UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

"IMPROVING PUNCTUATION THROUGH THE USE OF A MOBILE APPLICATION WITH TWELFTH GRADERS AT UNIDAD SANTA MARIA DE LA ESPERANZA"

Trabajo de titulación previo a la obtención del Título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa.

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Cuenca-Ecuador

2016

RESUMEN

Este proyecto se centra en el desarrollo de una aplicación móvil para dispositivos móviles con el fin de mejorar la puntuación. El objetivo de este proyecto es el desarrollo de la tecnología como un método innovador para ser utilizado en el proceso de enseñanza. De esta manera, los estudiantes pueden desarrollar habilidades cognitivas, en este caso, habilidades de puntuación. De acuerdo con los datos recogidos, es evidente que los estudiantes tienen serios problemas con la puntuación. Por esa razón, el desarrollo de habilidades de puntuación mediante el uso de una aplicación móvil mejora el interés de los estudiantes en el aprendizaje de esta habilidad. A través de este proyecto descriptivo, los procesos necesarios para crear una aplicación móvil y las actividades propuestas en la aplicación móvil se detallan. El objetivo principal de este proyecto es proporcionar una aplicación móvil para enseñar puntuación. Este método tecnológico utilizado en campos educativos para promover el aprendizaje del estudiante, deja a los métodos tradicionales y crea herramientas más eficaces.

Palabras Clave: Tecnología, dispositivos móviles, puntuación, habilidades de puntuación, aplicación móvil.

ABSTRACT

This project focuses on the development of a mobile application for mobile devices in order to improve punctuation. The purpose of this project is the development of technology as an innovative method to be used in the teaching process. In this way, students can develop cognitive skills, in this case, punctuation skills. According to the data collected, it is evident that students have serious problems with punctuation. For that reason, developing punctuation skills through the use of a mobile application enhances the students´ interest in learning this skill. Through this descriptive project, the processes required for creating a mobile application and the activities proposed in the mobile application are detailed. The main aim of this project is to provide a mobile application to teach punctuation. This technological method used in educational fields to promote student learning, leaves the traditional methods and creates more effective tools.

Key words: Technology, mobile devices, punctuation, punctuation skills, mobile application.

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DEDICATION

To all my family, who have been my inspiration and have given me the strength to move forward and overcome problems that have occurred. This thesis is dedicated to them because they have never left me alone and have always helped me, not only in this university period, but also in my life.

Geovanny

ACKNOWLEDGEMENT

I would like to thank God for giving me to my parents, who taught me that dreams are possible. Also, I would like to thank my family for supporting me all the time. Finally, I want to say thanks to Master Catherine Hart who dedicated her time to me for the completion of this project and for being a basis of academic support.

Geovanny

INTRODUCTION

Punctuation mistakes in structuring sentences and writing assignments is one of the biggest problems that students have when writing in English. There is the need for developing new methods for teaching students punctuation techniques. Moreover, it is clear that the development of technologic advances and the massive use of these tools have come to constitute an excellent way to develop English skills. For this reason, it is important to provide a mobile application for mobile devices as an innovative method of learning the English Language, especially in terms of punctuation where many errors are logged.

Likewise, with the design of a mobile application, the intention is to have a different perspective about education. Raising awareness among teachers about the various implications that technology can offer not only helps improve the students´ acquisition but assists the teacher by offering alternative teaching methods. Many times, the development of punctuation skills during the English language acquisition in the classroom is skipped in order to teach other aspects of the language. Therefore, this application offers advantages to the teacher and the student that learn in and outside of the classroom. Consequently, it is essential that teachers incorporate new ways of teaching to improve the process of learning.

At present, there are many technological tools on the Internet, which are used by people to learn English. The main aim of this study is to design an application for mobile devices in order to learn punctuation rules. This application will contribute to and enhance the understanding of punctuating in English, and also enhance the teaching process. The information collected in this study aims to be used for educational purposes in order to help the student avoid punctuation mistakes while learning English. Future researchers

interested in this topic could extent the research by applying the mobile application development in a classroom to see the effectiveness and efficacy of this tool.

This project presents the design of a mobile application for mobile devices to teach punctuation with the purpose of both students and teachers realizing the effectiveness of using technology in the development of cognitive skills. Therefore, the chapters considered in this project are the following: Chapter I is related to the scope of the project; Chapter II discuses studies based on the importance of punctuation, punctuation rules, mobile learning, and mobile applications for learning punctuation; Chapter III gives a description of the methodology. As a final point, conclusions and recommendations are stated in Chapter IV.

CHAPTER I

THE PROBLEM

1.1. Topic

Improving punctuation through the use of a mobile application with twelfth graders at Unidad Santa Maria de la Esperanza.

1.2. Background

The changes in the education process lately have relied mostly on technology to satisfy the necessities of students. Since English is used world-wide by millions of people with thousands of different ways to speak and many different dialects, new word structures have come into existence. It is worth mentioning that the change in culture has influenced the use of English and the changes in the language have influenced the use of punctuation.

Hundreds of years ago, English was thought to be a special language in education. That is why in some places, English was not even taught because it was not considered important for writing purposes. In fact, grammatical mistakes were reflected in the learned content that students conveyed. In the teaching process, because this process was not based on grammar rules, specifically punctuation, a characteristic that influences the inappropriate use of languages was not taught. Fortunately, education has changed in terms of standardization. The importance of English as an instrument for relationship, social and personal development of individuals increases more each day. That way, the current generation of students must increase their knowledge in respect to the foreign language and technological advances for a proper foray into professional life.

To effectively produce writing in English, the student must be conscious of the rules that are needed to produce the second language. Jeremy Harmer (2012) in the book *How to Teach Writing* mentioned:

Language development: The actual process of writing helps students in acquiring a language because the process demands them to think and choose the sentences as well as words that they will use to express the ideas. This mental activity that students go through in order to construct proper written texts is all part of ongoing learning experience. (p. 79)

If the student does not learn punctuation, the acquisition of the language is lacking. This way, in many high schools, the learning process may or may not satisfy the necessities of students during class. Therefore, methodologies have been changed by the teacher to make learning more efficient and more didactic using internet applications as an effective tool to facilitate the process of education.

Since it was proven that technology is an excellent method to develop language skills, specifically punctuation skills, it is important to develop a new strategy. The use of an application for mobile devices, which can facilitate the process of learning the English Language, log any mistakes, especially in punctuation terms, and aid the student in learning how to punctuate correctly is an advantage for any student learning a foreign language. The information collected will help people have a different perspective about education and it will raise awareness in teachers about the pedagogical implications technology may have in teaching punctuation in foreign language learners, specifically in students who have an intermediate level of English as is the case of twelfth graders.

Punctuation is an important factor in writing clearly and accurately. Traditional punctuation rules would be enhanced by a mobile application as a new method in the educational field. Therefore, providing it as an age-directed method can be beneficial to the future social, educational, and communicative development of the students. It also can be made specific to the comprehension level of the students.

1.3. Justification

Many studies about the use of mobile applications to improve punctuation have been carried out over the years by several researchers around the world. Such studies as a project by Motiwalla (2007) stated that:

Most learning pedagogies from constructive learning and conversation theories can be adapted for a mobile learning environment. The key is to understand the strengths and weakness of a particular technology, while deploying good pedagogical practices to achieve specific learning goals. Beyond looking at system decisions, a look back at learning pedagogies helps the overall m-learning strategy. (p. 593)

Currently, education has totally changed, and new requirements have been implemented through educational laws, including proficiency in the use of a foreign language, specifically English. Providing a very useful application for mobile devices as a valid resource for the teaching learning process and skills development in punctuation of the English language assists the student and the teacher in an innovative way. With the use of this application, a student can learn anywhere internet is available.

Furthermore, researchers interested in improving punctuation through the use of mobile applications can continue the research and work on the topic to find out more

information. This project even could be applied in a class and contribute to the growth of knowledge within a society.

To offer a mobile application that could be used in the English learning process is an innovative topic, since twelfth graders at Unidad Santa Maria de la Esperanza use technology every day and there is a necessity to use it not only for personal purposes, but also for educational purposes. Also, it is vital to know that the pedagogic commission at Unidad Santa Maria de la Esperanza (2016) has established an important point in the institutional standards, which mentions that teachers have to incorporate the information and communication technologies to support the teaching process. Therefore, to comply with that standard and to facilitate a useful contribution to the high school through the use of technology, a creative topic is provided because this project presents a design of a mobile application that offers different activities, giving the learner the opportunity to work on punctuation rules. Another benefit to this application is that students and teachers realize the effectiveness of using technology in the development of cognitive skills.

1.4. Problem Statement

Punctuation is a key concept when communicating in English. Since students do not learn to punctuate properly, their ability to communicate is stifled. Using technology to bridge the gap can help further a student´s knowledge and ability to communicate. To do this research, it is essential to mention a study done by Al-Jarf (2007): "the integration of online learning in face-to-face in-class grammar instruction significantly improves EFL freshman college students' achievement and attitudes" (p. 166). This study consisted of using two groups of students, where a group had an online education from home as an extra class, and the other group worked normally in class only with text activities such as the use of the article, past tense, abbreviations, among others. The result showed that the group of students who worked with online activities acquired better grammar than the

other group. At that point, technology allowed students to promote and develop learning acquisition.

Students at Unidad Santa Maria de la Esperanza have difficulty with punctuation when writing correctly. From this point of view, this project offers many activities to practice and develop punctuation rules. This project is based on punctuation activities, giving the opportunity for the learner to use the comma, the semicolon, the period, the ellipsis, and the apostrophe correctly. Generally, when students write something, they tend to not use the period and comma or even over use the period and the comma many times, and students do not know how and when to use the semicolon and the ellipsis. Also, students do not use the apostrophe when it is necessary. Even teachers do not pay attention to punctuation rules, and the methodologies used have not been appropriate. That is why this project provides a mobile application where students practice punctuation rules focused on the period, the comma, the semicolon, the ellipsis and the apostrophe. These topics have been chosen because they are the biggest problems faced by students according to experiences with students learning English, and a student finds using technology with a mobile application a better and more effective way to learn.

Moreover, as potential teachers, educators and members of society, the current researcher and all the collaborators must have some knowledge of the new methodologies to work with students better and apply the proper techniques in the teaching learning process.

1.5. Objectives

1.5.1. **General Objective.**

- To design an application for mobile devices in order to teach punctuation rules.

1.5.2. **Specific Objectives.**

- To collect activities from books, magazines and the internet related to the period, the comma, the semicolon, the ellipsis and the apostrophe to be used in the mobile application.

- To design activities to learn punctuation in an application to be used in a mobile device.

- To create a scoring mechanism encouraging students to continue advancing in the application.

- To provide correction of incorrect answers selected in the mobile application.

CHAPTER II

THEORETICAL FRAMEWORK

In order to find out how punctuation has been developed through the use of mobile applications, it is really important to take in to consideration studies that have been conducted by different researchers to have a better understanding of this project.

2.1. Punctuation

Punctuation is a skill which needs to be fostered in order to produce a proper text through the use of marks. For Armstrong and Wilson (2008), punctuation marks consist of an abstract code. In itself, punctuation would have no meaning, but only helps to improve this meaning. When most students see a comma, students perceive only an abstract element. Students know punctuation marks belong to what is written, but rarely know when to use them and for what purpose. Comments like: "do not know where this comma will be placed" reflect their confusion. Teachers can help these abstract markings become more concrete, encouraging the students to see with new eyes, using the grammar texts as references and not difficult rules to memorize.

Consequently, students need to punctuate properly to make a message clear and effective. To be clear, Wilson (1871) explains punctuation as an art which through marks, written texts are more effective because they clarify and give meaning to the thoughts and expressions conveyed by the people. The use of these marks divides sentences, part of sentences and words to clarify the message or the topic to be transmitted. The message has to be consistent with the use of correct punctuation marks to avoid confusion, making the message strong. Also, there are authors who understand the score as a "place of natural breathing" (Brizuela, 2004, p. 215). Under this concept, punctuation helps readers

understand a text, marking the units of meaning in the text. The use of punctuation would be part of the evolution of writing, for organizers of texts, and as a way to limit the possible interpretations of readers.

It is relevant to mention that many students forget that punctuation is the element that links ideas, and allows expression of clear and graceful thoughts. Teachers wishing to train young people to develop essays, and opinions about poems and books have to empower them to use subordinate clauses, make comments in parentheses, and connect phrases with commas and semicolons, as noted by Angelillo (2002, p. 5). Although learning correct punctuation is not easy, it is a challenge for teachers to make students understand the importance of the punctuation usage. As D. Waugh, C. Warner, and R. Waugh (2015) suggest, it is a difficult skill to master, because although it is not unnoticed, it is an essential part of effective writing. If the student is not taught to punctuate correctly, performance of tasks and classwork will have little chance of success, no matter how attractive and fun the assignments are. Understanding the necessity of punctuation will become clear to the students only when they realize the purpose of punctuation.

For this reason, learning to strengthen the use of punctuation is necessary to assume certain basic strategies recommended by Waugh et al. (2015), which are described below:

- Be explicit about the importance of knowledge of the use of punctuation. This helps students see the power of punctuation and how this helps to convey the correct meaning.

- Make sure the writing is relevant. If students believe that writing is not important, then the correct use of punctuation will not be.

- Call the students' attention to how the punctuation affects the meaning of some sentences. It is useful to include the use of word games, and puzzles.

- Allow students to write on a wide range of topics, which should challenge them to think about the use of punctuation.

- To contribute to the idea that all children have the opportunity to hear their own work, when read aloud, in order to identify where you need to add punctuation or where it should be disposed.

As it has been stated before, the significance of punctuation is important in order to produce clear writing, and it is vital that students identify the problems faced with writing and know the use of punctuation marks. Armstrong and Wilson (2008) suggest basically three: (1) believe that punctuation rules are absolute, which makes students become frustrated; (2) use of punctuation depends on the style of the writer and the intended meaning; (3) the complexity of punctuation makes memorizing rules in isolation unhelpful. With respect to the latter, Wyse and Jones (2001) suggest that the tendency of some teachers to emphasize procedures instead of explanation, helps students resist learning the correct use of punctuation.

Punctuation marks that are mostly used are the period, the comma and colon. Leochko and Rossi (2009) made certain recommendations on the appropriate use of these punctuation marks:

- The period: The period acts as a stop sign in the middle of the text. When a period is at the end of the complete sentence, the reader must stop before proceeding, as he/she does when driving a car along a street and see a stop sign.

- The comma: A comma warns that you should slow down. The reader may be in the middle of a sentence, but the comma tells you to pause.

- The colon: A colon warns that something is coming. In a text, usually it is some kind of list.

Also, Allen (2007) states that punctuation marks are vital to understanding something that a person wants to transmit. Then, Allen clarifies that punctuation rules have changed over the years and provides general rules for a correct use of punctuation marks as the following: The full stop at the end of a sentence; it is also used to show an abbreviation, to use inside quotation marks, and to show that initials for names are used as an abbreviation. The comma; it is used to separate the name of the person spoken to from the rest of the information in a sentence, to separate words or phrases in a series, to enclose details, with tag questions, with introductory elements, and with dates. The semicolon; it is used in two sentences which are joined by a linking word, in independent clauses which are related, and to separate items which contain commas. Ellipsis; to show that there is an incomplete sentence, and it is used to indicate that there is omission of material in the middle or at the end of quotation marks.

Furthermore, Wren (1999), in her book, contributes with very useful lesson plans which contain information related to punctuation marks and activities. For the purpose of this thesis, only two punctuation marks have been taken into consideration: the apostrophe and comma. The rules provided by the book showed that the apostrophe is used in contractions, and to show possession in singular and plural. The comma is used in lists, greetings and series. In addition, the activities prepared by Wren were based on multiple choices where students decide the correct option according to the use of punctuation marks.

It is important to note that the rules of punctuation are linked to grammar and sentence structure. The necessary understanding of these complex concepts does not happen suddenly. Children begin slowly to realize that space or concepts do not work or do not conform to what they see in their reading materials (Wyse & Jones, 2001).

The previous studies showed how punctuation is really necessary to convey meaning, and punctuation rules were provided. Therefore, it is essential to emphasize that there are different methods to teach these rules. In this circumstance, Kirkman (2006) presented an interesting study where children had been taught by analyzing narrations, looking for mistakes, and correcting sentences. The study consisted of writing sentences where most of the children use punctuation accurately and only two did not use punctuation correctly. Therefore, in order to facilitate the learning of punctuation rules, there is an emphasis on the significance of analyzing the incorrect usage of punctuation because it is easier for the learner to determine mistakes in given sentences rather than studying all the punctuation rules or isolating sentences.

2.2. Mobile Learning

Santiago, Trabaldo, Kamijo, and Fernández (2010) mentioned that mobile learning is a virtual education which through the use of technological devices such as tablets, cell phones, iPod, and all mobile devices, the teaching and learning process is easier. It is a new method based on technology to be used in education to avoid traditional teaching methods. For that reason, mobile learning applications have been developed for mobile devices. Thus, learning is not difficult, and teaching happens not only in the classroom, but also outside the classroom.

Similarly, mobile learning is defined as a learning which happens in places other than the classroom where factors such as the mobility of technology, the mobility of learners and the mobility of learning are taken into consideration. Mobile technology refers to mobile devices which can be connected to the internet and the content provided by the internet. Mobility of learners is defined as the opportunity to have access to the content that the learner wants to practice at any place and at any time. Finally, mobility of learning

happens when the content is transmitted to the learners by the use of a mobile device. This way, the use of a mobile device helps to develop confidence and the learner is not afraid of making mistakes, thus, making the learning meaningful (El-Hussein & Cronje, 2010).

This way, this project focuses on using an application for a mobile device. In such a manner, Robledo (2012) said:

State standards demand the development of technology skills proposing the incorporation of cell phones, tablets, and smartphones to use during the learning process. Even Robledo refers to another author revealing that young people learn best when it's relevant to them, when there's social connection tied to it, and when they actually have a personal interest. (p. 1)

Putcha and Shratz (1993) in the book *Teaching Teenagers* stated that "teenagers do not feel motivated during the learning process; therefore, it is necessary to look for new teaching methods" (p. 25). For that reason, the methodology used by the teachers has to take a different perspective from traditional methods, which satisfy the necessities of students. In this context, there is the need to look for an innovative way to teach these students. In this case, Franklin (2012) indicated, "Mobile devices are allowing educators to build new community learning ecosystems for and by today's students using smart phones, iPads, tablets, and iPod devices to stay connected" (p. 261). Consequently, the use of those devices will be a method used to motivate students, facilitate learning, and forget traditional practices in education fields.

In this context, the United Nations Educational, Scientific and Cultural Organization (2012) supports a policy in which education is carried out through the use of mobile devices. This organization mentions that mobile learning provides many

opportunities for students and teachers because this is a tool that can be used anytime and anywhere. It is mentioned that Brazil and Japan have made use of phone devices for language learning where students feel calm and without fear of making mistakes. Equally, Colombia is a country that changed an ideology in which mobile devices are used instead of computers to overcome illiteracy in rural areas. Thus, the Organization calls on countries to incorporate new ways of teaching and learning in order to achieve better results with respect to education.

As the studies indicated, students will learn better if there is the incorporation of technology. For that reason, this project focuses on the necessities of intermediate level English students, where, through the creation of an application for mobile devices, students could learn in a better way. As the following study mentions, Pressman and Pietryzk (2015), showed that the use of mobile applications develops different skills such as reading, grammar, and spelling. Then, lists of useful applications were provided by these authors. Therefore, the intention is to develop punctuation skills in an original way to incorporate a new methodology in the classrooms.

Also, Chen et al. (2010) demonstrated that the use of mobile applications facilitated the development of the speaking skill. Two groups were chosen; one group received face to face classes, and another group worked with a mobile application with the purpose of developing the speaking skill through game activities. The results showed that students who worked with the mobile application learned easily and rapidly because students were encouraged to use the application many times, and the use of the mobile application increased student motivation. All the punctuation rules mentioned have been taken into consideration for use in the mobile application development.

2.3. Mobile applications as a learning resource for students

Mobile applications are a compilation of different programs chosen to be used in mobile devices such as tablets, computers, cellphones, and i-pads. Those applications can be downloaded to a mobile device through the use of the internet. Nowadays, mobile applications have been used in classrooms to improve the process of teaching and learning in classrooms (Dickens & Churches, 2001).

Gimeno, Levy, Blin, and Barr (2016) reveal topics related to the interest of learning English through the use of a mobile application, what the learners' preferences of mobile applications to learn English are, and what factors affect the decision to continue or discontinue using a mobile application. In this context, the results showed that students are interested in using mobile applications to learn English. Also, students prefer mobile applications which demand less thought and attention while still learning as opposed to practicing grammar, listening and reading, which demands more thought and attention. For that reason, students enjoy having single touch activities instead of writing long sentences. Finally, the use of mobile applications is discontinued because of the level of difficulty. If the student thinks that the mobile application is linguistically difficult, the use of the mobile application is discontinued.

Taking into consideration that the use of mobile applications helps to develop skills, this project is based on the development of a mobile application to teach punctuation rules. Therefore, it is necessary to be aware of the importance of punctuation. Hanson (2016) said:

Punctuation provides sense for your writing and it is therefore an essential aspect of your written English. If you use punctuation correctly it will create a good impression of your ability as a writer. Correct punctuation adds to the harmonious

flow of your writing. Also it makes certain that your meaning is clearly understood. (p. 512)

From this perspective, it is time to focus on the use of mobile applications for teaching English.

Teaching and learning English is not difficult if there is the use of appropriate and different resources, and positive results of using mobile apps for learning English are obtained if the use of applications is generated into the classroom. In China, students improved their skills through the use of mobile applications such as *Crazy English* and *Learn ABC* during the learning English process (Liu & He, 2014). Also, Kumi and Sue (2014) demonstrated that at this time, the teaching process needs to be changed through the use of technology methods because technological devices such as laptops, smartphones, and tablets are heavily used by students. As a consequence, the use of applications in the context of education for mobile devices is needed to learn English, Mathematics, and Science, and for evaluation. *Bussu* mobile application is presented by the author as a method for learning English where students can interact with native speakers.

Even Zou and Li (2015) stated that students, through mobile learning applications such as *BBC, TED Speech, and VOA* as assistive technologies, can practice listening, reading, speaking, and vocabulary activities to develop English skills. Also, the same authors explained that those students who do not participate in class are motivated performing tasks on mobile devices. Thus, if there is the use of a mobile device, the learner will learn better and feel confident when performing an activity.

An analysis of mobile applications done by Andersen (2013) stated that learning languages can be simple and pleasant if there is the use of technology, as in this case of mobile applications; however, the author explains that mobile applications do not provide

an output because these are pre-programmed technology. In addition, this author concluded the study by saying that, "Technology moves fast and smartphones are becoming more powerful every day, and the field of mobile learning is an important one to follow because we are heading for a mobile future" (Andersen, 2013, p. 56).

2.4. Mobile Applications already developed to learn English punctuation

There are many applications to learn punctuation for mobile devices; therefore, it is important to notice that some applications are free and others have a cost. For that reason, researchers suggest that mobile applications are a very useful method for learning punctuation. Therefore, it is significance to know that some mobile applications designed to teach punctuation exist.

Pytash, Ferdig, and Rasinski (2013) expose different i-pad applications to support the learning process of writing; one of those apps is *StoryKit*. *StoryKit* is thought of as a clinical application because it facilitates the learning process of students. Through the use of this application, the user can create stories by using correct punctuation. This way, at the moment of reading the story, the listeners are able to comprehend the text. Also, the user has the opportunity to learn independently without mediation of the teacher.

Also, Henning (2014), in her book mentions different mobile applications for the educational field as it is the case of *Dragon Dictation*. It is a mobile application focused on speaking, but the utility of this application is that students can add punctuation through speaking in order to edit texts or e-mails. The student just has to pronounce the punctuation mark needed, and the mark will be placed in the text.

Furthermore, many applications provide tests and quizzes in order to test grammar knowledge. The following list shows different applications used to improve and practice grammar and punctuation for Android devices such as *Oxford Grammar and Punctuation,*

English Grammar Guru, and Merriam-Webster's Vocabulary Builder. Most of the mobile applications are focused on multiple choice questions where students choose the correct answer from a list (Beach & O'Brien, 2014).

As previous studies demonstrated, editing paragraphs, the use of examples, text editing by speaking, and the use of multiple choice questions are the activities used in mobile applications as a method for teaching. Like the above mentioned applications, this project is focused on multiple choice activities. Since multiple choice questions are universally used, different studies reflected the following:

Multiple choice questions are explained by Freeman and Lewi (2016) as three or four options given according to a question, and one of those options is correct. Also, multiple choice questions are relevant because students can answer several questions in a given time, and the answers provided are easy for grading.

According to Burke (2009), different strategies for selecting responses are used to teach, such as true-false, matching, and multiple choices are all excellent methods to use in a test. Those strategies have benefits because the grading system is easy, feedback is provided, and students become familiar with the standardized evaluations. In the same context, Jolliffe, Ritter, and Stevens (2012) contributed with the advantages of using multiple choice questions:

- Topics which are not clear can be evaluated.

- The use of multiple choice questions does not cause trouble in understanding, like the use of true-false questions.

- Through the mistakes that students make when choosing an incorrect answer, learners realize the reason that the chosen answer is not correct.

- Students have to make an analysis of the content provided in sentences given to select an answer in multiple choice questions. On the other hand, in true or false

questions, students can give an answer of true or false by guessing without reading carefully or analyzing sentences.

Consequently, the connection of using multiple choice questions with technology is significant because mobile applications developed as games contain multiple choice questions. Kapp (2007) explains that many games are based on multiple choices questions in order to determinate the knowledge of students in a fun and innovative way through the use of a mobile game application. Furthermore, the use of mobile game applications allows learning different contents and even rules, facilitating the teaching process. Finally, the author mentions that, it is important to base the development of a mobile application on the experiences acquired through other application designs in order to achieve success and create a creative method for classes.

In order to create a different and interesting application, a combination of punctuation marks have been selected with activities of multiple choices by choosing an option through one single touch to work within the mobile application design.

2.5. Criteria to develop a mobile application

Many mobile applications have been developed, and most of them have been evaluated for reliability. One effective method to evaluate mobile applications has been the Analytical Framework of Mall (Mobile Assisted Language Learning). Then, in order to create effective applications for learning purposes, criteria from the Evaluation Analytical Framework of MALL, by Kim and Kwon (2012) has to be considered:

2.5.1. **Content/Design Target.**

- Target learners: User information, level of knowledge.
- Content: It is related to the information used in the mobile application.
- Learning styles: The focus is with the mobile application.

- Learning strategies: It implies the method used for teaching

2.5.2. **Procedure and Approach.**

- Activities: The focus of tasks designed.

- Focus: The specific skill which needs to be improved as well as focusing on material and designed content.

- Methodological Approaches: This point refers to the English teaching method used, such as audio-lingual method, task-based language teaching, TPR method, and the direct method.

2.5.3. **Technological Features.**

- Mobile potential: Actions that can be performed in the mobile application.

- Multimedia: Appearance of the mobile application.

The use of technology through mobile applications for teaching English students is an excellent resource if one considers the importance of developing effective applications. The criterion of the MALL evaluator has been taken into consideration because the use of the analytical framework of MALL has evaluated many applications to provide information about the weaknesses and possibilities that mobile applications can offer.

CHAPTER III

METHODOLOGY

Technology has become a significant factor for learning punctuation. For that reason, an application (app) has been created for mobile devices to facilitate the process of teaching punctuation. Since this research reaches a descriptive level, it is important to describe the processes required to design an application for mobile devices, the activities that the mobile application offers, and the benefits generated by the application.

The application has been designed for mobile devices with the name *Let's Check Punctuation*. The objective of this application for mobile devices is to learn English punctuation easily. In this context, fun app activities were prepared for English learners to practice punctuation. The type of task designed in the mobile application consists of multiple choices where students make a decision and select a correct answer. Multiple choices activities have been prepared; when the student begins the application he must advance in order to complete the activity. All the material provided in the application is connected to cultural factors; it is the reason that this mobile application is authentic and more significant for the students.

3.1. Criteria for creating a mobile application

This mobile application has been designed according to the analytical framework of MALL (Mobile Assisted Language Learning):

3.1.1. **Content/Design Target.**

- This project is directed to twelfth graders due to the fact that they have more access to mobile devices and they use technological devices every day. Also, these

students have an intermediate level of English. As it has been mentioned, twelfth graders have been selected for the purpose of this project because the researcher of this project has noticed that these students do not exhibit accurate punctuation. In consequence, providing them a mobile application will assist the learning process to enhance punctuation. Equally, students or people who reach an intermediate level of English can use the mobile application to practice and improve punctuation. An intermediate level of English, according to the National Curriculum Guidelines (2014) refers to the level B1proficiency, where students are able to understand simple written texts.

- The mobile application provides activities to develop writing skills, which will focus on punctuation rules within the mobile application. The topics selected to practice punctuation are: comma, semicolon, period, ellipsis, and apostrophe. Within each topic, there are 15 questions where the student has to choose the correct sentence from three options given within the mobile application to practice punctuation. Therefore, the most common punctuation rules have been taken into consideration to develop the activities proposed in the application.

- The mobile application contains punctuation activities based on the comprehension of punctuation rules by analyzing sentences.

- The application can be manipulated by the learner to practice punctuation; thus, individual learning is provided by the use of the mobile application where the learner learns everywhere and anytime. Then, the learner feels confident without being afraid of making mistakes.

3.1.2. **Procedure and Approach.**

- The mobile application has been designed to evaluate the knowledge of students regarding punctuation. This application is a quiz game to improve punctuation.

- Activities are focused on developing the writing skill in terms of punctuation through the use of multiple choices question in order to select the correct use of punctuation in a given sentence. Also, a mechanism of scoring evaluates the performance of students and feedback will be provided if the student chooses an option incorrectly.

- The activities used in the mobile application contain authentic material related to cultural information. Real information combined with an authentic method, technology, as is the case of the use of a mobile application.

3.1.3. **Technological Features.**

- The mobile application allows the learner to practice activities by one single touch. Furthermore, a score is displayed on the screen when practicing.

- The graphics are visible.

- This mobile application was develop with HTML 5 to work on any mobile device.

The analytical framework of MALL has been considered to develop a reliable and viable mobile application for the teaching process. Therefore, if the mobile application is evaluated by researchers, good results from the analysis will be stated to show that the mobile application developed is a useful tool for teaching.

3.2. Designing the mobile application

The mobile application design will follow some steps, such as the importance of knowing what the mobile application will offer and include. First, a welcoming page and a name for the mobile application will be needed. The name of the mobile application will

be *Let's Check Punctuation.* The name will derivate from Punctuation referring to the skill which will be improved, and Let's Check will refer to the knowledge that students have with respect to punctuation because the mobile application will evaluate and grade punctuation skills.

Then, a welcoming page for the mobile application will be developed. The welcoming page will include a name with a message to represent the mobile application. Under the name, there will be the option, About, to give information about the creator and the importance of the application. Also, next to the name, there will be a menu containing the different topics related to punctuation. Those topics will be the period, the comma, the semicolon, the apostrophe, the ellipsis, and an option for all topics.

Table 1
Punctuation topics

Options		
Code	**Detail**	
1	Period	.
2	Comma	,
3	Semicolon	;
4	Ellipsis	. . .
5	Apostrophe	'
6	All topics	. , ; ' …

This way, activities with 15 sequential questions will be prepared for each topic to practice punctuation. While the student practices activities on the mobile application, the learner will have to choose the correct option from two or three options given in a figure. Within each topic, there will be a title and four main sections. The sections will be: Code, Question, Answer, and Auto Correct. The Code section will present the number of the question. The Question section will show the principal question for each topic, which is Choose the Correct Option. The Answer section will provide sentences according to the

topic, one sentence will be correct and the others will be incorrect sentences. Finally, the Auto Correct section will display a correction comment if the user selects a wrong answer or it will show the word Correct for the right answer.

Table 2
Options selected for the content

Topic			
Code	Question	Answer	Checker

To clarify the functions of the mobile application, each section will be detailed. For this purpose, general rules according to the information provided by the literature review related to punctuation will be considered for the topics, and information about the type of mistakes that will be used in the Answer option will be detailed. Also, tables will show examples of how the information will be organized in the mobile application.

- The period section: For this part, four general rules will be considered to develop the activities.

First rule: The rule explains that a period is used at the end of sentences. For that reason, the Answer option will show mistakes in the sentences about using spaces before the period at the end of sentences, and using two periods at the end of sentences.

Table 3
Activity 1: The use of a period at the end of sentences

Period (At the end of sentences.)			
Code	Question	Answer	Checker
1	Choose the correct option:	Chordeleg is a beautiful place .	Don't use space before the period.
		Chordeleg is a beautiful place.	Correct
		Chordeleg is a beautiful place..	Don't use two periods at the end of a sentence.

Table 4
Activity 2: The use of a period at the end of sentences

		Period (At the end of sentences.)	
Code	**Question**	**Answer**	**Checker**
2	Choose the correct option:	Gualeceo is about 10 minutes from Chordeleg .	No space at the end of the sentence.
		Gualeceo is about 10 minutes from Chordeleg.	Correct
		Gualeceo is about 10 minutes. from Chordeleg.	The idea is not finished. No period in the middle.

Second rule: A period is used in abbreviations. The text will provide mistakes of using the period before an abbreviation or missing a period in an abbreviation during the Answer option.

Table 5
Activity 1: The use of a period with abbreviations

		Period (With abbreviations.)	
Code	**Question**	**Answer**	**Checker**
3	Choose the correct option:	Students visit Dr Narvaez in Chordeleg.	Use a period after the abbreviation.
		Students visit .Dr Narvaez in Chordeleg.	Use a period after the abbreviation.
		Students visit Dr. Narvaez in Chordeleg.	Correct.

Table 6
Activity 2: The use of a period with abbreviations

		Period (With abbreviations.)	
Code	**Question**	**Answer**	**Checker**
4	Choose the correct option:	This is Alice Smith, M.D..	No two periods at the end of an abbreviation.
		This is Alice Smith, M.D.	Correct.
		This is Alice Smith .M.D.	No period at the beginning of an abbreviation.

Third rule: Commonly, when an abbreviation for an initial of a name is expressed in a sentence, a period has to be placed after an abbreviation. The Answer option will consider erroneous uses such as using a period before an abbreviation or missing a period.

Table 7
Activity 1: The use of a period after an initial of a name

Period (After an initial of a name.)			
Code	**Question**	**Answer**	**Checker**
12	Choose the correct option:	Marco F. Tapia was the Mayor of Gualaceo.	Correct.
		Marco. F Tapia was the Mayor of Gualaceo.	Use a period after the middle initial.
		Marco F Tapia was the Mayor of Gualaceo.	Use a period after the middle initial, too.

Table 8
Activity 2: The use of a period after an initial of a name

Period (After an initial of a name.)			
Code	**Question**	**Answer**	**Checker**
15	Choose the correct option:	Víctor P Granda was the Mayor of Cuenca.	You need a period after the initial of the name, too.
		Víctor. P Granda was the Mayor of Cuenca.	Don't use period before the initial of a name.
		Víctor P. Granda was the Mayor of Cuenca.	Correct.

Fourth rule: If there is the use of quotation marks, a period is needed inside quotation marks. This way, the mistakes will place a period outside of quotation marks and indicate incorrect usage by placing a period before quotation marks in the Answer option.

Table 9
Activity 1: A period inside quotation marks

Period (It goes inside the quotation marks.)			
Code	**Question**	**Answer**	**Checker**
2	Choose the correct option:	Castro said, "I study in the province of Azuay."	Correct.
		Castro said, "I study in the province of Azuay".	Don't use a period outside the quotation marks.
		Castro said. " I study in the province of Azuay"	Don't use a period before quotation marks.

Table 10
Activity 2: A period inside quotation marks

Period (It goes inside the quotation marks.)			
Code	**Question**	**Answer**	**Checker**
7	Choose the correct option:	He said, "The town of Chordeleg offers jewelry."	Correct.
		He said, "The town of Chordeleg offers jewelry".	Don't use a period outside the quotation marks.
		He said. "The town of Chordeleg offers jewelry"	Don't use a period before quotation marks.

Fifth rule: A period is used in complete sentences. Complete sentences have a subject, a verb, and a complement. This way, the Answer option will show incorrect sentences which lack a subject.

Table 11
Activity 1: The use of a period with complete sentences

Period (With complete sentences.)			
Code	**Question**	**Answer**	**Checker**
5	Choose the correct option:	Live in Gualaceo.	You need a subject. (I)
		I live in Gualaceo.	Correct.
		In Gualaceo live.	You need a subject. (I)

- The comma section: In this section, five rules will be taken into consideration to create the activities.

First rule: The comma shows a pause in a sentence to give coherence to what is expressed. In the Answer option, the incorrect answers will contain sentences using the comma at the end of a sentence or using a comma in incorrect places to force the learner to think.

Table 12
Activity 1: The use of a comma to show a pause in a sentence

Comma (To show a pause in a sentence.)			
Code	**Question**	**Answer**	**Checker**
11	Choose the correct option:	Go to, Gualaceo and buy fruits.	Use a comma before the connector "and".
		Go to Gualaceo, and buy fruits,.	Don't use a comma at the end.
		Go to Gualaceo, and buy fruits.	Correct.

Second rule: It is important to place two commas, one comma before a name and another after a name, to separate the name of the person spoken to from the rest information in a sentence. The mistakes will miss a period before and after the name in the Answer option.

Table 13
Activity 1: The use of commas to separate a name of a person who is spoken to

		Comma (To separate the name of a person who is spoken to.)	
Code	**Question**	**Answer**	**Checker**
13	Choose the correct option:	Monica, do your homework.	Correct.
		Monica do your homework.	Use a comma after the name.
		Monica do your homework,.	Use a comma after the name.

Table 14
Activity 2: The use of commas to separate a name of a person who is spoken to

		Comma (To separate the name of a person who is spoken to.)	
Code	**Question**	**Answer**	**Checker**
12	Choose the correct option:	Monica, do your homework.	Correct.
		Monica do your homework.	Use a comma after the name.
		Monica do your homework,.	Use a comma after the name.

Third rule: Commas are used in series or lists to separate words or phrases. The sentences will try to confuse the learner with mistakes such as missing a comma in the series within the Answer option.

Table 15
Activity 1: The use of commas in series

		Comma (In series.)	
Code	**Question**	**Answer**	**Checker**
14	Choose the correct option:	Cuenca, Quito and Guayaquil are located in Ecuador.	Use a comma after each noun in the series.
		Cuenca, Quito, and Guayaquil are located in Ecuador.	Correct
		Cuenca Quito, and Guayaquil are located in Ecuador.	Use a comma after each noun in the series.

Table 16
Activity 2: The use of commas in series

		Comma (Series of adjectives.)	
Code	**Question**	**Answer**	**Checker**
7	Choose the correct option:	Cuenca, is colorful, small, and famous.	Use a comma after the series of adjectives.
		Cuenca is colorful, small, and famous.	Correct.
		Cuenca is colorful small, and famous.	Use a comma after each adjective.

Fourth rule: Commas are needed to enclose something that is significant, to show the importance of the detail or the fact enclosed. The commas are used before and after significant information, so in the Answer option, missing a comma before or after the significant information will be showed.

Table 17
Activity 1: The use of commas to enclose details

Comma (Enclosing details.)			
Code	**Question**	**Answer**	**Checker**
8	Choose the correct option:	Quito, unlike Guayaquil, is not dangerous.	Correct.
		Quito unlike Guayaquil, is not dangerous.	Enclose a detail by using commas to separate the information.
		Quito, unlike Guayaquil is not dangerous.	Enclose a detail by using commas to separate the information.

Table 18
Activity 2: The use of commas to enclose details

Comma (Enclosing details.)			
Code	**Question**	**Answer**	**Checker**
3	Choose the correct option:	Gualaceo, unlike Chordeleg is big.	Use a comma at the end of a detail, too.
		Gualaceo unlike Chordeleg, is big.	Use a comma at the beginning of a detail, too.
		Gualaceo, unlike Chordeleg, is big.	Correct.

Fifth rule: A comma is necessary with tag questions. The use of a comma at the end of a question, and the use of a comma before a question mark will be the incorrect options used for the sentences in the Answer option.

Table 19
Activity 1: The use of a comma with tag questions

Comma (With tag questions.)			
Code	**Question**	**Answer**	**Checker**
9	Choose the correct option:	She goes to Quito, doesn't she?	Correct.
		She goes to Quito doesn't she,?	Don't use comma before a question mark.
		She goes to Quito doesn't she?,	Don't use comma at the end of a tag question.

Table 20
Activity 2: The use of a comma with tag questions

Comma (With tag questions.)			
Code	**Question**	**Answer**	**Checker**
9	Choose the correct option:	She goes to Cuenca, doesn't she?	Correct.
		She goes to Cuenca doesn't she,?	Don't use comma before a question mark.
		She goes to Cuenca doesn't she?,	Don't use comma at the end of a tag question.

- The semicolon section: Three rules will show the importance of the semicolon in the sentences that will be developed.

First rule: A semicolon joins two independent clauses which are related. It is important to know that an independent clause is a sentence which has a meaning by itself, and it has a subject, a verb, and a complement. Sentences will have incorrect usage of the semicolon in the Answer option by placing a semicolon before the first independent sentence and using a semicolon at the end of a sentence.

Table 21
Activity 1: The use of a semicolon to connect two independent clauses which are related

Semicolon (Connect two independent clauses which are related.)			
Code	**Question**	**Answer**	**Checker**
1	Choose the correct option:	Martha has gone to the library; Andrew has gone to play soccer.	Correct.
		Martha has gone to; the library Andrew has gone to play soccer.	Use a semicolon at the end of the first independent clause.
		Martha has gone to the library Andrew has gone to play soccer;	Don't use a semicolon at the end of a sentence.

Table 22
Activity 2: The use of a semicolon to connect two independent clauses which are related

Semicolon (Connect two independent clauses which are related.)			
Code	**Question**	**Answer**	**Checker**
11	Choose the correct option:	Men; play soccer Women; play basketball.	Use a semicolon to separate independent sentences.
		Men; play soccer Women; play basketball.	Use a semicolon at the end of the first sentence.
		Men play soccer; Women play basketball.	Correct.

Second rule: When commas are used in long lists, it is correct to use a semicolon to avoid confusion. The mistakes in the sentences will be expressed as an incorrect use of a semicolon by placing a semicolon in the whole list of words or using a semicolon after a connector.

Table 23
Activity 1: The use of semicolons to avoid confusion in complicated lists

Semicolon (Avoid confusion in complicated lists of items.)			
Code	Question	Answer	Checker
2	Choose the correct option:	By car, I travelled to Cuenca, Ecuador; Lima, Peru and; Tijuana, Mexico.	Don't use a semicolon after a connector.
		By car, I travelled to Cuenca, Ecuador; Lima, Peru; and Tijuana, Mexico.	Correct.
		By car, I travelled to Cuenca; Ecuador; Lima; Peru; and Tijuana Mexico.	Don't use in the whole list of words.

Table 24
Activity 2: The use of semicolons to avoid confusion in complicated lists

Semicolon (Avoid confusion in complicated lists of items.)			
Code	Question	Answer	Checker
12	Choose the correct option:	I like rock music, in Ecuador; pop, in Bolivia and; romantic, in Mexico.	Don't use a semicolon after a connector.
		I like rock music, in Ecuador; pop, in Bolivia; and romantic, in Mexico.	Correct.
		I like rock music, in Ecuador; pop, in Bolivia and; romantic, in Mexico;.	Don't use a semicolon before a period.

Third rule: The semicolon is used in two sentences joined by a linking word and are known as introductory elements. The sentences placed as incorrect answers will contain information about using a semicolon at the end of a sentence and using a semicolon after an introductory element.

Table 25
Activity 1: The use of a semicolon before a linking word to join two sentences

Semicolon (In two sentences joined by a linking word. (Introductory elements))			
Code	Question	Answer	Checker
14	Choose the correct option:	I like to dance however; I will not go to the party.	Use a semicolon before the linking word "however".
		I like to dance; however, I will not go to the party.	Correct.
		I like to dance however, I will not go to the party;	Use a semicolon before the linking word "however".

- The apostrophe: During this section, three rules will be established in the activities.

First rule: Contractions have to use an apostrophe to form their negative form. A contraction is two words joined to form one single word. This way, the sentences will have an apostrophe in the wrong places.

Table 26
Activity 1: The use of an apostrophe with contractions

		Apostrophe (With contractions.)	
Code	**Question**	**Answer**	**Checker**
12	Choose the correct option:	I haven't been in Chordeleg.	Correct.
		I havent' been in Chordeleg.	No apostrophe at the end of a contraction.
		I' havent been in Chordeleg.	Use the apostrophe in the contraction. (haven't)

Table 27
Activity 2: The use of an apostrophe with contractions

		Apostrophe (With contractions)	
Code	**Question**	**Answer**	**Checker**
10	Choose the correct option:	They won't live far from Paute.	Correct.
		They wont' live far from Paute.	No apostrophe at the end of a contraction.
		They wo'nt live far from Paute.	Use the apostrophe before "t"

Second rule: It is necessary to use 's with the noun to show possession in singular, and only an apostrophe is used to show possession. For that reason, the mistakes will indicate that after an apostrophe is needed with the letter s to show possession, and that it is important to use an apostrophe.

Table 28
Activity 1: The use of an apostrophe with a singular noun to show possession

		Apostrophe (To show possession with a singular noun.)	
Code	**Question**	**Answer**	**Checker**
11	Choose the correct option:	Guayaquils climate is tropical, wet, and dry.	You need an apostrophe.
		Guayaquil's climate is tropical, wet, and dry.	Correct.
		Guayaquil' climate is tropical, wet, and dry.	After the apostrophe is needed the letter "s"

Table 29
Activity 2: The use of an apostrophe with a singular noun to show possession

Apostrophe (To show possession with a singular noun.)			
Code	**Question**	**Answer**	**Checker**
1	Choose the correct option:	Sams pen is broken.	You need an apostrophe.
		Sam's pen is broken.	Correct.
		Sam' pen is broken.	After the apostrophe is needed the letter "s"

Third rule: An apostrophe demonstrates possession with plural irregular nouns. In these kinds of nouns, the letter s is not added in order to make the plural. However, to show possession in these nouns, it is important to use 's. For that reason, the mistakes will establish an apostrophe in incorrect places such as at the end of the irregular plural noun and in a noun which does not show possession.

Table 30
Activity 1: The use of an apostrophe with irregular nouns in plural

Apostrophe (Irregular nouns in plural.)			
Code	**Question**	**Answer**	**Checker**
15	Choose the correct option:	People's actions showed unity.	Correct.
		People' actions showed unity.	After the apostrophe is needed the letter "s"
		People actions' showed unity.	Use an apostrophe + s in the noun

Table 31
Activity 2: The use of an apostrophe with irregular nouns in plural

Apostrophe (Irregular nouns in plural.)			
Code	**Question**	**Answer**	**Checker**
2	Choose the correct option:	Children's hats are very beautiful.	Correct.
		Children' hats are very beautiful.	After the apostrophe the letter "s" is needed
		Childrens's hats are very beautiful.	Don't use "'s" + "s", the word children is in plural.

Fourth rule: To show possession in plural nouns, an apostrophe is used at the end of a noun. Thus, the mistakes will establish an apostrophe in incorrect places such as adding an apostrophe in a wrong place, and adding 's at the end of the word.

Table 32.
Activity 1: The use of an apostrophe to show possession in plural.

Apostrophe (To show plural possession.)			
Code	**Question**	**Answer**	**Checker**
8	Choose the correct option:	Boy's shoes are cheap.	Don't use the letter "s" after the apostrophe in plural.
		Boys' shoes are cheap.	Correct.
		Boy's shoes are cheap.	Use "boy's" when it is singular.

Table 33
Activity 2: The use of an apostrophe to show possession in plural

Apostrophe (To show plural possession.)			
Code	**Question**	**Answer**	**Checker**
3	Choose the correct option:	Girls's sports are really interesting in Gualaceo.	Don't use the letter "s" after the apostrophe in plural.
		Girls' sports are really interesting in Gualaceo.	Correct.
		Girl's sports are really interesting in Gualaceo.	Use "Girls' " in plural possession.

- The ellipsis: Four rules will be practiced in the activities for the mobile application.

First rule: Ellipsis indicates that there is an incomplete sentence. The ellipsis consists in three consecutive dots. This way, the errors provided are related to use four or two consecutive dots.

Table 34
Activity 1: The use of ellipsis to show a pause in speech or thought

Ellipsis (A pause in speech or thought.)			
Code	**Question**	**Answer**	**Checker**
1	Choose the correct option:	I think. . . I will visit the Galapagos Islands!	Correct.
		I think . . I will visit the Galapagos Islands!	Use three consecutive dots.
		I think . . . . I will visit the Galapagos Islands!	Use three consecutive dots.

Table 35
Activity 2: The use of ellipsis to show a pause in speech or thought

Ellipsis (A pause in speech or thought.)			
Code	**Question**	**Answer**	**Checker**
11	Choose the correct option:	I love. . . I love handicrafts from Gualaceo!	Correct.
		I love . . I love handicrafts from Gualaceo!	Use three consecutive dots.
		I love . . . . I love handicrafts from Gualaceo!	Use three consecutive dots.

Second rule: In the middle of quotation marks, ellipsis can be used to show omission. Four consecutive dots and three consecutive dots with no space among them will be the mistakes.

Table 36
Activity 1: The use of ellipsis to indicate the omission of material in the middle of a quotation

		Ellipsis (In the middle of a quotation to indicate the omission of material.)	
Code	**Question**	**Answer**	**Checker**
12	Choose the correct option:	I say, "Children study. . . study English."	Correct.
		I say, "Children study... study English."	Use spaces in the consecutive dots.
		I say, "Children study. . . . study English."	Use three consecutive dots.

Table 37
Activity 2: The use of ellipsis to indicate the omission of material in the middle of a quotation

		Ellipsis (In the middle of a quotation to indicate the omission of material.)	
Code	**Question**	**Answer**	**Checker**
14	Choose the correct option:	She said, "Ecuador is beautiful. . . interesting cities."	Correct.
		She said, "Ecuador is beautiful …. interesting cities."	Use spaces in the consecutive dots.
		She said, "Ecuador is beautiful . .Interesting cities."	Use three consecutive dots.

Third rule: To show omission at the end of quotation marks, it is necessary to have four consecutive dots. Therefore, the mistakes in the sentences will show the use of two or three consecutive dots at the end of the quotation marks.

Table 38
Activity 1: The use of ellipsis to indicate omission of material at the end of quotation marks

		Ellipsis (At the end of a quotation to indicate the omission of material.)	
Code	**Question**	**Answer**	**Checker**
15	Choose the correct option:	He says "The capital of Ecuador is Quito. ."	Use four consecutive dots at the end.
		He says "The capital of Ecuador is Quito. . ."	Use four consecutive dots.
		He says "The capital of Ecuador is Quito. . . ."	Correct.

Table 39

Activity 2: The use of ellipsis to indicate omission of material at the end of quotation marks

Ellipsis (At the end of a quotation to indicate the omission of material.)			
Code	**Question**	**Answer**	**Checker**
7	Choose the correct option:	He said, "Students have to study hard. . . ."	Use four consecutive dots.
		He said, "People has different rights in their life. . ."	Use four consecutive dots.
		He said, "Students have to study hard. . . ."	Correct.

Fourth rule: An ellipsis is not used to indicate omission at the beginning of quotation marks. Three options will be stated a correct use of four consecutive dots at the end of the quotation, two option with an incorrect usage about placing four consecutive dots at the end of the quotation marks, and using ellipsis at the beginning of quotation marks to show omission.

Table 40

Activity 1: At the beginning of quotations is not allowed to indicate omission of material with ellipsis

Ellipsis (Do not use ellipsis to indicate the omission of material at the beginning.)			
Code	**Question**	**Answer**	**Checker**
13	Choose the correct option:	He said, ". . .I broke my cellphone."	Don't use ellipsis at the beginning to show omission.
		He said, "I broke my cellphone. . . ."	Correct.
		He said, "I broke my cellphone. . . .it was an I-phone."	Don't use four consecutive dots in the middle.

Table 41

Activity 2: At the beginning of quotations is not allowed to indicate omission of material with ellipsis

Ellipsis (At the end of a quotation to indicate the omission of material.)			
Code	**Question**	**Answer**	**Checker**
15	Choose the correct option:	He says "The capital of Ecuador is Quito. ."	Use four consecutive dots at the end.
		He says "The capital of Ecuador is Quito. . ."	Use four consecutive dots.
		He says "The capital of Ecuador is Quito. . . ."	Correct.

- All topics: This section will consist of a mixture of all the activities that have been proposed within each topic.

As it has been mentioned, 15 questions will be presented within the following topics: the comma, the period, the ellipsis, the apostrophe, the semicolon, and the last

section which consists of activities related to all the topics mentioned. However, only one or two examples have been provided in the figures to reflect the punctuation rules used within each topic. That is because the same rules are repeated by using different information in order to have the 15 sequential questions for each topic.

3.3. Let's Check Punctuation: Usage Guide

Let's Check Punctuation is an application created for mobile devices. As its name indicates, it provides punctuation activities with the aim of being an effective teaching tool for teachers and an easy method for the student to learn English. To use this mobile application there is the need of internet access, at the following link, csc.gob.ec/app

3.3.1. **Mobile devices supported in the application.**

This mobile application accepts any mobile device with any operative system.

3.3.2. **How to use the mobile application.**

- First, go to the link csc.gob.ec/app. The home screen shows the name of the application with a welcoming message. There is the About option under the name that presents information about the application.
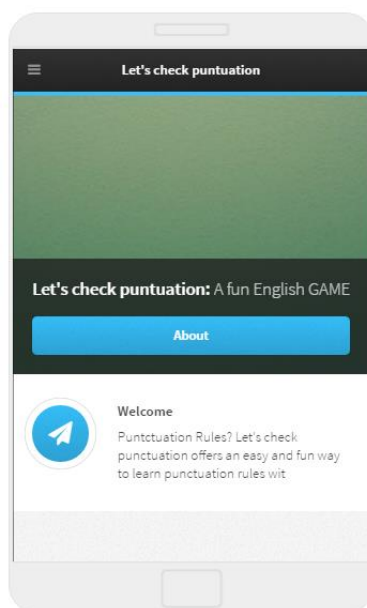

Figure 1. Welcoming screen

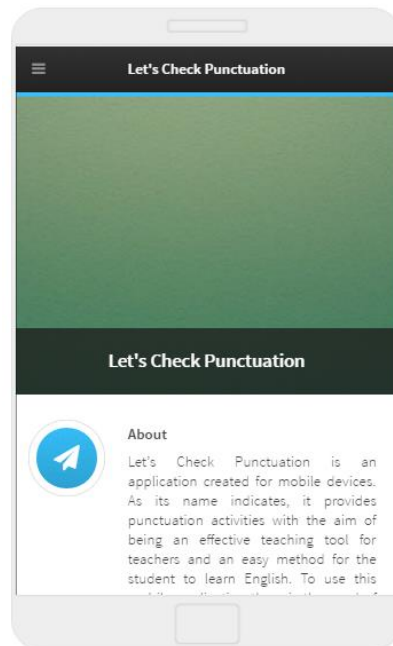- The option about provides information about the mobile application development.

Figure 2. About option

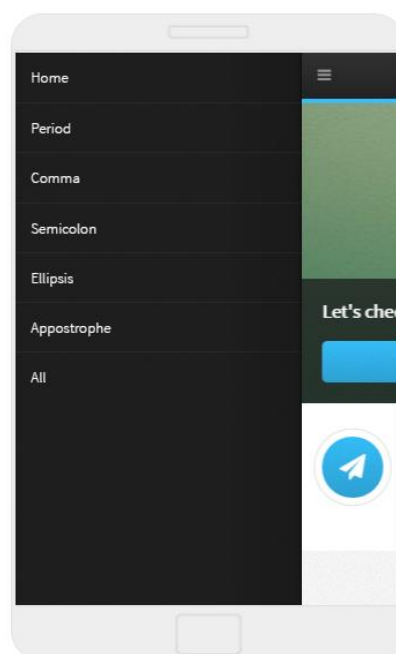- Second, to select a topic of interest, the user has to click in the menu option.

Figure 3. Topics screen

- When choosing a topic, there is the necessity of inserting a name to begin the topic
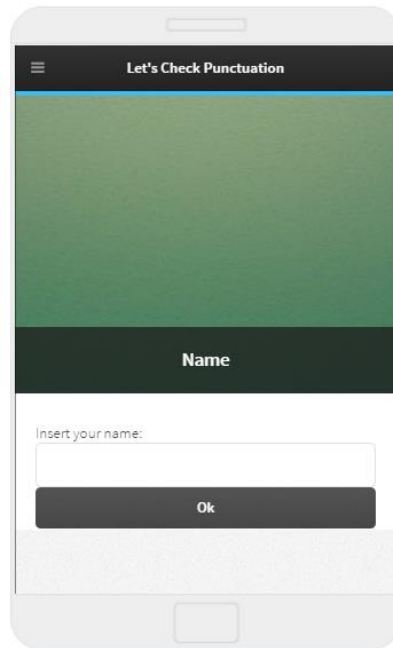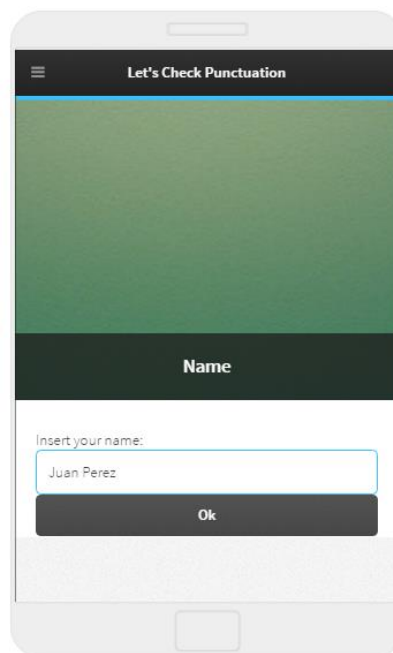 that has been chosen.

Figure 4. Inserting name screen

Figure 5. Stating name on the screen

- Third, a window is displayed showing the name of the topic that has been selected with the rule. Also, the main question "Choose the correct option" will be shown, and under this question are 3 options and the player must select one correct option.
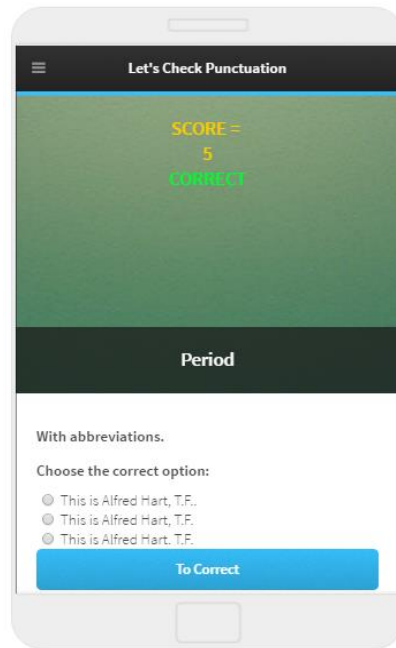
Figure 6. Activity sample

- Finally, if the option chosen is correct, the user continues accumulating points in the score with similar activities within the topic chosen. However, if the user makes a mistake, an explanation recognizing the mistake is provided and the game is lost.
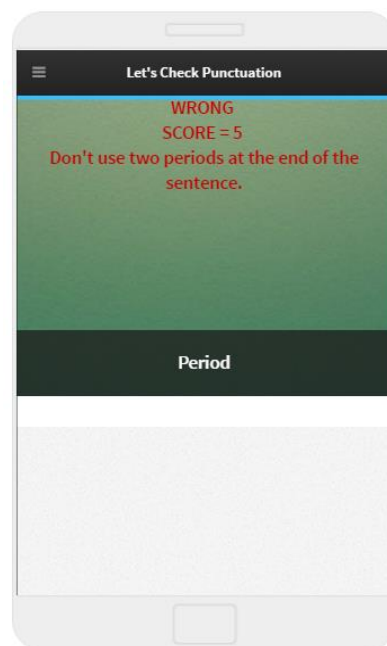

Figure 7. Mistake correction

3.3.3. **Benefits of the mobile application.**

- This mobile application offers 5 different topics to practice punctuation where the learner chooses the topic to be explored. Those topics are the period, the semicolon, the comma, the ellipsis and the apostrophe.

- Easy to use.

- The mobile application provides feedback.

- The mobile application does not have a cost, it is free.

3.3.4. **Important.**

- It is necessary to have internet access to use the mobile application.

- When an incorrect option is selected, an explanation is given to recognize the mistake.

CHAPTER IV

4.1. CONCLUSIONS

Conclusions are pertinent to note to support this study:

- The aim of this project was the creation of an application for mobile devices to provide students with an easy and fun method to teach punctuation rules. The importance of using mobile applications for teaching is necessary to support and facilitate the learning process as has been established by different researchers in the literature review of this project. The process required to design a mobile application, and the activities proposed for the mobile application were detailed with the purpose of practicing punctuation. The use of this mobile application design helps students improve punctuation skills inside and outside the classroom.

- It is fundamental to use punctuation accurately. Generally, students do not know when to use punctuation marks; consequently, using technology to improve punctuation, through the use of a mobile application, is a good way to teach and learn punctuation. This will assist a student´s ability to easily retrieve punctuation rules and recognize the use of punctuation marks. Thus, a mobile application method is very useful for educational purposes because students are able to use the English language better and increase their knowledge.

- The goal of the mobile application design is to improve punctuation in writing. Also, students enjoy learning by using mobile devices through the use of technology, in this case, a mobile application. To facilitate and have success in the teaching process, essentially in the comprehension of punctuation rules where students usually make mistakes, a mobile application is a factor which make learning easier. For that reason, the use of Let's Check Punctuation would be an

excellent method to help satisfy the learning necessities of students. Thus, this project provides a mobile application which can be used as material for teaching English.

- The information collected shows that the use of mobile applications is a favorable method for students to learn punctuation rules. Then, the application created contains interesting one-touch activities to motivate students, and cultural information which makes the application innovative. Also, a scoring mechanism and a system of feedback within the mobile application have been prepared to keep the user entertained.

- The mobile application design has been created for use in English classrooms to improve punctuation. In this context, the Let's Check Punctuation application can be used by teachers to facilitate student learning and offer a change in learning through the use of new tools.

4.2. RECOMMENDATIONS

- The use of mobile applications as learning resources is very significant in the teaching process. Therefore, teachers should be informed and updated on all technological resources in order to use new methods in teaching practices and avoid outdated practices. It is pertinent that teachers take this reality seriously and make use of these valuable tools because these methods facilitate the work of the teacher and encourage students to perform better.

- According to what we have seen in this project, as teachers of English, we know that learning is expanding and with the use of technological resources and mobile applications in the classroom, it becomes imperative that these tools are available for all students and teachers. Therefore, there must be a greater commitment by teachers to consider these tools as teaching methods and implemented them into the students learning process. Thus, the educational process will be of better quality and students will have the best situation to learn in a fun and easy way, facilitating the task of teaching punctuation for English.

- Definitely, the primary responsibility is to present this project, persuade teachers from different educational institutions to implement these strategies, and encourage foreign language teachers to facilitate the use of new technology.

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