something to communicate with other people. The writing skills are connected with use of English and speaking too.

The students of third BGU have difficulties of writing skills which means the impossibility to structure sentences in the correct way, they can not connect ideas due to the lack of syntaxes in the sentences therefore they can not write form paragraphs which is an indicator of poor linguistic performance. Many years ago students followed a pattern based on traditional methodology but currently they engage more when the teacher applying technology.

This is the main purpose why the implementation of LMS will allow the students to stay engaged improving their writing skills. During this research, some methods and techniques will be carried as observations surveys, interviews in

order to gather valuable data regarding technological writing tools as teaching strategy to improve writing skills.

This project will be useful directly for students of third BGU at Unidad Educativa John F. Kennedy, their parents, English teachers and educators of their subjects and finally the whole institution.

### **1.7. Research objective**

To evaluate the impact of Learning Management System by analyzing different studies in order to enhance the writing skill on students of third BGU at Unidad Educativa John F. Kennedy.

### **1.8. Idea to defend**

A Learning Management System will enhance the writing skill on students of third BGU at Unidad Educativa John F. Kennedy.

### **1.9. Scientific tasks**

- 1 To analyze all the theoretical framework about the use of LMS for the enhancement of writing skill on students of third BGU at Unidad Educativa John F. Kennedy.

- 2 To identify the methodological process to gather valuable data for the research.
- 3 To design writing activities in a Learning Management System to enhance the writing skill on students of third BGU at Unidad Educativa John F. Kennedy.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Previous research**

In Ecuador English is one of the most difficult subjects within the field of education to understand in schools and high schools (Public and Private), in spite of the existing Government Projects, education and institutions have not reached yet the competitive level demanded by today's world.

Daniel Gonzales Lolemi indicates that "to develop the teaching-learning process must be drawn strategies that will facilitate the implementation of certain objectives within the class. Many experienced teachers, sometimes do not consider the importance of teaching strategies and end up wondering why that particular time of the class went wrong". (Gonzalez-Lomelí, 2016)

Learning English, as well as any other foreign language, can be given in a simple way, simple and fun, to facilitate the acquisition of words and phrases of more practice in the usages of the most appropriate contexts.

Experts have proposed various aspects of writing skills. (In 2004, Harmer), he proposed some reasons for teaching writing to students of English as a foreign language namely reinforcement, language development, learning style, and, most importantly, writing as a skill in its own right.

**Reinforcement:** Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it. (HARMER, 2004:79)

**Language development:** The second reason is about the mental activity which students have to go through in order to construct proper written texts is all part of the ongoing learning experience. (HARMER, 2004:79)

**Learning style:** This aspect is about how some students are fantastically quick at picking up language just by looking and listening, by the way writing is appropriate for them. (HARMER, 2004:79)

**Writing as a skill:** This is the most important reason for teaching writing because some students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. Students need to know some of writing's special conventions (punctuation, paragraph construction, etc) (HARMER, 2004:79-80)

## 2.2. Philosophical basis

A large majority of the authors that have addressed the subject of scripture make reference to the existence of requirements governing the act of writing. Among them we can mention Acosta Padrón (1996), Abbott (1989), Antich of León (1984). For this work is selected the dice by Plattor (1981):

- The writer must organize their writing and sort the prayers in such a way that the reader to understand better or can more easily follow the ideas expressed.
- You must select carefully the words with the objective to say precisely what you want to say.
- You must provide sufficient information to be given to fully understand.
- You should plan what you are going to write and as it will be written.
- You must use the punctuation and capitalization of correct way to replace the non-verbal communication.
- You must correct the spelling and calligraphy for a better understanding and eliminate confusions. (Mendoza, 2007)

According to Lewis (2007: 10) technology has such “an enormous impact on all aspects of teenage life” which in turn means that it “simply cannot be ignored”. Similarly, Prensky (2012: 68-69) notes that, today’s teenagers and young adults differ from older generations in 23 their digital competence. Young people today, “...think and process information fundamentally differently from their predecessors, and are all “native speakers” of the digital language of computers, video games, and the internet” (ibid.). He further suggests that, these later



generations can be seen as digital natives, born into a world where they are surrounded by technology, which they have learned to navigate through since childhood with little or no difficulties.

Writing as a skill has always required some kind of implement whether it is pen and paper, typewriters, or computers; writing tools evolve as new technologies develop new ways of creating and working with texts. However, using new digital tools to create texts will require the acquisition of different skills than writing with pen and paper. As writing skills are most often learnt in schools this implies that these new skills will also have to be taught and developed within the classroom. It could be argued that new technologies with new opportunities and ways of writing may change the way we write, the genres we write in, the finished product and the possibilities the writer has for publishing and subsequent readership. According to Hyland (2014: 144) there are many positive effects on the quality of the final text when using writing software that includes drafting, editing, proof-reading, and formatting and publication processes.

The possibilities of word processors to cut and paste sentences, paragraphs or even whole pages of information makes editing easier as the writer is able to move, change and remove parts of the text without having to start afresh. Grammar and spellchecking software also help writers to create well-written sentences and decrease the amount of time spent finding the right spelling. Hyland (2014) further suggests that these aids give the author more time to concentrate on the writing and can therefore result in longer, more fluent and better edited texts.

## **2.2.1 What is the CFR?**

CEFR Common Reference Levels – Global Levels (EF, 2015) (department, 2016)

The Common European Framework of Reference for Languages delimits the capabilities that the student must check in each one of the levels for the categories to understand, speak and write.

### **2.2.1.1 Levels of understand talk and write**

A1: recognizes words and very basic phrases that are commonly used, when you speak slowly and clearly. Understand familiar names, words and very simple sentences, e.g. in signs and posters or in catalogs. Participate in a simple conversation if the other person is willing to repeat. Ask and answer simple questions. Use simple phrases and sentences.

A2: Understanding phrases and the most common vocabulary on topics of personal interest. Grasp the main idea of short, clear, simple messages and announcements. Read texts brief and simple. Find specific information in simple texts E.g.: Ads, Brochures, Menus and timetables. Communicate in simple and routine tasks, using expressions to describe in simple terms family, people, current job or the last. Write simple messages, e.g.: very simple personal letters.

B1: Understanding the main ideas when the speech is clear and normal and are treated daily affairs. Understand the main idea of many radio or TV programs. Understand texts written in a language of habitual use and daily or related to the

work, as well as the description of events, feelings and wishes in personal letters. Participate spontaneously in a conversation that tries everyday topics of personal interest. Join phrases in a simple way to describe experiences and events. Briefly justify my views and projects. Telling a story or relating the plot of a book. Write texts well bound on known issues or of personal interest.

B2: Understanding extended speech and lectures and even complex lines of argument if the topic is relatively well-known; almost all the TV news and programs on current topics; most of the films in which is spoken in a level of standard language. Read articles and reports relating to contemporary problems. Participate in a conversation with a degree of fluency and spontaneity and in debates in everyday situations. Describe in detail subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Write clear, detailed text on a wide range of subjects.

C1: understanding extended speech even when it is not clearly structured or relationships are implied. Understand long and complex texts of literary character or based on facts, appreciating distinctions of style. Express yourself with fluency and spontaneity using language flexibly and effectively for social and professional purposes. Formulate ideas and opinions with precision. Write about complex subjects in letters, essays or reports highlighting what I believe are important aspects.

C2: Understands without any difficulty any type of spoken language. Read with ease virtually all forms of the written language, including structural abstract

texts or linguistically complex as, for example, manuals, specialized articles and literary works. Take part effortlessly in any conversation or discussion, knowing idioms, phrases and colloquial expressions. Speak fluently transmitting subtle nuances. Write summaries and reviews of professional or literary works.

### **2.3 Educational Basis**

The cultural historical school created by Vygotsky, in the decade of the XX of the past century gives us an extended theory and systematized by his followers with a coherent approach to its conception of man, this approach revolutionized all conceptions of the psychological school prior to take as object to man in his social relations, considering it, furthermore, as an agent of change and transformation of himself and the reality that surrounds it.

There appear methodological principles that explain the operation and development of the personality as:

- Social determination of psychic.
- Unity of the biological, psychological and social development of the personality.
- Unity of the individual and the social.
- Unit of the cognitive and the affective.
- Unit of the conscious and the unconscious.

- Temporary unit of the personality ( past, present or future)
- Unity of the reagent and the transformed adaptive autonomous.
- Unity of the psyche and the activity.
- Unity of the inductor and the executor.

For the design of the teaching-learning process of the subject is an indispensable condition to consider these principles as the foundation of its theoretical and methodological grounds, in particular in the conception of the differentiation of teaching, the formation of values and the contextualization of the content. For the particular case of research that we are dealing with, these principles allow substantiate interdisciplinary relationships to be established in the direction of the teaching-learning process.

In this approach the activity and communication are considered as key elements for the development of a social being and human. For the design of the teaching-learning process is extremely important to adequately assume the activity which supports the teaching and learning. In the sense Vygotsky is necessary to consider all the potential of the individual to from didactic actions and the system of pedagogical influences promote the development from:

The concept of the proximal zone of development which gives Vygotsky as fundamental contribution of his theory: understood as the distance between the actual level of development determined by the ability to solve a problem and the level of potential development determined through the solution of a problem

under the guidance of professor or in collaboration with another colleague more capable.

### **2.3.1 What is writing?**

According to Acosta Padrón (1996), writing is a graphical representation of speech, or sounds that one produces to speak. The words have to be organized to form the prayers and these in turn are joined in such a way that they form a text about a topic. The Writing includes the decoding of a message to someone who is not usually physically present. The writer has to make sure that what you write is to be understood with success.

According to Jeremy Harmer (2004), teaching writing involves both slow and fast process in which is essential obtain the correct way in order to apply grammar, paragraphs, writing special conventions, structure and punctuation. As teachers, it is relevant to apply some written symbols when checking compositions such as composition, capitalization needed, verb tense, subject verb agreement, tense shift, close space, space needed, spelling, plural, unnecessary word, wrong word form, wrong word, wrong word order, pronoun reference error, run on (fused sentence). The writer can notice mistakes orderly. “There is no limit to the kind of texts we can ask students to write”. (Harmer, 2004)

The teaching of writing must be recognized as a special part of the teaching of the language with its own objectives and techniques in special schools where the writing becomes an objective of education.

Due to writing skill for students is the complement to be able to communicate their thoughts, it uses sets of symbols to represent the sounds of speech through punctuation and numerals. Writing is better when students have patterns to follow in order to get a coherence message; students need to create a prevalent method of creating connections among people.

Furthermore Writing connects citizens across time, space and culture. Because of the influence of writing, people can learn about history, characters in the past or predictions about the future or design for tomorrow.

Writing can cause problems or get peace, in fact writing for students is a useful skill to create stories but it's better with the correct process of it.

### **2.3.2 Definition of writing skill?**

Writing skills are a relevant part of communication. Well done writing skills let you to emit your message with clarity and ease to a far larger audience than through face to face or telephone conversations. Every day is a chance to communicate our ideas or opinions, students have all tools in their surrounding for publishing thoughts and the audience can see more and more examples of poor writing skills both in print and on the web. Poor writing skills make people frustrated because they don't understand and have negative reactions. So readers focus on writing organization in the different ways to writing; grammar, spelling and punctuation make the difference of the sentences, paragraphs or full texts.

The construction of texts have an order and it connect thoughts with desires at the same time, there are many types of writing such us a report, executive summary, cartoons, poems, letters, emails, etc. Students can write under specific circumstances, at home, at the beach, among friends or family and they surf on internet every day and write about them all the time. For this reason teachers check grammar, punctuation and spelling due to they are the key in written communications. It's important the content and presentations for example are not the same when "their" is used instead of "there" or "principle" instead "principal" due to those mistakes teachers focus on the process of writing, which contents five steps.

**Pre-writing:** This is the phase in which students start to plan what they are writing or focus on a specific topic, they can use brainstorm, research, gather and outlines ideas, often using diagrams for mapping out their thoughts.

**Drafting:** Students start to write their preliminary composition by writing down all their thoughts in a well-organized way to express a particular idea or present a disagreement.

**Revising:** Students check, modify and reorganize their work by readjusting, adding or deleting content, and by making the tone, style, and content appropriate for the intended audience. The objective of this step of the writing process is to enhance the draft.



**Editing:** This is the phase when students proofread and correct errors in grammar and mechanics, and edit to improve style and clarify. Students can use a feedback which is helpful.

**Publishing:** Students or people can share their writing with the group. Sharing has a variety of ways in some cases publish online using platform or app, and in other cases using a computer to print.

### **2.3.3 Technology for learning languages**

The technology of education is the total sum of the activities that make the person modify their external environments (materials) or internal (behavior). A systematic application of the resources of the scientific knowledge of the process required for each individual to acquire and use the knowledge.

When superficially speaks of "new technologies", we are using incorrectly an adjective, since what new confuse it with the later, "the last cry in application of techniques". In technology education, in the first place as we have said on several occasions, we must not confuse machines or devices with application of technology, which have more to do with the media organization and resources that with the same media. The resource does not have why move fashion, or be used while this lasts as it is a routine to do. A resource can be eternal if the mind that uses it has the creativity of planning appropriate means for doing so useful.

### **2.3.4 Use of multimedia**

Today we cannot express ourselves in relation with the audiovisual technologies, linked to the media without referring to the "Media crusaders" or "multimedia" which consists of the simultaneous use or thereafter several audiovisual resources. Currently the term "multimedia", an attempt will be made to reduce to a set of computing devices that make up between them an operational unit. It is Restricted so the sense, confusing the part with the whole.

We must not forget that the term multimedia, already used in treaties of 1965 referred to any joint use of audiovisual media. We are still far from having in classrooms all computerized, and we must use complementary, analog and digital, the video, the sound, to the inter-action on the Internet.

A realistic application of the concept of "multimedia" is the preparation of teams composed of various types of materials that develop a specific theme. The computer contains music, pictures, films, three-dimensional objects, recordings and laboratories for psychomotor trainings, or the teaching of foreign languages. Slide shows are already multimedia that use sound and image, from computer programs, but we must not forget systems very creative, a few years ago, but not by the new technologies should lose validity.

### **2.3.5 What is Learning Management System?**

An LMS efficient can be one of the best tools for an educational center or company, as it brings a series of advantages that is worthwhile to analyze, as we

shall see later and that go beyond the significant saving of economic resources that can lead implicit use.

These systems were characterized by relying on a series of tools that allow you to create effective learning environments to level online, as are: registration System, catalog of Courses, digital Libraries, monitoring the performance of the students, mechanisms for self-evaluation, statistics and information on courses and students, support to communities of learning.

### **Benefits**

An LMS efficiently and correctly used will present a series of advantages such as outlined below:

**Organization:** in cases that are managed large volumes of users, an LMS allows you to take control of a large part of the administrative work necessary that we should carry out. A good system will allow, at each point in the process online, make the necessary organizational efforts, in a centralized manner: management of high and low of students, the creation of working groups, organization of classrooms, set timetables and reminders for tasks and deadlines for each course, perform the receipt of the evidence of online form, and even, in some cases, validate those tests automatically, depending on the type of evaluation required for each exercise to deliver by the students.

**Control:** Administrators of a LMS have total control over the format of its virtual classroom. Some management systems have come to be highly customizable.

Certain LMS even allow students to be able to customize your options when viewing your learning environment within each course.

**Follow-up:** an LMS allows you to perform a follow-up of actions carried out by the different actors involved in a formative action or virtual learning environment. This can be very useful in measuring the results of the students and its evolution. By tracking your progress, they can detect the areas that need to be strengthened to improve.

When this information can be easily accessible, the student feels that they have a greater control of their learning and be inspired to continue improving. The reporting and monitoring systems in this type of systems have been improving over the years.

**Continuous Assessment:** Many users can be evaluated before starting a course, during their learning and after the end of the formative action. This information that LMS provides us the LMS can also be helpful not only to view the progress of each student, but also to assess the effectiveness of the training programs that the company or educational organization offers.

**Flexibility:** In the majority of LMS, the training modules can be adapted or sorted to meet different needs of the organization or entity that offers the courses. On the other hand, to the student, such flexibility enables you to carry your own pace in the evolution of your learning.

**Effectiveness:** With all the course information available to students, an LMS makes the fact of learning can be more effective, while at the same time scheduled. Access to calendars and reminders dated is extremely useful for the students.

### **2.3.6 What is Edmodo?**

Edmodo keeps students in touch and allow them to keep collaborating beyond the classroom. Students find advantages such as: it is a brilliant way to stay connected with your class, and for them to stay connected with each other. It is very easy to give students feedback on their work – no matter what they upload, you can leave a comment attached to it by the way it is a fantastic way to teach social media, it is amazing how many students claim to be fantastic at social media and yet have difficulty posting relevant topics and commenting in a constructive way.

Edmodo is a safe space for them to learn, and allows you to connect just with a specific group in your classroom, so not everyone has to read the resources you found for that particular small group.

### **2.3.7 What is Dokeos?**

Dokeos is a web-based open source e-learning system. The code of the system is accessible to all and can be modified or adapted for specific requirements by anyone. This system also offers a wide range of e-learning tools and provides abundant scope for creating and organizing interactive multimedia-rich training content and assessment (tests) in an engaging manner.

Dokeos can offer an efficient user-friendly e-learning environment with online content and assessment creation tools, collaboration tools, as well as sophisticated tracking and reporting tools for monitoring user activity and progress. Training in this platform is organized around a basic unit called training. In each course the teacher is able to organize students in groups. The platform provides conditions for self-sufficiency of each group through the virtual space accessible only to members of the group.

On the other hand, some activities can be mechanic, it's necessary to improve the interface by something easier and exact. Furthermore, the technological secure and infrastructure can generate fails for the next uses on it and there is an overcharged of the information in which can be difficult to continue using the platform.

### **2.3.8 What is Blackboard?**

Blackboard Learn is an LMS (Learning Management System). The experts work together to solve a specific problem using the blackboard as their workspace. Each expert gets equal opportunity to contribute to the solution via the blackboard. It is assumed that all participants are experts, but they might have acquired their individual expertise in situations different from those of the other experts in the group.

The process of black boarding continues till the solution has been reached. Some advantages are: diverse approaches to problem-solving, common language for interaction, efficient storage of information, flexible representation of

information, iterative approach to problem-solving, organized participation. But in the other hand some disadvantages are: failure to reach consensus on a matter, some experts might not get a chance to participate, it limits the thought process to the person who will give more input on the matter, it's time consuming as experts have to write and erase stuff.

### **2.3.9 What is Moodle?**

Moodle is now used by enterprises around the world for online training and learning. As a highly flexible LMS, Moodle can be used to conduct courses online or to support face-to-face teaching, learning and training. It can also be extended with over 500 plugins for assignments, quizzes, grading, certification, and social and collaborative learning. Moodle is an acronym for 'Modular Object-Oriented Dynamic Learning Environment and was originally developed by Martin Dougaimas in 2002.

Today Moodle has been adopted by over 230 countries where Moodle communities thrive. As an open source platform, Moodle users benefit from a global community of developers who are actively engaged in improving the user experience. Moodle is an open source platform, which means that its source code is accessible to all. It is distributed under the General Public License. In simple terms, users and administrators can freely run, share, and alter it to meet their particular commercial or non-commercial needs. Apart from this, users can also share the altered version. Software platforms such as an LMS need customization to fit your organization's requirements. You need your company name, logo, and

your brand colors to make it look as your training management platform rather than a random website. Doing this with Moodle is quite easy. You can contact a certified Moodle partner, who will understand your requirements and customize it accordingly.

### **2.3.10 What is tiching?**

It is a web system that it intends to organize organic and disseminate all school educational digital content that exist in the network and put in contact to the entire educational community.

Tiching differs from any search engine or social network that is designed specifically for the educational community and from the educational community

## **2.4 Legal Basis**

### **2.4.1 The Constitution of Ecuador**

The legal basis of this research is based in The Constitution of Ecuador of 2008 that express: Article 277: refers to achieve the good life, are general obligations of the State: To promote and advance science, technology, arts, ancestral knowledge, and general community activities creative initiative, associative, cooperative and private.

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



#### **2.4.2 “Plan of the Good Life”**

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

#### **2.4.3 “Constitution of Ecuador”**

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

#### **2.4.4 “Organic Law of Higher Education”**

The literals “a” and “d” of the article 8 set the development of universal thought, promoting transfers and technological innovations, and the professionals training to contribute in the development of institutions.

This research work tries to apply these disposals through this proposal.

(Education, 2016)

#### **2.4.5 “Código de la Niñez y la Adolescencia”**

This proposal is linked to article 37 of this Code because refers to teaching. Teaching must be with qualified teachers, provision of materials, laboratories,

premises, facilities, and appropriated learning environment, in order to have a quality education. Many educational institutions lack the necessary conditions; so, to fill gaps in the absence of good conditions, the use of collaborative writing tool in English language. (CRIN, 2011)

#### **2.4.6 “Regulation of graduation work at Santa Elena Península University”**

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

## **CHAPTER III**

### **RESEARCH METHODS**

#### **3.1 Research Approach**

The methodology refers to methods, techniques, and procedures carried out in this work of research that served as input to publicize the influence that has the Internet in young students by which we used the following methods.

##### **3.1.1 Qualitative approach**

This project used the qualitative method, with the aim of collecting information about the uses LMS to teach writing, the research will interview several professionals and specialists both in technology and writing.

##### **3.1.2 Inductive - deductive method**

This paper will use both approaches inductive and deductive. Applying the Inductive-Deductive method in this research the data was obtained in a general way and then deducted to get to the main part, since in this research departed from the particular problems that were a consequence of the general problem that crosses the institution. For the deductive method first of all it was needed the information about the use of writing tools to teach writing.

It was gathered, analyzed, contrasted between authors for the project. In contrast to the inductive method the researchers started with observations to make

assumptions about the enhancement of writing skills in English language among students of third BGU classroom “B” at Unidad Educativa John F. Kennedy.

### **3.1.3 Observation method**

This method supported to notice the causes and effects of the problem related to the use Learning Management System to improve writing skills in English language among students of third BGU classroom “C” at Unidad Educativa John F. Kennedy.

Van Dalen and Meyer believed that “the observation plays a very important role in any investigation because it gives you one of its fundamental elements; the facts” as in the present research work in which the observed situations that formed part of this analysis were evaluated.

## **3.2 Level or type of research**

### **3.2.1 Bibliographic Research**

Bibliographic research was used to consult important information as: Academic Google, UPSE Virtual Library, writing books, educational internet websites, articles and other researches related to the importance of writing.

### **3.2.2 Correlational Research**

This method measured the degree of relationship between the stated problems (The improvement of writing skills of the third BGU classroom “B” at Unidad Educativa John F. Kennedy) and the proposal (the use of Learning Management System) with similar works.

### 3.3 Population and Sample

Given that the main purpose of the present research paper is to improve the writing skills of the 3<sup>rd</sup> BGU students from Unidad Educativa John F. Kennedy, it is relevant to clarify all the individuals that are involved in this investigation and had an important role in the data collection process. The total population of the involved teenagers was made up of 25 students of 3<sup>rd</sup> BGU “C” from Unidad Educativa John F. Kennedy in Salinas. As the population is small, it has not been chosen any statistics in order to stratify and obtain the sample. The selected sample is the 3<sup>rd</sup> BGU students, 6 English teachers and the principal of the mentioned school.

**Chart 2: Population Chart**

<b>Nº</b>	<b>Description</b>	<b>Quantity</b>	<b>%</b>
<b>1</b>	Principal of John F. Kennedy High School	<b>1</b>	<b>3%</b>
<b>6</b>	English teachers of John F. Kennedy High School	<b>6</b>	<b>15%</b>
<b>25</b>	Students of 3 <sup>rd</sup> BGU of John F. Kennedy High School	<b>25</b>	<b>81%</b>
<b>TOTAL</b>		<b>34</b>	<b>100%</b>

**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

### **3.4 DATA COLLECTION**

#### **3.4.1 Techniques**

The researcher used the following techniques that were carried out for the collection of information.

#### **3.4.2 Observation**

The observation helped the researcher to study the problem in a direct way and how it affected the development of the English class as a Foreign Language in this institution.

#### **3.4.3 The Interview**

The interview was directed to the principal and specialists who helped obtaining specific information about the phenomenon of study in our environment to learn basic aspects of it.

The interview was formed of information questions that were important for the data collection process and the analysis of the information. Through the use of this technique it was possible to make hypothesis about the possible solution for the problematic already mentioned.

#### **3.4.4 The Survey**

The surveys were directed to students and teachers of John F. Kennedy High School and were structured by opened and closed questions. These techniques helped the researcher could notice about the actual use and necessity of new technological tools as a LMS.

### 3.4.5 Instruments

**Chart 3: Instrument chart**

<b>Instruments for the implementation</b>	<b>Objectives</b>	<b>Directed to:</b>
<p><b>Questionnaire</b></p> <p>This instrument consisted on the elaboration of several opened and closed questions used for the surveys and interviews.</p>	<p>-To learn about the practices of the teachers in relation to the skills involved in working with technological resources.</p> <p>-To notice about the real problem that students have when they write in English.</p>	<p>Teachers</p> <p>Students</p> <p>Specialist</p>
<p><b>Diagnostic test</b></p> <p>This instrument helped the researcher to know the actual writing level of the 3<sup>rd</sup> BGU students from John F. Kennedy High School.</p>	<p>To analyze the writing abilities of students of 3<sup>rd</sup> BGU from John F. Kennedy High School.</p>	<p>Students</p>
<p><b>Final Test</b></p> <p>This instrument was elaborated to help the researcher measure the writing skill improvement during the implementation of the proposal.</p>	<p>To measure the improvement of the writing skills of the 3<sup>rd</sup> BGU students of John F. Kennedy School.</p>	<p>Students</p>
<p><b>Observation guide</b></p> <p>This instrument was important to analyze all the actual writing process within the English class.</p>	<p>To collect important data about the strategies and methodologies used in the English class.</p>	<p>Students</p> <p>English Teacher</p>

**Author:** Ingrid Paola Tomalá Guzmán

### 3.5 Operationalization of variables

**Independent variable:** Learning management system

**Chart 4: Independent Variable**

Independent variable	Definition	Category	Indicators	Basic Items	Techniques or instruments
Learning management system	Refers to the pedagogical interventions made with the intention to enhance and improve the spontaneous processes of teaching and learning, as a means to contribute to a better development of intelligence, the affectivity, awareness and competencies.	Integral development  Knowledge acquisition	Skills strategies technology tools Videos Audios	Do you know new strategies to enhance the ability of writing?  How are teachers prepared for teaching writing by making use of new techniques?  Do you know if teachers make use of LMS?  How does the use of technology promote the ability of writing?	Lesson plans observations Interviews Surveys

**Author:** Ingrid Paola Tomalá Guzmán

**Dependent variable:** Writing skill



**Chart 5: Dependent variable**

Dependent variable	Definition	Category	Indicators	Basic Items	Techniques or instruments
Writing skill	It is the ability to link words forming sentences and paragraphs in a right coherence in order to communicate something in a written way.	Behavior Grades Pedagogical tests	Systematic Individual Motivation	How students participate independently in the process of improving the writing ability?  How the agreement of the educational unit improve the ability of writing by use of technological tools?	Lesson plans  Observations  Interviews  Surveys

**Author:** Ingrid Paola Tomalá Guzmán

### 3.6 Planning collection of information

**Chart 6: Data planning chart**

<b>Basic Questions</b>	<b>Explanation</b>
What to do?	To enhance the ability of writing
People?	Students of 3 <sup>rd</sup> BGU of John F. Kennedy High School
What aspects?	Writing Strategies
Who is going to put it to work?	Teachers of English
How to whom is directed?	Students and English teachers
When?	Period 2017-2018
Where?	At John F. Kennedy High School
How long will it take?	2 months of the period 2017-2018
What techniques of collection of data?	Interviews, observations and surveys

**Author:** Ingrid Paola Tomalá Guzmán

### 3.7 Data Processing Plan

**Chart 7: Data processing plan chart**

Determination of the problem	Data search	Data collection and analysis	Definition and Formulation	Statement of solutions
The shortage of elements for the promotion of reading was determined in the survey to the students and teachers of the 3 <sup>rd</sup> BGU of John F. Kennedy High School.	The information was located by making use of books texts, articles of internet among others.	Once the problem was detected through the surveys and interviews a proposal was developed in order to solve this problem.	Using the information collected by the principal and teacher of the school, it was taken the decision to incorporate new techniques and the use of new tools to enhance the ability of writing in students of 3 <sup>rd</sup> BGU.	By implementing the use of LMS – <a href="http://www.tiching.com">www.tiching.com</a> the ability of writing was enhanced in students of 3 <sup>rd</sup> BGU at John F. Kennedy High School.

**Author:** Ingrid Paola Tomalá Guzmán

### **3.8 Data Analysis**

#### **3.8.1 Analysis and interpretation of results**

#### **3.8.2 Interview directed to the principal of John F. Kennedy High School**

**Full Name:** Msc. Carlos Berrones Salazar

**Question 1:** As the director of this privileged institution, what do you think about the development of English skills in today's education?

**Interpretation:** The principle of the mentioned institution said that today we live in a globalized world, which forces us to innovate our students' education. He also added that English is part of the process of that globalization that our country Ecuador has suffered due to the fact that it is one of the most spoken languages around the world.

**Question 2:** What do you consider about the importance of writing for the development of the holistic growth of the students?

**Interpretation:** The principal answered that he has understood that English is a complete subject and that each of its skills are connected with each other. So, he said, "Writing is quite important for the holistic growth of our students' academic development due to the complexity that it concerns".

**Question 3:** What is your criteria about the necessity to focus more the attention on improving this skill in students?

**Interpretation:** Msc. Berrones said that John. F. Kennedy High School is characterized by its continuous innovation and that all the teachers are always

looking forward better methodologies to help students develop all their capacities. He also added that writing is included in that searching because students are not used to read, which is an important ability to acquire knowledge, and consequently, their writing needs to be improved because of the lack of practice.

**Question 4:** According to your criteria, what could happen to the students that do not develop the writing skill?

**Interpretation:** The principal answered that if students do not develop writing in English will nor develop English skills as a whole knowledge because all the abilities are related with each other. He also said that it could be a big disadvantages because of all the opportunities that speaking, understanding and writing English concern.

**Question 5:** What impact do you think the use of a LMS could have on students to enhance their writing?

**Interpretation:** MSc. Carlos Berrones explained that the use of new technological resources is what they are looking for motivation students to practice more and achieve their academic goals like writing correctly. He explained that in his criteria an LMS could impact in a positive way the English methodology.

**Question 6:** What level of acceptance would you give to the use of a LMS to improve the writing skills on the students of 3rd BGU?

**Interpretation:** The principal said that it would be a great opportunity to give the students a new opportunity to improve their English abilities through the use of something new that catches their attention.

### **3.8.3 Interview directed to Specialists**

**Specialist 1:** Mónica Esther Vera Rau

**Actual position:** English teacher

**Years of English studies:** 5 years

**Degree:** Licenciatura en educación mención Lenguaje y Comunicación

Profesora de Educación media

**Professional experience:** 25 years

**Specialist 2:** Sonia Yenny Rubio Barba

**Actual position:** English teacher

**Years of English studies:** 4 years

**Degree:** Licenciatura en Ciencias de la Educación mención Inglés

**Professional experience:** 15 years

**Question 1:** What do you think about the development of English skills in today's education?

**Interpretation:** The specialists answered that writing is of great importance because writing comprises all the structures and vocabulary that students acquire during all their learning process.

MSc. Sonia explained that when students write, their senses become alert and the brain concentrates and works in a significant way, those processes are obviously relevant for the future of each student, she said.

**Question 2:** How important do you consider the use of LMS in education?

**Interpretation:** The specialists agreed on saying that a Learning Management System plays a fundamental role in students' learning because it opens communication channels between teachers and students. They also added that today it is mandatory to use more technological resources due to the digital education in which students are rounded in every place they go.

**Question 3:** What do you think about the student's actual writing level?

**Interpretation:** Both specialists answered that writing skills are almost poor in actual students. Msc. Mónica Vera added that on these days reading and writing habits are lacking in students even in their native language and that it becomes a real problem not only for English teachers but for Spanish teachers, too.

**Question 4:** What is your criteria about the necessity to focus more the attention on improving this skill in students?

**Interpretation:** The specialists answered that it is mandatory for schools to focus more attention on this problematic because it is an important skill that despite being difficult to correct for teachers, it needs to be developed in English and Spanish in the globalized world in which we live today.

**Question 5:** In your criteria what are the main reasons why writing is difficult for the students?

**Interpretation:** One of the specialists said that in her opinion the main reason is the lack of love for writing. She added that it is essential to look for more options, techniques or tools that activate the love for writing that we do not have today.

The other specialist said that writing is difficult because of the little exposure that students have to write.

She also said that today's objective education is centered on giving everything to students without letting them to strive for being better day by day and communicate better and in different ways. Both agreed by saying that students should take more advantage on learning English skills.

**Question 6:** How do you think students can improve this skill?

**Interpretation:** One of the specialists said that one way in which students can improve their writing is by activating their love for writing through written games which force them to read but without giving it a lot of attention like in a subliminal language because today they are not used to read and consequently, they feel bored when they notice they have to write.

In contrast, the another specialist said that the only of improving students' writing skills is by close exposure to the foreign language, motivating them with more attractive topics, activities and exercises according to their level.

**Question 7:** What level of acceptance would you give to the use of a LMS to improve the writing skills on the students?

**Interpretation:** The specialists stated that it would be a little different to use another tool in English classes. They also mentioned that they have not tried any LMS but that technological tools have changed the way in which education processes are being executed so, they accepted the idea by saying that trying something new is not bad.



### **3.8.4 Survey Directed to English teachers**

**English teacher 1:** John Elvis Valdivia Hernández

**English Studies:** Copol

**Degree:** Lenguas y Lingüística. Mención en Inglés e Italiano.

**Years of professional experience:** 4 years

**English teacher 2:** Tamara Lisbeth Apolinario

**English studies:** B1 Cambridge sufficiency

ESPE Sufficiency

**Degree:** None. Currently pursuing English teaching Degree.

**Years of professional experience:** 4 years

**English teacher 3:** Luis Fernando Sandoval Bravo

**English studies:** University IRCCF certificate

**Degree:** Degree in English teaching

**Years of professional experience:** 8 years

**English teacher 4:** Teresa de Jesús Cornejo Mora

**English studies:** Benedict Institute

English course in Germany

**Degree:** None. Currently pursuing English teaching Degree

**Years of professional experience:** 5 years

**English teacher 5:** Silya Ponce Véliz

**English studies:** ESPOL

CELEX National English Sufficiency

CAMBRIDGE certifications

PET certification

ICE certification

**Degree:** None. Currently pursuing English teaching Degree.

**Years of professional experience:** 12 years

**English teacher 6:** Francisco Cipriano Barzola Suárez

**Degree:** Licenciado en Idioma Ingles

**Years of professional experience:** 10 years

**English studies:** ESPOL

ESPE Sufficiency

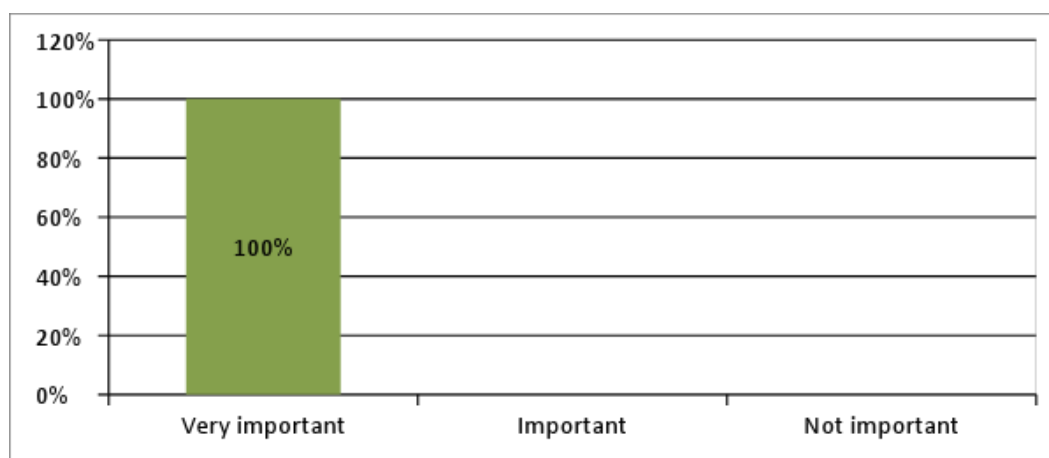
**Question 1:** In your criteria, how important is English for all the students that are acquiring a language?

**Objective:** To determine the importance of learning English on these days.

**Chart 8: The benefit of learning English**

OPTIONS	FREQUENCY	PERCENTAGE
Very important	6	100%
Important	0	0%
Not important	0	0%
Total	6	100%

**Graph 1: The benefit of learning English**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** All the surveyed teachers totally agreed on this question by confirming that learning English is a great opportunity for students to succeed in life. They said that the person who develops English skills opens lots of doors and that it would be a mistake not to take advantage of learning it on these days in which English is recognized around the world.

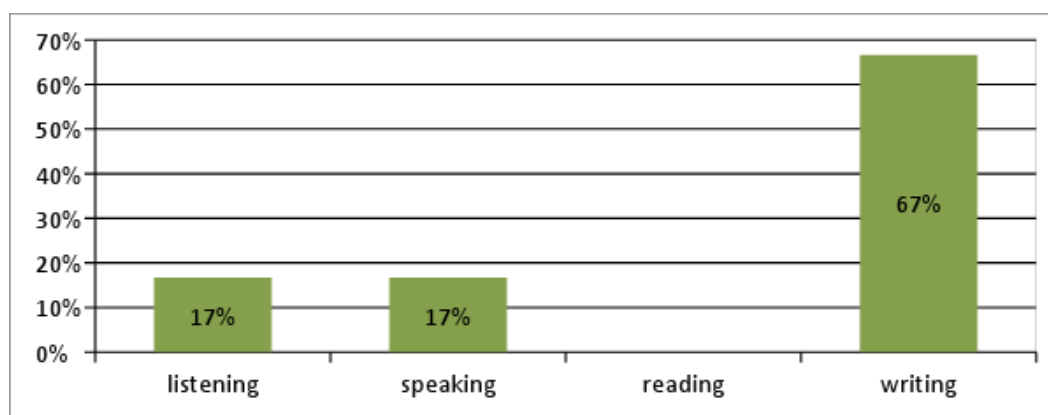
**Question 2:** Which of the English skills are less satisfactory in the students' actual academic development?

**Objective:** To notice the written abilities of the students of 3<sup>rd</sup> BGU.

**Chart 9: Students' written skills**

OPTIONS	FREQUENCY	PERCENTAGE
listening	1	17%
speaking	1	17%
reading	0	0%
writing	4	67%
Total	6	100%

**Graph 2: Students' written skills**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** Most of the surveyed teachers answered that writing was the skill in which students experience more difficulty. They added that it seems to be that on these days it is terrible to grade written skills in their students because most of them write without coherence or if they see a writing point on their lesson they just prefer not to answer it and leave it in blank. Only 1 teacher said that listening was the most difficult skill for students and one of them also answered differently

saying that speaking had most difficulty on students' English academic development.

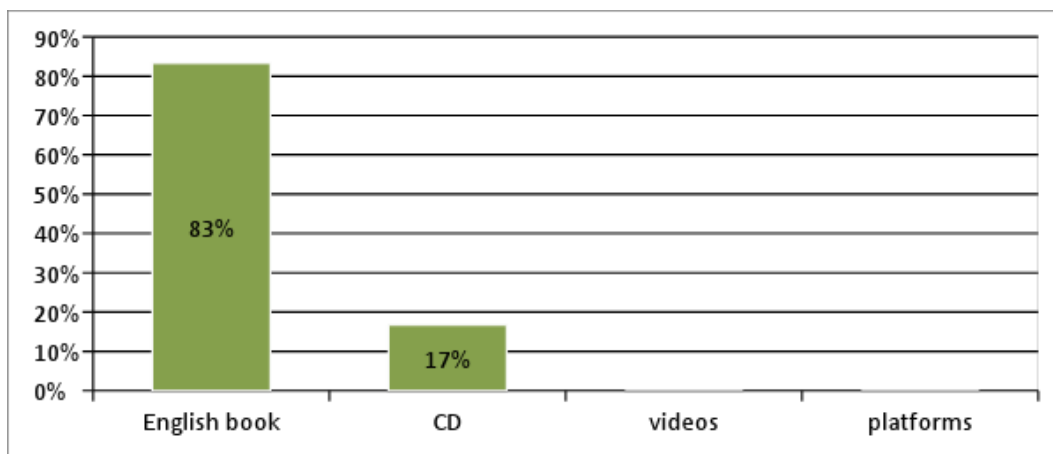
**Question 3:** Which is the most used resource within the English class?

**Objective:** To determine most used resource during the English class.

**Chart 10: Resource within the English class**

OPTIONS	FREQUENCY	PERCENTAGE
English book	5	83%
CD	1	17%
videos	0	0%
platforms	0	0%
Total	6	100%

**Graph 3: Resource within the English class**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** The surveyed teachers answered that they work hard for giving their students more chances to enhance their English abilities but it is a little hard for them to look for more and more resourced for their English classes.

Five teachers said that they use most the English book due to the several tasks as English teachers they have. One of them said that he uses some cd's and one

added that she tries to use another resources in the English class but that it is a little hard to have time for searching them.

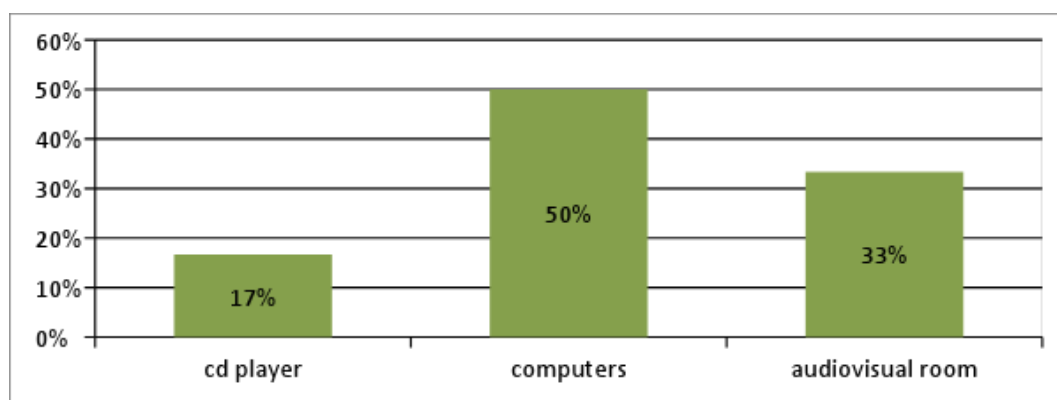
**Question 4:** What technological resource is easy available in the school?

**Objective:** To notice about the availability of technological resources.

**Chart 11: Availability of technological resources**

OPTIONS	FREQUENCY	PERCENTAGE
Cd player	1	17%
computers	3	50%
Audiovisual room	2	33%
Total	6	100%

**Graph 4: Availability of technological resources**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** Only one teacher said that the CD player was easy available to use. She added that the school does not have enough resources to work with their students. Two teachers said that the audiovisual room was easy available for them and that students like it due to its comfortability. They also said that they have the basic technological resources for teaching but that it would be great to be helped with something new due to fact that their students seem to be always demanding

something different in their learning process. Three of the interviewed teachers said that computers were available and easy to use because students are always interested in surfing on internet.

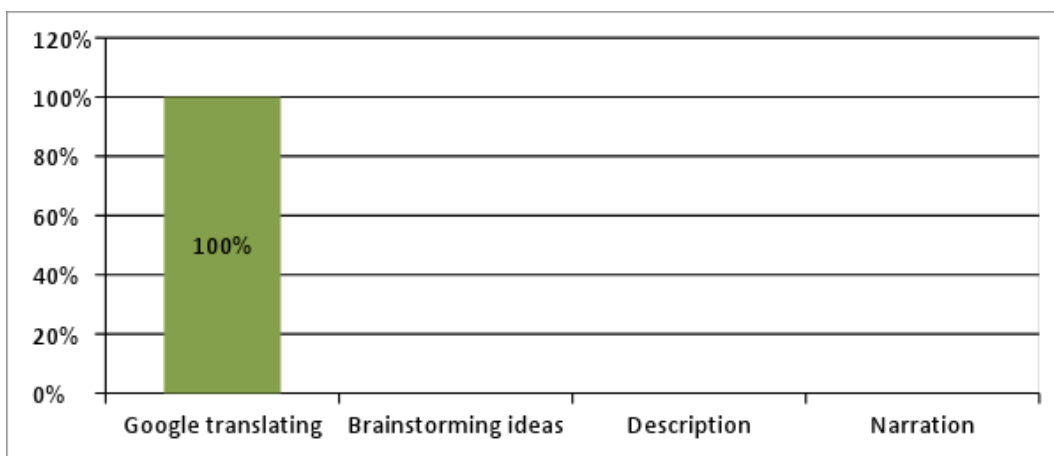
**Question 5:** Which is the most used technique by students for constructing their own writings?

**Objective:** To determine the students' writing technique.

**Chart 12: Students' writing technique**

OPTIONS	FREQUENCY	PERCENTAGE
Google translating	6	100%
Brainstorming ideas	0	0%
Description	0	0%
Narration	0	0%
Total	6	100%

**Graph 5: Students' writing technique**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** All the surveyed teachers agreed by answering that their students just Google translate the grammar and do not create their own writings consciously. Additionally to that, they mentioned that it is being very difficult to measure a writing process on students because they just translate or write what it comes to their minds without editing or analyzing if their writing is good enough.

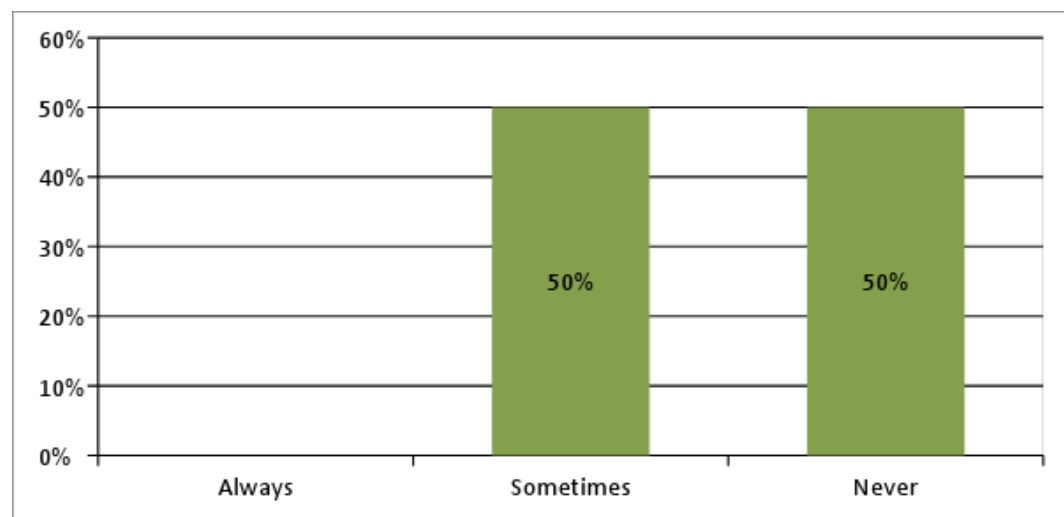
**Question 6:** The writing process is completed in a satisfactory way during the English class.

**Objective:** To know if the writing process is satisfactorily completed.

**Chart 13: The writing process**

OPTIONS	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	3	50%
Never	3	50%
Total	6	100%

**Graph 6: The writing process**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán



**Interpretation:** In this item teachers were divided in their answers. Some of them said that their students were not too bad and despite lacking of a real writing process, they make the effort to write with a little coherence.

The others totally disagreed and said that most of the time their students never complete their writing process satisfactorily. They also added that most of the students seem to be struggling with writing.

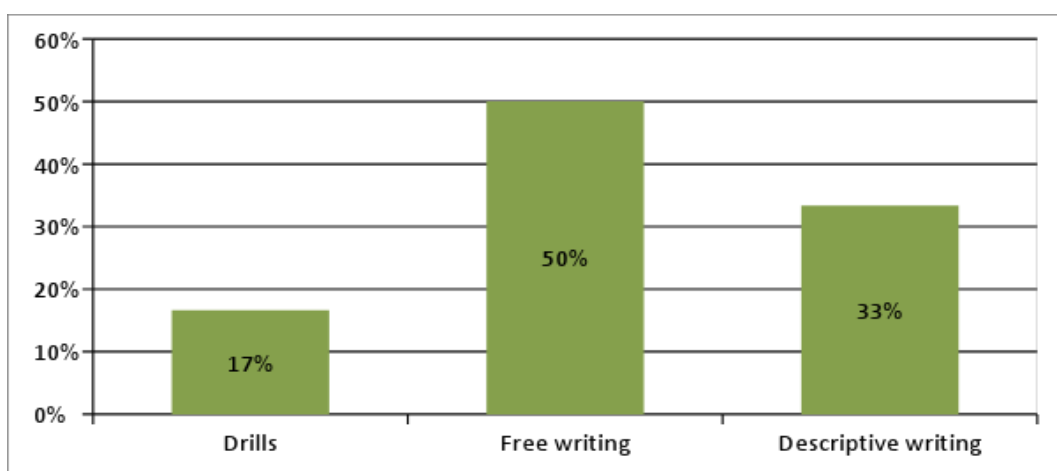
**Question 7:** According to your criteria which of the following activities could motivate students to practice and improve their writing.

**Objective:** To establish the opinion about the writing activities.

**Chart 14: Teachers' criteria about writing activities**

OPTIONS	FREQUENCY	PERCENTAGE
Drills	1	17%
Free writing	3	50%
Descriptive writing	2	33%
Total	6	100%

**Graph 7: Teachers' criteria about writing activities**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** Only one teacher affirmed that drills could be good activities for improving students' writing. In contrast, three other teachers said that free writing could be a better way to encourage students' to be engaged to write, but the two remaining surveyed teachers said that descriptive writing is better due to the rubric that it needs in order to be written. All these criteria helped the researcher to design the writing activities.

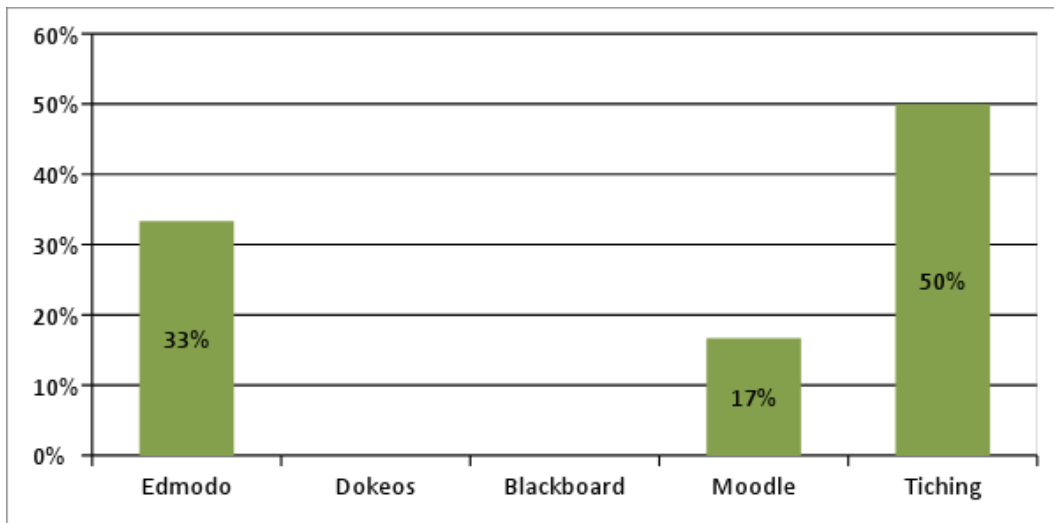
**Question 8:** Which of the following LMS could be the best to develop the writing activities?

**Objective:** To determine the best LMS for the writing activities.

**Chart 15: The best LMS according to teachers' criteria**

OPTIONS	FREQUENCY	PERCENTAGE
Edmodo	2	33%
Dokeos	0	0%
Blackboard	0	0%
Moodle	1	17%
Tiching	3	50%
Total	6	100%

**Graph 8: The best LMS according to teachers' criteria**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** Most of the surveyed teachers (50%) affirmed that Tiching could be the best LMS to develop the writing activities. Others (33%) said that Edmodo could be the best option. Finally only one (17%) teacher chose Moodle as the best LMS.

### 3.8.5 Survey directed to students

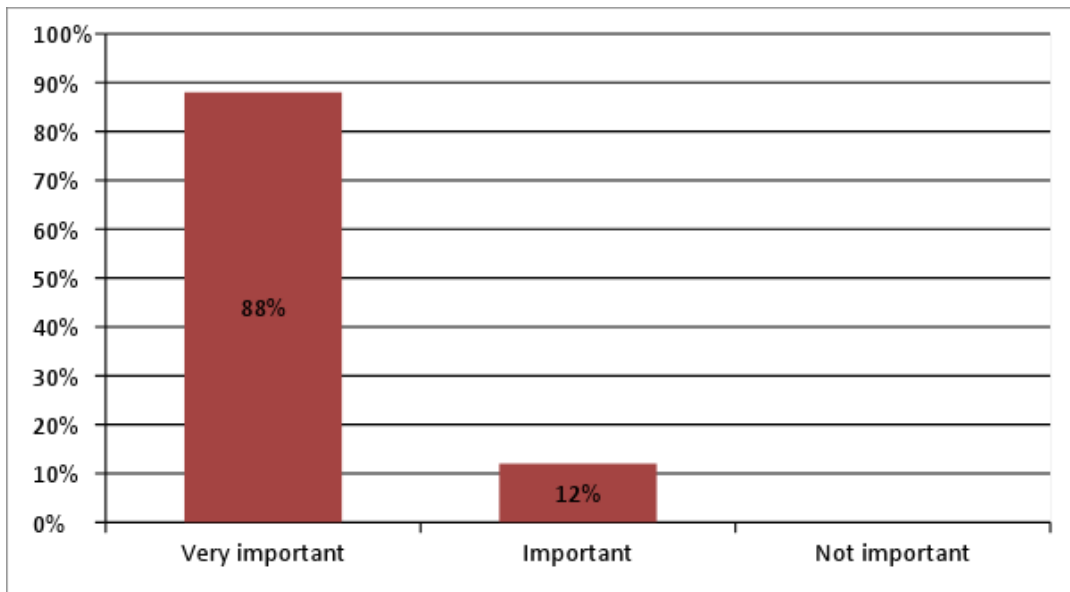
**Question 1:** How important do you think is English for your personal development?

**Objective:** To determine the importance of English in life.

**Chart 16: The importance of English in life**

OPTIONS	FREQUENCY	PERCENTAGE
Very important	22	88%
Important	3	12%
Not important	0	0%
Total	25	100%

**Graph 9: The importance of English in life**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** As the data shows, most of the total number of surveyed students considered that English has a very important role on their preparation for future life. 88% of them answered that English is very important and 12% considered it is important.

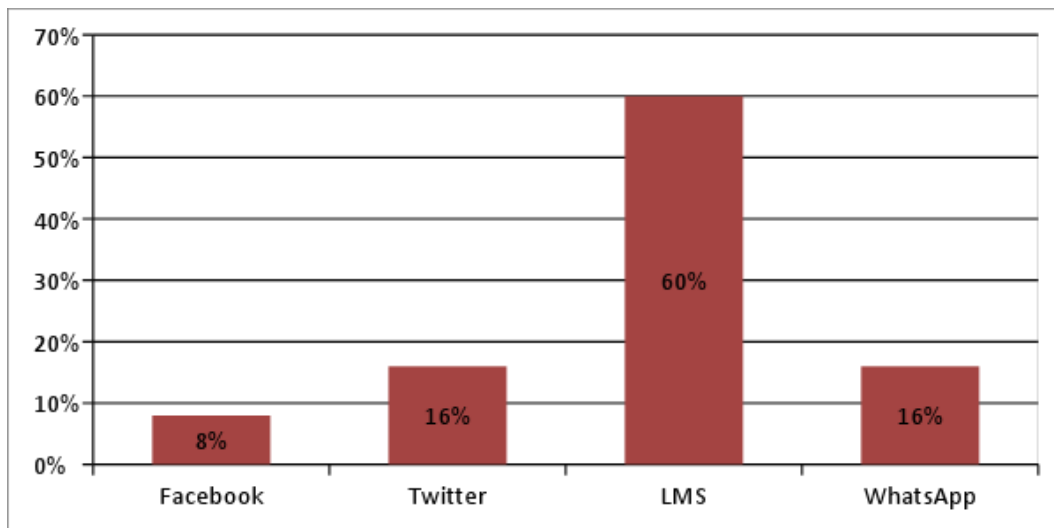
**Question 2:** Which of the following options would you prefer to enhance your writing?

**Objective:** To know students' preferences.

**Chart 17: Students' preference for internet**

OPTIONS	FREQUENCY	PERCENTAGE
Facebook	2	8%
Twitter	4	16%
LMS	15	60%
WhatsApp	4	16%
Total	25	100%

**Graph 10: Students' preference for internet**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** According to the collected data through the survey, students of third BGU showed that they prefer an LMS to enhance their writing skills. Twitter and WhatsApp followed with 16% and Facebook only obtained 8% of preference. It seems that students do not like to mix entertainment with academic issues.

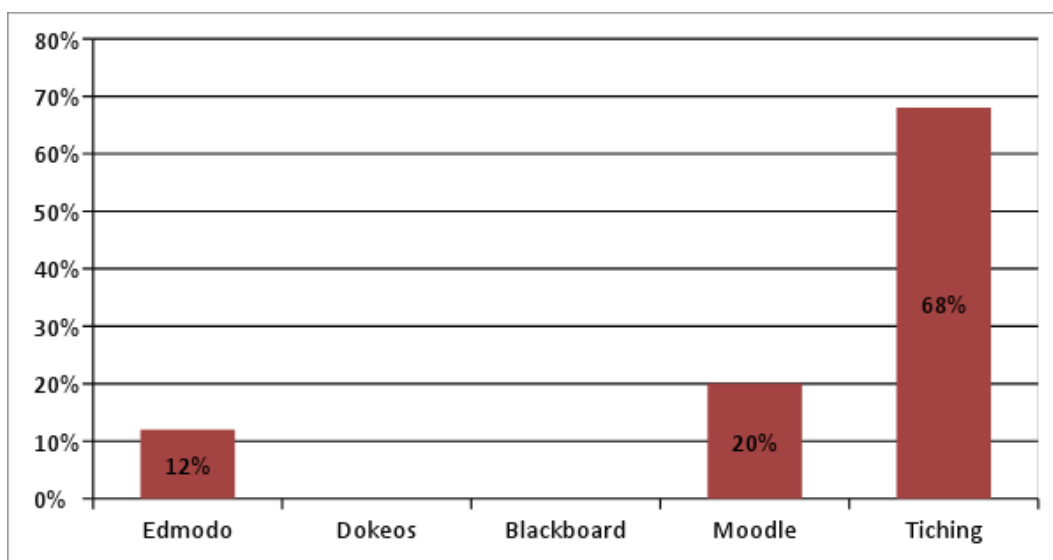
**Question 3:** Which LMS would you prefer to enhance your writing?

**Objective:** To notice which LMS students prefer.

**Chart 18: LMS chosen by students**

OPTIONS	FREQUENCY	PERCENTAGE
Edmodo	3	12%
Dokeos	0	0%
Blackboard	0	0%
Moodle	5	20%
Tiching	17	68%
Total	25	100%

**Graph 11: The use of LMS**



**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** After introducing each of the LMS above, students preferred Tiching as the best option for developing the writing activities and enhance their English skills. Only 20% preferred Moodle and 12% of the surveyed students chose Edmodo.

**Question 4:** How difficult is it for you to write in English?

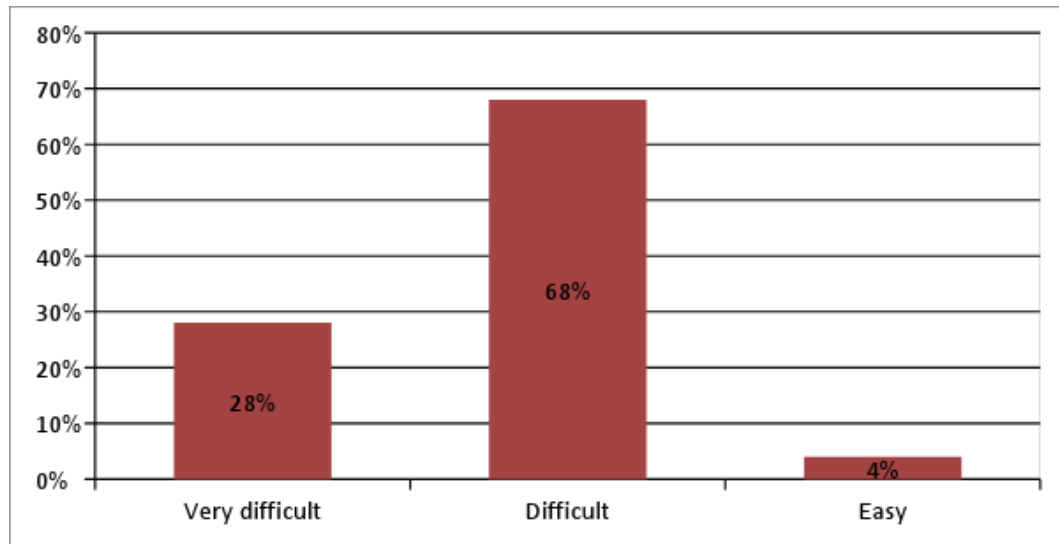
**Objective:** To determine students' opinion about the difficulty of writing in English.

**Chart 19: Students' opinion about the difficulty of writing in English**

OPTIONS	FREQUENCY	PERCENTAGE
Very difficult	7	28%
Difficult	17	68%
Easy	1	4%

Total	25	100%
-------	----	------

**Graph 12: Students' opinion about the difficulty of writing in English**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** According to the collected information, most of the total surveyed students considered that it is difficult for them to write texts in English. 28% answered it is very difficult. 68% answered it is difficult and only 4% said it was easy.

**Question 5:** How motivated do you feel to improve your writing skills during your English class?

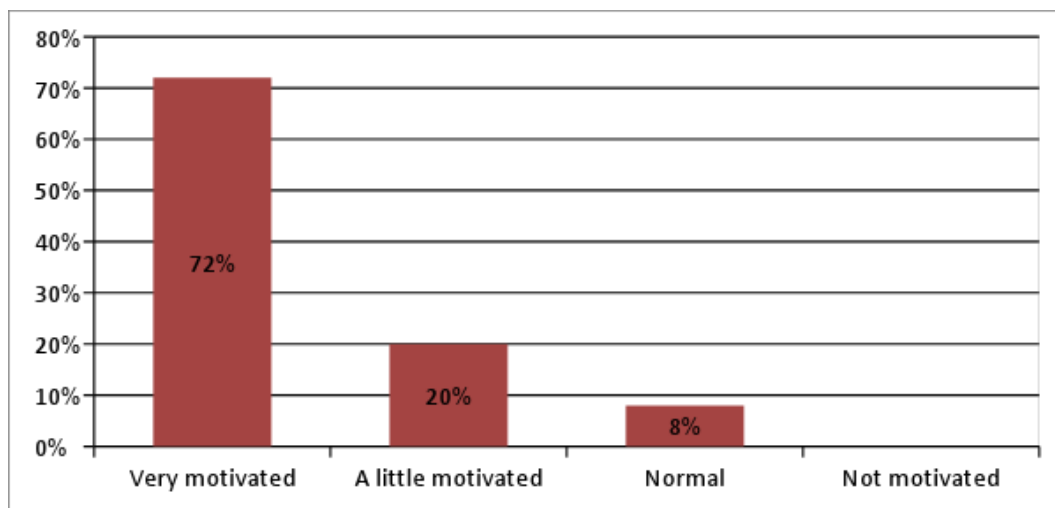
**Objective:** To specify the students' motivation for improving their writing skills.

**Chart 20: Students' motivation for improving their writing skills**

OPTIONS	FREQUENCY	PERCENTAGE
Very motivated	18	72%
A little motivated	5	20%
Normal	2	8%
Not motivated	0	0%

Total	25	100%
-------	----	------

**Graph 13: Students' motivation for improving their writing skills**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** According to the information above, 72% of the surveyed students feel very motivated to improve their writing skills. 20% answered that they feel a little motivated. 8% said that they feel normal and none of them said that they did not feel motivated to improve their writing skills.

**Question 6:** How would you like to improve your writing skills?

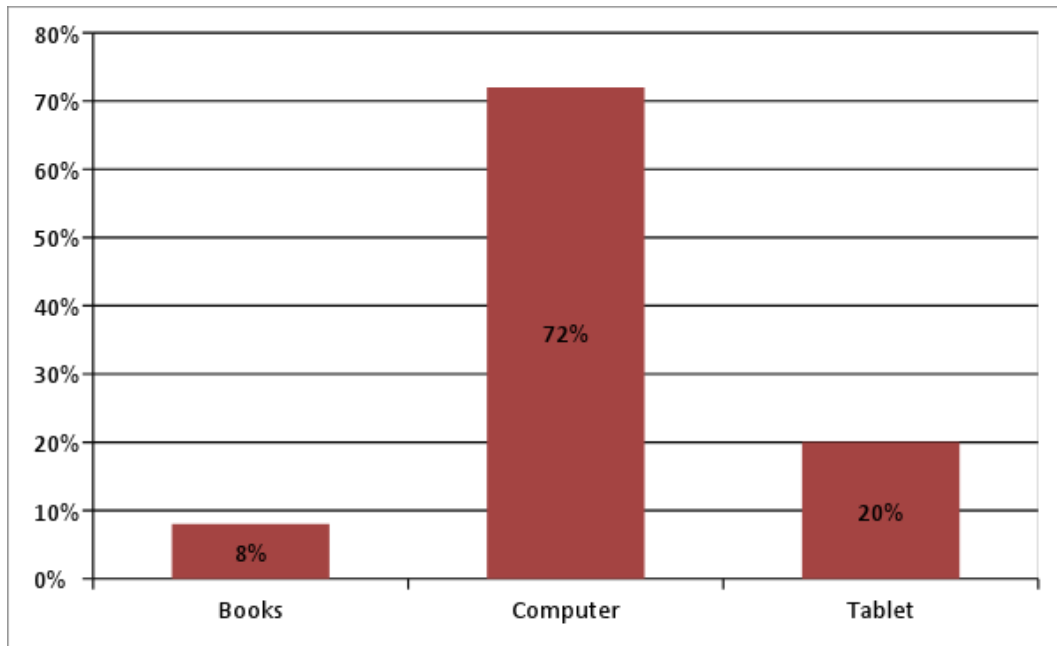
**Objective:** To analyze the way students prefer to improve their writing skills.

**Chart 21: Students' preferences to improve their writing skills.**

OPTIONS	FREQUENCY	PERCENTAGE
Books	2	8%
Computer	18	72%
Tablet	5	20%
Total	25	100%



**Graph 14: Students' preferences to improve their writing skills.**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** As it was expected, the graph above shows that the majority of the students would rather prefer to improve their writing through computers and tablets. Only 8% of them answered that they would prefer books.

**Question 7:** What type of activities would you prefer to enhance your writing?

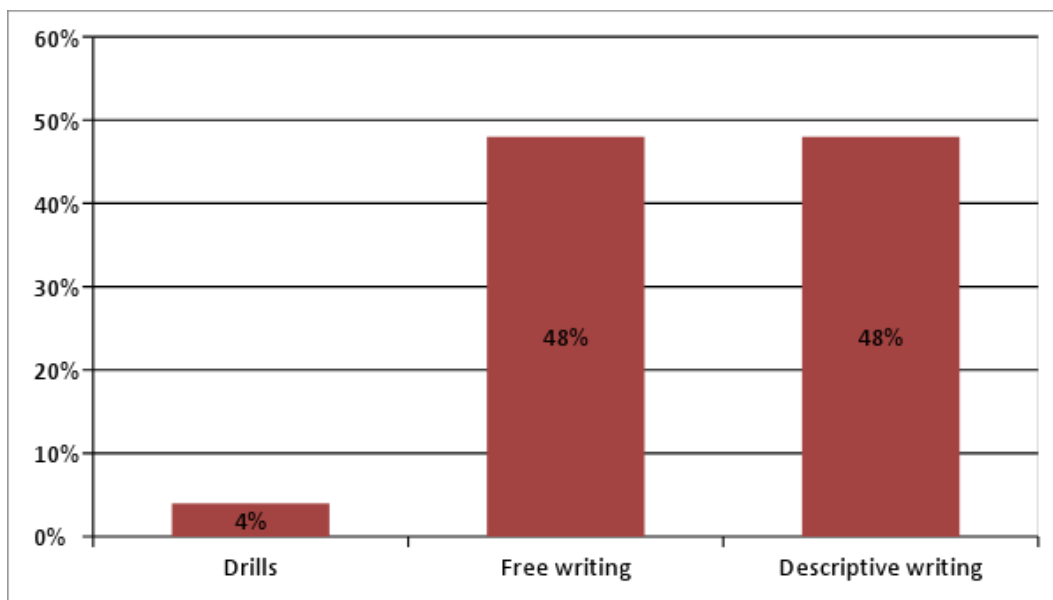
**Objective:** To determine students' preferences for writing activities.

**Chart 22: Students' preference for writing activities**

OPTIONS	FREQUENCY	PERCENTAGE
Drills	1	4%
Free writing	12	48%
Descriptive writing	12	48%

Total	25	100%
-------	----	------

**Graph 15: Students' preference for writing activities**



**Source:** John F. Kennedy High School

**Author:** Ingrid Paola Tomalá Guzmán

**Interpretation:** In this question, the students were divided 48% preferred free writing and 48% also preferred descriptive writing as the way to improve their writing. Only 4% preferred drills. These criteria were very useful for the development and design of the complementary writing activities.

### 3.9 Analysis of results

Results from the interviews and surveys applied in the research showed that writing skills are very important because it is part of the globalization process in which schools need to be immersed on these days as the Director of Kennedy High School mentioned. According to teachers English is of quite importance for the holistic development and improvement of the students' capacities giving them

more opportunities to succeed in life and strive to fulfill the demands of the actual society.

In addition, teachers and specialists explained that English comprises relevant cognitive structures for students' learning. But, unfortunately, they do not reach writing habits due to the objective methodology of our Ecuadorian education that want teachers to form B2 level students but keeping them just repeating without creating knowledge. For specialists motivating students to write would be an advantage not just for English teachers, but for Spanish teachers, too. They considered that a LMS could be a great opportunity for students but if it contains attractive resources to awaken their curiosity for writing in English.

Finally, despite students recognized and admitted their writing problems, their poor motivation to write and their ignorance for the use of technological resources such as the LMS, they showed a 100% of acceptance for trying the platform and gave agreed that descriptive writing and free writing were the best options to encourage students to write.

### **3.10 Conclusions and Recommendations**

#### **3.10.1 Conclusions**

- The writing skills of the 3<sup>rd</sup> BGU students from John F. Kennedy High School have not been developed satisfactorily, showing a general difficulty for the development of the other English skills.
- The application of technological resources is important for the development of the abilities in the English field due to the globalized world of today.
- The implementation of a LMS will be useful for the development of writing skills due to the motivation that this technological resource awakens in students.

#### **3.10.2 Recommendations**

- It is recommended the use of new resources that can help students enhance the writing abilities of 3<sup>rd</sup> BGU students from John F. Kennedy High School.
- It is important for teachers to take advantage of technological resources offered on these days due to the impact that they have on today's students.
- It is recommended the use of a LMS within the English classes to help students improve their writing and develop their love for writing.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 Informative Data**

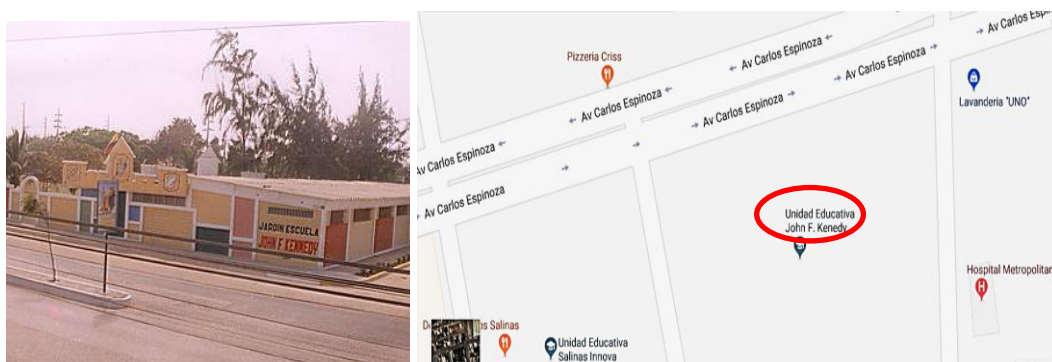
**Title of proposal**

The use of “Tiching” platform to enhance writing skills in English language among students of 3<sup>rd</sup> BGU at Unidad Educativa John F. Kennedy in Salinas, province of Santa Elena, school year 2017-2018

### **Location**

This investigation was applied in the classroom of the 3<sup>rd</sup> BGU students from Unidad Educativa John F. Kennedy located in Salinas.

The application of the proposal was held at the common classroom and in the audiovisual classroom of the institution due to their comfortable technological resources for the development of the writing activities.



**Illustration 1.** John. F Kennedy High School

**Resource:** <https://maps.google.com.ec/>

### **Estimated time for execution**

From May 2<sup>nd</sup>, 2017 to September 10<sup>th</sup>, 2017

### **Responsibles**

**Author:** Ingrid Paola Tomalá Guzmán

**Advisor:** MSc. Kleber Loor Zambrano

## **4.2 Proposal Background**

Nowadays the use of technology has changed the view of the common English teaching and learning processes due to the fact that the development of the internet and computers have been something interesting that catches the attention of all the learners. Therefore, it is important to take advantage of the resources and tools that technology offers in these days.

On these days, students are rounded by the age of electronics and technology. Therefore, it is not news that LMS are invading all society issues including education. For that reason, it is relevant to make learners be aware of the importance of using technology with responsibility.

Learning Management Systems can also be used for educational purposes and help to feel them motivated to improve their English level not only using it for copying and just pasting but to practice and enhance their abilities. Underwood, (2009) expressed that the sole way to take advantage of technology is when teachers innovate, try and experiment new approaches, techniques and tools for learners. John F. Kennedy High School has implemented an educational platform that is just visited for downloading assignment and communications. In addition, there is a large number of students that never open the platform and they do not struggle because it is rarely used.

The following research paper proposed the use of the Learning Management System “Tiching”, that is one of the tools that Internet freely offers for

educational purposes. After having analyzed the difficulties and the necessities this work sought to help students enjoy their writing development and all the processes that it concern.

### **4.3 Significance**

Knowing that writing skills are complete abilities that concern a large cognitive process in order to produce a result, the following work is of deep importance in the field of education and technological innovation due to the digital resources it involves and that nowadays are necessary for the fulfillment of the demands of the students of today.

Its significance is related to the goal of improving English, which includes the development of the written skills. It has to be taken into account that the main goal of the English skills, as well as writing, is to communicate. So, the development of the writing skill, in which the following work is centered on, is also of great importance because being more exposed to practice writing is how students get trained to be able to communicate correctly for the globalized world of today and the future age. There are several technological tools that can be used for the enhancement of the writing skill, this research chose the Learning Management System, Tiching, due to the low level of writing skills and the love for working online.

The direct beneficiaries are the 3<sup>rd</sup> BGU students of John F. Kennedy High School. According to the observation techniques these students understand when they are spoken in English but when they needed to write what they wanted to



communicate, they were not allowed to do it due to the lack of writing abilities, making their written works impossible to understand.

This proposal contributed to the mentioned students to change their view about the writing process. They noticed that there were more strategies for learning English without feeling bored. They also concluded that technology was not only for social communication but for their personal growth, too. Finally 3<sup>rd</sup> BGU students were impacted in a positive way by the use of LMS due to all the experiences that they lived during the implementation of the proposal. They shared ideas, communicated better and lost their fear to make mistakes.

### **4.3 Objectives**

To design and implement writing activities in the LMS Tiching in order to improve the writing skills of the 3<sup>rd</sup> BGU students from John F. Kennedy High School at Salinas, Santa Elena Province, school year 2017-2018

#### **Specific objectives:**

1. To design the LMS Tiching platform for the development of the proposal.
2. To implement the Tiching activities within the English class.
3. To evaluate and compare the writing level of the concerned students through the use of tests.

### **4.3 Design and Development of the Proposal**

As the writing skills problematic was already established. This research paper has as main aim to potentiate the writing abilities in students of 3<sup>rd</sup> BGU by promoting the use of the platform “Tiching” in the English class.

## 4.4 What is Tiching?



**Illustration 2:** Tiching principal page

**Source:** [www.tiching.com](http://www.tiching.com)

Tiching is one of the technological tools that differs from the other social networks existing on the internet it was designed specifically for the educational community and only for educational purposes. It consists on a web system that intends to organize educational and digital content existing in the network in order to share and develop students' capacities.

### 4.4.1 Why using Tiching?

On the principal page Tiching explains that currently there is a lot of educational content on the internet but is generally organized since there are no parameters that can be adjusted to the needs of the user. This is a good opportunity to find "exactly" what we need and be able to save time on search without the need to spend long periods in search engines currents (*Google, Yahoo, etc.*) without obtaining useful and concrete results.

### 4.4.2 Characteristics and advantages of Tiching

- Simple design: In order to support the process of the teaching – learning process the LMS has to be as simple as possible so that both students and teachers could not find any problems in carrying out its work.

- **Accessibility:** Everybody must be able to access the platform from any technological device and at any time of the day, without restrictions.
- **Easy navigation:** It is essential that the platform facilitates the navigation during the English class in order to take advantage of it during each implementation session.
- **Course progress:** The platform should be organized so, both, automatic evaluation and exercises could be easily found and the students have to be aware of the level of their learning progress.
- **Share contributions:** A good LMS must allow the students to share their views and works in each class of the course. This is a good way to socialize and facilitate the creation of links between the students of the course.

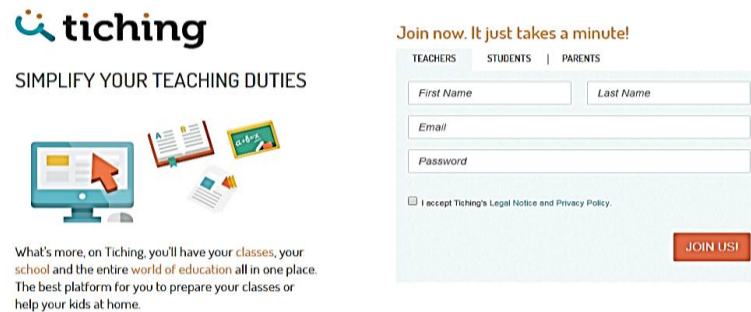
#### **4.4.3 How does it work?**

Thanks to the artificial intelligence of the system, each user receives recommendations, in accordance to their own preferences and how to teach or learn, opening up the possibility of a personalized education. Tiching allows adding and searching specific educational resources to teach and learn that can be easily found in the principal page for teachers, students, publishers or other members of the educational community.

#### **4.4.4 Registration**

To be able to use it, the teacher needs to register on [ec.tiching.com](http://ec.tiching.com) and after having selected the country and signed in as a teacher or student; the teacher has to request an invitation on the same page using each students' e-mail. Once the teacher has created the class or course in which the students are going to work in,

a pattern or password is given to the students so they can access to the class and start to enjoy of all the resources that Tiching offers in a free way to all the people that register.



**Illustration 3:** How to register in Tiching

**Source:** [www.tiching.com](http://www.tiching.com)

#### 4.4.5 Complementary activities

The writing activities and resources uploaded in the platform are based on the Units 3, 4, 5 and 6 of the English book “Stopwatch” used in this course. Those activities and resources followed the common writing process (prewriting, writing and rewriting) introduced by Murray, (1972), who, in his book “Teach writing as a process not product” explained the importance of helping students accomplish the stages of writing in order to develop abilities.

Therefore, the design of the activities started awakening the 3<sup>rd</sup> BGU students’ interest to write for a specific audience, then start to write their first draft and make final editions to the draft.

Some of the complementary activities were designed in Microsoft Word and uploaded to the platform. Students worked individually and in groups, following the steps such as writing, editing and rewriting directly in *Word* and then they logged in the platform and uploaded their work. In addition, some other activities were written directly in the platform so the students could write, interact and share all their written works.

#### **4.4.6 3<sup>rd</sup> BGU class**

The class created for 3<sup>rd</sup> BGU students was “Enhancing ESL learners' writing skill”. In this class all the resources were published and students had the opportunity to download documents, watch videos, find specific information and share content, ideas and their compositions in an organized way according to their course and the units of the English book.

Es seguro | https://ect.tiching.com/classroom/index

UPSE YouTube Traductor de Google synonyms dic Contifico - Contabili Ver Manhattan Night Inicio - Servicio de Re Ver Pelicula ¿Por qué

tiching Search...

RESOURCES COMMUNITY Ingrid Help

PROFILE LIBRARY MY CLASSES NOTIFICATIONS MESSAGES

teacher's classes

ALL YOUR CLASSES

Tercero Subject Enter a name for your class...

SCHOOL: John F. Kennedy + CREATE CLASS

3rd BGU students' class

ALL YOUR CLASSES

Enhancing ESL learners' writing skill

Enter the code and join as a student.

Complementary activities

Enhancing ESL learners' writing skill

Tercero Bachillerato - Idioma extranjero

4 new tasks handed in: ACTIVITY 2

5 new tasks handed in: ACTIVITY 4

5 new tasks handed in: ACTIVITY 5

1 new task handed in: ACTIVITY 6

1 new task handed in: ACTIVITY 7

1 new task handed in: ACTIVITY 8

1 new task handed in: ACTIVITY 9

2 new tasks handed in: ACTIVITY 10

Class code

Code: 1FCAIB | + Create task

Class members

3rd BGU students

Class options

tiching Search...

RESOURCES COMMUNITY Ingrid Help

PROFILE LIBRARY MY CLASSES NOTIFICATIONS MESSAGES

TASKS HANDED IN BY STUDENTS

ramones, denzel Evaluate task

Arias Montenegro, Erick Evaluate task

Asencio, Cesar Evaluate task

Auquilla, Johana Evaluate task

Cabrera, Danna Evaluate task

Charcopa, Saily Evaluate task

.limane7 Stefannv Evaluate task

**Illustration 4:** Registered students of 3rd BGU  
**Source:** www.tiching.com

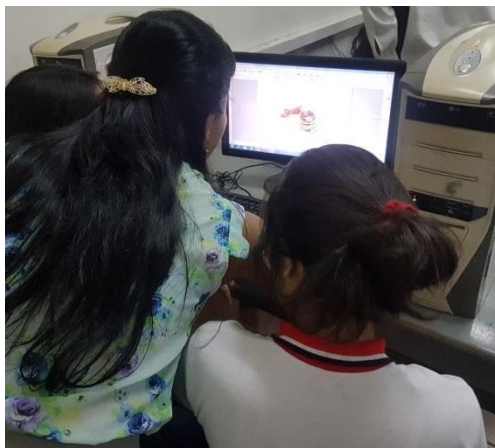
## 4.5 Description of activities

### Activity 1

<b>Unit:</b> How am I different now?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 1 Breakfast and preferences.	<b>Time:</b> 40 minutes

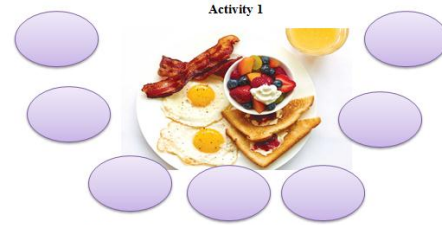
**Learning outcome:** To discuss and awaken writing abilities though prewriting process.

#### Illustration 5: Students developing activity 1



Look at the picture and write the words that come into your mind.

**Activity 1**



Order the words above as you better consider from 1 as the most relevant.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What title would you give to the picture?  
\_\_\_\_\_

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

#### **Procedure:**

The teacher asks for the students' food preferences for breakfast. Students give and discuss about their ideas and food preferences. Teacher presents a video already uploaded in Tiching platform and introduces the corresponding vocabulary. Students are asked to download the complementary activity 1 and start to brainstorm about the picture given. Teachers ask the students to order the written ideas in the order they prefer. Finally they give a name to the picture and make a short feedback.

## Activity 2

<b>Unit:</b> How am I different now?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 2 Ordering ingredients.	Time: 30 minutes

**Learning outcome:** To brainstorm and awaken writing abilities through prewriting process.

### Illustration 6: Students working on activity 2



Activity 2  
Look at the ingredients. Think about how you would place the ingredients in order to make a hamburger and write a number.



Write the ingredients in the order you chose to make your hamburger

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

What title would you give to the pictures?  
\_\_\_\_\_

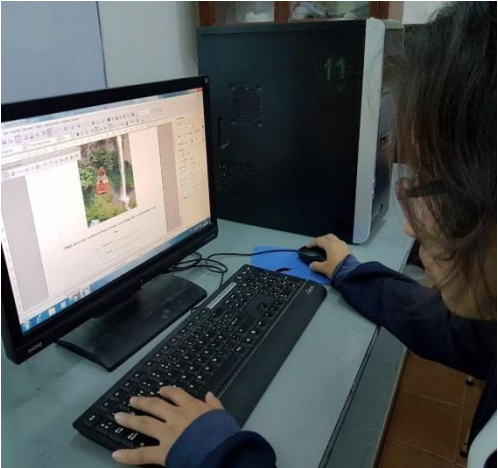

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

Teacher introduce a video in Tiching about food ingredients. Students discuss about what they like and dislike. Teacher ask the students to download the activity. Students look at the ingredients in the picture given and number them according to their preferences to make a hamburger. Students give a topic name to the picture. Finally they present and share their works on Tiching.



### Activity 3

<b>Unit:</b> How green do you want to be?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 3 Planning a trip.	Time: 40 minutes
<b>Learning outcome:</b> To give ideas of activities to do on a trip in order to develop writing abilities.	
<p><b>Illustration 7:</b> Planning a trip activity</p> <div data-bbox="327 969 826 1435"></div> <div data-bbox="1002 891 1177 1070"></div> <p data-bbox="858 1077 1321 1099">Think about your vacations to Baños-Ecuador. List 6 things that you should take to your trip.</p> <ol data-bbox="1007 1104 1185 1332" style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li><li>5. _____</li><li>6. _____</li><li>7. _____</li><li>8. _____</li><li>9. _____</li><li>10. _____</li></ol> <p data-bbox="922 1337 1257 1359">Now, think about other activities that you can do in Baños-Ecuador.</p> <p data-bbox="922 1377 1257 1435">_____ _____ _____</p>	

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

#### Procedure:

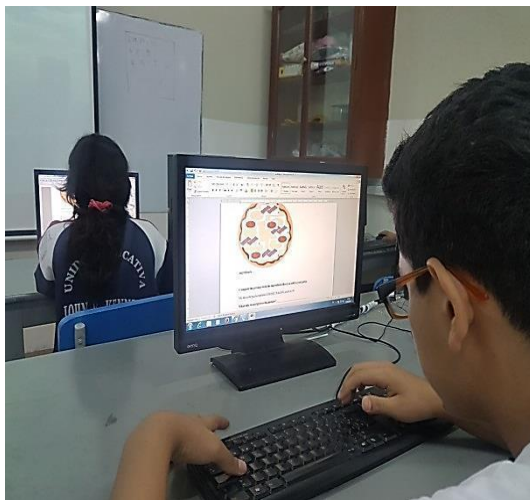
In this activity the teacher presents some pictures and videos uploaded on Tiching platform. Students log in Tiching and open the activity. Students look at the picture and think about activities to do on a trip to Baños. Students and teacher discuss about the different activities the whole wrote and write comments on Tiching. Finally they share their works on Tiching.

## Activity 4

<b>Unit:</b> How green do you want to be?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 4 Pizza preferences	<b>Time:</b> 40 minutes

**Learning outcome:** To complete a short paragraph about pizza in order to develop writing abilities.

### Illustration 8: Students writing about their pizza preferences



**Activity 4**

Look at the ingredients and their names.

SAUSAGE	BEAN	MINT	BEYONNET
CHICKEN MEAT	EGG	SHRIMP	CHEESE
TOMATO	CRAMPIONNY	BACON	ANJUGULA
ONION	BEL PEPPER	OLIVE	PEAS

Personalize your own pizza. Add the ingredients you like to your pizza. Draw the ingredients.

Complete the prompt with the ingredients that you add to your pizza.

My favorite pizza contains \_\_\_\_\_  
and \_\_\_\_\_  
What title would give to the picture? \_\_\_\_\_

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

Teacher and students watch a video already uploaded in Tiching about different kinds of pizza. Teacher presents a vocabulary about the topic uploaded in Tiching, too. Students discuss and talk about the ingredients that they like and dislike. Students customize their pizza\as and add the ingredients that they like.

They present their works and upload to Tiching. Finally they comment with each other in Tiching about the pizza that they liked most.

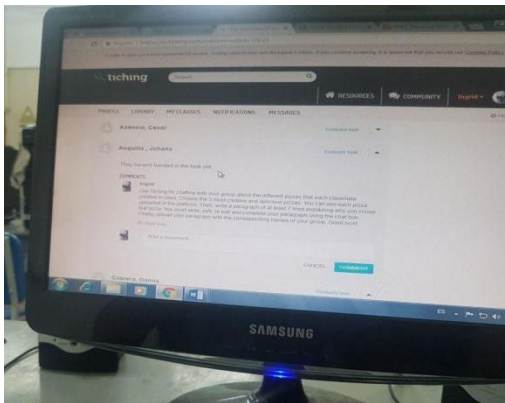
## Activity 5

<b>Unit:</b> How green do you want to be?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 5 Discussing and working in groups	Time: 40 minutes

**Learning outcome:** To discuss about the different pizzas done in class and write about that experience in order to awaken written abilities.

### Illustration 9: Sharing opinions in activity 5

Activity 5



Work in groups of 5. Use Tiching for chatting with your group about the different pizzas that each classmate created in class. Choose the 3 most creative and delicious pizzas. You can see each pizza uploaded in the platform. Then, write a paragraph of at least 7 lines explaining why you chose that pizza. You must write, edit, re edit and complete your paragraph using the chat box. Finally, upload your paragraph with the corresponding names of your group.

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

Teachers form groups of 5. Students log in Tiching and write comments about the different pizzas that each student personalized in class. Students choose the 3 most creative and delicious pizzas for them and explain in a short composition the reasons why they preferred those pizzas. The teacher monitors the students' work (guided writing). Finally each group uploads their work and shares their preferences.

## Activity 6

<b>Unit:</b> How green do you want to be?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 6 Talking about personalities and preferences	<b>Time:</b> 40 minutes

**Objective:** Brainstorming and awakening of writing abilities.

### Illustration 10: Talking about personalities



**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

Activity 6  
Look at Melina's family. Give names to each member.

.....  
.....  
.....  
Melina  
.....  
.....  
.....

Write some of the words that come into your mind when you look at each member. Grandfather, grandmother, mother, father, brother, sister.


Now write some sentences using the words you wrote for describing each member.

*Example: Saul, the grandfather, is bald.  
Melina feels very happy.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Procedure:

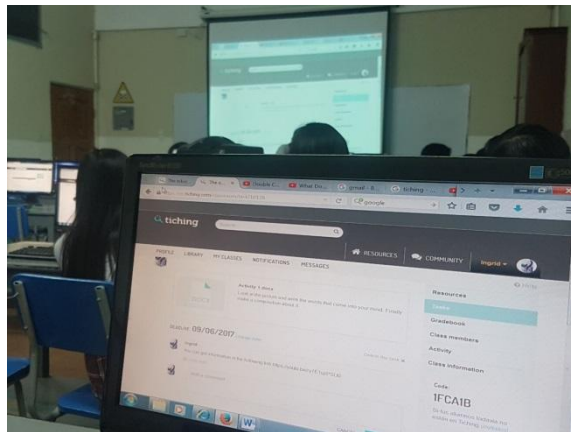
Students work in groups of three. Teachers ask the students to log in Tiching and look at the different people they can see in the activity. The students give their opinions aloud and give names to each of the members shown in the picture. Then, they comment about how each of the members look like and each group choose the description that they better prefer. Finally, each group writes about the family members of the picture using the ideas on the comments in Tiching and uploads their work.

## Activity 7

<b>Unit:</b> How green do you want to be?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 7 Pet preferences	<b>Time:</b> 40 minutes

**Objective:** To describe pet preferences in order to awaken the writing step for the writing process.

### Illustration 11: Pet preferences activity



**Activity 7**

Look at the pets below and brainstorm the words that come into your mind.  
Write down in the circles.

Write some sentences about your preferences for these pets.

*Example: I like dogs because they are very friendly.  
I don't like fish because I can't play with them.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Think of another pet that you would like to have and write about it. Follow the example.

*Example: I would like to have a hamster because they are so adorable, playful and they do not need a lot of space.*

**Source:**

<https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

Students log in Tiching and open the activity and brainstorm about the different things that come into the students' minds when they see the pictures about pets.

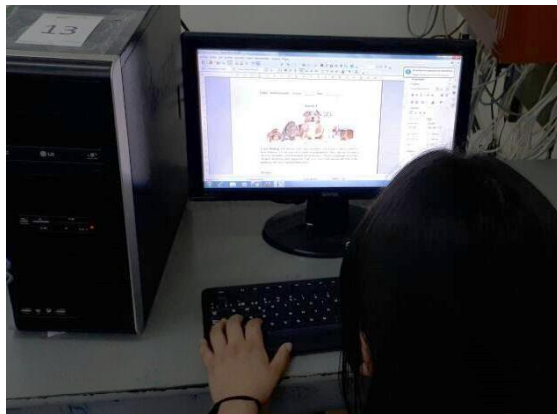
Teacher and students discuss about the different pets that they have had and their experiences in order to awaken their main ideas for writing. Students start to write some basic ideas about the pets they like and the reasons why they like them in order to support their thoughts. Then they write some other details about the pets they would like to have using the prompt given and upload their works to Tiching.

## Activity 8

<b>Unit:</b> How green do you want to be?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 8 Writing about my classmates' pet preferences	<b>Time:</b> 40 minutes

**Learning outcome:** To write about my classmates' pet preferences though the use of passive voice in order to enhance writing abilities

### Illustration 12: Activity about pets



Activity 8



Login **Tiching** and discuss with your classmates which pet would be better to have at home. Use the chat box to write your arguments. Then, summarize what 5 of your classmates said about their pet preferences. Write a paragraph of at least 10 lines describing their arguments with your own words and upload them in the platform with your corresponding name.

*Example:*

*Pet preferences*

*Rafaela said that hamster are good pets to have at home because they are small and do not need a lot of space inside the house to live in. Many hamster houses can be found in the pet shop for their security and comfort. Jonathan said that dogs are the best pets because.....*

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

Students and teacher talk about their pet preferences and give reasons why one pet would be the best for them. Students and teacher write their preferences in Tiching as comments and discuss.

Then, the teacher talks about three of the students' opinions about pets and write the comment on Tiching so they all see it. All students follow the example and using the passive voice, they write about the pets that three of their classmates preferred.

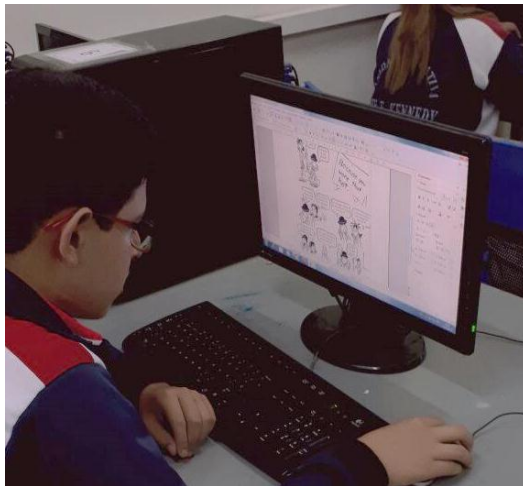


## Activity 9

<b>Unit:</b> Is reality stranger than fiction?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 9 Sentence fragments	<b>Time:</b> 40 minutes

**Learning outcome:** To discuss about the importance and the use of sentence fragments though a comic resource in order to reinforce writing.

### Illustration 13: Students working on sentence fragments



**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principaln>

Look at the sentence fragment comic. Discuss in class about sentence fragments, their use and the importance of writing a complete idea or thought. Write them down and upload a short paragraph in the Tiching Learning Management System.



### Procedure:

Students log into Tiching platform and watch out the resources uploaded about sentence fragments (charts and diagrams). Teacher asks and writes on comments an idea of what is a sentence fragment. Students follow the pattern and write down their opinions.



Then, they open the activity and look at the comic in order to compare if their answer were correct. Finally, all the students write down a short coherent paragraph about the use and the importance of distinguishing sentence fragments.

## Activity 10

<b>Unit:</b> Is reality stranger than fiction?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 10 Ordering a comic conversation.	Time:40 minutes
<b>Objective:</b> To order a comic conversation in order to enhance sentence fragment writing.	
<p style="text-align: center;"><b>Illustration 14:</b> Ordering a sentence fragment comic</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="596 898 1070 1249" style="text-align: center;"> </div> <div data-bbox="343 1249 746 1570" style="border: 1px solid black; padding: 5px;"> <p>Look at the following misplaced conversation sentences and write them down in the comic in their correct place. Then, login in the Tiching Learning Management System and upload your worksheet.</p> <ul style="list-style-type: none"> <li>- Questions?</li> <li>- But you didn't tell me if I can go to the restroom...</li> <li>- What you mean by terrible?</li> <li>- No, Manolito. Let's see if you understood the weather vocabulary. Today is....</li> <li>- May I go to the restroom?</li> <li>- Monday, February 18.</li> <li>- Umm yes. I have a flu due to this weather.</li> <li>- I don't know but my mom says that because of the terrible weather I'm ill.</li> <li>- Yes, but what is the weather today?</li> <li>- No! I mean the weather.</li> <li>- Terrible.</li> <li>- Just, go to your seat please.</li> <li>- Yes, Manolito?</li> </ul> </div> <div data-bbox="815 1270 1297 1556" style="text-align: center;"> </div> </div> <p style="text-align: center;"><b>Source:</b> <a href="https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal">https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal</a></p> <p><b>Procedure:</b></p> <p>Teacher and students remember sentence fragment class. Students download the activity and look at the comic. In groups of 3 they start to order the conversation. Finally they upload their works on Tiching and compare their answers online with the teacher.</p>	



## Activity 11

<b>Unit:</b> Is reality stranger than fiction?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 11 Consolidating sentence fragment fragment	Time:40 minutes
<b>Objective:</b> To consolidate sentence fragment knowledge in order to create and write ideas.	
<b>Illustration 15:</b> Creating a sentence fragment comic	
	<p>Look at the comic following the example of sentence fragment problems. Complete it by yourself using your imagination. Then, log in Tiching and upload your worksheet.</p> 
<p><b>Source:</b> <a href="https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal">https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal</a></p>	
<b>Procedure:</b>	
<p>Students open the activity on Tiching and look at the pictures in order to create a sentence fragment conversation. Teacher divides the students in groups of 3 and read the instructions together. Students look at the other exercises uploaded if needed in order to clear doubts. Then, they upload their comics. Both, teacher and students check each of the comics uploaded and discuss about them.</p>	

## Activity 12

<b>Unit:</b> What would be the world if?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 12 Explaining a food recipe	<b>Time:</b> 80 minutes
<b>Objective:</b> To write a food recipe in order to enhance writing skills.	

### Illustration 16: Making a food recipe

What title would you give to this recipe?



Look at the picture and try to guess the ingredients used in the recipe.

---

---

---

Number the kitchen supplies that you think you are going to use if you are about to cook this recipe.

---

---

---

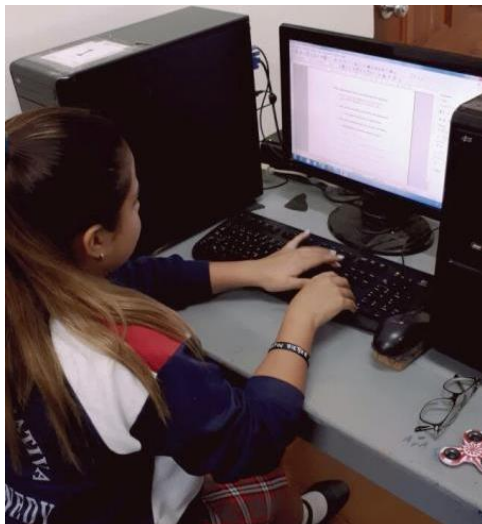
Now try to explain step by step the recipe using: *First, then, after, finally.*

Then compare your answers with the original recipe uploaded in Tiching.

---

---

---



**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

Students watch some videos about different food around the world. Teacher introduces some vocabulary about food ingredients and kitchen equipment. Students discuss and talk about the different recipes on the videos. Then, they try to guess the ingredients of the picture they see in activity 12. Students try to explain the recipe step by step. Finally students and the teacher compare their answer on Tiching platform.

### Activity 13

<b>Unit:</b> What would be the world if?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 13 Present perfect simple and Present perfect continuous.	<b>Time:</b> 40 minutes

**Learning outcome:** To practice grammar in order to enhance writing skills.



Read the following sentences and use Present Perfect Simple or Present Perfect Continuous. (10 points)

1. \_\_\_\_\_ (they/arrived) already?
2. Lucy \_\_\_\_\_ (run) 2000 meters today.
3. I \_\_\_\_\_ (clean) all morning. I'm so tired.
4. I \_\_\_\_\_ (drink) more water lately, and I feel better.
5. Sorry about the mess! I \_\_\_\_\_ (bake) since I knew you were coming.
6. He \_\_\_\_\_ (eat) six bars of chocolate today!
7. Julie \_\_\_\_\_ (cook) dinner. Let's eat!
8. The students \_\_\_\_\_ (finish) all their exams. They are happy.
9. Iona \_\_\_\_\_ (work) too hard recently. She is exhausted.
10. I \_\_\_\_\_ (wait) for three hours since 4 p.m.!

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

#### **Procedure:**

Students watch a video and some grammar rules already uploaded in Tiching.

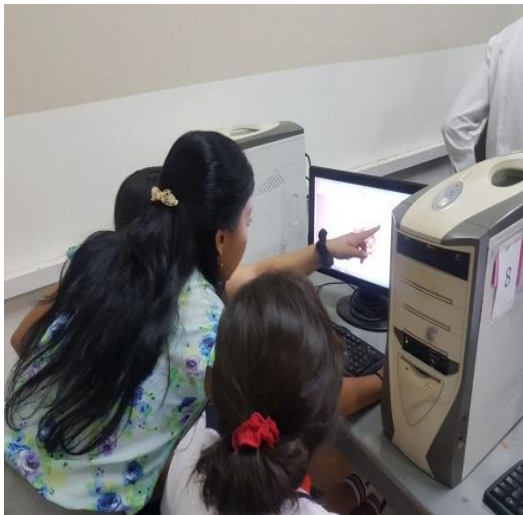
Teacher and students compare the tenses and discuss. Students open the activity 13 on Tiching and practice. Students upload their work. Finally teacher checks and corrects each exercise on class with students.

## Activity 14

<b>Unit:</b> What would be the world if?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 14 Present perfect simple and continuous.	<b>Time:</b> 80 minutes

**Learning outcome:** To write sentences with specific details in order to enhance writing skills.

### Illustration 17: Writing in simple present simple and continuous



Write sentences about yourself using the ideas in the brackets. Follow the example.

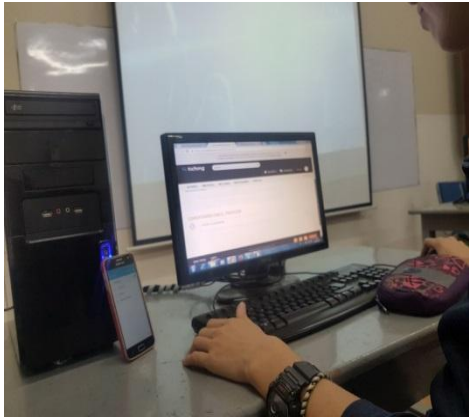
- 1 (something you have done before going to school today) I have had a big breakfast before going to school today.
- 2 (something you have done as an old habit before going to school).
- 3 (something you have eaten this morning).
- 4 (something you haven't eaten today).
- 5 (something you haven't done today).
- 6 (something you have broken or fixed today).
- 7 (something you have heard few minutes ago).
- 8 (someone you have been talking with since this morning).
- 9 (someone you have been telling your secrets since you met him/her).
- 10 (something you have learned or understood today).
- 11 (something you have been studying for a long time ago).
- 12 (something you haven't learned a lot).
- 14 (something you have been thinking about).
- 15 (something you've been planning recently).

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

### Procedure:

For this activity students have to log in Tiching. Teachers give instructions and show the example for writing the sentences in activity 14. Students form groups of 2 and start to work on Tiching. They can review the other uploaded exercises if needed. Students upload their writings. Teacher checks and compares answers along with the students.

## Activity 15

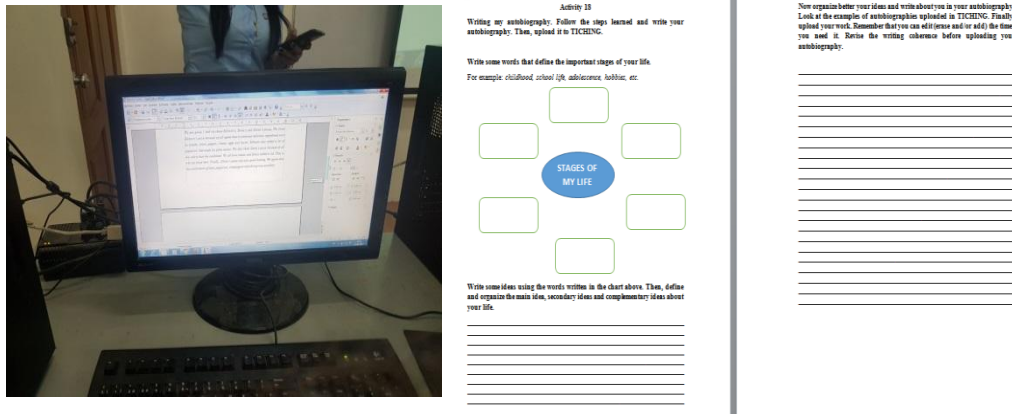
<b>Unit:</b> What would be the world if?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 15 Writing about my day	<b>Time:</b> 80 minutes
<b>Learning outcome:</b> To write a paragraph describing my day using the present perfect continuous in order to practice and enhance coherence in writing.	
<div style="text-align: center;"> <p><b>Illustration 18: Writing about my day</b></p> </div> <p><b>Source:</b> <a href="https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal">https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal</a></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="300 864 770 1279" style="width: 45%;">  </div> <div data-bbox="802 819 1326 1301" style="width: 50%;"> <p>According to the sentences written in the last activity write a paragraph about what you have done and what you have been doing on this day. Write at least 175 words. Follow the writing rubric.</p> <p>Example</p> <p style="text-align: center;"><b>My day today</b></p> <p>I have had a big breakfast before going to the school today. I have eaten cereal, some milk and an egg. I haven't eaten bread as every morning. I have kissed my mother as I do every day as an old habit. At school, I have heard that our science project was for today but I have accidentally broken it while walking to school. I have been talking with my dad since this morning asking his help to fix it. He is the only one whom I have been telling all my secrets.</p> <p>I have been studying English for a long time ago, but today I haven't learned it a lot. I have just understood some words during the English class and since that happened I have been thinking that I need some personalized classes. Some friends and I have also been planning to go to an English course to improve our skills. We have planned to go the next week, not today, because we are full of homework.</p> </div> </div> <p><b>Procedure:</b></p> <p>Students and teacher make a short feedback about present perfect simple and continuous reviewing the activities and resources in Tiching. Then they go to the activity and start to link all the sentences written in the last activity but now constructing a coherent paragraph not just separated sentences. Students add or erase the sentences that are necessary in order to organize the ideas correctly. Following the pattern already given in Tiching. Finally they upload their writings, check and correct along with the teacher.</p>	

## Activity 16

<b>Unit:</b> What will I do in the future?	<b>Course:</b> 3rd BGU
<b>Activity:</b> 16 Writing my autobiography	<b>Time:</b> 80 minutes

**Objective:** To write an extensive writing about autobiography in order to consolidate the writing process and measure improvement.

### Illustration 19: Writing an autobiography



**Activity 16**  
 Writing my autobiography. Follow the steps learned and write your autobiography. Then, upload it to TICHING.

Write some words that define the important stages of your life.  
 For example: childhood, school life, adolescence, hobbies, etc.

STAGES OF MY LIFE

Write some ideas using the words written in the chart above. Then, define and organize the main idea, secondary ideas and complementary ideas about your life.

Now organize better your ideas and write about you in your autobiography. Look at the examples of autobiographies uploaded in TICHING. Finally, upload your work. Remember that you can edit mine and/or add the ones you need it. Revise the writing coherence before uploading your autobiography.

**Source:** <https://sites.google.com/view/esl-learners-writing-skill/p%C3%A1gina-principal>

#### Procedure:

Teacher help the students remember all the writing process step by step and review some resources about it in Tiching platform. Students open the activity and start with the process monitored by the teacher. Students divide their live steps and separate the most important ideas. Students write, edit, review, erase and re write until uploading their final draft. Finally students and teacher check the writings all together and correct mistakes in order to socialize and share their works.

## 4.6 Evaluation

The tests were very important for the evaluation process. Therefore, a diagnostic test at the beginning and a final test at the end of the proposal application was taken in order to set a departure point about writing skills.

### 4.6.1 Rubric

A writing rubric was important for identifying the most important criteria, providing essential descriptors for achieving the standard goals already set in the proposal. It was based on ESL Cambridge assessment writing performance and adapted to the actual learners' necessities.

**Chart 23: Writing rubric**

<b>CRITERIA</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>OBSERVATION</b>
<b>Content</b> The topic and the main idea are clearly presented							
<b>Communicative achievement</b> The writing is appropriate and clear to be understood for the task							
<b>Organization</b> Sentences and paragraphs present clear and logical sequence of ideas at the beginning, middle and at the end of the piece of writing							
<b>Language</b> Vocabulary, grammar accuracy and punctuation are coherently used in the piece of writing							

## 4.7 Achievements and Results

### 4.7.1 Diagnostic Test Results

The results of the diagnostic test showed that the 3<sup>rd</sup> BGU class from John F. Kennedy High School got a total average of 5.40 out of 10 points. Most of the students got low scores in the development of writing skills. Only 6 students reached the highest score that was 8 out of 10 points, demonstrating the necessity of improving writing in order to develop the other English abilities as well.

**Chart 24: Diagnostic test result chart**

<b>NO.</b>	<b>STUDENTS</b>	<b>Diagnostic test</b>
1	ARIAS MONTENEGRO ERICK SEBASTIAN	2
2	ASENCIO MUÑOZ CESAR ARIEL	7
3	AUQUILLA ZURITA JOHANA CECIBEL	7
4	BRAVO GALARZA NATHALY ROCIO	7
5	CABRERA RODRIGUEZ DANNA NAYELI	8
6	CHARCOPA ASENCIO SAIDY MADELINE	7
7	COELLO FLORES BRYAN ISAAC	8
8	FIGUEROA ALAVA NALLELY YAMILETH	8
9	GONZALEZ CACAO RONNY JOSÉ	2
10	GUAMAN SALINAS DALIANA PAULETTE	3
11	HENRIQUEZ BECERRA MELANNIE JULIETA	4
12	JIMENEZ IDROVO STEFANNY DAMARY	4
13	LAINIZ QUIRUMBAY DANNY ORLANDO	7
14	NAVARRETE MENDOZA SARA VALERIA	5
15	ORELLANA VALDIVIA VICTOR HUGO	7
16	ORTIZ CEDEÑO JOHNNY ALEXANDER	4
17	PESANTEZ GONZALEZ KAROL ALEXANDRA	8
18	RAMONES VACA DENZEL AIRTON	3
19	ROCAFUERTE BAZAN ANTHONY GEOVANNY	3
20	SALTOS ZAMORA JACINTO ABDALA	3
21	SIERRA TANDAZO SAMANTHA ANNEL	3
22	SUAREZ ROSALES KARLA MILENA	3
23	TIGRERO POVEDA ALEX JOSE	6
24	TOLEDO ARIZAGA SUSAN BRIGITTE	8
25	VILLAO BORBOR JUAN DIEGO	8



#### 4.7.2 Final test results

According to the final test, all the students increased their averages, none of them got less than 5.5 points. Furthermore, 7 students reached the highest score that is 10/10 and most of them got 7 and 8 points. As a whole class, 3<sup>rd</sup> BGU class reached a total average of 7.50 out of 10 points at the end of the proposal.

**Chart 25: Final test result chart**

<b>NO.</b>	<b>STUDENTS</b>	<b>Final test</b>
1	ARIAS MONTENEGRO ERICK SEBASTIAN	5.5
2	ASENCIO MUÑOZ CESAR ARIEL	9
3	AUQUILLA ZURITA JOHANA CECIBEL	8
4	BRAVO GALARZA NATHALY ROCIO	8
5	CABRERA RODRIGUEZ DANNA NAYELI	10
6	CHARCOPA ASENCIO SAIDY MADELINE	8
7	COELLO FLORES BRYAN ISAAC	8.5
8	FIGUEROA ALAVA NALLELY YAMILETH	9
9	GONZALEZ CACAO RONNY JOSÉ	6.5
10	GUAMAN SALINAS DALIANA PAULETTE	6.5
11	HENRIQUEZ BECERRA MELANNIE JULIETA	5.5
12	JIMENEZ IDROVO STEFANNY DAMARY	6
13	LAINIZ QUIRUMBAY DANNY ORLANDO	8
14	NAVARRETE MENDOZA SARA VALERIA	6
15	ORELLANA VALDIVIA VICTOR HUGO	8
16	ORTIZ CEDEÑO JOHNNY ALEXANDER	6
17	PESANTEZ GONZALEZ KAROL ALEXANDRA	9
18	RAMONES VACA DENZEL AIRTON	6.5
19	ROCAFUERTE BAZAN ANTHONY GEOVANNY	6.5
20	SALTOS ZAMORA JACINTO ABDALA	5.5
21	SIERRA TANDAZO SAMANTHA ANNEL	6.5
22	SUAREZ ROSALES KARLA MILENA	7.5
23	TIGRERO POVEDA ALEX JOSE	7.5
24	TOLEDO ARIZAGA SUSAN BRIGITTE	10
25	VILLAO BORBOR JUAN DIEGO	10

### 4.7.3 Students' improvement

As the following charts show, students improved their writing skills. Even the students who got low average in the diagnostic increased their level. The 3<sup>rd</sup> BGU class reached a 28% of improvement after the proposal implementation.

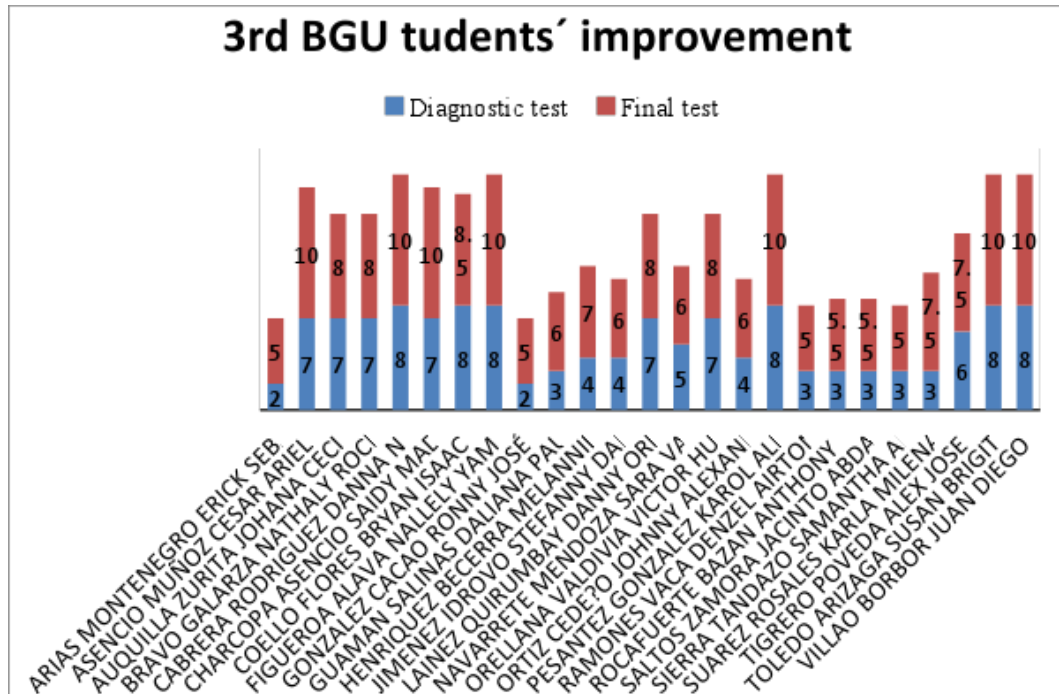
**Chart 26: Students' improvement result chart**

	STUDENTS	Diagnostic test	Final test	% of improvement
1	ARIAS MONTENEGRO ERICK SEBASTIAN	2	5	60%
2	ASENCIO MUÑOZ CESAR ARIEL	7	10	30%
3	AUQUILLA ZURITA JOHANA CECIBEL	7	8	13%
4	BRAVO GALARZA NATHALY ROCIO	7	8	13%
5	CABRERA RODRIGUEZ DANNA NAYELI	8	10	20%
6	CHARCOPA ASENCIO SAIDY MADELINE	7	10	30%
7	COELLO FLORES BRYAN ISAAC	8	8.5	6%
8	FIGUEROA ALAVA NALLELY YAMILETH	8	10	20%
9	GONZALEZ CACAO RONNY JOSÉ	2	5	60%
10	GUAMAN SALINAS DALIANA PAULETTE	3	6	50%
11	HENRIQUEZ BECERRA MELANNIE JULIETA	4	7	43%
12	JIMENEZ IDROVO STEFANNY DAMARY	4	6	33%
13	LAINIZ QUIRUMBAY DANNY ORLANDO	7	8	13%
14	NAVARRETE MENDOZA SARA VALERIA	5	6	17%
15	ORELLANA VALDIVIA VICTOR HUGO	7	8	13%
16	ORTIZ CEDEÑO JOHNNY ALEXANDER	4	6	33%
17	PESANTEZ GONZALEZ KAROL ALEXANDRA	8	10	20%
18	RAMONES VACA DENZEL AIRTON	3	5	40%
19	ROCAFUERTE BAZAN ANTHONY GEOVANNY	3	5.5	45%
20	SALTOS ZAMORA JACINTO ABDALA	3	5.5	45%
21	SIERRA TANDAZO SAMANTHA ANNEL	3	5	40%
22	SUAREZ ROSALES KARLA MILENA	3	7.5	60%
23	TIGRERO POVEDA ALEX JOSE	6	7.5	20%
24	TOLEDO ARIZAGA SUSAN BRIGITTE	8	10	20%
25	VILLAO BORBOR JUAN DIEGO	8	10	20%

**Chart 27: Students' improvement final percentage**

DIAGNOSTIC TEST	FINAL TEST
5.40	7.50
% OF IMPROVEMENT	28%

**Graph 16: Students' improvement before and after the proposal application**



**4.1.1 Strategies of improvement**

**Chart 28: Strategies of improvement chart**

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
* Students did not write coherently	* Students acquired the habit of following a writing process in order to write clearly.
* Traditional English classes.	* English classes using technological resources.
* Poor vocabulary and grammar	* Students acquire more abilities by the reinforcement of writing strategies using Tiching.
* Desmotivation for writing	* Enthusiasm for interacting with the writing activities and share their works.

**Source:** John F. Kennedy High School  
**Author:** Ingrid Paola Tomalá Guzmán

## **4.8 Conclusions and Recommendations**

### **4.8.1 Conclusions**

- ❖ This study concludes that the Learning Management System Tiching was favorable for improving the writing skills of the students of 3rd BGU from John. F. Kennedy High School.
- ❖ The traditional English class transformed into an interactive class in which all of the members were connected with each other and improving their skills together.
- ❖ Despite students just increased their level in a 28% there were good results because students learned vocabulary and improved their grammar as well.
- ❖ Tiching motivated students to fell interest to write about different things and help them acquire a habit for expressing in a written way.

### **4.8.2 Recommendations**

- ❖ Tiching should be implemented for making the English classes more interesting for students.
- ❖ It is recommended to use Tiching for a longer period of time in order to have better results.
- ❖ It is recommended to create more activities on Tiching since it awaken students' curiosity for trying something new so they practice and enhance and consolidate the foreign language a little faster.
- ❖ Students should work more in groups since they feel confident to develop writing abilities linking various ideas together and sharing their works.

## 4.9 TIMETABLE

Chart 29: Timetable

ACTIVITY	2016 – 2017																																														
	MAY				JUN				JUL				AUG				SEP				OCT				NOV				DEC				JAN				FEB				MAR			APR			
	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	1	2	3	4								
Socialization with advisor	x	x																																													
Thesis designing			x	x																																											
Elaboration chapter I					x	x																																									
Chapter I progress							x	x																																							
Elaboration Chapter II											x																																				
Field research										x	X																																				
Survey implementation										x																																					
Data analysis											x																																				
Elaboration chapter III													x	x																																	
Chapter III progress															x	x																															
Elaboration Chapter IV																																															
Implementation																																															
Review of thesis draft																																															
Delivery of final work																																															
Pre-defense of thesis																																															
Defense																																															
Graduation day																																															

Author: Ingrid Tomalá Guzmán

#### 4.10 RESOURCES

##### 4.10.1 Technological resources

<b>TECHNOLOGICAL RESOURCES</b>		
<b>DESCRIPTION</b>	<b>PRICE</b>	<b>TOTAL</b>
<b>LAPTOP</b>	\$ 800	\$ 800
<b>CAMERA</b>	\$ 150	\$ 150
<b>FLASH MEMORY</b>	\$ 18	\$ 18
<b>SPEAKERS</b>	\$ 25	\$ 25
<b>INTERNET</b>	\$ 45	\$ 45
<b>TOTAL</b>		<b>\$ 1,038.00</b>

##### 4.10.2 Others

<b>OTHERS</b>		
<b>DESCRIPTION</b>	<b>PRICE</b>	<b>TOTAL</b>
<b>COMMUNICATION</b>	\$ 20	\$ 20
<b>TRANSPORTATION</b>	\$ 30	\$ 30
<b>TOTAL</b>		<b>\$ 50.00</b>

<b>TOTAL SUMMATORY</b>	<b>\$ 1,088.00</b>
------------------------	--------------------

## REFERENCES

Almenara, J. (2007). *Diseño y producción de TIC para la formación: nuevas tecnologías de la información y la comunicación (1. ed.)*. Barcelona: Editorial UOC.

Baker, K. (2014). *LMS Success: A Step-by-Step Guide to Learning Management System Administration*. USA.

Bamber Gascoigne, C. (2001). *HISTORY OF WRITING*. Obtenido de <http://www.historyworld.net/about/about.asp?gtrack=pthbc>

Crystal, D. (1997). *English as a Global Language*. New York: Cambridge University Press.

Devitt, T. (1999). *The writing stuff*. Obtenido de <http://whyfiles.org/079writing/>

Gordon Smith, David; Baber, Eric (2005). Teaching English with Information Technology: How to use the internet and IT when teaching - for the professional English language teacher. Retrieved from <http://www.ebib.com>  
<https://upse.ebib.com/patron/FullRecord.aspx?p=1623417>

learn, L. t. (January de 2015). *polyu.edu.hk/*. Recuperado el February de 2016, de [www.polyu.edu.hk/learn...learn/](http://www.polyu.edu.hk/learn...learn/):  
<http://www.polyu.edu.hk/learn...learn/.../Reflective%20Le>

Harmer, J. (2012). *The practice of English Language Teaching*.

Jagannath, T. (2009). *English as a second Language*.

Kadiri, G. C. (2012). *The role of information and communication technology in language teaching and learning in University education*. Journal of Liberal Studies, 15,1.

Min.Edu. (Agosto de 2014). *Ministerio de Educación*. Obtenido de Ministerio de Educación: <http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>

Murray, D. M. (1972). Teach Writing as a Process, not Product. *Cross-Talk in Comp Theory: A Reader*.

Novedades del Colegio John F. Kennedy. (2015). *La Onda*.

Schneider, E. W. (2011). *English around the world*. New York Madrid: Cambridge University Press.

Spar, I. (October de 2004). *The origin of writing*. Obtenido de [https://www.metmuseum.org/toah/hd/wrtg/hd\\_wrtg.htm](https://www.metmuseum.org/toah/hd/wrtg/hd_wrtg.htm)

Stewart, F. (1995). *A natural history of nature writing*. Washington: Island Press.

Swann, P. S. (2005 April). *English in the world*. Routledge.

Harmer, J. (2004). *How to teach English.*, 79

Underwood, J. (2006) Personalising Learning with Technology.

Underwood, J. (2009). The impact of digital technology A review of the evidence of the impact of digital technologies on formal education. *Welding Journal*, (November), 1–27. Retrieved from <http://publications.becta.org.uk/display.cfm?resID=41343&page=1835>

Gonzales, L. (2016). *How to improve teaching quality*.

Plattor, E. (1981). *English Skills Program*.

Mendoza. (2007). *Writing System in the modern world*.

Lewis. (2007). *E Effects of Internet Use on Academic Achievement*.

Prensky. (2012). *New Media & Society*. Obtenido de [www.journals.sagepub.com](http://www.journals.sagepub.com)

Hyland K. (2014). *The effects of computer-generated feedback on the quality of writing*.

Vygotsky L.S. (1997). *Educational Researcher*. Obtenido de <http://journals.sagepub.com/doi/abs/10.3102/0013189X024003012>



**Virtual library (UPSE)**

Talaván, Z. N., Martín, M. E., & Palazón, R. F. (2011). Technological innovation in the teaching and processing of LSPs: proceedings of TISLID'10. España: UNED - Universidad Nacional de Educación a Distancia. Retrieved from <http://www.ebrary.com/lib/upsesp/reader.action?docID=10638640>.

## **APPENDIXES**

### **A. Antiplagiarism report**

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



## UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

---


La Libertad, Noviembre 9 de 2017.

### **CERTIFICADO ANTIPLAGIO 004 -TUTOR KWLZ-2017**

En calidad de tutor del trabajo de titulación “ LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 3<sup>rd</sup> BGU AT JOHN F. KENNEDY HIGH SCHOOL IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018 ” elaborado por la estudiante **INGRID PAOLA TOMALÁ GUZMAN** , 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 antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
\_\_\_\_\_  
Lic. Kléber Loor Zambrano, MSc.  
C.I.:0917405235  
DOCENTE TUTOR CLI 2017.

URKUND - Log in x Home - URKUND x D29665260 - urkund - x

Es seguro | <https://secure.orkund.com/view/29326733-551722-965781#q1bKLVayio7VUSOTM/LTMMTxLTIWYMQgFAA==>

Aplicaciones Header image repre Nueva pestaña

URKUND

Källförteckning Markeringar

LOOR ZAMBRANO KLEBER WALTER (loor zambrano.kleber.walter)

Dokument [orkund - CHAPTER 1.docx \(D29665260\)](#)

Inskickat 2017-07-10 16:33 (-05:00)

Inskickad av paolitaguzman@gmail.com

Mottagare kloor.zupse@analytisk.orkund.com

Meddelande CHAPTER 1-INGRID TOMALA [Visa hela meddelandet](#)

9% av det här ca 3 sidor stora dokumentet består av text som också förekommer i 0 st källor.

Rankning Sökväg/Filnamn

Alternativa källor

Önnskade källor

English is a relevant language for the institutions nowadays and around the society in different branches too. English is included from a book to technological tools which are used for students every day. Therefore, education searches to improve the student's skills in order to achieve to exit profile according Minister of Education.

According Education Vice Ministry of Ecuador (MINEDUC), Flavio Figallo, the new Curriculum National of EGB and BGV takes part teaching the English subject in order to get citizen teenagers with capacity to face and solve challenges in the real times, Agreement N 052. Furthermore, students need to get a Level B1 which is connected with common European Framework of reference in order to get more academic, cultural and economic chances.

EFL Curriculum 2016 has essential Elements such as Learner Centered, thinking skills, culture, 4 skills, CUL, CEFR, CLT and the Arts which promote students can develop speaking, reading, writing and listening as a skills in teaching the English. In other hand the EFL curriculum considers CUL, Content Language Integrated Learning, as a means to access and learn English in an authentic, meaningful context and encompasses all 5 threads, this means that educators must get students improve the level for achieving the objectives established but for this they must use new pioneering methods and strategies and engaged to the students every day to learn English language.

EFL's Curricular Threads are first of all communication and cultural awareness which include intercultural and cultural awareness and identity connected with social competence, second of all writing which include initial literacy and text production, on students reviews articles to give them a focus on their skills according to CEFR.

10:41 30/10/2017

URKUND - log in x Home - URKUND x D29958516 - URKUND x D29665260 - urkund - x

Es seguro | <https://secure.orkund.com/view/29462326-107971-303324#q1bKLVayio7VUSOTM/LTMMTxLTIWYMQgFAA==>

Aplicaciones Header image repre Nueva pestaña

URKUND

Källförteckning Markeringar

LOOR ZAMBRANO KLEBER WALTER (loor zambrano.kleber.walter)

Dokument [URKUND CHAPTER 2 - August 1.docx \(D29958516\)](#)

Inskickat 2017-08-01 09:14 (-05:00)

Inskickad av paolitaguzman@gmail.com

Mottagare kloor.zupse@analytisk.orkund.com

Meddelande CHAPTER 2 - TOMALA INGRID [Visa hela meddelandet](#)

9% av det här ca 8 sidor stora dokumentet består av text som också förekommer i 0 st källor.

Rankning Sökväg/Filnamn

Alternativa källor

Önnskade källor

The Scripture has a place of paramount importance within the communication, because depending on the situation, sometimes it is more feasible to use the writing than oral expression. This ability has a specific importance within their own teaching-learning process of the language already to serve as an instrument to this.

According to Acosta Padron (1996), writing is a graphical representation of speech, or sounds that one produces to speak. The words have to be organized to form the prayers and these in turn are joined in such a way that they form a text about a topic. The Writing includes the decoding of a message to someone who is not usually physically present. The writer has to make sure that what you write is to be understood with success.

The teaching of Scripture must be recognized as a special part of the teaching of the language with its own objectives and techniques in special schools where the scripture becomes an objective of education. Due to writing skill for students is the complement to can communicate their thoughts because of system which belong, it uses sets of symbols to represent the sounds of speech through punctuation and numerals. Writing is better when students have patterns to follow in order to get a coherence message, students need to create a prevalent method of creating connections among people. As a means of getting links between individuals and within communities. Print, video, audio, speech and interactive web media all began with writing. CITATION Unk12 (12290 (Unknown, 2012) CITATION Ru997 (12290 (Padron, 1997)

Furthermore Writing connect citizens across time, space and culture. Because of the influence of writing, people can learn about history, characters in the past or predictions about the future or design for tomorrow. Writing can cause problems or get peace, in fact writing for students is a useful skills to create stories but it s

10:43 30/10/2017

URKUND - Log in x Home - URKUND x D31407806 - Ingrid cha... x D29956516 - URKUND x

Es seguro | https://secure.orkund.com/view/31068965-910502-6000119q1bKI.VayjybQMdQ3r1JHrsvZVUSrOTM/LTMmMTs4lTTWYMLAzMDAurTA2A5KmsSsbmSg...

Aplicaciones Header image repre Nueva pestaña

**URKUND** LOOR ZAMBRANO KLEBER WALTER (loor.zambrano.kleber.walter)

<b>Dokument</b>	Ingrid chapter 4.docx (D31407806)	<b>Källförteckning</b>	Markeringar
<b>Inskickat</b>	2017-10-17 11:27 (-05:00)	<b>Rankning</b>	Söväg/Förnamn
<b>Inskickad av</b>	pacitajacmart@gmail.com		446027239_102_08882h425280f%25280f%25280f.docx
<b>Mottagare</b>	loor.zambrano@anaytic.orkund.com	<b>Alternativa källor</b>	
<b>Meddelande</b>	CHAPTER 4 INGRID TOMALA GUZMAN <a href="#">Läs hela meddelandet</a>		Workshop 5 Note Taking (31034962).docx
	1% av det här c.a 11 sidor stora dokumentet består av text som också förekommer i 5 st källor.		4477275846_034_08882h425280f%25280f%25280f.docx
			4479024579_447_08882h425280f%25280f%25280f.docx

55

Varningar Återställ Exportera Slocka

CHAPTER IV THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

The use of "Tiching" platform to enhance writing skills in English language among students of 3rd BGU at John F. Kennedy High School in Salinas province of Santa Elena, school year 2017-2018

Location This investigation was applied in the classroom of the tenth grade students from John F. Kennedy High School located in Salinas. The application of the proposal was held at the common classroom and in the audiovisual classroom of the institution due to their comfortable technological resources for the development of the writing activities.

Illustration 11. John F. Kennedy High School Resource: <https://maps.google.com.ec/>

Estimated time for execution From May 2nd, 2017 to July 31st, 2017 Responses Author: Ingrid Paola Tomala Guzman Advisor: MSc. Kleber Loor Zambrano

4.2 PROPOSAL BACKGROUND Nowadays the use of technology have changed the view of the common English teaching and learning processes due to the fact that the development of the internet and computers have been something interesting that catch the attention of all the learners. Therefore, it is important to take

Windows taskbar with icons for Home, Internet Explorer, VLC, Word, PowerPoint, Outlook, HP, and Google Chrome. System tray shows 10:54 on 30/10/2017.

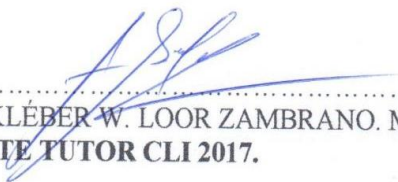
La Libertad , 9 de Noviembre 2017.

### **CERTIFICACIÓN DEL DIRECTOR DE TESIS**

EL suscrito Lcdo. KLÉBER W. LOOR ZAMBRANO, MSc. tutor del Trabajo de Titulación de la egresada: **INGRID PAOLA TOMALÁ GUZMAN**.

### **CERTIFICA:**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado “LEARNING MANAGEMENT SYSTEM TO ENHANCE WRITING SKILL IN ENGLISH AMONG STUDENTS OF 3<sup>rd</sup> BGU AT JOHN F. KENNEDY HIGH SCHOOL IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018” Estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

  
.....  
LCDO. KLÉBER W. LOOR ZAMBRANO. MSc.  
**DOCENTE TUTOR CLI 2017.**





## UNIDAD EDUCATIVA "JOHN F. KENNEDY"

José Luis Tamayo – Salinas – Ecuador  
Telf. 2775-218 Fax. 2779-913  
Email: uejohnfkennedy@hotmail.com



MA.Ed.

Glenda Pinoargote Parra

### **DIRECTORA CARRERA LICENCIATURA EN INGLÉS**

Facultad Ciencias De La Educación e Idiomas

UPSE

Presente.-

### **A quien interese:**

Yo, MSc. Carlos Berrones Salazar, Rector de la Unidad Educativa "John F. Kennedy", a petición de la Prof. Ingrid Tomalá Guzmán, con CI. 0924279573 me honro a certificar que la docente antes mencionada contó con la aprobación necesaria para realizar su propuesta "**Learning Management System to enhance writing skill in english language among students of 3rd BGU at John F. Kennedy high school in Salinas Province of Santa Elena, school year 2017-2018**", tanto que nuestra comunidad educativa resultó favorecida en el área de Inglés.

Es todo cuanto puedo CERTIFICAR, en honor a la verdad

Atentamente,

MSc. Carlos Berrones Salazar  
**Rector**





## UNIDAD EDUCATIVA "JOHN F. KENNEDY"

José Luis Tamayo – Salinas – Ecuador  
Telf. 2775-218 Fax. 2779-913  
Email: uejohnfkennedy@hotmail.com



José Luis Tamayo, 22 de Noviembre del 2017

MA.Ed.

Glenda Pinoargote Parra

**DIRECTORA CARRERA LICENCIATURA EN INGLÉS**

Facultad Ciencias De La Educación e Idiomas


UPSE

Presente.-

Se hace constar por medio del presente, que **INGRID PAOLA TOMALÁ GUZMÁN** con CI. 0924279573, estudiante de la Universidad Estatal Península de Santa Elena, realizó la aplicación de su proyecto de tesis "**Learning Management System to enhance writing skill in english language among students of 3rd BGU at John F. Kennedy high school in Salinas Province of Santa Elena, school year 2017-2018**", desde el día 2 de Mayo hasta el 10 de Septiembre.

Constancia que se expide en Salinas, a los 22 días del mes de Noviembre del 2017.

Atentamente,

  
MSc. Carlos Berrones Salazar  
**Rector**



C.C: MSc. Kleber Loor



## OTHERS

### Interview directed to the Principal of John F. Kennedy High School



UNIVERSIDAD PENÍNSULA DE SANTA ELENA  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES



### ENGLISH LANGUAGE TEACHING CAREER

#### Personal Information

Full Name:

Professional experience:

Dear Principal, this interview will help to obtain important information for the research paper titled: “Learning management system to enhance writing skill in English language among students of 3<sup>rd</sup> BGU at Unidad Educativa John F. Kennedy in Salinas, province of Santa Elena, school year 2017-2018”. Please take 5 minutes to answer the following questions. All the answers will be used exclusively for this investigation.

1. As a director of this privileged institution, what do you think about the development of English skills in today’s education?  
\_\_\_\_\_
2. What do you consider about the importance of writing for the development of the holistic growth of the students?  
\_\_\_\_\_
3. What is your criteria about the necessity to focus more the attention on improving this skill in students?  
\_\_\_\_\_
4. According to your criteria, what could happen to the students that do not develop the writing skill?  
\_\_\_\_\_
5. What impact do you think the use of a LMS could have on students to enhance their writing?  
\_\_\_\_\_
6. What level of acceptance would you give to the use of a LMS to improve the writing skills on the students of 3rd BGU?  
\_\_\_\_\_

**Interview directed to Specialists**



**UNIVERSIDAD PENÍNSULA DE SANTA ELENA**  
**FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES**



**ENGLISH LANGUAGE TEACHING CAREER**

**Full name:** \_\_\_\_\_

**Actual position:** \_\_\_\_\_

**Years of English studies:** \_\_\_\_\_

**Detailed Professional experience:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1. What do you think about the development of English skills in today's education?

\_\_\_\_\_

2. How important do you consider the use of LMS in education?

\_\_\_\_\_

3. What do you think about the student's actual writing level?

\_\_\_\_\_

4. What is your criteria about the necessity to focus more the attention on improving this skill in students?

\_\_\_\_\_

5. In your criteria what are the main reasons why writing is difficult for the students?

\_\_\_\_\_

6. How do you think students can improve this skill?

\_\_\_\_\_

7. What level of acceptance would you give to the use of a LMS to improve the writing skills on the students?

\_\_\_\_\_



Survey directed to teachers



UNIVERSIDAD PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

SECTION I. PERSONAL INFORMATION

Full name:

Degree:

Years of professional experience:

Dear English teachers, this survey will help to obtain important information for the research paper titled: "Learning management system to enhance writing skill in English language among students of 3rd BGU at Unidad Educativa John F. Kennedy in Salinas, province of Santa Elena, school year 2017-2018". Please take 5 minutes to answer the following questions. All the answers will be used exclusively for this investigation.

1. In your criteria, how important is English for all the students that are acquiring a language?

Table with 2 columns and 3 rows: Very important, Important, Not important

2. Which of the English skills are less satisfactory in the students' actual academic development?

Table with 2 columns and 4 rows: listening, speaking, reading, writing

3. Which is the most used resource within the English class?

Table with 2 columns and 3 rows: English book, CD, videos

online activities	
-------------------	--

**4. What technological resource is easy available in the school?**

Cd player	
Computers	
Audiovisual room	

**5. Which is the most used technique by students for constructing their own writings?**

Google translating	
Brainstorming ideas	
Description	
Narration	

**6. The writing process is completed in a satisfactory way during the English class.**

Always	
Sometimes	
Never	

**7. According to your criteria which of the following activities could motivate students to practice and improve their writing.**

Drills	
Free writing	
Descriptive writing	

**8. Which of the following LMS could be the best to develop the writing activities?**

Edmodo	
Dokeos	
Blackboard	
Moodle	
Tiching	

## Survey directed to students



**UNIVERSIDAD PENÍNSULA DE SANTA ELENA**  
**FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES**  
**ENGLISH LANGUAGE TEACHING CAREER**



**Objective:** The objective of this survey is to obtain your opinion about the significance of the writing skill and its teaching procedure in the classroom.

**1. How important do you think is English for your personal development?**

Very important	
Important	
Not important	

**2. Which of the following options would you prefer to enhance your writing?**

Facebook	
Twitter	
LMS	
WhatsApp	

**3. Which LMS would you prefer to enhance your writing?**

Edmodo	
Dokeos	
Blackboard	
Moodle	
Tiching	

**4. How difficult is it for you to write in English?**

Very difficult	
Difficult	
Easy	

**5. How motivated do you feel to improve your writing skills during your English class?**

Very motivated	
A little motivated	
Normal	
Not motivated	

**6. How would you like to improve your writing skills?**

**7. What type of activities would you prefer to enhance your writing?**

Drills	
Free writing	
Descriptive writing	

**Evaluation writing rubric**

<b>CRITERIA</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>OBSERVATION</b>
<p style="text-align: center;"><b>Content</b></p> <p>The topic and the main idea are clearly presented</p>							
<p style="text-align: center;"><b>Communicative achievement</b></p> <p>The writing is appropriate and clear to be understood for the task</p>							
<p style="text-align: center;"><b>Organization</b></p> <p>Sentences and paragraphs present clear and logical sequence of ideas at the beginning, middle and at the end of the piece of writing</p>							
<p style="text-align: center;"><b>Language</b></p> <p>Vocabulary, grammar accuracy and punctuation are coherently used in the piece of writing</p>							

## Diagnostic test

Full Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

### Circle the letter that contains the error in the following sentences. 3 pts

Example: My father is paint the house.

A      **B**      C

1. All our students are supplied with textbook.

A                  B                  C

2. Unfortunately there is a loss of communications between me and my parents.

A      B                  C

3. Pollution by the environment is seriously affecting all human beings.

A                                  B                                  C

4. There is mail for your at the office.

A                  B      C.

5. There was a heavy rains last night and my papaya plant fell.

A      B                                  C

6. In school we learn moral values like honesties and diligence.

A                                  B                  C

### Write sentences using the following words. 3 pts.

Example: *Father/mother/nature.*

*My father and my mother love to take care about nature.*

7. vacations/ family/beach/soda/.

\_\_\_\_\_

8. play football/ school/ every day.

\_\_\_\_\_

9. Alice/ milk/ breakfast.

\_\_\_\_\_

### 10. In 5 lines write about you and your food or sports preferences. 4 pts

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Final test

### WRITING TEST

Look at the picture below. Write about the beach. You can write a memory at the beach, create an imaginary story. Use the steps already learned (pre-writing, drafting, revising, editing, publishing and revising) to organize your ideas and post your final draft.

Follow the example.



#### Imaginary story/experience

I had never seen the ocean, but already I don't like it. We had a party last night and now, Dave and I are driving back from a friend's house. Dave at the wheel and me clutches the passenger door handle. It is night; the sky is navy blue and the stars like warning lights in the sky.

I still can't feel the ocean very well because we just passed that road to return home, but I can hear it because Dave has the windows down and the radio off. There are animals in it as big as my house. The waves crash. People always say the waves crash, and now I know what they mean.

Dave touches my cheek. "Do you smell that?" he says. "That's the smell of life. Of the beginning of everything."

What I smell is fish and old socks and something like wet firewood. We are too different but we enjoy being together.



### **Descriptive paragraph about the beach**

The beach is home for me. Surrounded by waves it makes me feel free and in peace. The waves are like exhalations when they hit the sand and goes back. This beach is like Salinas beach. It seems full of reddish colors just like it happens on sunny days in Salinas at 5:30 p.m. The water is clear and beautiful. I feel as if only a hammock misses to complete one of the most relaxing of my days. It seems as if someone has wished for paradise and receives soft sand, waves and a comfortable breeze. Some beaches are dangerous but this beach seems to be very quiet and very visited by tourists even until late hours.

### **Experience at the beach**

I remember a cool summer at San Pablo beach. All my cousins, my uncles and aunts were reunited for a family day. I remember me sitting on the sand. I really like to tan so I was just waiting my skin to turn red. My cousin and I were talking for hours and laughing about silly things we remembered about each other. My uncles were talking about their sons' achievements. I don't know why they main topic of their conversations are just our lives. But at the moment when I saw everyone enjoying each other's company, I realized how years have passed and that the most important things in life are just experiences and the people whom you have lived those experiences. That day was very important not only for me but for all my relatives, too. Since that family Sunday, the beach became one of my favorite places to go with people who I love and think about life.

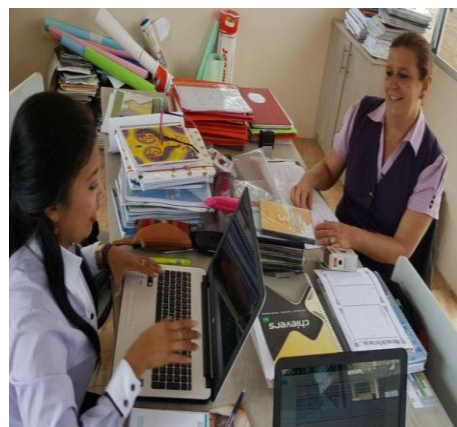
## Photos

### Interviews and surveys

Interviewing the Principal of John F. Kennedy High School



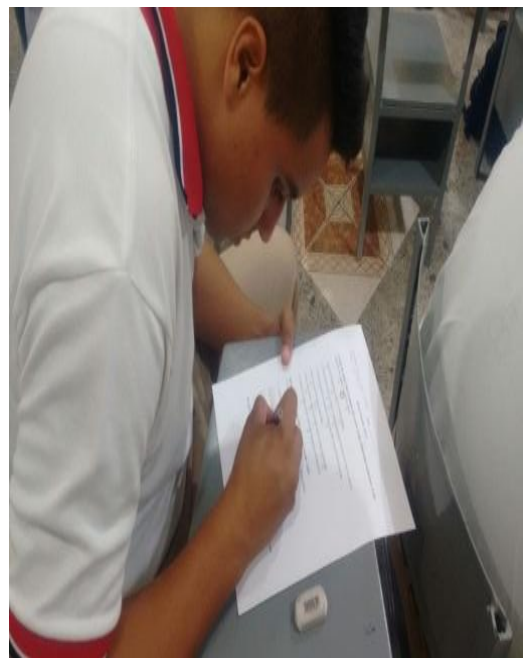
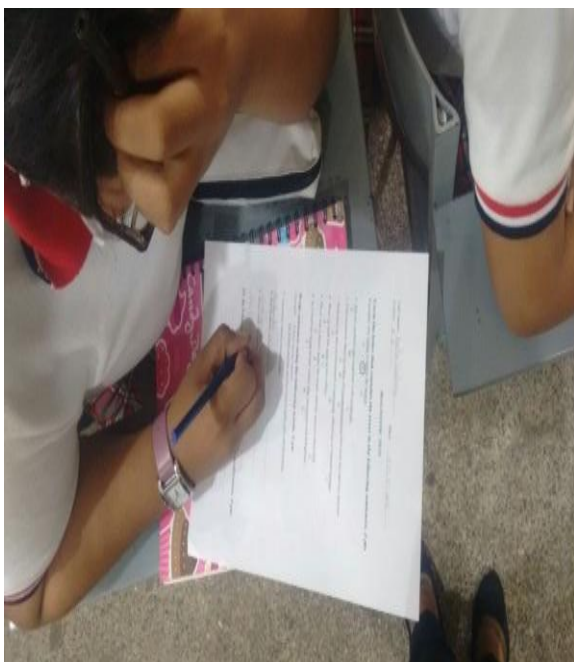
Interviewing the specialists



Surveying the teachers



Surveying the students



### Diagnostic test to the students



### Teacher monitoring the class while working on Tiching platform.

