FACULTAD DE LENGUAS

LICENCIATURA EN LENGUAS MODERNAS

"The use of ICT to improve students' vocabulary"

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For the Degree of

LICENCIATURA EN LENGUAS MODERNAS

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“The use of ICT to improve students’ vocabulary”

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LICENCIATURA EN LUENGUAS MODERNAS

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DEDICATION

This research is dedicated first of all to God, who gives me the life and the strength to accomplish this project. To my mommy María Blanca Guarneros Salas, who always believes in me, thanks for your economic and moral support, for guiding me in this live. To the love of my life, my husband Angel López Garrido of all your support and comprehension during this process, for your economic and moral support, for the love and respect that you give me and for teaching me the importance of finishing what you start, no matter how long it takes. To my children Ailyn Galilea López Flores and Nahomi Belén López Flores to understand the importance of this research, by the time that I had to invest in this research and for you encourage in all the activities that we did to finish this project. Finally, I mean you are the most important in my live. I love you very much!

With love Jael

ABSTRACT

This Tesina suggest the use of edmodo platform to share different activities with students to help them to improve their vocabulary. This research was carry out in a Public elementary school with students of 5° of primary so it is proof of how important it is to update the way to teach.

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CHAPTER I INTRODUCTION

1.0 INTRODUCTION

From my experience as English teacher I have observed that the most difficult for students is to learn vocabulary. learning vocabulary is limited due to a lack of second language (L2) students participate during the class but when students have to present an evaluation, they have a lot of problems to remember or practice these vocabularies at home, especially if their parents do not know English. Siyanova-Chanturia, A., & Webb, S. (2016).Teaching vocabulary in the English as a foreign language (EFL) context is challenging. Input and most words are learned through classroom instruction.

The use of ICTs to teach any subject is very important in our daily work, because we live in a technological world. The new generations have more contact with the technology so we as English teachers have to be emerged with the technology if we want to leave a different way to practice English outside classroom on our students.

The use of different technology, such as computer, electronic board, projector, tablets and iPod to teach English are very successful for students and teachers, because students seem to love working and learning any subject using technology. Most of them think that technology is very funny, easy and attractive to use it.

The use of ICT to teach English is an excellent tool to work the four skills, because in the other hand teachers expend the time and a lot of money making didactic material, so in the internet is easy to find, images, listening activities, movies, readings or little texts to improve English. There are different programs to practice vocabulary. The use of technology in our work is necessary because we live in a technological era and if we want to be good teachers, we must adapt this new way of teaching.

1.1 Purpose of study

This research proposes the use of Edmodo platform to share with my students different activities to improve English vocabulary. The activities were divided; some were realized during the English class and others were realized at home. All the activities were selected previously with the objective to improve the vocabulary according with the topic from the unit 5 of the syllabus program by SEP (public places and giving directions).

Edmodo is an online platform for teachers and students. Such as Facebook but in a safe and controlled environment appropriate for school. In other words, Edmodo includes a social learning area where teachers, students, and parents can interact. Both web-based and mobile application versions are available (Balasubramanian et al., 14). Edmodo platform is an educational technology company offering communication, collaboration, and coaching tools to schools and

teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents.

The purpose of Edmodo platform and similar services is to integrate the outputs of other sources into one whole and provide it with communication and assessment background. Positive experience with using edmodo at basic and secondary schools (e.g. Holland and Muilenburg 2011; Fardoun et al. 2012; Wallace 2013) has encouraged us to try it also in the environment of academic education.

Each student by themselves registered in edmodo platform and join to the group to receive and carry out the activities that I sent at least twice a week in order to motivate them to study and practice English during the class and at home.The main idea of this work is to get a different way to improve the students' vocabulary and optimize the use of the tools available to the Primaria Oficial Profesora "Paulina Maraver Cortes". This is the principal reason why I had to implement the use of Edmodo platform in my English classes and as in our classrooms, the use of popular mobile applications that are familiar to teachers and students improves the motivation of students to learn.

I selected 10 different activities to practice vocabulary about the different places in the town, giving and asking for directions in the different web pages

mentioned below and I share to the students in the Edmodo platform that I did for my students. They practiced the five activities during the English class and the other five at home. I decided to do it in this way because the students were not used to using Edmodo platform.

1.2 Research setting

I was teaching English in a Public Primary School. In this school, the teachers of fifth grade of primary had in the classroom a computer, projector and internet. My students received tablets by the program that Secretaria de Educación Publica is implementing in Public schools. In this program all the students in fifth grade of primary receive a tablet when the scholar cycle starts. The tablets had installed different programs to study subjects such as Mathematics, Science, geography, History and English.

When the year started, my students asked me about the use of this program to play and learn. It was frustrated for me because I did not have the knowledge about how to use it. I investigated about the program, I got used it so they started to use them. The problem started when my students got bored about to play the same game all the time so I could see was that the program installed in the tablets did not contain the vocabulary necessary for topics studied in class. As a consequence most of them had problems to learn vocabulary, because they did not practice at home. Other problem that I had is that I had three groups with 40 students each one, so is very difficult to review the pronunciation and vocabulary of

each student. I wanted to help them to improve principally their vocabulary at home with the objective to create confidence and more participation during the class.

I had the opportunity to take the ITCs diplomat so I felt motivated to prove some of the different tools that in this diplomat I have learned. I selected 10 different web pages to share with the students during the 7 weeks that I had to apply the methodology. Some of them were used with the objective to improve pronunciation, others one to memorize and others to practice listening and speaking, all the activities are related with the vocabulary seen in class.

The pages that I used were:

1. learningenglish.voanews.com.
2. www.manythings.org.
3. eslyes.com.
4. vocaroo.com
5. www.esl-lab.com
6. you tube.com.mx

1.3 The significance of the study

This research has an important value for me because I grew professionally. The teacher is left alone with what they learned is not a good teacher. We must innovate in order to grow. I had the opportunity to update myself and use the resources that technology is giving me to make my job easier . Especially for

students who are in contact with more technology than I do. I have learned the importance to use of ICT to teach English, I got used ICT, so I want to adopt them in my English classes. Finally, I want to prove that the use of technology is useful to help students to improve English vocabulary so evaluate the results in a final vocabulary exam.

1.4 Research questions

1. Is Edmodo platform an easy tool to share activities to improve vocabulary?
2. Which are the advantages and disadvantages to use Edmodo platform to help students to improve their vocabulary according to the teacher?
3. Is there any impact in the students' final vocabulary evaluation score?

CHAPTER II METODOLOGY

2.0 Introduction

This chapter contains the description of the type of methodology, the different instruments used to investigate, context of the research, the participants, the data collection and the data analysis. In the previous chapter, were described the participants of the present study as well as the setting and instruments used. This chapter presents the outcomes from the implementation of such instruments and the observations derived from them.

2.1 Methodology

The research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection analysis and interpretation. There are three main research methods to investigate qualitative, quantitative and mixed methods.

Qualitative researches are concerned with the meaning people attach to things in their lives. Central to the phenomenological perspective and hence qualitative research is understood by people from their own frames of references and experiencing reality as their experience it (Corbin & Strauss, 2008).

The quantitative approach is an approach for testing objective theories by examining the relationship among variables. These variables in turn can be measure typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell 2014).

According to the purpose of this research, which consist in the use of Edmodo platform to share different activities and help students to improve English vocabulary outside class and the different instruments used in this investigation The approach was carry out in qualitative and quantitative method (mixed method).

2.2 Research setting

This research was carry out in a Public elementary school Profesora “Paulina Maraver Cortes” that is located in The Colonia La Margarita in the city of Puebla, Puebla. The last year I started to work in the Programa Nacional de Inglés (PRONI) that is an English program for elementary public schools. I had 9 groups from 4° to 6° grade with 40 to 50 students each one approximately. Each group has 2:30 hours of English class per week. Thus, the research was done specifically in the three groups of fifth grade, because they received tablets at the beginning of the year so the three groups have electronic board, a computer and internet access in the classroom.

2.3 Participants

This study was carried out with one hundred eighteen students from fifth grade of elementary school sixty-three females and fifty-five males, from 10 to 11 years old. They have taken English since they were in second grade so they have no the

necessary vocabulary to work in class; as a result most students failed the exam of vocabulary. When I explained the new way to help them to improve vocabulary they were very cooperative and they seem to like learning English, principally because they had a lot of interest to use different activities to learn English using the tablets.

To obtain the information that I needed for this research, I asked for permission to the school principal and the titular teacher from each group. I explained them the purpose and the characteristics of my research. The titular teachers were very comprehensives and interested in see the results of this investigation.

2.4 Instruments

The instruments are very important in any research. The instruments help to get information about the research, so they are the principal evidence to prove a theory. It is very important mention that Edmodo platform was the tool used to share different activities with the students but the instruments used to collect the data were two writing exams, a questioner and class observations.

2.4.1 Writing exam

With the objective to look the effect that Edmodo platform had with the students' learning vocabulary. I evaluated their vocabulary knowledge at the beginning and at the end of the instruments' implementation. Evaluation refers to a more formal mode of assessment and is the basis for judging the skills or knowledge of the students as well as the effectiveness of a unit or activity Ahangari, S., & Yaghchi, M. A. (2015).

There are four types of exams according to The University of Manchester (2016)

1. The essay and written answer exams are clear argument, good essay structure, accurate, grammar, spelling and punctuation etc.
2. Multiple choice exams usually involve a phrase or stem followed by three to five options, from which you must select the correct answer.
3. Open book exams are designed to test your understanding of a subject and how well you can make an argument more than your memory for facts.
4. Oral exams tests your knowledge (often of a foreign language), as well as your presentation skills.

In this research I applied two writing exams the first one was applied in May 18th,It was multiple choice exam and the second one at the end of the course in July 7th, It was essay and written answer exams. The exams were answered in the class by the students with the objective to observe different results before and after to implement the instruments and the impact that the tools used for this research had.

2.4.2 Questionnaire

A questionnaire is a research instrument. It consists in a series of questions and other prompts for gathering information from respondents. There are three basic types of questionnaire: closed-ended questionnaire include all possible answer/ prewritten response, categories, and respondents are asked to choose among them. Open-ended questionnaire allow respondents to answers in their own words, and a contingency question that it is a special case of a closed-ended question because it applies only to a subgroup of respondents. (Siniscalco, M. T., & Auriat, N. 2005)

I shared with my students the questioner by using Edmodo platform so they answered it during the class, using their tablets. The questionnaire was developed with the Google format program with eight multiple choice questions. The questions were in Spanish with the objective to help the students to answer by themselves. The main purpose of the questionnaire was to collect information about the students' experiences using Edmodo platform to receive the different activities to improve English vocabulary in a different way.

2.4.3 Class observations

In order to determine the kind of observation in this research; it is very important to understand that there are two types of observations; The Direct and the indirect observation. In the Direct (participant observation) researchers use observation to

obtain their finding by joined in with the situation they are observing. In the Indirect (non-participant observation), it is by observing from a distance (Suen, H. K., & Ary, D. 2014).

An Observation is sometimes treated as a research method, sometimes as a data collection technique, and as a data collection technique, it is used in both basic and applied research and in qualitative and quantitative studies. This research took as a main posture to use direct observation. When properly conducted of quantitative observational are independent of the observer; in other words, different observers following similar procedures should report similar results (Suen, H. K., & Ary, D. 2014).

As I mentioned before, my observations were direct because I reported the observing during the English class by the process to use Edmodo, each week I did an observation report about the process. I designed a table to report my observations. There are four main points of observations that were very important for my research. Focus on student´s behavior, the students´ reaction when teacher presents the new program (Edmodo) and the activities, the students´ facial expression that they will do during the lesson section and the different problems that appear during this process.

2.5 Data Collection

First, it was necessary to mention that before applying the instruments to gather the information needed to accomplish the purpose of this research; it was

necessary the approval from the principal of the school as well as the teacher in charge of the group about the participants selected the methodology and the main characteristics of this research. The data was collected through different stages. 7 weeks were necessary to apply the instruments, from May 15th to June 30th. First, I applied multiple choices writing exam, each week I used Edmodo platform to reinforce the topic seen in class and I shared activities to do at home. Each week I wrote my observations, on June 30th I applied the questioner to the students and finally I applied multiple choices writing exam.

2.6 Data analysis

This chapter provided the most important aspects taken in order to collect and analyze the data. There are, in general, two ways of collecting data if one wants information about the lived experience of a phenomenon from another person. First, it is the traditional face-to-face interview, and secondly, one can ask for a written or recorded account of the experience (Giorgi, 2009). This data collection was carry out by using a questioner through google drive with eight closed-ended questions include all possible answer/ prewritten response, I applied two multiple choices writing exams and I wrote during the 5 weeks a report of my observations.

CHAPTER III RESULTS

3.0 Introduction

The purpose of this chapter is to show the results of my observations during the implementation of Edmodo platform and students affect by using it to improve English vocabulary outside school. This chapter is designed to do comparison between the two writing exams applied one at the beginning and the second one at the end of the research and finally make analysis about the answers that students did by the questioner. The research questions will be answered according to the data obtained.

3.1 Observations during the implementation of Edmodo platform

As I mentioned before during the 7 weeks and the 10 activities that I shared with my students I registered my observations class each week so I could observe the behavior, the reactions and the attitude of my students. The use of Edmodo platform had a positive effect in the students because the behavior, reactions, facial expressions and the attitude were more positive than negative or indifferent. In the Table 3.1 were registered the general observations and they concord with the conclusions. I could find some problems such as not enough time to explain the activities; the internet was not as fast as necessary, some students did not had enough battery, but these students had the opportunity to practice the activities at home.

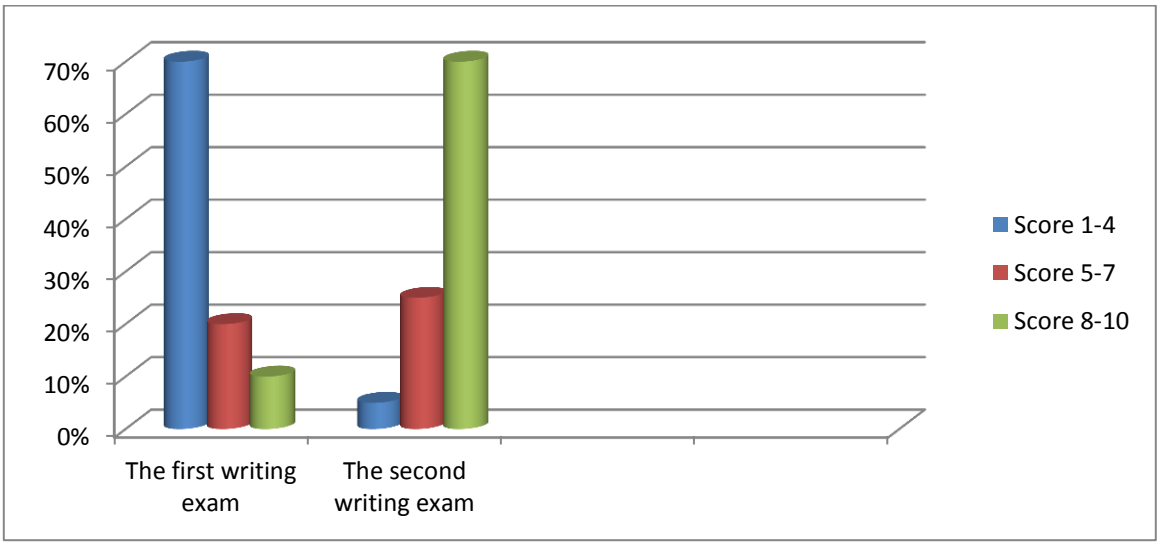
Table 3.1 THE OBSERVATION FORMAT

	Positive	Negative	Indifferent
1. Student´s behavior	Most are interested	Students that forget the tablet at home	No body
2. Student´s reaction	They had interest in the activities	No body	Students did not the activities at home
3. Facial expressions	They were exited and amazing of the work	Some students were frustrated because their tablets were broke out.	Some of them did not understand the instructions at the beginning.
4. Different problems that appeared during the process	Some students did not have internet at home. The internet was saturated at school. Some students have no enough battery in the tablet.		

3.2 Writing exams analysis.

As I mentioned before I applied an exam (Multiple choice exam) at the beginning of the research and a second one (essay and written answer exams) at the end of the process, there was an important difference between the results in the first vocabulary exam and the second ones. The figure 3.2 shows that in the first the 70% of students failed the vocabulary exam and only the 15% past the exam. In contrast in the second exam that was apply after to improve vocabulary using Edmodo indicates that the 70% past the exam with score between 8 to 10, the 25% with 5-7 and only the 5% failed the exam.

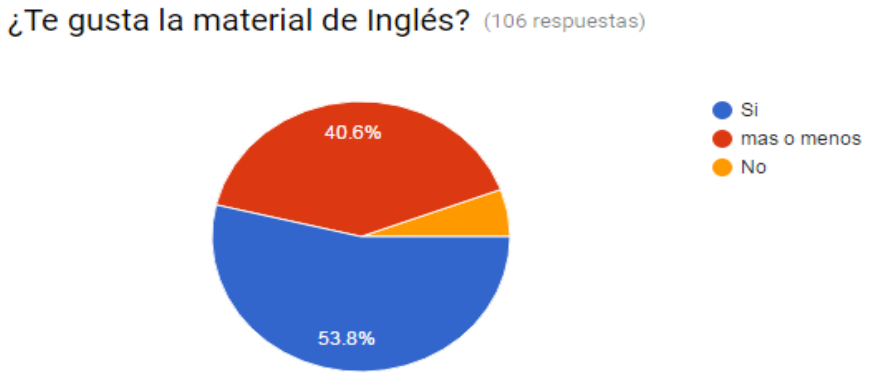
Figure 3.2 The writing exam



3.3 Students interest in learning English before use Edmodo platform

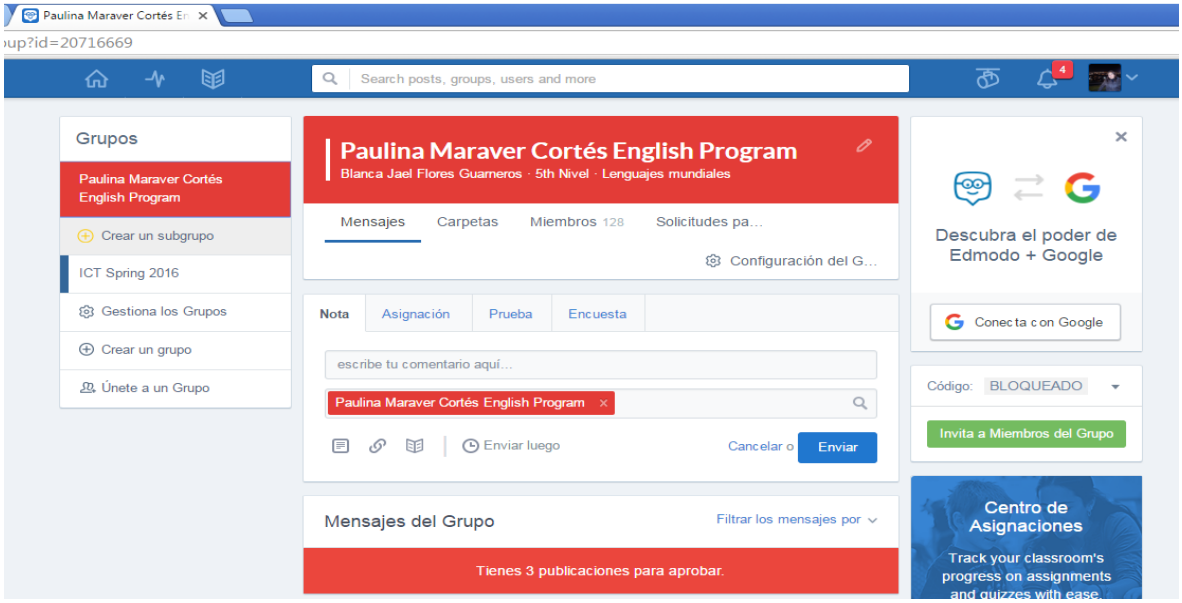
The lack of interest to learn a new language is going to depend on the student's experiences, most of the students admitted that they did not like their English classes, because the classes were no extractives for them. The figure 3.3 showed the lack of interest in the 46.3% of my students so as I mentioned before they were 118 students, but only 106 answered the questioner because they did not assist at class the last week.

Figure 3.3: Do you like the English class?



When I explained to the students, the new way to practice English vocabulary by using technology they were amazed with the idea, but most of them did not believe me, because they thought that it was impossible and difficult for them. When I presented Edmodo most of them were exited to start. The page of Edmodo program name was “Paulina Maraver Cortes English Program 5th grade. See figure 3.4.

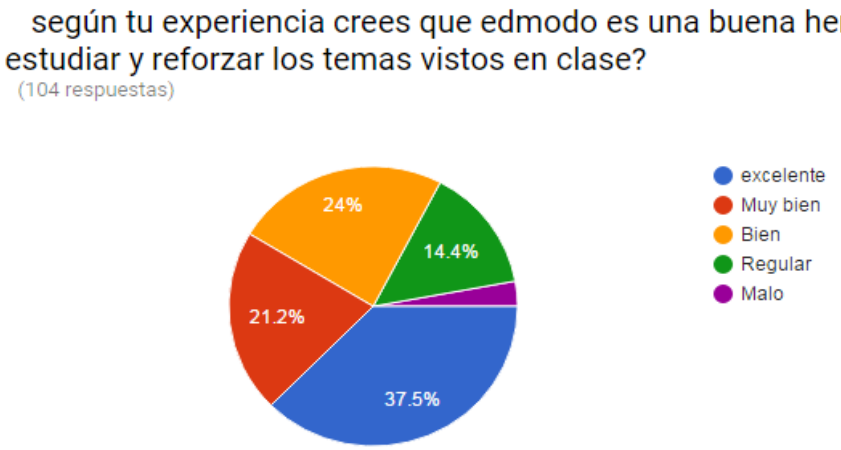
Figure 3.4: The Edmodo platform Paulina Maraver Cortés English program



At the beginning, students had some problems to enter to Edmodo because they did not have the ability to use it and some of them did not understand the instructions. Most of them thought that Edmodo platform was as face book, they start to send messages each other so I had to explain them the main idea to use Edmodo platform. When they started to practice and use it in a correct way the work was easier for them and for me. Students got used to Edmodo platform easy.

The figure 3.5 showed that students considered that the use of Edmodo was a successful tool to improve English vocabulary at home. Excellent, very good and good are too acceptable points of view.

Figure: 3.5 Is Edmodo platforms a good tool to improve English at home?



3.4 The use of Edmodo changed the way to see the English class

The use of Edmodo was a successful experience that changed the way to see the English class of my students, because it was very interactive and attractive for them. As the figure 3.6 shows there was a big difference in the percentages about how the students felt by using Edmodo at home and the impact that it had during the English class because students felt more confidence to participate in class. Edmodo platform had an important impact in the way to see the English class because the 81% answered that the use of Edmodo changed the way to see the English class so it was wonderful.

Figure 3.6 The use of Edmodo platform changed the way to see the English class?

CHAPTER IV CONCLUSIONS

4.0 Introduction

The use of ITC to teach a second language is a new way that all the teachers should to adopt. This research gave me the opportunity to use some of the tools that I had practiced in the ICT diploma course so I considered that it was an important experience as a teacher. This chapter answers the research questions presented in the chapter I. The results were just exposed and justified with the graphics as mentioned before, now the final conclusions are discussed.

4.1 Conclusion

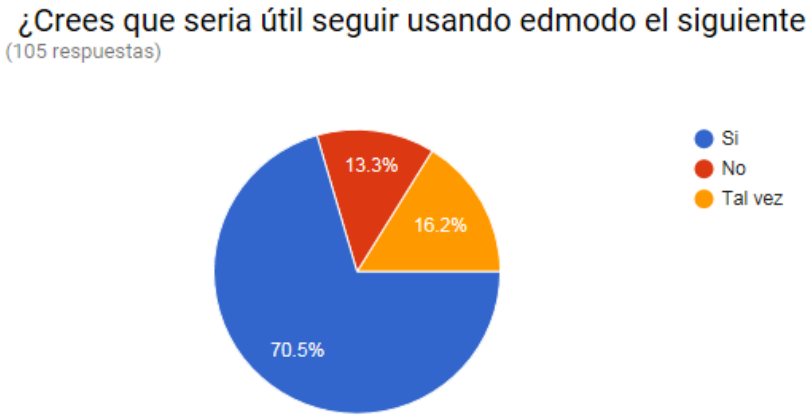
Actually, the use of ICT to teach is very necessary and successful. As a teacher, I had to investigate and take extra courses to be updated in the different web pages and tools that we can use to teach any subject.

Edmodo platform gave me the opportunity to get the students interested in learning a second language because they were too exited in learn how to use it and the different activities. I have to accept that is very important to choose carefully the different activities that the teacher is going to share with his students because sometimes the web pages have expired so the children cannot work it. As I mentioned before, the process of selecting the activities is not easy but if a teacher really want to be a good teacher and help his students to improve the English outside the class the teacher must invest time.

Another important that I found was that most of my students preferred to practice English and improve vocabulary by using Edmodo platform, in the figure

4.1. The 70.5% said that Edmodo platform is useful, the 16.2% said I do not mind and only the 13.3% said no.

Figure 4.1 Students points of view about continuous using Edmodo platform the next scholar year.



This experience was wonderful because I knew different ICT so I used them to teach English. As a teacher was a good experience.

4.2 Questions analysis

About the question number one of my research question. I can affirm that Edmodo is a successful tool to share different activities that help students to improve vocabulary. To answers the research question number two is important to explain that at the beginning it was some difficult understand the instructions to work in Edmodo platform, but when they started practicing they were more confidence because students got used easily to the Edmodo platform.

About the advantages and disadvantages to use Edmodo platform to help students to improve their vocabulary some advantages that I observed were:

- ✓ Students felt more confidence so they learned more vocabulary easily.
- ✓ Students participated more during the class so they understood more about the topic and the meaning of sentences used in class.
- ✓ The results in the second vocabulary exam were satisfactoriness.

About which are the advantages and disadvantages to use Edmodo platform according to the teacher? I looked more advantages than disadvantages to use it.

Advantages for teachers:

1. The material shared is supervised for teachers.
2. Supervise the students work is easy.
3. Edmodo is a secure platform and you decide who is in the platform
4. Permits give feedback to your students.
5. Edmodo permits share any types of documents.
6. Permits attend the different needs and styles of learning students.
7. The English class is very funny.

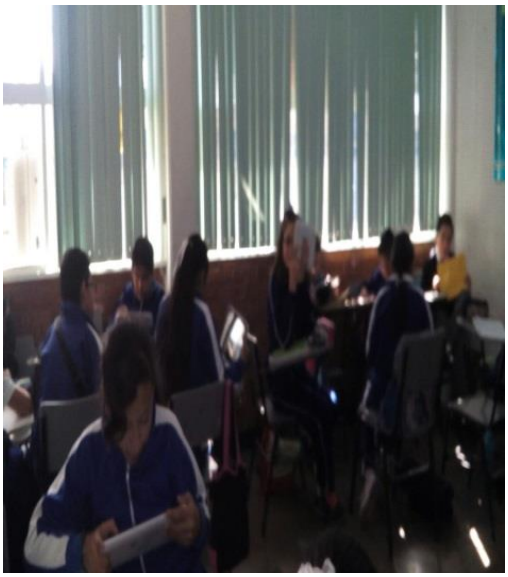
To answer the last research question I definitely recommend the use of Edmodo platforms to share different activities and improve vocabulary. I recommended Edmodo platform to improve any skill that students need or any other subject. In contrast I did not any disadvantage to use Edmodo as a teacher.

4.3 Limitation

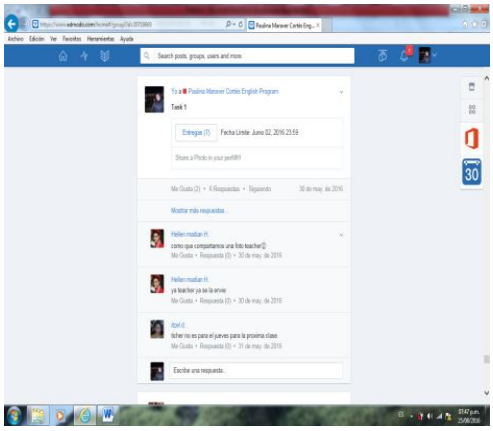
Some students, the 10% had broken or block out their tablets to April so was difficult work with them the activities. Those students had a negative attitude with the instructions. These students did not pay attention during class so they did not have the opportunity to practice English at home using the platform because they do not have computer or internet at home.

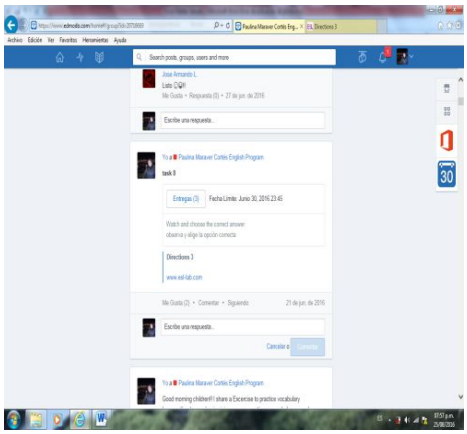
APPENDIXES

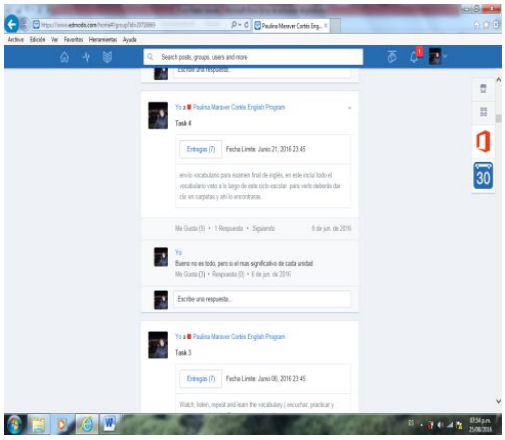
APENDIX 1 WORKING EDMODO PLATFORM IN CLASS

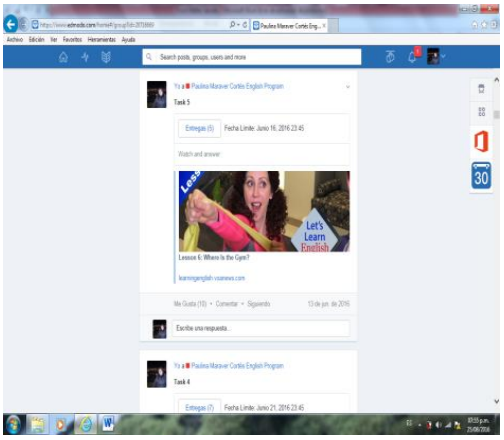


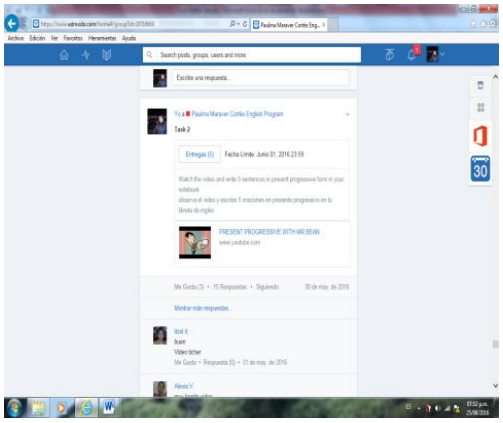
APPENDIX 2: THE DIFFERENT ACTIVITIES SHARED BY EDMODO PLATFORM

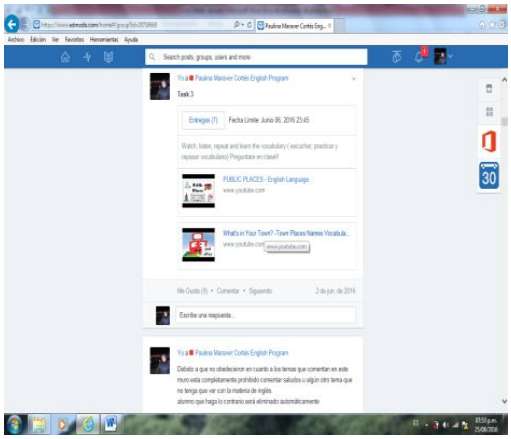


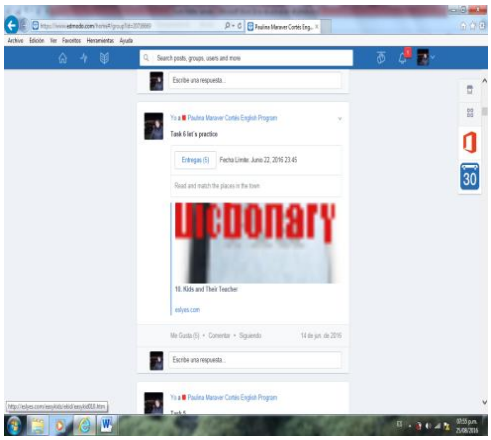


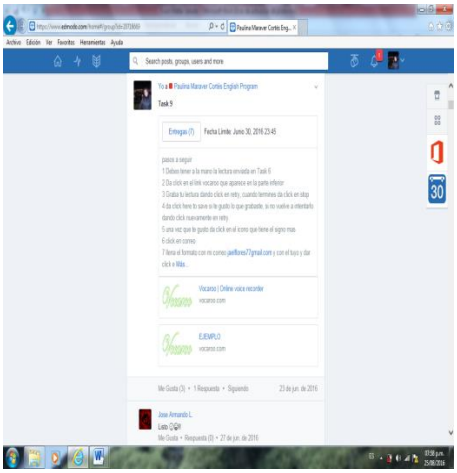


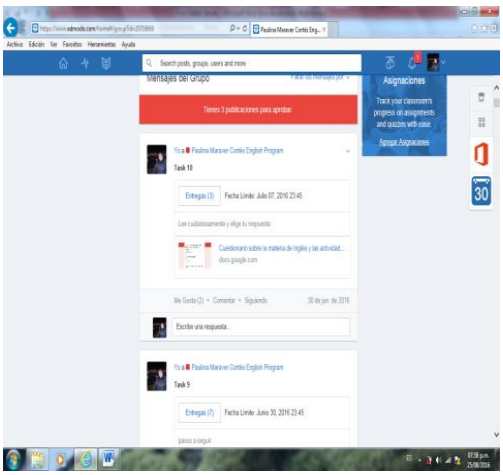


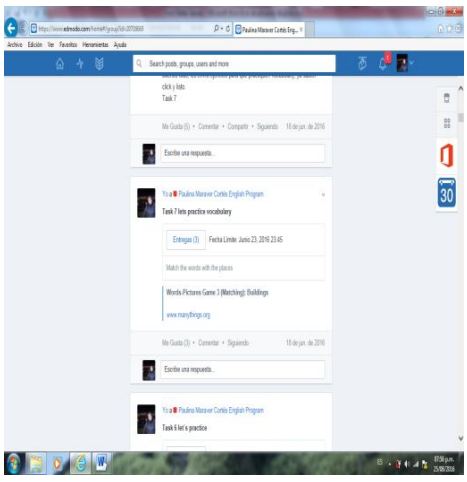




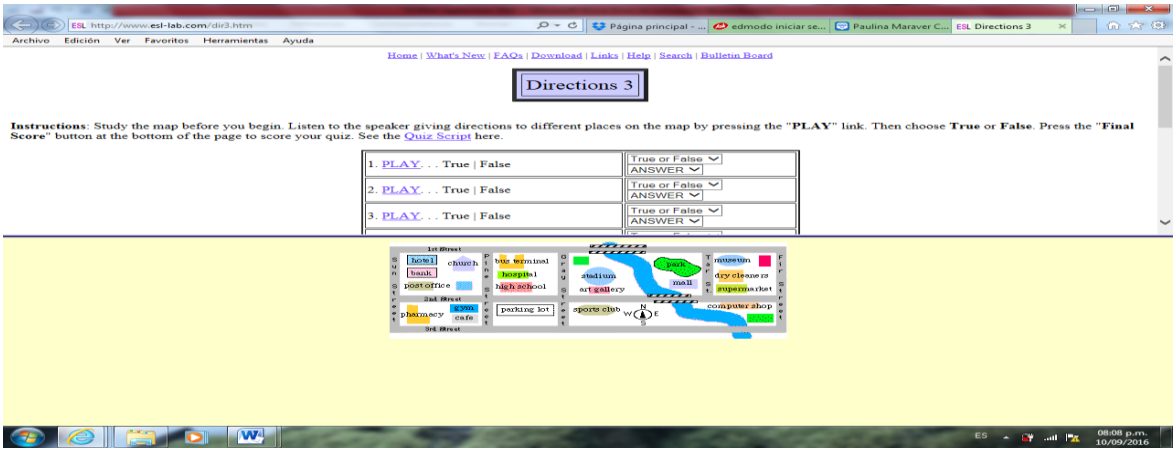


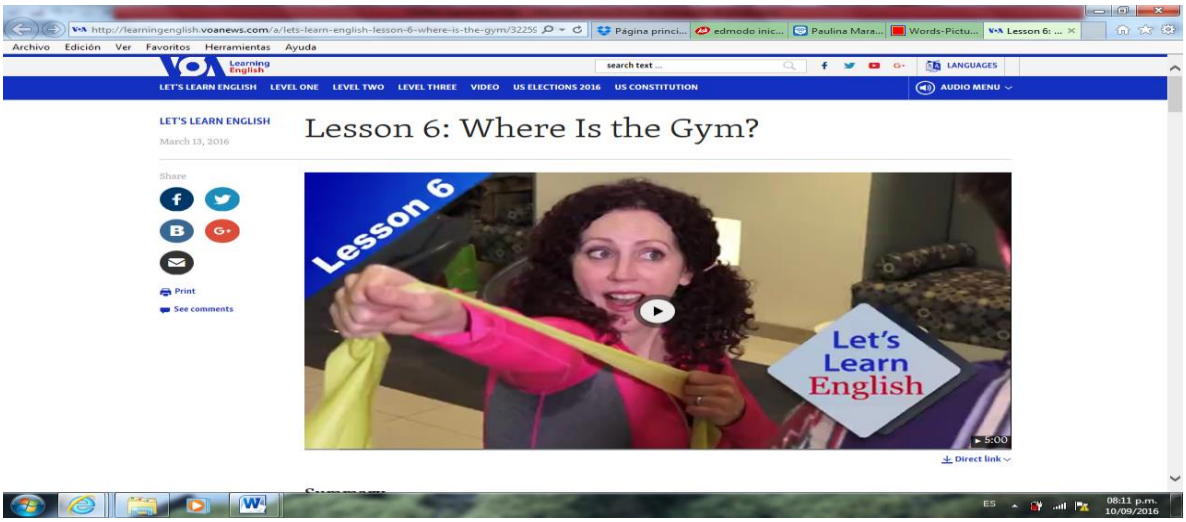


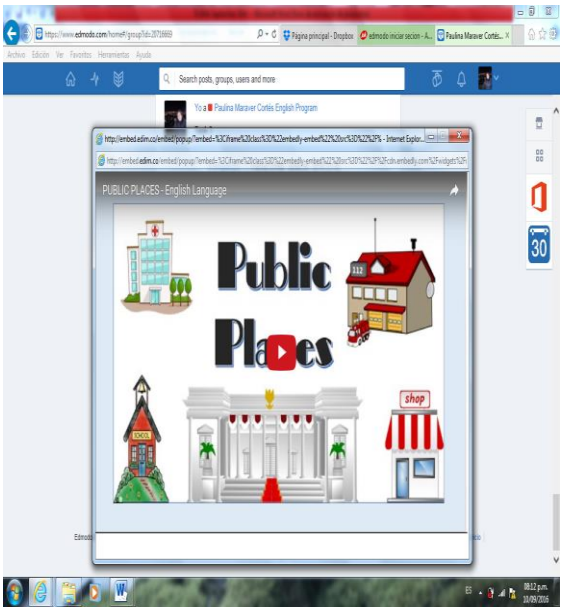


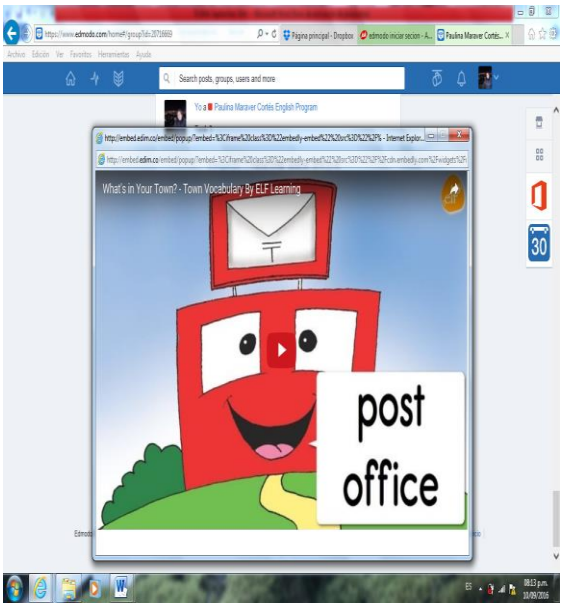


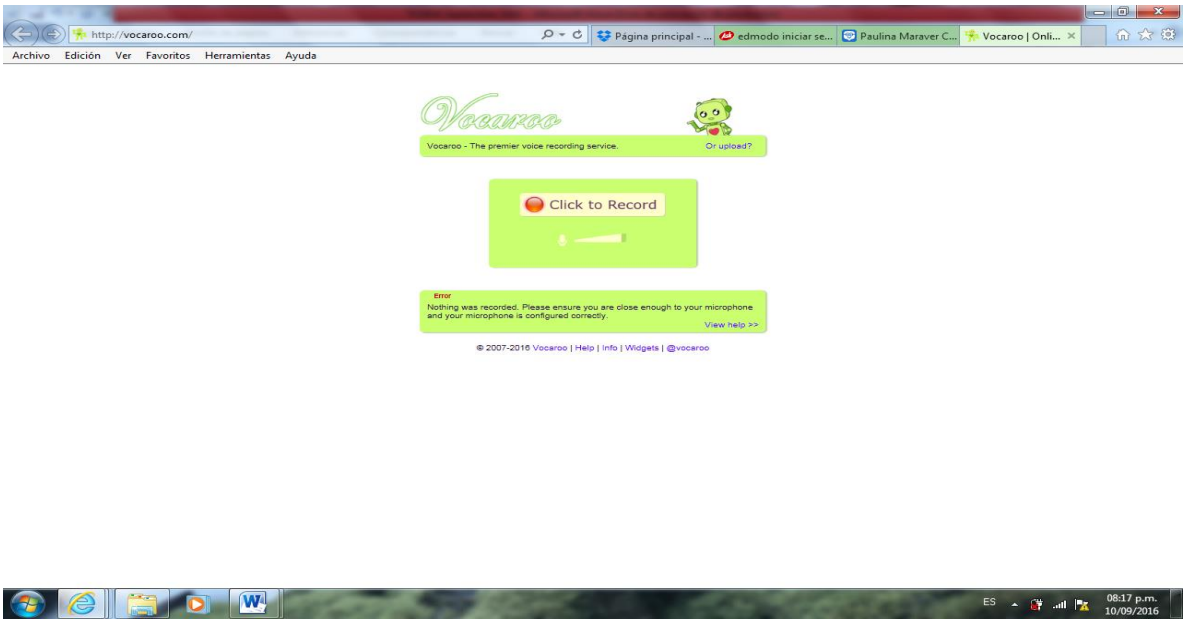
APENDIX 3: THE DIFFERENT TOOLS AND ACTIVITIES USED



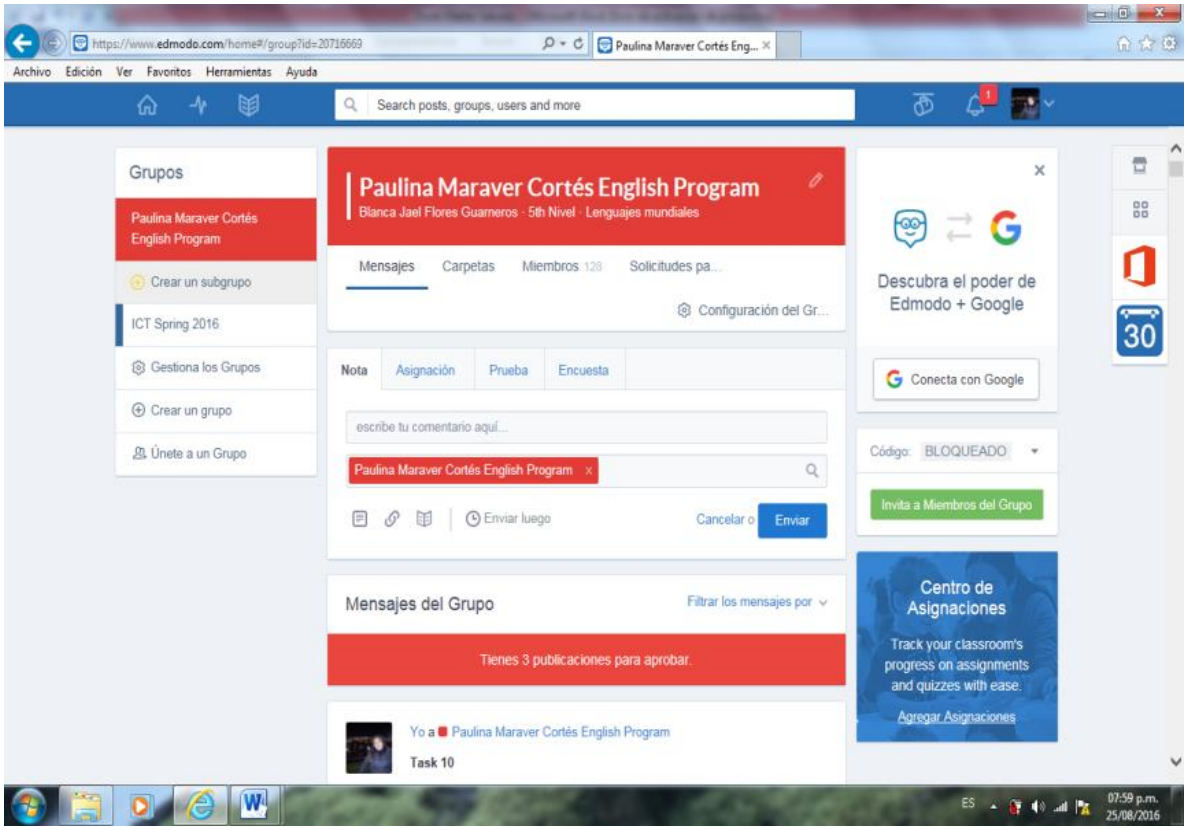



PUBLIC PLACES - English Language
Public Places
shop


What's in Your Town? - Town Vocabulary By ELF Learning
post office


http://vocaroo.com/
Archivo Edición Ver Favoritos Herramientas Ayuda
Vocaroo
Vocaroo - The premier voice recording service.
Or upload?
Click to Record
Error
Nothing was recorded. Please ensure you are close enough to your microphone and your microphone is configured correctly.
View help >>
© 2007-2016 Vocaroo | Help | Info | Widgets | @vocaroo

APENDIX 4: THE EDMODO PLATFORM PAGE



APENDIX 5: THE OBSERVATION FORMAT

Teacher´s name Blanca Jael Flores Guarneros

Grade 5° Group _____

Observation 1 Date___ week ___

	Positive	Negative	Indifferent
5. Student´s behavior			
6. Student´s reaction			
7. Facial expressions			
8. Different problems that appeared during the process			

APENDIX 6 WRITING VOCABULARY EXAM N° 1

PRIMARIA “PAULINA MARAVER CORTES”

EXAMEN BLOQUE **5** MATERIA **INGLÉS** MAESTRA: **BLANCA JAEL FLORES GUARNEROS**

STUDENT´S NAME _____ GRADE **5°**GROUP____

N. de aciertos / 20	**Calificación participacion y tareas**	**Calificación final**	**Firma del padre o tutor**

1. Match.

APENDIX 7 WRITING VOCABULARY EXAM N° 2

PRIMARIA "PAULINA MARAVER CORTES"

EXAMEN BLOQUE **5** MATERIA **INGLÉS** MAESTRA: **BLANCA JAEL FLORES GUARNEROS**

STUDENT´S NAME _____ GRADE **5°**GROUP____

N. de aciertos / 20	**Calificación participacion y tareas**	**Calificación final**	**Firma del padre o tutor**

1. **Look at the pictures and answer the questions (10 points)**

1. Where is the airport?
2. Where is the church?
3. Where is the factory?
4. Where is the stadium?
5. Where is the bus stop?

2. **Listen to your teacher and write the meaning of the words 10 points)**

1_____ 7_____

2_____ 8_____

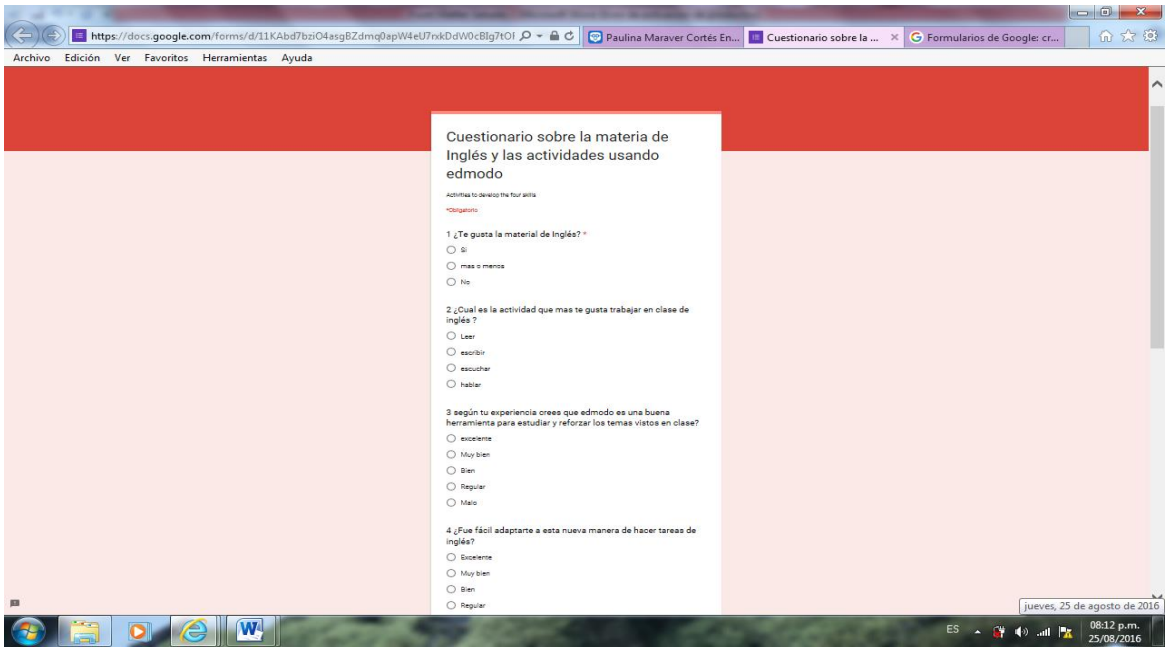
3_____ 9_____

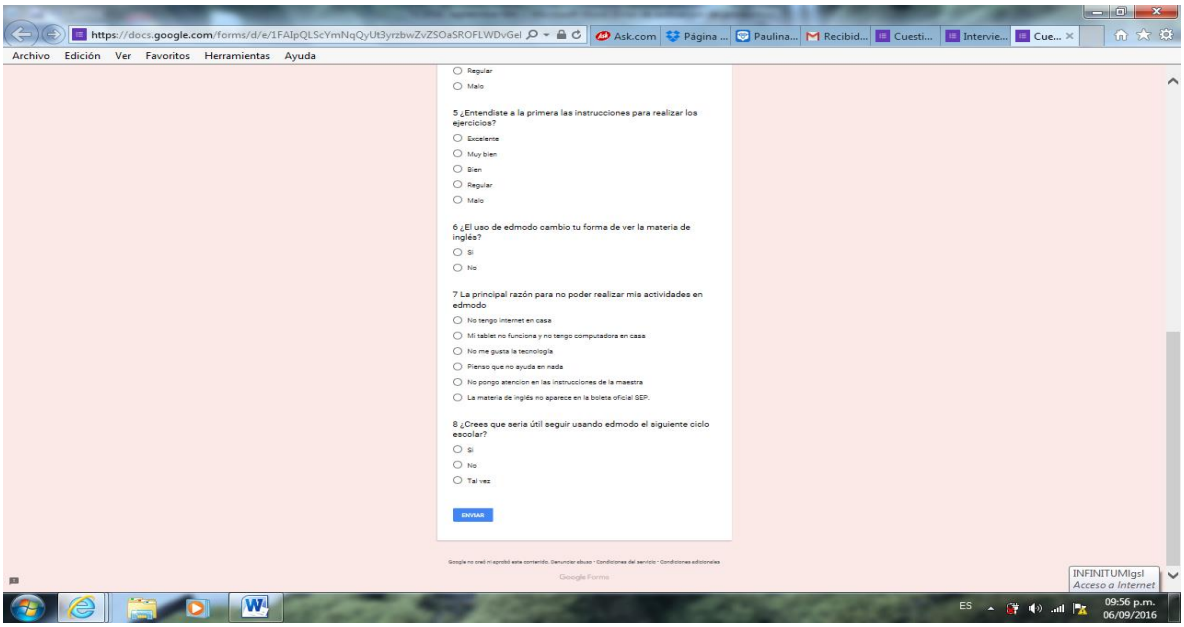
4_____ 10_____

5_____

6_____

APENDIX 8: THE QUESTIONER IN GOOGLE FORMAT





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