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RESEARCH PROJECT

Edmodo as a Technological Tool for the Development of English Writing Skills in
Eighth Graders at "La Dolorosa" High School

PREVIO A LA OBTENCION DEL TITULO DE:

**LICENCIADA EN LENGUA INGLESA MENCION EN ENSEÑANZA Y
ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL**

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ABSTRACT

The main purpose of this research project is to improve writing skills through the use of EDMODO in eight grade students at “La Dolorosa” High School. For achieving this goal, the objectives were to determine the relationship between classroom activities and the development of writing skill abilities in the English language through the use of EDMODO platform. As a part of this process, class observation, surveys and interview to teachers and students to know the difficulties and deficiencies that they are facing. Later on, analyzing and comparing the data obtained with the instruments, there here many factors that affected the correct use of EDMODO and the development of writing skills, most of them had to deal with the poor knowledge that teachers had at the moment of using +technology in the classroom. After, one week of work with teachers and students we can create a better environment and get a good experience with EDMODO and technology. Finally, after making conclusions, some recommendations have been made for the institution in order to improve writing skills through the use of EDMODO.

Key words: development, skills, EDMODO.

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I am really thankful for all the things that I have achieved and for those moments that are waiting for me. I am sure that, once in life everything you want can be possible. You just need faith in God, trust in yourself and then everything you want to reach, will become to you...as a blessing.

DEDICATION

I dedicate my research work to my family and many friends, and special feeling of gratitude to my loving Abu Carmen Burt, Aunt Arq. Vicky Echanique and My mom Dra.Gina Echanique; whose words of courage and push for tenacity ring in my ears. My young aunt and my little brother, Maria and David have never left my side and are very special. I also dedicate this work to *F.R.T*; the one who shows me that you can reach your dreams if you fight for them, and my many friends who have supported me throughout the process. I will always appreciate all they have done. I dedicate this work and give special thanks to my best friend and my wonderful Sherouk for being there for me. Both of you have been my best cheerleaders.

"I learned for my grandma, where there's a will, there's a way ...

I learned for my mom; always do the best job your reputation is worth more than a quick profit...God is your motto in every situation

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

English writing skills, as part of the subjects taught at the basic level allow the development of competencies that will favor students' life staff and social immediate future. However, the situation of teaching in many educational institutions does not help in the acquisition of writing skills. According to educational curriculum, all the institutions must be based under the international standards. In that way English language learning will have another perspective and the same importance as other subjects.

Analysis of English teaching and learning process at "La Dolorosa" high school is observed and presented in different situations which affect the domain of writing skills, such as lacking of strategies, motivation, innovation and the poor use of current technological resources in teachers methodology through English language teaching. Integrating technology in student's learning process develops English language skills and help students obtain better learning acquisitions.

1.2 STATEMENT OF THE PROBLEM

Teachers must know the use of technology has an important role inside the classroom because it emphasizes students' motivation, activities and improve development of thoughts and social communication in students. Otherwise some teachers do not have enough knowledge to handle with new technologies. For these reasons, it is important to implement Edmodo as a new pedagogical resource in order to encourage students, catch their attention and help some teachers manage with technologies. Working in small workshops with teachers and students might help them to acquire the knowledge and improve classroom


management. School community must consider that technology works as an assistant instrument which enriches teaching-learning process. Due to this research problem it is necessary to ask the following question: What's the relationship between Edmodo platform and the development of English writing skills?


1.3 GENERAL AND SPECIFIC OBJECTIVES


Broad

To determine the relationship between classroom activities and the development of writing skill abilities in the English language through the use of EDMODO platform.

Specific

 To diffuse the benefits of Edmodo in teaching English language in order to improve the quality of technological and virtual knowledge in teachers and students through implementing workshops.

 To assess the feasibility of EDMODO platform in the process of writing skills development using observation guidance, and diagnostic process.

 To test the importance of new virtual and pedagogical methods to improve writing skill development through research instrument and a support material for teachers.

1.4 SIGNIFICANCE / RATIONALE OF THE STUDY

The researcher decided to work with Edmodo and it is considered that nowadays the world is full of advantages in technological areas, and we need to adapt in our lifestyles. These days' students spend too much time online on internet and they do not take advantages of technologies. That is the moment in which teachers play an important role; they will show students that they can learn in a very enjoyable way. On the other hand if the teacher does not know how to do

it, what can we do? So, through small workshops it can be shown them how to do it. Edmodo will be facilitated to teachers and students. This provides interesting and engaging learning because it is similar to Facebook.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This theoretical research is based on the development of English writing skills through the use of Edmodo. The objective inside the classrooms is to motivate students using software; through a new process of English Language acquisition by using technological resources. Edmodo can be one of the most useful technological devices because it is very easy to use and even the students or the institution do not have to pay for this service.

Also, is used by school communities around the world and it is important for our teachers to know the benefits of using this platforms. In that way teachers can organize their dossier, create virtual classes and evaluate students' performance.

2.2 THEORETICAL REVIEW

The language skills are necessary to complete the communicative process; it begins since you were born. First you learn to listen, after that you learn to speak, some years later in the school you develop reading and writing skills. It is necessary to remember that all the skills are related one to each other; there are two ways: the direction of communication (in or out) it means the transmission of information and the method of communication (spoken or written) = the form in which the message can be send it.

During the learning process students must develop the four language skills in the schools. Most of the teachers spend time improving the writing skills through the use of English grammar and vocabulary books. For that reason this research will be based on the English writing skills. First of all, it is necessary to know about the language skills, what the basis in writing skills are and how to improve students' knowledge.

English Writing Skills

It is the way in which people use symbols (letter, punctuation, spaces, etc.) to communicate to each other or express their ideas writing skills belong to the category number four in the language skills; considered a macro-skill, too. On the other hand, the writing macro skills are divided into micro skills like:

Grammar: based on the structures.

Vocabulary: based on the book's units.

Capital Letters - In English, we do not use capital letters (large letters) very much. It is not correct or even polite to use a lot of capitals in English. But there are times when they are important.

Spelling Rules - The following rules can help you to decode the mysteries of English spelling. This section includes spelling variations between British English and American English.

Punctuation

Punctuation is the system of symbols (. , ! - : etc) that we use to separate sentences and parts of sentences, and to make their meaning clear. Here are the punctuation marks that we use in English.

As mentioned before teachers spend too much time teaching grammar classes in a very traditional way but it has to change. These days teachers have the opportunity to work with technology. It facilitates the way to work, creates a better environment and more competences between students.

Technology at School

Nowadays, according to Levis (2011), the presence of technology in almost all activities in public and private areas has become a challenge for education; since people were constantly exposed to stimuli from television and the internet. They have a special role in the formation of children and young people being cell

phone, computer, video games, Internet, DVD and MP3 players, and especially the TV part of daily lives.

According to Levis (2011) the school must change because society changes, but we have the case of very modern institutions because they have many computers and internet access, but to look at their classrooms processes remain the same as before. Hinostroza (2004) refers to three benefits at the moment to use technology in education: the first reason is economic, refers to that if students who learn to handle can find more easily ways to get a job market, since in this 21st century, these are considered as an "essential life skill". The second reason is the social aspects, since currently has been popularized both these tools that to services such as the banking entities, provide most of its services in virtual form, which makes necessary that students have a minimum of these tools, also facilitating institutions be more close to the parents. The third reason is the pedagogical, focuses on the role of technological devices in the teaching and learning processes.

This theatrical research is based on the use of Edmodo as technological device at the development of English writing skills.

Edmodo is an educational technology company offering communication that enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Teachers elaborate online learning conversations with their class about the subject. It explicitly deals with school and teacher concerns about social networking for students in the following ways:

- ✓ Each Edmodo class group is managed and controlled by the teacher
- ✓ Students need an access code to join the class. If a student shares the code outside the class, the teacher can change it, without affecting students already joined in the group.
- ✓ Students can only communicate to the whole class or to the teacher – private messages between students are not possible.

- ✓ Anonymous posting is not possible.
- ✓ Teachers can delete posts.
- ✓ If schools upgrade (free) to the institutional features, the school can audit all teacher and student activity.
- ✓ Parental access to their children's posts and to the teacher is an optional feature.

2.4 CONCEPTUAL FRAMEWORK

TECHNOLOGY OVERVIEW

During the years technology takes an important role in the evolution of people's life. The most important event was the creation of internet which marks a new era, since that moment the world spun around of 180°. After that, many companies started to change the world with their creation. Scientist and programmers develop many approaches that facilitate life in many different ways. For teachers the most remarkable change is the use of technology in classes.

As Glockler, 2015 said: *"the digital revolution is making education in highly technical fields like engineering and design more accessible, engaging, and flexible. This evolution has helped educators rethink how they deliver their content and look to a classroom model that seamlessly integrates technology, mobile devices, and independent learning with face-to-face interaction and collaboration. Below are four techniques an increasing amount of educators are implementing to complement learning in the digital age"*.

When he talks about the four techniques it refers to:

Hands-on learning or learning by doing. Teachers make their students work in relevant topics in which students can feel engaged to talk about or an activity that engages students by drawing their attention to objects/tools which they are allowed to touch, or allowing them to move during the learning process.

Flipped classrooms roles and expectations of students and teachers change. It is more interactive class in which teacher can avoid the extent hours of reading. Instead of it, students have the opportunity to go over digital lectures as many times as they need and bring questions to class for debates or discussions.

Micro-learning refers to small learning units and short-term learning activities. *Attention spans are dropping and shorter, targeted lessons helps students focus on basic concepts. Digital learning resources are moving towards concise lessons interspersed with complimentary visuals and activities that keep students more engaged than lengthy, monotonous lessons.*

Diversify learning refers to the variety of students that teachers have in classroom for that reason teachers needs to use many tools that facilitate their learning experience like online videos, mind maps, and diagrams for students now available as digital resources.

As Glockler, 2015 mention *the digital age has revolutionized the way instructors teach and the way students learn. Student habits have changed and educators should be aware. It is imperative for instructors to understand and integrate these techniques into their everyday curriculum to best maximize student learning;* therefore teachers can improve their classes and have a better environment using these four techniques.

Around the world teachers implement in their classes all the technological resources to improve their students' knowledge and, as a result they have successful classes. On the other hand, other countries do not have the same result due to politics and economic situation. For that reason, they need to work with some charities or companies that support the education and facilitate the tools for a better work it is possible to name some areas in Argentina. Which have increased the use of technology in classes through the use of CALL; the results were so great because all the students go to classes and participate in all the workshops with their teachers, too. In Ecuador is also important to implement platforms and promote the workshops in students and teachers in order to improve the technological level in institutions and get better outcomes. Governments and

teachers need to work harder on these areas to achieve better results. Even though there are many platforms that facilitate education, some of them are a little bit expensive and difficult to use. If you as a teacher started to search some free platforms you could find it as the most useful and easy to manage. One of the main characteristic of EDMODO platform is to get a completely free access. Last year, it got the second place in the ranking of the most popular learning management software market (LMSs) according to (Medved, 2014).

INDEPENDENT VARIABLES

EDMODO

Edmodo was founded in 2008, when two school district employees set out to bridge the gap between how students live their lives and how they learn in school. Edmodo was created to bring education into a 21st century environment; it is based on the use of Information and Communicative Technology (ICTS), Computer Assistant language (CALL) and Movable Assistant Language (MALL). Nic Borg and Jeff O'Hara decided to change the perceptions moving to a world where you can look at specific experiences and specific students and understand what's working for particular types of learners and showed the teachers another way to empowering themselves in the path of getting better outcomes. (Nic Borg Co-Founder and Chief Product Officer, 2009)

EDMODO, A Safe and Secure Platform for Educators, Students and Parents.

As it mentioned before Edmodo was founded six years ago to provide a private learning network where all the school community can be connected in a safe way. Nowadays educators, teachers and students around the world feel comfortable and excited about the use of EDMODO due to the benefits of this company in offering a variety of tools to improve the way of teaching and bringing a strict and confidential way in storing academic information where people who do

not belong in the school community are not allowed to get into the platform. It is possible to say that EDMODO is different from other educational companies because it was founded by educators to educators; and that gets a strong relation with the school team and also parents.

In this platform there are many levels of security in which:

- ✓ Students can create their own account and join the class group if the educator gives them a code to access.
- ✓ It is possible to see only the name and the surname of the educators, students or parents.
- ✓ There are not advertisements made by students such as parties or outside events.
- ✓ Parental control is required before using EDMODO by students under the age of eighteen.
- ✓ Parent's participation is part of the platform; they can create personal accounts to check their children's activities.
- ✓ Students are not able to communicate with each other in a private way.
- ✓ Students cannot privately communicate with each other. The teacher is always online and able to see everything that occurs on Edmodo.
- ✓ Edmodo has numerous employees focused on privacy-related issues, including: a Chief Privacy Officer; a User Trust & Safety Team, made up of employees from almost every aspect of the company; and a team of security engineers, whose everyday responsibilities are to continually monitor and improve the safety and security of Edmodo's services.
(privacy@edmodo.com., 2015)

Tips for Teachers, Parents and Students Getting Started with Edmodo social network.

Talking about this platform it is necessary to know about their interface. It has three important section one for parents, one for teachers and another one for students, too.

For Teachers:

- Edmodo facilitate for them
- Free connection.
- Elaboration of assessments.
- Many ways to personalize their classes
- Explore

Invite parents to join students' classes using Edmodo and be involved on their children's activities. It provides a completely view of assignments and events, and communicated directly with their teacher and their child.

- Create Parent Accounts
- Weekly Parent Newsletter
- Communicate directly with Parents and Tutors
- Extend the Calendar



Figure 1 EDOMODO for teachers

For Students: They only have to wait for their teacher's code to start to work on their platforms; after that they can comment, post or discuss about all the topics that their teachers post.

Engaging Students in Activities to Introduce Annotation and Commentary Tools

Engaging Students

When teachers talk about engaging students in activities inside the classroom it is necessary to know about all the perceptions and the elements that are necessary to get good results. First of all, the engagement that is useful in learning environments like behavioral, cognitive and emotional and how to manage with them through the use of ICTS. (Reading)

Behavioral engagement

- Taking risks rather than asking for help;
- More confident in taking risks;
- Giving peer tutoring;
- Increasing interaction between students;
- Communicating more when using the computers;
- Improving attendance;
- Inviting parents into school to see work;
- Working in groups and then sought other opportunities to work together;
- Trying to work without teacher direction;
- Less behavior problems with the negativism of 'you're dumb' changing to 'let me help you';
- Taking independent behavior from ICT to non-ICT activities; and
- Using the equipment.

Emotional engagement

- Showing enthusiasm with the expectation of computer use;
- Learning because school community wants things to happen;
- Overcoming their 'shame' feeling and were more confident when interviewing; and
- Being very proud when students show they work, especially when parents contributed and watched.

Cognitive Engagement

- Taking responsibility for content;
- Learning new applications;
- Searching new opportunity to create something meaningful;
- Working independently within groups;
- Motivating students to learn new skills;
- Being more concerned about the quality of their work;
- Taking roles in learning situations;
- Teaching teachers how to use equipment;
- Taking more responsibility for own learning;
- Watching ICT as part of learning;
- Implementing ICT as an option when solving problems or completing tasks.

Second, teachers have the opportunity to engage students in many activities. It is a way to introduce students in the elaboration of their own idea or opinions in writing activities through the use of ICTs and CALL. What is necessary to know before to work with? First if fall, as teachers, it is necessary to guide the students about engagement from three perspectives (O'Rourke, 2002).

Practical level of engagement adds another dimension to the use of ICTs as appropriate use to accomplish a particular purpose. Be focus and direct and the moment to work.

Technical knowledge is applied when ICTs are used for students to work in activities in which they have to be practical and express their ideas or feelings (e.g. publishing, presentation, visual imagery, music and sound effects). It is necessary research and organization of information must be related, to the connection in all the predictions, recommendations, communicating and collaborating with others.

Critical level of engagement also provides students with opportunities to develop their understandings about the way we construct and communicate information in our society learn how this might differ in other societies, and gain control over such media themselves to the extent that they can make informed decisions about its use.

Finally, all this elements and perspectives have to work together to get a good results. For some teachers it represents a challenge, because they do not know how to deal with teachers' resources, or how to show the students the correct way to use them. When teachers have the correct tools to catch students' attention the classes, change and become a comfortable place to stay and study. Teachers 'virtual resources are useful to measure their students' progress.

Motivational Virtual Classes for Them

Virtual Motivation

On the other hand, motivation takes an important role inside the classroom because is the key in all learning. The lack of motivation in classes represents one of the biggest boundaries between teachers and students. Making the behavior of students change in bad ways and they grades start to fall down. For many reasons,

teachers have to know how to deal with intrinsic motivation and extrinsic motivation.

Teachers talk about extrinsic motivation when students are motivated to perform a behavior or engaged in an activity to earn a reward or avoid punishment.

Examples

- Students study so hard because they want to get good grades
- Or when clean your room can avoid to be punished by your parents

Other case is the intrinsic motivation that involves engaging in behavior which is personal and essential in performing activities for its own.

Examples

- When students participate in a sport to win awards
- Or when teenagers decided to compete in a contest to win a scholarship

In the examples, the student's and teenagers' behavior are motivated by a desire to gain a reward or avoid an adverse outcome.

Teachers must know that is better when they get a balance in their classes. If they have excessive rewards may be a problem but when they use it appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can be used to get students to complete a work task in school assignments in which they do not have an internal interest. Even though, extrinsic motivation and intrinsic motivation are important in driving behavior and inside the classroom.

So how teacher and parents can create better classes in which they can obtain the balance between intrinsic motivation and extrinsic motivation in virtual classes.

Autonomy and Virtual Education

Parents take an important role inside children's education especially in manage students in using computers and internet efficiently useful to reinforce and practice what teacher explained in classes. When parents assumed the deal of responsibility and involvement in their child's education they become a Learning Coach. In that way students feel tremendously motivating.

Collaborative Learning

With virtual learning children receives an individualized educational experience. The advances in technology make the interaction easier between parents, teachers and students.

Students probably receive individualized attention from their teachers rather than traditional school environment.

Organization and Structure

The school organization is structured by authorities, and has a wide range of policy such as rights and duties. Establishing routines for school community and let them work in an organized way. In that way they can achieve their goals and have new perspectives about virtual education.

Setting Clear Expectations

In virtual organization, parents and the school community have to work together to be involved in all the virtual programs that are necessary to create a better learning process. Students have to work together to improve to improve experiences, learning, strengths, and needs. Also, they can be in touch constantly through the use of EDMODO to get a better result with students. The continued input is a key in students' ongoing success.

The Virtual Classroom

The use of this methodology represents a good advance in educational environment and educational experience. Here students can interact with peers, ask and answer questions, and participates in discussions with the aid of webcams

and microphones. Also students will be able to review previous classes with the uploading materials in platforms.

In conclusion online environments help students to acquire better knowledge and make them feel more motivated. Also, creates a better relationship between teachers and parents making them to work side by side.

Power of Teachers' Network

During many years' people learned by a traditional and behaviorist classroom such as changing textbooks and the tests, studying individually and the students have in mind that the teacher theory was the right answer. Nowadays people understand that the most important thing consist on applying all the skill abilities and do the praxis in their daily life, so that teachers and students increase their knowledge through significant learning acquisitions. For that reason, is so necessary that teachers take advantages in technology and show their students the best way to use in their new virtual environments.

Our world becomes more sophisticated technologically and it is necessary to take advantages through the use of learning platforms. According to *Be¹cta* (Bill, 2012) *"A learning platform is a framework of tools that work together to deliver a student centric learning experience by unifying educational theory & practice, technology and content. Learning platforms are described as the next generation of Virtual Learning Environments or Learning Management Systems used by educational institutions."*

Teachers have to work with these technologies, for that reason it is important to take courses about virtual education, so they can to teach students suing the most advanced systems.

Teachers have to remember due to technology the world distance became shorter and it is easier for them to work in virtual communities, share and create

¹ Becta, originally known as the British Educational Communications and Technology Agency, was a non-departmental public body (popularly known as a Quango) funded by the Department for Education and its predecessor departments, in the United Kingdom. It was a charity and a company limited by guarantee. The abolition of Becta was announced in the May 2010 post-election spending review. Government funding was discontinued in March 2011. Becta went into liquidation in April 2011.

new teaching materials; so teachers can develop the improvement of a learning network.

First of all, they have to keep the collaborative spirit. All teachers need to work as a team to be reciprocal and resourceful trying to think in big and make their ideas successfully about what they have to give to students. the purpose is to increase the student's' interests to build an authentic network and the school community will get engaged and motivated in using technology.

Second, sometimes it is useful for teachers to join online communities that have their same interest or ideas to share and exchange information. All of these communities can provide them a professional development resource like online events, documents, calendars or projects. Suddenly teachers have to deal with the lightweight learning management in which they have to use a software application or Web-based technology to field from managing training and training records to distributing courses to students over the internet.

Finally, the entire teachers need to be active participants in the virtual space use the new tools as much as they can. It is useful to create classroom project in which teachers and students have the opportunity to deal with many tools in EDMODO.

Also, is important to show how are the stages in which the power of teachers' network is useful and it can change according to the teachers' needs, too.

Helping Teachers Implement Entirely Paperless Classes.

Another advantage in which teachers can benefit is to keep less paperwork. This online resource helps teachers to preserve our environment. It is a good way to start reducing the exploitation of natural resources and creating consciousness in the damage of the earth. Using technology in classes make less trash, digital classes can be reused, students feel more organized and connected with their classmates, and the most important thing classes have more fun and participative students.

It is so useful to get all the teachers' staff in online because:

- It helps to save trees and students learn to preserve the environment.
- It simplified teachers work
- It simplified coordination with authors; they just edit on (or upload to) the website.
- The easy classrooms updates
- It is Useful for didactic tests with virtual materials.
- No more foils.

Online Classroom Activities and Methodology

Online classroom simplify teachers work inside the classroom and when teachers get the knowledge to work with technology is easy for them to create their classroom. In platforms like EDMODO teachers can create exam, upload worksheets, objective activities and prepare their students for small debates using links, video, etc. creating a distressful environment for students.

Teachers can use this virtual methodology inside the classroom and it depends on the needs what skills teachers want to improve or reinforce in their students. For example, methods like:

Tabla 1

Learning Contrast	Small Group
Discussion	Project
Lecture	Cooperative Learning
Self-Direct Learning	Case Study
Mentorship	Forum

(Illinois, 2015)

Lightweight Learning Management

It refers to the strategies that teacher implement in classroom to manage the learning process. It is also the way, in which teachers manage their students expectations in helping in the struggle perform, developing a plan for the effectiveness and following up in the new technologies.

Dependent variables

The development of English writing skills

Writing is a way of communication that let the students to express their ideas, feelings, arguments and beliefs, being a part of writing art. All children learn step by step how to write and build their new skills and make them perfect. Writing involves the simple and complex sentences that students will be develop through the years with good vocabulary, spelling, grammar and punctuation. When students have a lack of skills in this area, their writing may have deficits in multiple ways for example, the poor grammar and the ambiguous organization to weak reasoning of arguments. But there are many strategies that teachers can implement in classes to improve those problems.

For instance, teachers can motivate their students to improve their writing skills through the use of virtual activities. Give students the value of good writing and talk about the topics they enjoy. Explain the students the importance of writing skills and there are also many styles to use them. Finally reward students to improve their writing.

Also, there are some tips that will help students with writing skills, for example:

1. Be organized and keep all the writing notes in one place.
2. To the choose topics that you like to practice.
3. Be constantly in the writing practice and try to write more than one draft.
4. To find support in virtual resources especially when teachers upload exercises to practice.

On the other hand, to develop a good writing is necessary to improve the critical thinking in students, teaching the art of thinking clearly and rationally about what to believe or to do. According to Lau & Jonathan Chan (Chan, 2013) when students take advantages of it they will be able to do:

- Understand the logical connections between ideas
- Identify, construct and evaluate arguments
- Detect inconsistencies and common mistakes in reasoning
- Solve problems systematically
- Identify the relevance and importance of ideas
- Reflect on the justification of one's own beliefs and values}

Critical thinking

It helps students to acquire knowledge, improve their theories, and strengthen their arguments also; they can use critical thinking to enhance their work processes. They have to understand and not confuse the critical thinking with be argumentative or point others. In contrast, critical thinking also plays an important role in the cooperative reasoning and constructive tasks.

Why critical thinking is important?

- ✓ First is the ability to think clearly and rationally helping the students to solve problems systematically and think clearly; it also improve the way to express ideas.
- ✓ It enhances the language and presentation skills and improves comprehension abilities promoting the creativity in the students.
- ✓ Finally with critical thinking teachers can show their students a way of emit their thoughts and judgments about governance and to overcome the prejudice and biases.

“Critical thinking skills are not restricted to a particular subject area.”

Expressing the Own Ideas.

For students express their own ideas can represent chaos because they do not have a good knowledge base. This deficiency can be the result of the bad previous education, lack of confidence and they do not have any idea about concept maps, they do not use too much cause-results questions or do not have drawings models to support their points of view. When the students acquire the knowledge, they are ready to express what they think and they are able to:

- Identify the topic
- Read the material
- Add your different perspectives
- Analyze the contexts
- Identify your position
- Add your conclusion

Structures for Drafting and Re-Drafting.

For some students writing can be one of the most difficult skills instead of speaking. Sometimes good writing appears after writing and rewriting and writing again. Rewriting is much easier through the basic use of computer tools. for example the use of word processing and saving to a network. Writing becomes more academic with the capacity to add maps, images, charts and some videos according the topic that students want to develop.

Drafting and redrafting involves a complete form of paragraph or an essay and redrafting is like an exercise in which you check and check the paragraph or essay until it is completed finish.

How students can prepare they draft and redrafting:

- Students need to draw a variety of sources and integrate it with their personal ideas.
- When students draft and redraft they organize their ideas and it can help them to write a good paragraph, opinion or idea.

- Drafting and redrafting also helps students to pay more attention on what they write; also, help the students to think in how to use the new language.
- Drafting and redrafting is the best way to improve writing skills.

English Language Acquisition

Is the process in which children acquire their native language and students acquire a second language. The ways in which students can acquire the second language can change according to group of the students and their environments.

Also, it is necessary to focus the attention in the languages acquisition in English foreign learners. Researchers divide language acquisition into two categories

First-language acquisition is an internal process in which babies listen to the sounds around them and try to imitate them. Little by little babies will produce the words.

Second-language acquisition it is an individual process that goes through what children learn about the elements of a new language, such as grammatical structures, writing systems, vocabulary and phonological components.

Following the recommendations of Kristina Robertson and Karen Ford (2009) about what can teachers do in all of the stages of learning:

Pre-production

- Reinforce listening comprehension; read-aloud and music.
- Use visuals aids and make students point flashcards or imitate the vocabulary.
- Speak slowly and use shorter words.
- Model "survival" language; the use of commands in the classroom.
- Reinforce learning when students make mistakes.

Early Production

- Continue the strategies listed above, but add opportunities for students to produce simple language.

- Ask students to point to pictures and say the new word.
- Ask yes/no and either/or questions.

Speech Emergent

- Introduce more academic language and skills.
- Provide visuals and make connections with student's background knowledge as much as possible.
- Introduce charts by using easily information.
- Reinforce learning by modeling the correct usage.

Beginning Fluency

- Have students work in pairs and groups to discuss content.
- Students do a "Think, pair, share" and practice the new knowledge between them.
- Let the students to express their ideas
- Teach the students how to use more formal English and how to interact with their classmates.
- Provide vocabulary development and visual support.

Intermediate Fluency

- Make the students to produce the language in classes to challenge the student to participate more.
- Introduce more academic skills like brainstorming, summarizing and compare and contrast.
- Have a "guessing time" in reading exercises where they circle words they don't know and write down their guess of the meaning.
- Introduce idioms and give
- At this level students need more feedback.

Advanced Fluency

- At this stage students are more close to the native language.
- Offer challenge activities to expand the student's vocabulary knowledge.
- Offer error correction on academic work and on oral language.

Is important to know that all the students have different ways to learn, put in practice their knowledge and be motivated in this process. For all of this reasons teacher have to work hard with the passive and active learning of the students.

Active and Passive Learning Language Acquisition in Vocabulary

The passive vocabulary refers to the sociocultural language that learners use to communicate in their daily day. Meanwhile, passive vocabulary refers to the vocabulary that learners understand but they do not use too much nor writing or speaking. But it is fundamental to know that active and passive vocabulary can change according to the knowledge that learners acquire during the school years. Additionally, the native speakers could have more passive vocabulary than active one. That makes reference to the vocabulary which can be used according to the job or their environment situation; for example, legal terms, medical terms or slangs according to the area. Also, students can improve their vocabulary reading more, listening news and podcasts.

In conclusion, English language acquisition covers the stages of development in English learners that are acquiring a foreign language; and how teachers implement strategies to improve them using the virtual technologies.

The Methodologist

Vygotsky (Zone of Proximal Development “ZPD”)

Lev Vygotsky was a psychology who created the theory of *human cultural and bio-social development* or commonly referred as *cultural-historical psychology*. He was the one who proposed the functions in children emerging in a social environment through practical activities.

For Vygotsky the dialogue is the way in which child can acquire more knowledge when he is growing up because child starts to absorb all the vocabulary that he/she needs to talk. He also believed that there are three forms of language:

Social Speech: referred to the external communication that people use to talk with others. For example, two age children.

Private Speech: referred to the internal communication that a person directs to themselves; it is the intellectual function. For example; three age children.

Silent Inner Speech: referred to the thinking in all its pure meanings. It is more or less part of the components of verbal thought. For example, seven age children.

For him the social interaction takes an important role in the development of cognition.

Through all these events he developed the zone of proximal development in which he made the difference between what learners can do with and without help; being one of the most important factors in their environment.

Preceding the ZPD, there are the relationships between learning and development; it is possible to mention the three major positions:

- **Development always precedes learning** (constructivism): first children's maturation level before learning occurs.
- **Learning and development cannot be separated** but instead occur simultaneously (behaviorism) learning equals development.
- **Learning and development are separate** but interactive processes one process always prepares the other process, and vice versa.

In conclusion, it is possible to say that children learning process starts before they go to school. Through all that time when they are at home, they learn by imitating and following instruction from parents, establishing at the same time a strong relationship between parents and infants during the early learning development. Parents have to look after their children since the first day after birth and help them to acquire their basic knowledge. However, when students go to school, teachers give a variety of tools students need to elaborate their own knowledge; in that moment they produce their own ideas through the use of writing and speaking skills.

Figure 2 Socioculture Development

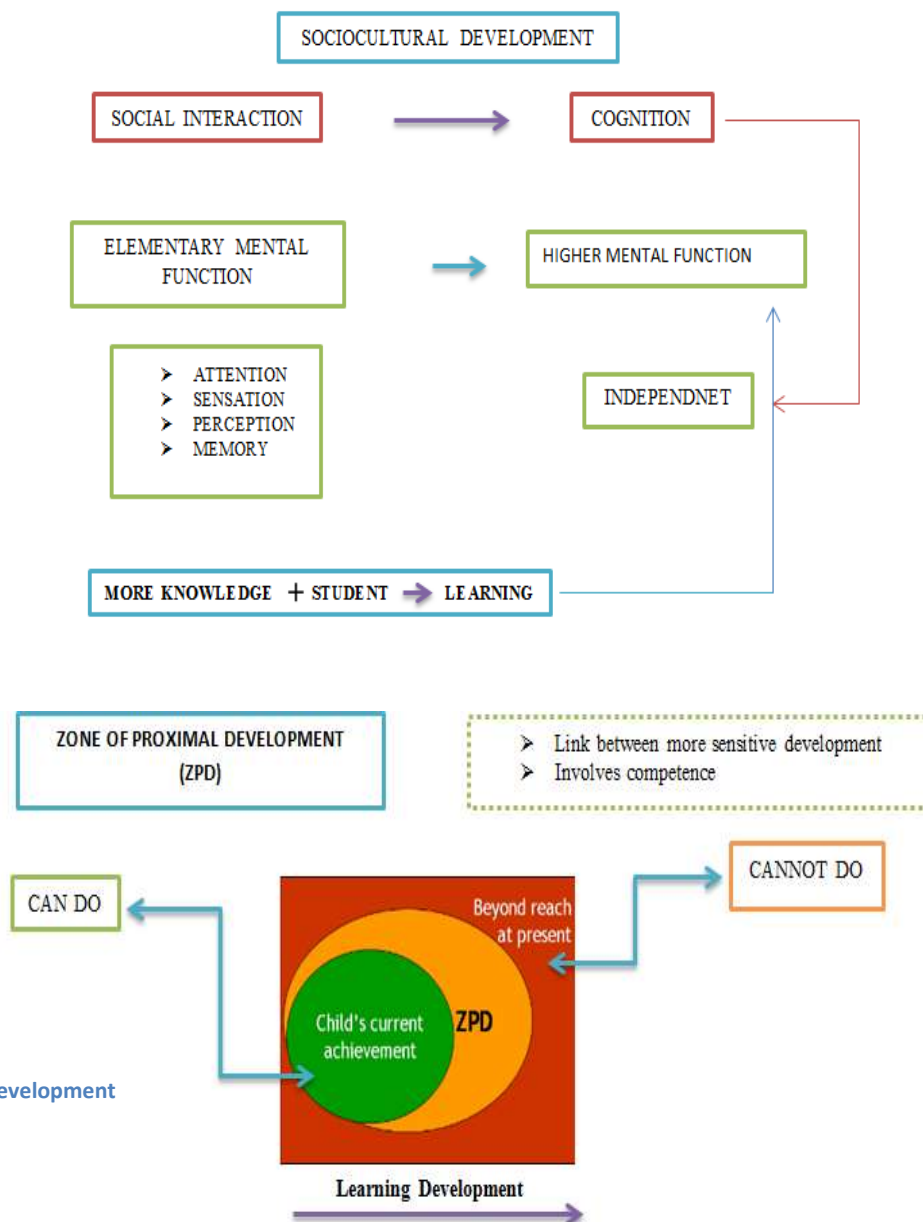


Figure 3 Learning Development

Ausubel's Meaningful Verbal Learning

He was an American psychologist who deserved the Subsumption theory. He worked with the nature of meanings and the external world acquires until is converted into the content on consciousness by the learner. Also, he gave more importance to the verbal learning methods of writing, reading and speech.

When he talks about Meaningful Learning, he makes reference to the previous knowledge and how acquires the new knowledge. When both merge create the conscious knowledge that students can express through they thoughts or points of view.

The meaningful verbal learning is created through some form of language (symbols) and mental context and there are to process involved.

Reception: is employed in meaningful verbal learning.

Discovery: is involved in concept formation and problem solving.

Characteristics:

- It is non-arbitrary and non-verbatim. It is substantive incorporation of new knowledge into cognitive structure.
- It connects new knowledge with higher order concepts in cognitive structure
- Learning related to experiences with events or objects.
- Affective commitment to relate new knowledge to prior learning.

(Jack Hassard, 2013)

In conclusion, this theory is based on the development of language acquisition through the inputs and outputs which motivation and environment are

related to get a better system of learning process. So, students show all their knowledge, putting in practice their writing skills using virtual platforms like EDMODO.

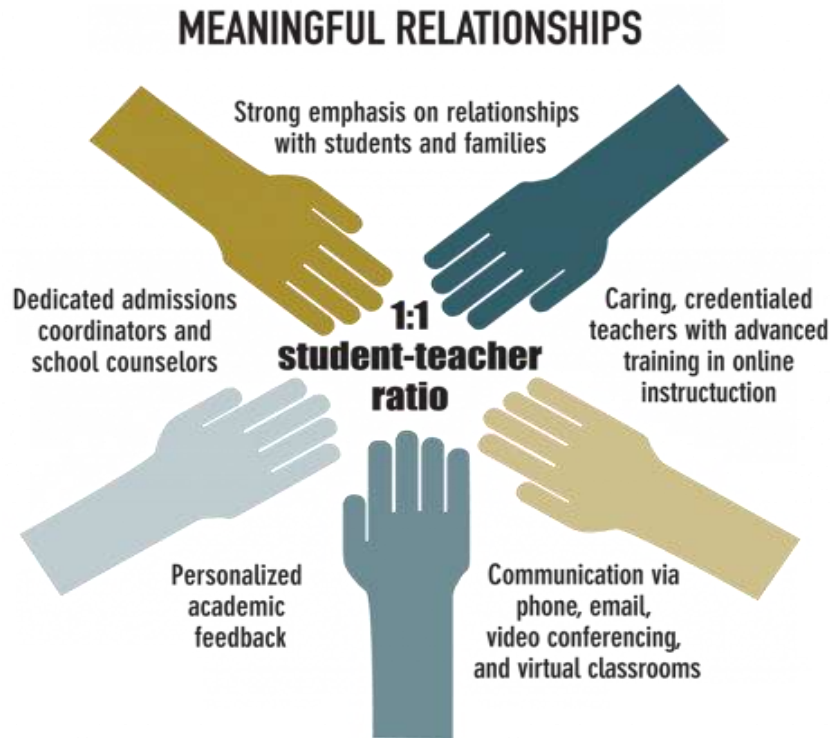


Figure 4 Meaningful Relationships

2.5 RESEARCH QUESTIONS

- What is the impact of technology in education?
- Are students and teachers ready to work with it at La Dolorosa High School?
- Is EDMODO the best way to encourage writing skills at La Dolorosa High School?
- Can EDMODO change the perspective of use technological devices inside the classroom at La Dolorosa High School?

2.6 HYPOTHESIS

The application of Edmodo in English classes will develop writing skills in eighth graders at "La Dolorosa" high school.

2.7 VARIABLES AND INDICATORS

	DIMENSIONS	INDICATORS
<div>Independent variables</div>	EDMODO, a Safe and secure platform for educators, students and parents.	<ul style="list-style-type: none"> ✓ Tips for Teachers, Parents and Students Getting Started with Edmodo social network ✓ Engaging Students in activities to introduce annotation and commentary tools ✓ Motivational virtual classes for them.
EDMODO	Power of teachers' network	<ul style="list-style-type: none"> ✓ Social teaching and Learning Platform. ✓ Helping teachers implement an entirely paperless classes. ✓ Online Classroom activities and methodology ✓ Lightweight learning management.
<div>Dependent variables</div>	Writing Skills Development	<ul style="list-style-type: none"> ✓ Critical thinking. ✓ Expressing they own ideas. ✓ Structures for drafting and re-drafting.
The development of English writing skills	English Language Acquisition	<ul style="list-style-type: none"> ✓ Active and passive learning language Acquisition ✓ Vygotsky's Theory of Cognitive Development. ✓ Ausubel's meaningful verbal learning

2.8 DEFINITION OF TERMS

To get a better idea about the research project, it is important to know the terms that are used in these chapters.

- **SKILLS:** an ability to do an activity or job well, especially because you have practiced it. (Cambridge)
- **LANGUAGE ACQUISITION:** refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue. <http://grammar.about.com/od/il/g/languageacquisitionterm.htm>
- **K-12 TEACHERS:** is a short form for the publicly-supported school grades prior to college. These grades are kindergarten (K) and the 1st through the 12th grade (1-12). (If the term were used, "13th grade" would be the first year of college.) (Margaret Rouse and Liam Gale, 2005)
- **CALL:** Computer Assistant Language Learner
- **MALL:** Mobile Assistant Language Learner
- **ICTS:** Information and Communications Technology
- **EDMODO:** English platform
- **ZPD:** Zone of Proximal Development
- **SUBSUMPTION:** the legal principal of one offence being wholly included in another. <https://en.wikipedia.org/wiki/Subsumption>
- **SUBSUMPTION:** Ausubel's theory is concerned with how individuals learn large amounts of meaningful material from verbal/textual presentations in a school setting (in contrast to theories developed in the context of laboratory experiments). <http://www.instructionaldesign.org/theories/subsumption-theory.html>

CHAPTER 3

RESEARCH METHODOLOGY

3.1 METHODS AND TECHNIQUES

Within the methodological aspects that can be included in the process of data collection. It refers to a type of field research, since it will resort to the implementation of the proposal in the eighth graders at “La Dolorosa” high school, based on the use of Edmodo for the development of English writing skills in the student community. The methods used in this research field are based on qualitative and inductive analysis, because they are research methods of objects that allows some of the parts that need an independent study. It is used to investigate the importance of the implementation of Edmodo for the development of English writing skills in the students at La Dolorosa High School.

The purpose of this research project and its development, data collection methods are mostly based on a qualitative analysis, using basic statistics and analyzing the results of the surveys given to teachers and students. The qualitative analysis has been used to interpret the results of the observations in order to understand and draw conclusions. The author was the observer and got involved in the procedure of the implementation of EDMODO in teachers methodology. To see the evidence and its feasibility of this new virtual and technological tool, it is necessary to be shown in numbers, statistics and graphics.

Empirical research is a way of improving and increasing knowledge using direct and indirect observation. It is also based on experience and some empirical evidence that can be analyzed quantitatively or qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

Scientific method refers to a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge through revision of the bibliographic, based on the theoretical framework to support the research project through recognized and prestigious authors.

Sampling and the observation technique allow us to know how students think about the use of technology with platform like EDMODO at La Dolorosa High School; also we discovered the strengths and weaknesses in teachers who uses the technology. All those techniques take an important role inside the research helping in an easy way to select a specific group of people to work. In this case the groups that have been chosen are teachers and students at La Dolorosa High School. What were the reasons? First of all, both groups have the same interest to work with technologies and the same difficulties with it. On the other hand they are willing to improve their academic knowledge and acquisition, so it was easy to obtain the ranking of questions after the surveys.

3.5 RESEARCH POPULATION AND SAMPLES

3.5.1. POPULATION

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 100 students and 20 teachers from 8th, 9th, and 10th course in Basic General Education (BGU) at La Dolorosa High School.

Tabla 2

No.	Class Classification (Group)	Number of Students
1	8 th Grade	35 students
1	9 th Grade	30 students
1	10 th Grade	35 students
5	Total:	100

3.5.2. SAMPLES

Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random

sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean.

Ecuación 1

$$n = \frac{Z^2 * P * Q * N}{e^2 (N - 1) + Z^2 * P * Q}$$

FORMULA

Z = depends in the confidence that is assigned.

The confidence level indicates the probability in the results to know if the research is true

N=	Population =	100
P =	Probability of success =	0.5
Q =	Probability of failure =	0.5
P*Q=	Population variance =	0.25
E =	Range of error =	5.00%
NC (1-α) =	Reliability =	95%
Z =	Confidence Levels =	1.96%






96.0364705	
n =	-----
	- =
	1.20786471
n=	80

The surveys were applied in 8th, 9th, and 10th course in Basic General Education, with a number of 80 students and 5 teachers taken from the English Staff. All of them were observed and interviewed during the English Classes in

order to investigate and determine the student performance by using EDMODO Platform.

3.6 RESEARCH INSTRUMENTS

The research instruments that were used in this project are:

-  Students and teachers' surveys
-  Class observation.
-  Bibliographical sources
-  Rubrics
-  Evaluation process

The surveys were applied to students partly to know how they felt with their English classes, specifically with the use of technologies in it, and to now general factors that may decrease or increase their motivation towards learning such as the environment or activities

The survey applied to the teacher, had as a main goal to know how they feel with the use of technologies and EDMODO in classes, the positives and cons, the facilities that the school provided, and what the problems and difficulties they had to face at the moment to used technologies.

Class observation was taken into consideration, to check the class environment and how class was conducted, and to observe the use of resources and engagement of students in the English learning process.

Bibliographical sources were used to obtain in order to support empirical study through theoretical research. It helps in the development of an effective process and enriches scientific content by substantial and relevant criteria based on several authors who have contributed in their scientific theories.

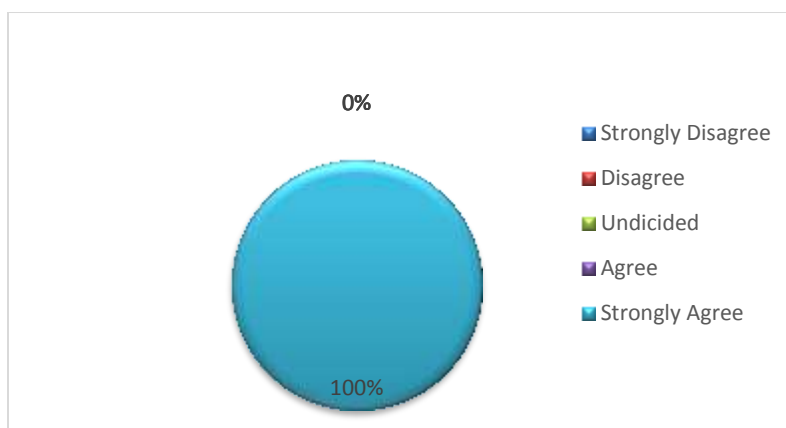
The use of rubrics are important because they help to get a well structured research project providing a measurement system, a complex work and it is combined with several instruments of evaluation in order to identify learning problems and find strategies to improve students' knowledge acquisitions.

3.7 RESULTS, FINDINGS AND ANALYSIS

TEACHERS SURVEYS

1. The use of a new educational tool promotes creativity and the development of new methodological strategies in teachers.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	Total	5	100,00%

Tabla 3

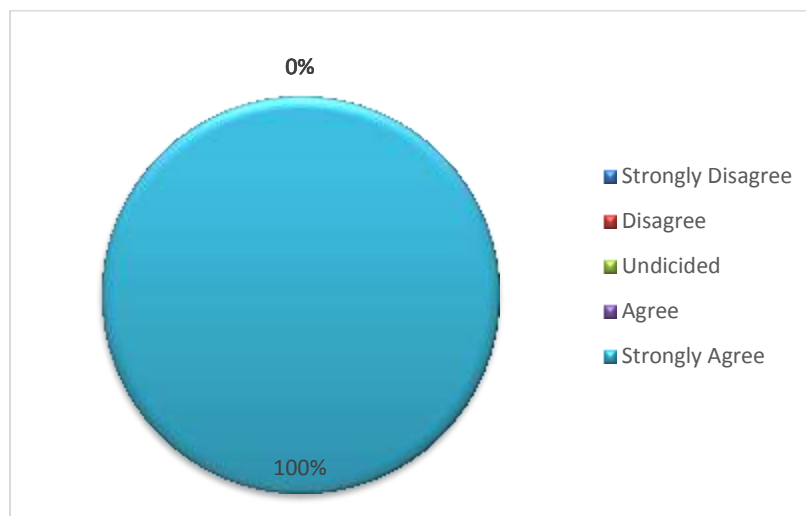


Graphics 1

This chart shows if teachers at La Dolorosa High School like to work with new virtual materials. The 100% says that they would be so entertained to work with.

2. Training teachers to use the new technological tools for learning English language gives the best results in their knowledge.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	Total	5	100,00%

Tabla 4

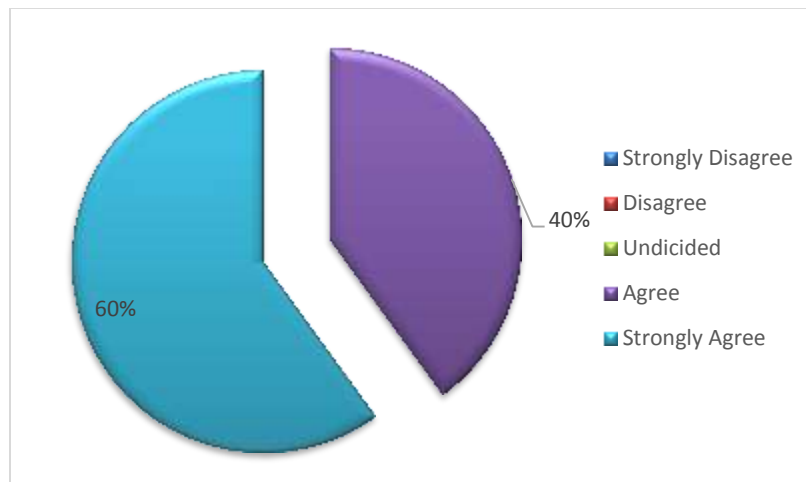


Graphics 2

This chart shows if teachers at La Dolorosa High School need to be trained to use the new technological tools for learning English language. The 100% says that they would be so entertained to work with.

3. The use of ICTs promotes the independent learning style in the students.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	5	100%

Tabla 5

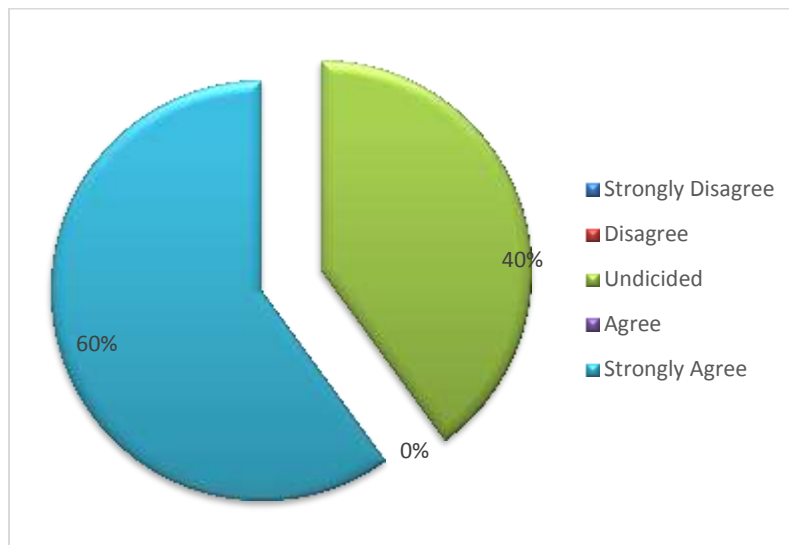


Graphics 3

This chart shows if teachers at La Dolorosa High School think the use of ICTs promotes the independent learning style in the students, the 100% says that all the teachers agree with it.

4. The use of ICTs promotes a more flexible and personalized teaching style.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	2	40%
	Agree	0	0%
	Strongly Agree	3	60%
	Total	5	100%

Tabla 6

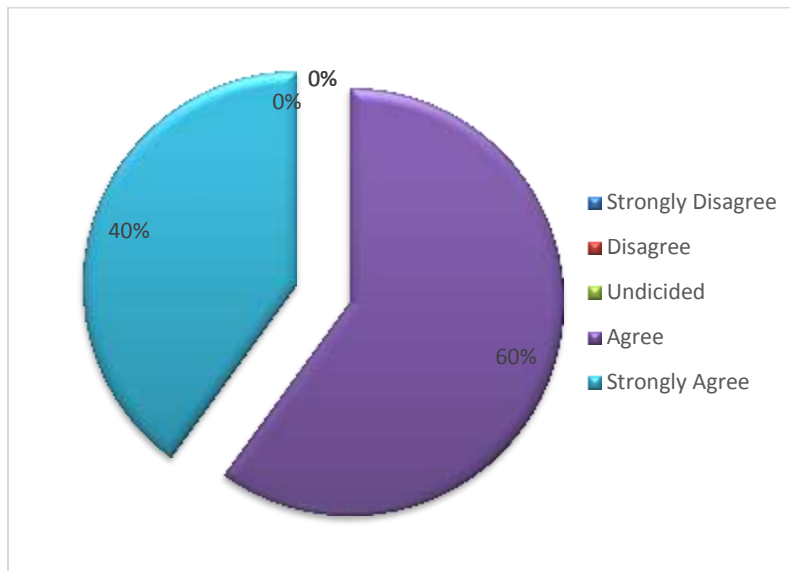


Graphics 4

This chart shows if teachers at La Dolorosa High School think the use of ICTs promotes a more flexible and personalized teaching style, the 60% says that they agree with it but only the 40% were in disagreement.

5. The implementation of an educational social platform (EDMODO) enables the development of new methods of teaching and learning in an interactive way.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	Total	5	100%

Tabla 7

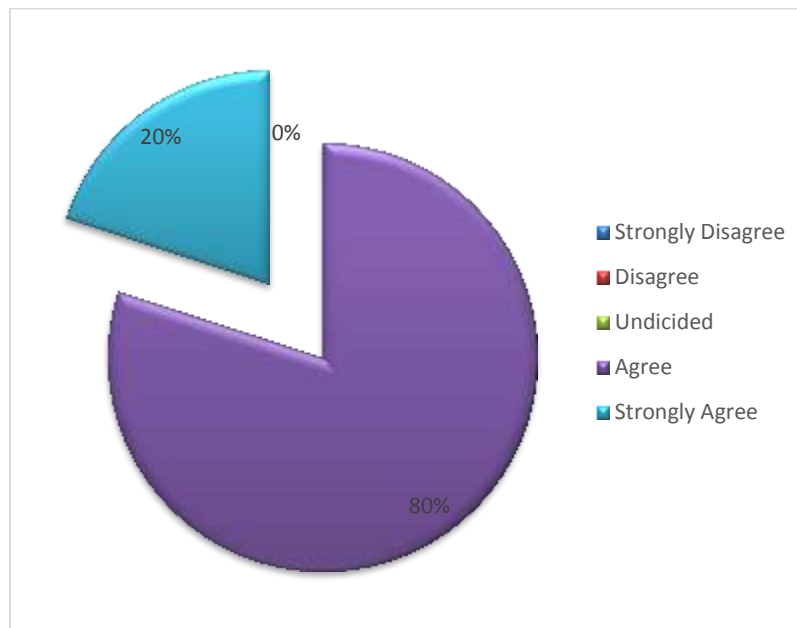


Graphics 5

This chart shows if teachers at La Dolorosa High School think that the implementation of an educational social platform (EDMODO) enables the development of new methods of teaching and learning in an interactive way, the 60% do not totally agree with it but only the 40% were in totally agree with it.

6. The use of the EDMODO allows the digital designing of lessons, homework and assessment materials for students.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
	Total	5	100%

Tabla 8

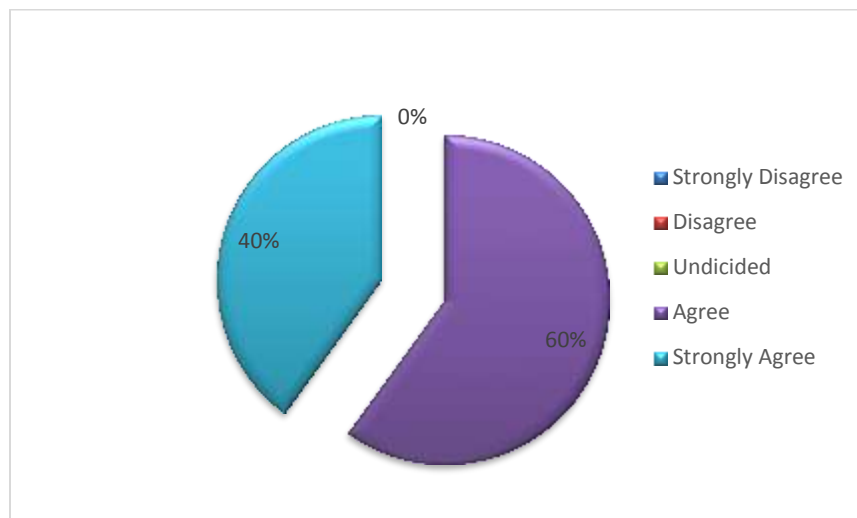


Graphics 6

This chart shows if teachers at La Dolorosa High School think that the implementation of an educational social platform (EDMODO) enables the development of new methods of teaching and learning in an interactive way, the 60% do not totally agree with it but only the 40% were in totally agree with it.

7. EDMODO is a good option to work in classes and encourages students through the creativity, and motivates students to work in groups.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	Total	5	100%

Tabla 9

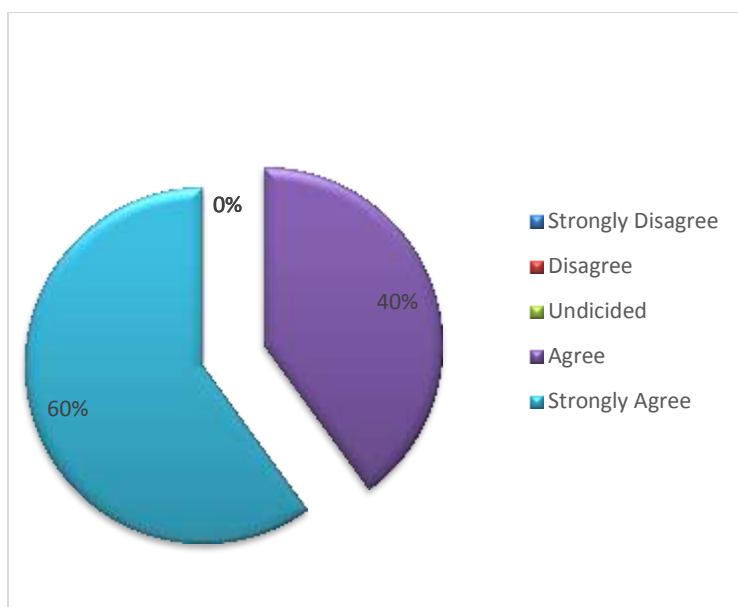


Graphics 7

This chart shows if teachers at La Dolorosa High School think if is a good option to work in classes through EDMODO and encourages the creativity and motivate the students at the moment to work in groups , the 60% do not totally agree with it but only the 40% teachers agree with it.

8. EDMODO would be a useful tool for the English language learning development.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	5	100%

Tabla 10

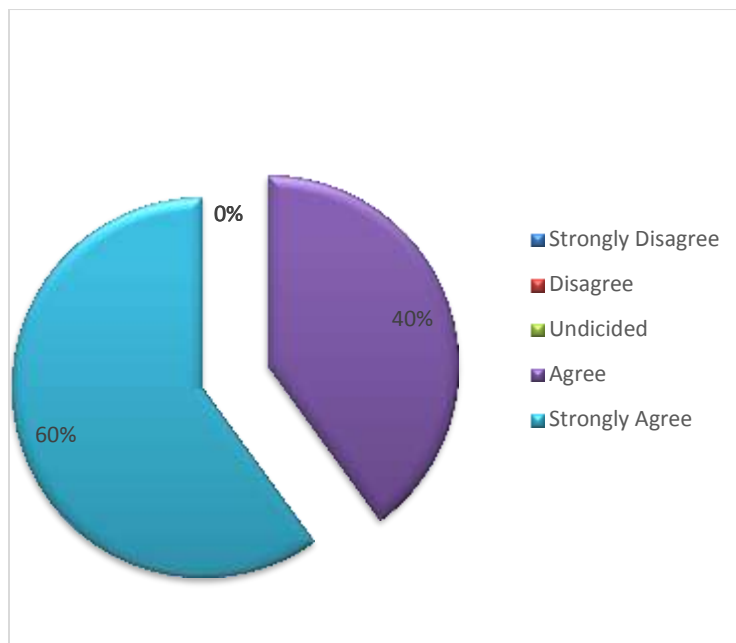


Graphics 8

This chart shows if teachers at La Dolorosa High School think that EDMODO would be a useful tool for the development of the English language learning in the institution, the 60% do not totally agree with it but only the 40% teachers agree with it.

9. The activity of using EDMODO must be adapted in the curricular design y lesson plan, and also work for an hour per week in the classroom.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	3	60%
	Agree	1	20%
	Strongly Agree	1	20%
	Total	5	100%

Tabla 11



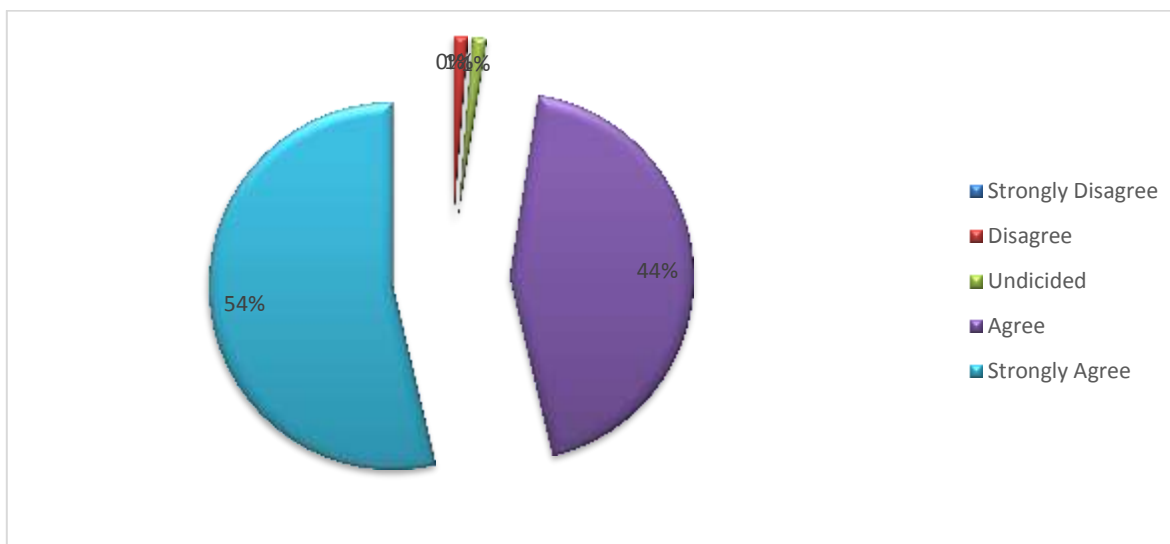
Graphics 9

This chart shows if teachers at La Dolorosa High School think the activities of using EDMODO must be adapted in the curricular design y lesson plan, and also work for an hour per week in the classroom. , the 60% do not totally agree with it but only the 40% teachers agree with it.

STUDENTS SURVEYS

1. ICTs are qualified tools to develop English learning and teaching process in students and teachers.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	1	1%
	Undecided	1	1%
	Agree	35	44%
	Strongly Agree	43	54%
	Total	80	100.00%

Tabla 12

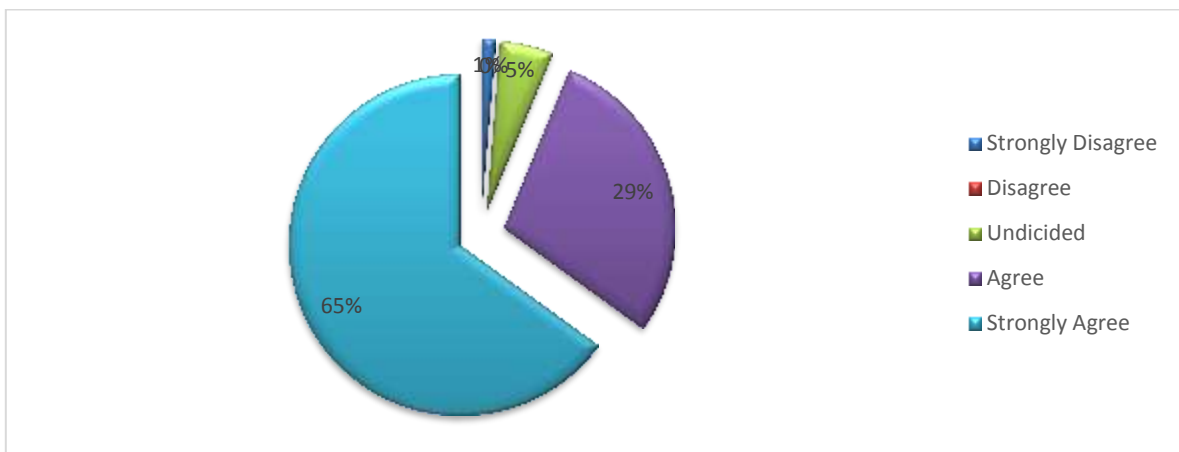


Graphics 10

This chart shows if students at La Dolorosa High School think that they consider themselves ready to use ICTS, in this case only 2% of the students do not care about the question and the 58% teachers agree and ready to work with it.

2. Do you use the new vocabulary in class in order to improve your writing ability?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	1	1%
	Disagree	0	0%
	Undecided	4	5%
	Agree	23	29%
	Strongly Agree	52	65%
	Total	80	100.00%

Tabla 13

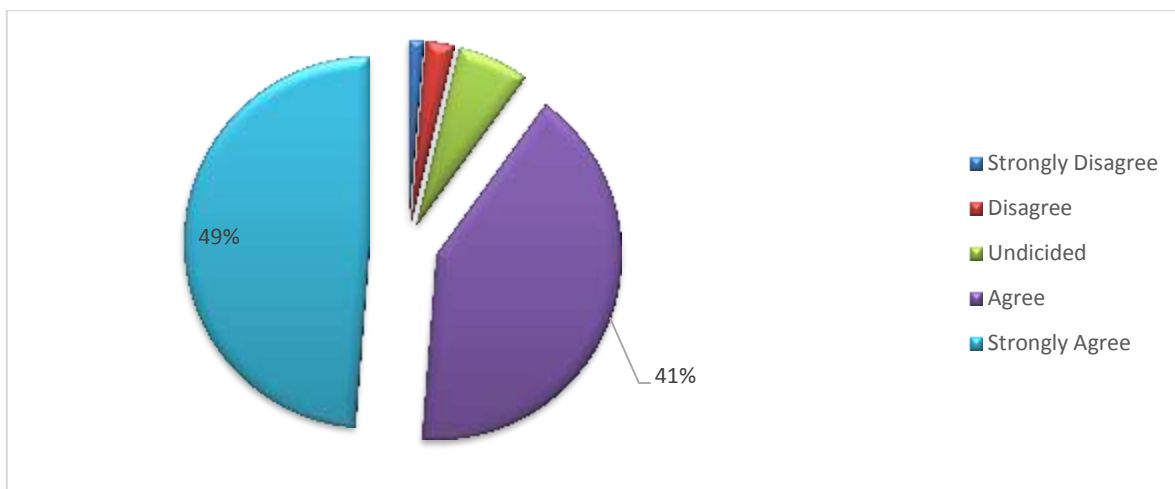


Graphics 11

This chart shows if students at La Dolorosa High School think if ICTs are necessary inside the classroom, in this case only 1% of the students do not care about the question and the 68% students ready to work with it.

3. The use of wikis, blogs and platforms are necessary to improve English Language.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	1	1%
	Disagree	2	3%
	Undecided	5	6%
	Agree	33	41%
	Strongly Agree	39	49%
	Total	80	100%

Tabla 14

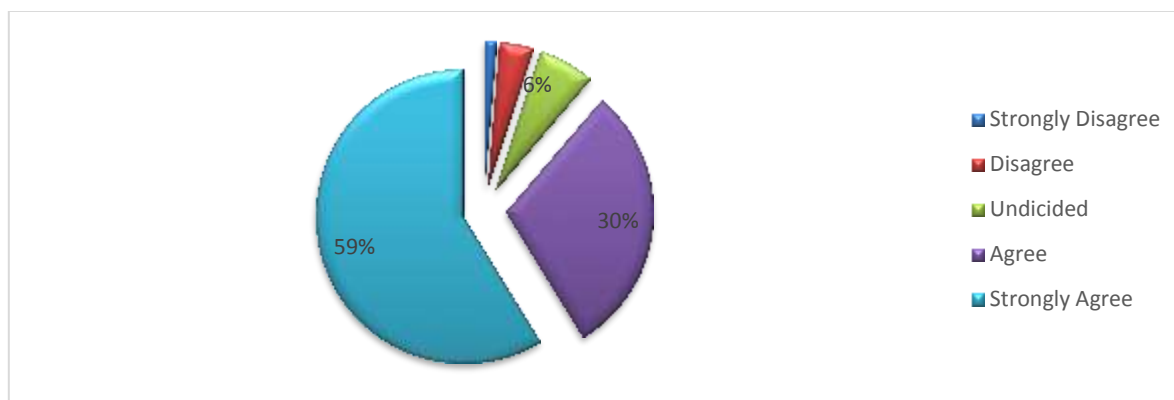


Graphics 12

This chart shows if students at La Dolorosa High School think if the use of wikis, blogs and platforms are necessary to improve English Language, in this case only 1% of the students do not care about the question and the 53% students agree to work with it.

4. The use of EDMODO helps you to improve and develop good writing skills.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly Disagree	1	1%
	Disagree	3	4%
	Undecided	5	6%
	Agree	24	30%
	Strongly Agree	47	59%
	Total	80	100%

Tabla 15

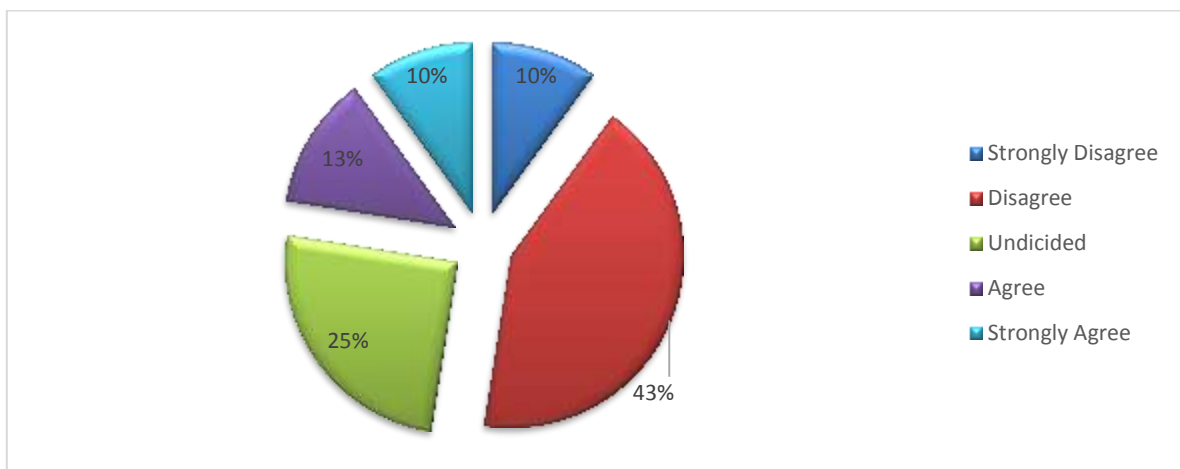


Graphics 13

This chart shows if students at La Dolorosa High School what they think about if the use of electronic material will facilitate your way of learning, in this case the 4% of the students do not care about the question and the 63% students agree to work with it.

5. When working in the classroom, do you practice writing skill using teacher's resources such as flashcards, maps, book, and vocabulary, etc?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	8	10%
	Disagree	34	43%
	Undecided	20	25%
	Agree	10	13%
	Strongly Agree	8	10%
	Total	80	100%

Tabla 16

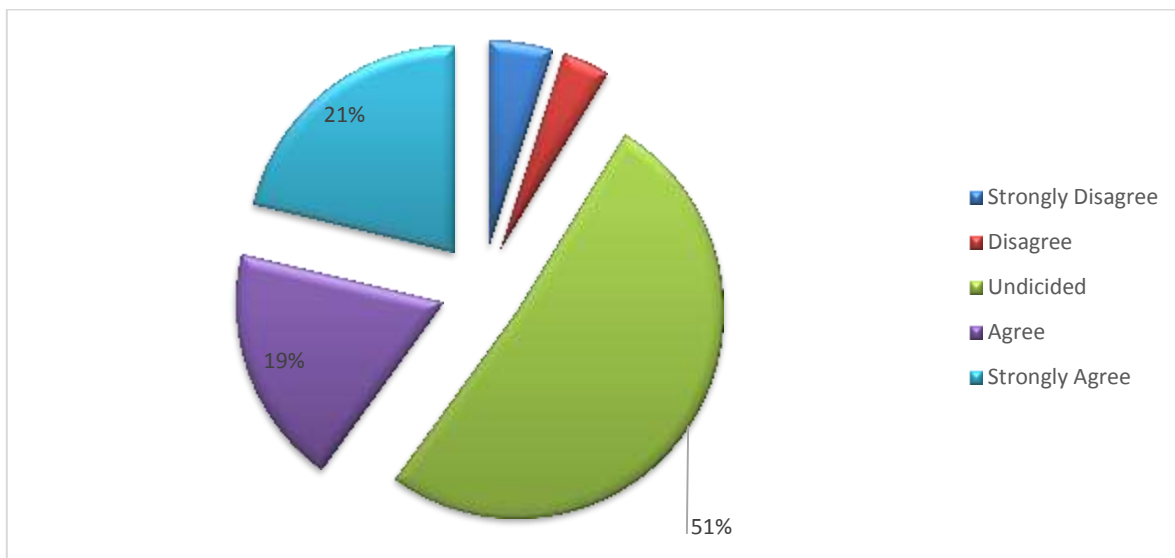


Graphics 14

This chart shows if students at La Dolorosa High School if they think it is possible to have personalized education through the use of ICTS, in this case the 4% of the students do not care about the question and the 48% students agree to work with it.

6. Teachers are currently qualified to work with platforms like EDMODO, wikis or blogs.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	4	5%
	Disagree	3	4%
	Undecided	41	51%
	Agree	15	19%
	Strongly Agree	17	21%
	Total	80	100%

Tabla 17

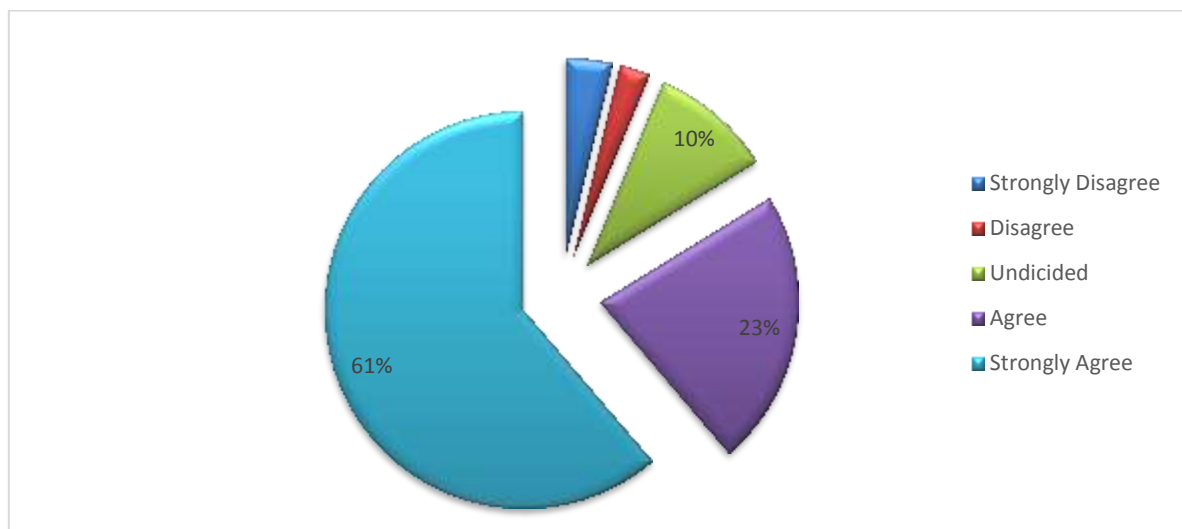


Graphics 15

This chart shows if students at La Dolorosa High School if they think all the teachers got the knowledge to work with platforms like EDMODO, wikis or blogs, in this case the 4% of the students do not care about the question and the 48% students agree to work with it.

7. Integrating technology into the classroom is definitely a great way for writing skill development.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly Disagree	3	4%
	Disagree	2	3%
	Undecided	8	10%
	Agree	18	23%
	Strongly Agree	49	61%
	Total	80	100%

Tabla 18

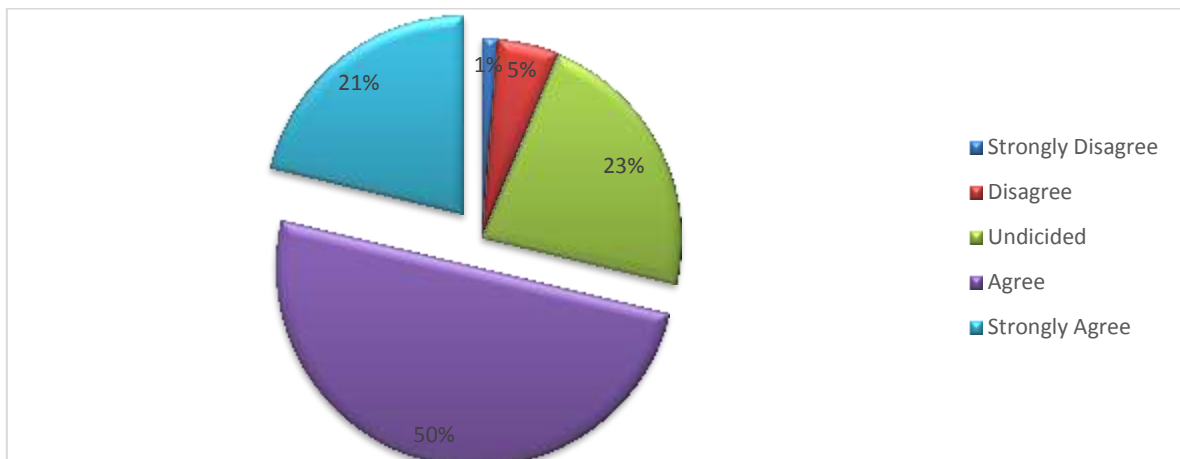


Graphics 16

This chart shows if students at La Dolorosa High School if they think all the teachers got the knowledge to work with platforms like EDMODO, wikis or blogs, in this case the 4% of the students do not care about the question and the 48% students are ready to work with it.

8. Teachers must use a new technological method in order to improve writing activities in class.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	1	1%
	Disagree	4	5%
	Undecided	18	23%
	Agree	40	50%
	Strongly Agree	17	21%
	Total	80	100%

Tabla 19

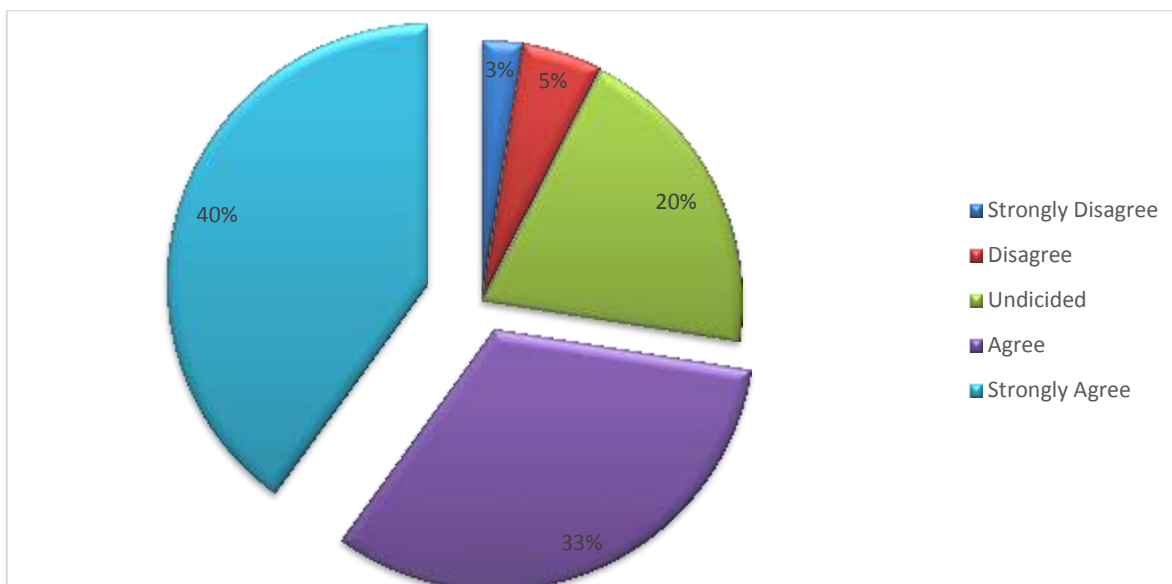


Graphics 17

This chart shows if students at La Dolorosa High School if they think that is important the use of ICTS inside the classroom, in this case the 6% of the students do not care about the question and the 45% students ready to work with it.

9. The activity of using EDMODO must be applied for an hour per week in the classroom.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Strongly Disagree	2	3%
	Disagree	4	5%
	Undecided	16	20%
	Agree	26	33%
	Strongly Agree	32	40%
	Total	80	100%

Tabla 20



Graphics 18

This chart shows if students at La Dolorosa High School if they think that they do not have enough time to use ITS in the classroom, in this case the 5% of the students do not care about the question and the 45% students agree to work with it.

3.8 RESEARCH QUESTIONS

✓ **What is the impact of technology in education?**

These days the impact of technology in the world is tremendous, facilitating many things. Technology offer a lot of apps and many different methods to use it inside the classroom but not all the schools have the access to technology and the ones that got them sometimes do not take advantages of it.

✓ **Are students and teachers ready to work with it at La Dolorosa High School?**

All the school community is ready to be in touch with the new technologies in order to achieve new knowledge.

✓ **Is EDMODO the best way to encourage writing skills at La Dolorosa High School?**

Edmodo is the perfect tool to develop writing skills for many reasons,

- First it has a similar platform as Facebook.
- Second teacher is able to post little thoughts and students have the opportunity to comment them.
- Third teacher can upload link or create online survey to work with students.

✓ **Can EDMODO change the perspective of use technological devices inside the classroom at La Dolorosa High School?**

Of course, because you teach your students that technological devices are not only for play they are the best resources that learning have nowadays. Apart of it, we cannot force them to avoid the use of technology teachers must show the students the best way to use them and acquire all their benefits.

CHAPTER 4

FINAL CONCLUSION

4.1 CONCLUSION

This study is conducted to determine the relationship between the uses of Edmodo in classroom activities and develop writing skills in the English language. The way that let us to achieve this objective was through small workshops with students and teachers; and the use of surveys and some methods of observation. Also, when you implement a new tool in classroom all the perspectives change, because at the moment to introduce new tools you will find a group of curious people anxious to work and learn; especially when they never work with those kind of technologies before or when they do not have too much knowledge about it.

It was necessary to get the school permission to analyze the causes and consequences of some problems which affect students' knowledge and do field research to get some case study and find and also solution to improve writing skill using technological device such as EDMODO platform.

During a peer observation in the classroom we found students talking or playing, teachers in some cases got angry and raised their voices, due to a lack of interests and poor motivation in classroom. Tackling underachievement in classes is the result of an unfulfilled potential in English writing skills. Finally, it was useful to work with other resources to get more information such as interviewing the principal, teachers and all people who belonged to this school community.

It was necessary to know about what teachers and students think about the use of technology in the classroom, and if they have ever listened about the use of educational virtual platform (EDMODO). Surveys were applied to obtain information and its results. As a conclusion, the school community does not have a complete idea about the use of ICTS and its benefits in writing skill development.

Implementing workshops in 8th, 9th and 10th (BGU) was fundamental to know how they feel inside the classroom using traditional teacher's methods and what they would like teachers to adapt in order to change into a new and modern

methodology. At first, some students didn't feel ashamed to say if teachers needed changes and knew a little bit more about the use of technology. We started to explain the use of ICTS and in the same way, the use of these virtual platforms.

In the second day, the benefits of EDMODO were explained in order to improve the quality of technological and virtual knowledge in teachers and how it facilitates their work without carrying too much paper and organize a variety of activities by using the platform. Also, it was essential to mention the feasible of EDMODO in the process of writing skills development using observation guidance and diagnostic process. At the end, some evaluation was given in students to prove the benefits of virtual platform and the advantages that school community might achieve with the use of ICTS.

During this process it is possible to mention the specific keys like:

The important use of EDMODO in classes to:

- **Improve writing** to develop better thinking.
- **Motivate students** to get a better environment of education and improve students' grades.
- **Teach the correct use of EDMODO** in teachers and students to improve the four skills in the English language acquisition.

The workshops with:

Teachers

- **Integrating ICT** in classes to create better and modern environments for students.
- **Networking** to know the correct way to use the platforms.
- **Cooperative work** between teachers with the implementation of new methods to motivate students.

Students

- **Practice writing** with EDMODO to generate good English grammar acquisition.
- **Try online evaluations** to assess students' knowledge.
- **Small online debates** to measure their grammar and vocabulary.

The results

- **More feedback** between teachers and students and vice versa in the use of technologies and platforms.
- **More interactive** writing assessments and multimedia workshops implementing the group work.
- **More interaction** between teachers and students

At the end of this research project, it was possible to see the progress that students and teachers had. Now, teachers feel more motivated and eager to use technologies in classes because they have a little bit more knowledge than before. It also, helps them to have a better control of their students. Meanwhile, students feel free in classes at the moment to use technology and work with interactive platforms. In the way that environments change they will change and their grades will be better than before.

The application of Edmodo in classroom to develop writing skills makes a big change in the institution, teachers, students and parents open new minds and windows in the process. As someone said one day *"It is not way technology does to us; it is what we do to technology. Get smart with technology, choose wisely and use it in a way that benefits both you and those around you."* –Anonymous.

4.2 PROBLEMS AND LIMITATIONS

At the moment to implement the project at school the problems that it presents was the slow acceptance by the directors. Since we started to work it was easy to see the lack of knowledge in ICT that teachers and students had. The bad use of technology make that students feel disconnected to the classes and they tried to annoy teachers using the devices when not allowed. And the limitations were not technological; the school community had a wrong connotation about the use of technology in classes.

4.3 RECOMMENDATIONS

All the previous readings were so essential to create central ideas to elaborate the whole work. All of this helps to elaborate a new way of education and open new windows in the world of technological education.

For the institution, the use of platforms and ICT in classrooms helps to get better categories inside the school categories. On the other hand to get a better performance it is necessary the implementation of workshops or seminars to help teachers improve their knowledge.

For teachers, do not feel afraid of new technology because it will facilitate teaching process and will help you to have the most wonderful English classes. Taking advantages of it, you will get a better management in classroom and you can avoid the amount of papers that are usually used.

For students, the use of technologies is an advantage for them because they are all the time in touch with it. Also, they will change their perspective about it one new door will be open for him in a very rentable way. No more distraction, more workgroup and better grades because they are enjoying to learn a new language.

4.4 BIBLIOGRAPHY

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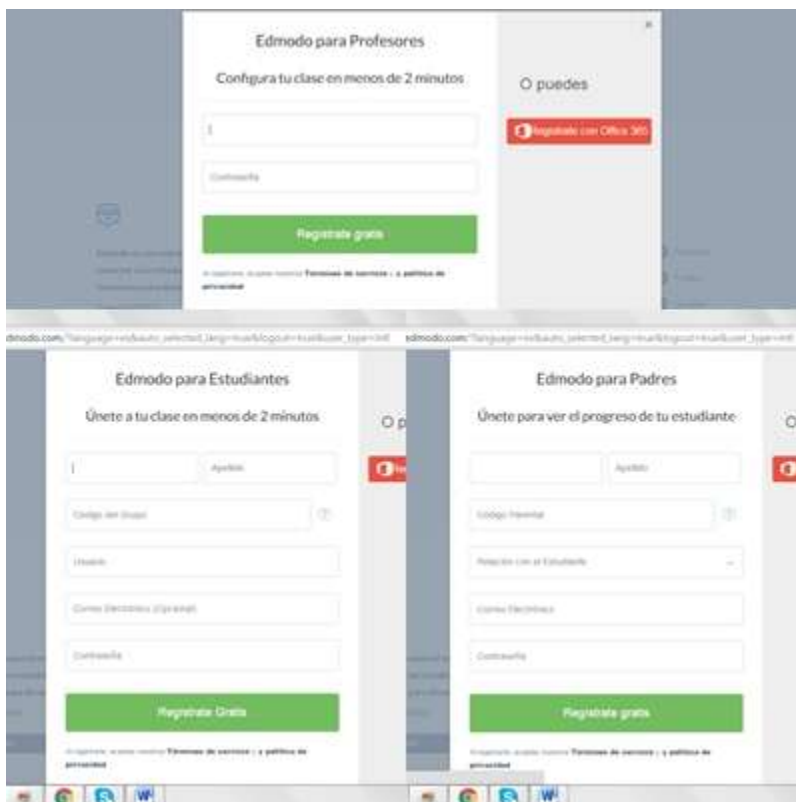
APPENDICES



Figure 6 EDMODO

EDMODO

This is the Edmodo interface where teachers, students and parents can create their accounts and have Access to all the benefits.



Here it is possible to see the three screens in where the registration is totally free.

Figure 7 Edmodo interface

HOW TO CREATE AN ACCOUNT

Sign Up for Edmodo

If you want to leap educational technology in a single bound, it's important to build up the right momentum. Edmodo gives you a running start when you:

1. [Create a teacher account](#). Available online and for Android™, iOS®, and Windows®, creating an Edmodo account is free for teachers, students, and parents.

2. [Identify your school](#). Every superhero has a base of operations.

Tell us where yours is located and find other superheroes in your midst.

3. [Complete your profile](#). Upload a photo, share your backstory, and reveal your true identity to our worldwide community!

Once you're set up, you have access to everything you need to supercharge your classroom and your teaching.

IOS interface

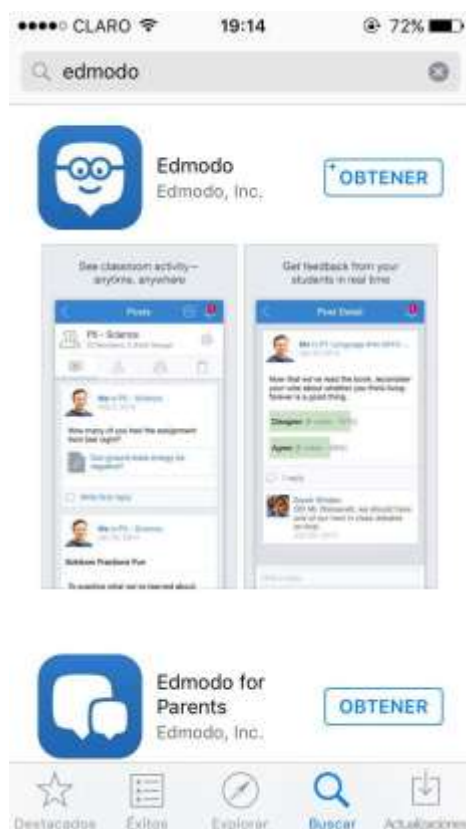


Figure 8 App

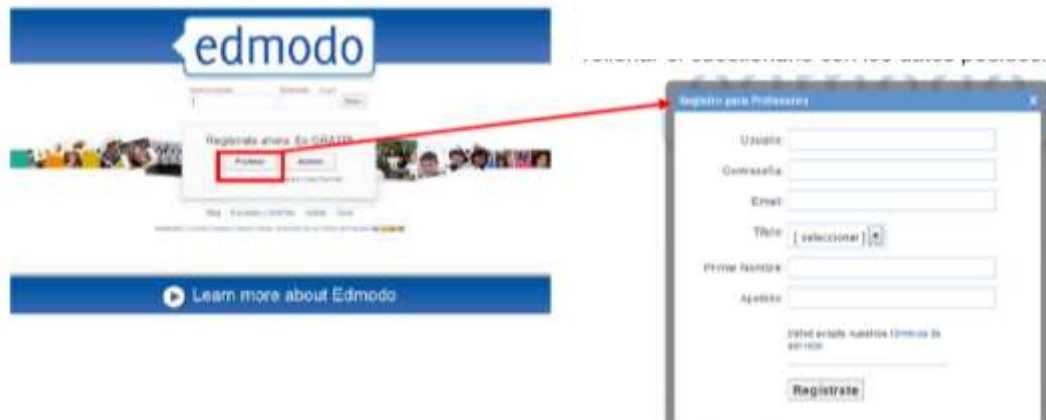


Figure 9 EDMODO registration

Here teachers can create their own account filling the gaps according the requirements.



Figure 10 EDMODO platform

In this section it's necessary to write your personal information

The screenshot shows the Edmodo platform's account settings page. The interface is in Spanish. At the top, there's a navigation bar with 'edmodo', a search bar, and links for 'Calendario', 'Notas', 'Biblioteca', 'Inicio', 'Perfil', and 'Cuenta'. The main content area is divided into several sections:

- 1**: 'Imagen para mostrar' (Image to show) section, which includes an option to 'Agregar una imagen...' (Add a picture...) and a gallery of avatars to choose from.
- 2**: 'Información Personal' (Personal Information) section, containing fields for 'Email', 'Primer Nombre' (First Name), 'Apellido' (Last Name), 'País' (Country), and 'Título' (Title).
- 3**: 'Contraseña' (Password) section, with fields for 'Nuevo Contraseña' (New Password), 'Confirmar Contraseña' (Confirm Password), and a 'Cambiar Contraseña' (Change Password) button.
- 4**: 'Escuela' (School) section, with a text input for the school name and a 'Cambiar Escuela' (Change School) button.
- 5**: 'Notificaciones' (Notifications) section, with a dropdown for 'Tipo de notificación' (Notification type) and a 'Guardar notificaciones' (Save notifications) button.
- 6**: 'Privacidad' (Privacy) section, with checkboxes for 'Bloquear notificaciones de conexión' (Block connection notifications) and 'Solo mostrar mi perfil a mis conexiones' (Only show my profile to my connections), and a 'Guardar configuración' (Save configuration) button.

Figure 11 EDMODO Platform

1. - Upload a picture or chose an avatar.
2. – Personal Information.
3. – Create your password or confirm.
4. - Choose the section in where you work: basic education, high school or college.
5. - Write your email address in which you receive the notifications.
6. - Privacy here you can avoid those disturb advertisements about unnecessary courses.

If you want to change something go to:

Account  Settings

JOIN A GROUP



Figure 12 EDMODO Join a Group

After you click where the red square is will be appear this window.



Figure 13 EDMODO Join a Group

Here you can write a code that belongs to the group that you want to sign up.

CREATE A COURSE



Figure 14 EDMODO Create a Course

Click on create

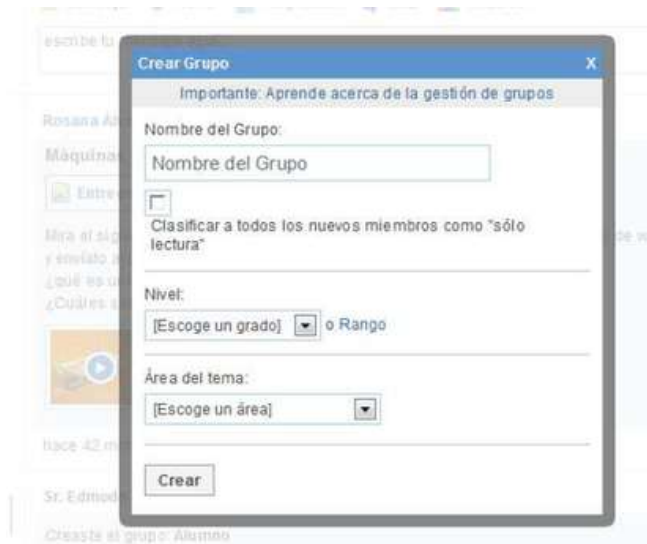


Figure 15 EDMODO Create a Course

Here it's possible to write the name of the course and details about what do you want, including levels and subjects.

ASSIGNMENTS



Figure 16

Here will be necessary to full fit many steps:

1. Assignments' title.
2. To write what students have to do.
3. Establish a deadline.
4. Let the students use many tools like: links, virtual libraries or hyperlinks.
5. Establish who will work with the assignments

All the activities are keeping save in the case you need it later.



Figure 17 EDMODO Assignments

This is how the assignments or activities look.

HOW TO CREATE A LESSON

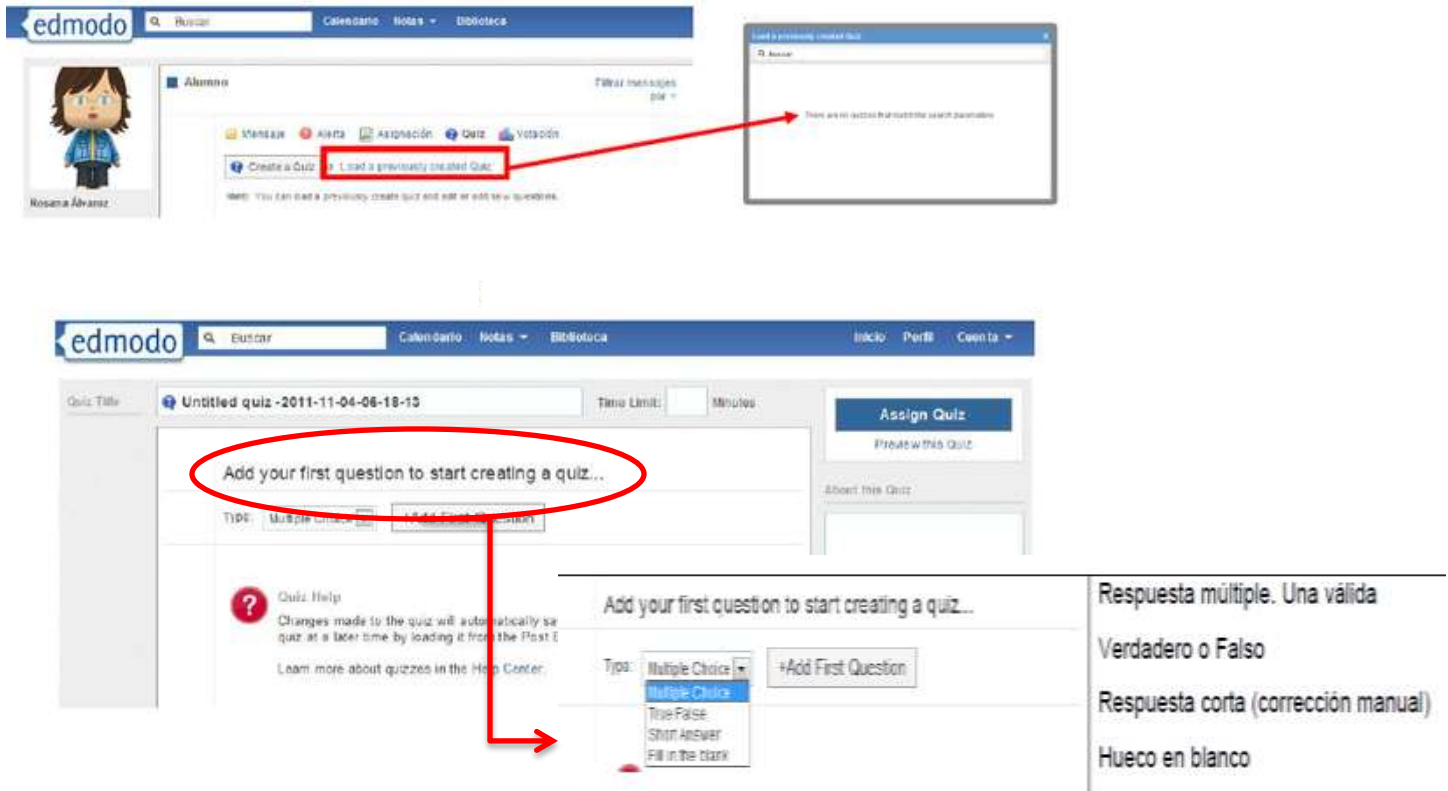


Figure 18 EDMODO Create a Class

In this part teachers are able to create their own lessons

1. It's necessary to write a title and deadline
2. Choose the type of questions.

For example:

Open questions
True or False
Fill the blank
Short answer
Multiple choices

Multiple Choices

The screenshot shows the EDMODO 'Create Question' interface. At the top, there's a header with the EDMODO logo, a search bar, and navigation links for 'Calendario', 'Notas', and 'Biblioteca'. Below this, the 'Quiz Title' is set to 'Hardware' and the 'Time Limit' is 60 minutes. The 'Questions' section on the left shows a list of questions, with the first one selected. The main area is for editing the selected question. The 'Type' is set to 'Multiple Choice' and 'Points' is 1. The 'Question Prompt' is 'Entre los dispositivos de salida de un ordenador tenemos:'. The 'Responses' section shows two options: 'A Monitor, impresora, altavoces.' and 'B Monitor, impresora, ratón, teclado.'. The 'Correct Answer' is set to 'A'. The interface includes red annotations: 'Tipo de pregunta' pointing to the question type dropdown, 'Puntuación' pointing to the points field, 'Pregunta' pointing to the question prompt, 'Respuesta verdadera' pointing to the correct answer, 'Respuesta falsa' pointing to the incorrect answer, 'Añadir más' pointing to the '+Add' button, 'Cargas preguntas' pointing to the 'Load' button, and 'Añadir más respuestas' pointing to the 'Add Response' button.

Figure 19 EDMODO Create a Multiple Choice test or activity

True or False

The screenshot shows the EDMODO 'Create Question' interface for a True or False question. The 'Quiz Title' is 'Hardware' and the 'Time Limit' is 60 minutes. The 'Questions' section on the left shows a list of questions, with the first one selected. The main area is for editing the selected question. The 'Type' is set to 'True False' and 'Points' is 1. The 'Question Prompt' is 'El Hardware es la parte física del ordenador'. The 'Responses' section shows the 'Correct Answer' set to 'True'. The interface includes red annotations: 'Añadir más' pointing to the '+Add' button and 'Cargas preguntas' pointing to the 'Load' button.

Figure 20 EDMODO Create a True or False test or activity

Fill in the blank

The screenshot shows the Edmodo web interface. At the top is a blue header with the 'edmodo' logo, a search bar labeled 'Buscar', and links for 'Calendario', 'Notas', and 'Biblioteca'. Below the header, the main area is titled 'Quiz Title' with a dropdown menu set to 'Hardware'. To the right of the title is a 'Time Limit' of '60 Minutes'. On the left side, there is a 'Questions' list with four items, the fourth of which is selected. Below this list are '+Add' and 'Load' buttons. The main content area shows a 'Type' dropdown set to 'Fill in the blank', with 'Points per blank' set to '0' and 'Total Points' set to '0'. A 'Remove Question' button is in the top right of the question editor. The 'Question Prompt' field contains the text 'El ordenador está formado por la parte física o _____ y la parte blanda o _____'. Below the prompt is an 'Attach' section with 'Link' and 'Library' options. The answer field shows two empty text boxes. At the bottom, a yellow note states: 'Quiz takers will have to answer in the exact order for question to be marked as correct.'

This screenshot shows the same Edmodo quiz editor, but with the answer field filled in. The 'Question Prompt' remains the same. The answer field now contains two text boxes with the words 'hardware' and 'software' entered. The yellow note at the bottom is still present: 'Quiz takers will have to answer in the exact order for question to be marked as correct.'

Figure 21 EDMODO Create a Fill in the Blank test or activity

Short Answer

The screenshot shows the Edmodo web interface. At the top is a blue navigation bar with the Edmodo logo, a search bar labeled 'Buscar', and links for 'Calendario', 'Notas', and 'Biblioteca'. Below this, the 'Quiz Title' field is set to 'Hardware'. To the right, the 'Time Limit' is set to '60' minutes. On the left, a list of questions is shown, with question 5 selected. The main area displays the 'Question Prompt' field with the text 'La memoria ROM es de solo'. Below the prompt, there are 'Attach' options for 'Link' and 'Library'. At the bottom left, there are '+Add' and 'Load' buttons. A 'Remove Question' button is located at the top right of the question editor area.

Figure 22 EDMODO Create a Short Answer test or activity

In all this section it is possible to make some modification if teachers want.

This screenshot shows the Edmodo interface with a quiz titled 'Hardware' being edited. The 'Type' is set to 'True False' and 'Points' is '1'. A red box highlights the 'Assign Quiz' button, with a red arrow pointing to it and the text 'Previsualizar el cuestionario' (Preview the questionnaire). Below the main editor, there is a section for 'Responses' with a 'Correct Answer' button. To the right, a preview window shows the quiz as it will appear to students, with red annotations: 'Editar cuestionario o seleccionar otro cuestionario' (Edit questionnaire or select another questionnaire), 'Fecha de cuestionario' (Questionnaire date) set to '11/09/2011', 'Seleccionamos para que la calificación aparezca en la libreta de notas' (We select so that the grade appears in the notebook), and 'Grupo o alumnos a los que va dirigido' (Group or students to whom it is directed). The bottom of the preview window has a field to 'Escribe el nombre de un grupo, estudiante o profesor' (Write the name of a group, student or teacher) and an 'Enviar' (Send) button.

Figure 23 EDMODO Modifications

Here the interface in where you arrange deadline and changes.

TEACHERS' INTERFACE

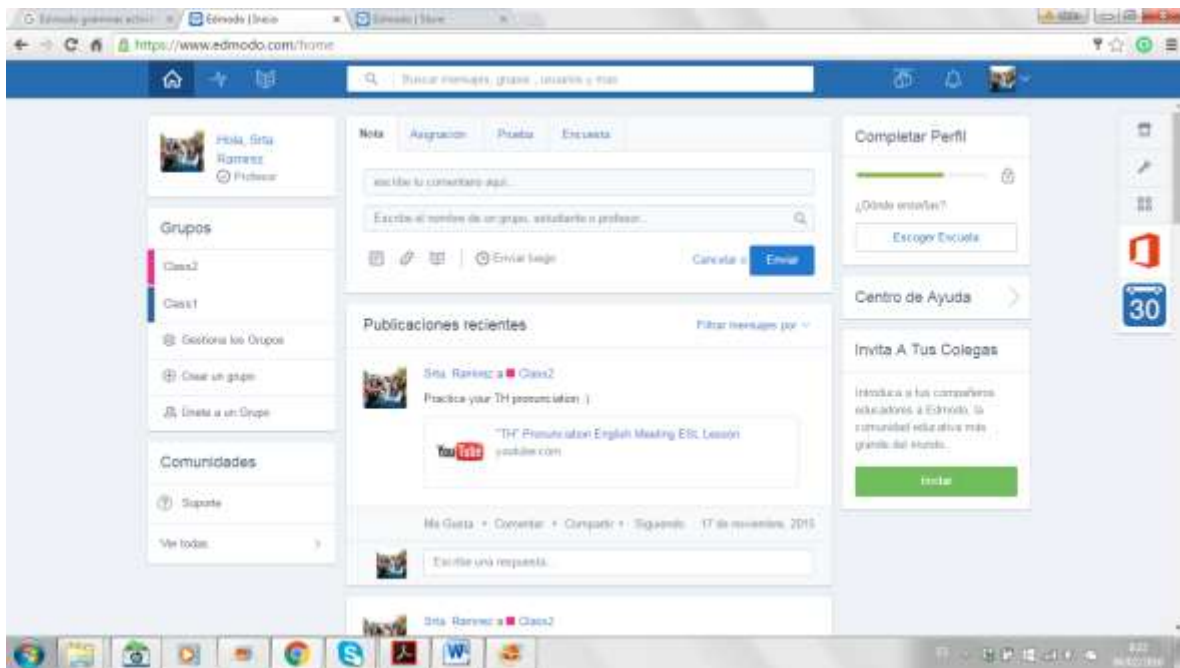


Figure 24 EDMODO for Teachers

STUDENTS' SECTION



Figure 25 EDMODO for Students

Uploading tasks

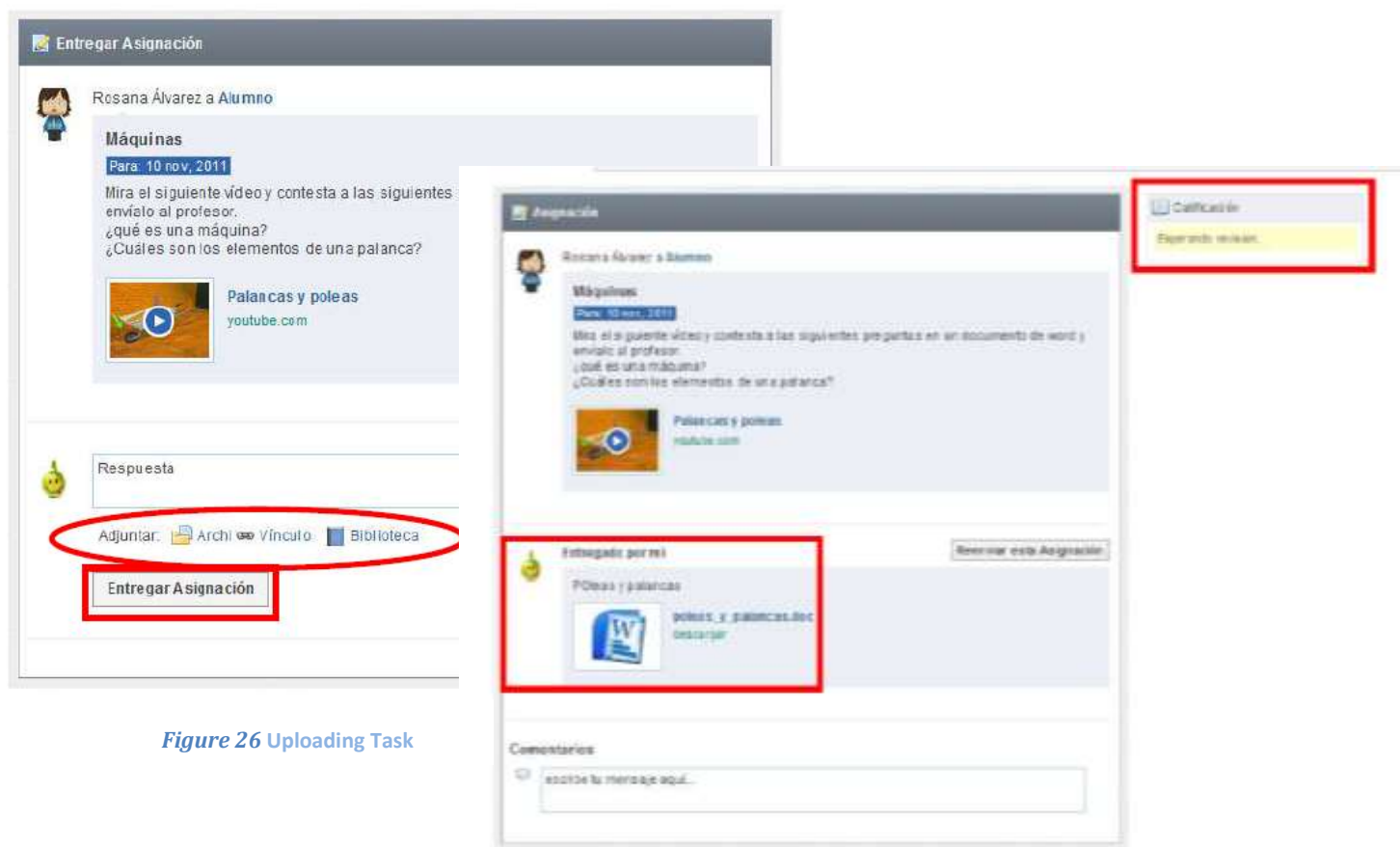


Figure 26 Uploading Task

Corrections



Figure 27

When teachers check the task, students immediately receive a message that confirms that the teacher has received and checked their homework.

ACTIVITIES



Figure 28 EDMODO Activities

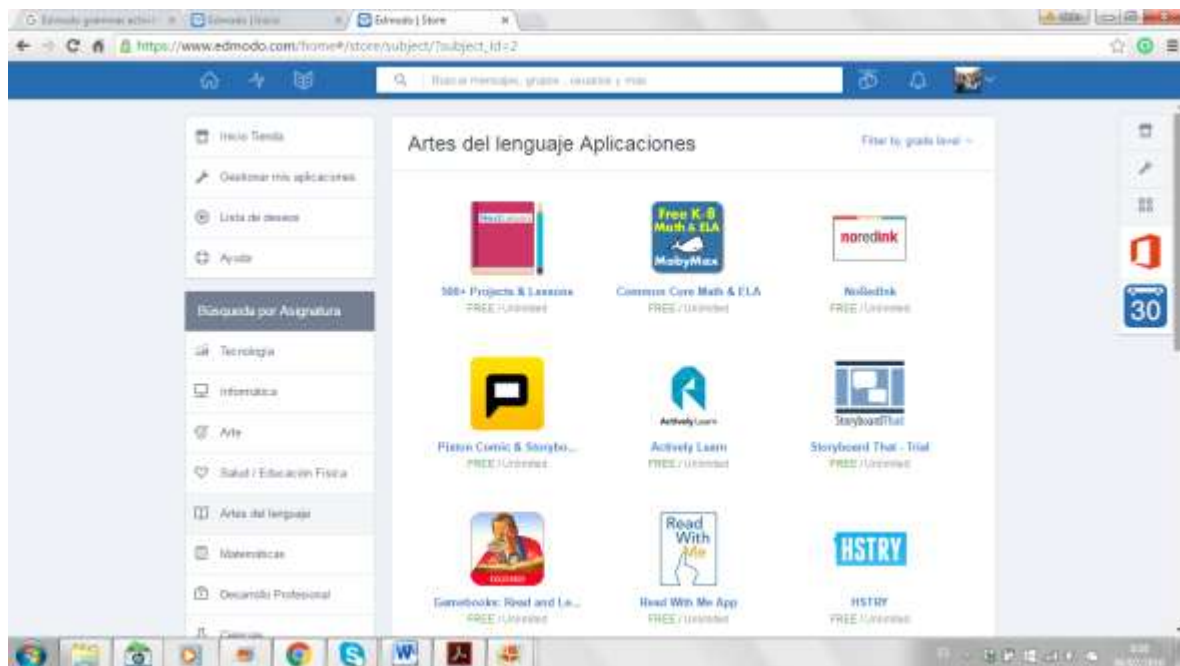


Figure 29 EDMODO Activities

Ranking

Lesson Grades

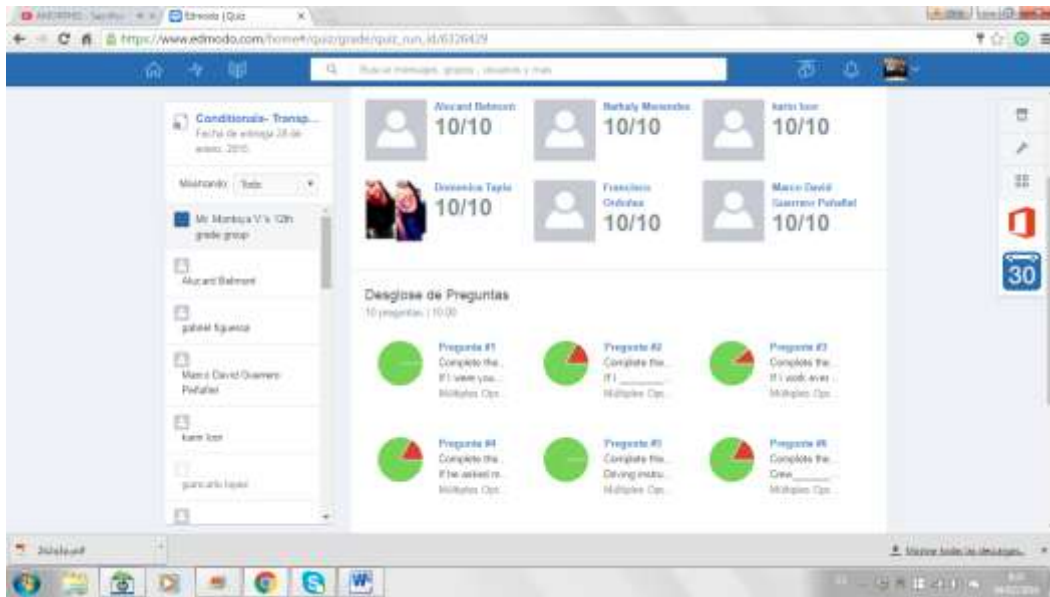


Figure 30 EDMODO Grades

AMORPHIS - You I Ne... Edmodo | Quiz Edmodo | Imprimir Prueb...

https://www.edmodo.com/quiz?quiz_id=7513383&print=true

Exercise on Phrasal Verbs choose the correct answer

Pregunta: 1
Total de Puntos: 1

Jane and I want to _____ up smoking.

☐ give

☐ wake

Pregunta: 2
Total de Puntos: 1

Could you _____ me up at 6 o'clock?

☐ wake

☐ fill

Pregunta: 3
Total de Puntos: 1

We must _____ up or we will miss the bus.

☐ hurry

☐ speed

Pregunta: 4
Total de Puntos: 1

Can you _____ me up at the station?

☐ pick

☐ take

Pregunta: 5
Total de Puntos: 1

Figure 31 EDMODO Grades

UNIVERSIDAD DE LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
ESCUELA DE LENGUAS INGLES

INTERVIEW FOR TEACHER

English Area:

- 1. From your perspective, how important is the use of technological resources as a didactic support in the teaching – learning?**

It is the most important thing in teaching and learning in all the activities- It is not the computer only, is the new way in what this device can produce a change in the process of your class. They make it more interesting.

- 2. Do you think that technological resources facilitate the acquisition of English language learning in the institution?**

Yes, I do, especially in listening activities.

- 3. Do you think the use of technology make students dependent and do not pay too much attention in classes?**

No. on the contrary, they pay attention and have a better participation when we use technology and have especially device to work. For example: tablets and personal computers.

- 4. During the years internet became in a very important tool that let students acquire all the information that they want. As a teacher are you teaching to your students the correct way to use the technological devices. ?**

Yes, how they sail in the internet and how to use the information are two important things that I recommend. They have to know how to choose the information, and how to use the devices properly are the keys for the

success in their learning-But not only with the students we have to guide the parents too, in order to have helpers at home with lesson and reinforce contents clearly.

5. What is your perception about the facilities that technological resources give us for the strengthen knowledge?

They may practice at home having fun thanks to games on line and many other activities. They don't notice in that way they are studying.

Colegio Particular “La Dolorosa”

Group: 8th		Date: November 16th to 21th, 2015	Time: 10 hours	N° of students: 35
Recent topic work: there is/there are		Recent language work: The home, have got in questions, give directions, my room		
Aims: Students describe the position of objects in a room. Students use language that can be transferred to real-life situation.				
Objectives: To describe the position of objectives in a room. To use language that can be transferred to real-life situation.				
Assessments: STUDENTS' BOOK word list page 109. Grammar reference pg 99.				
Materials: Students' book, workbook, notebook, cd player, dictionary, English Lab.				
Anticipated problems:				
Timing		Teacher activity	Student activity	Success indicators
Monday		Draw the outline of a house. Ask students to name rooms and write them under each picture. Explain that who lives here?	Students match the people with the rooms. Students write the words in the correct list. Students listen and write the three rooms in order. Students write true sentences about the mystery star using have got.	At the end of this unit students will be able To describe the position of objects in a room. To identify a celebrity home To reflect on globalization. To use language that can be transferred to real-life situations.
Tuesday		Is a TV show in which we see inside the home of a famous person? Explain that have got is the same as have got is the same as have when we talk about possession. Points out the use of have got.	Students write questions with have got and then answer them. Students prepare five sentences about a famous person's house. Students look at the pictures in the article Students read and listen to the article and choose the correct option. Students answer the questions.	
Wednesday		Reading ✓ Culture: Clone Cities		
Thursday		Speaking ✓ English you need: Give directions		

<p>Friday</p> <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ◦ My room ◦ Adjectives ◦ Nouns and after be <p>Saturday</p> <ul style="list-style-type: none"> • Open house 	<p>types of shops in cities Check the students to understand expressions to talk about numbers. Ask students to look at the first two example sentence and answer the questions Ask students to look at the second example sentence and answer the questions.</p>	<p>Students look at the map. Students listen to three dialogues. Students look at the picture for 30 seconds, and then close their books. In pairs, students describe the room in picture. Students order the words to make sentences.</p>
<p>Additional possibilities: games, to listen to music, watch a video and the use of EDMODO in classroom.</p>		
<p>Homework/Further work: Student's book. Word list pg. 109. Grammar reference pg. 99.</p>		



School's Coordinator



English Area's Coordinator



English Teacher

EDMODO			
APTITUDES	ACTIVITIES	TASK	DAYS
Willingness to work	To show the institution the research project to the head of the school.	Complete	1
Rubrics cover all the needs	To talk with English Teacher and coordinator and explain what it is necessary to do inside the classroom.	Complete	2
Regular willingness to work in the students' environment	Observation day.	Complete	3
Willingness to work	The Interview day. To talk and share Ideas with the English coordinator about the information collected by teachers and students	Complete	4
Rubrics cover all the needs	The first workshop in which was explained the use of ICTS and EDMODO and was possible to know what the students think about it.	Complete	5
Regular willingness to work in the students' and teachers' environment	The surveys days to collect data.	Complete	6

Rubrics cover all the needs	Teachers' workshop. Included two hours in the elaboration of accounts, netsurfing, using digital resources for the elaboration the evaluation.	Complete	7
Regular willingness to work in the students' and teachers' environment	Students' workshop. They create some accounts in Edmodo to work with teachers. Exploring the new material.	Complete	8
Willingness to work	Supervising teachers and students working together.	Complete	9
Rubrics cover all the needs	Last evaluation	Complete	10

UNIVERSIDAD DE LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
SURVEYS FOR TEACHERS

Objetivo: Obtener información relacionada al uso de TICS

La información que solicitamos en la siguiente encuesta será manejada con confidencialidad, por ello no requiere sus datos personales. De antemano agradecemos su colaboración.

Marque con una x la opción que ud. Considere.

PREGUNTAS	ALTERNATIVAS				
	Totalmente en desacuerdo	En desacuerdo	Indiferente	De acuerdo	Totalmente de acuerdo
1.- El uso de una nueva herramienta educativa promueve la creatividad y el desarrollo de nuevas estrategias metodológicas en los docentes.					
2.- El entrenamiento de los maestros a utilizar las nuevas herramientas tecnológicas para el aprendizaje de idiomas Inglés da los mejores resultados en sus conocimientos.					
3. - El uso de las TIC promueve el estilo de aprendizaje independiente en los estudiantes.					
4.- El uso de las TIC promueve un estilo de enseñanza más flexible y personalizada.					
5.- La implementación de una plataforma social educativa (Edmodo) permite el desarrollo de nuevos métodos de enseñanza y aprendizaje de una manera interactiva.					

6.- El uso del Edmodo permite el diseño digital de las lecciones, tareas y materiales de evaluación para los estudiantes.					
7. Edmodo es una buena opción para trabajar en clases y anima a los estudiantes a través de la creatividad y motiva a los estudiantes a trabajar en grupos.					
8.- Edmodo sería una herramienta útil para el desarrollo del aprendizaje del idioma Inglés.					
9.- La actividad de utilizar Edmodo debe adaptarse en el plan de estudio de diseño y curricular, y también trabajan por una hora a la semana en el aula.					

UNIVERSIDAD DE LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
ENCUESTA PARA ESTUDIANTES

Objetivo: Obtener información relacionada al uso de TICS

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Marque con una x la opción que ud. Considere.

PREGUNTAS	ALTERNATIVAS				
	Totalmente en desacuerdo	En desacuerdo	Indiferente	De acuerdo	Totalmente de acuerdo
1.- Las TIC son herramientas cualificados para desarrollar el aprendizaje de inglés y proceso de enseñanza en los estudiantes y maestros.					
2.- Utiliza el nuevo vocabulario en clase con el fin de mejorar su capacidad de escritura					
3. - El uso de wikis, blogs y plataformas necesarias para mejorar Idioma Inglés .					
4.- El uso de Edmodo le ayuda a mejorar y desarrollar buenas habilidades de escritura.					
5.- Cuando se trabaja en el aula, practicas habilidad de la escritura utilizando recursos del profesor, tales como tarjetas, mapas, libros, y el vocabulario, etc ?					

6.- Los maestros están actualmente calificados para trabajar con plataformas como Edmodo , wikis o blogs .					
7. La integración de la tecnología en el aula es definitivamente una gran manera de escribir el desarrollo de habilidades.					
8.- Los profesores deben utilizar un nuevo método tecnológico con el fin de mejorar las actividades de escritura en clase.					

COLEGIO PARTICULAR LA DOLOROSA

School Workshop



Figure 32 Colegio Particular La Dolorosa



Figure 33 Colegio Particular La Dolorosa



Figure 34 Colegio Particular La Dolorosa Teachers



Figure 35 Colegio Particular La Dolorosa Coordinadora Ingles

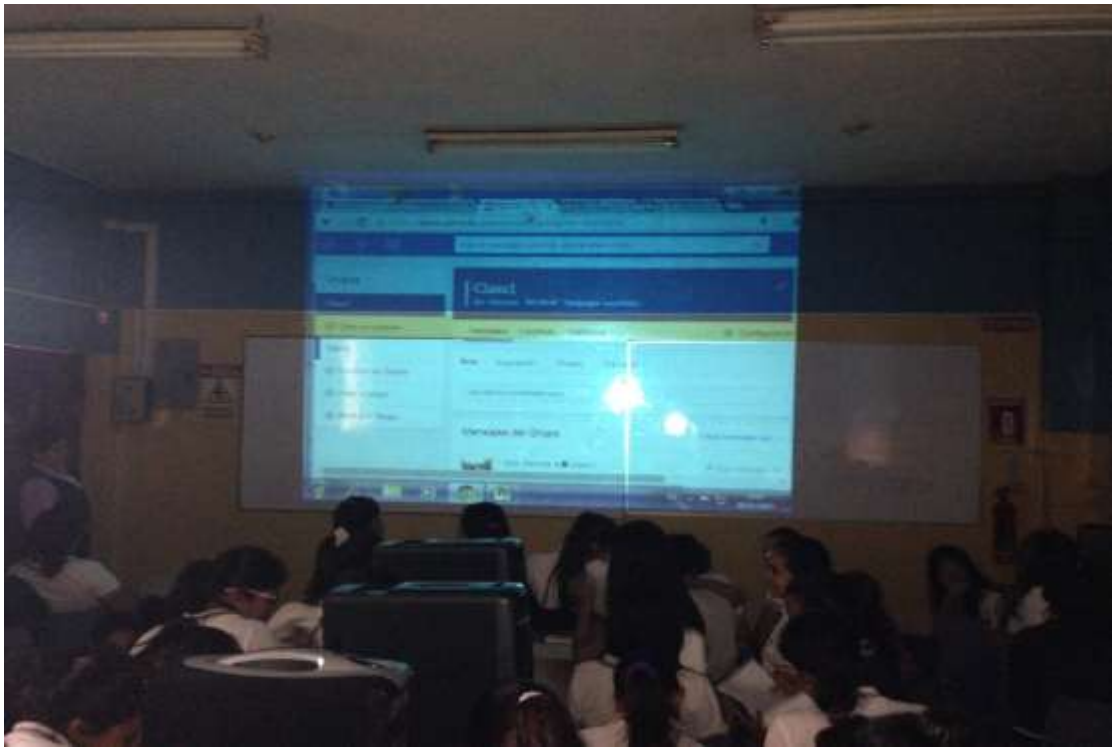


Figure 36 Workshops



Figure 37
Workshops



Figure 38 Workshops



Figure 39 Workshops



Figure 40 Surveys



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

Edmodo as technological tool for the development of English writing skills in eighth graders at “ La Dolorosa” high school.

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De Educación

CARRERA:

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FECHA DE PUBLICACIÓN:**No. DE PÁGS:****TÍTULO OBTENIDO:**

Licenciada en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL

ÁREAS TEMÁTICAS:**PALABRAS CLAVE:****RESUMEN:**

El objetivo principal de este proyecto de investigación es determinar la relación entre las actividades de clase y el desarrollo de la capacidad de la escritura en el idioma Inglés a través del uso de Edmodo como plataforma virtual. Para este proceso fue necesaria la observación previa de clases, encuestas y entrevistas a los profesores y estudiantes para conocer las dificultades y deficiente que puedan tener. Luego de un analisis pudimos saber la falta de conocimiento que algunos maestros y estudiante pueden tener en el área tecnológica. Después, una semana de trabajo con los profesores y estudiantes pudimos crear mejores bases tecnológicas en Edmodo. Dando más recomendaciones para la institución con el fin de mejorar las habilidades de escritura a través del uso de Edmodo.

No. DE REGISTRO (en base de datos):**No. DE CLASIFICACIÓN:****DIRECCIÓN URL (tesis en la web):****ADJUNTO PDF:**☐ SI☐ NO**CONTACTO CON AUTOR/ES****Teléfono:** 0991463605**Email:**angelinaevans92@gmail.com**CONTACTO EN LA INSTITUCIÓN:****Nombre:** Ab. Michelle Vargas Aguilar**Teléfono:** 2596500 Ext. 221**E-mail:**mvargasa@ulvr.edu.ec

Urkund Analysis Result

Analysed Document: TESIS.docx (D18047260)
Submitted: 2016-02-17 22:23:00
Submitted By: lauri_the_best_4ever@hotmail.com
Significance: 8 %

Sources included in the report:

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Instances where selected sources appear: