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LICENCIADOS EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

TOPIC:

**THE USE OF THE ICT'S TO DEVELOP WRITING SKILLS IN
ENGLISH AS A SECOND LANGUAGE IN STUDENTS OF THE 7TH EGB
AT MANUELA SANTA CRUZ Y ESPEJO SCHOOL IN 2017.**

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The use of the ICT's to develop writing skills in English as a second language in students of the 7th EGB at Manuela Santa Cruz y Espejo school in 2017.

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RESUMEN:

Según la investigación, los maestros que utilizan la tecnología en el aula tienen estudiantes que están más comprometidos con el aprendizaje y retienen más información. Los maestros en esta era tecnológica a menudo luchan por enseñar a escribir de formas creativas que motivan a los escritores reacios. Dado que la tecnología es una parte tan integral de la vida de los estudiantes, los maestros necesitan ideas sobre cómo incorporar la tecnología en el proceso de escritura.

Este artículo ofrece ideas sobre el uso de proyectos multimedia que incorporan tecnología en el proceso de escritura para dar a los estudiantes la opción y la motivación para la escritura, mejorando así la capacidad para escuchar y hablar de los estudiantes. El proyecto fue diseñado para que los estudiantes mejoren sus habilidades de escritura de aprendizaje porque es una de las habilidades más desafiantes que enfrentan los estudiantes cuando aprenden Inglés.

<p>El objetivo general de este proyecto fue analizar el impacto que tienen los portales tecnológicos en el proceso de aprendizaje. Las escuelas enfrentan el obstáculo a diario con todos sus estudiantes que aprenden inglés, pero la tecnología debe mostrar progreso. Se ha convertido en un problema predecible entre docentes, estudiantes, padres y el sistema educativo cuando se menciona el inglés, especialmente si se trata de tecnología en dicho lenguaje. Este proyecto prueba el proceso de aprendizaje de muchas maneras.</p>		
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Este proyecto se ha ejecutado con el propósito de estudiar The use of the ICT's to develop writing skills in English as a second language in students of the 7th EGB at Manuela Santa Cruz y Espejo school in 2017.

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CERTIFICO:

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DEDICATION

I dedicate this Research Project to God and Jesus my strength, the one who showed me the right way to the things. I am very grateful with life for giving me such a great family that loves and supports me at all times.

I thank to my mother Jenny Cárdenas for her patience through these years of my career. My father José Tapia from whom I have learned to work hard to obtain by myself all that I want. My younger sister Fiorella Tapia, the joy of my heart. The person I share most of my time and experiences.

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With sincerely love.

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ABSTRACT

Abstract Writing methods have evolved and continue to evolve in order to keep pace with advancements in technology and its' accessibility for students in the classroom. According to research, teachers who use technology in the classroom have students that are more engaged in learning and retain more information. Teachers in this technological age often struggle to teach writing in creative ways that motivate reluctant writers. Since technology is such an integral part of students' lives, teachers need ideas on how to incorporate technology into the writing process.

This article offers ideas on using multimedia projects that incorporate technology in the writing process to give students choice and motivation for writing, thereby enhancing the students' listening speaking, and viewing skills. The project was designed for students to improve their learning writing skills because it is one the most challenging abilities that students face when learning the English language.

The general objective of this project was to analyse the impact that technological portals have in the learning process. Schools face the obstacle on the daily basis with all their English learning students, but involving technology there should show progress. It has become a predictable problem among teachers, students, parents and the education system when English is mentioned, especially if it is about technology in such language also involved. This project tests the learning process in many ways.

This investigation was able to conclude that one of the main problems students face is the lack of technology in English and this creates a major obstacle

when it comes to rational language comprehension, making students aggravated for the lack of knowledge involving technology and the lack of resources used when it comes to learning the English language.

Teachers must comply in doing their best to start motivating students into the realm of technology, guiding them to perform to their best in activities found in websites and getting students used to all the terms and paraphernalia that are part of technology.

Therefore, the main reason to bring this project to life is to facilitate language comprehension and utter control of language usage in the classroom when students face such difficulties in learning accessibility, giving students commitment and total self-assurance of their performance in or out of the classroom with or without the teacher

INTRODUCTION

The following Research Project presented under the title "The use of ICT's to develop Writing Skills in English as a Second Language in students from Seventh Grade BGE at Manuela Santa Cruz y Espejo in 2017 – 2018". Investigates why the use of the technology is important to learn writing in English as a second language and all the benefits this modern instrument give to students transforming the classroom environment funnier and more didactical.

Chapter One. - The Research of the Problem evidences a lack of different English skills in students from Seventh Grade EGB at Manuela Santa Cruz y Espejo School with whom we want to work solving the deficiencies about the previous way of teaching of their professors. On the other hand, Background of the Problem determines to improve the skills especially writing through ICTs because our project is based on it and its Hypothetical Approach, which is the creation of an official web page for (6-12) year-old students.

Chapter Two. - Consists in the theoretical framework of this project. In this treats with literature review contains the theory with the method and activities proposed that will be adapted meantime is developing the investigation, the theoretical review mentions independent and dependent variables, and the conceptual framework involves definitions of the terms that present the key definition of term to clear up this study.

Chapter Three. - Specifies the method and technique to be performed in the part of the investigation, it was confronted with the problems, the research population and sample, at the same time, information about students, the research instruments applied to English classes for example, observations, pre – test and post – test, also the results/findings and analysis, and last resources, timeline, and budget.

Chapter Four. - Explains the conclusions of the project (web page), that was achieved in the Institution with the Seventh Grade EGB, the problems, and limitations that the students confronted during the development of this investigation, and the possible recommendations that can be obtained into considerations in future works according to this research.

CHAPTER I

1. THE RESEARCH PROBLEM

1.1. BACKGROUND OF THE PROBLEM

The Seventh Graders students at Manuela Santa Cruz y Espejo School have some problems to study English. The four language skills: Reading, Writing, Listening, and Speaking are weakly skills on them. The first problem is that they do not have much vocabulary, so that implies that they cannot produce new sentences and language either.

The last teaching technique was translating all readings, when the students had a Reading Section in their books, the person who was in charge of this students used this method to make them understand the text. Pronunciation also has a lacking impact on this students, in previous years they did not practice to read sentences or reading passages in order to hear their pronunciation and correcting their mistakes which have caused a pronunciation problem either.

Also when they used the CD that comes with the book, they do not understand the audio because is fast for them so they feel like not really engaged with class. In addition, at the moment of writing they also struggled on how to use the English dictionary and how to write a sentence with the correct structure because the previous teacher gave them the meaning of the words in Spanish. To summarize Seventh Graders from Manuela Santa Cruz y Espejo School have difficulty with English in their different language skills and this situation causes lack of interest and not engagement at all to learn a different language.

1.2. STATEMENT OF THE PROBLEM

How does the ICT's influence in the development of writing in English as a second language?

1.3. OBJECTIVES

1.4. BROAD OBJECTIVE

To determine the influence of ICTS in Writing Skills in English as a Second Language in Seventh Graders students at Manuela Santa Cruz y Espejo School in 2017 – 2018.

1.5. SPECIFIC OBJECTIVES

- ✓ To systematize the background and theoretical references about the use ICTs to develop the writing skills in English as second language.
- ✓ To characterize the real situation of the use of the ICTs to develop the writing skills in English as second language.
- ✓ To develop a proposal that will contribute in the use of the ICTs to develop the writing skills in English as second language.
- ✓ To assess the feasibility of a proposal to contribute in the use of the ICTs to develop the writing skills in English as second language.
- ✓ To develop a didactical material using the ICTs to develop writing skill in English as second language.

1.6. SIGNIFICANCE OR JUSTIFICATION OF THE PROBLEM

The current Research Project has as principal objective to benefit Seventh

Graders students at Manuela Santa Cruz y Espejo School being able to improve their English Writing as a second language with ICTs like an interesting and appealing resource for them. Usually at school, they only used the traditional multimedia, the CD's with recorder but thinking on students' age and innovation as part of the Education of this century the way of teaching must be different from before.

1.7. SCOPE AND DELIMITATION OF THE STUDY

This research is aimed to students at Seventh Grade EGB of Manuela Santa Cruz Espejo School to improve their writing skills in English as a second language. Manuela Santa Cruz y Espejo School is a Private School located in Duran at Cdla. Ana María de Olmedo MZ. 30 V. 21 – 26.

In the Private School there are approximately two hundred students from First to Seventh Grade EGB, there are eleven teachers including the Principal of the same institution, and only one English Teacher for all school. We will only work with the students of Seventh BGE, who are thirty one students.



Figure 1. Manuela Santa Cruz y Espejo

Source: Manuela Santa Cruz y Espejo School(2005).
Retrovied from <https://www.google.com/maps/@-2.1560517,-79.8289533,3a,hl=es>

1.8. HYPOTHETICAL APPROACH

A didactical web page material based on the use of the ICTs could positively influence the development of writing skills in English as a Second Language in students from Seventh Grade BGE at Manuela Santa Cruz Y Espejo School.

1.8.1 RESEARCH QUESTIONS

1. What are the possible causes for seventh graders low writing performance at Manuela Santa Cruz y Espejo?
2. What are the most suitable motivational techniques that can be applied in order to develop seventh graders writing performance?
3. What is the influence of these motivational techniques on their writing skills?

1.8.2. HYPOTHESIS

A didactical material based on the use of the ICT's could positively influence the development of Writing Skills in English as a second language in Seventh Graders Students at Manuela Santa Cruz Y Espejo School. **1.9.**

IDENTIFICATION OF VARIABLES

The use of the ICTs.

The writing skills in English as a second language.

- **DEPENDENT VARIABLE:** The Writing Skills in English as a Second Language.
- **INDEPENDENT VARIABLE:** The use of the ICT's.

1.10. OPERATIONALIZATION OF THE VARIABLES

Table 1. The use of the ICT's to develop writing skills in English.

VARIABLES CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS
DEPENDENT The Use of the ICT's to develop the writing skills in English as a second language in seventh graders at Manuela Santa Cruz y Espejo School in 2017	The influence of writing activities in class Discrimination Patterns Exposed words differentiation through vocabulary and technology with writing involved	-Introduction of writing activities in class -The development of techniques that influence writing -Tips for teachers and students in order to improve the English learning process -Theories and effective exercises that improve students writing skills: -Scaffolding Constructivism -Task Based Learning with authentic - Writing activities
INDEPENDENT Writing proficiency	Main deficiencies present in a class and how to confront and improve them.	-Problems and complications with pronunciation, writing patterns -Students' performance and other writing activities.

	<p>Completion of sentences using parts of speech in the writing exercises</p> <p>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in writing that involve humorous prose, drama or texts.</p>	<p>-Causes and consequences for lacking sound discrimination and diction.</p> <p>-Strategy applied in order to develop listening and speaking skills in the classroom.</p> <p>-Class performance and praising of students for proper task engagement.</p> <p>-Class management and learning in process.</p>
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From. Karla Tapia and Maria Jose Sandoval

CHAPTER II

2. RESEARCH THEORETICAL FOUNDATIONS

INTRODUCTION

This chapter involves different aspects such as the theoretical review, which deals with earlier theories, key concepts, and previous national and international research projects related to the application of different teaching methods, techniques, and approaches to improve writing skills; it also allows the researchers to compare and contrast previous work related to the topic and find some aspects not investigated up to now.

The conceptual framework comes from the theoretical review; it describes in detail all the aspects and concepts related to the dependent and independent variables of the project.

This chapter also includes the research questions, the hypothesis in which the investigation is based on, the variables, indicators, and the definition of terms that are essential in this work.

2.1. THEORETICAL REVIEW

ICT's activities are essential in the recognition of this research. Since ICT's are innovating ways of learning and improving writing skills, there is a process that takes place so this can come to gradual production in students' performance with language management, bringing full achievement in significant English learning and its proper usage.

It is important to refer about the theoretical review of the investigation. For the sake of this research, various investigations have been done in order to reach a common ground and see the way ICT's really comply with their objectives in helping students learn the language throughout writing activities in the classroom, which involve modern day technology. There are many resources about this type of investigation for this particular proposal mentioned here. However, only the ones that can affirm and support the purpose of this project will be cited and mentioned in this project (Stern, 2015).

A new trend is Educational technology, which is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application.

It is known that people cannot not write because they cannot produce or organize ideas, start writing, and get a concept, elaborate on the topic and other issues. Writing is that important so there could be clear and understood utter communication among people. It is also a known fact that acquiring all of the language skills, Reading, Listening, Speaking and Writing is something that takes time to master, not just in the English language but also in any language in the world. Thus, making it one of the important skills to learn so language acquisition could take place in students or anyone learning a language, including their native tongue (Ellis, 2016).

These days, electronics and education go hand in hand. One is improving the other and vice-versa. This is due to the advantages that both concepts can bring if they are used coherently and in perfect coordination. They can facilitate learning due to the visual aids and videos technology can provide with its top of the line resolution that it now brings in pictures and videos. The same can be said about the way e-books, e-mails and other tools out there can demonstrate in the learning environment. Most of these facilitators can also be adaptable to individuals and to a whole class, making learning cooperative as well.

Technology and education have been able to bring forth most of today's innovating education. They have both been contributors to the advancement in not only education but also in the medical field and other reliable sources of survival and needed concepts for societies to play in the corporate world. Today's technology and education can overcome the highest and hardest obstacles that were difficult to master decades ago. It has given research in the educational and medical field as making itself a bridge to connect information about the two, and the same has been done between or among other sciences, linking them together in order to reach a common ground investigating the proper methods, approaches and techniques to accomplish objectives.

Hammond as cited in McPherson & Murray, (2004) suggests scaffolding to enable learners to accomplish their goals and develop understanding that otherwise they will not be able to handle on their own. It is used on planned, designed-in instruction and in situ or contingent instruction.

Sutherland-Smith (as cited in McPherson & Murray, 2004) points out that the web involves a nonlinear, nonsequential, interactive medium for learners,

consequently, teachers should also scaffold reading skills to deal with web texts and elements. Being that reading and listening are receptive skills, they share similar strategies. Some authors even include both skills when presenting their teaching practices, for example: skimming, scanning, discriminating and categorizing information.

THE IMPORTANCE OF SPEAKING ENGLISH

In the world the most important languages are English, Mandarin and Spanish, but English is an universal language because worldwide, English is universal since these languages are spoken in different developed countries of the world. The need to study this important language due to the emigration of North Americans has been detected. According to a survey made by Education First in 2014, Ecuador was located in the place 48th, with the lowest level of English among 60 countries in the world. This international company is specialized in the languages teaching. El Telegrafo (Ecuador..., 2014).

In 2014, in Ecuador the English classes were suspended in Government schools, but according to the curriculum from 2017 the English classes are mandatory in all schools.

Even though English does not have the widest range of native speakers around the world, it has achieved an extensive reach of being the most language spoken nowadays. English has become the lingua franca (language adopted tacitly for a simple understanding between two people who does not have the same mother

tongue) in multiple fields related to technology, education, medicine, politics, entertainment, etc. English is an active language due to International Organizations, Global Advertising, Social Media Entertainment and Film Industry are some of the branches where English as language is used. People see English language as a chance to get a better job.

There are some reasons why it is important to speak English but the listed below enclosed the most important. First reason, in business on States and English speaking countries, employers need people who can communicate in English when calling to their customers, also to get access with the ones that are on the web. Speaking English allows people to have more opportunities to work on better placement positions so not to speak it represents a real economic disadvantage. Second reason, learning English for parents is also important because they have the opportunity to help their children with homework and to communicate with them too. Kids who grow on an English-speaking country develop better listening and speaking skills than their parents do. Third reason, being able to speak English makes easier to travel because English is a world-widely language.

Fourth reason, Film Industry, books as well as music are published and produced in English. For that reason by learning English, you will be able to have a greater cultural understanding. Fifth reason, most of the content on the internet is on English, this let people to get access to important information, which might not be available. (Effortless English Club, 2017) Importance of English.

Speaking English guarantees to get both a better job and education.

Speaking English let people study in the best universities of the world where also English is spoken, knowing customs of other places. It also lets you understand their culture and the possibility to communicate and yours. English language allows us to relate and therefore to understand each other. Malta University (University Language School , 2017) Why is it important to speak English.

Reports about previous investigations in writing with ITC's in Ecuador and its cities have shown that the progress and the process of these ITC's succeed in all the ranks and procedures that are practiced for the learning of the language with technology. The criteria and structure that were used in previous investigations in these cities show that the projects and results were of satisfactory character, making the projects and ideas a success to address such learning deficiencies, upgrading the students' language, and increasing learning to students (Lang, 2014).

The process of most investigations had something in common. They used many instruments for improving language production in students and improving their linguistic competence as a whole. Students participation in the activities had a major effect in their learning process too because the intention on learning a new language can be the case study. The programs and exercises dedicated to these investigations have been able to endure and allowed student to keep their language practice and gradually improve it. Students were placed in levels in some of the institutions, others were place by grades and the majority were placed by proficiency in the language and in certain areas of the skills. The students were related to the many criteria and evaluation too (Lang, 2014).

On other investigations conducted in the South region of London, the programs were only used as evaluations with the proposals and as a tool to measure their writing abilities. The writing process consisted on brainstorming, free writing in some institutions and, jot listing too. Organizing their ideas was also part of their process according to the average rate the studies demonstrate. The instructions of the process to excel in the organizing of idea activities were implied with constant drilling and constant practice and evaluation. The teachers used this proposal as much as their scheduled allowed (Zhang, 2016).

INTERNATIONAL RESEARCH PROJECTS.

1. The gathering of ideas was given lots of attention for this issue. The reports also concluded the outcomes of written introduction performances. The investigations that were conducted in the northern parts of the European continent, which included countries like Germany, Austria and others to mention, displayed the effects that technology has had on language learning. The performance that was recorded about students while using ICTs in the classroom can demonstrate that such performance improved gradually in writing skills, making students a bit more aware of not just structure but also of the process of writing which includes brainstorming, jot listing or free writing in order for the student to gather ideas (Brown C., 2013)
2. Organizing the ideas is another new step that students showed to have improved their writing skills because with this step of organizing their

ideas they got from brainstorming, jot listing or free writing, they could now have a clear knowledge and vision about setting their thoughts in place. Students could see that such step facilitated their writing skills when it came to putting order in how to express themselves chronologically (Time4writing, 2017)

3. Starting the topic sentence and doing the introduction of their writing excerpt or essay was the third step that showed them how to make their points clear and give the reader an idea of what the writing was about. The constructing of the paragraphs dealt with the supporting text that was followed by another paragraph. This provided for the students to have the concepts clear because this step showed how the paragraphs, which made the body of the essay, kept in complete connection with one another (Gould, 2014).
4. The fourth step of such process that is also helpful to them is the conclusion. The conclusion is what ends the writing. This ICT method gave students the facility to end their stories their own way or change the characters in the story. It also helped them change the way the body and the introduction functioned while they came up with other ideas or sort of vocabulary words.
5. The conclusion showed the students learning the writing process that its function is to end the reading and to gather the ideas and opinions in one part of the reading excerpt. Finally, the ICT programs used in the writing

process to laid out the scheme on how students can revise their work. It gave a troubleshooting chart about punctuation, grammar structure, sentence order, word order, adjectives and adverbs of frequency, conjunctions, transitions, subordinating conjunctions, diction and other related items (Smith, 2014). This demonstrates that such outcomes between both systems used in these hemispheres give out different results and outputs in the functions of ICTs.

2.2. THEORETICAL FRAMEWORK

WRITING

WHY TO TEACH WRITING?

As previously mentioned, it can be said that writing has many objectives depending on answers given. Writing decodes speech, which involves continual mental processing. In real school practice, these two functions are closely interrelated. Writing as a means of instruction enables the learners to acquaint themselves with a new language and written material, and serves to inculcate habits and skills in all types of communication.

WHAT IS THE IMPORTANCE OF WRITING?

It can be said that it is written information from people's own, providing and relating information so messages could be properly understood and carried out. Students would not understand others nor express themselves or their own ideas if students do not learn how to develop properly this writing.

The adequate time for someone to learn a language is at a young age. The brain is at the sponge stage and all information is absorbed, but the brain does not face the everyday problems as it would in adulthood. Authentic pronunciation, diction, word stress and all the other characteristics that are found in a native speaking person can be learned. Its accurate language acquisition when a language is taught at such early age, and even the intelligence quotient level increases when the brain manages two or more languages properly. (Wright, 1989).

WRITING ACTIVITIES

1. **JOURNAL** - Writing about your day, dreams, or frustrations.

Get a special notebook and encourage your students to put their thoughts on paper.

2. **MAKE CARDS** – Encourage your students to get creative. Have them write what makes their loved person so special based on their personal memories to share in class.

3. **PICTURE PROMPTS** – Old magazines or pictures from Internet can be used as writing prompts. Seasonal, pictures, currently topics taught on class or a picture where the subject is doing something funny/relaxing/etc.

Encourage your students to interpret the picture and write about it.

4. **MAKE A COMIC BOOK** – It allows for a lot more creativity and artistry than just a basic book summary.
5. **PASS THE STORY** – Decide before hand how much each person will be responsible for writing. Will they add 3 sentences? Will they write for 3

minutes? Once you have your instructions, the first person will start writing a story. After 3 sentences or 3 minutes, that person will pass the story to the next writer following same directions. After the last person has contributed to the story, the first person gets to read the entire story aloud.

Teachers and students will see how important and helpful this modern booklet is in the English teaching-writing learning process, and using this source is motivating, useful and resourceful to teachers and of course to students learning writing skills.

TECHNIQUES OF TEACHING WRITING THROUGH ICT'S

Elt.oup.com (2018) states that “Practical procedures for teachers to follow at every stage are outlined, including ways to stimulate students to write through pictures, readings and discussions, and ways to respond to student writing as a form of communication”.

Techniques of Teaching Writing through ICT's:

- 1. BLOGS.** - Make students to create writing. There are different education centered blogging sites that allow students to design their own website writings.
- 2. COMPOSE WRITING ON A TABLET.** - Tablets offer an easy way for students to share and view what they are writing. Tablets can also be loaded up with apps that help students to practice the four language skills or work together with classmates on different researches.
- 3. AUTOMATED PROGRAMS CAN GIVE MORE FEEDBACK ON STUDENT WRITING.** - There are some high-tech solutions to the

problem of students at writing time. This software gives feedback and let them to do some changes before handing in a paper.

Through these Automated Programs, students and teachers get the help they need and both will not feel overwhelming when working or grading.

4. USE TRACKING TO REPORT STUDENT PROGRESS TO

TEACHERS. - Writing-focused software is also available to help teachers keep an eye on student progress as they produce a complete assignment. It helps students through the process of writing an essay, even offering contextual help and feedback.

5. USE TECH TO PUBLISH STUDENT WORK. -

When students feel proud of the works they have done, they want seeing it in published. Furthermore, this published material can inspire others to produce better works too. Google Drive and Zoho Writer make it possible to turn a writing assignment into a webpage. Those are just a few of the many options that can help students to feel excited about writing.

WRITING INTERACTIVE WEBPAGES.

There are several ways to help students' writing skills; one of them is implementing online tools. For writing are many useful ideas and websites that help students with their writing skills.

- ReadWriteThink.org (Student Interactives)
- Education.com (Grammar Games connected to Writing)
- Topmarks.co.uk (English – Games/Writing)
- Interactivesites.weebly.com (Writing)

COMMON EUROPEAN FRAMEWORK

Table 2: Common reference levels: self-assessment grid.

	A2
WRITING	I can write short, simple notes I can write simple connected postcard, for example and messages relating to text on topics which are sending holiday greetings. Matters in areas of immediate familiar or of personal interest. I can fill in forms with need. I can write a very simple I can write personal letters personal details, for personal letter, for example describing experiences and example entering my thanking someone for impressions. Name, nationality and something.

SOURCE: Universitario Europeo (nd). Retrieved from <https://www.eui.eu/Documents/ServicesAdmin/LanguageCentre/CEF.pdf>

According to the Common European Framework (CEF) the level of students at 7th Grade is A2 in which they can write short and simple sentences, so this level is defined as Basic Writing. This term was announced in the 1970s as a different way to develop writing. Basic writing includes a variety of features but the most common is to write a letter about personal experiences. This kind of writing demands simple words, Mina Shaughnessy says that basic writing tends to be represented by "small numbers of words with large numbers of errors" (Shaughnessy, 1977).

Minimizing it and understand different written structures to establish their own style of writing. This will also help them to increase the intensive reading abilities among the students and their understanding of different texts will increase when they will spend more time in reading, which is an essential requirement to increase the written communication skills.

This study will also help the students to use the increased means of Information & Communication Technology positively and they will learn how to find helpful academics material in other areas of education as well. It will also enable them to find out the reliable material from the internet and they will be able to use this technique in their future researches. ICT in Education Since the technology has rooted into the field of education; the approach and methodology in teaching have changed rapidly. It has become easier for the teachers to prepare their lectures using different tools of ICT and enabling the learning more effective for the students.

The last decade has seen the great impact of ICT in education and particularly in language teaching. It has almost become an integral part of the classroom teaching when it comes to EFL teaching. ICT is a broader term, which stands for Information and Communication Technology, and it includes different means of technology being used to help the education and other fields, simultaneously. The use of Computer technology, the projectors, internet and different tools of Multimedia are essential parts of classroom teaching at higher level of education.

ICT'S (INFORMATION AND COMMUNICATION TECHNOLOGY)

Miller et.al. (2005) have quoted that ICT's has enabled the teachers to discover different and electrifying classroom applications for the better use of technology. With the emergence of new technologies world has become a global village where we can be connected to anyone across the globe within seconds. This advancement

helps us to take advantage of the researches being conducted for the betterment of imparting quality education to the students.

1. Learners have two important places where they get the skills developed by using the latest technology. According to Kent and Facer (2004) the first environment where student uses the technology in a wide range is the school whereas at home, learner's engagement with the computer activities gets narrower. ICT's is now being applied broadly in educational field and it helps the Instructor to deliver the lectures more effectively and interactively as use of ICT's has been proved to be a powerful tool for educational reform.
2. The research of Lowther, et al. (2008), Weert and Tatnall (2005) on ICT also proved that use of ICT raises the standard of education and develops a relation between the theory and its practical implementation thus creating real life situations for understanding various phenomenon's that becomes quite hard for the learner to understand without ICT. As learners get actively involved in ICT classrooms, the learning process gets quicker and it becomes easy for the teacher to develop students' decision-making and reasoning skills, (Lu, Hou and Huang 2010).
3. Castro Sánchez and Alemán (2011) indicated that ICT's has transformed the teaching centered environment to student centered one. It provides more educational possibilities and affordances for both the teacher and the student. Brush, Glazewski and Hew (2008) declared ICT's as an important

tool for learners to explore new learning topics, discover new ideas, solve issues and find solutions to resolve the same in the learning process. ICT's assists self-directed and student-centered learning.

4. Koc (2005) highlighted the effect of ICT on the communication skills because it allows the learners to share their ideas and work collaboratively anytime, anywhere. It gives them the opportunity to analyze their problems and clarify their concepts, which ultimately develops their critical thinking skills. Levin and Wadmany (2006) also emphasized on the constructive learning approach and declared that ICT develops higher-level concepts.

The statistics of the research conducted by McMahon's (2009) also proved a significant positive correlation between the use of ICT and acquiring critical thinking skills.

5. Watts-Taffe et al. (2003) declared teachers as catalysts for integration of technology through use of ICT. Talking about the games CDs, television, and internet, Gee (2007 & 2011) states that creativity can be optimized by ICT integration in classroom. ICT's in education is being considered as one of the strongest and productive area of research in future to utilize its effectiveness in different ways in education all over the world and this has been implied by an emerging body of ICT's literature to consider and use ICT with the best effects. It is indicated through the results attained from different researches that there has been a positive attachment when ICT's based pedagogies are used for the students.

6. The British Educational Communications and Technology Agency (Becta) is a leading force in ICT pedagogical research, and its ImpaCT2 (2002) project found that, even while the degree of ICT use was relatively low in language classes, there was a notable difference in the results attained by students who were exposed to ICT-based instruction in this setting. Becta's 2004 report highlights key areas for further research, including the potential to embed ICT use INTERNATIONAL JOURNAL OF ENGLISH AND EDUCATION ISSN: 2278-4012, Volume: 4, Issue: 3, July 2015 in MFL teaching, and the impact of ICT on MFL pedagogical practice. Research to date indicates that the diffusion of ICT procedures into a teacher's pedagogy follows a definable pattern.

Miller et al. (2005) describe a sample of 10 mathematics teachers' and 13 MFL teachers' use of interactive whiteboards. The study found that teachers go through a series of stages when using ICT technology, which start at supported didactic, where the technology is in use but not integral, to enhanced interactive, where teachers are using the technology as an integral resource and they are making creative and effective pedagogical innovations. It has been noted in many of the studies (Becta 2002; Miller et al. 2005; UNESCO 2002) that instructors feel they are on a learning curve and that they have not yet realized the full potential for use of the technology. Further long-term studies using both quantitative and qualitative research are therefore in order. This is especially so in the emerging area of learning.

2.3. LEGAL FRAMEWORK

CAPÍTULO TERCERO DEL CONSEJO NACIONAL DE EDUCACIÓN

Art. 23.- Consejo Nacional de Educación.- El Consejo Nacional de Educación es el organismo permanente de orientación y consulta de la Autoridad Educativa Nacional. El Consejo Nacional de Educación coordinara con delegadas o delegados de los consejos nacionales de igualdad a fin de asegurar la transversalización, observancia, seguimiento y evaluación de las políticas públicas en lo relacionado con las de su competencia según lo previsto en la Constitución de la República y las leyes que los regulen.

Ejecuta los niveles de participación de conformidad a los mecanismos establecidos por el Consejo de Participación Ciudadana en el marco de la Constitución de la República y la Ley, y está conformado por:

- a.** El titular de la Autoridad Educativa Nacional quien lo presidirá y tendrá voto dirimente;
- b.** El titular del Sistema de Educación Intercultural bilingüe;
- c.** El titular del Instituto Nacional de Evaluación Educativa;
- d.** El titular de la Secretaría Nacional de Educación Superior;
- e.** El titular de la Secretaria Nacional de Planificación y Desarrollo;
- f.** Un delegado o delegada de la representación de las municipalidades del Ecuador;
- g.** Un delegado o delegada de la representación de los gobiernos parroquiales rurales;

- h.** Cuatro delegados o delegadas del magisterio nacional: un delegado de la organización nacional del magisterio público debidamente acreditado, uno de los maestros públicos no agremiados, uno de los docentes de instituciones educativas privadas y uno de las instituciones educativas fiscomisionales;
- i.** Tres delegados o delegadas de las organizaciones nacionales de los estudiantes, (dos de instituciones educativas públicos y uno de instituciones educativas privadas);
- j.** Tres delegados o delegadas de las organizaciones de madres y padres de familia (dos de instituciones educativas públicos y uno de instituciones educativas privadas);
- k.** Un delegado o delegada del Consejo Plurinacional del Sistema de Educación Intercultural y Bilingüe;
- l.** Un delegado o delegada de las comunidades, pueblos y nacionalidades indígenas;
- m.** Un delegado o delegada por los pueblos montubios y afroecuatorianos; Se contará, además, con el sistema de la denominada "silla vacía" como espacio de representación de la comunidad con voz y voto. La convocatoria a los colegios electorales para la designación de los representantes de los diferentes actores de la comunidad educativa, se realizará a través del Consejo Nacional Electoral y de conformidad con el reglamento que se dicte para el efecto, con respecto a la equidad y paridad de género y a la alternabilidad zonal.

Los delegados así nombrados durarán en sus funciones dos años y el procedimiento para su delegación estará regulado en el reglamento que para su efecto se dicte. Si

durante el ejercicio de su representación, la calidad por la que lo ostentan concluye, su periodo concluye de modo automático y anticipado. El Consejo Nacional de Educación podrá invitar a participar en las reuniones del mismo a especialistas, representantes de otras instituciones públicas o privadas o colectivos ciudadanos, para tratar temas específicos. El Consejo se regirá por la presente Ley y el respectivo reglamento. Los integrantes del Consejo Nacional de Educación recibirán dietas por sesión en el nivel superior jerárquico, incluyendo gastos de movilización y hospedaje siempre y cuando no exista duplicidad de pago por ese concepto. El Consejo Nacional de Educación se reunirá en cualquier parte del territorio nacional, procurando hacerlo de manera itinerante en tanto sea útil para el cumplimiento de sus fines.

Art. 24.- Funciones del Consejo Nacional de Educación.- Son funciones del Consejo Nacional de Educación:

- a.** Participar en la elaboración y aprobación del Plan Nacional de Educación;
- b.** Ser órgano de consulta en materia educativa general; y,
- c.** Definir, conjuntamente con el Consejo de Participación Ciudadana, los mecanismos de participación de la ciudadanía en el ámbito educativo nacional, de conformidad con la Constitución de la República y la Ley.

CAPÍTULO CUARTO DE LOS NIVELES DE GESTIÓN DE LA AUTORIDAD EDUCATIVA NACIONAL

Art. 25.- Autoridad Educativa Nacional.- La Autoridad Educativa Nacional ejerce la rectoría del Sistema Nacional de Educación a nivel nacional y le corresponde garantizar y asegurar el cumplimiento cabal de las garantías y derechos constitucionales en materia educativa, ejecutando acciones directas y conducentes a la vigencia plena, permanente de la Constitución de la República. Está conformada por cuatro niveles de gestión, uno de carácter central y tres de gestión desconcentrada que son: zonal intercultural y bilingüe, distrital intercultural y bilingüe; y, circuitos educativos interculturales y bilingües.

Art. 26.- Nivel central intercultural.- El nivel central formula las políticas, los estándares, planificación educativa nacional, los proyectos de inversión de interés nacional, las políticas de asignación y administración de recursos, formula políticas de recursos humanos que garantizan representatividad de acuerdo a la diversidad del país en todos los niveles desconcentrados. Coordina la gestión administrativa de los niveles desconcentrados de gestión. Regula y controla el sistema nacional de educación, para lo cual expide las normas y estándares correspondientes, sin perjuicio de las competencias asignadas a los distritos metropolitanos y a los gobiernos autónomos descentralizados en la Constitución de la República y la Ley. Las máximas autoridades educativas tendrán como una de sus funciones primordiales transversalizar la interculturalidad para la construcción del Estado plurinacional y garantizar una educación con pertinencia cultural y lingüística para

los pueblos afro ecuatorianos, montubios y para las nacionalidades y pueblos indígenas.

Art. 27.- Niveles desconcentrados.- Son los niveles territoriales en los que se gestionan y ejecutan las políticas educativas definidas por el nivel central. Están conformadas por los niveles zonales, distritales y circuitales, todos ellos interculturales y bilingües. Se garantizará la existencia de instancias especializadas del Sistema de Educación Intercultural y Bilingüe en todos los niveles.

Art. 28.- Nivel zonal intercultural y bilingüe.- El nivel zonal intercultural y bilingüe, a través de las coordinaciones zonales, de distritos educativos metropolitanos y del distrito educativo del régimen especial de Galápagos, define la planificación y coordina las acciones de los distritos educativos, y realiza el control de todos los servicios educativos de la zona de conformidad con las políticas definidas por el nivel central.

Cada zona está conformada por la población y el territorio establecido por el Plan Nacional de Educación y atiende la diversidad cultural y lingüística de cada población, garantiza y realiza el control de aplicación de las políticas en todos los servicios educativos de la zona intercultural y bilingüe, de conformidad con lo definido por el nivel central; su estructura y funcionamiento será definido en el respectivo reglamento. En todas las zonas donde sea pertinente, se garantiza una instancia para la atención específica a la Educación Intercultural y Bilingüe que

desarrolle y fortalezca este sistema. El coordinador o coordinadora de la zona donde exista mayoría de un pueblo o nacionalidad pertenecerá a ese pueblo o nacionalidad.

Art. 29.- Nivel distrital intercultural y bilingüe.- El nivel distrital intercultural y bilingüe, a través de las direcciones distritales interculturales y bilingües de educación definidas por la Autoridad Educativa Nacional, atiende las particularidades culturales y lingüísticas en concordancia con el plan nacional de educación; asegura la cobertura necesaria en su distrito intercultural y bilingüe en relación con la diversidad cultural y lingüística para alcanzar la universalización de la educación inicial, básica y bachillerato; y garantiza la gestión de proyectos, los trámites y la atención a la ciudadanía.

Además, interviene sobre el control del buen uso de los recursos de operación y mantenimiento, y la coordinación, monitoreo y asesoramiento educativo de los establecimientos del territorio, garantiza que cada circuito educativo intercultural y bilingüe cubra la demanda educativa. El ámbito de acción y ejecución de las políticas a nivel territorial de los distritos educativos interculturales y bilingües corresponderá a los cantones o circunscripciones territoriales especiales del nivel correspondiente según el número de establecimientos educativos y la población estudiantil, garantizando atender la diversidad cultural y lingüística de cada distrito. En las ciudades con más de doscientos mil habitantes se podrá crear más de un distrito educativo intercultural y bilingüe en concordancia con las áreas administrativas establecidas por los gobiernos locales.

Los distritos educativos interculturales y bilingües ejecutan los acuerdos entre prestadores de servicios públicos que optimicen en su respectiva jurisdicción la utilización de los servicios públicos complementarios al servicio educativo, tales como: infraestructura deportiva, servicios de salud, gestión cultural, acceso a tecnología, informática y comunicación y otros. Dentro del nivel distrital intercultural y bilingüe, se garantiza una política de recursos humanos que permita la incorporación servidoras y servidores pertenecientes a los pueblos y nacionalidades indígenas. El o la Directora Distrital deberá ser miembro de una comunidad, pueblo o nacionalidad indígena en aquellos distritos cuya población sea mayoritariamente indígena.

Art. 30.- Circuito educativo intercultural y ó bilingüe.- El circuito educativo intercultural y bilingüe es un conjunto de instituciones educativas públicas, particulares y fiscomisionales, en un espacio territorial delimitado, conformado según criterios poblacionales, geográficos, étnicos, lingüísticos, culturales, ambientales y de circunscripciones territoriales especiales. Las instituciones educativas públicas del circuito educativo intercultural y ó bilingüe están vinculadas a una sede administrativa para la gestión de los recursos y la ejecución presupuestaria.

Cada circuito intercultural y ó bilingüe creará un consejo académico que tendrá no menos de tres y no más de siete miembros que serán nombrados por los directores y rectores de los establecimientos educativos que lo conforman; en el caso de las

instituciones particulares estas participan con un representante en el consejo académico con voz y voto exclusivamente en temas pedagógicos.

Cada circuito intercultural y ó bilingüe cuenta con un administrador, quien será una o un profesional encargados de los ámbitos administrativos y financieros de las instituciones educativas públicas del circuito. Será nombrado mediante concurso de méritos y oposición. En el caso de los circuitos conformados por una mayoría de centros educativos de un pueblo o nacionalidad, el administrador o la administradora deberán pertenecer al pueblo o nacionalidad del circuito correspondiente.

Art. 31.- Competencias del Consejo Académico del Circuito Educativo

Intercultural y ó Bilingüe.- Son competencias del Consejo Académico del Circuito Educativo Intercultural y ó Bilingüe, las siguientes:

- a. Vigilar el cumplimiento de políticas y estándares educativos en el circuito;
- b. Impulsar la calidad educativa en establecimientos del circuito conjuntamente con asesores y auditores educativos;
- c. Diseñar e implementar planes y programas de desarrollo educativo del circuito;
- d. Elaborar estrategias de mejora continua del área pedagógica incluyendo el desarrollo profesional de directivos y docentes;
- e. Diseñar e implementar programas educativos interinstitucionales relacionados con el desarrollo local;

- f. Elaborar el plan de inversión del circuito y enviarlo al distrito y al administrador del circuito;
- g. Dar seguimiento a la ejecución del plan de inversión del circuito;
- h. Verificar el cumplimiento de los planes operativos y de compras ejecutado por el administrador del circuito y evaluar su desempeño;
- i. Generar y consensuar propuestas de atención a la problemática social del entorno; y,
- j. Las demás establecidas en el Reglamento.

Art. 32.- Funciones del administrador del Consejo Académico del Circuito Educativo Intercultural y ó Bilingüe.- Son funciones del administrador las siguientes:

- a.** Realizar las adquisiciones y contrataciones, de acuerdo a lo establecido en el plan de inversión por el Consejo Educativo del Circuito Educativo Intercultural ó Bilingüe, según lo determine las leyes correspondientes;
- b.** Representar legal, judicial y extrajudicialmente a su respectivo circuito;
- c.** Celebrar los actos y contratos necesarios para el cabal funcionamiento de su circuito; y,
- d.** Las demás establecidas en el respectivo reglamento.

2.4. CONCEPTUAL FRAMEWORK

GLOSSARY OF TERMS

Along this research project, there are some key concepts, which need to be defined such as:

1. **TECHNOLOGY:** the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. (Dictionary.com)
2. **ICT'S:** or information and communications technology (or technologies), is the infrastructure and components that enable modern computing(searchcio.techtarget.com)
3. **TOOLS:** a piece of equipment that you use with your hands in order to help you do something. (dictionary.cambridge.org)
4. **INNOVATION:** a new idea or method that is being tried for the first time, or the use of such ideas or methods. (dictionary.cambridge.org)
5. **TEACHING METHOD:** To be very concrete, a method is a way of developing something, normally by following a defined plan. It is a logical or systematic process of getting specific ends or goals.
6. **PROCEDURE:** It can be defined as a systematic series of activities or sequence actions that have to follow the same order every time. These step and step activities must have a start and an ending point.
7. **STRATEGY:** It is a plan, which has been chosen in order to reach a desire goal in the future, or a solution for an issue; a strategy involves the correct use of the necessary materials or resources.

- 8. TECHNIQUE:** a way of doing an activity that needs skill (Cambridge dictionaries online)
- 9. APPROACH:** It is the advance that is made specially in order to reach a specific objective
- 10. CONTENT:** The subjects or topics covered in a book or document.
(Dictionary.com)

SUMMARY To conclude with this foundation, Scrivener (2005) explains the usage of top-down and bottom-up approaches. He describes, “When we write, we use a variety of strategies to help us deliver the message. Some of these are connected with understanding the ‘big’ picture, e.g. gaining an overview of the structure of the whole text, getting the gist (the general meaning), using various types of previous knowledge to help us make sense of the message, etc. writing in this way is sometimes termed ‘gist writing or ‘extensive writing.

Other strategies are connected with the small pieces of the text, e.g. correctly precision, working out exactly what some individual words are, catching precise details of information, etc. This is often called ‘writing for detail’. He adds that the bottom-up one as building up learning and understanding of a text by figuring out what each individual writes about, forming words, and checking understanding of the words around it.

In other words, it is constructing meaning through individual small pieces. He also highlights that this might seem an attractive approach, it is impossible to achieve. Especially in writing English comes too fast to be able to comprehend single words. Whereas the alternative approach known as top-down. It involves predicting the

content and structure of a text by processing it by getting a general idea of the message.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 TYPE OF THE RESEARCH DESCRIPTION

The types of research are classified in quantitative, qualitative and quali-quantitative. According to the variables of the research “The use of the ICT’s” and “Develop the writing skills in English as a second language” and the object of the research, this is quali-quantitative because it combines qualities and data numerical and statistical explanation.

According to Kowalczyk (n.d) said “Applied research is one type of research that is used to answer a specific question that has direct application to the world”, and this project may be applied because the research purpose is used to answer a possible problem. The research of this project focuses is showing the relationship between the two variables. In addition, how both interact to solve the problem. This research provide tools to improve the way of learning in students using the ICT’s. These activities will help the students to understand in a better and a funny way the language.

3.2 METHODS, TECHNIQUES AND RESEARCH INSTRUMENTS

For Drew, et al, and (2008) the advantages of the interview are:

- (1) It is flexible and can uncover information about the setting that the interviewer did not know.
- (2) It can convey the meaning of events for those participating;

(3) It provides a way to gather detailed information about the situation from the participant's point of view, revealing personal perspectives that are unique to the individual; and

(4) It can clarify the responses to questions emerging from other data, provide information not available elsewhere, and offer the opportunity for elaboration and explanation. (Drew et al, 2008, p.207).

This interview were made to the students' English teacher since he is the main supervisor of the students' performance in the classroom. The other interview was made to the Director of the school since it is he the one in charge with the school English program and the one that makes the final decisions if the program could be altered or changed to the student acquaintances in language learning. A formal meeting at which somebody is asked questions to see if they are suitable for a particular study.

3.2.1 RESEARCH INSTRUMENTS

The observation is a good instrument for the research because it was noticed the problem and the mistakes that they commit during writing exercises. The second instrument that was used was two survey for students, it helps us to know their opinions about the English class and about the use of the ICT's in an English class. Another instrument that was used was pre- test and post- test for diagnosing the problem that they have and how will help the activities to improve the language.

3.2.1.1 CLASS OBSERVATION

The observations led the investigators to conclude that this technique was applied for the overall view of some English classes in which listening was the skill developed. The class performance and the teacher's methods applied convinced the results that these types of ICT activities could have brought a better understanding of the concept for having excellent writing results.

The class needed to be instructed and motivated adequately for such objectives to be reached in this type of scenario where structure of writing is very different to the learners' native specifications of writing, such as punctuation, diction, coherence, and interpretations.

3.2.1.2 SURVEY FOR STUDENTS

The survey contains 10 items in which students answered questions about their preferences in their English classes. It covers different aspects such as dynamism, interaction, comprehension about the use of the ICT's in the English class and how it helps them if the teacher used as a new tool in that school.

3.2.1.3 INTERVIEW TO THE DIRECTOR

The interview consists in five questions about the use of the technology in the school, how well educated are teachers about the use of TIC'S and how much they use it as a teaching technique.

3.2.1.4 PRE- TEST AND POST- TEST

The pre- test and the post- test were applied to the students at different moment to verify their knowledge on writing. There were basic exercises as

organizing sentences, choose the correct word, and more complex as writing a short paragraph of a particular topic.

This pre- test and post- test were used to prove the hypothesis: that is to determine the positive influence of didactical material based on the use of the ICT's on the development of writing skills.

3.3 RESEARCH POPULATION AND SAMPLE

The population includes all elements that meet certain criteria for inclusion in a study (Burns & Grove 2003:43).

The definition of population is all the people living in a particular country, area, or place. Regarding to Drew, Hardman & Hosp (2008): "A population refers to all constituents of any clearly described group of people, events, or objects who are the focus of an investigation."(p.83)

The population chosen as an aim for this research consisted of **31** people where both authorities and students are involved at the MANUELA SANTA CRUZ Y ESPEJO SCHOOL, distributed on different courses.

SAMPLE

The sample is chosen from the study population that is commonly referred to as the 'target population or accessible population' (Grove, 2003)

The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much like a give and take process.

The population “gives” the sample, and then it “takes” conclusions from the results obtained from the sample. The sample of the universe will take into account and are **31** students from where we shall obtain the necessary diagnose for our purpose.

It is very important because it allows attaching enough data to begin a new feasible and appropriate project in this high school.

Table 3: Population and Sample.

STRATUM		
STAFF	POPULATION	SAMPLE
DIRECTOR	1	1
STUDENTS	31	31
TEACHERS	1	1
TOTAL	33	33

Authors: Karla Tapia and Maria Jose Sandoval

3.4 SOURCES, RESOURCES, AND TIMELINE

Table 4: Sources

SOURCES	REQUIREMENTS
Internet Services	To manage research about different topics in relation to the research project.
Computer	To develop all the information and chapters for the project.
Copies	To have the printed worksheets, surveys, and pre-test and post-test for students and teachers.
Papers	To print all the things needed.
Transport	To move from place to another to check and correct the project.

Authors: Karla Tapia and Maria Jose Sandoval

RESOURCES

Table 5: Resources

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	60	\$1,00	\$60,00
Copies	150	\$0,02	\$3,00
Printing Black and White Paper	60	\$0,10	\$6,00
Printing Color Paper	20	\$0,50	\$10,00
CD's	3	\$1,00	\$3,00
Transport	10	\$0,25	\$2,50

Authors: Karla Tapia and Maria Jose Sandoval

3.5. DATA ANALYSIS METHODS

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 31 students

Course: Seventh Grade EGB

Question 1: The use of technology is considered in the English classroom in your School.

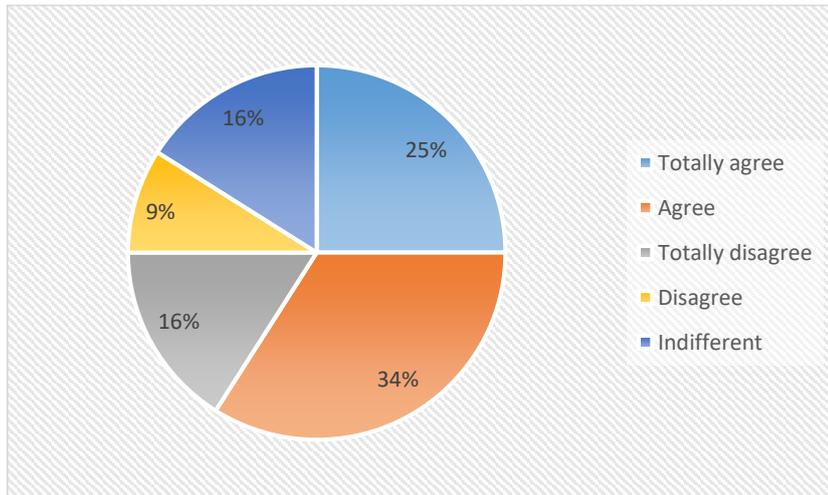
Table 7: The Use of Technology in the English Classroom.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally Disagree	5	16%
2- Disagree	3	9%
3- Indifferent	5	16%
4- Agree	10	34%
5- Totally Agree	8	25%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 1: The Use of Technology in the English classroom.

ANALYSIS: Even though technology is considered to be used in the classroom, students show that they need to learn the vocabulary and other grammatical tenses which lacking or not being done accordingly.

Sample: 31 students

Course: Seventh Grade EGB

Question 2: Having classes in an English Laboratory with modern technology would be agreeable.

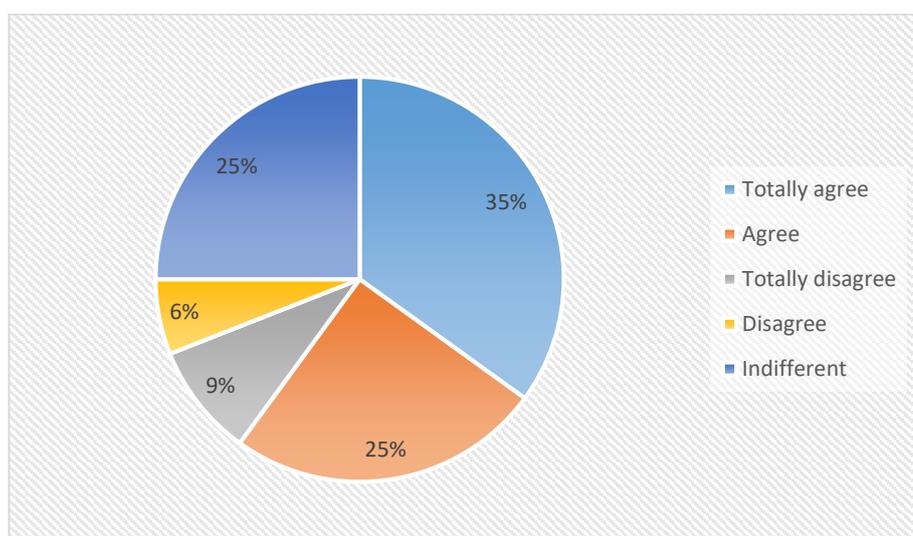
Table 8: Having classes in an English laboratory would be agreeable.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally Disagree	3	9%
2- Disagree	2	6%
3- Indiferent	8	25%
4- Agree	8	25%
5- Totally Agree	10	35%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 2: Having classes in an English laboratory would be agreeable

ANALYSIS: Everyone agrees that such modern technology would be in satisfying agreement to be used in the classroom. However, this concept is appreciated because improvement in learning the language is expected.

Sample: 31 students

Course: Seventh Grade EGB

Question 3: Do you consider learning vocabulary and other modern resources in an English Class to improve your Writing?

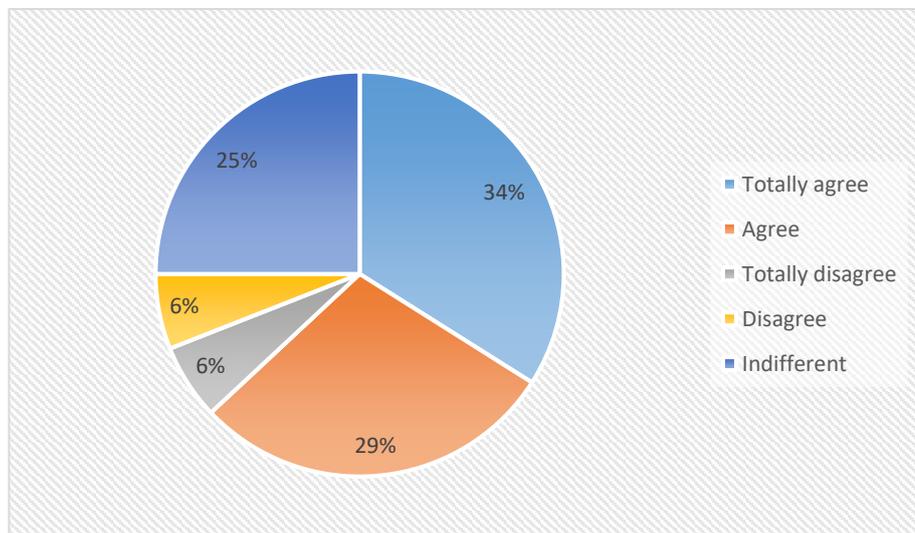
Table 9: Learning vocabulary and other modern resources in English class to improve writing.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally Disagree	2	6%
2. Disagree	2	6%
3. Indifferent	8	25%
4. Agree	10	34%
5. Totally Agree	9	29%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School.

Author: Karla Tapia and Maria Jose Sandoval



Graphic 3: Learning vocabulary and other modern resources in English class to improve writing.

ANALYSIS: Most of students are aware that they are in a vast need to improve their vocabulary and also their writing skills throughout the use of all the resources that technology can provide with the most updated information and methods in the learning field.

Sample:31 students

Course: Seventh Grade EGB

Question 4: Do you find agreeable to use Internet in order to practice English Vocabulary and Grammar?

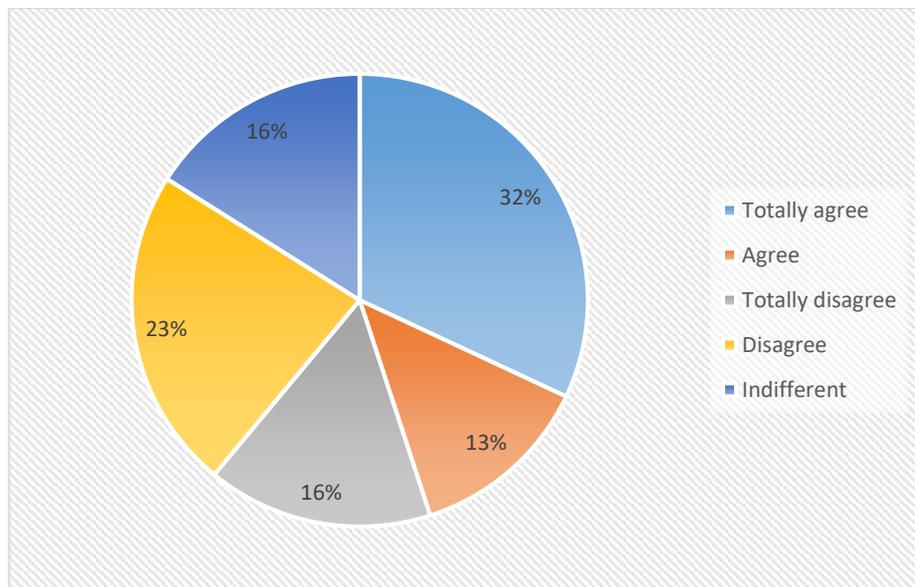
Table 10: Find it agreeable to use internet to practice English.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally Disagree	5	16%
2. Disagree	7	23%
3. Indifferent	5	16%
4. Agree	4	13%
5. Totally Agree	10	32%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 4: Find it agreeable to use internet to practice English.

ANALYSIS: The use of internet is not only placed as an entertainment source to students, but they also acknowledge its properties as an aid in the education field and as a source in which they can take advantage of by putting into practice new, updated vocabulary and other language skills.

Sample:31 students

Course: Seventh Grade EGB

Question 5: Using programs from the internet to study English lessons, vocabulary, grammar, and writing practice would be good for learning better?

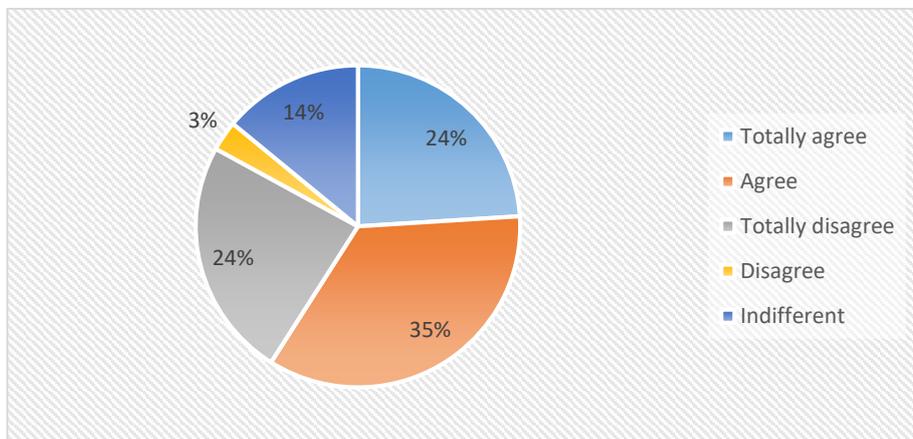
Table 11: Using programs from the internet to study English would be good for learning better.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally Disagree	7	24%
2. Disagree	3	3%
3. Indifferent	4	14%
4. Agree	10	35%
5. Totally Agree	7	24%
Total	31	100%

Source: students from 7th Grade from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 5: Using programs from the internet to study English would be good for learning better.

ANALYSIS: A lot of consideration is taking place when it comes to technology and education since it is the most practical way of having vocabulary, grammar, listening and writing activities and overall studying in order to learn a language these days.

Sample:31 students

Course: Seventh Grade EGB

Question 6: It would be satisfying and interesting if you practice writing in English while having fun on the same website at the same time.

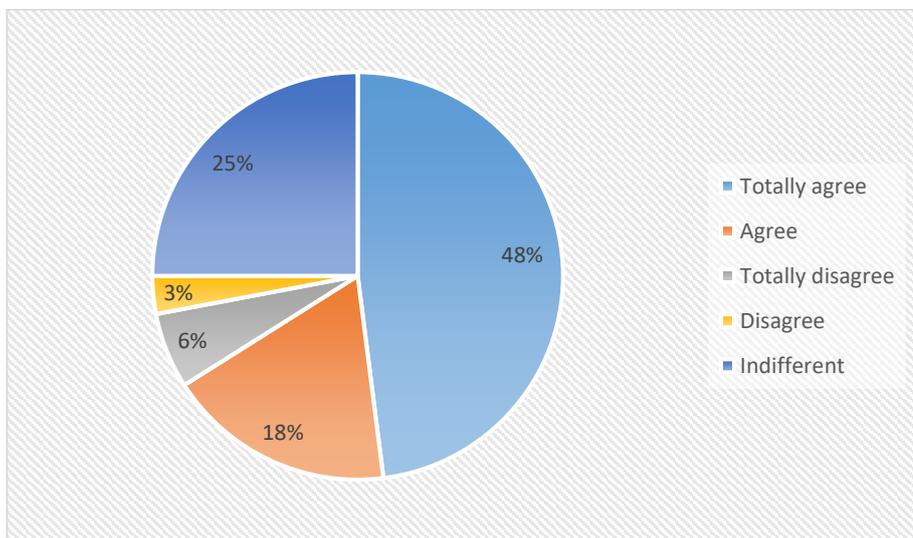
Table 12: Practice writing activities in English while having fun.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally disagree	2	6%
2. Disagree	1	3%
3. Indifferent	8	25%
4. Agree	5	18%
5. Totally Agree	15	48%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 6: Practice writing activities in English while play.

ANALYSIS: The majority of students would be satisfied if these language learning practice and activities could be placed as a norm in today's English classes because more websites are created about education and language learning.

Sample:31 students

Course: Seventh Grade EGB

Question 7: You like to use modern technology to enhance your grammar abilities?

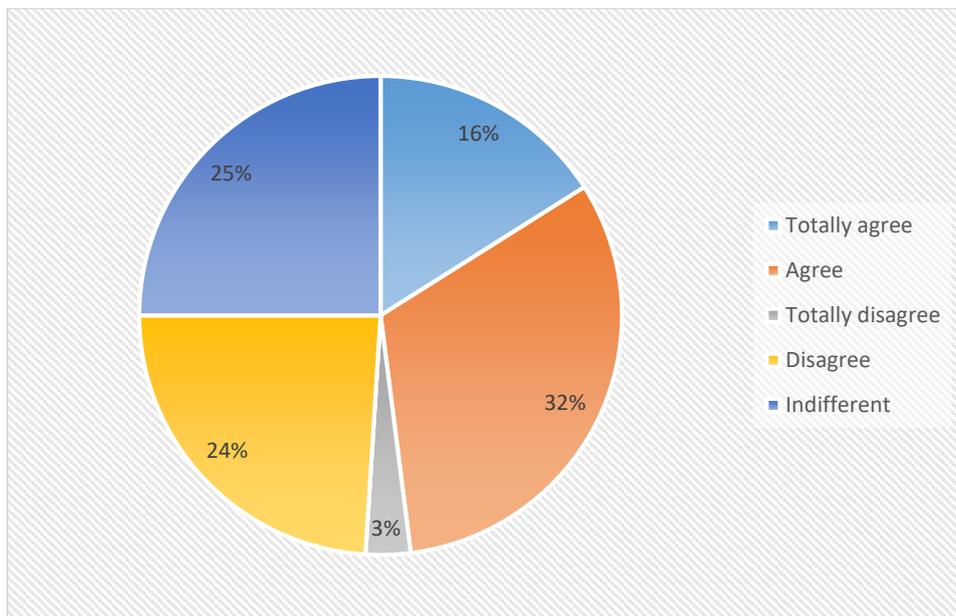
Table 13: To use modern technology to enhance writing abilities.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally Disagree	1	3%
2. Disagree	7	24%
3. Indifferent	8	25%
4. Agree	10	32%
5. Totally Agree	5	16%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 7: To use modern technology to enhance writing abilities.

ANALYSIS: grammar activities can be appreciated a lot more by students if they get the opportunity to practice such activities as often as possible with today's updated technology.

Sample: 31 students

Course: Seventh Grade EGB

Question 8: You like to practice grammar with technology in a laboratory.

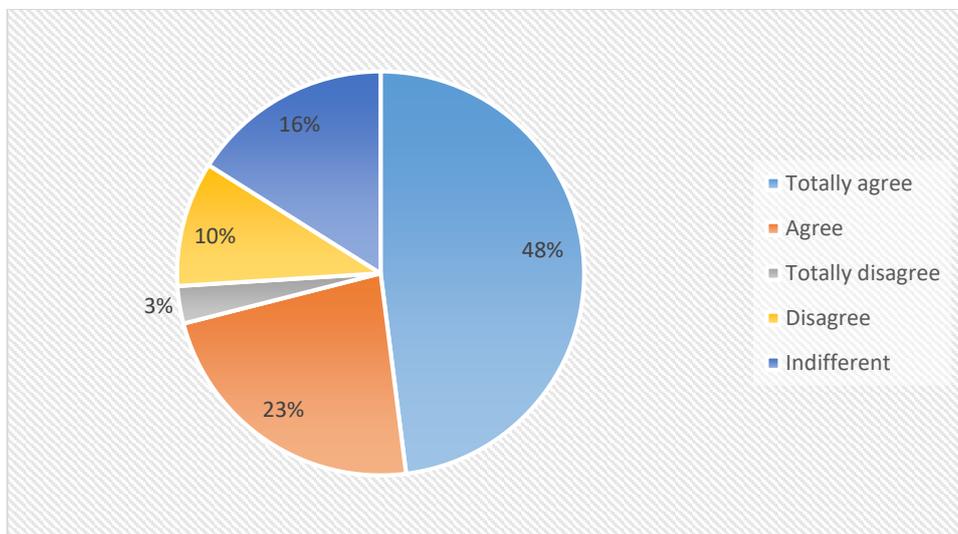
Table 14: Practice grammar with technology in a laboratory.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally disagree	1	3%
2. Disagree	3	10%
3. Indifferent	5	16%
4. Agree	7	23%
5. Totally Agree	15	48%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 8: Practice grammar with technology in a laboratory.

ANALYSIS: The use of laboratories and multimedia sources are one of the most practical norms when it comes to listening comprehension and enhancement. Students also get the feeling of doing such exercises in a laboratory because of the sophistication such laboratory brings to the environment.

Sample: 31 students

Course: Seventh Grade EGB

Question 9: You like to listen to music to practice listening and writing skills.

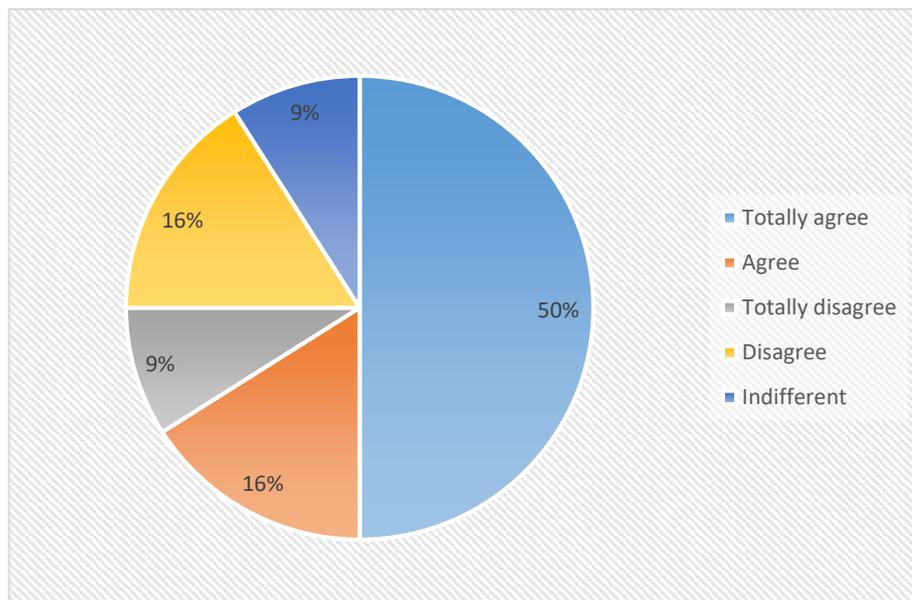
Table 15: Listen to music to practice listening and writing skills.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally disagree	3	9%
2. Disagree	5	16%
3. Indifferent	3	9%
4. Agree	5	16%
5. Totally Agree	15	50%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 9: Listen to music to practice listening and writing skills.

ANALYSIS: it is a known and proven fact that music stimulates learning in many ways such as the fact that students get or enjoy their favorite song as they improve their aural skills. Music exercises used for learning purposes are a lot more productive.

Sample: 31 students

Course: Seventh Grade EGB

Question 10: It would be useful to be able to have some webpages where you can practice more writing during your English lessons.

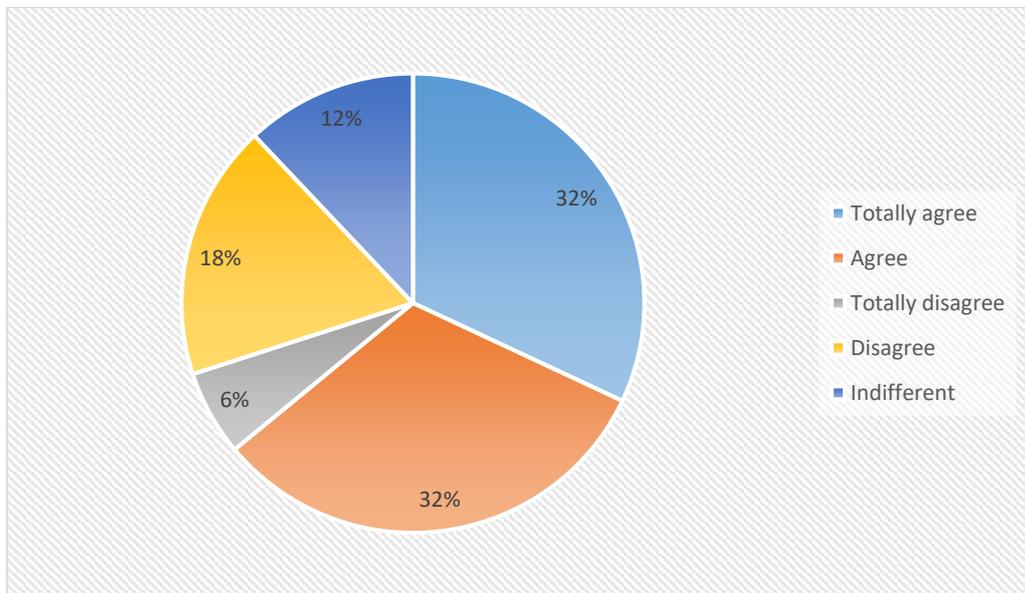
Table 16: Some webpages where you can practice writing skills.

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally Disagree	2	6%
2. Disagree	5	18%
3. Indifferent	4	12%
4. Agree	10	32%
5. Totally Agree	10	32%
Total	31	100%

Source: Students from 7th Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 10: Some webpages where you can practice Writing Skills.

ANALYSIS: it can be noticeable that students prefer to have their English classes done differently and using technology in the classroom is part of that change. Technology not only simplifies things a lot faster but it also makes learning so practical.

INTERVIEW TO THE DIRECTOR OF THE SCHOOL

The interview with the director of the Manuela Santa Cruz y Espejo school, was essential for the elaboration of the project because it was concluded that the use of technology in the school for the process of teaching English in the establishment is very important, it is a tool that attracts the students' attention and is an easy tool to use for teachers and students.

1. WHAT DO ICT's MEAN TO YOU?

The director said that is a positive tool for education of the students, but as long as the teachers have an adequate training or knowledge about the management of the same for a correct teaching; she could also emphasized that one of the advantages of ICT's is that the teacher can personalize education, paying attention to the needs of each student and the power of motivation they awaken in them.

2. HOW MUCH KNOWLEDGE DO YOUR TEACHERS HAVE ABOUT THE USE OF TECHNOLOGY TO USE IT AS A TEACHING TECHNIQUE?

The director said that her teachers know little about the use of technology, which is not enough because every day the technology changes and they have to continue learning, although twice a year they have seminars on the use of technology that provides them with the publishers that they use for teaching.

3. HOW DO ICT'S HELP STUDENTS AND TEACHERS?

The director emphasized that ICT's help teachers and students a lot, first helps to avoid the monotony of a class as it can enrich the teachers' explanation with images, videos, audios, games, etc. It also allows interactivity within and outside the establishment with the students, feedback, etc., helps to raise the quality of the educational process.

4. HOW OFTEN DO ENGLISH TEACHERS USE TECHNOLOGY FOR TEACHING?

The director said that the English teachers use technology very little as a support tool although she knows that it is a good technique to increase students' motivation towards the subject.

5. DO YOU THINK THE USE OF ICT'S IN CLASSES WOULD HELP STUDENTS TO IMPROVE ENGLISH WRITING?

The director emphasized that the use of technology as a modern method for teaching English is always an excellent idea; there are many pages which are used while they play they learn grammar, vocabulary, and etc.; but there are no pages that help with writing and at the same time be fun for students

PRE AND POST TEST RESULTS

The pre-test and post- test was given to students from the seventh grade. The pre- test and the post- test consists of four questions over 10 points; each question was based on general topics also learned in previous classes. The questions are the following:

1. ADD YOUR OWN PUNCTUATION TO THE FOLLOWING SENTENCES.

Who is your favorite singer?

That´s fantastic

Her mother lives in Florida

I really love strawberry ice cream

2. IN THE FOLLOWING PARAGRAPH.

- a. Add punctuation.
- b. Add the capital letter.

MICKY MOUSE

my name is mickey mouse I live in a place called Disneyland my father´s name is Walt Disney he was a famous cartoonist a cartoonist is a person who draws cartoon characters like me I was born about seventy years ago in a movie studio in hollywood California my friends are Minnie Mouse, Donald Duck Goofy and daisy

3. WRITE ABOUT YOUR LAST TRIP VACATION USING SIMPLE PASTE TENSE.

4. WRITE A SHORT PARAGRAPH ABOUT YOUR LIFE IN 10 YEARS USING THE MODAL VERB “WILL” OR “WON’T” IF NECESSARY.

PRE- TEST RESULTS

Sample: 31 students

Course: Seventh Grade EGB

Question 1: Add your own punctuation to the following sentences.

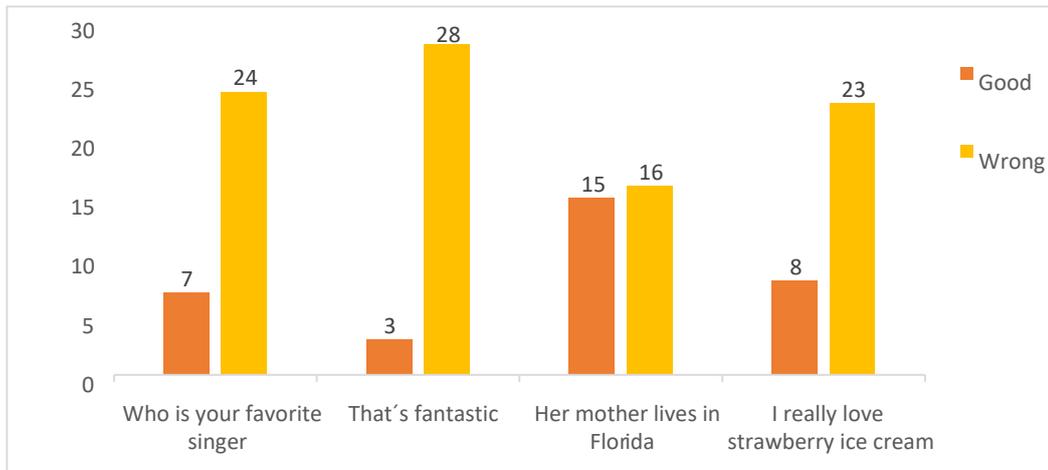
Table 17: Punctuation in the Sentences.

CHART OF ANSWER

SENTENCES	GOOD	WRONG	TOTAL
Who is your favorite singer	7	24	31
That’s fantastic	3	28	31
Her mother lives in Florida	15	16	31
I really love strawberry ice cream	8	23	31

Source: Students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 11: Punctuation in the sentences.

ANALYSIS: The first question is about punctuation. They had to put the correct punctuation in each sentences, and most of the half of the students did not do it correctly, with the result we can assume that they need more practice about it

Sample: 31 students

Course: Seventh Grade EGB

Question 2: Paragraph

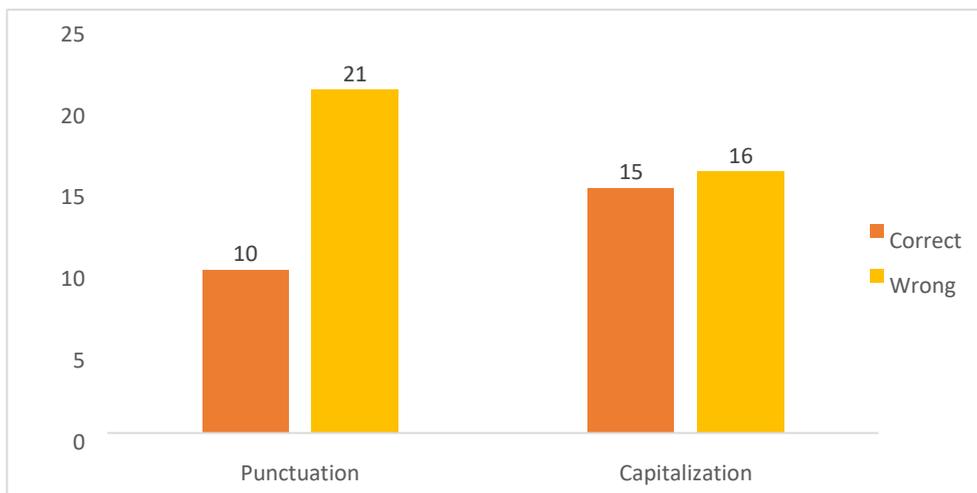
Table 18: Punctuation in the paragraph.

CHART OF ANSWER

QUESTIONS	CORRECT	WRONG	TOTAL
Add punctuation.	10	21	31
Add the capital letter	15	16	31

Source: Students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 12: Punctuation in the paragraph.

ANALYSIS: In this question that was a paragraph where the students had to add the correct punctuation and capitalization, the majority of students obtained bad results as the graphic shows, according to the results, students need more help in punctuation.

Sample: 31 students

Course: Seventh Grade EGB

Question 3: Write about your Last Trip Vacation using Simple Paste Tense.

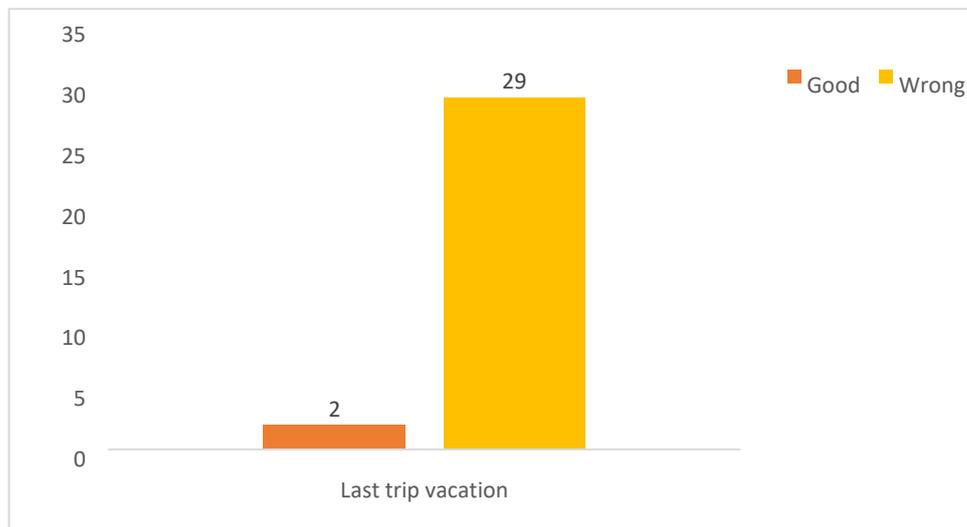
Table 19: Write about your last trip vacation.

CHART OF ANSWER

PARAGRAPH	CORRECT	WRONG	TOTAL
Last trip vacation	2	29	31

Source: students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 13: Write about your last trip vacation.

ANALYSIS: In this writing question could be noticed that the students did not have a good way to write although they did the same paragraph as homework; they continue made the same mistakes.

Sample: 31 students

Course: Seventh Grade EGB

Question 4 Write a short paragraph about your life in 10 years using the Modal Verb “will” or “won’t” if necessary.

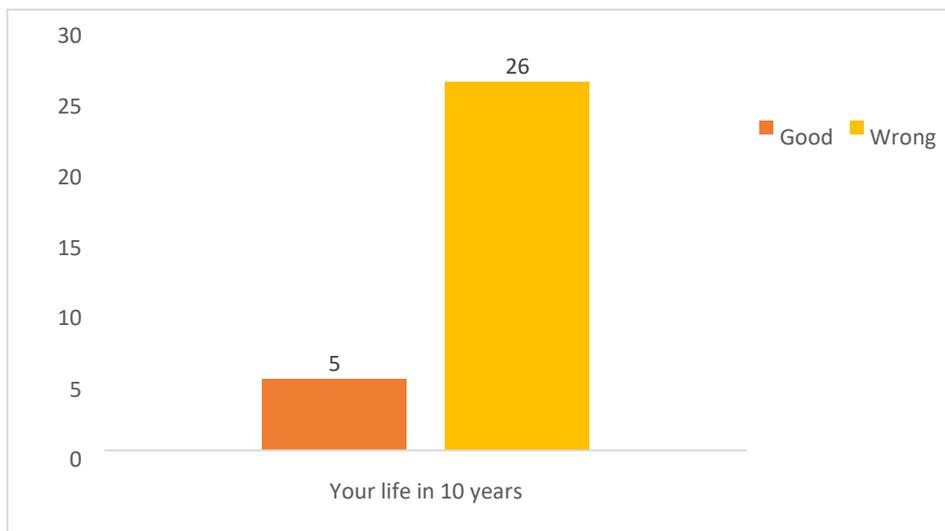
Table 20: A short paragraph about your life in 10 years.

CHART OF ANSWER

PARAGRAPH	CORRECT	WRONG	TOTAL
Your life in 10 years	5	26	31

Source: students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 14: A short paragraph about your life in 10 years.

ANALYSIS: As the graphic shows, the majority of the students did not do a good paragraph. They need more help to develop their writing skills.

POST- TEST RESULTS

Sample: 31 students

Course: Seventh Grade EGB

Question 1: Add your own punctuation to the following sentences.

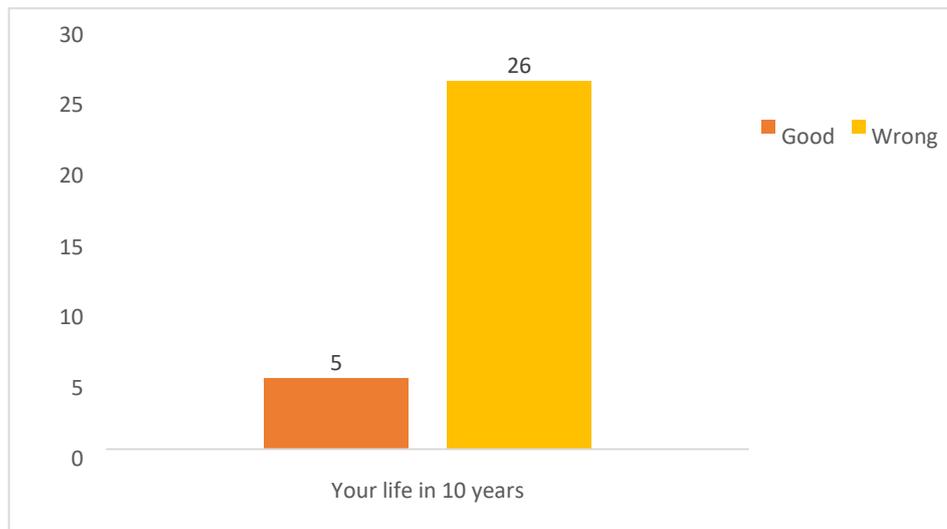
Table 21: Punctuation in the sentences.

CHART OF ANSWER

SENTENCES	GOOD	WRONG	TOTAL
Who is your favorite singer	29	2	31
That´s fantastic	31	0	31
Her mother lives in Florida	31	0	31
I really love strawberry ice cream	27	4	31

Source: Students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 15: Punctuation in sentences.

ANALYSIS: The first question is about punctuation. They have to put the correct punctuation in each sentences. It can be noticed that the majority of students did it good.

Sample: 31 students

Course: Seventh Grade EGB

Question 2 Paragraph

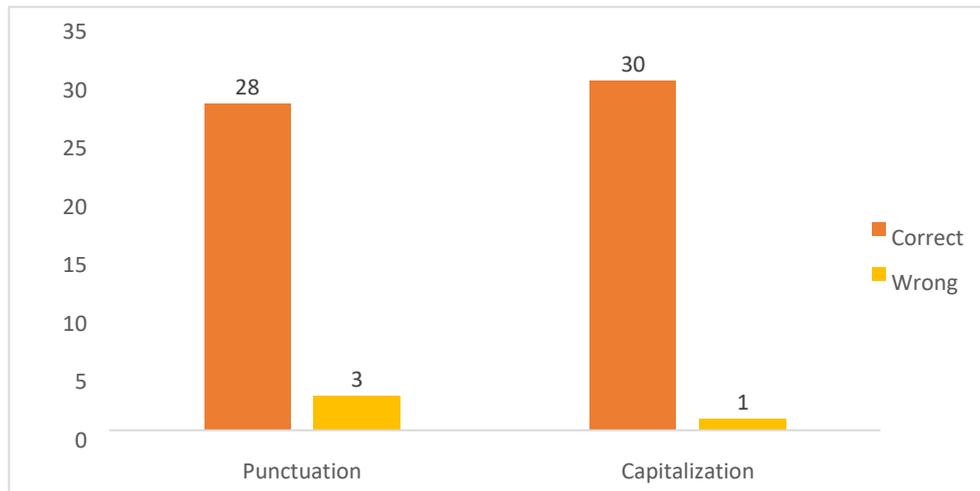
Table 22: Punctuation in the paragraph.

CHART OF ANSWER

QUESTIONS	CORRECT	WRONG	TOTAL
Add punctuation.	28	3	31
Add the capital letter	30	1	31

Source: Students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 16: Punctuation in the paragraph.

ANALYSIS: In this item which was a paragraph where the students had to add the correct punctuation and capitalization, the majority of students obtained excellent results as the graphic shows.

Sample: 31 students

Course: Seventh Grade EGB

Question 3 Write about your Last Trip Vacation using Simple Paste Tense.

Table 23: Write about your last trip vacation.

CHART OF ANSWER

PARAGHAP	CORRECT	WRONG	TOTAL
Last trip vacation	30	1	31

Source: Students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval



Graphic 17: Write about your Last Trip Vacation.

ANALYSIS: In this writing question could be noticed that the students obtained better results; it is evident that the project to develop the writing skills was useful for them.

Sample: 31 students

Course: Seventh Grade EGB

Question 4 Write a short paragraph about your life in 10 years using the Modal Verb “will” or “won’t” if necessary.

Table 24: A short paragraph about your life in 10 years.

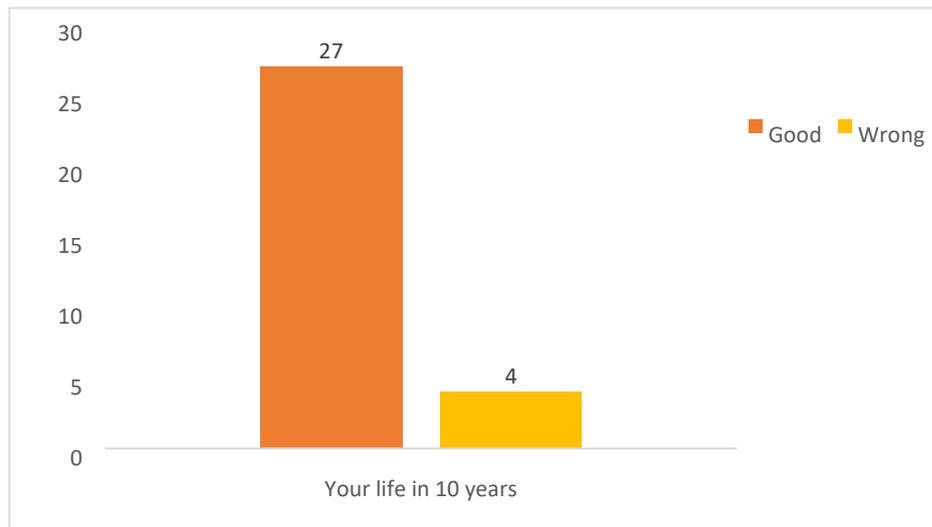
CHART OF ANSWER

PARAGRAPH	CORRECT	WRONG	TOTAL
Your life in 10 years	27	4	31

Source: students from Seventh Grade EGB from Manuela Santa Cruz y Espejo School

Author: Karla Tapia and Maria Jose Sandoval

GRAPHIC No. 14



Graphic 18: A short paragraph about your life in 10 years.

ANALYSIS: The use of the ICT’s was very useful for the students. It is noticed that it helped them to develop their skill in writing.

RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

To provide evidence of learning taking place, it is of the utmost importance to also present the results and outcomes to have a clear, sound presentation and thorough analysis about the investigation done since most of the accountable issues for each variable may be subject to adapt so results can varied to the best criteria. Doing So, it will not only be beneficial to present the results in a specific matter but also it will facilitate concise and accurate explanation if necessary, showing the type of solutions that were reached in order to solve students writing issues that are seen in the classroom.

3.6. PRELIMINARY CONCLUSION

According to the results obtained in the student survey, it can be said that the use of ICT is helping students in the process of learning and learning the English language as a second language at the Manuela Santa Cruz and Espejo School. Now, they can recover the enthusiasm that they have for technology as a modern tool for learning and training another language, we can use a tool that is widely used for teachers. Nevertheless, everyone (students, teacher, and manager) think that the use of this tool can help improve the writing of English as a second language in students.

CHAPTER IV

PROJECT PROPOSAL

4.1 THE USE OF A WEBPAGE TO HELP STUDENTS TO DEVELOP THEIR WRITING SKILL IN ENGLISH AS A SECOND LANGUAGE AT SEVENTH GRADE STUDENTS AT MANUELA SANTA CRUZ Y SPEJO SCHOOL IN 2017- 2018.

4.2 JUSTIFICATION

Making students adjust to different teaching styles is something that has to be addressed with talent, kindness and tactical approach because students also rely on their learning styles and that is why teachers must cope with one another so there will not be any conflict when it comes to teaching and learning. This project is justified because with this innovating system, as is, teachers can reach objectives and make students acquire the language, not just learn the language. Technology is a tool that is as useful as a chisel to a sculptor. Thus, helping teachers also create their master piece whom are students. Writing skills are going to be improved with the use of ITCs in the learning environment.

4.3 OBJECTIVES

4.3.1. GENERAL OBJECTIVE

To design website activities in order to improve language learning through writing skills in students from 7th Grade EGB basic at Manuela Santa Cruz Y Espejo School.

4.3.2. SPECIFIC OBJECTIVES

- To apply dynamic processes in the acquisition on the vocabulary in context.
- To improve the writing skills in students.
- To help students to enhance their vocabulary in English learning
- To encourage the importance of English writing.
- To enhance the use of websites in the classroom
- To teach the use of websites to improve writing skills.

4.4 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN.

Now, this project is about the implementation of a web page for kids about

6-12 years old. This investigation carries out with clear and accurate information.

For this reason, students will be the beneficiaries of obtaining favorable results.

It proves that the use of technological resources permit that the students have more interaction in classes and acquire knowledge. In other words, students can acquire new things such as vocabulary, grammar and writing rules, listening and writing itself.

It is necessary that the students feel in a comfortable environment and wellmotivated, able to express and share opinions even thoughts. The application of technological resources help

students to acquire, develop, and produce oral and written communication.

4.5 THE PROPOSED PROJECT PLAN

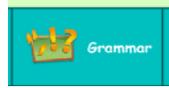
To enter to the Internet webpage, write on the browser the following direction <https://www.funwritingforkids>. FunWritingforKids.com is brought to students and teachers as a helpful resource to support content taught in schools. It offers free online games, songs and videos for children from (6-12) years old.

The main goal is to enhance writing learning on Ecuadorian kids' through interactive games and videos. The web page is divided into Grammar, Writing, Videos and Games Section. At Home you will find the Welcoming Presentation and four important articles about Grammar and Writing.



Figure 2. FunWritingforKids Homepage.

GRAMMAR



In the principal page, students can find four bullet points.



Now students go over and click here and then it appears a new window. In this window, seven squares about the topics of grammar are displayed.



Figure 3. Grammar Section.

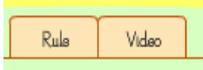
MANY AND MUCH

If the students click in



It appears a new window.

In this window, there are two bullet points.

In **rule**: they  would find the grammar rules.

Much, many

"Much", "many" indicate a large quantity of something, for example "I have a lot of friends " means I have a large quantity of friends.

Study the examples below:

In the affirmative forms we use: much with uncountable nouns. (money, bread, water...) Example: How much money/bread/water... is there? many with countable nouns. (students, desks, windows...) Example: How many students/teachers/desks... are there?	In the negative forms we use: much with uncountable nouns. (money, bread, water...) Example: I haven't got much money/bread/water... many with countable nouns. (students, desks, windows...) Example: There aren't many students/teachers/desks...
---	--

In the option **video**, a video about the topic is presented. **Figure 4.** Much, many.

To return to the grammar students should click on



A LOT / A LITTLE / A FEW

If the students click in



Lot, Little, Few

"Much", "many" indicate a large quantity of something, for example "I have a lot of friends " means I have a large quantity of friends.

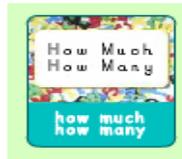
Study the examples below:

In the affirmative forms we use: A little, a few, (very) little and (very) few are generally used in affirmative statements, not negatives or questions. Countable and uncountable nouns: A little and (very) little are used with uncountable nouns (money, bread, water...) A few and (very) few are used with countable nouns (friends, tables, teachers..)	In the affirmative forms we use: In spoken English and informal writing we tend to use: a lot, a lot of, lots of with countable and uncountable nouns. Example: "How many students are there in the classroom?" "There are a lot." "How many students are there in the classroom?" "There are a lot of / lots of students"..
---	--

Figure 5. A lot, little, few.

HOW MUCH / HOW MANY

If the students click in



Rule
Video

How much, how many

"Much", "many" indicate a large quantity of something, for example "I have a lot of friends " means I have a large quantity of friends.

Study the examples below:

In the interrogative forms we use:

much with uncountable nouns. (money, bread, water...)
 Example:
 How much money/bread/water...is there?

many with countable nouns. (students, desks, windows...)
 Example:
 How many students/teachers/desks... are there?

Figure 6. How much, how many

CAN / COULD / MUST

To return to the grammar students should click on



If the students click in



Rule
Video

Can, Could, Must

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it.

Study the examples below:

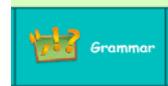
Examples of modal verbs

must	Strong obligation logical conclusion / Certainty	You must stop when the traffic lights turn red.
can	ability permission possibility	I can swim. Can I use your phone please? Smoking can cause cancer.
could	ability in the past polite permission possibility	When I was younger I could run fast. Excuse me, could I just say something? It could rain tomorrow!

Figure 7. Can, Could, Must

PAST CONTINUOUS TENSE

To return to the grammar students should click on



If the students click in



Past Continuous

The past continuous describes actions or events in a time before now, which began in the past and is still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

Study the examples below:

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.

Example

The sun was shining every day that summer.
As I spoke, the children were laughing at my cleverness.

One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb to arrive.

Incorrect At noon, he was arriving.
Correct At noon, he arrived .

Figure 8. Past Continuous Tense

FUTURE WILL

To return to the grammar students should click on



If the students click in



Future Will

"Will", like all modal verbs in English, does not change its form, and it is followed by the simple form of the main verb. "Will" is NOT usually used in first person questions. Note also that will is often shortened to 'll. This diagram should make the situation clearer:

The forms of the simple future:

The simple future is formed as follows:

will / 'll + verb

<p>The affirmative form of the simple future:</p> <p>Examples:</p> <p>I think I'll buy a new computer. I will open the door. Someone is ringing the bell.</p>	<p>The interrogative form of the simple future:</p> <p>Examples:</p> <p>Will you buy a computer? Will you go to the party?</p>
--	---

The negative form of the simple future:

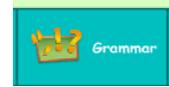
Examples:

I will not stay at home if I finish the homework.
I won't visit Big Ben if I go to London.

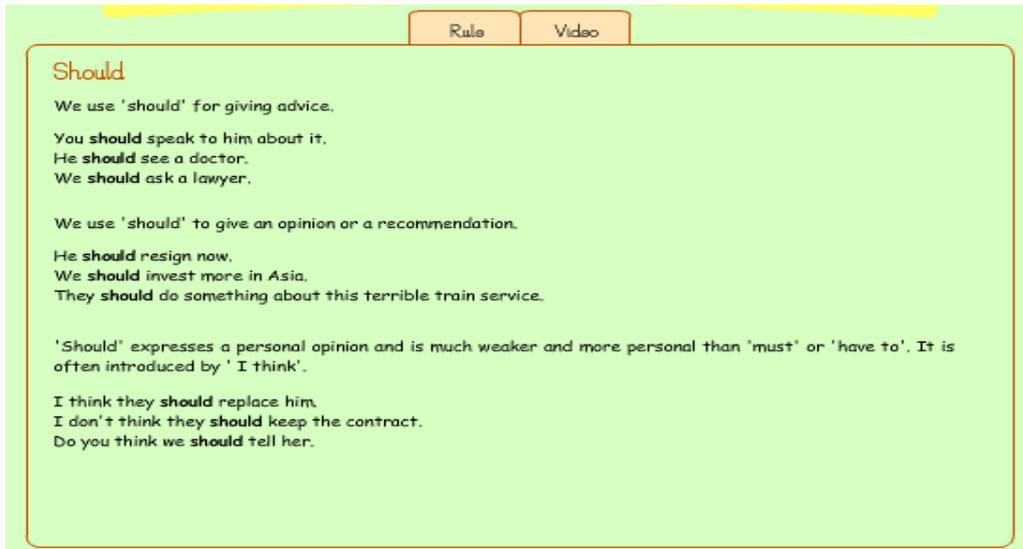
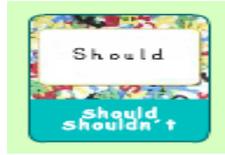
Figure 9. Future Will

SHOULD

To return to the grammar students should click on



If the students click in

A screenshot of a webpage with a light green background. At the top, there are two orange buttons labeled "Rule" and "Video". Below them, the word "Should" is written in orange. The page contains three paragraphs of text explaining the use of "should".

Should

We use 'should' for giving advice.
You **should** speak to him about it.
He **should** see a doctor.
We **should** ask a lawyer.

We use 'should' to give an opinion or a recommendation.
He **should** resign now.
We **should** invest more in Asia.
They **should** do something about this terrible train service.

'Should' expresses a personal opinion and is much weaker and more personal than 'must' or 'have to'. It is often introduced by 'I think'.
I think they **should** replace him.
I don't think they **should** keep the contract.
Do you think we **should** tell her.

Figure 10. Modal Verb Should

WRITING

To get in the Writing Section students have to click on the  button where they will find 12 Topics with its rule and video such as Period, comma, colon, semicolon, brackets, parentheses, hyphens, apostrophes, quotation marks, question marks, exclamation marks and transitions words.



Figure 11. Writing Section.

PERIOD

Click on  button to find the rules and video.

Period

The period is perhaps the easiest punctuation mark to master. It ends a sentence. Difficulty generally arises only when the period is used with other punctuation marks.

Study the examples below:

Rule 1. Use a period at the end of a complete sentence that is a statement.
I know him well.

Rule 2. If the last item in the sentence is an abbreviation that ends in a period, do not follow it with another period.
This is Alice Smith, M.D.

Rule 3. Question marks and exclamation points replace and eliminate periods at the end of a sentence.

Figure 12. Period.

COMMA



Click on button to find the rules and video.

Comma

← Prev Rule Video Next →

Comma

Rule 4a. Use a comma after certain words that introduce a sentence, such as well, yes, why, hello, hey, etc.

Examples:
Why, I can't believe this!
No, you can't have a dollar.

Rule 4b. Use commas to set off expressions that interrupt the sentence flow (nevertheless, after all, by the way, on the other hand, however, etc.).

Example:
I am, by the way, very nervous about this.

Rule 5. Use commas to set off the name, nickname, term of endearment, or title of a person directly addressed.

Examples:
Will you, Aisha, do that assignment for me?
Yes, old friend, I will.
Good day, Captain.

Rule 6a. Use a comma after certain words that introduce a sentence, such as well, yes, why, hello, hey, etc.

Examples:
Why, I can't believe this!
No, you can't have a dollar.

Rule 6b. Use commas to set off expressions that interrupt the sentence flow (nevertheless, after all, by the way, on the other hand, however, etc.).

Example: I am, by the way, very nervous about this.

Rule 7. Use commas to set off the name, nickname, term of endearment, or title of a person directly addressed.

Examples:
Will you, Aisha, do that assignment for me?
Yes, old friend, I will.
Good day, Captain.

Rule 8. Use a comma to separate the day of the month from the year, and—what most people forget!—always put one after the year, also.

Example: It was in the Sun's June 5, 2003, edition.

Comma

← Prev Rule Video Next →

Comma

the comma indicates a pause that would occur if the sentence were spoken aloud. Other times, the comma separates grammatical components of the sentence. Finally, there are mechanical and stylistic uses of the comma that are simply conventional.

A comma can change the meaning of a sentence—sometimes dramatically. In extreme cases, an erroneous comma can make a sentence mean the exact opposite of what the writer intended.

Study the examples below:

Rule 1. Use commas to separate words and word groups in a simple series of three or more items.

Example: My estate goes to my husband, son, daughter-in-law, and nephew.

Rule 2. Use a comma to separate two adjectives when the order of the adjectives is interchangeable.

Example: He is a strong, healthy man.
We could also say healthy, strong man.

Comma

← Prev Rule Video Next →

Comma

No comma is necessary for just the month and year.

Example: It was in a June 2003 article.

Rule 9. Use a comma to separate a city from its state, and remember to put one after the state, also.

Example: I'm from the Akron, Ohio, area.

Rule 10. Traditionally, if a person's name is followed by Sr. or Jr., a comma follows the last name: Martin Luther King, Jr. This comma is no longer considered mandatory. However, if a comma does precede Sr. or Jr., another comma must follow the entire name when it appears midsentence.

Correct: Al Mooney Sr. is here.
Correct: Al Mooney, Sr., is here.
Incorrect: Al Mooney, Sr. is here.

Rule 11. Similarly, use commas to enclose degrees or titles used with names.

Example: Al Mooney, M.D., is here.

Comma

← Prev Rule Video Next →

Comma

Rule 12a. Use commas to introduce or interrupt direct quotations.

Examples:
He said, "I don't care."
"Why," I asked, "don't you care?"
This rule is optional with one-word quotations.

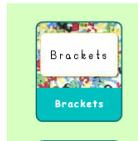
Example: He said "Stop."

Incorrect: He walked all the way home and he shut the door.
Correct: He walked all the way home, and he shut the door.

Figure 13. Comma.

BRACKETS

Click on button



to find the rules and video.

The screenshot shows a navigation bar with icons for Home, Grammar, Writing, Videos, and Games. Below the navigation bar is a yellow banner with the word 'Brackets'. Underneath the banner are two buttons labeled 'Rule' and 'Video'. The main content area is titled 'Brackets' and contains the following text:

Brackets

Square brackets have important usage in academic writing, especially when the writer needs to add information to a quotation. Normally, a quotation must be presented exactly as it was spoken or written. The square bracket allows the writer an opportunity to fix mistakes, add explanatory information, change a quote to fit in a sentence, or add emphasis to a word through bold or italics. Similar to the parentheses, the information in the bracket cannot alter the meaning of the quoted material.

Study the examples below:

Example of square bracket use in grammar:

"Books used [in classes] show methods of finding information but not much information in preparation of the review [italics added]" (Libutti & Kopala, 1995, p. 15).

In this example, the words "in classes" do not appear in the original quotation but the writer wanted to add this information to make the sentence read more clearly. To add emphasis a set of words, italics were added by the writer that were not there in the original quote.

Figure 14. Brackets.

PARENTHESES

Click on



button to find the rules and video.

The screenshot shows a navigation bar with icons for Home, Grammar, Writing, Videos, and Games. Below the navigation bar is a yellow banner with the word 'Parenthesis'. Underneath the banner are two buttons labeled 'Rule' and 'Video'. The main content area is titled 'Parentheses' and contains the following text:

Parentheses

The most commonly used bracket in English is the parentheses. This pair of round brackets is used when a writer wants to add information to a sentence that will give greater detail to the information presented. However, the information is extra and not really necessary, which means that it can be removed with ease and without damaging the original information. Items placed in parentheses can often be set off with commas as well.

Study the examples below:

George Washington (the first president of the United States) gave his farewell address in 1796. (In this sentence, the parentheses is giving additional information about George Washington.)

NASA (National Aeronautics and Space Administration) launched its first Mars probe (Viking I) back in 1976. (In this sentence, the parentheses is explaining what NASA stands for and giving additional information about the Mars probe.)

Task representations can sometimes differ between student and instructor (Flower, 1994) and even from novice student to more experienced student. (In this sentence, the information in parentheses is a citation for a book written in APA format. Similar types of line references are used other citation systems as well.)

Figure 15. Parentheses

QUOTATION MARKS

Click on button



to find the rules and videos.

Quotation Marks

There seems to be some confusion over how to use quotation marks correctly. Let us take a moment to clear things up. There are two reasons to use quotation marks in English writing.

Study the examples below:

Basically, any punctuation that comes before the beginning of the quote goes outside of the quotation marks, and any punctuation that comes at the end of the quote stays inside the marks. Study these examples:

Then he said, "How would you like to get some ice cream after the movie?"

In this sentence, there is a lead-in to the quote. Notice that at the end of the lead-in, before the quote begins, there is a comma. And at the end of the quote, still inside the quotation marks, is the question mark.

"I would love to," I replied, "but I really ought to go home."

Here, the quote is divided into two phrases - "I would love to" and "but I really ought to go home." This is one sentence, that has been split up to identify the speaker in the middle. You can break up a quote like this as long as you split it at an appropriate place, and there are three appropriate places to divide a quote:

"Oh," he said sadly and turned to walk away.

Quotation Marks

There seems to be some confusion over how to use quotation marks correctly. Let us take a moment to clear things up. There are two reasons to use quotation marks in English writing.

Study the examples below:

In this final sentence, the quote comes at the beginning. If the quote would normally end with a period like this one, use a comma inside the quotation marks, and then continue the sentence outside. If the quote would end with a question mark or an exclamation point, use that inside, and then continue the sentence outside the quotation marks. "Where are you going?" she asked. "I love it!" he exclaimed.

If your quoted text is a complete sentence (or multiple sentences), capitalize the first letter of the sentence(s) regardless of where you put the quote within the larger sentence. "We went to the movies," she said.

She said, "We went to the movies."

Quotation Marks

There seems to be some confusion over how to use quotation marks correctly. Let us take a moment to clear things up. There are two reasons to use quotation marks in English writing.

Study the examples below:

The other reason one might use quotation marks in English is to show sarcasm. For example, let's say Natalie and Mike are friends. They hang out a couple of times a week to watch their favorite TV show or play Rock Band. Natalie's girlfriends suspect that something more is brewing between the two of them. Natalie is chatting online with her friend Kendra. Observe:

Kendra: What are you doing tonight?

Natalie: I'm going over to Mike's to watch Lost.

Kendra: Yeah right.

Natalie: What?

Kendra: Nothing. You just seem to be over there "watching Lost" an awful lot.

Figure 16. Quotation Marks

QUESTION MARKS

Click on button



to find the rules and video.

The screenshot shows a navigation bar with icons for Home, Grammar, Writing, Videos, and Games. Below it is a yellow banner with the text "Question Marks". Underneath are two buttons: "Rule" and "Video". The main content area has a title "Question Marks" and the following text:

There seems to be some confusion over how to use quotation marks correctly. Let us take a moment to clear things up. There are two reasons to use quotation marks in English writing.

Study the examples below:

We use question marks to make clear that what is said is a question. When we use a question mark, we do not use a full stop:

Why do they make so many mistakes?

A: So you're Harry's cousin?
B: Yes. That's right.

Use a question mark when a sentence is half statement and half question.

Example: You do care, don't you?

If a quoted question ends in midsentence, the question mark replaces a comma.

Example: "Will you still be my friend?" she asked.

Figure 17. Question Mark.

COLON

Click on button



to find the rules and video.

The screenshot shows two side-by-side views of the "Colon" page. The left view shows the "Rule" button selected, and the right view shows the "Video" button selected. The main content area has a title "Colon" and the following text:

The period is perhaps the easiest punctuation mark to master. It ends a sentence. Difficulty generally arises only when the period is used with other punctuation marks.

Study the examples below:

We use colons for five things:

At the end of an independent clause (a group of words that could feasibly stand alone as a complete sentence) that is followed by a list. This is the perfect example. "We use colons for five things" would make a perfectly good sentence. It doesn't need anything more to complete it, but following it is a list of the five times we use colons, so to introduce the list, we used a colon.

When you are introducing a formal statement or a quotation, you can use a colon in much the same way you would use a comma to do the same job. The only difference is that the colon emphasizes the statement or quotation more strongly.

Example:
My 9th grade Sunday School teacher always told me this advice: "You never know who's watching you."

Example:
The power company turned off your electricity for one simple reason: You haven't paid your bill in months.

In the salutation of a formal business letter, use a colon rather than a comma.

Example:
Dear Mr. Hudson:

When you write the time, of course, you use a colon.

Example:
It's 4:37.

Figure 18. Colon.

SEMICOLON

Click on



button to find the rules and video.

The screenshot shows a user interface for the 'Semicolon' page. At the top, there is a navigation bar with icons for Home, Grammar, Writing, Videos, and Games. Below this, the word 'Semicolon' is displayed in a yellow banner. Underneath the banner are two buttons labeled 'Rule' and 'Video'. The main content area is enclosed in a rounded rectangle and contains the following text:

Semicolon

We use semicolons to separate two independent clauses that are not joined by a conjunction (for, and, nor, but, or, yet, so). These independent clauses are always closely related, but the second is not usually an explanation or clarification of the first. Often the second independent clause will begin with what is called a conjunctive adverb (however, moreover, additionally, therefore, thus, consequently, otherwise, etc.).

Study the examples below:

I'm going out; however, I'll be home by nine.

If you have a list, and some or all of the items in the list have commas in them, then separating the items with additional commas is just terribly confusing. Separate them with semicolons instead.

Example:
The meeting attendees included Mrs. Perkins, the kindergarten teacher; Mr. Shumate, the sixth grade teacher; Ms. Wallace, the PE teacher; and Mrs. Barber, the principal.

Also, if you have two independent clauses that each include several commas, you can join them with a semicolon and a conjunction.

Example:
When you go to the conference, you will hear presentations on research and development, implementation, and management; and you will meet people from New York, New Jersey, Connecticut and Massachusetts.

Figure 19. Semicolon.

HYPHENS

Click on



button to find the rules and video.

The screenshot shows a user interface for the 'Hyphen' page. At the top, there is a navigation bar with icons for Home, Grammar, Writing, Videos, and Games. Below this, the word 'Hyphen' is displayed in a yellow banner. Underneath the banner are two buttons labeled 'Rule' and 'Video'. The main content area is enclosed in a rounded rectangle and contains the following text:

Hyphen

Hyphens are one of those argument-inducing areas of the English language that has vocal parties on either side of any issue. Is the glass half full or is it half-full? Do we go over the proposal with a fine-tooth comb, or with a fine tooth-comb? (Or is it a finetooth comb?) Any set of rules, even ones that are discussed in a formal style manual, will likely end up being refuted in another style manual of equal clout.

Study the examples below:

Before a Noun
A hyphen should be used in order to create an adjective if the phrase comes before the noun in a sentence. However, the hyphen should not be used if the phrase follows the noun in the sentence.

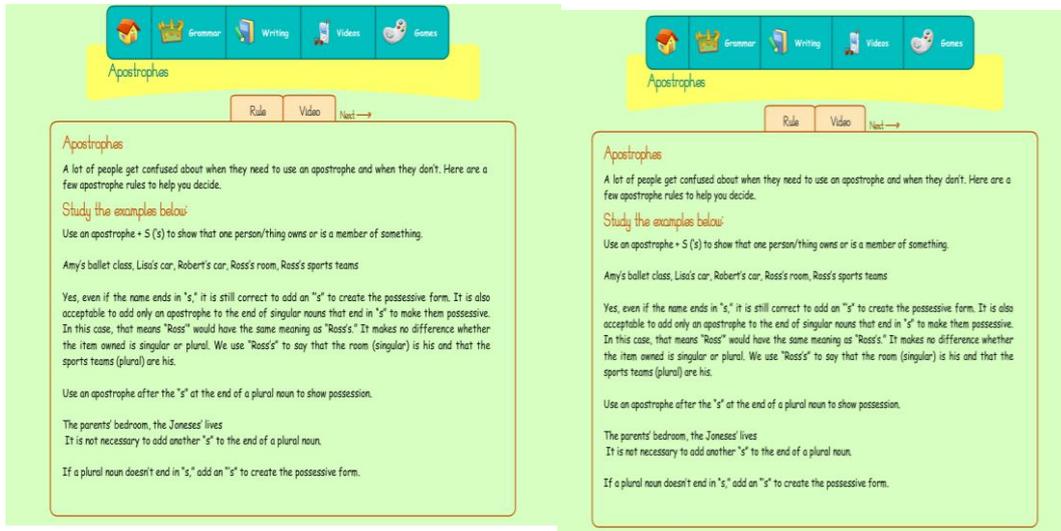
A well-respected CEO gets a hyphen, whereas a CEO who is well respected does not.

A widely-known author is a hyphenated author, but an author who is widely known gets no hyphen at all. This is the most common rule of hyphenation, and among the most misunderstood, but nearly all authorities would agree on it.

Figure 20. Hyphens.

APOSTROPHES

Click on  button to find the rules and video.



The screenshot shows two side-by-side panels of a lesson page for 'Apostrophes'. Each panel has a navigation bar at the top with icons for Home, Grammar, Writing, Videos, and Games. Below the navigation bar is a yellow banner with the title 'Apostrophes' and buttons for 'Rule' and 'Video'. The main content area is a white box with a red border containing the following text:

Apostrophes
A lot of people get confused about when they need to use an apostrophe and when they don't. Here are a few apostrophe rules to help you decide.

Study the examples below:
Use an apostrophe + S (s) to show that one person/thing owns or is a member of something.

Amy's ballet class, Lisa's car, Robert's car, Ross's room, Ross's sports teams

Yes, even if the name ends in "s," it is still correct to add an "s" to create the possessive form. It is also acceptable to add only an apostrophe to the end of singular nouns that end in "s" to make them possessive. In this case, that means "Ross" would have the same meaning as "Ross's." It makes no difference whether the item owned is singular or plural. We use "Ross's" to say that the room (singular) is his and that the sports teams (plural) are his.

Use an apostrophe after the "s" at the end of a plural noun to show possession.

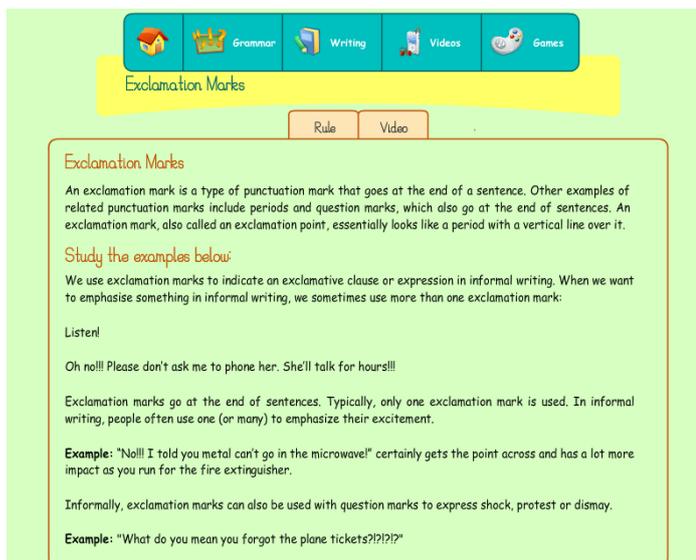
The parents' bedroom, the Joneses' lives
It is not necessary to add another "s" to the end of a plural noun.

If a plural noun doesn't end in "s," add an "s" to create the possessive form.

Figure 21. Apostrophes.

EXCLAMATION MARKS

Click on  button to find the rules and video



The screenshot shows a lesson page for 'Exclamation Marks'. It has a navigation bar at the top with icons for Home, Grammar, Writing, Videos, and Games. Below the navigation bar is a yellow banner with the title 'Exclamation Marks' and buttons for 'Rule' and 'Video'. The main content area is a white box with a red border containing the following text:

Exclamation Marks
An exclamation mark is a type of punctuation mark that goes at the end of a sentence. Other examples of related punctuation marks include periods and question marks, which also go at the end of sentences. An exclamation mark, also called an exclamation point, essentially looks like a period with a vertical line over it.

Study the examples below:
We use exclamation marks to indicate an exclamative clause or expression in informal writing. When we want to emphasise something in informal writing, we sometimes use more than one exclamation mark:

Listen!

Oh no!!! Please don't ask me to phone her. She'll talk for hours!!!

Exclamation marks go at the end of sentences. Typically, only one exclamation mark is used. In informal writing, people often use one (or many) to emphasize their excitement.

Example: "No!!! I told you metal can't go in the microwavel" certainly gets the point across and has a lot more impact as you run for the fire extinguisher.

Informally, exclamation marks can also be used with question marks to express shock, protest or dismay.

Example: "What do you mean you forgot the plane tickets?!?!?!"

Figure 22. Exclamation Marks.

TRANSITION WORDS

Click on button



to find the rules and video

Transition Words

English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Study the examples below:

Agreement / Addition / Similarity

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Transition Words

English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Study the examples below:

Cause / Condition / Purpose

although this may be true	but	although
in contrast	(and) still	instead
different from	unlike	whereas
of course ... but	or	despite
on the other hand	(and) yet	conversely
on the contrary	while	otherwise
at the same time	albeit	however
in spite of	besides	rather
even so / though	as much as	nevertheless
be that as it may	even though	nonetheless
then again		regardless
above all		notwithstanding
in reality		
after all		

Transition Words

English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Study the examples below:

Space / Location / Place

in the middle	here	further
to the left/right	there	beyond
in front of	next	nearby
on this side	where	wherever
in the distance	from	around
here and there	over	between
in the foreground	near	before
in the background	above	alongside
in the center of	below	among
adjacent to	down	beneath
opposite to	up	beside
	under	behind
		across

Transition Words

English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Study the examples below:

Conclusion / Summary / Restatement

as can be seen	after all	by and large
generally speaking	in fact	to sum up
in the final analysis	in summary	on the whole
all things considered	in conclusion	in any event
as shown above	in short	in either case
in the long run	in brief	all in all
given these points	in essence	
as has been noted	to summarize	Obviously
in a word	on balance	Ultimately
for the most part	altogether	Definitely
	overall	
	ordinarily	
	usually	

Transition Words

English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Study the examples below:

Time / Chronology / Sequence

at the present time	after	henceforth
sooner or later	later	whenever
at the same time	last	eventually
up to the present time	until	meanwhile
to begin with	till	further
in due time	since	during
as soon as	then	in time
as long as	before	prior to
in the meantime	since	forthwith
in a moment	when	straightaway
in the first place	once	by the time
all of a sudden	about	whenever
at this instant	next	until now
first, second	now	now that

Transition Words

English transition words are essential, since they not only connect ideas, but also can introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc. in the line of argument.

Study the examples below:

Effect / Consequence / Result

as a result	for	consequently
under those circumstances	thus	therefore
in that case	because the	thereupon
for this reason	then	forthwith
in effect	hence	accordingly
		henceforth

Figure 23. Transition Words.

VIDEOS



In the principal page, students can find four bullet points



Now students go over and click here and then it appears a new window.

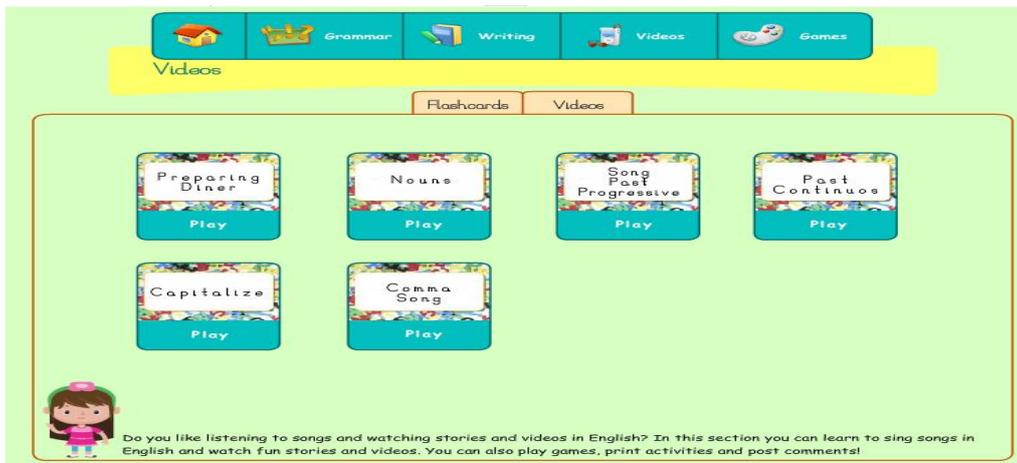


Figure 24. Videos

Here two bullet points appear , if students click in **FLASHCARDS**, it shows the following window.

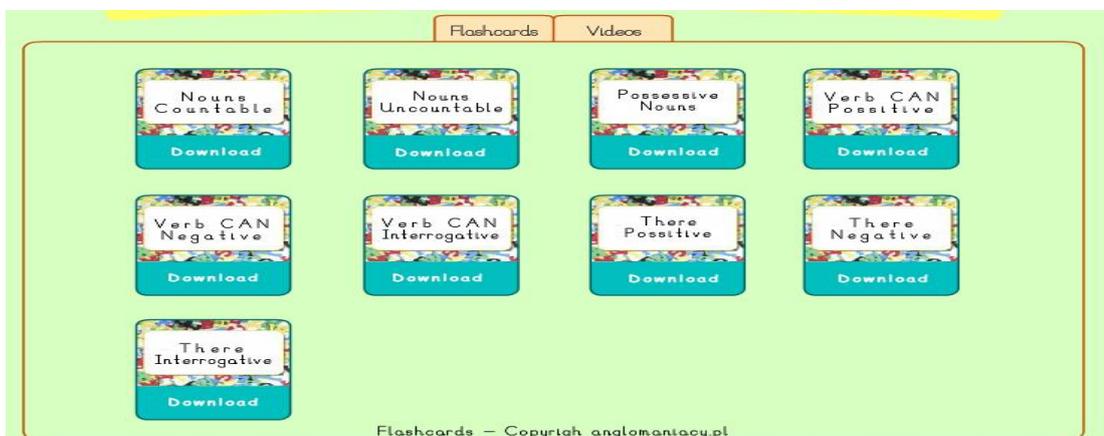


Figure 25. Flashcards Section.

In this window, there are nine different topics of flashcards. If they make click in any topic, an advice pops up.

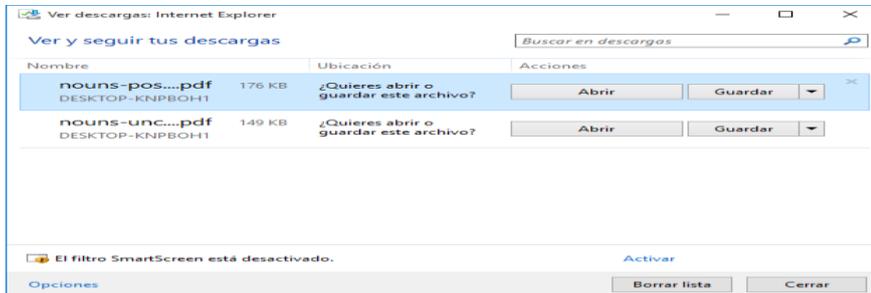


Figure 26. Download Section.

If the students want to save, they should click in but if they only want to open, they should make click in then new  window appears with pictures and examples on the topic.

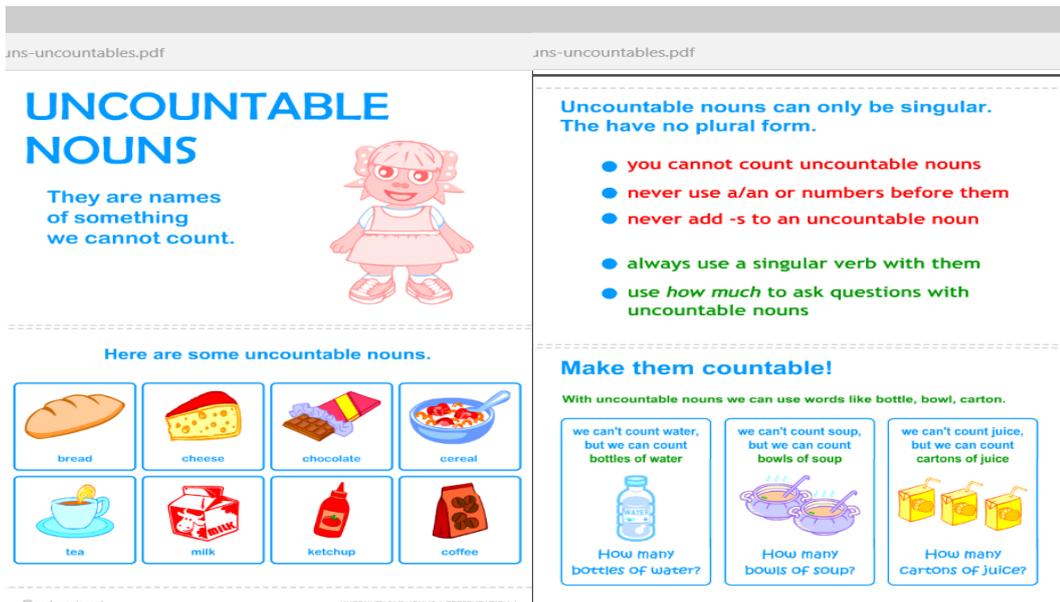


Figure 27. Uncountable Nouns Flashcards

However, in the other bullet point that is  Students can find nine videos of different topics of writing. Here the following window is shown:

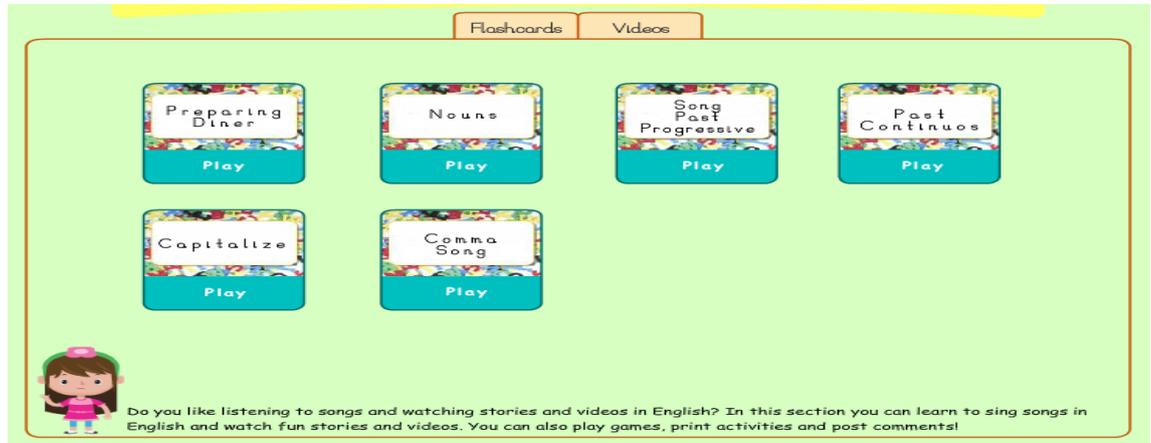


Figure 28. Videos Section.

Student make click in the topic they choose and videos appear but if they click on the video, it changes to the next one.



Figure 29. Video.

GAMES

In the principal page, students can find four bullet points



Now students go over and click  here and then it appears a new window.

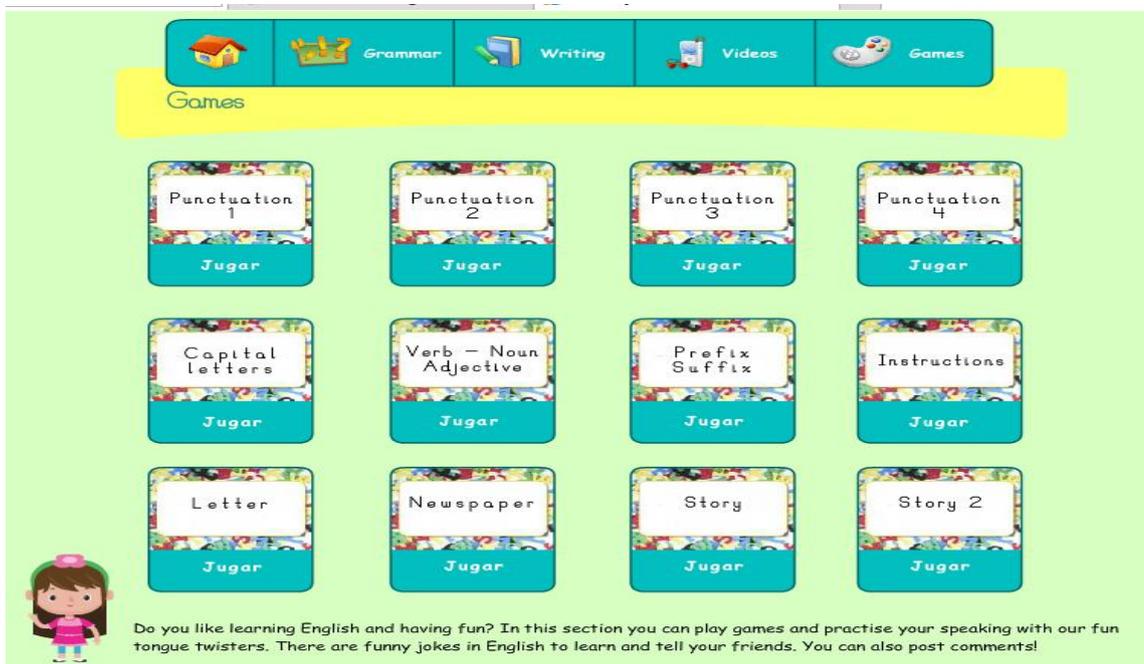


Figure 30. Games Section.

Here in this window there are twelve games about writing. The games are very different; it is according to the topic of the game. If the students click in any game; for example:



A small introduction about what they are given instruction about what they have to do. Click on **PLAY** and start the game.

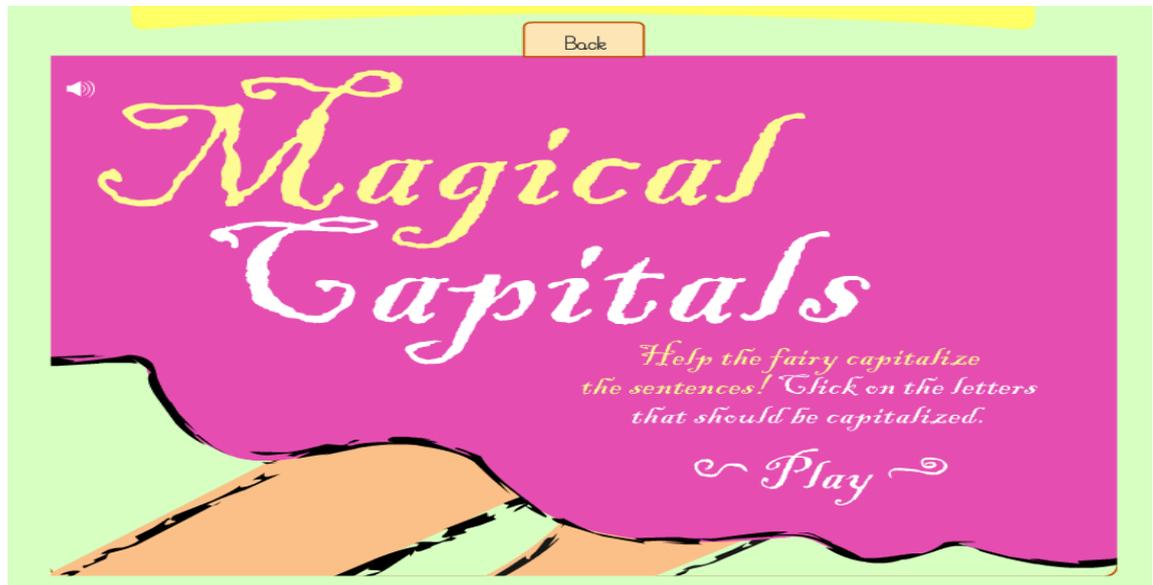


Figure 31. Magical Capitals. Punctuation Game for Kids from (6-9) years old.

If they do it correctly, the words are green and then the word **NEXT** is shown,



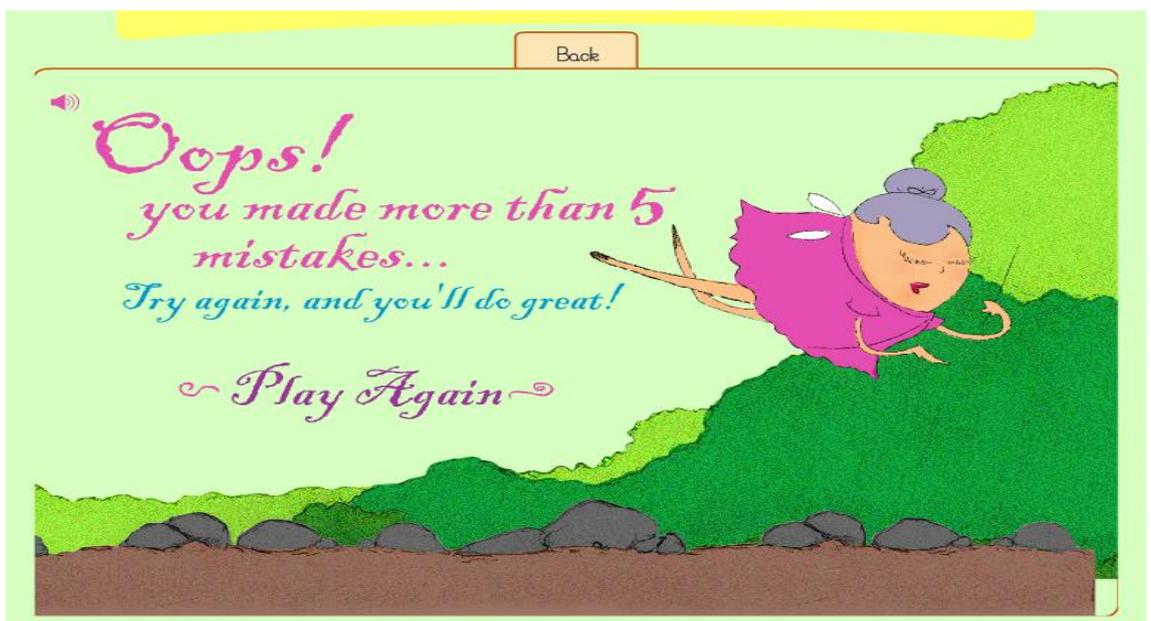
Figure 32. Punctuation Game for Kids from (6-9) years old. (Correct Sentence)



Figure 33. Punctuation Game for Kids from (6-9) years old. (Incorrect Sentence)

However, if they do it wrong, the fairy gets angry, the screen turns black and the letters are red.

Once the game is completed, a window shows how many words they did wrong. In addition, the word **BACK** is given as an option if they want to return to the



principal page of games, but if they want to practice again, they click over **PLAY AGAIN**.

PUNCTUATION 1

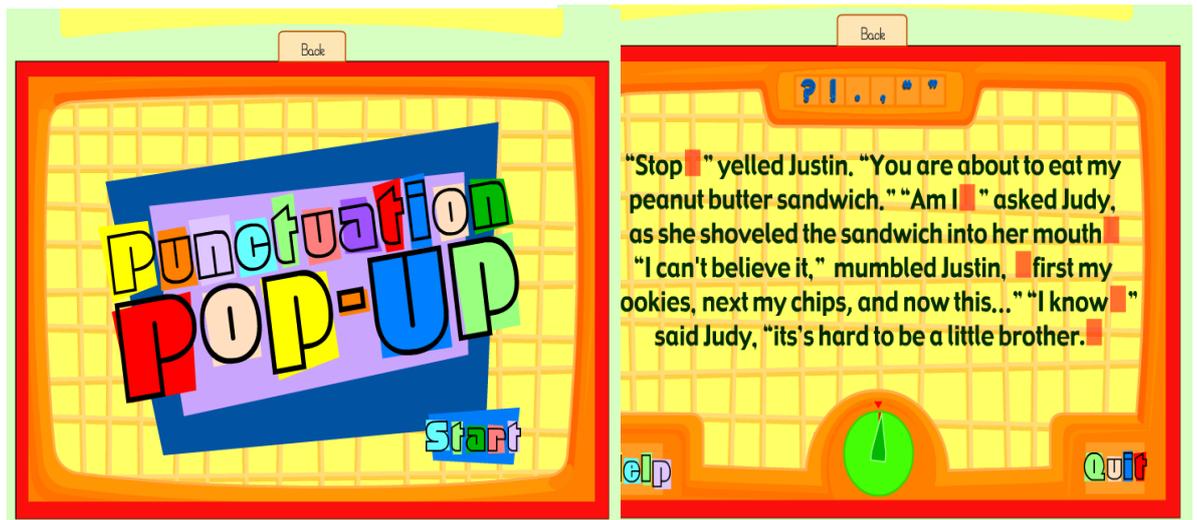


Figure 34. Punctuation Game #1 for Kids (10-12) years old.

PUNCTUATION 2



Figure 35. Punctuation Game #2 for Kids (10-12) years old.

PUNCTUATION 3

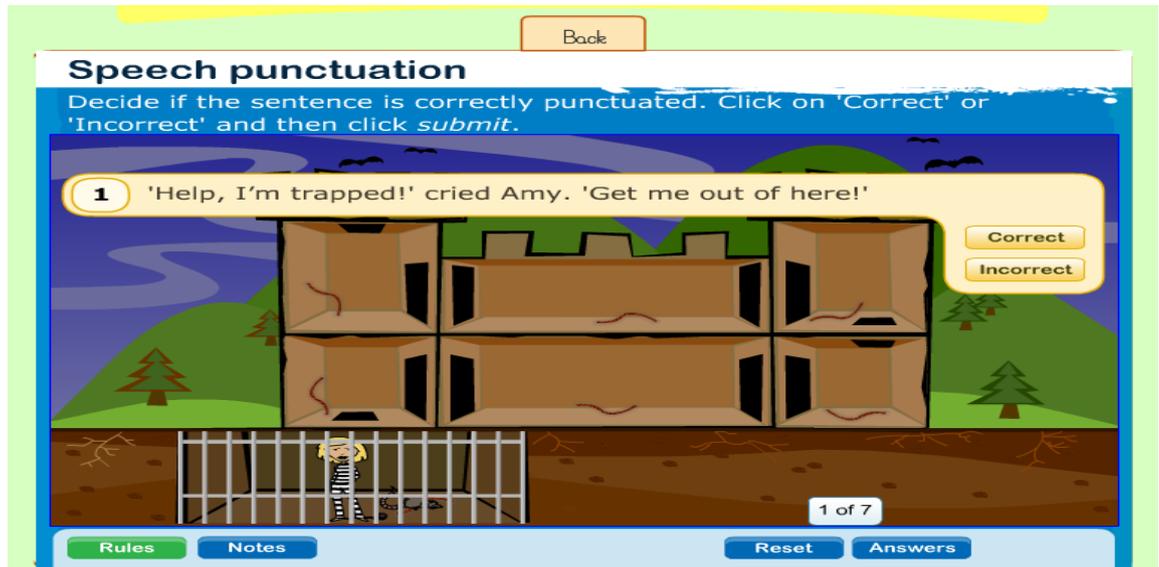


Figure 36. Punctuation Game #3 for Kids

PUNCTUATION 4

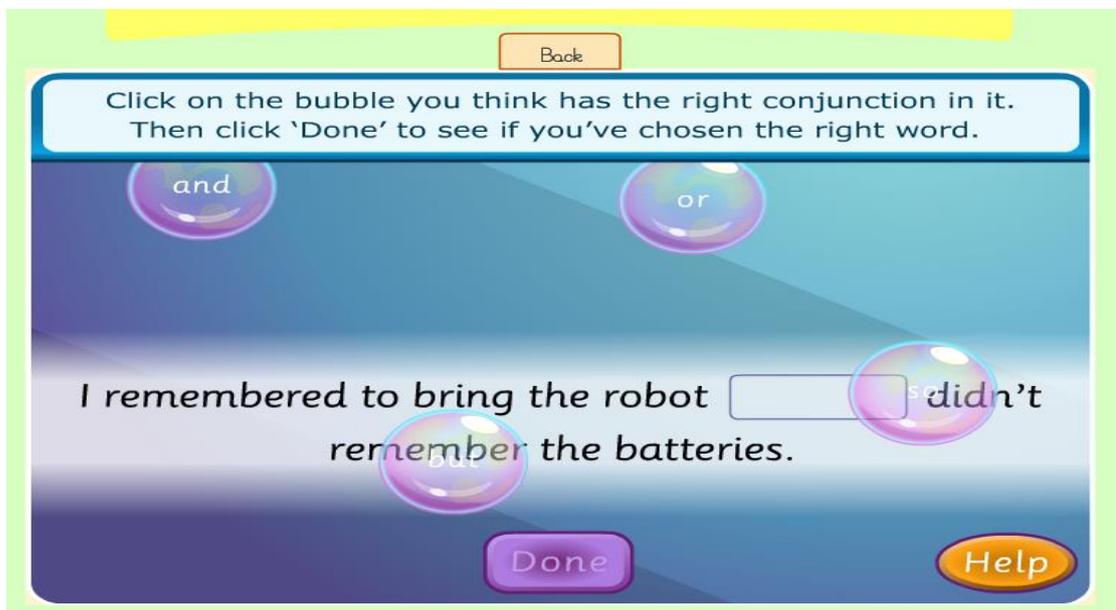


Figure 37. Speech Punctuation Game #4 for Kids (10-12) years old.

VERB, NOUN AND ADJECTIVE



Figure 38. Verb, noun and adjective Game for Kids (10-12) years old.

PREFIX / SUFFIX

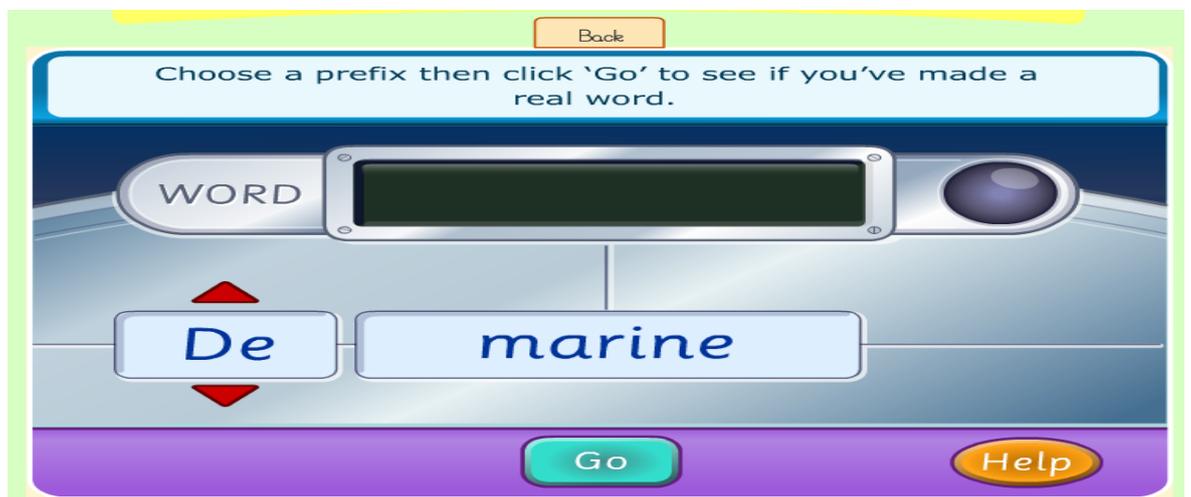


Figure 39. Prefix and Suffix Game for Kids (10-12) years old.

INSTRUCTIONS

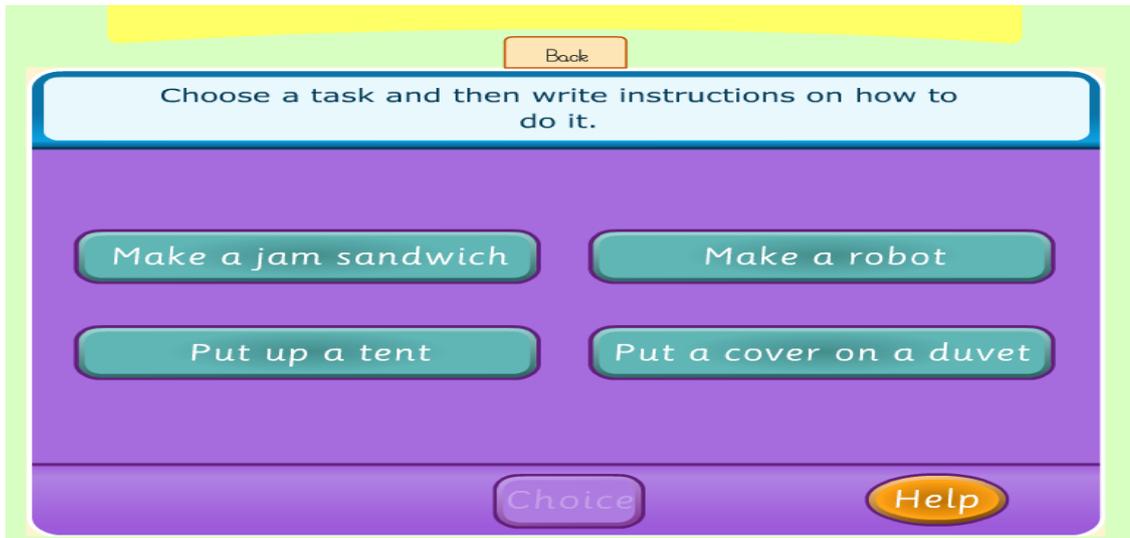


Figure 40. To follow instructions Game for Kids (10-12) years old.

LETTER

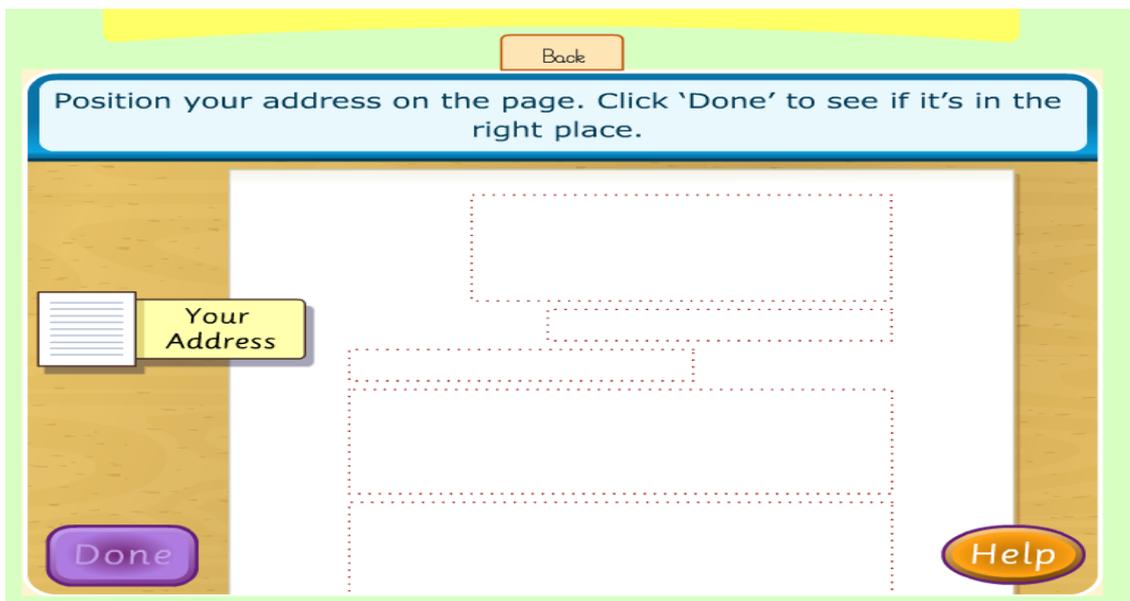


Figure 41. Letter Game for Kids (10-12) years old.

NEWSPAPER

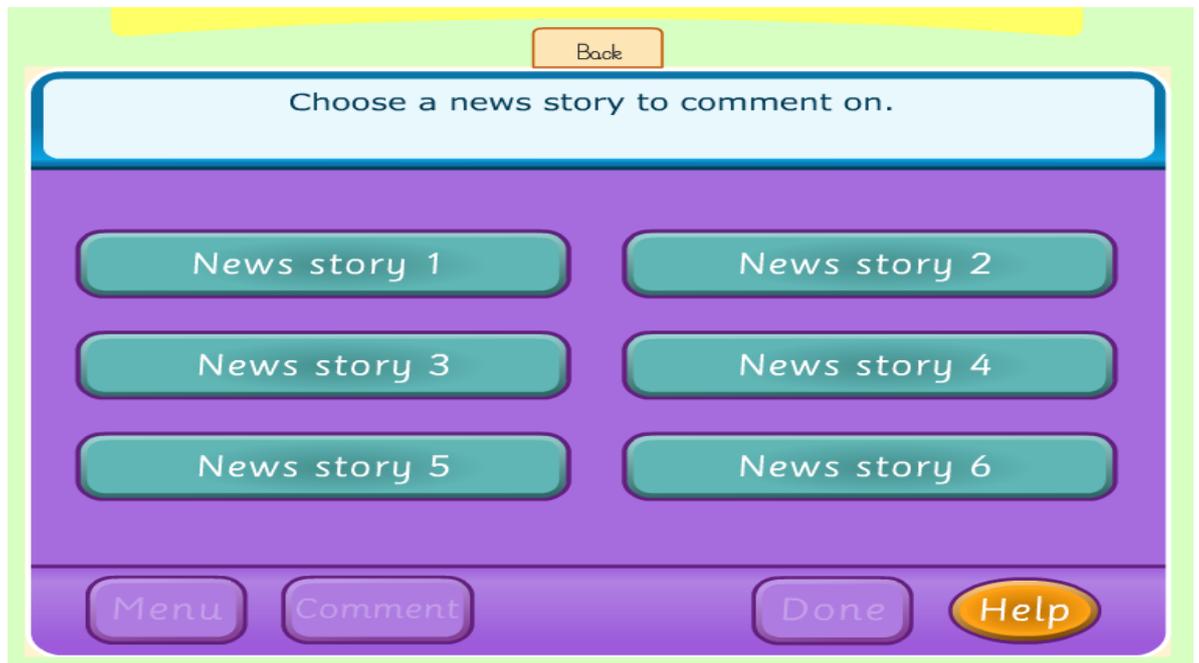


Figure 42. Newspaper Game for Kids (10-12) years old.

STORY 1

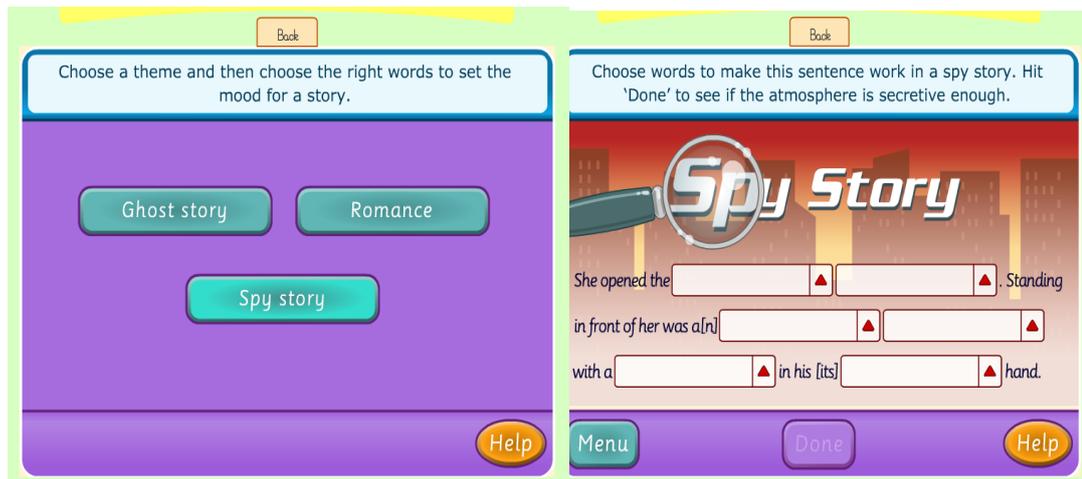


Figure 43. Story Game #1 for Kids (10-12) years old.

STORY 2

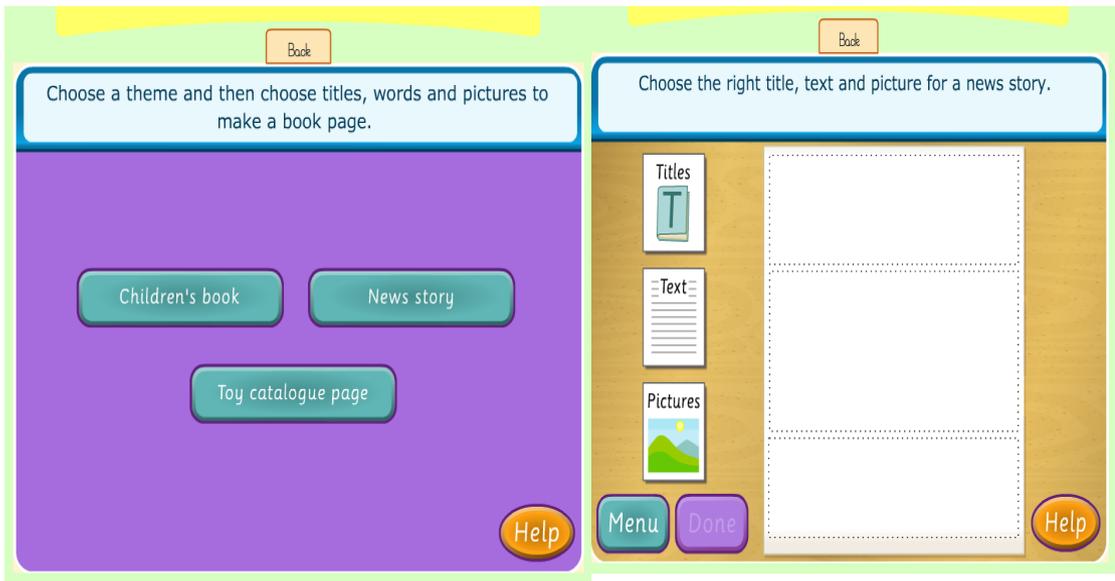


Figure 44. Story Game #2 for Kids (10-12) years old.

4.6 VALIDATION OF THE PROPOSED PROJECT PLAN



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

THE USE OF A WEBPAGE TO HELP STUDENTS TO DEVELOP THEIR WRITING SKILL IN ENGLISH AS A SECOND LANGUAGE AT SEVENTH GRADE STUDENTS AT MANUELA SANTA CRUZ Y SPEJO SCHOOL IN 2017- 2018.

Alternatives	Rating Scale				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

A good job that has to be shared with teachers and students.

Name:	<i>Janeth L Mora</i>	<i>Janeth L Mora</i> Signature
Occupation:	<i>Teacher</i>	
Phone number	<i>0990536501</i>	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

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Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

It's an excellent tool to develop 7th graders' writing skills

Name:	<i>Msc. Mario Mejía A.</i>	 Signature
Occupation:	<i>Professor</i>	
Phone number	<i>21 89185</i>	



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**

Validation of the proposed Project plan

THE USE OF A WEBPAGE TO HELP STUDENTS TO DEVELOP THEIR
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Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Name:	Msc. M ^a Auxiliadora Jara	 Signature
Occupation:	English Teacher	
Phone number	0992331603	

Authors: Maria José Sandoval Castillo and Karla Tapia Cardenas

4.7 IMPACT/BENEFITS OF THE PROPOSED PROJECT PLAN

The FUN WRITING FOR KIDS webpage was designed for students at seventh grade at Manuela Santa Cruz y Espejo School. This project was thinking to the students can develop their writing skills in English as a second language. The webpage helps the students in different ways to develop their skills in English. This webpage interacts with the students in a funny and interesting way. Here, students can find any kind of help to improve their English not only in writing also grammar and in listening. The webpage contains explanations, videos, and games, about different topics of grammar and writing. There are some benefits to use the FUN WRITING FOR KIDS webpage.

One of the benefits to use the webpage is that the webpage is free, students can practice every time without any price and any place; they only need an internet connection They have the access to the content the 24 hours. Another benefit is that is a webpage with easy explanations to understand. In addition, students after to read the rules they can practice with a game to put in practice what they learn about the topic; students can repeat the lessons if are necessary.

Another benefit is that FUN WRITING FOR KIDS information is showed in order to the students can find the topic easily. Other benefit to practice in this webpage contain English videos and it help students to understand the rules and practice listening. In other words, FUN WRITING FOR KIDS is a complete webpage to improve the English skills in students.

RECOMMENDATIONS

Teachers and Educational Institutions may use the web page into practice of their classes in order to offer something different to students. It is important that the teacher motivate pupils because they have the desire to learn English in a pleasant environment.

On the other hand, teachers must be in constant training for that they can help themselves and offer their students an excellent education. For this reason, researchers recommend that teachers must observe the learning process.

The teacher must monitor his students to see if they are learning with the applied methodology. If students have problems in learning is advisable to change the way of teaching using new strategies, resources, and materials to improve students' performance.

As a final recommendation, all institutions and teachers can support the use of technology in English classes. Technological resources are motivational strategies in the classroom. In some occasions, the technology motivates to students to learn and practice more the English language.

CONCLUSIONS

The objective of this project was to solve the difficulties that students present in learning of writing through an appropriate technological resource (designed web page). The research confirmed that the previous teacher did not use the necessary materials in class to achieve teaching and learning in students.

During the investigation process, researchers observed inconvenient presented in the classroom. The English classes were taught in Spanish, so that it incites to students do not produce language. For that reason, it is evident that the previous teacher did not have a good level of English. In other words, researchers assumed that students demonstrated little interest or pleasure in doing English activities with the teacher because pupils and educators do not produce the English language at all.

For this, investigators noticed that the students presented several difficulties in areas such as grammar, speaking and writing. The researchers established to work with a web page designed according to their target language necessities, grammar and writing difficulties to help the students to improve the oral and written production.

Nonetheless, in the last stage of the investigation, it was shown that the students improved their oral and written production. Students achieved to develop the English writing using the appropriate technological resource. Because of this investigation was evidenced that students obtained better academic performance.

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ANNEXES

APPENDIX B

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO STUDENTS OF SEVENTH GRADES IN MANUELA SANTA CRUZ Y ESPEJO SCHOOL

Specific instruction:

Place a “check mark” on the answer you consider the most appropriate on each one of the questions.

1- Totally disagree 3- Indifferent 5- Totally Agree 2- Disagree
4- Agree

N°	QUESTIONS	1	2	3	4	5
1	The use of technology is considered in the English classroom in your school					
2	Having classes in an English laboratory with modern technology would be agreeable.					
3	You consider learning vocabulary and other modern resources in an English class to improve your listening					
4	You find it agreeable to use internet in order to practice English vocabulary, listening, etc.					
5	Using programs from the internet to study English lessons, vocabulary and listening practice would be in consideration					
6	It is satisfactory and interesting if you practice listening activities in English classroom using websites from the internet					
7	You like to use modern technology to enhance your listening abilities.					
8	You consider the use of technology with learning					
9	You like to practice listening with technology in a laboratory					
10	You like to listen to music to practice listening skills					

APPENDIX C



ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA
MANUELA SANTA CRUZ Y ESPEJO

NAME: _____ DATE: _____

AREA: ENGLISH

SUBJECT: LANGUAGE ARTS

WRITING PROFICIENCY TEST

Read the instructions before beginning.
Crossed answers won't be accepted.
Do not ask to your partner's material. □

PUNCTUATION.

1. ADD YOUR OWN PUNCTUATION TO THE FOLLOWING SENTENCES.
(2 PTS.)

Who is your favorite singer?
That's fantastic
Her mother lives in Florida
I really love strawberry ice cream

2. IN THE FOLLOWING PARAGRAPH.
a. Add punctuation. (2 pts.)
b. Add the capital letter. (2 pts.)

Mickey Mouse

my name is mickey mouse I live in a place called Disneyland my father's name is Walt Disney he was a famous cartoonist a cartoonist is a person who draws cartoon characters like me I was born about seventy years ago in a movie studio in hollywood California my friends are Minnie Mouse, Donald Duck Goofy and daisy

WRITING.

3. WRITE ABOUT YOUR LAST TRIP VACATION USING SIMPLE PASTE TENSE. (2 PTS.)

4. WRITE A SHORT PARAGRAPH ABOUT YOUR LIFE IN 10 YEARS USING THE MODAL VERB "WILL" OR "WON'T" IF NECESSARY (2 PTS.)



Figure 45. Developing Activities