



**PENINSULA OF SANTA ELENA STATE
UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“OPEN SOURCE MANAGEMENT SYSTEM TO ENHANCE
THE WRITING SKILL AMONG STUDENTS OF EIGHT BASIC
YEAR AT UNIDAD EDUCATIVA SALINAS INNOVA IN
SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR
2017-2018”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: ERIKA DEL ROCÍO PALADINES RUIZ

ADVISER: LCDO. KLÉBER LOOR ZAMBRANO, MSc

LA LIBERTAD – ECUADOR

2017 – 2018



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La Libertad, November 14th, 2018

ADVISER'S APPROVAL

In my role as Adviser of the research paper under the title **“OPEN SOURCE MANAGEMENT SYSTEM TO ENHANCE THE WRITING SKILL AMONG STUDENTS OF EIGHT BASIC YEAR AT UNIDAD EDUCATIVA SALINAS INNOVA IN SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018”**, prepared by ERIKA DEL ROCÍO PALADINES RUIZ undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having revised this project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to The Board of Examiners.

Sincerely



Lcdo. KLÉBER LOOR ZAMBRANO, MSc
ADVISOR

STATEMENT OF AUTHORSHIP

I, ERIKA DEL ROCÍO PALADINES RUIZ with ID number 0915487797 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 "OPEN SOURCE MANAGEMENT SYSTEM TO ENHANCE THE WRITING SKILL AMONG STUDENTS OF EIGHT BASIC YEAR AT UNIDAD EDUCATIVA SALINAS INNOVA 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.



ERIKA DEL ROCÍO PALADINES RUIZ

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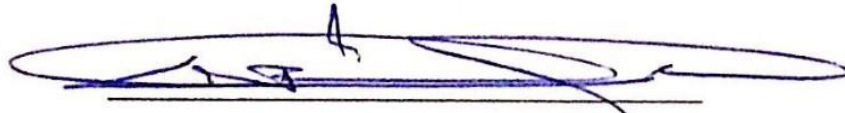
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DEDICATION

I dedicate this work in first place to God. He is the only one who guide me to move on and makes everything that happen and I am sure that he was supporting me every day in all the situations and all over my studies.

To my husband a wonderful man who gave me all his support day by day when I was in the moment that I wanted to gave up he was all the time pushing me on the run, thanks for that.

To my mother, the person who believed in me through her prayers in my life and advices cheered me up to achieve my goal.

To my three daughters, who while I was in the university they were helping and waiting for me at home, they are my motivation to continue.

Erika Paladines Ruiz

ACKNOWLEDGMENT

To my Preacher, Reverend Moisés Montoya García and Lcda Ketty Tomalá de Montoya, who were praying for my studies and my family and for becoming a mentor for made me example to follow.

To my tutor MSc. Kléber Loor Zambrano, who I have a sincere admiration and affection and I consider not only a supportive and motivator professor but, I can call him a “Friend”.

To my professors: Lcda. Sara González Reyes MSc, MSc Jeannette Cevallos, Ing. Xavier Almeida MSc, MSc. Jorge Cevallos and others during the career I will get them on my heart. Especially to MSc. Glenda Pinoargote (+) to whom I have a sincere admiration and affection always she gave me advices to achieve my goal.

“I always thank my God for you and for the gracious gifts he has given you, now that you belong to Christ Jesus”

1 Corinthians 1:4

Erika

DECLARATION

THE CONTENT OF THE FOLLOWING RESEARCH PAPER IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO THE PENINSULA OF SANTA ELENA STATE UNIVERSITY.



ERIKA DEL ROCÍO PALADINES RUIZ

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DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD PENINSULA DE SANTA ELENA.



ERIKA DEL ROCÍO PALADINES RUIZ

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Author: Erika el Rocío Paladines Ruiz

Advisor: MSc. Kléber Loor Zambrano

ABSTRACT

The research project presented below was carried out with the main objective of incorporating the use of open resources and their applications to streamline the teaching-learning process, focused on improving writing skills in students of the eighth grade of Unidad Educativa Salinas Innova, by implementing Google Classroom as LMS using blending learning and collaborative learning as a fundamental basis to complement the class and give greater accessibility in a virtual space in which students feel familiar. On the other hand, is the motivation for teachers to be trained in the use of very useful and friendly platforms. The methodology used was the qualitative that through the techniques of observation, interviews and focus group contributed to the approach of the group, to the application of the proposal and obtaining the results; that showed the acceptance of students and teachers.

Keywords: *Open Resources, LMS, Collaborative Learning, Writing Skills.*

INTRODUCTION

According to the dictionary the definition of system is a set of procedures created to carry out a specific activity. Open Source management system as its name implies, is a system that has several components that, when working together, complement each other. In the educational area, this system is the link between the teacher and the student, which makes it possible to manage tasks, content assessments and follow up student.

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

Chapter I: Describes the statement of the problem about the necessity to motivate the improvement of writing skills of eight basic year students, presented as a possible solution about “Low written skills production” according to the specific stage, population and their characteristics.

Chapter II: the literature review gives the support about the content of the topic related with and proposal, preview researches, creating a theoretical framework based on Vygotsky and Dewey authors.

Chapter III: the methodology permits to obtain data collection through the instruments suitable with the types of the research. The instruments of data

collection applied in this research were the following: Interview, focus group and observation

Chapter IV: the proposal expresses the solution of the problem about the necessity of using a correct learning management system to enhance writing skills through technological tools. In addition, in this chapter are presented conclusion and recommendations based on the outcome of evaluations.

CHAPTER I

THE PROBLEM STATEMENT

1.1 TITLE

“OPEN SOURCE MANAGEMENT SYSTEM TO ENHANCE THE WRITING SKILL AMONG STUDENTS OF EIGHT BASIC YEAR AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018.”

1.2 PROBLEM STATEMENT

Learning a language implies some components and skills that the students have to develop; these skills work together and complement each other. When it refers to writing skills, it refers to a complex process that the brain makes to create, organize and translate ideas into the paper, taking into account rules about grammar, syntax, vocabulary, spelling, punctuation but writing skills have to be combined with reading skills, because through the reading the learner can follow the steps toward to the comprehension to the topic to be exposure in many uses of the English language.

According to a study in 2012 by National Institute of Statics and Censuses (INEC, 2012), revealed that in Ecuador, 56% of people do not dedicate time to read because they do not have interest, and 31,7% for lack of time. Therefore, motivating and bringing students closer to reading and consequently to write is a job that requires

a lot of creativity and effort. In addition, the use of technology and its free access contribute that the students find information ready to be pasted and copied, skipping the process that will support development of writing that is why technology can also work in favor of the field of education because learners can be connected from anywhere in real time, sharing with peers and motivating their senses through, readings, videos, audios, pictures and games available 24 hours and 7 days with just a click of a mouse.

The development of writing goes through mental and physical processes that require constant training and change, error and correction. In mental activity, students need to make additional efforts because they have to think, structure their ideas to be able to express themselves; brainstorming, inferring, predicting, writing drafts and editing the final product are some of the activities needed to perform academic.

In Santa Elena province is located the “UNIDAD EDUCATIVA SALINAS INNOVA”, where students take English language classes, they have enough technological infrastructure. Students need to be constantly motivated and teachers need support to keep up with new activities to be used through technology, such as free platforms, immediate information, applications and smart devices are features to be used in favor of education. In the case of this school, is necessary to implement an Open Source Management System to enhance students to improve writing skills.

1.3 CONTEXT OF THE PROBLEM

Technology is part of every aspect in students lives. Technology has evolved, positioning itself with great force and speed. At present, it represents an essential part in people life. These advances in technology require a constant updating of information and its use to keep ahead of the management, use and advantages that it presents to facilitate work, communication, health, entertainment, education, among others.

Technology has created a huge impact in society as technological inventions have been created to improve the way people live. People of all ages have access to technology, even talking about the generation of digital natives who are frequent users of devices that are handle with skill and familiarity.

One of the aspects of this technological presence is the field of education, a field that by itself requires updating, creativity and energy to be attractive and maintain the attention, interest and concentration of students.

Around the world, there are countries that produce new technology that allows them to stay ahead, this work comes from a long time ago and goes in relation to its levels of industrialization, high economy and education, as it is the case of Japan, United Stated, Germany, South Korea, India and England.

In Ecuador, important decisions have been made with respect to several factors that are part of technological growth. One of the factors that influence technological development is the economic factor in which an allocated budget for science and technology research, and the infrastructure to create universities that are dedicated to applied research. The human factor has also been modified by changing policies so schools, colleges and universities are updated and evaluated, which raises the level of professionalism. Scholarship programs for college students that will allow to obtain adequate training in scientific areas. All this set of factors has been implemented in the area of education in order to make students be able to use the technology and the teaching learning process become easy and fun.

Moreover, the educational factor is one of the most determinant and that impulse managers, teachers, parents and students to make changes to stay within the parameters that the contemporary world pursues. Access to technology is remarkable, with good connectivity and accessibility to devices that can be used to create interest between the student and learning.

Therefore, the implementation of this platform, every year private and public schools are equipped with technological resources that permit an approach with knowledge through technology. English language learning uses technological tools that allow better performance and access to information.

In Santa Elena province is located “UNIDAD EDUCATIVA SALINAS INNOVA”, where the students receive English language classes, they have enough technological infrastructure. Students need to be constantly motivated and teachers need support to keep up with new activities to be used through technology, such as free platforms, immediate information, applications, smart devices, etc. are features to be used in favor of the education. In the case of this school is necessary to implement an Open Source Management System to enhance students to improve writing skill.

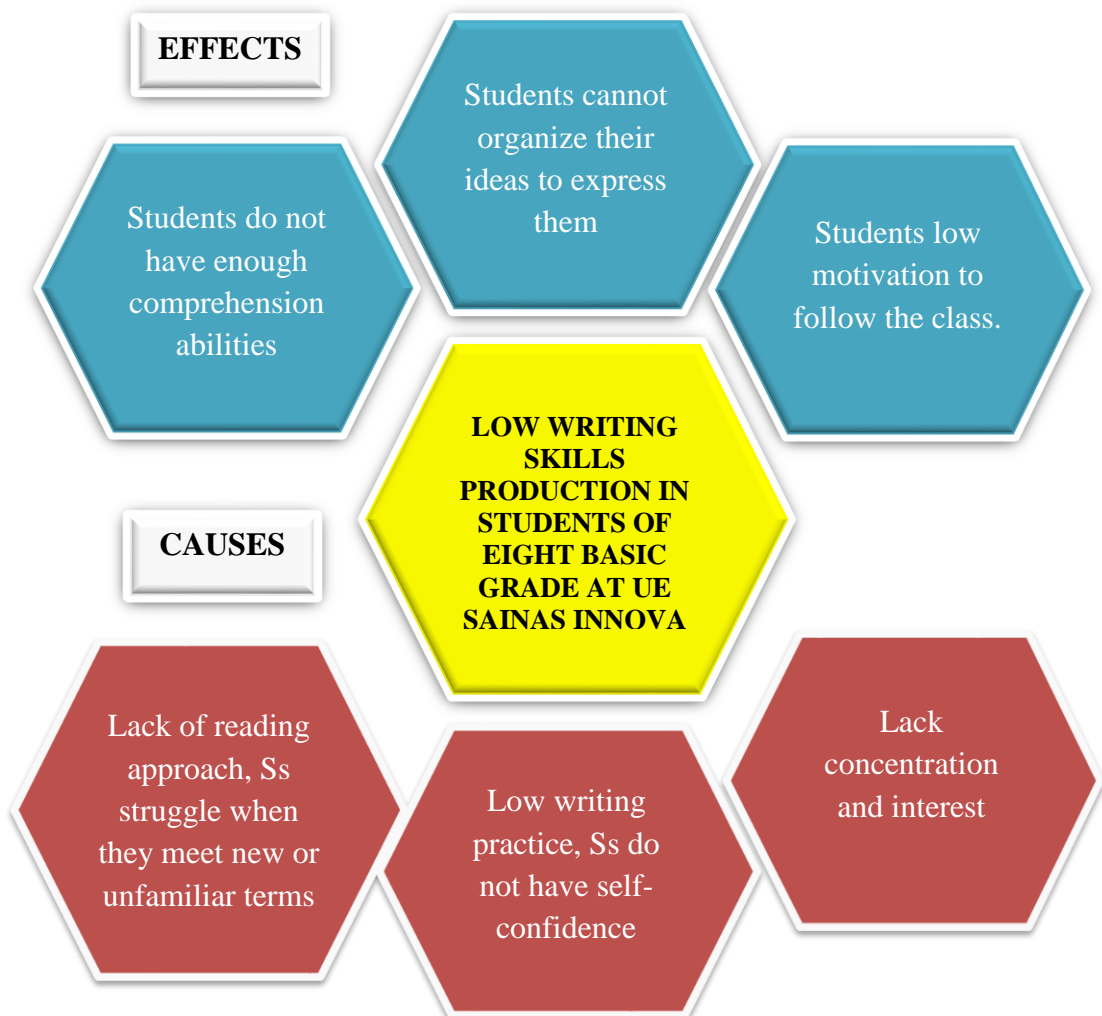
The main reason that researchers should apply ICTs in the classroom is that technology is something students are interesting in, so teacher ought to take advantages of this and give the best use in the classroom. Therefore, the application of an online application focus on educative platforms helps to correct mistakes, how to use different letter also teachers can apply activities in an easy and fun way because students can apply the icons that offer the platform at the moment students do they assessment, homework, activities, also students can improve their writing skills, correct grammar rules when their writing short stories. Small paragraphs sometimes recipes, letters; also in the moment they are ending writing activities. in platform the homework stay permanently to see the time the start and the finish of their writing work, moreover, it is an evidence for students and teachers.

1.3.1 PROBLEM TREE

Low developing basic writing skills students of eight basic year.

Illustration #1:

Problem Tree



Source: Unidad Educativa Salinas Innova

Author: Erika Paladines R.

1.4 RESEARCH QUESTIONS

1.4.1 GUIDELINE QUESTIONS

- How to enhance writing skills through the use of Open Source Management System?
- What is Blended Learning?
- What are Open Source Management Systems?
- What is Web based environment?
- What is the importance of the human factor in education through the use of technology?

1.5 RATIONALE

Nowadays, technology in education is an indisputable resource for teachers and students. The students demand it, because they are familiarized with these devices such as laptops, tablets, cellphones, smartboards, kindles and iPads, platforms, internet.

Students are accustomed to receive visual and auditory stimulus immediately they press a button or with a click of a mouse, is part of their daily routine inside and outside of the classroom in their homes have free access. Sounds perfect, but the problem is when the teacher could not follow their advance and some of the teachers are not interested about technology. In other aspect incorporating technology could be a problem when some teachers use technological tools without that special spark

of creativity that is needs to be motivated so that it is not the technology itself the center of learning but the means that the teacher uses to teach.

Many schools that are equipped with adequate infrastructure and technology face the challenge of keeping their students connected, focused and above all motivated to develop the class. This is the case of UNIDAD EDUCATIVA SALINAS INNOVA that presents some challenges for English teachers who have a virtual platform that requires the use of Open Source Management System that uses free innovative tools through technology for improving writing skills that require constantly new activities to maintain their interest.

1.6 RESEARCH OBJECTIVE

1.6.1 GENERAL OBJECTIVE

To enhance the writing skills through the implementation of an open source managed system in students of eighth basic year at Unidad Educativa Salinas Innova, province of Santa Elena, school year 2017-2018

1.6.2 SPECIFIC OBJECTIVES

- To identify which technological tools are used by English teachers as strategies to teach writing skills

- To establish the writing level of the students of eight basic grade as starting point to implement the proposal.
- To provide a didactic model about the appropriate use of collaborative writing web tools offered by Open Source Management System for the improvement of the writing skills in students of eighth basic grade.

1.7 IDEA TO DEFEND

Open Source Management System will enhance the writing skills among students of eighth basic year at Unidad Educativa, Province of Santa Elena school year 2017 – 2018.

1.8 SCIENTIFIC TASKS

- To determine the theoretical framework to support the use of Open Source Management System.
- To identify the methodological difficulties about the learning and teaching writing process.
- To explain the importance of the implementation Open Source Management System in education field to improve writing skills.

CHAPTER II

THEORETICAL BASIS

2.1 DEFINITION OF KEY TERM

2.1.1 E-LEARNING

E-learning or any other model used in the teaching-learning process must be carefully thought out, planned and designed in order to achieve the objectives that are to be achieved. Teachers should understand this educational phenomenon to train and be able to use practical and appropriate manner, achieving and incorporating in everyday life by providing opportunities in different aspects of life such as employment, services, communication, and education. (Tchoshanov, 2013)

In several statements at the global level important institutions such as UNESCO and the European Commission state the importance of incorporating the use of ICT in education and putting more and more open learning environments and virtual teaching with the aim of incorporating the participation of more people in the society of knowledge. This is how e-learning emerges as a tool to put more people within close to the knowledge where strategies for education are designed through ICT, promoting autonomous study, research and evaluation. (UNESCO, 2013)

Nowadays, educational institutions need to create virtual spaces that combine formal and virtual education, where interactive, flexible and easily accessible

learning stands out. Modalities such as distance education based on web, virtual classrooms, collaborative virtual learning, that is, learning based on computers, tablets, cell phones through the delivery of visual, audio content via the Internet, appear. The role of the teacher changes in certain aspects where it will guide students to develop collaborative group work and research to solve problems using technological resources as well as traditional theoretical content, then the teacher monitors and evaluates the achievements of performance. (Dudeney, 2007).

2.1.2 BLENDED LEARNING:

Blended learning, mixed mode learning, hybrid learning are terms used to talk about a study modality where the students are in contact with the teacher to learn in online way combine with a traditional way face to face. The idea of teaching people better has forced to think to include technology into the classrooms, using collaborative activities and changing the teacher's role. (Great Schools Partnership, 2014)

Blended learning has advantages and disadvantages that as teachers have to take into account in order to improve this modality or anticipate possible inconveniences to find. It is important to mention that when a school or teacher is planning to apply blended learning, it must plan its implementation, step by step adaptation and progressive execution and constant monitoring to be successful. (Teach Thought, 2017)

According to a case study made in New York about the implementation of Blended Learning, it is described six important elements: leadership, professional development, teaching, operations, content and technology, that they consider very important at the moment of planning to implement this process into a learning program. (Bartlomé, 2004).

Leadership is one of the principal qualities inside the blended learning program because the group of people who are in charge have the responsibility to lead a new learning culture. Professional development is other pillar because the teachers have to be updating with the new trend and best practices in technology and their new role. Teaching means that the teacher must be aware about their importance into the blended process, their intervention help to manage the classroom easily and have more time to share and give personalized support to their students. Operations require that the educative community, parents, teachers and students are connect inside to the Learning Management System that provide information about the students' progress and content of the classes in real time. (Growth Engineering, Blended Learning is splending learning, 2017).

Content, it is essential the planning of content according with the objective of the course, the teacher has to combine the material available in internet, platforms, software, digital books and combine with their own creations. Technology infrastructure include specific points to take in account such as laboratories with

computers, good telecommunication network service, free software, open sources; reliable to implement blended learning programs.

2.1.3 E- DIDACTICS

In this new century teachers have access to a number of freely accessible ICT tools that allow them to improve the exchange of information. However, many teachers do not use these tools, have little training or experience or use them in an inadequate way, which does not guarantee really significant results.

The digital age presents new challenges for teachers with respect to pedagogical advances and approaches demanding of them correct and effective use of technology is how UNESCO recognizes this need because society is experiencing the democratization of knowledge with access to digital devices and the internet.

(UNESCO, 2013)

2.1.4 ICT TOOLS

For some years they have been experiencing changes in the daily lives of people who have been impacted by advances in technology. The new generations are those that have been born surrounded by the latest technology, accompanied by technological terms that are part of their lexicon, and with a capacity in the handling of electronic devices in a natural and fluid way that in the field of education the schools and universities see the need to invest in technology to equip their classrooms and laboratories to be at the forefront that new times require. (Casillas, 2016)

There are various technological tools to work within the classroom, such as tablets, laptops, computers, and digital whiteboards, which complemented with the internet plus software and open resources, are ideal for teaching that becomes integral to the teaching-learning interaction using the classroom time for more interactive exercises.

When teachers want to introduce ICT in the classes, some factors must be taken into account; such as, if the teachers are digitally literate and trained to use ICT, supplying and maintaining the requisite infrastructure. The ICT tools are divided in two groups: synchronous that happens in real time when teachers are not in the same place and asynchronous, is when teacher prepares material that is available anytime, anywhere learning is carry on.

Illustration # 2:

ICTs groups: Synchronous and asynchronous

Synchronous	Asynchronous
Skype Google talk MSM Yahoo messenger Video messaging Audio video conferencing Online chat Life Webcasting Calling, video, messaging, sharing, hang outs, whatsapp	Emails Blogs Wikis New groups Podcast RSS Feeds YouTube Audio graphics Onlines forums

Computing tools	Open Source Management Systems	Knowledge base	Social Networking	The use of instructional software
Word processors Spreadsheets Presentation software Database maintenance	LMS CMS e-portfolio	Online encyclopedia Online libraries Online journals Online magazines	Facebook Twitter Myspace	

Note: Advantages of applying online platforms in the classroom

2.1.4.1 Software

The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Edmodo is very teacher-centric in their design and philosophy. On the other hand, it is difficult for the students try to describe the term software because is something

virtual, is a universal term used to define a group of instructions or programs for specific computer tasks that enable computers to work. (Christensson P. , 2016)

Currently the use of computers and other technological devices are a matter of daily living that have forced many people that were reluctant to use to find it necessary to acquire certain knowledge to use; This is how we see elderly people who use smartphones or cutting-edge devices. This has influenced the education system; technological revolution that has seen the need to incorporate technology into their educational processes as it is a tool that supports the work of teachers, helping them to create new strategies that go in line with the requirements of their students and of the world in general.

From this stage schools, colleges and universities have taken up the challenge of equipping and incorporating new strategies where technological resources are supported in their educational work. What has not been taken into account is that the teacher should be prepared to use new information technologies; on the other hand, is the need to strengthen the independent study where students do their homework, research and collaborative work.

2.1.4.2 Platforms

The term platform is used to describe as one of the software categories in this case is system software, controls and functions of a computer. There are several ways to define the Technological Platforms as they share similar terms, among them are:

virtual learning environments, Learning Management Systems, Course Manager System, Learning Platforms, but in reality what matters most in this respect is the use that is given to them.

Free-use platforms are those that are available without the need for operating licenses, unlike Commercial Platforms, which are costly. On the other hand, their own development platforms where the objectives are specific to the institution or group that designs and content responds to educational research situations and specific content. (Sanchez, 2006).

2.1.5 OPEN SOURCE MANAGEMENT SYSTEM

The concept of Open Educational Resource was used for the first time by UNESCO in 2002, resources that can be freely reused without any restriction, can also be edited and shared. (Masadeh, 2016)

Technology is applied in different fields of knowledge and research has social, technical and resource implications giving the freedom to use, share and contribute since it is functional as an open sources and public it means that eve body has access to technology to give the best use when necessary and give it the best use

Some high schools and universities complement their traditional classes using web technology that there are available as open learning source management. This

combination was called Hybrid or blending learning where takes the best part of the both modalities. (Ramírez, 2017).

2.1.5.1 Efficacy of Open Source Management System

At present, there are many options for open resource systems in the area of education that depend directly on the training and capacity of those who manage these resources, in this case the teachers are the ones who administer these resources and make them available to the students. For this reason, the training of teachers and their professionalization in the field of education and the use of technology as a learning tool is very important as teachers will guide the teaching processes.

Teachers are the main agent of knowledge thus these educational platforms offers multiple opportunities for trainers. With the emergence of online programs that meet the needs of content and time teachers can cover more content and teach in a easy way a topic just by using online platform.

Just as teachers can be trained, students have many more resources that help them improve their knowledge and have different options to interact with interactive pages or people from other latitudes with whom they can exchange knowledge.

The pedagogy to be used must also be accompanied by the advances that education through the use of technology demands. That is, the mentality with which the class

is taken is an important factor since the class must have a change and this change occurs when the teacher is not the center from where the knowledge is going to be developed or in the use of the tools to improve the class. The fundamental idea that is going to show a change is when the class focuses on the student and when the student has autonomous actions that are reflected when developing the information through the research that serves as part of the new knowledge.

Technology allows the use of available tools in digital format such as videos, audio books, tutorials, magazines, chats, evaluations, exercises, etc. These represent aids to a traditional class, but have a twist when the student is the one who discovers the knowledge and adapts it to their needs and understanding depending on the requirements of the medium in which it operates. Thus, creating a new knowledge that adjusts to the reality of the student and can be modified or enriched with the other contributions made by the rest of the group. (Dudeney, 2007)

Each group can create their own concepts and methods of understanding the different topics to be discussed in the class. At the same time, it reinforces what has been learned and will also correct certain errors that are generated during the process with the help of peers and the supervision of the teacher. Altogether this occurs in a digital, graphic and sound environment, very much in keeping with the modern. (Rob Darrow, 2013)

2.1.5.2 Selecting a Learning Management System

When selecting an LMS, this selection is usually made by experts in use or management of virtual platforms, software and communication technologies, leaving aside those who will use it as a teaching tool and those who are going to use it to use as a means to learn. For this reason, it is very important to involve all the interested parties in using this platform.

When choosing a LMS, the advantages and disadvantages that the new software presents must be taken into account, in addition, a good internet service, maintenance and technical support of the platform, training for those who will use it, will be important factors to be considered when choosing an LMS.

There are several options of opening and free software features on the internet, that is, free, easy to access and user friendly. These platforms are already pre-established which means that content can be adapted but the functions are pre-determined.

Any software that the institution decides to use should be subject to:

- Continuous controls that are established in periods of time for testing and supervision.
- There must be a technological leader as well as an academic leader who can make decisions regarding software and its possible adaptations.

- Taking into account the training for teachers and students
- To access facilities for students regarding the use of laboratories, computers, broadband internet network, etc.
- To guarantee of the educational community (parents, teachers, students and school staff) to be duly informed of the school's guidelines regarding the use of this learning system.

Open resources have certain advantages, the main and most important is that it is free and easy to access, with constant updates that allow to stay up to date with new versions and applications, some give the possibility of making adaptations to make changes and adaptations of content that meet the requirements of the class.

Cloud- based alternatives, is a combination of services or tools available in the cloud that has free access from any point and you can share the information to be edited or worked simultaneously. (Clayton Wright, 2014)

2.1.5.3 Moodle

Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License. Moodle (acronym for modular object-oriented dynamic learning environment) allows for extending and tailoring learning environments using community sourced plugins. (Christensson P. , 2017)

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. (Tropical server, 2019)

2.1.5.4 Edmodo

Edmodo is an educational network that aims at providing teachers with tools to help them connect and communicate with their students and parents. Via the Edmodo app or website, teachers can share content, texts, videos, homework and assignments with their students online. Online tools to help teachers administrate their classes have recently grown in popularity – they are known as Learning Management Systems (LMSs).

And parents can only join Edmodo if invited to do so by a teacher. Teachers and students spend large amounts of time on the platform, both in and out of the classroom. (TICbeat, 2017)

2. 1.5.5 Google Classroom

One of the most effective strategies for improving Writing Skills English language learners is Google classroom that is a tool that is used for online education and blending learning, because it is a system made up of applications for education that

allows students to perform their tasks in collaboration with their classmates, but in a virtual way from any point they are since it is not necessary to be in school to use this system.

Google classroom is formed by several applications that help the student to create files depending on the necessities that this one requires to fulfill its tasks is as well as it has several options between which are spreadsheets, files in word and can be made presentations in power point, etc. These files can be stored in a cloud and are available to be opened and shared with other people from different points in different latitudes. (Garza, 2017)

Among the benefits of Google classroom is to allow teachers to feed the system with support material that complements the activity carried out in class, also through the publication of informative announcements for their students, rules are established, instructions to follow, assignment of tasks, deadlines for an activity, etc. In the same way students can make publications for the class or internal messages for their teacher. Access is from any online device. Teachers can see the time their students spend using this tool and they can also monitor the work that is being done so they can make suggestions in real time. (Wylie, 2017).

2.1.6 WRITING SKILL

Writing is the process in which symbols are used called letters that form words that together help to express ideas and thoughts. Good writing requires a group of areas

that must be taken into account and that are essential to write correctly and convey a clear idea.

The writing exercise may seem like an activity for advanced courses, but it is very important to encourage this task early with simple exercises that develop the confidence that is required to be able to start writing since students usually reject this activity since they must take into account the grammar and structure rules.

While at the beginning the formal subject of writing can be relaxed, in the future students will need to refine and correct their structural errors to achieve adequate communication. Students will appreciate that activities that develop their skills be included in their classes. (Cole Jenny, 2016).

Motivation is one of the most important points when developing skills in students. Having an appropriate plan that helps students think about writing about simple topics with newly learned vocabulary and applying grammar rules will be the boost that they need to take the first step in their initiation into writing. (Lincoln, 2015)

As part of the writing initiation plan, the teacher must be sure that the students have understood the vocabulary both in its spelling and in its meaning and add a bit of grammar to complement the formation of ideas to be written.

To start writing it can start with small phrases, simple sentences about topics they already know. Reading small sentences or paragraphs of simple and basic structure

is a good option for students to see examples of sentences. Another option is the dictation of sentences that have a daily meaning as instructions that help them express an everyday idea.

Achieving sentences will help complete a paragraph and the set of paragraphs will make concrete the ability to express an idea or opinion on specific topics. The basic structure must include the main function that words have and that is needed to form an idea, such as the subject, the noun and the verb that are the main parts to express and complete an idea. (Time4Writing.com)

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2.1.6.1 The writing process and English language learners

The development of writing goes through mental and physical processes that require constant training and trial, error and correction. In mental activity students need to make additional efforts since they have to think, structure their ideas to be able to express themselves; brainstorming, inferring, predicting, writing drafts and editing the final product are some of the activities needed to write.

Teachers should give enough space for their students to make mistakes in writing and make their corrections either individually or with the collaboration of their peers so that they feel comfortable of being able to make mistakes in their writing process. The mistakes students make can make them feel fear when producing their first attempts to write in English because they see that the level of their native language is not equal and they consider that they have a lower level causing some doubts when writing. (Lincoln, 2015).

2.1.6.2 Pre writing skills

At the beginning students have many ideas that they would like to express in English but they do not feel comfortable doing it basically because of the insecurity that writing in another language produces them because they feel they cannot do it well. The task of the teacher is to introduce certain keys so that the students begin their small attempts to write. (Cole Jenny, 2016)

One of these strategies can be to introduce a simple everyday topic that is pleasant, presenting vocabulary concerning the topic and showing them very short sentences to be able to motivate their similar writing by making small changes using the new learned vocabulary.

When a new vocabulary is presented, all possible ideas should be used to do this in various ways that impress the senses and help the student understand the meaning of the word that is being shown. A very useful method is the mimic that allows us

to demonstrate with gestures or movements the meaning of the word in this way the body part is used and the students are invited to imitate the movement that is accompanied by the inflection of the voice which helps to associate meaning and activate memory. (Arsten)

Flashcards are also very helpful in learning vocabulary, they give an image to be remembered and allow the student to interact in class by drawing the learned vocabulary that introduces art into learning and becomes a recreational activity.

Once the students have made all possible combinations with the small structure raised and handle it automatically, the teacher can introduce another strategy that consists of extending the sentence with enough vocabulary that helps to describe much more the first idea generated. In the same way, the cards with the words learned impress the brain by showing the spelling of the word and then be reproduced by means of dictation or when creating.

Once students can add more ideas that complement the initial idea, it can be said that students are ready to use other strategies such as graphic organizers that will help them organize their ideas prior to written production; within this strategy you can choose to brainstorm.

From time to time, making a word bank is a good option to calculate how many words have been learned during the lessons and organize the vocabulary by topics that facilitate its use, as well as becoming reference material at the time of writing

and bring to memory past vocabulary which can be used at the moment of expressing ideas in writing. (Seifert, 2018).

2.2 PREVIOUS RESEARCH

Throughout history we have several manifestations of collaborative learning; where it is seen that group work helped primitive man to develop and learn in a better way, on the other hand philosophers are mentioned as Socrates who used the method of teaching small groups and his most outstanding students were in charge of teaching groups of new and less experienced students. (Dillenbourg., 2007).

Then pedagogical trends are emerging that highlight the importance of work and group learning where an exchange of knowledge takes place and the advantages of peer learning are noted. Charlie Gide was the first to establish the foundations of a collaborative system. Then there is John Dewey, an American pedagogue who creates a system based on the collaboration and contributions of individuals with the group of which they are a part. Vigosky talks about constructivism and how the relationship and social interaction construct for the development of learning. Finally there is Piaget who maintains that, when the child must face other ways of conceiving things, he will feel that he must collaborate with the group to solve that conflict. (Evelyn, 2015)

2.3 PEDAGOGICAL BASIS

Advances in the field of technology and its multiple uses have motivated the use of its tools for the benefit of education in different modalities of studies and adding the uses of tools to extend the class of the traditional physical space of the classroom to the interaction from any geographical point, facilitating inclusion and giving an opportunity to diversify information and knowledge.

In this type of learning the theories of the pedagogues John Dewey and Vygotsky go hand in hand as they talk about collaborative learning and the construction of knowledge. For this environment students must develop skills for making decisions and solving problems, so that knowledge is validated by the student in an active and creative way. (Puerta, 2016).

According to Cambridge dictionary, the word collaborative makes reference an action that involving two or more people join forces and working together for a same purpose. This definition leads us to think about the work that is done as a team following a process where a goal is obtained.

Collaboration works when the work groups or teams that are formed are small, that is, those who are part of the project will have the opportunity to be heard and contribute ideas. Sometimes you can think that the more the collaboration is going to be better but in reality the environment can become a distraction, taking away the opportunity to fulfill the assigned task. (Majumdar, 1999).

Technology:

One of the tools offered by the technology are those of immediate response and where participants can interact to edit a written or project in which previously worked in that moment in action collaborative work and other people who are part of the Team or study group or work can contribute to complete the assigned task. In this moment the tools fulfill their function and learning becomes collaborative because it connects the people who are part of the team.

It should be emphasized that collaboration is an activity that needs to be addressed where technology is only a tool that will facilitate the designated work where the participants should interact. The technological tools will optimize collaboration by opening the channels of communication between people.

There are also structured tasks such as surveys, forums, debates, focus groups where tasks are more focused on a specific topic and directed by the structure of the activity itself. (Dudeney, 2007).

Learning:

The definition of the word learning denotes an action in which the individual through acquisition, manipulation, experimentation and prior knowledge will develop a skill and obtain knowledge about a certain topic.

The learning process involves different mental constructions that are modeling and ordering the world around us. This is done through social interaction where ideas are connected and knowledge that is constantly changing is built. The social, cultural environment and its complexity are going to be those that motivate the individuals to stay in constant learning. (Washbourne)

2.4 LEGAL FRAMEWORK

2.4.1 CONSTITUTION OF ECUADOR

Article 16

This article talks about that everybody has to be the opportunity to access to data and science and innovation.

In article 26 of the Constitution of the Republic talks about the right to education throughout life, this right is mandatory that the State must provide. All people and their families have the right to be part of the educational process

Article 347 – Numeral 8

The Government should incorporate the use of ICT as part the educational process in public schools and promote the incorporation of technology for investigations.

In article 350 it deals with the scientific and humanistic vision that higher education has and where innovation, science and technology intervene to solve the country's problems.

2.4.2 ORGANIC LAW OF INTERCULTURAL EDUCATION

TITLE I

GENERAL PRINCIPLES

j. Promote the development of technology and the scientific area

TITLE II

RIGHTS AND OBLIGATIONS

FIRST CHAPTER

THE RIGHT TO EDUCATION

Art. 4. - Right to education. -The Constitution of the Republic guarantees education as a fundamental right and will propitiate the necessary conditions.

j. It provides guarantees for digital literacy and the use of ICTs in the education process, promoting the union of the teaching link with social and production activities.

m. Promote research in science and technology and innovation

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

This project was based on three kind of methods, among qualitative method. The techniques that were used were applied through an interview, survey, observation and focus group using questionnaires. The results gave important information that allowed establishing the problem and proposing the corresponding solution. This work was focused on students from eighth basic grade “B” of Unidad Educativa Salinas Innova with a theme focused on improving the skill of writing.

Throughout the proposal it will be used digital tools that are part of the Open Resources management system and the way that writing skill could be improved with the help of technology and the importance that the teachers are constantly trained about the advances and new options to work with technology and to be ready to follow the process.

3.1.1 RESEARCH QUESTIONS

These questions help to guide the research:

- How the use of technology could help during the teaching and learning process?
- What are the technological tools to teach writing in English in students?

- What are the principal LMS available to teach and learn?

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 BIBLIOGRAPHIC RESEARCH

This method gives the opportunity to classify the information about the topic of the research; there is available specific information that could be organized according with the variables of the research. This biography could be analyzed and from which relevant information was extracted that supports the approach and the proposal.

3.2.2 APPLIED RESEARCH

In this project was used this method to support to look for the possible solution about the problem that was previously mentioned and determined the results of the proposal that was developed during the research. It is a practical method that allowed tracking the advances of the implementation of the proposal.

3.3 METHODS

3.3.1 QUALITATIVE METHOD

This research that involves the interactions with students was very important to establish good relationships with the actors of this process. The good predisposition of the students was fundamental since they were the ones who tested the proposal

and provided relevant information to determine the roadworthiness of the proposal and their opinion as users.

3.3.2 SCIENTIFIC METHOD

The use of this method allowed to assess the improvements in student writing skills using technological tools as part of Learning Management Systems that are available as part of open resources, through systematic observation, implementation, testing and evaluation of the evidence required to establish the project through the data interpretation of the results.

3.3.3 OBSERVATION METHOD

Through this method the group's behavior and performance was observed during the process of data collection and project implementation, this allowed the participation of the researcher with students. Spending time with the students during their observation allowed them to review and record their behavior without intervening, altering or modifying it.

3.4 POPULATION AND SAMPLE

3.4.1 POPULATION

The population is composed by authorities, English teacher and students of eight basic year of Unidad Educativa “Salinas Innova” that are distributed as follows:

Chart # 1:

Population

No.	Description	Quantity	%
01	English Coordinator Area Unidad Educativa “Salinas Innova”	1	3.57%
03	English teacher of Eight basic year Unidad Educativa “Salinas Innova”	1	3.57%
04	Students of Eight basic year Unidad Educativa “Salinas Innova”	26	92.86%
TOTAL		28	100%

Source: Unidad Educativa Salinas Innova School

Author: Erika Paladines

3.4.2 SAMPLE

The sample is composed by students of Unidad Educativa “Salinas Innova” of eighth basic year, this size sample does not imply the use of the formula.

3.5 VARIABLES OPERATIONALIZATION

Independent Variable: Open sources

Chart # 2:
Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Technically defined as open source software that can be used in different ways according to the needs of the user of the administrator. It is used in several fields but one of the most frequent is the field of distance education or blending learning.	Technology ICT's Resources Practical	Technological open resources used by teachers and students English teacher applied software teach and improve writing English skill.	<ul style="list-style-type: none"> • Have you ever heard about Open resources system? • Is your school using an educational software? • What is the impact of the use of LMS to teach writing English skills? 	<p>Diagnostic Test</p> <p>Observation Guide</p> <p>Interview</p> <p>Camera</p>

Source: Unidad Educativa Salinas Innova School

Author: Erika Paladines

Dependent Variable: Writing skill

Chart # 3:
Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>It is the process in which symbols are used called letters that form words that together help us express ideas and thoughts. Good writing requires a group of areas that must be taken into account and that are essential to write correctly and convey a clear idea.</p>	<p>Learning process writing skills Teaching strategies</p>	<p>The students have the opportunity to improve their writing skills New strategies as part of the teaching and learning process.</p>	<ul style="list-style-type: none"> • Which is the reaction of the students to use technological tools to improve writing skills? • Do you consider the use of social networks helpful in the English Learning process? 	<p>Diagnostic Test Focus group Camera Computer</p>

Source: Unidad Educativa Salinas Innova School

Author: Erika Paladines

3.6 TECHNIQUES AND INSTRUMENTS

3.6.1 TECHNIQUES

3.6.1.1 Interviews

This technique was used to obtain important information from the authorities, the English area coordinator about their professional opinion of the current student situation in the learning and teaching English process as well as the use of technology to improve writing skills. These were structured interviews with a questionnaire that provided reliable information to take in account before start to work with students.

(Dapzury Valenzuela)

3.6.1.2 Focus group

This technique is like a forum where students could express their opinions about a group of questions in relation with English subject, technology and writing skills. This activity was recorder in order to catch the whole idea about each question and transcript them as accurate as possible. (Rana Muhammad Dilshad, 2013)

3.6.2 INSTRUMENTS

3.6.2.1 Questionnaire

List of questions with a chronological order that helped to develop the topic and obtain and interview without forgetting all the edges of it about the use of open resources management to improve writing skills in students of Unidad Educativa “Salinas Innova”.

3.7 DATA COLLECTION PLAN

Chart # 4: Data Collection Plan

Basic questions	Explanation
1. What for?	To enhance writing
2. From which people or objects?	Students of the Eight grade
3. About what aspects?	Open resources system
4. Who?	Students, teachers and authorities
5. To Whom?	Students and teachers of Unidad Educativa “Salinas Innova School.”
6. When?	2017 – 2018
7. Where?	At Unidad Educativa “Salinas Innova School”
8. How many times?	Once a year during the academic year 2017 - 2018.
9. How?	Individually and in groups
10. What data collection techniques?	Interviews, and focus group
11. With what?	Questionnaires, audio and video camera.

Author: Erika Paladines

Source: Unidad Educativa “Salinas Innova School”.

3.8 DATA PROCESSING PLAN

Chart # 5:
Data processing plan

Determination of a situation	Data search	Data collection and analysis	Definition and formulation	Statement of solutions
<p>The low understanding of the instructions in English and the difficulties of writing small make necessary to use a new system with tools to enhance writing skills.</p>	<p>Once the problem was identified the researcher started looking for specific information in some books, virtual books articles, journals, among others.</p>	<p>When the problem was confirmed at Unidad Educativa “Salinas Innova”, an initial test, focus group and interviews were made.</p>	<p>Once the problem has been established due to deficiency of essential vocabulary to enhance vocabulary in students of eight basic grade, it is necessary to create a strategy for the teaching and learning process.</p>	<p>The implementation of activities using Google Classroom and their tools as a didactic resource to develop English vocabulary was justified.</p>

Author: Erika Paladines

Source: Unidad Educativa “Salinas Innova School”.

3.9 QUALITATIVE DATA ANALYSIS

3.9.1 INTERVIEW COORDINATOR OF THE ENGLISH AREA OF THE UNIDAD EDUCATIVA “SALINAS INNOVA”.

Mrs. Sonia Estrella Alarcón

Question 1: What is your opinion about the education system in Ecuador?

Interpretation: The coordinator considers that the educational system in Ecuador has been changing very fast in a positive way, she said that it could be hard to appreciate the results now, but depending of quality of teaching inside the system will be able to see results in few years.

Question 2: What is your appreciation about the importance of English Learning in the Education system in Ecuador?

Interpretation: On her opinion, she said that comparing with other countries, Ecuador does not give the importance that it deserves, on other hand she said that talking about English learning, is a worldwide language that is a very powerful tool socially and professionally.

Question 3: In your opinion, what are the principal problems that students face in the teaching learning process of English Language?

Interpretation: She said that the lack of interest in learning the English language depending on how it had been exposed to the students and their homes, play and important role especially when the production of the language is the hardest for them.

Question 4: In your opinion, what is the importance of the information and communication technologies (ICT) in the teaching-learning process?

Interpretation: She considers that nowadays is a key feature in the classroom, students are in contact with the technology most of the time, having the opportunity to use it as a tool to learn and is the best thing that we can do as a teacher.

Question 5: How often do you use ICT in your English Classes?

Interpretation: Most of the time because it catches the interest of the students and also, we have access to different sources and representation of the information.

Question 6: What suggestions would you give to students that use ICT in the classroom?

Interpretation: She suggests that it should continue to consider using both resources, not ICT exclusively from her point of view, those are still new and have to be developed step by step because our students need their own material that can use with their hands.

Question 7: Do you think that open source management system could enhance the English skills?

Interpretation: In her opinion, she said yes, if they learn how to do research, read or access any kind of information in English it could give them more examples of how the language is used.

Question 8: Have you ever used any open source to improve the English teaching process?

Interpretation: She thinks that in certain situations where she asked students to find information they could be interested.

Question 9: Have you ever considered using Google Classroom to improve the English teaching process?

Interpretation: She said that she has not tried Google Classroom but she is sure that any tool or application that could give them more advantages will be positive for the process.

Question 10: Would you support the implementation of Google Classroom to improve the writing skill?

Interpretation: She said yes, she would definitely do it.

3.9.2 INTERVIEW OF SPECIALIST

Francisco José Rodríguez Coronel

Licenciado en Administración Educativa

Question 1: In your criteria, what is the importance of the information and communication technologies (ICT) in the teaching-learning process?

Interpretation: The specialist think that in the teaching and learning process is very important, because time is changing in deferent areas such as medicine, transportation and education could not be the area that is left behind, but rather is the most important that should always be updated, unfortunately in Ecuador does not happen, teachers still work in a traditional way even though they have technology to implement in class that allow students to access information. Before they had to go to a library. .

Question 2: Do you consider that google classroom could enhance the education process?

Interpretation: He considers that everything that has to do with technology can greatly improve the teaching-learning process because students feel identified using technology, where the student finds a world of technology in which they arrives at school, and they feel that they are going back instead of being updated, so the idea is that teachers also use technology in their classes.

Question 3: What are the advantages of using Google classroom applications in the educational process?

Interpretation: This point is important to analyze because the internet is a broad track of information but as a teacher we must learn to discern to remove the most important information and discard everything that is junk content, that is, the teacher must filter what information is needed by the student and we obtain this in digital repositories of universities, virtual library for free use and to link them to be able to work with the students.

Question 4: Do you think that the use of google Classroom could contribute to the improvement of the English skills in Education?

Interpretation: I consider that it is possible to use this type of technology because the teacher has a wide range of tools that can be used by the student to work from the writing composition to the fact that they can record and that both the teacher and the student can reproduce that work and corrected without having to be in the same place at the same time.

Question 5: In your opinion, can Google Classroom improve the writing skill?

Interpretation: He thinks so, because we have noticed that students find it a bit more complicated to write by hand while it makes it easier for them to write on the computer. Their ideas can flow faster; they can convey what they feel and what they

think, perhaps in a more efficient way through the use of computers and this type of activities allows the teacher to review and determine what the levels of writing are, it is to say, to the complexity with which he works on his writing.

Question 6: What suggestions would you give to teachers that want to implement Google Classroom in the English Learning Process?

Interpretation: He considers that if students would have the opportunity to talk with the teachers, I would try to change their way of thinking a bit with regard to the focus of their classes in these modern times where the teacher is the one who must adapt to the needs of the student and in the form of how they learn and consequently we have different types of students with different learning styles which leads us to innovate the approach to all with learning using new tools that technology offers us.

Question 7: What suggestions would you give to students who use Google classroom in the classroom to improve the English teaching learning process?

Interpretation: He said that nowadays students are digital natives, that is to say, they are born with technology, rather than giving them a suggestion they are the ones who ask us to work with this kind of things rather they suggest us working with this type of things and they are leading to update.

3.9.3 FOCUS GROUP

Chart #6:

Focus Group Questions

Question 1: Do you like English and why?	
Anthony Alvarado	Yes, I do. Because I can have the opportunity to meet with foreign people.
Jordi Balón	Yes, I like because it will help me for a better job in the future.
John Banchón	I like it, but sometimes I do not understand.
Analysis of result:	The students express agree to language English

Question 2: How do you consider the English classes?	
George Borbor	English in class is important because is a new language to learn every day, but sometimes is hard for me to understand every topic
Krysthel Carrasco	In my English class, I teach in different techniques
Melanie Contreras	Is different moment for me because I am learning a new Language and new ways to work in class?
Analysis of result:	Every student considers English classes important.

Question 3: Does your teacher use the technology in your English classes?	
Adrian Cornejo	My teacher does not always use technology every class.
Adianet Davila	Yes, he uses laptop, projector and speakers.
Ariana De La Cruz	He uses but not every day.
Analysis of result:	The use of technology in class is not a habit, the frequency is low.

Question 4: How often do you use social network to support your English Teaching and Learning process?	
Janina Domínguez	I use social network every time when I want to check the status of my friends and when I have to investigate, practice exercises and do my homework.
Margherita Franceschi	I use social network when I do not understand something or for google translator.
Elizabeth González	I use social network to investigate something in English.
Analysis of result:	The students said that the social networks help them when they need to investigate, practice or do homework.

Question 5: Do you consider the use of social networks helpful in the English Learning process?	
Kleiner José	Yes, I do. Because there are a lot of links in internet that we can practice English.
Allison Limones	I think social network help to correct mistakes when I write in English.
James Matías	Yes, because help me to chat with new people from another city or country
Analysis of result:	Students in this group consider social networks helpful when they study English

Question 6: which social network do you use more to complement your English Teaching Learning process?	
Kevin pozo	I use Google, platforms,
Joseph Ricardo	I use YouTube and Google translator
Kristhyn Sánchez	I use Facebook and YouTube
Analysis of result:	The students expressed their preferences about the use of social networks

Question 7: Have you ever used Google Classroom to improve your writing skill?	
Arlette Noemi	No, I never used it.
Nailyn Vanegas	Yes, I do because is a new way to learn and practice my writing in English.
Michael Valdez	No, but I would like to have the opportunity to practice it.
Analysis of result:	Some students have never used Google classroom

Question 9: Do you consider that Google classroom could contribute to enhance your writing skill?	
Freddy Díaz	Yes, I do. Because is a way to put in practice my writing activities.
José Granda	Maybe because learn English is also practice writing.
Adrián Pozo	Yes, I think that is interesting to write in another Language.
Analysis of result:	The students consider that Google classroom can contribute to enhance their writing skills.

Question 10: Do you agree to use Google Classroom improve your writing skill	
Violet Ramos	Yes, I agree.
Allison Limones	Yes, I like to use technology
Adrián Pozo	Maybe, I watch the demonstration and I liked it.
Analysis of result:	The students are agreeing about the opportunity to use Google classroom

Author: Erika Paladines

Source: Unidad Educativa “Salinas Innova School”.

3.10 RESULTS AND DISCUSSIONS

3.10.1 ENGLISH AREA COORDINATOR OF UNIDAD EDUCATIVA “SALINAS INNOVA”

The English area coordinator agrees with the use of technology as part of the teaching learning process but at the same time, she suggest still using both ways to teach; in other words, the use of blended learning that combines the teaching and learning process into the class and outside of it.

3.10.2 SPECIALIST

The use of the technology into the teaching and learning process and recognize that teachers have to chance their way of teaching, it means to use the technology in class instead of traditional ways of teaching and take into account the student's opinions and suggestions when they ask for the use of technological tools as part of the develop of the class. Finally, he invites to teachers for training and maintaining update with the use of technology.

3.10.3 FOCUS GROUP

The students express that they agree about the use of the technology into their English class and as part of the teaching and learning process. Almost the whole class use social networks and some of them have heard about Google classroom and their tools; this means that they are predisposed to apply their experience as user of technology.

3.11 CONCLUSIONS AND RECOMMENDATIONS OF RESEARCH

3.11.1 CONCLUSIONS

- The use of open resources promotes the English language teaching and learning process in students of eight basic grade of Unidad Educativa “Salinas Innova “.
- The students are digital natives and ask for the use of technology as part of their learning process.
- Teachers need to be constantly trained in order to update their approaches with the technological tools and include in their classes.
- Authorities, teachers, students and parents are agreed with the necessity to use open resources.

3.11.2 RECOMMENDATIONS

- English teachers of the Unidad Educativa “Salinas Innova” should use open resources to promote English language teaching and learning process.
- The students should use the technology into and outside the class and extend the learning all the time through the use of technological tools.
- Teachers should recognize the necessity to have and looking for training about the use the open resources tools in their classes.
- The educational staff who belong to “Salinas Innova” should support the use of technology for education and understand that the knowledge is available anytime, anywhere.

CHAPTER IV

PROPOSAL

4.1 PROPOSAL

Implementation of a Google Classroom tools to enhance the writing skills among students of eight basic year at Unidad Educativa Salinas Innova in Salinas province of Santa Elena, school year 2017-2018.

4.2 DESCRIPTION OF THE PROPOSAL

4.2.1 INFORMATION AND LOCATION

Illustration 2:
Unidad Educativa Salinas Innova



Author: Erika Paladines
Source: Unidad Educativa “Salinas Innova School”.

4.2.2 BENEFICIARIES

Illustration 3:
Beneficiaries



Author: Erika Paladines
Source: Unidad Educativa “Salinas Innova School”.

4.2.3 LOCATION

Illustration 4:
Location



Author: Erika Paladines

Source: Unidad Educativa “Salinas Innova School”.

4.2.4 FEASIBILITY

The present proposal is considered feasible by several factors that support it, among them is the human factor with the support of the authorities of the institution, the successful of teachers in the English area and the learning of students to use technological tools that are suggested in the proposal. Another factor is the technology, “Salinas Innova” has Internet service in all areas, laboratories equipped with computers and projectors, in addition the classrooms have flat screen TVs and audio. All this features make easy the application of the proposal.

4.3 BACKGROUND OF THE PROPOSAL

The Unidad Educativa Salinas Innova is an institution that is always improving and investing in infrastructure. As part of the equipment is the technological to provide the internet service with 100% coverage, laboratories and classrooms properly equipped with audio, video and projectors that contribute to the use of audio books, links, songs,. to make the interactive classes.

it is necessary to use a Learning Management System through the use of Open sources available in a freeway, that is to say without cost where the teacher can take the class outside the traditional space of the school. This is what motivated the approach of this proposal to optimize the available resources and achieve an improvement in the learning of the English language.

4.3.1 SIGNIFICANCE

Nowadays, technological tools are part of people daily life. However, it is a process that requires adaptation for the teacher, as well as the institution, parents and students. If we look around, day-to-day activities are in constant contact with technology, smartphones with applications for almost everything, ATMs, money, online banking, and an endless number of interventions where technology is fundamental part of our lives.

The field of education is not the exception, on the contrary, this field has undergone great changes and challenges that have forced to speed up its understanding, especially to teachers who are the ones who need to learn and update their knowledge about it. At the same time tries to incorporate within their classes the use of tools, contents, activities among other things that involve the use of educational platforms for learning.

The incorporation of technology is not based on staying at the forefront of times but on how to improve the teaching and administrative functions of teachers with their students and of the latter with their classmates. In this case we are talking about incorporating Google Classroom as a tool for free that offers many friendly options and effective use so that students have access to chats, links with additional information of previous classes, videos and that can be shared, edited and reviewed, not only by the teacher but by a group of colleagues with the aim of contributing with opinions and corrections.

This proposal seeks to improve the performance and participation of students in activities outside the classroom through the use of the tools offered by Google Classroom in order to motivate students to improve their writing skills, individually and in a group.

4.4 OBJECTIVES

4.4.1 GENERAL OBJECTIVE

Improve writing skills using the tools available in Google Classroom with students from Unidad Educativa Salinas Innova.

4.4.2 SPECIFIC OBJECTIVES

- To apply appropriate activities for the practice of writing skills for students between 12-13 years old from Unidad Educativa Salinas Innova.
- To seek digital support material for writing activities
- To apply various activities in order to improve their writing abilities with students from Unidad Educativa Salinas Innova.

4.5 INSTRUCTIONAL DESIGNING

The instructional design is a systematic, planned and structured process that is based on a psychopedagogical orientation, it means provide students the needed tools according to the stages they have in this case the use of technology to carry on the

teaching learning process to produce with quality, a wide variety of educational materials (teaching units), adapted to the learning needs of students and can be used in different contexts, for a complete course, face-to-face or virtual, or the combination of the two (Blended learning).

According to the (magazine of Educational Research, 2011), there are several models of instructional design applicable to the field of e-learning and they are the following: Model ADDIE, Prototyping Model, Model of 4 C / ID, Model ASSURE , Kemp Model.

The authors used the ADDIE instructional design (Analysis, Design, Development, Implementation, and Evaluation of learning materials and activities). Because this model is global in nature and serves as a general framework for the development of different projects both in person and online.

4.5.1 ADDIE MODEL

Instructional design is understood as a discipline that seeks to achieve "maximum effectiveness and efficiency possible in the planning and operation of teaching-learning processes." (Serrano and Pons, 2008, p. 688).

"Instructional design is conceived as a systematic process through which specifications will be developed to use theories of instruction and learning in increasing the quality of the educational process." (Serpa, 2005, p.83)

Process of developing a course:

The process of developing training courses involves a series of tasks that are systematically related. The tasks can be conceptualized through an instructional design model that serves as an advanced organizer for this process. From the introduction of systems to the design of instruction, there has been a proliferation of instructional design models, some of which have had more impact than others on the design and development of instruction.

Most instructional design models, however, incorporate 5 basic steps or tasks that form the basis of the instructional design process and can therefore be considered generic. The five steps are: Analysis, Design, Development, Implementation, and Evaluation of learning materials and activities.

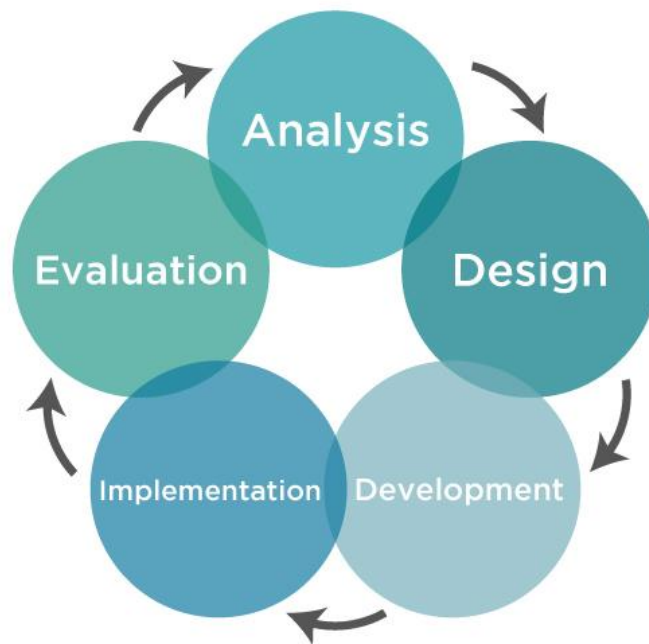
Each component of the instruction is governed by learning outcomes, which have been determined after going through an analysis of the student's needs. These phases are interrelated. Therefore, they provide a dynamic and flexible guide for the effective and efficient development of instruction.

The generic model of Instructional Design is flexible enough to allow modification and elaboration based on the needs of the Instructional situation. The following table (modified from Seels & Glasgow, 1990) demonstrates the specific tasks for each step and the results generated after the task has been completed.

The ADDIE model is an interactive Instructional design process, where the results of the formative evaluation of each phase can lead the instructional designer back

to any of the previous phases. The final product of a phase is the product of the start of the next phase.

Illustration #5:
Addie Process



Source: model<https://mx.images.search.yahoo.com/yhs/search>

4.5.2 Description of the phases of the ADDIE model

ANALYSIS

The 'Analysis' phase is the basis for the rest of the instructional design phases. During this phase you must define the problem, identify the source of the problem and determine possible solutions. The phase can include specific research techniques such as needs analysis, job analysis and task analysis. The results of this

phase often include educational goals and a list of tasks to be done. These results (outputs) will be the inputs for the design phase.

In the analysis, the following activities are carried out:

- The characteristics of the audience.
- What the audience needs to learn.
- The available budget.
- If there are limitations.
- Deadline to deliver or implement the instruction.
- The activities that students need to carry out in order to achieve the competences.

4.5.3 Design

The 'Design' phase involves the use of the results of the Analysis phase to plan a strategy for the development of the instruction. During this phase, one must delineate how to reach the educational goals determined during the Analysis phase.

The design includes:

- Selection of the best electronic or traditional environment

- Signaling of instructional objectives
- Selection of pedagogical strategies
- Sketch of units, lessons and modules
- Design of the course content taking into account electronic interactive media

4.5.4 Developing

The Development phase is structured on the basis of the Analysis and Design phases. The purpose of this phase is to generate lesson plans and their materials. During this phase the instruction will be developed, all the means that will be used in the instruction and any support document. This can include hardware (for example, simulation equipment) and software (for example, computer-based instruction).

In the development the following activities are carried out:

- The required medium is selected, obtained or created.
- The Internet is used to present the information in various formats to meet the preferences of the student body.
- Determine the appropriate interactions that should direct the student towards a creative, innovative and exploration experience.
- Planning of activities that allow students to build a supportive social environment.

4.5.5 Implementation

The 'Implementation' phase refers to the actual delivery of instruction, whether classroom-based, lab-based or computer-based. The purpose of this phase is the effective and efficient delivery of instruction. This phase should promote the understanding of the material by the students, support the mastery of objectives by students and ensure the transfer of students' knowledge from the educational context to work.

In the implementation the following activities are carried out:

- Materials are duplicated and distributed.
- The course is implemented and implemented.
- Technical problems are solved.
- Alternative plans are discussed.

4.5.6 Evaluation

This phase measures the effectiveness and efficiency of the instruction. The 'Evaluation' must be present throughout the instructional design process - within phases, between phases, and after implementation. The evaluation can be formative or summative.

The Formative Evaluation is carried out during and between the phases. The purpose of this type of evaluation is to improve instruction before implementing the final version.

The Summative Assessment usually occurs after the final version is implemented. This type of evaluation determines the total effectiveness of the instruction. Summative assessment information is often used to make decisions about instruction (such as purchasing an educational package or continuing instruction).

In the evaluation, the following activities are carried out:

- Tests are developed to measure the instructional standards.
- Implementation of tests and evaluations.
- Planning of student evaluations of the course to keep the instructor aware of the needs of the students.
- Development of formative evaluations to evaluate the course.
- Development of summative assessments to issue a judgment of the effectiveness of the instruction

In the following table, Steven J. McGriff, member of Instructional Systems, College of Education, Penn State University (2000) synthesizes the instructional design process as follows:

4.5.7 Instructional Design Process

Chart#7:

Instructional Design Process

	ASSIGNMENT	RESULTS
Analysis The process of defining what is learned	<ul style="list-style-type: none"> • Needs assessment • Identification of the problem • Task analysis 	Student profile <ul style="list-style-type: none"> • Description of obstacles • Needs, definition of problems
Design The process of specifying how it should be learned	<ul style="list-style-type: none"> • Write the objectives • Develop the topics to be evaluated • Plan instruction • Identify resources 	<ul style="list-style-type: none"> • Measurable objectives • Instructional Strategy • Prototype specifications
Developing The process of authorization and production of materials	Work with producers <ul style="list-style-type: none"> • Develop the workbook, organization chart and program • Develop practical exercises • Create the learning environment 	Computer-based instruction <ul style="list-style-type: none"> • Feedback instruments • Measurement tools • Computer-mediated instruction • Collaborative learning • Web-based training
Implementation The process of installing the project in the context of the real world	Teacher training <ul style="list-style-type: none"> • Pilot Training 	<ul style="list-style-type: none"> • Student's comments • Evaluation data
Evaluation The process of determining the adequacy of the instruction	Time recording data <ul style="list-style-type: none"> • Interpretation of the results of the evaluation • Graduate surveys • Review of activities 	Recommendations <ul style="list-style-type: none"> • Evaluation report • Review of materials • Prototype review

Note: Instructional Design Process: Assignments and results

4.5.8 Platforms for the application of the Instructional ADDIE Model

For the implementation of this modality, the use of a platform is generally required, which is nothing else than a set of integrated applications, both synchronous and asynchronous, that facilitate the management and development of the courses in a virtual learning environment.

An e-learning platform is a tool to produce and deliver courses that make use of the computer as the main teaching tool (in front of oral presentations or the help of the marker and the blackboard of a traditional teaching.) A platform is a software for servers that It deals with: user management, management and launching of courses and management of communication services.

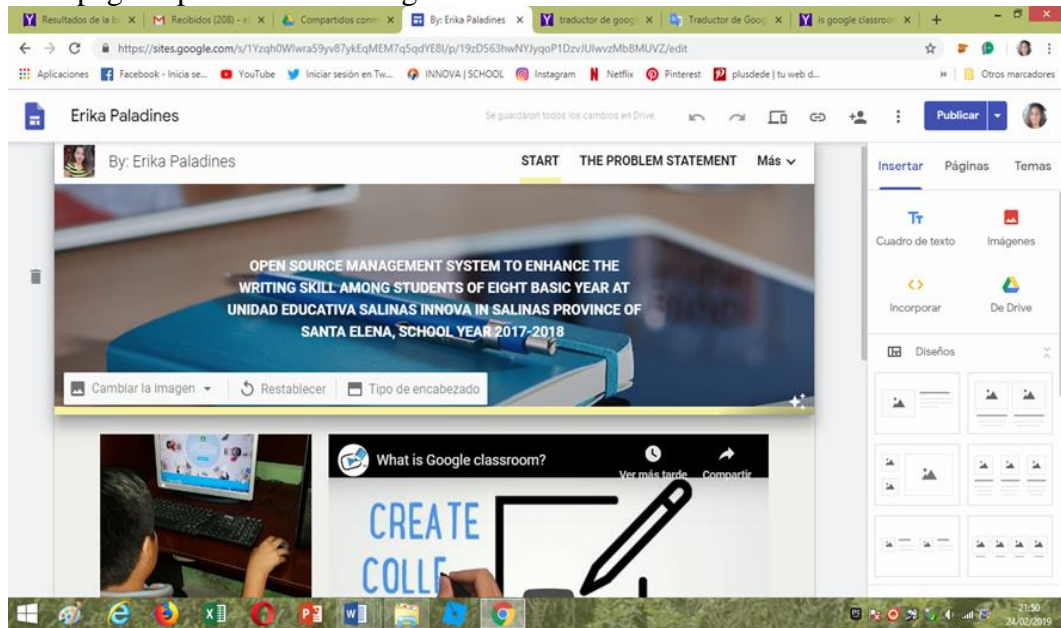
4.5.9 An e-learning platform has the following benefits:

- Provides flexible and economical training.
- Combines the power of the internet with that of technological tools.
- Cancel geographical and temporal distances.
- It allows to use the platform with minimum knowledge.
- It allows a constant and nourished learning through the interaction between tutors and students.
- It offers freedom in terms of time and pace of learning.

Among the platforms that can be used to apply the instructional design we have the following: A TUTOR, BLACKBOARD, DOKEOS. DESIRE2LEARN, MOODLE ,GOOGLE CLASSROOM among others.

For the present study, the researcher used the Google Classroom platform, due to the advantages of the characteristics that will be described below.

Illustration #6: Web page: Open Source Management



Author: Erika Paladines

Source: <https://sites.google.com/s/1Yzqh0WIwra59yv87ykEqMEM7q5qdYE8I/p/19zD563hwNYJyqoP1DzvJUIwvzMbBMUVZ/edit>

Illustration #7:

Web Page: The Problem Statement

By: Erika Paladines

START THE PROBLEM STATEMENT Más ▾

EFFECTS

- Students cannot organize their ideas and express them
- Students do not have enough comprehension abilities
- Students low motivation to follow the class

CAUSES

- Lack of reading approach
- Low writing practice
- Lack concentration and interest

LOW DEVELOPING BASIC WRITING SKILLS STUDENTS OF EIGHT BASIC YEAR

Tree Problem

Context of the Problem

Learn a language imply some components and
In Santa Elena, every year private and public

Author: Erika Paladines

Source: <https://sites.google.com/s/1Yzqh0WIwra59yv87ykEqMEM7q5qdYE8I/p/1OBEgiBdzGbsBU87aK9xOUI2dWXLN-eVT/edit>

Illustration #8:

Web Page: Investigatio and Methodology

By: Erika Paladines

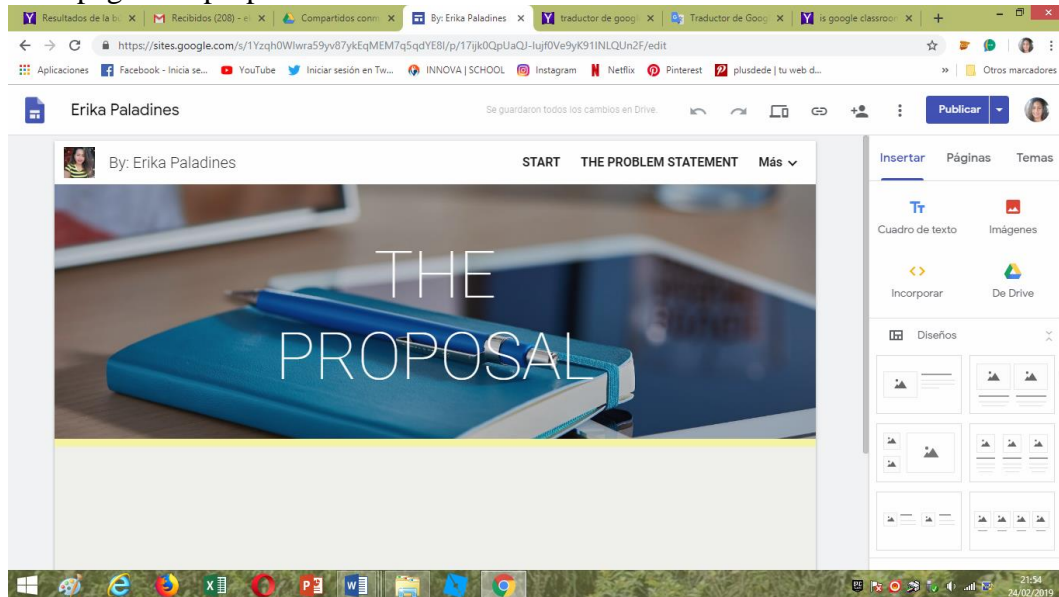
START THE PROBLEM STATEMENT Más ▾

INVESTIGATIO
N -
METHODOLOG
Y

Author: Erika Paladines

Source: <https://sites.google.com/s/1Yzqh0WIwra59yv87ykEqMEM7q5qdYE8I/p/17ijk0QpUaQJ-Iujf0Ve9yK91INLQUn2F/edi>

Illustration #9: Web page:The proposal



Author: Erika Paladines

Source: <https://sites.google.com/s/1Yzqh0WIwra59yv87ykeEqMEM7q5qdYE8I/p/1OBEgiBdzGbsBU87aK9xOUI2dWXLN-eVT/edit>

DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.6 GOOGLE CLASSROOM

Google Classroom is an open resource system where it can store and share data, videos, music, the user must be connected to the internet and this data is available anytime, anywhere. Google Classroom has several features designed to continue working even outside the classroom through linked to applications that allow for learning activities. The teachers administer the site and add the students of their class personalizing the site for users with the content that is to be projected by means of applications that are interconnected and the information is shared, saved and automatically recorded in the account of each member of the group, likewise the administrator in this case, the teacher could monitor and track the activities that each student performs within the platform.

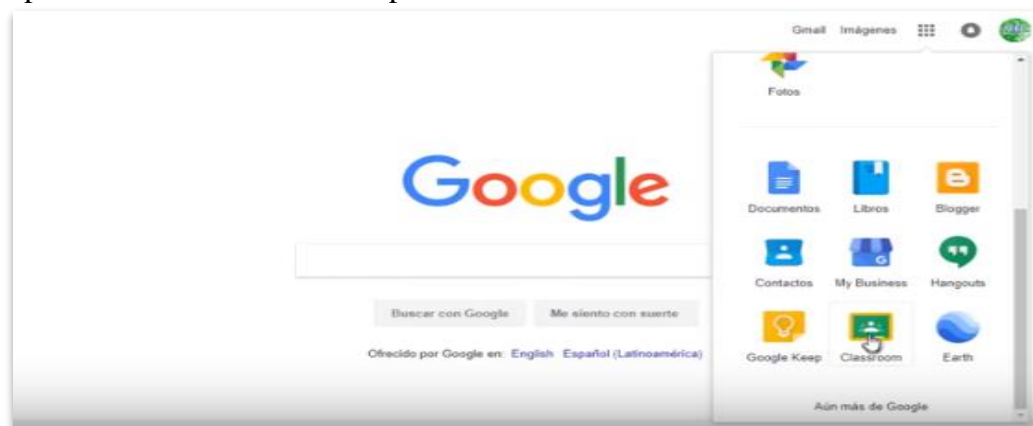
Among the advantages of Google Classroom is that the teacher can schedule their classes in advance and the content they want to project can be updated and activated according to the scheduled dates. Additionally, the teacher will be able to qualify, make recommendations and observations, while keeping the works in archives chronologically way of safe and private way are kept.

4.6.1 CREATION OF ACCOUNT AND REGISTRY OF ADMINISTRATOR AND USERS

To access Google Classroom the teacher must open an account in gmail, from your account you can access the applications and click on MORE where other icons will be displayed, look for the Google Classroom icon and click.

Illustration# 10:

Open a Classroom account step 1



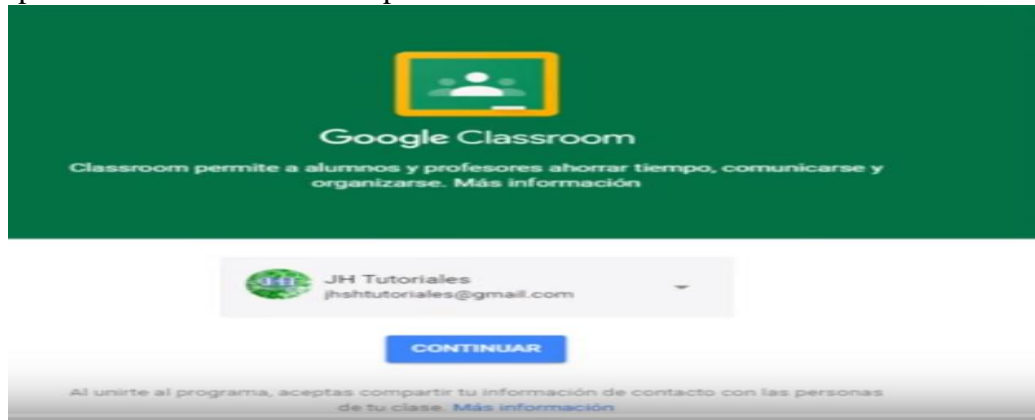
Author: Erika Paladines

Source: <https://classroom.google.com/>

When it is the first time that Google Classroom opens, this image will be displayed, click on CONTINUE.

Illustration #11:

Open a Classroom account step 2



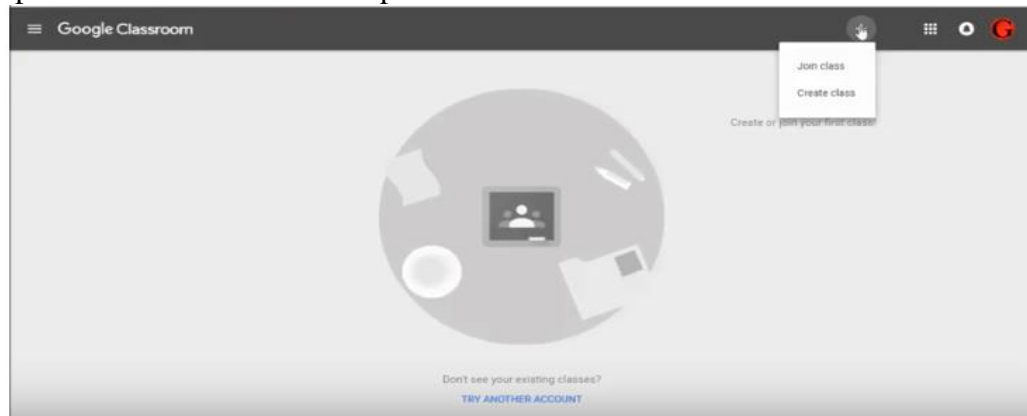
Author: Erika Paladines

Source: <https://classroom.google.com/>

This will then display another image that indicates that it is already on the Google Classroom home page, ready to start. In the plus sign will appear two options that will allow you to program a new class for the teacher, the other option is to join a class that is for the students.

Illustration #12:

Open a Classroom account step 3



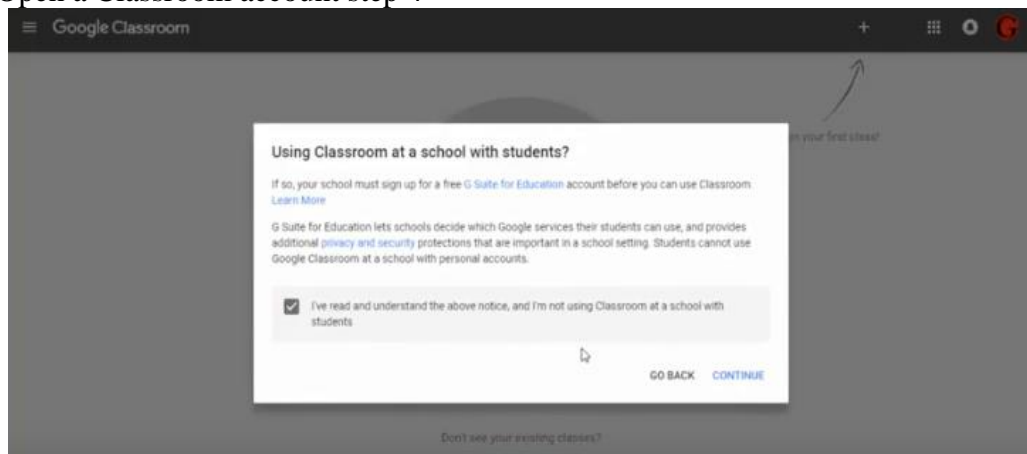
Author: Erika Paladines

Source: <https://classroom.google.com/>

Then in the new image it must be accepted that the notification was accepted

Illustration #13:

Open a Classroom account step 4



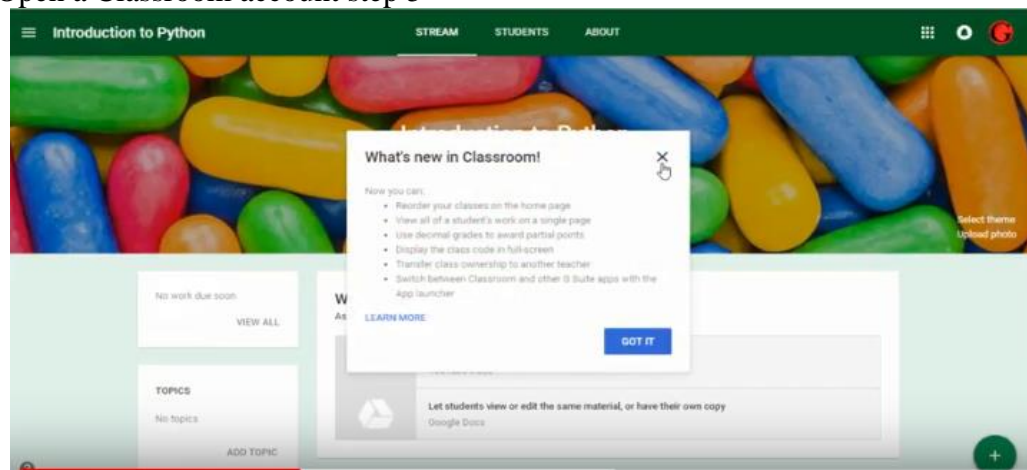
Author: Erika Paladines

Source: <https://classroom.google.com/>

The teacher will put in name, section and subject

Illustration #14:

Open a Classroom account step 5

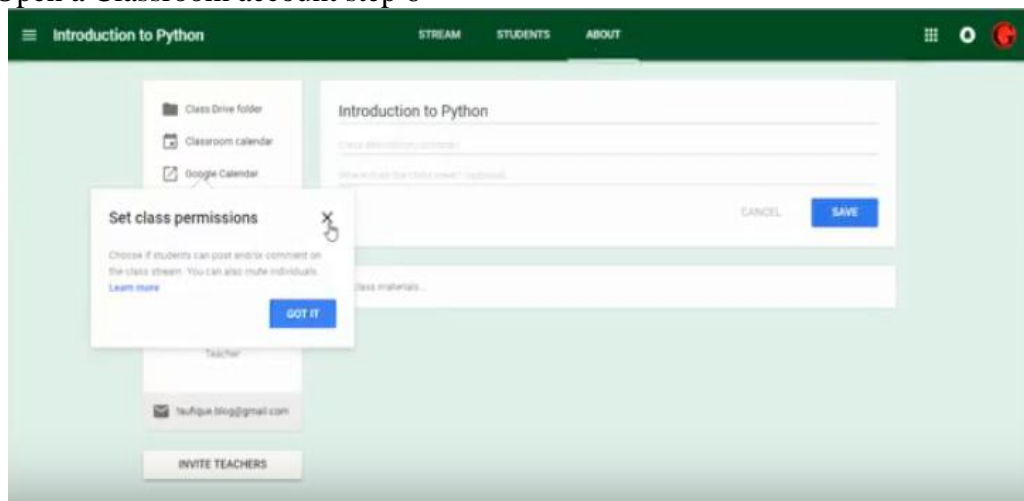


Author: Erika Paladines

Source: <https://classroom.google.com/>

In the ABOUT option, the teacher can do an introductory part of the class

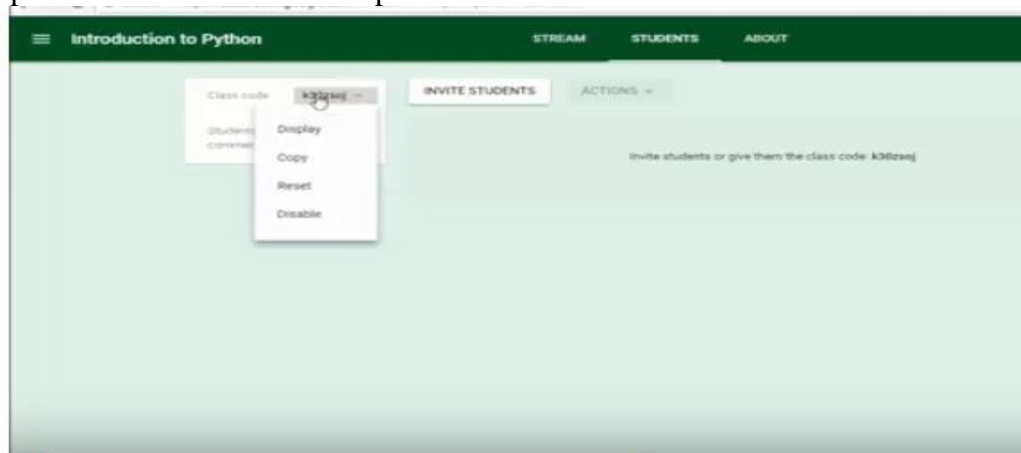
Illustration #15:
Open a Classroom account step 6



Author: Erika Paladines
Source: <https://classroom.google.com/>

The teacher can invite students in two ways; the first is by giving the code of the Google Classroom account so they can enter easily. The other way is more difficult because the teacher must write the email of each of the students to send an invitation.

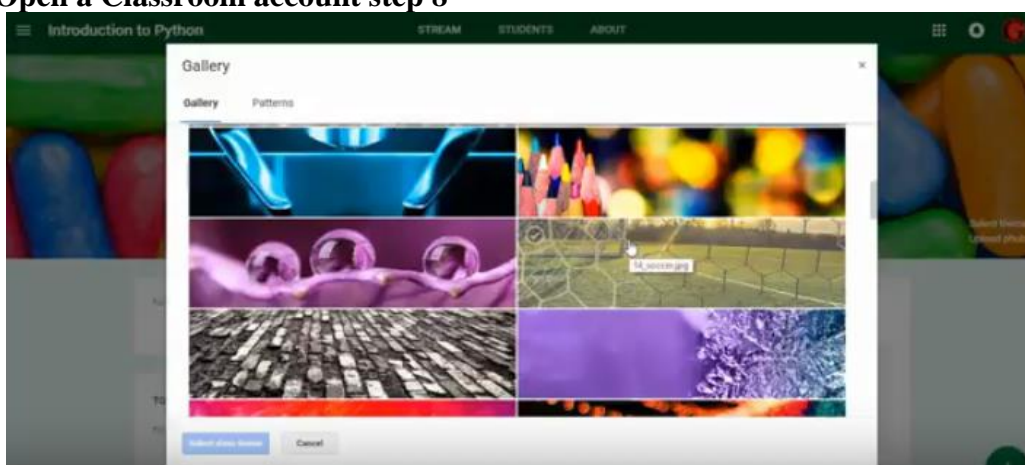
Illustration #16:
Open a Classroom account step 7



Author: Erika Paladines
Source: <https://classroom.google.com/>

You can customize the cover photo of the account either with a default forum or with a photo that is stored in the computer

Illustration 17:
Open a Classroom account step 8

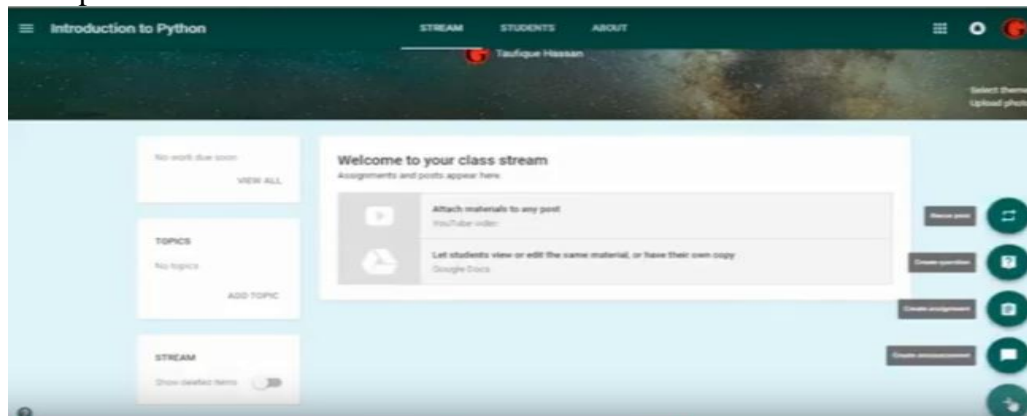


Author: Erika Paladines
Source: <https://classroom.google.com/>

4.6.2 TOOLS OF GOOGLE CLASSROOM

In the lower right corner in the plus sign will be displayed the options of tools in which you can create an ad that can be programmed, where we have the option to tag to whom it is addressed and can upload files from the computer or google drive, videos with the URL, and links.

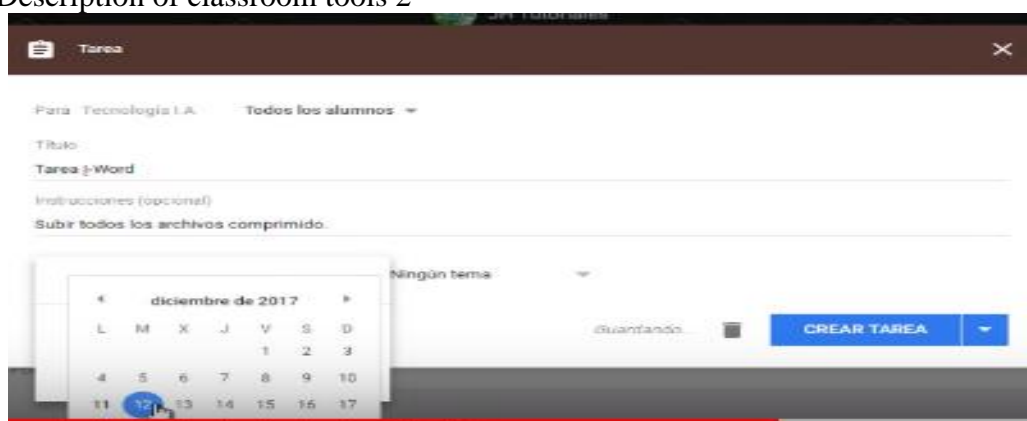
Illustration #18:
Description of classroom tools 1



Author: Erika Paladines
Source: <https://classroom.google.com/>

In the lower right corner in the plus sign will be displayed the options of tools in which you can create an ad that can be programmed, where we have the option to tag to whom it is addressed and can upload files from the computer or google drive, videos with the URL, and links. There are also options to create assignments, general questions and once published students can interact on the page.

Illustration 19:
Description of classroom tools 2

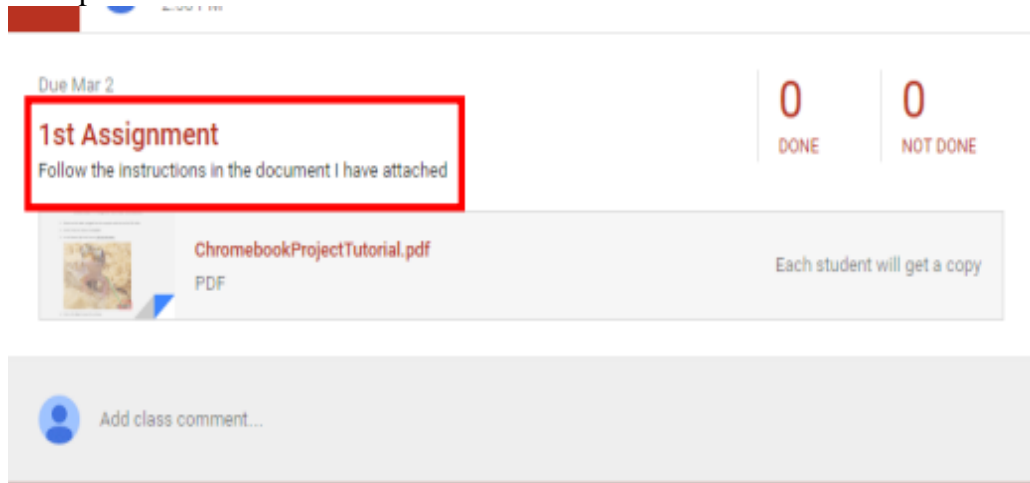


Author: Erika Paladines
Source: <https://classroom.google.com/>

Once the student has handed in his / her homework, the teacher can grade and re-submit with observations

Illustration #20:

Description of classroom tools 3

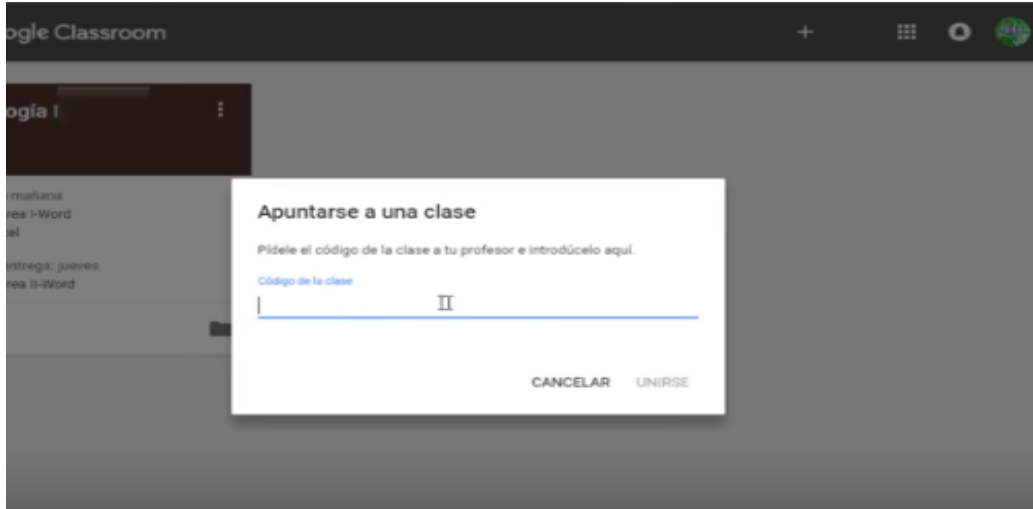


Author: Erika Paladines

Source: <https://classroom.google.com/>

Once the page is fed students should enter their email accounts, opt for google classroom and click on the plus sign and choose to join the class after that they must write the code that was sent to them by the teacher and they will automatically be inside of the account of the subject with access to the content.

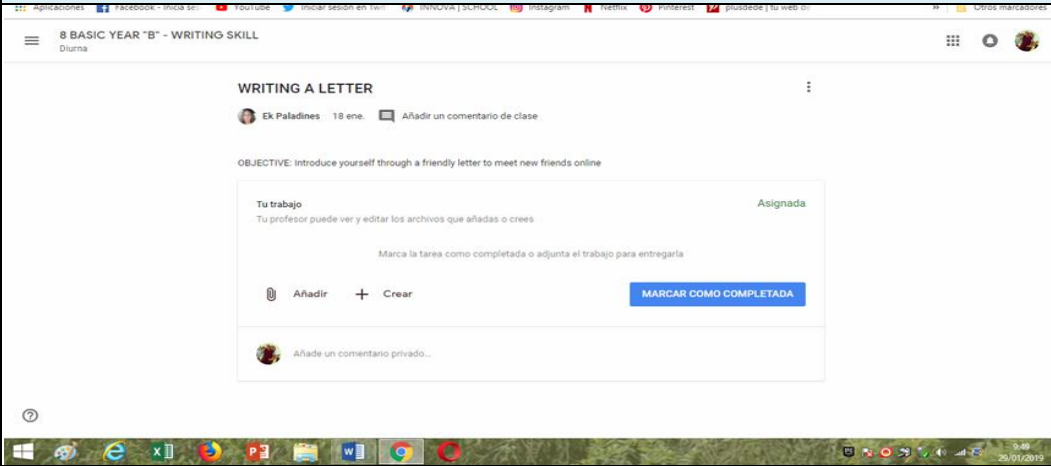
Illustration #21:
Description of classroom tools 4



Author: Erika Paladines
Source: <https://classroom.google.com/>

4.6.3 DESCRIPTION OF ACTIVITIES

ACTIVITY #1

<p>WRITING A LETTER: https://classroom.google.com/c/NjYxMjMzOTM0OFpa/t/MzAyODczNjg3MDha</p> <p>OBJECTIVE: Introduce yourself through a friendly letter to meet new friends online.</p>	
	
<p>ACTIVITY: WRITE A LETTER</p>	<p>TIME: 30 MINUTES</p> <p>STUDENTS: 8° GRADE</p>
<p>Previous knowledge: Possessive Adjectives Numbers 1 to 99 Countries and nationalities School's name Age</p>	<p>Questions: What is your name? How old are you? Where are you from? What is your cellphone number? What is your school's name?</p>
<p>Answer</p> <p>My name is</p> <p>I am years old.</p> <p>I am from</p> <p>I am</p> <p>My cellphone number is</p> <p>...</p> <p>My school is</p>	<p>Procedure:</p> <ul style="list-style-type: none"> • The teacher writes the questions on the board and shapes the answers. • One by one the students are repeating the questions and answers. • Then the students in turn must answer the questions with their information. • Then the students will work in pairs asking the questions and answering them. • Finally the students will write the answer of each question and submit by Google classroom account and share their file for review. Their colleagues will make the review looking for possible errors to correct them together. <p>Spelling rules: Use of Capital letters Orthography</p>

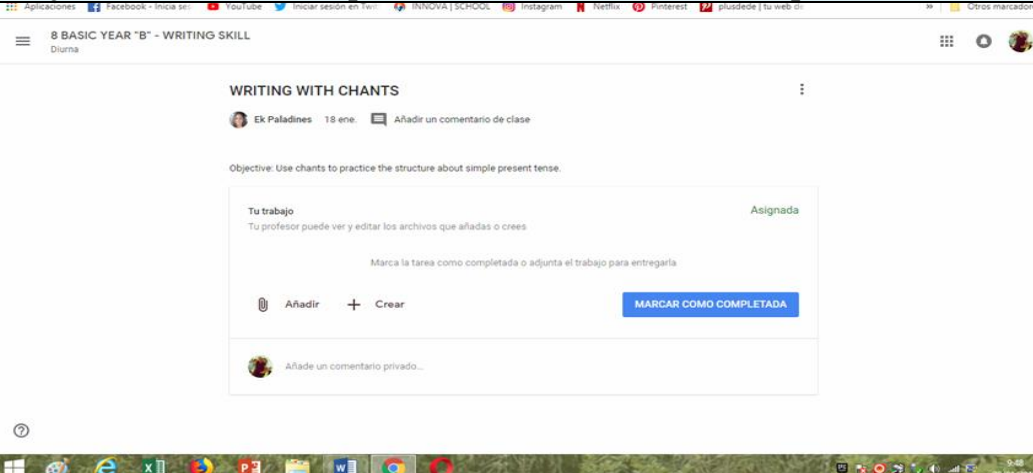
Activity Analysis: Through this activity the students have the opportunity to practice writing skills using the previous learning as answer personal information questions. Then they can structure the information as sentences about how introducing themselves and at the same time they can obtain information from the other students. This could sound as a simple activity, but is a good exercise for

students to practice because they have to apply grammar learnings about Verb Be, WH questions, numbers, countries and nationalities and how to express the age.

ACTIVITY # 2

WRITING WITH CHANTS:
<https://classroom.google.com/c/NjYxMjMzOTM0OFpa/a/MzAyODczNjg3Nzla/details>


Objective: Use chants to practice the structure about Simple Present tense



The screenshot shows a Google Classroom interface for an assignment titled "WRITING WITH CHANTS" by Ek Paladines. The objective is to use chants to practice the structure of the simple present tense. A task area is visible with a "MARCAR COMO COMPLETADA" button and a private comment field.

Previous knowledge:
Community workers vocabulary
Verbs (help, collect, fix, recycle, fight, work, deliver)
Places of the town

Answers:
Police man
Fire fighter
Doctor
Mail man
Trash collector
Operator



The poster features an illustration of various community workers and the text: "Community Helpers. People help in our community. They make things better for you and me. Keep us healthy, safe, and clean. Coach us, feed us, teach us things. Things that one day will help us to be A big BIG help in our community!"

Procedure:

Into the class:

- The teacher writes a chant for every community service people.
- The Students have to underline key words about the vocabulary related with the topic.
- The Teacher models the pronunciation and the rhythm.
- Finally the students will write sentences for each community service.

On line task:

- Students have to write a sentences that represent the activity for each community service.

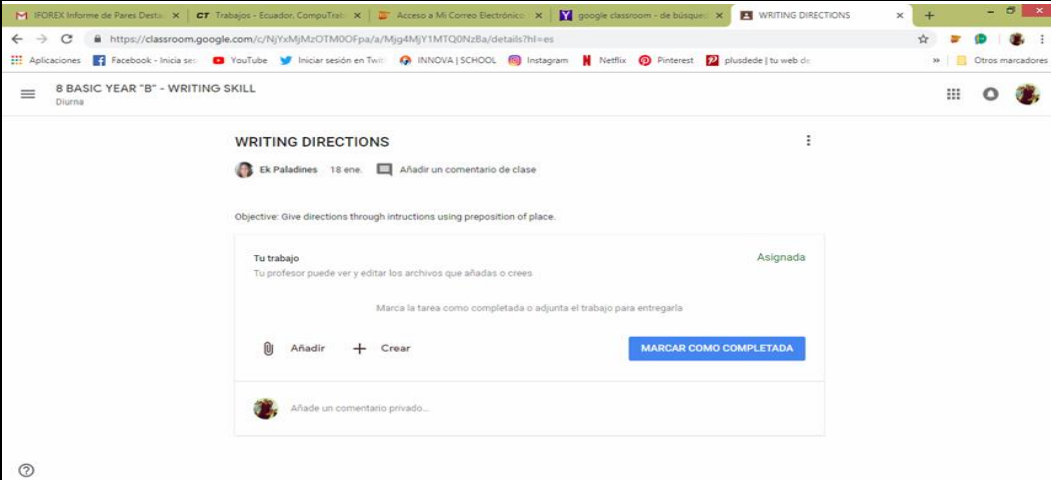

Grammar rules:

Simple Present tense
Put emphasize on third person of singular (he,she,it)
Subject Pronoun + Verb + Complement
Example: Mail man + delivers + letters

Activity Analysis: Chants are melodic sounds are producing with the voice and recited in a monotonous repetitive tone. Chats are fun speaking and kinesthetic activity where students can practice vocabulary, pronunciation and memorization into a real language rhythmic framework. these practices are complement of the pre writing skill development because the students can focus on spelling details stress

timed language with a certain number of syllables. Auditive discrimination is other pre skill that the students have to acquire to help them when they need to write.

ACTIVITY # 3

<p>WRITING DIRECTIONS: https://classroom.google.com/c/NjYxMjMzOTM0OFpa/a/Mjg4MjY1MTQ0NzBa/details Objective: Give directions through instructions using preposition of place.</p>	
	
<p>Previous knowledge: Preposition of place (into, around, up, down, across) Senior center (bench, pond, ramp, ladder, couch, card table, television, bridge, rose bunch, piano) Verbs (walk, go, open, close)</p>	
<p>Practice: (work in pairs) From the rose bushes to the couch</p> <p>Answer: Go around the fish pond Go up the ramp Go into the room There is the couch!</p>	
<p>Procedure:</p> <p>Into the class:</p> <ul style="list-style-type: none"> The teacher show the picture about the senior center and name each word about the vocabulary previously learning. The Teacher shows with an example how give directions to looking for a place. The Students practice following the examples. <p>On line task:</p> <ul style="list-style-type: none"> Students have to resolve directions writing the instructions to get <ul style="list-style-type: none"> a. From the piano too the bridge / b. from the tv to the bench / c. From the fish pond to card table / d. from the card table to the bench. <p>Grammar rules: Imperatives Present Simple Tense</p> <p><i>Verb + preposition + place</i> Example: Go + around + the pond</p>	

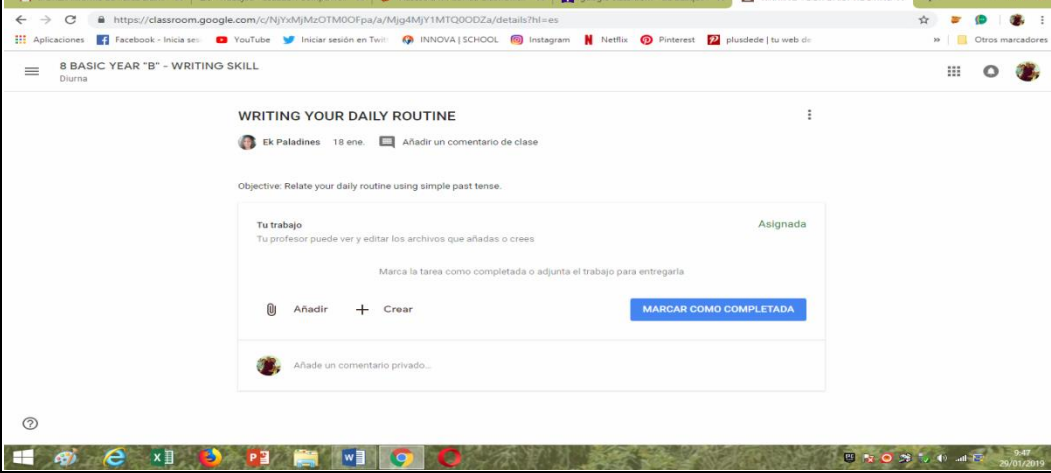
Activity Analysis: Directions, instructions integrate some skills to contribute to simplified English because the students have to listen the pronunciation and instruction or directions about specific situation, reading printed material with

information, speaking when they express in a simple way their ideas and writing because they have to think and organize how to express an idea way using previous learning vocabulary, prepositions of place, and simple present tense.


ACTIVITY # 4

WRITING YOUR DAILY ROUTINE:
<https://classroom.google.com/c/NjYxMjMzOTM0OFpa/a/Mjg4MjY1MTQ0ODZa/details>

Objective: Relate your daily routine using Simple Past Tense.



Previous knowledge:
 Verbs
 (helped, got up, worked, ate, studied, went, brushed, washed, took a shower, did homework, watched, slept)
 Sequence adverbs
 (first, second, third, then, last, next, finally)



Procedure:

Into the class:

- The teacher writes on the white board the worlds daily routine.
- The Teacher uses braimstorm strategy to get ideas about their daily routines
- The Students work in pairs identifying the sequence of events.

On line task:

- Students have to relate their daily routines asking the question: What did you did yesterday?
 - The Students have to write at least 5 sentences and 3 sequence adverbs .

Grammar rules:
 Simple Past tense
 Sequence adverbs

(Sequence (sequence adverb) + **Subj. Pron.** + **Verb in Past** + **Complement** + **adverb**)

First + **I** + **got up** + **at 6:30 am** + **THEN**

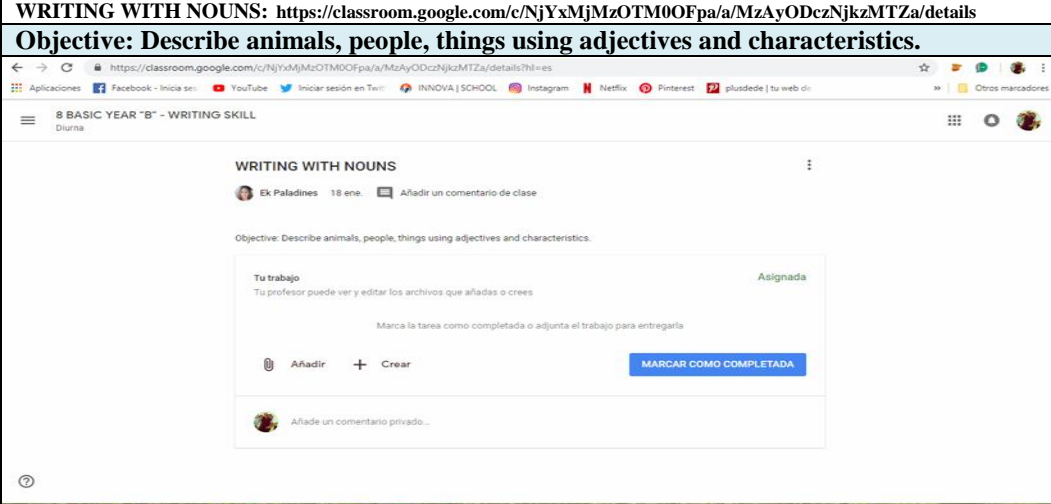
Activity Analysis: This activity is ideal to describe daily routines in different tenses, in this case Simple Past Tense was applied, irregular and regular verbs.

The students start to listen a description about famous daily routine, then read that description, next practice the past tense pronunciation and finally write about a classmate, family member or themselves daily routine using Simple past tense. In this last step the students practice grammar rules, structures, and vocabulary.

ACTIVITY # 5

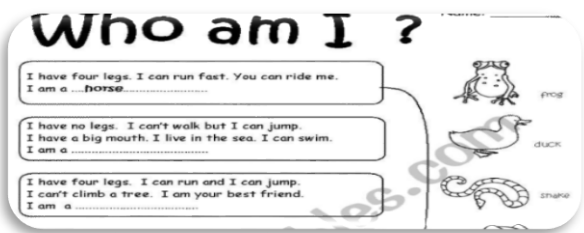
WRITING WITH NOUNS: <https://classroom.google.com/c/NjYxMjMzOTM0OFpa/a/MzAyODczNjkzMTZa/details>

Objective: Describe animals, people, things using adjectives and characteristics.



Previous knowledge:
Adjectives (tall, short, thin, fat, big, small, pretty, ugly, old, young, fast, slow,
Modal verb can – can not
Verbs (swim, run, climb, jump, live, fly)

Who am I?
I can jump.
I have 4 legs
I can not fly
I have big eyes
I eat insects
Answer: FROG!



Procedure:
Into the class:

- The teacher brings some pictures about different animals.
- Teacher writes on the white board some facts or clues, the students have to guess which animal is.

On line task:

- The teacher assigns 2 animals in each students account
- The students have to write facts or characteristics about those animals.
- In the next class the teacher will project the clues for the group to guess
- The students have to write at least 5 phrases.

Grammar rules:
Simple Present tense
CAN – CAN NOT

Example #1: MODAL VERB
Subject Pronoun + CAN/CAN NOT + Verb
I + CAN + fly

Example #2:
Subject Pronoun + Verb + Complement
I + eat + insects

Activity Analysis: In this activity the students can make descriptions about qualities, characteristics that define a certain concept that is being talked about. Through descriptions students have to be creative because they have to think how to write short clues, the class must try to guess who is being described. Previous knowledge will help the students to use adjectives, verbs, hobbies, modal verbs to make sentences with descriptions.

ACTIVITY # 6

WRITING CORRECTIONS: <https://classroom.google.com/c/NjYxMjMzOTM0OFpa>

Objective: Recognize the grammatical mistakes inside the sentences.

8 BASIC YEAR "B" - WRITING SKILL

WRITING CORRECTIONS

Ek Paladines 18 ene. Añadir un comentario de clase

Objectives: Recognize the grammatical mistakes inside the sentences.

the story happens in australia in the nineteenth century.
 the main character are woman and his dog.
 the woman is a prospector who has come to Australia to looking for silver.
 A dog is clever but the woman going back to camp after a short time, he stops and his lunch.

Tu trabajo Asignada

Tu profesor puede ver y editar los archivos que añadas o crees

Marca la tarea como completada o adjunta el trabajo para entregarla

Añadir + Crear MARCAR COMO COMPLETADA

Añade un comentario privado...

Previous knowledge:
Grammatical structures
Spelling

Answers:

Are
His
The
Eats
Feels
Does not

The story happens in Australia in the nineteenth century.
 The main characters are a woman and his dog.
 Woman is a prospector who has come to Australia to looking for silver.
 A dog is clever but the woman is not; she doesn't
 Know how dangerous Australia can be. At the beginning of the story the woman going back to camp. After a short time, he stops and his lunch.

Procedure:

Into the class:

- The teacher writes sentences with grammatical or spelling mistakes.
- The student asks to check and looking for the mistakes.

On line task:

- T posts a story on line
- Students have to underline the mistakes on the reading
- Students have to write the corrections and say the rule to support them.

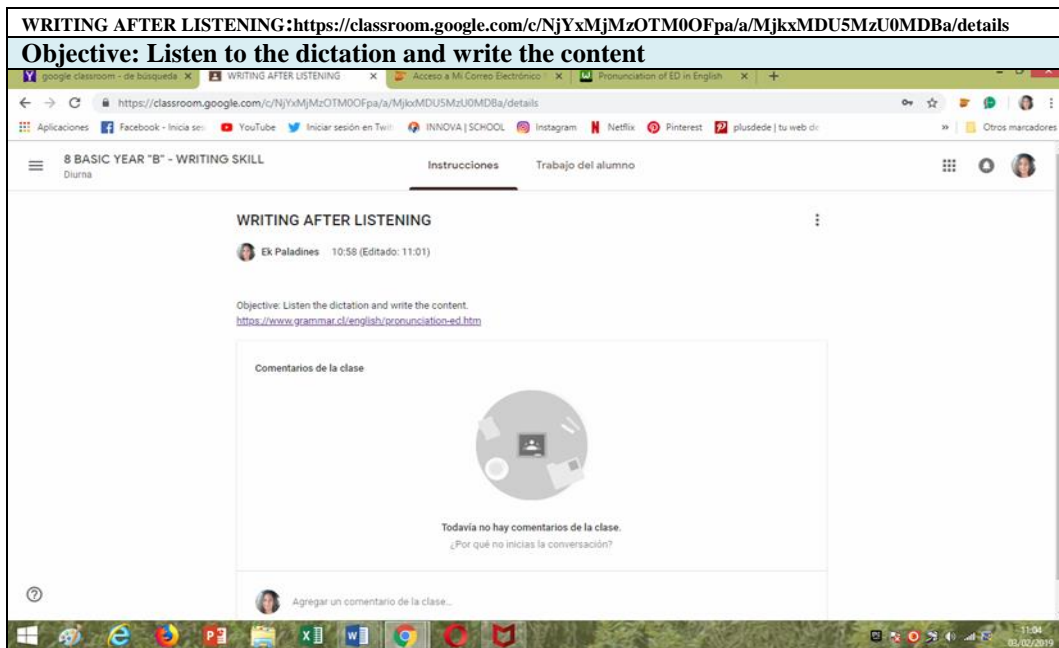
Grammar rules:

Simple Present tense

Put emphasize on third person of singular (he,she,it)

Activity Analysis: Detect writing mistakes is an exercise, explore the level of concentration, grasp and focus that demonstrate the capacity to try out where is the mistake and explain the answer. Spelling, vocabulary, grammar, punctuation are some of the things that students have to carry on.

Activity #7



Previous knowledge:
Vocabulary
Verbs in Simple Past tense

Answers:



Pronunciation of ED

/ɪd/	/t/	/d/
T wanted	P helped	L called
D needed	K looked	N cleaned
	F sniffed	R offered
	GH laughed	G damaged
	SH washed	V loved
	CH watched	S used
	SS kissed	Z amazed
	C danced	B rubbed
	X fixed	M claimed

VOICELESS **VOICED***

Words that end in a vowel sound use the /ɪd/ pronunciation for ED.
 e.g. -- followed -- enjoyed -- played -- tried -- continued

Woodward's ENGLISH

The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English:
 /ɪd/ /t/ /d/

Procedure:

Into the class:

- The teacher plays some audios with different verbs in past
- The students have to discriminate the correct pronunciation according with the rule.
- Teacher dictates sentences included verbs in past and vocabulary about the specific topic.

On line task:

- Teacher records an audio and upload it
- The students listen to the audio completely
- Th students listen to the audio and write the sentences one by one.

Grammar rules:

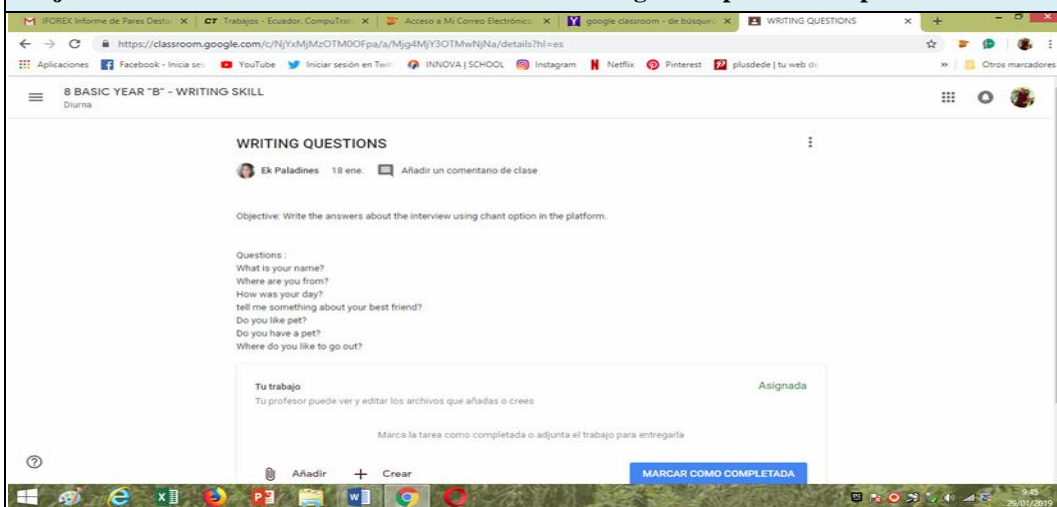
Simple Past tense
Put emphasize on the pronunciation of the verbs

Activity Analysis: Inside of the pre writing skills there is a sound discrimination that helps to discover phonics rules and determine sound of the letters as part of a word and orthographic knowledge. To help students hear the difference among the different word sounds.

ACTIVITY # 8

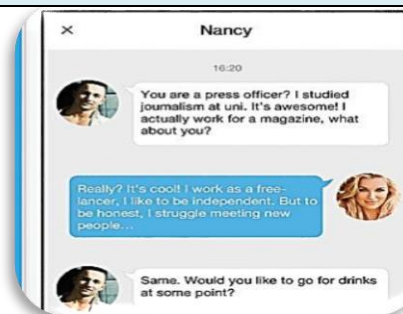
WRITING QUESTIONS: <https://classroom.google.com/c/NjYxMjMzOTM0OFpa>

Objective: Write the answers about the interview using chat option in the platform.



Previous knowledge:
WH Questions
Hobbies
Personal information
Likes / dislikes

Questions:
What is your name?
Where are you from?
How was your day?
Tell me something about your best friends?
Do you like pets?
Do you have a pet?
Where do you like to go out?



Procedure:

- Into the class:**
- The teacher organizes a contest Blind date
 - The Students have to answer a question bank
 - The Students write each answer on a piece of paper
 - Teacher was reading aloud some answers
- On line task:**
- Teacher upload a question bank
 - Teacher platform will be open for a certain time
 - The Students have to chat with 2 persons (answering and asking)
 - The Students have to make a screenshot of the chats and upload them.

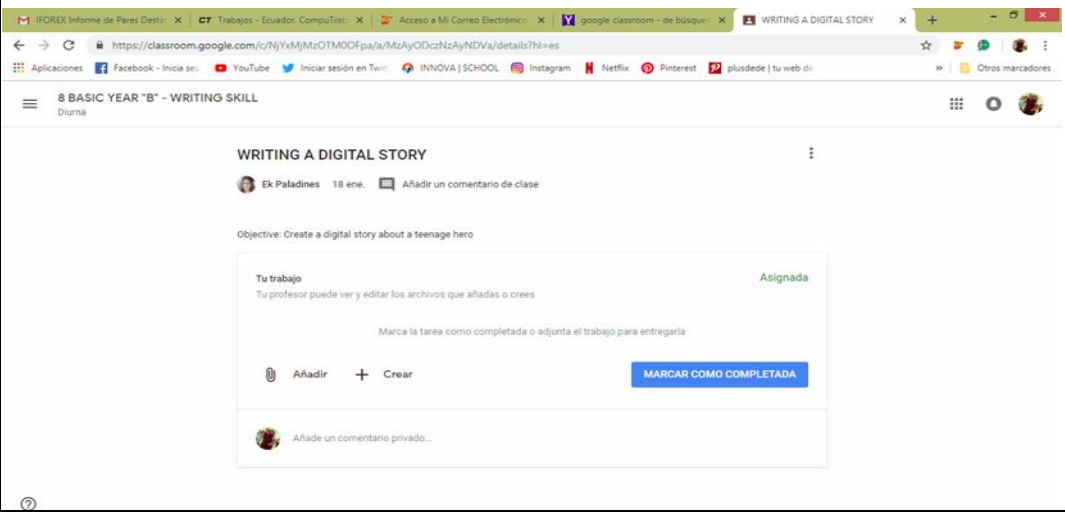
Grammar rules: SIMPLE PRESENT TENSE

Activity Analysis: technological tools are available to help the students feel comfortable and motivated to participate in fun activities. Writing questions is a good way to obtain information for the other ones and write the answers too. Apps like WhatsApp, messenger offer the opportunity to practice this activity anytime, anywhere. It is a friendly activity where the students can start a conversation through chatting.

ACTIVITY # 9

WRITING A DIGITAL STORY: <https://classroom.google.com/c/NjYxMjMzOTM0OFpa/a/MzAyODczNzAyNDVa/details>

Objective: Create a digital story about a teenage hero



Previous knowledge:


Vocabulary

Verbs

Adjectives

Place of the town

Sequence Adverbs



Procedure:

Into the class:

- The teacher tells a super hero story
- Teacher uses a pictures to describe each scene
- Teacher asks for brainstorm about the question How will be a hero?
-
- Teacher proposes a plot uses sequence adverbs
- Teacher asks students choice a partner

On line task:

- Students have to draw a concept map about the question: How will be a hero?
- Students have to make a list about the characters
- Students have to write sentences about the plot
- Students have to illustrate each story scene

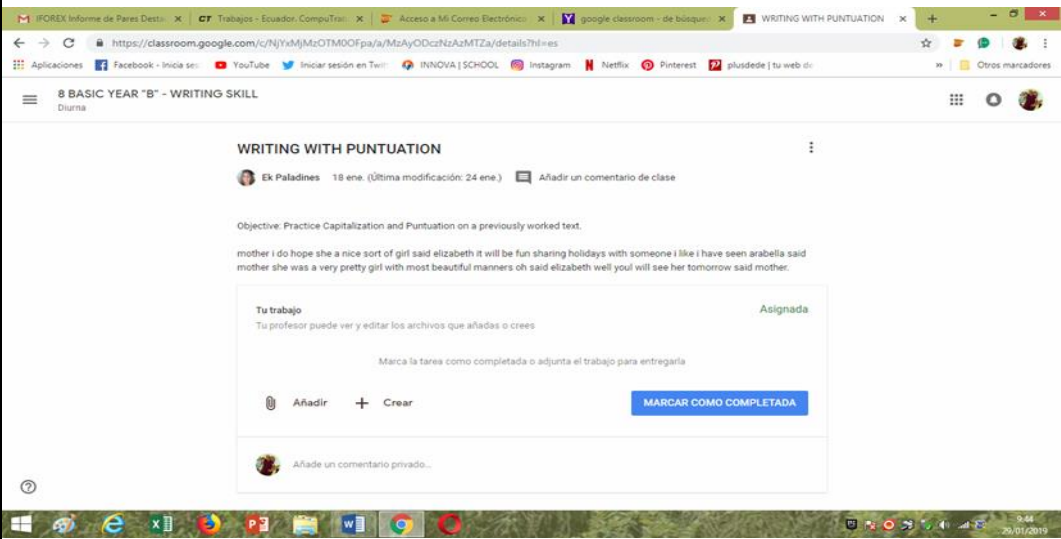

Grammar rules:

Simple Past tense

Put emphasize on the pronunciation of the verbs

Activity Analysis: Google Classroom platform includes tools to create graphics, coloring them, copy and paste images and other technological tools that give the students options to use the art as part of the learning, the creativity is complemented when the students add text bubbles and complete a little digital story about any topic.

ACTIVITY # 10

<p>WRITING WITH PUNCTUATION: https://classroom.google.com/c/NjYxMjMzOTM0OFpa</p> <p>Objective: Practice Capitalization and Punctuation into a text previously worked.</p>	
	
<p>Previous knowledge: Capitalization and Punctuation rules</p>	
	<p>mother i do hope shes a nice sort of girl said elizabeth it will be fun sharing holidays with someone i like i have seen arabella said mother she was a very pretty girl with most beautiful manners oh said elizebath well youll see her tomorrow said mother</p>
<p>Procedure:</p>	
<p>Into the class:</p> <ul style="list-style-type: none"> • The teacher show a text with some mistakes about punctuation <ul style="list-style-type: none"> • T asks students help to correct the text 	
<p>On line task:</p>	
<ul style="list-style-type: none"> • Teacher chooses a sample text and copy it on Google Doc • Teacher removes the capitalization and punctuation • Teacher share a “View Only” and copy for them to edit <ul style="list-style-type: none"> • Ss have to correct the document • Finally Teacher can proyect each document and check with whole class 	
<p>Grammar rules:</p> <p style="text-align: center;">Capitalization and Punctuation</p>	

Activity Analysis: Punctuation, spelling and orthography are essential because help to write to express their ideas, clarify and put emphasize about the purpose or intention. In the same way, help the reader to understand the idea. It is a good exercise because the students when read a text can identify mistakes and when they write a sentences or paragraph have to organize their ideas taking in account grammar structure, punctuation, spelling and capitalization rules.

4.7 ACHIEVEMENT AND EXPECTED RESULTS

4.7.1 PRE- TEST RESULTS



UNIDAD EDUCATIVA “SALINAS INNOVA”

AÑO LECTIVO 2017 -2018

OCTAVO “B”

Chart # 8:

Pre-Test

N°	STUDENT LIST	PRE-TEST SCORE
1	ALVARADO DEL PEZO ANTHONY JOEL	7,60
2	BALON VERA JORDI RUBEN	7,80
3	BANCHON CALERO JHON ALFREDO	6,20
4	BORBOR REYES GEORGE ANTHONY	8,40
5	CARRASCO ALVAREZ KRYSTHEL REBECA	6,80
6	CONTRERAS VERA MELANIE VALESKA	6,80
7	CORNEJO HAZ ADRIAN ROBERTO	7,80
8	DAVILA SOSA ADIANET	7,40
9	DE LA CRUZ REYES ARIANA NICOLE	7,60
10	DIAZ ALVAREZ FREDDY ALEXANDER	7,80
11	DOMINGUEZ MEREJILDO JANINA ARIANA	7,60
12	FRANCESCHI LEON MARGUERITA	7,40
13	GONZALEZ QUIMI ELIZABETH ANDREA	8,60
14	GRANDA JIMENEZ JOSE ANDRES	8,20
15	JOSE TORRES KLEINER ANTHONY	8,00
16	LIMONES NEIRA ALLISON SCARLET	7,20
17	MATIAS PINCAY JAMES JALIL	6,40
18	POZO CRUZ ADRIAN ANTONIO	7,20
19	POZO PANCHANA KEVIN DANIEL	7,40
20	RAMOS HERNANDEZ VIOLET ALEIDA	7,60
21	RICARDO CHILAN JOSEPH DANIEL	6,40
22	SANCHEZ DE LA CRUZ KRISTHYN MARISSA	7,40
23	VALDEZ DEL PEZO MICHAEL JOSUE	7,40
24	VANEGAS JURADO NAILYN FRANCHESCA	8,00
25	VILLON MALAVE ARLETTE NOEMI	8,20
26	ZAMORA NARVAEZ ROMINA ANTONELLA	7,00

Author: Erika Paladines

Source: Unidad Educativa Salinas Innova

4.7.2 POST- TEST RESULTS



UNIDAD EDUCATIVA “SALINAS INNOVA”

AÑO LECTIVO 2017 -2018

OCTAVO “B”

Chart #9:
Post-Test

N°	STUDENT LIST	POST TEST
1	ALVARADO DEL PEZO ANTHONY JOEL	9,20
2	BALON VERA JORDI RUBEN	8,20
3	BANCHON CALERO JHON ALFREDO	8,40
4	BORBOR REYES GEORGE ANTHONY	9,00
5	CARRASCO ALVAREZ KRYSTHEL REBECA	8,60
6	CONTRERAS VERA MELANIE VALESKA	8,80
7	CORNEJO HAZ ADRIAN ROBERTO	9,20
8	DAVILA SOSA ADIANET	9,60
9	DE LA CRUZ REYES ARIANA NICOLE	9,60
10	DIAZ ALVAREZ FREDDY ALEXANDER	9,40
11	DOMINGUEZ MEREJILDO JANINA ARIANA	8,60
12	FRANCESCHI LEON MARGUERITA	9,00
13	GONZALEZ QUIMI ELIZABETH ANDREA	9,20
14	GRANDA JIMENEZ JOSE ANDRES	9,00
15	JOSE TORRES KLEINER ANTHONY	9,00
16	LIMONES NEIRA ALLISON SCARLET	9,60
17	MATIAS PINCAY JAMES JALIL	9,80
18	POZO CRUZ ADRIAN ANTONIO	9,20
19	POZO PANCHANA KEVIN DANIEL	9,80
20	RAMOS HERNANDEZ VIOLET ALEIDA	8,80
21	RICARDO CHILAN JOSEPH DANIEL	8,80
22	SANCHEZ DE LA CRUZ KRISTHYN MARISSA	9,00
23	VALDEZ DEL PEZO MICHAEL JOSUE	8,80
24	VANEGAS JURADO NAILYN FRANCESCA	9,20
25	VILLON MALAVE ARLETTE NOEMI	9,00
26	ZAMORA NARVAEZ ROMINA ANTONELLA	8,80

Author: Erika Paladines

Source: Unidad Educativa Salinas Innova

4.7.3 COMPARISON OF PRE AND POST TEST RESULTS



UNIDAD EDUCATIVA “SALINAS INNOVA”

AÑO LECTIVO 2017 -2018

OCTAVO “B”

Chart #10:

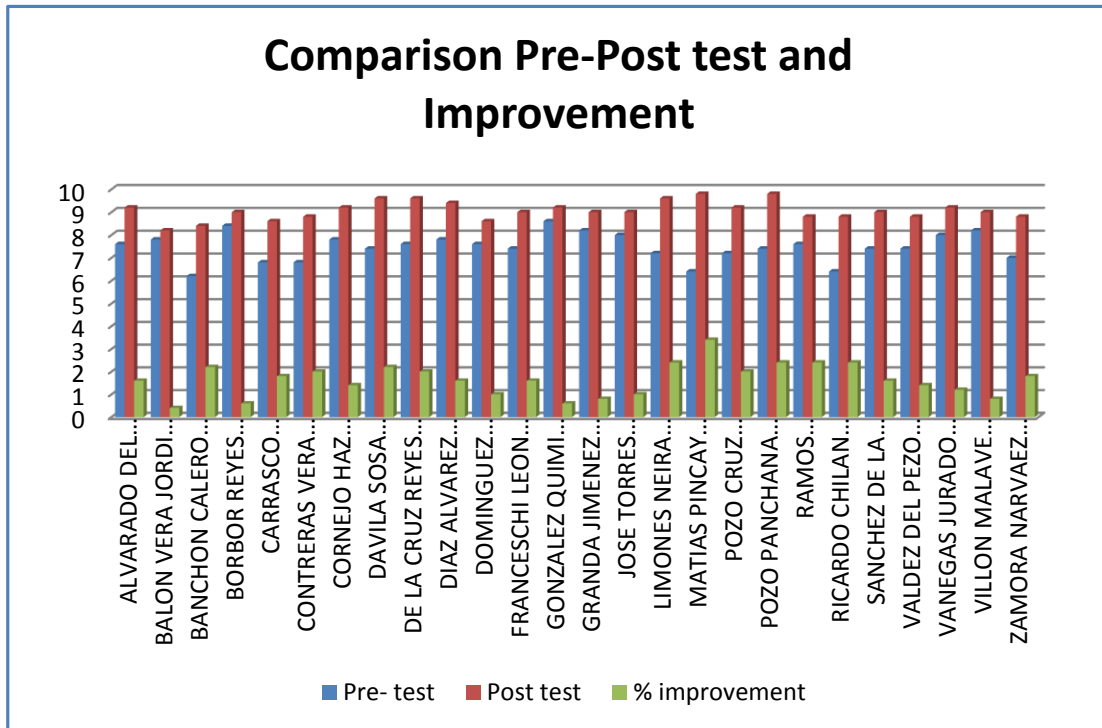
Comparison of pre and post test results

N°	STUDENT LIST	PRE-TEST SCORE	POST TEST	% OF IMPROVEMENT
1	ALVARADO DEL PEZO ANTHONY JOEL	7,60	9,20	16%
2	BALON VERA JORDI RUBEN	7,80	8,20	4%
3	BANCHON CALERO JHON ALFREDO	6,20	8,40	22%
4	BORBOR REYES GEORGE ANTHONY	8,40	9,00	6%
5	CARRASCO ALVAREZ KRYSTHEL REBECA	6,80	8,60	18%
6	CONTRERAS VERA MELANIE VALESKA	6,80	8,80	20%
7	CORNEJO HAZ ADRIAN ROBERTO	7,80	9,20	14%
8	DAVILA SOSA ADIANET	7,40	9,60	22%
9	DE LA CRUZ REYES ARIANA NICOLE	7,60	9,60	20%
10	DIAZ ALVAREZ FREDDY ALEXANDER	7,80	9,40	16%
11	DOMINGUEZ MEREJILDO JANINA ARIANA	7,60	8,60	10%
12	FRANCESCHI LEON MARGUERITA	7,40	9,00	16%
13	GONZALEZ QUIMI ELIZABETH ANDREA	8,60	9,20	6%
14	GRANDA JIMENEZ JOSE ANDRES	8,20	9,00	8%
15	JOSE TORRES KLEINER ANTHONY	8,0	9,00	10%
16	LIMONES NEIRA ALLISON SCARLET	7,20	9,60	24%
17	MATIAS PINCAY JAMES JALIL	6,40	9,80	34%
18	POZO CRUZ ADRIAN ANTONIO	7,20	9,20	20%
19	POZO PANCHANA KEVIN DANIEL	7,40	9,80	24%
20	RAMOS HERNANDEZ VIOLET ALEIDA	7,60	8,80	24%
21	RICARDO CHILAN JOSEPH DANIEL	6,40	8,80	24%
22	SANCHEZ DE LA CRUZ KRISTHYN MARISSA	7,40	9,00	16%
23	VALDEZ DEL PEZO MICHAEL JOSUE	7,40	8,80	14%
24	VANEGAS JURADO NAILYN FRANCESCA	8,00	9,20	12%
25	VILLON MALAVE ARLETTE NOEMI	8,20	9,00	8%
26	ZAMORA NARVAEZ ROMINA ANTONELLA	7,00	8,80	18%

Author: Erika Paladines

Source: Unidad Educativa Salinas Innova

Graph 1:
Comparison pre and post test



Autor: Ericka Paladines

4.7.3.1 Analysis of the results

According with the results, between the scores of the Pre-test and Post-test, the percentage of the improvement goes from 4% until 34%. These percentages show and interesting improvement of the writing skills of the students of eighth basic year, achieving demonstrates that the use of Google Classroom platform for activities outside of class helped strengthen and improve that skill.

4.8 CONCLUSIONS AND RECOMMENDATIONS

4.8.1 CONCLUSIONS

- Integrating technology as a strategy to motivate students is a good option since students need to refresh actions that bring learning closer in an up-to-date manner.

- Taking advantage of the technological tools available to the Unidad Educativa “Salinas Innova” will facilitate teaching inside and outside the classroom.
- Teachers need a self-training for the management of platforms that offer innovative applications of the teaching and learning process.

4.8.2 RECOMMENDATIONS

- The use of Google Classroom is recommended since it has friendly tools for teachers and students to promote the approach with the use of technology in education.
- It is advisable to use the applications that are part of Google Classroom are diverse and allow you to complement the work in class with activities outside it.
- It is suggested that the team of teachers be trained through co-teaching to keep abreast of what technology offers as an educational support.

4.9 TIMETABLE

Chart # 11: Timetable

ACTIVITIES:	MAY	JUN.	JUL.	AUG.	SEP.	OCT.	NOV.	DIC.
Approval of the proposal	X							
Appointment with Advisor	X	X						
Elaboration of Chapter I	X	X						
Approval of Chapter I		X						
Elaboration of Chapter II			X					
Approval of Chapter II			X					
Application of instruments			X					
Analysis of results				X				
Development of proposal				X				
Elaboration of Chapter III					X			
Approval of Chapter III					X			
Elaboration of Chapter IV					X			
Approval of Chapter IV					X			
Delivery of first draft						X		
Delivery of final work						X		
Pre defense							X	
Project defense								X

Elaborated by: Erika Paladines Ruiz

4.10 RESOURCES

Chart #12

Equipment		
Item	Price	Total
Laptop	\$ 500,00	\$ 800,00
Pendrive	\$ 10,00	\$ 10,00
TOTAL		\$ 810,00

Finances		
Item	Price	Total
Internet service (monthly)	\$ 15,00	\$ 50,00
Transportation (montly)	\$ 30,00	\$ 90,00
Others	\$ 50,00	\$ 50,00
TOTAL		\$ 190,00

Materials		
Item	Price	Total
Photocopies	\$ 0,05	\$40,00
Folder	\$ 4,00	\$ 8,00
Speakers	\$ 15,00	\$15,00
Paper (block)	\$ 5,00	\$ 5,00
TOTAL		\$68,00

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APPENDIX

Focus group



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

Focus group interpretation 8 “B”

1. Do you like English and why?

Alvaro del Pezo: Yes, I do. Because I can have the opportunity to meet with foreign people.

2. How do you consider the English classes?

Balón Jordi: English in class is important because is a new Language to learn every day.

3. Does your teacher use the technology in your English classes?

Banchon Jhon: Yes, he uses technology in class every class.

4. How often do you use social network to support your English Teaching Learning process?

Borbor George: I use social network when I have to investigate, practice exercises and do my homework.

5. Do you consider the use of social networks helpful in the English Learning process?

Carrasco Krysthel: Yes, I do. Because exist a lot of links in internet that we can practice English.

6. Which social network do you use more to complement your English Teaching Learning process?

Contreras Melanie: I use Google, platforms,

7. Do you consider that the use of Google Classroom could contribute you to enhance your writing skills?

Cornejo Adrian: Yes, I do because is a new form to learn and practice my writing in English.

8. Have you ever used Google Classroom to improve your writing skill?

Davila Adianet: No, I never used it.

9. Do you consider that Google classroom could contribute to enhance your writing skill?

De la Cruz Ariana: Yes, i do. Because is a way to put in practice my writing activities.

10. Do you agree to use Google Classroom improve your writing skill?

Diaz Freddy: Yes, I agree.

Interview Area Director



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

Interview Area Director

Mrs. Sonia Estrella _____

1. What are your criteria about the education system in Ecuador?
2. What is your appreciation about the importance of English Learning in the Education system in Ecuador?
3. In your opinion, what are the principal problems that students face in the teaching learning process the English Language?
4. In your opinion, what is the importance of the information and communication technologies (ICT) in the teaching-learning process?
5. How often do you use ICT in your English Classes?
6. What suggestions would you give to students that use ICT in the classroom?
7. Do you think that open source management system could enhance the English skills?
8. Have you ever used any open source to improve the English teaching process?
9. Have you ever considered using Google Classroom to improve the English teaching process?
10. Would you support the implementation of Google Classroom to improve the writing skill?

Interview direct to specialists



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SCHOOL OF LANGUAGES
ENGLISH LANGUAGE CAREER

Interview direct to specialists

Name: _____

Especialista en: _____

1.- In your opinion of view, what is the importance of the information and communication technologies (ICT) in the teaching-learning process?

1.- En su opinión, ¿Cuál es la importancia de la información y la comunicación de la tecnología en la enseñanza del aprendizaje?

2.- Do you consider google classroom could enhance the education process?

2.- Usted considera que Google Classroom podría mejorar el proceso de la educación?

3.-What are the advantages of using open sources and Google classroom applications educational process?

3.- Cuales son las ventajas del uso de las fuentes disponibles y la aplicación de Google Classroom en el proceso de la educación?

4.-Do you think that the use of google Classroom could contribute to the improvement of the English skills in Education?

4.- Usted qué piensa del uso de Google Classroom si podría contribuir al mejoramiento de las destrezas en la educación en inglés?

5.- In your opinión, can Google Classroom improve the writing skill?

5.- ¿En su opinión, Google Classroom podría mejorar la destreza de la escritura?

6.- what suggestions would you give to teachers that want to implement Google Classroom in the English Learning Proess?

6.- Qué sugerencia podría dar a los profesores que quieran implementar Google Classroom en el proceso de aprendizaje en inglés?

7.- What suggestions would you give to students who use Google classroom in the classroom to improve the English teaching learning process?

7.- Que sugerencia podría dar a los estudiantes quienes usen Google Classroom en la clase para mejorar la enseñanza del proceso de aprendizaje?



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Picture 1



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Picture 2



Author: Erika Paladines Ruiz

Picture 3



Author: Erika Paladines Ruíz

Picture 4



Author: Erika Paladines Ruíz

Picture 5



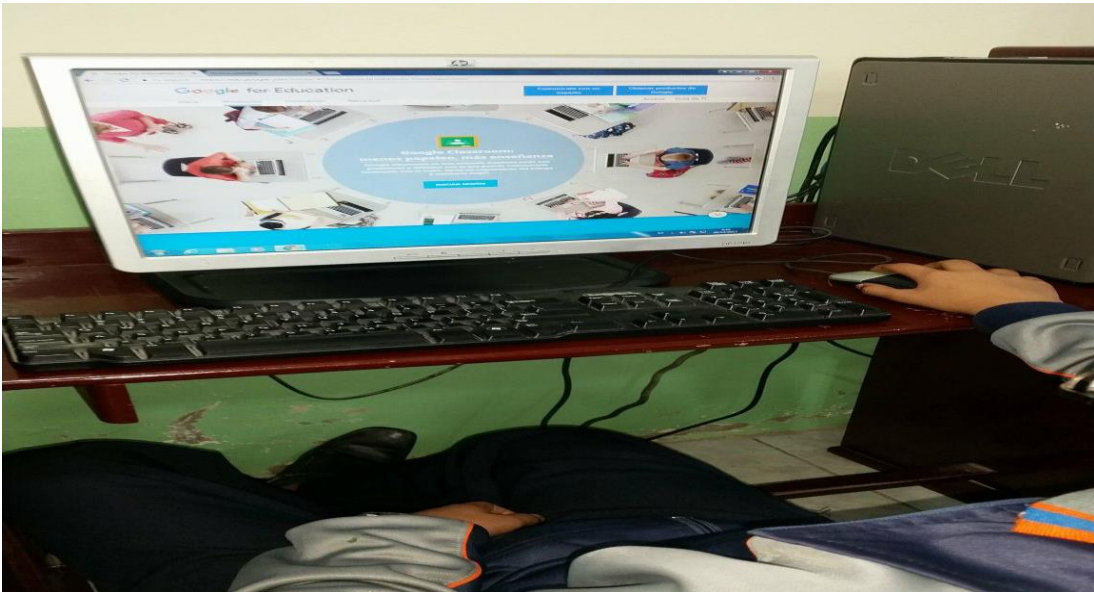
Author: Erika Paladines Ruíz

Picture 6



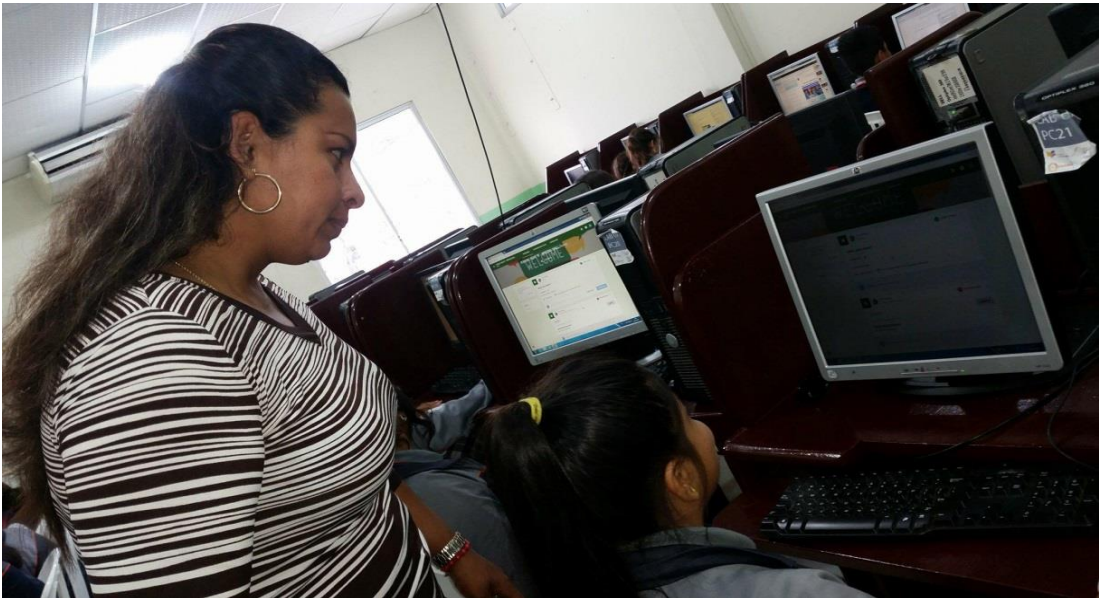
Author: Erika Paladines Ruíz

Picture 7



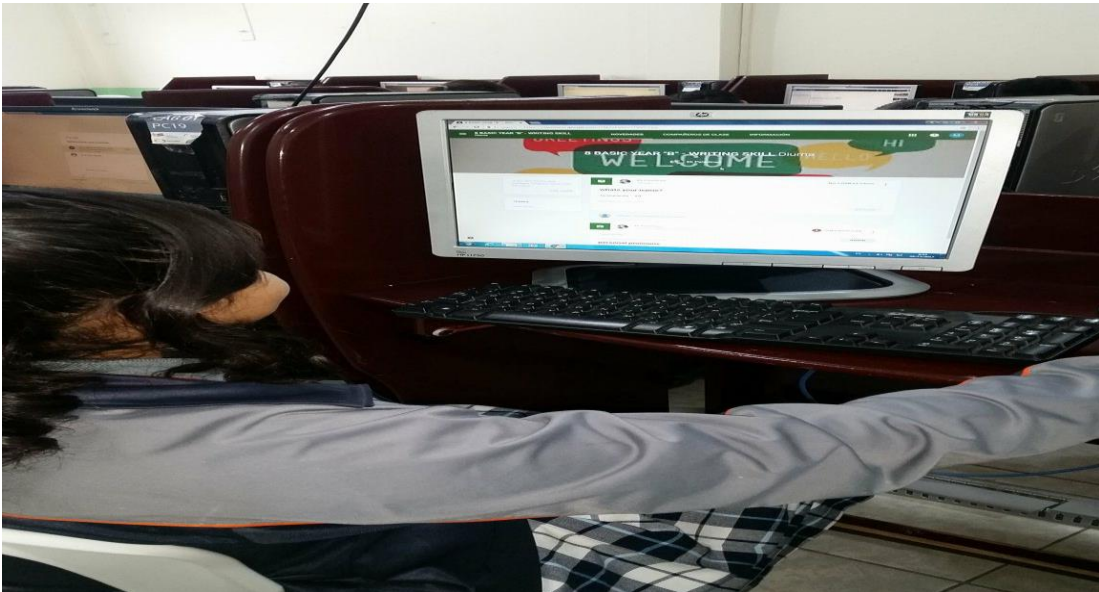
Author: Erika Paladines Ruíz

Picture 8



Author: Erika Paladines Ruíz

Picture 9



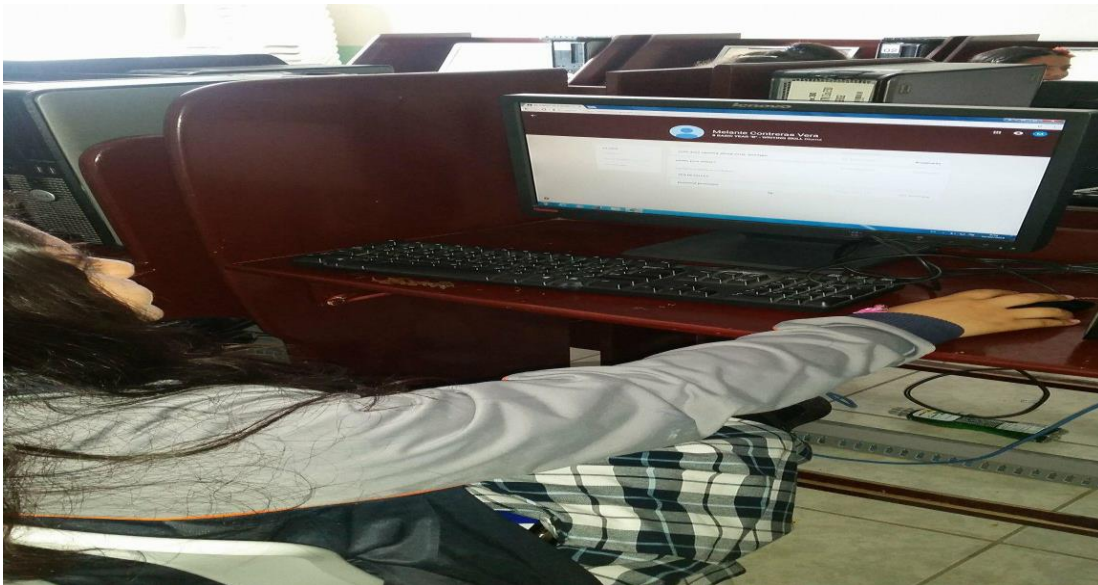
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Picture 10



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Picture 11



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Picture 12



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Picture 13



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Picture 14



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Picture 15



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