



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

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

**“GOOGLE COLLABORATIVE TOOLS TO IMPROVE
WRITING SKILLS FOR EIGHT GRADERS AT UNIDAD
EDUCATIVA DEL MILENIO “CEREZAL – BELLAVISTA”,
COLONCHE, SANTA ELENA PROVINCE, SCHOOL YEAR
2018-2019.”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: RENÉ FERDINAND BORBOR ORRALA

ADVISOR: LIC. KLEBER WALTER LOOR ZAMBRANO MSc.

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UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E
IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

**“GOOGLE COLLABORATIVE TOOLS TO IMPROVE
WRITING SKILLS FOR EIGHT GRADERS AT UNIDAD
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La Libertad, September 30, 2019

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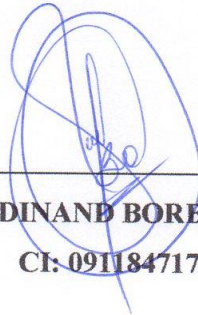
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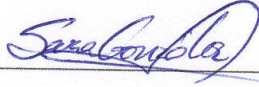
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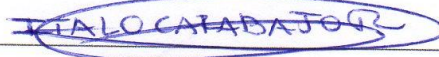
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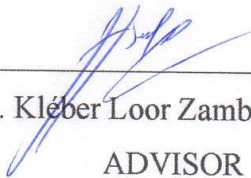
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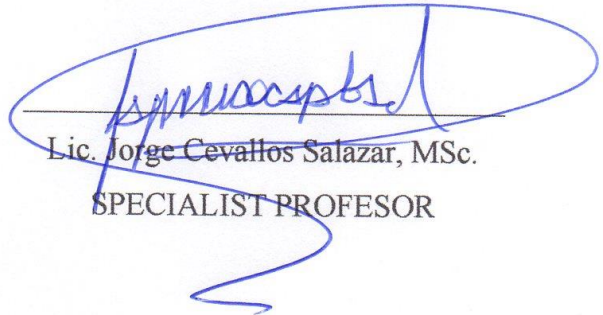
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DEDICATION

I dedicate this work to my beloved sons Daniel, Adrian and Erick, to my wife Anita Villón who suffered my absence all nights during these five years of education supporting me all the way, and to God, because without him I cannot achieve this objective. To my mother Frescia Orrala because she was with me in my difficult days.

René

ACKNOWLEDGMENT

Before everything I am a very grateful with God because without his help nothing is possible in my life. To all my professors of the English Career that through of the 5 years contributed with our development as professionals, preparing us for the future. It was not easy but not impossible to achieve to this goal, because with their patience and their guidance allowed us to acquire the significant knowledge that we can share with people.

I am very grateful with my advisor Lic. KLEBER WALTER LOOR ZAMBRANO, MSc who always supported me and knew how to give the best guidance during the process.

Lic. Laura Mera Vargas, MSc, the principal of my school who allowed I worked on my project in this educational institution.

Thank you very much.

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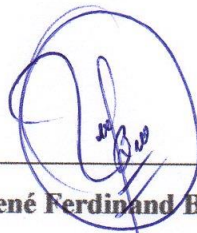
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Author: René Ferdinand Borbor Orrala

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ABSTRACT

This research is based on the use of Google Collaborative Tools to improve the basic writing skill for Eight graders and the experiences that educators have with their students who do not or cannot understand statements in English. There are teachers who do not know how to teach a new language, especially English. Moreover, most of the students live in rural areas, such as Cerezal and Bellavista town and they are not exposed to English. However, this paper is done in order to improve one of the four skills such as writing skill, through apps for instance Google Classroom and other tools which offered by Google Company. In addition, the Ministry of Education requires that English instructors teach in an easy way to students in order to reach an intermediate level of English when they finish high school. This proposal aims to improve a basic writing skill by means of activities that are in Google collaborative tools permitting to eighth graders to have a comfort place and full of the technologic implements according their necessities at Unidad Educativa del Milenio “Cerezal – Bellavista”. School year 2018 – 2019.

Key words: Google - collaborative - tool - writing - skill – English.

INTRODUCTION

Learning a different language requires from many factors like: quality, enthusiasm and motivation of both, the student and the teacher. There are many ways to learn a language, the key is easy and fun learning to develop all four skills, in the case of this research paper the writing skill with the aid of Google Collaborative tools. English is a universal language which is spoken in different fields like business, education, entertainment, sports, science, technology and more, therefore its importance.

In Ecuador and here in Santa Elena the reality is not good. The teaching of English was or is very traditional, it means obsolete. This way of teaching English causes lack of motivation and enthusiasm for learning this beautiful and useful language. There are many reasons that cause this problem: poor planning, lack of originality, and methodologies or didactic resources that do not produce any interest or any meaningful learning.

At Unidad Educativa del Milenio “Cerezal – Bellavista”, students do not understand and cannot write any sentences or basic words when the English teacher speaks, also fear and mockery create a negative atmosphere for the acquisition of this language.

This project is divided in four chapters, which are:

Chapter I: has the statement of the problem, the rationale or significance, the objectives of the research, and research questions in order to organize the structure of this academic work.

Chapter II: presents the framework of the research, details about foundations that support the scientific investigation, legal basis.

Chapter III: contains the methodology of the research, explains the methodological strategies in order to develop a good project.

The Chapter IV: has the proposal how the English would be given or taught in class using music to improve listening.

CHAPTER 1

THE PROBLEM

1.1 TITLE

“GOOGLE COLLABORATIVE TOOLS TO IMPROVE WRITING SKILLS FOR EIGHT GRADERS AT UNIDAD EDUCATIVA DEL MILENIO “CEREZAL – BELLAVISTA”. SCHOOL YEAR 2018-2019.”

1.2 STATEMENT OF THE PROBLEM.

English is considered one of the most important language that people use to communicate in different areas such as business, education, health, etc. However, there are a lot of people who do not speak it because of different causes. One of them is the fear to speak in front of the audience, or they do not want to learn it. In addition, they cannot reproduce written words for the same causes.

In Latin America, English has become an important communication tool because it gains all spaces in levels or areas to develop every country in order to solve population necessities. For this reason, people are preparing to learn English; they realized this language can change their lives because is the success door to whatever profession or area which want to explore.

Despite the importance of English, Ecuador, a Latin American country, has a low level in this language (Heredia, 2017). According to Mr. Giorgio Iemmolo in this Dairy article, English First Academic Director in this country, the mastery of this language is related to a salary improvement, it means that professionals, who write or speak it, are more competitive in the job market.

In another way, students in the Public schools who receive English class, some of them dislike this language. They consider it like a hard subject to learn. They do not have the motivation to learn this language or they know that they have to pass

to the next academic year without problems. In addition, they consider that some English skills are also very complicated, and the teacher must innovate their class with new strategies, patterns, or techniques in order to motivate the students to learn the English language.

One of these skills is writing. This one, like another, is very difficult for the beginners as teens of 11 or 12 years old. When they start to learn another language; they realize that written words are different to pronounce them. They write in Spanish the English words and it is a little funny. Nevertheless, the teacher has to be careful in it because it can hurt the feelings of the learners.

On the other hand, people live inside a world full of technologies and this world say to us update or die. However, our country has different problems in every educational area for instance in Colonche parish. In this rural area everybody does not access to the internet or the cellular phone network is weak and people cannot enjoy mobile services like big cities. On the other hand, citizens and their children from this rural area do not have access to computational apps and schools do not teach computer science several years ago.

There are many internet networks that provide apps and facilitate people lives at work, school, government and others. Nevertheless, people do not have this service in the rural area. For this reason, the author of this project has chosen Google and its Collaborative Tools because it has many apps that can be used in wherever we are and it is considered an effective tool to learn any subject or any topic. In addition, at Unidad Educativa del Milenio “Cereza Bellavista” (UEM) has this important service and has a suitable computer lab in order to its students can receive the learning that the teacher proposes every day. One of them is Google Classroom. It is a new platform that Google offers to its customers such as teachers, trainers, or tutors, and they can use to manage learners’ activities from the comfort of their homes, schools or wherever they are.

1.3 CONTEXT OF THE PROBLEM

In Santa Elena Province, there are many problems with the English learning in most of the students in this Ecuadorian Province, one of them is the writing skill. This ability is important when people write words in this language and other ones want to understand these words, sometimes, it is complicated to interpret them. Difficulties are big for scholars when they want to learn English or improve their writing skills. The absence of proper control from the trainers make students feel unmotivated to continue with their learning and, as a result, they will not be able to communicate in the English language.

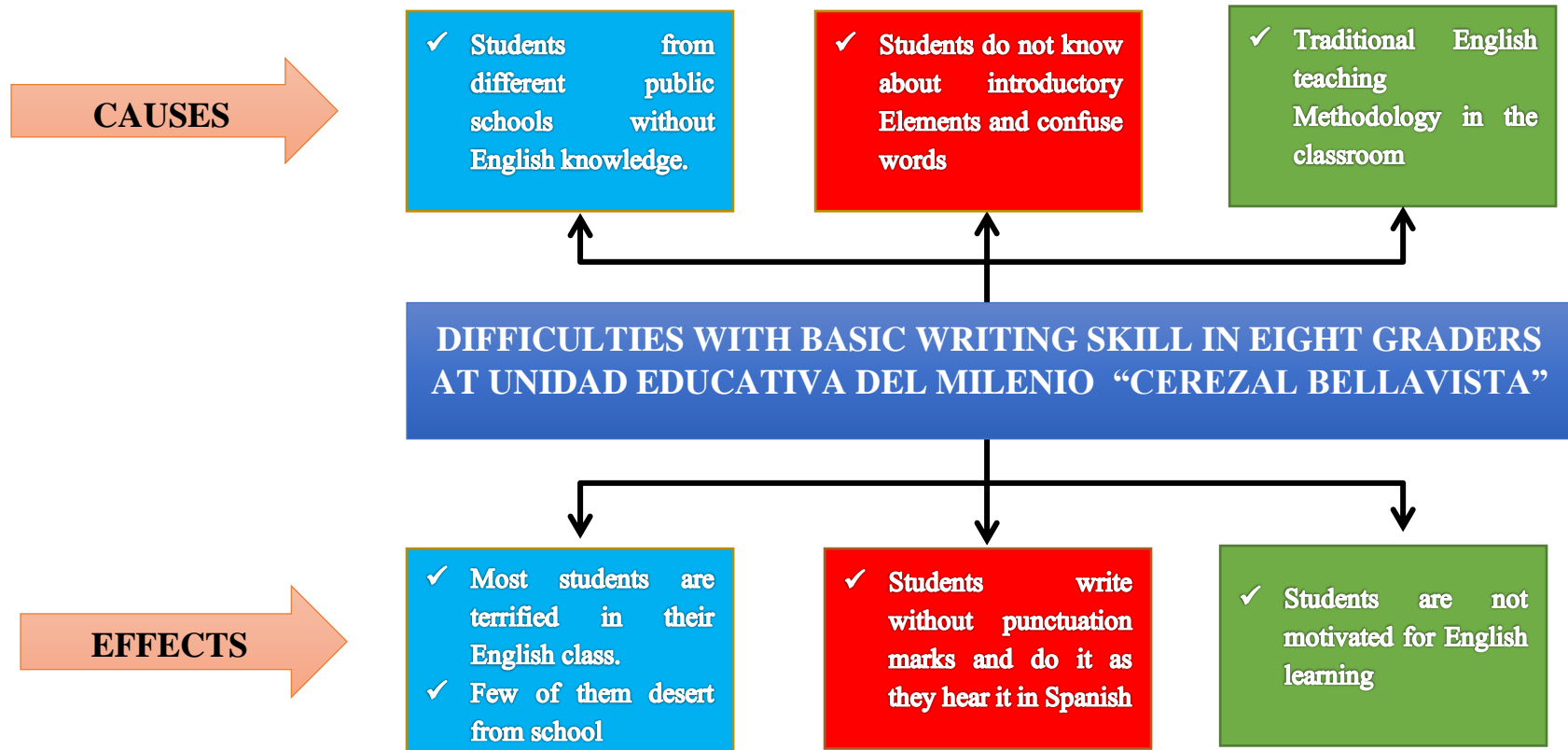
UEM “Cerezal Bellavista” is at the north of Santa Elena Province; this school is a public and offers “Excellent Education”. However, the scholar population has problems in the English area due to the following causes: Many teachers do not have training to teach English. Because this situation, school authorities have to employ trainers with different knowledge in another areas. Moreover, they do not have the right methods or teaching in the classes producing an awful effect on pupils, such as low knowledge in English and a poor writing because they do not practice in a right way. In fact, another factor is teachers teach English, but applying a traditional methodology in their classes, repeating exercises only using the textbook and the board, causing a negative effect on students; the consequence is the learner does not want to join to this teaching. Another problem is the learners have had long periods of time without an appropriated English teacher; due to these reasons produce that the students forget the previous knowledge, they will not learn English and they will have problems if they go to University.

Eight graders had errors at the time of writing; for instance, one of them wrote “I am” but in Spanish (ai am). This error is called **Subject-Verb Agreement Errors** and it is frequently made in new learners who do not know anything of English language. Another example is when the student writes without commas and the

sentence do not have a right meaning, it is called **Missing Comma After Introductory Element**.

That is, new learners have problems to recognize the words and it is, for them, it is complicated to write them. However, the problem is bigger when they want to express their feelings, their wishes, or when they cannot describe to their classmates. This work can number more errors, but issues which were described recently are considered the biggest.

1.3.1 PROBLEM TREE



Author: René Ferdinand Borbor Orrala

1.4 RESEARCH QUESTIONS

- a) What is the major problem of eight graders at Unidad Educativa del Milenio “Cerezal Bellavista” have in order to improve their writing skills?
- b) What type of methodology and technological resources does the English teacher practice for enhancing writing skills?
- c) Is there any right considerable agreement between the application of Google Collaborative tools as an instruction tool in the improvement of the writing skill?

1.4.1 SCIENTIFIC PROBLEM

How to improve writing skills of students in the Eight grade “B” at Unidad Educativa del Milenio “Cerezal - Bellavista”. Colonche, Santa Elena Province. School year 2018-2019?

1.5 RATIONALE

This project wants to deliver a model of a curriculum that can be used to incorporate apps that appear on the internet, specially from Google Collaborative Tools because it offers several resources in order to work in the Educational area. Many teachers aspire to add different teaching strategies to their lessons, but they do not know how to use these programs.

People know that the Internet provides many resources or supplies that can motivate the learning of English in a way youth relate. This research work tries to find the trail or way how to solve the difficulty that students of this classroom have on how to avoid their fears in the first moment they write in front of their classmates, to motivate their writing skills for their own benefit. These fears are given from entering the school with a big number of breaches, from initial childhood education schools; there are also deficiencies in learning, not only English but also other subjects. So, students do not have the ability of writing or they can not write in English.

Towns of Cerezal and Bellavista have a negative part using of its population, parents of students only have a primary level, and this is the reason why they cannot help their children. There is a difference between the parents of a city with the rural sector and this might influence on their insignificant interest in learning English.

This school is situated in the sector of Colonche Parish, between Guangala town and San Vicente Town. It is in the middle of nothing and to get it there is completely difficult because the road is damaged and a few cars and motorcycles arrived in this institution. The communications such as the cellular phones is another problem, likewise the internet. As a Unidad Educativa del Milenio, it has some services such as the above named.

1.6 GENERAL OBJECTIVE

To improve English basic writing skills based on Google collaborative tools for eighth graders at Unidad Educativa del Milenio “Cerezal - Bellavista”. Colonche, Santa Elena Province.

1.7 IDEA TO DEFEND

The use of Google Collaborative Tools will improve basic writing skills for eighth graders at Unidad Educativa del Milenio “Cerezal - Bellavista”, Colonche, Santa Elena Province.

1.8 SCIENTIFIC TASKS

- Compilation of the theoretical framework to implement Google collaborative tools for improving writing skills.

- Recognition of methods or the methodological procedure to identify existing difficulties that eight graders have to develop their writing skills at Unidad Educativa del Milenio “Cerezal – Bellavista”.
- To propose Google collaborative tools for improving writing skills in eight graders at Unidad Educativa del Milenio “Cerezal – Bellavista”

CHAPTER 2

LITERATURE REVIEW

2.1 DEFINITION OF KEY TERMS

GOOGLE, according to Rouse (2011) is an American company and was founded by Larry Page and Sergey Brin on September 1998 and its star product is a search engine. In another hand, Google has enterprises that contain cloud computer, internet analytics, advertising technologies, browser and operating system development.

Collaborative: (Dictionaries, 2018) this word is related to collaborate or shows collaboration. It involves several groups of people working together.

Tools, according to Oxford Learner's Dictionaries, are things that help to do task or to achieve somewhat.

Improve, according to Longman Dictionary (Limited, 2010), is to become better, or to make something better.

Writing is (EnglishClub, 2018) considered as the process of using letters to transmit thoughts, feelings, ideas, in a readable way.

Skill (Pearson, 2010) is an ability to do an activity or work, especially because it was learned and practiced.

Writing Skills, according to last two definitions (Writing and Skill), is the ability to write very well to communicate the message with clarity and easy form to understand it.

Google Classroom is an app for education designed to provide a single dashboard to join teachers' use of other Google apps. It allows educators to create classes, post assignments, organize folders, and view work in real time (Catapano, 2014).

Google docs: it is a free app that offers a service similar than Microsoft Office. But there are differences between these two ones; while Microsoft Office is installed in your computer, Google Docs are on line. The user can share his or her documents with other ones and without to be saving because it can save automatically.

Technology, according to Karehka Ramey, is a group of tools which help to make the human life to be comfortable and better. It is considered as products that simplify lives of people nowadays. It has a wide definition, but the before concept is a resume.

2.2 PREVIOUS RESEARCH

Around the world, researchers and teachers at all levels of education are developing new methods and techniques to develop the way how to teach English and improve the skills in students who are acquiring a second language. These new techniques encourage the following of those examples in order to guarantee an excellent process in our local environment.

Education should reach everybody. There are two kinds of people that learn a second language according to (Harmer, 2010), the first kind of people learn a second language without formals classes it means that they do not take language classes; On the other hand, the other kind of people learn a second language by going to classes for studying the English language. Harmer explained that for some people is very simply to absorb a second language, for example, people who live in an English community can learn from it without formal attention to study the language involved. The other kind of people needs a formal education to acquire a

second language by going to classes and learning reading, writing, speaking, grammar and vocabulary.

The world of Education has many teachers who try to improve the teaching of English and especially certain abilities such as writing skills. To improve English, people can select many options, if they need the real way to learn it, they will search how to get it. In spite of existing web pages that show how to learn this language with different exercises, most Ecuadorian people do not sign in them because they do not have the motivation or for unknowledge. However, there are educators who search for the easiest manner to learn English. In this section, there will be to compare some jobs or works which are related to this investigation.

(Landívar, 2017), he refers to the necessities of his students from a Private School where he has learners who have a high knowledge or level in English. However, between he and the author of this work have a coincidence: to work with the technology today such is Google drive. He wants to improve the writing skills to his students from First year of BGU using Google products. So, it can say this company offers good services to make people's life easier.

Landívar considers the writing skills are important to communicate inside teaching-learning process, and the technology is an excellent tool to practice and learn English in a healthy environment. For this reason, teachers should innovate their strategies and to apply them with this kind of technology tool that the world has in this moment. On the other hand, the activities have to be easy to understand in order to get this proposal: To Improve the Writing Skills.

Other similar work is (Lucas, 2016), she found mistakes when her students wrote in English. Their errors were in grammatical structure, since the confusion in the speech and plural forms, simple sentences, since the use of connectors in a written. In this situation, she worked to implement online journals for enhancing the writing skills.

Additionally, Lucas used another app of Google, just like Landívar did. This app was BLOGGER, people can create free blogs. This blog allows people to write every day and they can share their information considered important.

2.3 PHILOSOPHICAL BASIS

Nowadays, English teaching has transformed as an important language around the world because people have realized that their professional lives can improve to use this second tongue in social, business, education, etc. For these reasons, the author of this project has reviewed Jeremy Harmer's quotation in his book "How to teach English":

The importance of educational philosophical foundation can be seen clearly by using the significance of the demonstration, it is understood as the capacity to assume conscious attitude, based on understanding and argument, explanation, or a position as a result of the same.

First of all, he mentioned that there are differences or inequalities between public and private schools regarding the technological equipment or the academic infrastructure that they have in order to offer an excellent education. Whereas in public schools have 30 students per class, privates have 8 or 15 learners. He said that the size of the class will affect how to impart English class.

Fortunately, Unidad Educativa del Milenio (UEM) "Cerezal – Bellavista" has the technological equipment and the infrastructure in order to give an excellent education to its learners. However, it can say that the large of class affects the motivation to teach English in a good way. This school has the same problem with the scholar population in its classrooms and it is a big issue that has to face and teachers will have to work.

(Harmer, 2010) The development of high-speed internet access has helped to give a new virtual learning environment. In them, students can learn and participate online in order to improve their academic lives. Students increase their motivation to learn in a good way. On the other hand, learners can learn how to use the different tools which appear on the internet because it is complicated teaching computation in the class.

(Harmer, 2010) in his book “How to learn English” describes how to use various types of technological equipment which they are major part of modern teacher training. This is a statement very close to the real Ecuadorian teachers. The reason is that the English teacher in Ecuador has the necessity to learn every day, updates his or her capacities in order to give a good manner.

2.4 EDUCATIONAL BASIS

Teaching English.

Language teaching is possibly more complex than several other teaching activities. Language is nearest to communication; after all, and possibly, this is why philosophies and techniques for learning languages tend to improve and amend in harmony with the societies which give growth to them. Teaching and learning are very anthropological activities; they are both social and linguistic.

Teachers have the opportunity to give or to share their knowledge to students. However, there are problems when they try to teach this language, it is very complicated to do it because they do not know the English importance to the moment to impart it. In addition, there are teachers at Unidad Educativa del Milenio “Cerezal – Bellavista” who do not have any experience as an English teacher.

In fact, the educator has to plan, organize, or understand that is very important to teach English. From the elementary school to Bachillerato, there are students who

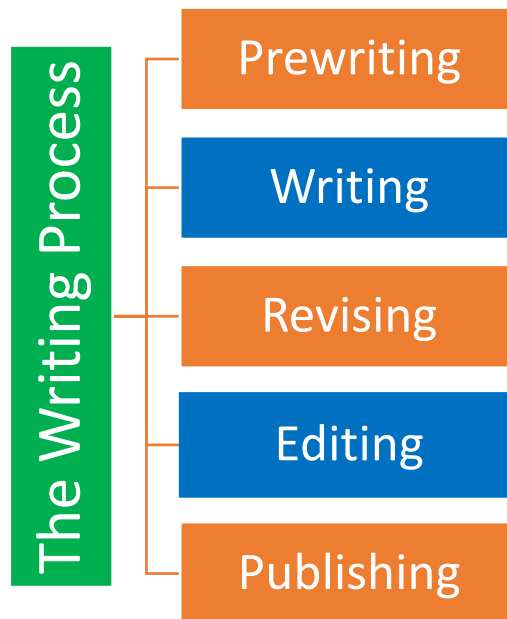
are very special to get this learning, they are on different levels and they need to understand them.

In this globalized and high-tech era, learning English as a second language is extremely important and here in Ecuador there is a need for competent high school teachers and bilingual students in order to make the teaching-learning process to a higher level.

The Writing Process

On the other hand, for this work, it has to explain about the writing process. For this reason, the author of this job presents this information:

Graph No. 2



Author: René Ferdinand Borbor Orrala.

Prewriting: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping

out their thoughts. The audience and the purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.

Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. The audience and purpose need to be finalized.

Revising: Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

Editing: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

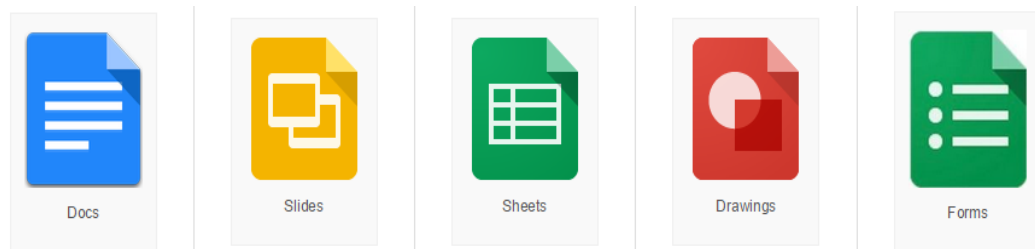
2.4.1 GOOGLE G-SUITE FOR EDUCATION

Google G-Suite is a free productivity tool package which it was created in order to facilitate to teachers and students to interact in a safe way using different devices. In it, there are some apps that teachers can use. However, the educator has to know and to prepare by itself to not fall in failure. It means, he or she has to know all processes to sign in in these apps. Google provides username and password, but it only considered appropriated, it has its rules. The opinion of the author of this project is the learner will have a Google account and they will be able to control or manage their own site.

Gmail is the first app that students will be able to visualize in this internet giant. It is a free mail service.

Google Classroom is a platform that allows teachers to create, distribute, and grade assignments in a paperless way. Google Classroom simplifies the sharing process of GAFE. A teacher can create a Google Slide template and share a unique copy with each student in her class. Students can then use Google Classroom to submit the assignment when it is complete. Teachers and students can easily keep track of all their assignments through the Classroom platform. (Kaur, 2017)

Google Drive is a free cloud-based storage service that Google provides to all its usernames. It provides fifteen gigabits to save the information of people. It is a great app and it is considered as the main mother of all tools of google regarding Education. In Google Drive people can create new documents such as: Google forms, Google Docs, Google Slides, Google Drawings and others. These tools are the most used by teachers and students in this thesis project:



Google Docs is an online word processor that lets you create and format text documents and collaborate with people in real time.

Google Slides is an online presentation application that allows students to create multi-media slides that show off their learning in a visual way.

Google Sheets is an online spreadsheet application that lets you create and format spreadsheets and simultaneously work with other people.

Google Drawings lets you easily create, edit, and share drawings online. The tool includes all the sharing and visibility features of other Google products along with the ability to create shapes, layout guides, graphic organizers, and much more.

Google Forms are a special extension of Google Sheets. With Forms, users can create a form document to publish to the web that will accept data and populate a spreadsheet behind the scenes.

Kahoot!: it is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms.



2.4.2 MICROSOFT OFFICE

Microsoft Office is a suite of desktop productivity applications that is designed specifically to be used for office or business use. It is a proprietary product of Microsoft Corporation and was first released in 1990.

Microsoft Office is available in 35 different languages and is supported by Windows, Mac and most Linux variants. It mainly consists of Word, Excel, PowerPoint, Access, OneNote, Outlook and Publisher applications.

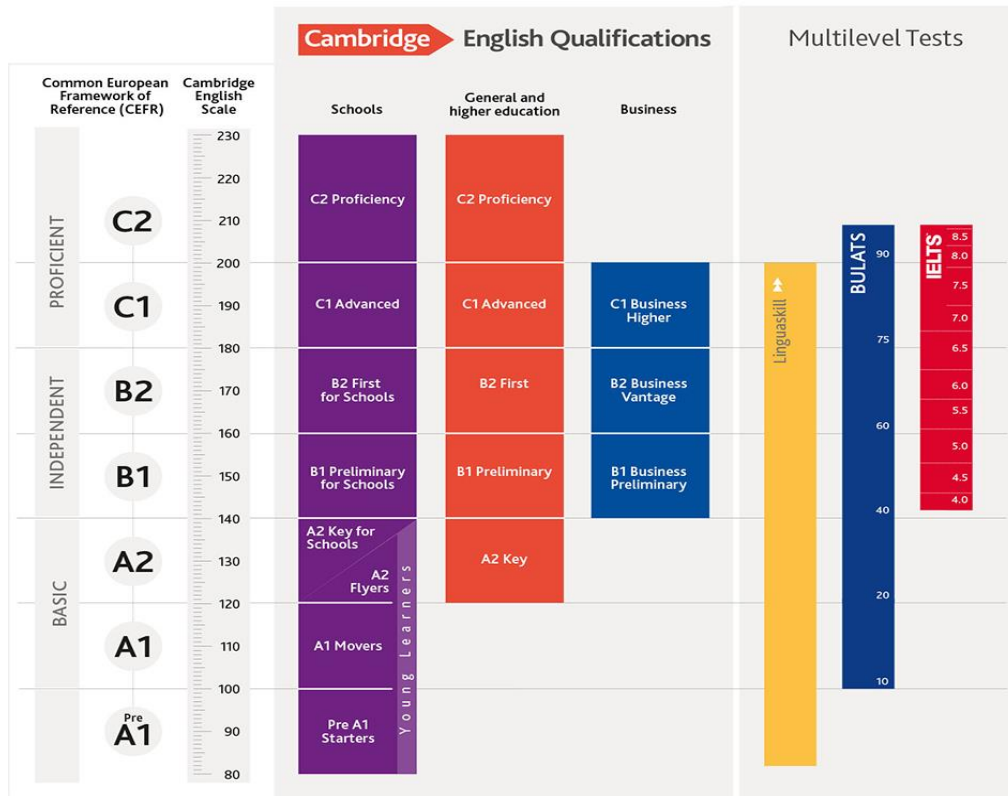


- **Microsoft Word:** Helps users in creating text documents.
- **Microsoft Excel:** Creates simple to complex data/numerical spreadsheets.
- **Microsoft PowerPoint:** Stand-alone application for creating professional multimedia presentations.
- **Microsoft Access:** Database management application.
- **Microsoft Publisher:** Introductory application for creating and publishing marketing materials.
- **Microsoft OneNote:** Alternate to a paper notebook, it enables users to neatly organize their notes.

2.5 LEGAL BASIS

2.5.1 CEFR, WHAT IS IT?

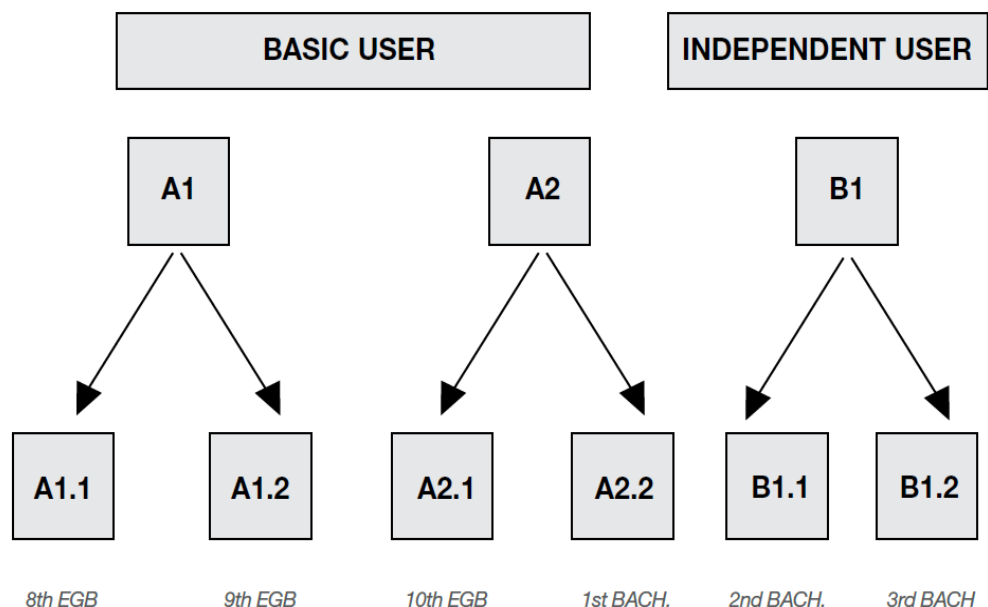
The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.



CEFR Reference Levels in the Ecuadorian Educational System

The CEFR essentially proposes six language capability levels that go from A1, which makes reference to individuals who are at a starting stage, to C2, for the individuals who can use the language perfectly. Therefore, the CEFR allows teachers and educational organizations to think about these capabilities effortlessly and how they identify with both privately custom made and global exams.

The CEFR establishes cut-off points between levels, allowing scaling the levels and their descriptors to “suit local needs”—yet still relating them back to a common system—the three aforementioned language proficiency levels will be applied in the public educational system gradually through a branching approach as shown in figure 1 below:



According to the Ecuadorian English curriculum.

A1.1 or level A1 in progress	Which implies that level A1 language competence is being developed
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Curriculum Overall Objectives

- To ensure high-school graduates reach a minimum B1 language proficiency level according to the CEFR, and
- To build up learners' communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing.

Student's Exit Profile (Level B1)

Regarding the linguistic component of communicative competence, high-school graduates at the B1 level will be able to:

1. To have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision, and express thoughts on abstract or cultural topics such as music and films; and

2. To have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies, and interests, work, travel, and current events, but at times lexical limitations may cause repetition and even difficulty with the formulation.

Regarding the sociolinguistic component of communicative competence, high-school graduates at the B1 level will be able to:

1. To perform and to respond to a wide range of language functions, using their most common exponents in a neutral register;
2. To be aware of noticeable politeness conventions, and act appropriately; and

To be aware of and to look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of their own. (Educacion, 2010)

2.5.2 MODELO DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE 2013 (MOSEIB)

It establishes some articles that defend the learning of a foreign language and sublanguages in Ecuador as a prerequisite that all of the students must get during their educational process.

Article 3.- Emphasizes that educators will use the different Ecuadorian languages and English as a foreign language in the learning process. At the beginning of the students' studies they are going to start with a 5% of a foreign language and it is going to increase eventually; at the end of the students' education they are going to get a 20% increase of the foreign language as a requisite to finish high school.

2.5.3 ECUADORIAN CONSTITUTION

The legal basis of this research is based in The Constitution of Ecuador of 2008 (Assembly, 2008) that express:

Education will be participatory, obligatory, intercultural, comprehensive, quality and warmth. Values, equity, solidarity and peace; It will empower the basic sense, workmanship and physical society, individual and group activity, and the improvement of aptitudes and capacities to make and work.

The government will protect the privileges of young ladies and youngsters, and will advance their compelling activity through approaches and projects, organizations and assets that guarantee and keep up for all time its cooperation and consideration at all levels, specifically in the spaces of open force.

In “Sección Primera Educación” of this constitution Articles 343; 350 - 351 refer to the development of individual and collective capacities with a global view in order to solve the country’s problems. And one of the problems that education faces is in English teaching

“Organic Law of Higher Education”

(Oficial, 2010) The literals “a” and “d” of article 8 set the development of universal thought, promoting transfers and technological innovations, and the professionals training to contribute to the development of institutions. This research work tries to apply these disposals through this proposal. (Education, 2016)

“Código de la Niñez y la Adolescencia”

This proposal is linked to article 37 of this Code because refers to teaching. Teaching must be with qualified teachers, provision of materials, laboratories, premises, facilities, and comfortable learning environment, in order to have a quality education. Many educational institutions lack the necessary conditions; so, to fill gaps in the absence of good conditions, the use of collaborative writing tool in English language. (Nacional, 2003).

CHAPTER III

RESEARCH METHODS

3.1 RESEARCH DESIGN

This research was based on an exploratory research and it was applied observation, inductive, deductive, qualitative, field research, correlational, and applied methods; these methods permitted obtaining specific results about eight graders' improvement the writing skills at Unidad Educativa del Milenio "Cerezal Bellavista" Cerezal, Santa Elena, Santa Elena province 2018-2019.

3.1.1 OBSERVATION METHOD

This method contributed to find out detailed information about the causes and effects of the problem related to the use of Google Collaborative tools as a resource to improve the writing skills on eight graders at Unidad Educativa del Milenio "Cerezal Bellavista".

3.1.2 QUALITATIVE METHOD

This paper used the deductive method in order to gather information about Google collaborative tools as a resource to improve writing skills on eight graders at Unidad Educativa del Milenio "Cerezal Bellavista", the researcher interviewed several professionals and specialists: the principal, directors, English teachers and students.

3.1.3 INDUCTIVE-DEDUCTIVE METHOD

This paper used both inductive and deductive methods. The deductive method was used to obtain the needed information about Google collaborative tools as a resource to improve writing skills, contrasted among authors, and finally simplified for the paper. In contrast, for the inductive method the researcher started with small observations to make assumptions about Eight graders at Unidad Educativa del Milenio "Cerezal Bellavista".

In this research, several professionals were interviewed: The principal of the School (Lic. Laura Mera Vargas), teachers (1), specialists (1) and Eight graders.

3.1.4 FIELD RESEARCH

It was important and necessary to get updated information about Google collaborative tools as a resource to improve writing skills on students; it was applied in the context of Eight Graders since it is the target population involved in the problem.

3.1.5 BIBLIOGRAPHIC RESEARCH.

It was used to search and select scientific-theoretical foundation on the subject of investigation, Google collaborative tools as a resource to improve writing skills in the process of learning English on Eight graders at Unidad Educativa del Milenio “Cerezal Bellavista”. In this research different papers from different authors about the English learning process and speaking skills were reviewed.

3.1.6 CORRELATIONAL RESEARCH.

This method was used to compare a similar work with this thesis between the stated problem (The low level of writing skills of eight graders) and the proposal (Improving the writing skill).

3.1.7 APPLIED RESEARCH.

This type of research was used to apply surveys and interviews to the students, teachers, specialists and principal of the institution in order to verify the importance of Google collaborative tools as a resource to improve writing skills on Eight graders at Unidad Educativa del Milenio “Cerezal Bellavista”.

3.2 DATA COLLECTION

3.2.1 TECHNIQUES

This research will apply some techniques such as: direct observation, focus group and interview.

3.2.1.1 Direct Observation

This technique will be useful to observe the group of study and collect information for later analysis.

3.2.1.2 Focus Group

This technique was used to accumulate precise data through direct questions relating to the problem and the suggested solutions; it permitted to get outcomes about the advantages and disadvantages of the implementation of Google Collaborative tools in the writing activities development from Eight graders at Unidad Educativa del Milenio “Cerezal – Bellavista”

3.2.1.3 Interview

This technique was used to obtain direct information from the school principal of Unidad Educativa del Milenio “Cerezal – Bellavista”, teachers and the specialists about the two variables of this research which are: Google Collaborative Tools and writing.

3.2.2 INSTRUMENTS

- Observation sheet

3.2.2.1 Smartphone - Computer

Currently the use of a smart device such as smartphones or computers is common in researchers due to its easy use and management, its great saving information capacity and its everywhere internet connection. This device allowed collecting the

data in pictures, audios and videos record about the process pre, during and after work sessions in order to get a bunch of evidence to support the research done. At the same time, it allowed independence while the researchers need to check the material taken from interviews to analyze it without computer connections or different devices.

3.2.2.2 Notebook

This device was used for taking notes about some specific and important aspects of diverse accomplishments improve throughout this job. The same notes can reinforce some important aspects of the research.

3.2.2.3 Questionnaire

This instrument contains a list of questions that were used in order to find out the main information taken from the fonts such as authorities, specialists, teachers, and students. Those questions were built with the intention to get the specific point of view of people interviewed.

This technique collects, quantifies and compares the necessary information or data to reach the objectives of the project. Questionnaires were applied in this research paper to tenth-grade students in order to examine and determine their points of views about the use of online journals and their writing status before and after the implementation of the proposal of this research.

➤ DIAGNOSTIC TEST

These types of tests attempt to check the students' writing knowledge. It consists on writing some items which the students must respond according to the tenses used and topics proposed. This instrument allows the teacher to know the students' writing level and their strengths and weaknesses. A pre and post-written test will be applied during the proposal to determine the improvement of the writing skills through the use of Google classroom

➤ OBSERVATION GUIDE

The observation guide allows keeping a complete record of the research process. Observation guides were very useful tools applied since the beginning of this research paper and during the implementation of the online journals to examine the learners' writing progress.

3.3 DATA COLLECTION PLAN

Chart 1: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. WHAT FOR?	To improve the writing skills.
2. FOR WHICH PEOPLE?	Eight graders from Unidad Educativa del Milenio "Cerezal – Bellavista".
3. ABOUT WHAT ASPECTS?	Google Collaborative tools and writing activities.
4. WHO?	René Ferdinand Borbor Orrala.
5. WHOM?	Students and director of Unidad Educativa del Milenio "Cerezal – Bellavista".
6. WHEN?	School year 2018-2019
7. WHERE?	At Unidad Educativa del Milenio "Cerezal – Bellavista" located in Colonche, Santa Elena Province.
8. WHAT DATA COLLECTION TECHNIQUES?	Interviews and observation.
9. WITH WHAT?	Observation guides, questionnaires and smartphone.

Source: Unidad Educativa del Milenio "Cerezal – Bellavista"

Autor: René Ferdinand Borbor Orrala

3.4 ANALYSIS AND INTERPRETATION OF RESULTS

3.4.1 INTERVIEW APPLIED TO THE DIRECTOR OF UNIDAD EDUCATIVA DEL MILENIO “CEREZAL - BELLAVISTA”.

AIM: to determine the importance to support to the implementation of Google Collaborative Tools for improving the writing skills of Eight graders at Unidad Educativa del Milenio “Cerezal - Bellavista”.	
Names:	Lic. Laura Beatriz Mera Vargas MSc.
Position:	Principal of Unidad Educativa del Milenio “Cerezal – Bellavista”
Time:	11H00
Interview length:	20 minutes

Question 1: Do you speak English or another language?

INTERPRETATION

I speak the basics, English the basics.

Question 2: How many English teachers does this school have?

INTERPRETATION

We have “the Go Teacher” (educator who has a proficiency in English) and two more teachers who are working in the basic Superior and elementary. So, we have three teachers in total, two of them are under the coordination of this colleague.

Question 3: Do you consider the teaching of English to be of paramount importance in educational establishments in Ecuador? Why?

INTERPRETATION

Of course, it is one of the languages that should be discussed with students because we have a deficit in English lately in certain institutions; and yes, it is needed; It is very necessary for all educational institutions to have an English teacher to teach this area in order to that students can develop their careers in the future

Question 4: English opens the doors to success; do you consider this expression true or false? Why?

INTERPRETATION

Yes, I consider true because nowadays we do, as I mentioned previously agreements with other companies. The companies are obviously international and it is very important that you know how to handle English in a non-fluid way, but you can understand it in order to have this kind of connections that will help us to enlarge our country in this case Ecuador

Question 5: Did you learn to write in English?

INTERPRETATION

As I told you, the basics because back then it was only one of the modules was not so extensive we did not have English class back then when I studied we did not have so extensive were only modules and it was in university Practically when I already had the interest to learn to be able to defend myself because we still played in the middle with teachers who do not speak Spanish to you but in English and you had to know how to listen and say what they are saying and more or less answer and the basics

Question 6: What was the most difficult to write in this language?

INTERPRETATION

The most complicated to write in this language for me, no, I do not remember are not completely different writings to how one writes in Spanish and more than all the speaking is heard, for example, one listens as it actually says it is not because he has to put another type of letters then a little bit complicated

Question 7: English writing is a communication way to the world in whatever area, do you consider students have to strengthen this skill?

INTERPRETATION

Yes, they must strengthen it. It is one of the important issues that today is needed in educational institutions, in this case here on the coast speaking English and Spanish should be done elsewhere by their other native languages according to their ethnic groups and their races and conditions.

Question 8: Do you know any application or game to improve your writing in this language?

INTERPRETATION

No, I do not, my children do it, they are very curious and that is good because it helps to strengthen and that way, they also enrich themselves by learning. The internet is not only to download music to listen or watch game but also to learn in an interactive way and that is what my children do under my supervision

Question 9: Would you like to see your students writing in English?

INTERPRETATION

It would be great, of course, that they have both the speaking and the writing of English.

3.4.2 INTERVIEW APPLIED TO THE SPECIALIST IN TEACHING ENGLISH

Objectives:

- **To know about the use of technological resources as web tools for improving writing skills.**
- **To determine the best activities that can be applied in blogs for independent writing work.**

Ing, Xavier Almeida MSc., English Teacher in PINE Career, Universidad Estatal Peninsula de Santa Elena (UPSE), La Libertad, Santa Elena Province.

Question 1: What level of English have you found in Ecuadorian students in your school?

INTERPRETATION

The most of student in the UPSE, they have A1 level. When they finish their English career, they, suppose, get B1.

Question 2: What are the reasons do you consider that English books are according to the student's level?

INTERPRETATION

Some cases, those books are according to their level, but they are not contextualized. Most of the books refer to Europe, the United States. Here in UPSE, students know Guayaquil some cases, Manabí the most, but we do not have that talk about Santa Elena for example.

Question 3: What is your criteria about the writing skill as a difficult ability for learning English?

INTERPRETATION

After Speaking, Writing is the most difficult skill to develop. For example, you can develop this skill through compositions, you start with short paragraphs or even sentences and they would continue with one or two compositions.

Question 4: What is the principal difficulty to write in English for students?

INTERPRETATION

Specially vocabulary, they do not know many words in English, that is the most difficult thing to get together sentences.

Question 5: What do you expect from your students in order they get the writing skill?

INTERPRETATION

At least, at the beginning of the course, for example, I am teaching English 2, I expect my students write a composition of 250 words, that is the minimum, it is usually three paragraphs.

Question 6: What is your criteria about internet tools as a strategy to learn English?

INTERPRETATION

Internet is very useful, you can learn to write a composition through the internet, but in this case what I suggest is to start writing sentences, short sentences at least one paragraph.

Question 7: You have worked with Google Classroom, could you tell me another app to learn English writing skill?

INTERPRETATION

Google Classroom is very useful. There are other applications that you can also use. For example, you can use “Spell Up”, it is an app that interactives with students through games, with it, they could improve their writing skills.

Question 8: Does the use of technology help to improve the writing skill? Why not or Why yes?

INTERPRETATION

Obviously, you can use in this case technology to improve your writing skill, but it is little by little, in text time, after speaking, writing is the most difficult skill to develop.

Question 9: What is your message for Ecuadorian English teachers for using collaborative tools?

INTERPRETATION

We as teachers, we have to take advantage of the technology. There are plenty of applications at this moment that you can use to develop writing skills and the others skills as well. But technology is very useful right now. Obviously, it will depend to the connectivity in the Institution.

3.4.3 INTERVIEW APPLIED TO TEACHER IN ENGLISH LANGUAGE.

AIM: To know the criteria, as an English teacher, about writing skill issues that there are in his school and how he achieved to improve this skill in his students using collaborative tools on internet.	
Names:	Edwin Landívar Mesías
Occupation:	English Teacher at Innova School
Years of Experience:	12H30
Interview length:	30 minutes

Question 1: What level of English have you found in Ecuadorian students in your school?

INTERPRETATION

I can say, here in Ecuador, there are different kind of level, but specially in La Libertad the level of English is not good enough because sometimes they do not like to be learning more English in have a very good level in order to practice more and more exercises on pronunciation, grammar exercises in all so writing, the levels not good enough but they are trying to do something perfectly with daily practice.

Question 2: What are the reasons do you consider that English books are according to the student's level?

INTERPRETATION

There are different many kinds of books that we can use for students' level we can use them perfectly, they are really good, that we have to know how to use them if we do not know how to use them we are just losing time for our students in English resources that's why I can say books they're really good for use for students in different kind of level and we have to know the usage.

Question 3: What is your criteria about the writing skill as a difficult ability for learning English?

INTERPRETATION

Writing Skill is a really good skill like that others English has; in this case. When you start doing writing exercises you should know grammar, you should know punctuation, you should know vocabulary. So these mixing of skills in just writing, you should know how to listen how to speak you should know everything to start writing because you need to have many ideas, if you know ideas, if you have knowledge about new words, new vocabulary, new verbs, new connections new connectors, you will write with any kind of problem making any kind of mistakes, but you should know the whole skills in English.

Question 4: What strategies have you tried for improving writing skills?

INTERPRETATION

First of all, I can say that they do not know grammar, it is one of the first difficulties that they have. they do not know grammar. they do not have vocabulary because they do not practice. we teach every day here in English class but they don't pay attention, they don't pay attention sometimes because they are not motivated to learn, if they do not have the motivation to learn they will never learn anything. So we can teach them grammar, we can teach them new words, new vocabulary, new expressions , new phrases, and different kind of tenses can be present, past, future, present perfect, past perfect, future perfect, future continuous, but if they do not have motivation to learn because they do not pay attention carefully to the English classes, they would never know how to write properly in that's why we have many students with huge difficulties in writing practice skills.

Question 5: What strategies have you tried for improving writing skills?

INTERPRETATION

We have done it. I'm motivating them I told you before we need to encourage them or give them the motivation to learn. First, how can I connect with my students? It is using technology, you know. Nowadays, our new students belong a new generation, they are born with technology, if they are born with the technology, they know how to use it, even though, if they do not how to speak, they are kids, little babies that they do not know how to speak properly. But they can use technology because technology is the new generation. So, we have to do why we do not connect the technology to my students and motivate them to work, teach them new words with technology, show them images about daily things that are happening right now. show them new practicing, new verbs with different kinds of videos. I show them videos of the real-life, what is happening with the real world, watching CNN, what is really good for them and then we have many ideas to use writing and connect with the problems to start writing properly and specifically.

Question 6: What is your criteria about internet tools as a strategy to learn English?

INTERPRETATION

I can say in this case, it is a really good strategy to start with all students, but we have to know, once more, how to use that, we have to know how we can start, how we can finish, how we can be at the middle, so, we have to know how we can be a good introduction for them, good body part, and good conclusion. At final, we have to know how to use these strategies in the best way.

Question 7: How do you get the motivation to learn English for students?

INTERPRETATION

I would show them what they do not know it, show them what they can do in the future, so, English is a really huge and important tool in every person around the world because English allows you to get involved in different kind of jobs and equipment and it can develop us a person in as a professional. First, what I have done is to show them What I did before, what I am doing right now, how I am getting a lot of opportunities to speak in English perfectly and well, and how I can get a lot of money to do that too.

Question 8: What is your message for Ecuadorian English teachers for using collaborative tools?

INTERPRETATION

My message could be: “stop doing what our teachers in the past did, start doing like a new generation, try to think like them, like a new baby with new technologies, with new tools that thence gaps we have this new century. So, start using technology because this is the only way that we can connect our students to learn anything that you want that they learn. Just connect to students with technology because it is the best tool that we can have right now”.

3.4.3 FOCUS GROUP DIRECTED TO EIGHT GRADERS

List of students of the focus group:

Chart 2: List of students of the focus group

No.	EIGHT GRADERS
1	GONZABAY SANTISTEVAN DERLIS JOSE
2	GONZALEZ MALAVE DAVE JAVIER
3	GONZALEZ REYES ANDERSON JOEL
4	LOOR MALAVE ANTHONY JAHIR
5	MENDEZ NEIRA OLIVER SEBASTIAN
6	MENDEZ POZO ADRIAN STEVEN
7	MIELES MERA MELISSA JAZMIN
8	MORAN POZO JOFFRE JAVIER
9	ORTIZ ROMERO NICOLE ELIANA
10	POZO GUARANDA FATIMA GISSELL
11	SANTISTEVAN BELTRAN MARLON JHAIR
12	VILLON CARRANZA KEVIN GABRIEL

Source: Unidad Educativa del Milenio “Cerezal – Bellavista”

Autor: René Ferdinand Borbor Orrala

Focus group interpretation:

Chart 3: Focus group interpretation

Moderator	Why is important to learn English?
Nicole Ortiz Romero	I want to learn English because it is a global language
Fatima Pozo Guaranda	Because I want to follow learning in this academic year.
Jazmin Mieles Mera	I consider that English is the most useful language around the world and it is needed to learn it to know countries that speak English
Analysis	They have a clear idea that English is very important for them because they live in a new time.
Moderator	Do you consider complicated to learn English?
Anderson González Reyes	Yes, it is. I confuse when I write in English
Dave González Malavé	Yes, it is complicated to write in English
Kevin Villón Carranza	Yes, it is. There are new words for me.
Analysis	They accept that at the beginning English is complicated to write it and they feel frustration when they confused the words.
Moderator	If you were the English teacher, what would you do to motivate your students to learn English?
Joffre Moran Pozo	I would like to put an English video for all.
Anthony Loor Malavé	I would invite to play on internet,
Oliver Mendez Neira	I would improve the English vocabulary
Analysis	They state that being English teachers they would try to put videos, play on line and envelop the vocabulary
Moderator	Is the English writing a manner to communicate with the world?
Jhair Santistevan Beltrán	Yes, because it is a way to communicate, to understand magazines, news, etc.
Derlis Gonzabay Santistevan	Yes, it is. There are brochures in English.
Adrián Méndez Pozo	Yes, it is. It is a globalized language.
Analysis	According to their answers, it is a way to communicate with the world because there is some information that is in this language
Moderator	Do you consider to write in English is easy or difficult?
Nicole Ortiz Romero	It is between easy and difficult because there are short words, they are very easy to learn, but the longer we have to be careful to learn them.
Fatima Pozo Guaranda	It is complicated, there are new words and it is difficult to memorize these words.
Jazmin Mieles Mera	It is easy and complicated at the same time.
Analysis	Their answers do to conclude that to write in English is complicated to get it.
Moderator	When do you hear English words, you write them in Spanish?

Anderson González Reyes	Yes, I have this problem.
Dave González Malavé	Me too.
Kevin Villón Carranza	I have the same problem, but I try to improve.
Analysis	They accept that to write in this language is doing as in Spanish.
Moderator	How would you want to learn to write in English?
Anthony Loor Malavé	I would learn to memorize words to chat with other people
Oliver Mendez Neira	I would like dynamic activities and go to the computer lab.
Analysis	Their answers allow to state that they prefer to learn English using other tools.
Moderator	Do you consider to use internet tools for learning to write in English?
Adrián Méndez Pozo	We can find a lot of these apps on internet; I would like to use them to learn to write in this language.
Jhair Santistevan Beltrán	I consider we can learn to write in English using these tools.
Analysis	They confirm the use of the technology to learn to write in this language.
Moderator	Do you know any app to learn to write in English?
Nicole Ortiz Romero	Yes, Open English, but I do not know how to use
Fatima Pozo Guaranda	Open English
Jazmin Mieles Mera	Open English, but I consider that there are others apps to learn to write in English. I have seen them through Google advertisements
Analysis	According to their answers they know apps to learn to write in English, however, they do not how to use them.
Moderator	Do you know to use tools of a computer on internet?
Kevin Villon Carranza	Yes, I know some tools for example YouTube, google and others.
Jhair Santistevan Beltrán	I know to turn on and turn off a computer
Analysis	They know some basic tools on internet. However, they are few students that can use them.
Moderator	Do you believe that English opens doors to successful careers financially?
Nicole Ortiz Romero	Yes, because if I go to abroad, I can get a new job and it is necessary to know English
Jazmin Mieles Mera	Yes, because English is the most spoken language on all over the world.
Analysis	They agree that to know English is the opportunity to improve their lifestyles

Source: Unidad Educativa del Milenio “Cerezal – Bellavista”

Autor: René Ferdinand Borbor Orrala.

3.5 RESULTS AND DISCUSSION

Principal of Unidad Educativa del Milenio Técnica Agropecuaria “Cerezal – Bellavista”

Mrs. Laura Mera Vargas coincides the greatest problem is the writing skills and she opens doors to English teachers in order to develop teaching-learning activities in order to decrease this issue. She considers English is very important in the professional life of somebody and students are not the exception. UEMTA “CEREZAL – BELLAVISTA” School has the necessary resources and educators can use them according an organization among English teachers.

Specialists

Mr. Almeida is a person that believes that Ecuadorian students have a low level in English, specially at UPSE. In addition, they (students) have the English textbook, but they are not contextualized according to their own environment or real Ecuadorian situation. He considers after speaking, writing skill is difficult for students; they need to practice at least 250 words in a small composition. The vocabulary is another problem for them. About the use of the internet, the internet is very useful, but pupils need a guide in order to practice new words and to make compositions. He said that there are plenty of apps and one of then he uses Google Classroom because he shares his points of view, documents, and activities for practicing this language.

Teacher from Unidad Educativa “INNOVA”

Mr. Landívar states that students have a poor level of English specially in La Libertad. However, there is a little group of students that want to practice this language in order to get an acceptable level. On the other hand, he said that books are good as long as teachers know how to use them because if they do not know them, it is to waste time with students. Taking about the writing skill, he considers

that it is a better ability than the English language has. Nevertheless, the student has to have knowledge about grammar structure, punctuation, vocabulary, and a mixture of skills (listening, reading, and speaking) in order to organize their ideas in English. In addition, we live in a new era, the technology era, he can say that babies are born with it in their hands; children and teenagers need a guide reaching the appropriate learning. Teachers have to seize new tools of technology for doing a good labor as educators, getting the learning and facilitating the teaching of this language.

3.6 CONCLUSIONS AND RECOMMENDATIONS

3.6.1 CONCLUSIONS:

- • The writing skills at Unidad Educativa del Milenio (UEM) “Cerezal – Bellavista” has not been worked in the right way. There are problems to start this ability with eight graders because these learners did not have any base of knowledge in this language. They came from another public school where there was only a teacher for all levels.
- Technology tool development has been growing for a long time and one of them is Google Classroom which offers a lot of options to catch the attention of learners and teachers can innovate their classes in order to do more dynamic and exciting in the school because in this rural sector is complicated to get internet in their homes and in their technology devices.

3.6.2 RECOMMENDATIONS:

- UEM “Cerezal - Bellavista” should have in its educator staff no only one English teacher but two at least in order to improve the writing skill from basic levels because it is important to learn this language.

- For motivating students to improve their writing skills, the English teacher should use different kinds of technological tools such as Google Classroom or another app. He or she will be independent writers.
- It is highly recommended to teach to all English educators this kind of technology in order to get attractive and innovative classes and to improve the writing skills in Eight Graders.

CHAPTER 4

PROPOSAL

4.1 TITLE

“GOOGLE COLLABORATIVE TOOLS TO IMPROVE WRITING SKILLS FOR EIGHT GRADERS AT UNIDAD EDUCATIVA DEL MILENIO “CEREZAL – BELLAVISTA”. SCHOOL YEAR 2018-2019”

4.2 DESCRIPTION

The recent work is based on Google collaborative tools which this enterprise gives its customers the opportunity to ease their lives, especially, to improve English skills such as writing ability. This kind of tool was applied at Unidad Educativa del Milenio “Cerezal – Bellavista”.

4.2.1 INFORMATION AND LOCATION

Illustration 1: Unidad Educativa del milenio “Cerezal – Bellavista



Source: <https://www.google.com.ec/maps/place/Unidad+Educativa+Del+Milenio+Cerezal-Bellavista>

4.2.2 INFORMATIVE DATA

Executing Institution:	Unidad Educativa del Milenio “Cerezal – Bellavista”, Limoncito Town, Colonche, Santa Elena Province
Country:	Ecuador
Province:	Santa Elena
City:	Limoncito Town
Section:	Morning
Genre:	Male and Female
Characteristic of the community:	Lower class
In control of:	
Autor:	René Ferdinand Borbor Orrala
Tutor:	Lic. Kleber Loor Zambrano, MSc.
Staff of the Institution:	Lic. Laura Mera Vargas Msc. Principal Lic. Mauricio Montenegro Vice Principal

4.2.3 BENEFICIARIES

Eight graders from Unidad Educativa del Milenio “Cerezal – Bellavista”, in Limoncito rural area belongs to Colonche, Santa Elena City, Santa Elena Province. They were the beneficiaries of this proposal project which was implemented in this educational institution. Learners will be able to write basic sentences avoiding mistakes and they can express their own ideas using the writing skills. In addition, students would love to work in groups using Google Classroom because they will discover tools for learning and entertaining. Moreover, the school allowed to implement new strategies in order to improve their writing skills in Eight graders classroom.

The school has the following human resource:

Principal:	1
English Teachers:	1
Area Director:	1
Students:	22
TOTAL:	25

4.2.4 PROPOSAL BACKGROUND:

Nowadays, people know the great importance of technology in our lives in almost all aspects. So, teachers should have the knowledge or the mastery in technology tools in order to motivate to the students to get the goal in education. Although it is very complicated to have internet in this rural area, UEM “Cerezal – Bellavista” is the lost paradise among the desert. Learners can benefit from this Institution because there are technology tools and there is the internet for working and entertaining.

So, such as any Ecuadorian student, eight graders have problems in the writing skills.

SIGNIFICANCE

This project has the main objective to give solutions to the writing problems and to share with teachers want to change how to teach English in the urban or rural area of this province, using their own technological tools that do not know how to take advantage of existing resources.

Moreover, learners have the opportunity to work inside their own homes or in another place. They can practice in the comfort of their homes without leaving. However, most of them do not have a computer in their houses, do not have internet. For this reason, learners take advantage of the technological resources that exist at Unidad Educativa del Milenio “Cerezal – Bellavista”. This school is like a paradise in the middle of the jungle.

Eight graders of classroom B and their educators have been the principal beneficiaries of this proposal at Unidad Educativa del Milenio “Cerezal – Bellavista”. Nevertheless, this can cause a great pedagogic influence among teachers. In this school, there are some of them who do not know new technological tools that internet offers.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE:

To improve their basic writing skills based in Google collaborative tools for eight graders at Unidad Educativa del Milenio “Cerezal - Bellavista”. Colonche, Santa Elena Province.

4.3.2 SPECIFIC OBJECTIVES:

- To design didactic strategies in the Google classroom tool for improving their English basic writing skills for eight graders at Unidad Educativa del Milenio “Cerezal – Bellavista”
- To implement activities for practicing their writing ability using the Google Classroom tool.
- To evaluate the activities to enter the results obtained from the improvement of their writing skills.

4.4 DESIGN AND DEVELOPMENT OF THE PROPOSAL

To work with eight graders at Unidad Educativa del Milenio has been the best work that the author of this project has done. They had the total motivation to work in the school in order to improve their writing skills using Google collaborative tools, in special, Google Classroom.

So, Google Classroom has been the used tool for this requirement and it has demonstrated that it can be used for all people who have knowledge on Internet implements. Teachers can learn how to use this collaborative tool in order to improve their academic strategies. It is an important app for enhancing the writing skills and other abilities.

4.5 PROPOSAL

This proposal is the result of the three-year experience as an English teacher, during this period it was observed that the listening skill was one of the most serious problems that affect the development of students

Within the high influence of new information technologies in almost all aspects of society, the emergence of managing any mobile media had transformed and impacted almost all phases in daily life; especially within the teaching and learning process at different educational institutions.

The use of the technology (computers) and an application that is in the daily life of learners, who use it all the time in their personal life outside the classroom, it could result in them surprising at the same time interesting and motivating. To develop novel processes of learning to motivate the participation of their students in their strategies and experiences promoted by Apps.

The teacher can evaluate contributions of student dedicating a percentage of the grade at the end of the course. Educational uses of those tools are suggested for people from the age of 12. From then on students begin to have enough maturity to be able to explore all the features. Using a tool that is in their daily life, students can do self-assessment in a novelty way of learning.

4.5.1 WHAT IS GOOGLE CLASSROOM?

Google Classroom is a collaborative tool that this enterprise offers to its customers or users free. Educators can design their class, tasks or any activity in order to teach or guide to their learners to get proposed goals.

Teachers and learners can access to characteristics which the users would not find in their Google accounts. Google classroom can maintain informed through inbox of their mails for receiving updates or highlights. This app allows to teachers organize their classes and, together to students, can filter the stream for explicit themes. It can be used in tablets, cellular phones, computers; people can edit, upload, download, and to collaborate or to share information, ideas, or works.

Google Classroom has the following features:

- ✓ Connects educators with learners on line.
- ✓ Create a class and invite students.
- ✓ Helps to teachers to give directions or instructions.
- ✓ Facilitate communications between learners and educators.
- ✓ Allows to teachers to mark assignments.
- ✓ Allows to students to see tasks, documents, and session materials.

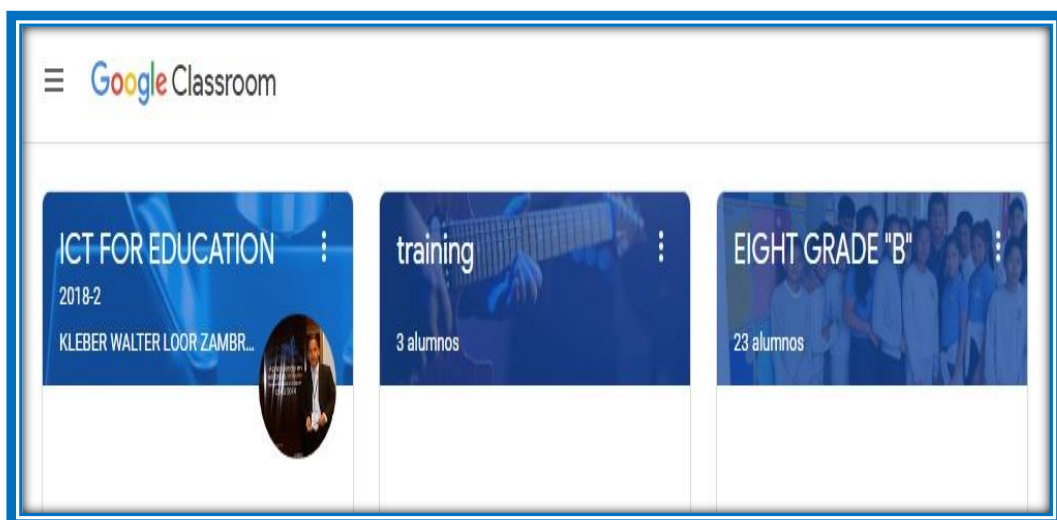
Illustration 2: Google Classroom



Source:https://www.google.com/search?q=work+with+google+classroom&sxsrf=ACYBGNR7PKJCr7sOEtKWN0L0FAYApGxzw:1568941784577&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjYxPjNm97kAhUnwlkKHZFyC7cQ_AUIEigB&biw=1366&bih=625#imgrc=u7dXHZ6p5DiXOM:

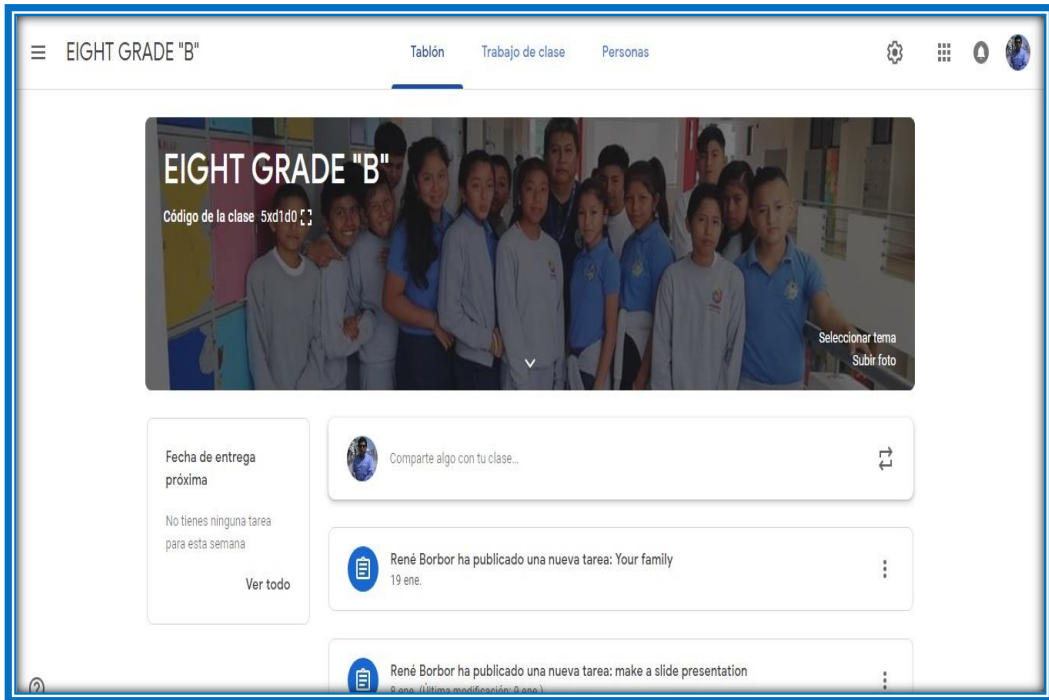
4.5.2 TOOLS IN GOOGLE CLASSROOM

Illustration 3: Google Classroom Front Page



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

Illustration 4: Class Resource Page



Source: <https://classroom.google.com/c/MTg3MDAwMzE5OTVa>

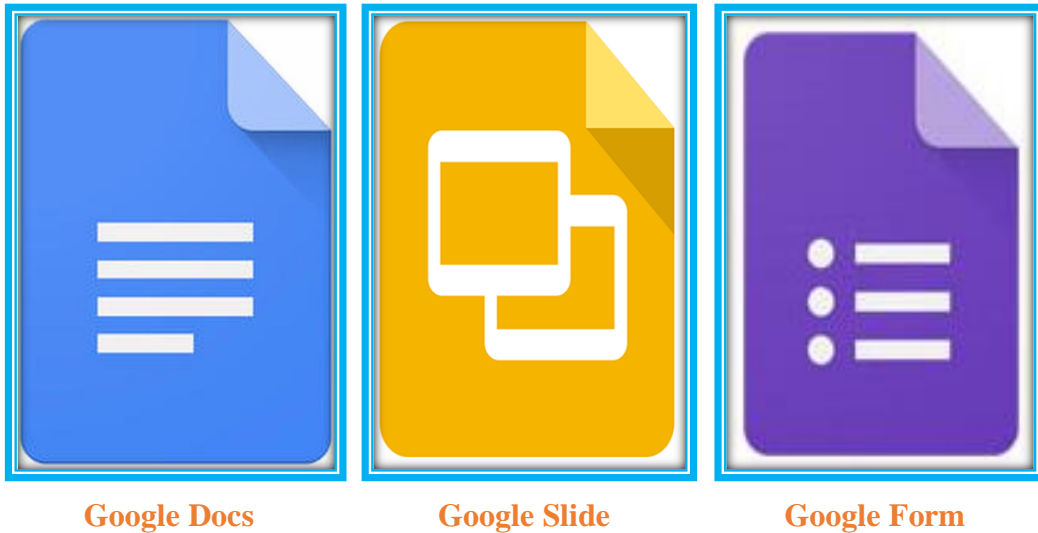
4.5.3 GOOGLE DOCS

Illustration 5: Google Docs



The most common are:

Illustration 6: Google Drive Tools



Source: <https://classroom.google.com/c/MTg3MDAwMzE5OTVa>

Others tools that can be shared not belonging to Google

Illustration 7: Assessment Tools



PowerPoint was another tool that was used in this project. It is a Microsoft product like Google Slide.

Kahoot is a free platform that allows to create evaluations based in games on line.

4.5.4 HOW TO GET A GOOGLE CLASSROOM ACCOUNT

Number 1.

- Learners had to get a new personal Google account in order to access to its products.

Number 2.

- Memorize the user and password.

Number 3.

- Students sign in to their personal Google accounts.

Number 4.

- Select Google Classroom from the icon of apps.

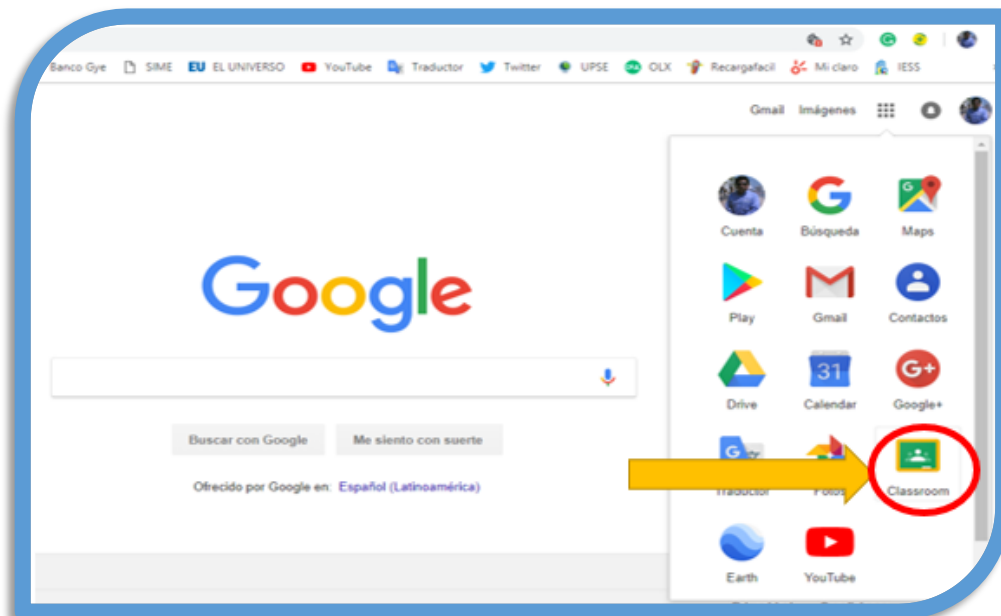
Number 5.

- Students wrote a code to can sign in to the class.

Number 6.

- They can see features of Google Classroom.

Illustration 8: Making an Account



Source: <https://www.google.com.ec/>

4.5.5 HOW TO JOIN A CLASS

This is the more useful common way to join a class:

Join a class with a class code (if the teacher gives them a class code), use this code to add themselves to the class. The teacher might give students the code while they are in class or email it to them.

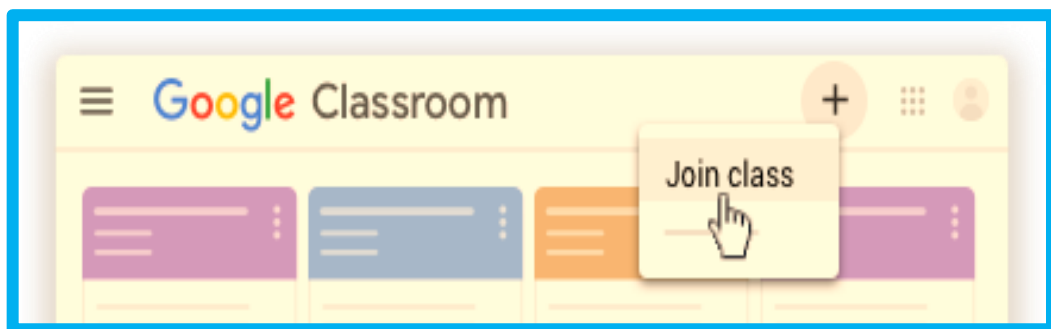
Forgot or lost the class code? Code will not work?

If the student deleted, lost, or forgot the class code before joining a class, the teacher has to resend the code or set a new one. If the code is not working, ask the teacher for help.

JOIN A CLASS WITH A CLASS CODE

- a) Go to classroom.google.com.
- b) At the top, click Add and then Join class.

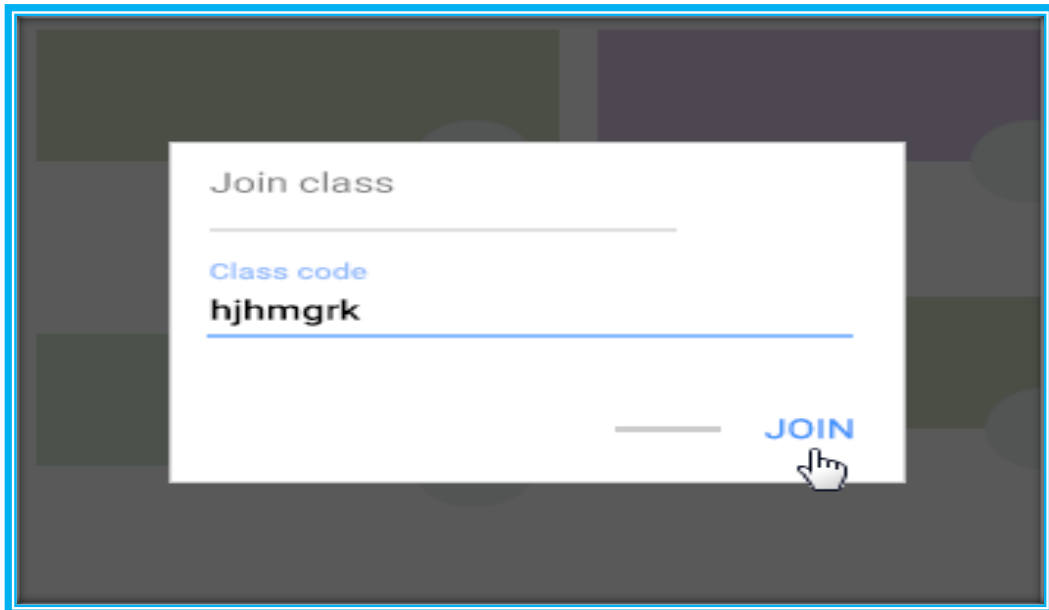
Illustration 9: Join a Class



Source: <https://support.google.com/edu/classroom/answer/6020297?co=GENIE.Platform%3>

- c) Enter the class code the teacher gave to the learners and click Join. A class code consists of 6 or 7 letters or numbers. For example, hjhmgrk or g5gdp1

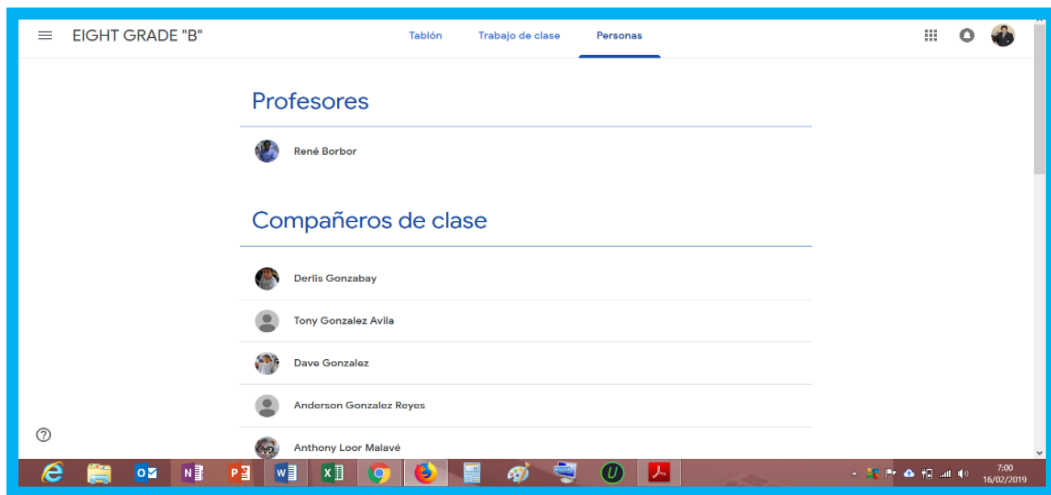
Illustration 10: Class Code



Source: <https://support.google.com/edu/classroom/answer/6020297?co=GENIE.Platfo>

- d) After that, students consider familiarizing with class of Google Classroom layout before the class officially starts.

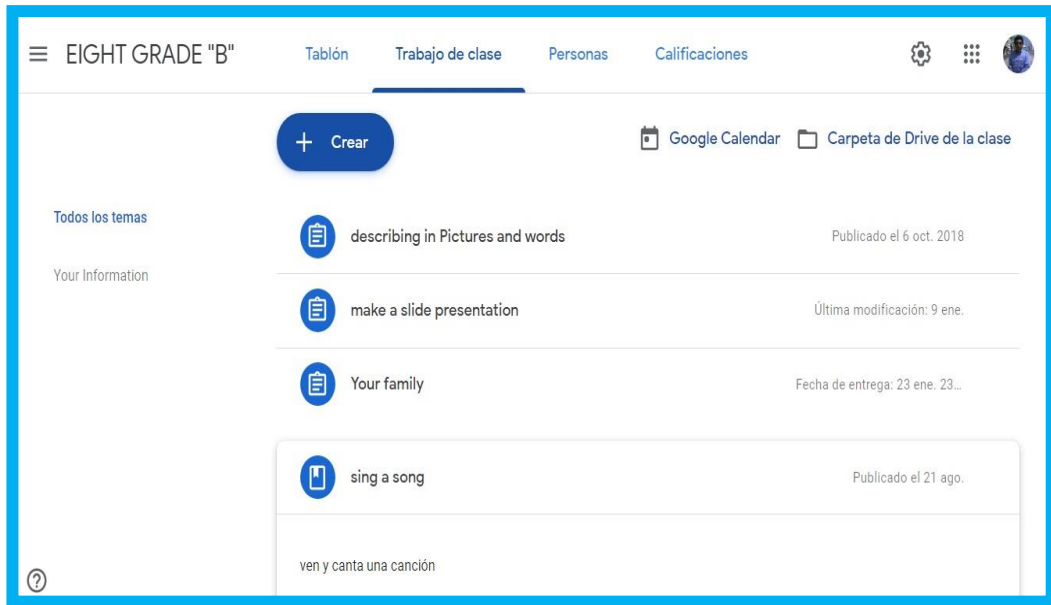
Illustration 11: Resource Page



Source: <https://classroom.google.com/r/MTg3MDAwMzE5OTVv/sort-last-name>

- e) Moreover, learners can go to their tasks.

Illustration 12: Task Topics



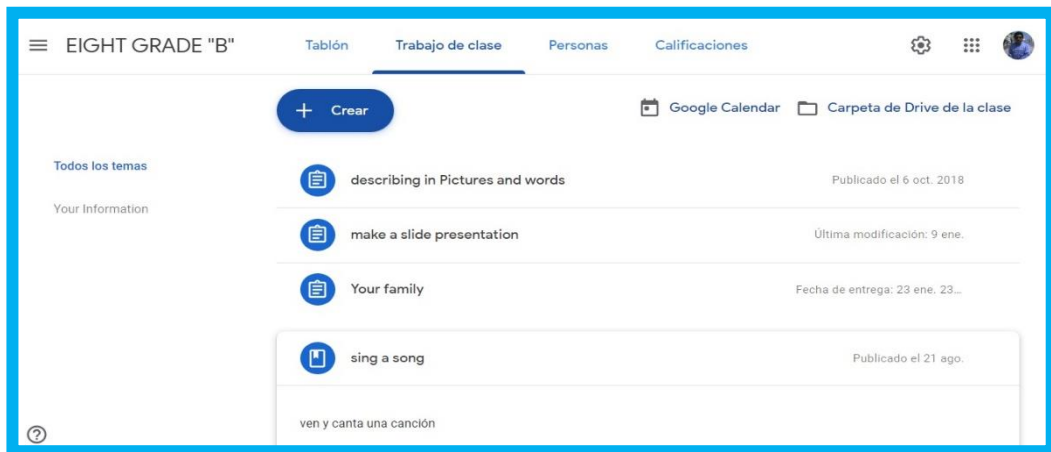
Source: <https://classroom.google.com/w/MTg3MDAwMzE5OTVa/t/all>

GOOGLE CLASSROOM PRINCIPAL FUNCTIONS:

Teachers can do following actions:

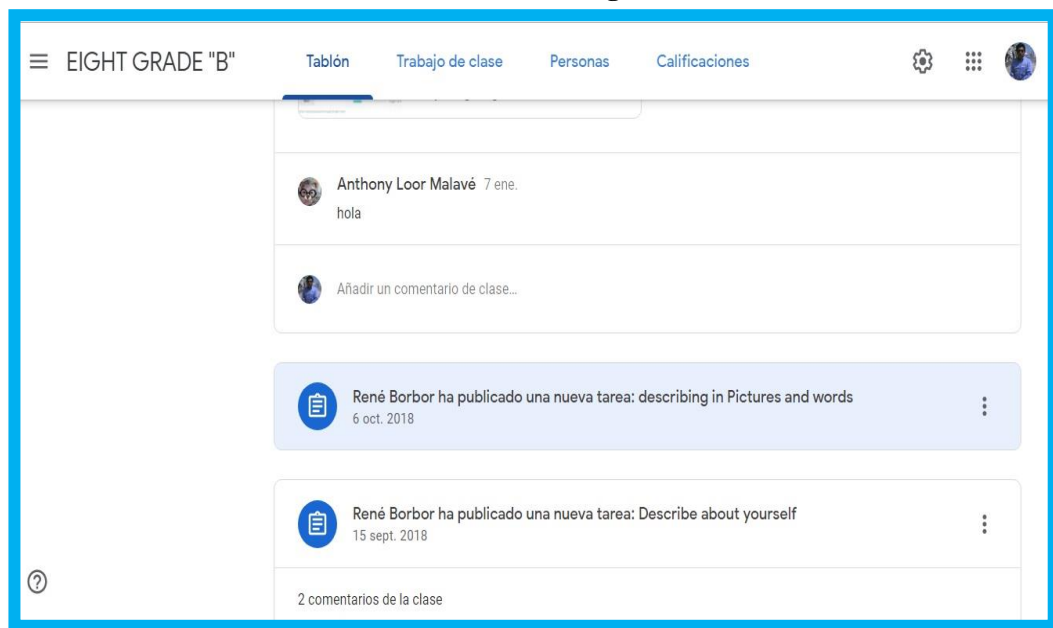
Create and collect tasks: Classroom integrates Google Docs, Drive and Gmail to help teachers create and collect homework without using paper. They can quickly see who has completed the work and who has not, and provide direct real-time feedback to each of the students.

Illustration 13: Announcement



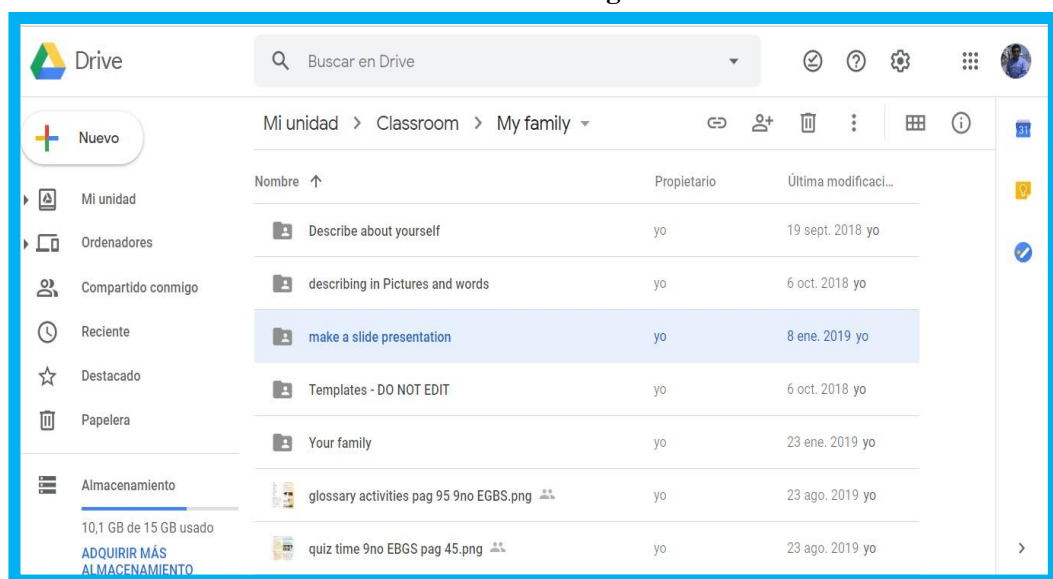
Improve communication in class: Teachers can make announcements, questions and comments to students in real time - improving communication in and out of the classroom on a page titled ‘About’ for each course.

Illustration 14: Assignment



Stay organized: Classroom automatically creates Drive folders for each task and for each student. Students can easily see the work they have pending on their homework page.

Illustration 15: Assignment



Google stated there will be no ads in Google Classroom and will protect the privacy of students and teachers. Therefore, you will not use the information for commercial purposes.

Classroom is available in 42 languages (including Hebrew, Arabic and Persian). In addition, it works on major mobile devices and screen readers. Educational institutions that are interested can go to this page and try it. This tool is part of 'Google Apps for Education', a program that wants to introduce different devices and applications for educational purposes. An example of this is the Chromebooks used for this purpose.

However, students do not have their own cellular phone because they are younger and their parents do not have economic conditions to do it. This is the reason the students do not have cellular phones in class. In addition, the school avoid this kind of devise for security.

EIGHT GRADE "B"

This is the name of the class in Google Classroom and it was very complicated at the beginning because students did not have enough age to have any Google accounts. This class have some activities, however, students had to learn the use of their computers and rules of the computer lab. For this group, learners had some practices:

1. Introduce to the computer lab
2. Create Google accounts of students
3. Know the Google Classroom profile of each student.
4. Know the keyboard of the computer
5. First activity: Pre-test
6. Second activity: describe about yourself.
7. Third activity: describing in Pictures and words.
8. Fourth activity: play in kahoot.

9. Fifth activity: make a slide presentation with Google Slide.

10. Sixth activity: your family. (use Microsoft Power point)

For every activity, there were three phases: before, in the activity, and after and those had been designed to provide students with fun and catchy activities to promote on them the improvement of their writing skills and get proficiency through situations where the real language is used.

The “Before”

The purpose of this part is to generate previous expectations, anticipate contents and focus attention of students on the situation presented. The type of activity carried out were based on the main ideas of the videos, lessons and lectures and student had to match, listen and get the description of pictures, associate meanings, completing among others

In The Activity

Since the writing activities were taken on devices, students were independent each one to get as many times they need to solve the exercise. By developing while-writing activities, it is significant to consider the following points:

- a. It Allows students to writing two or three times as a whole before going to intensive practice.
- b. It cheers student to focus on general meaning first and do not present questions that ask them for specific details after the first writing.
- c. It encourages students to assume after the first writing and confirm them after the second one.

The After

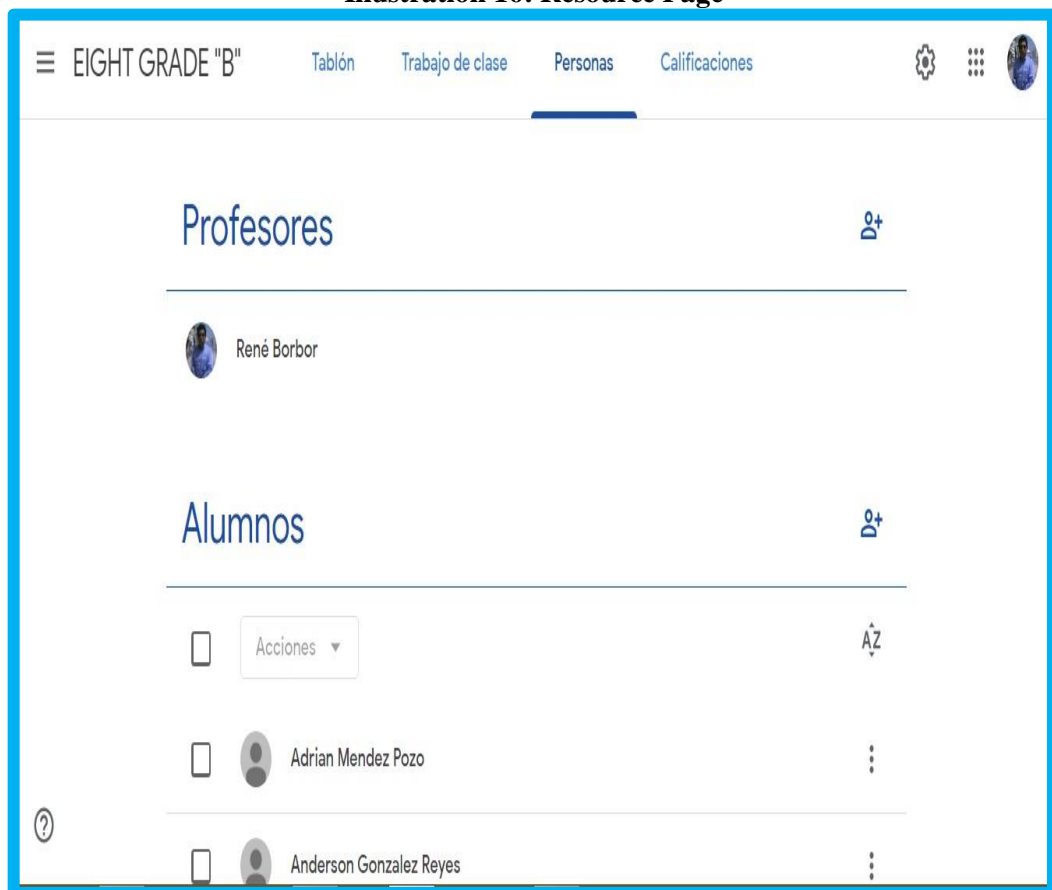
It would always be follow-up after writing, not automatically to check comprehension but to give the learners the pleasure of knowing that they can put on practice what they have written and learned on their life. The after-writing activities are often based on something from pre-listing or writing activities. After

writing must not be considered as a test. It is simply for checking if the students understood the information and are able to use what they heard.

Members of Eight Graders

In this part the teacher adds to students who are involved in the proposal into the class. To do that the teacher needs to create their Google accounts. It was a little complicated and took many minutes. When students can log in to their accounts, they will be able to appreciate the Google classroom profile and write their data. The next image shows a capture of this part in the Google Classroom mode.

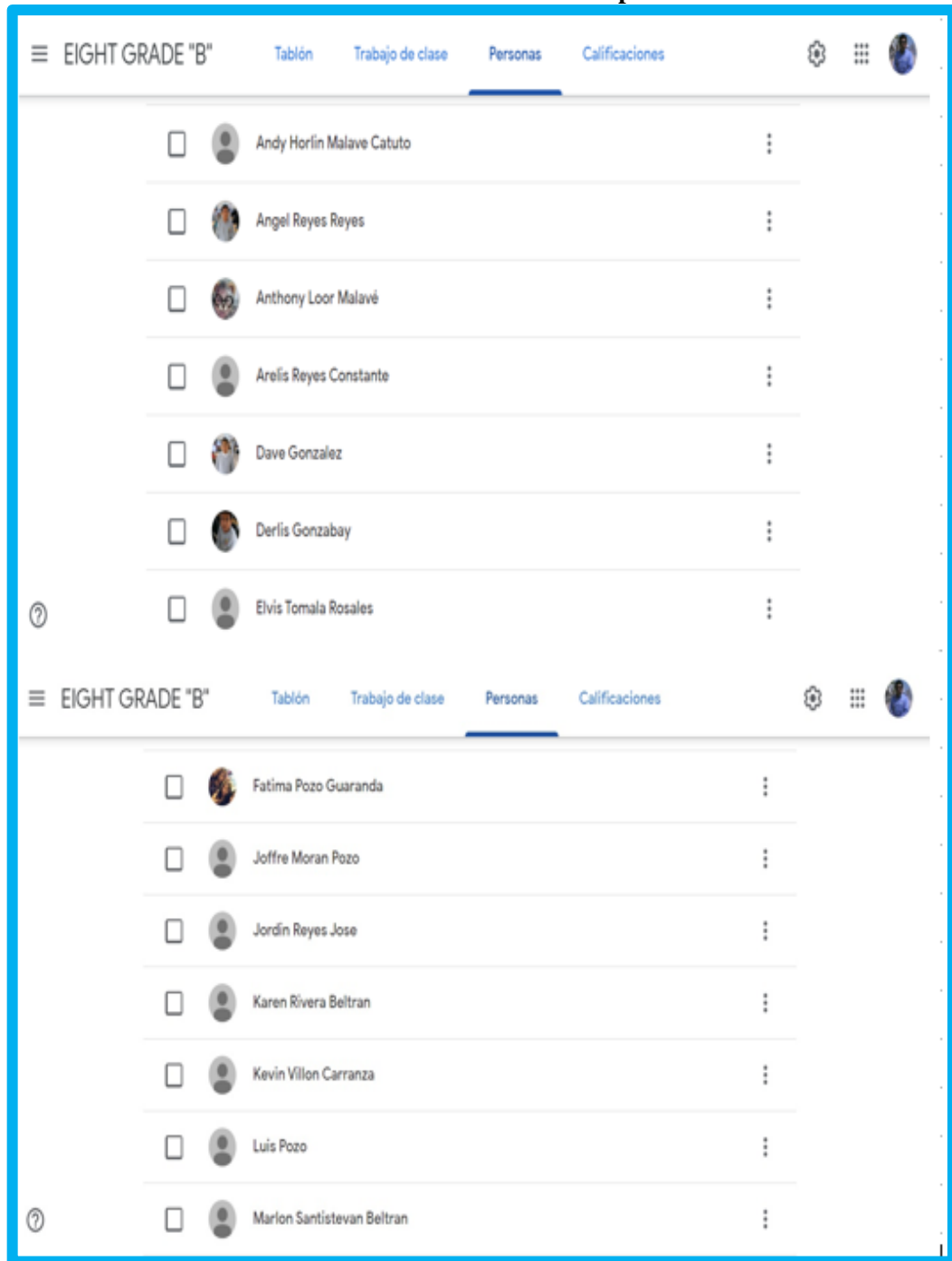
Illustration 16: Resource Page



Author: René Ferdinand Borbor Orrala

Source: <https://classroom.google.com/r/MTg3MDAwMzE5OTVv/sort-first-name>

Illustration 17: List of Participants



Author: René Ferdinand Borbor Orrala

Source: <https://classroom.google.com/r/MTg3MDAwMzE5OTVa/sort-first-name>

4.5.6 DESCRIPTION OF ACTIVITIES

Introduce to the computer lab

Create Google accounts of students:

The author had to create their Google accounts and this is the list:

Chart 4: Students' Gmail Accounts

**UNIDAD EDUCATIVA DEL MILENIO TÉCNICA AGROPECUARIA
"CEREZAL - BELLAVISTA"
STUDENTS' GMAIL ACCOUNTS**

**AÑO DE BÁSICA: OCTAVO
CLASS: "B"**



No.	ESTUDIANTES	Cuenta de Gmail	Contraseña
1	GONZABAY SANTISTEVAN DERLIS JOSE	derlisgonzabay01@gmail.com	octavo01
2	GONZALES MALAVE DAVE JAVIER	gonzalezdave736@gmail.com	octavo02
3	GONZALEZ AVILA TONY STEWARD	gonzalezavilatony@gmail.com	octavo03
4	GONZALEZ REYES ANDERSON JOEL	gonzareyesander@gmail.com	manantial01
5	LOOR MALAVE ANTHONY JAHIR	aloormalave@gmail.com	octavo04
6	MALAVE CATUTO ANDY HORLIN	amalavecatuto@gmail.com	octavo06
7	MENDEZ NEIRA OLIVER SEBASTIAN	omendezneira@gmail.com	octavo07
8	MENDEZ POZO ADRIAN STEVEN	adrimendezpozo@gmail.com	octavo08
9	MIELES MERA MELISSA JAZMIN	mielesm992@gmail.com	meralaura
10	MORAN POZO JOFFRE JAVIER	joffremorpozo@gmail.com	octavo09
11	ORTEGA MALAVE OLIVER JOSE	oortegamala@gmail.com	octavo10
12	ORTIZ ROMERO NICOLE ELIANA	oromeronicole@gmail.com	octavo11
13	POZO GUARANDA FATIMA GISELL	fatimapogua2006@gmail.com	octavo12
14	POZO TOMALA LUIS ALFONZO	pozoluis206@gmail.com	icera2018
15	REYES CONSTANTE ARELYS MICHELLE	reyesconstantea@gmail.com	octavo13
16	REYES JOSE JORDIN ALEXANDER	jorreyesjo2006@gmail.com	octavo14
17	REYES REYES ANGEL GEOVANNY	reyesreyesangel6@gmail.com	octavo15
18	RIVERA BELTRAN KAREN MABEL	kriverabeltran93@gmail.com	octavo16
19	ROSALES GUARANDA YALITZA ANAIS	yalitzar02@gmail.com	octavo17
20	SANTISTEVAN BELTRAN MARLON JHAIR	santismarlonbel2006@gmail.com	octavo18
21	TOMALÁ ROSALES ELVIS ARIEL	elvistomalariosales@gmail.com	octavo20
22	VILLON CARRANZA KEVIN GABRIEL	kvilloncarranza@gmail.com	octavo21

Author: René Ferdinand Borbor Orrala

Source: <https://docs.google.com/spreadsheets/d/1A07kF7KkgP2xkILz8zq4kErAYoyG24-mjqEXqKCWrhg/edit#gid=56876276>

ACTIVITIES:

Activity 1

PERSONAL PRONOUNS AND THE VERB BE

Objective: Identify personal pronouns and memorize them

Procedure:


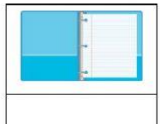




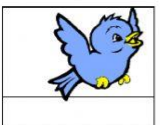

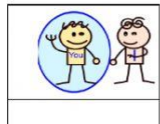
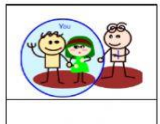
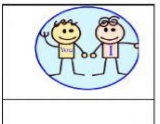

Illustration 18

Personal Pronouns and BE

1. I	am	1. We	are
2. You	are	2. You	are
3. He	} is	3. They	are
She			
It			

1. Drag the appropriate personal pronoun.

I **you** **she** **it** **we** **they**
you **he** **it** **they** **we** **she**

2. Choose the right pronoun.

Peter and I	<input type="text"/>	Tom	<input type="text"/>
Emma	<input type="text"/>	That bird	<input type="text"/>
My sisters	<input type="text"/>	His friends	<input type="text"/>
Cats and dogs	<input type="text"/>	My house	<input type="text"/>

Source: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Verb_to_be/Persona_l_pronouns_and_BE_du1736ue](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Verb_to_be/Persona_l_pronouns_and_BE_du1736ue)

Activity 2

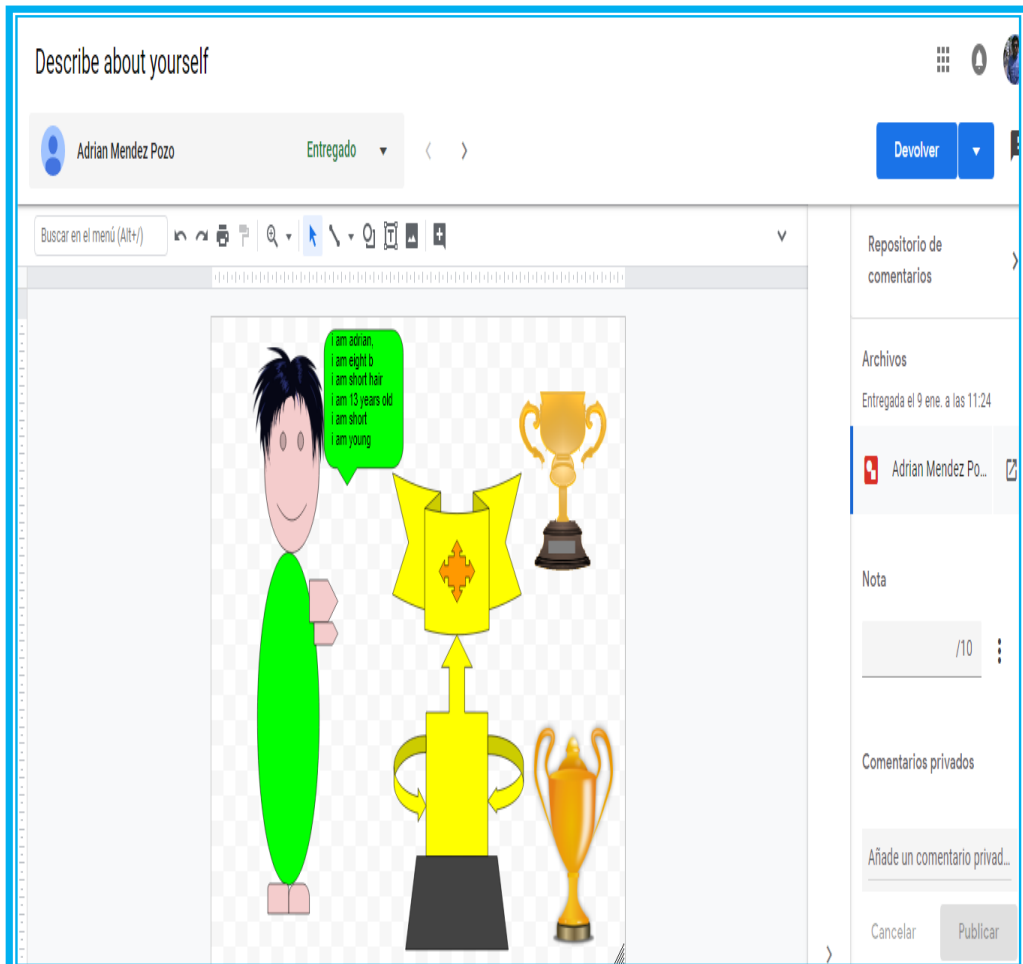
DESCRIBING ABOUT YOURSELF

Objective: Develop the writing skills through adjectives on seen topics

Procedure:

- The educator proposes the topic
- The educator explains the topic and provides information using the last class.
- They have to use Google draw
- They must sign in Google classroom and to select google draw in class.

Illustration 19



Source:

<https://classroom.google.com/g/tg/MTg3MDAwMzE5OTVa/MTg3NmM3ODgyMjla#MTg3OTA2OTc3NzRa>

Activity 3

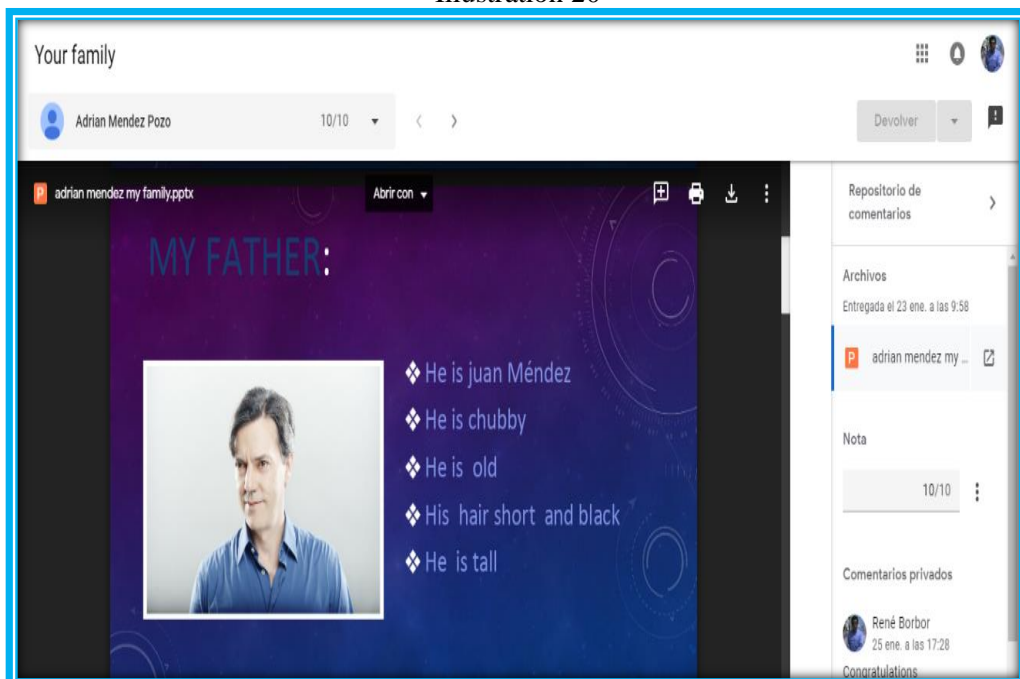
MY FAMILY

Objective: Create slides about their family according to the seen adjectives based on fictional or real characters.

Procedure:

- The educator gives the information or explanation about the way how they are going to write about their family.
- Learners can work in group or alone.
- Students can download photos or images from Internet because the most of them do not have Facebook or any parent files.
- They write some basic statements about their relations.

Illustration 20



Source: <https://classroom.google.com/g/tg/MTg3MDAwMzE5OTVa/MzAyOTE0NTY>

Activity 4

PEOPLE ON PICTURES AND WORDS

Objective: Describe people according to the last lessons.

Procedure:

- The teacher gives the topic and explains it.
- The educator sends a document with the pictures.
- Students have to give their opinions from these pictures, what they can see.

Illustration 21

Pictures and Words

Your Name: __Pilar del Castillo Rodriguez

Date: ____october 6th, 2018



Describe to her:

She is thin

She is Beautiful



describe to her:

She is Fat

She is fanny and happy

Source: <https://classroom.google.com/g/tg/MTg3MDAwMzE5OTVa/MzAyOTE0NTY>

Activity 5

PRACTICE WITH THESE EXERCISES:

Objective: to use the right way the verb Be in the blanks

a. Write am, is or are:

Hi! I..... Peter and this..... Emma. She
 my sister. We..... Brother and sister. I eleven and
 she..... ten. We from Sanford. Sanford
 near Manchester. What your name? Where
 you from?

b. Write sentences. Use the correct form of be.

I/young	<u>I am young</u>	She	/
clever.....			
You / not old.	You	/
sleepy.....			
We / not naughty.....		She	/ not
short.....			
It / rainy	They	/
unhappy.....			
He / not hungry	They	/ tidy
.....			

c. Write the full forms.

I'm Laura

He's my brother.

She isn't at home.

It's your seat.

What's that book called?

They're friends.

d. Write he, she, it or they.

Jane and Martin are friends. They are friends.

Elephants are huge.

My father is an astronaut.

His cat is grey.

My family and I are from Madrid.

John is quite tall.

e. Ask questions according to answers:

.....? I am ten.

.....? She's from Scotland.

.....? My mother is at home

4.6 ACHIEVEMENTS AND RESULTS.

In this project, students have reached objectives outlined and following achievements were expressed:

- Eight graders at Unidad del Milenio “Cerezal – Bellavista” were comfortable writing about some basic topics.
- Learners were able to use technological tools that presented in Google Classroom acceptably.
- Students worked with other learners through Google Classroom Tools.

Giving as outcomes:

- Writing Skill improved in learners
- Positive labor stage.
- Use of technology was successful
- Building up teamwork

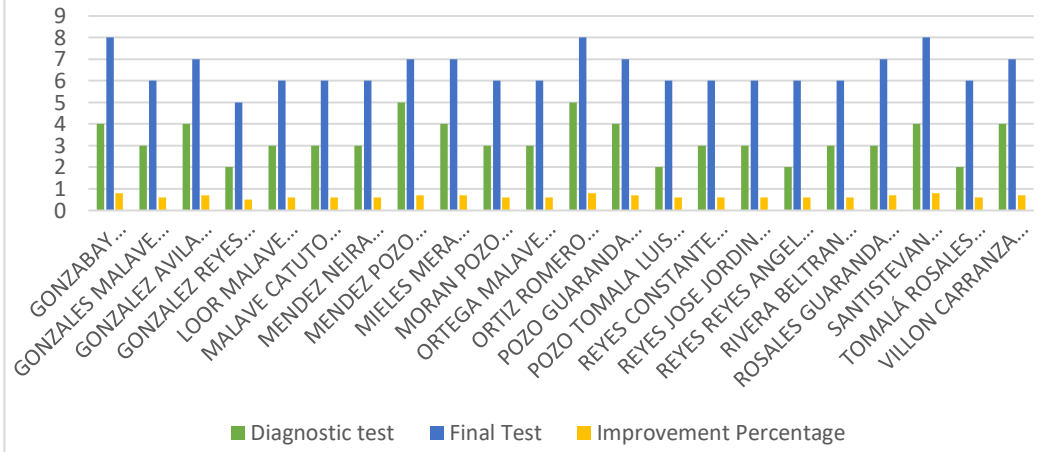
4.6.1 COMPARISON BETWEEN THE GRADES OF THE DIAGNOSTIC TEST

Chart 5: Comparison between the grades of the diagnostic test and the final test

Nº	STUDENTS	DIAGNOSTIC TEST	FINAL TEST	IMPROVEMENT PERCENTAGE
1	Gonzabay Santistevan Derlis Jose	4	8	40%
2	Gonzales Malave Dave Javier	3	6	30%
3	Gonzalez Avila Tony Steward	4	7	30%
4	Gonzalez Reyes Anderson Joel	2	5	30%
5	Loor Malave Anthony Jahir	3	6	30%
6	Malave Catuto Andy Horlin	3	6	30%
7	Mendez Neira Oliver Sebastian	3	6	30%
8	Mendez Pozo Adrian Steven	5	7	20%
9	Mieles Mera Melissa Jazmin	4	7	30%
10	Moran Pozo Joffre Javier	3	6	30%
11	Ortega Malave Oliver Jose	3	6	30%
12	Ortiz Romero Nicole Eliana	5	8	30%
13	Pozo Guaranda Fatima Gissell	4	7	30%
14	Pozo Tomala Luis Alfonso	2	6	40%
15	Reyes Constante Arelys Michelle	3	6	30%
16	Reyes Jose Jordin Alexander	3	6	30%
17	Reyes Reyes Angel Geovanny	2	6	40%
18	Rivera Beltran Karen Mabel	3	6	30%
19	Rosales Guaranda Yalitz Anais	3	7	40%
20	Santistevan Beltran Marlon Jhair	4	8	40%
21	Tomalá Rosales Elvis Ariel	2	6	40%
22	Villon Carranza Kevin Gabriel	4	7	30%

Autor: René Ferdinand Borbor Orrala

Comparison between the grades of the diagnostic test and the final test



4.7 CONCLUSIONS AND RECOMMENDATIONS

4.7.1 CONCLUSIONS

- Motivation increased by using Google Classroom among eight graders at Unidad Educativa del Milenio “Cerezal – Bellavista”.
- The educator realized that the activities were accepted in a good way.
- Google Classroom tools were designed to learn enjoying of all utilities that provides this app.
- Learners enjoyed the time in the computer lab while they were working.

4.7.2 RECOMMENDATIONS

- Recommend the use of Google Classroom to the teacher staff to increase the writing skills.
- Google classroom can be used such in the computer as in the cellular phone and learners can work in them under the teachers’ guide.
- Work in Google Classroom, it recommends to practice or training in order to adapt students to sign in without problems.

4.8 SOURCE MATERIALS

4.8.1 INSTITUTIONAL

DESCRIPTION	UNIT COST	TOTAL COST
Internet	\$0.00	\$0.00
TOTAL		\$0.00

4.8.2 HUMANS

DESCRIPTION	UNIT COST	TOTAL COST
1 Teacher	\$0.00	\$0.00
TOTAL		\$0.00

4.8.3 MATERIALS

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$4.50	\$4.50
62Prints	\$0.40	\$24.80
17Copies	\$2.75	\$46.75
16Pens	\$7.50	\$120.00
Smartphones	\$0.00	\$0.00
TOTAL		\$196.05

4.8.4 TECHNOLOGY

DESCRIPTION	UNIT COST	TOTAL COST
Camera	\$350.00	\$350.00
Laptop	\$1.100	\$1.100
TOTAL		\$1,450.00

4.8.5 ECONOMIC

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$25.00	\$25.00
Lunch and snacks	\$95.00	\$95.00
Unforeseen expenses	\$75.00	\$75.00
TOTAL		\$195.00

TOTAL SUMATORY		\$1,841.05
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4.8.6 TIMETABLE

Nº	ACTIVITIES	2014-2015																																	
		AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY																								
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1.	Socialización with thesis advisor	X	X																																
2.	Thesis Desinging.		X	X																															
3.	Elaboration Chapter I				X																														
4.	Chapter I Progress.				X	X	X	X	X																										
5.	Elaboration Chapter II							X	X	X																									
6.	Field Research at "Institution"									X	X	X	X																						
7.	Survey Implementation												X	X	X																				
8.	Analysis and interpretation of														X	X	X																		
9.	Elaboration Chapter III															X	X	X																	
10.	Chapter III Progress.																X	X	X	X															
11.	Elaboration Chapter IV and V																	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
12.	Implementation of																		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13.	Review of Thesis draft																																		
14.	Delivery of final work																																		
15.	Pre defense of thesis																																		
16.	Defense of Thesis at Acadmeic Conseil.																																		
17.	Graduation day.																																		

Author: René Ferdinand Borbor Orrala

4.8.7 REFERENCES

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APPENDIX

1 RESOURCES

5.1.1 Institutional

DESCRIPTION	UNIT COST	TOTAL COST
Internet	\$0.00	\$0.00
TOTAL		\$0.00

5.1.2 Humans

DESCRIPTION	UNIT COST	TOTAL COST
1 Teacher	\$0.00	\$0.00
TOTAL		\$0.00

5.1.3 Materials

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Camera	\$350.00	\$350.00
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DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$25.00	\$25.00
Lunch and snacks	\$95.00	\$95.00
Unforeseen expenses	\$75.00	\$75.00
TOTAL		\$195.00

TOTAL SUMATORY		\$1,841.05
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Attachment 1: 6+1 Trait Writing Model : 3rd Grade Basic Writing Rubric

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea of the sentence is not clear. There is a seemingly random collection of information.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation.
Grammar & Spelling (Conventions)	Writer makes 1-2 grammar and spelling mistakes.	Writer makes few errors in grammar or spelling.	Writer makes many errors in grammar or spelling.	Writer makes too many grammar and spelling errors that distract the reader.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense

Adapted by: René Ferdinand Borbor Orrala

Source: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1971444&

Attachment 2: Diagnostic Test

Fatima Pozo GUARANOA.
He is Tall.

Hi Is TOOL. → Punctuation Mark.

My Sister Shilee Is beautiful.

My Dog Is Big.

I am a doctor.

You are UGLY.

Adrian Mendez Pozo

He is Tall ugly. → miss punctuation mark

my sister is beautiful. → Miss punctuation mark.

My dog is big. → Miss punctuation mark.

I am a doctor. → lowercase letter.

You are Ugly. → Miss punctuation mark.

Kevin Villón Carranza

He is tall.

You are O.K. However, you shouldn't

My Sister is beautifull.

forget punctuation marks.

My Dad is big.

I am a Doctor.

You are a policeman.

**Attachment 3: Interview to the principal of Unidad del Milenio
"Cerezal Bella Vista"**

**INTERVIEW TO THE PRINCIPAL OF UNIDAD DEL MILENIO
"CEREZAL BELLA VISTA"**

Para la Rectora

**1. ¿Usted habla inglés u otro idioma? Do you speak English or another language?
Lo básico, el inglés lo básico.**

R: I speak the basics, the English the basics.

**2. ¿Esta unidad cuenta con recursos para enseñar inglés? Does this school have
resources to teach English?**

R: Contamos ahora con el Go Teacher y dos docentes más que están laborando en lo que es la básica Superior y la básica media y elemental. Contamos con tres docentes en total, pero están bajo la coordinación del Go teacher los demás compañeros quienes están prestando el servicio de inglés en esta Unidad del Milenio.

R: We have the Go Teacher now and two more teachers who are working in the basic Superior and basic and elementary basic. We have three teachers in total, but two of them are under Go teacher' s coordination, colleagues who are providing English service in this Unidad del Milenio.

**3. ¿Considera primordial la enseñanza? del inglés en los establecimientos
educativos del Ecuador? ¿Por qué? Do you consider the teaching of English to be
of paramount importance in educational establishments in Ecuador? Why?**

R: Claro que sí, es uno de los idiomas que debería de tratarse con los estudiantes debido a que nosotros últimamente tenemos un déficit en inglés en ciertas instituciones; y sí, se necesita; es muy necesario que todas las instituciones educativas tengan un docente de inglés que imparta esta área para que los estudiantes puedan desarrollarse a futuro en sus carreras profesionales.

R: Of course, it is one of the languages that should be discussed with students because we have a deficit in English lately in certain institutions; and yes, it is needed; It is very necessary for ali educational institutions to have an English teacher to teach this area in order to that students can develop their careers in the future

**4. El Ingles abre las puertas al éxito, ¿considera verdadera o falsa esta expresión?
¿Por qué? English opens the doors to success; do you consider this expression true
or false? Why?**

Attachment 4: Interview to the specialist and the English teacher of Innova School

**INTERVIEW TO THE SPECIALIST AND THE ENGLISH TEACHER
OF INNOVA SCHOOL**

Especialista

1. What level of English have you found in Ecuadorian students in your school?
2. What are the reasons do you consider that English books are according to the student's level?
3. What is your criteria about the writing skill as a difficult ability for learning English?
4. What is the principal difficulty to write in English for students? S. What strategies have you tried for improving writing skills?
5. What do you expect from your students in order they get the writing skill?
6. What is your criteria about internet tools as a strategy to learn English?
7. Does it help to improve the writing skill? Why not or Why yes?
8. How do you get the motivation to learn English?
9. How can you visualize that your students understand you?
10. What is your message for Ecuadorian English teachers for using collaborative tools?

Attachment 5: Urkund

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA



La Libertad, 28 de Septiembre del 2019

CERTIFICADO ANTIPLAGIO 001 - TUTOR – KWLZ – 2019

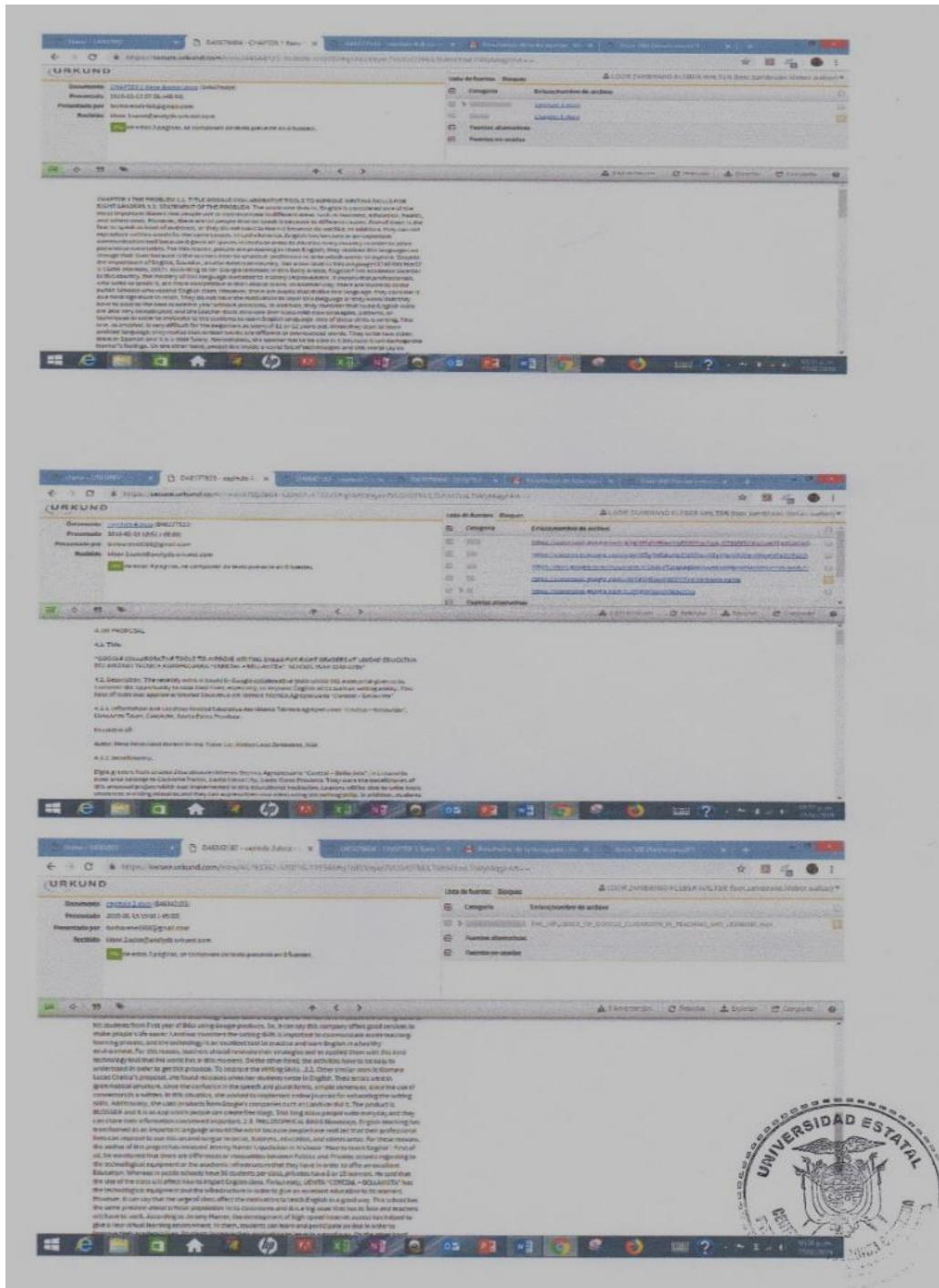
En calidad de tutor del trabajo de titulación denominado "GOOGLE COLLABORATIVE TOOLS TO IMPROVE WRITING SKILLS FOR EIGHT GRADERS AT UNIDAD EDUCATIVA DEL MILENIO TÉCNICA AGROPECUARIA "CEREZAL – BELLAVISTA", COLONCHE, SANTA ELENA PROVINCE, SCHOOL YEAR 2018-2019", elaborado por el estudiante RENÉ FERDINAND BORBOR ORRALA, egresado de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplidos con los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

MSc. KLEBER WALTER LOOR ZAMBRANO
CI.0917405235
DOCENTE TUTOR

Attachment 6: Urkund 2



Attachment 7: Ending of Thesis



UNIDAD EDUCATIVA DEL MILENIO TÉCNICA AGROPECUARIA
"CEREZAL – BELLAVISTA"
RECTORADO

OFICIO N° 035 R-UEMTACB-19
Cerezal - Bellavista, 29 de mayo del 2019

Maritza Paula Chica, Ph.D (e).
DECANA DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

En su despacho.-

Es de grata complacencia dirigirme a usted muy comedidamente exteriorizando fraternos y cordiales saludos.

Por medio de la presente CERTIFICO, que el Sr. René Ferdinand Borbor Orrala, terminó su proyecto de tesis "Google collaborative tools to improve writing skills for eighth graders at Unidad Educativa del Milenio Técnica Agropecuaria "Cerezal - Bellavista". School year 2018 – 2019. Previo a la obtención del título de licenciado en Ingles.

Por la amable atención que dé a la presente y sin otro particular que me suscribo de Ud.,

Cordialmente,

Lidia Aguirre Vera Vargas MSc.
Rectora UEMTA
"Cerezal-Bellavista"



Attachment 8: Ending of project



UNIDAD EDUCATIVA DEL MILENIO TÉCNICA AGROPECUARIA
"CEREZAL – BELLAVISTA"
RECTORADO

OFICIO N° 035 R-UEMTACB-19
Cerezal - Bellavista, 29 de mayo del 2019

Maritza Paula Chica, Ph.D (e).
DECANA DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

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Por la amable atención que dé a la presente y sin otro particular que me suscribo de Ud.,

Cordialmente,




Lidia Luján Mora Vargas MSc.
Rectora UEMTA
"Cerezal-Bellavista"

Ex Granja Experimental San Vicente-Colonche-Santa Elena uemcerezalbellavista@hotmail.com
Correo Rectora: laurybmerav@gmail.com Celular: 0988815630 Teléfono: 2-3035552

» Educamos para tener Patria»

Attachment 9: Tutor



Universidad Estatal
Península de Santa Elena

Facultad de
Ciencias de la Educación e Idiomas

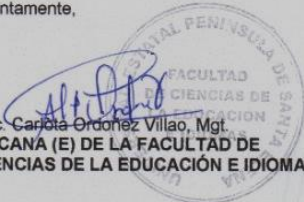
Memorando n°: UPSE-FCEI-2018-194-M
La Libertad, noviembre 13 de 2018

Para: Sr. René Ferdinand Borbor Orrala
Estudiante de la Carrera de Licenciatura en Inglés.

Asunto: Asignación de Tutor de Tema de Trabajo de Titulación
Mediante Resolución Consejo Académico RCA-SO-FCEI-025-2018
Sesión Ordinaria, Octubre 25 de 2018.

En cumplimiento al Estatuto Orgánico Codificado, Capítulo II, Art. 33, literal d) y de acuerdo a lo que estipula el Reglamento de la Unidad de Titulación Especial, en el nivel de Educación Superior de Grado Reformado Capítulo II, Art. 5 y 6, literal e). Analizada la solicitud presentada, el Consejo Académico RCA-SO-FCEI-025-2018 en sesión ordinaria del 25 de octubre del año en curso, **RESUELVE** designar como **NUEVO TUTOR** del tema **GOOGLE COLLABORATIVE TOOLS TO IMPROVE WRITING SKILLS FOR EIGHT GRADERS OF UNIDAD EDUCATIVA DEL MILENIO "CEREZAL-BELLAVISTA", COLONCHE, SANTA ELENA PROVINCE, SCHOOL YEAR 2018-2019**, al Lic. Kléber Loor Zambrano, MSc.

Atentamente,


Psc. Carlota Ordoñez Villao, Mgt.
DECANA (E) DE LA FACULTAD DE
CIENCIAS DE LA EDUCACIÓN E IDIOMAS

0000/0000

RECIBIDO

APELLIDOS Y NOMBRES: _____

FECHA: _____

HORA: _____

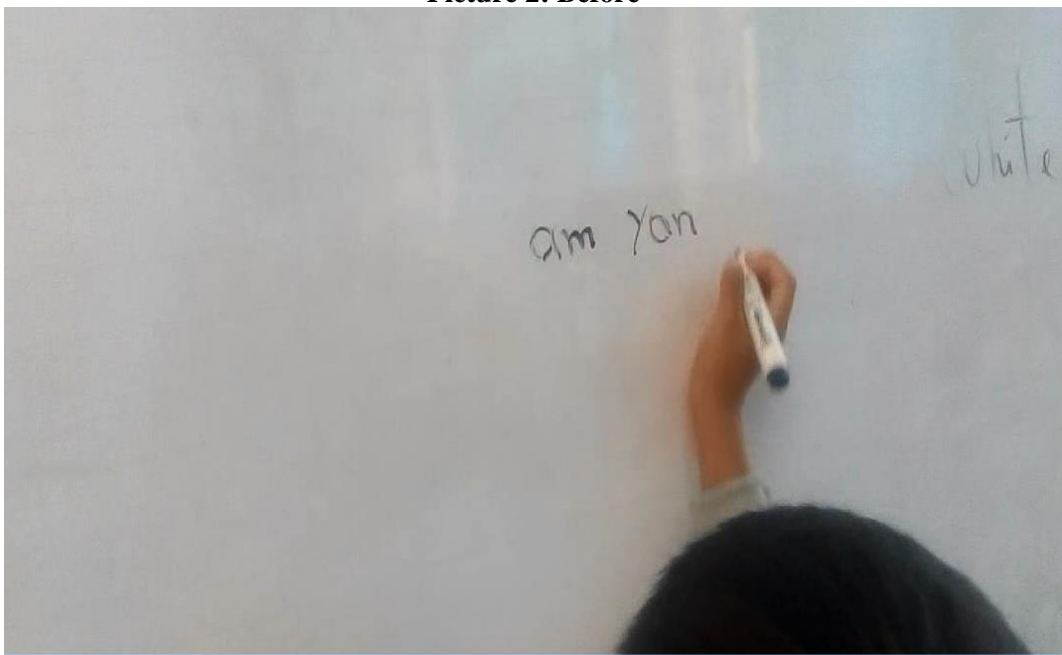
FIRMA

PICTURES.

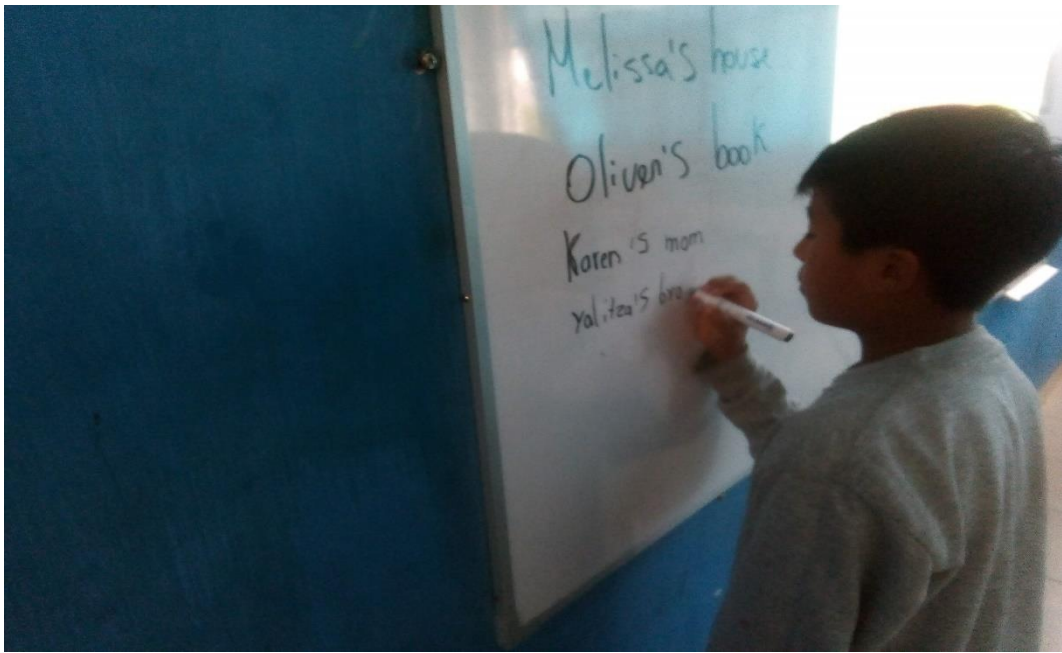
Picture 1: Before



Picture 2: Before



Picture 3: After



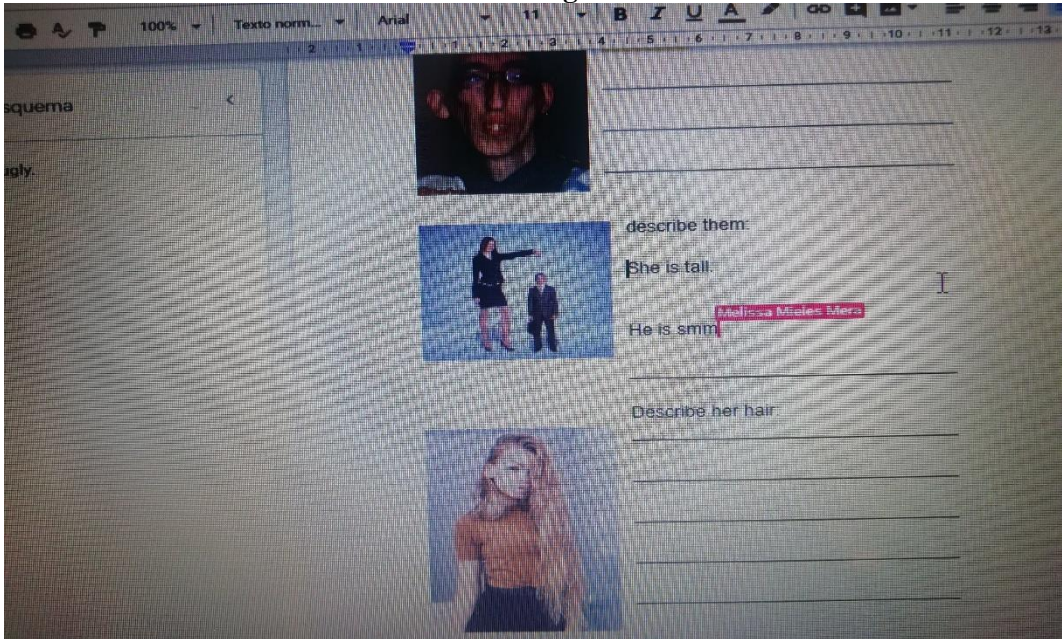
Picture 4: Eight graders



Picture 5: Pictures and words



Picture 6: Sharing documents



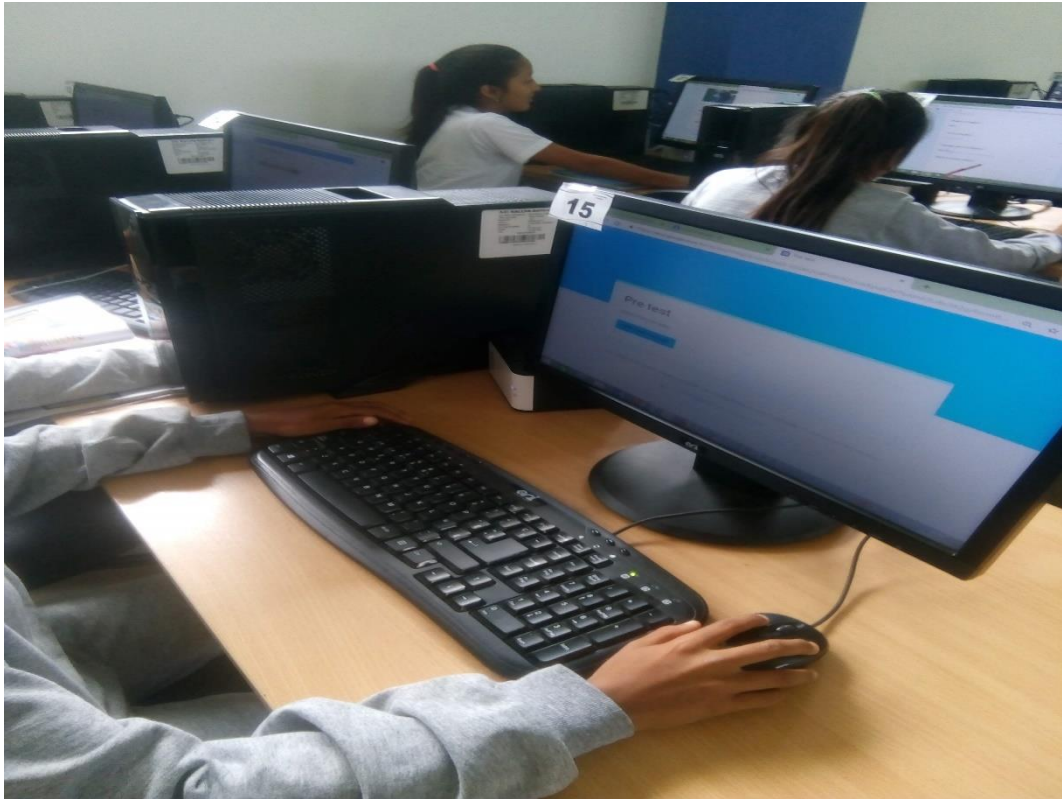
Picture 7: Drawing



Picture 8: Pretest



Picture 9: Final test.



Picture 10: Focus group



Picture 11: Interview to Principal



Picture 12: Interview to Specialist



Picture 13: interview to English Teacher



Picture 14: Kahoot!



Picture 15: Guiding to students



Picture 16: Guiding to students

