English

Student Perceptions of the Use of SIDWEB for Learning English Writing Skills in an

Ecuadorian University

Roxana Alejandra Fernández Berducci, MA

Magíster en Enseñanza del Inglés como Lengua Extranjera

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Master's Thesis Committee

Dara Gay Shaw, Ed D. _____, Thesis

Director

Dennis Maloney, MS. _____, Coordinator

Ing. Jorge Flores, PH.D._____, Member

Dedication

I dedicate this research study to the following institutions and individuals:

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Chapter I

Introduction

"Universities around the world have made significant investments in educational technologies . The integration of technologies is not a pathway to the elimination of human instructors, but rather an opportunity to enhance instruction (Jacobsen 1988 p.6)"

As an instructor of English writing classes in Ecuador at the University level, I noticed that it was difficult for my students to learn writing sub-skills in class. The students make a wide variety of errors, including grammatical, syntax, word choice, punctuation and capitalization errors (Olsher ,1996).   I think that educational technology can be applied to teach any English skill. As DeZure (2000) states, "Computers transformed our personal lives and our international relations. This transformation applies to English language teaching as well (p 98)".   So, I decided to implement SIDWEB, an e-learning tool to apply some strategies for improving the quality of the students' writing.

According to Cordero (2003, page 43), SIDWEB is an interactive e-learning computer management system (CMS), designed at the Escuela Superior Politécnica del Litoral (ETU) which was implemented in 2000. SIDWEB was developed by the Centro de Tecnología de Información at ETU. SIDWEB is an e-learning system designed to cooperate with the instruction of academic content on the web.   SIDWEB is a tool that facilitates the publishing of educational materials, in a clear and structured way, online. The users can take advantage of many different features of SIDWEB, for example, they can chat, have a video conference, participate in a collaborative board or in a forum .It is a translation taken from the pamphlet given in ESPOL-CTI about SIDWEB.

The reason why I am going to use this e-learning system in my research is because there are 600 courses and 28 are English teachers users , data obtained   from an interview with Ingeniero Xavier Ochoa (2008) in Centro de Tecnologias de Informacion. Up to the time this study was carried out, this tool was only used at Ecuadorian Technological University. SIDWEB is important for my study, because its use is obligatory for all the academic units at ETU where I carried out this research project . (see Appendix A). However, according to the administrators of SIDWEB at ETU, conversations with colleagues in the English Language Center which has 1.864 students and 31 English teachers use it, and through my own observations, very few colleagues in the English Language use it, though it is mandated for use throughout the University.

Statement of the Problem

Students enter a prestigious technical university, with little or no knowledge of e-learning systems and with poor academic writing skills in English. This research study will explore the students´ perceptions of using SIDWEB for learning English writing skills as they take their first required English course.

Research Questions

This study will address these research questions: 1) What are the students´ perceptions of the usefulness of SIDWEB for improving their writing skills? 2) Do students perceive that their writing skills have changed through the use of SIDWEB? 3) How do students perceive the use of technology for studying English 4) Does SIDWEB promote communication in English among students and between students and the teacher?

Operational Definitions

In order to assist the reader, in this section I have listed terms that I will be using in this study. I will be using the definitions indicated below when I refer to the terms in the text of this study.

Board. This is a section in SIDWEB where students can post comments that may not be directly related to the English class.

CALL. Computer assisted language learning

Chat. A virtual conversation online between or among individuals.

CMS. Classroom Management System

Cyber. Internet café.

Counters .It is a place to keep count of how many times each student participates online during the course.

Flash images: Online photographs

L2. The L2 is a person's second language

TKT: Teaching Knowledge Test

Recycle bin: This is where students can eliminate text or messages online

Features of the SIDWEB System

This e-learning system has the following features.1) Material: Teachers can post information, syllabus, content, multimedia and links in this section of SIDWEB. 2) Community: Teachers can create groups of students for chat or common projects. There is an email list with all the students of the course to facilitate communication. In the community section there are features for creating or cutting and pasting graphics, chat and forums. 3) News: This section has a calendar and announcements. 4) Assessment: In this section, the teachers and students can make use of a question bank and a place to list or retrieve assignments, exams, questions bank and scores.5) Administration: This

section has properties, users, recycle bin, statistics (counters), folders, and flash images.

Advantages of SIDWEB

SIDWEB can be used in the computer lab, during class or at distance.   SIDWEB fosters continuous learning. It is an open interchange of ideas and opinions. It decreases print costs. In SIDWEB open source, students will have an opportunity to receive and send assignments or answer questions, send and receive e-mails and participate in the forum. It gives support to the learning and the material is available immediately.

Description of the Writing Component of English A

The general goal of this research is to describe how SIDWEB can be used to facilitate the study of English writing English A at the time this study was initiated in 2006, was a course that offered a multi-skill syllabus, integrating themes, structures, functions, vocabulary and pronunciation. The students worked with the Richards (1997) text, *Interchange.* I also used as a supplementary text, *Words in Motion* by Olsher (1996), with which the students followed a sequence of grammar study according to their errors in writing. Through experience with previous classes I have noticed that common errors that the students make at this level are capitalization, punctuation, listing adjectives, simple sentences, simple sentence patterns, compound sentences, complex sentences, using articles a, an and the; subject-verb agreement; verb tense consistency; pronoun agreement and use of commas. In English A , the learners practiced the different grammar structures learned in class through exercises and activities on SIDWEB. In the following chapter, I will comment on themes that are pertinent to my research study.

Chapter 2

Literature Review.

In this review of the literature I will report on what the experts have written on the following topics: E-learning, individual learning preferences and on-line courses, students and online learning, English writing subskills, and writing error correction.

E-Learning

Allison (2002) mentions some advantages of e-learning.   E-learning promises to provide a single experience that accommodates the three distinct learning styles : auditory, visual, and kinesthetic .

Skyrme (2001) states that E-learning also offers individualized instruction and can even target specific needs by using learning style tests. Moreover, e-learning can even target individual learning preferences. E-learning is inclusive of a maximum number of participants with a maximum range of learning styles, preferences, and needs.

Fletcher (1991) remarks that E-learning, also increased retention and focus on work in the place of employment by 25 percent over traditional methods.

Several of the advantages of e-learning have to do with time and cost. On demand availability, is a decided advantage, which enables students to complete training conveniently at off-hours or from home. People can access information 24 hours a day and 365 days during the year. This makes studying individually very accessible.

E-learning also offers individualized instruction, which print media, cannot provide. In conjunction with assessing needs, e-learning can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences.

Individual Learning Preferences and Styles and Online Learning

Yet another researcher, Fletcher (1991) remarks individual learning preferences and students show this in visual pictures post by them in the middle and after the class finished. According to Ahmad (1985) another advantage of computer assisted language is the self-paced learning. The communication among students and the teacher is showed in a different paced learning.

I include technology topics in this review of the literature because distance education gives opportunities to learners to interchange communication among the students and professors to create a collaborative culture; to build meaningful learning and innovative projects and to promote and develop different educational contexts. Through distance study we promote independent learning

Using computers in Language teaching

Szendeffy, J (2005, p.26) says that computers enable learners to interact with others and become engaged in lessons in new and meaningful ways. Computers are very effective for encouraging language use and practice in the classroom.

Faculty and Online Courses

The authors Oblinger and Hawkins (2006) discuss the reality of on line course development. They point out no longer can one faculty member go it alone in experimenting with new technology.

Faculty resistance in participating in online learning is also a concern. Mc Lean (2005) writes that despite the rapid growth of distance learning programs, Faculty are often resistant to moving their courses into a distance learning format. McLean´s (2005) article synthesizes the common sources of concern among resistant faculty as identified in the literature, the mechanisms to bridge those concerns, and evaluates the

effectiveness of the administrative solutions for faculty support that have sought to address them.

Educational administration and On-line learning

Some of the most outstanding advantages of using e-learning to the trainer or organization are: Adopting e-learning for a program, which can eliminate the costs of paying instructor's salaries, renting rooms, and paying for student travel, and lodging, according to Fletcher (1991).

Learners and online learning

From the students´ perspective, online learning has many aspects Egbert (2005) wrote: "Learners with their thoughts, behaviors, motivations, experiences, and understandings; task content, structure, and organization of activities can have a major impact on learner achievement. Peers and teachers affect the process". (p. 5)

Another researcher, Tisha (2003), makes the point that providing information through a variety of media and environments might help students to be able to engage in more class activities than if it was solely one type of environmental forum. He recommends a discussion forum to accompany each mini-lecture. Giving support can make the class feels like a safe place in which to be.

English Writing Sub-skills

There is a very broad body of literature on L2 writing, and L1 writing instruction theory.   The sub-skills required for L2 writing instructors are completely described in the TKT course (Spratt, 2005, page 26). Raimes (1999) also gives many ideas on how to organize a course, adapt activities, use groups, respond to students´ writing, and provide further reading and writing tasks. Some of her ideas include doing a lot of reading, thinking, talking, and writing about a subject, while trying out options, rewriting, and drafting. She also recommends making sure to have talking time after

writing drafts. In Zinsser (2001), we can find out about good usage of writing. Venolia (1986) says that by improving the quality of our writing, we improve our chances of being understood. This book helps with the use of punctuation. I also found many writing activities to apply in class in the book written by Parry (1989) for using correct punctuation.

Raimes (1983) is also a good resource for L2 acquisition theory on other facets of the writing process. She says, "The students need to be able to find and correct their own mistakes", She asserts that publication of a piece of writing where it will be read by others is one of the best motivating devices. Class, magazines, letters, bulletin boards, and classroom walls provide ways of making writing public. Praising whatever a student does well, improves writing.

Coe (1983) gives many examples with exercises ready to use in class with formal or informal letters, reports, brochures and guides or articles. Instructions, writing memos, a story or business letters are activities a teacher can use among many other English Language teaching websites.

Egbert,(2005) wrote that online learning has a major impact on learner achievement because they use their thoughts, motivations and experiences besides their understandings.

L2 Writing Error Correction

Smalzer (1998) teaches how to evaluate essays and explains essay assessment guidelines saying that positive comments are also more motivating than lots of grammar corrections.

Chapter 3

Research Design and Methodology

I used qualitative research techniques to analyze and synthesize the data according to Myers (1997), who recommends using student interviews, class evaluation documents, surveys, student portfolios and participant observer journals. I used these data collection sources for my research study.

I used the action research type of qualitative methodology for my study, because in my teaching I noticed the problems the students have had with their writing skills, and then I focused on these target problems through the use of a series of writing activities supported by SIDWEB. My primary motives in undertaking this action research project were to improve the use of SIDWEB in my classroom, and to develop a good relationship between the members of the class.

I also used action research because it is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. Action research is typically designed and conducted by practitioners who analyze the data to improve their own practice. Action Research has the potential to generate genuine and sustained improvements in schools. It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods and materials; to assess how effective the new approaches were; to share feedback with fellow team members and to make decisions about which new approaches to include in the instruction and assessment. *Learning point associates (2007).*

Specifically, SIDWEB student documents included: independent projects, group projects, group discussion threads, compositions, learning journals, and other computer assisted learning activities. I reviewed the tasks that were completed by the students on

SIDWEB in class, and at home. I will monitor the improvement of the writing with the use of SIDWEB.

The Action Reflection Cycle

Elliot (1991) defines action research briefly as "the study of a social situation with a view to improving the quality of action in it." (p.69) Elliot points out that the procedures generally associated with action research, are a continuing, not necessarily linear, spiral of increasing awareness of experience, which is most simply represented as a succession of stages . First, the research acts and is in the middle of action. Second, the researcher observes what is happening, leading to a more specific focus of interest. Third, the researcher reflects on the focus which has been identified. Fourth, the research then plans the basis for future action. Fifth , the research takes action to improve the situation, supported by observation in order to evaluate the changes made. I followed these steps as I pursued this research using Elliot models.

Background for My Research

I started using SIDWEB in my classes two years ago, because I took a course which was offered in the university on how to use this classroom management tool. I took the 60 hour course in September 2004.   I began to use a few features of this class management system, such as the Assignment section, which contains the question bank, and the Materials section. I began to post some forum topics for my students. The students wrote short sentences and posted them in the Community section. They seemed interested in using SIDWEB, and they enjoyed working with the one assignment that I used.

I took a follow up course (10 hours) in SIDWEB use in July of 2006. The Classroom Management System had been updated, and a new version had been developed. I changed the way I used SIDWEB for my classes. With my first English A

class in 2006, I began to post many more assignments, and I began to use more features of the Assignment section, such as the question bank, and the exam section. The students seemed eager to use SIDWEB, for their writing assignments, and their participation with the online work increased. I began to send them regular announcements, assignments and exams online.

With my second student group that used SIDWEB, I went to the English Computer Lab, four times. I noticed that it took many of the students four times in the lab, before they were able to post documents and assignments online. They also learned to post pictures, which included the best poster produced during the class.

There were many problems. It was difficult for the students to learn to use the page. Most of them did not have seem to home access to computers or Internet. They did not seem to have very much extra time to do all the assignments. They told me that they needed two to three hours a day to do all their writing assignments.

I felt certain that it was very important for them to learn how to use this tool for learning to write. I gave them self-evaluation surveys, and most of them considered their computer skills, and English writing skills as very poor.   First, I taught my students how to use SIDWEB, then; the students were required to log in to the SIDWEB site three times a week, as they worked on their class writing assignments. The design and course content of the English A Writing Module is fully developed in the class syllabus (see Appendix B).

For my third group, which I used for this research study, I reflected on ways that I could better use SIDWEB to teach writing, because my experience with students from two previous classes, gave me many ideas about increasing the effectiveness of writing instruction through SIDWEB.

The Participants and the English A Class

The participants in this study were students of an English A class at a technical university in the coastal area of Ecuador. There were seven women and ten men in the group. The women's ages ranged from 19 -.30, and the men's ages ranged from 17 -32. More than half of the students were older than twenty-five. Most of the students (n=13) are from Guayaquil, but the remaining students are from four different provinces: Manabí, Chimborazo, Morona Santiago and Bahía de Caráquez.. The students wrote that they had studied in 13 different high schools (12 in the city of Guayaquil.) Several students from outside the city, did not mention the names of their high schools. The students were also studying for different degrees. Their major areas of study have been broken down in Table 1.

Table 1

Breakdown of The Majors Of The Students.

Technological Career(n=10)	Miscellaneous (n=4)
Information.Systems (n=3)	Executive Secretary
System Analysis (n=4)	Economic (n=2)
Graphic Design and Publicity (n=3)	Naval Engineering
Electric Technology	
Electronic Technology	
Multimedia Engineering	

Research Procedures And Description Of The Data Collection Sources

In this section, I will describe the procedures and data collection sources that I used in this research study. There was triangulation of the data because I used through self assessment surveys, interviews, student documents, and SIDWEB statistical reports. I tried to look at the learning experiences of my students from as many

perspectives as possible. I have given an overview of the data collection sources here in chronological order.

Triangulation is to use a variety of evidence and perspectives to get something in common.(George Mason University,2007)

   Self-assessment 1 (see Appendix E). This instrument was given to the students on the first day of class. I asked the students to reflect on and answer the following questions: 1) Do you know how to use SIDWEB? 2) Do you think that your writing will improve through the use of SIDWEB? 3) How do you perceive your writing skills in the areas of capitalization, punctuation, spelling, word forms, plural and singular, subject-verb agreement, and verb tenses? (poor , good, very good.)

   Student survey on writing in English and using SIDWEB. This instrument was given to the students on the third week of class. The entire survey is in Appendix F. I chose to do this because I wanted to know the reasons of the students to study English, their technological situation and their background with the English language.

   Self-assessment 2. This self-assessment questionnaire *(see Appendix G)* was administered on the fourth week of class because I wanted to know their feelings about SIDWEB and to evaluate if the contents of the class were correctly applied in the virtual assignments. The questions were developed in English. The questions were designed to gather student perceptions on the writing assignment topics, the textbook and how it connects to the assignments, the teacher postings on grammar points, and their usefulness, and general student opinions about SIDWEB, and its features,

   Self-assessment 3. This questionnaire was administered after Self-assessment 2 in Spanish to assure that the students could answer the questions fully, because for the most part, the students' had very basic levels of written English. This survey in Spanish enabled them to express their ideas and reflections more clearly. This instrument was

administered in English in order to get a picture of how the students use computers, and perceive their writing in English. The Spanish questionnaire can be seen in Appendix H. Because I am a native speaker of Spanish, the questionnaire did not have to go through the translation approval panel in the department.

Oral quiz scoring sheet (See Appendix I*)* As part of the final oral quiz, I asked the students to tell me about their problems with learning English language. Their answers informed my decisions about the next postings and assignments on SIDWEB.

Class records. A count was tallied for how many times the students logged on to work on their writing assignments. The statistical table feature of SIDWEB told me which students logged on, and how long they worked. (See appendixes J and K)

Writing sample analysis. A writing sample analysis was done on student writing samples from the beginning of the course, and at the end of the course. A panel of three university English teachers will analyze the writing samples by doing an error count, a holistic analysis, and an analytical analysis from *Write to be read* from Smaltzer (1996),

Writing component of the class. The students were assigned to write thirteen compositions. They had four weeks to post them on SIDWEB. The writing assignment topics were chosen to complement the lessons in the textbook. The topics were posted in the order indicated here, in the Content section of SIDWEB: 1) Describe your neighborhood; 2) Compare Peru and Ecuador; 3) What should you do for a stomachache? 4) Write a complaint about someone; 5) What do you think about this joke? ; 6) Presentation of your family; 7) What are the things you like to do?; 8) Write about travel and the tourism of a city of Ecuador;9) Write something about the health; 10) Who is your favorite singer? ; 11) Write a story; 12) What are you going to do on your holiday? and 13) What did you do on weekend?

Student journals. Beginning with the fifth week of class, the students kept an online journal with me. Some entries were assignments, and others were free writing.

All the students presented their portfolios twice, once, after 45 hours of classes, and once after 90 hours, one day before finishing the course.

Observer notes. I kept a notebook of my careful observations and thoughts as I did this research.

Chapter 4

Findings

In this section I report on the analysis of the data, and the findings. The analysis of the data resulted in the emergence of several themes: 1) behavior, expectations and perceptions of the usefulness of SIDWEB for English Writing skill development; 2) student satisfaction with the usefulness of writing topics, assignments and teacher postings on grammar points; 3) student perceptions of computer use in general, and specifically in the use of the different features of SIDWEB.

Student expectations and perceptions of the usefulness of SIDWEB for English writing skill development.   The data from the surveys, student compositions, and error analysis produced the findings that are reported here: The survey data suggested that at the beginning of the course, when the students had little experience with SIDWEB and writing in English, that about one-half of the students indicated that they expected their writing skills to improve through the use of SIDWEB, The students were surveyed at the beginning of the course, on their perceptions of their English sub-skill proficiency. At the end of the course they were given the same survey. Table 2 titled Predicted Improvement of Student Perception of Writing Sub-skills, shows the results when the student perceptions of their expectations for improvement in the writing subskills were analyzed.

Table 2

Predicted Improvement of Student Perception of Writing Sub-skill

Student	Beginning	End	Number of Changes	Total Changes per student
Dolores	Capitalization –P	Capitalization –VG	2	12
	Punctuation-P	Punctuation-VG	2	
	Spelling-P	Spelling-VG	2	
	Word Form -P	Word Form -VG	2	
	Plural –Singular-P	Plural –Singular-VG	2	
	Subject Verb Agreement-P	Subject/Verb Agreement VG	2	
Manuel	Capitalization –P	Capitalization –VG	2	8
	Punctuation-P	Punctuation-VG	2	
	Plural –Singular-P	Plural –Singular-VG	2	
	Subject Verb Agreement-P	Subject Verb Agreement-VG	2	
Edgar	Capitalization –G	Capitalization –VG	1	6
	Punctuation-G Spelling-G	Punctuation-VG	1	
	Word Form -G	Word Form -VG	1	
	Plural –Singular-G	Plural –Singular-VG	1	
	Subject Verb Agreement-P	Subject-Verb Agreement-VG	2	
Emilio	Capitalization –P	Capitalization –VG	2	
	Punctuation-P	Punctuation-VG	2	6
	Plural –Singular-P	Plural –Singular-VG	2	
Julian	Capitalization –P	Capitalization –VG	2	6
	Plural –Singular-P	Plural –Singular-VG	2	
	Subject Verb Agreement-P	Subject Verb Agreement-VG	2	
Julian	Capitalization –P	Capitalization –VG	2	6
	Plural –Singular-P	Plural –Singular-VG	2	
	Subject Verb Agreement-P	Subject Verb Agreement-VG	2	
Gerardo	Capitalization –G	Capitalization –VG	1	4
	Punctuation-G	Punctuation-VG	1	
	Spelling-G	Spelling-VG	1	
	Plural –Singular-G	Plural –Singular-VG	1	
Luis	Capitalization –P	Capitalization –VG	2	4
	Punctuation-P	Punctuation- VG	2	
Maria	Capitalization –P	Capitalization –VG	2	4
	Plural –Singular-P	Plural –Singular- VG	2	
Marcos	Capitalization –P	Capitalization –VG	2	4
	Punctuation-P	Punctuation-VG	2	
Eduardo	Capitalization –P	Capitalization VG	2	2
Jenny	Capitalization –P	Capitalization –VG	2	2
Mario	Capitalization –P	Capitalization –VG	2	2

Note: For the lack of results of Marcos, Pedro, and Adriana, see Appendix L.

The distribution of students' perceived improvements in grammatical writing was bimodal and slightly positively skewed, with most students perceiving fewer improvements. Three measures of central tendency (the mean, median, and mode) reveal a consistent pattern in students' perceptions of improvements in grammatical writing in this course. On average, out of 12 possible improvements, the students perceived 5.7 improvements in their grammatical writing. The median number of improvements was 4 and the modes of the distribution 6 and 4 appeared with equal frequency.

81% of the students who completed the self-assessments at the beginning of the course felt that they had improved in capitalization; 50% of the students felt that they had improved in their punctuation; 44% of the students saw improvement in the category of singular and plural (number) and 25% of the students perceived that they had improved in subject-verb agreement.

The role of participation on SIDWEB for writing skill development

From my research journal, and the SIDWEB statistical documents I observed that the students who participated more on SIDWEB improved their English writing more, but the students who didn't participate so much, advanced little in their writing English writing skills.

Julian was the student who less participated in the SIDWEB and he wrote at the beginning: "I went at mall with my friends on saturday. in the evening I went at a party. I were playing soccer in the morning on sunday with my friends." And at the end he wrote: "I have one complain, i don't have much time for to stay with my son because I'm workand study at the university of Monday to Saturdays"

Jenny was the student with more participation in the SIDWEB and she wrote at the beginning: "To my it bothers me the uproar that there is in my neighborhood I dislike a lot high volume of the radio." And at the end: I drink one aromatic water hot for a stomachache with a pill gastromed."

In order to determine if student expectations for the usefulness of SIDWEB for English writing skill development were affirmed or discounted, I developed an error analysis form to tabulate errors at the beginning and at the end of the course. The sample error analysis form can be read in Appendix M. Student compositions from the beginning of the class, and from the end of class were analyzed by three professional ESL/EFL writing teachers, two of them were native speakers, and one of them was Ecuadorian.

Table 3

Student SIDWEB Participation.

Composite SIDWEB Participation Score Documents posted + documents read.	Difference in the Error Analysis score at the beginning and the end of the class	Number of documents posted on	Number of documents read	Student Improvement in Errors Production
78	8	18	60	Jenny
52	-12.7	10	42	Maria
51	3	18	33	Alejandra
51	1.7	5	46	Marcos
46	-1.2	16	30	Mario
45	5.2	12	33	Cristina
39	36.3	7	32	Manuel
37	-19.7	5	32	Luis
36	4.3	10	26	Eduardo
31	-12	14	17	Pedro
31	-7	0	31	Gerardo
20	20	8	12	Emilio
14	-3.9	4	10	Julian
3	-2.1	3	0	Dolores
2	-2.3	2	0	Edgar

Table 4
Composite SIDWEB Participation Score
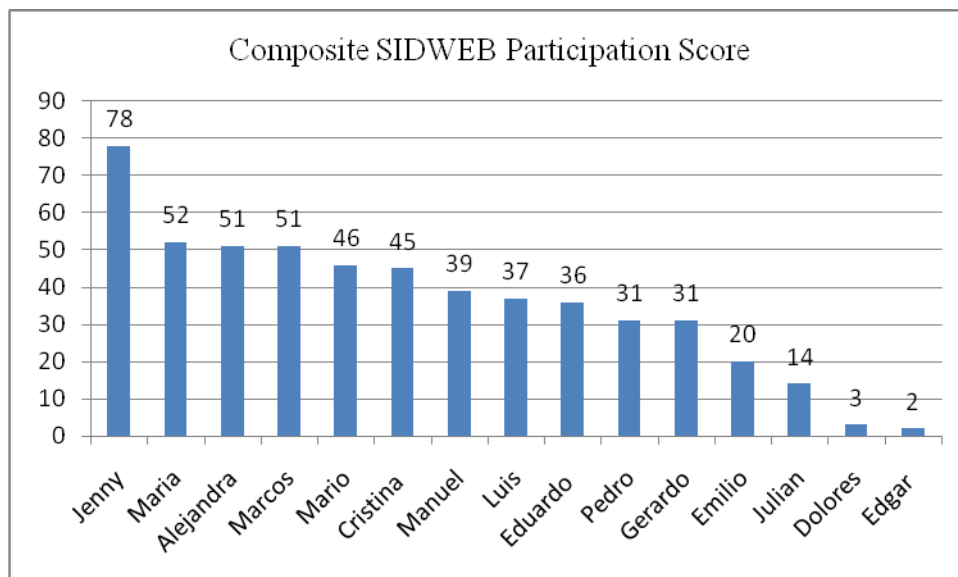
All the people who showed an increase in their Error Analysis Score participated more than 20 times on SIDWEB. (n=8) Some of the students who participated frequently on SIDWEB, either posting or reading assignments, had negative error analysis scores, but we don't know if their scores would have been worse, if they hadn't participated as much as they did.

These findings are based on a detailed analysis of the students errors which were compiled by three different raters you may read the results in detail in (Appendix N) The number of documents they submitted online, and the number of documents they read were also given a summary score for participation.

Analyzing the writing samples.

In this section I provide sample student writing samples from the beginning and end of the class to illustrate some of the typical changes that occurred in the compositions of the students. In Table 4 there is a series of uncorrected writing samples taken from several students at the beginning and the end of the class. I have simply counted the errors, more than one half of the students made fewer writing errors at the end of the class they did at the beginning. This was an initial analysis, which was not included in the more exhaustive analysis of composition errors that were rated by the panel of experts.

Table 5
Corrected Writing Samples

	Beginning of Class	End of Class
Pedro	I am going to leave to give a return with my girlfriend by the commercial centers to the levee to go us to the cinema and later to eat something later to go to me to rest to my house. 5 errors	I've a complaint about my neighbour. She is very noise. She never turn off her radio and to make, 3 errors
Alejandra	I go to a place with my friend to eat "Morocho" and Chinese Food (I love it). I go to the play land park and then are visting Las Peñas in the night because is very nice look at the cit in the night from the light. I go to take some photos. Maybe I will send some pics. 11 errors	Favorite Singer I don't have a favourite singer. Everybody like me. I like the rock's music. I ear some pop and R&B. Also, I like the classical's music and the "opera". I like Chopin and Carmen's opera. 5 errors
Marcos	I think that fred had to have been insurance of what felr really for its couple before introducing it since to its parents the love he can everything and its parents had to accept it because its son was happy and that is tis that but it cares the happiness, the love and the trust. 9 errors	My mother is called Delia, she has 38 years old, works in laboratories H6, she is beautiful. My father is called Romulo, he has 54 years old, of commercial Ingineer Profession, he loves much my mother. 6 errors
Eduardo	Excuse me by my late, but I don´t was in the city. The saturday 14 I was helping to Miss Loretta. Today I check my mail. I know that my verbs aren´t good. Well, In the gayaquil`s celebrations I was to Paleque City, because a family friend is die. I returned to Guayaquil the Monday to study for my recuperation test. But, a question Miss. Why the people go to the Duran during if the celebrations is for Guayaquil?, I don´t know. Duran is another canton. Is only a question. Grettings." 15 errors	Dear Ms. Roxana, Excuse me for write late, but now I am writing my thesis, during five hours each day, in the afternoon (2 - 5 pm) I have english class in Technology in the "Prosperina Campus". I like go to the Congress but I don't have time. But I am going to do all the possible one to be present in the Congress. I believe that I have not seen anything negative even in the site, also I believe that I have used it very just a short time, if will use more time, I could think on something negative. I believe that in the CELEX they must force all the teachers to that they use it for the classes. In saturday I go to the CELEX-Peñas for talking with you and Ms Loretta. I hope be to help. 12 errors

Problems with participation

Here is a representative composition:

> hi dear teacher, how are you? i hope you are fine i´m very good i want to tell you something, i can´t participate in the SIDWEB because i´m very busy i have some problems in my house with my ant (sic) and i have to move out with my sister and in my new home i don´t have computer and that´s why i´m not participe in the sideweb on weekends i hope you understand my position and i really like more participation i hope you can help me.... and pls u can explain me something i have to answer all the works postit(sic) in the sideweb and send it to your mail or what?...

Technology use

> Beginning
>
> i´m waiting for your answer....have a nice day......ur friend hi dear teacher, well i learned to use computers with my family i´m nevertake any course, my cousin in quito have a cyber and in vacations a help him with the management of the busnise and in that place i learn to use all the basic programs for PC´s and to the MAC computers i learn in the university its very diferent use a PC and use a MAC and besides i prefer to use MAC´s because i´m graphics designer, that´s all i can get for the moment... have a nice day teacher
>
> ur friend"

Comparison of student predictions and actual (real improvement)

I carried out an analysis comparing the students'predictions for improvement in their grammar sub-skills and their actual improvement. Only 7 student predictions for improvement in at least one category matched the actual or real improvement in a comparison of compositions at the beginning and the end of class. The results are displayed in detail in Table 6.

Table 6
Predicted Writing Sub-skills Improvement, and Real Improvement.

	Categories of Writing Errors	Predicted Improvement	Real Improvement
Julian	Capitalization	yes	no
	Plural/Singular	yes	no
	Subject/Verb Agreement	yes	yes
Maria	Capitalization	yes	no
	Singular/Plural	yes	no
Emilio	Capitalization	yes	no
	Punctuation	yes	no
	Plural/Singular	yes	no
Gerardo	Capitalization	yes	yes
	Punctuation	yes	yes
	Singular/Plural	yes	no
Alejandra	Capitalization	yes	yes
	Singular/Plural	yes	no
	Subject/Verb Agreement	yes	no
Edgar	Capitalization	yes	no
	Punctuation	yes	no
	Singular/Plural	yes	no
	Subject/Verb Agreement	yes	no
Manuel	Capitalization	yes	no
	Punctuation	yes	no
	Singular/Plural	yes	no
	Subject/Verb Agreement	yes	no
Luis	Capitalization	yes	yes
	Punctuation	yes	no
Mario	Capitalization	yes	no
Dolores	Capitalization	yes	no
	Punctuation	yes	no
	Singular/Plural	yes	yes
	Subject/Verb Agreement	yes	no
Jenny	Capitalization	yes	no
Marco	Capitalization	yes	no
	Punctuation	yes	no
Eduardo	Capitalization	yes	yes

Student perceptions and impressions of other positive aspects of using SIDWEB in the class

Collectively the students mentioned an entire catalog of positive aspects of using SIDWEB for learning English Writing Skills. Generally, their perception was that the classroom management system helped motivate them to look for vocabulary, obligated them to practice their English, and to differentiate their verbs. . Several students found learning to write with the assistance of SIDWEB excellent, interesting, full of new things, They learned how to compose email messages to the professor and to their classmates so they could maintain communication. Using SIDWEB for English was important for correcting and improving their writing. The classroom assistant helped them resolve their questions and concerns. Some of the students perceived that SIDWEB was helpful and easy to use. They expressed gratitude for the material that was available on the course site. There were some particular interesting individual comments;

Dolores: La curiosidad de saber opinar los demás hace que te esfuerces en aprender.

Jenny: Es interesante y me gusta porque aprendo cosas nuevas en cuanto al aprendizaje del ingles como practicar preguntas, escuchar conversaciones en ingles y los verbos. Cristina agreed with all of Jenny's points.

Barriers and Issues Regarding SIDWEB

There are several challenges for the students regarding SIDWEB.   Students lack prior experience using writing techniques in SIDWEB. Some students do not have computers or internet service available for using the tool. The learners sometimes do not have money to go to a cyber to do the assignments. Students do not like to read and they do not have lot of time to do the writing activities

There are some administrative/institutional challenges to the use of SIDWEB as well. Students register late and they do not appear in the authorized list of users. The students who accepted into the faculties, who are merely taking English course are not on the list either. The administrative office is slow to send the letter to open the course on line with the list of the students´ names. Sometimes teachers have to wait up to two weeks to work with SIDWEB

The number of negative comments were very few. Only Pedro complained that SIDWEB was under-utilized for the class. Pedro had trouble using SIDWEB because of family problems, and limited access at home. As illustrated in Table 7 the students identified positive aspects and negative aspects of learning the process of composition through SIDWEB. Few students articulated their problems with SIDWEB, except that Gina and Mara, had very low levels of participation, so their work could not be sufficiently analyzed.

Table 7

Positive and Negative Aspects of Using SIDWEB

Positive Aspects	Negative Aspects.
Reading the forums helped with writing compositions. (Cristina)	Using SIDWEB helped very little (Pedro)
La gramatica (Maria, Emilio, Alejandra, Gerardo)	
I have been able to compose passages, increase my vocabulary by using new words and phrases. (Julian)	
Learn new words (Gerardo)	
Learn the correct form for paragraphs, complete, coherent passages. (Gerardo)	
Thanks to the links that the instructor has given us, I have learned more English. (Manuel)	
Improving my reading and knowledge. (Edgar)	
Luis: Practicar, escuchar, conversar con mis compañeros	
Gina said :"Es muy importante el proceso de redacción porque nos ayuda mucho". *The composition process is very important because it helped us a a lot.* Intercambio de información con lo aprendido en clase. Enviar tareas a través del SIDWEB. *The exchange of information with what we learned in class, sending homework through SIDWEB*	

According to Pedro's comments, which are representative of the comments of other course participants who analyzed the course site on SIDWEB. The students perceived that SIDWEB was useful for learning English, and writing.

La página es muy instructiva y permite aprender y desarrollar el inglés por medio de tareas y ejercicios. Es importante ya que por medio de esta herramienta podemos aprender mas debido a que tratamos de entender las diferentes opiniones de preguntas que hacen en los foros. Es muy bueno el uso del SIDWEB para mi aprendizaje en redacción..[*This page is very instructive. It fosters learning and the development of English skills through homework and exercises. It is important that through the tool we can learn as because we try to understand the different opinions and questions of others in the forums.*

SIDWEB is good for learning to write compositions

Student Satisfaction with the usefulness of writing topics, assignments and teacher postings on grammar It is not enough to have access to an classroom management system like SIDWEB, rather it is important to have course content, and teacher guidance and feedback. For this reason, I asked the students in the surveys to comment on the quality of the online writing assignments. The results are displayed in Table 8.

Table 8
Student Perceptions of the Quality of Online Writing Assignments on SIDWEB

Number of Students	Student Ratings
7	Excellent
5	Very good
4	Good
0	Bad

94% of the students indicated in answering the various surveys that they noticed that there was a connection between the content of their textbook, and the writing assignments on SIDWEB. Eduardo in a comment representative of the comments of other classmates said:

> Para mi fue muy impactante empezar a leer todo en Ingles. Estuve leyendo la información de mi compañeros, y yo veía, como escribían ellos, trataba de imitarlos con lo que termine mejorando mi escritura. También observaba la escritura de mi profesora, que al final yo la comparaba con la mía, para ver mis errores y mejorar mi escritura. Es muy práctica la lista de los e-mails cuando se quiere consultar a los compañeros.

> It impacted me to read everything in English. I was reading my classmates information, and I saw how they wrote. I tried to imitate them so I finished improving my writing. I watched my teacher writing too. I compared it with mine to see my mistakes and to improve my writing. It is practical the e-mail list when we want to ask the classmates.

Maria and Mario both mentioned the importance of the Internet for knowing more about English.:

Student Perceptions of computer availability, computer use and the use of the specific features of SIDWEB.

The data from the Student Survey on Writing in English and Using SIDWEB (Table 3) showed that the majority of the students had access to computers at home, but few had internet service available. The range of hours that students put in working on their homework online was from ½ hour to 20 hours. All students thought that technology was necessary for studying English.

Table 9
Student Survey on General Computer Access and SIDWEB Use

_____

Computer Access at home	Internet at home	Hours to finish homework on SIDWEB	Necessity of using technology for Studying English
13	3	½ , 1, 1½, 2 (n=5), 3 (n=2), 4, 10 (n=2), 12,15 (n=2) 20	16

Many students made positive general comments about the usefulness of
SIDWEB'S features. They commented on many aspects of the Internet Classroom
Assistant, such as design, user-friendliness and specific features. Here are two
representative samples of student comments on the specific uses of SIDWEB.

Mario: What mas me pleases the sid web is the area of chat, forums and groups.
*Lo que mas me gusta del sid web es el area de chat, foros y grupos. me gusta
toda la pagina" ..*

Eduardo: But now I can write erery [sic] day in the SIDWEB. I think this site is
very good. And the ETU's teachers can use best. In the courso Basic A, was my
first time that I use this site, before never. When I hope continued using the site.
Thanks."

A third of the students also commented specifically on the design and user-
friendliness of SIDWEB in the Self-assessment 2. They often described SIDWEB in
positive terms, for example, they characterized it as being "easy" (n= 1) having a
"good design" (n=1), being a "good idea" (n=1) and being useful for having class
material available for the student (n=1).

Table _shows the breakdown of the student ratings of the different features of
SIDWEB. 71% of the students (N=7) indicated a preference for the forum section.
Students explained how they felt about using some of these features of SIDWEB: They
commented that found the forum "interesting" and "very good".

The data primarily came from Self –assessment 2.(See Appendix J) The students had different opinions of the usefulness of the separate features. The most popular feature which can be seen in Appendix J is the Forum where the students often used to post their thoughts.. One important aspect of the Forum was that the students could post pictures of themselves or of the group. Even after the class was over for the term, students continued to post pictures on the forum. The rest of the preferences did not show a pattern of student response.

Table 10

Breakdown of Student Positive Perceptions of the Different Features of SIDWEB

Features of SIDWEB	Number of students	Comments
Forums	7	There are lots of manners to learn with the forums and calendar.
Chat	2	The use of SIDWEB is very good for my writing learning but I think that should be more participation in the chat , so, it will be more interactive with other students.
Pictures of the course	2	
e-mail of the teacher	2	It is very good. We can write letters to our teachers and classmates and we are always in contact
Assignments	1	
Contents	2	
Links	1	Thanks to the proportionated links by the instructor, I have learned a few more of the English language.
Total of positive comments	18	

One of the participants, Eduardo compared two Internet Classroom Management Assistants that are currently in use in the English Department at ETU, SIDWEB and Nicenet. While Eduardo is the only student who made this comparison, I include his comment that because it was unique, and relevant. Here are his comments:

Well, I think that SIDWEB (sic) is better that nicenet, I used the two webs,

SIDWEB is more interactive, nicenet (sic) not isn't it. It is more convenient

because it is internal to ETU

I like to use SIDWEB (sic) but I received this (sic) mails in my mail from

academic of ETU

so I reply in this site. SIDWEB (sic) isa site doing in the ETU I love all doing it

in Ecuador. Is more funny.

The compositions were analyzed and compared by a panel of experienced English teachers. Two of them were native speakers of English from the United States.

The data from Self-assessment 3- Questionnaire on the Use of Computers for English Language Learning (*Autoevaluación 3-Cuestionario del uso de Computadoras para el aprendizaje de Ingles)* is in Appendix H. It was administered in Spanish. I administered Self- assessment 3 to the seventeen English students in my class.

The following students: Gerardo, Alejandra and Mario reported using computers at the university (N= 3), in the English Language Laboratory, Mario and Mara (n=2), in their university departments , Mara (n=1). Almost half of the students used computers in their workplaces Julian, Maria, Emilio, Manuel, Luis and Dolores (n= 6). Cristina is a student who went to Internet Cafes to use computers (1), and 10 of the students used their computers at home: Cristina, Julian, Maria, Emilio, Gerardo, Alejandra, Luis, Dolores, Marcos and Eduardo.

According to the data in this questionnaire, some students used their computers regularly outside of class * (n=10) , in their free time: Alejandra and Edgar (2).   Only 1 student reported using a computer daily to do his or her homework, Edgar. Here are some student comments about the reasons that students use computers.
Sólo uno usa computadoras todos los días cuando ellos tienen deberes.

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is more interactive, nicenet not isn't it. It is more convenient because it is internal

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I like to use SIDWEB but I received this mails in my mail from academic of

ETU

so I reply in this site. SIDWEB a site doing in the ETU I love all doing it in

Ecuador. Is more funny.

Difference in actual errors when the compositions were analyzed and

compared by a panel of experienced English teachers. They were native speakers of

English from the United States.

Appendix M shows the difference in actual errors when the compositions were analyzed

and compared. I compiled the data in a comprehensive chart. Here is a sample of the

data for one student.

Beginning

i´m waiting for your answer....have a nice day......ur friend"

"hi dear teacher, well i learned to use computers with my family i´m never

take any course, my cousin in quito have a cyber and in vacations a help

him with the management of the busnise and in that place i learn to use

all the basic programs for PC´s and to the MAC computers i learn in teh

university its very different use a PC and use a MAC and besides i prefer

to use MAC´s because i´m graphics designer, that´s all i can get for the

moment... have a nice day teacher

ur friend"

The data from Self-assessment 3- Questionnaire on the Use of Computers for English Language Learning - , *Autoevaluación 3-Cuestionario del uso de Computadoras para el aprendizaje de Ingles* supports the findings from the other data sources. This questionnaire is in Appendix H. It was administered in Spanish, so that the students would have a better chance of expressing their thoughts. I administered Self- assessment 3 to the seventeen English students in my class.

Table _ shows where the students use computers. 41% of the students used computers in their workplaces (n= 7). They are Pedro, Julian, Maria, Emilio, Manuel, Luis and Dolores. Cristina and Jenny (n=2) went to Internet Cafes to use computers, and thirteen of the students (n= 13) used their computers at home: Cristina, Julian, Maria, Emilio, Gerardo, Alejandra, Edgar, Luis, Dolores, Jenny, Marcos, Eduardo and Gina.

The survey data revealed that the students use computers for many purposes, such as doing their homework, doing research, enjoying entertainment, working on math functions, word processing and crating presentation, working, and for studying English.. Only one student, Gerardo, reported using a computer daily to do his homework. Those that worked on computers at home, may have done their homework there. Here are some of the students' comments about doing their homework and research. The students' were categorized into several themes: the speed of completing their assigned tasks, ease of research

Table 11

Usefulness of using computers to do assigned homework and research.

Speed of completing assignments	. Ellos me ayudan a hacer más rápido las tareas. *.Everything depends on appropriate learning topics.* *They help me to do my homework more quickly.*
Ease of completing assignments	Cristina: Baja manuales de internet cuando no comprende algo. Me gusta la computadora porque es fácil investigar. *I like the computer because it is easier to do research. I can download manuals from the Internet when I don't understand something.*
Access to information	Pedro: Todo depende en mirar tópicos apropiados en el aprendizaje Puedes grabar información segura. Ellos ayudan a bajar información [*You can record reliable information. Computers help to download information.*]
Entertainment	Alejandra, Edgar, Julian, Cristina and Mario reported listening to music and playing computer games on weekends.
Communication	Jenny lee sus e-mail cuando no está en clase.

Gerardo and Julian both said that they used the Internet to do research in their fields of study.. Computers are also a main important source of entertainment for these students.

Alejandra, Edgar, Julian, Cristina and Mario reported listening to music and playing computer games on weekends. Jenny lee sus e-mail cuando no está en clase.

Jenny, Edgar and Gina reported that they used computers to do research in their major fields of study during their English courses.

Because these students attend a technological university many of them reported different advantages of using computers for computation, math functions, word processing and PowerPoint presentations: Some of their representative comments on the advantages of computer technology were:

Marcos: Me gusta resolver programas en Excel, Word y hacer presentaciones en Power Point.[I like to resolve problems in Excel, Word and to create presentations in PowerPoint.

Eduardo: La agilidad en el cálculo.[Agility in doing calculus.]

Mara: Es una herramienta esencial hoy. [the computer] is an essential tool today.

Gina: Nosotros podemos aprender más de tecnología cada día. [We can learn more technology every day.]

Jenny: Para aprendizaje independiente.[*Computers can be used for independent learni* Manuel: Puedes encontrar programas didácticos. [*You can download educational programs*.

Mara: Es una puerta al conocimiento.*[The computer is a door to knowledge.]*

The survey information provided insight to the types of problems that the students had with using computers in general. The next table outlines which students experienced which problems.

Table 12
Problems with General Computer Use.

Problems with Computer Use	Students Who Experienced the Problems
Using unfamiliar or new programs *	Julian, Emilio
Not having permanent Internet *	Gerardo,
Slowness of certain machines *	Marcos
Obstacles for recording information on the pen drive.	Jenny
Lack of computer memory.	Marcos
Computer viruses *	Alejandra, Marcos, and Eduardo
Problem installing programs	Gina

as almost evenly divided on the point of problems with computer use. The problems

that could have interfered with the success of the students in using SIDWEB are marked

with asterisks [*].

En la pregunta 4 ¿Cómo percibe el uso de la tecnología para aprender inglés? Explique

completamente.

Todos los estudiantes escribieron diferentes respuestas a la pregunta número 4. Aquí

están:

Actividades de aprendizaje

- Es muy buena porque le permite chequear diferentes páginas y hacer otros

  ejercicios.

- Muy importante para apoyar todo lo que estudiamos.

- Ayuda al aprendizaje.

- Los juegos y las actividades son de gran ayuda.

- Es muy interesante porque nosotros podemos saber nuestros errores.

- Es una gran herramienta para aprender inglés en estos tiempos.

- Es un buen método para aprender porque ayuda un montón a los alumnos para su aprendizaje. Este ayuda a hablar y a escribir.

- Es una buena idea usar computadoras con los principiantes. Es una buena manera de aprender.

- Esto llama la atención y motiva a pasar más tiempo por este objetivo.

- Es bueno porque ayuda a que hay algunas importantes reglas que nos dejan distraídos.

- Los estudiantes pueden aprender en una manera visual y práctica.

- Es muy bueno porque cuando tu estás ausente en clase, usando el SIDWEB(Sistema de desarrollo en la web creado por la ETU). Puedes estar al día con deberes y tareas. Tú puedes aprender más cursos, oír y cantar canciones.

- Podemos usar la tecnología para ver con detalles los verbos, el vocabulario y tu no estás sólo leyendo libros.

- Podemos usar la tecnología para ver con detalles los verbos, el vocabulario y no sólo leer. El uso de la tecnología es una parte muy importante en nuestras vidas porque nosotros podemos ver el nivel de conocimiento de inglés que nosotros tenemos.

La tecnología en sí misma

- Muy buena herramienta usar el Internet.

- Es increíble que todo está avanzando.

- En este mundo globalizado, el inglés y las computadoras son integradas.

. Las computadoras nos ayudan mucho.

. Es bueno porque es una herramienta para el aprendizaje.

Acceso

. Hay más programas para usar en casa para las personas quien tienen poco

tiempo libre.

Student´s perception of technology use for learning English.

Question 4: How do you perceive the use of technology to learn English?

All the students wrote different answers to question number 4. Here they are:

Learning activities

- It is very good because it lets you check different pages and do other exercises.

- Very important to support all what we study.

- It helps the learning.

- The games and activities are of great help.

- It is very interesting because we can know our mistakes.

- It is a great tool to learn English in this time.

- It is a good method to learn because it helps a lot to the student for their learning. It helps to speak and to write.

- It is a good idea use computers with the beginners. It is a good way to learn.

- It calls the attention and motivates to spend more time for this goal.

- It is good because it helps that there are some important rules that let us realize, practice tasks in the moment when we are in the lab and nobody is absent-minded or inattentive.

- Students can learn in a visual and practical way.

- It is very good because when you are absent in class, using SIDWEB (Web development system created at ETU), you can be up dated with homework and tasks. You can learn more courses, listen and sing songs.

- We can use the technology to see with details the verbs, the vocabulary and you are not only reading books. The use of technology is a very important

part in our lives because we can see in what level of English knowledge we are.

Technology itself

. Very good tool to use the Internet.

. It is incredible that everything is advancing.

. In this globalized world, English and computers are integrated.

. Computers help us a lot.

. It is good because it is a tool for learning.

Access

. There must be more programs to be used at home for the persons who have little free time.+

. Self assessment 3

Research question 4 : How do students perceive their English writing skills at the beginning and the end of the course?

¿Cuáles son sus debilidades en la redacción del inglés? Explique completamente.

Me confundo mucho en cuanto a la escritura, los verbos.(2 students)

Preguntas en pasado y presente perfecto.

El uso de ciertos complementos y de las peticiones.

Al no traducir se me hace difícil algunas oraciones.

A cuatro alumnos se les hace difícil escribir en ingles por falta de vocabulario.

La gramática contestaron dos alumnos.

La distinción de los tiempos.

Los auxiliares y verbos, pero en general he aprendido bastante en el curso. Hay que practicar mas para lograr un buen trabajo.

Practicar preguntas.

Reglas del uso de los verbos.

Colocar el adjetivo y el sustantivo en forma correcta.

No he encontrado debilidad sino ventajas en mi aprendizaje.

La ubicación de los verbos y de los adjetivos.

Me falta mucho.

Aprender más vocabulario que desconozca.

Which are your weaknesses in the writing skill in English. Explain completely.

I confuse in the spelling and verbs.

Questions in Simple Present Tense and Present Perfect.

The use of certain complements and requirements.

If I do not translate, it is difficult to understand some sentences.

To 4 learners it is difficult to write in English by lack of vocabulary.

The grammar answered 2 students.

The difference between the verb tenses, replied 3 students.

The auxiliaries, but in general, I have learned a lot in the course.

We need to practice more to reach a good job instead advantages in my learning.

Practice questions.

To locate the adjective and the noun in the correct way.

I have not found weaknesses, instead, advantages in my learning.

The location of verbs and adjectives.

To learn more vocabulary that I did not know.

Results from the Oral Interview.

(See appendix I)

They do not say reading. It is not identified as one of the skills.

Date: September 8th, 2006

They don´t say reading. It is not identified as one of the skills.

Listening		1
Grammar	Verbs	3
		3
Speaking	Pronunciation	3
	Oral practice	1
		4
Writing	Practicar oraciones	1
	Párrafos	1
	Phrases	1
	Improve Writing	4
		7
Vocabulary		2

Findings:

During the oral interview (n=17) identified grammar (n=3) and writing (n=7) as their weakest areas in learning English. The problem in grammar that was mentioned most was trouble with verbs. Several students sentence writing as the most challenging part of learning to write.

Only three students continued this process of participating in the SIDWEB after the course finished.

Chapter 5\

The Discussion and Conclusions

The discussion and conclusions of this research study are organized according to the answers found to the research questions. It is important to remember that these students tested into the most basic English classes offered at the university

Research question 1. What are the students´ perceptions of the usefulness of SIDWEB for improving their writing skills? That the majority of the students rated the topics for the writing assignments as excellent, shows that they were satisfied with the contents of the SIDWEB writing activities. Generally, most of the students predicted that their writing would improve by completing the assignments on SIDWEB, yet the data indicated that a minimum of 20 instances of participation where the students needed to write or post something online were needed to show improvement in one or more categories of grammar and writing conventions on their writing assignments in English.

Research question 2.   Do students perceive that their writing skills in English have changed through the use of SIDWEB?

At the beginning of the course, I administered Self-Assessment Survey 1. Most of the students (n=17), perceived that their writing skills in English were poor in the areas of capitalization (n=13), punctuation (n= 13), word forms (13), subject verb agreement (n= 16) plural and singular (n= 12) and verb tenses (n=13) , but at the end of the course most of the students changed their perceptions of their own writing remarking on improvements in some or all of these areas of basic writing. Twelve indicated that they did not know if SIDWEB would be good for improving their writing or not, and one student did not answer.

Most of the students perceived that their writing skills have changed through the use of SIDWEB. One of the results of the study, was that many of the students predicted that their grammar knowledge, and writing conventions, such as capitalization and punctuation, syntax such as word order, and vocabulary such as choosing correct word forms, or the correct word had improved. However, when the panel of expert English language teachers analyzed their improvements, it became apparent that the students; predictions for improvement didn't match the rated outcomes. The students were very optimistic, and entered the class and the study feeling that they would improve. If they posted all of the required assignments, and participated actively in their forums, (20 minimum interactions on SIDWEB) their writing showed improvement in one or more categories of grammar and writing conventions, which was a positive finding, even though the students were overly-optimistic, and sometimes didn't improve in the categories where they predicted improvement.

The reason for these results could be that the students were at the lowest proficiency level of English in the English Institute. They were a group that was very positive. Their university is very selective, so they perceive themselves as strong learners. For example, throughout the course, Eduardo produced more writing than his peers. He took more risks with his English, and showed a special level of enthusiasm. In fact, for more than a year he has kept in touch with me through Internet and email.

Research question 3. How do students perceive the use of technology for studying English?

The students perceived the use of technology for studying English very positively, but few were willing to continue practicing their writing on SIDWEB, after the course was over, even though I agreed to keep working with them. . It was certainly more difficult for the students who were unable to access computers at home

This research study shed light on how a group of students in Ecuador use computer technology. The students use computers at their work, in the university, in a cyber café or at home

Clearly, many of the students did not have the kind of access to computers, and especially to the Internet, that they needed. There were many factors that got in the way of their practicing enough with writing on line, for example the economic factor of having to pay for a personal computer, nor to pay for Internet at home (100.00 per month), or to pay for a cyber-cafe. Only three of 17 students had Internet at home. Yet all of them recognized and emphasized the necessity of having access to computers for their university studies The average Ecuadorian income is about 361.00 per month according to the United Nations Development Programme statistics (November 2007). The hours of the computer labs are limited. The students in my study did not know how to use SIDWEB. Of course, the same constraints all students have on their time. They have work from their major courses, many work, and of course many have personal and family responsibilities.

Most students in this group were first time SIDWEB users, even though this is the classroom management system, created by and officially used by the university.

Another result from the data that relates to Research question 3 is the general feedback of the students that computers facilitate research

Research question 5, Does SIDWEB promote communication in English among students and between students and the teacher?

Regarding the efficacy of the design and features of SIDWEB, the students felt that it helped them to better understand writing through the exercises. The student preferred the Forum feature of SIDWEB because they could post pictures of the class.

They continued to post pictures even after the end of the class. Moreover, the data indicated that the students regarded the teacher postings on SIDWEB on specific grammar points helped them to correct their grammar mistakes. Three students continued to communicate with me, and with each other through the class website for two months after the class. In fact one of the students still keeps in touch with me.

Implications for teaching

All the students said that there is a connection between the content of the textbook and the writing assignments on the SIDWEB.

That student wrote to me in English about their personal struggles after the class, indicating that this instructional venue clearly has implications for continued, independent and authentic target language learning and practice. The students wrote both for advice, and to explain why they had not been working on their writing skills through SIDWEB after the end of the course, showing that this way of teaching connects with them not only cognitively but also affectively.

Because this study was carried out two years ago, in my classes today, I have noticed that the students are now more accustomed to using SIDWEB for their other classes. They often use it, sometimes daily to communicate their questions to me. They participate in the forums, and they write emails asking for assignments, and letting me know if they are going to be absent. With the group of students who were the participants in this study, they needed all four SIDWEB orientation and laboratory sessions in the computer lab, in order to be able to function in my English class.

From the analysis of several of my data resources, such as my observation journal, student documents generated on SIDWEB, and the SIDWEB statistical records I concluded that the students who participated more on SIDWEB improved their English writing more, but the students who didn't participate so much, advanced little in

their writing English writing skills. So, with my classes now, I have increased the number of writing activities on line that I require, with a special emphasis on the forums. Before the intensive modules were only three weeks long, for five hours per day (60 hours). Now, the intensive courses are four hours per day for a total 90 hours, which will increase the time that the students can engage in activities on SIDWEB.

Implications for Research

One possible way to extend research on SIDWEB as an instructional tool, would be to survey and interview the professors in the university about their use of SIDWEB, and their perceptions of its usefulness for learning. Sin estos tres aspectos, todos los recursos se mantienen latentes, en potencia". (E. Shumacher, page 1).

Because a year and one-half have elapsed since collecting the data for this study, I decided to interview the administrator who is in charge of the implementation and maintenance of SIDWEB to see how the use of this computerized classroom management system has evolved in the university where I did my research. There have been many changes. When I began the study, I was the only instructor among the CELEX faculty who was making use of this system. As of June 2008, there are 28 English teachers at the university using SIDWEB, and 600 professors throughout the university. A new course is created every two days. The technical team has updated the system to respond more quickly to the demands of the teachers. A new interface has been created and is scheduled for implementation in October 2008. The SIDWEB team is now developing and planning to implement blogs and wikis into the system, so that the students can have enhanced ways to express themselves online. The new version SIDWEB 3.7 which is now in use, is simpler and quicker for the students and faculty to use, than the previous version that I used during the study.   The new version, SIDWEB 4, which will come out in the October 2008, will have additional features.

The SIDWEB team will offer an advanced training course for faculty in the use of these new SIDWEB features. A new system has been designed that will give space to students to create their own webpages, and they can see all the university services.. It is an integrated system for the entire university. (Ochoa, 2008)

"El desarrollo no comienza con bienes, comienza con la gente, su educación, organización y discipline".

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Appendix A

Aprobación del Uso del SIDWEB como la plataforma tecnológica de la Escuela

Superior Politécnica del Litoral.

Notificación recibida por e-mail.

Estimada Roxana Fernández Berducci: Esta es información relevante que atañe a los profesores titulares o contratados de la ETU

La Comisión Académica en sesión celebrada el 1 de junio de 2006, resolvió:

CAc-2006-402.-   Una vez aprobado el esquema del Modelo Educativo Virtual

y las estrategias de implantación, mediante resolución CAc-2005-558 de esta

Comisión Académica, el 29 de diciembre de 2005, y en vista de que para

iniciar la oferta y desarrollo de programas bajo la modalidad virtual

(Semi-presencial, a distancia o virtual) es necesaria la utilización de una

plataforma tecnológica, esta Comisión Académica aprueba la utilización del

Ambiente de Desarrollo y Administración de Cursos y Contenidos SID-WEB,

desarrollado por el Centro de Tecnologías de Información (CTI), como la

plataforma tecnológica Institucional a utilizarse en la oferta de programas

bajo esta modalidad.

CAc-2006-403.-   Considerando la decisión inmediata anterior, el Centro

de Tecnologías de Información (CTI), durante el año lectivo 2006-2007, incluyendo el período vacacional, capacite a los profesores de la Institución, en el manejo y utilización del Ambiente de Desarrollo y Administración de Cursos y Contenidos SIB-WEB.

CAc-2006-404.-   Disponer que a partir del I Término del año lectivo 2007-2008, la contratación de profesores en las distintas Unidades Académicas para el dictado de materias, estará supeditada a la presentación de la Certificación de haber tomado el Curso de manejo y utilización del Ambiente de Desarrollo y Administración de Cursos y Contenidos SIB-WEB.

CAc-2006-405.-   Disponer que las Unidades Académicas, hasta el I Término

del año lectivo 2007-2008, por lo menos el 70% de los programas de las

materias de las carreras y especializaciones respectivas, deberán colocarse

en la plataforma SIB-WEB de la Institución. Las Unidades deberán designar

un Coordinador por materia para el cumplimiento de esta resolución.

CAc-2006-411.-   De acuerdo a lo solicitado por el Centro de Investigación

y Servicios Educativos (CISE), autorizar el dictado del Taller "Capacitación

para tutores de Tesis o Proyecto de Pregrado", con duración de 12 horas, el mismo que se reconoce como Taller Pedagógico, válido para Ascenso de Grado y Categoría de los profesores de la Institución.

CAc-2006-413.-   En concordancia con la resolución 06-05-171 tomada por el Consejo Politécnico el 18 de mayo de 2006, se solicita a las Unidades Académicas, para que en el plazo de 30 días hábiles, presenten al Vicerrectorado General un Plan Quinquenal de becas de Post-Grado a nivel Doctoral, tomando en consideración lo siguiente:

Appendix B

SYLLABUS

COURSE TITLE: Inglés Básico A

INSTRUCTOR INFORMATION:

M.A. Roxana Alejandra Fernández,

Teaching Degree at Universidad Técnica Particular de Loja.

Master degree in the development the Intelligence and Education at Pontificia

Universidad Católica del Ecuador.

14 years of experience in teaching Primary, High School and University levels

Professor at ETU − CELEX

e-mail: rfernan@ETU.edu.ec

LETTER TO THE STUDENT:

Dear Students,

Welcome to the Subject Basic English A. You will share your past experiences and you will make projects to develop your English skills in class. Good luck. I trust in your enthusiasm and responsibility to reach all our objectives. You can send me an e-mail if you need to communicate any problem you have. Go on with your studies.

COURSE PRE-REQUISITES: To take the placement test.

COURSE DESCRIPTION AND PURPOSE: This subject will require 90 hours of in-class work. We will: 1) Review the simple present tense and the present progressive, 2) Learn to use the past and the future tenses, and 3) Create writing projects from students' interests according to the book topics which are listed below:

Unit 1: Introductions and greetings. September 14, 2006

Unit 2: Daily schedule. September 15,.2006

Unit 3: Prices. September 18, 2006

Unit 4: Music. September 19, 2006

Unit 5: Your family. September 20, 2006

Unit 6: Exercises September 21, 2006

Unit 7: Weekend activities. September 22, 2006

Unit 8: Neighborhoods. September 25, 2006

Unit 9: Clothing styles. September 26, 2006

Unit 10: Past experiences. September 27, 2006

Unit 11: Cities. September 28, 2006

Unit 12: Health problems and remedies. September 29, 2006

COURSE AND UNIT OBJECTIVES:

During the subject English A , you will read for specific information, for detail, and to look for the gist of the reading selections. You will also practice intensive reading and extensive reading; and inferring meaning from context.

In this course you will work on listening and speaking activities at a natural speed. You will become confident with greeting people, and with identifying main stress and intonation.

One of the important parts of this course is improving your writing subskills. Some of these are punctuation, spelling, linking and paragraphing.

By the end of the course you will have developed the ability to use the computer for a variety of English learning purposes.

Goal 1: By the end of the course, students will have become more aware of their writing and be able to identify the specific areas in which improvement is needed.

Goal 2: By the end of the course, students will have developed the ability to use the SIDWEB for a variety of purposes.

SIDWEB is an e-learning tool designed by ICT (Technological Information Center)-ETU to facilitate with the development of academicals web sites for supporting the classes.

The students and teachers do not need to be at a classroom to receive or send their homework or ask and receive answers.

OBJECTIVES:

Promoting and documenting good practices in applying writing strategies.

- To increase the competency in the language taught.

- Promote pedagogy through technology.

- Students will be able to employ simple and complex sentences in present, past and future frames.

RESOURCES:

Richards, J. (2003), *Interchange* 3rd. edition . Cambridge University Press. U.S.A.

READINGS:

e-Book: *Stories for Young Readers.* Book 1.   Simple Present

- "Wendy" : October 2nd., 2006

- TV Boy : October 3rd. 2006

- Frida : October 4th,2006

- Fire : October 5th, 2006

- Ann : October 6th, 2006

- Raj : October 9th. 2006

- Mary Big Sky: October 10th, 2006

- The big waves: October 2006

- Meta October 11th, 2006

- Hans: October 12th, 2006

- Keiko: October 13th, 2006

- Frankie: October 16th, 2006

- Mobile Phone : October 17th, 2006

Simple Past Readings:

- Chris´Father: October 18th, 2006
- Theresa: October 19th, 2006
- Kenji: October, 2nd,2006
- Sophie: October 3rd, 2006
- Spain: October 4th, 2006
- I hate my best friend. October 5th, 2006
- Jennifer and Susan : October 6th, 2006
- Joe was my friend : October 9th, 20061st
- Debbie and Jim : October 10th, 2006
- The Fight after Lunch: October 11th , 2006
- Valentin´s Dream : October 12th, 2006
- Marian´s New Shoes: October 13th, 2006
- Billy : October 16th, 2006
- What Do girls like? : October 17 th, 2006
- Christmas : October 18th, 2006

Future Tense Readings:

- Maria : October. 19, 2006
- Marcie´s Dream: October 2nd , 2006
- Foreigner: October 3rd, 2006
- CD: October 4th , 2006
- Kei: October 5th, 2006
- A crazy boy: October 6th, 2006
- Fast food: October 7th, 2006
- Store Dialogues: October 8 th, 2006
- Jackie: October 9th, 2006
- Stefano: October10 th, 2006
- Directions: October ^{11th} , 2006
- Nathan: October ^{12th} , 2006

COURSE CALENDAR and Required Assignments

Course Objectives:

Promoting and documenting good practices in applying writing strategies.
   . To increase the competency in the language taught.

. Promote pedagogy through technology.

Types of activities

Week	Date	ACTIVITY
1	September 15th,2006	Write about your family
	September 19th, 2006	Guayaquil´s celebrations
2	September 20th,2006	Introduce the SIDWEB in the English lab.
	September 21st., 2006	1) Quiz 1: Units 1,2,3,4,5,6 and compositions about: 2) Your habits, 3) Your family, 4) Your classmate,
3	September 22nd., 2006	Who is your favorite singer, actor or actress?
	September 25th, 2006	Participation on line. Answer four questions using classmates e-mails.
4	September 26th, 2006	Midterm exam
	September 27th, 2006	Exchange information about past events.
	September 28th,2006	Describe cities
5	September 29th, 2006	To make a series of presentations of posters about travel and tourism.
6	September 30th, 2006	Present a portfolio with all the activities done in class. Compositions: 5) Cities you have visited. 6) Your childhood. 7) Your future dreams.
7	October 20th, 2006	Final exam

Mejoramiento: October 23rd , 2006

COURSE REQUIREMENTS:

- Present a portfolio with all the activities done in class.

- Make a Poster according to your favorite singer or actor/actress.

- To complete and be ready to discuss all the readings

- To pass all the quizzes with an average of 60%.

- To make a series of presentations of posters about travel and tourism.

- To write compositions about, 1)Your habits, 2) Your family, 3) Your classmate, 4) Cities you have visited. 5) Your childhood. 6)Your future dreams.

- To use the SIDWEB for completion of class projects.

- Write in the SIDWEB comments about newspapers, magazines articles and editorials.

. Free write.

. Discuss responses to questions in small groups.

. Write autobiographical pieces.

. Write family histories.

. Write expository pieces with a clear focus.

. Write letters to classmates.

. Interview a classmate and report on it.

. Write short research papers.

. Write summaries.

. Narrate personal experiences.

. Write short messages.

. Construct paragraphs from guides, tables and frames.

. Answer a set of questions.

. Apply the stages of the writing process: pre-writing, writing, revising.

. Descriptive, narrative and discursive compositions.

. Write a story.

. Write an essay with a thesis statement, body and conclusion.

OBJECTIVES:

Promoting and documenting good practices in applying writing strategies.

. To increase the competency in the language taught.

. Promote pedagogy through technology.

EVALUATION:

You will have a Midterm exam and a Final exam over 100 marks. There is a Listening, Reading, Speaking and Writing part where you must show your skills acquired during the period.

GRADING PROCEDURES:

Assignments include:

1. 20 marks considering the classwork, quizzes, homework and projects.

2. 60 points for the Midterm exam and

3. 10 marks for the Listening section.

4. 10 marks for the oral exam.

5. 60% for the Final exam plus the listening section, speaking and writing. In total 100%.

HOW TO USE THE SYLLABUS:

The syllabus is a guide to follow through all the course. Some adjustments will be made.

HOW TO STUDY FOR THIS COURSE:

In this course you need to do all the assignments , compositions and activities designed for your teacher to help you in your learning tasks. I recommend to participate in class actively, so you will reach the objectives of the course.

LEARNING TOOLS:

- SIDWEB: www.SIDWEB. ETU.edu.ec

APPENDIX C
Letter presented to the Director of
CELEX

Roxana Fernández, MAEd.
Domingo Comín y Callejón   K. El
Limonar. Villa E 001-
Guayaquil.Guayaquil, Ecuador

August 2nd., 2006

Lcdo. Tom Bolton
Director de Centro de Lenguas Extranjeras
CELEX
Guayaquil

Dear Lic. Bolton:

I am going to continue applying innovations through SIDWEB in my Inglés Basico A classes. I would like you to give me permission to instruct my students in the use of this institutionally required e-learning tool in the English language learning lab.

Previously, you signed a letter in support of my thesis proposal. I have recently changed the title to the following:
"Student Perceptions Of The Use of SIDWEB For Improving English Writing Skills In

Ecuadorian University. Please write me a note on this letter if you approve of the title

change. Thank you for your continue support.

Sincerely yours,

Roxana Alejandra Fernández Berducci, MA Ed.

APPENDIX D

PARTIPANT CONSENT FORM

Student Perceptions of the use of SIDWEB for Improving English Writing skills in Ecuadorian University.

Please indicate your position: check all that apply.
_____Student Participant

I_____(Name of participant), have been invited to participate in this research study, which has been explained in partial fulfilment of the requirements for the Master´s Program in Teaching English as a Foreign Language.

The purpose of this research study is to describe the student perceptions of the use of SIDWEB for improving English Writing skills.

Description of the research study methods
This research will be an action research.

Requirements of the participants
Participate in the SIDWEB, interviews and surveys.

Benefits to the participant
To improve their English writing skills and technological knowledge.

Risks and Discomforts
The only discomfort is that two students cannot participate in the SIDWEB; one did not remember her keys and the other is not in the list of participant because he is a particular student.

Please contact the researcher Roxana Fernández, M.A. Ed. In the teachers´ room of Duran University or by mail at rfernan@ETU.edu.ec

Confidentiality
I understand that any information about me obtained as a result of my participation in this research will be kept as confidential as legally possible. In any publications that result from this research, neither my name nor any information from which I may be identified will be included.

Voluntary participation
Participation in this study is voluntary. I understand that I am free to withdraw my consent to participate in this study or any specific activities at any time. I understand that neither my employment status, nor my academic status will be affected if I decide not to participate in this study. I have been given the opportunity to ask questions about the research, and I have received answers concerning areas I did not understand. The data I provide in this study will remain anonynmous. By signing this attached consent form. I signify that I understand the terms associated with the study. Upon signing this form, I will receive a copy. I willingly consent to participate in this study.

_____

Signature of the Participant or the participant´s Representative. Date_____

APPENDIX E

SELF ASSESSMENT 1

1) Do you know how to use SIDWEB?

Yes…………   No………….

2) Do you think that your writing will improve through the use of SIDWEB?

Yes…………   No………….

3) How do you perceive your writing skills in the areas of :

Capitalization: poor……..   good………… very good …………..

punctuation,   poor……..   good………… very good …………..

spelling,   poor……..   good………… very good …………..

word forms,   poor……..   good………… very good …………..

 plural and singular   poor……..   good………… very good …………..

 subject-verb agreement   poor… good…   …… very good ………

 and verb tenses.   poor……..   good………… very good …………..

APPENDIX F

Student survey on writing in English and using SIDWEB

Encuesta sobre el uso de SIDWEB en el Proceso de Aprendizaje de Composición en

Inglés

Name:

Carrera:

Género:

Edad:

Lugar de nacimiento:

Nombre del Colegio:

¿Tiene computadora en su casa?

¿Tiene Internet?

¿Cuántas horas estudias inglés a la semana?

¿Cuál es el promedio de las horas diarias que necesita para completar sus tareas de

inglés en SIDWEB?

Estimado alumno: Conteste con sinceridad las siguientes preguntas:

1) What do you think about SIDWEB?

2) What do you think about using SIDWEB to study writing in English?

3) What do you think about using SIDWEB to learn English?

4) What are your expectations for learning to write in English in Basic English

A?

5) What did you learn about writing in English in your other school years?

6) What are your problems with writing in English?

7) What can you do best when you write?

8) Do you think learning to write English is important?

Not important		Somewhat important		Very		
1	2	3	4	5	6	7

9) Why is learning to write in English important? Explain why.

APPENDIX G

Self-assessment 2

Please dear student, check with a tick when you agree with the answer.

1) The writing assignment topics in the content section of SIDWEB are

Excellent…………. Very good………. good……..or bad……….

2) Do you think that there is a connection between the content of your textbook,

and the writing assignments on SIDWEB.

Yes……….   No…………

3) Do the teacher postings on SIDWEB of grammar points that have been a

problem for you in your assignments help you to correct your grammar mistakes?

Yes……….   No…………

4) What do you like about SIDWEB? Please explain.

5) Explain how you felt about using these features of SIDWEB

pictures of the class

contents in forum

 assignments

 document section

 and question bank

6) Please write your thoughts about using the following features of SIDWEB:

Syllabus

Announcements

 E-mail list

 Calendar

 Assignments

Documents

Links

Forums

APPENDIX H

Self-assessment 3

Cuestionario del uso de Computadoras para el aprendizaje de Inglés.

Detalle lo más completamente posible todas las respuestas.

1   ¿Dónde y cuándo usa computadora?

1. ¿Qué le gusta sobre el uso de la computadora?

2. ¿Cuáles son los problemas que tiene en cuanto al uso de computadoras?

3. ¿Cuál es su opinión del uso de SIDWEB para su aprendizaje de redacción en

    inglés? Explique completamente con detalles.

4. Explique en detalle todas las estrategias del proceso de redacción que ha

    aprendido.

5. Hay algo nuevo que aprendió sobre el proceso de redacción?

6. ¿Cómo percibe el uso de la tecnología para aprender inglés? Explique

    completamente.

7. ¿Cuáles son sus debilidades en la redacción del inglés? Explique

    completamente.

APPENDIX I

Oral quiz scoring sheet

Name_____

Date_____

Score_____

	Poor	Fair	Good	Very Good	Excellent
Comprehension	1	2	3	4	5
Fluency	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Pronunciation	1	2	3	4	5
General comments					
Problems with English					
Suggestions for improvement					

APPENDIX J
Class record

ENGLISH BASIC A 001
Teacher: Roxana Alejandra Fernández Berducci

Tuesday, October 17, 2006	Hello **Roxana Alejandra Fernández Berducci** (Logout)

Search

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- imageflash

You are in: Community » Forums

Topic **BEST GROUP !!!!**
From Cano Bravo Karina   Expiration date January 01 2007

DEAR FRIENDS,

HERE ARE SOME PICTURES OF THE BEST GROUP THE ENGLISH BASIC A

GREETINGS,

Karina Cano

000_1276.jpg 000_1266.jpg 000_1273.jpg KAAD%2B010.jpg 000_1265.jpg KAAD%2B004.jpg KAAD%2B006.jpg KAAD%2B007.jpg KAAD%2B008.jpg 000_1275.jpg KAAD%2B005.jpg KAAD%2B011.jpg

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Forums   ✖ Delete Replies Return

Plain View | Hierarchy View | Simple Hierarchy View

Topic **BEST GROUP !!!!**
From Maria   Expiration date January 01 2007

DEAR FRIENDS,

HERE ARE SOME PICTURES OF THE BEST GROUP THE ENGLISH BASIC A

GREETINGS,

Maria

000_1276.jpg 000_1266.jpg 000_1273.jpg KAAD%2B010.jpg 000_1265.jpg KAAD%2B004.jpg KAAD%2B006.jpg KAAD%2B007.jpg KAAD%2B008.jpg 000_1275.jpg KAAD%2B005.jpg KAAD%2B011.jpg

Reply to this message Edit

APPENDIX K

Statistic

Statistics

Reset former member stats | Reset all stats

	Read documents	Created documents
Information	20	0
Content	140	18
Multimedia	5	1
Links	24	16
Forums	0	175
Announcements	175	25
Board	10	1
Assignments	84	26

User	Read documents	Created documents
AVALOS MOYA ANTONIO EDUARDO	17	14
CALI YAMBAY CARMEN ELIZABETH	33	13
CAMPOZANO GORDILLO CHRISTIAN RAUL	10	4
CANO BRAVO KARINA	42	10
COLLANTES SALVATIERRA JAVIER ALEJANDRO	12	8
CRUZ RIZO JOSE ANTONIO	31	0
FERNANDEZ BERDUCCI ROXANA ALEJANDRA	0	116
INTRIAGO MERA YELENA MARIETA	33	18
MARTINEZ MERO JUAN FRANCISCO	32	7
MONCAYO REYES JOFFRE LUIS	32	5

Page: 1 of 2 | 1 | 2 |

Total rows: 16   Rows displayed per page: 10

Statistics

Reset former member stats | Reset all stats

	Read documents	Created documents
Information	20	0
Content	140	18
Multimedia	5	1
Links	24	16
Forums	0	175
Announcements	175	25
Board	10	1
Assignments	84	26

User	Read documents	Created documents
MORA GUERRERO ERIC EMANUEL	30	16
MOREIRA ESPINOZA MARÌA GABRIELA	60	18
NARANJO HURTADO LUIS ALBERTO	46	5
RENDON PAREDES SERAPIO CLEMENTE	26	10
RODRIGUEZ RODRIGUEZ CLARA FRANCISCA	31	12
TAPIA PUENTE GINA MARIBEL	17	7

Page: 2 of 2   1   2

Total rows: 16   Rows displayed per page: 10

Appendix L

Table 5

Changes in Student Perception of Writing Sub-skills . (Poor-P, Good-G, Very Good-VG)

_____

Student	Beginning	End	Number of Changes
Luis			
	Spelling-P	Spelling-G	
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Subject Verb Agreement-P	Subject Verb Agreement-G	1
	Verb Tenses-G		
			1
Eduardo	Punctuation-P		
	Spelling-P		1
	Word Form -G	Punctuation-G	1
	Plural –Singular-G	Spelling-G	1
	Subject Verb Agreement-P	Plural –Singular-G	
	Verb Tenses-P	Subject Verb Agreement-G	1
		Verb Tenses-G	1
Pedro	Capitalization –P	Capitalization –G	1
	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Subject Verb Agreement-P	Subject Verb Agreement-G	
	Verb Tenses-P	Verb Tenses-G	1
			1
Jenny			
	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Subject Verb Agreement-P	Subject Verb Agreement-G	
	Verb Tenses-G	Verb Tenses-G	1
			1
Mario			
	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Subject Verb Agreement-P	Subject Verb Agreement-G	
	Verb Tenses-P	Verb Tenses-G	1
			1
Adriana	Capitalization –P	Capitalization –G	1
	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Verb Tenses-G	G	1
Julian	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Verb Tenses-P	Verb Tenses-G	1
Maria	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Verb Tenses-G	Verb Tenses -G	1
Emilio	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-VG	1
	Verb Tenses-P	Verb Tenses-G	1
Gerardo	Word Form -P		1
	Plural –Singular-G		1
	Verb Tenses-P		1
Alejandra	Word Form -P	Word Form -G	1
	Verb Tenses-P	Verb Tenses-G	1
Edgar	Verb Tenses-P	Verb Tenses-G	

			1
Manuel	Word Form -P	Word Form -P	1
	Plural –Singular-P	Plural –Singular-VG	1
	Verb Tenses-P	Verb Tenses-G	1
Marcos	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Subject Verb Agreement-P	Subject Verb Agreement	1
	Verb Tenses-P	Verb Tenses-G	1
Guillermo	Capitalization –P	Capitalization –G	1
	Punctuation-P	Punctuation-G	1
	Spelling-P	Spelling-G	1
	Word Form -P	Word Form -G	1
	Plural –Singular-P	Plural –Singular-G	1
	Subject Verb Agreement-P	Subject Verb Agreement-G	
	Verb Tenses-P	Verb Tenses-G	1
			1
Dolores	Verb Tenses-P	Verb Tenses-G	1
Maura	There is no data	There is no data	

Appendix M : Error Analysis form.

Name of Student _____

Instructions

Type of Error			
		Beginning	End
Adj -	Adjective		
Art	Article		
C	Capitalization		
Ger/Inf	Gerund /Infinitive		
Neg	Negative		
P	Punctuation		
Po	Possessive		
Prep	Preposition		
Pro	Pronoun		
S	spelling		
S/P	Singular./plural		
S-V A	Subject verb agreement		
V Ch	Verb choice		
VT	Verb tense		
WC	Word choice		
WO	Word omission		
WOrd	Word order		
Total Errors			
Number of Words			
Error Analysis Score	Total number of words divided by total number of errors		

1. Read the Composition
2. Highlight the errors
3. Total the errors for each category, but you may add categories.
4. Count out the errors in each column for a total number of errors.
5. Count up how many words are in each composition
6. Divide the total words by the number of errors for the beginning composition, and the ending composition. Record the score. This is the grammar analysis score.
7. Mark all the categories that have shown improvement at the end with an asterisk.

Appendix N: Error rateres.

Type of Error	Pedro B	Pedro E	Cristina B	Cristina E	Julian B	Julian E	Marie B	Marie E	Emilio B	Emilio E	Gerardo B	Gerardo E	Alejandra B	Alejandra E	Edgar B	Edgar E	Manuel B	Manuel E	Luis B	Luis E	Mario B	Mario E	Dolores B	Dolores E	Jenny B	Jenny E	Marcos B	Marcos E	Eduardo B	Eduardo E	Mara B	Mara E	Jina B	Jina E	Improved # of students	More mistakes	No Change
adj																1		0,33		1,33		0,33				0,66			1	0,33				0,33	4	6	
Art					0,33	0,33	0,66		0,66		1,66		0,66	1,33		0,3	2,66	0,66					1,67	0,66		1	1,33		0,66	0,33		2	3
Cap			0,33		1	1,33				0,66	3		1,33				2	1,66		2	0,66		1	1,66	1	0,66		0,66	0,33		0,66	0,33	5	5	
Gen/Inf							0,66				0,66				0,33				0,66				4					0,66	0,66		0,33	4	3	1
Neg	1,33					0,33	0,33											0											2	1
Punct			1	1,33	1	0,33					3,33	0,33	0,33	0,33	0,66	0,66		0,33	1	0,33	1	0,33	1	1,33	0,33			0,66	0,66	0,66	1,33	6	5	4
Poss			0,33		1	0,33	0,33				0,66			1,33				0,33	0,33					2,33		0,33		2	2	1
Prep	1,66		0,66	1,33	2	1,33	1,33	0,66			1,66		1,66	0,33	0,33	3,33	3,33	0,33	0,66	3	0,33	2	1,33	0,66	0,66	3	1,66	0,66	0,33		0,33	10	3	
Pro	1,66		0,33				3				0,66		1,66	0,33	0,33		0,66	0,66	0,66	3		0,66	0,33	3		1,66	0,33	6	5	
Subj	0,33				1			1,66		0,33	2,33				0,33	0,33	0,66		0,33	0,66	1,33	0,66	0,66	0,66	0,33	1			3	6	2
S/P								0,33		0,66	0,33				0,33	0,33		1	0,33	0,66	0,66	0,66			0,66			2	8	
S-V A	0,66	0,33			1		0,66				0,66		1,33		0,33	0,33	0,66			0,33			0,66	0,66	1		0,66		6	1	2
V Ch	1,33						0,33				1,66		1	0,66	1	0,33	0,33		1		1			0,66		1	1,66		1,66		6	6	
VT	0,33	0,33	1,33	1,33	1		0,33	0,33	1	0,33	1,33	0,33			1,33		1	1,33	0,66	0,33		2,66	2	0,66	0,33	3,66	0,66	1,33	0,66	0,66		4	4	3
WCH	0,33	0,33	1,33		4,66			1	0,33	1		0,33	0,66	0,33	0,66	1	1	1,33	0,66	0,33	1,33	0,33	0,66	2	3	2	1	7	6	2
WO			0,66		0,33	0,33	0,33	0,33	0,1	0,66	0,33	0,66	0,66	0,33	0,33	0,33		1	0,33	1	0,66	0,66		8	6	1
WOrd												0,66		1,33		1	1,33	1,66	4	5	
Total Categories Improved	6		1		3		9		2		12		5		7				3		6		6		4		4		9		4		3		9		
Error	7,3	1,32	3,32	6,31	5,33	5,98	21,29	3,98	1,99	2,08	30,94	1,32	7,63	5,97	14,59	3,93	3,65	12,97	6,97	4,96	14,98	2,64	16,64	17,64	2,31	2,65	11,97	7,64	25,29	9,96	4,97	6,28	3,31	5,64		75	18
Number of Words	40	20	24	31	28,3	52,7	61	60,3	29	27	94	24,3	60	35,7	27	23	47,3	82	20,3	66,7	57	15	55	124	22	17,3	55	36	105,3	80	22	47	18	61	10		
Error	0,18	0,07	0,14	0,20	0,19	0,11	0,35	0,07	0,07	0,08	0,33	0,05	0,13	0,17	0,54	0,17	0,08	0,16	0,34	0,07	0,26	0,18	0,30	0,14	0,11	0,15	0,22	0,21	0,24	0,12	0,23	0,13	0,18	0,09	7		
Analysis																																					
Score																																					