



UNIVERSIDAD DE LAS FUERZAS ARMADAS “ESPE”
DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH CAREER

THEME: THE INCIDENCE OF THE WEBQUEST TO IMPROVE WRITING SKILL DEVELOPMENT IN AN ENGLISH FOREIGN LANGUAGE CLASSROOM WITH STUDENTS OF NINTH YEAR OF BASIC EDUCATION LEVEL AT “GEORGE WASHINGTON” HIGH SCHOOL, DURING THE SCHOOL YEAR 2014-2015

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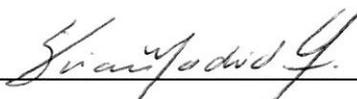
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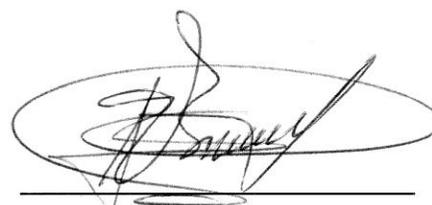
Approval Sheet

We, Director M.G. Maricela Madrid and thesis Co-director Dr. Gonzalo Puma, duly certify that the thesis under the title: **“THE INCIDENCE OF THE WEBQUEST TO IMPROVE WRITING SKILL DEVELOPMENT IN AN ENGLISH FOREIGN LANGUAGE CLASSROOM WITH STUDENTS OF NINTH YEAR OF BASIC EDUCATION LEVEL AT “GEORGE WASHINGTON” HIGH SCHOOL, DURING THE SCHOOL YEAR 2014-2015”** developed by Doris Adriana Luguña Gualoto and Maricela Andrea Benavides Fernández, who have finished their studies in the Applied Linguistics in English Career, at distance Modality at Universidad de las Fuerzas Armadas ESPE. After being studied and verified in all its chapters, the dissertation is authorized to be sustained in front of the correspondent University authorities.



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DEDICATORY

To God who has always lighted my way, filling it with strength and wisdom to overcome the obstacles and culminate my career. To my mother, who was the fundamental pillar in my life, for believing in what I do, for helping me achieve my goals. To my father, who from heaven, all his blessings have been present in my life. To my little daughter Maidellyn Estefania, my pride and blessing of life, thank you for your words of encouragement to keep going.

Doris Adriana Luguaña Gualoto

This research project is dedicated to God who gave me the necessary health, motivation and courage to finish my career.

To my father Edgar. There is no doubt in my mind that without his continued support and counsel I could not have completed this process, to my mother Marlene ,to my sister Brenda and to my boyfriend Danny, who has been the inspiration to become someone in life.

Maricela Andrea Benavides Fernández

ACKNOWLEDGMENT

This research project is dedicated first to God, for giving me health and life to finish my career, thanks for all the blessings.

To my mother Rosa Elvira Gualoto, who is an exemplary woman, thanks for your advices, to my Father Juan Elias Luguaña who was the best, I love you thanks for everything.

To my daughter Maidellyn that during these six years has filled my life with joy and blessing, you are my strength to get by each day.

To my brothers Rodrigo, my second father, my guide, thanks for all the effort you have done for me, Juan Robert for believing in me, for giving me words of encouragement to go on and achieve my dreams, and René for being an example to follow, thanks for your struggle and perseverance.

To my grandmother Maria Jesus for being my second mother for teaching me a life full of sweetness and responsibilities.

To my nieces Wendy, Karol, Anahí, my nephew Robert, to my sisters in law Mariana and Elisa, and to Daniel thanks for your support.

My eternal gratitude to: my thesis director, co-director and Dra. Rocío Ortega whose experience and patience made that this goal can be achieved and fulfill with success.

Doris Adriana Luguaña Gualoto

ACKNOWLEDGEMENT

I would like to thank to school authorities, teachers and students for allowing me to carry out the research at their school. I also want to thank the thesis Director M.A., Maricela Madrid and the thesis Co-director Dr. Gonzalo Puma, and Dra. Rocío Ortega.

I also like to thank to the authorities of the department of languages, especially the Director of the Applied Linguistic Career in English program.

Maricela Andrea Benavides Fernández

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ABSTRACT

This research project is specifically concerned with the low English writing skill development in an English foreign language classroom with the students of ninth year of basic education level. The principal problems within writing skills are low grammar structure knowledge, few opportunities to apply writing update methods in teachers and inappropriate resources and technological tools use. This work makes a relationship between two groups of students an experimental group in which the WebQuest as a technological tool was apply and the control group, which received the traditional method for an English class. In the first part, it presents a brief description of the problem, the participants in the research project, and the objectives. Then, the information about the WebQuest is described; the origin, creator, structure, advantages for both teachers and students, and the principals' task for students are described. The writing skill was described in some steps to understand the principal problems that students have when they write paragraphs. Furthermore, the Cognitive Process Model is described within the writing skill, the domain knowledge in Education and the Bloom's Taxonomy in Teaching. The data collection for this research was collect through a pre-test to evaluate the writing skill in a real situation from both groups before the application of WebQuest and a post-test at the end of the research. The results from the pre-test showed that both groups started in the same level of English. After a post-test, it is show that the WebQuest has a positive incidence on the writing skill.

KEY WORDS

- ❖ WEBQUEST
- ❖ WRITING SKILL
- ❖ FOREIGN LANGUAGE
- ❖ TECHNOLOGICAL TOOLS
- ❖ ACADEMIC PERFORMANCE

INTRODUCTION

Why was the theme chosen?

- ❖ Low grammar structure knowledge
- ❖ Importance of English Foreign Language
- ❖ Writing demotivation
- ❖ Inappropriate resources and technological tools use
- ❖ Insufficient students' technological strategies in writing skill development

What to do?

Apply appropriate technological tools such as WebQuest to develop writing skills.

Subjects of study

Students of ninth year of basic education level at "George Washington" High school, during the school year 2014-2015"

PART ONE

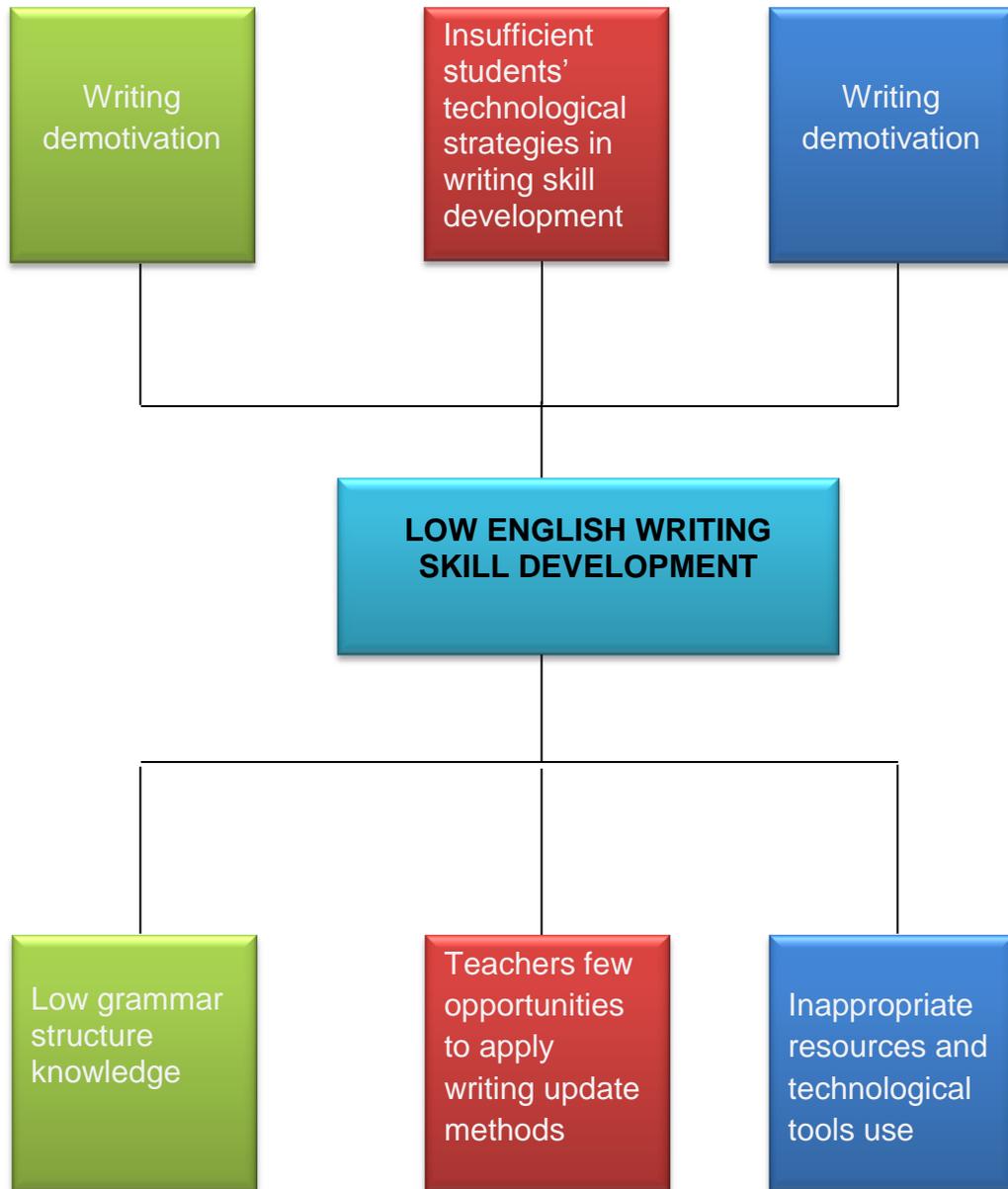
RESEARCH PROBLEM

1.1 Problem identification

Low English writing skill development in an English foreign language classroom with students of ninth year of basic education level at “George Washington” High school, during the school year 2014-2015”.

Problem setting

Research Problem Identification



1.2 Problem-formulation

Students who are acquiring a new language are more inclined to pronunciation and reading skills, leaving behind writing. This is because it has been established that speaking is more important than other abilities. However, today the development of information has shown that writing is essential to convey information through mails, letters, reports, contracts, tests, etc. Teaching Strategies in the Context of Educational Act document Perez (2011), are specified in a series learning activities for students and tailored to their characteristics, available resources and the study objectives.

The main causes of lack of writing skill development in an English foreign language classroom are lack of motivation in learning English, few opportunities for teachers to innovate their knowledge about teaching methodology and inappropriate use of resources and technological tools.

These causes have produced, mental representation of students with errors, teachers and students do not experiment with new teaching-learning methods and technological strategies, and deficient English as a Foreign Language teaching-learning process.

On the other hand, students want to work with their own learning, but the information in the network is varied and it is necessary to point out the links of Web pages, digital resources and specific information to the English language; always with the guidance of a tutor.

It is here, where the WebQuest Dodge (1997), was created in response to a difficulty that teachers face in the teaching of English language, for example: How to help students achieve positive results in a learning process based on the use of the network WebQuest.

In this situation, education poses new challenges in the teaching-learning process, mainly in the English language, in which the main aspects are teaching

reading and speaking skills, leaving behind the writing skill. For that reason, it is essential in the classroom, the incidence of the WebQuest as an active technological strategy to develop the writing skill in an English foreign language classroom with students of ninth year of basic education level at “George Washington” High School.

1.3 Variables matrix

Independent variable: The WebQuest

Dependent variable: Writing skills

VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
The WebQuest	A WebQuest format is a research-oriented lesson in which students work with the information that comes from the web. WebQuests are designed to use the time of students, to focus on using information rather than looking for, and to support the students' thinking at the levels of analysis, synthesis and evaluation. (Dodge, 1997)	Technological tool	Use in education
			Structure of the WebQuest
			Designing of the WebQuest
			Advantages of the WebQuest
Writing skills	"Writing is defined as a set of symbolic objects, substitutes (signifier), which represents and expresses something" (Ferreiro, 1985: 82).	Skill	Principal problems of writing
			The paragraph
			Cognitive Process
			Domain knowledge
The WebQuest to develop of writing skills	The use of WebQuest is a very useful tool in the development of teaching and learning within education. It is a technological tool appropriate to the level of knowledge of students, which will help strengthen writing skills.	Teaching-learning process	Cognitive Psychology in writing
			Bloom's Taxonomy in teaching
			The WebQuest to develop writing skills

1.4. Objectives

General objective

To determine the incidence of the WebQuest to develop the writing skill in an English Foreign Language classroom with students of ninth year of basic education level "George Washington " High School, during the school year 2014-2015.

Specific Objectives

- ❖ To analyze the development of writing skill.
- ❖ To identify the student's problems have to write.
- ❖ To implement a workshop to share with the teachers about the use of the WebQuest to improve the writing skill.

1.5. Justification

Firstly, it is impossible to imagine that in the schools of secondary education, as many technologies are not available today. Information Technology and Communication (TIC's) marking not only the form of communication but also the economy, politics, culture, treatment of emerging problems. In short, how to understand and appreciate the world around us? It is not possible to deny that there is a close relationship and interaction between the type of society and technologies which are used together and both factors do not act independently.

As a way to encourage the use of TIC's in the teaching of English "George Washington," High School, the development of a guide is proposed, using the WebQuest method, which is a strategy of teaching to research using the Internet. The WebQuest poses a variety of activities that the students of the ninth year of basic education made through the Internet, which are selected by the teacher in order to respond in a group to a particular approach.

The application of this teaching resource in the English language will help students to develop skills relating to the use of the information available on the net. The student provides the Internet addresses of the resources that will enable you to answer regarding the English language. On the other hand, encourages collaborative learning, as different activities are scheduled for this purpose. For all these reasons, WebQuest can be considered as an innovative learning strategy, in which the student, through specific activities designed by the teacher, relying on Internet resources that are delivered by them, and in collaboration with students responds to a given situation.

This conviction has led to justify the decision to deepen the knowledge of the WebQuest centering in the ninth year of basic education school at "George Washington" in Quito.

PART TWO

THEORETICAL FRAMEWORK

2.1. Theoretical and Conceptual Focus

The Web Quest

The Web Quest is used as a technological tool in education

The teachers use WebQuest keeps the students on-task while online. Student activities are organized by the WebQuest and they can stay focused on using information rather than finding it. Extend students' thinking to the higher levels of Bloom's Taxonomy; analysis, synthesis, and evaluation. (wikipedia, The WebQuest use in education , 2012)

The WebQuest was created in response to a difficulty that teachers face in the teaching of English language, for example: How to help students achieve positive results in a learning process based on the use of the network WebQuest. (Dodge, 1997)

It can argue that the education poses new challenges in the teaching-learning process, mainly in the English language, in which the main aspects are teaching reading and speaking skills, leaving behind the writing skill. For that reason, it is essential in the classroom, the incidence of the WebQuest as an active technological strategy to develop the writing skill because the WebQuest develops independent thinking and motivate students to continue learning a second language.

This technological tool provides situations such as: simulation assessments, practice grammatical structure and develop exercises of content learned. The WebQuest allows teachers to expose a working guide where the students can know the activities during the project and implementation of the WebQuest. This

technology permits students to use the best resource that suits your level of understanding.

Structure of the WebQuest

A WebQuest has 6 essential parts: introduction, task, process, resources, evaluation, and conclusion. (wikipedia, 2012)

Introduction

The introduction is the most essential part of the work; it is the place where the student is interested in the subject. In developing theme and the use of WebQuest, students must have prior knowledge of the topic; it is to say that students need some background information.

Task

The task is the formal description of what the students will produce in the WebQuest. The task should be meaningful and fun. Creating the task is the most difficult and creative part of developing a WebQuest. There are many different types of tasks that the students can use: (Taks)

- ❖ **Retelling Tasks:** Students absorb information and show that they understand it. Presentations can be done in Hyper Studio, posters, short reports. Skills of summarizing, distilling and elaborating are required and supported. This may be used as a background for a different type of task.
- ❖ **Compilation Tasks:** these take information from a variety of sources and putting it in a common format as in the Web page, Hyper Studio
- ❖ **Mystery Tasks:** Puzzle or detective style tasks that are designed to get student interest.
- ❖ **Journalistic Tasks:** Students act like reporters covering an event.

- ❖ Design Tasks: Learners create a product or plan of action that accomplishes a Pre-determined goal and works within constraints like in a budget.
- ❖ Creative Product Tasks: Students learn about the product by recasting the information in a creative way as in the poetry.
- ❖ Persuasion Tasks: They go beyond simple retelling, as students must build a case based on what they have read. This task allows writing a letter/ editorial/ poster /video/ advertisement.
- ❖ Self-Knowledge Tasks: Students analyze themselves through the WebQuest.
- ❖ Analytical Tasks: Learners are asked to look closely at one or more things and find similarities and differences and to figure out implications for those similarities and differences.
- ❖ Judgment Tasks: These present a number of items and ask students to rate or rank them or to make a decision among a limited number of choices. Often learners play a role while accomplishing these tasks.
- ❖ Scientific Tasks: These are when the students undergo scientific investigations using the Internet.

Process

These steps are that the students should take to accomplish the task. It is frequently profitable to reinforce the written process with some demonstrations.

Resources

These provide helps focus on the exercise, on processing information rather than just locating it. Though the instructor may search for the online resources as a separate step, it is good to incorporate them as links within the process section where they will be needed rather than just including them as a long list

elsewhere. They have off-line resources like visiting lecturers and sculptures can contribute greatly to the interest of the students.

Evaluation

It refers the way in which the students' performance will be evaluated. The standards should be fair, clear, consistent, and specific to the tasks set. Use an evaluation rubric to examine the reaches of Bloom's Taxonomy.

Conclusion

Time set aside for reflection and discussion of possible extensions:

- ❖ Summarize the experience, encourage reflection about the process, extend and generalize what was learned.
- ❖ Rounds document and provide closure.
- ❖ You can suggest questions for discussion.

Designing of the WebQuest

According to Dodge (1997) ,describes 4 steps that a teacher-designer of WebQuest needs, before starting to work on the actual WebQuest elements:

1. Familiarize with the resources available on-line in their own content area (page- 4).
2. Organize the content according to their relevance, for example, it can be main ideas in the subject areas, examples, references and so on.
3. Identify topics that fit in with their curriculum and for which there are appropriate materials on-line (page-4).
4. Design the WebQuest based on one of the given/chosen template.

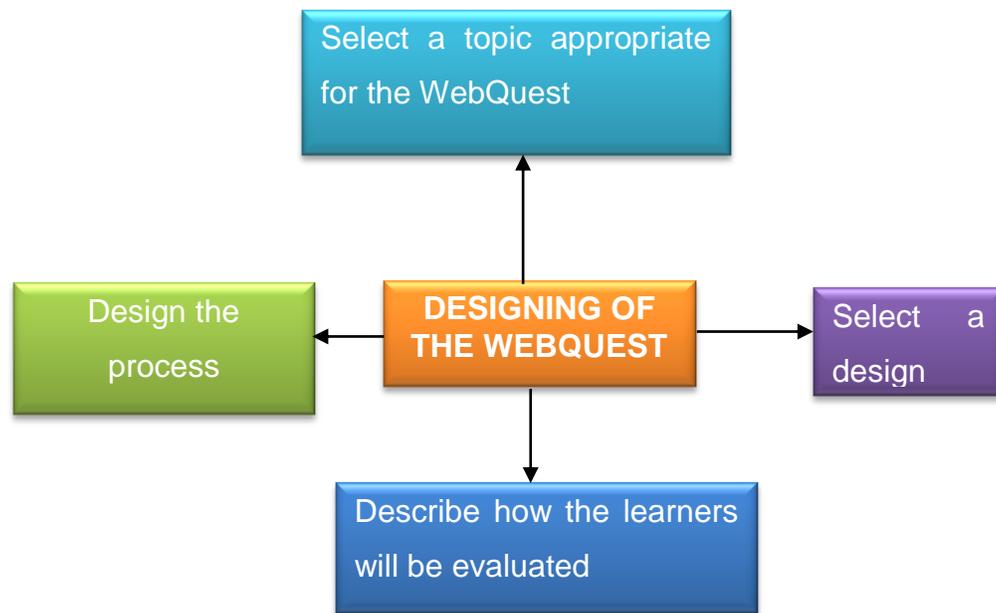


Figure 1: Designing of the WebQuest

Steps to create a WebQuest

Step 1: Go to the platform page to create the WebQuests and click button

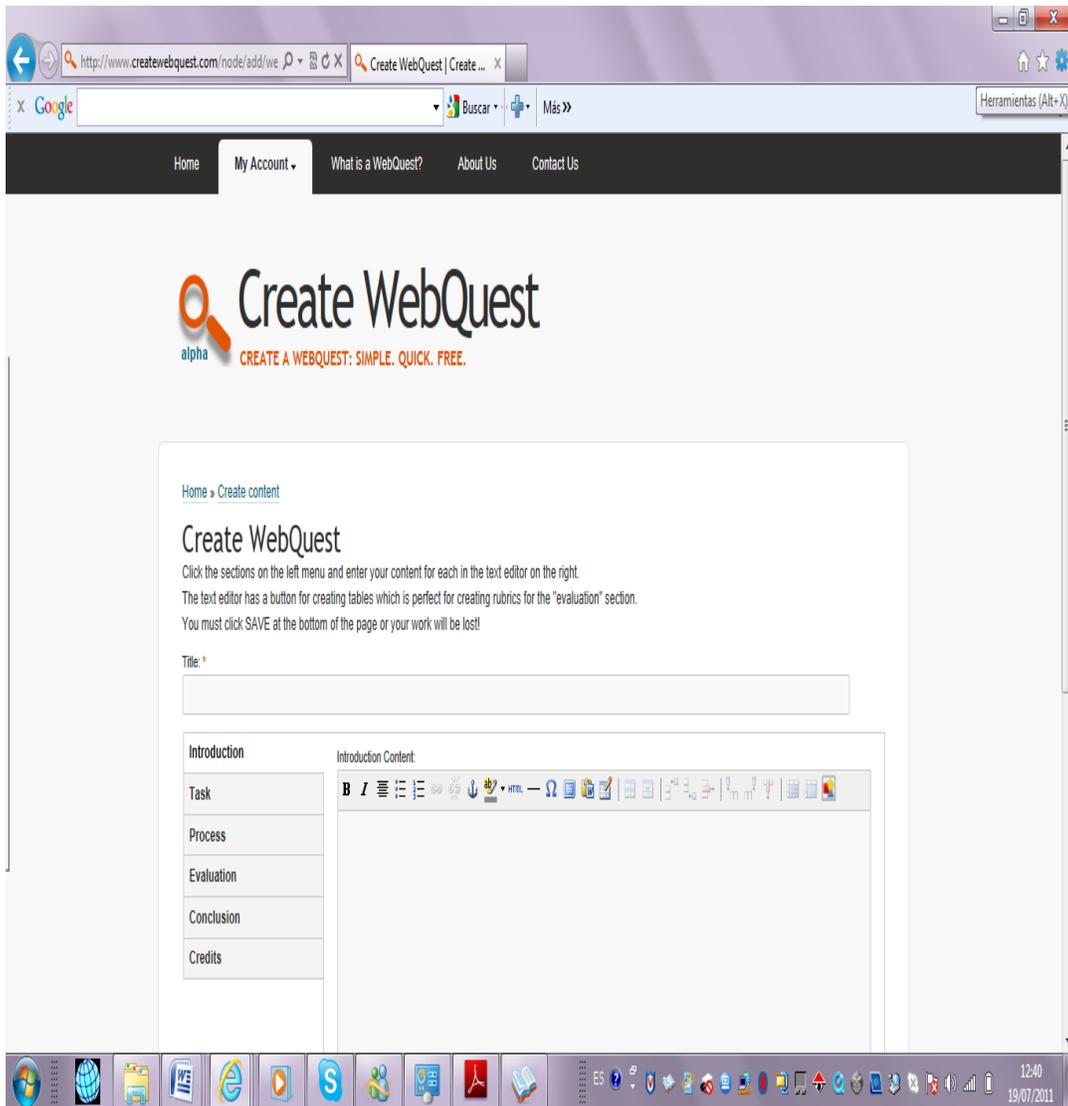


Figure 2: Designing of the WebQuest

Step 2: Write the title of the topic. The first page shows links to the other parts of the WebQuest.

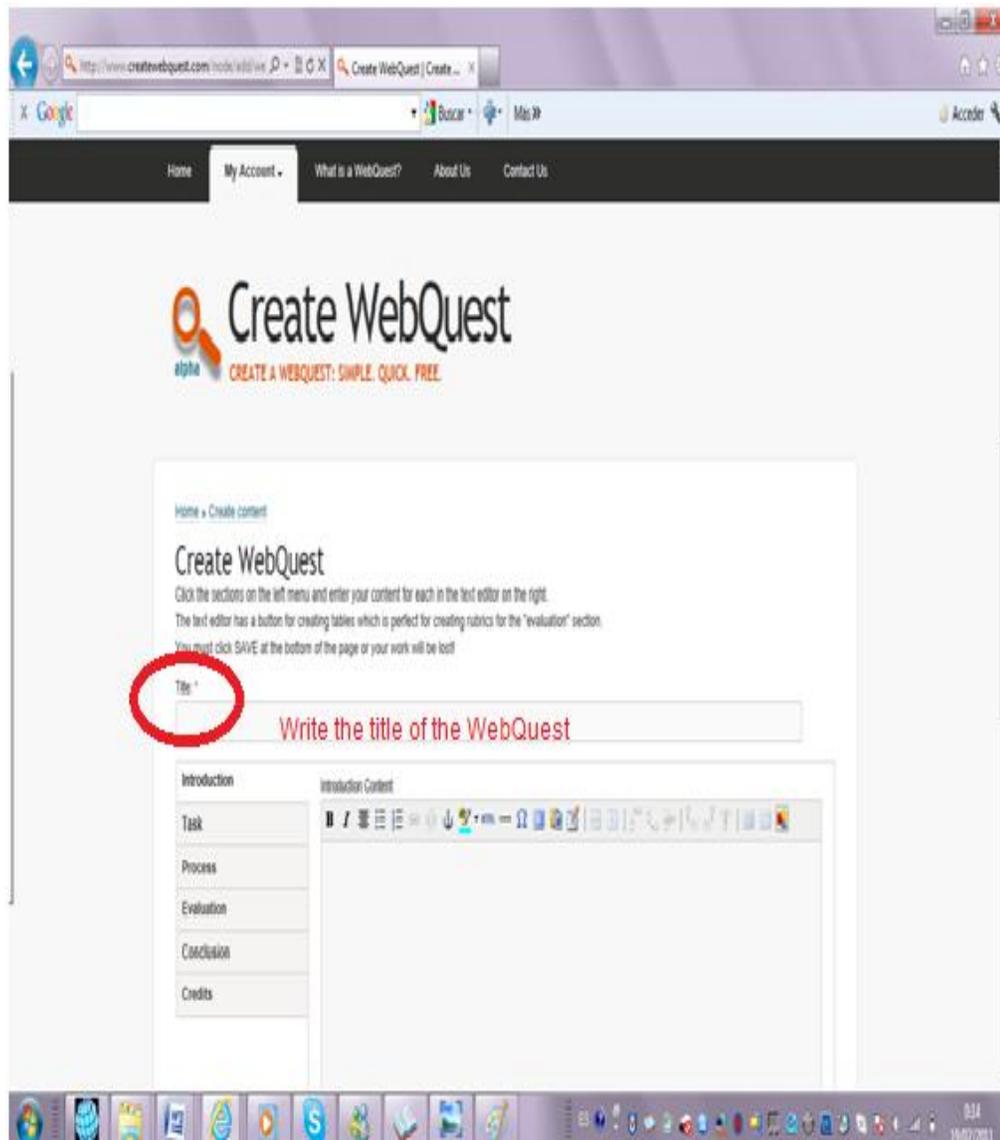


Figure 3: Step 3 to create a WebQuest

Step 4: Click the option on the tool bar that appears in all sections to select font, color, and insert images.



Figure 5: Step 4 to create a WebQuest

Step 5: The TASK and the PROCESS sections follow the same steps as in the introduction part.

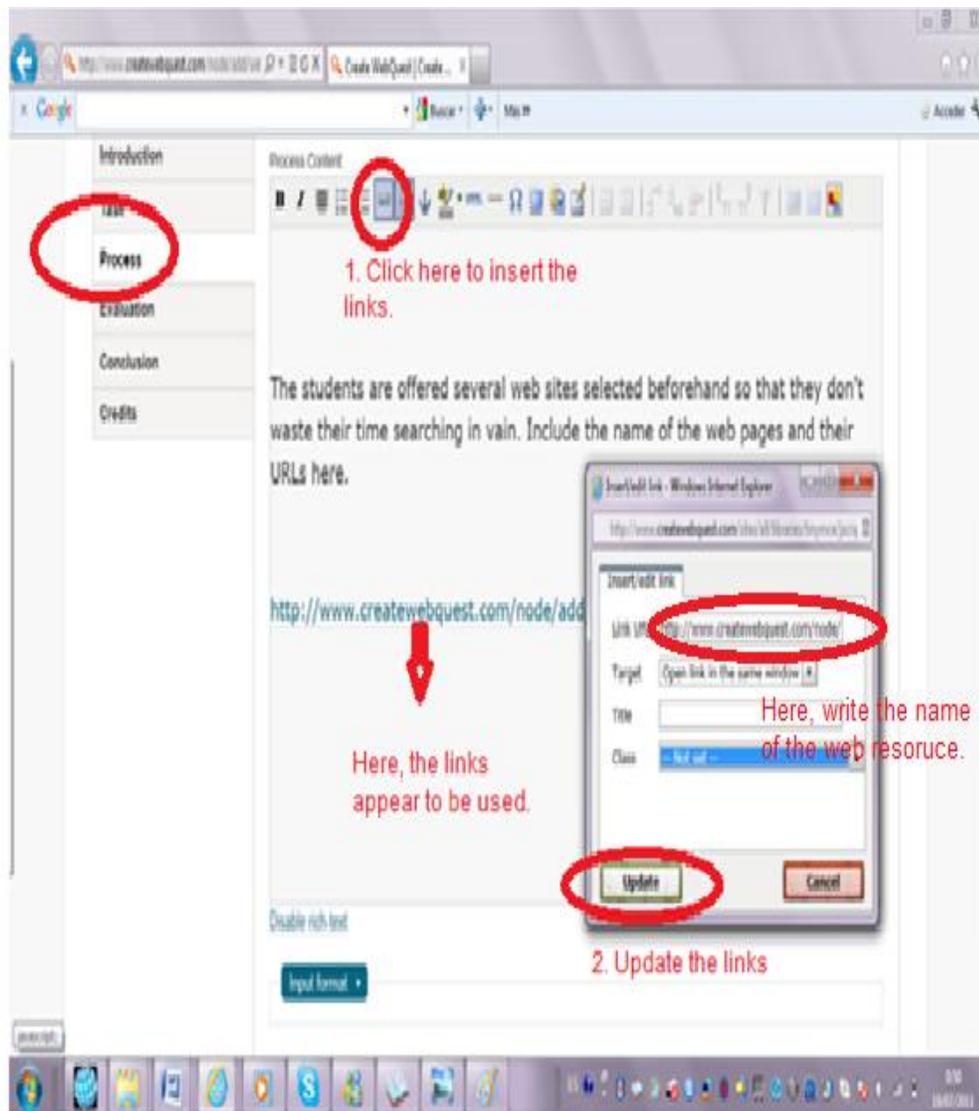


Figure 6: Step 5 to create a WebQuest

Step 6: The RESOURCES are linked in the process section, by clicking the link button on the tool bar. Write the name of the website and update it.

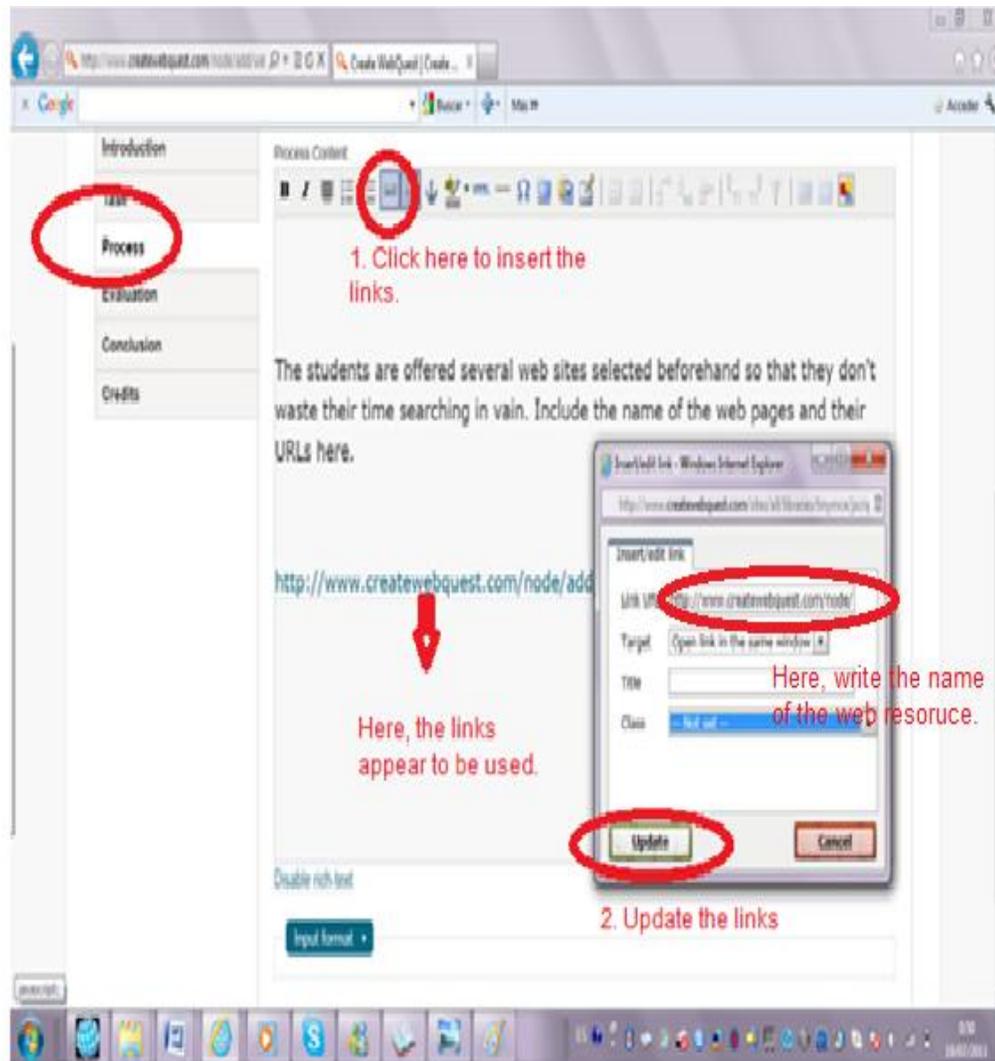


Figure 7: Step 6 to create a WebQuest

Step 7: The EVALUATION and the CONCLUSION sections follow the same steps as in the introduction part.

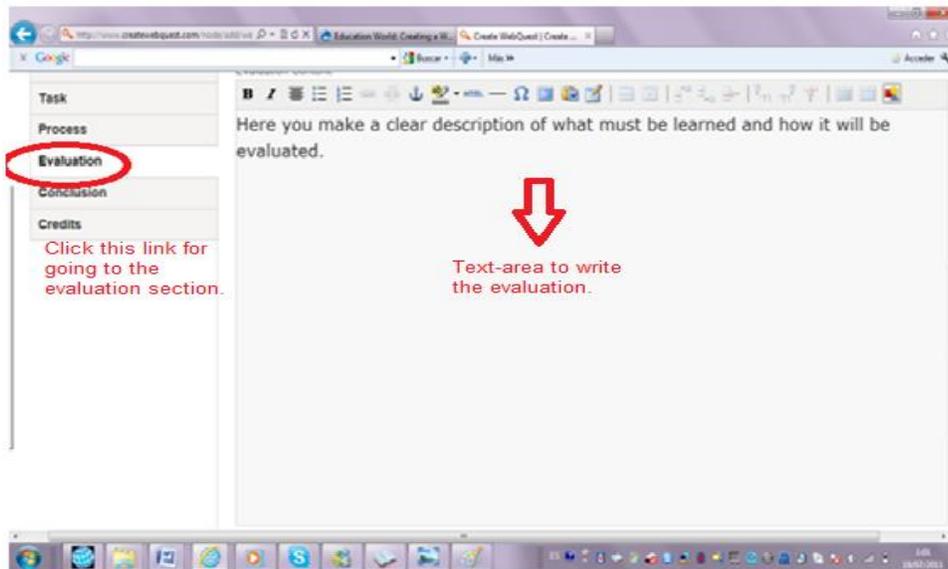


Figure 8: Step 7 to create a WebQuest

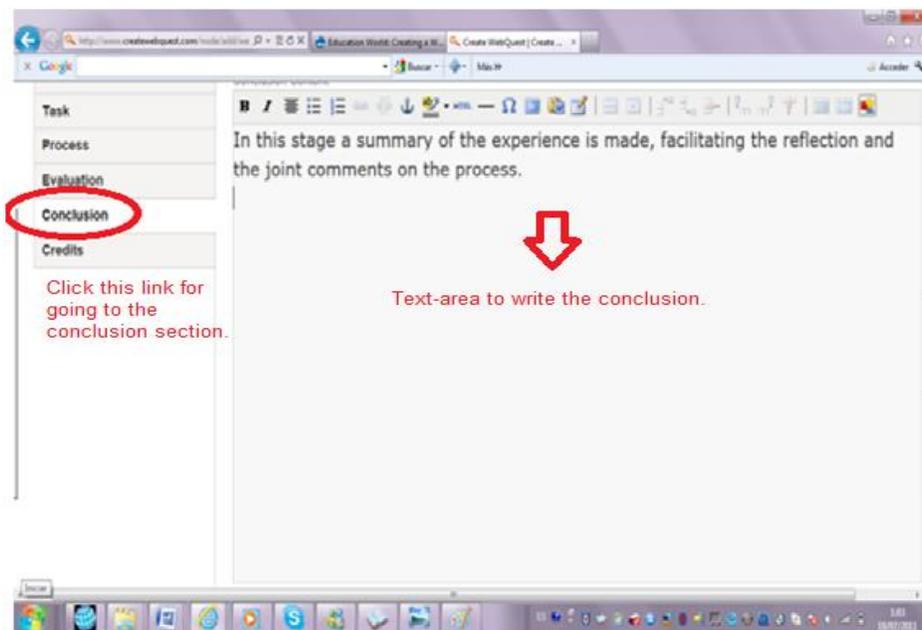


Figure 9: Step 8 to create a WebQuest

Advantages of the WebQuest

All teachers want to partake in the growth of the students, so that the benefit to them is to see how the center of gravity of the classroom moves students. If you have done the work to prepare ahead of a good WebQuest will result in a more rewarding day working as a guide for individuals and small groups instead of having to hold the attention of all those eyes on the teacher as the sole source of classroom data.

Naturally as with all constructivist teaching, may be submitted any difference between what you learn in a WebQuest and what is measured by standardized tests. Talented teachers find ways to achieve the two goals, but not easy. (Starr, 2002).

According to Blazer, breaks down some of the advantages of using WebQuest in language learning:

- ❖ Sequential structure that helps to save time and resources in the classroom.
- ❖ Motivation of students is based on the use of materials, autonomous and team work.
- ❖ Collaboration and cooperation with other students increase individual responsibility and teamwork skills.
- ❖ Cognitive processes in the brain of the students and the capacity for analysis, organization, comparison, induction, deduction and evaluation in order to lead to something new.

In conclusion, it is possible to take advantage of the opportunities offered by the Internet information using online tools that currently exist: (Voice, chat, etc.) The interactive multimedia resources allow you to practice writing and oral production.

Advantages for the students

The page (Uoregon/mid term project) lists some advantages:

- ❖ Similar structure across WebQuest.
- ❖ Encourages readers to interact with information-based Internet resources.
- ❖ Motivating (stimulates learner's imagination)
- ❖ Students can create their own WebQuest.
- ❖ The WebQuest can be worked on at home library.

In summary, the WebQuest is very useful for the students because they make an important use of the internet and develop the principal skills such as: writing, reading and listening. WebQuest allows students to have a didactic process and iterative learning. It helps students to take ownership of the information, interpret and exploit .It promotes in students a critical attitude.

Advantages for teachers

- ❖ Similar structure in all WebQuests, easy to creating skills required WebQuests.
- ❖ Encourages effective and structured use of Internet time, inquiry based lessons/units are designed so as to guide students meaningfully.
- ❖ Accommodates learners' diverse learning needs (individual and group work)

In conclusion, the WebQuest is very useful for the teachers because it give a task analysis, design, creative production, etc. It goes beyond traditional methods. The teacher can assess objectively because it provides all the elements to carry out.

Writing skill

Definitions of writing skill

Writing is a skill that can be learned like any other with effort, one of the things to develop this skill is to read carefully and look at the grammar of the text also a new vocabulary is acquired and all knowledge. It allows that students can to write their feelings and ideas on paper, organize their knowledge and beliefs. Students can develop this skill with practice in class and at home, through various activities created by the teacher.

It is essential to correct the grammatical mistakes, punctuation and spelling in written communications, to not give a negative impression to reader. Furthermore the basic rules to write are: sentence structure, using paragraphs, using colons and semi-colons, using apostrophes and using commas.

According to ESL gold the steps to write a basic paragraph are four: with this information students can develop some examples of text. Firstly is important the indent in each paragraph. Second, students will use capital letters at the beginning of the every sentence. Third, use a period at the end of each sentence. Fourth, student do not use point form.

According to Francis Bacon (1986), reading make a full man conference a ready man; and writing an exact man. The text or writing sentences include sequences, ideas that bind one another through connection words and conjunctions, that express a clear idea or message. Students learn to write paragraphs with a basic structure grammar: subject + verb + complement.

Principal problems of writing

Characteristics Defects of Students' Writing

According to Weir's (1992), in general, for the students writing skill shows the characteristic defects below which confirm

- a) High frequency of grammatical errors
- b) Lack of variety in grammatical structures employed
- c) Use of inappropriate vocabulary
- d) Use of inappropriate grammatical structures
- e) Limited range of vocabulary
- f) Poor spelling
- g) Inadequate understanding of the topic
- h) Deficiency in clear self-expression
- i) Poor punctuation
- j) Poor handwriting
- k) Untidiness

The Compositional Writing Skill

The Compositional Writing Skill is a great advantage for both, teachers and students, it helps for enhance grammar, mechanic mistakes, to organize ideas, write papers and the most important to improve the writing skills.

Development of writing

To develop any writing is important to mention some characteristic: first, the grammar and mechanics. This part is useful for many reasons, the agreement is essential because it discusses the subject/verb agreement and the pronoun-antecedent agreement. This part develops the grammatical rules such as: "s" to add the verb for the third person, verb in base form for plural, this may seem easy, but within of grammatical rules in English is the most important to write a text. There are three principal elements to write:

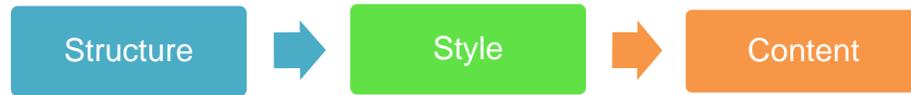


Figure 10 Model of writing

The Structure

In the structure, students must take into account the organization, development and sequence of text. (Hacker, 2000)

- ❖ Topic sentence: always at the beginning of each paragraph.
- ❖ Data: students should support their ideas with arguments.
- ❖ Paragraph length: between 100 and 200 words is a comfortable length.

The Style

The style is related to how to organize the content. Students must be very precise with the sentences and ideas they write. It refers grammar, punctuation, spelling, sentences, and verbs. When students have decided what they want to say, it is important that he or she knows how to write. This means they must use the correct vocabulary, search phrases and sentences comprehensible to the reader in this case the teacher. (Hacker, 2000).

- ❖ Reducing wordiness and avoiding a choppy writing style.
- ❖ Write with nouns and verbs.
- ❖ Use the active voice
- ❖ Use subordination and coordination for clear transitions between ideas.

The Content

Content is what the student thinks and writes, is the information provided in the text. To start the text is important to know the subject and what is to be developed in terms of content.

The Paragraph

According to Carvajal (2013), the paragraph is a textual unit sentence. An article is composed by paragraphs; a paragraph is composed by sentences. Nevertheless, we cannot forget that a paragraph is itself an article.

The Paragraph comes from of the Latin word paragraphs, a term used in the field of grammar. Paragraph may be formed by one or more sentences. Each is separated by a full stop or followed. Sentences are groups of words that make up a complete sense unit. The set of paragraphs can lead to several written as essays, short stories, novels, articles, and letters, among others.

Characteristics of the paragraph

The paragraphs are basic structural units linked by sentences. The ability to write a well-structured paragraph depends of the knowledge of writer.

- ❖ When start a paragraph, students should stop indent.
- ❖ The paragraph begins with a capital letter and this is then used after a dot.
- ❖ At the end of a paragraph is placed a separate dot. This indicates that the subject is changed.

Structure of the paragraph

- ❖ Main sentence: the main sentence is the first sentence of each paragraph, can be easily distinguished in that it incorporates the essential part of which everything else depends.

- ❖ Secondary sentence: It expresses additional information. It can be of two types: coordination and subordination. Are those coordinates are connected by conjunctions and possesses in itself a complete sense. Those are subordinate only make sense in terms of another.
- ❖ Unit and coherence: Consistency is the proper organization of the sentences so that the content of paragraph is logical and clear.

To sum up the paragraph structure, take into account what it says (Díaz, 2009)

"... You cannot ignore the existence of paragraphs in which he develops a central idea and despite that is well written. Although one cannot deny that when you abuse this procedure the reader is forced to reread the paragraph to capture the different main ideas; that is, facing the reader in appearance paragraphs are one, but in its propositional development are two or three different paragraphs. It is also common to find texts in which what is said in two or three paragraphs could perfectly have said in one and yet are well written. And is that the techniques or strategies suggested in composition courses must be understood simply as guides in forming the style of each student; and as we know, style is a personal issue that is related to the character and temperament. "

Classification of the paragraph

- ❖ **Narrative:** also known as chronological, consists of a sequence of statements that do not require demonstration of their ability.
- ❖ **Descriptive:** the author uses all his senses to express the attributes of objects and events perceived.
- ❖ **Argumentative:** aims to refute opinions or to persuade a receiver. Is expressing an idea to convince someone of something or just to deny.
- ❖ **Expositive:** is used to explain broadly the topic which is being developed.
- ❖ **Paragraph comparison:** used to compare objects or ideas in order to differentiate or tell their similarities.
- ❖ **Paragraphs enumeration:** is used in situations where the author describe, the most relevant to least important.

Five-paragraph essay format useful in writing

The Five-Paragraph Essay is a useful technique in writing; students can develop some activities and exercises such as essay, emails, stories, critical and opinion papers among others. The five-paragraph essay helps to develop and to measure basic writing skills in students on several occasions may be a timed exercise. The principal characteristics are: the introduction or thesis statement, the supporting paragraphs depend of the topic, and finally the conclusion.

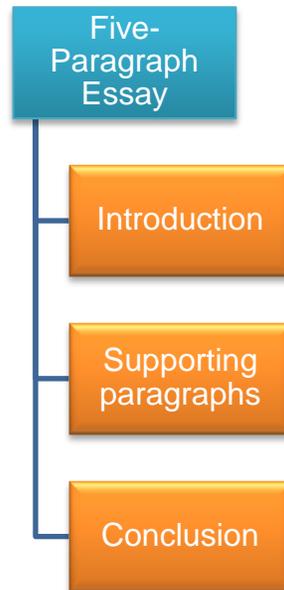


Figure 11: Five-paragraph essay

- ❖ **Introduction:** The Introduction is the opening idea of the text. In this paragraph the opening idea can be an abstract of the topic. Maybe it can be a quotation. The opening idea is followed with sentences that narrow the focus of the topic.
- ❖ **Supporting paragraphs:** They are the groups of body paragraphs. The supporting paragraphs are three. In the body of the paragraph begins with topic sentences that relate to the topic or introductory paragraph. Further comparison-contrast, or cause and effect, depending on the subject that the student done.
- ❖ **Conclusion:** The conclusion is the last paragraph of the essay. This paragraph reminds the reader the basic ideas from the essay. The conclusion should not contain new ideas, as it is the summation of the content of the essay. Students can avoid putting new ideas, as this paragraph is the content of the essay. Avoid writing the phrase "in conclusion."

Essay within of Writing Skill

Frederick's Crews defines an essay as "a fairly brief piece of nonfiction that tries to make a point in an interesting way." To write an essay, not just good ideas are needed, but requires the reading and extensive vocabulary.

The Dictionary of the Royal Spanish Academy defines the essay as follows: Written in prose in which the author develops his ideas about a given topic with character and personal style.

The theoretical Martinez and Gomez (1981), said that the essay does not have a rigid structure, is intended to draw a distinction between it and those writings, the depository for communication, characterized precisely by both rigorous formal organization and content.

Characteristics of the Essay

- ❖ The extension is free
- ❖ The thematic freedom is crucial.
- ❖ We might call the "friendly style" of writing.
- ❖ Students may include some reference or quote.
- ❖ The essay aims to target a large audience.

Parts of an Essay

- ❖ **Introduction:** This part is the presentation of the topic to developing. It is the initial part of the essay, students in this part focuses on to present the topics and subtopics to be developed at essay. The introduction represents 10% of the essay.

- ❖ **Body:** It is the main part of the essay. Here students develop the main idea of the essay. The body essay is between five to seven lines with long sentences. Also in the body arise ideas and support with the necessary information sources such as books, magazines, Internet, interviews and more. Constitutes the 80% of the essay.

- ❖ **Conclusion:** It is the end of the essay. It is a short paragraph with three or four sentences. In this part students can express their ideas on the subject, give suggestions for solution, and close the ideas that worked on the development of the subject.

Transition Words in the writing skill

For listing paragraphs

- ❖ First
- ❖ Second
- ❖ Third

For counter

- ❖ Nevertheless
- ❖ On the other hand
- ❖ However
- ❖ Even though

For additional ideas

- ❖ Also
- ❖ Furthermore
- ❖ Related to
- ❖ In addition to
- ❖ Another

To show cause and effect

- ❖ As a result of
- ❖ Consequently
- ❖ Thus
- ❖ Therefore

Cognitive Process Model in the writing skill

It is noteworthy that within teaching-learning process, is useful to know the process to draft texts; the students require the use of writing skill when they learn a new language. Furthermore in this process reading, speaking and listening skills are developed. The cognitive process model explains how students or a person can write a text.

In the cognitive model of compositional skill, takes into account the following: the social context and physical context. The individual and in our case the student: motivation, emotion, working memory, cognitive processes and long-term memory. The production model of John Hayes and Linda Flower describes that the intellectual or cognitive processes make a person can produce or writing a text. This model provides three main processes, which are: (Hayes, 1996)



Figure 12: Cognitive Process Model

The environment of the task: It is a communicative situation whose elements are external to the writer, that is, the circumstances of why the text is written, considering the subject, the audience to whom it is addressed and time. It is the first step to generate ideas, notes, sketches and brainstorm ideas.

The long-term memory of the writer: this is data that have been stored on experiences, knowledge and emotions, the purpose of this stage is, find what works to draft the text and develop it.

And finally the writing process: a subdivision of three processes: planning, contextualize and review.

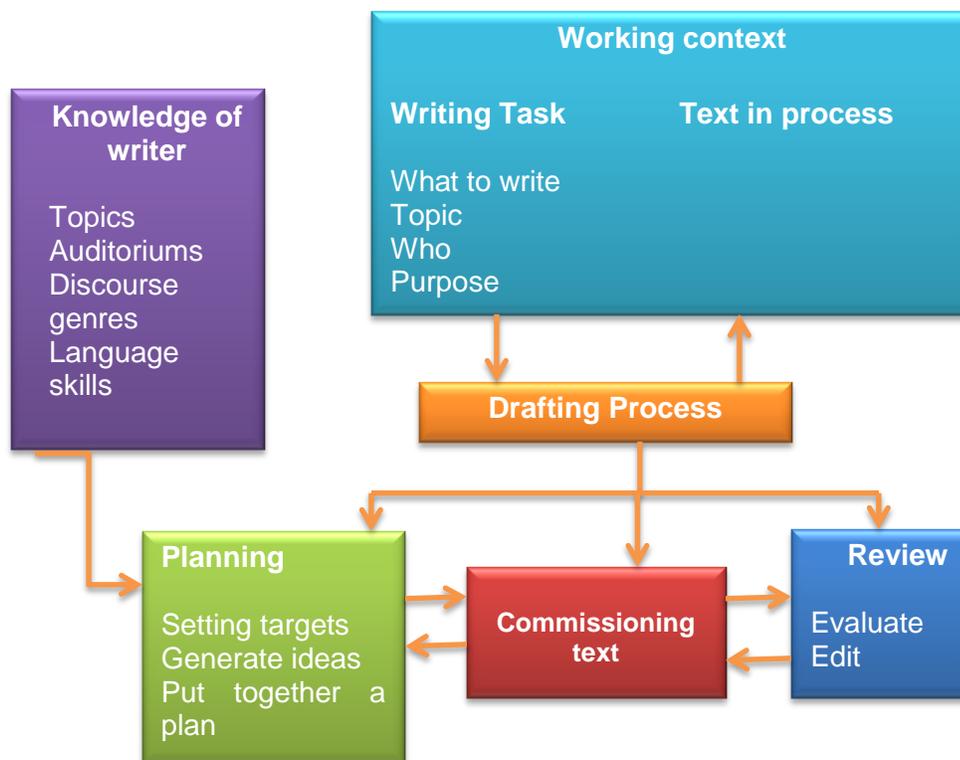


Figure 13: Cognitive Process Model graphic

Domain Knowledge in Education

The domain knowledge is a skill that is developed through learning, is to say that for writing students must have prior knowledge to write a text. Much of the communication between people is done through written messages. Nowadays, communication is through social networks, texting, WhatsApp, sky, among others, is so frequent, and the most important reduces distances.

Is worth noting that around the world education is organized in fields of study within schools are divided into specific topics. Is to say that the development of English Skills is an overall theme but in schools teachers are responsible for developing these skills as a specific theme.

In fact for teachers the domain knowledge as educational managers is a comprehensive study of the educational system. Therefore, teachers evaluate the workplace and where develop their activities, laws, didactic material and work, technological tools, classroom activities and assessments.

Types of Knowledge

The knowledge according to philosophers typically divides into three categories: personal, procedural, and propositional.

- ❖ The personal, known as direct knowledge, in this kind of knowledge, people claim to they know of some event, for example: the grammar rule for sentences is "subject + verb + complement".
- ❖ The procedural or knowledge of how to do something. Here's people say how to make things such as: cooking, driving, exercising and so on. They understand the theory involved in these activities and skills that involve making these things.
- ❖ The propositional, known as knowledge of the facts. It is when people say things like "the perimeter of a rectangle is the sum of all sides", for example the person has propositional knowledge.

Cognitive Psychology related with Writing Skill

Cognitive Psychology was a term used in 1967 by American psychologist Ulric Neisser in his book *Cognitive Psychology*. Furthermore the cognitive psychology is the study of mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking.

According to Goldstein (2008), the cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember, and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy, and linguistics.

The cognition means “knowing”. Psychologists study that cognition is “the mental act or process by which knowledge is acquired.” Cognitive psychology, centers on the human processes information. Cognitive psychologists study internal processes that includes perception, attention, language, memory and thought of people. The cognitive psychologists use laboratories to experiment and study behavior.

Bloom’s Taxonomy in Teaching

The origin of Bloom's taxonomy was published in 1956 by cognitive psychologists at the University of Chicago. It has the distinction of carrying the name of the president of the commission, Benjamin Bloom. The taxonomy was organized in three parts: cognitive, affective, and psychomotor.

Since that time teachers have focused on the cognitive model, which consists of six levels: knowledge, comprehension, application, analysis, synthesis and evaluation. This group of psychologists attempted to design an alternative to teaching and learning objectives, i.e. how people acquire and develop new knowledge, skills and understandings.

Knowledge focuses on mental skills or cognitive learning domain. The skills focus on psychomotor part. Attitudes are focused on the growth of affective or emotional areas. Finally domains that the teacher should take into account, to teach a second language to students are the cognitive and affective



Figure 14: Bloom's Taxonomy

Applying Bloom's Taxonomy in Writing

According to the glossary of education reform defines to Bloom's Taxonomy as a classification system used to define and distinguish different levels of human cognition i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of assessments (tests and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

According to Furst (1994), refers that Bloom's Taxonomy can be applied in writing composition classes to students learning English as a foreign language; it contains the six levels of cognitive learning.

- ❖ **Knowledge:** The students remember all the information acquired, with significant events that complement the ideas and do a set of accurate and useful. This represents the lowest level in the cognitive learning part. The learning objectives at this these levels are: to know of the methods and procedures commonly used, terms and concepts used.
- ❖ **Comprehension:** The students have the ability to understand material significance. For example, they may interpret stories, changing words to numbers, translating from one language to another. This represents the lowest level of understanding. The learning objectives at this level are: interpreting graphs and charts, interpret verbal material and translation.
- ❖ **Application:** The students apply what they learned in similar or new tasks. Using the theories, standards or known methods. At this level the results need a higher level of understanding. The learning objectives at this level are: application of theories and rules in actual practice, solving mathematical problems, construct tables and graphs, among others.
- ❖ **Analysis:** The students can break down the main idea and subdivide its parts, i.e. analyze all the parts that they learned. Learning at this level represents a higher understanding and applying an intellectual level, so an understanding of learning is required. The learning objectives at this level are: recognition between facts and inferences, evaluating data, logical reasoning, among others.
- ❖ **Synthesis:** The students are able to locate the pieces and build new things. For example, students can communicate in short sentences in a second language learned in the course of the study, implementation of a plan of mathematical operations, puzzle solving in large scale. Here learning

outcomes are related to creative behavior and the development of new structures. The learning objectives at this level are: writing paragraphs in a second language, solving mathematical problems, propose creative solutions to problems.

- ❖ **Evaluation:** The students are able to judge the value of learning material for a particular purpose. Finally learning outcomes in the cognitive domain are the highest because they are a record of all the above categories. The learning objectives at this level are: the trial of written material in a second language, conclusions drawn from real data with your own criteria, use of educational standards for analyzing learning.

The WebQuest to develop writing skills

WebQuest as defined by (March, 2003)

“A WebQuest is a platform learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students’ investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuest do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes.”

Students in the teaching-learning process of a second language need to interact in order to learn and develop skills. Through interaction with their classmates, learning materials and technological tools, students formulate linguistic hypotheses to acquire the target language.

The WebQuest helps students to develop writing and listening skills at the beginning of learning, in the next stage the students test their linguistic hypotheses to finish with oral or written production acquired in the target language.

For Koenraad (2003), proposed some guidelines for the creation of WebQuests to promote language learning. They suggest that the task should encourage the use of the target language either in the form of instruction language, or the language used when students complete the task, or the language of the end products of the Language Quest, or a combination of all of the above. To sum up, the material presented in the Language Quest should be authentic and reflect in which students would apply in their real life.

2.4 George Washington High School

History

The founders of the institution are Ecuadorian-Canadian and American professionals, including Jorge and Olga Gutierrez, Larry and Marie Busby, who initiated the education project with the assurance that the High School will provide training, quality education, will enabling by multiplying the progress and growth of the young people and their families.

Inspired by George Washington, the first president of the United States, who was a man of character; vision and faith, their actions and example changed the world and left an important legacy to recognize. The other cofounder is the Mr. Jorge Gutierrez Washington, Optimistic man and example of perseverance and action. He is the engine that has enabled the growth of the institution and influence positively the course towards a promising future.

George Washington as an Institution working consciously with the vision and mission that provides the best quality in education by establishing a better working environment and positive participation in the community in which we live. The institution has become a contribution to the community, which imparts

a potentiating education, liberating quality with warmth; according to technical and pedagogical models that demand education today.

Mission

Ensure an educational service based academic offerings that promote access to information, through the responsible use of technology, collaborative and reflective work, forming critical, creative and caring leaders who promote personal, family and social development quality an environment that strives for excellence.

Vision

To be a leading institution for excellence and cutting edge efficient flexible and innovative academic programs committed to the welfare of the forming educational community of citizens with moral, ethical and environmentally conscious values.

Legal Creation

Ministerial Agreement

The “George Washington” High School is an Educational Institution established by Ministerial Decision No. 225.

Year’s Creation

The “George Washington” High School, was created on December 29th, 2006 and established by educational professionals, willing to work on what is the best tool to advance the growth and strengthening of our social entrepreneurs’ community: Education.

Location of the Institution

This institution is located in Carlos Mantilla Oe3-339 and José Andrade. Street San Jose de Moran.

Phone numbers: 2031 - 752 / 2031 – 697

E-mail address: colegio1@colegiogw.org

Educational Opportunity

- ❖ Initial I
- ❖ Initial II
- ❖ General Education
- ❖ General Unified School
- ❖ Quality policies
- ❖ Tic's

Portfolio of services

Academic

- ❖ Laboratories
- ❖ English
- ❖ Net

Cultural

- ❖ Musical Band
- ❖ Dance
- ❖ **Sports**
- ❖ Swimming
- ❖ Basketball
- ❖ Soccer

2.5 Hypothesis formulation

Working Hypothesis

The use of WebQuest positively affects students to develop writing skills of ninth year of basic education level at “George Washington” High School.

Operational Hypothesis

The WebQuest is a learning activity, inquiry-oriented by the students.

Alternative Hypothesis

The use of English Attack can help student to develop writing skills of ninth year of basic education level at “George Washington” High School.

Null Hypothesis

The use of WebQuest not positively affects students to develop writing skills of ninth year of basic education level at “George Washington” High School.

PART THREE

METHODOLOGICAL DESIGN

3.1. Research type and design

Firstly, it is important to mention that the type of this research is based on descriptive and Quasi-experimental research. The goal of this research is the identification of the relationships between variables, which can describe and demonstrate in the process of learning of the English language with the students of Ninth year at "George Washington" High School using the WebQuest as a didactic strategy.

The research is descriptive because it has been completed in several stages of the investigation such as: to examine the characteristics of the chosen problem, formulation of the variables, set out the hypothesis, choose the appropriate topics and sources, develop of techniques to data collection, conduct objective and accurate observations, describe, analyse and interpret data. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Hopkins, 2001)

Furthermore, the type of research and design is applied, descriptive, and of field. This is also a quasi-experimental research because it has the following characteristics:

- 1) This research has two variables: an independent (WebQuest) and a dependent one (writing skills).

- 2) The students for control and experimental group are selected to get relevant information that contributes to the validation of this research through a pre-test and post-test to analyze the principal problem.

3.2 Population

In this research it has been decided to work with students of Ninth year of basic education at "George Washington" High school, during the school year 2014-2015".

Table 1

Population

Section	Men	Women	Total
Ninth year "A" Control	5	4	9
Ninth year "B" Experimental	3	8	11
Total	8	12	20

3.3 Field work

The present research will be carried out at "George Washington" High School; which is located at Carlos Mantilla OE-3339 and Jose Andrade (San José de Moran), at the north of the city, during the academic year 2014-2015. With this research, it is attempted to improve the development of writing skills in students attending the Ninth year of basic education with the WebQuest in the classroom.

3.4 Instruments for data collection

It is necessary to apply the following instrument for data collection:

PRE-TEST: The pre-test will be taken at the beginning of the research with the students of Ninth year of basic education at "George Washington" High School. This pre-test seeks to collect information about the strengths and weaknesses of the students when they write a paragraph and learn a new language.

POST-TEST: The post-test will be taken at the end of the research with the students of Ninth year of basic education at "George Washington" High School. This test seeks to collect information about the students' level improvements in writing a paragraph.

3.5 Data Processing and analysis

After collecting the information, the data will be processed using statistical resources and programs like Microsoft Office Excel and SPSS program that will help us to have an accuracy of the results taken to the students. These data will be references for the research in order to understand the reality.

It is important through graphs represent how the students improved and developed the writing skills with the use of WebQuest as a technological tool. It was necessary to consider some criteria for analysing the writing skills in students, such as: topic sentence topic ideas, supporting details, observe the basic conventions of writing, and neatness. The following charts represent the results of research, strengths and weaknesses of students when they write a paragraph.

Student's pre-test results

Table 2

Pre-test Rubric

Criteria	4	3	2	1
Main Idea Topic Sentence	Strong main idea/ topic sentence is clear, and is restated in the closing sentence.	Adequate main idea/ topic sentence is restated in the closing sentence.	Main Idea/ topic sentence is unclear is weakly restated in the closing sentence.	Main Idea/ Topic sentence is unclear and is not restated in the closing sentence.

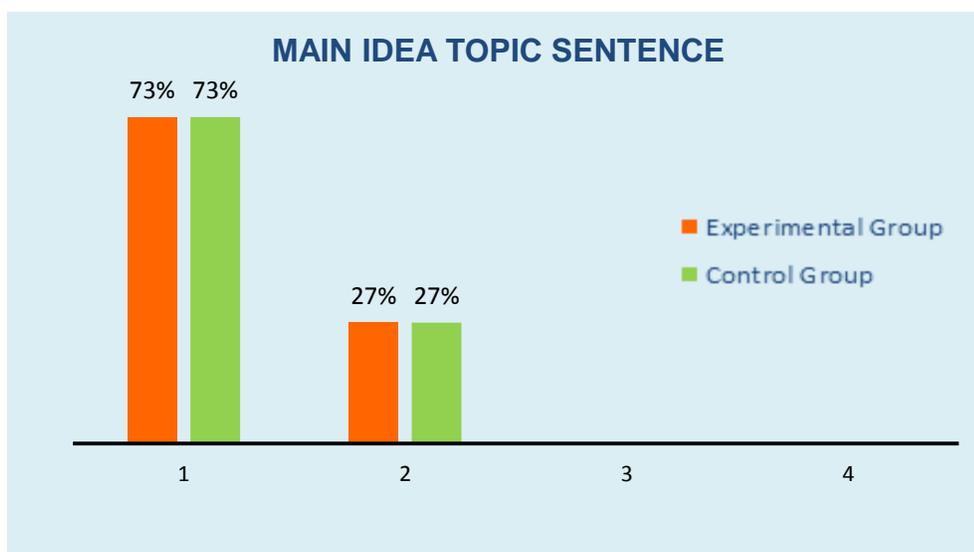


Figure 15: Pre-test main idea

In this graphic, it is appreciated the results obtained in the main topic sentence. Within experimental group the 73%, this mean that the topic sentence is unclear and is not related in the closing sentence when they write a paragraph and 27%, represents that the topic sentence is weakly related in the closing sentence. Within control group represents the same results with 73% and 27%. In general, the students writing, show the errors such as high frequency of grammatical errors, lack of variety in grammatical structures employed and use of inappropriate vocabulary, say (Weir's, 1988)

Table 3

Pre-test Rubric 2

Criteria	4	3	2	1
Supporting Details	Each paragraph has three or more supporting detail sentences that relate to the main idea.	Each paragraph has two supporting detail sentences that relate to the main idea.	Each paragraph has one supporting detail sentence that relates to the main idea.	Each Paragraph has no supporting detail sentences that relate to the main idea.

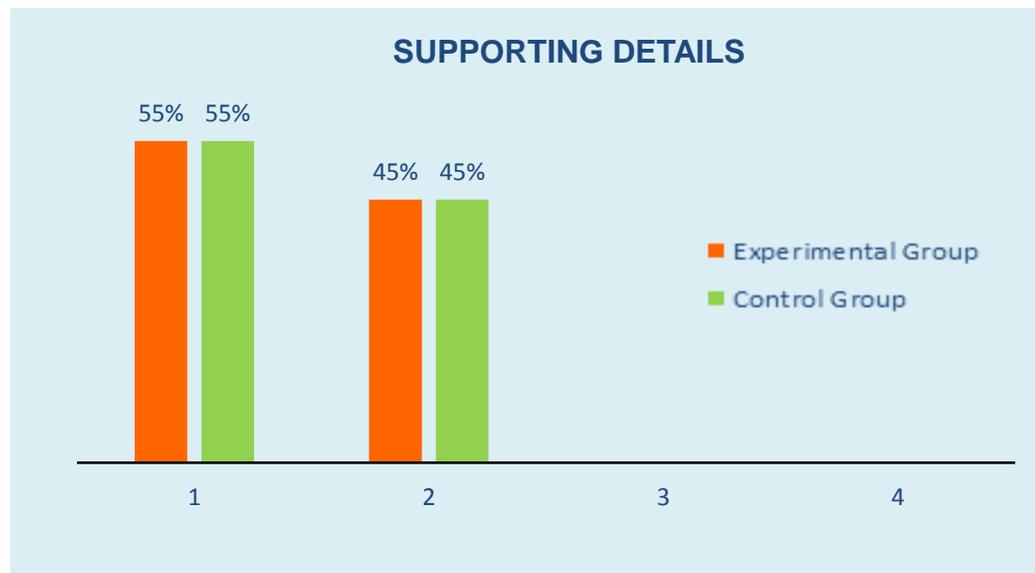
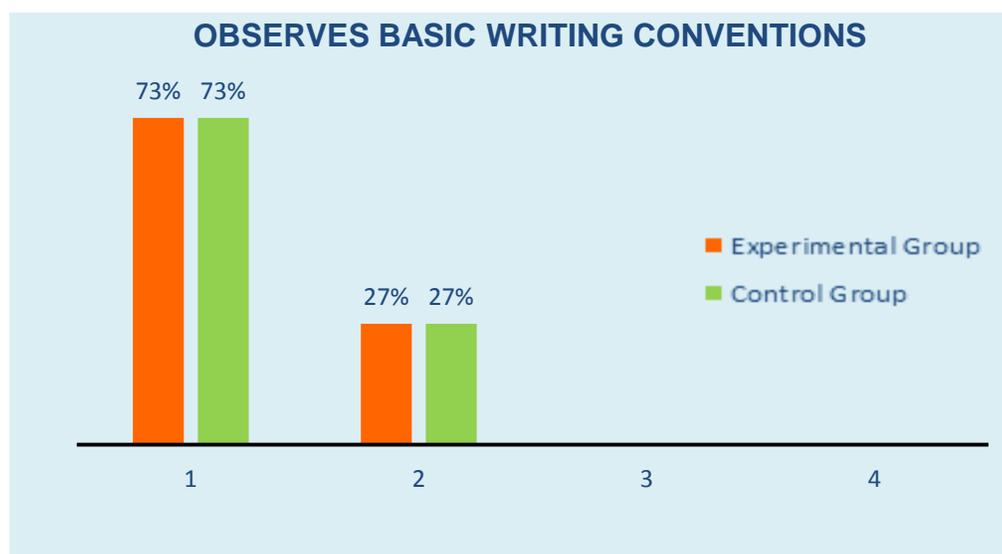


Figure 16: Pre-test supporting details

The results obtained in the supporting details within experimental group shows that the 55%, this mean that the paragraph has not supporting detail sentences that related to the main idea, and 45%, represents that the paragraph has one supporting detail sentence that relates to the main idea. Within control group represents the same results with 55% and 45%. According to Weir's the students make common errors such as: limited range of vocabulary and inadequate understanding of the topic.

Table 4**Pre-test Rubric 3**

Criteria	4	3	2	1
Observes Basic Writing Conventions	Contains few, if any punctuation, capitalization, and spelling errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many errors in punctuation, spelling and/or grammar that interfere with meaning.	Contains many errors in punctuation, spelling and/or grammar that make the piece illegible.

**Figure 17: Pre-test writing conventions**

This shows the results obtained in the writing conventions. Within experimental group, the 73%; the paragraph contains many errors in punctuation, spelling and grammar that make the piece illegible and the 27% shows that the paragraph contains many errors in punctuation, spelling and

grammar that interfere with meaning. Within control group represents the same results with 73% and 23%. In general the students have poor spelling, poor punctuation and deficiency in clear self-expression. (Weir's, 1988)

Table 5

Pre-test Rubric 4

Criteria	4	3	2	1
Neatness	Legibly handwritten or typed with no distracting errors.	Legibly written, easy to read with 1-2 distracting errors.	Several distracting errors that make portions difficult to read.	Many distracting errors making it illegible.

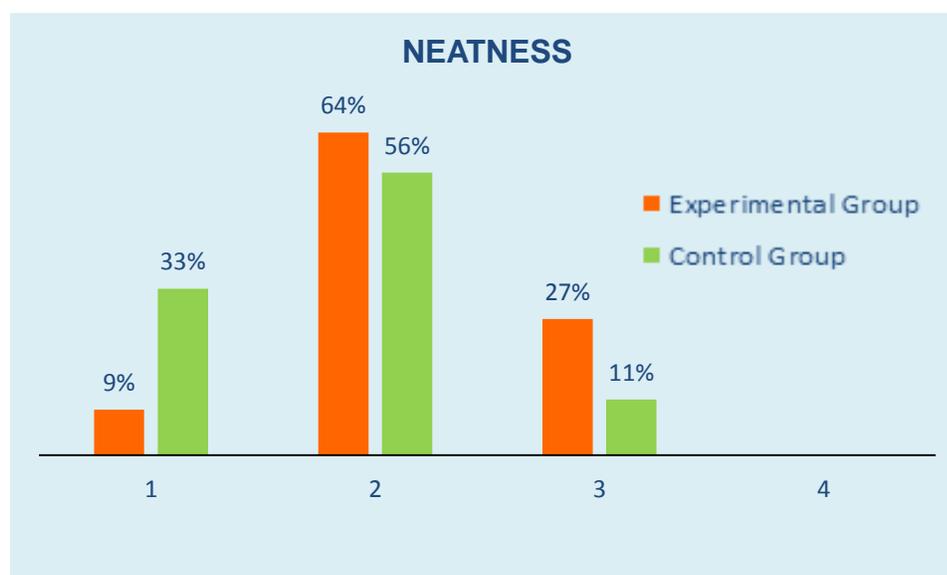


Figure 18: Pre-test neatness

The 9%, 64%, 27% in experimental group and 33%, 56%, 11% in control group, shows that several distracting errors that make portions difficult to read.

In general, the students make mistakes when writing a paragraph for example: poor handwriting, inadequate understanding and Untidiness.

In conclusion, analyzing student's errors are a valuable source of information concerning the transitional state of the learners' competence and weaknesses. Preliminary analysis of the data involved the separation and classification of errors to identify their type. Sentence level grammatical errors committed by the learners involve some syntactic features, namely verbs, relative clauses, articles, fragments, noun modifiers, and prepositions.

Student's post-test results

Table 6

Post-test Rubric 1

Criteria	4	3	2	1
Main Idea Topic Sentence	Strong main idea/ topic sentence is clear, and is restated in the closing sentence.	Adequate main idea/ topic sentence is restated in the closing sentence.	Main Idea/ topic sentence is unclear is weakly restated in the closing sentence.	Main Idea/ Topic sentence is unclear and is not restated in the closing sentence.

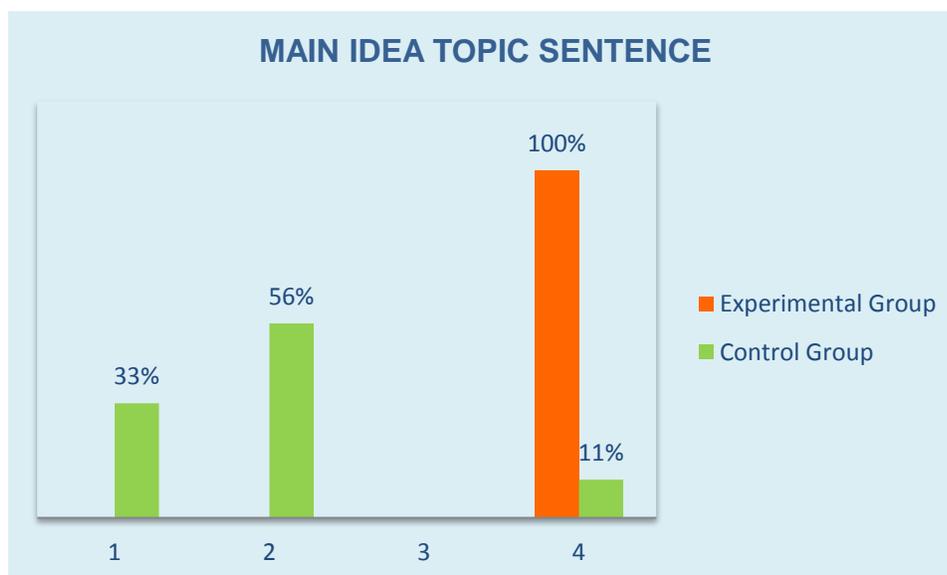


Figure 19: Post-test main idea

In this graphic, it is appreciated the results obtained in the main topic sentence. Within experimental group the 100% represents that the main topic idea is clear, and is related in the closing sentence that is to say all students developed this part of paragraph clearly. Students learned to write paragraphs with a basic structure grammar: subject + verb + complement. They use steps to write a basic paragraph: first the indent, second the use of capital letters at the beginning of the every sentence, third use a period at the end of each sentence and finally students do not use point form. All these results express that students understand in a correct way the grammatical rules to write a paragraph. The skill of written production has a central place in applied linguistics and remains today, a topic of debate aroused great interest as a research field, first, to clarify how this skill works. Moreover, to determine what are the steps to follow in their teaching / acquisition (Hyland, 2003). While in the control group, the 33% shows that the way to structure a paragraph is unclear, the 56% represents that the main sentence is unclear and weakly in the closing sentence, finally the 11% represents that the main topic idea is clear, and it is related to the closing sentence for few students.

Table 7

Post-test Rubric 2

Criteria	4	3	2	1
Supporting Details	Each paragraph has three or more supporting detail sentences that relate to the main idea.	Each paragraph has two supporting detail sentences that relate to the main idea.	Each paragraph has one supporting detail sentence that relates to the main idea.	Each Paragraph has no supporting detail sentences that relate to the main idea.

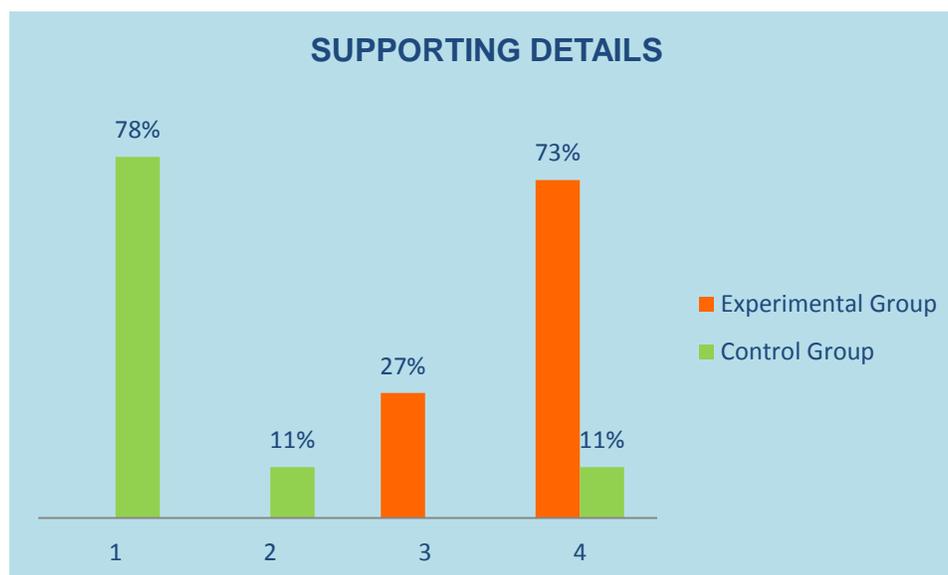


Figure 20: Post-test supporting details

This graphic shows the results obtained in the supporting details within experimental group, the 27% means that the paragraph has two supporting detail sentences that are related to the main idea, the 73% means that the

paragraph has three or more supporting detail sentences that are related to the main idea in the paragraph. These results express that the compositional writing as a skill is a great advantage for students, it helps for enhance grammar, mechanic mistakes and organize ideas when they write a paragraph and the most important to improve the writing skills.

While in the control group the 78% explains that the paragraph does not have supporting detail sentences that are related to the main idea, the 11% shows that the paragraph has one supporting detail sentence that is related with the main idea 11% means that the paragraph has three or more supporting details sentences that related to the main idea. Hedge (1988) , the difficulty of producing a written text is frequently detected in the discomfort that reflects many students to face an activity requiring the use of written competence

Table 8

Post-test Rubric 3

Criteria	4	3	2	1
Observes Basic Writing Conventions	Contains few, if any punctuation, capitalization, and spelling errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many errors in punctuation, spelling and/or grammar that interfere with meaning.	Contains many errors in punctuation, spelling and/or grammar that make the piece illegible.

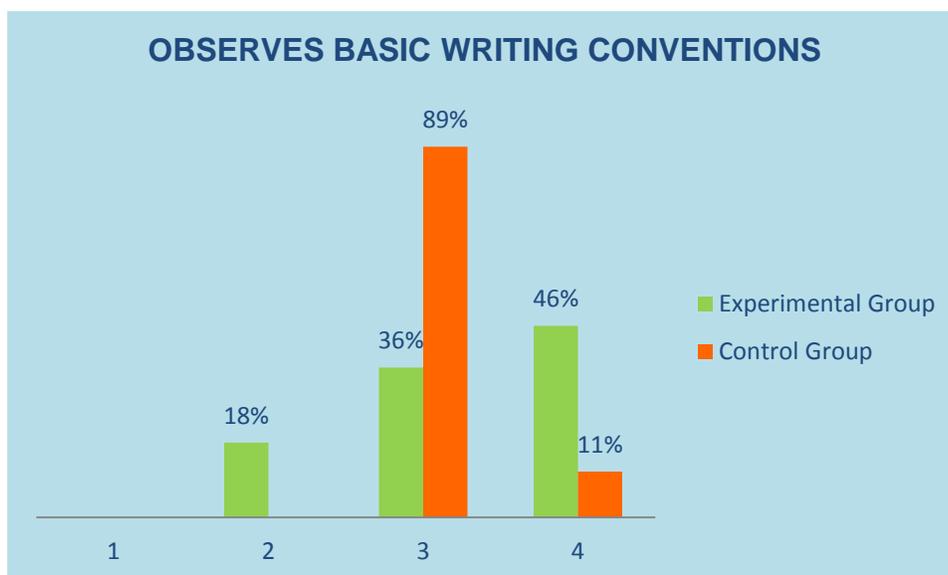


Figure 21: Post-test writing conventions

In this graphic it is appreciated the results obtained in the writing conventions in the two groups. In the first analysis with the experimental group, the 18% means that the paragraph contains some errors in punctuation, spelling and grammar that interfere with the meaning; the 36% expresses that the paragraph contains several errors in punctuation, spelling and grammar that do not interfere with meaning of the paragraph, finally the 45% shows that the paragraph contains mistakes in punctuation, capitalization, and spelling. It is important to mention that with the student is essential to correct the grammatical mistakes, punctuation and spelling in written communications not to give a negative impression to reader. In this way, students improve their writing skills with practice in written texts.

The second analyzing is control group, the 89% represents that the paragraph contains many errors in punctuation, spelling and grammar that do not interfere with meaning of the paragraph, the 11% express that the paragraph contains punctuation, capitalization, and spelling errors. For this group it is difficult to develop writing skills in the second language. Achieving a good command of writing is not easy even in the mother tongue despite the many

years devoted to the development of this skill at various levels of education (Nunan, 1991; Tribble, 1996).

Table 9

Post-test Rubric 4

Criteria	4	3	2	1
Neatness	Legibly handwritten or typed with no distracting errors.	Legibly written, easy to read with 1-2 distracting errors.	Several distracting errors that make portions difficult to read.	Many distracting errors making it illegible.

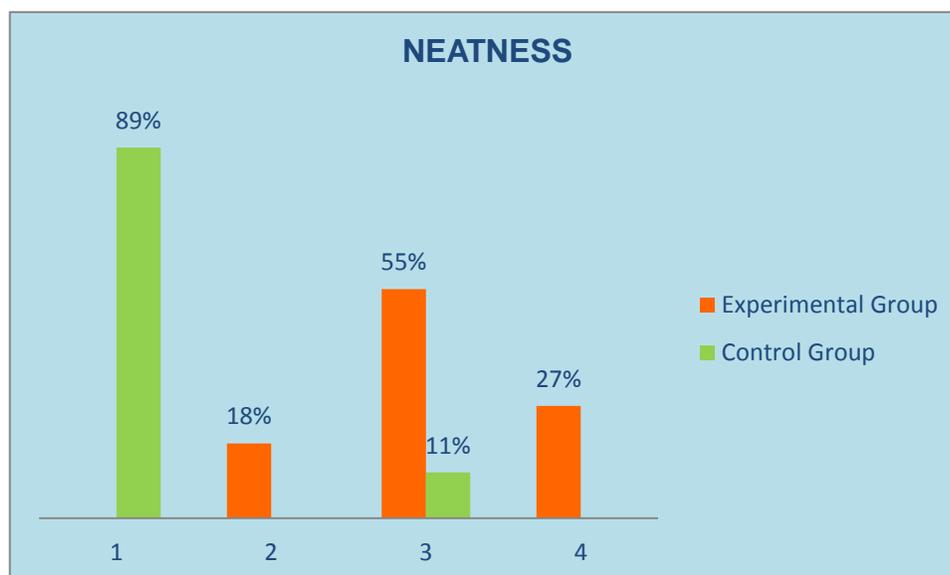


Figure 22: Post-test neatness

This graph shows the results of neatness. This explains that the neatness is a visual image that conveys a written document that has been carefully organized and it's easy to read. Neatness helps to give a positive evaluation and reports a favorable impression of the student to the teacher. In the experimental group, the 18% states that the paragraph has some errors distracting when reading, the 55% means that writing is legible, easy to read with one two errors distraction but is understandable, while the 27 % clarifies that the form of writing is legible, with no distracting errors when reading the paragraph.

Besides the results obtained in the neatness within control group is that the 89% has many distracting errors make it illegible, only the 11% develops neatness to write a paragraph, this means that the written text is legible.

To sum up the analysis of data obtained in the research, it is necessary to mention some information that will help to understand in a better way the writing skill developed with students of Ninth year of basic education at "George Washington" High School using the WebQuest as a didactic strategy to improve the writing skill, in order to follow the structure, the style and content in a paragraph. The ability to write a well-structured paragraph depends on the student's knowledge and vocabulary.

The use of WebQuest is a good methodological and educational strategy that allows both students and teachers to optimize the time and creativity in the work, focusing in the activity on the use of information, rather than in their quest to support student reflection on levels of analysis, synthesis and evaluation. When performing a task the student learns to work in team and be responsible.

The investigation shows that the independent variable WebQuest significantly improves the development of language skills of students in the process development and learning of a second language.

PART FOUR

TESTING HYPOTHESIS

4.1 Graphical exposition of result

Table 10

Final results

		PRE_TEST_ EXPERIMENTAL	POST_TEST_ EXPERIMENTAL	PRE_TEST_ CONTROL	POST_TEST_ CONTROL
N	Valid	11	11	9	9
	Missed	9	9	11	11
	Mean	3,7482	8,9182	3,3956	3,6078
	Error mean	,20698	,26754	,34522	,57764
	Media	3,7500	9,3700	3,1200	3,1200
	Moda	3,75	9,37	2,50 ^a	3,12
	Standard Deviation	,68648	,88732	1,03567	1,73293
	Variance	,471	,787	1,073	3,003
	Range	1,88	2,50	3,12	5,62
	Minimum	3,12	7,50	2,50	2,50
	Maximum	5,00	10,00	5,62	8,12
	Total	41,23	98,10	30,56	32,47

Table 11

Results of experimental group pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,12	4	21,1	36,4	36,4
	3,75	5	26,3	45,5	81,8
	5,00	2	10,5	18,2	100,0
	Total	11	57,9	100,0	
Missed	System	9	42,1		
Total		20	100,0		

Table 12

Results of experimental group post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7,50	2	10,5	18,2	18,2
	8,12	1	5,3	9,1	27,3
	8,75	2	10,5	18,2	45,5
	9,37	4	21,1	36,4	81,8
	10,00	2	10,5	18,2	100,0
	Total	11	57,9	100,0	
Missed	System	9	42,1		
Total		20	100,0		

Table 13

Results of control group pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,50	3	15,8	33,3	33,3
	3,12	3	15,8	33,3	66,7
	3,75	1	5,3	11,1	77,8
	4,33	1	5,3	11,1	88,9
	5,62	1	5,3	11,1	100,0
	Total	9	47,4	100,0	
Missed	System	11	52,6		
Total		20	100,0		

Table 14

Results of control group post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,50	2	10,5	22,2	22,2
	3,12	5	26,3	55,6	77,8
	3,75	1	5,3	11,1	88,9
	8,12	1	5,3	11,1	100,0
	Total	9	47,4	100,0	
Missed	System	11	52,6		
Total		20	100,0		

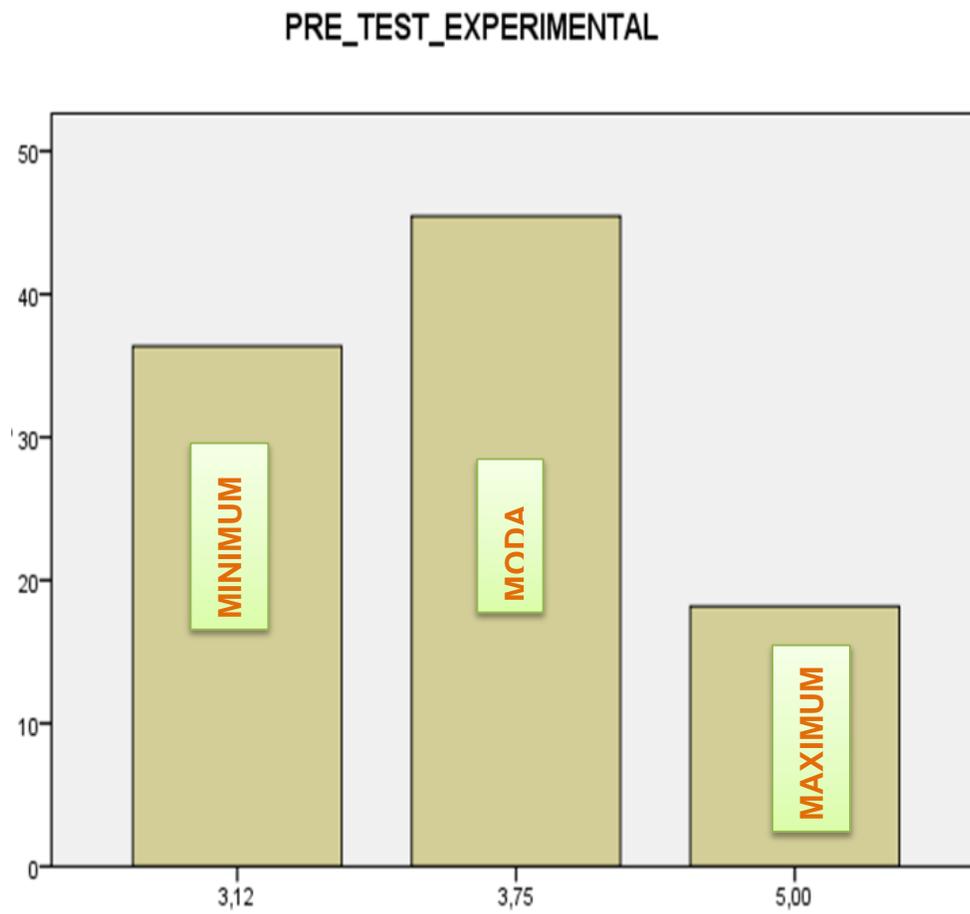


Figure 23: Result of experimental group pre-test

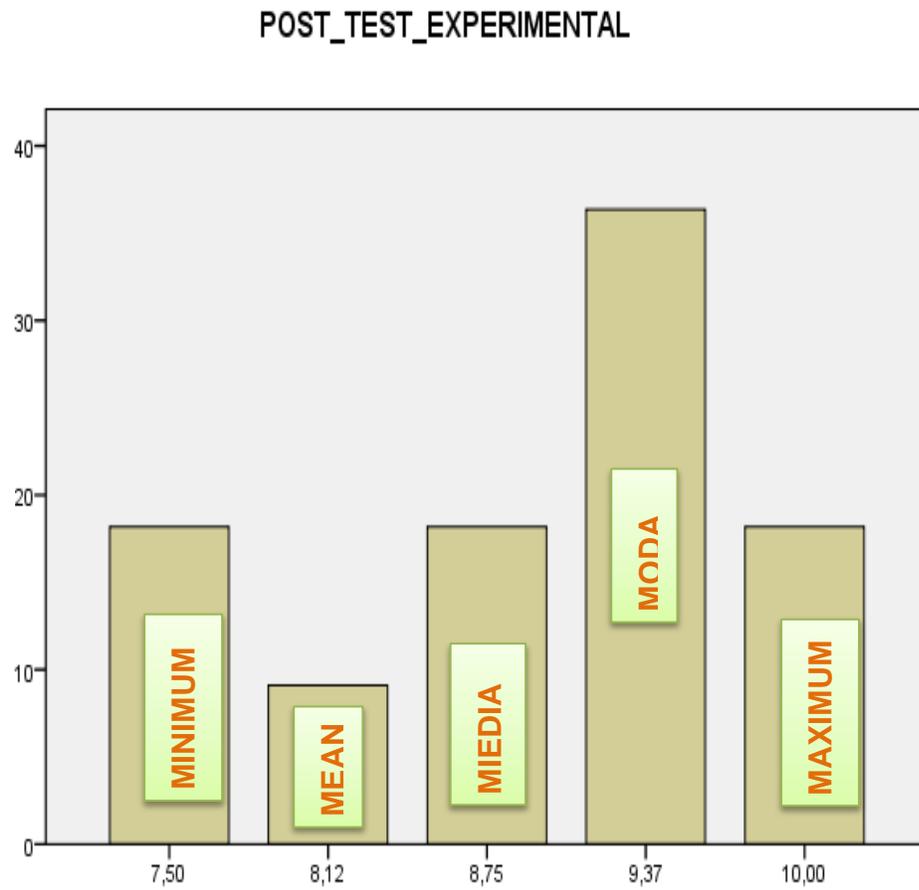


Figure 24: Result of experimental group post-test

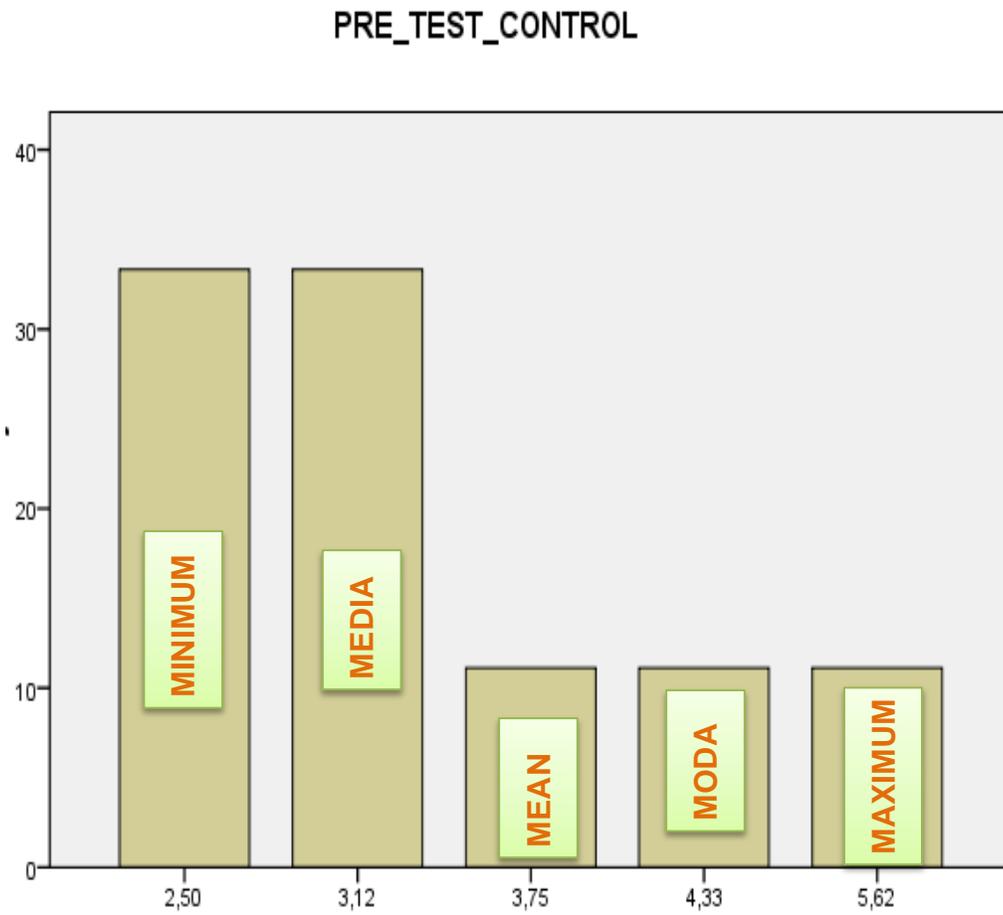


Figure 25: results of control group pre-test

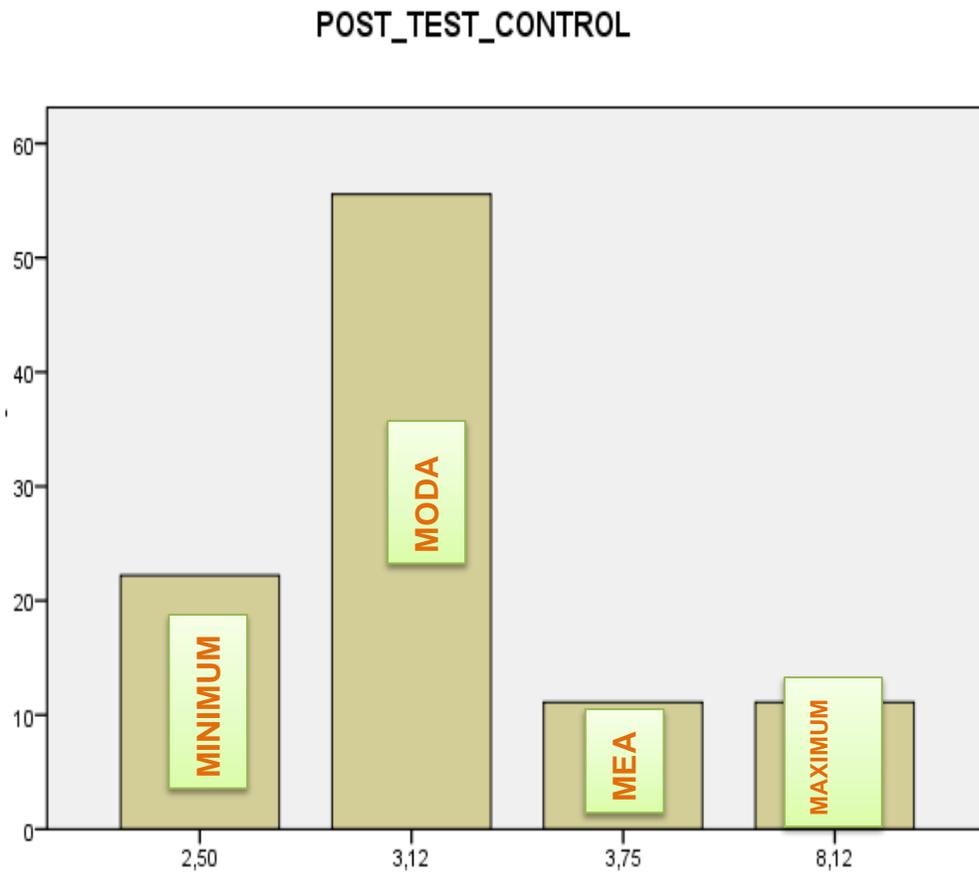


Figure 26: results of control group post-test

4.2 Conclusions

- ❖ The use of WebQuest (independent variable) as a technological tool helped to develop the writing skill (dependent variable) in students at “George Washington” High School.
- ❖ The WebQuest had a positive result in the teaching-learning process in a second foreign language.
- ❖ The results obtained in the pre-test show that students had an inappropriate use of grammatical structures when writing a paragraph.
- ❖ The WebQuest had a positive impact in the experimental group, since good results were obtained. Students learned to use grammatical structures, used basic steps to write a paragraph.

4.3 Recommendations

- ❖ The WebQuest are activities carried out with the use of the internet. In this way students perform tasks preselected by the teacher using technological tools to develop the homework.
- ❖ With the use of WebQuest students can develop collaborative work and responsibility in the task.
- ❖ The WebQuest is an educational, methodological strategy and, as such, requires that the students to be more creative and critical when they make a task.
- ❖ The development of language skills in students depends on the teaching resources that the teachers use in the classroom, it is very important to work with technological tools, to make students show interest in learning and acquiring new knowledge in a second language.

PART FIVE**PROPOSAL****A WORKSHOP FOR TEACHERS TO DEVELOP AND TO IMPLEMENT THE WEBQUEST IN ORDER TO IMPROVE THE WRITING SKILL AT “GEORGE WASHINGTON” HIGH SCHOOL**

By: DORIS ADRIANA LUGUAÑA GUALOTO

MARICELA ANDREA BENAVIDES FERNÁNDEZ

STARTING DATE: MONDAY, MAY 4TH 2015

CLOSING DATE: FRIDAY, MAY 8TH 2015

Problem identification

Low English writing skill development in an English foreign language classroom with students of ninth year of basic education level at “George Washington” High school, during the school year 2014-2015”.

1. PARTICIPATION ANALYSIS

On the basis of the available information, the following groups can be identified.

Table 15

Analysis 1

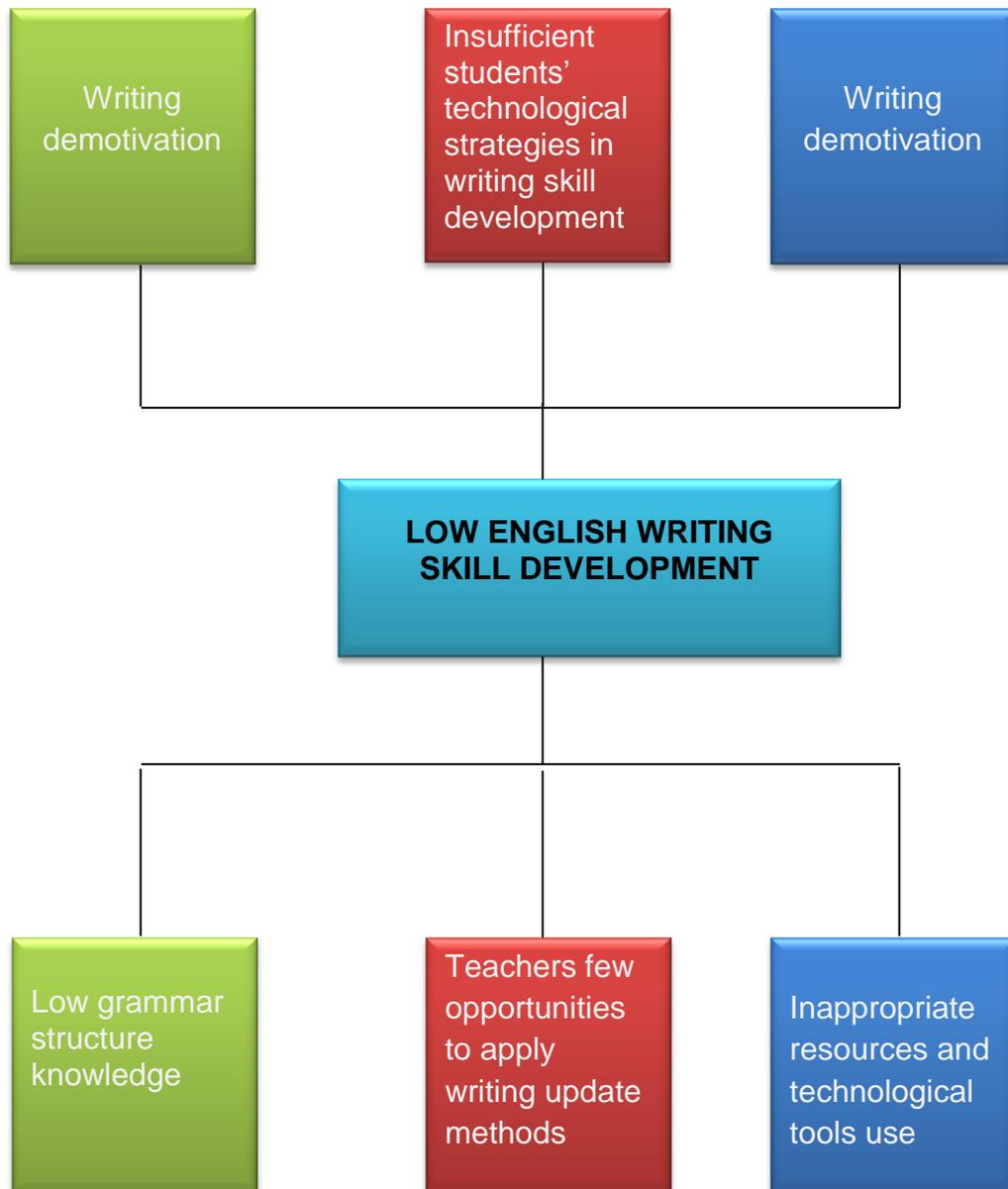
INSTITUTIONS	INTEREST GROUPS	OTHERS
“George Washington” High School	Teachers Students	Authorities

Table 16

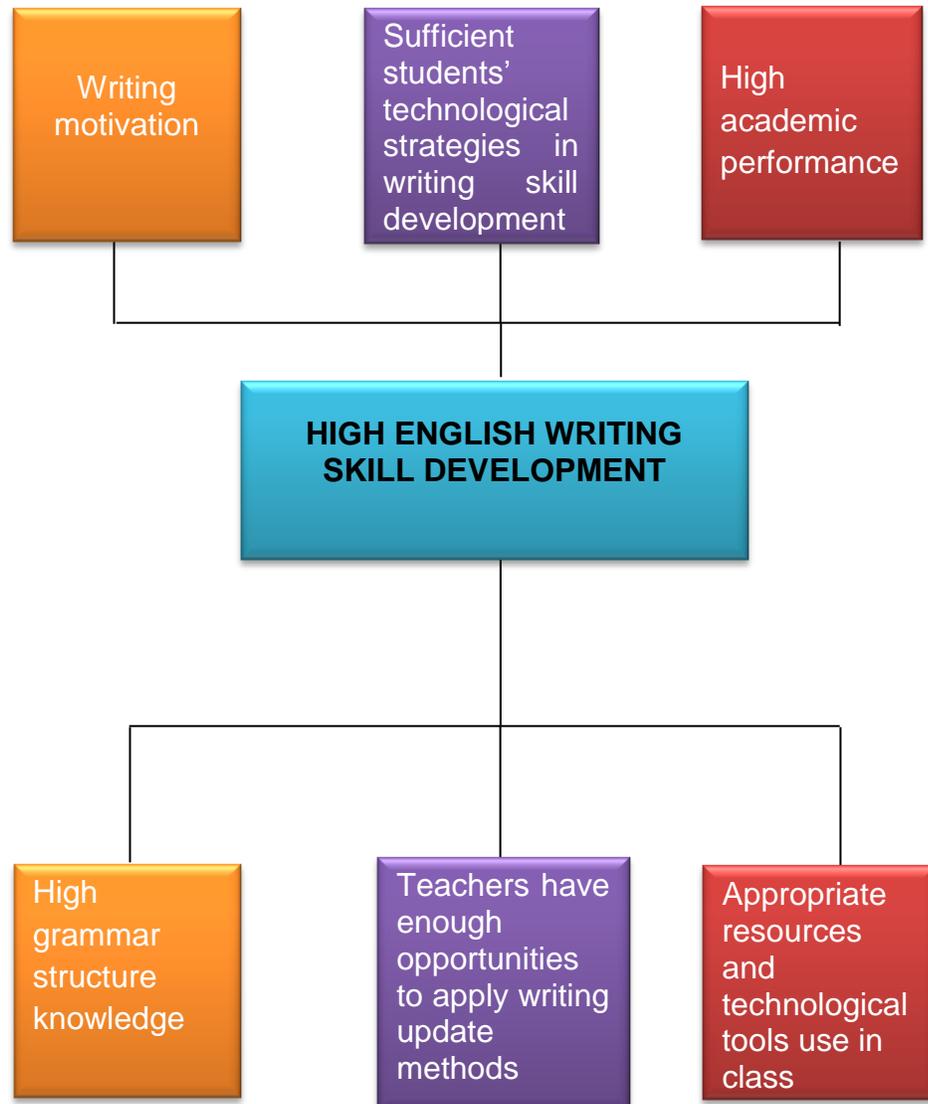
Analysis 2

TEACHERS	
PROBLEMS	<ul style="list-style-type: none"> ❖ Few opportunities to apply writing update methods in teachers. ❖ Inappropriate resources and technological tools use in class. ❖ Writing demotivation
INTERESTS	How to develop and to implement the WebQuest in order to improve the writing skill.
POTENTIALS	Able to influence in the problem
LINKAGES	Dependent upon the teacher’s cooperation and an application of the WebQuest.

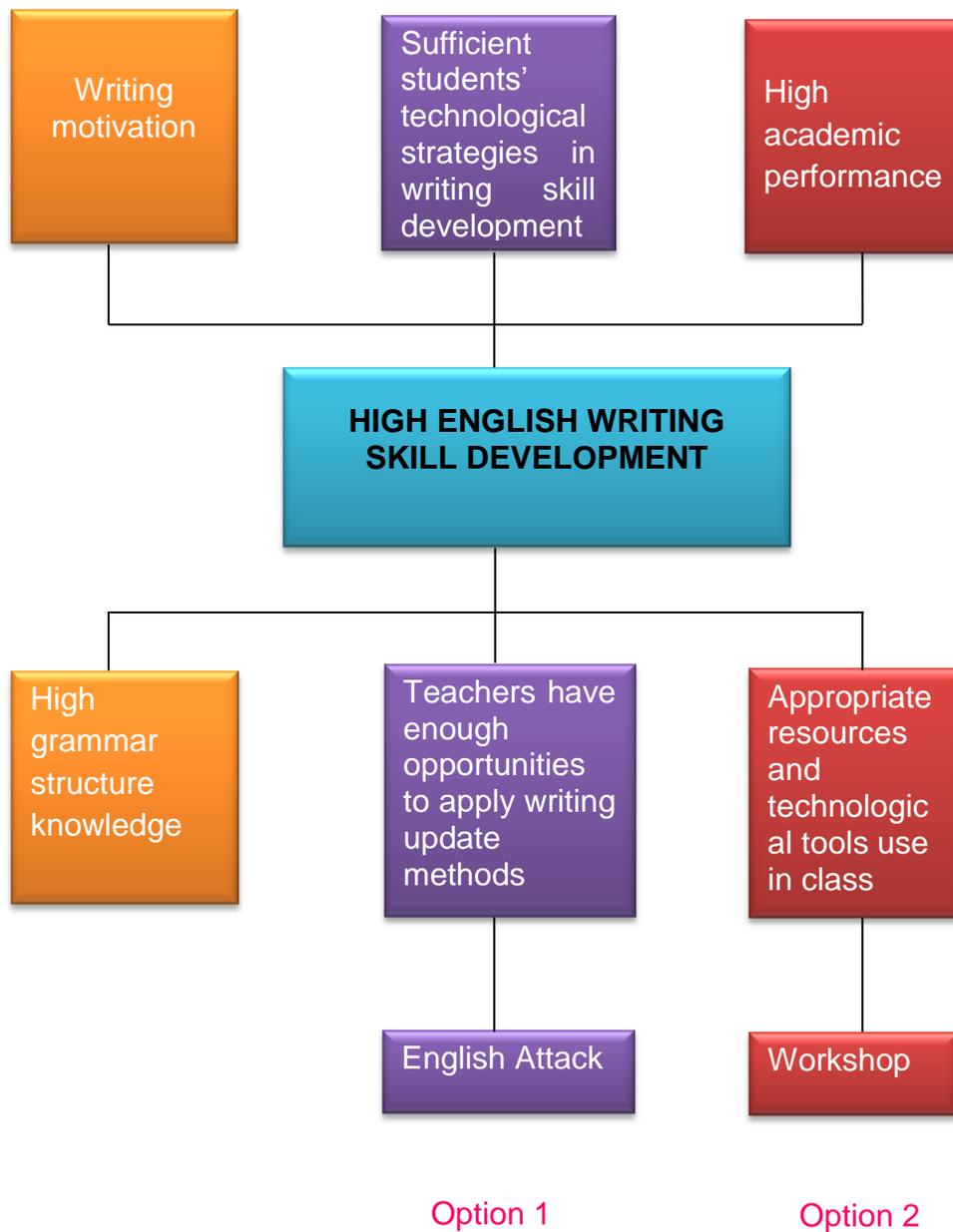
2. PROBLEM ANALYSIS



3. OBJECTIVES ANALYSIS



4. ALTERNATIVES ANALYSIS



Option 1: English Attack
 Option 2: Workshop

4.1 ALTERNATIVES ANALYSIS CONTINUED

Table 17

Alternative

	OPTION 1 English Attack	OPTION 2 Workshop
COST	High	Low
CHANCE OF SUCCESS	Low	High
COST/BENEFIT	High	Low
TIME HORIZON	Long	Short
SOCIAL RISK	Small	Small

5. DEFINING THE MAIN PROJECT ELEMENTS (PM)

Table 18

Elements

1. GOAL

High English writing skill development for the students

2. PURPOSE

Writing skill improvement

3. OUTPUTS

WORKSHOP

- ❖ Description of the WebQuest
- ❖ Advantages of WebQuest
- ❖ Steps to create a WebQuest
- ❖ Activities that can be developed with the WebQuest
- ❖ Writing activities using WebQuest

4. ACTIVITIES

- ❖ Plan the workshop
- ❖ Invite the teachers
- ❖ Run the workshop

5. INPUTS

- ❖ WebQuest
- ❖ Funds to buy the materials

6. DETERMINING THE ASSUMPTIONS (PM)

Table 19

Assumptions

1. GOAL	ASSUMPTIONS	
High English writing skill development for the students	Students write paragraphs accurately	
2. PURPOSE	ASSUMPTIONS	
Writing skill improvement	Students use WebQuest to write	
3. OUTPUTS	ASSUMPTIONS	
<p>WORKSHOP</p> <ul style="list-style-type: none"> ❖ Description of the WebQuest ❖ Advantages of WebQuest ❖ Steps to create a WebQuest ❖ Activities that can be developed with the WebQuest ❖ Writing activities using WebQuest 	Teachers have enough opportunities to apply writing updated methods	
4. ACTIVITIES	5. INPUTS	ASSUMPTIONS
<ul style="list-style-type: none"> ❖ Plan the workshop ❖ Invite the teachers ❖ Run the workshop 	<ul style="list-style-type: none"> ❖ WebQuest ❖ Funds to buy the materials 	<ul style="list-style-type: none"> ❖ Create a WebQuest ❖ The WebQuest to develop writing skill

7. ESTABLISHING THE INDICATORS

Table 20

Indicators

1. GOAL	INDICATORS	ASSUMPTIONS
High English writing skill development for the students	Students write a paragraph using appropriate structure, style, good content, grammar and spelling.	Students write paragraphs accurately
2. PURPOSE	INDICATORS	ASSUMPTIONS
Writing skill improvement	Use of technological tools	Students use WebQuest to write
3. OUTPUTS	INDICATORS	ASSUMPTIONS
<p>WORKSHOP</p> <ul style="list-style-type: none"> ❖ Description of the WebQuest ❖ Advantages of WebQuest ❖ Steps to create a WebQuest ❖ Activities that can be developed with the WebQuest ❖ Writing activities using WebQuest 	The teachers apply the WebQuest in writing skill development	Teachers have enough opportunities to apply writing updated methods
4. ACTIVITIES	5. INPUTS	ASSUMPTIONS
<ul style="list-style-type: none"> ❖ Plan the workshop ❖ Invite the teachers ❖ Run the workshop 	<ul style="list-style-type: none"> ❖ WebQuest ❖ Funds to buy the materials 	<ul style="list-style-type: none"> ❖ Create a WebQuest ❖ The WebQuest to develop writing skill

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GLOSSARY

Bloom's Taxonomy of the Cognitive Domain: Beginning in 1948, a group of educators undertook the task of classifying education goals and objectives. Work on the cognitive domain was completed in the 1950s and is commonly referred to as *Bloom's Taxonomy of the Cognitive Domain* (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). The original levels by Bloom et al. (1956) were ordered as follows: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The taxonomy is presented below with sample verbs and a sample behavior statement for each level.

Cognitive Process Model: The production model of John Hayes and Linda Flower describes that the intellectual or cognitive processes make a person can produce or writing a text. This model provides three main processes, which are: (Hayes L. F, 1996)

Creativity: Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. (Human Motivation, 3rd ed., by Robert E. Franken).

Descriptive research: Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984).

Information and communications technology (ICT): From Wikipedia, information and communications technology is often used as an extended synonym for information technology . The term *ICT* is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system.

Quasi-experimental research: The general goal of quasi-experimental research is to investigate cause and relationships effect. This approach to research allows for greater understanding of program features and practices.

Because there is a loss of control in the quasi-experimental design, it is necessary for the researcher to decide what and when to measure (Dawson, 1997)

The Paragraph: The paragraph is a textual unit sentence. An article is composed by paragraphs; a paragraph is composed by sentences. But we cannot forget that a paragraph is itself an article. (Lizardo Carvajal, 2013)

The WebQuest: A WebQuest format is a research-oriented lesson in which students work with the information that comes from the web. (Dodge, 1997).

Writing: Writing is defined as a set of symbolic objects, substitutes (signifier), which represents and expresses something” (Ferreiro, 1985: 82)

Writing motivation: Like reading motivation, writing motivation is said to be intrinsic and extrinsic. Intrinsic writing motivation comes from within. It includes one’s desire to make archive (documentation), to express emotions (emotional expression), to satisfy creation urge (creativity) and to develop mastery over writing (achievement). Extrinsic writing motivation is for satisfying others. It includes one’s desire to write to be loved (affiliation), to be recognized by others (recognition) and to avoid punishment. Writing activity includes memory retrieval, goal setting, planning, problem solving and evaluation. (Wikipedia, 2008)

Writing skill: Writing is a skill that can be learned like any other with effort, one of the things to develop this skill is to read carefully and look at the grammar of the text also a new vocabulary is acquired and all knowledge.