# UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

Edmodo: An aid for enhancing grammar competence in an EFL classroom for students in the English course of the "Vinculación con la Sociedad" program at the Universidad de Cuenca

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

Autor:

Diego Fernando Buestan Minchala

CI: 1401126931

Correo electrónico: diegofb-95@hotmail.es


Tutor:

Mgst. Jean Paul Jara Villacreces

CI: 0103804951

**Cuenca, Ecuador**

Febrero de 2020

## Resumen

El presente estudio fue realizado con el objetivo de proveer de actividades online en la plataforma Edmodo como material de practica para estudiantes de nivel A1 del curso de inglés del programa "Vinculación con la sociedad", apuntando a mejorar su desempeño en estructuras gramáticas. Los datos necesarios para diseñar las actividades online fueron tomadas de ocho estudiantes en el primer nivel. La metodología utilizada para este estudio fue principalmente cuantitativa, dado que el objetivo del estudio es identificar temas específicos y estructuras gramáticas que podrían presentarse como problemáticas ante los estudiantes y puedan ser asesoradas apropiadamente. El análisis de los datos muestra claramente preferencias de los estudiantes por temas relacionados con trabajo, ciertas dificultades en el desempeño del Tiempo Futuro, y tendencias por las herramientas online de chat y comentarios en la plataforma Edmodo. Los resultados prueban ser prometedores a primera vista, sin embargo, se requiere más investigación para establecer la efectividad de las actividades propuestas.

**Palabras clave:** Actividades online. Plataforma Edmodo. Estructuras gramaticales. Tiempo futuro. Herramientas online.

Universidad de Cuenca

# Abstract

The present study was carried out in order to provide online activities in the Edmodo platform as practice material for A1 level students from the English course of the "Vinculación con la Sociedad" program, aiming to enhance their performance in grammar structures. The data needed to design the online activities was elicited from eight first-level students. The methodology used for this study was primarily quantitative, since the focus of the study was to identify specific topics and grammar structures that proved troublesome for participants and could be addressed properly. The data analysis showed clear student preferences for work-related topics, certain difficulties in future tense performance, and tendencies for chat and commentary online tools in the Edmodo platform. Results appeared promising from a first look; however, further research is needed to establish the effectiveness of the proposed activities.

Diego Fernando Buestan Minchala

Universidad de Cuenca

**Table of contents**

**Table of figures**

**Table of appendices**

Universidad de Cuenca

**Cláusula de licencia y autorización para publicación en el repositorio institucional**

Yo, Diego Fernando Buestan Minchala, en calidad de autor y titular de los derechos morales y patrimoniales del trabajo de Titulación "Edmodo: An aid for enhancing grammar competence in an EFL classroom for students in the English course of the "Vinculación con la sociedad" program at the Universidad de Cuenca", de conformidad con el Art. 114 del CODIGO ORGANICO DE LA ECONOMIA SOCIAL, DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACION reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos. Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional de conformidad a lo dispuesto en el Art. 144 de la ley orgánica de Educación Superior.

Cuenca, 18 de febrero de 2020

Diego Fernando Buestan Minchala
C.I.: 1401126931

Diego Fernando Buestan Minchala

9

**Cláusula de propiedad Intelectual**

Yo, Diego Fernando Buestan Minchala, autor del trabajo de titulación "Edmodo: An aid for enhancing grammar competence in an EFL classroom for students in the English course of the "Vinculación con la Sociedad" program at the Universidad de Cuenca", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad del autor.

Cuenca, 18 de febrero del 2020

Diego Fernando Buestan Minchala

C.I.: 1401126931

**Dedicación**

Es importante ser agradecido, por lo cual me gustaría agradecer primeramente a mi madre Teresa, quien ha sido mi apoyo incondicional en cada manera, junto con mis hermanos Nancy, Raquel, Gisela y David. También me gustaría expresar mis agradecimientos a la Universidad de Cuenca, a mis maestros, especialmente al tutor de este trabajo, Mgt. Jean Paul Jara, por su apoyo a lo largo de este proceso.

-Diego Buestan

## Acknowledgements

It is important to be thankful, which is why I would like to thank my mother Teresa first of all, who has been my unconditional supporter in every way, along with my siblings Nancy, Raquel Gisela and David. I would also like to express my gratitude to the Universidad de Cuenca, and my teachers, especially to the director of this work, Mgt. Jean Paul Jara, for his support throughout this process.

-Diego Buestan

## Introduction

Social networks have around for a while; however, in recent years these platforms have been used for educational purposes. This has allowed the emergence of online learning platforms, whose only purpose is to help teachers as well as students in the educational process, such as Edmodo. These educational platforms provide specialized tools, content and a way of sharing such content in real time. The author of this project looked for a way to make use of such tools for a better practice experience for students as well as teachers.

For this purpose, online activities have been designed and uploaded to a specific Edmodo platform teaching account for instructors or teachers to use and assign said activities to students for a more time-optimized grammar practice. A guide was also designed for improved management of the online activities in the platform.

The participants of this study consisted of eight participants from the English course of the "Vinculación con la Sociedad" program, who also were young working adults with limited time for practice at home.

This work is divided in five chapters in this document, as well as appendices including a guide and online activities designed.

The first chapter contains the problem, background, justification, and objectives necessary to understand the focus of this study. The second chapter contains the theoretical framework that reviews theories and concepts necessary as a basis for this study. It is divided into six sections, the first explores Information and Communication Technologies (ICT). The second section looks for the impact of m-learning in language learning. The third one explores E-

learning platforms, and the fourth section describes the tools and advantages of Edmodo specifically. The fifth part contains basic concepts about adult learning, and the final section explores the connection between grammar practice and adult learning.

The third chapter explains the methodology used to collect the necessary data to proceed and design the online activities. The fourth chapter is an analysis of the results obtained from the previous chapter. The final chapter provides conclusions and recommendations for the present study.

Additionally, there is a guide attached to the present document with instruction necessary for teacher to manage the online activities. The online activities are the final part of this research which can be safely found in an account at www.edmodo.com for whoever needs this material. To access said material the instructor or teacher needs the e-mail and password provided in the attached guide.

## CHAPTER I: The Problem

### 1.1 Description of the Research

#### 1.1.1 Topic

The present study has been done in order to develop online activities through the Edmodo Platform for enhancing grammar skills in students from the English course in the "Vinculación con la Sociedad" program.

#### 1.1.2 Background and justification

Ecuadorian editor Heredia Valeria (2017) writes that "English learning on people over 30 years has become a necessity", because Ecuadorian people believe that English is essential for their working lives. Heredia (2017) states that one of the reasons for professionals to learn English is because it is a requirement to study a Master's degree or a PhD. Furthermore, according to Giorgio Iemmolo, Academic Director of Education First, professionals link English with the improvement of economic situations (as cited in Heredia, 2017). Therefore, they believe that professionals with the language skills are more competent, allowing them to get better salaries.

Paredes Andres (2016), academic coordinator of the "Centro de Educación Continua de la Escuela Politécnica Nacional", counted 7000 citizens looking for enrollment in the Center to study English in the second semester of 2016. Paredes (2016) thinks that more and more people in the cities of Ecuador want to learn English. Cuenca is not the exception, since according to the Oxford Seminar blog (2018) there are seventeen formal schools and institutes teaching English in the city of Cuenca offering children and adults an opportunity to learn English.

In this context, the University of Cuenca also offers English courses through the "Vinculación con la Sociedad" program. These courses are given by students of the English major of the same university and they are free of charge.

However, one of the concerns that English teachers have in the "Vinculación con la Sociedad" program is the amount of time that students spend in contact with the target language. In many cases, classroom hours are the only time students have the opportunity to practice. Sometimes, the class period does not allow enough time to practice to fulfill their expectations. To make a comparison, George Braine (2005) conducted research in schools providing 4 sessions of 45 minutes a week and he concluded that in this time students receive little exposure to English communicative situations which leads to poor results of the overall teaching-learning activities. Taking into account that the course for the present project provides three hours of classes, it would be necessary to reinforce that time with activities outside of classroom hours.

Fortunately, teachers have many tools available in order to provide practice outside the classroom. Technology is one of them, since it is widely available for everyone. According to the Instituto Nacional de Estadística y Censo (INEC) (2015) in Ecuador, 57,6 percent of people in Ecuador use computers, 58,5 percent of people have access to an internet connection, and 89,5 percent have access to smartphones. Therefore, many people have access to technology in one way or another. Besides, research shows that the most owned technological device is the smartphone. This device will allow students to participate in online activities in the present project.

Furthermore, Edmodo is designed specifically for learning. Emrah Ekmekci (2016) claims that tools such as Note, Assignment, Quiz, and Poll enhance and facilitate the teaching experience. Therefore, Edmodo was created specifically for education.

### 1.1.3    Problem statement

Students in the English Course of the "Vinculación con la Sociedad" program have a very limited amount of time for proper practice. Students only spend three hours a week taking classes. Since those three hours a week inside the classroom are generally spent socializing and explaining content, practice time has become secondary.

It is true that homework can be very helpful for increasing the amount of practice; however, homework needs to be handed over to receive assessment from the teacher. Such assessment would have to wait several days, taking into account that teachers and students only meet twice a week. On the other hand, online activities in Edmodo would eliminate the need to wait, and it would allow teachers to provide assessment at anytime from anywhere.

### 1.2    Research Questions

- Which online activities could be implemented to enhance student's grammar skills through the use of the Edmodo platform?

- What are the students' perceptions towards the implementation of Edmodo activities in their English classes?

### 1.3    Objectives

### 1.3.1 General Objective

To provide online activities for enhancing A1 grammar skills for level 1 students of the English course in "Vinculación con la Sociedad" through the Edmodo online platform.

**1.3.2 Specific Objectives**

- To identify students' needs regarding grammar structures through the application of tests and surveys.

- To select the grammar structures that need to be worked on through the analysis of tests´ results.

- To collect online material aimed to improve student's grammar skills.

- To design online activities based on the identified needs.

## Chapter II: Theoretical Framework and Literature Review

**2.1 Information and Communication Technologies in Language Learning**

The emergence of computers has led to a rapid evolution of the learning environment. In recent decades, Information and Communication Technologies have contributed to an evolution of learning, and to the development of new e-learning tools. This improvement to equipment necessitated the development of the industry that now offers a lot of products and services on the market depending on the teacher and student needs (Chivu, Stoica, Turlacu, & Radu, 2018). Nowadays, there are a variety of tools at the service of education, such as e-learning platforms, classroom management systems, cloud services, smartphones, computers, and projectors. It is important to stop seeing such technologies as fancy gadgets, but instead as tools that need to be fully attached to everyday learning routines.

Information and Communication Technologies are primary defined as "devices and infrastructure that facilitate the transfer of information through digital means" (Zuppo, 2012, p. 13). However, the term ICT exists in several contexts and treatments, since it has diverse applications in every field. In the field of education, the terms ICT and ICTs are utilized in a broad manner that could include PCs, desktops, laptops, handheld devices and other types of wireless or cable-connected items (Zuppo, 2012).

Language Learning has been specially affected by ICT, since changes not only involve new tools, but also rather deep changes in methods that affect delivery, rehearsal, and assignments. The International Association of Teachers of English as a Foreign Language (IATEFL) attempted to explain how technology is likely to affect English teaching (as cited in Chapelle, 2003). They suggested that changes are beyond classroom methods; these changes

occur in the English language itself. Furthermore, Bruce and Hogan (1998) stated that technology brings about changes in the abilities that students have to acquire to be considered successful language users, which should be considered directly by language teachers (as cited in Chapelle, 2003).

**2.1.1 Benefits Information and Communication Technologies in Language Learning**

Fundamentally, ICT have helped teachers and students to overcome certain problems, such as distance and material availability and accessibility. First, Chapelle (2003) stated that "if you want to learn English, you have to go live where English is spoken" (p. 51). He pointed out that the ideal way to learn English would be to go live elsewhere, but since the majority of people cannot do so, he appealed to computer-mediated communication, allowing that "many sites for communication among English learners through computer-mediated communication on the internet offer opportunities for conversation with other English speakers" (Chapelle, 2003, p.51). Second, ICT have allowed millions of people to gain access to various types of necessary material to engage in meaningful language learning. For instance, according to Stojanov (2017):

> (ICT) has expanded the access to education and there are huge amounts of information (books, images, videos, audio) that are available through the Internet and that will enable you to empower yourself with knowledge. In addition, online courses are on the rise and most of them are free (para. 11).

**2.2 M-learning in Language Learning**

Viberg and Grönlund (2013) stated that M-learning is an advanced model of e-learning which uses certain devices, such as mobile phones, portable computers, tablet PCs, iPads, MP3 players, e-book readers, and handheld game consoles (as cited in Chen, para. 6).

The importance of M-learning nowadays is due to the fact that "learners today are continuously mobile, highly networked, and make use of mediated communication technologies" (Wankel, Wankel & Blessinger, 2016, p. 6). M-learning allows students to construct more effective learning spaces, since a large part of learning occurs outside the formal classroom setting. In addition, M-learning is playing an important role in shifting instructional paradigms. Nowadays, mediated technologies are normal in our contemporary lives in the way we live and work. This change is shifting from a passive unidirectional instructional paradigm, where the locus of control resides exclusively with the instructor, to a more active multidirectional networked teaching and learning paradigm, where the locus of control is more distributed. Mobile devices function as indispensable tools for the effective shift of paradigm and M-learning (Wankel & Blessinger, 2016).

**2.2.1 M-learning and Constructivism**

Contemporary pedagogical theories always illuminate the importance of putting the learner at the center of the educational process, whether in-class or online. The goal is to provide an effective learning environment with the ability to engage individuals in creative and high-order critical thinking in regard to subjects at hand (Marzouki, Idrissi, & Bennani, 2017). The Constructivist approach is one of these approaches, and M-learning features have the potential to encourage creative and critical thinking in students.

Constructivism, according to Vigotski (1978), maintains that knowledge is constructed by the individual from within, rather than being transmitted to the learner from another outside source. Therefore, "learning is seen as a process of actively constructing knowledge by

integrating experiences into the learners' prior knowledge; the learner plays an active role in building his/her knowledge" (as cited in Al-Hamdani, 2014).

M-learning tools have the potential to create more effective and productive constructivist environments. Campbell (2004) affirmed that the best learning occurs in the middle of social interaction. The adoption of a constructivist approach in a technology rich environment promotes the full potential of technologies in learning enhancement (as cited in Al-Hamdani, 2014).

This proposed *constructivist-mobile learning environment* is characterized by new teacher and student roles, specifically designed learning activities, and mobile device usage. Mobile devices provide learner opportunities for collaboration in the creation of products and for sharing them among their peers (Switzer & Csapo, as cited in Al-Hamdani, 2005). In this way, the teacher's role has changed in this approach to one of a facilitator, coacher and co-learner. Furthermore, Patten, Arnedillo and Tangneythe (2005) stated that the "advantages of mobile learning can be gained, through collaborative, contextual, constructionist and constructivist learning environments" (as cited in Al-Hamdani, 2014). Mobile devices allowing M-learning certainly create an environment for learners to construct their knowledge and interact with their peers, resulting in a context where constructivism can be more easily applied.

### 2.2.2 Advantages of M-learning Environments

M-learning includes any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies (Chen, 2017). The first advantage of M-learning appears within the previous definition; by enabling learning outside a fixed location or environment, there is an expansion of the area in which learning can happen. Thus, these

technologies provide the potential to open up access to learning to a larger number of students and overcome the constraints and boundaries imposed by traditional classrooms. In this sense, M-learning environments can become mirrors of real-life situations without sacrificing academic quality (Wankel, Wankel & Blessinger, 2016). Furthermore, post-graduate students that work full-time or part-time are physically handicapped by work or family, "since they have not enough time to attend the class, they prefer and like e-learning and m-learning and for this reason, they are already motivated and engaged in learning" (Kilis, 2013, p. 380). In addition, Sandberg, Maris, and de Geus (2011) conducted a research concluding that students are motivated to use applications in their spare time, improving their learning experience. It was also concluded that learning time can happen apart from school, and that formal school learning can be augmented by learning in an informal context, away from school.

The second benefit of M-learning is the enhancement of student motivation. Since motivation "can be inferred from its products such as behaviors including choice of task, effort, desire, persistence, engagement, initiating and sustaining of activities" (Kilis, 2013, p. 379), the learning style of the student is directly related to motivation. If the learning style of the student does not match the method used by the teacher, motivation and engagement will decrease. Kilis (2013) stated that M-learning is designed to incorporate optional activities for the students to choose according to the three learning styles: visual, auditory and kinesthetic. By adding options for the students, there are more possibilities for them to find their learning style, therefore increasing motivation and success.

Additionally, Rau, Gao, & Wu (2008) recommended M-learning be used along with internet communication media, in order to significantly increase student extrinsic motivation

without causing higher pressure. Internet media can help introverted students that have problems socializing with the rest of the class. However, communication media demanding public expression rather than private dialogue should be adopted with careful consideration.

Furthermore, Wankel, Wankel and Blessinger (2016) in their book *Increasing Student Engagement and Retention Using Mobile Applications: Smartphones, Skype and Texting Technologies* list the following benefits of M-learning:

1. Contextual and situational learning where learning naturally occurs across work, home, and school domains in a multiplicity of complex situations and contexts, and where context is constructed by complex interplay of situated interactions;

2. Open-ended and flexible learning in both formal and informal ways, where learning is flexible and more naturally distributed to suit the context and needs of the learner;

3. Distributed and ubiquitous learning where the responsibility for learning and the locus of control of learning is distributed across learners, instructors, mediating technologies, and knowledge resources;

4. Sustainable and self-regulated learning that fits better and more naturally with learning that occurs across the varied life stages of learners, where learning is a natural life-long activity: and

5. Personalized and authentic learning that is personally meaningful to each learner and more conducive to how today´s learner engages with their life-world environments (p. 7-8)

Moreover, M-learning has been proven to help bonding the student and instructor roles effectively. Since mobile communication technologies encourage interaction between student

and instructor, the use of technologies such as Short Message Service (SMS), email, and online forum have helped to improve learning efficiency (Rau, Gao, & Wu, 2008). However, M-learning also presents a few problems to be resolved.

### 2.2.3 Disadvantages of M-learning Environments

E-learning platforms do not come without a few threats that instructors have to be aware of before engaging in courses assisted by these technologies. For instance, Sidorenko (2014) identified and listed a number of weaknesses and threats after research in Russian universities, such as lack of speech communication, lower requirements for language quality to communicate in forums, and difficulty following up on the outcomes. In other words, it is difficult to assess students´ performance, and the quality of language may be diminished due to lack of interaction and formality.

Furthermore, connectivity is one of the factors teachers have to consider when working with mobiles. It is true that the majority of people own a smartphone; however, connectivity is another matter, since M-learning requires all students to have a mobile device and a consistent wireless connection, which may be unavailable to students in isolated areas or with limited incomes (Morgan, 2018). Teachers have to take measures in these situations and mediate with students to reach an appropriate solution.

### 2.3 E-Learning Platforms

An E-learning platform is defined as a "software system designed to create a virtual learning environment through which it is possible to deliver training courses, administer and monitor them and access a series of facilities and arrangements" (Lastrucci, Infante, & Pascale,

2009, para.7). These types of platforms serve many purposes depending on the needs of instructors and students.

### 2.3.1 Features of E-learning platforms

E-learning platforms are useful for schools, universities, and institutions, since they can perform the following functions all together or individually:

a) Be a content management system.

b) Function only online or as a support for traditional teaching.

c) Guarantee access to didactic materials for the students.

d) Be a learning management system (LMS), where the use of learning objects makes the learning of a given topic easier.

e) Be a computer-supported collaborative learning system (CSCLS), which makes the use of collaborative and situated teaching/learning strategies easier.

f) Build a virtual community of students, tutors, and professors using knowledge management (KM) strategies (Cartelli, 2009).

g) Provide a set of configurable features, in order to allow the creation of online courses, pages of subjects, group works and learning communities.

h) Have a set of features for registering, monitoring, and evaluating student and teacher activities, enabling content management via internet.

i) Provide integrated support for six different activities: creation, organization, delivery, communication, collaboration and assessment (Costa, Alvelos, & Teixeira, 2012).

## 2.3.2 Effectiveness of E-learning Platforms

Research has proven the effectiveness of E-learning platforms in numerous studies; schools, universities and institutions believe that such tools improve language instruction.

For instance, Lai, Shum and Tian (2016) conducted a study to examine the effectiveness of an online training platform aimed at enhancing willingness and necessary knowledge to engage in self-directed language learning. This study involved a group of undergraduate students who participated in the 12-week training. Analysis of students' survey responses prior to and after the training indicated that the training program was effective in inducing a greater frequency of self-directed use of technology for language learning, and in promoting a greater willingness, stronger knowledge and skill base in support of such learning behaviors.

Furthermore, a study in China developed an E-learning platform focused on multi-peer assessment, which beyond language learning, addressed problems regarding non-consensus group members and personal radicalness. After a series of empirical experiments, the outcome was positive, since it was concluded that the model can significantly improve learning outcomes, and mediate struggles among students (Wang, Liang, Liu, & Liu, 2016).

However, Sidorenko (2014) recommended caution when integrating E-learning platforms to the classroom without making proper adjustments to the current educational system. In his study, E-learning platform courses were implemented in Russian universities; however, one of the main problems was the adaptation of "ready to use" material to the actual needs of students, which may lead teachers to problems of consistency and contradiction of the selected material when assessing students. Nevertheless, he suggested that instructors have to adapt material to the communication format and develop new types of assessment to overcome such problems.

In general, E-learning platforms can be considered as independent, autonomous and effective resources for self-study which encourage development of professional and linguistic competency. Sidorenko (2014) added that foreign language instructors can use E-learning platform resources as additional materials to educational programs.

## 2.4 Edmodo

Edmodo can be described as an educational network that aims to provide teachers with tools to help them connect and communicate with their students and parents. Via the Edmodo app or website, teachers can share content, texts, videos, homework and assignments with their students online (Zakime, 2018). Moreover, this network represents a safe environment, free of bullying or inappropriate content, because the teacher can see and regulate everything that is posted on Edmodo (Cauley, 2018).

## 2.4.1 Educational tools of Edmodo

Teachers and students using Edmodo will find its tools very useful, since they are aimed at enhancing the learning experience. Furthermore, one may find Edmodo and its tools very familiar, since it resembles social networks like Facebook. In Edmodo one can find the following tools:

- GROUPS: Teachers create their own groups and provide their students with a group code to join.
- POSTS: Teachers and students may post messages, links, or files to the entire group or a smaller subgroup.
- LIBRARIES AND BACKPACKS: Teachers may upload files and links to their libraries and organize them in folders to be shared with particular groups.

- CALENDAR: Teachers can help their students manage their time by creating checkpoints for projects or by posting homework assignments.

- ASSIGNMENTS: Teachers can post, grade, and comment on assignments for one or more groups.

- QUIZZES: Quizzes are multiple choice, true/false, short answer, or fill-in-the-blank formats. Quiz options include timing, immediate scoring, and weighted questions.

- GRADEBOOK: Grades may include assignments and quizzes both posted through Edmodo and created in the classroom. Final grades can be exported into an Excel spreadsheet.

- BADGES: Badges are available to recognize students for their achievements.

- APPLICATION INTEGRATION: Students and teachers can link their Google Docs accounts with Edmodo so that their documents will be synced (Holzweiss, 2013).

These features can be used in a wide variety of ways depending on the creativity of the teachers (Taylor, 2014). Edmodo can also be displayed in a computer using a browser, or in a smartphone using the app that can be downloaded for free in the App Store (Holzweiss, 2013).

However, Edmodo also has a few problems that many users have trouble with. First, on questions with two or more correct answers, students have to answer them in the same order as the answer key. This leads students to believe that they are making mistakes when actually they are right. Furthermore, mobile device users often experience problems uploading files to the platform. It is true that managing documents or media files is difficult with mobile devices, but

sometimes the platform does not recognize certain types of files, making students confused. Finally, students sometimes find themselves unable to log into their account from mobile devices. In these cases, many attempts are necessary to access their accounts, and patience and forenotice of such problems are necessary to avoid students feel discouraged and anxious (Guajardo, 2014).

**2.4.2 Effectiveness of Edmodo**

Tahsin Yagci (2015) conducted an experimental study in Iraq to review the efficiency of Edmodo as a tool for enhancing reading skills in an EFL environment. The participants were 177 students from different reading classes from Ishik University, Kurdistan region, Salahaddin University, Cihan University and Kurdistan University. The author collected data from interviews, impressions of the researcher, and personal observations; therefore, the study was qualitative and quantitative. All students registered in the Edmodo platform and performed online activities. The study´s first conclusion was that students are very familiar with the Edmodo experience, and it is easy for them to access the virtual classroom. In addition, Yagci stated, "using social media tools such as Facebook and Edmodo had really encouraged and motivated them to have reading classes. They started reading a lot through their mobile devices" (2015, p. 7). It is possible to assume that using this type of social networks as a tool has a positive impact on the teaching-learning process, especially on students' attitude towards learning.

In the same line of research, Purnawarman, Susilawati and Sundatoyana (2016) conducted research to review how Edmodo facilitated students' engagement, and how students perceived the use of Edmodo in teaching and learning activities. The study involved 17

participants from the eleventh grade of a senior high school in Bandung, Indonesia. The data were collected through observations, document analysis, interviews, and questionnaires. In addition, the study was focused on writing activities; therefore, Note Menu was a main tool used in this research. Note Menu is an Edmodo tool that allows students to write texts to share or publish. Results from this study were very positive. The authors listed a number of advantages:

> Note menu facilitates the students' cognitive engagement by: 1) allowing the students to work independently within groups; 2) allowing the students to be concerning on quality of their work; 3) enabling the students to take parts in learning situations; and 4) directing the students to see Edmodo as a part of learning (2016, p.8)

The findings of this research encourage teachers to use Edmodo as a tool in writing practice. However, the authors also gave a few suggestions to be considered when working with Edmodo. First, it is important to create a stable blended learning environment, with bandwidth and compatible devices. Second, "it is a challenge for teachers to implement Edmodo in teaching writing collaboratively (group works) since the students apparently rely on each other to upload the writing drafts; therefore, trying out individual works in Edmodo is suggested" (Purnawarman, Susilawati & Sundatoyana, 2016, p. 8). Third, the teacher has to use a few hours to introduce and explain the software in order to avoid confusion. This study stated a few problems that may present, but it encouraged the use of Edmodo as well.

## 2.5 Adult learning theory

In an attempt to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concept of andragogy, the art and science of helping adults learn, contrasting it with pedagogy, the art and science of teaching children. Knowles and

his Andragogy theory established one of the first theses about Adult Learning (AL) that was useful for teachers and researchers. He emphasized that the adult "moves from dependency to increasing self-directedness as he/she matures and can direct his/her own learning" (Knowles, as cited in Corley, 2011, p. 2). Teachers cannot treat adults the same way as children, given young adults need more space as they are more independent.

**2.5.1 Characteristics of Adult learners**

Knowles (1980) also provided specific features that teachers and researchers have to take into account when working with adults. First, adults draw on their accumulated reservoir of life experiences to aid learning, since they tend to contrast what they learn with their experience. Teachers may use this to suggest activities to which they can relate. Second, they are ready to learn when they assume new social or life roles. Third, adult learners are problem-centered and want to apply new learning immediately. Moreover, as adults are more aware that they have to move forward, and they need to realize they are doing so, meaningful practice has to come almost immediately to fulfill their expectations and demonstrate that they are able to perform activities that they could not perform before. Moreover, adult learners are motivated to learn by internal rather than external factors. When working with children, sweets and candies are excellent motivators. This is not true with adults, because they will cherish the feeling that they are doing something meaningful and achieving the goals they have established. They need to know why they are learning something. Threfore, it is a duty for the teachers to socalize the objectives and emphazise why a certain activity is worth their time and effort (as cited in Corley, 2011).

Another feature of adult learning worth taking into account is students' preferences towards group work. In a recent study, Mora, Quito and Sarmiento (2017) showed that 71 percent of older adults in their study preferred to analyze new information by discussing it with their peers, rather than working on their own; hence there is an evidently greater tendency to group work, which might be explained because of common difficulties faced either when learning a foreign language for the first time or when recalling what was learnt a long time ago. In either of those circumstances, students tend to collaborate together to help each other.

## 2.6 Grammar Competence and Adult learning

In recent years it has become increasingly unpopular to teach grammar through the study of rules and subsequent drill, as it has been traditionally. While this method is probably not effective with children and adolescents, adults are different. Researchers in the field of second language learning believe adults want and need rules. Adults are better suited to study form and to use what they have learned in self-editing (Fitch, 1995). Furthermore, Ellis (1985) stated that adults have a greater memory capacity and can focus more easily on the application of rules (as cited in Fitch).

### 2.6.1 Grammar Competence enhanced by E-learning

The implementation of language learning methods assisted by modern technology has been studied in recent years. Results of such studies are in their majority positive about the possibilities offered by E-learning.

Authors such as Saeedi and Abad (n.d.) conducted a study to analyze the effectiveness of authentic types of multimedia such as sitcoms to teach particular grammar structures, namely conditional sentences. The study involved 34 participants divided in control and experimental

groups formed of L2 learners that initially had an unpleasant perception of the way grammar is taught in schools. Results showed many benefits regarding this method to teach grammar, considering that they provide presentation of real language, context-rich input, and assistance in processing information via multiple channels of delivery; authentic videos have the potential to make the journey of language learning and particularly grammar learning more enjoyable, entertaining, and productive for L2 learners. Furthermore, participants had the opportunity to see how different grammatical structures are used in authentic videos by native English speakers, which can encourage L2 learners to change their view of grammar and recognize its usefulness in speaking. The variety of contexts and situations they provide will help L2 learners to better understand the three dimensions of grammar instruction: form, meaning, and use.

In *Enhancing Performance Knowledge of Grammar: Modern-based Instruction Methods Vs. Conventional Methods,* the authors explored whether there is any significant difference between the results of grammar instruction using traditional methods and CALL instruction (Samaei & Tonekaboni, 2015). The participants were chosen from grammar courses in Tonekabon Payam Noor University. Findings of this study showed that using CALL-based instructions has more effect on ESP learners' grammar achievements. Moreover, this study implied that instructors have an important role in technology enhanced learning environments. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESP students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence, they have to stride into the world of multimedia technology (Samaei & Tonekaboni, 2015).

However, the study *Grappling With Grammar on a Virtual Learning Platform: The Case of First Year French Students at the University of Wollongong* investigated the effectiveness of learning platforms as reinforcement for face to face instructions using an online forum, which is very relatable to the present study. The author used quantitative and qualitative data analysis to show examples of peer exchanges acting as activators in the meta-learning that was occurring outside class hours, including reflection and independent language learning awareness. The results were overall positive, given that interactions showed evidence of successful peer support and cooperation by both more- and less-experienced students. Usually lower levels would ask for explanations, and those with higher levels would offer to share the knowledge they had gained through previous experience and exposure to the language (Bissoonauth & Stace, 2012).

Kılıçkaya (2015) also made a contribution to grammar instruction in her study *Computer-Based Grammar Instruction in an EFL Context: Improving the Effectiveness of Teaching Adverbial Clauses.* The sample of the study consisted of fifty English learners enrolled in a preparatory course for a high-stake language exam conducted in Turkey. This study aimed to find out whether there were any statistically significant differences in participants' achievements on three different types of instruction: computer-based instruction, teacher-driven instruction, and teacher-driven grammar supported by computer-based instruction. The effectiveness was compared based on the results obtained from the post-test and the delayed post-test, which was conducted five weeks later. The participants instructed by both computer-based and teacher-driven grammar instruction supported by computer-based materials score higher than those who received traditional instruction. Moreover, supporting teacher-driven instruction with computer-based materials in learning adverbial clauses can lead to higher achievement by taking practice beyond the classroom.

## 2.6.2 Adult learning enhanced by E-learning

Nowadays, a great majority of young adults are exposed to technology and are familiar with it, which can be an advantage to the teacher. However, a teacher must consider that the technology they are exposed to varies extensively, and can be very diverse. Moreover, it is important to take into account other aspects such as age, interests, and socioeconomic background, since not everyone will have the same experience with technology or can afford certain devices. For instance, LMS software is often used for children's learning, to relate content with cartoons, but the same principle does not apply to adults. If the teacher does not know what makes an adult learner engaged, motivated and excited about an online course, the chances the training will fail are pretty high (Hetsevich, 2017).

Nevertheless, several studies have been conducted to help teachers improve adult instruction using technology. For instance, Qian, Owen and Bax (2018) conducted a study in China to explore the changing practices of character learning assisted by mobile technology such as smartphones and tablets. The authors´ premise was that the expanding popularity of smartphones and tablets and widespread availability of mobile applications for language learning bring benefits over pen and paper instruction. These issues were investigated using an online survey, learning diary and email interviews with UK-based beginner level distance learners. The findings showed that there are important emerging new practices and previously unreported strategies, such as constantly testing oneself online and using pinyin input to identify new characters. These self-evaluation and self-study activities are greatly enhanced and made possible by mobile technology.

Collins (2005) emphasized that busy, active adult learners lack time to engage in language learning, and at the same time they have a compelling need to acquire new skills such as new tongues. Therefore, he stated his belief that mobile technology can be used to develop a learning method based on research-based pedagogy with available and emerging technology tools to develop learning objects for effective and engaging language learning. Mondahl and Razmerita (2014) went further and made a contribution to understanding social media usage in an educational setting and how learning may be fostered in social, collaborative knowledge construction, sharing and building. This study indicated that collaborative learning processes that are embedded in a social media enhanced learning platform are supportive and conducive to successful problem-solving, which leads to successful adult foreign language learning at university level.

Wehner, Gump, and Downey (2011) conducted and interesting study on how the use of the virtual world Second Life affected the performance of students in an undergraduate Spanish course. The use of virtual worlds is a very innovative use of technology assisting language learning. This study made comparisons of responses to an attitude/motivation test battery completed by students enrolled in two sections of a beginning level undergraduate Spanish course. One group utilized Second Life as part of its instruction while the other section participated in traditional curriculum. The results demonstrated that virtual worlds could be a valuable and interesting resource to lower student anxiety and increase their motivation to learn a foreign language.

## 2.6.3 Challenges of adult learning enhanced by e-learning.

Even though e-learning is very advantageous, especially for adult students that have maximum control over time and pace, the Transport and Telecommunication Institute in Latvia conducted research to explore the main problems adults face with e-learning. According to Pozdnyakova and Pozdnyakov (2017), there are three main challenges. First, organizational support of the educational process depends on the availability and convenience of the administrative system and staff. This issue is mainly connected with the accuracy and timeliness of the information provided to the student. A second concern is to what extent the content of the course meets the expectations of students oriented towards career growth, as well as personal and professional development through education. The third problem is more related to the social and psychological state of the student. For instance, there are occasions in which adult learners lack confidence and are afraid of showing incompetence in new conditions, particularly with regard to technical matters. This is true for certain students who stated phrases such as "Before enrolling in the distance learning course, my computer skills were very modest and I was terrified at the thought that I would not understand how to obtain the information necessary for my studies or would not be able to submit my assignments correctly." (Pozdnyakova & Pozdnyakov, 2017, p.247)  This is why it might be appropriate to offer some kind of preparatory courses to students.

Furthermore, adults are often very comfortable with the way the traditional classroom works, in which the instructor makes all the decisions and students follow orders. Therefore, adults might have a hard time giving and receiving feedback and orders from their peers, which is a common and creative way to use e-Learning (Pappas, 2018).

## CHAPTER III: Methodology

### 3.1 Research Methodology

For this project, it was necessary to analyze students' needs and preferences regarding A1 grammar structures, supported by the application of a grammar test and a survey to design activities aimed at reinforcing grammar instruction of students of the "Vinculación con la Sociedad" program.

### 3.2 Type of Research

In order to collect data, a combination of quantitative and qualitative instruments was necessary, therefore making this a mixed study.

This study is based on a quantitative approach, because it uses a proficiency test to collect data, later analyzed statistically and presented in graphs. This information later helps to make decisions regarding activity design. This study also is based on a qualitative approach, since a survey was conducted in order to describe students' thoughts, preferences and constraints regarding grammar practice, enhanced by Edmodo activities. Data collected was very useful, especially to proceed with the collection of material.

Furthermore, this study can be described as fundamental research, since material in this project will not be immediately applied or tested. This is in accordance with the words of Dudovskiy (2012), who stated that fundamental research makes a specific contribution to the academic body of knowledge in the research area, and its main aim is to answer the questions why, what, or how. Therefore, it does not usually have immediate application on a practical level.

For data analysis, a component design approach was necessary to study the results separately. This approach "conducts qualitative components of the evaluation separately to quantitative components, and then combines the data at the time of report writing" (Rogers (2014). This was necessary since the components of this study refer to different data sources, such as surveys and tests that aim for different objectives.

## 3.3 Target population

This project was conducted at the English course of the "Vinculación con la Sociedad" program in the Universidad de Cuenca. The group from level 1 with A1 English grammar level participated in the data collection process, taking tests and filling surveys. Furthermore, a pilot survey was conducted with students from the previous semester.

## 3.4 Instruments

In order to collect the necessary information for this project, a student survey and a proficiency test were used as instruments.

## 3.4.1 Qualitative instruments

A student survey was created in order to collect information to carry out this project and at the same time answer the first specific objective of this project: "To identify students' needs regarding grammar structures through the application of tests and surveys". This survey contained 13 items divided into three sections. The first section contained five items, and was aimed at collecting students' personal information. The second section contained seven items, and explored the knowledge and tendencies of students regarding social networks, specifically

smartphones. The final section contained one item, and it investigated students' personal preferences regarding discussion topics utilized in learning activities.

### 3.4.2 Quantitative instruments

A proficiency test was the qualitative instrument used to identify students´ needs regarding A1 grammar structures. This process was necessary to design the activities that reinforce and address the grammar structures that students have more problems with meeting, at the same time as the second specific objective of the present project: "To select the grammar structures that need to be worked on through the analysis of tests´ results". The proficiency test addresses thirteen grammar topics that students should master in A1 level, according to the Common European Framework of Reference for Languages (CEFR). The test contained simple questions, carefully taking into account the level of the students that have "a basic ability to communicate and exchange information in a simple way" (CEFR).

## CHAPTER IV: Data analysis

**4. Results- analysis and interpretation**

### 4.1 Survey outcomes

A survey was administered to eight English students in the *Vinculación con la Sociedad* program. The students were part of the first level of the English course, and for this reason the survey was applied in Spanish to aid participant comprehension. The survey contained thirteen items in total, divided into three sections. The first section contained five items and they were aimed at collecting students' personal information. The second section contained seven items and was aimed at exploring students' knowledge and tendencies regarding social networks, specifically on smartphones. The final section contained one item and it explored the personal preferences regarding the topics that students expect to be covered in the English lessons. Since the project was not experimental, the survey was applied once on the last day of the course on January 16, 2019, so that students were already familiar with the course and could provide a more informed opinion.

### 4.1.1 SECTION ONE

**Item 1: Gender**
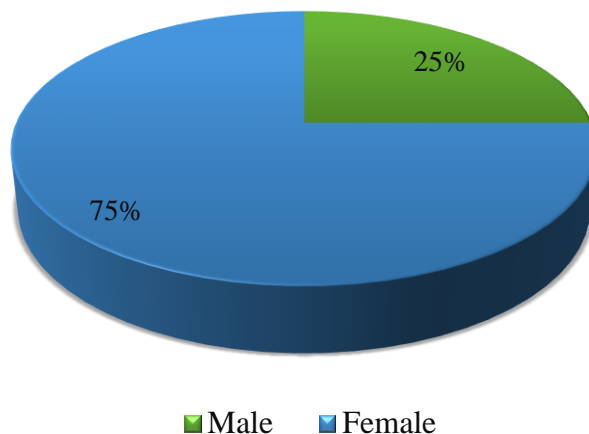


*Figure 1*. Gender

The results regarding personal information of the participants indicate that the clear majority of students who took the survey were women. These numbers come as no surprise for the researcher, since past experiences show the same patterns. All the assumptions the researcher can make for this fact is that women show more interest to language learning than men.

**Item 2: Age**
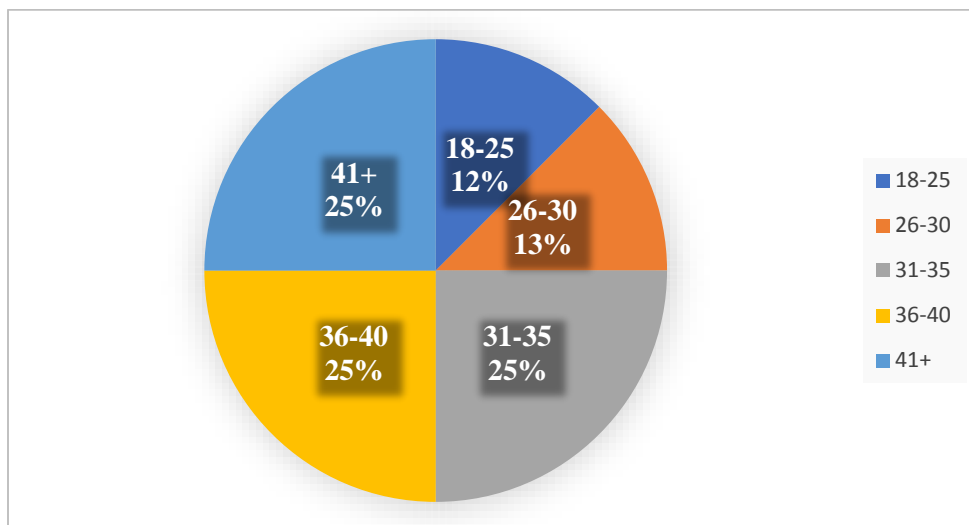


*Figure 2.* Age

Data regarding the age of the participants show great variety without a single dominating category, since categories 31-35, 36-40, and 41+ each got 25% of participants. On the other hand, younger participants of 18-25 and 26-30 got only 12% and 13% respectively (Fig. 2). This age range supports the idea that the main reason for students to study English was for job opportunities (Fig. 4). This makes sense, since people past thirty tend to have families of their own, therefore they are more worried about their future.

**Item 3: Level of studies**
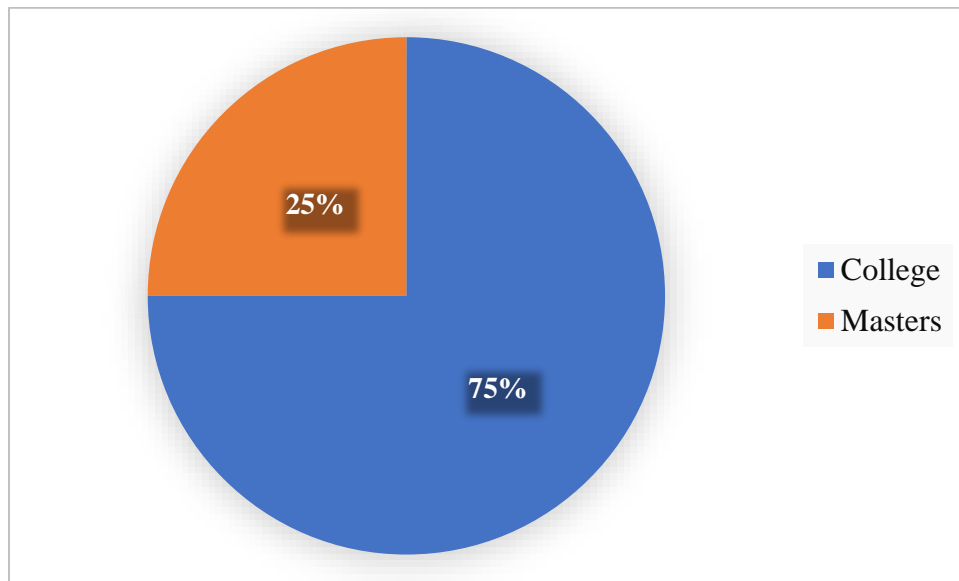


*Figure 3.* Level of studies

According to the data, 100% of participants have had access to higher education. The chart shows that 75% of students have attended college, while 25% had achieved a master's degree (Fig. 3). This information was valuable regarding the population that was addressed in this project. It helped the researcher know the type of language that these particular students were accustomed to using. Furthermore, it suggested additional discussion topics that participants might be willing to discuss during English activities.\

**Item 4: Motivation**
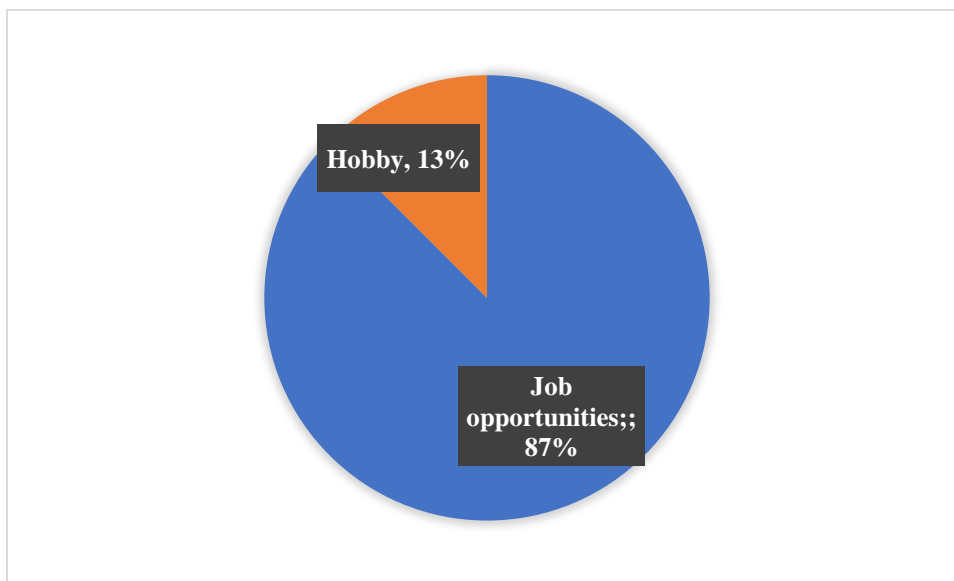


*Figure 4.* Motivation

Figure 4 shows that the primary motivation for students to learn the language was for better job opportunities. Eighty-seven percent of students indicated this, and the rest indicated that their motivation was as a hobby. Considering that the survey contained an option to write other interests, it was clear that this group was interested in formal English over slang, informal English, or English for travelling. This tip was very important for future references regarding this project.

**Item 5: Nationality**

Regarding nationality, every participant indicated they were from Venezuela, with no exceptions. This comes as no surprise considering the present socio-economic situation of said country and the presence of immigrants in the city of Cuenca. However, it is necessary to point out that these numbers do not represent all cases in the *Vinculación con la Sociedad* program. It

is true that the majority of students are immigrants; however, from the researcher's past experiences, it can be said Ecuadorians are occasionally participants of this program.

**4.1.2 SECTION 2**

**Question 1: Do you have a smartphone?**

The first question of section two allowed the researcher to learn basic information about the participants that had direct impact on the project, since the possession of smartphones is crucial to the activity development. Fortunately, a hundred percent of participants indicated ownership of a smartphone. The positive (and convenient) answer to this question allowed this project to proceed since participants had the basic instruments to participate in the project.

**Question 2: How often do you go online on your smartphone?**

The following question wanted to explore the consistency of participants' internet access. The purpose was to discover the extent of access participants had to the internet, specifically on their smartphones. This also told the researcher how much experience they had managing themselves surfing online using their smartphone, which showed their expertise on those devices.

Figure 5 shows that the majority of participants had access to the internet and the frequency was highly beneficial for this project.
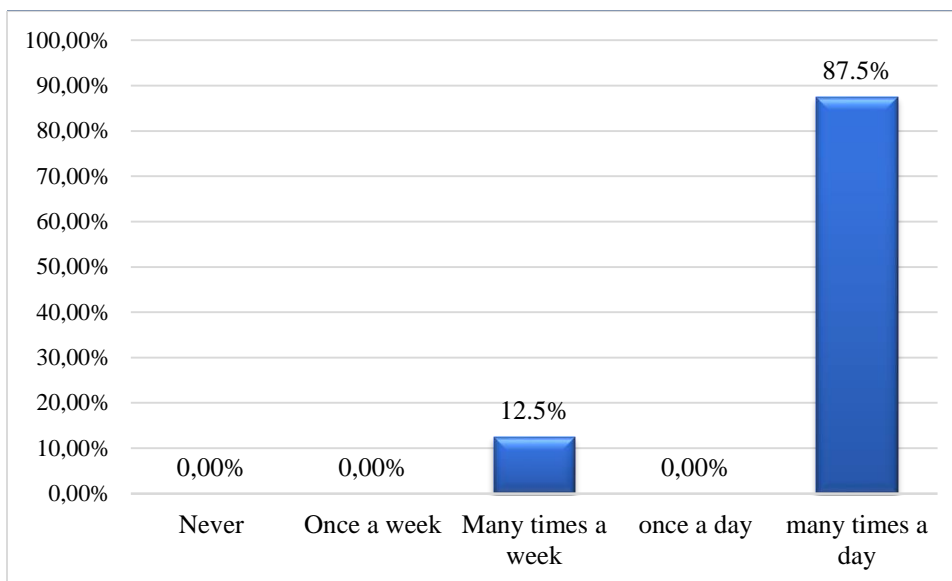
*Figure 5*. Frequency of online access

The dominating tendency is that 87.5% of participants used their smartphone to surf the internet, check social media, work and other activities every day. Therefore, it was safe to assume that participants of this project had a high set of abilities or skills to perform online. The data also told the researcher that participants would have no trouble with activities in terms of internet connection or performance on the internet, such as surfing the internet, creating an account, or using social network tools. In order to further corroborate the last statement, see figure 8.

**Question 3: How much time would you be willing to spend on English learning activities outside the classroom?**

This research also took into account the amount of time participants were willing to put in outside the classroom on reinforcement activities. It was important to consider that students were working adults, and many of them had families of their own. The objective of this question was to avoid students not doing their assignments due to lack of available time.
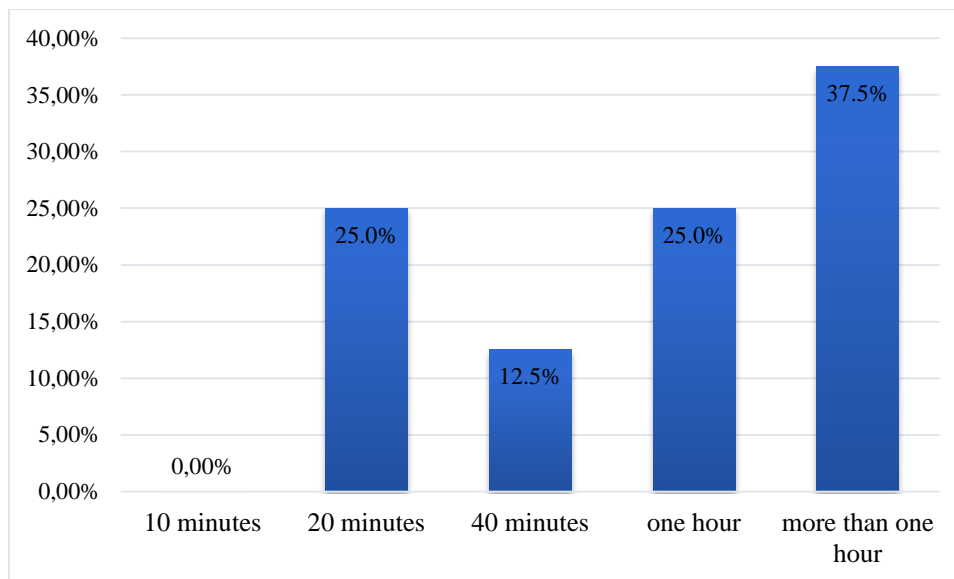
*Figure 6.* Length of time of English activities

Unlike previous questions, this one did not have a dominant answer for how long participants were willing to spend outside classroom hours, which made the decision on the appropriate time more difficult than anticipated. First, ten-minute assignments could be put aside since nobody thought that was an appropriate length for an activity. Activities of 20 minutes got 25% of support, as well as the one-hour activity category. The second least popular option was 40-minute activities, while activities over an hour got the most support with 37.5% (Fig. 6). In order to analyze and decide an appropriate length for the activities, the researcher decided to select a different time than the options presented, due to the fact that the most popular time (more than one hour) may have been unfair to the 62.5% of participants that selected activities of one hour or less. After making this decision, the new estimated assignment time will be 50 minutes, considering all the options and taking everyone into account. In general, participants seem to be more than eager to engage in online activities, which matches the premise by Qian, Owen and

Bax (2018), who stated that instruction based on smartphones, tablets and other technology devices are gaining advantage over paper and pencil.

**Question 4: If you were using a social network to practice English, which one of the following tools do you think would be more useful?**

Once the estimated assignment time had been established, the next step was to select the social network tools that would be more frequent in the activities. This was due to the fact that it was important to take into account which tools participants considered more valuable, more familiar and easier to use.

It is important to point out that for tools specifically, analysis using percentages is not used as in previous questions, due to the nature of the question. For this question, a graphic representation of the most popular tools was used.
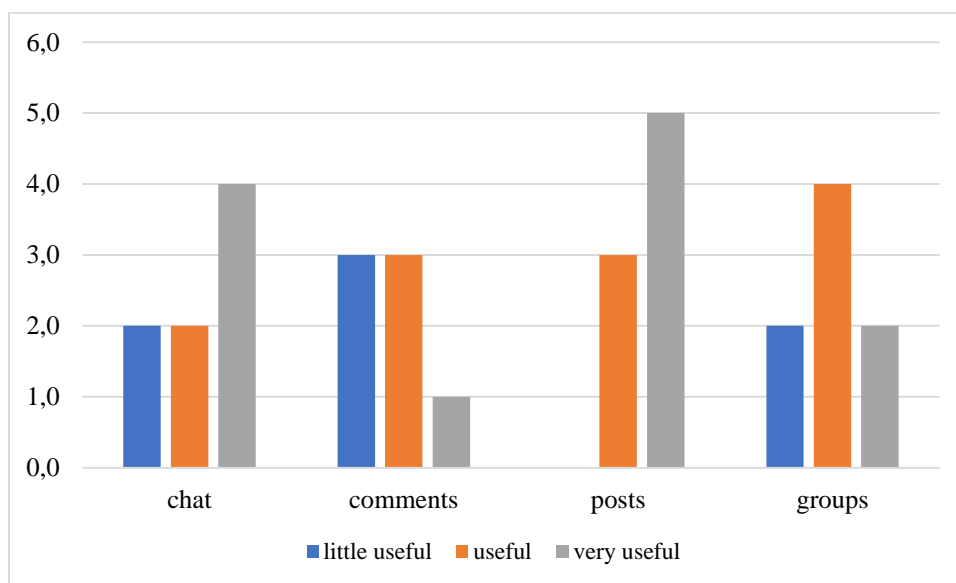


*Figure 7.* Social network tools

The first tool to be analyzed is the *chat tool*. The chat, or group chat, which students can use to interact with the teacher is a very popular tool that offers a variety of possibilities for teachers and students. Thus, this tool can be very encouraging for students, especially in grammar, which was the focus of this study. Fortunately, four participants indicated that *chat* is *very useful*, supporting its use in this project. The other category *useful* and *little useful* got two votes each. These results may be due to the familiarity that people have with this tool since it has been part of social media networks since its beginnings.

The *comments* tool proved to be unpopular among social media users for learning since the category of very useful got only one vote, in contrast to the categories of *useful* and *little useful* which got two votes each. This data came as a surprise, since commenting on social media is a very popular way to give opinions, congratulating and describing relationships. Although, participants might have omitted this tool due to the similarity with the *chat tool*, which may have led them to think only the chat tool was enough. Due to these results, the comment section will not be primary in this project.

Next, *posts* proved to be very popular, since it is the most supported tool. The category *very useful* got five votes from the participants, the category *useful* got five votes, and no votes for the category *little useful*. The causes for this result may have to do with the fact that *posts* are a very easy way to share offline media with other groups or fellow students directly from their devices. Furthermore, they have the capacity to connect the platform with other parts of the internet such as YouTube, Google, websites of interest, etc. Holzweiss (2013) stated that teachers and students may post messages, links, or files to the entire group or a smaller subgroup, making it a great tool to be primary used in the present project.

Finally, the *groups and subgroups* were also highly supported by participants. The category *very useful* got two votes, as well as the *little useful* category, which got the same amount of votes. The category *useful* on the other hand, got four votes from participants. The use of *groups or subgroups* inside the platform will be useful to create activities for different subgroups and sharing with other subgroups, making interaction between students a priority.

**Question 5: Knowledge of a social network**

This part of the survey consisted of a question aimed specifically at asking the participants if they actually know how to use social network basic tools, giving the researcher more certainty that students are ready to use Edmodo, without a training period. This will allow the researcher to save time on introductions and focus on activities.

| Knowledge of social networks | Yes | No |
|---|---|---|
| Do you know how to post on a social network? | 8 | 0 |
| Do you know how to comment on a social network? | 8 | 0 |
| Do you know how to upload pictures to a social network? | 8 | 0 |
| Do you know how to upload or link a video to a social network? | 8 | 0 |

*Figure 8.* Knowledge of social networks

The results of these question were positive for the purposes of the project, since 100% of students indicated yes to all four questions, meaning that 100% of participants know how to post, comment, upload media, and link videos to a social network. The fact that all participants are fully prepared to engage educationally in Edmodo proves the statement by Chivu, Stoica, Turlacu, & Radu, (2018), in which e-tools such as e-learning platforms, classroom management systems, cloud services, smartphones, computers, and projectors have been introduced as entertainment devices and people have mastered their use, but now they have to serve an

educational purpose.This confirmation was very important for the project, since it allowed the reasearcher to develop the activities with full knowledge that participants had the necessary skills.

**4.1.3 SECTION 3**

This section focuses on analysing topics of preferences in English learning. This item analyses topics of interest and the level of interest that participants had on each topic. For analytical purposes, data is divided into the four levels of interest.

| Not interested | | |
|---|---|---|
| Love | 6 | 27.27% |
| First Dates | 6 | 27.27% |
| Crime | 4 | 18.18% |
| Shopping | 2 | 9.09% |
| Computers | 1 | 4.55% |
| Goals | 1 | 4.55% |
| Sports | 1 | 4.55% |
| Beauty | 1 | 4.55% |
| Total | 22 | 100% |

*Figure 9.* Results of topics of interest in the category of *not interested*

| Little Interested | | |
|---|---|---|
| Beauty | 5 | 14.71% |
| Sports | 4 | 11.76% |
| Shopping | 4 | 11.76% |
| Computers | 3 | 8.82% |
| Motivation | 3 | 8.82% |
| Goals | 2 | 5.88% |
| Movies | 2 | 5.88% |
| Crime | 2 | 5.88% |
| Hobbies | 2 | 5.88% |
| Music | 2 | 5.88% |
| First Dates | 2 | 5.88% |
| Work | 1 | 2.94% |
| Food | 1 | 2.94% |
| Love | 1 | 2.94% |
| Total | 34 | 100% |

*Figure 10.* Results of topics of interest in the category of *little interested*

In the category of *not interested*, the topics *love* and *first dates* appear to be the least appealing topic of discussions among students with a disaproval of 27.27% each. The topics that follow are *crime* with 18%, *shopping* with 9.09% and *computers, goals, sports,* and *beauty* with 4.55%. Said topics will be minimally included or not be included in the project at all. Love and First Dates have proved to be the less favorite for adults, which is expectable since participants are generally family people. Apparently, they are nor interested in topics that are traditionally

related to younger audiences such as teenagers. However, it is interesting to notice that the particpants who indicated to be more interested in work and job opportunities put love-related topics second.

The next category, *little interested* includes some topics already disliked in the previous category, such as *beauty* with 14.71%, *sports* with 11.76%, *shopping* with 11.76%, followed by *computers* and *motivation* with 8.82%, which supports the idea that said topics are of no interest for participants. The rest of the topics offer little information; however, it is important to point out that the top choices for not interested, *love* and *first dates*, keep appearing in this category. In general, these topics received little attention from students; therefore, they will have a limited role in this project.

| Interested | | |
|---|---|---|
| Food | 5 | 14.71% |
| Motivation | 4 | 11.76% |
| Money | 4 | 11.76% |
| Movies | 4 | 11.76% |
| Goals | 3 | 8.82% |
| Sports | 3 | 8.82% |
| Hobbies | 2 | 5.88% |
| Music | 2 | 5.88% |
| Computers | 2 | 5.88% |
| Beauty | 1 | 2.94% |
| Crime | 1 | 2.94% |
| Love | 1 | 2.94% |
| Shopping | 1 | 2.94% |
| Travelling | 1 | 2.94% |
| Total | 34 | 100.0% |

*Figure 11.* Results of topics of interest in the category of *interested*

| Very Interested | | |
|---|---|---|
| Work | 7 | 17.95% |
| Hobbies | 4 | 10.26% |
| Music | 4 | 10.26% |
| Money | 4 | 10.26% |
| Computers | 4 | 10.26% |
| Food | 2 | 5.13% |
| Beauty | 2 | 5.13% |
| Goals | 2 | 5.13% |
| Movies | 2 | 5.13% |
| Languages | 2 | 5.13% |
| Shopping | 1 | 2.56% |
| Motivation | 1 | 2.56% |
| Art | 1 | 2.56% |
| News | 1 | 2.56% |
| Masters/ Doctorates | 1 | 2.56% |
| Social Media | 1 | 2.56% |
| Total | 39 | 100.0% |

*Figure 12.* Results of topics of interest in the category of *very interested*

Next, the categories that have appeal for participants have certain tendencies. In the category of *interested*, it is important to highlight the most appealing topic: *food* with 14.71%, followed by *motivation, money* and *movies* with 11.76% each. The rest of the topics offer little relevant information, except for the topics of *beauty, crime* and *love* that keep a 2.94% rate of approval, making them topics to avoid.

In the category of *very interested*, figure 12 clearly shows some useful patterns to analyze the most appealing topics of interest. The most liked topic is *work* with 17.95% approval, which is more impressive considering that in numbers 7 of 8 participants indicated this to be their favorite topic. For this reason, *work* will be the primary topic taken into account as a topic of discussion. This particular result was very interesting, since Knowles stated that adults are ready to learn when they assume social roles or life roles, and tend to focus on their experience to learn (as cited in Corley, 2011). Moreover, the next topics of interest, such as *money* with 10.26%, make perfect sense in this context. Also, since the majority of participants are from Venezuela, this may have something to do with the crisis that the country is going currently through. On the other hand, topics such as *music* and *hobbies* are also appealing with 10.26% each, showing the informal interests of participants that also have to be taken into account. The rest of data offers little information, but it is important to point out that the topic food was also highly ranked in both highest categories; therefore, it would be smart to give special attention to this topic.

Finally, it is important to give special attention to the topics offered by participants, since they had a blank space to fill with their own special interests. Although these topics got little support, the researcher believes they are important and need to be included in the activities.

These topics are *Masters/ Doctorates*, *social media, news* and *art*, which will be separated from the topic *music*.

### 4.2 Proficiency test outcomes

The proficiency test was designed to explore the grammar needs and weak spots of participants regarding A1 grammar structures. For this purpose, the test was designed with multiple choice and fill-in-the-blank questions. The majority of questions were designed to be graded in four categories from one to four, one denoting the grammar structure needs extra attention, two, it needs attention, three, it needs little attention and four, it does not need attention. The results of this test were essential for decision-making in the project.

| Grammar structures | It needs extra attention | It needs attention | It needs little attention | It does not need attention |
|---|---|---|---|---|
| | **1** | 2 | 3 | 4 |
| **Future (Going to)** | **75.0%** | 12.5% | 0.0% | 12.5% |
| **Reading (Multiple grammar structures)** | **75.0%** | 0.0% | 25.0% | 0.0% |

*Figure 13.* Grammar structure in the category *it needs extra attention*

The grammar structure *Future (going to)* and the reading exercise proved to be in need of extra attention. Although this test was applied on the last day of class, these two grammar topics were very difficult for students. Seventy-five percent of students could not answer the question correctly in either case, which in the case of *going to,* may be due to lessons on this topic being given the last days of class. In the reading exercise, the activity contained various grammar structures which might have caused students to become confused. It is understandable that these two structures would be in this category, since they usually tend to be troublesome for beginners. In both cases however, practice is needed and they will be specially taken into account for activity development.

| Grammar structures | It needs extra attention | **It needs attention** | It needs little attention | It does not need attention |
|---|---|---|---|---|
| | 1 | **2** | 3 | 4 |
| **Present simple** | 25.0% | **50.0%** | 0.0% | 25.0% |
| **There is/There are** | 12.5% | **75.0%** | 0.0% | 12.5% |
| **Preposition of Time** | 0.0% | **62.5%** | 12.5% | 25.0% |
| **Vocabulary (Numbers)** | 12.5% | **62.5%** | 0.0% | 25.0% |

*Figure 14.* Grammar structure in the category *it needs attention*

According to data, four structures are in the category *it needs attention*. The results for *present simple* with 60%, *There is/There are* with 75%, *Preposition of Time* with 62.5%, and *Vocabulary (numbers)* with 62.5% show that students struggle with these grammar topics. One possible reason for this number is that these structures are taught frequently at the beginning of the course. For instance, *present simple* is taught as the first grammar point, and vocabulary is used generally in games as icebreakers between new students. Therefore, students might have learned these structures at the beginning, but they may have forgotten.

| Grammar structures | It needs extra attention | It needs attention | **It needs little attention** | It does not need attention |
|---|---|---|---|---|
| | 1 | 2 | **3** | 4 |
| Prepositions of place | 0.0% | 12.5% | **87.5%** | 0.0% |
| Verbs (regular verbs) | 0.0% | 12.5% | **50.0%** | 37.5% |
| Possessive adjectives | 12.5% | 0.0% | **62.5%** | 25.0% |

*Figure 15*. Grammar structures in the category *It needs little attention*

Next, the test revealed that *prepositions of place* (in, on, and at) with 87.5%, *regular verbs* with 50% and *possessive adjectives* with 62.5% are topics in which students generally perform satisfactorily and not much help is needed. However, the data shows that *regular verbs* with 50% of satisfactory performance might be in need of extra help in the form of a few

activities. The results on regular verbs are a little odd, since a few rules are necessary to assimilate in comparison to irregular verbs. On the other hand, prepositions of place and possessive adjective are very tricky for students, especially if proper practice is not delivered in time. For instance, possessive adjectives have many rules and students often confuse them with other structures such as third person singular, apostrophes and contractions. These structures will not be a primary focus, although it does not mean they will be left out.

| Grammar structures | It needs extra attention | It needs attention | It needs little attention | It does not need attention |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Present simple (question form) | 0.0% | 12.5% | 25.0% | 62.5% |
| Adjectives (Comparative form) | 12.5% | 0.0% | 12.5% | 75.0% |
| Adjectives (Superlative form) | 0.0% | 0.0% | 0.0% | 100% |
| Question words | 0.0% | 0.0% | 25.0% | 75.0% |

*Figure 16.* Grammar structures in the category *It does not need attention*

Lastly, students performed very well on these grammar structures, which indicates that help is hardly necessary in these particular cases. For instance, *present simple (question form)* with 62.5% in the category *it does not need attention* shows that students do not have a problem in need of immediate attention as the other categories may need. Also, it is important to point out that *adjectives* were particularly successful, since the *comparative form* got 75% and the *superlative form* reached perfect performance. *Question words* also got a high score of 75%. These results are product of proper use of examples, since adjectives are very common and easy to represent in examples on whiteboards. Furthermore, many books, courses and websites offer simple and effective explanations for these topics making students very easy to assimilate them.

Therefore, these grammar points will not be given much attention in the development of the

activities for the present project, since other structures are in more need of extra help.

## CHAPTER V: Conclusions and recommendations

To start this chapter, it is necessary to point out that the present study has been developed in order to provide online activities, which have not yet been applied. Therefore, the conclusions and recommendations in this chapter will be based on the process of developing this project.

### 5.1 Conclusions

The first and most evident conclusion of this project was that students from the "Vinculación con la Sociedad" program are willing and eager to work with the proposed online activities, since they reported so in the data analysis.

All of the students had jobs, while a majority also claimed to be learning English for work-related reasons. Therefore, it can be said that students need these online activities for their improvement in language-learning as well as time limitations.

Furthermore, most students considered *work* as their most-preferred topic to discuss when engaging in grammar practice.

None of the students had problems working with online social platforms that could interrupt their performance in their online practice activities.

All of the students owned a smartphone, allowing the participants to access online activities and perform them. In addition to this, they had enough expertise to handle modern smartphones to deal with problems if they arose.

Most of the students had a regular and consistent internet access that allowed them to be connected and perform their practice online activities.

Finally, it is important to point out that the project as well as students are promising; however, further analysis and testing is necessary to establish more issues and conclusions for the present study.

## 5.2 Recommendations

Instructors or teachers working in the English course from the "Vinculación con la Sociedad" program should focus more on *Work*-related topics in their grammar teaching experience as far as this study can tell. This topic is of high importance, since it has had a great impact in the development of activities in this project.

The use of online social networks is recommended, given that students have a great predisposition towards working with them, not to mention they have an expertise that could prove advantageous.

The use of smartphones as practice tools should be encouraged more in this particular setting, since students have the maturity to be more responsible and maintain focus when working outside the classroom.

The author of this project recommends the use of the online activities to practice primary grammar, not only because it is the focus of this study, but because grammar teaching is simpler for students to perform outside the classroom without immediate teacher assistance.

**References**

Al Hamdani, D. (2014). A constructivist approach to a mobile learning environment. *International Journal of Computer Applications*, *93*(4), 41–46. https://doi.org/10.5120/16206-5500

Bissoonauth-Bedford, A., & Stace, R. (n.d.). Grappling with grammar on a virtual learning platform: the case of first year French students at the University of Wollongong, 20. Retrieved November 10, 2018, from https://search.proquest.com/docview/1662504983?pq-origsite=gscholar

Braine, G. (2005). Teaching English to the World. 179. doi:10.4324/9781410612861

braine

Cartelli, A. (2009). Between tradition and innovation in ICT and teaching. *Encyclopedia of Distance Learning, Second Edition*, 187–193. https://doi.org/10.4018/978-1-60566-198-8.ch026

Cauley, P. (2018). A guide to explain it all. Retrieved October 20, 2018, from http://www.csub.edu/~tfernandez_ulloa/Edmodo%20User%20guide.pdf

Chapelle, C. A. (2003). English language learning and technology: Lectures on applied linguistics in the age of information and communication technology. Amsterdam: John Benjamins Publishing Company. Retrieved November 6, 2018,from http://ebookcentral.proquest.com/lib/ucuenca-ebooks/detail.action?docID=622523

Chen, K. T.-C. (2017). Examining EFL instructors' and students' perceptions and acceptance toward M-learning in higher education. *Universal Access in the Information Society*, *16*(4), 967–976. https://doi.org/10.1007/s10209-016-0494-8

Chivu, R., Stoica, I., Turlacu, L., & Radu, A. (2018). (PDF) Identifying the effectiveness of e-learning platforms among students using Eye-Tracking technology. http://dx.doi.org/10.4995/HEAD18.2018.8046

Corley, M. A. (2008). Professional development: adult learning theories, 1-2. American Institutes for Research. Retrieved November 5, 2018, from https://www.calpro-online.org/documents/AdultLearningTheoriesFinal.pdf

Collins, T. G. (2005). English class on the air: Mobile language learning with cell phones. In *Advanced Learning Technologies, IEEE International Conference on (ICALT)* (pp. 402–403). https://doi.org/10.1109/ICALT.2005.137

Costa, C., Alvelos, H., & Teixeira, L. (2012). (PDF) The use of Moodle e-learning platform: A study in a Portuguese university. http://dx.doi.org/10.1016/j.protcy.2012.09.037

doi:10.4135/9781473906891.n2

Ekmekçi, E. (2016). Integrating Edmodo into Foreign Language Classes as an Assessment Tool. Participatory Educational Research, Spi16(1), 1-11. doi:10.17275/per.16.spi.1.1

El Comercio (Ed.). (2016, October 17). La necesidad de aprender inglés es cada vez mayor en Ecuador. Retrieved September 15, 2018, from https://www.elcomercio.com/tendencias/necesidad-aprendizaje-ingles-ecuador-aumento.html

Fitch, D. A. (1995). Teaching grammar to adults and second language learning research. *Education*, *116*(1), 32+. Retrieved November 13, 2018, from https://link.galegroup.com/apps/doc/A17855128/AONE?u=googlescholar&sid=AONE&xid=ed49657c

Guajardo, A. (2014, December 13). Advantages and disadvantages of edmodo. Retrieved December 17, 2018, from https://prezi.com/zuwlc4hiu7de/advantages-and-disadvantages-of-edmodo/

Heredia, V. (2017, November 10). El nivel de inglés en el Ecuador todavía es bajo. El Comercio. Retrieved September 20, 2018, from https://www.elcomercio.com/tendencias/ecuador-nivel-ingles-adultos-educacion.html

Hetsevich, I. (2017). A comprehensive guide to adult learning: Interview with Julian Davis. Retrieved November 15, 2018, from https://www.joomlalms.com/blog/expert-interview/adult-learning-lms.html

Instituto Nacional de Estadística. (2015). Tecnologías de la Información y Comunicación (TIC) – 2015. Retrieved April 25, 2018, from http://www.ecuadorencifras.gob.ec/tecnologias-de-la-informacion-y-comunicacion-tic-2015/

Kılıçkaya, F. (2015). Computer-based grammar instruction in an EFL context: Improving the effectiveness of teaching adverbial clauses. *Computer Assisted Language Learning*, 28(4), 325–340. https://doi.org/10.1080/09588221.2013.818563

Kilis, S. (2013). (PDF) Impacts of mobile learning in motivation, engagement and achievement of learners: Review of literature. Retrieved October 24, 2018, from https://www.researchgate.net/publication/276105757_Impacts_of_Mobile_Learning_in_Motivation_Engagement_and_Achievement_of_Learners_Review_of_Literature

Knowles, M. (1980). The modern practice of adult education: Andragogy versus pedagogy. Knowles. Englewood: Englewood Cliffs

Lai, C., Shum, M., & Tian, Y. (2016). Enhancing learners' self-directed use of technology for language learning: The effectiveness of an online training platform. *Computer Assisted Language Learning*, *29*(1), 40–60. https://doi.org/10.1080/09588221.2014.889714

Lastrucci, E., Infante, D., & Pascale, A. (2009). From distance education to e-learning as integrated training. *Encyclopedia of Information Communication Technology*, 160–165. https://doi.org/10.4018/978-1-59904-845-1.ch021

List of English Language Schools & ESL Programs in Cuenca. (2018, April 13). Retrieved August 20, 2018, from https://www.oxfordseminars.com/esl-schools-directory/south_america/ecuador/2950_cuenca

Marzouki, O., Idrissi, M., & Bennani, S. (2017). Effects of social constructivist mobile learning environments on knowledge acquisition: A meta-analysis. *International Journal of Interactive Mobile Technologies (IJIM)*, *11*(1), 18. https://doi.org/10.3991/ijim.v11i1.5982

Mondahl, M., & Razmerita, L. (2014). Social media, collaboration and social learning: A case-study of foreign language learning. *Electronic Journal of E-Learning*, *12*(4), 339–352.

Mora, J., Quito, I., & Sarmiento, L. (2017). A case study of learning styles of older adults attending an English course. *MASKANA*, *8*(2), 1–15. https://doi.org/10.18537/mskn.08.02.01

Morgan, K. (n.d.). The disadvantages of mobile learning. *Synonym*. Retrieved November 16, 2018, from https://classroom.synonym.com/disadvantages-mobile-learning-6535360.html

Pappas, C. (2018). eLearning for adult learners: 6 obstacles to overcome - eLearning industry.

Retrieved December 17, 2018, from https://elearningindustry.com/elearning-adult-learners-

obstacles-overcome

Pozdnyakova, O., & Pozdnyakov, A. (2017). Adult students' problems in the distance learning.

Procedia Engineering, 178, 243–248. https://doi.org/10.1016/j.proeng.2017.01.105

Purnawarman, P., Susilawati, S., & Sundayana, W. (2016). The use of Edmodo in teaching writing in

a blended learning setting. *Indonesian Journal of Applied Linguistics*, 5(2), 242.

doi:10.17509/ijal.v5i2.1348

Qian, K., Owen, N., & Bax, S. (2018). Researching mobile-assisted Chinese-character

learning strategies among adult distance learners. *Innovation in Language Learning and

Teaching*, *12*(1), 56–71. https://doi.org/10.1080/17501229.2018.1418633

Rau, P.-L. P., Gao, Q., & Wu, L.-M. (2008). Using mobile communication technology in high school

education: Motivation, pressure, and learning performance. *Computers & Education*, *50*(1), 1–

22. https://doi.org/10.1016/j.compedu.2006.03.008

Saeedi, Z., & Abad, S. (n.d.). The application of technology in teaching grammar to EFL learners:

The role of animated sitcoms, 22. Retrieved November 14, 2018, from

https://files.eric.ed.gov/fulltext/EJ1135914.pdf

Samaei, S. J., & Tonekaboni, A. M. (2015). Enhancing performance knowledge of grammar: Modern-

based instruction methods vs. conventional methods, 7. Retrieved November 12, 2018, from

http://ijmcr.com/wp-content/uploads/2015/08/Paper19799-805.pdf

Sandberg, J., Maris, M., & de Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers & Education*, *57*(1), 1334–1347. https://doi.org/10.1016/j.compedu.2011.01.015

Sidorenko, T. (2014). Open educational resources as a tool to improve language education effectiveness in the Russian higher institutions. *International Journal of Emerging Technologies in Learning (IJET)*, *9*(5), 67–70.

Stojanov, Z. (2017, February 23). The 6 main ways technology impacts your daily life. Retrieved November 20, 2018, from https://tech.co/6-main-ways-technology-impacts-daily-life-2017-02

Taylor, M. D. (2014). Using a social learning network as a second language acquisition tool for adult English language learners: A mixed methods study (Ed.D.). University of Louisiana at Monroe, United States-Louisiana. Retrieved from https://search.proquest.com/docview/1662504983/abstract/42488D4F44E34900PQ/1

Viberg, O., & Grönlund, Å. (2013). Cross-cultural analysis of users' attitudes toward the use of mobile devices in second and foreign language learning in higher education: A case from Sweden and China. *Computers & Education*, *69*, 169–180. https://doi.org/10.1016/j.compedu.2013.07.014

Wang, Y., Liang, Y., Liu, L., & Liu, Y. (2016). A multi-peer assessment platform for programming language learning: considering group non-consensus and personal radicalness. *Interactive Learning Environments*, *24*(8), 2011–2031. https://doi.org/10.1080/10494820.2015.1073748

Wankel, L. A., Blessinger, P., & Wankel, C., II. (2013). *Increasing student engagement and retention using mobile applications: Smartphones, Skype and texting technologies*. Bingley, UK: Emerald Publishing Limited. Retrieved from http://ebookcentral.proquest.com/lib/ucuenca-ebooks/detail.action?docID=1123225

Wehner, A. K., Gump, A. W., & Downey, S. (2011). The effects of Second Life on the motivation of undergraduate students learning a foreign language. *Computer Assisted Language Learning*, *24*(3), 277–289. https://doi.org/10.1080/09588221.2010.551757

Yagci, T. (2015). Blended learning via mobile social media & implementation of "EDMODO" in reading classes. *Advances in Language and Literary Studies, 6*(4), 1-6. doi:10.7575/aiac.alls.v.6n.4p.41

Zakime, A. (2018). What is Edmodo? Retrieved November 16, 2018, from https://www.whatiselt.com/single-post/2018/01/28/What-is-Edmodo

Zuppo, C. M. (2012). Defining ICT in a boundaryless world: The development of a working hierarchy. *International Journal of Managing Information Technology*, *4*(3), 13–22. https://doi.org/10.5121/ijmit.2012.4302

**Appendices**

**Appendix 1: Survey template in English**

**Universidad de Cuenca**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lengua Y Literatura Inglesa**

**Survey**

**Please mark with an X in the boxes and answer the questions regarding your personal information, knowledge about social networks and English grammar. Your help is very important for the present project.**

**SECTION I**

1) **Gender:**

M ☐      F ☐

2) **Age:** 18- 25 ☐      26-30 ☐      31-35 ☐      36-40 ☐      41 o mas ☐

3) **Level of studies:** Middle school ☐      High school ☐      College ☐

Masters ☐      PhD ☐

4) **What is your main reason for learning English?**

Job opportunity ☐      Hobby ☐      Travelling ☐      Free Time ☐

Business ☐

Other? ☐ Please specify_____

5) **What is your nationality?**

_____

**SECTION II**

**For this section, keep in mind that these questions refer to social networks in a smartphone.**

1) **Do you have a smartphone?**

**Yes** ☐ **No** ☐

2) **How often do you go online?**

Never ☐ Once a week ☐ Three times a week ☐ once a day ☐

Many times a day ☐

3) **When you go online, in which one of the following activities do you spend more time?**

Social networks ☐ Communication ☐ Games ☐ Work ☐

Other? Please specify_____

4) **Would you be willing to use a social network for English learning activities?**

Yes ☐ No ☐

5) **How much time would you be willing to spend in English learning activities outside the classroom?**

10 minutes ☐ 20 minutes ☐ 40 minutes ☐ one hour ☐ more than one hour ☐

6) **If you were using a social network to practice English, which one of the following tools do you think would be more useful?**

|  | Little useful | Useful | Very useful |
|---|---|---|---|
| **Chat** | ☐ | ☐ | ☐ |
| **Comments** | ☐ | ☐ | ☐ |
| **Posts** | ☐ | ☐ | ☐ |
| **Groups** | ☐ | ☐ | ☐ |

7) **Mark with and x**

a) **Do you know how to post in a social network?** Yes ☐ No ☐

b) **Do you know how to comment in a social network?** Yes ☐ No ☐

c) **Do you know how to upload pictures to a social network?**      **Yes** ☐ **No** ☐

d) **Do you know how to upload or link a video to a social network?** **Yes** ☐ **No** ☐

### SECTION III

Taking into account your preferences regarding the following topics that you would like to discuss and work in a social network,grade the items using the numbers 1-3 including your own option. Number 1 being not interested and 4 very interested.

| TOPICS | Very interested (4) | Interested (3) | A little interested (2) | Not interested (1) |
|---|---|---|---|---|
| Hobbies | | | | |
| Sleep | | | | |
| Music | | | | |
| First Dates | | | | |
| Work | | | | |
| Risks | | | | |
| Food | | | | |
| Motivation | | | | |
| Beauty | | | | |
| Crime | | | | |
| Love | | | | |
| Goals | | | | |
| Money | | | | |
| Shopping | | | | |
| Sports | | | | |
| Movies | | | | |
| Computers | | | | |
| Games | | | | |
| | | | | |

**Appendix 2: Survey template in Spanish**

**Universidad de Cuenca**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lengua Y Literatura Inglesa**

**Encuesta**

**Por favor, marque con una X los casilleros correspondientes y conteste las preguntas teniendo en cuenta su información personal, conocimiento en redes sociales y preferencias en temas de estudio. Su ayuda es muy importante para el presente Proyecto.**

**SECCION I**

**6) Sexo:**

M ☐     F ☐

**7) Edad:** 18- 25 ☐     26-30 ☐     31-35 ☐     36-40 ☐     41 o mas ☐

**8) Nivel de estudios:** Básico ☐     Bachillerato ☐     Tercer nivel ☐

Masters ☐     PhD ☐

**9) ¿Cuál es la su razón principal para aprender inglés?**

Oportunidad de trabajo ☐     Hobby ☐     Viajes ☐

¿Otra? ☐ especifique_____

**10) ¿Cuál es su nacionalidad?**

_____

**SECCION II**

**Para esta sección, tenga en cuenta que se habla se redes sociales en un teléfono inteligente.**

**8) ¿Tiene usted un teléfono inteligente?**

Si ☐     No ☐

**9) ¿Con que frecuencia se conecta a internet a través de su teléfono inteligente?**

Nunca ☐     Una vez a la semana ☐     Varias veces a la semana ☐     Una vez al día ☐

Varias veces al día ☐

**10) ¿Estaría usted dispuesto/a a usar una red social para reforzar su aprendizaje de inglés mediante actividades en su teléfono inteligente?**

Si ☐     No ☐

**11) ¿Cuánto tiempo estaría dispuesto a invertir en dichas actividades de aprendizaje?**

10 minutos ☐     20 minutos ☐     40 minutos ☐     Una hora ☐     Mas de una hora ☐

**12) ¿Cuál de las siguientes herramientas de una red social considera que es más útil para el aprendizaje?**

|  | **Poco útil** | **Útil** | **Muy útil** |
|---|---|---|---|
| **Chat** | ☐ | ☐ | ☐ |
| **Comentarios** | ☐ | ☐ | ☐ |
| **Publicaciones** | ☐ | ☐ | ☐ |
| **Grupos** | ☐ | ☐ | ☐ |

**13) Marque con una X**

**e)**  ¿Sabe usted como publicar en una red social?          **Si** ☐ **No** ☐

**f)**  ¿Sabe usted como comentar en una red social?          **Si** ☐ **No** ☐

**g)**  ¿Sabe usted como subir imágenes a una red social?          **Si** ☐ **No** ☐

**h)**  ¿Sabe usted como subir o enlazar videos en una red social?          **Si** ☐ **No** ☐

Universidad de Cuenca

## SECCION III

Tomando en cuenta sus preferencias relacionadas a temas de estudio que le gustaría discutir y repasar en una red social, califique los ítems usando los números del 1 al 4. Numero 1 siendo no interesado y numero 4 muy interesado. Incluya sus propios temas de interés en los casilleros en blanco.

| TEMAS | Muy interesado (4) | Interesado (3) | Poco interesado (2) | No interesado (1) |
|---|---|---|---|---|
| Hobbies | | | | |
| Música | | | | |
| Primeras Citas | | | | |
| Trabajo | | | | |
| Comida | | | | |
| Motivación | | | | |
| Belleza | | | | |
| Crimen | | | | |
| Love | | | | |
| Objetivos | | | | |
| Dinero | | | | |
| Shopping | | | | |
| Deporte | | | | |
| Películas | | | | |
| Computadoras | | | | |
| | | | | |
| | | | | |

Gracias por su colaboración

## Appendix 3: Samples of the applied survey

**Universidad de Cuenca**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lengua Y Literatura Inglesa**

**Encuesta**

Por favor, marque con una X los casilleros correspondientes y conteste las preguntas teniendo en cuenta su información personal, conocimiento en redes sociales y preferencias en temas de estudio. Su ayuda es muy importante para el presente Proyecto.

**SECCION I**

1) Sexo:

M ☐    F ☒

2) Edad:   18- 25 ☐    26-30 ☐    31-35 ☐    36-40 ☒    41 o mas ☐

3) Nivel de estudios:  Básico ☐    Bachillerato ☐    Tercer nivel ☐

Masters ☒    PhD ☐

4) ¿Cuál es la su razón principal para aprender inglés?

Oportunidad de trabajo ☐    Hobby ☐    Viajes ☐

¿Otra? ☒ especifique _Para todo, es muy importante._

5) ¿Cuál es su nacionalidad?

_Venezolana_

**SECCION II**

Para esta sección, tenga en cuenta que se habla se redes sociales en un teléfono inteligente.

1) ¿Tiene usted un teléfono inteligente?

Si ☒    No ☐

---

**2)** ¿Con que frecuencia se conecta a internet a través de su teléfono inteligente?

Nunca ☐    Una vez a la semana ☐    Varias veces a la semana ☐    Una vez al día ☐

Varias veces al día ☒

**3)** ¿Estaría usted dispuesto/a a usar una red social para reforzar su aprendizaje de inglés mediante actividades en su teléfono inteligente?

Si ☒    No ☐

**4)** ¿Cuánto tiempo estaría dispuesto a invertir en dichas actividades de aprendizaje?

10 minutos ☐    20 minutos ☐    40 minutos ☐    Una hora ☐    Mas de una hora ☒

**5)** ¿Cuál de las siguientes herramientas de una red social considera que es más útil para el aprendizaje?

|  | Poco útil | Útil | Muy útil |
|---|---|---|---|
| Chat | ☐ | ☐ | ☒ |
| Comentarios | ☐ | ☐ | ☐ |
| Publicaciones | ☐ | ☒ | ☐ |
| Grupos | ☐ | ☒ | ☐ |

**6)** Marque con una X

**a)** ¿Sabe usted como publicar en una red social?                    Si ☒ No ☐

**b)** ¿Sabe usted como comentar en una red social?                    Si ☒ No ☐

**c)** ¿Sabe usted como subir imágenes a una red social?              Si ☒ No ☐

**d)** ¿Sabe usted como subir o enlazar videos en una red social?    Si ☒ No ☐

## SECCION III

Tomando en cuenta sus preferencias relacionadas a temas de estudio que le gustaría discutir y repasar en una red social, califique los ítems usando los números del 1 al 4. Numero 1 siendo no interesado y numero 4 muy interesado. Incluya sus propios temas de interés en los casilleros en blanco.

| TEMAS | Muy interesado (4) | Interesado (3) | Poco interesado (2) | No interesado (1) |
|---|---|---|---|---|
| Hobbies | | | ✓ | |
| Música | | | ✓ | |
| Primeras Citas | | | | ✓ |
| Trabajo | | ✓ | | |
| Comida | | | ✓ | |
| Motivación | ✓ | | | |
| Belleza | ✓ | | | |
| Crimen | | | | ✓ |
| Love | | | | ✓ |
| Objetivos | | ✓ | | |
| Dinero | | ✓ | | |
| Shopping | | | ✓ | |
| Deporte | | | ✓ | |
| Películas | | | ✓ | |
| Computadoras | | | ✓ | |
| Inglés | ✓ | | | |
| Social Media | ✓ | | | |

Gracias por su colaboración

**Universidad de Cuenca**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lengua Y Literatura Inglesa**

**Encuesta**

Por favor, marque con una X los casilleros correspondientes y conteste las preguntas teniendo en cuenta su información personal, conocimiento en redes sociales y preferencias en temas de estudio. Su ayuda es muy importante para el presente Proyecto.

**SECCION I**

1) **Sexo:**

M ☑    F ☐

2) **Edad:** 18- 25 ☐    26-30 ☐    31-35 ☑    36-40 ☐    41 o mas ☐

3) **Nivel de estudios:** Básico ☐    Bachillerato ☐    Tercer nivel ☑

Masters ☐    PhD ☐

4) **¿Cuál es la su razón principal para aprender inglés?**

Oportunidad de trabajo ☑    Hobby ☐    Viajes ☐

¿Otra? ☐ especifique_____

5) **¿Cuál es su nacionalidad?**

VENEZOLANO

**SECCION II**

Para esta sección, tenga en cuenta que se habla se redes sociales en un teléfono inteligente.

1) **¿Tiene usted un teléfono inteligente?**

Si ☑    No ☐

2) ¿Con que frecuencia se conecta a internet a través de su teléfono inteligente?

Nunca ☐    Una vez a la semana ☐    Varias veces a la semana ☐    Una vez al día ☐

Varias veces al día ☐

3) ¿Estaría usted dispuesto/a a usar una red social para reforzar su aprendizaje de inglés mediante actividades en su teléfono inteligente?

Si ☑    No ☐

4) ¿Cuánto tiempo estaría dispuesto a invertir en dichas actividades de aprendizaje?

10 minutos ☐    20 minutos ☐    40 minutos ☐    Una hora ☐    Mas de una hora ☑

5) ¿Cuál de las siguientes herramientas de una red social considera que es más útil para el aprendizaje?

| | Poco útil | Útil | Muy útil |
|---|---|---|---|
| Chat | ☑ | ☐ | ☐ |
| Comentarios | ☑ | ☐ | ☐ |
| Publicaciones | ☐ | ☐ | ☑ |
| Grupos | ☐ | ☐ | ☑ |

6) Marque con una X

a) ¿Sabe usted como publicar en una red social?    Si ☑ No ☐

b) ¿Sabe usted como comentar en una red social?    Si ☑ No ☐

c) ¿Sabe usted como subir imágenes a una red social?    Si ☑ No ☐

d) ¿Sabe usted como subir o enlazar videos en una red social?    Si ☑ No ☐

## SECCION III

Tomando en cuenta sus preferencias relacionadas a temas de estudio que le gustaría discutir y repasar en una red social, califique los ítems usando los números del 1 al 4. Numero 1 siendo no interesado y numero 4 muy interesado. Incluya sus propios temas de interés en los casilleros en blanco.

| TEMAS | Muy interesado (4) | Interesado (3) | Poco interesado (2) | No interesado (1) |
|---|---|---|---|---|
| Hobbies | | / | | |
| Música | / | | | |
| Primeras Citas | | | | / |
| Trabajo | / | | | |
| Comida | | / | | |
| Motivación | | / | | |
| Belleza | | | / | |
| Crimen | | / | | |
| Love | | | | / |
| Objetivos | / | | | |
| Dinero | / | | | |
| Shopping | | | / | |
| Deporte | | | / | |
| Películas | | / | | |
| Computadoras | | | / | |
| POST GRADOS/MAESTRIAS | / | | | |
| NOTICIAS | | / | | |

Gracias por su colaboración

**Appendix 4: Proficiency test template**

**Universidad de Cuenca**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lengua Y Literatura Inglesa**

**Proficiency test**

**Please take the following the proficiency test regarding your grammar topics skills. Your help is very important for the present project.**

1) **Fill the blanks (remember present simple)**

 a) My mother and my father _____ in Guayaquil.

 b) I _____ (not) have a car.

 c) _____ you live in Cuenca.

 d) My brother _____ TV.

2) **Choose the correct answer**

a) Do you work on Saturdays?

 **A.** Yes, I work    **B**. Yes, I do   C. Yes, I am

b) 2. How old are you?

 **A**. No, I'm not   **B**. I'm 35    **I**'m a waiter

c) 3. Do you have a brother?

 **A**. No, I not have **B**. No, they don't **C.** No, I don't

d) 4. Where are they from?

 **A.** There from Bath **B.** They're from Bath **C.** I'm from Bath

**3) Complete the following sentences using the correct preposition (IN, AT, ON)**

a) I'll meet you _____ in the morning

b) Her exams are _____ June.

c) I'll call you ___ 6 o'clock.

d) I am _____ the hospital.

**4) Transform the adjectives to their comparative form.**

a) This dress is _____ (beautiful) than that dress.

b) The chocolate looks _____(bad) than the candy.

c) The brown sweater is _____(nice) than the blue sweater.

d) The red jacket is _____ (cheap) than the blue jacket.

**5) Transform the adjectives to their superlative form.**

a) Who is the_____ (tall) person in your family?

b) My mum is the _____ (good) cook in the world.

c) December is the _____(cold) month of the year in my country.

d) What's the _____(dangerous) animal in the world?

**6) Use *There is* or *There are*.**

a) …......................... many people in the shops at the weekend.

   **A.** THERE IS **B.** THERE ARE

b) …......................... a new post office in my street.

   **A.** THERE IS **B.** THERE ARE

c) …......................... two old bicycles in our garage.

   **A.** THERE IS **B.** THERE ARE

d) …......................... a new e-mail in my inbox.

   A. THERE IS B. THERE ARE

**7) Put the verbs in the correct form (going to)**

a) We (not / help) _____ you.

b) Jack (not / walk) _____ home.

c) (cook / you) _____ dinner?

d) Sue (share / not) _____ her biscuits.

**8) Write 4 sentences using the simple past form using the following verbs:**

a) (walked)_____

b) (worked)_____

c) (played)_____

d) (was)_____

**9) Choose the correct sentences regarding possessive forms**.

**A.** That's Bob's car.  **B**. That's Bobs car.  **C**. That's Bobs' car.

**A.** The childrens's rabbit    **B**. The children's rabbit   **C.** The childrens' rabbit

   **A.** The apple´s tree.    **B.** The apples tree    **C.** The apples´ tree

   **A**. My brothers´ house   **B**. My brother house    **C.** My brothers house

**10) Question Words: Choose the correct answer**.

a) …..................... do you work?

   **A.** WHAT      **B**. WHERE       **C**. WHO

b) …..................... do you work for?

   **A.** WHAT      **B**. WHERE       **C.** WHO

c) …..................... music do you like?

   **A.** WHAT      **B**. WHERE       **C**. WHO

d) …..................... restaurant do you want to go to?

   **A.** HOW       **B**. WHERE       **C**. WHICH

**11) Now read the times and draw the hands on the clocks.**

It's a quarter past two.                It's five past nine.

It's twenty to eight.                It's half past twelve.

**12) Vocabulary: Complete the table.**

| NUMBERS | LETTERS |
|---------|---------|
| 56 | |
| 20 | |
| | Eighty-four |
| | twelve |

**13) Read the text and answer the questions**

## Sarah and Collin

Sarah and Colin live in an old house in an English village. Sarah is a secretary. She drives five miles to work every day. Colin works at home. The village post office is one room in their house and Colin works there. The people in the village buy their stamps in Colin and Sarah's house! The post box is here, too.

a) Sarah and Colin live in a new house.

A. TRUE        B. FALSE

b) Sarah stays at home every day.

A. TRUE        B. FALSE

c) Collin works in the village post office.

A. TRUE        B. FALSE

d) Sarah is a famous painter.

A. TRUE        B. FALSE

Thank you for your collaboration!

Universidad de Cuenca

# Appendix 5: Scoring rubric for online activities using the Commentary tool

| Feature | 4 Strong | 3 Developing | 2 Emerging | 1 Beginning | Score |
|---|---|---|---|---|---|
| **Grammar** | • The student has no grammar mistakes | • The student has one grammar mistake | • Student has more tan one grammar mistake | • Student has more tan two grammar mistakes | |
| **Organization** | • Demonstrates an orderly flow of ideas | • Evidence of logical sequencing | • Sequencing is attempted | • Little or no organization | |
| **Expression** | • Uses effective language | • Diverse word choice<br>• | • Limited word choice | • No sense of sentence structure | |

**Appendix 6: Students participance photos**