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FACULTY OF EDUCATION SCIENCE AND LANGUAGES

DEGREE IN ENGLISH TEACHING CAREER

PROPOSAL PROJECT WORK

TOPIC:

MOBILE APPLICATION TO ENHANCE WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019.

RESEARCH PAPER

As a prerequisite to obtain a:

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AUTHOR: DAVID ANDRÉS SILVESTRE POZO

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title paper — **MOBILE APPLICATION TO ENHANCE WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019.**
Prepared by David Andres Silvestre Pozo undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,
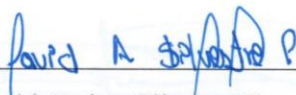
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STATEMENT OF AUTHORSHIP

I, David Andres Silvestre Pozo with ID number # 0928149426, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper — **MOBILE APPLICATION TO ENHANCE WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019.**

Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

The present research, I wish to dedicate it first of all to God, who allow everything happen and trusting of him I have achieved this goal.

To my mom, my unconditional love who pray for me in all moment who never lost the hope in me.

To all my teachers who dedicated their time and knowledge to confront the academic life sharing with their experiences and guide me.

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DECLARACIÓN

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

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DAVID ANDRES SILVESTRE POZO

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Author: David Andres Silvestre Pozo

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ABSTRACT

The present work is an investigation which objective was to establish the use of WhatsApp as a teaching tool to enhance the writing skills on 23 students of tenth basic year at Unidad Educativa Alfa y Omega, in Santa Elena Province, Ecuador. The investigational group was allowed to use WhatsApp messenger Application in a smart device, whose principal characteristics are the usefulness of groups chatting, personal chatting sharing that allowed enhancing the writing skills on students through the practice of interactive activities, lectures and podcast. For the development of this research it was required to apply the qualitative method by implementing techniques such as: Focus group, observation and interviews. The results of these analysis demonstrated that the application of mobile learning technique in a smart device (WhatsApp), generate significant effects on writing skills of students such as the improvement of writing skill. These outcomes suggest that teachers should start changing traditional ways of teaching English specifically in the writing training sessions and explore new methods to improve production on students.

Key words: Smart device, Applications, Mobile Learning, WhatsApp, writing Skills, Technology, enhancing.

INTRODUCTION

English as a Second language (L2) teaching activity has almost always focused mostly on reading, writing, and speaking as the necessary skills in language achievement. Since the 1970's, writing was only perceived as a secondary skill in language knowledge where students just had to do writing and repeat in order to follow instructions. According to Mendelsohn, D. (1984), this can be explained because of the typical teaching theories though students would get their writing skill by "osmosis". It means that the more students repeat instructions, the more they can understand repeating.

Despite the fact that 21st century students are becoming mobile people, e-learning only remains related to the use of Personal Computer (PC) to get or access to any site to learn. Nowadays, more and more, students use mobile devices frequently for personal communication, entertainment, and also, learning.

This research presents the study and application of a new trend in teaching with the mobile learning method or m-learning based on the use of an App (Mobile Application) and a Smart device as a tool to activate the goodness of this App, which, for this study purpose, is WhatsApp.

In order to provide an overall explanation about what this research paper was based on, the following paragraphs explain their content.

First, Chapter I refers to the main problem —Low writing Comprehension Development which was detected on students of tenth basic year at Unidad Educativa Alfa Y Omega as well as it causes.

Then, on Chapter II, theoretical framework presents enough support to the investigation with previous studies about mobile learning models, bibliographies, references, points of view from different researchers and the explanation about how two variables control the study.

After that, Chapter III, exposes the methodology, techniques and tools used to apply this research explaining in details how some data collection activities was conducted, such as: focus group and interviews with specialists who gave clear and valuable contributions.

Finally, Chapter IV presents the proposal as well as the beneficiary target of this research. Additionally, the design, application and results obtained through the implementation of an App in a Smart device with a bunch of activities such as: fill gaps, challenge, incorrect sentences, massive activities battle and others that were used to promote are makeable advance in writing skill development.

CHAPTER 1

THE PROBLEM

TITLE OF PROPOSAL PROJECT

- LEARNING STRATEGIES TO ENHANCE WRITING SKILL BY USING WHATSAPP MESSENGER APPLICATION FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019

1. PROBLEM STATEMENT

The present research is focused on developing writing skills through the use of a WhatsApp messenger application for smartphones.

In recent years, the methodologies for the teaching of a foreign language like a subject in education has been developed thanks to the use of Information and Communication Technologies (ICT). This tool has a lot of potential because it allows the emergence of new pedagogies that is focused on the attention of the student as a protagonist of the process teaching-learning.

In Latin America, which is considered in large part as countries in process of development, this language has been gaining space in almost all aspects of each country, since the population understands that if they can use this instrument, they can change their status. According to Education First (EF) - English Proficiency Index EF EPI, (2014) from United Kingdom, in its recent report about the world's largest ranking of English skills, Ecuador is # 35 out of 63 countries, ranked # 4 of 14 in Latin America with a score about EF EPI: 51.05 which means low proficiency.

In order to ensure the incorporation of technological tools in the teaching process in a satisfactory way and to contribute to a motivating methodology with positive results for the students' teachers have to justify its use. This tool will allow the teachers to achieve the objectives proposed in the educational program.

The National Curriculum guidelines designed by The Ecuadorian Ministry of Education MINEDUC (2014) related to the teaching English activity in both Educación General Básica (EGB) and Bachillerato General Unificado (BGU) levels. It has been built in the teaching of output languages, whose aim is that students can use the language in different circumstances since learners will have to reach exit profiles in listening, speaking, reading and writing according to the Common European Framework of Reference (CEFR) in everyday context. But, in the real context, English is considered as a foreign language; as a result, it is not commonly used outside the classrooms by students who usually communicate in their native language.

Teachers always have to update and innovate according with new technologies because technology is a continually evolving process that involves an interactive environment to teach. It is also necessary to learn from teachers who have had experiences in the past, by using similar technological tools.

Technology in smart devices has achieved something more than just communication. Nowadays people can innovate, discover, and develop activities through the use of mobile applications.

The use of smart devices nowadays is more common that the use of any other devices such as television, radios, desktop computer, speakers, mp3`s, cd`s and others. Most of students use these smart devices in their daily routines to communicate, and teachers can take advantage of it like a methodology tool to learn and reinforce their writing skills.

WhatsApp messenger application is a tool that allows to develop software's with multifunction activities. Due to all the different platforms in the mobile market and

the demand for applications, it is now interesting to be able to develop applications that can run on so many fields. Therefore, the Educative System field where English has become indispensable subject due to its constant development and, precisely Ecuador is one of the countries where English has been included in its Educative system to improve the future of students at the same time encouraging them to improving their skills to reach their professional goals.

Currently, the information and communication technologies (ICT's) have become powerful tools that allow people to communicate immediately or in seconds.

Those tools have been incoming indirectly into the educative systems where a big number of students have at least one device with internet connection. The problem is that teachers do not know how to face it when it becomes a problem instead of a tool in their teaching –learning process.

WhatsApp messenger application is free to download. Just we need internet access, it allows sending or receiving messages. If we compare the cost with traditional texting system it is significantly less. Besides we can post images, audios, voices recorder, videos, documents, and create a database with contacts inside the same platform. To improve writing skills in students, teachers have to focus on the activities that involve the development of this skill.

Smart devices and WhatsApp messenger application are present in the daily life of the students and, it is not necessary that the students require a preview learning course to operate it. Students are not required to be experts in technologies. Furthermore, students become experts on smartphone applications as it is a tool that they use every day. English teachers must be well qualified at the present time to teach with new strategies and innovations, today's students are updated, and sometimes they do not feel motivated to study with traditional methods.

1.2 CONTEXT OF THE PROBLEM

Nowadays the use of this innovator application in youth will be popular especially for students of tenth basic year of Unidad Educativa Alfa Y Omega in La Libertad, Province of Santa Elena. Students have a lower level of writing skill; they cannot complete correctly writing activities.

Students present problems such as subject errors, grammatical errors, complements sentences, apostrophe errors, contractions, lack of time. With this application tool student can interchange information with the rest of class and also with the teacher to achieve the process teaching-learning participating in real time by using messaging while the teacher can present to the class, discuss, collaborate, arrange, mon, check, announce, chat and interact with learners utilizing all the application's resources they will feel motivated.

As a result, students can practice their writing activities using this tool. Hence, students keep in touch with their classmates, and the teacher will be looking after their students while he encourages and motivates them interactively because he will be able to supervise them.

1.3 RESEARCH QUESTIONS

- ✓ What kind of pedagogical activities can the teachers implement by using a mobile application to enhance writing skills?

- ✓ What is the main trouble to develop writing activities in class?

- ✓ What is the impact of the use of a mobile application nowadays?

- ✓ How can improve the use of a mobile application writing skills in students?

✓ Is it important to implement a mobile application interactive to enhance the writing skills in the students of a tenth elementary year from the Unidad Educativa Alfa y Omega?

1.4 RATIONALE

Nowadays, technology is the best tool for teaching, learning and sharing a lot of information. The Social networks such as Google Apps, Facebook, Twitter, WhatsApp, Line and others are nowadays considered in almost all aspects of our lives as important methods of get in touch with the society, but we must consider the fact that they can be use also as a kind of ─Tool to improve the learning process.

Teachers have to change their minds and reflect in the benefits about allow students to work in a confidence environment for them such as Facebook, Twitter and What`s App, and how well these applications could improve their production.

The mobile applications contain many available resources where people can access several general information in real time, but this tool like WhatsApp messenger Application must be applied with pedagogical criteria. English Teachers should explain what it is the purpose of the mobile app and when to use it. Teachers must get involved in technology in a better or at least same way the students are engaged.

Today's students are Millennials who are registered at least in one social network like Google Apps, Twitter, Facebook, Line or WhatsApp for chatting, sending messages, download or upload documents or merely to be updated in the news, so, teachers and students have to share the mobile tools for the teaching-learning process.

Currently, in English teaching classrooms, professors planned and prepared their courses in advance following the English books and study materials such as listening, writing, speaking, reading, but when they develop the writing section

activities, they only limit to exercises that the book includes, following the same steps, always repeating the identical sequences.

Another problem is that Educative Institutions do not own the appropriate English Laboratory for studying. Therefore, teachers must give their classes in the traditional method; as a result, a shortage of education. Most teachers and students know the benefits of the applications that Android and IOS platforms offer on the internet such as new learning methods and enhanced parent teacher communication. Its technologies, so it is essential to develop this research because with the appropriate pedagogical model, in this case, a mobile application as teaching strategy the writing skills will be increased.

Students could interact in the mobile application completing exercises of comprehension exercises, choosing the best options in the writing section, concluding with the precise answer and arranging summaries about what they understand. Therefore, with these exercises that last twenty minutes approximately student will improve their written English ability.

During this inquiry, the researcher will apply techniques, methods, and instruments of surveys and interviews to apply WhatsApp messenger application as a teaching strategy for the development of the writing skills. This research will benefit to the students of tenth basic year of the elementary year at Unidad Educativa Alfa y Omega, and at the same time, it will let them confront the management of the innovations in the Educative field by taking advantage the Information and Communication Technologies (ICT).

Eventually, the use of mobile tools for the specific purpose of the skill and finally the whole Institution will be benefited by its excellent students enlisting it as one of the best High School around La Libertad Peninsula by developing, implementing and applying an innovated and appropriate mobile tool for the teaching-learning process in the current century.

1.5 RESEARCH OBJECTIVE

To enhance the English writing skills based on a mobile application for students of the tenth basic year of Unidad Educativa Alfa y Omega, La Libertad, Province of Santa Elena. School Year 2018-2019.

1.6 IDEA TO DEFEND

The use of a mobile application will improve the writing skills in the students of the tenth grade of the elementary year at Unidad Educativa Alfa y Omega. La Libertad, Province of Santa Elena. School year 20018-2019

1.7 SCIENTIFIC TASK

- ✓ To establish a literature review about a mobile application mentioned by some authors to have a broad knowledge about this topic.

- ✓ To define the methodological strategy to identify common problems that students have in their activities focused on writing skill.

- ✓ Propose the use of a mobile application to enhance writing skills in students of the tenth grade of the elementary year of Unidad Educativa Alfa Y Omega.

CHAPTER II

MOBILE APPLICATION TO ENHANCE WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019.

THEORETICAL BASIS

2.1 DEFINITION OF KEY TERMS

- ❖ **Mobile application:** a software program that runs on a mobile phone.
- ❖ **Enhance:** to improve the quality, amount, or strength of something.
- ❖ **English:** the language that is spoken in the UK, the US, and in many other countries.
- ❖ **Writing:** a person's style of writing with a pen on paper that can be recognized as their own.
- ❖ **Skill:** an ability to do an activity or job well, especially because you have practiced it.
- ❖ **Graders:** students in the stated class level at school.
- ❖ **Skill:** The ability that se have the humans to develop some activities.
- ❖ **Student:** The person who receive scholar information or engage in learning.
- ❖ **School year:** The period in the year during which pupils attend school, from the beginning of the autumn term to the end of the summer term.

2.2 PREVIOUS RESEARCH

The whole world has experienced revolutionary and technological changes in the history of mankind. Inventions of devices that contribute to enhance the human existence and better the life depending of the particular need and concerning on education, the technology has allowed developing of it.

At present, Educative Institutions already have supplied their classrooms with essential devices for the enhancement of the system of education such as: mobile devices, tablets, computers, laptops, etc; by the way, educators must consider the use of technological tools as teaching method for complementing the education and, in this way, to contribute to the development of the skills.

SAUDI ARABIA,

According to (Alharbi, 2015) who applied a project in King Saud University with his investigation "Effects of Blackboard's Discussion Boards, Blogs and Wikis on Effective Integration and Development of Literacy Skills in EFL Students showed that the use of blogs and wikis facilitate to the students, interact and support in the process of learning of writing skills in a growing online discourse community. At the end of this inquiry the author give the conclusion and discussion of pedagogical implications and recommendations for a perspective research.

MANCHESTER CITY, ENGLAND,

Susan Blackmore Squires in her research investigation "Use of a Blog as a Tool to improve writing in the foreign Language Classroom" developed in the University of Manchester of United Kingdom into the Use of this kind Blog as a Tool to Improve Writing in the Second Language Classroom in 2010 for the education schools areas confirmed positive uses of the blog which include writing for an audience and peer assessment, the development of student's analytical skills and

the development of a sense of community in a class through a collaborative learning environment. (SQUIRES, 2010).

BATANGAS CITY, PHILIPPINES

(Miller, 2006) In College of Education, Arts and Sciences, Lyceum of the Philippines University state that technology continues to be use for all kind of precise language knowledge activities for example: writing and reading skills development and oral practice.

 However, ICTS are predominantly successful when incorporated into project-based language learning (PROBLL). There is not doubt that the technology is contributing to develop the different skills that students in many times hold hidden as consequence of receiving classes in the traditional method.

According to (Motteram, 2003) with the research investigation "Innovations in learning technologies for English language teaching" In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world, have become central to language practice.

 Today, it is a truth in education since educational institutions have implemented new technologies as a complement for a better education in the latest years and two of these excerpts are the interactive whiteboard and the projector whose benefits make more attractive the teaching-learning process.

ESMERALDAS CITY, ECUADOR

The author (Bustos, 2014) mentions in her research investigation "Effects of audio-visual materials on the listening skills directed to students of the ninth year of

Educación General Básica at "Atahualpa" high school in Atacames Canton school year 2014-2015" that the implementation is essential for the development of a significant and interactive learning to the students allowing them to acquire an active teaching learning- process.

In relation to technological web tools, today there are a lot of them such as blog, which is other of the most used digital communication tools in the web. The author compiles and publishes information about a determine matter. There is infinity of topics that must not fit to another one necessarily.

The emissary of the message can give the option to the receiver of communicating with him through a series of commentaries or by email directly. It is the most seemed to a diary book since its information get updated periodically in a systematize order. Each new that is published is named post.

In a survey that was developed in more than four thousand bloggers, these were the most common answers to the question of what the reason of publishing a blog to share experiences and knowledges, to talk about an interesting topic, to be immersed with their passions and free times, to be part of a community, to advance or to start the writing career and for keeping told to the family about activities.

According to the figure of the study State of the Blogosphere published in Technorati.com, more than sixty per cent of bloggers consider this activity as a free time, the forty per cent of them are women and the third part are older people of forty years old.

Apps for mobile language learning

According to (Sonia Vandepitte, 2013)This study claims that mobile devices with superior capabilities offer new learning potentials which deal with needs and requirements of the 21 century.

The incidence of mobile technology in current society and the trend of technological innovations announcer a mobile learning evolution‖ in which students can ―exploit their task-on-task wherever and whenever there is time and opportunity to learn‖, (Steel, H, 2013)

Since a blended learning opinion, mobile devices were created to provide a efficient alternative‖ to common e-learning tools, such as desktop work room sand shucks of laptops, as they are suitable ―more powerful, portable, affordable and accessible‖ (Churches et all, 2011)

For learners, the affluence of mobile devices, e-Textbooks, cloud-based documents and teaching apps raises greater personalization, collaboration, creativity and engagement in the learning process‖ (Knight, L. & Steed, M.,
2013).

WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students from Bouhnik, D., & Deshen, M. (2014)

WhatsApp empowers simple and speedy transference of study materials like some other technologies that are not frequently used after school.
Sending study materials through WhatsApp teachers guarantee that everybody gets the message, the material and so on. As an example, it could be a video proposed for an activity after school.

The high accessibility of educators to the alternates' inquiries can possibly upgrade the learning procedure. WhatsApp empowers adapting past the classroom's environment. As a rule, a dialog appears about the homework appointed or a report that is expected.

2.3 PHILOSOPHICAL BASIS

There have been too many ways of conceiving and interpreting the educational philosophy along history. Among others, we can find and understand it as the philosophical thinking in a general educational context or as the theoretical context where an educational system works. It is the discipline that offers a guidance to develop education based on: morality, critical thinking, objective justification, policies, among others.

For example, currently there are positions showing that philosophy is not only a simple reflection about education. Follari, R. (1996); claims, "The philosophy examines the conceptual tool used by teachers in order to discover the exact meaning of the educational language".

According to (Boss and Krauss, 2010) state that it "worth's to examine the Information and education technologies focusing them in essential learning that contribute to the student reaching the implicit goals". With the universal information in a quickly expansion and the rapidly multiplication of appliances based on web, any list of tools will obsolete tomorrow.

According to (Vygotsky, 1978) state that "students learn better in collaboration with their friends, teachers, parents and others, when they get involved in an active way in interesting and significant homework". So, the ICTS contribute opportunities to educators and students of collaborating with other individuals in wherever place of the world. They offer too new tools to support the collaborative learning inside the classroom or connected to the web.

On the other hand, "ICTs contribute opportunities to educators and students of collaborating with other individuals in wherever place of the world. They offer too new tools to support the collaborative learning inside the classroom or connected to the web", establish surveys of Educational magazines of the Harvard University.

According to (Tapscott, 1998) states that "People is getting in a new era of digital learning, where they are trespassing a phase of transition of learning by a transmission to an interactive learning". Therefore, students in nowadays do not want to be empty containers in a model of transference learning of information, instead of they want to participate actively in this process. Each time it is more extensive the idea that the current world requires that students can work in workgroups, thinking in a critical and creative way and reflexing about their own learning process.

According to (Nantais et al, 2009) state that "The key effective virtual progress conveyance is the educator". For giving an amusing class, the teacher must be confidential, in a good comfort and knowledge in managing technology and online schooling. It is not enough to stand in front of the class with technology devices without to know how to handle them, so, teachers must be a guide or instructor inside the class, innovating the teaching-learning process using technology.

According to (Cantwell, 2010) states that "creating an operational communication system in the environment of the classroom, it is going to contributing a lot for the betterment of the teaching-learning process, having a website for it". Both teacher and student can find and share styles of learning, different resources for working in class, a lot of information according to the necessities in the educational system.

According to (Vollstadt, 2003) states that "Researchers, educationalists and administrators have identified or recognized that the introduction of the innovative media into educative institutions calls for an alteration in the teaching-learning process". For the German Federal Ministry of Education and Research, consider that the innovative media will lead to a foremost change in the philosophy of learning, and some examples of them are that media calls and simplifies more independence on the measure of the learner, more self-directed accomplishments and the association of learning processes; inspire interactive work; offer faster admission to teaching materials and demand for a change in the role sharing of learner/teacher, where learners take on teaching purposes.

In addition, the innovative media is not perceived as a solution for teaching/learning problems. ICTs alone is not able to offer a complete basis for language learning. ICTs must be incorporated into present, demonstrated, and successful training if full profits of their advantages are to be gained. Their acceptance should signify a complement and addition to current models, contributing to a growth towards the conception of a new philosophy of learning.

According to (Balbi, 1993) states that "As facilitators, teachers must in a lot of ways distinguish more than they would as directive suppliers of information". Facilitators, must be conscious on a diversity of materials obtainable for improving the language skills of the students. In environment such as these, where procedures are approved, this focus on select and self-determining use of materials by students under the guidance of the teacher that has been recognized in relationships of a pedagogy resources.

According to (European ministries of education, 2003) state that "In a survey made by them, the majority expected a great proliferation in the usage of ICTs in remote language learning/teaching within the next years", and it is a fact since it increased three hundred percent in certain educational sectors around the world, and for following with these results it must be considered the next points such as the establishment of the necessary infrastructure like soft and hardware; the admittance to internet and computers; a solid economic funding policy and a cooperation between educational institution and commercial publishers.

According to (Lund, 2003) states that "Teachers will need to become mediators of change, they may demonstrate to be the most significance influence in developing the didactic of the digital and interacted learning community". When educators know the transformational potential originated in technologies, they can participate in their same environment.

2.4 EDUCATIONAL BASIS

2.4.1 ENGLISH TEACHING

The activity about teaching a foreign language is a practical action and that is why it implies a scientist and ideological point of view. Although the rest of the curricular designs focus attention on the educational science, teaching English is almost exclusive of linguistics appliances.

English teaching is an educational activity accepted in the whole world, and its main objective is to contribute the communication to the people to increase the professional development and make easy the interaction among human beings. Further, English Language is spoken in several contexts and measures in the classrooms of school in general around the earth. Therefore, it is very essential that teachers achieve the learning targets with the way they teach.

Foreign language learners acquire the language to make trips and talk with native English speakers, it means that English is spoken as a foreign language (EFL), since English is not at present used in their own countries. At the same time as English is taught as a foreign language (ESL), learners get the situations to use it in their own country, since English is currently spoken as a foreign language there.

Dewey, J. (1916) affirms that, the main problem in education is related to the selection of activities that reinforce experience in the learning process. It means that the problem lies in the wrong activities that do not encourage interest for the acquisition of new knowledge.

Therefore, English is used to communicate; while EFL disposes fewer opportunities to be applied in real situations, the term used to refer mutually to both is English for Speakers of Other Languages (ESOL); it is spoken in countries like Canada, The United States of America, Australia, The Hawaii Islands, Canada and other countries. In addition, there are a lot of institutions such as Institutes, high

schools, academies, centers and Universities around the world where English is used for Education.

Piaget, J. (1983); proposes four factors that contribute to the acquisition of new knowledge, which are: Maturation, Social environment, Experiences and Specific operations. The mix of those factors produces what Piaget calls structures that help students get significance about new knowledge.

Krashen, S. (1982); formulates the input hypothesis also known as the monitor model which is a group of five hypotheses related to the acquisition of a second language. He describes the acquisition as an intuitive process nearly like the one used in first language acquisition.

Chomsky, N. (1975); affirms that languages are not learnt, but in contrast they must be acquired because the communication is a natural need concerning to human beings, Vygotsky L. (1986); holds that language has to be part of the same educational environment using the communication like the principal tool to benefit the knowledge.

Piaget, J. (1983) claims that language is seen as an instrument for the individual's cognitive and emotional capacity, which indicates that the linguistic knowledge that child has depends on their knowledge of the world.

2.4.2 IMPORTANCE TO TEACH WRITING FOR YOUNG LEARNERS

There are a lot of sites consider that English is important in the world over, for the reason that English contributes the movement of people from one country to another one. In Ecuador, the English teaching is very significant nowadays since there are three basic aspects that contribute it. The first one is that English is applied for tourism field, and one example is the big project called "All you need is Ecuador" where English language is the principal implement for the development. The second

aspect is that English makes possible the communication with powerful countries which Ecuador maintains big business; those countries are The United Kingdom and The United States. The third and the last aspect is that English is the basic tool for people or students to get a scholarship and to study abroad according to the Ministry of Education of Ecuador. Finally, it is confirmed that the people who emigrate get the success in many times due to the communication in this language.

2.4.3 ENGLISH TEACHING AT GENERAL BASIC EDUCATION.

Nowadays, English is categorially the language for distinction. There are several fields where it is used such as scientific, technological, academic, educative and written information, besides it is essential to interact and communicate in these entire fields. Consequently, the new education faces numerous challenges to donate toward the development of the abilities of students, and if they do it, students will be able to take a more practical in communications way as citizens.

There are three point issues of the Ecuadorian Ministry of Education in order to face challenges:

First, the importance of English as an instrument for understanding people and societies beyond linguistics;

Second, the requirement to support the English curriculum for the standards which is the Common European Framework of Reference (CEFR) that is internationally distinguished and contributes a general foundation to elaborate the language curriculum guidelines.

Third, the communicative approach is now day the most acknowledge and admit in education language field. Because it is committed with the nature of the learning and teaching language.

In addition, and according to (National Curriculum Guidelines EFL Min.Edu, 2014) state that the principal purpose of the correct curriculum model is to contribute the

enlargement of the communicative language skill of students considering the following values:

The most important service or function of language is the contact and communication; Language is a scheme to express and transportation of sense; and the structure of language imitates its purposeful and communicative uses.

2.4.4 CEFR COMMON REFERENCE LEVELS IN THE ECUADORIAN EDUCATIONAL SYSTEM.

The CEFR states flexibility among their levels of proficiency, allowing reaching the implicit ranks to ensemble local needs related them to a common method;

Levels of Proficiency: Branching Approach.

		A1.1 (8th GBE)
	A1	
		A1.2 (9th GBE)
BASIC USERS		
		A2.1 (10th GBE)
	A2	
		A2.2 (1st BACH)
		B1.1 (2nd BACH)
INDEPENDENT	B1	
		B1.2 (3rd BACH)

By, The researcher

19
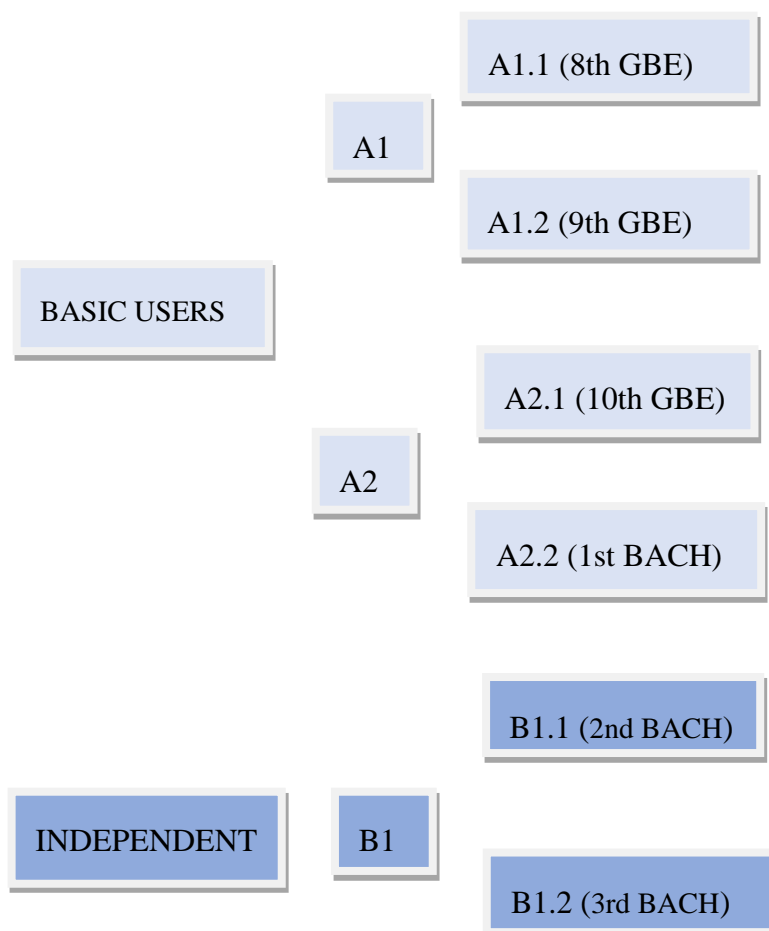
There are three areas of interest for the object group, these are: personal, public and educational field, and to show expression and advance of them, the specific objective of writing skill has been formulated for pedagogical targets.

Personal and educational are located in rank A1.1 since they represent the basis of knowledge about English.

The third one field, public, is located in rank A1.2 and constitutes the extended surrounding of learners. Furthermore, aims and assessment marker for writing production and interaction have been arranged to face different writing types that students may meet while they write.

According to (UNESCO Institute for information technologies in education, 2004) state that ICTs can multiply the admittance to language courses and improve the excellence of teaching and learning.

It states too, that the World Wide Web magnifies the classroom setting and contribute the access to updated material that belongs to the own country or a foreign one, offering to educators and students a lot of material in different approaches, take in the foreign principles and language to existence and making it more noticeable.

2.4.5 WHAT IS THE CEFR?

According to (Council of Europe, 2003) states that it means Common European Frame References (CEFR) that is a setting up tool which recommends or offers the management the teaching-learning process and what facts and aptitudes they must develop for an effectual communication in the top character.

CEFR REFERENCE LEVELS IN THE ECUADORIAN EDUCATIONAL SYSTEM

CEFR establishes cut-off points between levels flexibly, 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.

Level A1: At this level learners are capable to comprehend habitually phrases that are used every day and expressions that are frequently to assure needs.

Learners are able to present other people and themselves providing information in relation to home and things that belong to people, the interlocutor can communicate slowly and clearly.

• **Level A2:** At this level learners are able to understand and use frequently phrases in specific areas that they are informed like fundamental information about themselves, relationships, friendship, interesting places or shopping.

Learners can communicate to perform easy tasks and usual activities that do not involve a lot verbal interface, disposing information that is correlated to usual activities. Individual are able to articulate ideas in the easiest way and immediate needs.

These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs. Suggest by (National curriculum guidelines EFL Min.Edu, 2014, p.6, 7).

When the language learners are able to comprehend the principle focused readings written in clear, commonplace, standard dialect.

These readings can be identified with work, individual life, and recreation exercises.

Moreover, at this level, learners can relate effectively with people from countries that use the target language

```
                                    ┌──────────┐
                                    │   A1.1   │   8th EGB
                                    └──────────┘
              ═══════════▷
                                    ┌──────────┐
                                    │  A2.2    │   9TH EGB
                                    │  9TH     │
  ┌──────────────┐                  └──────────┘
  │  BASIC USER  │
  └──────────────┘

                                    ┌──────────┐
                                    │   A1.1   │   10TH EGB
                                    └──────────┘
              ═══════════▷
                                    ┌──────────┐
                                    │  A2.2    │   1ST BACH
                                    │  1ST     │
                                    └──────────┘
```

By, The researcher


```
                                    ┌──────────┐
                                    │   B1.1   │   2ND BACH
                                    └──────────┘
  ┌──────────────┐   ═══════▷
  │ INDEPENDENT  │
  └──────────────┘
                                    ┌──────────┐
                                    │   B2.2   │   3RD BACH
                                    └──────────┘
```
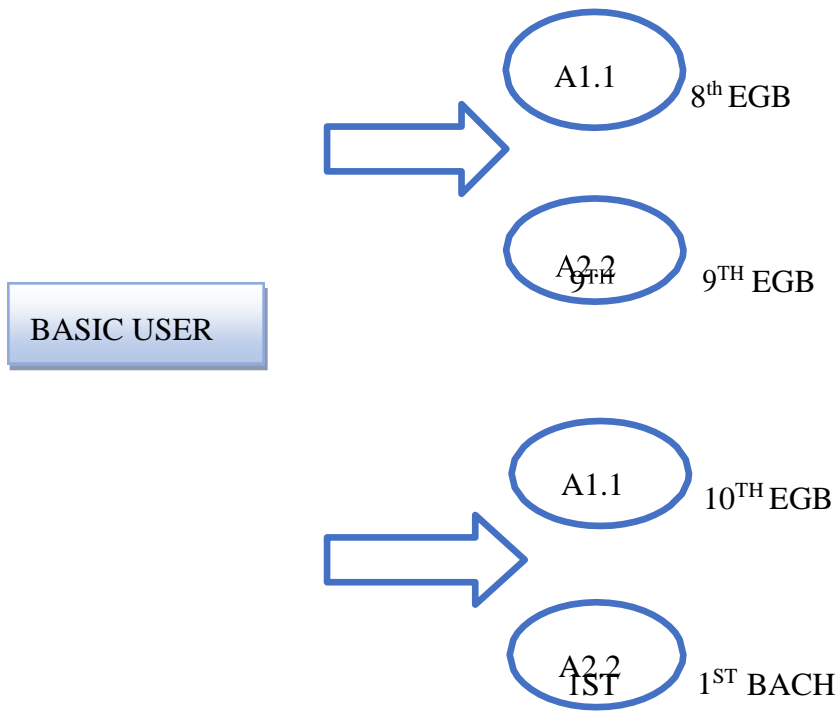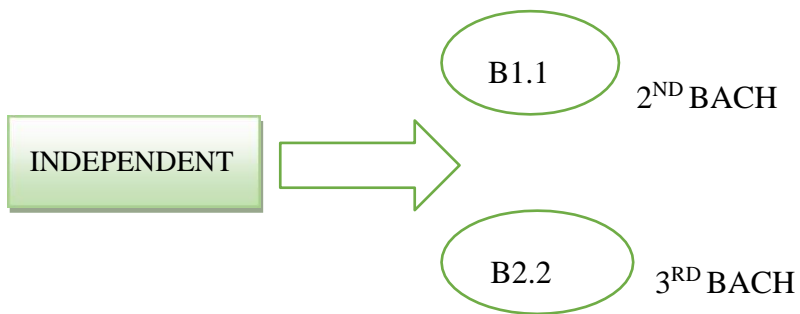
By, The researcher

There is a variety of six languages of proficiency that the CEFR fundamentally proposes that starts from level A1, for students who are at the beginning period, to C2, for students or people who are at the highest level of communication.

As a consequence, the CEFR assists educative institutions and employers to make a comparison with these experiences effortlessly and how they transmit the knowledge through the international exam.

2.4.6 CEFR COMMON REFERENCE LEVELS

The principal target of these curriculum guidelines is that students can achieve a B1 rank of proficiency, in this level student or user can communicate in an efficient way as independent users of the language, an element of description of only three ranks will be supplied to comprehend what the overall targets at each stage are in the subsequently section.

2.4.7 SMART DEVICES

Those are electronic gadgets, for the most part joined with different gadgets or systems by means of diverse conventions, for example, Bluetooth, NFC, Wi-Fi, 3G, 4G, and so forth., that can work to some degree intuitively and self-sufficiently.

Among the principal kind of smart devices can be mentioned:
- Smart phones (including I-phones)
- Tablet Pc's (including IPads)
- PDAs

2.4.7.1 SMARTPHONES

Smart phones are cellular telephones with a working framework. Smart phones commonly incorporate the elements of a telephone with those of another well-known buyer gadget, for example, an individual advanced partner, a computerized camera, a media player or a GPS route unit.

A smart phone has a touchscreen access to the web and a working framework to run applications on. It packs an entire flatboat of elements such as a still and camcorder, an adding machine, a watch, an mp3 player, and gaming office that are heading to finish particular gadgets that used to run these elements alone.

2.4.7.2 TABLET PCS

A tablet is a remote compact PC with a touch screen interface. The tablet structure element is commonly littler than a note pad PC yet bigger than a cell phone. Since their presentation to the registering scene in 1989, tablet PCs have made some amazing progress on account of mechanical rises forward particularly in better touch based composition.

The relationship between tablet Pc´s and the human working way, offer to users assistance taking advantage of time and dealing with practical activities that make the work easy and funny.

2.4.7.3 PERSONAL DIGITAL ASSISTANT (PDA)

The term advanced from Personal Desktop Assistant, a product term for an application that prompts or goads the client of a PC with proposals or gives fast reference to contacts and different records. PDAs were generally ended in the mid-2010s after the across the board reception of very competent, specifically IOS and Android-based, cell phones.

The revolution around Smart Devices (telephones and tables) getting more well-known.

Customers everywhere throughout the world pick which brilliant gadget to purchase and use. On the other side every smart gadgets producer expresses its own particular client interface models and improvement dialects which makes application advancement for keen gadgets much all the more difficult.

2.4.8 OPERATIVE SYSTEM (OS)

There are numerous Operating Systems for advanced mobile phones. The primary portable Operative System (OS) utilized by present day advanced cells such as:

- Google's Android
- Apple's iOS
- Nokia's Symbian
- Microsoft's Windows Phone

Different telephone models and ordinarily every gadget can get various OS programming redesigns over its lifetime. Android from Google and IOS from Apple gives working framework as well as give a versatile advancement stage on the grounds that the two are confronting extreme competition against one another.

2.4.9 ANDROID VS APPLE IOS

2.4.9.1 ANDROID

Android is an open source working framework generally utilized on cell phones and tablets. Android has been accessible under a free and open source programming permit from October 21, 2008 and until March 2011.

Google distributed the whole source code under an Apache License, and keeps the surveyed issues list freely open for anybody to see and remark.

Google obtained the introductory designer of the product, Android Inc., in 2005. The disclosing of the Android dispersion on November 5, 2007 was reported with the establishing of the Open Handset Partnership, a consortium of 84 equipment, programming, and telecom organizations gave to propelling open gauges for cellphones.

Google discharged the greater part of the Android code under an Apache License, a free programming permit. The Android Open Source Project is tasked with the upkeep and further advancement of Android. ``There are at present more than 200,000 applications accessible for Android.

Applications can be downloaded from third part destinations or through online stores, for example, Android Market.
The Android OS was recorded as the top of the line cell phone stage worldwide in 2010 with more than 190 million Android gadgets being used by October 2011``. Computer Science Engineering & its Applications (CSEA), Vol. 1, No. 4, September-October 2013).

2.4.9.2 APPLE IOS

Apple iOS was initially created for the iPhone, it has following been stretched out to bolster other Apple gadgets, for example, the iPod touch, iPad and Apple TV. Apple does not permit iOS for establishment on outsider equipment.

As of December 2011, Apple is promoting more than 500,000 iOS applications, which have all things considered been downloaded more than 18 billion times.

The client interface of iOS depends on the idea of direct control, utilizing multi-touch signals. Interface control components comprise of sliders, switches, and catches. The reaction to client information is quick and gives a fluid interface.

2.4.10 APPS

Among the principal Apps considered such cross platform mobile applications into the m-learning process can be mentioned:
1. Skype
2. Twitter
3. Facebook
4. WhatsApp

2.4.10.1 SKYPE

Skype™ is a free PC program you can use to make phone brings over the web and that you can likewise utilize it to make telephone calls and video calls, to visit, and to exchange records. Besides, Dammond H. (2007) states that Skype™ can significantly adjust how you trade data, how you meet new individuals, and how you collaborate with companions, family, and partners".

Chang, Y. (2008) also, claims that Skype™ offers one of the most well-known voice-over web convention administrations and with a PC, a web association, also, a couple of straightforward steps, outside dialect speakers also, learners can interface with and call each other crosswise over time zones.

2.4.10.2 TWITTER

Twitter is a person to person communication webpage and App smart device that offers smaller scale blogging administrations to interface by mini posts called tweets, on Smartphones, tablets, iPods, and any gadgets with Internet access.

In the previous couple of years, specialists have essentially contemplated online informal communication locales to analyze the relationship between instructive results and person to person communication.

Twitter, as a rising online networking, has been hardly utilized as a part of school classrooms crosswise over orders. Instructors and professionals do not perceive its worth as far as a showing and learning device.

Instructors have explored different possibilities regarding using Twitter as a part of showing an assortment of courses counting history, geology, business and dialect learning. For example, Gao, Y., & Kosuri, S. (2012) used Twitter English composing and reading in a Taiwanese school.

In another blended strategy studied, Luttrell, R. (2012) analyzed the adequacy of

Twitter and other social average in perception and use of open connection course material among college substitutes.

2.4.10.3 FACEBOOK

Facebook is an informal community referred to for scholarly engagement potential, a presumable situation for understudies' association in useful learning Susilo, A. (2008)

Despite worries over intrusion of security and self-divulgence issues, in this manner, contending against utilizing Facebook as a scholarly device Rubrico, J. (2011), this scholastic engagement potential has been investigated by instructors who discover Facebook a helpful interface encouraging intelligent trades which prompt more profound calculated comprehension

Consequently, Davies, J. (2012) considers that people do on Facebook to be social proficiency and dialect praxes. Moreover, Facebook is viewed as the new classroom where individuals stay joined, Schwartz, H. (2009) and as a group model which cultivates learner engagement, connections, and coordinated efforts. Muñoz, C. L., & Towner, T. L. (2009)

2.4.10.4 WHATSAPP

WhatsApp is a Smartphone application that works on almost all present sorts of gadgets and working frameworks. This application was created and designed by Jan Koum who born in the Ukraine and migrate to California when he was 16. He worked at Yahoo as a security and groundwork engineer for nine years but, two years later he stops working and started to develop WhatsApp.

The application has been available since 2010, later; this mobile messaging application was acquired by Facebook Inc. In February 2014 for about US$19 Billion, now the world's biggest mobile messaging service has more than 700 million users around the world.

As a method for sending and receiving messages to and from people or gatherings, WhatsApp incorporates an assortment of capacities, for example, instant messages, attached pictures, sound documents, video records, and connections to web addresses and currently video calling conferences.

Throughout the most recent two years, the application has turned out to be extremely mainstream, increasing more than 350 million clients and is appraised the most downloaded application in 127 nations (Cohavi, 2013); ordinary a normal of 31 billion messages are sent daily (Tzuk, 2013). In fact, WhatsApp can be seen as an interpersonal organization that allows people to get a lot of data quickly.

WhatsApp is nowadays considering a new instrument in the educational process, it allows similar constructive features as previous technological tools that were applied in the last decade. It is because of WhatsApp provides new characteristics that incite teacher and learners to use it to enhance the development of learning.

Since the technology support high influence in education, social networks app's such WhatsApp provides a new way to get pedagogical experiences by exploring and developing potentialities in learners achieving more and better results.
Roby W.B. (2004) states, ―The transmitting of audio and video in new technologies such smart devices and Apps presents a new perspective to the Language teaching-learning process.

2.5 LEGAL BASIS

2.5.1 EDUCATIVE COUNCIL HIGH OF REPUBLIC HF ECUADOR

ARTICLE 350: The better educational system will be projected at theoretical and professional management with scientific research, innovation, dissemination, humanistic vision, promotion and development of cleverness and cultures; building resolutions for problems of the nation to the goals of the enhancement system.

2.5.2 THE LAW OF INTERCULTURAL EDUCATION STABLISHES

Article 160: The universities and school in general will engender schemes and approaches to find out the resolution to problems of the nation; inspire dialogue between national and world cultures; dissemination and intensification their principles in Ecuadorian culture; professional and systematic preparation of investigators, students and teachers, donating to the achievement of a fairer, impartial society, in collaboration with state assistances and society.

2.5.3 THE CHILDHOOD AND ADOLESCENCE CODE ESTABLISHES THAT:

Article 19: Education must be respect as a malleable to attain the necessities of children and young people or adolescent providing them exceptional consideration with equivalent opportunities.

This code expresses that kids and young people have the privilege to a quality education. This right requests of an instructive framework that guarantee the entrance and permanent quality of all young men and young ladies to fundamental training, and in addition the youngster until secondary school or its similar regard the way of life and particular attributes of every area.

Kids and teenagers, with need for the individuals who have handicaps, working or living a circumstance requiring more prominent chances to learn.

The Government will guarantee schools to offer administrations with value, quality and auspiciousness and additionally ensure the privilege of folks to pick the education that suits their children and their little girls. It is the obligation of the State to joining the advances of data and correspondence in the instructive process and support the showing connection with the profitable and social exercises.

2.5.4 CONSTITUTION OF ECUADOR (2008)

The constitution of Ecuador among its articles claims that Education is a privilege of individuals for along their life and an inevitable and unavoidable obligation of the State.

It constitutes a need range of open strategy and State venture, insurance of correspondence and social consideration and a crucial condition for the great life.

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.

2.5.5 THE LOEI (LEY ORGANICA DE EDUCACION INTERCULTURAL)

On April 17, 2014, by means of agreement Ministerial 70-14, issued the regulation for the use of mobile phones in educational institutions, with the aim to promote the critical consumption of new technologies of communication and information within the classrooms.

The agreement provides the opportunity according to the educational level and sings to the teacher as responsible for authorizing the use of the cell phone, in activities designed to effect and allow its use meets a pedagogical objective.

Such use will be exclusively for students from 8TH, 9TH and 10TH degrees of Basic General Education (EGB) and 1. °, 2, and 3. ° High school courses.

This law states that cell phones as well as other technological resources for information and communication can be employed as tools of learning inside and outside of the classroom.

CHAPTER III

RESEARCH METHODS

3.1 RESEARCH DESIGN

The present research was centered in a qualitative method. This method was allowed to achieve the specific outcomes about to enhance the writing skill for tenth graders of Unidad Educativa Alfa y Omega. The qualitative method was founded in behavioral and social sciences anthropology, psychology and sociology.

Nowadays the qualitative method is the most common tool within of Educational field. This method contains interesting meetings with the participants, group queries from two to ten members commonly. These activities of meeting are manage by a moderator in-live.

This qualitative method allowed us to identify how the way that the students learn writing activities through interactive ways is and how the teacher can improve it with this innovation tool most common used by the young people and nowadays it is used inside the educational curriculum like an educational support tool.

This method allowed to obtain specific results about to enhance the writing skill for tenth graders of Unidad Educativa Alfa Y Omega at La Libertad, Province of Santa Elena, school year 2019-2020.

3.1.1 QUALITATIVE METHOD

The research applies the qualitative method because it helps to collect information about the use of a mobile application (mobile learning modality), the researcher consulted to some professional and specialists, English teachers from the area and students.

The qualitative method is interested to know how the process occurs in each observed situation (VELEZ, 2008)

3.2.2 QUANTITATIVE METHOD

This research applies this method to show mathematical and statistical analysis through the collect information of survey, questionnaires or any other technique. The quantitative method focused on collecting numerical information to explain a particular phenomenon

The quantitative method focuses on collecting numerical information to explain a particular phenomenon. (LABAREE, 2016)

3.1.3 SCIENTIFIC METHOD

This method allowed to show the enhance writing skill for tenth graders of Unidad Educativa Alfa y Omega at La Libertad, province of Santa Elena by using a mobile application as learning tool.

3.1.4 OBSERVATION METHOD

The observation method allowed the researcher to catch and record the behavior from the participants in this case, the students. The method is considered such as systematic observation method.

The use of this method helped to discover real data about consequences and causes of the use a mobile application to enhance writing skill for tenth graders of Unidad Educativa Alfa y Omega at La Libertad, province of Santa Elena using this tool like a learning instrument.

3.1.5 LEVEL OR TYPE OF RESEARCH

3.1.5.1 FIELD RESEARCH

3.1.5.2 BIBLIOGRAPHY RESEARCH

It was important to analyze the academic level or status of Unidad Educativa Alfa y Omega emphatically in English learning process, referring the use of a mobile application through of learning strategies to enhance writing skill. The principal authors from this activity was the tenth graders who are the principal authors in this research.

During this research was necessary to apply qualitative and quantitative method because both are centered on Educational Technological tools and in some cases they express benefits to apply in the teaching – learning process.

The present research investigate the process of finding information about scientific establishments with the purpose of applying the most suitable options of learning strategies to focus in the hypothetical statement.

At the end, the use of this method showed information to ensure the helpful and functional application of mobile App as a learning strategy to enhance writing skill for tenth graders of Unidad Educativa Alfa y Omega.

3.1.6 APPLIED RESEARCH

Through the process of investigation by the researcher which was focus on qualitative and scientific observation method was discovered the principal problem in the progress of writing skill in learning process.

The problems were discovered by the behavior and attitude of students who are the principal authors in this research.

In addition, all the research was founded by applying interviews and surveys guided to the participants of this investigation such as tenth graders, professors, principal and the specialists in the writing teaching field.

The developing of this process was realized to certificate the importance of mobile application as a tool to enhance writing skill for tenth graders of Unidad Educativa Alfa y Omega.

3.2 POPULATION AND SAMPLE

3.2.1 POPULATION

For this research population and sample it was used the unique course of tenth basic year of 23 students registered in it.

The course id divided with 16 males and 7 females

Chart 1: Details of Population

Details of the population		
Category	**Frequency**	**Percentage**
Authorities and teachers	15	39%
Students	23	61.%
Total	38	100%

Source: Unidad Educativa Alfa Y Omega
Author: David Andres Silvestre Pozo

3.2.2 SAMPLE

It is not possible to apply a sample size because the total population is one hundred percent inside Unidad Educativa "ALFA Y OMEGA" where there is only tenth grade-group which will be studied.

DATA COLLECTION

3.2.4 TECHNIQUES

Next techniques were used in the present research: observation, survey, interview and pedagogical test.

✓ **OBSERVATION**

This technique allowed to know the real problem to develop the present research, it's now the teacher transmits the information and how the students receive the same. It was important to have a notebook and in a sheet of paper to take notes about the class that the teacher gave, it was the first and the most important instrument. The observation technique was applied for tenth graders at "UNIDAD EDUCATIVA ALFA Y OMEGA" to extract information about the strategies and methodologies applied during the development of writing skill while the students work out the activities that the teacher give.

✓ **SURVEY**

It allowed to get a real information about the objectives from the teacher and students through simple questions. The questionnaire was the instrument used in this case to collect information to achieve the objectives that this research require, to implement the use of a mobile application to enhance the writing skills for tenth graders.This information will be show through graphics with percentages to make it easy to understand.

✓ **INTERVIEW**

It was applied to the authorities at "UNIDAD EDUCATIVA ALFA Y OMEGA" to get direct information to know their opinions about this research and possible

ideas about the design for the activities for tenth graders to enhance the writing skills using a mobile application.

3.2.5 INSTRUMENTS

✓ **PEDAGOGICAL TEST**

This instrument allow to know the present knowledge from students about their writing skill at the beginning of the research and the end of it. To compare the results with this test and notice if the students are progressing or not. This test is developed with topic classes according to the European Common Reference Framework.

✓ **CAMERA**

The use of this instrument allows to get information, get evidences when It`s need to be registered during the investigation process of data collection. This instrument is reliable, comfortable and discrete.

Nowadays this technique is the most used by researchers because this manage is easy and they obtain a lot of storage capacity, web connection and save the information at the same time through videos, pictures, audios.

✓ **NOTEBOOK AND OBSERVATION SHEET**

This instrument was used to take specific and important notes about the research and the progress of the objectives in the same. These notes will be reinforce important aspects, ideas, details, questions about to the research

3.3.6 DATA COLLECTION PLAN

The next chart shows information about the research developing by observation, survey and interview.

Chart 4: Data collection plan.

BASIC QUESTIONS	EXPLANATION
1. What for?	To enhance writing skills of the students.
2. From which people or objects?	Tenth-grade students at UNIDAD EDUCATIVA "Alfa y Omega"
3. About what aspects?	Mobile application to enhance writing skills
4. Who?	The researcher: David Andrès Silvestre Pozo.
5. To Whom?	Students, professors and Authorities.
6. When?	2018 - 2019.
7. Where?	At Unidad Educativa "Alfa y Omega"
8. How many times?	Once a year during the academic year 2018 - 2019.
9. How?	Individually and by group
10. What data collection techniques?	Observation, Survey, Interview and pedagogical tests
11. With what?	Pedagogical test and mobile smart Application.

Source: Unidad Educativa Alfa Y Omega
Author: David Andres Silvestre Pozo

3.3.7 DATA PROCESSING PLAN

Chart 5: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The poor results of writing skills in the English subject and the limited technologies resources at tenth grade students were determined through different techniques and instruments applied to students and professors at Unidad Educativa "ALFA YOMEGA".	When the problem was identified the researcher looked for information in different resources: Books, Magazines, Internet and others. Similarly the researcher consulted information from teaches and English specialists.	After the problem was confirmed the researcher apply a pedagogical test, survey and interview like educative instruments Through of the analyses of the collect information the researcher designed of a proposal to start solving theproblem	Byusing information collected from the analysis of the problem with educative instruments which are important to compromise English teacher and authorities to the improvement successful process and in this way to enhance writing skills in students oftenth grade.	The use of a mobile application in side of tenth grade at Unidad Educativa Alfa y Omega will be support the Enhance of their Writing skills in English Subject. .

Source: Unidad Educativa Alfa Y Omega
Author: David Andres Silvestre Pozo

3.3 DATA ANALYSIS

3.3.1 FILE OBSERVATION

Researcher: David Silvestre Pozo

Teacher: Kelly Jose

School: Unidad Educativa Alfa Y Omega

Course: Tenth Basic Grade

*Chart 6: **File of Observation***

Not observed	0
Never	1
Sometimes	2
Usually	3
Always	4

Source: Unidad Educativa Alfa Y Omega
Author: David Andres Silvestre Pozo

Chart 7: Observed Notes

	OBSERVED NOTES	0	1	2	3	4
1	The students are antagonistic or passive				X	
2	The students are performing according to the moment activities			X		
3	The students are involved in the teaching learning process				X	
4	The students participate in extra activities from the lesson			X		
5	The teacher solves the most of writing activities and students provide few answers			X		
6	Teacher reinforce the information when It is confusing				X	
7	The teacher gives previous feedback before starting the class				X	
8	The teacher gives activities at the end of the class to reinforce it			X		
9	the teacher is focused on students to complete the process of teaching-learning			X		
10	The teacher creates an academic environment according to the class			X		
11	the teacher demonstrates security of the content that he teaches			X		

INTERPRETATION OF THE OBSERVATION

At the beginning of the observation research, the researcher applied specific tool file observation chart #7 at Unidad Educativa Alfa Y Omega on August 2nd, 2019 at the 5th class hour from 10:10 to10:40. In general the students were observed about their behavior and how the teacher manages the class during the thirty-five minutes in which was noticed the next aspects.

At the beginning, the teacher arrived to the class, he gave the correct greeting and the students gave a good answer in chorus form.

First, the teacher gave the warm up about the new topic class to connect with the last theme while the students caught the message interacting between them during several minutes.

Later, teacher started the class putting vocabulary on the board and ask to the students about the meaning. Some students knew some words but others looked for them in the dictionary.

Then, teacher asked to the students to open their books and check the information of the new class. The students understood the text using the clues about the vocabulary that they checked before.

Next, Teacher explained the class using the information from the book and solving the activities together. Teacher used the board like a visual tool for the students.

After that, teacher asked to the students to organize small groups of four, and students opened their activity books to solve the tasks about the topic that the teacher explained before.

Students try to solve the activities, almost with the same routines and the environment feels strained and without motivation. Some students finished the activities and the rest of the group just copy the answer. Finally teacher, wrote the answer on the board and some students check the mistakes in their books.

3.3.2 INTERVIEW FOCUS TO TEACHER FROM UNIDAD EDUCATIVA ALFA Y OMEGA MISS KELLY JOSE

Question 1: What kind of technological tool does "Unidad Educativa Alfa Y Omega use in the process of teaching learning?

Interpretation: Miss Josè told me, that in this school nowadays we have radio, speakers, internet access and computer room to support some areas such as computer and English subject. We have a head projector too, but It is used just in school projects. Our principal tools to teach English are the books, they are dynamic and recognized by great specialists.

Question 2: what do you think is the common problem that the students have in the process of teaching-learning?

Interpretation: The teacher gave the point of view, according to the experiences of education like a principal are different situations such us lack of motivation and students from another schools where the level of education is low. There are some common problems that the students face in this process.

Question 3: Do you consider that the use of technological tool is viable to enhance the writing skill?

Interpretation: The teacher said, it is important to apply the technological tools in all areas of education because it is the way to extract, process and share information with the world. All is connected with the technology, all is linked to the process of teaching learning.

Question 4: From your experience like a teacher, what do you think about the use of a mobile application to enhance writing skills?

Interpretation: About her experience she thought that exist many mobile applications to enhance the skill, nowadays our institution is trying to apply this system according to the Educative annual plan. In some cases I send information via e-mail, Facebook and WhatsApp

Question 5: Do you consider that the use of WhatsApp application enhance writing skills for tenth graders?

Miss Gilda stated, that she is totally agree. WhatsApp is the most popular app to communicate with almost everybody and it contains complete features of media, audios, videos, pictures, files, emoji's, stickers, gifs and many others. They are ideals in the use of activities for writing skills.

3.3.3 INTERVIEW FOCUS TO THE PRINCIPAL OF UNIDAD EDUCATIVA ALFA Y OMEGA MISS GILDA VELOZ ZAMBRANO

Question 1: According with the current Educative system in Ecuador, what is your point of view?

Interpretation: the state, the actual system is designed to increase, but the wrong is noticeable in the implementation, one of this is the Bachillerato General Unificado (B.G.U.) where the plan of education continues adapting to the system of each school. The most important aspect for me in the actual system is the emphasis for the government to reward the best students sending them to other countries to achieve their goals.

Question 2: what is you appraisal in the implementation of English subject inside the System of Education for the process of teaching learning?

Interpretation: The director said, Nowadays the system is globalized, the implementation of this subject is important and necessary to extract the global acquisition of another language and share with our students inside the class like a subject and offer them the opportunity to reach goals.

Question 3. What do you think are the principal problems that students confront to achieve their goals in the process of teaching learning?

Interpretation: The director exclaimed, the students face some problems and more specifics in English area because they have to develop four skills additionally to learn it (Writing, reading, speaking, listening).

Question 4: How important the information and communication technology (ICT) inside the process of teaching learning is?

Miss Veloz said that everything in our environment is technology, so our Youngers have to be prepared. We are responsible for that like their tutors. Nowadays the use of smartphones are part of the life and part of the education like technological tools to develop the process of teaching learning. The practiced help us to learn too, when we teach we learn together.

Question 5: Do you think that the use of mobile applications would improve the process of education?

Miss Velóz said, currently the system of education apply this process in the educative curriculum in our country. We have in the process to adapt it in schools. Almost teachers we send homework or information by using some mobile application for example WhatsApp or Facebook, they are the most common nowadays.

However inside the schools many institutions do not allow the use of this devices yet because they are adapting or the Wi-Fi connection in some case is low.

3.3.4 INTERVIEW FOCUS TO SPECIALIST IN ENGLISH TEACHER AREA.

Question 1: What is your experience with the use of technology for the process of teaching-learning?

Mr. Loor commented, he had had many experiences inside this field, overcome with Youngers who are parts of the technology time, they feel more confident using it. He take advantages of it and apply the 95 percent of his educational curriculum using technology. It is totally the best experience to know something new each day.

Question 2: what is your opinion about the application of information and communication technology (ICT) in the process of teaching learning?
Mr. Loor is convinced that is indispensable inside this process because each day the technologies are up dated, and in the same way the education has to connect with these. The best example is the methodologies of E-learning applied in our Universities. Youngers of schools have to adapt to this process in some moment.

Question 3: According with your academic knowledge what recommendations could you lend to teachers who want to execute WhatsApp in the process of teaching learning?

Mr. Loor said, it is a good news to know that teachers want to apply this application in schools. He recommended that teachers feel confident with their students because in this way they will feel in a secure environment while they learn at same time.

Question 6: What are the advantages or disadvantages of the use of mobile application inside the school?

Mr. Loor exclaimed, for me the correct use of mobile applications like a technological tool is totally an advantage in this process. He remembered when he Started like a teacher he send information using that and the students enjoy solving the exercises too. They felt motivated and they played like a competition game. Is important to know that in this time mobile applications were more basic, now she imagine that the use of it could be fabulous. Disadvantages could be the wrong use or the low connection service.

Question 5: Do you think that the use of WhatsApp can enhance the writing skill?

Mr. Loor commented that WhatsApp application is an educational complete tool, it is several option to take advantages in each one. It can improve listening, speaking, reading and obviously writing skill because it is the principal function, to give communication through of texts, it is the evolution after testing common messages

3.3.5 FOCUS GROUP DIRECT TO STUDENTS OF TENTH YEAR

Institution: Alfa Y Omega

Researcher: David Andres Silvestre Pozo

Chart 8: Focus Group Students

1	ALCIVAR GARCIA JORDY
2	BORBOR ASENCIO BENJAMIN JOSE
3	DE LA A DE LA CRUZ ANTHONY JAVIER
4	DOMINGUEZ MAREJILDO JANINA ARIANA
5	FIGUEROA CÓRDOVA CRISTOPHER NATTAN
6	GARCIA VARGAS DAVID EMANUEL
7	MEREJILDO GONZALEZ KEISHA RUTH
8	MONTENEGRO CHAMORRO EDUARDO ELIAS
9	POZO AMAYA EMILIA VALESKA
10	SANCHEZ GARCIA LUIS DIOGO
11	SUÁREZ CALDERÓN RICHARD DAMIAN
12	SUAREZ MOLINA FERNANDO JOSE

Source: Unidad Educativa Alfa Y Omega
Author: David Andres Silvestre Pozo

Chart 9:F.G. Question 1

	Question1: Do you like English language? Why or Why not?
DOMINGUEZ MAREJILDO JANINA ARIANA	Yes, I think to learn English nowadays is important because it knows us other cultures from other countries like United States or Europe.
POZO AMAYA EMILIA VALESKA	It is difficult for me, I don`t understand. I don`t like to learn English.
DE LA A DE LA CRUZ ANTHONY JAVIER	English is an interesting subject but difficult. I don`t understand very good but I try it.
ANALYSIS	In this group is evident that English is an important field but it has difficulties and need to be encourage.

	Question 2: What is your opinion about your English class?
FIGUEROA CÓRDOVA CRISTOPHER NATTAN	I consider that is difficult this subject but when the teacher looks for the way to motivate is easier to learn.
ALCIVAR GARCIA JORDY	Each school year the teacher apply different techniques in this subjects. I think is not easy to teach English
ANALYSIS	According with these answers some students feel in a comfortable environment during English class. They indicate that motivation is important during the process of teacheing.

	Question 3: What kind of technology does your English teacher use?
GARCIA VARGAS DAVID EMANUEL	In some cases teacher uses the laptop to show us videos or any material to solve activities. We love when it happen.
SANCHEZ GARCIA LUIS DIOGO	Sometimes, The teacher uses his cellphone to play audio activities
ANALYSIS	The use of technology is limited during the class but they feel good when the teacher use their resources.

	Question 4: do you use your social networks to the process of teaching learning?
MONTENEGRO CHAMORRO EDUARDO ELIAS	Always, I share information using that with the rest of my friends, messenger and WhatsApp.
SUÁREZ CALDERÓN RICHARD DAMIAN	Yes, It is my tool. It easier to know about something or help to somebody who need it.
SUAREZ MOLINA FERNANDO JOSE	Absolutely yes, I think all my class use their social networks and interact about the classes.
ANALYSIS	Based on their answers, students feel the use of social networks parts of their school life. They us it just not for fun.

	Question 5: Do you consider that the use of mobile applications could enhance the process of English learning?
DE LA A DE LA CRUZ ANTHONY JAVIER	Personally I used my devices to look for words that I don't understand
GARCIA VARGAS DAVID EMANUEL	I use my cellphone to practice English activities. I have duo-lingo app. It's a excellent tool
ANALYSIS	The students used mobiles application in their daily activities and They use it like a tool to learn English too.

3.4 RESULTS AND DISCUSSION

3.4.1 TEACHER FROM UNIDAD EDUCATIVA ALFA Y OMEGA

Miss Jose after the interview agreed with the proposal, it is a necessity the use of technology nowadays, it is a complement inside the process of teaching learning, she consider a good strategy the application of WhatsApp to enhance the writing skills in young student.

Although they are in the process of application of technology according with the national curriculum, some teachers need to acquire knowledges to manage this kind of technologies and in this way improve their teaching method not just in English subject improve in all areas.

3.4.2 PRINCIPAL OF UNIDAD EDUCATIVA ALFA Y OMEGA

Miss Gilda Veloz who is the director and the maximum authority of this prestigious school, stated that the use of technology tools is important nowadays in the process of teaching learning, she mentioned her experience like an example to support the use of social networks inside the class to enhance the process of teaching learning

and take advantages of the scholar information with a good manage of this resource of WhatsApp.

For this reason, Miss Veloz accepted the implementation of WhatsApp inside the process of teaching learning with good vibes in the results at the end of this research.

3.4.3 SPECIALIST IN ENGLISH AREA

Msc. Kleber Loor Zambrano who is a great teacher from University Estatal Peninsula De Santa Elena specialized in English Area and technologies tools. He agreed with the application of this tool, he has had excellent experiences and felt is more comfortable and easy to catch information using this technologies tools, the use of WhatsApp is appropriated for the process of teaching learning.

3.4.4 CONCLUSIONS AND RECOMMENDATIONS

3.4.4.1 CONCLUSIONS

-The application of technology tools is a motivating way to enhance skills and develop this language like the second most important in the world.

-The educational environment inside the classes is more confident between teacher and students. Technology is the principal motivation of the students and the teacher managed this with appropriate activities.

-The use of WhatsApp allows the improvement not just for the purpose skill of this research rather the four skills. It is the complement and the tool used to be attractive the environment class.

3.5.4.1 RECOMMENDATIONS

-The constant use of mobile application tools will improve the technology knowledge from the teacher and create attractive class for her students.

-It is important to understand that the use of technology inside the class improve the knowledge outside too, it is because the students use it all the time, in their daily educational life.

-The use of this mobile application improve the process of teaching learning and the relationship between teacher and students through the interaction of WhatsApp manage.

CHAPTER IV

4.1 NAME OF THE PROPOSAL

LEARNING STRATEGIES TO ENHANCE WRITING SKILL BY USING WHATSAPP MESSENGER APPLICATION FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018- 1019

4.2 DESCRIPTION

4.2.1 INFORMATION DATA

Illustration 1: Unidad Educactiva Alfa Y Omega

Source: https://www.google.com/maps/place/alfa+y+omega
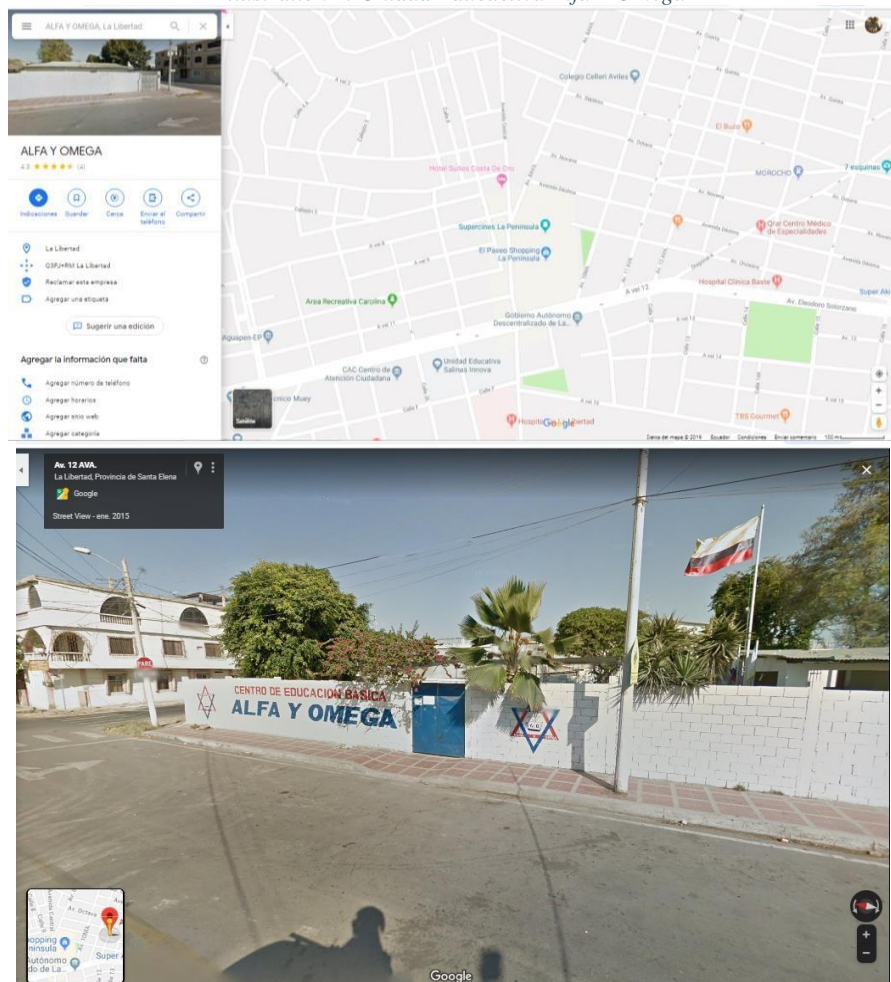
Institution: Unidad Educativa Alfa Y Omega

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Students of Tenth Basic Year of Unidad Educativa Alfa Y Omega

Session: Morning

Genres: Male and Female

Author: David Silvestre Pozo

Advisor: Msc. Italo Carabajo

Director of the Institution: Lcda. Zoila Veloz

Chart 1:Beneficiares

SCHOOL	BENEFICIARES	TOTAL
UNIDAD EDUCATIVA ALFA Y OMEGA	STUDENTS OF TENTH BASIC YEARS	23
	TEACHER	1
	PRINCIPAL	1
TOTAL		25

Source: Unidad Educativa Alfa Y Omega
Author: David Andres Silvestre Pozo

4.2.1 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The implementation of WhatsApp messenger application is an important tool for development skills of students of tenth basic year of Unidad Educativa Alfa Y Omega in La Libertad, Santa Elena, academic year 2018-2019, this research will be implement by students to enhance their writing skills.

4.2.3 OBJECTIVES

GENERAL OBJECTIVES

To enhance the writing skill by using WhatsApp messenger application based on interactives activities for students of tenth basic year at Unidad Educativa Alfa y Omega.

SPECIFIC OBJECTIVES

✓ To design learning activities according to learning student process that the teacher explain in recently days for students of tenth basic year of Unidad Educativa Alfa y Omega.

✓ To apply WhatsApp mobile application activities as a teaching tool.

✓ To evaluate the enhancement of writing skill on students of tenth basic year at Unidad Educativa Alfa y Omega.

PROPOSAL BACKGROUND

The proposal of this research is to motivate the students who are involved in English environment of learning English teaching, focus on enhance the writing skill which is one of the most important and the most common to make mistakes, On the other hand the influence of technology tools will develop it, taking advantages from all common aspects that the society manage and Youngers are principal protagonists,

they are constantly looking innovating and discovering new options in applications of their mobiles.

Nowadays, this innovators technological tools are the principal resource to create new forms of learning which one are known like Mobile Learning or M-Learning that permits to give a new point of view inside Education Environment which one is focused mainly on devices phone like education tools in teaching-learning process.

The use of mobile applications are common in daily activities of leaners who practice in all times like this way of communication with the rest of community while they feel motivated and interested at the same time. To enhance the process of teaching learning to motivate of students although the experiences and strategies developed by Apps.

Teacher can manage and evaluate the knowledge of the students through the visible contributions at the end of the course. The use of this technological tool are suggested to people from the age of 14, where the students start to be responsible inside the life process. Through the use of this tool, takes advantages to make a new way of learning.

4.3.1 WHATSAPP

Illustration 2: WhatsApp logo

Source: https://web.whatsapp.com

According to the official web page www.whatsapp.com is a messenger application system for smart devices that allows to send and receive information through internet. Users can send messages to all their contacts phone, images, videos, audios, music, almost all kind of files, contacts, gps location, all this services are totally free.

According statistics data it is the leather of instant messenger service in the world surpassing other social networks like Facebook messenger, telegram and others. WhatsApp counts with more of 1500 million of users.

Another service that WhatsApp offers is the variety of share messages such as: the private interaction with any contact of the list from smart mobile, forming groups of chats where the participants can share information and give opinions about anything at the same time and is important to mention the collaborative learning in this part the option to reply somebody of a group in a privately way.

Other services of WhatsApp are the voice and video calls in real time in private or group way without limit of time, all of this services are possible totally free with this innovate application just need internet connection.

4.3.2 FUNCTIONS

EASY AND RELIABLE TEXTING

You can message to your friends and family totally free, just you need your phone`s internet connection and in this way avoid the conventional system of text messaging.

Illustration 3: Reliable Texting

GROUP CHAT
TO KEEP IN TOUCH VIA GROUPS

You can keep in touch with people who are most important for you, friends, family, coworkers, everybody. Via WhatsApp you can share all kind on information, messages, photos, videos, files, with many people at once. Another options in this chat groups is to give the name to your group, mute or personalize notifications, and many other features.

Illustration 4: Group Chat
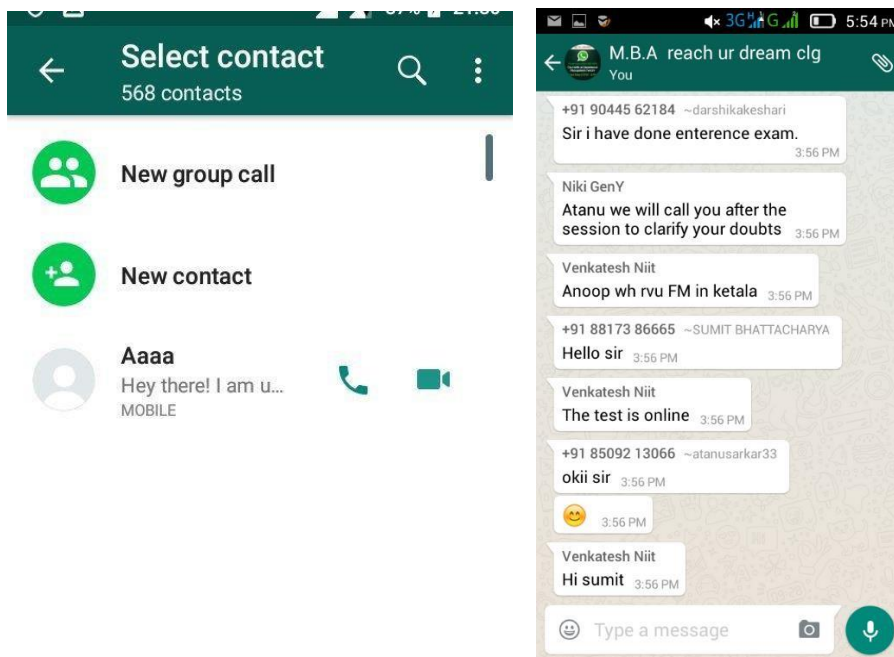
WHATSAPP WEB

CONTINUE WITH THE CHATTING

With this option on the web you can continue the chat with all contacts that you have on your cellphone because it is possible to sync them without any problem and carry on with the same media options that enjoy on your smart mobile. The link to access is web.whatsapp.com and to get start.

Illustration 5:WhatsApp Web
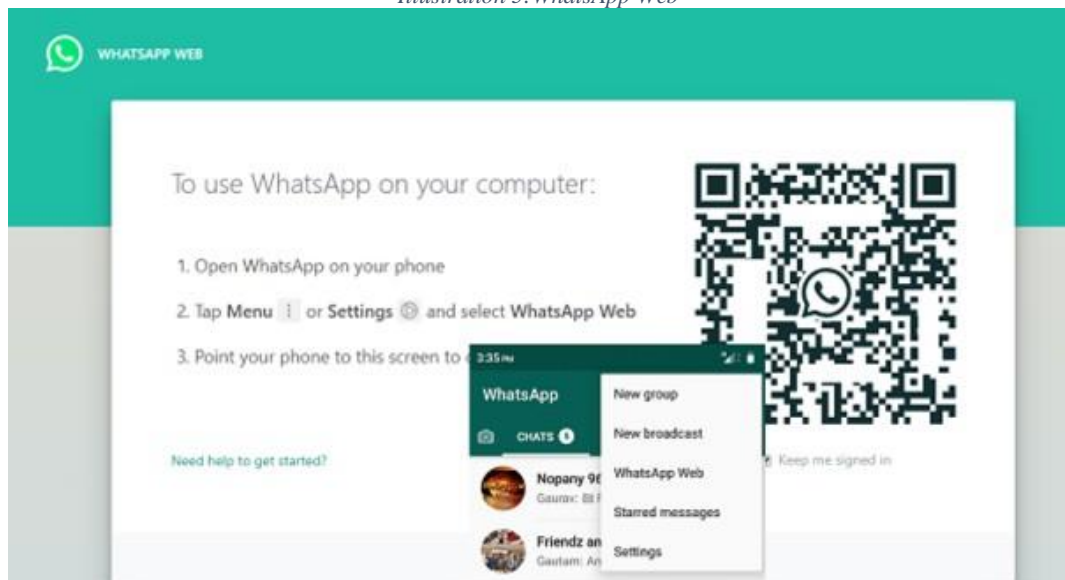
WHATSAPP VOICE AND VIDEO CALLS

SPEAK UNLIMITED

You can use this option of calls and video calls all the time totally free with your friends and family even if they are in another country. Just you need internet connection and you can enjoy in real time this service. You can avoid the expensive cost of conventional calling charges
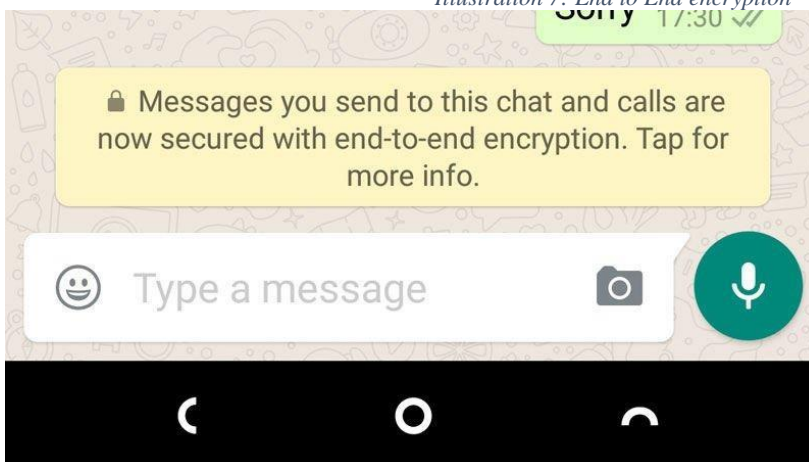
END TO END ENCRYPTION

SECURITY ALL THE TIME

In order to protect your personal moments through the use of this application is important to create encryption of security by WhatsApp. Your messages, calls and media are secured, just you and the other person can manage this information, nobody more, not even WhatsApp.
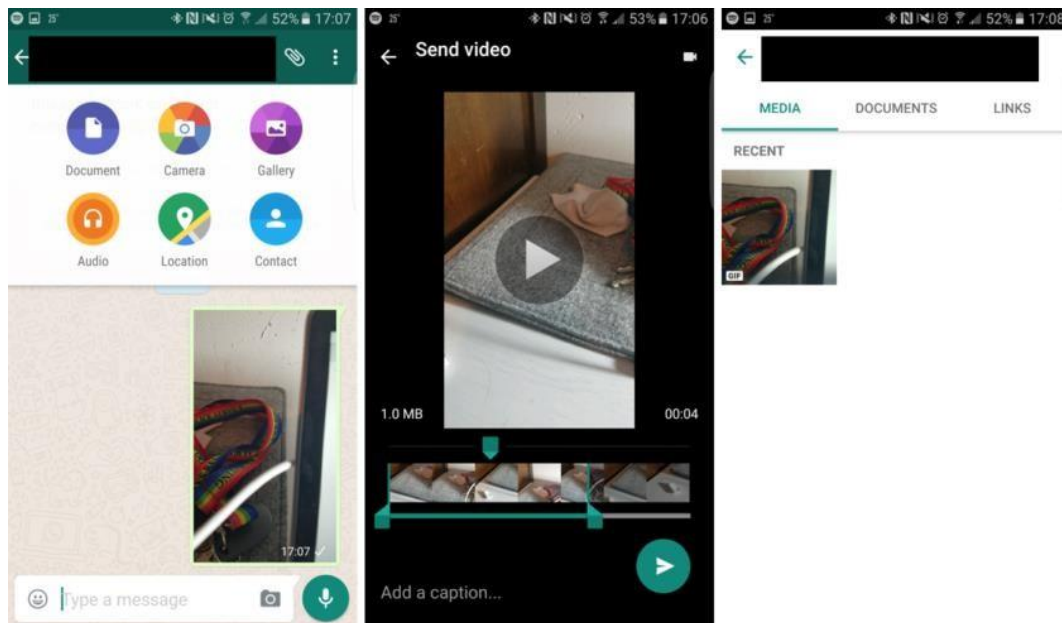
Illustration 7: End to End encryption

MEDIA PHOTOS AND VIDEOS

SHARING MOMENTS

You can send photos and videos from your smart mobile instantly. You can take pictures and record videos in real time too, and sent them quickly according your internet connection, numbers and size of files.

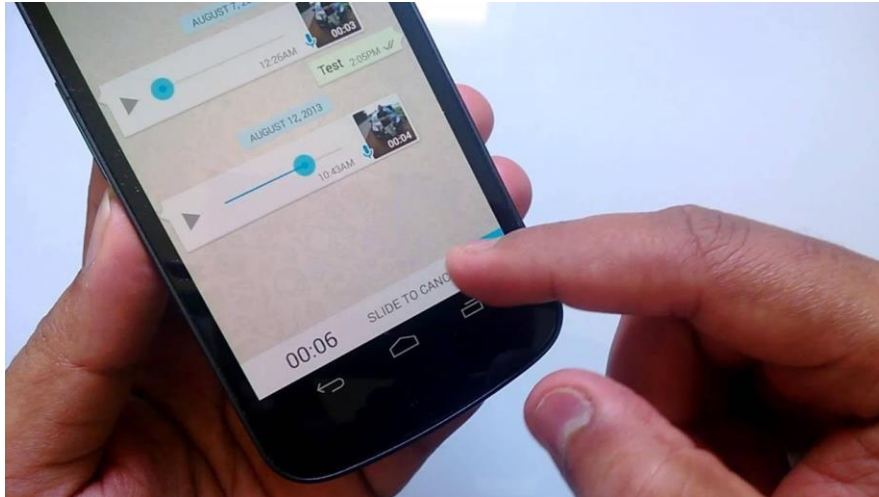*Illustration 8:Media photos and videos*

VOICE MESSAGES

ARE YOU THINKING SOMETHING? JUST SAY IT.

Other option inside this amazing application is the possibility to send voice messages, jus tapping the microphone button, you can say a quick hello or a longer story.
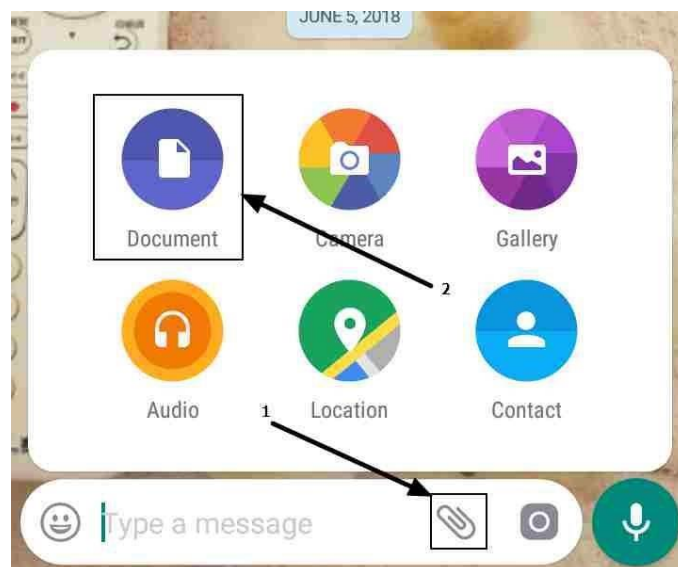
DOCUMENTS

TO SHARE DOCUMENTS IN AN EASY WAY

Open your e-mail to send or receive documents is not fundamental nowadays, WhatsApp application has this option too. You can send PDFs, spreadsheets, slideshows, word documents and more. The maximum capacity to send is up to 100 MB.

Illustration 10: Documents

4.2.2 RECOMMENDATIONS AND IMPORTANT FACTS ABOUT WHATSAPP

The wrong use of technological tools can induce results of frustration or demotivation in learners. It is important that the teacher has pedagogic fundaments to transmit the correct information that the students need.

The use of technological tools like mobile applications combined with M-learning strategies will contribute to the process of teaching learning through educational appropriate methods.

It is a facts according researches that the interest to improve the use of mobile applications inside or outside the class has given positive results in the students who learn English like a second language in their daily life and not just an academic subject

4.2.3 SIGNIFICANCE

The use of this mobile application allows us to enjoy some purposes like chatting, send and receive pictures, photos, videos, documents and others, and in this case the students will take advantages in this interactive activities for their learning English process

The purpose of this significance inside the education for students of tenth basic year is to enhance the writing skill. This research show the solution to enhance the lower performance that students have in the activities of writing. The use of WhatsApp like a pedagogical tool is the option that the students will use to improve their abilities in an interactive way with media resources.
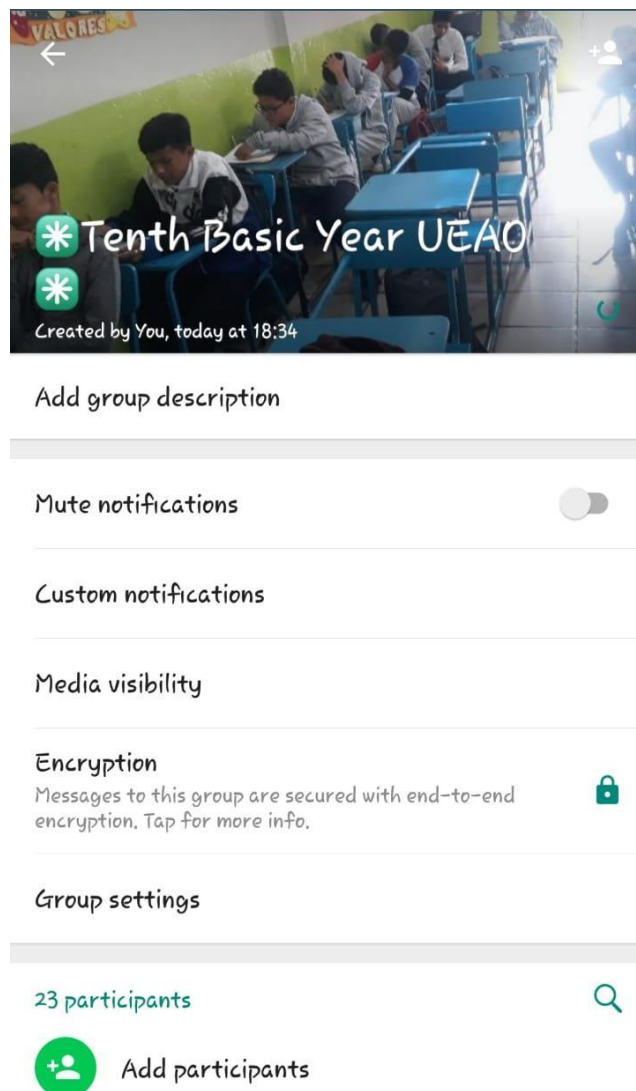
<h1 style="text-align:center">4.2.4 WHATSAPP INTERACTIVE ACTIVITIES</h1>

4.2.4.1 10TH BASIC YEAR

4.2.4.2 GROUPS OF WHATSAPP

The author created a group called 10th basic year to the application of this proposal. In this part the group is manage just by the author where he send previous information about the soon activities. The students interact then, when the teacher allow it.
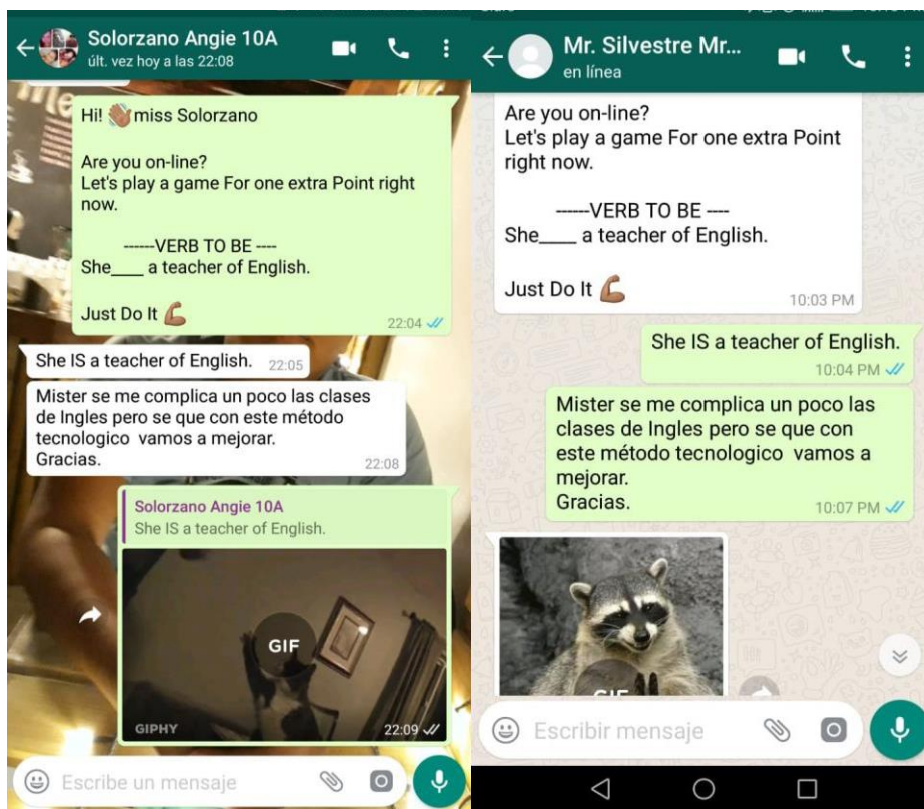
Picture 1: WhatsApp Group

4,2,4,3 GAP FILL

➢ Teacher looks through in the work book and chooses a sentence.

➢ Teacher sends the sentence but leaves out one word and using the underscore
(_) in its place
.

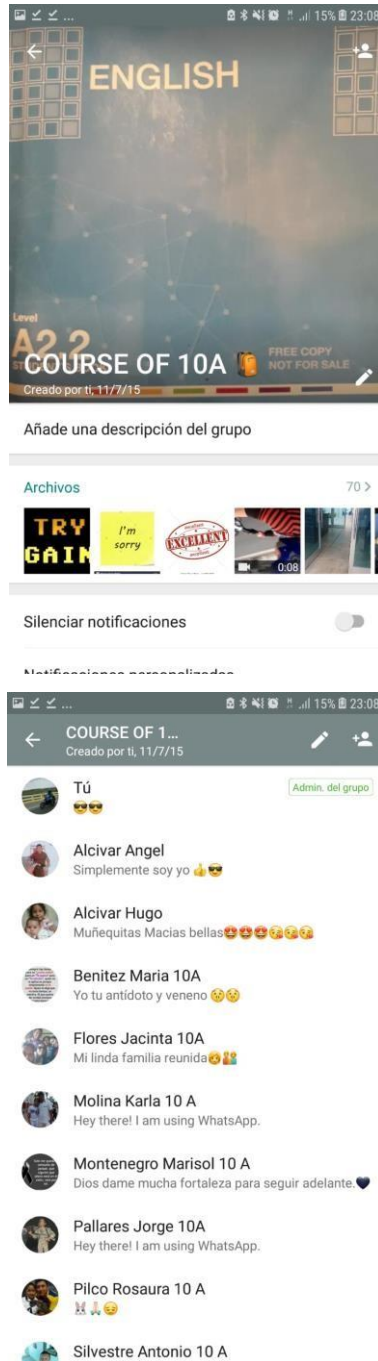➢ That student needs to send back THE MISSING WORD.

Picture 2: Gap Fill

4.2.4.4 INCORRECT SENTENCE

➢ Teacher looks through their textbooks and choose a sentence.

➢ He writes the sentence, but make a mistake of grammar, spelling or vocabulary.

➢ Student needs to send back the CORRECTION

Picture 3: Activity Groups

Picture 4: Incorrect Sentences
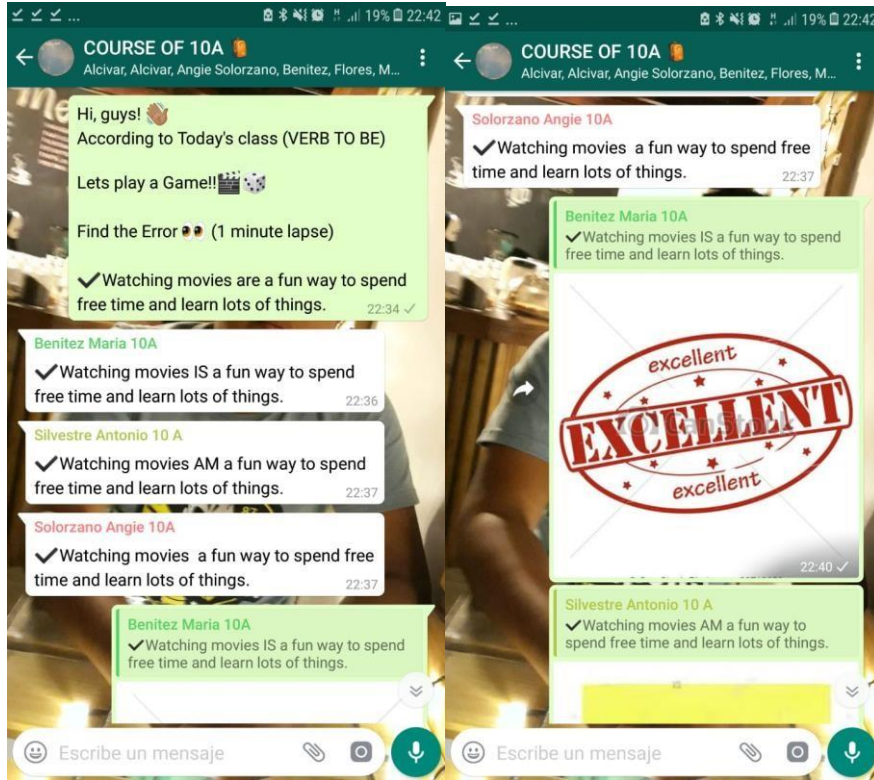
Illustration 11: Odd One Out

4.2.4.5 ODD ONE OUT

➢ Teacher writes four words.

➢ One of the Words should be different from the other three in some way.

➢ They send the four Words to the teacher but they needs to identify the ODD-
ONE-OUT and write the reason for the choice it.

Picture 5: Odd One Out
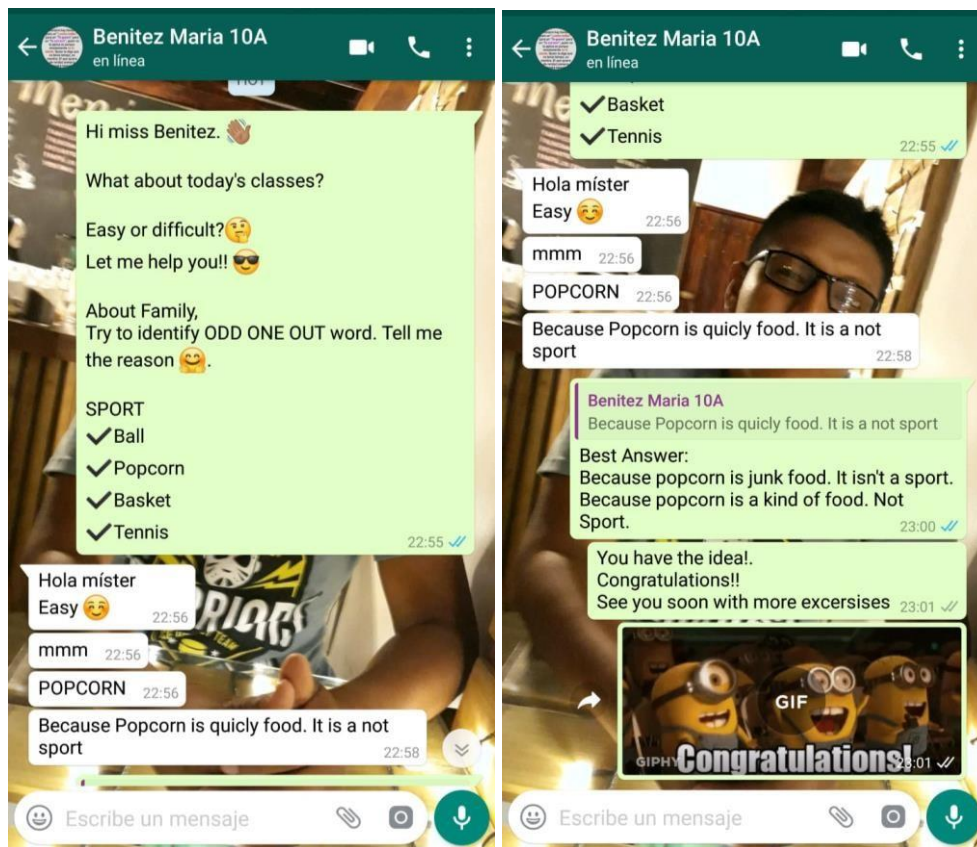
CHALLENGE MISTAKES

Teacher gives instructions about activities in class and say to the students check
the mistakes and answer quickly

Picture 6: Challenge Mistakes
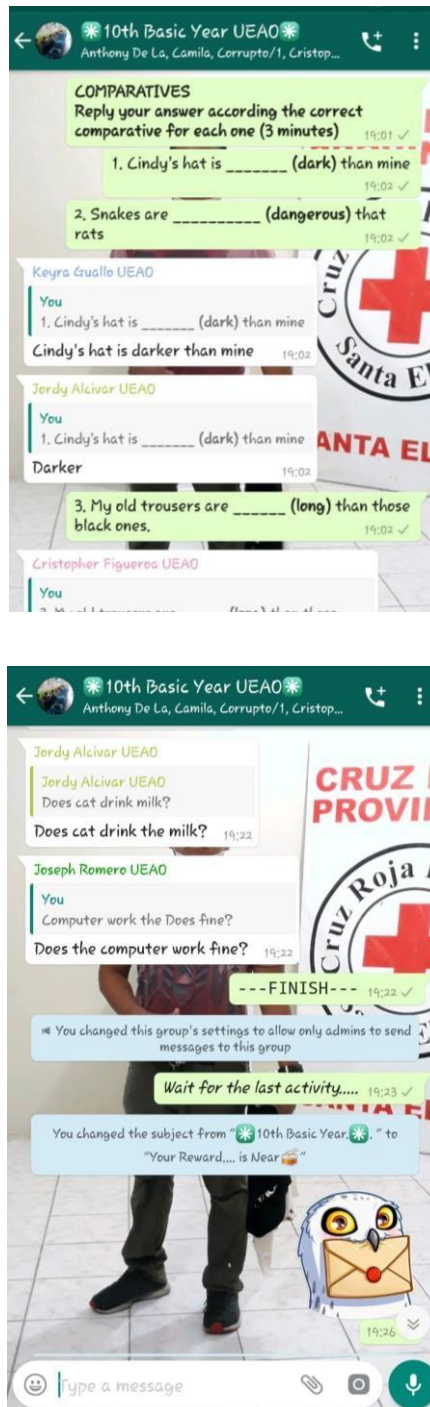
AWARDS PRIVATELY

According to the anwers from the students, teacher gives awards in a privately
chatting to continue motivating for enhance their skills

Picture 7: Awards Privately
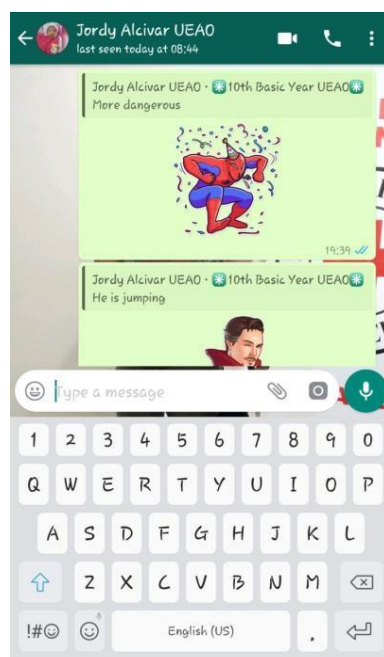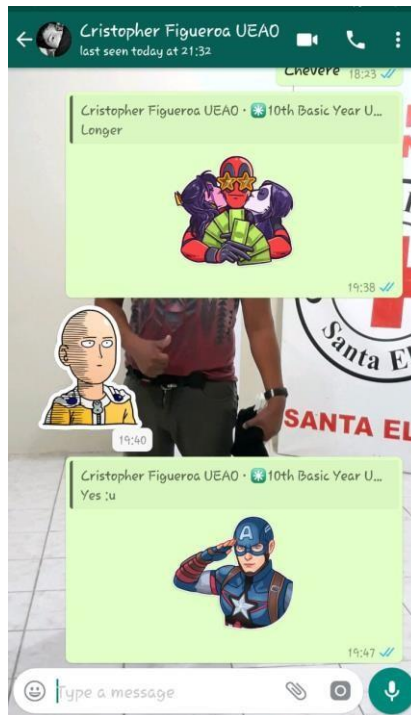
MASSIVE ACTIVITIES BATTLE

Similar to academic competition the students have to answer correctly. Teacher is going to give the score according the response reply

Picture 8:Massive Activities Battle

4.2.5 RUBRIC

The design of an education rubric allow us to observe the results of the students while they solve the interactive activities describing their performances and level of knowledge.

*Illustration 12: Writing Rubrics*

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	• Piece was written in an extraordinary style and voice • very informative and well organized	• Piece was written in an interesting style and voice • Somewhat informative and organized	• Piece had little style or voice • Gives some new information but poorly organized	• Piece had no style or voice • Gives no new information and very poorly organized
Grammar, Usage & Mechanics	• Virtually no spelling, punctuation or grammatical errors	• Few spelling and punctuations errors, minor grammatical errors	• A number of spelling, punctuation or grammatical errors	• So many spelling, punctuation and grammatical errors that it interferes with the meaning

Source: https://www.thoughtco.com/essay-rubric-2081367

Adapted by: David Silvestre Pozo

4.3 ACHIEVEMENT AND EXPECT RESULTS

PRE-TEST

Chart 14: Evidence Pre-Test

	STUDENTS FROM 10TH BASIC YEAR	SCORE
1	ALCIVAR GARCIA JORDY	7,60
2	BORBOR ASENCIO BENJAMIN JOSE	6,80
3	DE LA A DE LA CRUZ ANTHONY JAVIER	5,90
4	DOMINGUEZ MAREJILDO JANINA ARIANA	8,90
5	ENCALADA FLORES SNEIDER ALEXANDER	5,50
6	FIGUEROA CÓRDOVA CRISTOPHER NATTAN	7,80
7	GARCIA VARGAS DAVID EMANUEL	6,50
8	GUALLO ANGULO KEYRA DOMENICA	7,00
9	LOPEZ AVELLAN MIGUEL LEONARDO	7,00
10	LOPEZ REYES MICHAEL ARIEL	8,30
11	MEREJILDO ALCIVAR KEVIN RUBEN	6,90
12	MEREJILDO GONZALEZ KEISHA RUTH	6,70
13	MONTENEGRO CHAMORRO EDUARDO ELIAS	8,10
14	MOREIRA IMACAÑA SHANE ANDRES	6,30
15	POZO AMAYA CAMILA MICHELLE	6,40
16	POZO AMAYA EMILIA VALESKA	6,00
17	RODRIGUEZ ANCHUNDIA DOMENICA	6,20
18	ROMERO ROMERO JOSEPH ESTEVAN	6,80
19	SANCHEZ GARCIA LUIS DIOGO	6,50
20	SUÁREZ CALDERÓN RICHARD DAMIAN	5,30
21	SUAREZ MOLINA FERNANDO JOSE	6,00
22	VILLAPRADO REYES JAHIR CRISTHIAN	5,80
23	YAGUAL MAGALLANES DAMARIS MELINA	7,10

4.3.1 CONTRASTING BETWEEN PRE AND POST TEST

Chart 15: Evidence Pre and Post Test

	STUDENTS FROM 10TH BASIC YEAR	SCORE	POST TEST
1	ALCIVAR GARCIA JORDY	7,60	8
2	BORBOR ASENCIO BENJAMIN JOSE	6,80	7,9
3	DE LA A DE LA CRUZ ANTHONY JAVIER	5,90	7,8
4	DOMINGUEZ MAREJILDO JANINA ARIANA	8,90	10
5	ENCALADA FLORES SNEIDER ALEXANDER	5,50	7,2
6	FIGUEROA CÓRDOVA CRISTOPHER NATTAN	7,80	8,6
7	GARCIA VARGAS DAVID EMANUEL	6,50	7,8
8	GUALLO ANGULO KEYRA DOMENICA	7,00	8,2
9	LOPEZ AVELLAN MIGUEL LEONARDO	7,00	8,3
10	LOPEZ REYES MICHAEL ARIEL	8,30	9
11	MEREJILDO ALCIVAR KEVIN RUBEN	6,90	7,8
12	MEREJILDO GONZALEZ KEISHA RUTH	6,70	7,9
13	MONTENEGRO CHAMORRO EDUARDO ELIAS	8,10	9,2
14	MOREIRA IMACAÑA SHANE ANDRES	6,30	7,6
15	POZO AMAYA CAMILA MICHELLE	6,40	7,8
16	POZO AMAYA EMILIA VALESKA	6,00	7,9
17	RODRIGUEZ ANCHUNDIA DOMENICA	6,20	8,4
18	ROMERO ROMERO JOSEPH ESTEVAN	6,80	8
19	SANCHEZ GARCIA LUIS DIOGO	6,50	7,9
20	SUÁREZ CALDERÓN RICHARD DAMIAN	5,30	7,6
21	SUAREZ MOLINA FERNANDO JOSE	6,00	7,9
22	VILLAPRADO REYES JAHIR CRISTHIAN	5,80	8,3
23	YAGUAL MAGALLANES DAMARIS MELINA	7,10	8,5
	AVERAGE	6,76	8,16

4.3.2 SUPPORTING OF IMPROVEMENT

Chart 16: Supporting

	PRE-TEST	POST TEST
AVERAGE	6,76	8,16

4.3.3 STRATEGIES OF IMPROVEMENT

Chart 17: Strategies of Improvement

BEFORE THE PROPOSAL

- ✓ Classes without the use of technological resources.

- ✓ Traditional writing exercises.

- ✓ Low level of writing activities.

AFTER THE PROPOSAL

- ✓ Students acquire acknowledgment on the use of technological smart devices and Apps such as WhatsApp.

- ✓ Innovative English classes using WhatsApp.

- ✓ Improvement of level in writing activities.

4.4 CONCLUSION AND RECOMMENDATIONS

4.4.1 CONCLUSIONS

1. The process of teaching learning of the students is improvement through the methodology of mobile learning in the use of mobile applications, it allows improvement the level performance of the students in this process.

2. The use of mobile application like an educative tool enhanced the writing skill of average 6,76 to 8,16 on students of tenth basic year at Unidad Educativa Alfa y Omega.

3. The implementation of interactive activities using WhatsApp application allowed to the students of tenth basic year increase their level of knowledge.

4.4.2 RECOMMENDATIONS

1. The authorities could be consider to training to their teachers in the technological field in order to improvement their students. This up dated of resources technologies will enhance the skills of students in the process of teaching learning.

2. It is advisable that English teachers use this kind of mobile applications in the relationship whit their students because it is a pedagogical tool and not just a social network, this tool will enhance the process of teaching learning.

3. It is recommendable that teachers apply a system of knowledge level to measure the progress of their students in the process of teaching learning to know if the strategies are giving positive or negatives results.

4.5 TIME TABLE

#	ACTIVITIES/ MONTHS	JAN 1	JAN 2	JAN 3	JAN 4	FEB 1	FEB 2	FEB 3	FEB 4	JUN 1	JUN 2	JUN 3	JUN 4	JUL 1	JUL 2	JUL 3	JUL 4	AUG 1	AUG 2	AUG 3	AUG 4	SEP 1	SEP 2	SEP 3	SEP 4
1	Publication of Topics		X																						
2	Delivery of the Regulations of Certification and Proposal project work model		X																						
3	Development of proposal Project work		X	X																					
4	Delivery of proposal project work				X																				
5	Development and Delivery of chapter l					X																			
6	Development of chapter ll						X																		
7	Development and Delivery of chapter ll						X	X																	
8	Development of chapter lll								X																
9	Development and delivery of chapter lll									X															
10	Development of chapter lV										X														
11	Development of chapter lV											X													
12	Development of chapter lV												X												
13	Delivery of chapter lV													X											
14	Implementation of the proposal Project work														X	X									
15	Development of chapter V																X								
16	Delivery of chapter V																	X							
17	Development of Preliminary Pages, abstract, introduction, etc.																		X						
18	Delivery of final Project																			X					
19	Distribution to members of the court																				X				
20	Project Defense																						X		
21	Graduation																								X

4.6 RESOURCES

4.6.1 INSTITUTION

UNIDAD EDUCATIVA ALFA Y OMEGA

4.6.2 HUMAN RESOURCES

- Researcher
- Tenth basic graders
- Academic tutor
    - Authorities from School
- English teacher

4.6.3 MATERIALS

- Smart device
- Computer
- Printer machine
- Wi-Fi connection
- Paper test
- Interviews

4.6.4 ECONOMIC RESOURCES

Chart 18: Economic Resources

HARDWARE		COST	TOTAL
1	COMPUTER	450	$ 450,00
1	PEN DRIVE	15	$ 15,00
1	SMART DEVICE	200	$ 200,00
TOTAL			$ 665,00
Author: David Silvestre Pozo			

Chart 19:Resources

	RECORUCES	COST	TOTAL
2	REAM OF PAPER	4	$ 8,00
400	PHOTOCOPIES	0,02	$ 8,00
3	FOLDER	1	$ 3,00
1	NOTEBOOK	2	$ 2,00
1	INTERNET	25	$ 25,00
1	TRANSPORTATION	50	$ 50,00
1	OTHERS	50	$ 50,00
	TOTAL		$ 146,00

Author: David Silvestre Pozo

Chart 20: Total Cost

TOTAL	
HARDWARE	$ 665,00
RESOURCES	$ 146,00
FINAL TOTAL	**$ 811,00**

Author: David Silvestre Pozo

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APPENDIX

La Libertad 18 de septiembre de 2019

CERTIFICADO ANTI PLAGIO

Tutor ICR (ITALO CARABAJO ROMERO) 2019

En calidad de tutor de trabajo de titulación **"MOBILE APPLICATION TO ENHANCE ENGLISH WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018."** elaborado por el estudiante **DAVID SILVESTRE POZO**, EGRESADO de la carrera LICENCIATURA EN INGLES, de la facultad de ciencias de la educación e idiomas de la universidad Estatal Península de Santa Elena previo a la obtención de título LICENCIADO EN INGLES, me permito declarar que una vez analizado en el sistema anti plagio **URKUND**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe

Adjunto reporte de similitud.

ATENTAMENTE

Lcdo. Ítalo Carabajo Romero, MSc

C.I. 0920688876

Docente tutor

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La Libertad, 17 de Septiembre del 2019

Lcda. Sara González Reyes Msc.

DIRECTORA DE LA CARRERA LICENCIATURA EN INGLES

En su despacho.

Por medio de la presente me dirijo a Ud. para certificar que el Sr. David Silvestre Pozo aplicó su propuesta de tesis "**MOBILE APPLICATION TO ENHANCE ENGLISH WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA ALFA Y OMEGA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018**" desde el 12 de Agosto del 2019 al hasta el 13 de Septiembre del 2019. Durante el tiempo de la aplicación de la propuesta se evidenció responsabilidad y excelente desempeño por parte del Docente así como motivación por parte de los estudiantes.

Es todo cuanto puedo certificar en honor a la verdad quedando el portador de este documento en libertad de hacer uso de el para los fines pertinentes

ATENTAMENTE,

Lcda. Gilda Veloz Zambrano

Rectora Unidad Educativa Alfa Y Omega

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UNIVERSIDAD ESTATAL
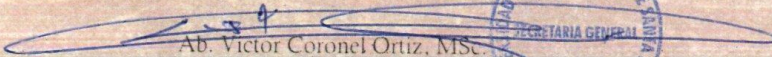## "PENÍNSULA DE SANTA ELENA"
SECRETARÍA GENERAL

Ab. Victor Coronel Ortiz, MSc.
Secretario General de la UPSE (E)

La Secretaria General de la Universidad Estatal Peninsula de Santa Elena.
CERTIFICA:

Que. el señor **SILVESTRE POZO DAVID ANDRÉS** con cédula de ciudadanía No.
0928149426. cursó estudios en la **Carrera de Inglés**. **Facultad de Ciencias de la Educación e Idiomas**. aprobando las asignaturas contempladas dentro del plan curricular y culminando el mismo con fecha 12 de marzo del 2016.

La Libertad, 14 de septiembre del 2018.

Lo Certifico.

Ab. Victor Coronel Ortiz, MSc.
SECRETARIO GENERAL (E)

Fuente: Sistema Académico - UPSE
VC. Jessica.

IMP.IGM.mj

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Memorando nº: **UPSE-FCEI-2018-209-M**
La Libertad, noviembre 13 de 2018

Para: Lic. Ítalo Carabajo Romero, MSc.
Docente de la Facultad de Ciencias de la Educación

Asunto: Designación 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** designarlo como **NUEVO TUTOR** del tema de trabajo de titulación:

ESTUDIANTE	TEMA APROBADO
SILVESTRE POZO DAVID ANDRES	MOBILE APPLICATION TO ENHANCE WRITING SKILLS FOR TENTH GRADERS OF UNIDAD EDUCATIVA "ALFA Y OMEGA", LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019.

Atentamente,

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

COV/MJQ

RECIBIDO

APELLIDOS Y NOMBRES:
Carabajo Italo.
FECHA: _28-Nov-2018_
HORA: _11:18 am_

ItaloCarabajo
FIRMA

OTHERS

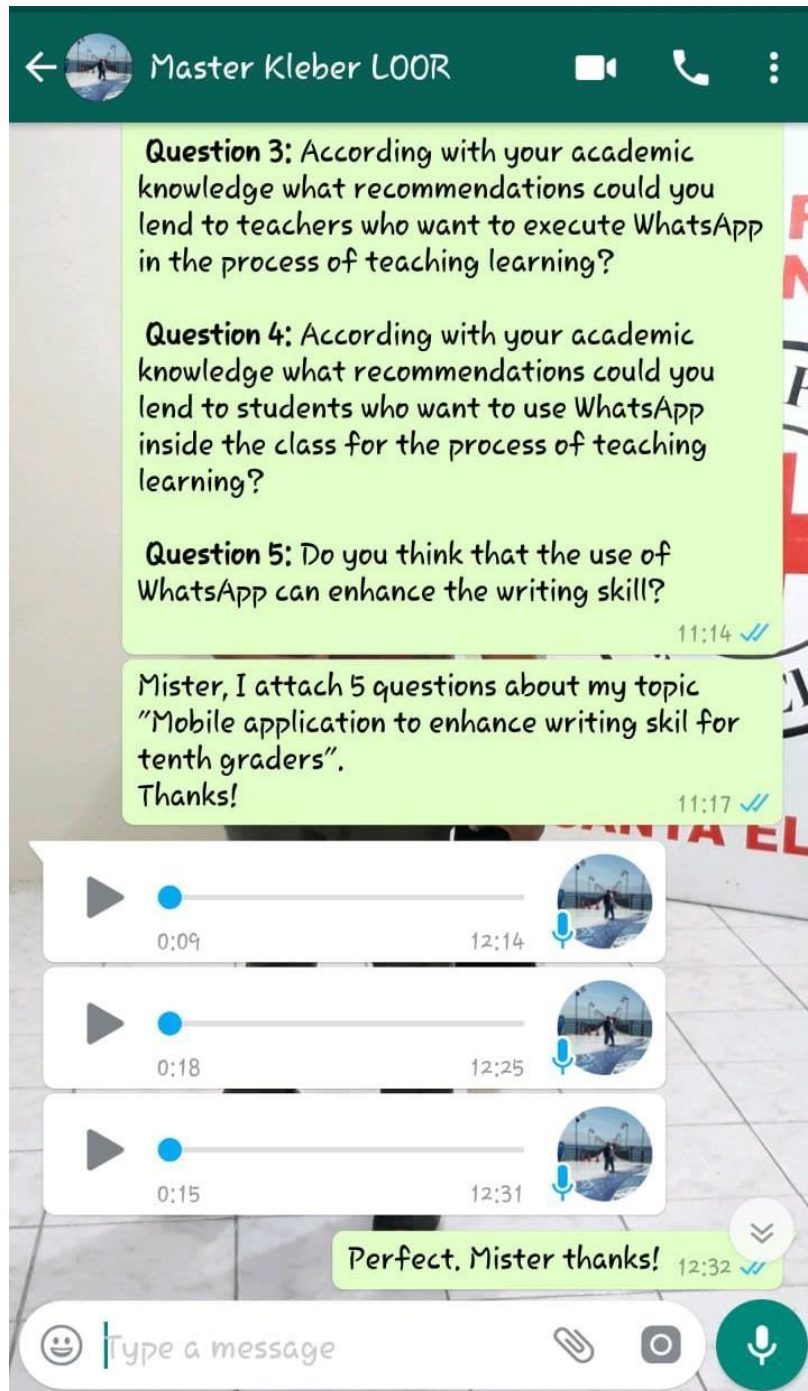*Picture 9: Interview Lcda. Kelly José Mendez*

Picture 10: Interview Lcda. Gilda Veloz Zambrano Msc.

Interview to Msc. Kleber Loor Zambrano Specialist of English Area from Universtiy Peninsula De Santa Elena Via WhatsApp

Picture 11: Interview Msc. Kleber Loor Zambrano, Specialist

FOCUS GROUP with students of tenth basic year of Unidad Educativa Alfa y OMEGA

Picture 12: Focus Group

Pre-Test of students of tenth basic year at Unidad Educativa Alfa y

Picture 13: Pre-Test

Name: Anthony Javier   10th grade   4/10

1) **Complete the sentences using the superiority comparative form of the adjectives in brackets:**

1. Cindy's hat is _darkier_ (dark) than mine.

2. Snakes are _dangerouser_ --(dangerous) than rats.

3. My old trousers are _longer_ (long) than those black ones.

4. Mark is _clever_ (clever) than his brother.

5. German is _difficulte_ (difficult) than English.

6. I am _stronger_ (strong) than my friend.

7. The teacher is _taller_ (tall) than me.

8. My friend's eyes are _bigger_ (big) than mine.

2) **Choose the correct option**

1 He _____ a book every month.

- doesn't read
- doesn't reads
- does read not' ✗

2 You _____ my girlfriend yet.

- don't know
- doesn't know
- know don't ✗

3 Your grandmother _____ in Chicago.

- don't live ✗
- doesn't lives
- doesn't live

4 They _____ to the beach on their holiday.

- doesn't go
- don't go
- don't goes

Picture 14: Students in Pre-test