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TÍTULO DE LICENCIADO EN LINGÜÍSTICA APLICADA AL
IDIOMA INGLÉS

THEME: INCIDENCE OF THE APPLICATION OF THE GOOGLE
DRIVE AS AN E-LEARNING TOOL TO DEVELOP THE WRITING
SKILL ON STUDENTS ATTENDING THE EIGHTH GRADES AT
UNIDAD EDUCATIVA MARTIM CERERÊ DURING THE FIRST
QUIMESTRE OF THE 2013-2014 SCHOOL YEAR

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APPROVAL SHEET

We Dr. Oswaldo Villa, Director and Dr. Gonzalo Puma , Co-Director, duly certify that the thesis under the title: **“INCIDENCE OF THE APPLICATION OF THE GOOGLE DRIVE AS AN E-LEARNING TOOL TO DEVELOP THE WRITING SKILL ON STUDENTS ATTENDING THE EIGHTH GRADES AT UNIDAD EDUCATIVA MARTIM CERERÊ DURING THE FIRST QUIMESTRE OF THE 2013-2014 SCHOOL YEAR”**. By Jorge Ignacio León Pazmiño and Daysi Maribel Almeida Lara, who have finished their studies in Linguistics to be applied in the English Language at distance modality at Universidad De Las Fuerzas Armadas - ESPE, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

Sangolquí, 2016



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STATEMENT OF RESPONSIBILITY

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DECLARE THAT:

The following project, under the title: **“INCIDENCE OF THE APPLICATION OF THE GOOGLE DRIVE AS AN E-LEARNING TOOL TO DEVELOP THE WRITING SKILL ON STUDENTS ATTENDING THE EIGHTH GRADES AT UNIDAD EDUCATIVA MARTIN CERERÊ DURING THE FIRST QUIMESTRE OF THE 2013-2014 SCHOOL YEAR”** has been developed based on extensive research, respecting intellectual property rights of third parties, in accordance citations, whose sources are incorporated in the bibliography.

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We, Leon Pazmiño Jorge Ignacio and Almeida Lara Daysi Maribel

Allow to the UNIVERSIDAD DE LAS FUERZAS ARMADAS - ESPE, the publication of this research **“INCIDENCE OF THE APPLICATION OF THE GOOGLE DRIVE AS AN E-LEARNING TOOL TO DEVELOP THE WRITING SKILL ON STUDENTS ATTENDING THE EIGHTH GRADES AT UNIDAD EDUCATIVA MARTIM CERERÊ DURING THE FIRST QUIMESTRE OF THE 2013-2014 SCHOOL YEAR”**, in the virtual library of the Institution, which ideas, criteria, and content are our total responsibility.

Sangolquí, 2016



León Pazmiño Jorge Ignacio



Almeida Lara Daysi Maribel

DEDICATION

To my beautiful and beloved wife Paola, who with her constant love, kindness, tenderness and comprehension, supported me and encouraged me during the good and hard moments. To my daughters Antonella and Melissa who are my motivation, inspiration and the reason for my constant overcoming. To my parents Anita and Jorge who gave me life, education, and example of perseverance, responsibility, honesty and respect. To my siblings Javier, Anita Maria, Consuelo and Andrés in whom I have seen an example of struggle and overcoming. To my family-in-law, Raúl, Elenita, and Roberto to whom I admire and respect. To my thesis partner, Daysi Maribel for her dedication, commitment, sincerity, and friendship.

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SUMMARY

WRITING is a necessary and basic skill that also helps an English learner become a good reader and speaker spontaneously. The refusal of learners to write in English is a problem found in **ESL** contexts, such as English classes and in the other content-based English subjects. Teachers of English and other English content-based subjects of this institution mentioned that learners develop a negative attitude to write paragraphs, letters, essays, and son on in English because they do not understand writing rules and sometimes they do not know rules to follow. Consequently, this research has been focused on using **GOOGLE DRIVE** in order to improve the writing production for students attending the eighth year of Basic Education at Unidada Educativa Martim Cererê. Once problems were detected, dependent and independent variables were determined in order to elaborate the objectives. This study attempts to determine that it is possible, to develop student's writing ability using Google Drive as an e-learning tool. In this sense, the e-learning is a **PRACTICAL APPROACH** to the learning process, employing various activities and challenges for learners to think freely and increasing their competence. **E-LEARNING** offers several advantages by helping learners to develop cognitive processes, creative thinking and problem-solving skills.

KEY WORDS

WRITING

E-LEARNING

GOOGLE DRIVE

PRACTICAL APROACH

ESL

RESUMEN

La **ESCRITURA** es una habilidad necesaria y básica que ayuda también a un estudiante de inglés a convertirse en un buen lector y orador de una manera más espontánea. La existente negativa de los alumnos de escribir en inglés es un problema que se encuentra en los contextos de **ESL**, tales como clases de inglés y en otros contextos con contenidos basados en inglés. Profesores de inglés y otras materias que se dictan en inglés de esta institución mencionaron que los alumnos desarrollan una actitud negativa al momento de escribir párrafos, cartas, ensayos en inglés porque no entienden las reglas de escritura y, a veces no saben las reglas a seguir. En consecuencia, esta investigación se ha centrado en el uso **GOOGLE DRIVE** con el fin de mejorar la producción de escritura para los estudiantes que asisten al octavo año de Educación Básica de la Unidad Educativa Martim Cerere. Una vez que se detectaron problemas, variables dependientes e independientes se determinaron con el fin de elaborar los objetivos. Este estudio intenta determinar que es posible desarrollar habilidades de escritura de los estudiantes a través de Google Drive como una herramienta de e-learning. En este sentido, el e-learning es un **ENFOQUE PRÁCTICO** para el proceso de aprendizaje, el empleo de diversas actividades y retos para que los alumnos piensen libremente y así ellos puedan aumentar su competencia. **E-LEARNING** ofrece varias ventajas tales como ayuda a los alumnos a desarrollar procesos cognitivos, el pensamiento creativo y las habilidades de resolución de problemas.

PALABRAS CLAVE

ESCRITURA

E-LEARNING

GOOGLE DRIVE

ENFOQUE PRÁCTICO

ESL

INTRODUCTION

English has played an important role in the daily lives of the Ecuadorian people for many years due to its influence on education, careers and economics. Having English skills encourages learners to communicate with foreigners comfortably, understand differences in culture and hold positive attitudes towards using English (Genc&Bada, 2005). Writing is a necessary and basic skill that also helps an English learner become a good reader and speaker spontaneously. In addition, the main purpose of a learner studying English as a Second Language (ESL) is to reach a personal goal to achieve success.

The Ministry of Education in Ecuador (2011) is focusing on the significance and value of English, responding to global challenges. Education is facing a new transition. According to Plan Nacional del Buen Vivir 2009-2013 affirms and strengthen national identity, diverse identities, plurinationalism, interculturalism, and multilingualism; for that reason, Ecuador recognizes the right of all people, communities, and nationalities to build their own language and other official languages with intercultural relations and another languages that let communicate with the international communities. Our government is investing USD 180 million for scholarships and awarding meritocracy, so many English teachers have traveled to United States of America to being prepared in new methodologies and strategies in teaching-learning process. To enhance English language, it has been placed in the curriculum from elementary to baccalaureate, but learners cannot effectively use English. Although some ESL learners have been studying for many years, but they still cannot apply the language in real contexts.

This study attempts to determine that it is possible, to develop student's writing ability. In this sense, the e-learning is a practical approach to the learning process, employing various activities and challenges for learners to think freely and increase their competence. E-Learning offers several advantages by helping learners to develop cognitive processes, creative thinking and problem-solving skills.

The aspects considered in each chapter are summarized in the following text:

Part I refers to “Research Problem” which contains the themes such as problem identification, problem setting, main problem, secondary problems, variables working out, general and specific objectives and justification that help to set up the real necessity to apply a new method (e-Learning) to improve the writing skill on students at Unidad Educativa Martim Cererê.

Part II concerns about the “Theoretical Frame” that involves theoretical and conceptual focus, structure, hypothesis system, working hypothesis, null hypothesis, and alternative hypothesis which serve to review in detail the different sources of useful information in the analysis of the researched topic.

Part III focuses on the “Methodological Design” which contains research type and design, population and sample, instruments for data collection, processing and analysis linked with the methodology to obtain and process the researched data for its analysis.

Part IV is about the “Analysis and Interpretation of results” with its components such as previous for the data collection and formulas that helped to verify the proposed hypothesis.

Part V mentions conclusions and recommendations which were based on the statistical results as outcomes of this important research.

Part VI deals with the Proposal, development of the unit plans in the curriculum and seminars to socialize the work.

CHAPTER I

RESEARCH PROBLEM

1.1 PROBLEM IDENTIFICATION

Throughout classroom observation and conversation with students of 8th grades and English teachers at Unidad Educativa Martim Cererê, and analysis of final averages of students during the 2012-2013 Academic Year we saw that most of the students have low scores in writing activities.

We had identified that teachers do not have adequate strategies and techniques for developing writing, there is not English laboratory as well as an adequate material as support for teaching the English language. English teachers cannot use the full equipped computer laboratory which is used only for computer science subject. Teachers and students are limited to use only their guide and work books restricting them to be in contact with authentic resources and situations. Therefore, teachers apply traditional methods that make students have low writing production and motivation, as the teachers mentioned, converting students in passive receptors of knowledge. Another situation that teacher mentioned is they are afraid of using e-learning applications or tools, because they do not have proper e-learning training. This leads students, who live in a technological age, feel unmotivated and unwilling to learn. Kelly Priest and Vicki Windman (2015) refer about motivation by tech in their article “Can tech help teens who feel unmotivated about school?”

Technology can be beneficial for many teens because it gives them an alternative to traditional learning methods. In some cases, kids may feel more confident about their tech skills than they do about school. The right tools can give kids who are frustrated or unmotivated a new way to participate in school, one that allows them to control the pace and minimize distractions. (Priest, 2015)

Based on the assumptions of Constructivism, researching is actively involved in working while doing the tasks that can enhance the writing skill. This practical

approach to the learning process employs various activities and challenges learners to think freely and increase their competence in developing the creative thinking and problem-solving skills.

Google Drive in the classroom is consistent with the objectives of constructivist pedagogy. Since Google Drive is collaborative and available 24/7, students using Google Drive often write more frequently and better than when given traditional paper and pencil writing tasks. This e-learning tool encourages the work in small groups working well with different learning styles (Active, Reflexive, Theoretical, and Pragmatic), integrating verbal and visual thinking.

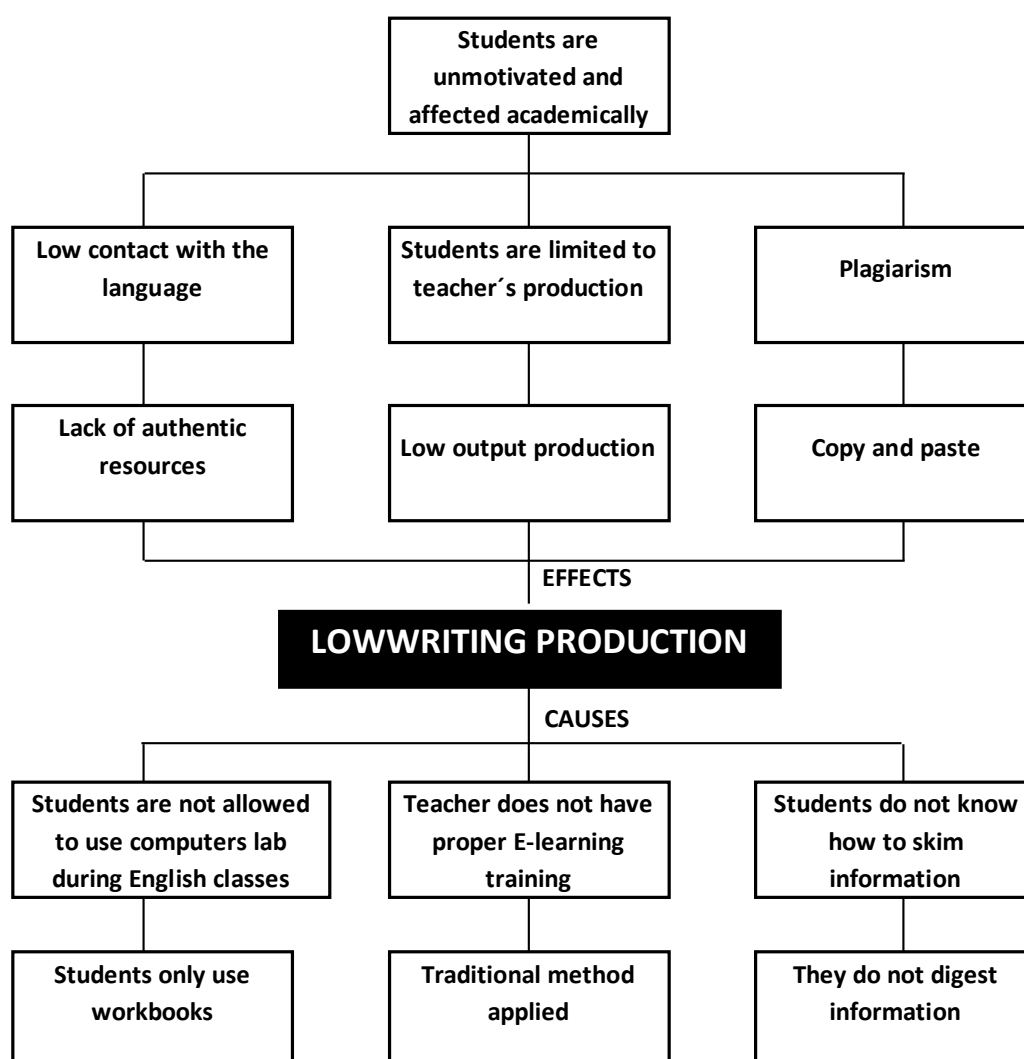


Figure 1. Problem Tree
Source: Researchers

1.2 PROBLEM FORMULATION

1.2.1 Main Problem

How does the application of the Google Drive as an e-learning tool affect the writing skill on students attending the eighth grades at Unidad Educativa Martim Cererê during the first Quimestre of the 2013-2014 Academic Year?

1.2.2 Secondary Problems

- How does the use of traditional methodology affect the writing skill to the students attending the 8th year of Basic Education at Martim Cererê?
- How does the inability of using the computer lab bring about the production of writing to the students attending the 8th year of Basic Education at Martim Cererê?
- How does the lack of knowledge of Google Drive by the teacher affect the writing skill of students attending the 8th year of Basic Education at Martim Cererê?
- How does the absence of new methodologies based on E-learning tools come into play the motivation of students attending the 8th year of Basic Education at Martim Cererê?

1.3 OPERATIONALIZATION OF VARIABLES

VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
<u>Independent:</u> Google drive as an e-Learning Tool	Google Drive is a file storage and synchronization service provide by Google in which enables user cloud storage, file sharing and collaborative editing.	Google Drive	Definition Benefits Application in Education Methodology
	E-learning comes from the words Electronic Learning, which describes the use of technological tools and multimedia in a learning process that leads to student retention and	Influence of constructivism in the Kolb's theory	Constructivism and Meaningful Learning Kolb's learning cycle Learning styles Multiple intelligences

CONTINUE →

	assimilation of the exposed contents Tools: Online applications or programs designed for end users that are used to reach a teaching or learning goal. (http://www.elearninglides.com/)	Competency based education	Knowledge Know-how (skills) Know to be (attitudes and values)
<u>Dependent:</u> The writing development	Writing: is the ability to put together thoughts, feelings, and words in a meaningful form. Development: The systematic use of scientific and technical knowledge to meet specific objectives or requirements. (http://www.businessdictionary.com/definition/development.html)	Writing Skill (Process)	<i>Mechanics</i> (Spelling and punctuation) Grammar Vocabulary (Word Choice) Organization (Structure and Sequence) Content Coherence Evaluation

1.4 OBJECTIVES

1.4.1 General Objective

To analyze the incidence of the application of the Google Drive as an e-learning tool to develop the writing skill on students attending the eighth grades at Unidad Educativa Martim Cererê during the first quimestre of the 2013-2014 school year.

1.4.2 Specific Objectives

- To identify what is the relationship between Google Drive and the writing skill on the students attending the 8th year of Basic Education at Martim Cererê.
- To provide plenty of information about the use of multimedia lab that let teachers establish a good environment where students attending the 8th year of Basic Education at Martim Cererê can interact among them and with the technology to develop writing skill.

- To use an appropriately performance of Google drive and their tools in order to facilitate the good production of writing competence on students attending the 8th year of Basic Education at Martim Cererê.

1.5 JUSTIFICATION

English is without a doubt the actual universal language. Business, politics, and the media all demand and expect seamless international exchange of information and ideas, and English is often the language of international interaction. English as a Foreign Language (EFL) is now a priority of education in Ecuador that is why our government and the Ministry of Education (2011) are focusing on the significance and value of English, responding to global challenges. English has been placed in the curriculum from elementary to baccalaureate, but learners cannot effectively use English. Teachers teach the foreign language using traditional methods, where students rarely interact with others except teachers and classmates far from an authentic learning environment. Nowadays technology provides a global infrastructure serving education, this provides many potential channels for interaction among people who speak English, and however educators must be willing to take advantages of the potential to use this technology as a learning tool.

The use of English is not only get involved in class, but also in the real life. That is the reason that students must enhance their English skills (speaking, reading, listening, and writing). The result is that students are often not internally motivated to pursue their study of English, resulting in lower proficiency.

This research is focusing on using Google drive to enhancing writing skill, because students need to be able to express themselves through the written word in a way that others can and are willing to understand them. If they cannot do that, they are going to have a hard time getting into colleges, writing emails, filling out applications, and holding a steady job.

Second of all, writing helps with the reading skill as you obviously need to know how to read in order to write. If you want to go into the medical field, you have to do a lot of reading, especially of technical, detailed stuff. In that case, it is a very good idea to have a high reading level and comprehension level so you can understand everything fully and be a great student, professional, or worker.

Lastly, writing helps with speaking, this is definitely the most important skill to have. With writing, you learn important methods of organization and grammar that cross-apply to speech. If you cannot speak and present your ideas well, it is unlikely that job interviews will go well for you and talking on a daily basis to customers could prove difficult.

Researchers, in order to know about the writing problem, interviewed English teachers, teachers from other subjects that teach in English such as Computer Science, Arts, Science, and Music; and a sample of learners of different grades. We realized that there is a big problem in this skill; all of them agree with the lower writing production of the students.

We proposed to them an effective teaching process that helps teachers to improve the development of the writing skill in the students. The use of technology is the best suitable tool that could be incorporated in educational process, not all teachers are using this tool; that is the reason that it needs to be applied in teaching-learning process. To reduce this problem “the low develop of writing skill” we make a question if the application of this (e-learning tool) could incident in the development of this skill. Our challenge is to incorporate Google Drive and its tools as a teaching-learning process that let teachers use as an effective strategy in this process where many people will be integrated (teachers, students, and parents) in order to contribute the enhancing of learning.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 THEORETICAL AND CONCEPTUAL FOCUS

The educational field has advanced tremendously in recent years because of incredible technological advances. Educators are now able to communicate with one another across states and national boundaries with ease. Two major trends have characterized the field of education in the last two decades: a dramatic increase in the number of culturally and linguistically diverse students and a shortage of teachers trained to work with these students. Consequently, many educators are beginning to implement changes in their curricula and instruction in order to better accommodate students and prepare them to meet the evolving challenges of society, that is the reason that Constructivist learning environments make possible the cognitive-linguistic and cognitive-sociocultural connections, it also tends to emphasize the relevance of new information to the learners, and it encourages the active and affective involvement of the students in the construction of meaning. (Herrera, 2013)

Socorro Herrera (2013) assumes that we as teachers have to make the world a better place for our students, so teachers have to change the way of thinking and teaching about the language in and out of the classroom. To become successful educators, they should focus on their students' efforts by actively engaging students in the learning environment and by using strategies that they can contextualize the content, and one way is using Google Drive in their classes.

The classroom performance is significantly based on e-learning, and at the heart of learning is understanding. It means to learn something new; e-learning is a broadly term, that is the use of technology in learning and education using relevant technologies as part of a suite of approaches to provide a better and one of the most important ways of supporting learners engagement and achievement is e-learning, it offers a lot of approaches especially to teachers in order to teach that overcome some barriers not only of distance and time, this creates some

opportunities to learn beyond the classroom and it provides for more variety and deep learning. (Gutiérrez, 2003)

E-learning refers a space where students can develop the ways of thinking and use not only their prior knowledge but also the new one that let them increase their minds in this aspect with the use of Google Drive can lead to improve student learning and to teach with a new method, it has a significant increase and positive impact on student's achievement, especially in terms of knowledge. It creates opportunities for teaching and learning in other space (platforms) where teachers negotiate the schools as an official space or google drive as an unofficial space that let students draw on their knowledge in order to promote learning.

According to this point, educators have to be ready for critical reflection on practice, this part is central to the alignment in this process teaching-learning, it means that effective teachers must learn to reflect as well as critically reflect on their perspectives about their planning for, and their practice with their students, it involves validity testing. Teachers have to use materials (e-learning) that represent student's languages and the use of students experiences in the build of knowledge, planning, and learning.

Based on our experience working with Google Drive at Unidad Educativa Martim Cerere this application helps to increase teacher efficiency and student engagement. With Google Drive the writing process can be improved. Teachers can work with students in a collaboratively from anywhere; give students ongoing and simultaneous feedback, and use revision history to hold students accountable for their work. As this platform is very useful students can work at any time and any place. Students feel comfortable and learn in a creatively space where they can share and enhance their knowledge.

The study on Learning Styles is part of contemporary pedagogical approaches that emphasize creativity, learning to learn. Carl Rogers (1975) stated in *Freedom and Creativity in Education*: "The only educated man is the man who has learned how to learn, how to adapt and change."

What is learning to learn? In a simple way we can define learning to learn as: The knowledge and skills required to learn effectively in whatever situation you find yourself (Honey&Alonso, 1994).

2.1.1 GOOGLE DRIVE AS AN E-LEARNING TOOL

2.1.1.1 Definition

TechTerms.com in its webpage gives some definitions of Google Drive (Techterms, 2012)

Google Drive is a service offered by Google that allows you to store and share files online. The service was launched on April 24, 2012 and provides 5 GB of free storage. Additional storage can be purchased for a monthly fee.

The goal of Google Drive is to provide a central place to store your files online so that you can access them from anywhere. Additionally, you can access your Google Drive from multiple devices, since the software is available for Windows, Mac OS X, Android, and iOS platforms. The service also provides a web-based interface that allows you to organize your files and search for documents by filename or content.

Besides online file storage, Google Drive provides tools for sharing files and collaborating on projects with other users over the Web. For example, instead of emailing large attachments, you can send links to the files from your Google Drive to one or more users. You can also use the web-based Google Docs applications to create or edit documents online. When you share a document with other Google Drive users, everyone can view and edit the document at the same time.

Google Drive allows you to view over 30 file types directly in your web browser. These include Google's proprietary formats, as well as other popular file types, such as Adobe Photoshop and Illustrator documents.

2.1.1.2 Benefits

According to Art Systems Canada (2012) , there are 10 benefits of Google Drive:

- Google Drive lets you send large files to your colleagues, clients and friends directly from your Gmail account. When you join Google Drive, you automatically have 5 GB of storage space. It is also possible to buy more GO at a low cost.
- Google Drive allows you to access your files remotely. Indeed, Google Drive can be synchronized with your computer. With Drive, all your files become available on the web. You have a big presentation coming up? No need for a USB key.
- You can synchronize your computer with Google Drive giving the chance to work with documents offline.
- Google Drive has its own mobile application which gives you access to your files on your smart device, no matter where you are.
- Google Drive has an efficient built-in search engine which allows you to find content easily with a keyword search. You can also look for files by owner or by file type.
- Google Drive is equipped with an OCR (optical character recognition) function, which allows you to search for words or expressions in scanned documents. For example, finding someone's name in an old newspaper article that was scanned and saved on Google Drive is possible thanks to OCR technology.
- Google Drive allows users to open various types of files, like.ai (Adobe Illustrator) and even .psd (Photoshop) files.
- With Google Drive you create documents, spreadsheets and presentations online, and work simultaneously with partners or colleagues on a same document. Changes appear in real time and they are saved for thirty days, which makes it possible for you to view earlier versions of your documents. Google Drive lets you share photos and videos with your contacts who can make comments of your files. A notification is automatically sent to you when a comment is posted in response to yours.
- The program is free.

2.1.1.3 Google Drive in Language Learning

Google Drive is considered as a great alternative to Microsoft Word and PowerPoint, because it facilitates online collaboration and the organization of web-based information in an online notebook or folder. With Google drive, our collaborative writing projects can easily be done at a distance (e.g. for homework); also, teachers can even track the history of changes to understand how the document developed over time. Students can use these wiki-based tools for e-portfolios or for collecting and organizing their ideas and notes online (Languages, Google Docs for Language Learning, 2013).

2.1.1.3.1 Collaborative Writing

Students can write many different texts and share them with the teacher. Just as wikis allow teachers to see who added what, the same is true with Google Docs (click on: Tools > Revision History). Students need not be in the same room; they can each edit at the same time or at different times. Private documents can be made public so that student work can be published to the web (Languages, Google Docs for Language Learning, 2013).

2.1.1.3.2 Shared Online Workspace

Students and teachers can edit the document at the same time and so Google Drive serves as a shared workspace for teachers and students in a lesson. Teachers can jointly correct a text with a student located elsewhere, perhaps by highlighting errors in different colors according to the type of mistake. In this way Google Drive effectively becomes an online whiteboard, yet has the structure and layout of a Word document (Languages, Google Docs for Language Learning, 2013).

2.1.1.3.3 Personal Learning Environment

The flexibility of Google Drive makes it a good tool for a personal learning environment or e-portfolio. Just as with a wiki, learners can use Google Drive to record and share what they are learning. Students can add notes, images, links to sites and link to (or embed) videos and son on to create an online folder (Languages, Google Docs for Language Learning, 2013).

2.1.1.3.4 Spellchecker

Google Drive has a multilingual spellchecker allowing students to check their spelling in their target language. Teachers can use this option to encourage students to learn by themselves, making them use the spellchecker correct their own writings. This can be supported with online dictionaries where students can check words and definitions (Languages, Google Docs for Language Learning, 2013).

2.1.1.4 Methodology of Google Drive

Google Drive is a tool that enables collaboration amongst class members and others beyond the class; Task-based learning is well suited as methodology.

2.1.1.4.1 Task-Based Language Learning (TBLL)

Task-Based Language Learning (TBLL) also known as Task-based language teaching (TBLT) or Task-based instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help.

Task-based learning is a very good alternative for teachers of English and other languages. In a task-based lesson the teacher tries to expose the student to the language

as much as possible to simply observe it. The lesson follows certain stages (Frost, 2004):

- **Pre-task:** The teacher presents the topic of the lesson then gives the students instructions about the activities they have to do in the task stage. Teacher might help the students to remember some language that may be useful during the task. In this stage, teacher can play a recording of people doing the task. This will give the students a clear idea of what will be expected from them. The students can take notes and spend time preparing for the task.
- **Task:** In this stage the students complete a task. This can be done in pairs or groups using the language resources that they have, while the teacher monitors them and encourage them.
- **Planning:** Students prepare a written report which will be shared with the class about what happened during their task. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.
- **Report:** Students present to the class the written report. The teacher chooses the order of when students will present their reports and may give the students some written feedback on the content. At this stage the teacher may also show writings of others doing the same task for the students to compare.
- **Analysis:** The teacher underlines relevant parts from the text for the students to analyze. The teacher can also highlight the language that the students used during the report phase for analysis.
- **Practice:** The teacher selects some parts or areas where the students failed to practice based upon the needs of the students and what came out up the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

2.1.1.4.2 Task-Based Learning Advantages

Richard Frost (2004) cites some learning advantages of the TBL approach:

- Unlike a PPP (Presentation Practice Production) approach, the students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.
- Natural contexts are developed from the experience of the students with the language that is personalized and relevant to them. With PPP teachers have to create contexts in which to present the language and sometimes these contexts can be very unnatural.
- With the TLB the students will have more varied exposure to language. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language is explored by the students based on their needs. In this way, the lesson is developed and/or covered by the teacher rather than a decision made by the teacher or the course book.
- This is a very strong communicative approach where students spend a lot of time communicating. PPP lessons are more teacher-centered by comparison. Students spend much time communicating during a task-based lesson.
- Students enjoy it and get motivated.

2.1.2 INFLUENCE OF CONSTRUCTIVISM IN THE KOLB'S THEORY

Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge has to be constructed by learners through an active,

mental process of development; learners are the builders and creators of meaning and knowledge.

Constructivism draws on the developmental work of Piaget (1977) and Kelly (1991). Twomey Fosnot (1989) defines constructivism by reference to four principles: learning, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas.

Fosnot, one of the constructivist authors defines that we construct our knowledge through the experiences that we have got, and we looking for a new experience from the other people where we can make a connection with our prior knowledge with the new one. We have to keep in mind that all the knowledge that students bring to the class is really important.

A productive and constructivist classroom is learner-centered. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. This locates the teacher in a second plane with the unique role of facilitating this process.

Piaget (1977) asserts that learning occurs by an active construction of meaning, rather than by passive recipience (receptivity). He explains that when we, as learners, encounter an experience or a situation that conflicts with our current way of thinking, a state of disequilibrium or imbalance is created. We must then alter our thinking to restore equilibrium or balance. To do this, we make sense of the new information by associating it with what we already know, that is, by attempting to assimilate it into our existing knowledge. When we are unable to do this, we accommodate the new information to our old way of thinking by restructuring our present knowledge to a higher level of thinking.

In other words Piaget mentions that students have to construct their knowledge through implementing conflict in which students can have a critical thinking that let them associate the old ideas with the new one. This conflict creates a good

environment in which students can enhance their learning process, they can create a situation that let them break the information into pieces. This type of strategy means that students construct their knowledge through not only the old experiences but also the new criteria in which they can make critical opinion according their perception

Similar to this is Kelly's theory of personal constructs (Kelly, 1991). Kelly proposes that we look at the world through mental constructs or patterns which we create. We develop ways of construing or understanding the world based on our experiences. When we encounter a new experience, we attempt to fit these patterns over the new experience. For example, we know from experience that when we see a red traffic light, we are supposed to stop. The point is that we create our own ways of seeing the world in which we live; the world does not create them for us.

2.1.2.1 Constructivism and Meaningful Learning

2.1.2.1.1 Importance of Constructivism

Educational curricula and teaching methods are changing. One component of the current redevelopment of all subject area curricula is the change in focus of instruction from the traditional curriculum to a transactional curriculum. In a traditional curriculum, a teacher transmits information to students who passively listen and acquire facts. In a transactional curriculum, students are actively involved in their learning to reach new understandings.

Constructivist teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels, and Hyde (1993) tell us that learning in all subject areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into the curriculum, and advocate that teachers create environments in which children can construct their own understandings.

Twomey Fosnot (1989) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate,

and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich students' development" in these areas.

These are goals that are consistent with those stated by Saskatchewan Education in the 1984 government report, Directions that launched the restructuring of Saskatchewan's curricula. This demonstrates that constructivism is evident in current educational change.

To sum up Ecuador has been making huge changes in order to enhance National Education we have to take into account the constructivist approach by some authors like Zemelman, Hyde, and Fosnot where they mention that students have to build up their knowledge. Students can explore ideas, concepts, and problem that have significance importance in their understanding. They understand and express their ideas confidently and creatively, so it let them work effectively and willing in collaboration with other students in other words students construct meaning by activating the knowledge that they already known they conduct it through the process in which they get the new information, share it them in order to build up their understanding.

2.1.2.1.2 The Constructivist Classroom

Constructivism classrooms place the teacher as a guide rather than a sole authority on a subject while the students are the active researches and discoverers of knowledge. A traditional classroom places the teacher as the single directive authority; depends on text books; teaches by repetition; and tests knowledge through exams. A constructivist classroom uses primary resources to teach, interactive learning, group work and student-led pursuits (Nierste, 2010).

Audrey Gray (1997) in her research "Constructivist Teaching and Learning" mentions that constructivist teacher and constructivist classroom exhibit significantly qualities rather than traditional teacher and classroom, it means that constructivist teacher is able to incorporate experiences in the classroom in a flexible and creatively

way. The environment of the class is democratic, the activities are interactive, and the student is the center who is empowered by a teacher who acts just as a facilitator.

Based in our experiences, students are engaged in meaning-making inquiry action, imagination, invention, interaction, hypothesizing and personal reflection when the classroom is structured and learners are immersed in experiences. Students construct their own meaning rather than being asked to identify their teacher's constructions. Giving them the opportunity to use their prior experiences to help them form and reform interpretations. In a traditional classroom, an invisible and imposing, at times, impenetrable, barrier between student and teacher exists through power and practice. In a constructivist classroom, by contrast, the teacher and the student share responsibility and decision making and demonstrate mutual respect (Rosenblatt, 1978).

The democratic and interactive process of a constructivist classroom allows students to be active and autonomous learners. Using constructivist strategies, teachers become more effective. The learning relationship in a constructivist classroom is mutually beneficial to both students and teachers (Gray, Constructivist Teaching and Learning, 1997).

2.1.2.2 Kolb's Learning Cycle

The adult learning specialist, David Kolb, has described the learning process as a four-phase cycle in which the learner: (1) does something concrete or has a specific experience that provides a basis for (2) the learner's observation and reflection on the experience and his or her own response to it. These observations are then (3) assimilated into a conceptual framework or related to other concepts in the learner's past experience and knowledge from which implications for action can be derived; and (4) tested and applied in different situations.

- **Experiencing** or immersing oneself in the "doing" of a task is the first stage in which the individual, team, or organization simply carries out the task assigned. The

engaged person is usually not reflecting on the task at this time, but carrying it out with intention.

- **Reflection** involves stepping back from task involvement and reviewing what has been done and experienced. The skills of attending, noticing differences, and applying terms help identify subtle events and communicate them clearly to others. A learner's paradigm (values, attitudes, beliefs) influences whether he or she can differentiate certain events. Vocabulary is also important, since words are necessary for verbalizing and discussing perceptions.
- **Conceptualization** involves interpreting the events that have been noticed and understanding the relationships among them. At this stage, theory may be particularly helpful as a template for framing and explaining events. Paradigm again influences the interpretive range a learner is willing or able to entertain.
- **Planning** enables taking the new understanding and translating it into predictions about what is likely to happen next or what actions should be taken to refine the way the task is handled.

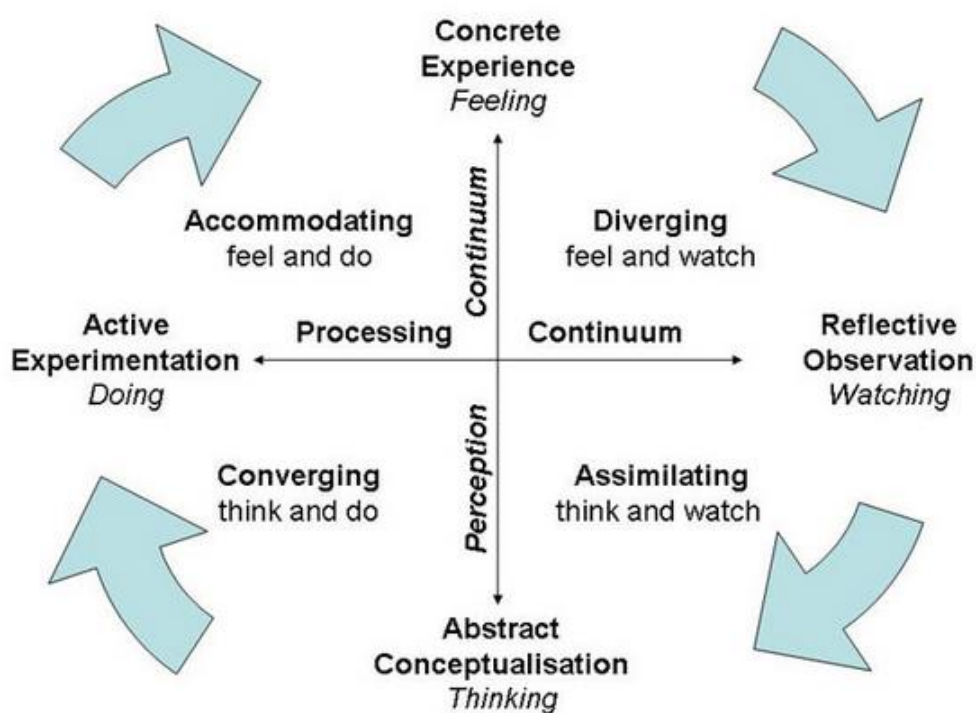


Figure 2. Kolb's learning cycle
Source: (McLeod, 2013)

Given this points we can mention that Kolb's cycle let students to develop their knowledge through their own experiences that they have got so they can develop their natural curiosity, during classes students can show independence in the learning process so they can explore new roles, new experiences in order to support their personal and group development and their understanding. This constructive theory is focused on students learning as continuous process that let them to construct their knowledge from their own experiences. Kolb divides this learning process into four stages; assimilators, convergers, accommodators, and divergers. Assimilators learners receive the information observing other people what they do meanwhile, convergers are learners that process the information when they do the activity at that moment they like to prefer working by themselves than in group and accommodators are learners that explore and interact each other's so they are practical in their learning they are also called active experimenter. On the other hand divergers always think deeply about any situation and experience so they want to receive effective feedback so they are called reflective observer

2.1.2.3 Learning Styles

Peter Honey and Alan Mumford developed the theory of learning styles. Their study was based upon the work of Kolb (1984, 41) "Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it". Honey and Mumford identified four distinct learning styles: **Activist**, **Theorist**, **Pragmatist** and **Reflector**. In order to maximize one's personal learning each learner ought to:

- understand their learning style
- seek out opportunities to learn using that style

To understand or find out your particular learning style, Honey and Mumford (1992) have developed a Learning Style Questionnaire, Annex 5. This questionnaire will help you pinpoint your learning preferences so that you are in a better position to

select learning experiences that suit your style. The accuracy of the results depends on how honest you can be. There are no rights or wrong answers.

2.1.2.3.1 Characteristics of Learning Styles

In the following table, Honey and Mumford (Mumford, 1982) describe the attributes teachers should know about their students and the type of activities they can use to help students and to encourage them to improve their learning based on their learning style. Teachers, of course, do not have to create a special plan for each student, but they create activities for mixed groups (different learning styles). In this way, every student has the chance to participate with activities that involve other different learning styles, reinforcing their weak styles.

Learning Styles	Attributes	Activities
Activist	Activist are those people who learn by doing. Activist need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning involving them fully and without bias in new experiences	Brainstorming Problem solving Group discussion Puzzle Competition Role- play
Theorist	These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyze and synthesize, drawing new information into a systematic and logical "theory"	Models Statistics Stories Quotes Background information Applying theories
Pragmatist	These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and game are of limited use unless they can see a way to put the ideas into action in their lives. Experiments, trying out new ideas, theories and techniques to see if they work.	Time to think about how to apply learning in reality case studies problem solving discussion
Reflector	These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefers to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.	Paired discussions Self-analysis questionnaires Personality questionnaires Time out Observing activities Feedback from other Coaching Interviews

Figure 3. Learning styles characteristics and activities

Source: (Mobbs R.)

2.1.2.4 Multiple Intelligences

Howard Gardner (1991) has identified seven distinct intelligences. Based on cognitive researches, Gardner's theory says that students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways (Lane, Multiple Intelligences, 2009).

According to this theory, we are able to know and understand the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, understanding other individuals, and an understanding ourselves. Every individual is different in the strength of these intelligences and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains. Gardner says that "students learn in ways that are observably distinctive". The wide spectrum of students, and perhaps the society as a whole, would be better served if disciplines could be presented in a numbers of ways and learning could be accessed through a variety of means (Gardner, 1999). Carla Lane defines the seven distinct intelligences identified by Howard Garner, (Lane, Multiple Intelligences, 2009)

2.1.2.4.1 Visual-Spatial

Individuals are very aware of their environments, they think in terms of physical space. They like to draw, do jigsaw puzzles, read maps, and dream. Students can learn easily through drawings, verbal and physical imagery. Teachers can use tools like models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs. People in this group are architects, designers, sailors, and so on.

2.1.2.4.2 Bodily-Kinesthetic

Individuals in this group use their body effectively. They have a keen sense of body awareness (movement, making things, touching, and so on). Students communicate well

through body language and can learn well through physical activities, hands-on learning, acting out, and role playing. Teachers can use tools that include equipment and real objects. People in this group are dancers, athletes, or a surgeon.

2.1.2.4.3 Musical

Individuals show sensitivity to rhythm and sound. They love music, but they are also very sensitive to sounds in their environments. Listening music in the background can help students to learn better. They can be taught and be motivated by with lessons that include lyrics, speaking rhythmically, and tapping out time. Teachers can use tools like musical instruments, music, radio, stereo, CD-ROM, multimedia.

2.1.2.4.4 Interpersonal

Individuals learn while interacting with others. Students learn better through interaction. They characterize by having many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Teachers can use tools like the telephone, audio and video conferencing, writing, computer conferencing, e-mail.

2.1.2.4.5 Intrapersonal

Individuals understand their own interests and goals. These learners like to be alone and tend to shy away from others. They know their inner feelings perfectly; they have wisdom, intuition and motivation, as well as a strong will. They like to learn through independent study and introspection. Teachers can use tools like books, creative materials, diaries, privacy and time. They are the most independent of the learners.

2.1.2.4.6 Linguistic

Individuals use words effectively. These learners have strong auditory skills and often think in words. They like reading, playing word games, making up stories. They can learn better if they are taught by encouraging them to say and see words, read books

together. Teachers can use tools like computers, games, multimedia, books, tape recorders, and lecture.

2.1.2.4.7 Logical-Mathematical

Individuals learn better if they challenged in their reasoning and calculating. They think conceptually, abstractly and are able to see and explore patterns and relationships. They love to experiment, solve puzzles. Teachers can use logic games, investigations, and mysteries to teach these learners. The main characteristic of this group is that they need to learn and form concepts before they can deal with details.

As we can notice, teaching all these individuals with all they needs and learning styles may seem impossible. However, the improvement of technology and the using of a mix of media or multimedia, it becomes easier. To our knowledge of learning styles, it becomes clear why the multimedia resources and why the media mix is more effective in students. These technological resources could satisfy many types of learning preferences that a person or a class can have. However, a variety of decisions must be made when choosing an appropriate media for the learning style.

According to Lane (2009), describes the different type of media that teachers can use to satisfy the different learning styles.

- **Visuals:** Visual material helps students to acquire concrete concepts, such as object identification, spatial relationship, or motor skills where only words are not efficient.
- **Sound:** Sound media are necessary to present a stimulus for recall or sound recognition. Audio narration is highly recommended for poor readers.
- **Motion:** Visual media which portray motion are best to show psychomotor or cognitive domain expectations by showing the skill as a model against which students can measure their performance.
- **Color:** Decisions on color display are required if an object's color is relevant to what is being learned.

- **Realia:** Realia are appropriate for use with individuals or groups and may be situation based. Realia may be used to students in context presenting them real information but it may be equally important that the presentation corresponds with the way learners represent information internally (information that they already assimilated).
- **Instructional Setting:** Design should cover whether the materials are to be used in a home or instructional setting and consider the size what is to be learned. Print instruction should be delivered in an individualized mode which allows the learner to set the learning pace. The ability to provide corrective feedback for individual learners is important but any medium can provide corrective feedback by stating the correct answer to allow comparison of the two answers.

Testing which traditionally is accomplished through print, may be handled by electronic media. Media are better able to assess learners' visual skills than are print media and can be used to assess learner performance in realistic situations.

2.1.3 COMPETENCY BASED EDUCATION

The actual education is focusing on competency; it applies new changes in education level. One of the most important authors is Tobon Sergio (2006). He mentions that competency is a complex process of performance with suitability in a given context with responsibility:

Process: actions that are carried out for a specific purpose with an identifiable beginning and end. It implies the articulation of some elements and resources to achieve the purpose. According to the competency, these actions are dynamic, in concordance of requirements of the context.

Teaching performance plays a very important role in the quality of the process of teaching-learning of the person who learns. For this reason, it is necessary to identify the structure that defines the efficiency and effectiveness of the performance of each teacher; taking into account the purpose of each educational objective according to each context and skill to develop. On the other hand, the education system focused on

training based powers where in the centre of entire process is knowing and develop skills on the basis of defined task, the teacher must play a role that goes beyond a giver of information and for that it must become a capable integral being to implement the three criteria that define a good performance or performance ideal by Sergio Tobón is *knowledge*, *know to be*, and *know-how*

2.1.3.1 Knowledge

It is defined as knowing commissioning starring action a set of tools to process information significantly according to individual expectations, their own abilities and the requirements of a particular situation.

2.1.3.2 Know-how

It is defined as knowing and acting with respect to the carrying out of an activity or decision of any problem, understanding the context and on the basis of planning.

2.1.3.3 Know to be

It involves the articulation of various affective-motivational content framed within the competence, and performance is characterized by the construction of personal identity and awareness and attitudinal control emotionally in the realization process of an activity.

2.1.3.4 Performance Instruments

- Instruments of know to be.

Values, attitudes, and guides through this aspects the information is processed effectively.

- Instruments of knowledge

- Notions : it refers about reality in which words and images are interrelated.
- Proposals : assertions about the class following logical sequence.
- Concepts : it represents an organized set in the class.
- Categories : they are concepts that are built through processes and arguments so that they are the most important parts for construction of the theory.

- Instruments of know-how

Procedures: cognitive, cognitive – motor, and algorithms

Techniques: it is systematic procedure to accomplish a task.

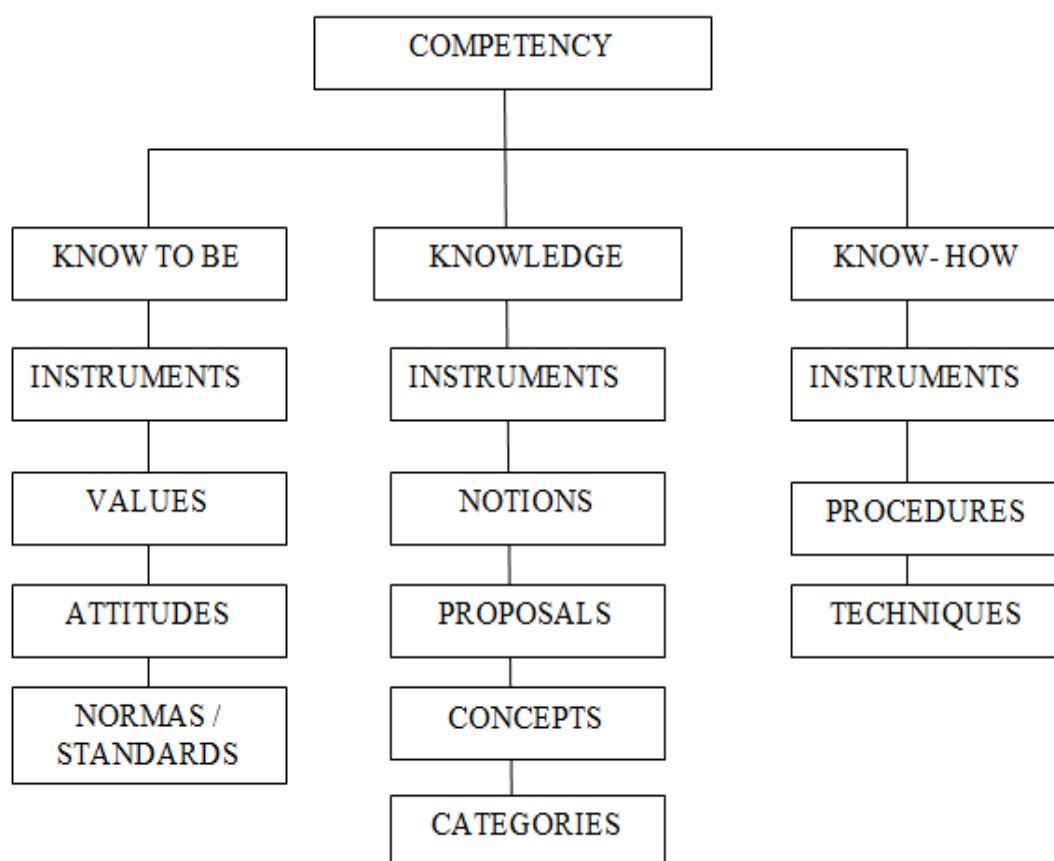


Figure 4. Performance instruments
Source: (Godínez, 2013)

2.1.4 WRITING SKILL

Writing skill is an essential for effective communication, that it is represented by signs and symbols. Writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech such as vocabulary, grammar, semantics and other important structures. A major goal of this research is the development of effective writing skill through Google Drive.

2.1.4.1 The Process of Writing

This research focuses on writing paragraphs, letters, and e-mails by using different patterns of thinking, so the sequence of stages are called prewriting, drafting, and revision.

2.1.4.1.1 Prewriting

In this stage, general ideas come out. There are number of strategies and techniques for generating ideas, for example:

- **Brainstorming:** It is a sudden insight or connection. It is a way to associate ideas and stimulate thinking. To brainstorm, follow these steps:
 1. Start with a word or phrase, and for a set period of time, write a list of ideas as quickly as possible, putting down whatever comes to mind.
 2. Follow your thoughts without looking back or organizing
 3. After the set time is up, look over the list for related ideas.

Use brainstorming to focus on a particular topic or to develop a paragraph in progress.

- **Free writing:** it is writing without stopping. To free writing follow these suggestions:

1. Set a goal, such as a time limit of 15 minutes or a number of pages in the journal. Then write continuously until you reach the goal.
 2. Do not censor any thoughts or insights or cross anything out.
 3. Reread and look for interesting ideas that might be useful in the writing.
- **Clustering:** it is like brainstorming you have to make a visual map of your ideas. It may allow thinking more creatively and making new associations:

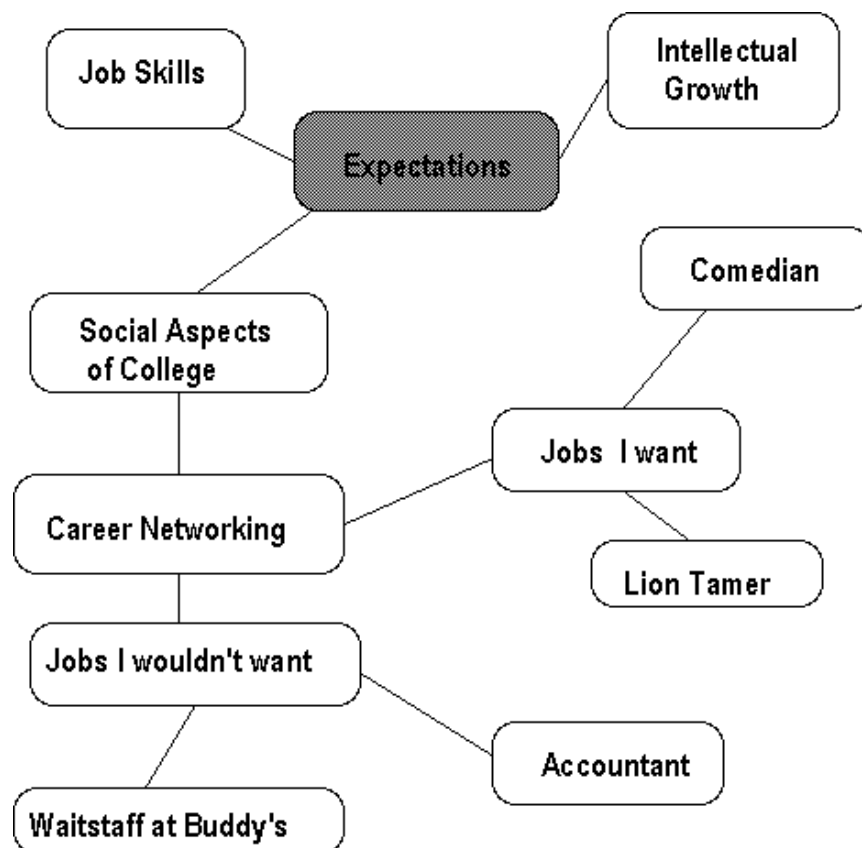


Figure 5. Visual map of ideas
Source: (Dawson & Essid, 2010)

1. Begin with the topic circled in the middle of a sheet of a paper
2. Draw a line out from the circle and then write an idea associated with the topic in a new circle.
3. Draw lines and then write ideas associated with the new idea.
4. Continue to map or cluster until the associations ends.

5. Study the map to find new associations about the topic and to see the relationship between ideas.

2.1.4.1.2 Drafting

It is the actual writing of the paragraph. Once the information and material is gathered, follow the plan and write. In the first draft, focus on getting the meaning down on paper.

2.1.4.1.3 Revising

It is really rethinking or reviewing the paper, it means to think what kind of changes to make. Following are the major ways you will revise:

1. Add material to support ideas or add sentences and phrases to connect ideas.
2. Cut parts that are not relevant to the topic or that repeat what has already been said.
3. Replace parts that have cut
4. Move material around to change the order of sentences or paragraphs

2.1.4.1.4 Editing

It is the final stage of the writing process. It means to check out the sentences to make sure they are grammatically and mechanically correct (Smalley).

A paragraph is a group of sentences that relate to a topic or a theme. Writing contains sections about a variety of a variety of topics (Ascher). The three major structural parts of a paragraph:

1. The topic sentence

States the main idea of the paragraph. It names and limits the topic. The specific area delimited is called the controlling idea. The topic sentence tells the reader what the paragraph is going to be about. It also helps to keep the writing under control.

For example: There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed.

In this example we can understand clearly what is the main topic and the controlling idea. In the first line we can know the central aspect about Canada giving three important reasons, and the controlling idea is reflected when in the paragraph the three important aspects are pointed out with the use of sequence words: first, second, and finally.

2. Body (Supporting sentences or details)

The body is the main part of the paragraph; this is where the writer tells the reader about the topic by including specific details. All of the sentences in the body must relate to the specific topic of the paragraph and help the topic comes alive for the reader. That is, all of the sentences in the body should contain a detail that make the topic more clearly and interesting. It can be developed by: reasons, examples, facts, statistics, and quotations, in order to develop and support the main idea of the paragraph.

For example: There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

3. A concluding sentences

The closing sentence is the last sentence in a paragraph. It restates the main idea of your paragraph.

For example: There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

When we consider the developing of writing one thing should keep in mind that we have to organize this process in such a way that the task requires the use of the language as mean of communication. Although the writing process has been analyzed in many different ways, but this process recognizes at least the following eight general components (Kerstein, 2013)

2.1.4.2 Mechanics

The use of the graphic conventions of the language other way that is called mechanism of writing is punctuation.

The punctuation of a language has two functions. First, enable stretches of written language in order to read in coherent way. Second, its purpose is to give an indication of rhythm and color of speech.

In this aspect we have to take into account features that separate. It is mainly used to separates the units of grammar such as sentences, clauses, phrases, form each other these marks are organized in broadly hierarchical manner. Some of them identify large units such as paragraph: some of them identify small units like words and word parts. The main English conventional punctuations are as follow:

- **Capitalization:** It is used of capital letter in the beginning of the sentence marks both grammatical and lexical units.
- **Space:** It identifies paragraphs the first sentence begins a new line. It is also used to mark a break in discourse.

- **Period or full stop:** It identifies the end of a sentence and it is used to mark abbreviations indicates that the text is incomplete.
- **Semi-colon:** It represents a pure of greater importance.
- **Colon:** It marks a shill complete pause than that expressed by the semicolon.
- **Comma:** It represents the shortest pause. Comma has wide range of uses such as marking a sequence of grammatical units and displays a great deal of personal variation.
- **Parenthesis:** Parenthesis () and brackets [] use an alternate to commas. It is used in the middle or end of the sentence.
- **Dash:** It indicates an immediate stop or change of thought.
- **Inverted commas:** They are used to enclose the exact words of speaker, or a quotation, a caution or the special use of a word.

2.1.4.3 Grammar

Grammar refers to the rules and systematic relationships that are used to organize a language and its meanings. Grammar is used to make meaning during reading, writing, listening, speaking and viewing (Annandale, 2005). With the study of grammar of written English students improve the communicative effectiveness through written texts.

There is no benefit to systematically working through a list of isolated grammar rules and structures with students. Some grammar knowledge will have little bearing on students' writing development. Teaching word classes will do little to improve a child's writing, although it may help in the development of children's metalanguage. However, the teaching of certain grammatical concepts such as word groups, clauses and linking words is useful to the novice writer. If taught in context and at the appropriate time, this extension of language knowledge will have bearing on students' writing development (Fellowes, 2006).

The grammatical concepts listed below provide a useful array of areas on which to focus in assisting students to develop their grammar understanding and writing

adeptness. An understanding of these grammar concepts serves to assist students in reading, understanding and revising their writing on the basis of structure:

- Tense (past, present and future)
- Clauses
- Types of clauses
- Sentence types (simple, compound and complex)
- Word groups
- Conjunction (linking words)
- Subject / verb agreement
- Pronoun
- Modality
- Referent (personal pronouns, demonstratives, comparatives)
- Ellipses
- Etc.

In order for students to be able to discuss specific grammatical concepts and language use within a text, it is advantageous to provide them with a standard grammar vocabulary. The language for talking about, and describing, language is referred to as meta-language. Developing students' meta-language will better equip them to engage in text and grammar analysis and dialogue, leading to the improvement of the structural aspects of their written texts. In order to develop students' meta-language, the teacher needs to use the terminology consistently and regularly, whenever text grammar discussions take place (Fellowes, 2006)

2.1.4.3.1 Type of Sentences

- **Simple Sentences.** The first sentence structure in English is the simple sentence. Simple sentences consist of one verb clause. A verb clause is an independent clause that is formed by a subject and a predicate. Verb clauses are also referred to as main clauses or matrix clauses. For example, the following sentences are simple sentences:

- Subject | Predicate
 - The dancer | sat on the pie.
 - The flower and the pumpkin | have blown away.
 - That Max likes cucumbers | surprises his mother.
 - Dancing | is my favorite exercise.
- **Compound Sentences.** The second sentence structure in English is the compound sentence. Compound sentences consist of two or more verb clauses joined by a coordinating conjunction or a correlating and coordinating conjunction pair. For example, the following sentences are compound sentences:
 - Correlating Conjunction | Verb Clause | Coordinating Conjunction | Verb Clause
 - Ø | Jack Sprat did not eat fat, | and | his wife would not eat lean.
 - Ø | The storm destroyed our squash, | so we ate eggplant instead.
 - Both | the shed fell down | and | the garage blew up.
 - Either | you need to study harder | or | you need to drop the class.
- **Complex Sentences.** The third sentence structure in English is the complex sentence. Complex sentences consist of one verb clause and one or more adverb clauses. An adverb clause is a dependent clause that is formed by a subordinating conjunction followed by a clause. The adverb clauses may either precede or follow the verb clause. For example, the following sentences are complex sentences:
 - Adverb Clause | Verb Clause
 - Because of the rain, | the museum cancelled the picnic.
 - Although she studied all weekend, | she still failed the test.
 - Verb Clause | Adverb Clause
 - I will join you for lunch | after I wash my hands.
 - Linus will be sad | if he misses the Great Pumpkin again.
 - Adverb Clause | Verb Clause | Adverb Clause

- Even though he enjoyed the movie, | he will not buy the DVD | because he only watches films once.
 - After she left work, | the woman stopped at the store | before she went home.
- **Compound-Complex Sentences.** The fourth sentence structure in English is the compound-complex sentence. Compound-complex sentences consist of two or more verb clauses and one or more adverb clauses. In other words, compound-complex sentences are combinations of one or more compound sentences and one or more complex sentences. For example, the following sentences are compound-complex sentences:
 - Verb Clause | Adverb Clause | Conjunction | Verb Clause
 - He went to the market | because he needed more milk, | and | then he made pudding.
 - Adverb Clause | Verb Clause | Conjunction | Verb Clause
 - Unless the coffee is hot, | I will not drink it, | so | please put on a fresh pot.
 - Verb Clause | Adverb Clause | Conjunction | Verb Clause | Adverb Clause
 - I went to the bathroom | before I sat down, | but | my husband visited the facilities | after he watched the movie (Education, n.d.).

2.1.4.4 Vocabulary

Vocabulary is defined as knowledge of words and the ability to use these words in the generation and understanding of sentences. Vocabulary is considered essential for language acquisition and development and is recognized as a necessary factor for success in school and achievement in society. There is a substantial body of evidence demonstrating a link between vocabulary and students' ability to read and comprehend passages (Beck, McCaslin, &McKeown, 1980; Coleman, 1971; Draper&Moellar, 1971; Klare, 1984; National Reading Panel, 2000).

2.1.4.5 Organization

The organization of the content or the organization of ideas, it means that we have to introduce the topic, the scene or the tone according to the need of the writer, at this point we have to organize all the main points or events, and link events details, facts, evidence, or feelings. The main idea or theme has to be reinforcement in the conclusion.

2.1.4.6 Content

The substance of the writing or the ideas expressed means to build on a single idea by adding detail to form a complete and logical unit of writing. Learners can do this by using linking ideas and details, and extending images or moods, or explanation, depending on text type selected, about ideas learners may include facts, information, observations, thoughts, opinions, arguments, feelings, experiences, or sensory qualities, depending on text type selected.

2.1.4.7 Coherence

It is the trait that makes the paragraph, essays, compositions, and son on easily understandable to the reader. We can create coherence in our writing by creating logical bridges and verbal bridges. It is very important to arrange and link the sentences between the lines to be able to make the readers follow the thought or the idea that want to be applied. According to this aspect logical bridges represents the idea of a topic that it is carried over from sentence to sentence, and verbal bridges represents how key words can be repeated in a several sentences for example: synonymous, pronouns, transitional words (Harris, 1969). Good writing must be coherent; that is, one idea must follow logically and smoothly from the previous one. One of the most important is to organize sentences and paragraphs logically. Another important way to achieve coherence is the use of transitional words and phrases as is explained in the Table 1.

Table 1**Transition words and phrases**

Coordinating Conjunctions	Example
The coordinating conjunctions and, but, or, for, nor, yet, and so join two independent clauses and are usually preceded by a comma.	We went to the game, but we did not get good seats.
Correlative Conjunctions	Example
The correlative conjunctions not only... but also, either... or, neither...nor, and both... and also join two independent clauses.	Not only do we object to what he said but we also object to how he said
Subordinate Clauses	Example
Adjective clauses with: who, whom, which, that, whose, when, and where	The boy whose father is a doctor sits behind me in class
Adverbs clauses of time with: while, as, when, whenever, before, after, until, as soon as, since, from the moment that	Form the moment that I saw her, I was infatuated.
Adverb clauses of comparison-contrast with: while and whereas	Maria is interested in dancing, whereas Sonia is interested in gymnastics.
Adverb clauses of concession with: although, though, even though	Although nuclear power is dangerous, it is necessary to provide us with enough electricity to meet our needs
Adverb clauses of purpose with: so that	We arrived early so that we could get good seats.
Adverb clauses of condition with: if	If the pump breaks, you will need to go to the service station.
Adverb clauses of cause with: because and since	We went to the concert because we were curious.
Adverb clauses of result with: so/such...that	The letter was so illogically that I could not understand it at all
Words and Phrases	Example
Chronological Order: first, second, after that, last, next, finally. Example: for example, for instance to illustrate	First, we packed up the gear. After that we headed down the mountain. To illustrate with an example from the workplace: Would it be fair for two employees to receive the same raise when one had done excellent work and the other only mediocre?
Addition: Also, in addition, furthermore, besides that	In addition, an understanding of science is vital in our highly technological society.
Conclusion: In conclusion, to conclude, finally, in summary	To conclude, the football scholarship is a small investment from which the university hopes

There are several logical orders in which coherence can be established. First, Chronological order is done in such ways like narrating experiences, summarizing the steps in the process and explaining events and movements. Second, Spatial order can

be established through the arrangement of visual details in some consistent sequence such as from left to right, east to west, near or distant and vice versa. Third, Inductive order is done by starting the statement with more particular detail going to and supporting the general statement. Fourth, Deductive order is done by establishing a general statement moving to the more particular details that explain the general statement itself (Harris, 1969).

2.1.4.8 Evaluation

To evaluate is to assess or appraise. Evaluation is the process of examining a subject and rating based on its important features (Colorado State University, 2006).

- **Diagnostic:** It will be taken at the beginning of the course in order to establish the bases we have to start working.
- **Procedural:** It will be realized in a permanent form based on daily work of teachers, individually or in-group.
- **Achievement:** It will be taken at the end of each unit in order to make the necessary improvements or to clear doubts in order to have better results.

2.2 HYPOTHESIS SYSTEM

2.2.1 Alternative Hypothesis (H_1)

The application of Google Drive as an e-learning tool improves the writing skill in the eighth graders at Unidad Educativa Martim Cererê during the first quimestre of the 2013-2014 school year.

2.2.2 Null Hypothesis (H_0)

The application of Google Drive as an e-learning tool does not improve the writing skill in the eighth graders at Unidad Educativa Martim Cererê during the first quimestre of the 2013-2014 school year.

CHAPTER III

METHODOLOGICAL DESIGN

3.1 RESEARCH TYPE AND DESIGN

The research is applied, descriptive and of field. The design is qualitative, transversal and quasi-experimental because the research requires a control group and an experimental group and these two groups have not set randomly. We have two variables. The independent one which is the **Google Drive as an E-Learning Tool that** it is going to be applied. The dependent variable has to do with the **writing development** that students will perform and how these variables relate each other.

3.2 POPULATION SIZE AND SAMPLE

The groups chosen for this study are the three 8th grades of Unidad Educativa Martim Cererê in Quito, which gives a total of 22 students. Eighth “B” is the experimental group, in which there are 22 students. Twenty two students that belong to eighth “A” is the control group. Eight “B” has been chosen as the experimental group because of the available hours of the computer lab.

3.3 FIELDING

This is a field research, because the researcher will try to detect the causes and effects of the phenomenon at the same time to collect information through a method of measuring writing proficiency in a Rating Ability Rubric (Annex-3).

The research is carried out at the Unidad Educativa Martim Cererê which is located in the city of Quito, in San Isidro del Inca’s neighborhood. The study will be developed in normal periods of English classes – one hour a week (Mondays 6th hour) – students of the experimental group will have to be in the computer lab equipped with 26

computers, projector, and high speed internet access. Teacher during this hour will work with focusing on the writing skill only.

3.4 INSTRUMENTS OF DATA COLLECTION

The instruments for data collection are Pre-tests and a Post-tests which will be given to both groups in order to measure the results of this study. Both tests will be scored by a rating ability rubric (Annex-3), which consist on a set of parameters to be rated and a series of possible ratings. The ratings have numerical values from 1 to 10 points. This Sheet will be used to score both the pretest and the posttest. Both tests will be score over 50.

1. For the pre-test, students had to write a paragraph about daily routine (Annex-1), by which children generate extended language, showing their abilities in mechanics, content, grammar, vocabulary, coherence, and organization.
2. For the post test, a written paragraph describing a picture (Annex-2), by which children generate extended language, showing their abilities in mechanics, content, grammar, vocabulary, coherence, and organization.

3.5 DATA PROCESSING AND ANALYSIS

At the beginning of this study a pre-test will be done, as it is explained as follow:

The students will write a paragraph about “The daily routine”. The paragraph will be written in simple present tense. Then each student, from both experimental and control groups, will have 10 minutes to complete this task. The test will be scored over 50 points. This means that each aspect of this test will be evaluated over 10 points (Annex 3). This score should be converted to the educational range given by the Ministry of Education which is over 10 points. Therefore, the grade used for this study will be the average of the evaluated aspects (total points divided by 5).

Then both groups will receive the same content instruction as the current educational program demands. In Martim Cererê the text Inspired by Macmillan is followed. However in eighth B, the experimental group, the innovative designed techniques, Google Drive, for writing development will be put into practice. Then after five months (first quimestre), the groups will be examined again with similar tests and the results will be computed.

At the end of this study a post-test will be done, as it is explained as follow: The students will be shown a picture of a couple in the park (see Annex 2). Then each student, from both experimental and control groups, will have to write a paragraph describing what is happening in the picture. Evaluation of this test will be the same as the pre-test.

Data will be processed using the Microsoft spreadsheet Excel2010 and statistically analyzed by the **measures of dispersion** (Standard Deviation σ and Variance σ^2), **F-test**, and **t-student** using the Excel2010 statistical functions.

Measures of dispersion are used to evaluate the reliability of two or more means.

The F-test is used to determine if the variances are the same or different. The P value is found and it is compared with the significance value or conditional probability (5%). If P value is $> 5\%$, then variances are the same; otherwise, variances are different. Once the type of variances are identified, *t*-student can be applied. The *t*-student is used to accept or reject the Null Hypothesis (H_0).

Statistical charts such as bars and pies will be used to display, know and understand the results.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 STATISTICAL ANALYSIS BETWEEN THE GROUPS

4.1.1 Pre-test Results

Table 2

Control group pre-test results

Ord	Student's Name	Score
1	Aguagallo Maria	7.20
2	Anangono Diego	6.20
3	Anrango Luis	7.20
4	Concha Paola	6.00
5	Giacometti Paola	6.80
6	Guachamin Luis	5.80
7	Guaman Lizbeth	6.80
8	Loor Vicente	6.00
9	Manobanda Jenny	6.80
10	Marchena Alisson	7.00
11	Masabanda Richard	5.60
12	Masalema Byron	6.60
13	Mendez Anthony	7.20
14	Moposita Erika	7.60
15	Parco Pamela	6.40
16	Ramos Jessica	5.80
17	Rodriguez Andres	6.40
18	Santi Carla	5.20
19	Suarez Kevin	7.20
20	Toapanta Leslie	6.40
21	Torres Henry	6.60
22	Vera Davor	6.60
Mean (\bar{x})		6.52
Variance (σ^2)		0.37
Standard Deviation (σ)		0.61

Table 3
Experimental group pre-test results

Ord	Student's Name	Score
1	Achote Dennis	6.80
2	Almache Marjoire	7.00
3	Bonilla Miguel	6.60
4	Chicaiza Alex	6.60
5	Chuquirima Diana	6.00
6	Cordova Nelson	5.80
7	Cualchi Lady	7.60
8	Cuzco Mariana	6.60
9	Duchi Jimena	6.20
10	Erick Baldeon	6.20
11	Flores Melany	6.40
12	Heredia Jonathan	6.40
13	Ipiales Nieves	6.20
14	Lanchimba Diana	6.80
15	Macas Mireya	6.20
16	Pindo Anthonela	5.80
17	Tacuri Andrea	6.40
18	Tigse Marco	6.80
19	Toapanta Santiago	6.20
20	Troya Santiago	6.20
21	Yanez Luis	7.00
22	Zapata Jessica	6.40
Mean (\bar{x})		6.46
Variance (σ^2)		0.18
Standard Deviation (σ)		0.42

4.1.1.1 Pre-test Calculations

Table 4

Control group pre-test calculation

ORD	STUDENTS' NAME	X_i	$X_i - \bar{X}$	S^2
1	AGUAGALLO MARIA	7,20	0,68	0,46
2	ANANGONO DIEGO	6,20	-0,32	0,10
3	ANRANGO LUIS	7,20	0,68	0,46
4	CONCHA PAOLA	6,00	-0,52	0,27
5	GIACOMETTI PAOLA	6,80	0,28	0,08
6	GUACHAMIN LUIS	5,80	-0,72	0,52
7	GUAMAN LIZBETH	6,80	0,28	0,08
8	LOOR VICENTE	6,00	-0,52	0,27
9	MANOBANDA JENNY	6,80	0,28	0,08
10	MARCHENA ALISSON	7,00	0,48	0,23
11	MASABANDA RICHARD	5,60	-0,92	0,84
12	MASALEMA BYRON	6,60	0,08	0,01
13	MENDEZ ANTHONY	7,20	0,68	0,46
14	MOPOSITA ERIKA	7,60	1,08	1,17
15	PARCO PAMELA	6,40	-0,12	0,01
16	RAMOS JESSICA	5,80	-0,72	0,52
17	RODRIGUEZ ANDRES	6,40	-0,12	0,01
18	SANTI CARLA	5,20	-1,32	1,74
19	SUAREZ KEVIN	7,20	0,68	0,46
20	TOAPANTA LESLIE	6,40	-0,12	0,01
21	TORRES HENRY	6,60	0,08	0,01
22	VERA DAVOR	6,60	0,08	0,01
Σ		143,40	0,00	7,81

Table 5
Experimental group pre-test calculation

ORD	STUDENTS' NAME	Xi	Xi-\bar{X}	S²
1	ACHOTE DENNIS	6,80	0,34	0,11
2	ALMACHE MARJOIRE	7,00	0,54	0,29
3	BONILLA MIGUEL	6,60	0,14	0,02
4	CHICAIZA ALEX	6,60	0,14	0,02
5	CHUQUIRIMA DIANA	6,00	-0,46	0,21
6	CORDOVA NELSO	5,80	-0,66	0,44
7	CUALCHI LADY	7,60	1,14	1,29
8	CUZCO MARIANA	6,60	0,14	0,02
9	DUCHI JIMENA	6,20	-0,26	0,07
10	ERICK BALDEON	6,20	-0,26	0,07
11	FLORES MELANY	6,40	-0,06	0,00
12	HEREDIA JONATHAN	6,40	-0,06	0,00
13	IPIALES NIEVES	6,20	-0,26	0,07
14	LANCHIMBA DIANA	6,80	0,34	0,11
15	MACAS MIREYA	6,20	-0,26	0,07
16	PINDO ANTHONELA	5,80	-0,66	0,44
17	TACURI ANDREA	6,40	-0,06	0,00
18	TIGSE MARCO	6,80	0,34	0,11
19	TOAPANTA SANTIAGO	6,20	-0,26	0,07
20	TROYA SANTIAGO	6,20	-0,26	0,07
21	YANEZ LUIS	7,00	0,54	0,29
22	ZAPATA JESSICA	6,40	-0,06	0,00
	Σ	142,20	0,00	3,79

Table 6
Pre-test statistical calculations

	Control Group (1)	Experimental Group (2)
Sample	$N_1 = 22$	$N_2 = 22$
Mean	$\bar{x}_1 = \frac{\sum x_i}{22} = \frac{143,40}{22} = 6,52$	$\bar{x}_2 = \frac{\sum x_i}{22} = \frac{142,20}{22} = 6,46$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{7,81}{21} = 0,37$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{3,79}{21} = 0,18$
Standard Deviation	$s_{x1} = \sqrt{0,37} = 0,61$	$s_{x2} = \sqrt{0,18} = 0,42$

Table 7
Control and experimental groups required learning pre-test frequency distribution

	Grade s	CONTROL GROUP		EXPERIMENTAL GROUP	
		Frequency	%	Frequency	%
overcomes	10	0	0%	0	0%
masters	9	0	0%	0	0%
achieves	7 - 8	6	27%	3	14%
close to achieving	5 - 6	16	73%	19	86%
does not reach	<5	0	0%	0	0%
		22	100%	22	100%

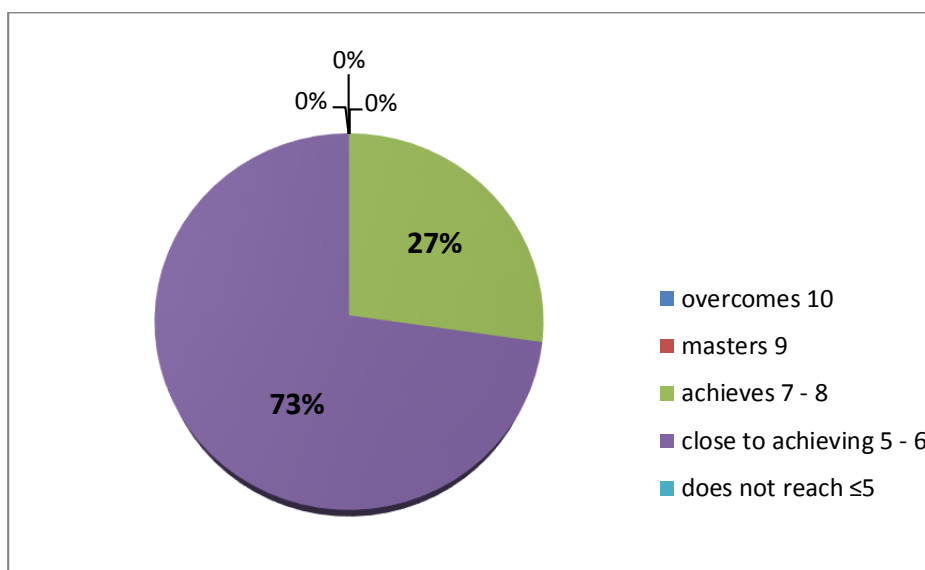


Figure 6. Control group required learning pre-test

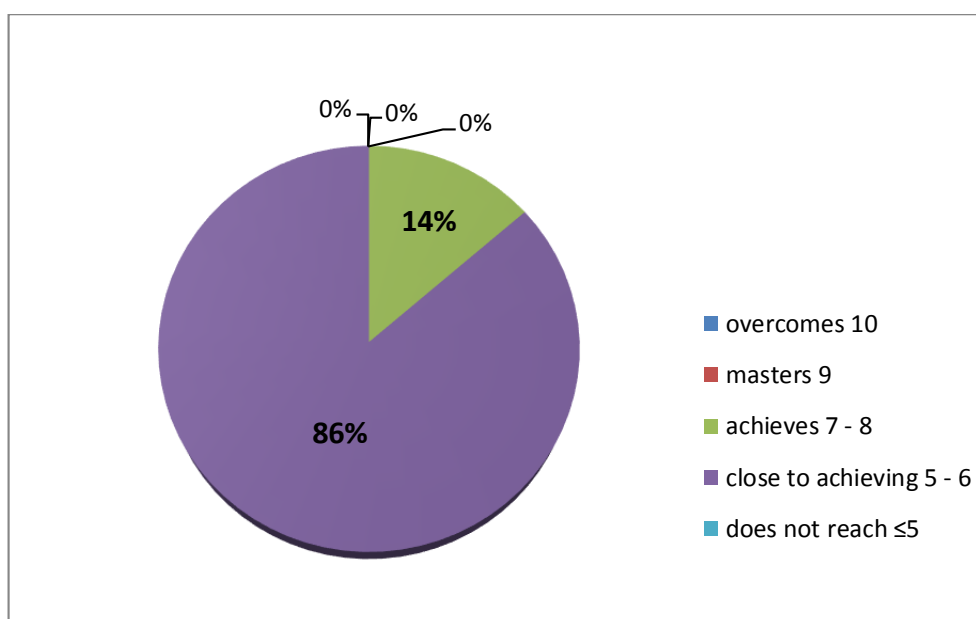


Figure 7. Experimental group required learning pre-test

4.1.1.2 Analysis and Interpretation

The means obtained and the frequency distribution shows us that both, control and experimental groups are almost in the same level. Biggest percentages shown in pie graphs prove that both groups have a big percentage of students that are close to achieving the required learning in writing.

This allows us to affirm that the scores come from two different populations. In the other hand, what is important for this study is the fact that the difference between both groups is not significant. This means that both groups are in similar level of proficiency on writing production. We can also observe that the means values are not good at all. That is surprising, since it has been stated that Unidad Educativa Martim Cererê is a bilingual school.

This is important for our study (since the groups were not assigned radomly) because we can be confident that if we get positive results in the experimental group, this will not be due to a superior level of the experimental group, but it will be the result of applying the innovative writing techniques (Google Drive as tool) in the group.

4.1.2 Post-Test Results

Table 8

Control group post-test results

Ord	Student's Name	Score
1	Aguagallo Maria	7.40
2	Anangono Diego	7.00
3	Anrango Luis	7.20
4	Concha Paola	6.80
5	Giacometti Paola	7.20
6	Guachamin Luis	7.60
7	Guaman Lizbeth	6.60
8	Loor Vicente	7.60
9	Manobanda Jenny	6.80
10	Marchena Alisson	6.80
11	Masabanda Richard	6.40
12	Masalema Byron	8.80
13	Mendez Anthony	7.00

CONTINUE →

14	Moposita Erika	6.40
15	Parco Pamela	6.40
16	Ramos Jessica	6.80
17	Rodriguez Andres	7.00
18	Santi Carla	6.40
19	Suarez Kevin	6.20
20	Toapanta Leslie	5.80
21	Torres Henry	8.40
22	Vera Davor	7.00
Mean (\bar{x})		6.98
Variance (σ^2)		0.48
Standard Deviation (σ)		0.69

Table 9
Experimental group post-test results

Ord	Student's Name	Score
1	Achote Dennis	8.20
2	Almache Marjoire	8.40
3	Bonilla Miguel	9.00
4	Chicaiza Alex	8.40
5	Chuquirima Diana	9.40
6	Cordova Nelso	8.60
7	Cualchi Lady	8.80
8	Cuzco Mariana	8.40
9	Duchi Jimena	9.00
10	Erick Baldeon	8.60
11	Flores Melany	8.60
12	Heredia Jonathan	9.40
13	Ipiales Nieves	8.60

CONTINUE →

14	Lanchimba Diana	8.40
15	Macas Mireya	7.60
16	Pindo Anthonela	8.20
17	Tacuri Andrea	9.20
18	Tigse Marco	8.20
19	Toapanta Santiago	7.60
20	Troya Santiago	7.60
21	Yanez Luis	8.00
22	Zapata Jessica	9.00
Mean (\bar{x})		8.51
Variance (σ^2)		0.28
Standard Deviation (σ)		0.53

4.1.2.1 Post-Test Calculations

Table 10

Control group post-test calculations

ORD	STUDENTS' NAME	X_i	$X_i - \bar{X}$	S^2
1	AGUAGALLO MARIA	7,40	0,42	0,17
2	ANANGONO DIEGO	7,00	0,02	0,00
3	ANRANGO LUIS	7,20	0,22	0,05
4	CONCHA PAOLA	6,80	-0,18	0,03
5	GIACOMETTI PAOLA	7,20	0,22	0,05
6	GUACHAMIN LUIS	7,60	0,62	0,38
7	GUAMAN LIZBETH	6,60	-0,38	0,15
8	LOOR VICENTE	7,60	0,62	0,38
9	MANOBANDA JENNY	6,80	-0,18	0,03

CONTINUE →

10	MARCHENA ALISSON	6,80	-0,18	0,03
11	MASABANDA RICHARD	6,40	-0,58	0,34
12	MASALEMA BYRON	8,80	1,82	3,31
13	MENDEZ ANTHONY	7,00	0,02	0,00
14	MOPOSITA ERIKA	6,40	-0,58	0,34
15	PARCO PAMELA	6,40	-0,58	0,34
16	RAMOS JESSICA	6,80	-0,18	0,03
17	RODRIGUEZ ANDRES	7,00	0,02	0,00
18	SANTI CARLA	6,40	-0,58	0,34
19	SUAREZ KEVIN	6,20	-0,78	0,61
20	TOAPANTA LESLIE	5,80	-1,18	1,40
21	TORRES HENRY	8,40	1,42	2,01
22	VERA DAVOR	7,00	0,02	0,00
	Σ	153,60	0,00	9,99

Table 11
Experimental group post-test calculations

ORD	STUDENTS' NAME	X_i	$X_i - \bar{X}$	S^2
1	ACHOTE DENNIS	8,20	-0,31	0,10
2	ALMACHE MARJOIRE	8,40	-0,11	0,01
3	BONILLA MIGUEL	9,00	0,49	0,24
4	CHICAIZA ALEX	8,40	-0,11	0,01
5	CHUQUIRIMA DIANA	9,40	0,89	0,79
6	CORDOVA NELSO	8,60	0,09	0,01
7	CUALCHI LADY	8,80	0,29	0,08

CONTINUE →

8	CUZCO MARIANA	8,40	-0,11	0,01
9	DUCHI JIMENA	9,00	0,49	0,24
10	ERICK BALDEON	8,60	0,09	0,01
11	FLORES MELANY	8,60	0,09	0,01
12	HEREDIA JONATHAN	9,40	0,89	0,79
13	IPIALES NIEVES	8,60	0,09	0,01
14	LANCHIMBA DIANA	8,40	-0,11	0,01
15	MACAS MIREYA	7,60	-0,91	0,83
16	PINDO ANTHONELA	8,20	-0,31	0,10
17	TACURI ANDREA	9,20	0,69	0,48
18	TIGSE MARCO	8,20	-0,31	0,10
19	TOAPANTA SANTIAGO	7,60	-0,91	0,83
20	TROYA SANTIAGO	7,60	-0,91	0,83
21	YANEZ LUIS	8,00	-0,51	0,26
22	ZAPATA JESSICA	9,00	0,49	0,24
	Σ	187,20	0,00	5,98

Table 12

Post-test statistical calculations

	Control Group (1)	Experimental Group (2)
Sample	$n_1 = 22$	$n_2 = 22$
Mean	$\bar{x}_1 = \frac{\sum x_i}{22} = \frac{153,60}{22} = 6,98$	$\bar{x}_2 = \frac{\sum x_i}{22} = \frac{187,20}{22} = 8,51$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{9,99}{21} = 0,48$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{8,98}{21} = 0,28$
Standard Deviation	$s_{x1} = \sqrt{0,48} = 0,69$	$s_{x2} = \sqrt{0,28} = 0,53$

Table 13

Required learning post-test frequency distribution

	Grades	CONTROL GROUP		EXPERIMENTAL GROUP	
		Frequency	%	Frequency	%
overcomes	10	0	0%	3	14%
Masters	9	2	9%	15	68%
Achieves	7 - 8	9	41%	4	18%
close to achieving	5 - 6	11	50%	0	0%
does not reach	<5	0	0%	0	0%
		22	100%	22	100%

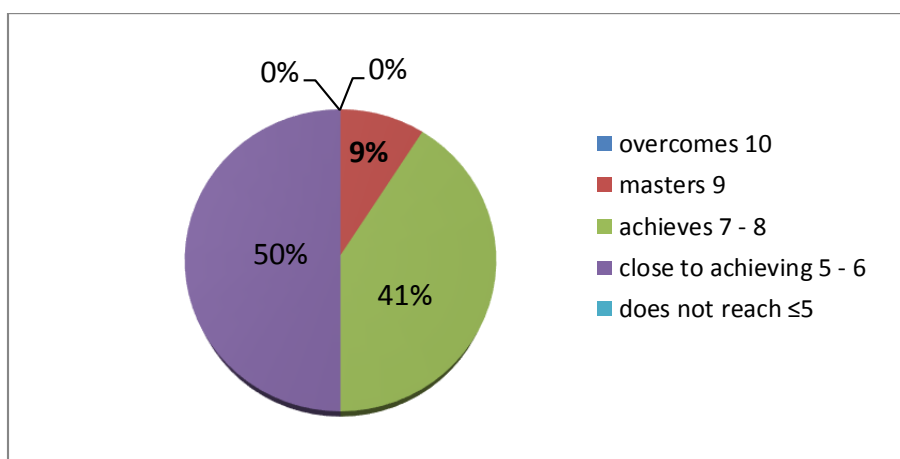


Figure 8. Control group required learning post-test

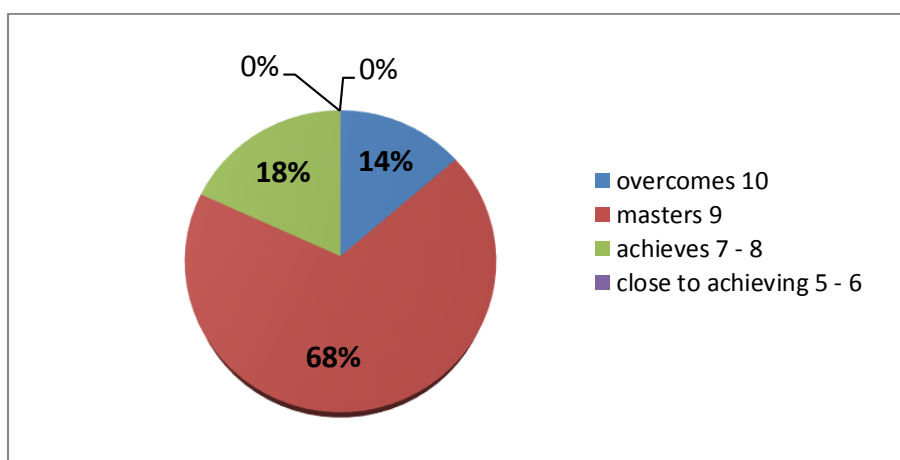


Figure 9. Experimental group required learning post-test

4.1.2.2 Analysis and Interpretation

The results show a mean of 6,98 and the standard deviation 0,69 for the control group, and the experimental group with a mean of 8,51 and the standard deviation 0,53. It is also noticeable that the mean of both groups are higher related to those of the pretest. The mean of the control group increased 0,46 points. In the other hand, the mean of the experimental group increased 2,05 points.

The results of means and standard deviation allow us to affirm that the scores come from two different populations. Regarding to the increase in the mean of the control group, this could be the result of a better confidence obtained by the students as the English program was developed. It is important for this study the fact that the growing of the mean of the experimental group is significantly higher than the growing of the mean of the control group. Then there is an important difference in the results of the posttests between the experimental group and control group (figure N° 8).

The final graphic shows the positive incidence that Google Drive as an e-learning tool has in the improvement of the writing skill.

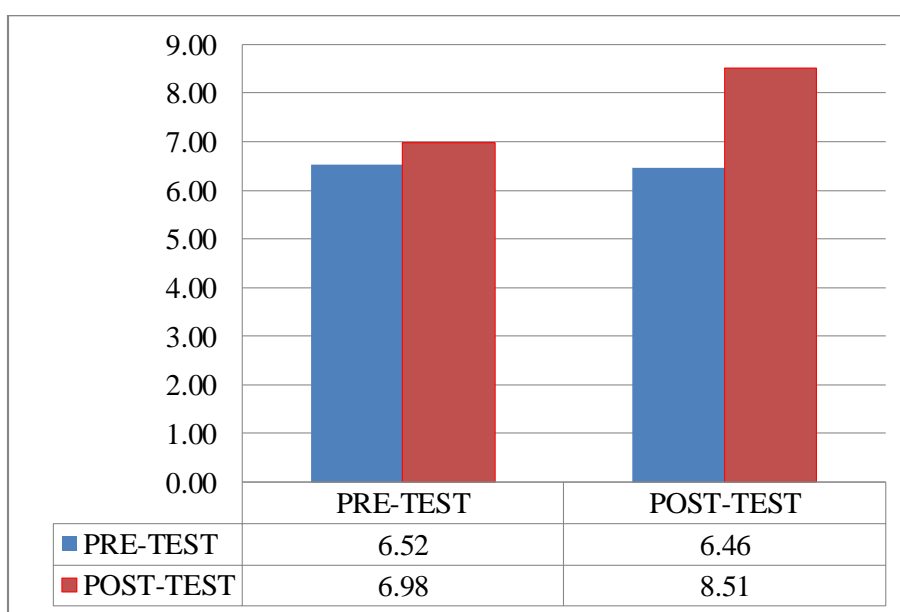


Figure 10. Pre and post-test means comparison

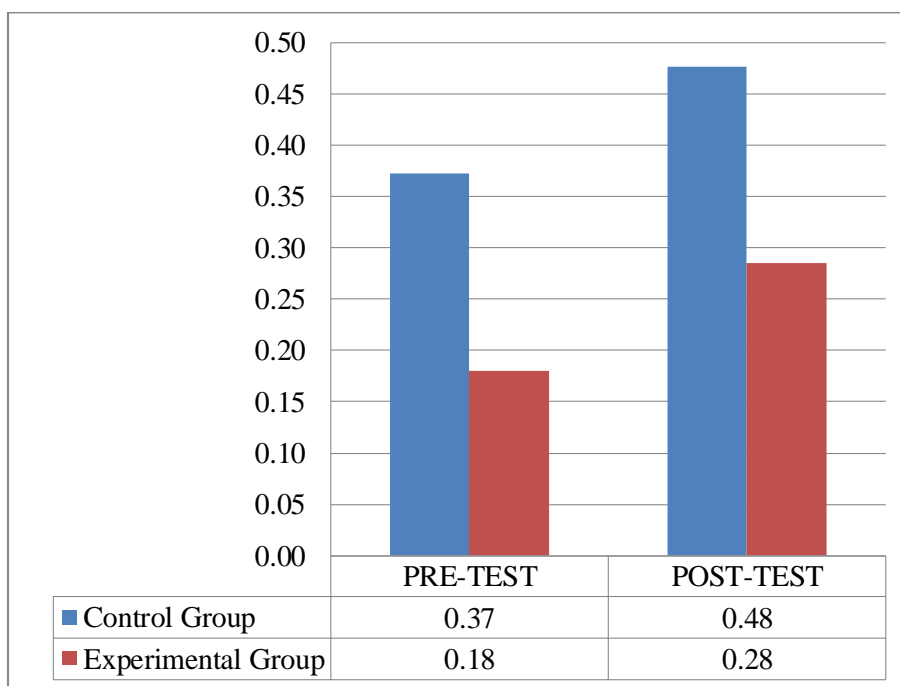


Figure 11. Pre and post-test variance comparison

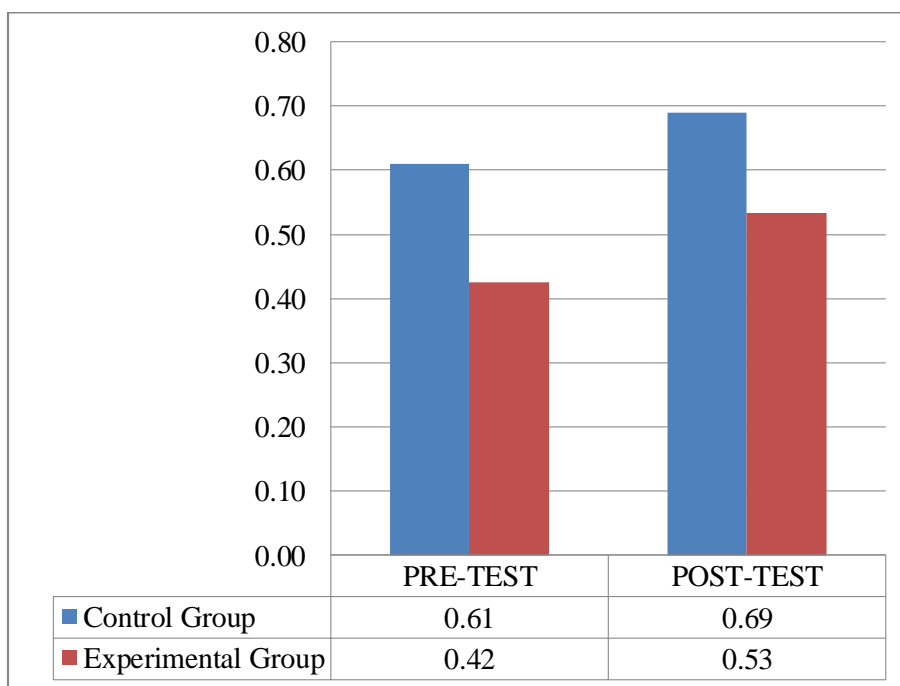


Figure 12: Pre and post-test standard deviation comparison

However, in order to know if the difference of these means is really significant, we need to apply the *t-test* statistical tool with the post-test results.

4.1.3 Reliability of Measurement (*t*-Test Analysis)

The *t*-test was used to determine if the both groups, experimental and control, differ in a significant way from each other. This test is based on the theoretical model of distribution Student (Hernandez, Fernandez, & Baptista, 2010).

The "*t*" test has an inferential character that allows a hypothesis test for the mean difference, as judged whether two groups differ significantly with respect to their mean, in an experimental context (Hernández et al., 2003). In this way it may accept or reject the null hypothesis, which proposes that there is no significant difference between both groups. If the null hypothesis is accepted implies that there are no significant differences between the two groups mentioned above, this means that the treatment applied to the experimental group in order to develop the writing skill in classroom does not affect or leads to more effective learning. On the contrary, if the null hypothesis is rejected, it implies that the independent variable, in this case, the Google Drive as e-learning tool, turns into an important element to develop the writing skill in classroom.

To analyze the data two confrontations of results, the statistical *t*-Test (Two-Sample Assuming Equal or Different Variances). The scores of the post-test (experimental group) with the scores of the post-test (control group) will be compared. All calculations were done for a level of confidence 0.05, it means, there is a 95% chance that the groups actually differ significantly from each other and 5% probability of error.

To determine if variances are equal or not, F-test (Fisher's reason) is applied. This test returns the **P** value which represents the two-tailed probability that the variances of the control group and experimental group are not significantly different. So we have:

H₀ (null hypothesis) tells us that variances are the same. If $P > 0.05$ **H₀** is accepted; therefore variances are equal.

H₁ (alternative hypothesis) tells us that variances are different. If $P \leq 0.05$ **H₁** is accepted; therefore variances different.

Excel statistical function $=F.test(array1;array2)$ is applied; where *array1* is the scores of the control group and *array2* is the scores of the experimental group. The obtained two-tailed probability is $P = 0.247$. Therefore $0.247 > 0.05$ then variances are equal.

Once type of variances are identified, will proceed to apply the *t*-Student: Two-Sample Assuming Equal Variances. This option is inside Data Analysis Tools. If Data Analysis Tools is not shown inside Data tab, it has to be activated inside Excel options.

Table 14
***t*-Test analysis 2 groups**

Post-test			t-Test: Two-Sample Assuming Equal Variances		
n	control (var1)	experimental (var2)		Var2	Var1
1	7.40	8.20	Mean	8.5091	6.9818
2	7.00	8.40	Variance	0.2847	0.4758
3	7.20	9.00	Observations	22	22
4	6.80	8.40	Pooled Variance	0.3803	
5	7.20	9.40	Hypothesized Mean Difference	0	
6	7.60	8.60	Df (degrees of freedom)	42	
7	6.60	8.80	t Stat	8.2143	
8	7.60	8.40	P(T<=t) one-tail	1.41E-10	
9	6.80	9.00	t Critical one-tail	1.6820	
10	6.80	8.60	P(T<=t) two-tail	0.000000000281	
11	6.40	8.60	t Critical two-tail	2.0181	
12	8.80	9.40			
13	7.00	8.60			
14	6.40	8.40			
15	6.40	7.60			
16	6.80	8.20			
17	7.00	9.20			
18	6.40	8.20			
19	6.20	7.60			
20	5.80	7.60			
21	8.40	8.00			
22	7.00	9.00			

Once the data analysis tool was applied, Excel returns an important value, which allow us to determine if we accept or reject the Null Hypothesis (H_0).

$P(T \leq t)$ two-tail = 0.000000000281

$\alpha = 0,05$ (level of confidence)

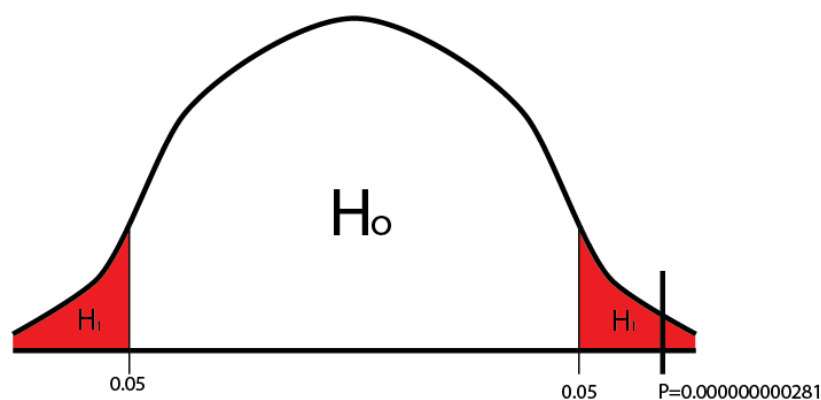


Figure 13. t-Test bell distribution control and experimental groups

The t-test is also used for related samples; when you want to compare the before and after of the same group (experimental group).

Table 15

***t*-Test analysis same group**

(Experimental Group)				
n	Pre-test (var1)	Post-test (var2)		
1	6.80	8.20	Mean	8.5091
2	7.00	8.40	Variance	0.2847
3	6.60	9.00	Observations	22
4	6.60	8.40	Pearson Correlation	-0.0153
5	6.00	9.40	Hypothesized Mean Difference	0
6	5.80	8.60	df (degrees of freedom)	21
7	7.60	8.80	t Stat	13.9629
8	6.60	8.40	P(T<=t) one-tail	2.12415E-12
9	6.20	9.00	t Critical one-tail	1.7207
10	6.20	8.60	P(T<=t) two-tail	0.0000000000042
11	6.40	8.60	t Critical two-tail	2.0796
12	6.40	9.40		
13	6.20	8.60		
14	6.80	8.40		
15	6.20	7.60		
16	5.80	8.20		
17	6.40	9.20		
18	6.80	8.20		
19	6.20	7.60		
20	6.20	7.60		
21	7.00	8.00		
22	6.40	9.00		

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

3.1 CONCLUSIONS

The statistical result of pre-test let us know that both groups, control and experimental, had a similar level of writing competence. Both reached a mean of about 6.49 which is very low, for that reason this research was strengthened in its internal validity. On the other hand, the instrument, Google Drive, as an e-learning tool to develop the writing skill was really effective, since it allowed measuring the writing production.

The statistical result of the post-test were so considerable according to the objectives in our study, since control group obtained a little increase, it means that the traditional method that was used with these students did not have good result. On the other hand the experimental group showed a considerable increase in their result in all of the parameters. This leads to affirm that students had a good way to develop their writing skill implementing Google Drive in class. Therefore, we reject the null hypothesis.

The Application of Google drive in the Meaningful Learning of the English Language allows not only teachers develop an excellent curriculum based on the students' needs, but also students enhance their writing skill as it was shown by the post-test results. The students felt really motivated and comfortable with this tool, and students had plenty of opportunities to share their works. Google Drive stands a chance to work not only with our subject (English) but also with the other ones like Social Studies, Computer Science, Geography, Math, and son on

3.2 RECOMMENDATIONS

The tool that we used in this research proved to be helpful and effective. We firmly suggest use this tool not only by English teachers, but also teachers from other subjects to apply Google drive in the classroom in order to acquire a better performance in their subject and good results in the development of students' needs since it has been demonstrated that such tool greatly contribute with better performance while enriching students' learning process.

The Education Law has implemented the application of Information and Communication Technologies (ICT) inside the class and public institutions in order to enhance the teaching–learning process throughout some programs to elaborate digital content with excellent equipment and Internet, so Google Drive would be part of the curricula which allows a better comprehension, good students' feedback , and the most important students are able to identify classmates to whom they can turn for help or offer their support to peers in need.

Unidad Educativa Martim Cererê doesn't have an English Lab. The existing computer lab is used only for Computer Science classes. We recommend that English classes be held in this lab at least once a week. In this way, not only students of eighth grades will be benefit, but other English levels as well.

CHAPTER VI

PROPOSAL

6.1 Theme

Workshop for English teachers about how to use Google Drive in classes to improve student's writing skill at Unidac Educaciva Martim Cererê.

6.2 Justification

Learning how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

Google Drive offers educators a number of tools (docs, spreadsheet, drawing, storing, etc.) that can be used to assist in teaching writing. While the activities motivate students to practice their skills with printable worksheets, quizzes, video lessons, and interactive games. Nowadays, students are motivated to learn to write when technology is used in class.

6.3 Objectives

6.3.1 General Objective

To train the English teachers of the Unidac Educaciva Martim Cererê on the use of Google Drive as a tool that permits them to be more effective in their writing teaching classes.

6.3.2 Specific Objective

To let teachers be aware of the importance of applying innovative writing techniques using Google Drive in order to improve the writing skill in the students of Unidad Educativa Martim Cererê.

6.4 Theoretical Foundation

Many language learners regard writing ability as the measure of knowing a language. They regard writing as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in written communication.

The goal of teaching writing skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to coherence, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations

Traditional classroom writing practice often takes the form of filling gaps in which the student has to complete a sentence writing the missing word. The purpose of filling blanks is to demonstrate the ability to read and spelling.

In contrast, the purpose of real communication is to accomplish a task, such as conveying an email, letters, or expressing a written opinion. In real communication, participants must manage uncertainty about what the other person will say in written way. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom writing activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities (comments, peer correction, chat room) that give students opportunities to practice written language use more freely.

6.4.1 Structured Output Activities

Two common kinds of structured output activities are Tri-fold and UCME (Uncover ideas, Concentrate on the topic, Monitor understanding, and Evaluate learning) with content area text is a great way to incorporate scaffolding both as a structure and as a process. The very nature of the strategy helps students identify main idea and segment the text into manageable chunks.

The Tri-fold template provides an organizational scaffold for student's learning by allowing them first to focus on and summarize a manageable number of ideas. Students then deepen their understanding of the topic through exploration of additional key ideas and relationship among concepts. Throughout the process, students' understanding is further scaffolded by interaction and dialogue with their peers and the teachers in a written way.

6.4.2 Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are Blogging and Journaling.

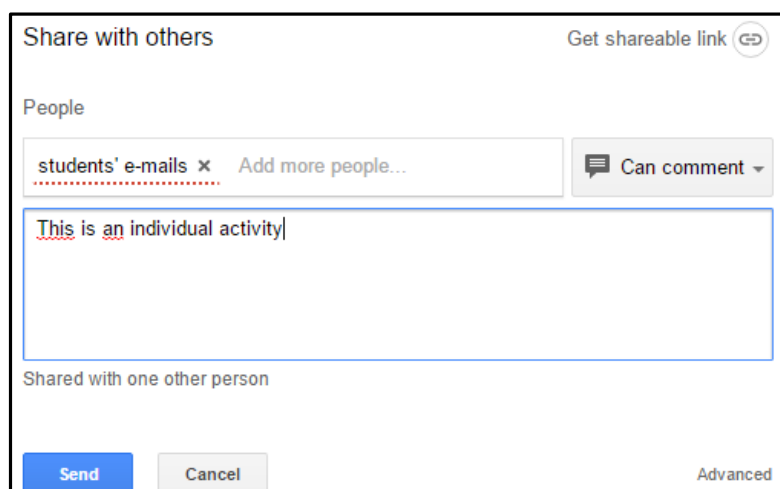
Sometimes students just need to put pencil to paper and daily journaling is a great way to teach how to express them through the written word. Another way for students

to interact with each other in an informal written way in this classroom blog. Students allow to post their own thoughtful articles, questions and comments. Teachers can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as writers and to their motivation to learn more.

6.4.3 Google Drive Workshop

Individual activity:

- Open Google Chrome or any internet browser
- Open Google site: www.google.com
- Sign in with your Gmail account
- Click on Google Apps
- Click on Drive
- Select Shared with me option
- Open the document **Class Activity-1**
- Share the document with the whole class
- Make Students can comment only



CLASS ACTIVITY - 1

Instructions:

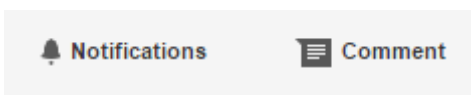
This is an individual activity.

You have 10 minutes to complete the activity below

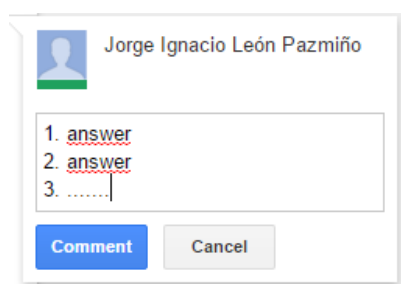
Use the Comments option to place your 10 answers.



Click on Comment (Add a comment)



Type the question number followed by the answer.



Once finished click on Comment to post your answers

You cannot post more than one comment. Additional comments will not be taken into account

Evaluation:

Uses correct form of the verb properly (0-1)

Final grade is over 10 points

Activity: GRAMMAR APPLICATION FOR SIMPLE PRESENT

Objective: To use the correct form of the verb applying simple present rules (ies, s, es).

1. My family _____(use) the computer everyday.
2. Technology _____ (hurt) relationships.
3. They _____(become) very nervous in the exam.
4. Lourdes _____(cry) with her mother at home

5. My teacher _____ (teach) English badly.
6. Math Classes _____(begin) at 7:00 o'clock.
7. The wind _____ (blow) very strong that houses were destroyed.
8. Soldiers _____ (die) in Colombia's War.
9. I _____ (pay) \$3.00 for 2 t-shirts.
10. Children _____ (paint) a lot of drawings

Collaborative activity:

- Open Google Chrome or any internet browser
- Open Google site: www.google.com
- Sign in with your Gmail account
- Click on Google Apps
- Click on Drive
- Select Shared with me option
- Open the document **Class Activity-2**
- Divide the class in groups of 4 or more students
- Share the document with each workgroup
- Make students can Edit

CLASS ACTIVITY - 2

Group#:

Instructions:

This is a group activity.

Type the name of each member of the group:

Student 1:

Student 2:

Student 3:

Student 4:

Student 5:

You have 30 minutes to complete the activity below.

Evaluation of each paragraph:

Use of sequence words (0-1).	Proper use of sequence words - 1 Wrong use or absence of sequence words - 0
Coherence between paragraphs (0-1)	Coherence with the previous paragraph - 1 No coherence with the previous paragraph - 0
Use of simple present structure (0-2)	Proper use of grammatical patterns (S-V-C), rules of simple present - 2 Some grammatical patterns and simple present rules are applied - 1 No grammatical patterns (S-V-C) and rules of simple present - 0
Vocabulary (0-2)	Correct use of vocabulary (at least 8 words related with the idea) - 2 Some vocabulary (at least 5 words related with the idea) - 1 Wrong use of vocabulary - 0
Punctuation (0-2)	Correct use of punctuation marks - 2 Some punctuation - 1 Wrong use of punctuation - 0
Peer to peer feedback (0-2)	Student gives feedback (comment) to two or more groupmates - 2 Student gives feedback (comment) to one groupmate - 1 No feedback provided - 0

Final grade is over 10 points

WRITING APPLICATION USING SIMPLE PRESENT TENSE AND SEQUENCE WORDS

Objective: To create a fun story about a picture in order to enhance the writing skill.

Each member of the group has to write one paragraph using the sequence words (first, then, after, next, finally) to create a fun story about the picture. Story starts with an introduction written by the teacher. Then student 1 continues writing his/her paragraph,













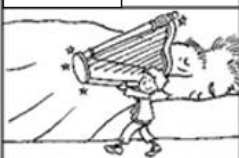





Paragraph has to have coherence with the previous one.

Each paragraph has to have at least three related sentences.

Use the vocabulary provided.

Use SIMPLE PRESENT TENSE

Comment

Jack and the Beanstalk		VOCABULARY	
			
Teacher	Student 1		
			
Student 2	Student 3		
			
Student 4	Student 5		
		Jack and the Beanstalk	
		<u>LIST OF VERBS</u>	
		To be (am - is - are) - meet	
		Stop - have - offer - exchange - arrive	
		Become - grow - cut down - bring - sleep	
		Talk to - climb - open - steal - escape - die	

Teacher's paragraph

Jack is a young boy living with his mother and a cow. When the cow stops giving milk, Jack's mother tells Jack take the cow to the market to sell it. On his way, he meets an old man who offers "**magic beans**" in exchange for the cow and Jack makes the trade.

Student 1:

Student 2:

Student 3:

Student 4:

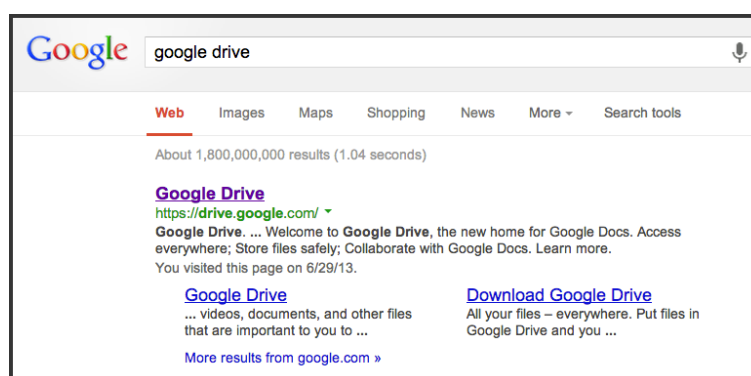
Student 5:


6.4.3.1 How to use Google Drive

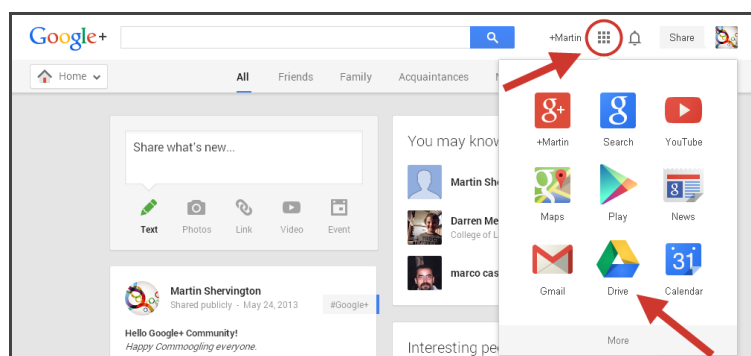
This manual was taken entirely from Plusyourbusiness.org web site:
<http://www.plusyourbusiness.com/google-drive-complete-user-guide/>

To begin, you will want to access Drive.

Now if you search for Google Drive in Google Search, it's likely you will be able to access it straight from the search results.



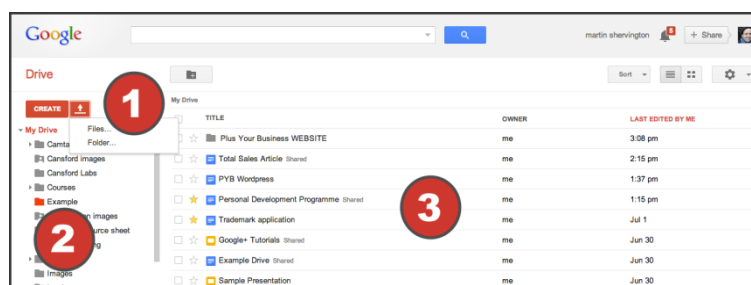
If you have set up your **Google+** account and if you have Gmail, you will find the same there – on the top right side click the  App Launcher icon and select 'Drive' that will take you directly into Google Drive.



Once you are in Drive

Looking at the first element, the cloud storage:

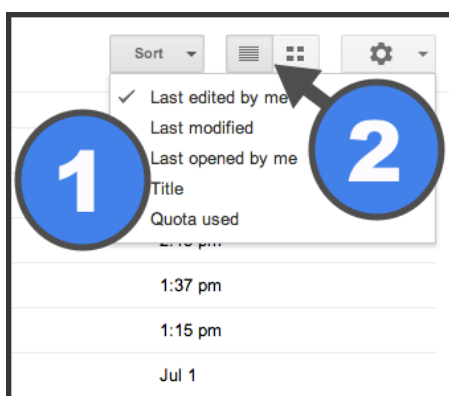
1. If you go to upload and click, you'll be able to find either files or folders that are on your computer – you can upload those into the cloud.
2. Once you have content in Drive, if you click next to My Drive, you'll see folders that you have that are stored. A little further down, you'll see files or folders that are shared with you, which ones are starred, and your recent activity.
3. You can see your files in this section



Switching between list and grid view

Looking now at the upper left:

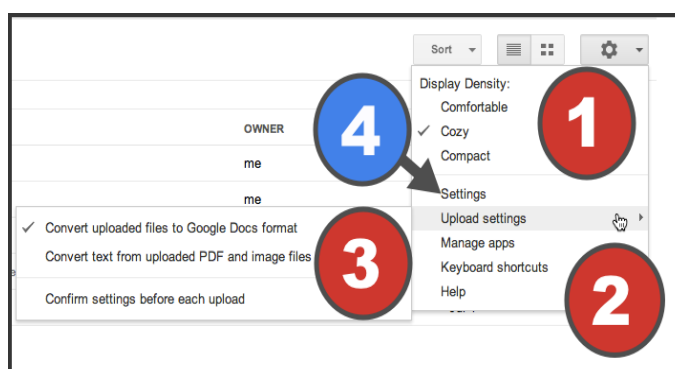
1. If you click the dropdown for 'sort', you can then choose one of the options.
2. You can view and change view by switching between grid and list. The grid view can be a very attractive way of for instance displaying your images.



Choosing your options in Drive

If you look at settings which is indicated by the cog, and you click:

1. You can change the way things are displayed.
2. You have other options there when you get used to them, including managing your applications, keyboard shortcuts
3. Upload settings – this allow you to change the way files are uploaded to Drive e.g. converting files to a Google Docs format, or not
4. Settings – this takes you to another page

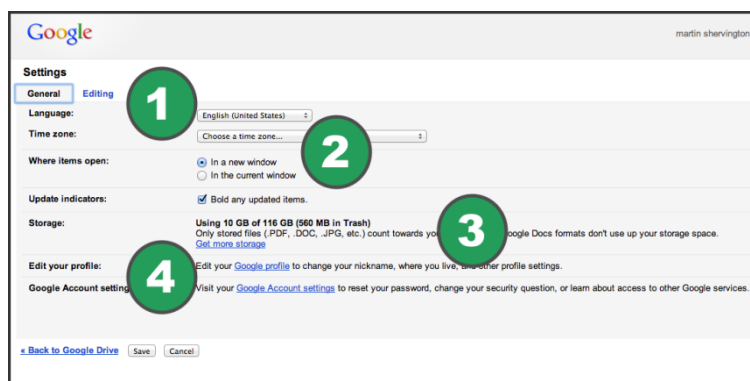


Google Drive Settings

On the page for your Google Drive settings you alter:

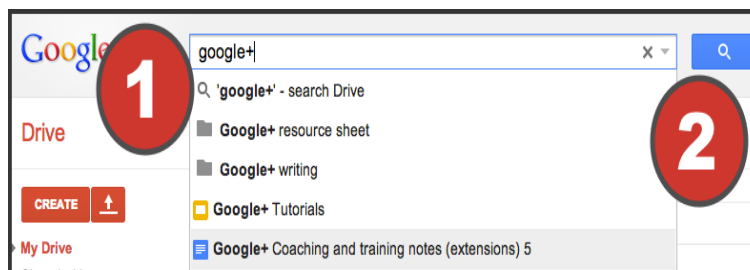
1. The default language
2. The time zone and choosing to show bold when a file has been 'updated'
3. See you storage used so far

4. Edit your profile and access your account settings



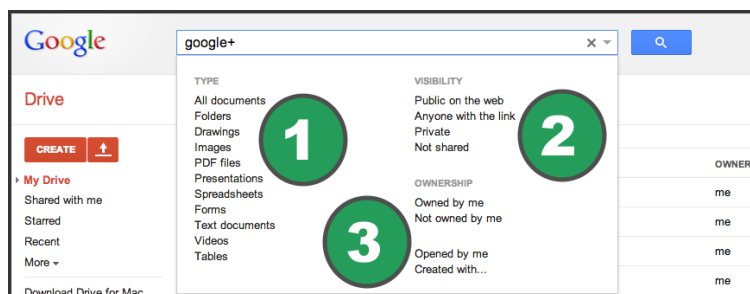
Searching using Google Drive

Since you are using the ‘cloud’ to store your files and your folders, you’ll want easy access. There’s a search box on Google Drive that will allow you to do just that. If you put in keywords and then click search, it will bring up the files related to those keywords.



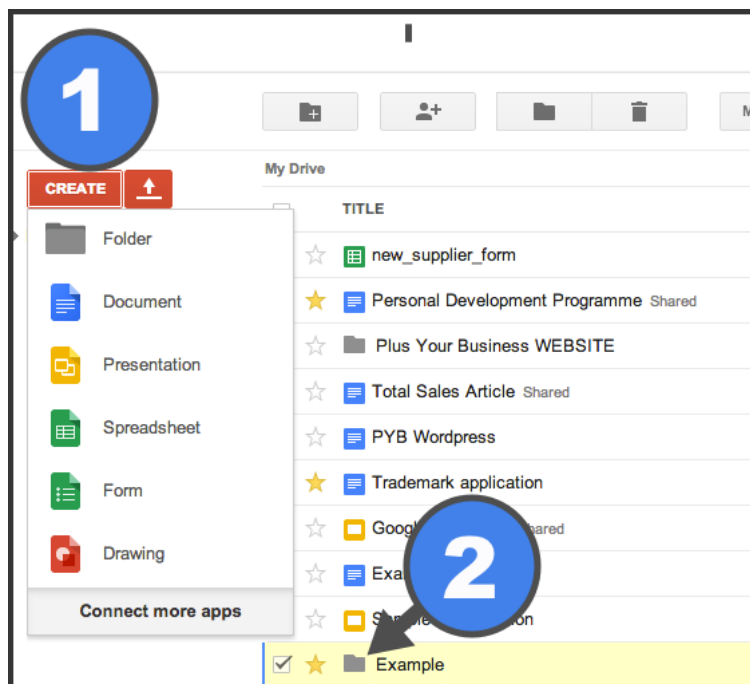
If you click on the dropdown for advanced search options:

1. You can also search by type e.g. using the example of pdf files, if you click that, it will then bring up all of the pdf files. And you can then search a little deeper by adding a keyword and then pressing search to refine it.
2. Within the advanced options, you also have the ability to filter by visibility and,
3. You can also search by ownership.



Create a new folder in Drive

1. If you click on 'create' then 'new folder',
2. That will add a new folder to Drive.



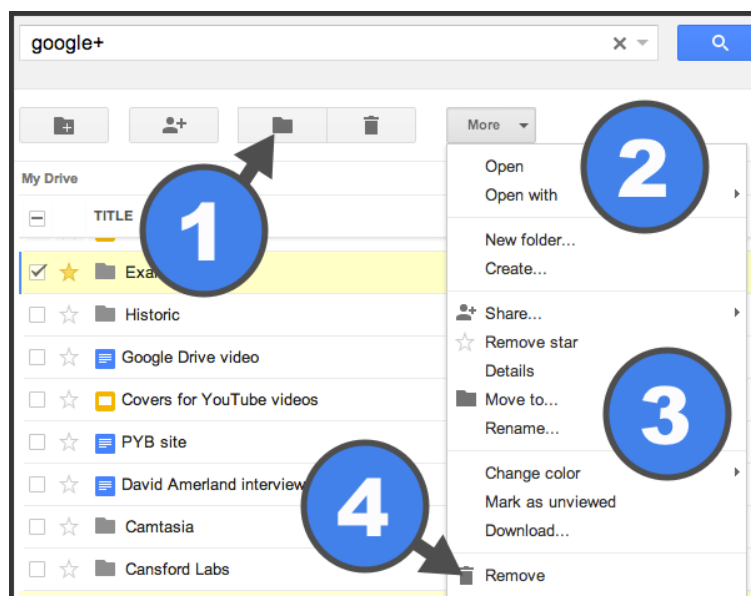
From there, you could click and drag a file into that folder, organizing your own Drive. Simply by clicking on that folder you'll be taken into that folder where you can see your files. If you want to remove a file from a folder, you can drag it to 'My Drive' on the left side bar and that will remove it.

Organizing your files and folders

- From the main screen in Google Drive, if you right click a folder or a file, you'll see options appear at the top of the screen.
- If you want to move a folder or a file, you click move to and you then have the options of which folders to move them to. (If you select multiple folders or files, and then choose move to, you have the same option.)
- If you click on the dropdown next to more, you will have options of 'open with' and create.
- You can also add/remove stars, or you could do this directly next to the file. You can share. (Share is something that we'll be discussing when we reach the collaboration and communication point of this tour of Google Drive.)

You'll have many options including the ability to change the color of that particular folder.

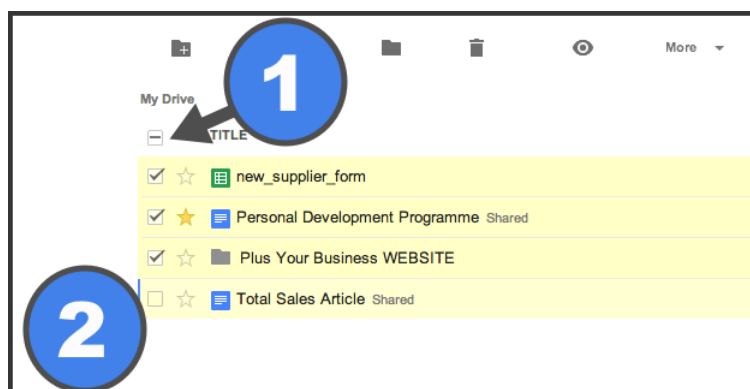
- If you select a folder or a file, you can hover your mouse over the bin, then can click to remove. Once you've removed, you'll find that that item appears in trash (on the lower left hand bar).



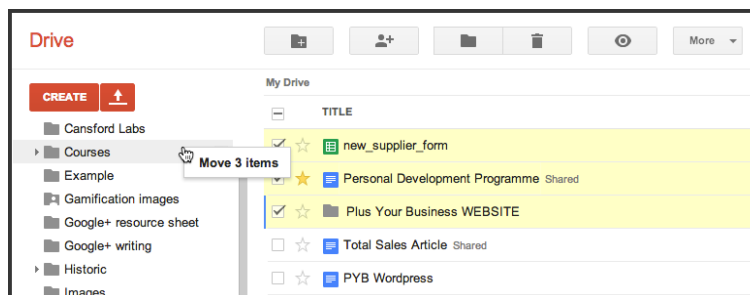
‘Select all’ files or folders

1. Check the box on the upper left to select all files and folders.
2. Uncheck any files or folders you don't want to e.g. move or remove.

You can then move multiple files at the same time.



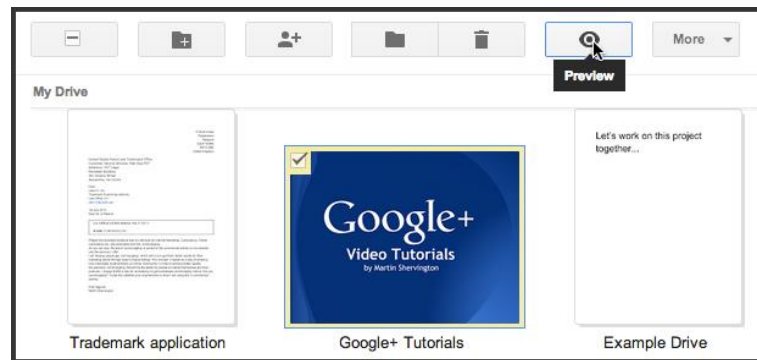
Once you choose a selection of files, you can click and drag them across into a folder on the left hand bar.



Opening and previewing files in Drive

If you want to open a file at any time, you just click to open.

If you want to preview, I can select a file, in this case a presentation, and click on preview, which will bring it up into a light box. The same principle applies in grid view.



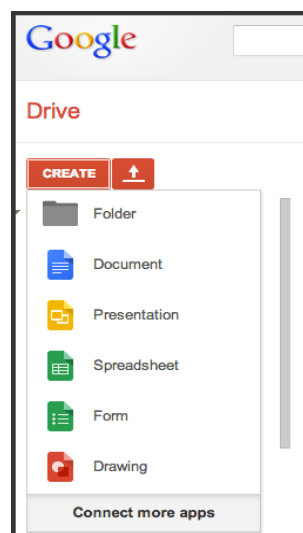
If you select several images by checking the box in the upper left and then click preview, it will bring them up into the light box. You can then navigate using the arrow to the right to move right and the arrow to the left to move backward.

‘Creation’ in Google Drive

Moving now to the second element of Google Drive called ‘creation’.

To create, you press the button create and you have the choice to create a folder, a document, a presentation, spreadsheet, form, or a drawing.

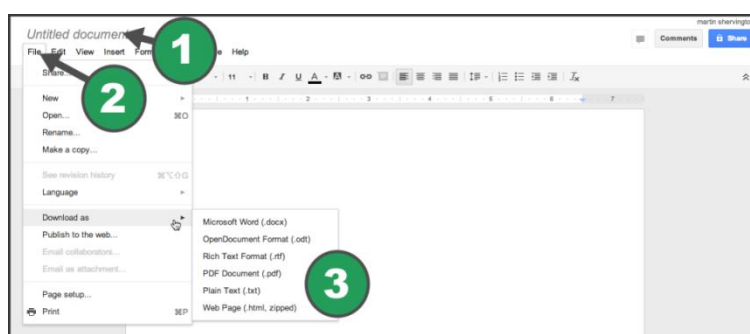
You also have the option to connect more apps.



Creating a document in Drive

Choosing the example of a document, click in the menu a document will appear.

1. The first thing you can do is click to set the title. Once I click okay, you've then created that document.
2. Note: If you click file in any of the documents, you won't see an option to save. The reason being is with Google Drive, everything is saved automatically.
3. Also I should point out that if you look at download as, you'll see the options that you can download this file to your computer. This is a way of taking the content out of Drive back onto your computer.



Collaboration

Now we're going to move on to our third element, the element of collaboration. This is one of the greatest aspects of Google Drive. No longer do you have to pass by email files back and forth between individuals. You can all work on them together from within the Drive environment.

Not only can you keep track of changes and comments, you'll also be able to translate the document into whatever language you choose.

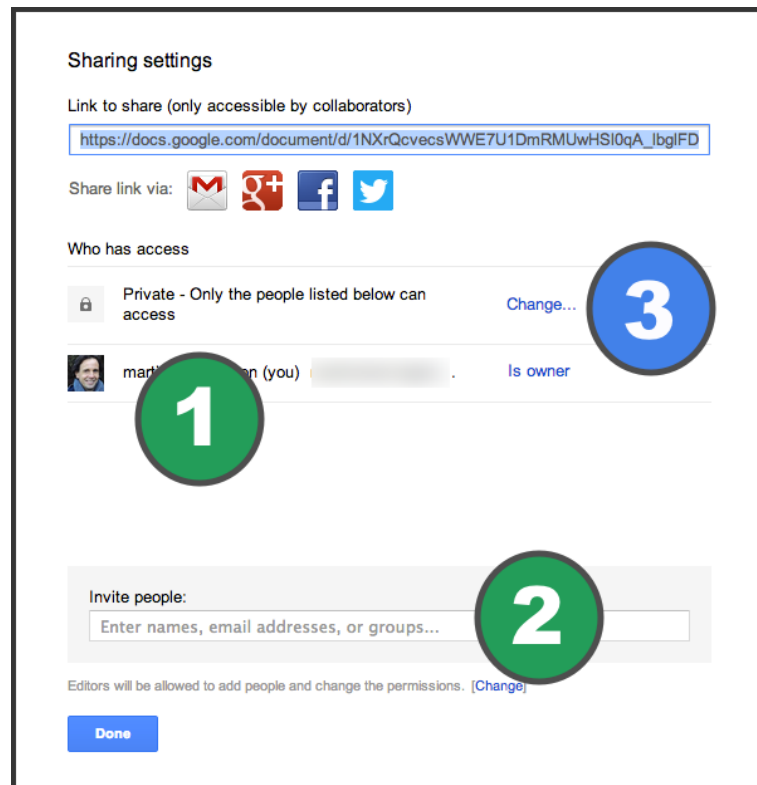
To enable collaboration on any document, if you go to share and you click:



You'll see who has access to that document currently.

1. People with explicit access will show here

2. You can invite more people in this section
3. Or, you can change the setting from 'private'



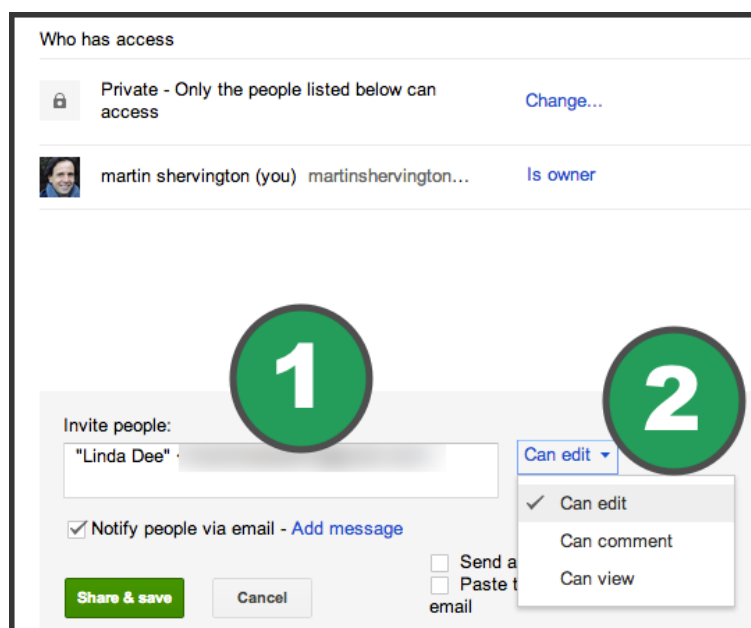
Before we change the setting from private, we will add someone to the document.

Adding people to the document and giving them rights

The first way to have people collaborate with you is to enter a name, email address, or a group, and then choose whether they can:

- a) Edit
- b) Comment or,
- c) Just view

If you want them to collaborate in an editing fashion, choose edit, and then add a message, if you want to explain what the project is that you're including them in.



Once you've chosen the people, you can decide whether to send a copy of the message to yourself and whether the item is to be pasted within the email. And when you're set, just click share and save.

This way of collaborating is private. There are, however, other options.

Changing the settings from private

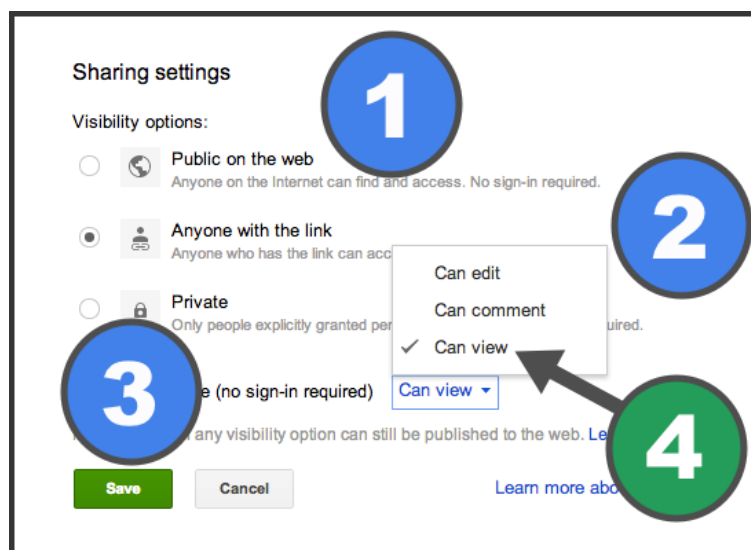
If you click on change (point number 3 earlier) you'll see that you could if you wanted to:

1. Have this document available publicly on the web, or
2. You could decide to go for anyone with the link.
3. Private is the option we started with.

Once you have chosen:

4. Then change the options from can view, can comment, to again, as the example, can edit. So anyone that receives the link will then be able to edit and collaborate within that document.

Once you are ready, you click save.

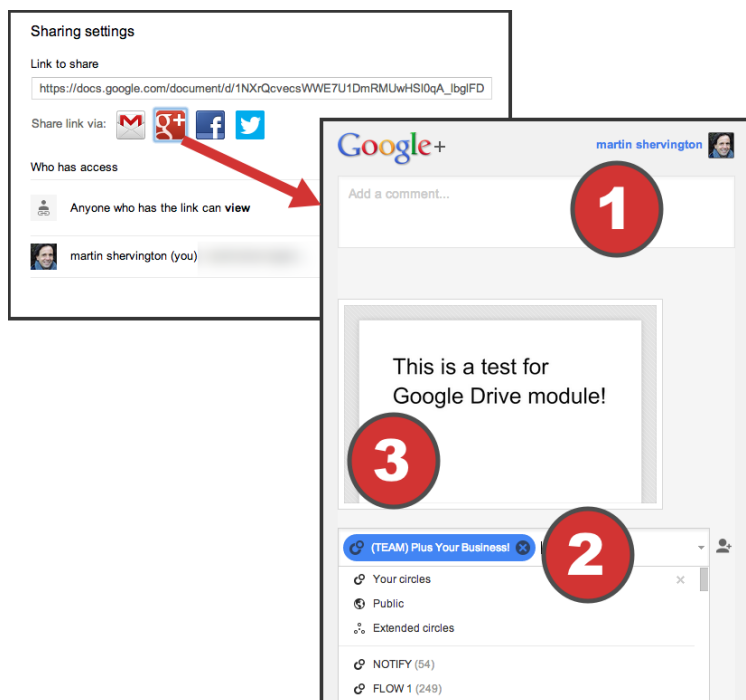


This is now where collaboration, the third element, and the fourth element of communication start to work together.

If for instance, you have a circle set up on Google+ of a team of people that you'd like to have access to that document so they can edit or view or just comment, click on the Google+ icon and that link will be brought into the share box.

1. You can put in a message and a comment at the top
2. Through there, you can decide with whom to share it. If you wanted to share it publicly, then anybody with that link is going to be able to edit or view or comment, depending on the setting that you had earlier. If you only want, for instance, a small group of people that you've set up as a circle, to be able to edit in this case, you would choose them.
3. When they receive the message, they will be able to click into the document straight from the message.

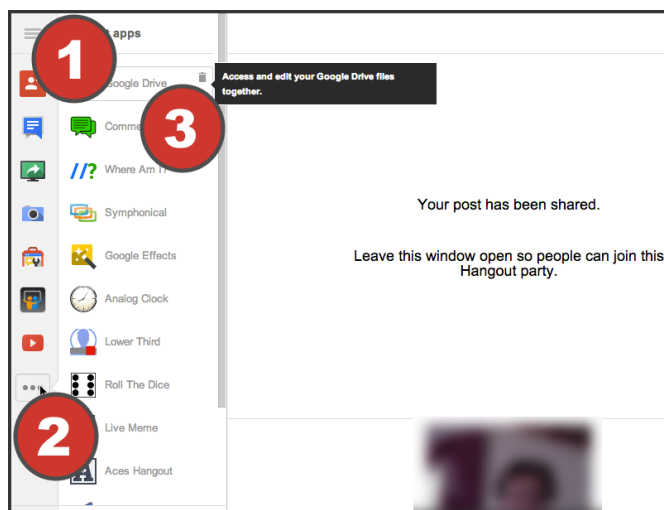
When you're ready, click share:



Using Google Hangouts for collaboration

Staying with the element of collaboration just a little longer, looking now at Google Hangouts, if you bring in the Google Drive app, which you will either find:

1. Already on the sidebar, or
2. If you hover over the 3 small dots,
3. You will find it in the list

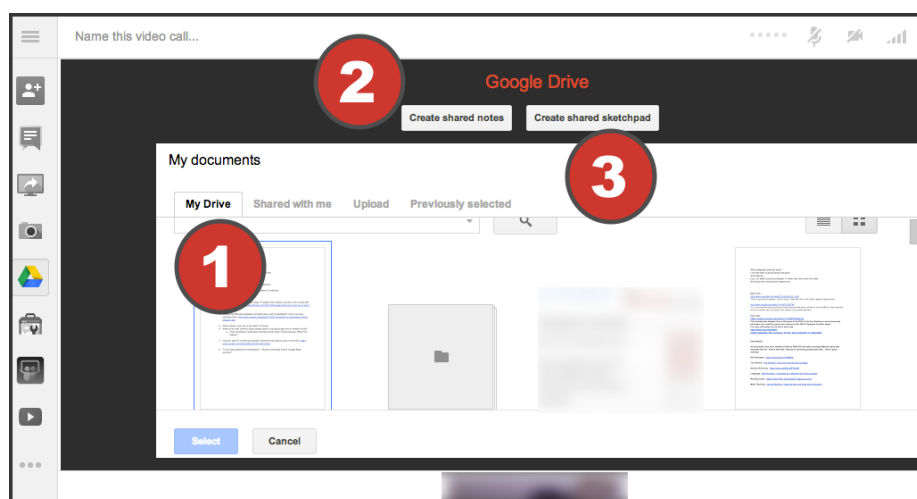


And once you've clicked, you'll be able to see your Google Drive documents and the files are then brought into the Google Hangout.

This will enable the individuals that you bring into the Google Hangout to collaborate with you as if you were in the same room working on the same document.

You can see:

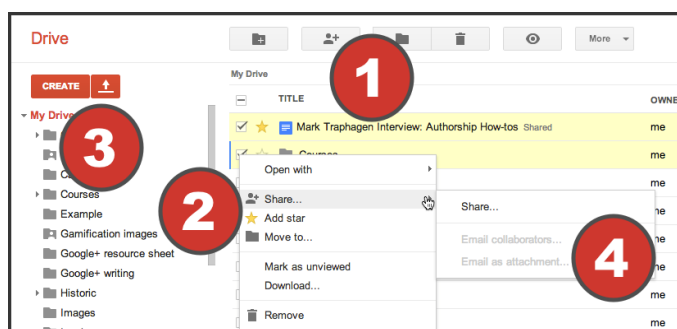
1. Your Drive and documents/files shared with you
2. You can create shared notes, or
3. You can create a shared sketchpad



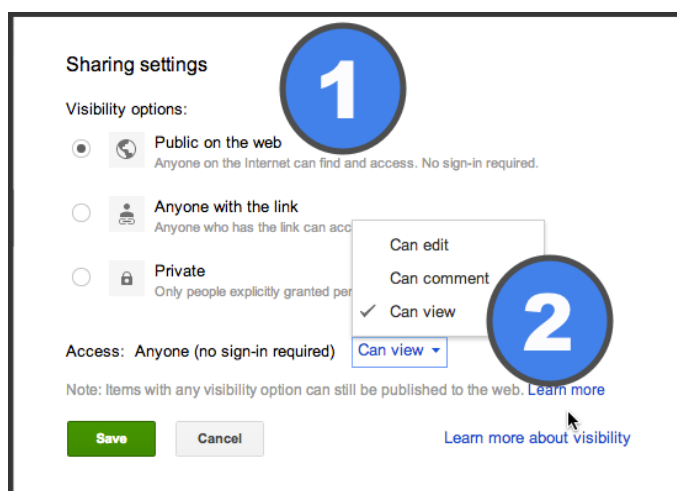
Communication

Let's now move to the fourth element. The fourth element is communication.

1. Any time you see the icon of a little man with a + sign, you're going to be able to share that file, and that will appear in the more dropdown,
2. If you right click next to a file and see it next to share.
3. Also, when a folder has been shared, you'll see the icon appear within that grey section of the folder.
4. Note you can also email collaborators from this menu.



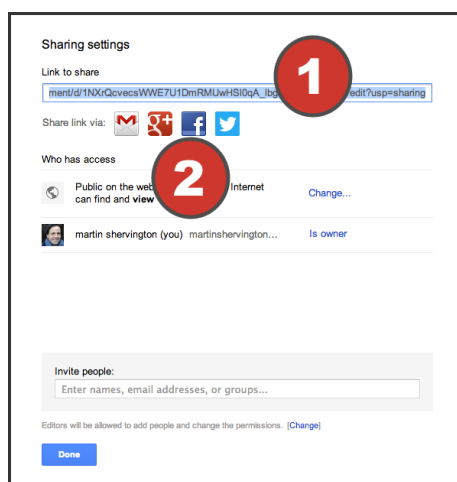
Once you have clicked on share, having chosen a file, it will bring up the box when we're talking about collaboration. The difference now with communication is how you can share your content to other social networks and to anyone who has the link or publicly on the web, that this time you're not looking for them to collaborate, so you won't them to comment or to be able to edit, only to be able to view. When you are ready, click 'save'.



Sharing to a social network

The first thing to know is this:

1. You have the link available to share as you please, also
2. If you click on the Facebook or Twitter icons, it will bring up the file into any connected account, and you can send it. If you click on the Gmail icon, it will send it as an email to the recipients that you choose.



This will bring up the share box once more. In the same way as when sharing a link to a limited circle of people, and using the example of a presentation you can see:

1. You can add a message
2. The presentation is embedded
3. You can select the audience with whom to communicate

Once it's sent to the individuals – and it could be public, it could be your circles, or it could be specific individuals – when they receive it, they'll be able to click the presentation, or if it's a Google form, or a spreadsheet, or a document, or a drawing, and they'll be able to view that document directly from the Google+ post. Once ready, click 'share'.

6.4.4 Interactive Classroom techniques

Tri-fold

6.4.5 Interactive Classroom activities

Chat room activities

Written comments

Written feedback

Written evaluation

6.4.6 Planning

UNIDAD EDUCATIVA “MARTIM CERERE”			
ACADEMIC YEAR 2013-2014			
LESSON PLAN			
Group: English Teachers	Date:	Time: 40 minutes	No. of students: 22
Recent topic work: Parts of the speech	Recent Language work: nouns, verbs, adjectives		
Aims: GRAMMAR ON THE GO: Students will use colors to organize information as they identify the basic parts of speech in a reading passage.			
Objectives: Students will be able to identify basic parts of speech in a reading passage			
Assessment: Students identify nouns, verbs, and adjectives correctly Students give feedback to peers in a writing manner			
Materials: Google accounts, Grammar on the Go Student Printable, poster, computers, Internet, Projector			
Timing	Teacher activity	Student activity	Success Indicators
5'	Teacher sign in his/her account (Follow Teacher's Manual). Open Activity-5 folder. Open Activity5-Teacher document and follow instructions.	Sing in their Google Drive accounts and open the shared with me folder	Manage their accounts properly
5'	Background Discussion	Listen and follow teacher's instructions	Refresh their knowledge about nouns, verbs, and adjectives

CONTINUE →

10'	<p>1. Review the parts of speech with students. Project the following definitions on the whiteboard in the colors indicated:</p> <p>Noun (write in BLUE): A word that names a person, place, or thing</p> <p>Verb (write in RED): A word that describes an action</p> <p>Adjective (write in GREEN): A word that describes a quality of a person, place, or thing</p> <p>2. Project the following sentence on the board: <i>My furry dog BooBoo barked when a big truck drove by our house.</i></p> <p>3. Together with students, identify the parts of speech in the sentence. Highlight the nouns in blue (dog, BooBoo, truck, house), the verbs in red (barked, drove), and the adjectives in green (furry, big).</p> <p>Using the Student's Printable (Figure N° 7)</p> <p>Tell students to open the shared file Grammar on the Go Student Printable. Allow time for students to complete the worksheet.</p> <p>Teacher compares student's worksheets with the answer key and gives feedback in real time.</p>	<p>Highlight the nouns, verbs, and adjectives with the specific color. Type in the table all nouns, verbs and adjectives found in the lecture. Share their worksheets with teacher using Google Drive.</p> <p>Students correct their mistakes after teacher's feedback</p>	<p>Reinforce and internalize the meaning of nouns, verbs, and adjectives</p>
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20'	<p>Evaluating students</p> <p>Ask your students to open the shared poster think about the four seasons and review the nouns, adjectives, and verbs that tell about each season. Then, ask the students to think of their favorite words to add to each list.</p>	<p>Using a Google doc type their favorite words about seasons and share it with the teacher.</p>	<p>Produce new words identifying them as nouns, verbs, and adjectives</p>
<p>Homework/Further work teachers can give to their students:</p> <p>Students have to type 5 sentences. Each sentence has to have one noun, one verb, and one adjective.</p> <p>The nouns, verbs, and adjectives have to be unique in each sentence.</p> <p>Students share this homework to the teacher.</p> <p>Teacher corrects and gives feedback using comments in the same document</p>			

Answer Key:

Nouns: alarm clock; Ellie; bed; teeth; stairs; mom; eggs; farm; chickens; school; classmates; bus; Mrs. Gibbs; day; one; bus; Farmer Henry; eyes; animals; horses; cows; rabbits; chickens; class; students; Jamal; field trip

Verbs: rang; jumped; dressed; brushed; ran; made; said; are going; come; bet; smiled; exclaimed; boarded; going; to have; was; walked; believe; counted; taught; showed; milk; let; collect; asked; said

Adjectives: noisy; yummy; great; first; brown; large; furry; feathered; best

SCHOLASTIC

Color

MAKES A DIFFERENCE

Learning new words can be as colorful as the seasons!

NOUNS are words that name people, places, and things.

ADJECTIVES are words that describe nouns.

VERBS are action words.

Generally sponsored by
Expo
Go to expofair.com to learn more.

Winter

NOUNS: snow, mittens, ice

ADJECTIVES: cold, windy, frosty

VERBS: ski, skate, melt

Spring

NOUNS: grass, bird, bud

ADJECTIVES: green, colorful, new

VERBS: grow, sing, rain

Summer

NOUNS: sand, sun, pool

ADJECTIVES: sunny, bright, clear

VERBS: swim, play, camp

Fall

NOUNS: leaf, tree, pumpkin

ADJECTIVES: yellow, orange, red

VERBS: rake, harvest, crunch

Figure N° 12: Poster about basic parts of speech

PART 1: Read the story. Circle the nouns in **blue**. Circle the verbs in **red**. Circle the adjectives in **green**.

"BRRRRRING," rang the noisy alarm clock. Ellie jumped out of bed. She dressed quickly. She brushed her teeth. Then she ran down the stairs.

"Slow down," said Ellie's mom. "I made yummy eggs for breakfast."

"But it's field trip day," said Ellie. "We are going to a farm."

"Eggs come from chickens. I bet they will have chickens at the farm," smiled Ellie's mom.

"I can't wait!" exclaimed Ellie.

At school, Ellie's classmates boarded the bus. Mrs. Gibbs, the teacher, said "We are going to have a great day at the farm!"

Ellie was the first one off the bus. Farmer Henry walked up to greet her. "Welcome to the farm," he said. Ellie couldn't believe her eyes. There were so many animals. She counted 2 brown horses, 6 large cows, 10 furry rabbits and 15 feathered chickens. Her mom was right!

Farmer Henry taught Ellie's class how a farm works. He showed the students how to milk a cow. He even let Ellie's classmate, Jamal, collect the eggs from the chickens.

When Ellie got home, her mom asked, "How was the farm?" Ellie smiled. "It was the best field trip ever!" she said.

PART 2: Use the chart below to record all of the nouns, verbs, and adjectives from the story.

NOUNS	VERBS	ADJECTIVES
<i>people, places, or things</i>	<i>action words</i>	<i>words that describe nouns</i>

Figure N° 13: grammar on the go printable



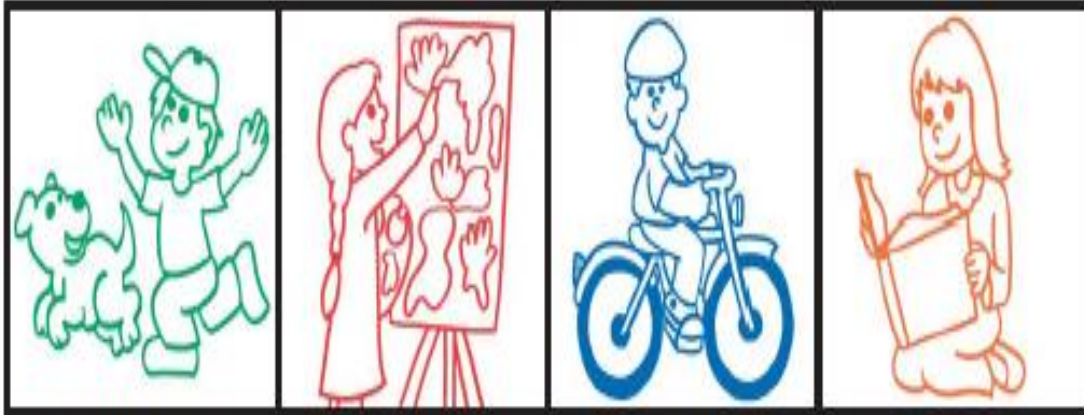
BILINGUAL EDUCATIVE UNIT “MARTIM CERERE”			
ACADEMIC YEAR 2014-2015			
LESSON PLAN			
Group: Students of 8 th GBE	Date:	Time: 50 minutes	No. of students:
Recent topic work: Persuasive writing	Recent Language work: persuasive words or phrases		
Aims: MY FAVORITE ACTIVITY? To persuade your friend to do your favorite activity with you			
Objectives: To understand the basic purpose and use of persuasive writing			
Assessment: Persuasive writing (give good reasons or arguments) Persuasive words and phrases			
Materials: Google accounts, Students Printable, Persuasive words and phrases sheet, computers, Internet, Projector			
Anticipated problems:			
Timing	Teacher activity	Student activity	Success Indicators
1’	Teacher sign in his/her account (Follow Teacher’s Manual). Open Activity-6 folder. Open Activity6-Teacher document and follow instructions.	Sign in their Google Drive accounts and open the shared with me folder Students type a list of reasons and share it with the teacher using Google Drive.	Manage their accounts properly Learn new words (meaning and spelling)
20’	Background Discussion Project the following sentence on the board: <i>I think we should play outside all day.</i>	If they don’t know a word or phrase, they have to check the meaning and spelling using an online dictionary and/or translator	Understand the meaning of persuade and persuasive words and phrases

CONTINUE →

<p>10'</p>	<p>Ask students to imagine that they had to convince the principal to let them play outside all day. Ask them what reasons they would give. Project a list on the board(Possible reasons may include: enjoy fresh air, be with our friends, play games and sports, exercise, have fun.)</p> <p>Describe how this is an example of persuasion (the act of making someone do or believe something by giving the person good reasons). Ask students:</p> <p><i>Have you ever tried to get someone to do something that you wanted him or her to do? What are some examples?</i></p> <p>(Project on board possible answers: go to the playground with my friends; get my brother/sister to feed the dog; ask my teacher not to give us homework; get permission to watch a television show at home.)</p> <p>Teacher checks student's writing in real time and give proper feedback.</p> <p>Writing action</p>	<p>Students type their own arguments</p> <p>Correct their mistakes</p> <p>If they have questions they use the chat room</p> <p>Open the printable and complete the activity.</p> <p>Use Google Doc for the written part</p> <p>Use Google paint for the drawing</p>	<p>Internalize the meaning and spelling of words.</p> <p>Produce persuasive writing</p> <p>Reinforce and internalize the meaning persuasion</p>
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20'	<p>Tell students to open the shared file My Favorite Activity Student Printable and ask them to complete the activity.</p> <p>Teacher gives proper written feedback using the chat room.</p> <p>Evaluating students</p> <p>Have each student write a short story about his or her drawing. Invite students to share their stories aloud with the class</p>	<p>Once they finish, they share it with the teacher.</p> <p>Type one paragraph about the drawing</p>	<p>Produce persuasive writing</p>
<p>Homework/Further work:</p> <p>Convince your parents to get a new pet. Type one paragraph. Use persuasive writing</p> <p>Share it with the teacher.</p> <p>Teacher corrects and gives feedback using comments</p>			

My Favorite Activity



Play with my pet.

Paint a colorful picture.

Ride my bike.

Read a book.

Choose your favorite activity from the pictures above. How would you persuade your friend to do your favorite activity with you?

A. What is your goal? My friend should _____

_____.

B. Write three reasons why you like this activity:

1. _____

2. _____

3. _____

Figure N° 14: my favorite activity student printable

Persuasive Words and Phrases

I am writing to...	I am speaking to you today because...
I have heard a rumour that...	This needs to be dealt with
We can do without this...	It will ruin our quality of life.
How unfair!	No-one but a complete idiot will believe that...
Now...	Surely...
Obviously...	Of course...
We can solve this by...	Local people feel that...
I believe that...	This will mean that...
This will cause...	Another thing...
A friend of mine says...	Just think about...
If these plans go ahead...	How could you (we) possibly...
Do you really think.....	What would happen if...
Is it really worth...	Do you want to be part of...

Figure 15: persuasive words and phrases

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