

Universidad de Cuenca



Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera de Lengua y Literatura Inglesa

“DESIGN OF A DIDACTIC GUIDE ON THE EDMODO PLATFORM BASED ON
ONLINE ACTIVITIES FOR IMPROVING THE LISTENING AND WRITING
SKILLS IN THE SECOND YEAR OF TOURISM AT THE SUDAMERICANO
INSTITUTE”

Trabajo de Titulación previo a la obtención del título
de Licenciado/a en Ciencias de la Educación
en Lengua y Literatura Inglesa

AUTORES:

Mayra Valeria Romero Bravo
Pedro Xavier Cabrera Mogrovejo

DIRECTOR:

Mgt. María Gabriela Tobar Espinoza

CUENCA – ECUADOR
2016



RESUMEN

La tecnología en los últimos años ha sido de gran valor para el campo de la educación. Por lo tanto, la implementación de plataformas educativas para el proceso de la enseñanza y aprendizaje, ha ido aumentando cada día.

Por esta razón, este estudio tuvo como objetivo incorporar Edmodo como una plataforma educativa para mejorar la habilidad auditiva y de escritura en el idioma de inglés, a través de las actividades en línea propuestas en una guía didáctica para los profesores. Este proyecto incluyó un enfoque cualitativo y cuantitativo

Esta investigación se llevó a cabo en el Instituto de Tecnologías Sudamericano en la ciudad de Cuenca y los participantes fueron dieciséis estudiantes del segundo año de Turismo. Los datos fueron recolectados a través de cuestionarios, una prueba inicial, la aplicación de las actividades en línea a través de la plataforma Edmodo y una prueba posterior.

Los resultados del estudio mostraron que la aplicación de Edmodo para mejorar la destreza escrita y auditiva de los estudiantes, fue una ayuda significativa para los estudiantes ya que se sentían más motivados en el aprendizaje de la materia y en el desarrollo de las actividades en línea.

Además, las percepciones de los estudiantes fueron positivas hacia Edmodo ya que mencionaron que esta plataforma fue interesante y fácil al momento de realizar actividades auditivas y escritas, a pesar de tener poca experiencia utilizando la plataforma.

Palabras claves: Plataforma Edmodo, Guía Didáctica, Tics para la Educación, Destrezas Auditivas y Escritas.



ABSTRACT

Technology in recent years has become of great value for the educational field. Therefore, educational platforms are more frequently used in the teaching and learning process every day.

For this reason, this study aimed to incorporate Edmodo as an educational platform for improving the listening and writing skills in the English language, through online activities in a didactic guide for teachers. The study included a qualitative and quantitative approach.

This research was carried out at Sudamericano Institute in the city of Cuenca and the participants were sixteen students from the second year of Tourism. The data was collected through questionnaires, a pre-test, the application of some online activities on the Edmodo Platform and a post test.

The results of the study showed that the Edmodo Platform was an effective tool for improving students' writing and listening skills. Furthermore, the students felt more motivated when learning the subject and doing the online activities. Also, their perceptions were positive towards Edmodo since they mentioned it was interesting and easy for them to carry out the listening and writing activities through this platform even when they had little experience with it.

Key words: Edmodo Platform, Didactic Guide, ICTs for Education, Listening and Writing Skill.

TABLE OF CONTENT

RESUMEN	1
ABSTRACT	3
TABLE OF GRAPHS	7
TABLE OF APPENDICES	9
DEDICATION	14
ACKNOWLEDGMENTS	15
INTRODUCTION	16
CHAPTER I	16
THE PROBLEM	17
1.1. Topic	17
1.2. Background and Justification	17
1.3. Problem Statement and Scope of the Research.	18
1.4. Objectives	19
1.4.1. General objective	19
1.4.2. Specific objectives	19
1.5. Research Questions	19
1.6. Hypothesis	19
1.7. Delimitation of the Research	20
1.8. Operationalization of the Research	20
CHAPTER II	22
THEORETICAL FRAMEWORK	22
2.1. Information and Communication Technologies (ICTs) in the Classroom.	22
2.2. The Use of New Technology According to the Education System.	23
2.3. Teachers need to be trained in the Use of ICTs	23
2.4. Advantages and Disadvantages of Using ICTs in Language Learning and Teaching	25
2.5. Virtual Platforms	26
2.5.1. Benefits of the Use of a Virtual Platform	27
2.6. The Edmodo Platform	28
2.6.1. A close look at the Edmodo Platform	28

2.6.2. Edmodo in the Classroom	30
2.7. Listening and Writing Skills	31
2.7.1. Listening Skills in the EFL Classroom.....	31
2.7.2. Listening difficulties when learning a new language.	32
2.8. Writing skills in the EFL Classroom.....	33
2.8.1. Common difficulties in completing a written task.	34
2.9. Online Listening and Writing Activities.	34
2.10. Research Studies on the Effectiveness of Edmodo in the EFL Instruction.	35
Chapter III.....	41
RESEARCH METHODOLOGY	41
3.1. Type of Research.....	41
3.2. Population	42
3.2.1 Target Population.....	42
3.3. Data Collection Instruments	42
3.3.1. Qualitative Instruments	42
3.3.1.1. Questionnaires	42
3.3.1.1.1. Teacher's Questionnaires	42
3.3.1.1.2. Students' questionnaire	43
3.3.2. Quantitative Instruments.....	44
3.3.2.1. Pre-test.....	44
3.3.2.2. Post test	45
3.3.2.3. Treatment.....	46
3.3.2.3.1 <i>Online activities to enhance the listening and writing skills.</i> .	46
3.4. Data Organization Techniques.....	47
3.5. Data Analysis Techniques.....	47
CHAPTER IV.....	48
DATA ANALYSIS	48
4.1. Analysis of Questionnaires.....	48
4.1.1. Teacher's questionnaire	48
4.1.2. Student's questionnaire	50
4.2. Pre-test and post-test.....	53
4.2.1. Listening pre-test	53



4.2.1.1. Pre-test experimental group	54
4.2.1.2. Pre-test control group.....	55
4.2.2. Listening post-test.....	55
4.2.2.1. Post-test experimental group	56
4.2.2.2. Post-test control group	57
4.2.3. Comparisons between the listening pre-test and post-test results....	
.....	58
4.2.4. Writing pre-test	59
4.2.4.1. Pre-test experimental group	59
4.2.4.2. Pre-test control group.....	60
4.2.5. Writing post-test.....	61
4.2.5.1. Post-test experimental group	61
4.2.5.2. Post-test control group	62
4.2.6. Comparisons between the writing pre-test and post-test results ..	63
4.2.7. Final comparisons between the experimental and control group for the listening and writing skills.....	64
4.2.7.1. Experimental group final results	64
4.2.7.2. Control group final results	65
4.2.8. Final comparisons between the experimental and control group pre and post-tests	66
4.2.8.1. Experimental and control group pre-test vs post-test	67
4.2.8.2. Experimental and control group pre-tests and post-tests comparison	68
CHAPTER V	48
CONCLUSIONS AND RECOMMENDATIONS	69
5.1 Conclusions	69
5. 2 Recommendations	70
Works Cited.....	71
APPENDICES	78

TABLE OF GRAPHS

Fig. 1. Use of ICTs in the teaching process.....	49
Fig. 2. Use of virtual platforms.....	49
Fig. 3. ICTs for teaching writing and listening.....	49
Fig. 4. ICTs applied when teaching writing and listening in English.	49
Fig. 5. Knowledge about the Edmodo Platform.....	50
Fig. 6. Incorporation of the Edmodo Platform in the English Teaching Process	50
Fig. 7. Reasons to incorporate the Edmodo Platform in the English teaching Process.....	50
Fig. 8. Effectiveness when using the Edmodo Platform.....	52
Fig 9. Level of difficulty when developing the listening skill through Edmodo...	52
Fig. 10. Level of difficulty when developing the writing skill through Edmodo..	52
Fig. 11. The Importance of using Edmodo when learning English.....	52
Fig. 12. Participants' reasons about the importance of the use of Edmodo when learning English.....	52
Fig. 13. Students' perceptions or ideas about the use of the Edmodo Platform when learning the listening and writing skills	53
Fig. 14. Listening pre-test results of the experimental group.....	54
Fig. 15. Listening pre-test results of the control group.....	55
Fig. 16. Listening post-test results of the experimental group.	56
Fig. 17. Listening post-test results of the control group.	57
Fig. 18. Listening pre and post-tests average grades of the experimental group.....	58
Fig. 19. Listening pre and post-tests average grades of the control group.	58
Fig. 20. Listening pre and post-tests final results of the experimental group. ...	59
Fig. 21. Writing pre-test results of the experimental group.	60
Fig. 22. Writing pre-test results of the control group.....	61
Fig. 23. Writing post-test results of the experimental group.	62
Fig. 24. Writing post-test results of the control group.	63
Fig. 25. Writing pre and post-tests average grades of the experimental group.....	63
Fig. 26. Writing pre and post-tests average grades of the control group.....	63



Fig. 27. Writing pre and post-tests final results of the experimental group. 64

Fig. 28. Final results of the experimental group..... 65

Fig. 29. Final results of the control group. 66

Fig. 30. Final results of the experimental and control groups. 66

Fig. 31 T-test of the experimental group.....67

Fig. 32 T-test of the control group..... 67

Fig. 33 Comparisons with the control and experimental group pre-tests.....68

Fig. 34 Comparisons with the control and experimental group post-tests.....68



TABLE OF APPENDICES

Appendix 1. Teacher’s Questionnaire 79

Appendix 2. Student’s Questionnaire 80

Appendix 3. Listening Pre-test..... 81

Appendix 4. Writing Pre-test..... 84

Appendix 5. Listening Post-test..... 87

Appendix 6. Writing Post-test 89

Appendix 7. Writing Rubric..... 92

Appendix 8. Edmodo Treatment Photos..... 93



Universidad de Cuenca

Yo, *Mayra Valeria Romero Bravo*, autora de la tesis "Design of a Didactic Guide on the Edmodo Platform Based on Online Activities for Improving the Listening and Writing Skills in the Second Year of Tourism at the Sudamericano Institute", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autora.

Cuenca, 30 de Septiembre de 2016

Mayra Valeria Romero Bravo

C.I: 0104741418

Mayra Valeria Romero Bravo
Pedro Xavier Cabrera Mogrovejo

10



Universidad de Cuenca



Yo, *Pedro Xavier Cabrera Mogrovejo*, autor de la tesis "Design of a Didactic Guide on the Edmodo Platform Based on Online Activities for Improving the Listening and Writing Skills in the Second Year of Tourism at the Sudamericano Institute", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 30 de Septiembre de 2016


Pedro Xavier Cabrera Mogrovejo
C.I: 0104906193

Mayra Valeria Romero Bravo
Pedro Xavier Cabrera Mogrovejo

11



Universidad de Cuenca



Yo, *Mayra Valeria Romero Bravo*, autora de la tesis "Design of a Didactic Guide on the Edmodo Platform Based on Online Activities for Improving the Listening and Writing Skills in the Second Year of Tourism at the Sudamericano Institute", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 30 de Septiembre de 2016

Mayra Valeria Romero Bravo

C.I: 0104741418

Mayra Valeria Romero Bravo
Pedro Xavier Cabrera Mogrovejo

12

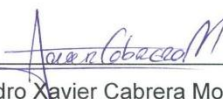


Universidad de Cuenca



Yo, *Pedro Xavier Cabrera Mogrovejo*, autor de la tesis "Design of a Didactic Guide on the Edmodo Platform Based on Online Activities for Improving the Listening and Writing Skills in the Second Year of Tourism at the Sudamericano Institute", certifican que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 30 de Septiembre de 2016


Pedro Xavier Cabrera Mogrovejo
C.I: 0104906193

Mayra Valeria Romero Bravo
Pedro Xavier Cabrera Mogrovejo

13



DEDICATION

Without perseverance there would not be great results, for this reason we are proud to dedicate this thesis to God and our parents who have been our support during this process by giving us the strength to work hard every single day and never stop.

We did it!



ACKNOWLEDGMENTS

A thankful heart receives many blessings; this is why we would like to thank God for giving us the opportunity to have this experience. Also, we are glad to thank our university teachers and families for all the knowledge shared with us to be better people and professionals every single day. Finally, we want to give a special thanks to our director Mgt. Gabriela Tobar who has been a great support throughout this process by helping us at any time during the development of this thesis.

We feel blessed to have so many incredible people to count on.



INTRODUCTION

Technology has become one of the most important instruments in teaching and learning because of globalization and e-learning. In the past, technology was not considered a helpful tool due to the fact that education was part of the traditional method of classroom learning (Bates 8).

The incorporation of technology in the teaching-learning process is valuable since the students feel more engaged when learning their subjects because the teachers apply new strategies to interact with them to make students feel closely related to the different subjects. The research study “Traditional Learning vs. e-Learning”, states that the traditional classroom environment was teacher-centered which means there was little input from students. Moreover students were not able to express their ideas because the teacher was the authority and the only one who initiated interaction in the class. Therefore, the students felt insufficiently motivated and felt the subject distant from them. On the other hand, the study mentions that e-learning is considered effective and interactive since the students have shown more interest and enjoy being part of this type of learning (Rashty 2)

Information and communication technologies (ICTs) are a method applied in the educational field, and they provide useful tools to support the students' learning process. According to Nuria Aris and Lara Orcos the use of technology begins at an early stage and goes on during students' professional lives. Thus, an important challenge in the educational field is to motivate students to embrace their learning through technology (13). This is the reason why the regular use of ICTs within education will have a strong impact on what has been learned, how the learning process has been done, where and when the learning process has taken place and who has learned and taught (Oliver 7).

CHAPTER I

THE PROBLEM

1.1. Topic

The following study was developed in order to analyze the effect of online activities through the Edmodo Platform to reinforce the listening and writing skills in Tourism students from the Sudamericano Institute.

1.2. Background and Justification

At the present time, technology has become one of the most important tools for the development of society, especially in the educational field. An important example of technology is the use of online platforms for educational purposes. Nowadays, English teachers have been trying to use virtual platforms as an online tool to support the teaching-learning process. It has been shown in different research studies that online learning helps students and teachers to obtain a well shared knowledge.

According to Ritchie and Hoffman, online learning is done through the interaction between a trainer and the internet. As an aid for online learning, different platforms have been created, and Edmodo is a good tool to be used when teaching and learning English. This site is a useful instrument for teachers and students because both are able to collaborate and support each other in a virtual class.

Based on the journal "Supporting Student Collaboration: Edmodo in the Classroom", "students will also gain transferable experiences through the Edmodo network as it is similar to existing social networks" (Holland and Muilenburg 3233). It means that the students will be able to deal with a new experience when using this platform as with any other social network. Furthermore, it allows the students to exchange and share information to support the knowledge acquired in class.

Nick Borg, co-founder and product director of Edmodo states the following on his website homepage, "We're moving to a world where you can look at specific experiences and specific students and understand what is working for particular types of learners. Empowering teachers is the only path to getting better outcomes." This means that this type of platform motivates teachers to vary from the traditional teaching method to a modern one.

However, the implementation of technology, particularly when teaching English, is not as regular as it should be. For this reason, this research aims to help and encourage teachers implement the Edmodo Platform containing different online activities to improve the listening and writing skills at the Sudamericano Institute in the second year of Tourism. The English students in this institute only have four English hours at their disposal per week to put into practice all the knowledge learned in class. For this reason, the implementation of the Edmodo Platform with online activities is necessary since it would help students practice their listening and writing skills. Also, this would help teachers keep track of students' issues throughout the learning process.

Not only was the Edmodo virtual platform used in class, but also a didactic guide was created to support teachers and challenge students to learn English in a different way. Additionally, new content-related spaces that are interactive and meaningful activities were developed. With the support of this guide, the teachers will be oriented to apply different online activities on the Edmodo Platform when helping students to develop their listening and writing skills.

1.3. Problem Statement and Scope of the Research.

For many years, English has been taught as a foreign language in different educational levels since sometimes it is considered a must in many professional fields all over Ecuador.

At Sudamericano Institute, there are twelve levels of English which are taught in three years. This means, the students have to take four levels per year. During the second year, the teachers try to enhance the listening and writing skills since the speaking and reading skills are developed to a greater degree during the third year. In the case of the second year, the main problem arises when the listening and writing skills are attempted to be developed and the teachers only have four hours available per week. Based on this notion and the grades witnessed by the teachers, it is seen that students are not getting the level that has been set in accordance with the curriculum.

Furthermore, it is important to mention that Information and Communication Technologies have recently been used at the institute. Also, a few teachers use the Edmodo Platform as a helpful tool to teach their subjects.

However, in the English Department, the use of platforms inside or outside the classroom is almost never done because of the lack of time. In addition to this, the Sudamericano Institute does not have upgraded English material available to help students improve their listening and writing skills.

Therefore, the application of a didactic guide with online activities through the Edmodo Platform has been considered to develop the students' listening and writing skills.

1.4. Objectives

1.4.1. General objective

To design a didactic guide that will help teachers improve their students' listening and writing skills through the use of the Edmodo Platform.

1.4.2. Specific objectives

- To design Edmodo-based activities in order to help students practice their listening and writing skills.
- To create You-Tube video clips with instructions on different lessons to encourage the students to use the target language.
- To apply some of the activities from the didactic guide in the second year of Tourism at the Sudamericano Institute.

1.5. Research Questions

In pursuance to a solution to the problem, the following research questions have been considered:

- To what extent does the application of the didactic guide, containing online activities through the Edmodo Platform, help students to improve their listening and writing skills?
- What are the students' perceptions towards the implementation of the Edmodo Platform in their English classes?

1.6. Hypothesis

By conducting the present study, the following hypothesis was intended to be tested:

The application of the didactic guide, with online activities, delivered through the Edmodo Platform will enhance the students' listening and writing skills in the second year of Tourism at Sudamericano Institute.

1.7. Delimitation of the Research

This thesis focused on a specific target group: students from the second year of Tourism from Sudamericano Institute in Cuenca-Ecuador. The group consisted of thirty two students: sixteen students in the experimental group and sixteen in the control group who had problems in developing their listening and writing skills because of the lack of time during their regular classes.

The students' ages ranged from eighteen to twenty years old. They had an A2 level according to the Common European Framework (232-233). The course ran for two months on Thursdays and Fridays, 4 hours a week. During this period, twelve online activities through the Edmodo Platform were applied to reinforce their listening and writing skills.

Online activities through the Edmodo Platform had been shown to be useful for developing listening and writing skills. Therefore, this research aimed to measure the effectiveness of online activities when using the Edmodo Platform for improving those skills.

1.8. Operationalization of the Research

The independent variable refers to the application of the didactic guide with online activities on the Edmodo Platform. On the other hand, the dependent variable is the improvement of the listening and writing skills.

The listening and writing skills were measured under the following categories:

	Listening	Writing
Categories	<ul style="list-style-type: none"> • Understanding gist • Global comprehension • Detailed comprehension 	<ul style="list-style-type: none"> • Neatness • Capitalization • Sentence Structure • Grammar • Punctuation



The didactic guide with online activities on the Edmodo Platform was created based on the KET (Key English Test) topics from the Cambridge English Language Assessment web page, and also on the students' current text book "American English File 2", and the topics provided in the Common European Framework book.

The pre and post-tests were applied to the control and experimental groups following the same process and contents to determine their listening and writing improvement.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Information and Communication Technologies (ICTs) in the Classroom

The use of Information and Communication Technologies (ICTs) in the classroom has become a very important tool in students and teachers' daily lives. In computer terms, ICTs are defined as a set of techniques, developments and advanced devices, which belongs to the storage, execution, and transmission capabilities of data. Additionally, ICTs have played an important role in the learning process since they have helped to reinforce individual and group knowledge (Achig 173).

ICTs have developed a different way of learning within society by making dynamic changes which are more often seen in the teaching process in schools. Society is helping schools to get into technical innovation since the ICTs give the opportunity to both teachers and students to adapt their necessities in the learning and teaching process (Mikre 1-2).

According to the research carried out by Kozma in the article report "The Roles of Information, Communication, Technology, and Education in Achieving the Millennium Development Goals: Toward an African Knowledge Network", it is shown that students improve their grades in different subjects by teaching them through information and communication technologies. Also, he mentions the role of teachers in this process since they need to develop their skills according to the use of ICTs; and also their knowledge about new pedagogic approaches (1-4).

For teachers and students, the use of ICTs is very important because traditional strategies are antiquated, so they need to become teachers who use new methods in the 21st century. Thus, the implementation of Information and Communication Technologies as innovative tools in the classroom helps to enhance and develop the quality of education based on the curricular system of the main subjects. However, teachers have to be involved in the learning process according to the development of the ICTs as a new teaching strategy (Amin 3).

2.2. The Use of New Technology According to the Education System.

Castro and Macate carried out a study about the number of senses that are stimulated in students in order to retain information through different activities based on new technology. Therefore, some studies have shown the way students retain information: Students assimilate only 10% through what they see, 20% through what they hear, 50% through the combination of what they see and hear at the same time and 80% through the combination of what they see, hear and do. For this reason, technology is considered an effective tool to help students retain information in their minds. Multimedia combines different symbolic systems; the interactive way students get information is not only by using codes but also by doing activities (35).

These research studies support the idea that new technology facilitates students' learning since they are able to retain the information for a longer period of time in order to develop it into new knowledge to be applied in the future.

According to Amin in his article "ICT as a Change Agent for Education", he states that "ICTs in education involve the adoption of general components of information and communication technologies in the teaching learning process." This means that the education system can adapt all the characteristics that ICTs offer to the teaching and learning process. It allows teachers and students to develop their skills when using this important tool (2).

Garret in the study "Integration of ICT in Language Teaching: Challenges and Barriers", mentions that the application of ICTs in the classroom is more than a strategy used to teach or learn, it is a medium in which many strategies, methods, approaches, and pedagogical philosophies can be applied. He also declares that the correct application of ICTs is measured by how and why this is handled and integrated according to the students and teachers' necessities (qtd. in Salehi and Salehi 215).

2.3. Teachers need to be trained in the Use of ICTs

The use of ICTs varies in some schools because of different variables such as the lack of time, technology training, resources and the teachers' confidence in their abilities to apply the new technology in the classroom. This is why some teachers, who have not been enough encouraged to use ICTs, prefer

to stick to the old techniques based on textbooks, notebooks, and the belief that the only role of the teacher is to transmit knowledge (Starr, sec. 2).

Based on some information from the book "ICT for teacher Education", teachers need to acquire a good knowledge about the use of ICTs in the teaching and learning process. ICTs are a helpful tool to create and upload suitable material according to the students' needs. It is really important to understand that teachers have to be interested in learning how to manage ICTs when teaching. With this tool they would be able to develop specific skills in order to apply the information and communication technology through the teaching process. The implementation of ICTs in the teaching and learning process is necessary because it allows teacher and student's interaction. Teachers are important in this process since they must demonstrate enthusiasm and their skilled participation to achieve a successful integration with their students (Meleisea 17-18).

It can be concluded that the main characteristic teachers need to have is the passion to learn something new and also to transmit all this information to their students in order to create an enjoyable teaching and learning environment.

Julio Cabero, Ana Duarte, and Julio Barroso, in the book "Tecnología Educativa", have mentioned some reasons for the limited use of technology in education:

- Lack of devices in the institutes, both hardware and software.
- Limited training in the use of technology in the classroom.
- The cost of implementation and maintenance.
- The additional work imposed on the teacher to create new materials.
- The additional time needed to prepare a class using technology (qt. in Castro and Macate 36).

One important aspect that should be mentioned is teacher's motivation because it influences the attitude that a teacher will have when he or she works with ICTs and its value to education. There are other aspects which do not allow teachers to use technology. Anxiety is a problem in this process which in computer terms is called computer phobia. Computer phobia is caused by many factors, for example: the psychological factor, since teachers do not feel

comfortable when using technology because they think they might damage the computer or have an inadequate control of the activity; the sociological factor, because the teacher is the only person who will manage it and he or she will not have any help when there is any kind of difficulty during the process. For these reasons, teachers must be trained about the use of ICTs (Cox, Preston, and Cox, sec. 3).

2.4. Advantages and Disadvantages of Using ICTs in Language Learning and Teaching

The blog “The Advantages and Disadvantages of Using ICT for Teaching and Learning” explains that motivation plays an important role in the teaching and learning process, therefore, there must be an adequate use of this kind of new technology in education. ICTs are a great tool when teaching because students are able to interact in a different way and not in the traditional, one. It is important to mention that when using ICTs in the classroom, students transfer information from the short-term memory to the long-term memory, helping them maintain that information for a longer period of time (Sidik and Harjanti).

Through the implementation of ICTs in the learning process, students will become more responsible and independent when managing their own learning and also the way how they want to learn by using new technologies. Students used to feel comfortable with the traditional methods. However, now they get the new idea of learning in a different but interesting way by applying the Information and Communication Technologies inside and outside the classroom (Oliver 3).

Duffy and Cunningham in the blog “The role of ICT in higher education for the 21st century: ICT as a change agent for education” mention that: “Learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission” (qtd. in Oliver 4). The appliance of ICTs as a new learning strategy enables students to build their own knowledge in order to make it meaningful.

Anahí Cuestas and Valquiria Fazzi, in their online magazine Puertas Abiertas, state that the use of ICTs to teach languages presents both

advantages and disadvantages for teachers as well as for learners. They mention the following advantages:

- The possibility of extending the learning experience beyond the classroom walls.
- ICTs Increase motivation.
- More interaction, both teacher-students and students-students.
- Flexibility (in terms of topics, timing, learning styles).
- Development of collaborative work.
- ICTs increase student participation.

They also list the following two disadvantages:

- The application of some activities may be time-consuming.
- Some students might be reluctant to use new technology and teachers should help them overcome that fear.

In this sense, it is important to quote Jeff Utecht, a teacher from Shanghai: "If we want to engage students in learning: first, we need to understand their world. This world has no borders, boundaries, and is limited only by the speed of one's Internet access" (qtd. in Solomon and Lynne 22).

One of the main roles of the teacher is to understand the students' world so they can feel confident and motivated throughout the learning process.

2.5. Virtual Platforms

The research study "Plataformas Virtuales de Aprendizaje: una Estrategia Innovadora en Procesos Educativos de Recursos Humanos", explains that in order to apply a new educational strategy in the online teaching and learning process, it is essential to select a suitable platform which can satisfy most of the teachers' necessities. With a proper platform, teachers can effectively share the knowledge among the students (Hamidian, Soto, and Poriet 3-5).

The online article "Virtual Hardware Platform Explained" mentions that, "The concept of a virtual hardware platform is crucial to virtualization. It frees a workload from specific physical hardware devices so that the workload can run on any physical host with the proper computing resources available. It also allows key virtualization features, such as live migration, which moves workloads between physical servers with no downtime" (Bigelow, par. 3). In

regard to virtual hardware, versatility is the most interesting attribute or benefit since the administrator can adapt additional options in order to make the information clearer for users.

Santoveña as quoted in the study “Plataformas Virtuales de Aprendizaje: una Estrategia Innovadora en Procesos Educativos de Recursos Humanos”, declares that a good virtual platform is one that can be adapted according to the teachers and students’ necessities. He also says that it is important to take the interface of the platform into account, so it can easily recognize all its characteristics and both students and teachers would face less difficulties when using it (Hamidian, Soto, and Poriet 5).

An educational virtual platform supports and improves learning mainly for users who are going to use this kind of software for the first time. For this reason, it is a challenge for designers who work on it to make platforms understandable so the students do not feel lost when using them. Therefore, previous knowledge about platforms is important since they would be able to use them for educational purposes. Its use will help learners achieve their educational goals in the learning process (Ardito, Costabile, Marsico, Lanzilotti, Levialdi, Roselli, and Rossano 270).

2.5.1. Benefits of the Use of a Virtual Platform

As it is mention in the blog “Plataforma Virtual Del Aprendizaje”, virtual Platforms have gained an important role in the educational field, because of the development of new technology in different areas, such as education. The implementation of new teaching methods has been taken into consideration. Nowadays, virtual platforms are popular between teenagers, since they feel more involved in the learning process, as technology is appealing for them (Castillo).

An important benefit when using a virtual platform is that learners feel part of a group. The students who live far from schools and university campuses can have a valuable opportunity to study from their homes. It also allows those students who have medical problems or are disabled to have complete access through this platform and its tools (Ardito, Costabile, Marsico, Lanzilotti, Levialdi, Roselli, and Rossano 283).

It is important to take into account that not everyone is able to manage virtual platforms, since people need previous training sessions to use and apply them in the classroom. An online article named “Course Platforms for Teaching Online” expresses the importance of the implementation of platforms when teaching a class since it provides a variety of advantages, especially for students and the public in general. It also meets the publishing requirements for grants that support the course development and service requirements of people’s jobs (Snow, Eleanor, and Perry, sec. 1).

In the Journal Learning English in a Virtual Learning Environment in Brazilian Tertiary Education, William Tagata refers to a case study based on developing students’ listening skills by using the “Moodle” Platform. In this study the author specifies that the use of virtual platforms in different learning environments has shown important changes in the way students acquire knowledge. Also, it helps students develop their potential in the learning process (2).

2.6. The Edmodo Platform

2.6.1. A close look at the Edmodo Platform

Edmodo is a free, secure and educational platform for teachers, students, parents, schools and others, and it can be found at www.edmodo.com. This platform allows teachers to stay in touch with their students in a secure environment through private micro blogs, by creating and managing accounts only for their students. They receive a code from a group previously created by the teacher. Once the students are registered in the group, the teacher manages its content, which cannot be shared or seen by anyone outside the group.

This platform was founded in 2008 by Jeff O’Hara and Nick Borg who declared, “We’re moving to a world where you can look at specific experiences and specific students and understand what is working for particular types of learners. Empowering teachers is the only path to getting better outcomes”. This means that to create successful opportunities for the students it is necessary that the teachers consider the use of new media in their classrooms.

According to Kandappan Balasubramanian in his study named “Social and Behavioral Sciences”, he mentions that Edmodo is compared to

“Facebook” because of its similar interface. The main purpose of creating a similar appearance to Facebook is for the student to feel familiarized with this platform and since most of them have Facebook accounts it will be easier for them to use the Edmodo Platform. However, he claims that it is important to differentiate the use of SNS (Social Networking Sites) and Edmodo since this platform is a social learning platform for parents, students, and others to collaborate, share, compare and acquire knowledge. These activities can be done through different tools like quizzes, assignments, polls, etc., which are of great use to back up the learning process and communication between readers and students who are far away from the campus due to different situations (417).

Mark Arthur in the journal “Supporting Student Collaboration: Edmodo in the Classroom”, mentions that “Edmodo.com provides a training ground for safe internet behavior. This site has an appearance and navigation system that is similar to Facebook, but instead of working with a recreational or social goal in mind, it promotes educational networking” (qtd. in Holland and Muilenburg 3233). The idea of making Edmodo look similar to Facebook is because this social networking site has been considered one of the most powerful in society in the past few years and this is why students, as well as teachers, would find this new platform entertaining when doing their tasks, either in class or at home.

The online article “Entering the Web-2 Edmodo World to Support Learning: Tracing Teachers' Opinion After Using it in their Classes” notes that “Edmodo is used quite frequently, and though teachers are concerned with its excessive use by their students, they think it is very motivating for learners, they believe it supports their work, they like most of its features and they would definitely recommend it to other colleagues” (Batsila 50). Hence, this underlines the importance of using Edmodo since the students feel motivated when using new educational methodologies in their learning process.

It is important to say that not only students and teachers can be part of Edmodo, but also the students' parents since they have free access to it once they have a personal account. The parents can check their sons and daughters' classwork, homework activities and online tests grades. This is helpful for the students' education because the parents will be aware of their children's

performance in the school. In addition, they will not have the need to go to their school and monitor their children's performance at school.

2.6.2. Edmodo in the Classroom

Catherine Holland and Lin Y. Muilenburg, in their online article "Supporting Students Collaboration, Edmodo in the classroom," state that this platform promotes education networking by monitoring teachers and students' progress during the learning and teaching process (3232-3236).

Rommel Maigua declares that the use of the Edmodo Platform contributes to meaningful learning because new techniques are applied in the teaching environment. This type of learning is done when the English students integrate the connections between the new ideas and the knowledge that they have already acquired with the purpose of using this new knowledge in different contexts. However, all the content presented to acquire the right connections, must be logical, coherent and well organized. With this tool, the students can feel secure about the new knowledge that they are going to acquire. It is also necessary to mention that the student's attitudes play a very important role in the learning process and this platform enhances their motivation (22).

Teachers can monitor the information that students usually post and give them feedback, in order to help them to develop their skills. Moreover, students develop critical thinking skills as they complete online tasks to effectively communicate with the rest of the students and the teacher. Also, students improve their Internet skills in a secure and adult-moderated environment.

The Edmodo Platform in the classroom can become a very helpful tool to organize and save information for later uses. It gives great support to the students and teachers since they can share information related to different activities that would help the students assimilate the information in a better and more comfortable way. Moreover, it can motivate the student when learning a new language. However, if the student is not able to be part of the class for different reasons, this will not be a problem since the information is available for the student at any time or place; the only thing that the student needs to take into account is his or her internet access before logging in (Maigua 6).

Kandappan Balasubramanian in the online journal "A study on "Student preference towards the use of Edmodo as a learning platform to create a

responsible learning environment” concludes that the implementation of Edmodo by educators in the learning process could be of great importance since it might become a powerful medium for the student that will be part of a responsible learning environment outside the classroom (421).

2.7. Listening and Writing Skills

2.7.1. Listening Skills in the EFL Classroom

It is necessary to mention that the listening skill might be considered one of the most important ones when understanding spoken language. The main goal of most English teachers is to help his or her student to communicate not only in the classroom but also outside it. The listening development has become significant since this skill is not only related to comprehension but also to language learning. It can provide a lot of information about the input related to the learning process when evaluating the listener’s performance.

To successfully learn a skill in English is one of the teachers’ main goals. Now, in order to succeed when teaching listening, it is necessary to apply some strategies that make the job more understandable for the students to help them manage a task in the best way possible (Richards 11).

Buck on the article “A cognitive perspective on language learners’ listening comprehension problems”, indicates that some of the strategies that are part of the listening process according to Buck are the cognitive and metacognitive strategies. In the case of the cognitive strategies the students perform mental activities that are related to comprehension, storing in the short or long – term memory for later uses. On the other hand, the metacognitive strategies are those activities which can be done consciously and unconsciously according to their functions which lead to tasks which involve assessing and monitoring students and their self-evaluation and testing (qtd. in Goh 104).

Alonso Segura states in his study “The importance of teaching listening and speaking skills” that the main goal of teaching listening is, or should be, to help the students understand real life conversations in order to put their skills into practice. However, there is a wide variety of types of listening in real life. For example:

- Listening to announcements in different places, like stations, airports, supermarkets, etc.
- Listening to the press.
- Participating in a face-to-face conversation.
- Watching TV.
- Participating in a seminar, meeting or discussion.
- Taking a listening test.

These different situations can be of great importance when developing and improving students' listening skills. In the case of teachers, it is appropriated to motivate the students so they can be part of these real-life situations (11).

2.7.2. Listening difficulties when learning a new language.

It is widely known that learning a second language in a country where the language is not spoken might be a little more difficult than learning the same language in a country where it is natively spoken.

Michael Rost, in his study "Listening in Language Learning" states that for developing a better listening skill, it is important to know what is understood, who is responsible for creating this understandable content and who is responsible for understanding it. Now, when answering these questions many metaphors come to mind in order to communicate, but these metaphors are not always clearly understood by the listener. This is the main reason why listeners have so many difficulties when learning a new language (3-6).

The journal "Listening comprehension difficulties encountered by students in second language learning class" explains that listening is considered one of the most important skills out of the four in second language acquisition. However, teaching this skill in schools can sometimes become a problem since teachers at the beginning of the class, when doing the respective lesson plans, do not take into account this skill in the syllabus. Also, once they are in classes, the teachers most of time focus more on the structures, vocabulary, and grammar and conclude that students will unconsciously develop listening later on. (Bingol, Celik, Yildiz, and Tugrul 2).

Bingol and other researchers mention that there are other variables that become a barrier when teaching and learning the listening skill. As examples of

these variables, the following ones can be underlined: accent, cultural differences, the quality of the material used in class, unknown vocabulary, length and speed, lack of concentration and even physical conditions. Therefore, it is important to find a method that will fit students' capacity to better understand and develop the language. There is no perfect method but after analyzing the students' abilities, it is sure that every teacher can find a good strategy to teach listening in the best way (3-4).

2.8. Writing skills in the EFL Classroom.

Out of the four language skills, writing has been considered of great use, not only in formal but also in informal situations. This leads the teachers and students to write correctly in their native language to later translate into a foreign language. As Glazier says, "English learners' success in English writing brings benefits not solely to their English learning but also to their life-long careers" (qtd in Trong 81).

The study "A Balanced Approach to the Teaching of Intermediate-Level Writing Skills to EFL Students" states that when teaching the writing skill it is important to find a balance between the traditional and modern approach that have helped EFL students in the development of this skill. As for the traditional approach it is said that this method is based on the 3Ps, which are presentation, practice, and production, that lead the student to apply the writing skill in a mechanical way (Qian 13).

According to some modernists, in some cases the product of the traditional approach can be deficient. This product is considered poor because the teacher only focuses on grammar, syntax and others but not on the content. On the other hand, the modern approach when teaching writing is related to the communicative approach and the process approach to make students write for a purpose and to communicate with readers. However, that freedom can sometimes become a problem when developing the writing skill (Qian 14).

According to Xinyu "Students need to think about the interests, knowledge, and abilities of the people they are writing for and the purpose for which they are writing. They need to learn the value of writing several drafts and developing their ideas. But students also need to learn the styles and formats for a variety of writing purposes, and the relevant grammatical and lexical terms

to those purposes as well. In addition, they need to be trained to act as an audience for other writers and to comment on the logicity, factualness, and appropriateness of what a writer puts down on paper as well as the form in which he does it" (Qian 15).

This means that when teaching writing, it is important to take into account not only the format of a paragraph and its composition, but also the purpose and the main idea. Setting a goal, when developing this skill, is of great value because it will give a meaning to the task. It is good to combine and balance both approaches in order to get a favorable result from the writing process.

2.8.1. Common difficulties in completing a written task.

Nowadays, students find it difficult to complete a written task given by the teacher, especially when they do not know much about the topic. It puts the students in a hide-seek game, and causes them to associate difficulty with any written task.

In an online study done by LuuTuan Trong called "Enhancing EFL Learners' Writing Skill Via Journal Writing," he claims that "few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the "someone else" is the teacher, whose eyes may be critical and who indeed may assign an individual assessment to the written product, most people feel uncomfortable" (81). This means that teachers should take into account students' likes, dislikes, interests, and other personal preferences so they can enjoy their task and feel motivated while doing it. It is of special importance when it comes to writing that sometimes it is not as much fun as students would like. Other issues can be found but they all vary according to the proficiency level of the students and the skills they are working on. Teachers must find different activities to encourage learners to practice language skills, especially written ones. It is well known that the more people practice the better they get.

2.9. Online Listening and Writing Activities.

The online management system has lately been adapted in many English classrooms in order to develop new activities and recreational environments to make students feel comfortable when learning a new language.

The article “Discussion based online teaching to enhance student’s learning” explains that when people participate in an online activity, there are no physical bodies around to help since the computer is the only physical one. Our virtual bodies can be anywhere imagined, which gives the students a certain independence to do the task and even be more responsible for it. In the case of listening activities it is even more personal because they need to feel motivated, inspired and excited about the task in order to clearly understand what they are working on. It is a challenge for the teacher to get all these emotions from the students during a simple online activity (Bender 10-12).

The online article “Following you: Disciplines of listening in social media” mentions that it is recommended to attempt three types of online listening: background listening, reciprocal listening and delegated listening. This would help the teacher to create appropriate online activities so the student can accomplish the listening task correctly (Crawford 525-527).

Matthew Absalom and Andrea Rizzia in their article “Comparing the Outcomes of Online Listening Versus Online Text-based Tasks at University Level Italian L2 study” explain the difference between using online listening and online text based tasks. The authors indicate that the first type of listening has shown great results when learning a second language because it guides the students and makes them desire to write an understandable text on their own. Apart from this, online listening helps students to improve their vocabulary knowledge with different tasks according to the topic and the students’ learning needs (55-66).

2.10. Research Studies on the Effectiveness of Edmodo in the EFL

Instruction.

The use of virtual online platforms in EFL classrooms has clearly increased in the last few years because of the implementation of ICTs in order to create new ways of sharing and building knowledge between teachers and students.

The article “On-Line Social Networks: Innovative Ways towards the Boost of Collaborative Language Learning” indicates that in 2011 people see Edmodo as an excellent tool for constructing and sharing knowledge based on social networking and collaboration through a private, secure platform for learners and

educators (Gonzalez, sec. 3). The author Thongmark in a case study that took place in Thailand attempted to study the acceptance of Edmodo as a classroom collaboration tool and later analyzed students' perceptions related to the platform. After analyzing 182 questionnaires the results showed that Edmodo was a great tool for many educational fields because it can be used inside and outside a classroom.

Al-Kathiri in her study "Beyond the Classroom Walls: Edmodo in Saudi Secondary School EFL Instruction, Attitudes and Challenges" gathered and analyzed information of 42 students which revealed the collaboration environment provided by Edmodo in the classroom. It ensures that knowledge no longer stays just in places defined by geography but it can also be shared and viewed in a transparent way (198-199).

The results of the study "The Effect of Edmodo on EFL learners' writing Performance" showed that: "It was found that learners who participated in Edmodo advanced-writing classes outperformed those who attended the paper-based classes regarding writing performance. Therefore, it can be observed that access to the online tool of Edmodo can provide opportunities to improve the writing ability because of its easy access to online sources. Also, it enables learners to compare their written essays with other classmates in their group and other groups, to have collaborative activity". This means that using Edmodo for writing purposes may give students different outcomes to improve the writing skill either by working in groups or individually. (Shams, Dariush, and Gholami 88-89).

On the contrary, according to Grosseck, the unification of technologies and the teaching-learning process implies a series of challenges such as the necessity of having Internet connection and good abilities in using digital sources.

In the study "How a Non-Digital-Native Teacher Makes Use of Edmodo" it is shown how non-digital teachers set up an online classroom communities by using Edmodo to improve the teaching-learning process with their students. This study was conducted in King Mongkut's University of Technology (Thailand) where teachers and students from the university took part of this research. A diary, a questionnaire and Edmodo were used in this study in

different ways. The teacher kept a diary in order to write about important details of the application of Edmodo in the teaching process. On the other hand, a questionnaire was applied to the students to find out their perceptions on the implementation of this new platform.

The results of this study indicated that Edmodo can be a great tool to improve language learning since teachers think it is a very practical platform with many easy tools or activities to work with. In the case of the students, the results reflected that they enjoyed using this platform since it gave variety to their classes which motivated them to work more on their daily activities. In addition, the students suggested using the platform more in their other courses so they could familiarize themselves more with the platform on a daily basis (Kongchan 1-4).

Noviana, in her journal named “The effective use of Edmodo in writing a narrative text in senior high school” explains that this platform supports the learning process through interactive activities that can help students feel motivated by the time they are requested to write. The participants of this study were 29 senior students who wanted to improve their writing skills in English because of the lack of time to practice this skill in the classrooms. The results of the study showed that the students felt secure and more motivated to participate in their learning process when they used Edmodo because it called their attention. Moreover, they felt identified with the activities since the teacher had done previous research about their likes and dislikes before creating the activities. This proved that Edmodo can be a good medium to improve the English teaching process (11-12)

Yulastri, in the journal “Building Students’ Writing Skill by Using Edmodo” explains that introducing Edmodo in the classroom brings interesting results for students’ writing performance. After 8 weeks of using this platform, the students were able to write simple and complex sentences thanks to the feedback given by the teacher on each of the activities uploaded to the platform. Also, the students received more feedback in the classroom, enabling them to make complex comments when using Edmodo. The results showed the improvement when referring to sentence structure, punctuation, capitalization and better understating in different tenses like simple present and simple past. Also the



badges given by the teacher in the Edmodo Platform motivated the students to write better. However, the author of this study states that the students must have a lot of time when writing in English because they need to organize ideas and put them in order to make their writing coherent. As for the teachers, they must be prepared to read all the work done by the students which sometimes can be time consuming. For that reason, students and teachers should be patient when writing and they should try to enjoy by doing this activity with passion (50).

When using Edmodo, it is significant to recognize the assessment function as a main tool because it can help teachers analyze the knowledge acquired by the students. In a study named “Integrating Edmodo into Foreign Language Classes as an Assessment Tool” by Emrah Ekmekç, it is seen how teachers integrate Edmodo as an evaluation tool for students in their English learning process. The population taken for this study was 62 students from a Turkish State University who were taking English classes during the school year 2014 to 2015. Many reflections about the implementation of the Edmodo platform were taken from semi-structured interviews. The results of the study indicated that the students found that Edmodo was an interactive and fun platform which had motivated them to relieve the stress and the anxiety when taking a test. This is the main reason why the students have mentioned that they prefer to be tested through the Edmodo Platform instead of using the regular tests (1-11).

In the online article “Using Edmodo in the ESL Classroom”, it is suggested that many teachers should find ways to make their classes more interactive and less boring for their students. The author, who is a trainer at the English partnership, tried to find ways of improving English classes by implementing new technology in the classroom for his British Council Project. He mentions that Edmodo has helped students to feel more engaged in their English lessons not only inside but also outside the classroom. This platform assists students to interact with each other by writing comments or any ideas related to the activities proposed by the teacher. This interaction allows the students to be more active in their English learning process (Davies, sec. 2).

After analyzing some research studies, it is necessary to emphasize that not many studies were found about Edmodo in the classroom to improve the listening skill. Most of the studies focused on teaching English through the use of the Edmodo Platform but not specifically to improve the listening skill. Since it is an educational platform it gives a lot of information about using it for English teaching and learning purposes, which has already been discussed in the pages above.

The authors from the study “The Use of Edmodo in Teaching Writing in a Blended Learning Setting” describe the way students learn writing by combining it with the genre-based approach, which means that students become effective participants in their professional and academic environment, when implementing Edmodo in their lives. This research involved 17 participants in Bandung, Indonesia. It aimed to find out how students engaged themselves in learning the language using Edmodo as a learning platform and the perception students have when learning through this platform. It is important to state that this study was based on a qualitative approach and the data was collected through the application of questionnaires, interviews, observation, and document analysis. The results of this study indicated that Edmodo and the genre-based approach can work together when writing and give positive results in order to improve students’ writing skills. The Edmodo Platform also helps students to be engaged cognitively in the learning process in classroom sessions (Purnawarman, Susilawati, and Wachyu 242).

In a case study named “Edmodo E-portfolios in EFL”, a group of 37 students of a total of 110 who study Geography of Tourism worked on Edmodo in order to learn English inside their classroom for two semesters. In their learning process they worked on online activities such as games, interactive exercises, question/answer activities, announcements, surveys and exchanging information. This research aimed to develop students’ communicative skill through the correct use of the foreign language based on the application of Edmodo in their learning process. The results showed that the implementation of this platform was helpful since the writing, speaking, and listening skills were a contribution in the assessment process. They experimented with a very different way of learning because they could share opinions, ideas, and

information with their classmates. At the end, they improved their grades and felt more motivated within the learning process (Pop 337-341).

In the journal of Universal Computer Science, a study is presented in which the effect of Edmodo through the use of mobile devices in the classroom was investigated in a social learning environment. A total of 37 students who were randomly selected were part of this study. At the end of this research students could find many benefits in their learning process such as the improvement of the language, and motivation. Also, the students increased their critical thinking, learned in a fun environment, and the most important aspect was the enhancement of the writing skill among with the language practice because of the use of different tests and quizzes in the platform. Concluding with this research, students demonstrated that the use of Edmodo is practical and valuable. It is interesting to mention that this platform was not only used as a web-based tool but also students were able to use their smartphones in the class by downloading Edmodo (Bicen 1297-1304).

The research studies mentioned in this document have demonstrated that Edmodo is an effective platform in the educational field since it can be used inside or outside the classroom environment. According to many researchers this platform has increased the knowledge acquired by the students and also motivated them to learn the language in a different way from the traditional one. For this reason, it is shown that Edmodo can be a useful platform in the teaching and learning process of English to improve the different skills because on one hand it helps the teachers find interactive ways to share information, and on the other hand the platform enhances students' improvement when learning a new language.

CHAPTER III

RESEARCH METHODOLOGY

In order to carry out the project, it was necessary to implement a didactic guide based on the Edmodo Platform, encompassing online activities to help A2 Sudamericano college students improve their listening and writing skills.

Nowadays, it is clearly seen that students need to be exposed to different learning approaches, such as ICTs oriented ones. This is why it is important to make that leap from traditional approaches to more updated ones. Therefore, this research aimed to implement the Edmodo Platform through a didactic guide with online activities to improve the listening and writing skills.

For the development of this project, the study population were young adult learners from Sudamericano Institute in their second year of Tourism. They have only four hours per week to learn English, which is not enough time to develop their writing and listening skills. It is important to state that two classes were part of this study, one as the experimental group and the other one as the control group. Class “A” was the experimental group and class “B” was the control group, with sixteen students in each one. Both groups normally had 32 hours of English classes per level.

The use of some instruments, such as questionnaires, a pre-test, the application of some online activities from the didactic guide, and a post post-test was important to obtain the final results. A comparison of the pre and post-test results was made to assess the effectiveness of the treatment.

3.1. Type of Research

This study was designed in accordance to Thesis Type two which comes under the category Theoretical-Applied. The hypothetical-deductive method was part of this research since it needed a hypothesis that came from the research problem.

This research was based on a quantitative approach since the information was collected in a systematic way and it was organized into graphs. Later, the information was analyzed to support or disprove the hypothesis. Also, the qualitative approach was part of this research since the students at the end of the research were able to express their feelings, thoughts and/or perceptions about the Edmodo Platform through an open-ended questionnaire.

This was a quasi-experimental design since the control and the experimental groups were already set up by the institute, which means that the population of both groups was not randomly selected. For this reason the results of the study were generated from tentative conclusions obtained from the application of the treatment (Paradigm 3: Experimental-Qualitative-Interpretive).

3.2. Population

3.2.1 Target Population

The investigation was conducted at Sudamericano Institute in the city of Cuenca. There were two groups, an experimental and a control group, each of them with a total of 16 students from eighteen to twenty years old, with an A2 level from the second year of Tourism. In the experimental group, there were six women and ten men, and the control group had seven women and nine men.

3.3. Data Collection Instruments

In order to collect the information needed for this research, the following instruments were used: two questionnaires, a pre-test, the application of some online activities from the didactic guide through the Edmodo Platform and a post- test.

3.3.1. Qualitative Instruments

3.3.1.1. Questionnaires

The creation of these questionnaires was done based on the necessities of the researchers in order to get the desired information required for the project. In this way two questionnaires were created, one for the teachers and another one for the students since it was important to get information from both groups.

3.3.1.1.1. Teacher's Questionnaires

First of all, a questionnaire with closed and open-ended questions was applied to the teachers about the use of platforms in the English teaching process based on the writing and listening skills (Appendix 1). The questions were piloted at CEBCI high school in Cuenca city and some teachers from this high school participated to validate the content of the questionnaire. After this, the following five questions were chosen:

1. Have you ever used ICTs in the English teaching process? (Yes-No)

2. How often do you use virtual platforms when teaching English? (always-sometimes- rarely-never)
3. Have you ever applied ICTs for teaching writing and listening in English? (yes-no) Which one?
4. How much do you know about the Edmodo Platform? (A lot - a little - Nothing)
5. Would you like to incorporate the Edmodo Platform as a tool to improve the listening and writing skills in the English teaching process? (yes-no) Why?

Once the questionnaire was applied, it helped to obtain information related to the use of ICTs in the classroom, especially when teaching the English subject.

3.3.1.1.2. Students' questionnaire

This questionnaire was developed to find out the students' perceptions and ideas about the implementation of the Edmodo Platform when learning English (Appendix 2). The questions included in this questionnaire were open and closed-ended questions. Before applying this questionnaire, the questions were piloted at Cuenca University and some students from this institution participated so as to verify the correct content of the questions. After the piloting, the following questions were used:

1. ¿Cuán efectivo fue para usted el uso de la plataforma Edmodo? (nada-poco-mucho)
2. Considera que el aprendizaje auditivo del idioma inglés mediante actividades en la plataforma de Edmodo fue: (fácil - medianamente fácil - difícil)
3. Considera que el aprendizaje escrito del idioma inglés mediante actividades en la plataforma de Edmodo fue: (fácil - medianamente fácil - difícil)
4. ¿Cuán importante considera usted el uso de la plataforma de Edmodo para el aprendizaje del idioma inglés? (nada- poco-mucho) ¿Por qué?
5. ¿Cuáles son sus percepciones o ideas acerca del uso de Edmodo para el aprendizaje del inglés basado en las destrezas auditiva y escrita?

It is important to state that all the questions were written in Spanish to make sure that students were able to better understand the meaning of each of them and get accurate answers.

Once the questionnaire was ready, it was administered to the students after the application of the writing and listening online activities.

3.3.2. Quantitative Instruments

3.3.2.1. Pre-test

Later on, based on the students A2 level, the pre-test was created and it was applied to the experimental and control group. The test was divided into two sections: writing and listening. The tests were developed according to the A2 level characteristics from the Common European Framework book which states that in the listening skill (Appendix 3) an A2 student is able to understand basic phrases or ideas related to personal information when listening and also he or she can get the main idea in short messages or announcements. As for the writing skill (Appendix 4), the student can write simple notes or messages as well as letters (26).

All the questions were based on and created from the students' book "American English File 2" used at Sudamericano Institute and some topics according to the Common European Framework book (CEFR). Some of the listening and the writing pre-tests questions were taken from the Ket (Key English Test) exam provided at the Cambridge University website which mentions that this is an appropriate test for A2 level students. Moreover, this is a well-known international exam. This website also mentions that based on the Common European Framework, after taking the KET exam the students will be able to understand and use basic expressions and answer simple questions about themselves. Also, the students are able to interact with others and write brief and simple notes.

The pre-test was applied as a diagnostic test to find out the main difficulties and the previous knowledge that the students had when writing and listening. However, it was also applied to the control group to make comparisons with the results from the experimental one.

Listening pre-test questions:

1. You will hear five short conversations. There is one question for each conversation. Put a tick (✓) under the correct answer. (This was a multiple choice activity using pictures)
2. Listen to Sam talking about his holiday. Select an activity for each day. (This was a multiple choice activity with options)
3. You will hear some information about a museum. Listen and complete the blank spaces. (This was a fill in the blanks activity)

Writing pre-test questions:

1. Write a note of 25 to 35 words to your friend based on the following situation: Your friend invited you to his birthday party and you couldn't go. Explain why you didn't go and the activities you did.
2. Look at the pictures and write sentences according to the advertisements.
3. Read the email from your English friend. Write an email to Alex and answer the questions. Write 25 to 35 words.

3.3.2.2. Post test

This test was applied to the experimental and control groups. In the case of the experimental group, it was developed in order to know if the students improved their listening and writing skills or not, after the application of some online activities through the Edmodo Platform, proposed in the attached didactic guide. As for the control group, the purpose of the test was to analyze the results from this group in comparison with the experimental group and verify if the treatment was effective or not. The questions for these tests were similar to the pre-test ones since according to Stephan and Vogt when creating post-tests it is necessary to make simple changes only in the situations of the questions but not in the difficulty (233). The information for each of the questions rested on the previous mentioned sources and the Common European Framework according to the level of the students (Appendix 5 and 6). Thus, the following questions were part of the tests:

Listening Post-Test

1. You will hear five short conversations. There is one question for each conversation. Put a tick (✓) under the correct answer. (This was a multiple choice activity using pictures)

2. Listen to Dam and Jess talking about evening classes at the community center. Select an activity for each day. (This was a multiple choice activity with options)
3. You will hear a woman asking for information about a city bus tour. Listen and complete the blank spaces. (This was a fill in the blanks activity)

Writing Post-Test

1. Write a note of 25 to 35 words to your grandmother based on the following situation: You just moved into your new house that you bought last month. Explain: Where is the house? Which room do you like the best? Why?
2. Look at the pictures and write sentences for each of them.
3. Read the email from your English Friend. Write an email to Martin and answer the questions. Write 25 to 35 words.

3.3.2.3. Treatment

The purpose of the treatment was to improve students' listening and writing skills. For that reason, a didactic guide for teachers was created with online listening and writing activities through the Edmodo Platform. It has been shown that this platform is a useful tool to apply online activities to help students improve their previously mentioned skills.

The use of the didactic guide is recommended as a reinforcement tool in and mostly out of the classroom environment for teachers who do not have enough time to develop all the writing and listening activities in class.

3.3.2.3.1 Online activities to enhance the listening and writing skills.

The activities from the didactic guide were created with content from different well-known internet sources which are part of the references in it, and according to the characteristics previously mentioned from A2 level students according to the CEFR.

There were a total of twenty-one activities in the didactic guide, nine for the writing skill, eight for the listening skill and four activities for both skills.

Procedure

The treatment, which consisted of the application of some online activities through the Edmodo Platform, was carried out in 16 hours in total only

for the experimental group. In the case of the control group, the students did not receive any treatment at all so they continued with their regular classes, as usual.

In order to help teachers, YouTube video clips were created. The purpose of these clips was to give instructions as a guide to perform some online activities through the Edmodo Platform. Therefore, the application was developed through this platform and twelve activities were applied according to the institute's chronogram and syllabus (Appendix 8). This means that five were for the writing skill, five for the listening skill and two combined activities for both skills. Because the main problem of this study was the lack of time, 70 % of the activities were applied outside of the class as homework using the platform to reinforce the above mentioned skills. On the other hand, 30% of the activities were developed in class to make sure that the students clearly understood how to use the platform when doing online English activities.

After the application, the results were analyzed to confirm or reject the effectiveness of the treatment.

3.4. Data Organization Techniques

Once the data collection ended, the pre and post-tests of the control and experimental groups were graded to obtain the final results. Later the results were organized into graphs to be observed and compared against each other. Finally, interpretations were written after the analysis of the results.

3.5. Data Analysis Techniques

Since this research was based on a qualitative and quantitative approach the following techniques were taken into consideration: in the case of the qualitative approach, the information was obtained by interpreting students' perceptions about the application of some online activities for writing and listening through the Edmodo Platform. Also the teachers' information about the use of ICTs in the classroom was interpreted as well. For the quantitative approach, it was necessary to analyze the information by using percentages, comparative analysis and averages. Then, the data was tabulated in order to get worthy conclusions and to analyze the effectiveness of the treatment.

CHAPTER IV

DATA ANALYSIS

In the following chapter, an analysis and interpretation of the collected data was done in order to provide the results obtained from the treatment. It is important to mention that the quantitative and qualitative data was analyzed separately. Also, all the instruments applied, such as questionnaires and tests have been added to the appendices.

4.1. Analysis of Questionnaires

The questionnaires were created for teachers and students and these were applied before the treatment and one after it. Once all the information was collected, it was tabulated and interpreted as in the graphs below.

4.1.1. Teacher's questionnaire

This questionnaire was applied to the English teachers of Sudamericano Institute who were 5 in total. The main idea of applying this questionnaire was to determine their knowledge related to the use of ICTs in the classroom and the different platforms they use to teach English. The questionnaire included 5 questions with a combination of open-ended and closed-ended questions.

The first question determined the use of ICTs when teaching English and the results showed that 80% of the teachers used them, but on the other hand only 20 % did not use ICTs in the classroom (Fig. 1). On the next question, about the use of virtual platforms in the classroom when teaching English, the results showed that three teachers had never used virtual platforms in the class and only two teachers used them on certain occasions (Fig. 2).

The teachers were also asked if they used ICTs to teach the writing and listening skills and their answers showed that the majority, which represents 80%, use different technologies such as videos, internet, songs and pictures to teach English (Fig. 3 and 4). Question number 4 was about the teachers' knowledge related to the Edmodo Platform and 20% knew a little about this platform (Fig. 5).

Finally, the last question asked the teachers if they would like to use Edmodo in their English classes and why. Their answers indicated that all of the teachers wanted to incorporate this platform into their classes for different reasons such as to improve their students' listening and writing skills, to incorporate ICTs in the classroom, to get students' attention, to develop students' creativity and to change the traditional teaching method (Fig. 6 and 7).

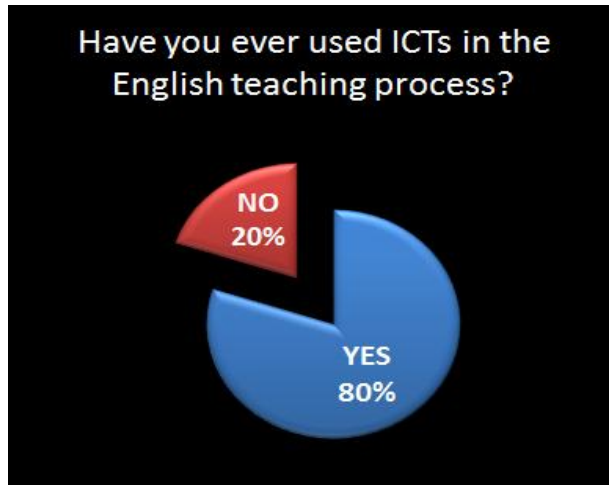


Fig. 1. Use of ICTs in the teaching process.

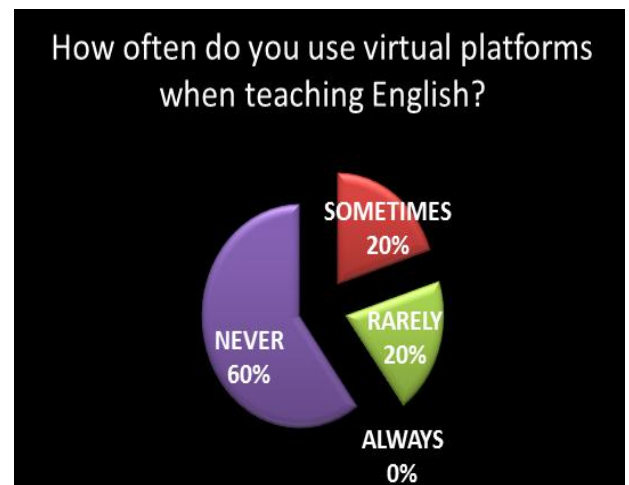


Fig. 2. Use of virtual platforms.

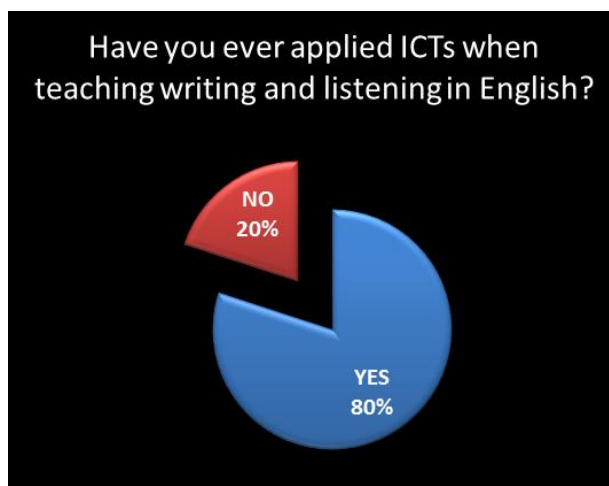


Fig. 3. ICTs for teaching writing and listening.

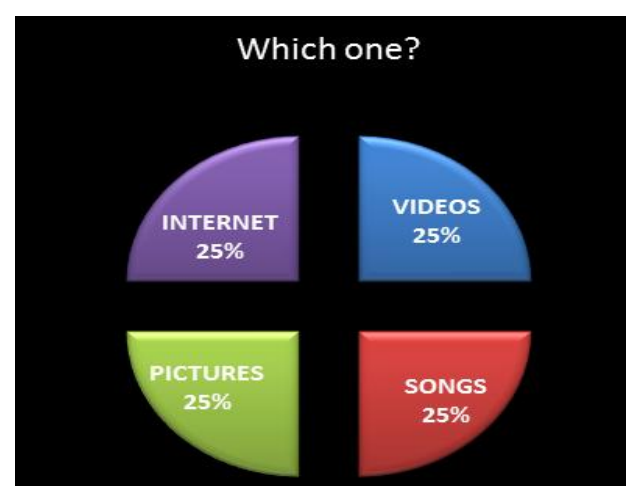


Fig. 4. ICTs applied when teaching writing and listening in English.

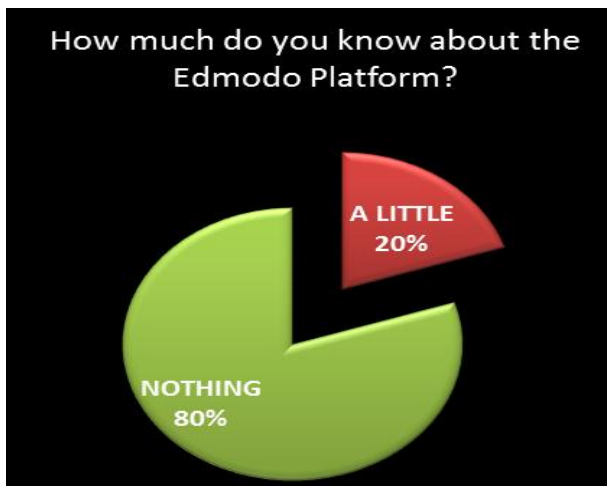


Fig. 5. Knowledge about the Edmodo Platform.

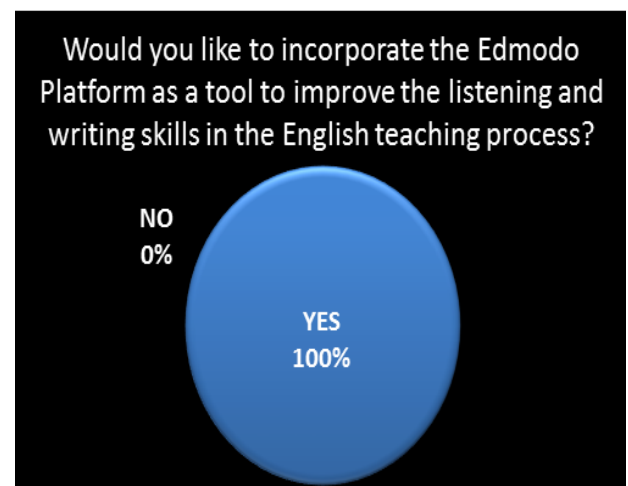


Fig. 6. Incorporation of the Edmodo Platform in the English Teaching Process.

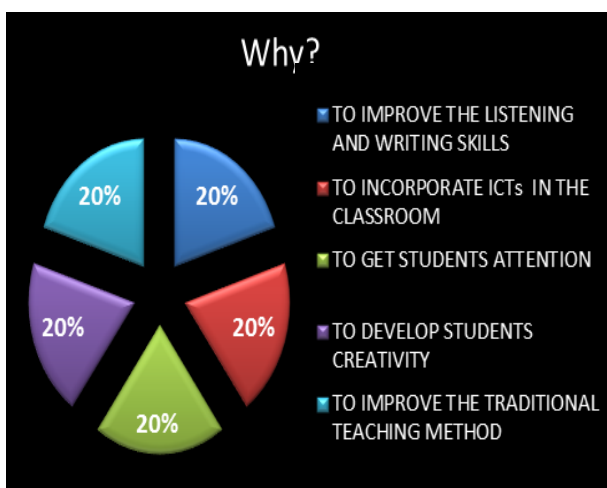


Fig. 7. Reasons to incorporate the Edmodo Platform in the English teaching Process.

4.1.2. Student's questionnaire

The student's questionnaire was applied to the experimental group with a total of 16 students from Sudamericano Institute (second year of Tourism). The questionnaire was applied after the treatment to determine their perceptions and ideas about the use of the Edmodo Platform and its online activities to learn and improve the listening and writing skills when learning English. The results were analyzed and tabulated in the graphs below in order to interpret them.

In the first question the students were asked about the effectiveness when using the Edmodo Platform and their answers showed that 63%

considered this platform effective since they were able to manage it with no difficulties. (Fig. 8). As for the second question the students had to answer about how difficult it was for them to learn the listening skill through Edmodo.

Their answers indicated that 50% of the students considered it somewhat easy, but for 25 % it was easy since they could understand most of the listening audios. However, the last 25% had issues when doing the activities; therefore for these students it was difficult to develop listening through this platform (Fig. 9).

Question number three was similar to number two but it was about the writing skill. For this question, 62% of students said that it was somewhat easy to develop writing activities through Edmodo, but for the 19% of the students it was very easy to do the activities. The other 19% found it difficult to do the online writing activities (Fig. 10). The next question focused on the importance of using Edmodo Platform when learning English and the results showed that 63% of the students said it was very important to use this platform since it reinforced some English skills. Also, it helped them to practice the language. On the contrary, only 37% of the students expressed that Edmodo was not very important since they felt that there was not personal interaction between teachers and students and also the speaking skill was not developed at all (Fig. 11 and 12).

Finally, in the last question the students shared their perceptions and ideas about using Edmodo when learning English and developing the listening and writing skills. The results indicated that 87% of the participants had positive perceptions about the platform due to the fact that they felt it was a practical and useful platform when developing online activities. Also the students believed this platform reinforces understanding and ability when listening and it helped them improve writing, too. On the other hand, only 13% of the students did not like the platform because they mentioned there was no privacy when asking questions to the teacher which bothered them since they felt there was no help when doing the online activities (Fig. 13).



Fig. 8. Effectiveness when using the Edmodo Platform.

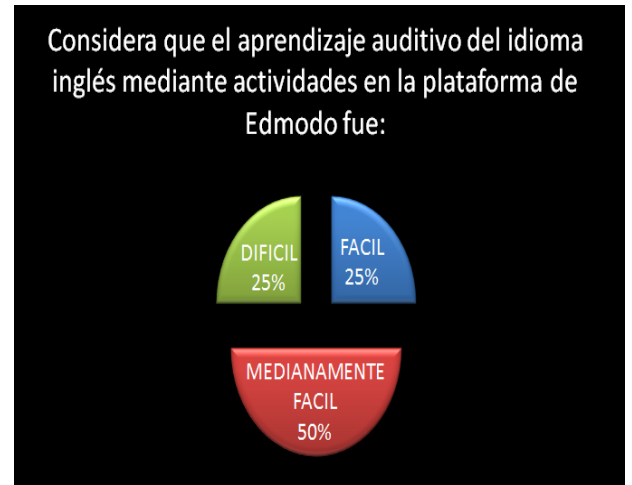


Fig 9. Level of difficulty when developing the listening skill through Edmodo.

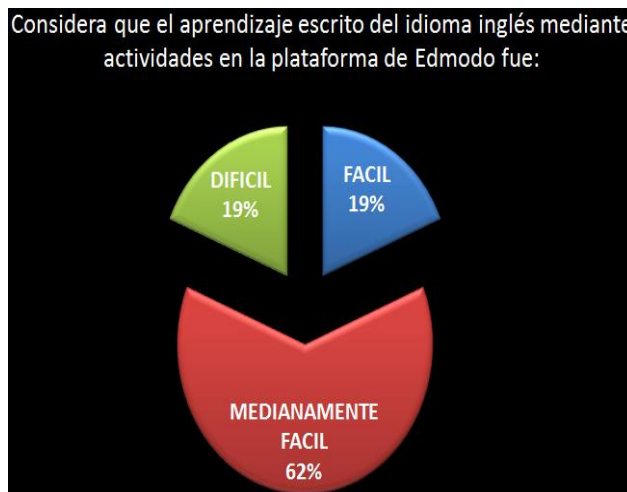


Fig. 10. Level of difficulty when developing the writing skill through Edmodo.

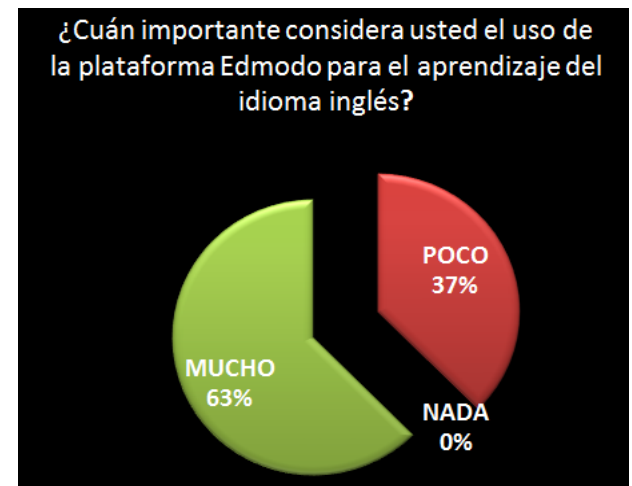


Fig. 11 The Importance of using Edmodo when learning English.

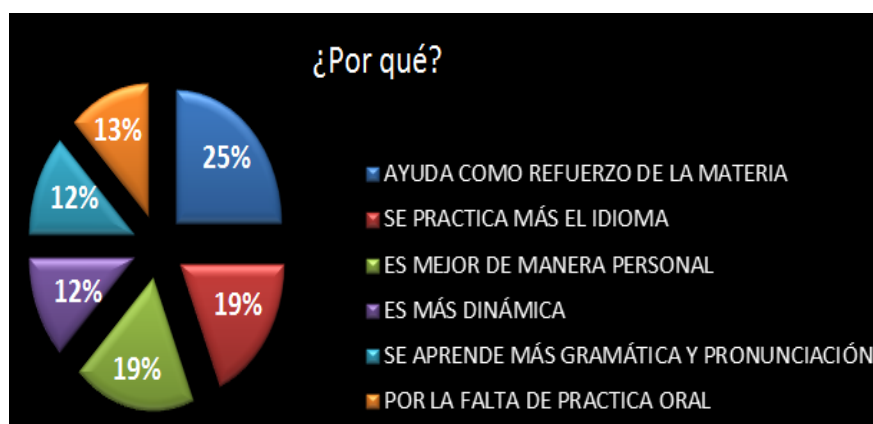


Fig. 12. Participants' reasons about the importance of the use of Edmodo when learning English.

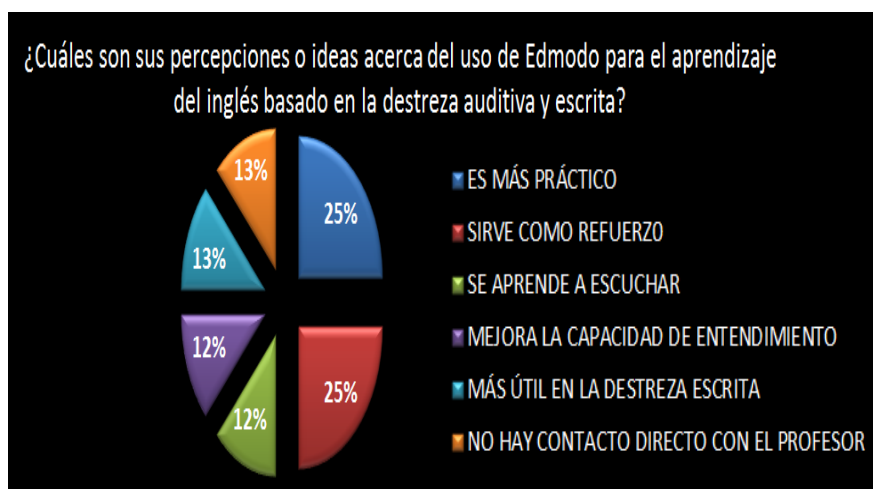


Fig. 13 Students' perceptions or ideas about the use of the Edmodo Platform when learning the listening and writing skills

4.2. Pre-test and post-test

The participants of the experimental and control groups were given a pre and post-test to assess their knowledge and verify the effectiveness of the treatment. It is necessary to state that the population at the beginning and during the treatment was 16 students. However, there were only 14 students who took the pre-test due to the fact that they did not come to class the day it was applied. Furthermore, only 12 students took the post-test because 2 of them failed the course almost at the end of it since they exceeded the number of absences allowed by the institute. The students who missed the pre-test did not take the post-test because it would have affected the analysis of the treatment.

4.2.1. Listening pre-test

The listening pre-test was applied to obtain information about current difficulties, and the previous knowledge students had before applying the chosen treatment. This test was taken by the students of the experimental group as well as the control group for later comparison with the post-test. The total grade of the pre-test was over 15 points which represents 100% of the listening section. Three questions were part of this test and each of them represented 33%, which means 5 points from the total grade.

Question number one was a multiple choice activity using pictures (L1) in which students were requested to check the correct picture with a tick according to what they had heard. In question number two, students had a multiple choice activity with options (L2). They were asked to choose the correct option and place it in the appropriate blank space. The last question, question number three, was about an activity with neither options nor pictures, (L3). The students listened to the audios and filled in the blanks. It is significant to add that this question was the most difficult one since neither options nor pictures were provided in comparison with the other two questions.

4.2.1.1. Pre-test experimental group

This section explains the results of the experimental group pre-test before the treatment.

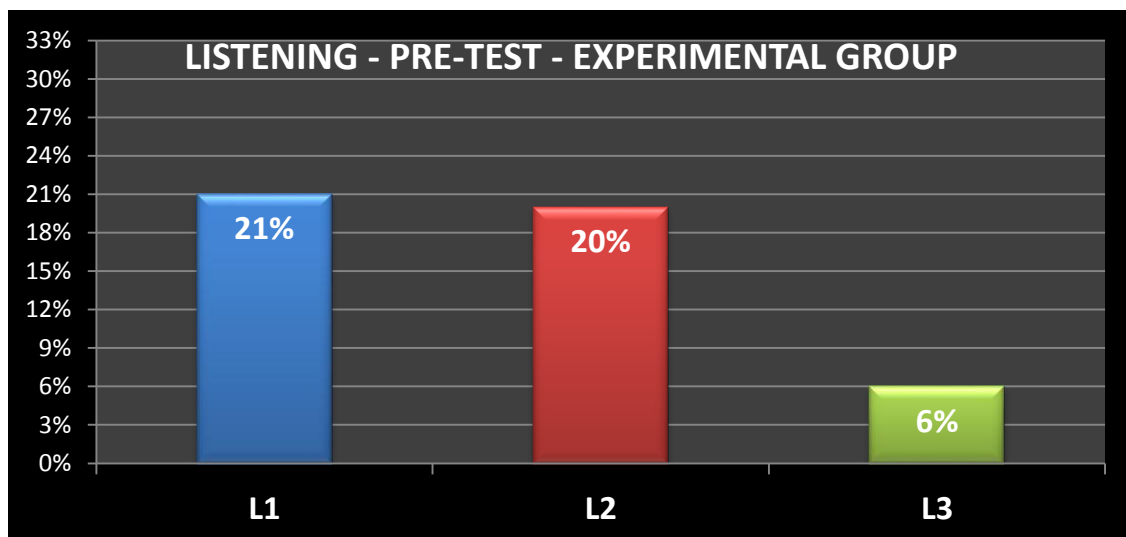


Fig. 14. Listening pre-test results of the experimental group.

As previously mentioned, each listening activity represented 33% of the 100%. Therefore, the results of this test showed that in the first activity, L1 (multiple choice using pictures), students got a percentage of 21 which represents 3.19 over 5 points. The purpose of this activity was to measure the students' ability to listen and then choose the correct picture. In the next activity, L2 (multiple choice with options), students got 2.94 over 5 points which represents 20% out of the 33% above mentioned.

This means that the students were able to listen and then choose the correct option provided in the test. On the other hand, in the last listening

activity, L3 (activity with no options or pictures), the students obtained 0.88 over 5 points which is the lowest percentage since it represents only 6%. Thus, the students faced many problems when listening to the audios because there were no options and pictures in the third activity (Fig 14).

4.2.1.2. Pre-test control group

This graph shows the results of the pre-test applied to the control group.

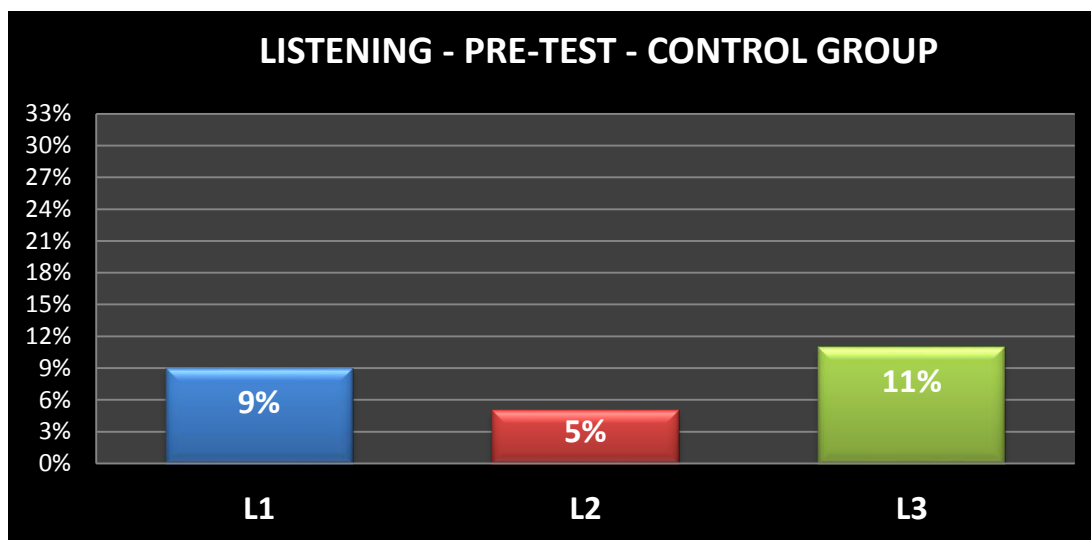


Fig. 15. Listening pre-test results of the control group.

The results of this test showed that students got a percentage of 9% out of 33%, 1.38 points out of 5 in the L1 (multiple choice using pictures) activity. It means that students had difficulties when listening to the audios and choosing the correct picture. In the L2 activity (multiple choice with options) they managed to get only 5%, 0.81 over 5 points. Moreover, this is the lowest percentage from the three activities. It means that students showed severe problems when listening and choosing options to complete the chart. Finally, the students were able to achieve 11% in the L3 activity (activity with no options or pictures), 1.69 over 5 points. The students had some problems when they listened to the audios and had to complete some information without pictures or options to help them (Fig. 15).

4.2.2. Listening post-test

The post-test was applied to the experimental and control group in order to analyze the effectiveness of the treatment by making a comparison with the

pre-test results. Once the results of the post-test were obtained, it was necessary to make comparison between both groups. The post-test had three questions which were very similar in difficulty to the pre-test ones. The first question was a multiple choice activity using pictures (L1) in which students were required to check with a tick the correct picture according to what they had heard. In the second question students had a multiple choice activity with options (L2). The students chose the correct one and placed it in the appropriate blank space. The last question was an activity with neither options nor pictures (L3), so students listened to the audios and filled in the blanks. It is important to add that this question was the most difficult one since students had to concentrate, understand all the information in the audio and complete a chart which did not have options or pictures on it.

The post-test and the pre-test were over 15 points because they had the same number of questions and difficulties.

4.2.2.1. Post-test experimental group

These results will explain the post-test applied to the experimental group.

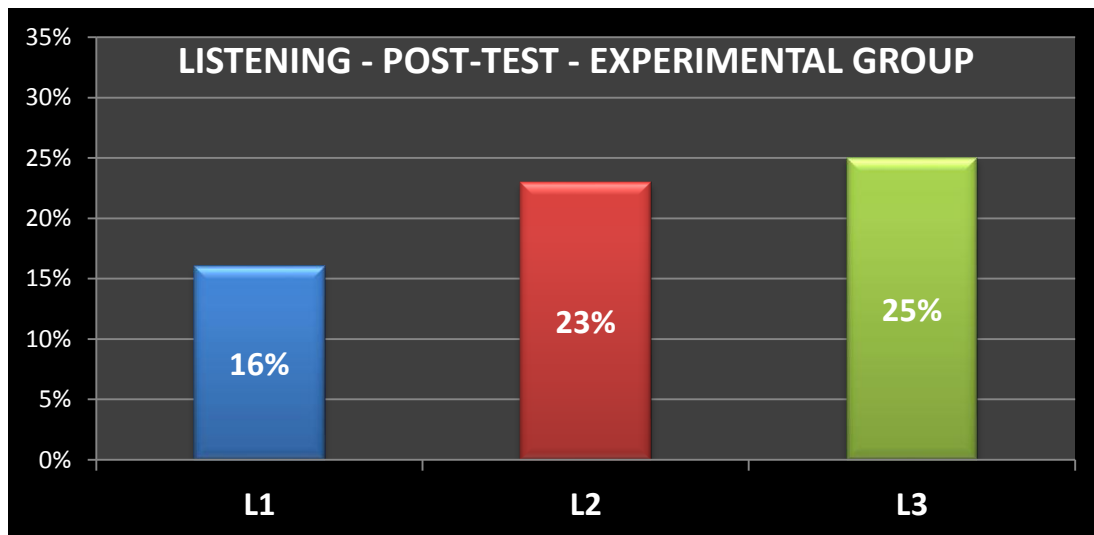


Fig. 16. Listening post-test results of the experimental group.

After analyzing this test, the results showed that the students got 16% out of 33% in the first activity, L1 (multiple choice activity using pictures) which represents 1.38 over 5 points. It is the lowest grade from the listening section. 23% of the grade represents 0.81 over 5 points in L2 (multiple choice activity with options) in which students had options and after listening to them, they

chose the correct answer. In L3 (activity with no options or pictures) students obtained the highest score which is 1.69 over 5 points that represents 25% of the grade (Fig. 16). Furthermore, it is relevant to indicate that this was the most difficult question in this post-test and students showed that they were able to listen to the information in the audio and complete it without having options or pictures.

4.2.2.2. Post-test control group

This post-test was applied to the control group to be analyzed and compared with the experimental group.

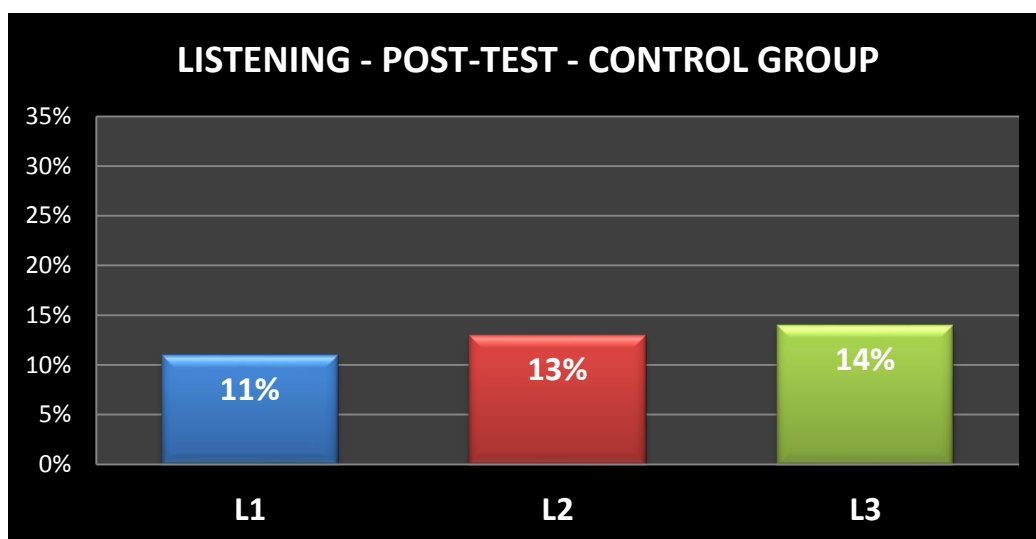


Fig. 17. Listening post-test results of the control group.

The results of the first question represent 11% of the students' grade which is 2 over 5 points in L1 (multiple choice activity using pictures) where students encountered many difficulties when listening to an audio and choosing the correct picture. In the next question which is L2 (multiple choice activity with options) students managed to get 13% of the grade, 1.88 over 5 points which means that students struggled when listening and filling in the blanks according to the given options. The last question which was the most difficult one, L3 (activity with no options or pictures) indicated a low percentage since it represents 14% of the grade, 2.13 over 5 points (Fig. 17).

These results show that students were not able to fully understand the information from the audio they heard. Therefore, they could not fill in the blank spaces with the required information.

4.2.3. Comparisons between the listening pre-test and post-test results

Once the results of the pre-test and post-test were analyzed, it was shown that students from the experimental group improved their listening skills because the participants in the pre-test got 7 points and 10 points out of 15 points in the post-test. It is important to mention that the students showed a 20% improvement which represents three points when comparing the pre and post-test. In the case of the control group, the participants also showed an improvement of 13% from the total grade which represents two points after analyzing the pre and post-test results (Fig. 18 and 19).

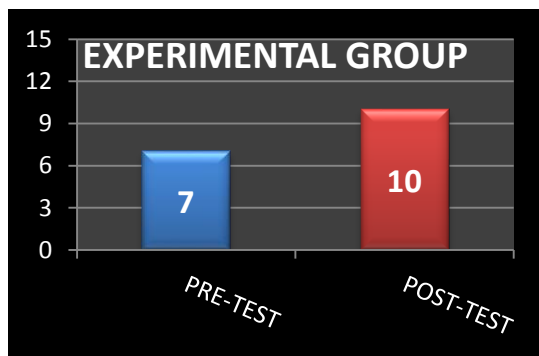


Fig. 18. Listening pre and post-test average grades of the experimental group.

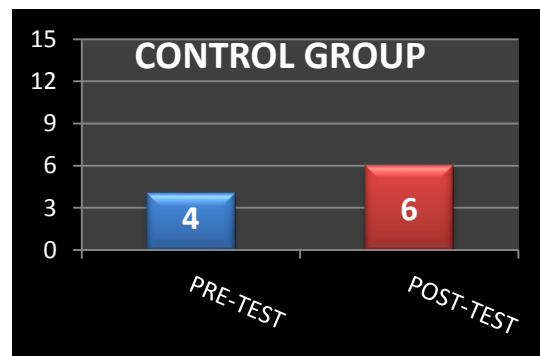


Fig. 19. Listening pre and post-tests average grades of the control group.

It is necessary to specify that even though both groups showed an improvement in the listening skill, the experimental group had a more significant improvement because in the third activity, L3 (activity with no options or pictures) which was the most difficult one in the test, the results showed an improvement from 6% to 25% in the listening section. This activity was considered difficult since the students had to listen to the audios but they did not have any options and pictures to help them complete this question (Fig. 20).

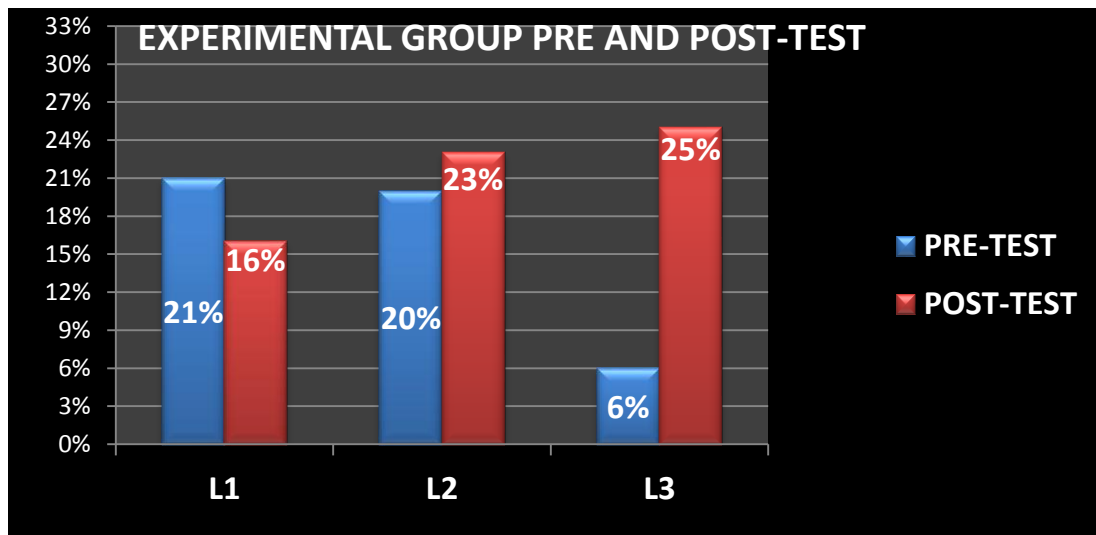


Fig. 20. Listening pre and post-tests final results of the experimental group.

4.2.4. Writing pre-test

The writing pre-test was applied before the treatment in order to determine the students' knowledge and difficulties when writing. The test had a total of three questions out of a score of 15 points that represents 100% of the test's writing section. For question number one, the students had to write a note to a friend of 25 to 35 words answering a random situation. For question number two they wrote some sentences related to pictures about advertisements and finally in question number three they wrote an e-mail of 25 to 35 words to a friend answering some questions about it.

A writing rubric was used to grade each question. The parameters were the following: capitalization, neatness, punctuation, sentence structure and grammar (Appendix 7). Each one represents 20% of the grade from the total 100%.

4.2.4.1. Pre-test experimental group

The rubric was used in order to evaluate each of the following parameters:

- Capitalization
- Neatness
- Punctuation

- Sentence Structure
- Grammar

The following results were obtained from the students of the experimental group:

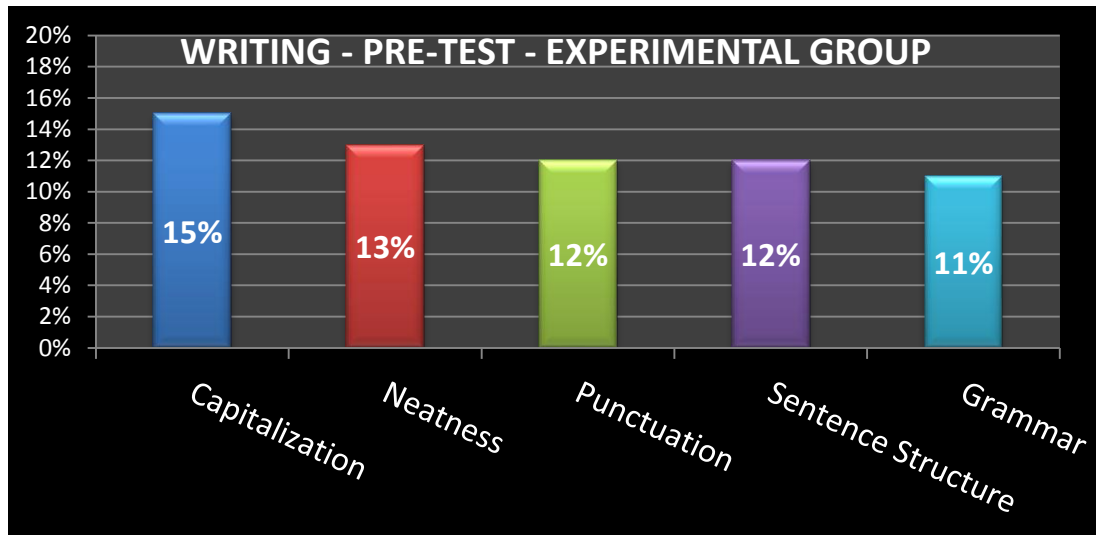


Fig. 21. Writing pre-test results of the experimental group.

These results indicate that the students performed better in capitalization and neatness. However, the students show difficulties in punctuation and sentence structure since they had problems when organizing their ideas. On the other hand, the lowest parameter is grammar because the students showed problems when identifying the correct structure of each of the English tenses (Fig 21).

4.2.4.2. Pre-test control group

The test was applied to the control group just as an observation for later comparisons with the experimental group. The results of the test are the following:

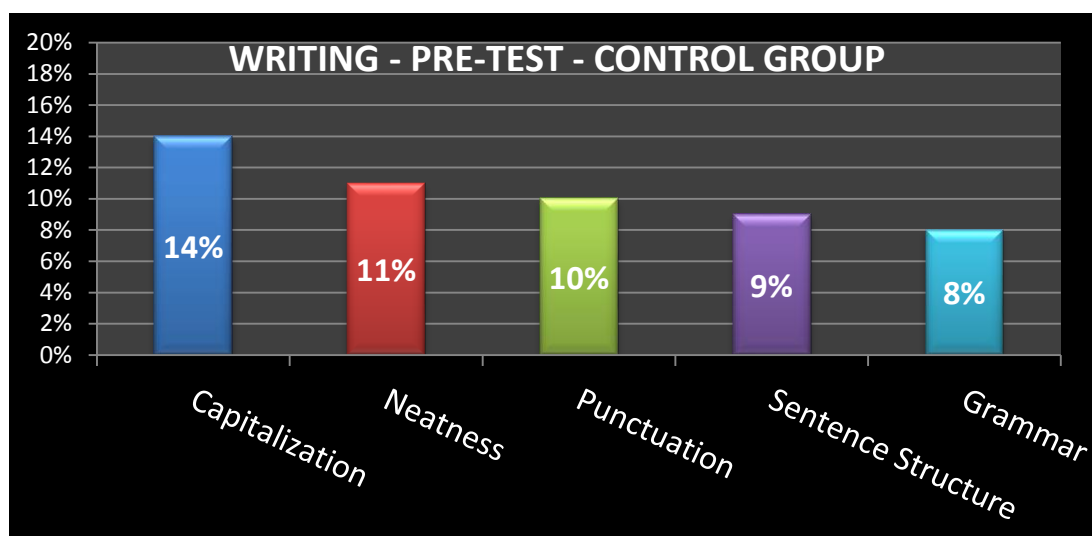


Fig. 22. Writing pre-test results of the control group.

The participants had great performance in capitalization because it was the highest grade which represents 14% over 20%. As for neatness, punctuation and sentence structure, there is not a big difference since the variation is only 1%. According to the results of these three parameters students had issues when developing and putting in order their ideas when writing. In the case of grammar, only 8% was obtained due to the fact that students did not know how to use certain grammar rules when mixing tenses (Fig. 22).

4.2.5. Writing post-test

In the case of the writing post-test, it was applied after the treatment to find out if the students improved their writing skills. Also comparisons were made with the control group to know the effectiveness of the treatment. This test had a similar level of difficulty as the writing pre-test, except for some changes in the situations. The test had a total of three questions, each one over 5 points out of the total score of 15 points that represents 100%.

Once the test was applied the results were obtained with the use of the same writing rubric from the pre-test in which each parameter represented the same 20% from the total 100%.

4.2.5.1. Post-test experimental group

Once the experimental group received the treatment which included online activities on the Edmodo Platform, the students from this class took the

post-test to verify if they improved or not in this skill and the results are shown below:

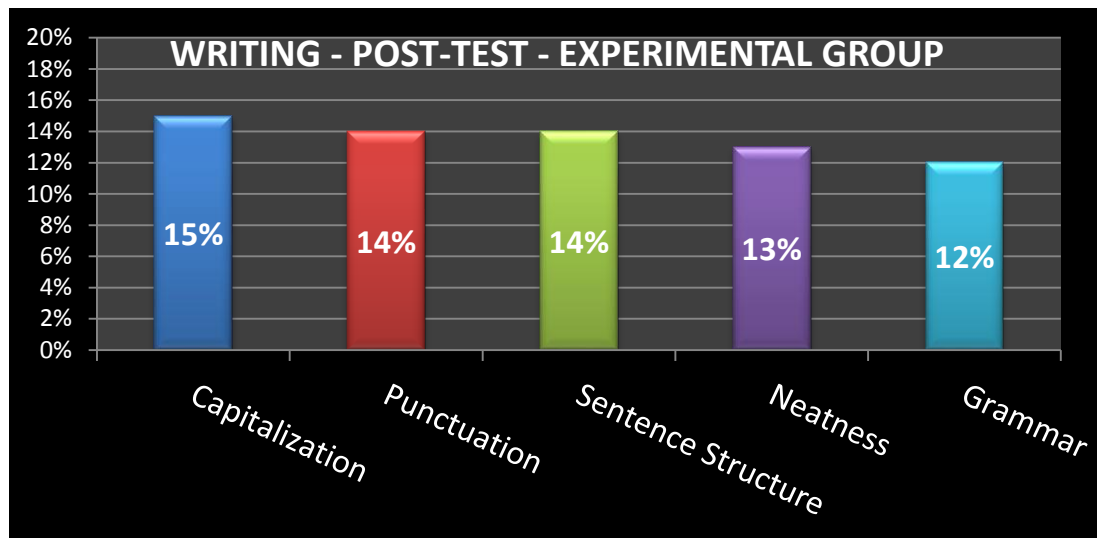


Fig. 23. Writing post-test results of the experimental group.

The results reflected an improvement in capitalization. On the contrary, they still showed problems with grammar, which is the lowest percentage over 20% because of generalization when applying the different grammar rules (Fig. 23). Also, the participants got confused in the use of the different English tenses, such as present and past.

4.2.5.2. Post-test control group

It is important to state that this group did not receive any treatment at all. Therefore, the test was applied just to make observations and comparisons with the results of the writing pre-test. The results of the post-test were collected and interpreted in the following chart:

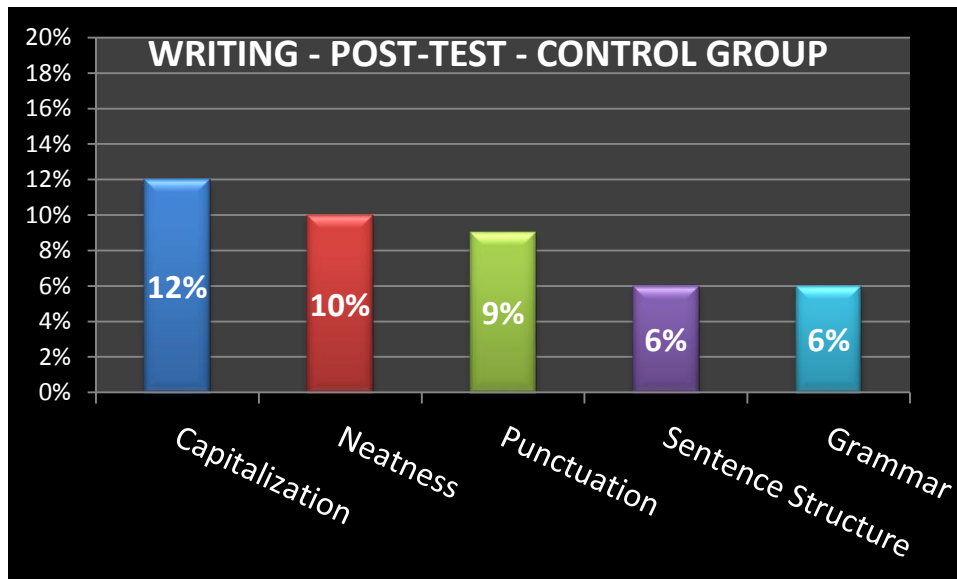


Fig. 24. Writing post-test results of the control group.

The students from the control group had a very low performance in most of the parameters since the highest percentage is 12 % in capitalization, which is still very low from the total 20% (Fig. 24). Furthermore, the students had grammar issues since they could not even understand the questions from the test. The same thing happened to sentence structure where they were not able to organize and put a sentence together in their writings.

4.2.6. Comparisons between the writing pre-test and post-test results

According to the total grade, 15 points on the tests, the results showed that in the experimental group the students improved one point when comparing the pre-test and post-test (Fig. 25). However, in the control group, since they did not receive the treatment, the students got a lower grade from 8 points in the pre-test to 6 points in the post-test (Fig. 26).

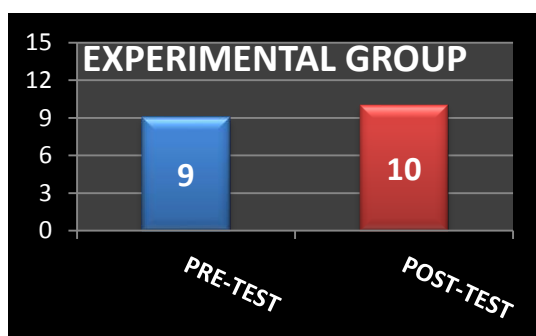


Fig. 25. Writing pre and post-tests average grades of the experimental group.

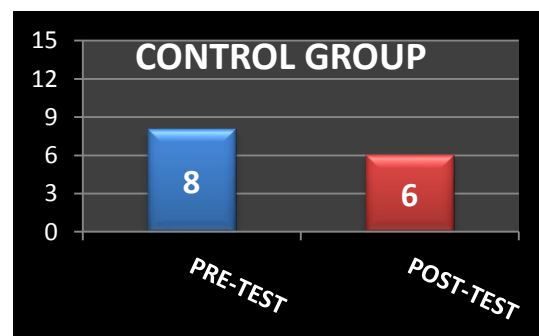


Fig. 26. Writing pre and post-tests average grades of the control group.

In order to understand the improvement of the experimental group, the following graph (Fig. 27) shows the final results of the pre and post-tests based on the rubric, which indicates that after the treatment the participants had a better performance in punctuation, sentences structure and grammar. This is because the students were able to use all the grammar rules in a better way and put all their ideas in order by using the correct structure.

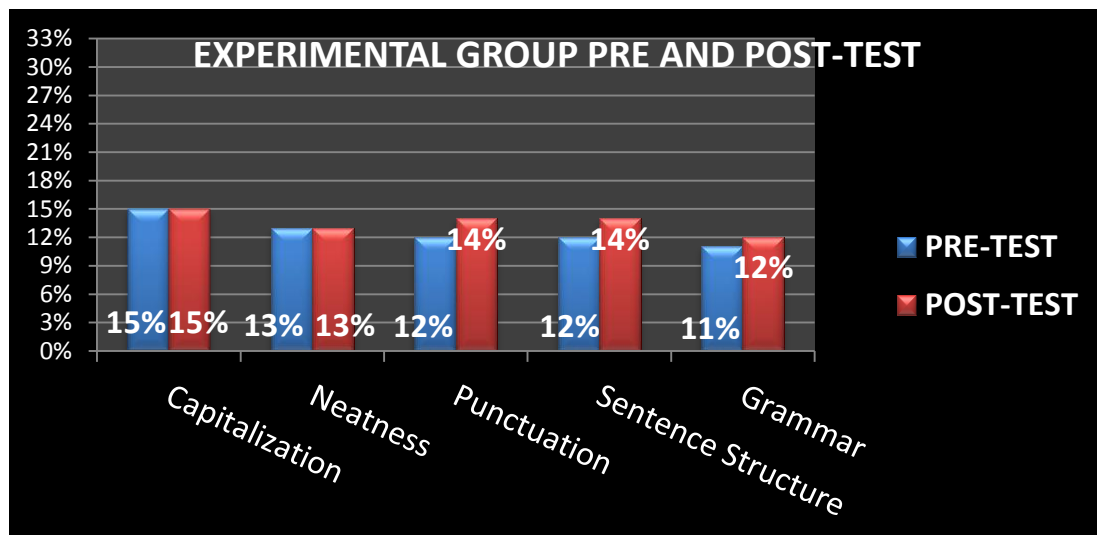


Fig. 27. Writing pre and post-tests final results of the experimental group.

4.2.7. Final comparisons between the experimental and control group for the listening and writing skills.

This section will explain the results when comparing the experimental and control group tests. The total grade of the test was over 30 points which represents 100% of the grade. It is essential to mention that the test was divided into two sections: listening and writing, each one worth 15 points.

4.2.7.1. Experimental group final results

As for the experimental group, the graph below shows the overall results of the listening and writing skills after the treatment.

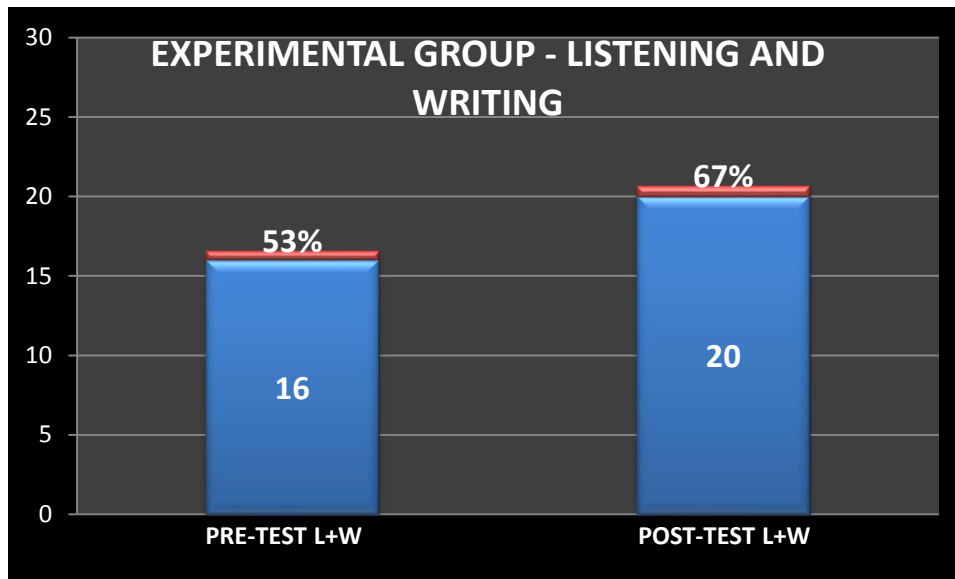


Fig. 28. Final results of the experimental group.

In the graph above, the students of the experimental group in the pre-test got a total of 16 points over 30 which represent 53% out of the total 100%. The results are low and it is important to take into account that they had not received any treatment at all, so it is important to mention that only their previous and current knowledge was evaluated when applying this test. Nevertheless, after the treatment the students took the post-test and they showed a significant improvement since they got 20 over 30 points that represents 67% of the total 100%. There is a difference of 4 points in the total grade that represents an improvement of 14% after the treatment (Fig. 28). It is because the treatment was effective.

4.2.7.2. Control group final results

In the case of the control group, the students did not receive any treatment so the test was applied just in order to make comparisons with the experimental group. The final results are the following:

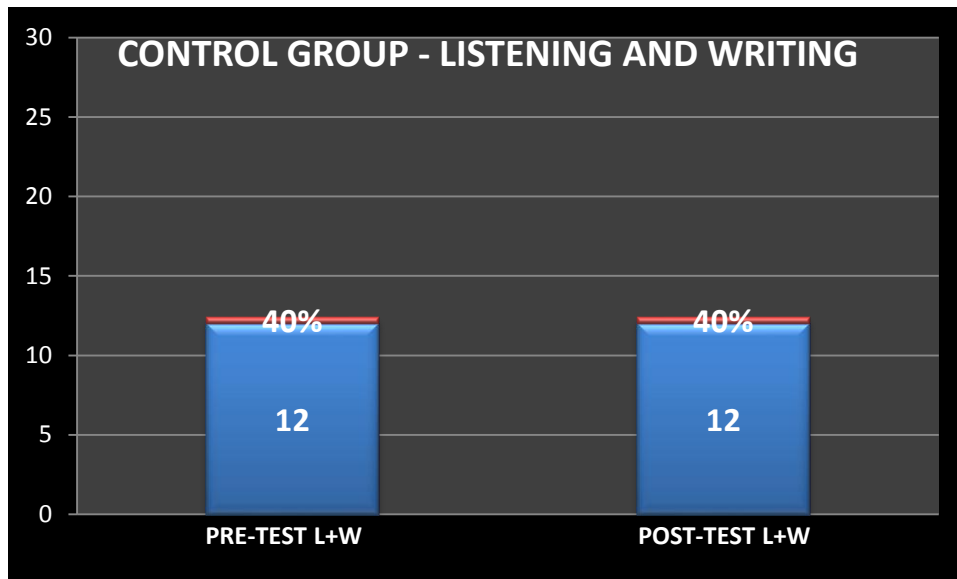


Fig. 29. Final results of the control group.

This graph shows that the participants of this group did not improve at all. The pre and post-test do not show any difference in the total grade. In the pre and post-test they got the same grade 12 over 30, which represents 40 % out of 100% (Fig. 29).

4.2.8. Final comparisons between the experimental and control group pre and post-tests

This graph shows the final results from the control and experimental group.

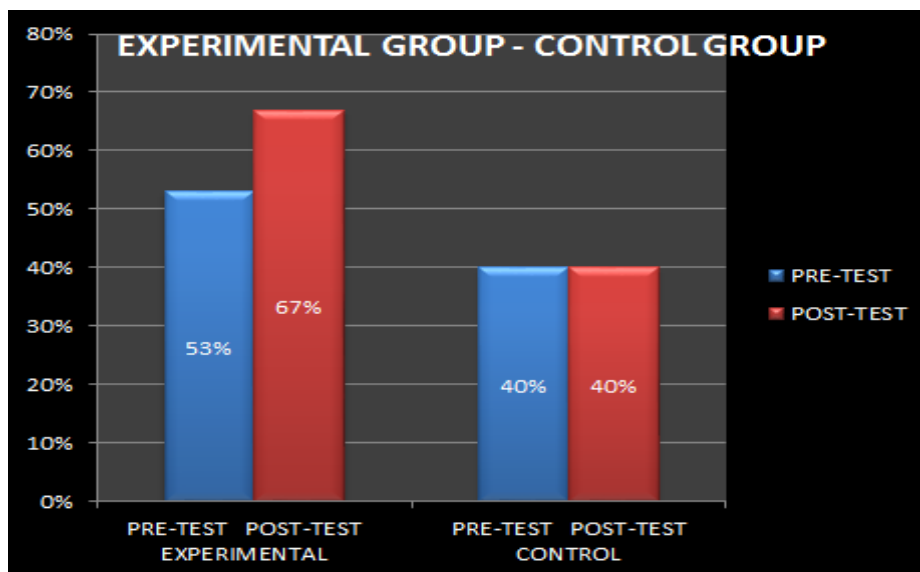


Fig. 30. Final results of the experimental and control groups.

The results shown in the graph above confirm the effectiveness of the treatment applied to the experimental group because the students had an improvement of 14 % from the total grade. However, in the control group the students kept the same percentage, not improving at all (Fig. 30).

4.2.8.1. Experimental and control group pre-test vs post-test

The pre and post-tests scores from the experimental group were compared through T-Test Calculator for 2 Dependent Means and the same was done for the control group.

Experimental group

Control group

Difference Scores Calculations

Mean: 2.49
 $\mu = 0$
 $S^2 = SS/df = 149.77/(12-1) = 13.62$
 $S^2_M = S^2/N = 13.62/12 = 1.13$
 $S_M = \sqrt{S^2_M} = \sqrt{1.13} = 1.07$

T-value Calculation

$t = (M - \mu)/S_M = (2.49 - 0)/1.07 = 2.34$

Difference Scores Calculations

Mean: -1.58
 $\mu = 0$
 $S^2 = SS/df = 303.62/(16-1) = 20.24$
 $S^2_M = S^2/N = 20.24/16 = 1.27$
 $S_M = \sqrt{S^2_M} = \sqrt{1.27} = 1.12$

T-value Calculation

$t = (M - \mu)/S_M = (-1.58 - 0)/1.12 = -1.40$

Fig. 31 T-test of the experimental group. Fig. 32 T-test of the control group.

The experimental group showed a significant improvement between the pre and post-test as shown by the dependent means t-test; $t(11) = 2.34$, $p = 0.04$, while the Control group showed no improvement; $t(15) = -1.40$, $p = 0.18$

In the experimental group the value of t is 2.335268. The value of p is 0.039501. The result is significant at $p \leq 0.05$. Meanwhile, in the control group the value of t is -1.400288. The value of p is 0.181771. The result is not significant at $p \leq 0.05$.

It is important to mention that when comparing the pre and post-tests of the experimental group the result is significant which means that this group outperformed the control group because of the treatment. The results of the control group show that there is not significant improvement when comparing their pre-test and post-test. It can be shown that the experimental group shows

more improvement than the control group and confirms the effectiveness of the treatment.

4.2.8.2. Experimental and control group pre-tests and post-tests comparison

The pre-test scores from the control and experimental group were compared through T-Test Calculator for 2 Independent Means and the same was done for their post-tests.

<p><u>Difference Scores Calculations</u></p> <p><i>Treatment 1</i></p> <p>$N_1: 12$ $df_1 = N - 1 = 12 - 1 = 11$ $M_1: 16.96$ $SS_1: 67.35$ $s^2_1 = SS_1/(N - 1) = 67.35/(12-1) = 6.12$</p> <p><i>Treatment 2</i></p> <p>$N_2: 16$ $df_2 = N - 1 = 16 - 1 = 15$ $M_2: 14.32$ $SS_2: 190.4$ $s^2_2 = SS_2/(N - 1) = 190.4/(16-1) = 12.69$</p> <p><u>T-value Calculation</u></p> <p>$s^2_p = ((df_1/(df_1 + df_2)) * s^2_1) + ((df_2/(df_2 + df_2)) * s^2_2) = ((11/26) * 6.12) + ((15/26) * 12.69) = 9.91$</p> <p>$s^2_{M_1} = s^2_p/N_1 = 9.91/12 = 0.83$ $s^2_{M_2} = s^2_p/N_2 = 9.91/16 = 0.62$</p> <p>$t = (M_1 - M_2)/\sqrt{(s^2_{M_1} + s^2_{M_2})} = 2.63/\sqrt{1.45} = 2.19$</p>
--

Fig. 33 Comparison between the control and the experimental group pre-tests.

<p><u>Difference Scores Calculations</u></p> <p><i>Treatment 1</i></p> <p>$N_1: 12$ $df_1 = N - 1 = 12 - 1 = 11$ $M_1: 19.45$ $SS_1: 135.31$ $s^2_1 = SS_1/(N - 1) = 135.31/(12-1) = 12.3$</p> <p><i>Treatment 2</i></p> <p>$N_2: 16$ $df_2 = N - 1 = 16 - 1 = 15$ $M_2: 12.75$ $SS_2: 118.5$ $s^2_2 = SS_2/(N - 1) = 118.5/(16-1) = 7.9$</p> <p><u>T-value Calculation</u></p> <p>$s^2_p = ((df_1/(df_1 + df_2)) * s^2_1) + ((df_2/(df_2 + df_2)) * s^2_2) = ((11/26) * 12.3) + ((15/26) * 7.9) = 9.76$</p> <p>$s^2_{M_1} = s^2_p/N_1 = 9.76/12 = 0.81$ $s^2_{M_2} = s^2_p/N_2 = 9.76/16 = 0.61$</p> <p>$t = (M_1 - M_2)/\sqrt{(s^2_{M_1} + s^2_{M_2})} = 6.7/\sqrt{1.42} = 5.61$</p>

Fig. 34 Comparison between the control and the experimental group post-tests.

In the pre-tests of the experimental and control group the t -value is 2.19009. The p -value is .037683. The result is significant at $p < .05$. $t(15) = 2.19$, $p = 0.04$

When comparing the scores from the post-tests from the experimental and control group the t -value is 5.61186. The p -value is $< .00001$. The result is significant at $p < .05$. $t(15) = 5.61$, $p < 0.00001$

The results of both groups were significant when comparing the experimental and the control group pre-tests. In addition the same happens with the comparison of their post-tests.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The application of the didactic guide, containing online activities through the use of the Edmodo Platform greatly enhanced the A2 students' listening and writing skills in the second year of Tourism at Sudamericano Institute. However, it is necessary to mention that for the listening skill the improvement was more significant.

The students' questionnaire showed that the target students not only improve their listening and writing skills but they also felt motivated, even when they were not used to work on the Edmodo Platform in their regular English classes. According to Alonso Segura, when teachers encourage students to feel more motivated in their classes, they feel part of real-life situations when learning the language (11). For this reason, the students also considered the treatment effective when learning English, because once they felt enough motivated, it was somewhat easier for them to develop the listening and writing activities as reinforcement based on the previous topics learned in class.

The applied treatment was meaningful when developing the listening skill because the experimental group showed great improvement after they were exposed to the online activities. By the end of the treatment the students were able to better understand listening audios without having any options nor pictures, which indicates that their understanding became more relevant. This led the experimental group to outperform the control group. Matthew Absaloma and Andrea Rizzi in their article "Comparing the Outcomes of Online Listening Versus Online Text-based Tasks at University Level Italian L2 study" mention that online activities support students to enhance their understanding, their English knowledge and the necessities they have in class. (55-66).

The treatment also showed a valuable enhancement for the writing skill since the students were able to develop the online activities through the Edmodo Platform. A writing rubric was used to grade their online writing activities. Based on this rubric, the students showed significant improvement in punctuation, grammar and sentence structure which helped them to better organize their ideas by using the correct structure and grammar rules. Also,

they used punctuation marks that helped to make their written ideas more understandable. According to Noviana, the effective use of Edmodo for writing purposes can make the students feel more secure and motivated when performing their writing tasks (11-12).

Finally, the experimental group showed greater improvement in comparison with the control group, which suggests that the online listening and writing activities through the Edmodo Platform are effective to improve and develop these skills.

5. 2 Recommendations

To apply online activities through the Edmodo Platform as a tool to reinforce students' knowledge, since assignments can be sent as homework, which would make up for the lack of time that sometimes teachers and students face in regular classes.

Online activities through Edmodo could be applied to support and develop other skills, such as reading and speaking.

To apply the treatment over a longer period of time to develop a deeper knowledge of the effects of the treatment, and to what extent it can improve students' skills.

Works Cited

- Absalom, Matthew, and Andrea Rizzi. "ReCall." Comparing the Outcomes of Online Listening versus Online Text-based Tasks in University Level Italian L2 Study, vol. 20, no. 1, 2008, pp. 55-66. 4 Jan. 2008, <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1584908&fileId=S0958344008000517>. Accessed 22 Nov. 2015.
- Achig, Lucas. "Cambios en los Procesos de Aprendizaje Social y Político de los y las Jóvenes de Cuenca" *Acordes* Jan. 2010, p. 173.
- Al-Kathiri, Fatima. "English Language Teaching." *Beyond the Classroom Walls: Edmodo in Saudi Secondary School*, vol.8, no.1, 2014, pp. 198-199, <http://files.eric.ed.gov/fulltext/EJ1075186.pdf>.
- Amin, Syed Noor-Ul. "An Effective Use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience: ICT as a Change Agent for Education." *University of New York, University of New York*, 2012, pp. 1–3, www.nyu.edu/classes/keefer/waoe/amins.pdf.
- Ardito, C et al. "An Approach to Usability Evaluation of ELearning Applications." *Universal Access in the Information Society*, vol. 4, no. 3, 2 Apr. 2010, pp. 270–283.
- Aris, Nuria, and Lara Orcos. "ICTs and School Education." *International Journal of Interactive Multimedia and Artificial Intelligence*. n.d, vol. 3, no. 4, 2015, p.13, www.ijimai.org/journal/sites/default/files/files/2015/08/ijimai20153_4_2_pdf_19985.pdf.
- Batsila, Marianthi et al. "Entering the Web-2 Edmodo World to Support Learning: Tracing Teachers' Opinion After Using It in Their Classes." *International Journal of Emerging Technologies in Learning*, vol. 9, no. 1, 2014, p. 50, <http://online-journals.org/index.php/ijet/article/view/3018>. Accessed in 3 June. 2016.
- Bates, Tony. "Emerging Trends: Convergence and Specialization in Distant Education." *Technology, E-Learning and Distant Education*, 2nd ed., vol. 2, Routledge, Abingdon, Oxon, 2005, p. 8, <https://books.google.com.ec/books?hl=es&lr=&id=wfibagaaqbaj&oi=fnd&pg=pp1&dq=technology+for+modern+education&ots=4de4t3udxk&sig=8>

x6hsnd6no2_buhngjccec3dtz4#v=onepage&q=technology for modern education&f=false.

Bender, Tisha. "The Optimal Role of the Online Teacher." *Discussion Based Online Teaching to Enhance Student Learning*. 1st ed., vol. 2. Sterling: Stylus Publishing, 2003, pp. 10-12, www.uwex.edu/disted/conference/Resource_library/proceedings/32298_10.pdf.

Benito, Hamidian et al. "Plataformas Virtuales De Aprendizaje: Una Estrategia Innovadora En Procesos Educativos De Recursos Humanos.", 2010, pp. 3-5, Universidad de Carabobo, www.academia.edu/5399761/plataformas_virtuales_de_aprendizaje_una_estrategia_innovadora_en_procesos_educativos_de_recursos_humanos_autores. Accessed 12 Mar. 2016.

Bicen, Huseyin. "The Role of Social Learning Networks in Mobile Assisted Language Learning: Edmodo as a Case Study." *Journal of Universal Computer Science*. 1 Oct. 2015, vol. 21, no. 10, 2015, pp. 1297-1304, www.academia.edu/19079463/The_Role_of_Social_Learning_Networks_in_Mobile_Assisted_Language_Learning_Edmodo_as_a_Case_Study. Accessed 6 Feb. 2016.

Bigelow, Stephen. "Virtual Hardware Platform Explained." *Server Virtualization Information, News and Tips* -. 2010, <http://searchservervirtualization.techtarget.com/tip/Virtual-hardware-platform-explained>. Accessed 4 Apr. 2016.

Bingol, Mustafa et al. "Listening Comprehension Difficulties Encountered By Students In Second Language Learning Class." *Educational and Instructional Studies in the World* 1st ser, vol. 4, no. 4, 2014, pp. 2-4, www.wjeis.org/FileUpload/ds217232/File/01b.bingol.pdf.

Borg, Nick. *Connect With Students and Parents in Your Paperless Classroom*. Edmodo Platform. 2008, <https://www.edmodo.com>. Accessed 4 Mar. 2015.

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press. 2001, pp. 232-233, http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf.



- Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press. 2001, pp. 26, http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf.
- Cambridge English Language Assessment. *Cambridge English: Key (KET) Exam Format*, <http://www.cambridgeenglish.org/exams/key/>. Accessed 16 Nov. 2015.
- Castro, Orestes, and Paula Macate. *Tecnología Educativa*. Quito: Don Bosco Imprenta, 2006, pp. 35-36.
- Cox, Preston, and Kate Cox. "What Factors Support or Prevent Teachers from Using ICT in Their Classrooms?" *University of Leeds*. Education-line, 3 Sept. 1999, www.leeds.ac.uk/educol/documents/00001304.htm. Accessed 21 Jan. 2016.
- Crawford, Kate. "Following You: Disciplines of Listening in Social Media." *Journal of Media & Cultural Studies*, vol. 23, no. 4, 2009, pp. 525-27. 27 July 2009, www.tandfonline.com/doi/abs/10.1080/10304310903003270. Accessed 23 Aug. 2015.
- Cuestas, Anahí, and Fazzi, Valquiria. "The Use of ICTs in the English Class: An Enriching Experience" *Puertas Abiertas*. 2012, www.nyu.edu/classes/keefe/waoe/amins.pdf.
- Davies, Priyanka. "Using Edmodo in the ESL Classroom." *Teacherplus.org*, n.p., 2 Aug. 2013, www.teacherplus.org/resources/using-edmodo-in-the-esl-classroom. Accessed. 10 Jan. 2016.
- EKMEKÇİ, Emrah. *Integrating Edmodo into Foreign Language Classes as an Assessment Tool*. Turkey: Participatory Educational Research, 1 Jan. 2016, pp. 1-11, www.partedres.com/archieve/spi_16_1/1_per_16_spi_1_1_Page_1_11.pdf.
- Elizabeth, Castillo Paz. "Plataforma Virtual Del Aprendizaje." *Morenocrespoeducacionytic*, 21 Sept. 2012, http://morenocrespoeducacionytic.blogspot.com/2012/09/plataformas-virtuales_9037.html.
- Goh, Christine C. "A Cognitive Perspective on Language Learners' Listening Comprehension Problems." vol. 28, no. 1, Mar. 2000, p. 104,

www.sciencedirect.com/science/article/pii/S0346251X99000603.

Accessed 2 Jun. 2016.

Gonzalez, C. "On-Line Social Networks: Innovative Ways towards the Boost of Collaborative Language Learning." *ICT for Language Learning*, 2011, n.p, http://conference.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/CLL16-428-FP-Gonzalez-ICT4LL2011.pdf.

Grosbeck, G. "To use or not to use web 2.0 in higher education? World Conference on Educational Sciences." *Procedia Social and Behavioral Sciences*, 2009, n.p, www.sciencedirect.com/science/article/pii/S1877042809000895. Accessed 7 Aug. 2015.

Holland, Catherine, and Muilenburg Lin. "Supporting Student Collaboration: Edmodo in the classroom." *Proceedings of Society for Information Technology & Teacher Education International Conference*. 2011, pp. 3232-3236, <http://mat2011holland.pbworks.com/f/SITE2011EdmodoPaper%5B1%5D+Holland+Muilenburg.pdf>.

Kandappan Balasubramanian, et al "A Study on "Student Preference towards the Use of Edmodo as a Learning Platform to Create Responsible Learning Environment". *Procedia - Social and Behavioral Sciences*, 2014, pp. 416-422, www.sciencedirect.com/science/article/pii/S1877042814042396. Accessed 14 Dec. 2015.

Kongchan, Chada. "ICT for Language Learning." *How a Non-Digital-Native Teacher Makes Use of Edmodo*, 2012, pp. 1-4, http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/90-IBT18-FP-Kongchan-ICT2012.pdf.

Kozma Robert. *The Roles of Information, Communication, Technology, and Education in Achieving the Millennium Development Goals: Toward an African Knowledge Network*. Saudi, 2006, pp. 1–4.

- Linda, Starr. "Technology Integration." Encouraging Teacher Technology Use. Education World, 2012, www.educationworld.com/a_tech/tech159.shtml. Accessed 4 Oct. 2015.
- Maigua, Rommel. *La plataforma social educativa Edmodo en el desarrollo de la competencia gramatical del inglés en el estudiantado de octavo año de educación general básica en la unidad educativa sagrados corazones – centro año lectivo 2012 – 2013*. Thesis. Universidad Central del Ecuador. 2013, pp. 6-22.
- Meleisea, Ellie. "Using ICT in Teaching." *ICT in Teacher Education*, vol. 1, United Nations Educational, Scientific and Cultural Organization (UNESCO), Bangkok, 2008, pp. 16–17.
- Mikre, Fisseha. "Technologies in Education Review Article with Emphasis to the Computer and Internet." *The Role of Information Communication*, vol. 6, no. 2, 28 July 2011, pp. 1–2.
- Noviana, Okke. "The effective use of Edmodo in writing a narrative text in senior high school." English education study program language and art department teacher training and education faculty Tanjungpura University. *Journal Pendidikan Dan Pembelajaran*. 2015, vol. 4, no. 11, 2015, pp. 11-12. 2015, <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/12588>. Accessed 3 Feb. 2016.
- Oliver, Ron. "The Role of ICT in Higher Education for the 21st Century: ICT as a Change Agent for Education." Edith Cowan University, 2 July. 2002, pp. 2-7, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.83.9509&rep=rep1&type=pdf>.
- Pop, Anisoara. "Edmodo E-Portfolios in EFL – A Case Study." University of Bucharest, 2013, pp. 337-341, http://c3.icvl.eu/disc/2013/icvl/documente/pdf/intel/ICVL_IntelEducation_aper8.pdf.
- Purnawarman, Pupung, et, al. "THE USE OF EDMODO IN TEACHING WRITING IN A BLENDED LEARNING SETTING." *Indonesian Journal of Applied Linguistics*. 21 Jan, 2016, pp. 242,

- <http://ejournal.upi.edu/index.php/IJAL/article/view/1348>. Accessed 15 Feb. 2016.
- Qian, Xinyu. "English Language Teaching." *A Balanced Approach to the Teaching of Intermediate-Level Writing Skills to EFL Students*, vol. 3, no. 2, June, 2010, pp. 13-15, <http://files.eric.ed.gov/fulltext/EJ1081585.pdf>.
- Rashty, David. "Traditional Learning vs. ELearning." n.d, p. 2, www.rashty.com/articles/Traditional_Learning_vs_eLearning.pdf.
- Richards, Jack C. "The Teaching of Listening." *Teaching Listening and Speaking*. New York: Cambridge, 2011, p. 11. <file:///C:/Users/Usuario/Downloads/Richards-Teaching-Listening-Speaking.pdf>.
- Rost, Michael. *Introduction: Listening in verbal communication. Listening in Language Learning*. New York: Oxon, 2013, pp. 3-6, [Books.google.com.ec](http://books.google.com.ec). Accessed 1 Sep. 2015.
- Stephan, Walter. "The Evaluation of Multicultural Education Programs: Techniques and a Meta-Analysis." *Education Programs for Improving Intergroup Relations*, Edited by Paul Vogt, vol. 1, and Teachers college press, New York, NY, 2004, p. 233.
- Salehi, Hadi, and Zeinab Salehi . "Integration of ICT in Language Teaching: Challenges and Barriers." IACSIT Press, 2012, <http://www.ipedr.com/vol27/40-IC4E%202012-F10037.pdf>.
- Segura, Alonso. "The Importance of Teaching Listening and Speaking Skills." Thesis. Universidad Complutense, 2012. 17 Mar. 2015, p. 11, www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf.
- Shams, Bita Bahrami et al. "The Effect of Edmodo on EFL Learners' Writing Performance." *International Journal of Educational Investigations*, vol. 2, no. 2, Feb. 2015, pp. 88–89.
- Stangroom, Jeremy. "Social Science Statistics." *Social Science Statistics*. 2016, <http://www.socscistatistics.com/>. Accessed 24 May. 2016.
- Sidik, Rosdiana, and Titis Harjanti. "The Advantages and Disadvantages of Using ICT for Teaching and Learning." *MIRAESIWINAYA'S BLOG*, 22 Jan. 2010. <https://miraesiwinaya.wordpress.com/2010/01/22/the->

- advantages-and-disadvantages-of-using-ict-for-teaching-and-learning/. Accessed 25 Oct. 2015.
- Snow, Eleanour, and Sampson Perry. "Course Platforms for Teaching Online." Carleton.edu. University of Michigan, 2010, <http://serc.carleton.edu/NAGTWorkshops/online/platforms.html>. Accessed 17 Jul. 2015.
- Solomon, G. and Schrum, L. "New Tools, New Schools New Tools, New Schools." *Society for Technology in Education*. 2007, p. 22.
- Seligson, Paul, and Clive Oxeden. "Unit 5C How much can you learn in a month?" American English File 2B, vol. 1, Oxford University Press, New York, 1997, p. 44.
- Seligson, Paul, and Clive Oxeden. "Practical English Unit 6." American English File 2B, vol. 1, Oxford University Press, New York, 1997, p. 57.
- Tagata, William. "Learning English in a Virtual Learning Environment in Brazilian Tertiary Education: A Case Study" *Journal of Literatures and Languages*, vol. 6, no. 2, 2011, p. 2, <http://ojs.gc.cuny.edu/index.php/lljournal/article/view/1095>. 4 Feb. 2016.
- Trong, LuuTuan. "English Language Learning." *Enhancing EFL Learners' Writing Skill via Journal Writing*. Canadian Center of Science and Education, vol. 8, no.3, 2010, pp.81-84. <http://files.eric.ed.gov/fulltext/EJ1081806.pdf>.
- Yulastri, Desi. "Building Students' Writing Skill by Using Edmodo." *Scientific Journal of Linguistic, Literature and Education*, vol. 2, no. 2, 2015, p. 50. <http://ojs.polinpdg.ac.id/index.php/POLINGUA/article/view/874/824>. Accessed 10 Jan. 2016.

APPENDICES

Appendix 1. Teacher's Questionnaire

Questionnaire

Este cuestionario es anónimo y tiene como objeto saber cuánto conocimiento tiene usted acerca del uso de las Tics en las clases de inglés. Responda las siguientes preguntas de la manera más sincera posible.

Please answer the following questionnaire with a cross "X" for each question.

1. - Have you ever used ICTs in the English teaching process?

Yes

☐

No

☐

2. - How often do you use virtual platforms when teaching English?

Always

☐

Sometimes

☐

Rarely

☐

Never

☐

3. - Have you ever applied ICTs for teaching writing and listening in English?

Yes

☐

No

☐

Which one?

4. - How much do you know about Edmodo Platform?

A lot

☐

A little

☐

Nothing

☐

5. - Would you like to incorporate Edmodo Platform as a tool to improve the listening and writing skills in the English teaching process?

Yes

☐

No

☐

Why?

Thanks for you collaboration!

Appendix 2. Student's Questionnaire

Cuestionario

Este cuestionario es anónimo y tiene el objeto de conocer cuán importante son para usted las destrezas auditivas y escritas dentro del aprendizaje del inglés. Responda las siguientes preguntas de la manera más sincera posible.

Por favor responda con una "X" la respuesta que considere conveniente.

1.- ¿Cuán efectivo fue para usted el uso de la plataforma Edmodo?

Nada

Poco

Mucho

☐
☐
☐

2.- Considera que el aprendizaje auditivo del idioma inglés mediante actividades en la plataforma de Edmodo fue:

Fácil

Medianamente Fácil

Difícil

☐
☐
☐

3.- Considera que el aprendizaje escrito del idioma inglés mediante actividades en la plataforma de Edmodo fue:

Fácil

Medianamente Fácil

Difícil

☐
☐
☐

4.- ¿Cuán importante considera usted el uso de la plataforma de Edmodo para el aprendizaje del idioma Inglés?

Nada

Poco

Mucho

☐
☐
☐

¿Por qué?

5.- ¿Cuáles son sus percepciones o ideas acerca del uso de Edmodo para el aprendizaje del inglés basado en las destrezas auditiva y escrita?

Gracias por su tiempo y colaboración!

Appendix 3. Listening Pre-test

LISTENING PRE-TEST

This PRE-TEST will not affect your grades and serves the purpose of discovering your vocabulary knowledge and your ability to perform the two skills: listening and writing.

Name: _____ Date: _____

1. You will hear five short conversations. There is one question for each conversation. Put a tick (✓) under the correct answer (5 points)

Example:

0. How many people were at the meeting?

3

☐ A

13

☐ B

30

☒ C

1. Where is the woman going to go on holiday this year?

Canada

☐ A

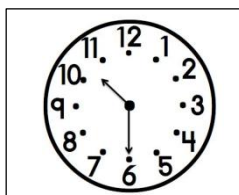
Italy

☐ B

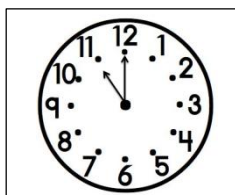
Turkey

☐ C

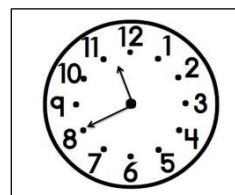
2. What time was the man's appointment?



☐ A

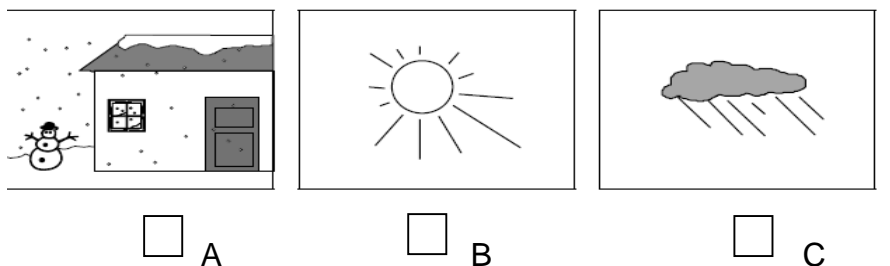


☐ B

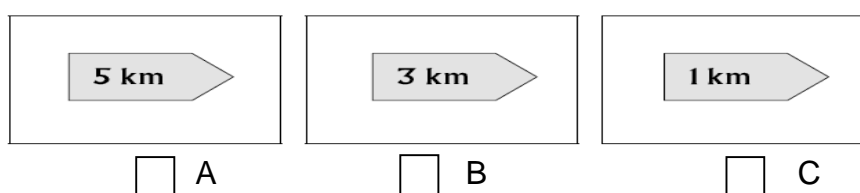


☐ C

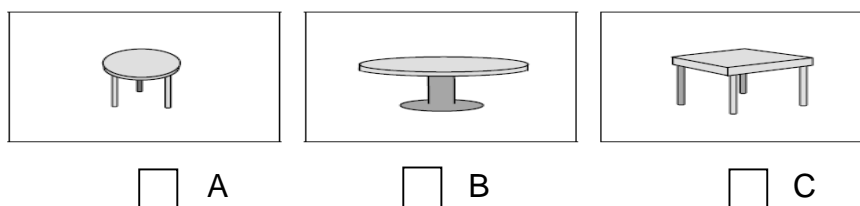
3. What will the weather be like?



4. How far is the nearest supermarket?



5. Which table does Sally like?



2. Listen to Sam talking about his holiday. *What did he do on each day?* Select an activity for each day.

You can listen to the conversation twice (5 points)

1. Monday: _____
2. Tuesday: _____
3. Wednesday: _____
4. Thursday: _____
5. Friday: _____

Read on the beach
Went canoeing
Went shopping
Climbed a mountain
Went for a long walk
Visited museums
Went swimming
Returned home

3. You will hear some information about a museum. Listen and complete the blank spaces. (5 points)

Manor House Museum	
YOU CAN SEE:	
Downstairs:	
Entrance Hall:	old photos
Ford Room:	21 pictures of Italian
Upstairs:	
Left:	22 more than 150
Right:	23 from films and TV
Price of guide book:	24 £
Museum closes at:	25

Appendix 4. Writing Pre-test

WRITING PRE-TEST

This PRETEST will not affect your grades and serves the purpose of discovering your vocabulary knowledge and your ability to perform the two skills: listening and writing.

Name: _____ **Date:** _____

1. - Write a note of 25 to 35 words to your friend based on the following situation. (5 points)

Situation:

Your friend invited you to his birthday party and you couldn't go.

Explain why you didn't go and the activities you did.

Note:

	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization				
Neatness				
Punctuation				
Sentence Structure				
Grammar				



2.- Look at the pictures and write sentences according to the advertisements. (5 points)

Example:

1.- You have to pay for food and drinks separately.



- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization				
Neatness				
Punctuation				
Sentence Structure				
Grammar				

3.- Read the email from your English friend. Write an email to Alex and answer the questions.

Write 25-35 words.

From:	Alex
To:	

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

From:	
To:	

	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization				
Neatness				
Punctuation				
Sentence Structure				
Grammar				

Appendix 5. Listening Post-test

LISTENING POST-TEST

This POST-TEST will not affect your grades and serves the purpose of discovering your vocabulary knowledge and your ability to perform the two skills: listening and writing.

Name: _____ Date: _____

1.- You will hear five short conversations. There is one question for each conversation. Put a tick () under the correct answer (5 points)

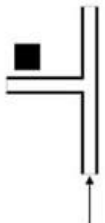
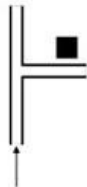
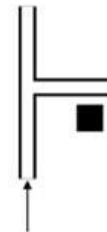
1. What does the man want to buy?


☐

☐

☐

2. Where is the post office?


☐

☐

☐

3. What will the man and the woman buy?


☐

☐

☐

4. How long will the man stay at the hotel?

1 night

☐

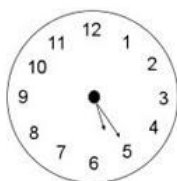
2 nights

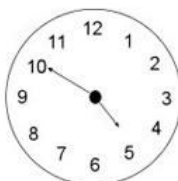
☐

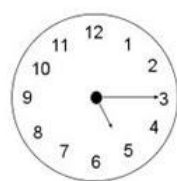
3 nights

☐

5. What time will the train arrive?







2. Listen to Dan and Jess talking about evening classes at the community center. What club is on each day? Select an activity for each day.

You can listen to the conversation twice (5 points)

1. Monday: _____
2. Tuesday: _____
3. Wednesday: _____
4. Thursday: _____
5. Friday: _____

Running
Football
Music night
Swimming
Tennis
Art club
Spanish club
Film club

3. You will hear a woman asking for information about a city bus tour. Listen and complete the blank spaces. (5 points)

City Bus Tours

Bus Tours depart...	Every		minutes.
Last tour departs at			
Ticket prices:	Adults: £10		
	Children: £		
Tour Bus Office Address:			Street
Buses leave from	The		Hall

Appendix 6. Writing Post-test

WRITING POST-TEST

This post-test will not affect your grades and serves the purpose of discovering your vocabulary knowledge and your ability to perform the two skills: listening and writing.

Name:

Date:

1. - Write a note of 25 to 35 words to your grandmother based on the following situation. (5 points)

Situation:

You just moved into your new house that you bought last month.

Explain: Where is the house?

Which room do you like the best? Why?

Note:

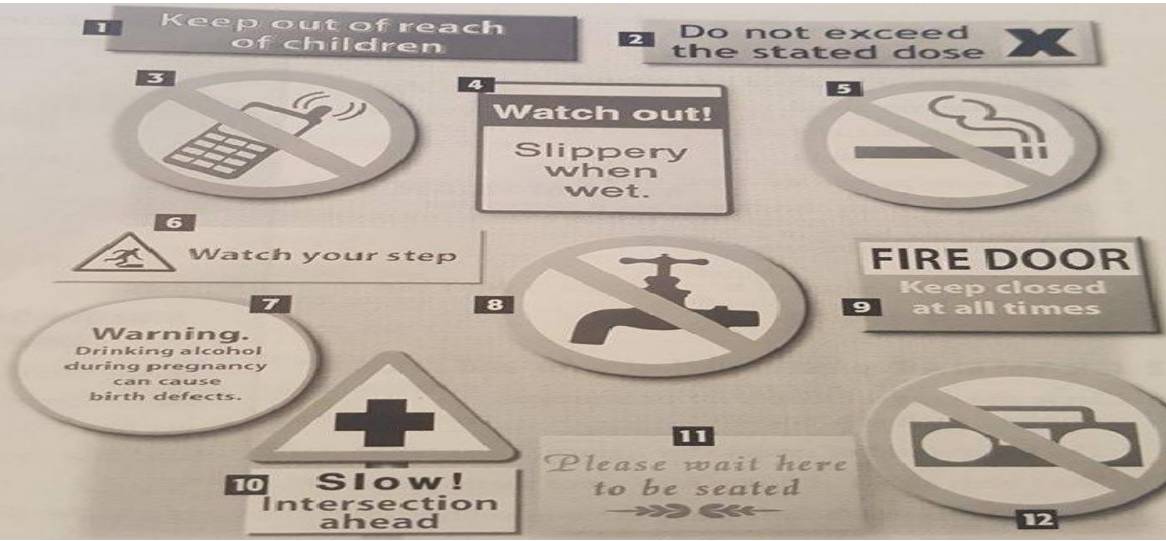
	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization				
Neatness				
Punctuation				
Sentence Structure				
Grammar				



2.- Look at the pictures and write sentences for each of them. (5 points)

Example:

1. You should keep your cellphone out of reach of children.



	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization				
Neatness				
Punctuation				
Sentence Structure				
Grammar				

3.- Read the email from your English friend. Write an email to Martin and answer the questions. (5 points)

Write 25-35 words.

From	Martin
To	
<p>I'm so sorry I couldn't come to your party. Did many people go? Did you get some nice presents? Was it a good party? Write back and let me know. Martin</p>	

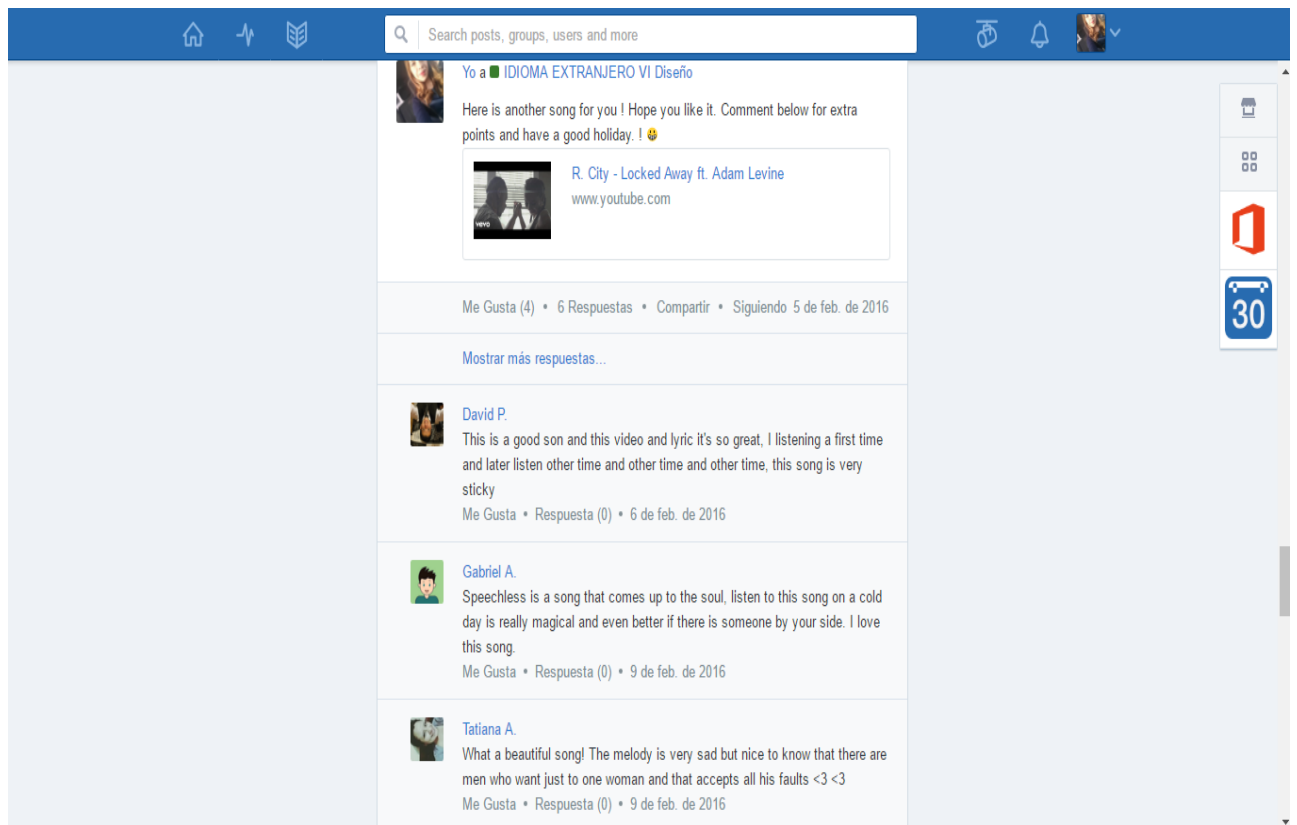
From:	
To:	

	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization				
Neatness				
Punctuation				
Sentence Structure				
Grammar				

Appendix 7. Writing Rubric

WRITING RUBRIC				
	POOR 0 points	FAIR 0.5 points	GOOD 0.75 points	EXCELLENT 1 point
Capitalization	Poor Does not consistently remember to capitalize the first word of the sentence.	Fair Consistently remembers to capitalize the first word of the sentence.	Good Consistently remembers to capitalize the first word of a sentence and inconsistently remembers to capitalize other words within the sentence when needed.	Excellent Consistently remembers to capitalize the first word and any other words necessary within the sentence.
Punctuation	Poor Does not consistently put ending punctuation.	Fair Consistently puts ending punctuation in writing.	Good Adds necessary punctuation within the sentence structure.	Excellent Is able to use colons, semicolons and quotation marks appropriately.
Sentence Structure	Poor Writing sample is a fragment or run/on sentence. Does not use sentence starter.	Fair Writing is a complete simple sentence. Uses sentence starter most of the time.	Good Writing involves compound sentences. Uses the sentence starter consistently.	Excellent Writing samples shows complex sentence structure. Uses sentence starter consistently with correct words filled in the blanks.
Neatness	Poor Improper spacing between all words in the sentence or letters in each word make for very difficult reading.	Fair Improper spacing between many words in the sentence and/or letters in the words make for difficult reading.	Good Few spacing errors either between words or within words make for somewhat difficult reading.	Excellent Good spacing is evident throughout the writing sample.
Grammar	Poor Missing a subject or verb.	Fair Sentence has both a subject and verb with 2 or more errors.	Good Sentence has subject and verb agreement with 1 error.	Excellent Words used in the sentence are correct all the time.

Appendix 8. Edmodo Treatment Photos



Yo a **IDIOMA EXTRANJERO VI Diseño**

Here is another song for you ! Hope you like it. Comment below for extra points and have a good holiday. ! 🎵

R. City - Locked Away ft. Adam Levine
www.youtube.com

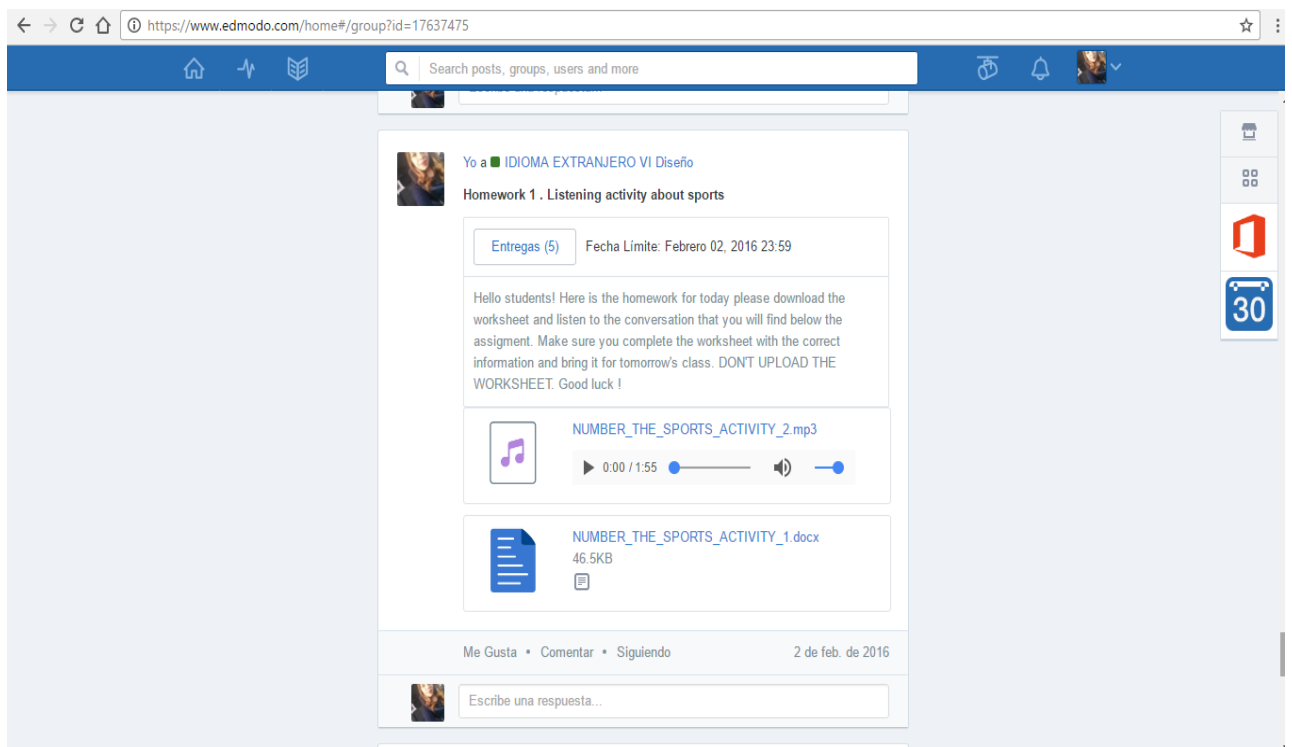
Me Gusta (4) • 6 Respuestas • Compartir • Siguiendo 5 de feb. de 2016

Mostrar más respuestas...

David P.
This is a good son and this video and lyric it's so great, I listening a first time and later listen other time and other time and other time, this song is very sticky
Me Gusta • Respuesta (0) • 6 de feb. de 2016

Gabriel A.
Speechless is a song that comes up to the soul, listen to this song on a cold day is really magical and even better if there is someone by your side. I love this song.
Me Gusta • Respuesta (0) • 9 de feb. de 2016

Tatiana A.
What a beautiful song! The melody is very sad but nice to know that there are men who want just to one woman and that accepts all his faults <3 <3
Me Gusta • Respuesta (0) • 9 de feb. de 2016



Yo a **IDIOMA EXTRANJERO VI Diseño**

Homework 1. Listening activity about sports

Entregas (5) Fecha Limite: Febrero 02, 2016 23:59

Hello students! Here is the homework for today please download the worksheet and listen to the conversation that you will find below the assignment. Make sure you complete the worksheet with the correct information and bring it for tomorrow's class. DONT UPLOAD THE WORKSHEET. Good luck !

NUMBER_THE_SPORTS_ACTIVITY_2.mp3
0:00 / 1:55

NUMBER_THE_SPORTS_ACTIVITY_1.docx
46.5KB

Me Gusta • Comentar • Siguiendo 2 de feb. de 2016

Escribe una respuesta...



← → ↻ 🏠 🔍 <https://www.edmodo.com/home#/group?id=17637475> 🗓️ 🔔 👤 ✓

📄 46.5KB

Me Gusta • Comentar • Siguiendo 2 de feb. de 2016

👤 Escribe una respuesta...

Yo a **IDIOMA EXTRANJERO VI Diseño**

Classwork Activity 1

Entregas (17) Fecha Límite: Febrero 03, 2016 23:59

Hello students! Here is the classwork activity from please download the worksheet work on it and make sure you upload it again as an answer to the assignment. If you have any question just ask in the comment space of the assignment. Good luck !

📄 A_past_experience_activity_1.docx 70.5KB

Me Gusta • Comentar • Siguiendo 2 de feb. de 2016

👤 Escribe una respuesta...

📅 30

🏠 🔍 <https://www.edmodo.com/home#/group?id=17637475> 🗓️ 🔔 👤 ✓

Me Gusta (1) • Comentar • Siguiendo 5 de feb. de 2016

👤 Escribe una respuesta...

Yo a **IDIOMA EXTRANJERO VI Diseño**

Homework 2: Castle Story "The missing son "

Entregas (16) Fecha Límite: Febrero 03, 2016 23:59

Hello students, here is the homework for today. Listen to the story called "The missing son" and complete the worksheet below with the correct information. Make sure to upload the worksheet once you have finished the activity. Good Luck!

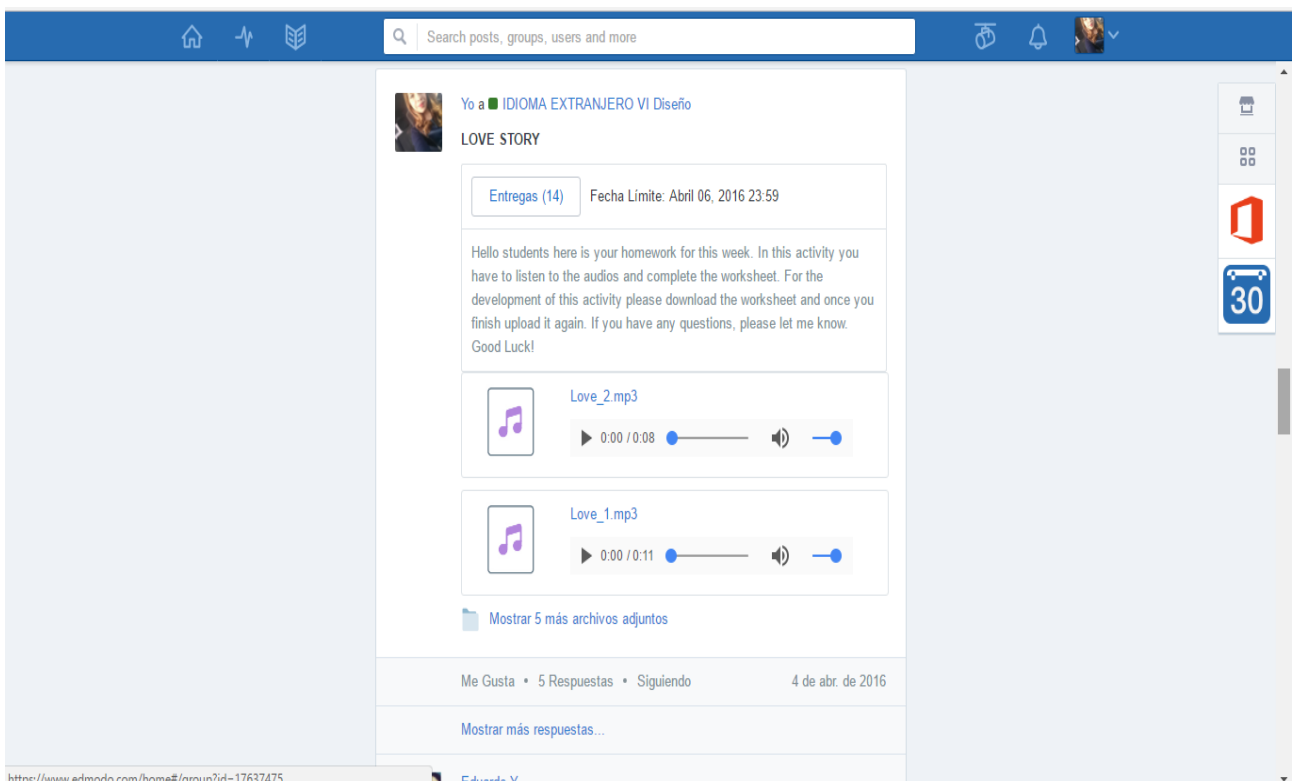
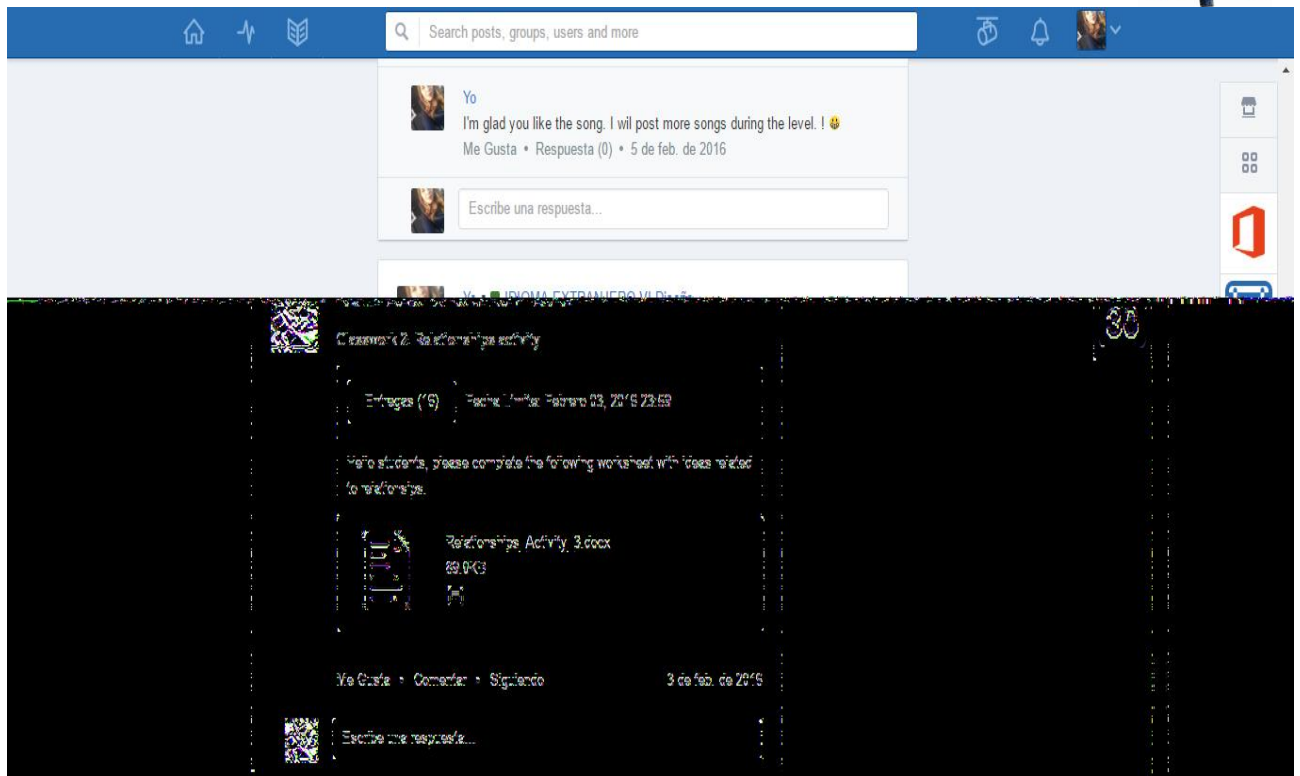
📄 Castle_Activity_4_homework.docx 88.4KB

📄 Castle Listening.m4a 2.1MB

Me Gusta • 3 Respuestas • Siguiendo 3 de feb. de 2016

<https://www.edmodo.com/home#/group?id=17637475>

📅 30





Facebook interface showing a post from 'Yo a IDIOMA EXTRANJERO VI Diseño'.

MOVIES ACTIVITY

Entregas (14) Fecha Limite: Abril 06, 2016 23:59

Hello students here is your homework for this week. In this activity you have to listen to the audios and complete the worksheet. For the development of this activity please download the worksheet and once you finish upload it again. If you have any questions, please let me know. Good Luck!

13 13.mp3

0:00 / 2:32

PUZZLE ABOUT MOVIES.docx

94.7KB

Me Gusta • Comentar • Siguiendo 4 de abr. de 2016

Escribe una respuesta...

Facebook interface showing a post from 'Yo a IDIOMA EXTRANJERO VI Diseño'.

Homework 3. Writing a love story

Entregas (17) Fecha Limite: Febrero 09, 2016 23:59

Hello students, here is your homework for this holiday. In order to do the activity you need to download the power point presentation and complete each slide with sentences by creating a love story. Use the pictures that you will find in the presentation to guide yourself in the story. Once you finishe don't forget to upload the presentation again. Thanks and Good Luck. I

Presentaci_n1_writing_activity_5_Homework.pptx

1.4MB

Me Gusta (1) • Comentar • Siguiendo 5 de feb. de 2016

Escribe una respuesta...



← → ↻ 🏠 <https://www.edmodo.com/home#/group?id=17637475> ☆

🏠 🔊 📖 🔍 Search posts, groups, users and more 🔔 🔒


Escibe una respuesta...


Yo a IDIOMA EXTRANJERO VI Diseño

Song Activity

Entregas (14) Fecha Límite: Abril 07, 2016 23:59

Hello students, here is the homework for tomorrow. Please download the worksheet and complete it by listening to the audios given for the activity. Once you finish don't forget to upload the worksheet again. If you have any question about the activity, let me know. Good Luck!

 **Count On Me by Bruno.docx**
81.8KB

 **Count On Me - Bruno Mars Lyrics.mp3**
▶ 0:00 / 3:17 🔊 🔍

Me Gusta • Comentar • Seguir 7 de abr. de 2016

Escibe una respuesta...

← → ↻ 🏠 <https://www.edmodo.com/home#/group?id=17637475> ☆


🏠 🔊 📖 🔍 Search posts, groups, users and more 🔔 🔒


Yo a IDIOMA EXTRANJERO VI Diseño

People in the set of a movie

Entregas (14) Fecha Límite: Abril 07, 2016 23:59

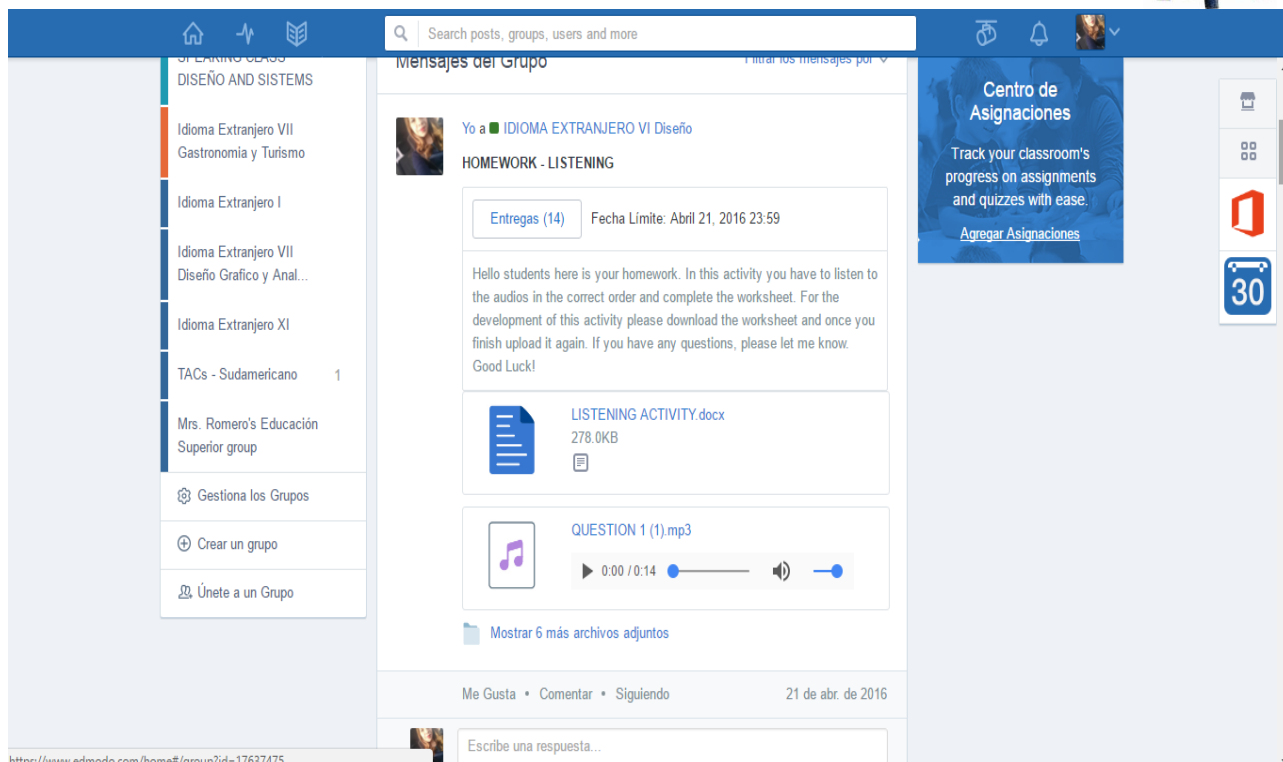
Hello students, here is the homework for tomorrow. Please download the worksheet and complete it by listening to the audios given for the activity. Once you finish don't forget to upload the worksheet again. If you have any question about the activity, let me know. Good Luck!

 **activity 2 people in the set of a movie.docx**
214.8KB

 **PEOPLE_IN_THE_SET_OF_A_MOVIE.mp3**
▶ 0:00 / 0:56 🔊 🔍

Me Gusta • Comentar • Seguir 7 de abr. de 2016

Escibe una respuesta...



Mensajes del Grupo

Yo a **IDIOMA EXTRANJERO VI Diseño**

HOMEWORK - LISTENING

Entregas (14) Fecha Límite: Abril 21, 2016 23:59

Hello students here is your homework. In this activity you have to listen to the audios in the correct order and complete the worksheet. For the development of this activity please download the worksheet and once you finish upload it again. If you have any questions, please let me know. Good Luck!

LISTENING ACTIVITY.docx
278.0KB

QUESTION 1 (1).mp3
0:00 / 0:14

Mostrar 6 más archivos adjuntos

Me Gusta • Comentar • Siguiendo 21 de abr. de 2016

Escribe una respuesta...

https://www.edmodo.com/home#/gradebook/group?group_id=17637475&uid=68128117

Search posts, groups, users and more

Progreso / IDIOMA EXTRANJERO VI Diseño

Exportar

Notas		Insignias										
Calificación nueva		HOMEWORK - LISTENING	Song Activity	People in the set of a movie	MOVIES ACTIVITY	LOVE STORY	Prompt from parents	Homework 3. Writing a love story	Homework 2. Castle Story "The missing son"	Classwork 2. Relationships activity	Homework 1. Listening activity about sports	Classwork Activity 1
Estudiante	Total											
Gabriel Arevalo	67%	Entregado	20/20	20/20	0/20	8/20	17/20	0/20	20/20	15/20	Entregado	20/20
Tatiana Arevalo	81%	Entregado	20/20	20/20	20/20	16/20	19/20	0/20	17/20	17/20	-	19.5
Juan Barzallo	66%	Entregado	20/20	20/20	0/20	8/20	18/20				-	
Diana Basantes	92%	Entregado	20/20	20/20	20/20	12/20	18.5/20	18/20	18/20	20/20	Entregado	19.5
Bryan Cardenas	94%	Entregado	20/20	20/20	20/20	20/20	19/20	17/20	17/20	17/20	-	17.75
Bayron Fernando G...	91%	Entregado	20/20	20/20	20/20	16/20	16/20	16/20	18/20	20/20	-	19.5
carolina gonzalez	58%	Entregado	0/20	20/20	0/20	8/20	15/20	Entregado	17/20	17.5/20	Entregado	16/20
Mateo Ilanos	68%	Entregado	20/20	20/20	20/20	16/20	16.5/20	0/20	15/20	15/20	-	0/20
Pedro Mora	71%	Entregado	20/20	20/20	0/20	16/20	15/20				-	
Carlos Méndez	60%	Entregado	0/20	0/20	20/20	20/20	19.5/20	0/20	17/20	20/20	-	18.25
David Pinos Garcí...	60%	Entregado	0/20	20/20	18/20	12/20	17/20	15/20	16/20	10/20	-	0/20

