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**EVALUATION OF EDMODO PLATFORM AS A METHODOLOGICAL
TOOL FOR REINFORCING VOCABULARY ON NINTH GRADE
STUDENTS AT LICEO DE ATENAS DURING THE SECOND QUARTER
OF 2018**

THESIS SUBMITTED TO OBTAIN THE BACHELOR DEGREE IN ENGLISH

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Dedication

I want to dedicate this work to God, my family, my husband who have been my support, especially my son Emiliano, he is my motor.

Acknowledgements

First of all, I want to thank God who has guided me during the process until the end. Second, I want to thank my family because they were supportive and patient during the obstacles. Also, I want to thank my husband and my son who are my family, who helped and accompanied me all the time. Finally, I want to thank the professors who prepared me during the process.

Abstract

This investigation is based on practicing the knowledge acquired in the class in order to reinforce vocabulary; this investigation project implies many circumstances that provide opportunities for improving English. The purpose of this investigation is to apply Edmodo Platform as a methodological tool for reinforcing English vocabulary, it creates opportunities in order to use technological advancements in order to innovate educational techniques. Finally, this investigation concludes that Edmodo Platform is effective in order to improve vocabulary knowledge, it is reflected in the results obtained at the end of the project.

Resumen

Esta investigación se basa en la práctica de los conocimientos adquiridos en la clase para reforzar el vocabulario; este proyecto de investigación implica muchas circunstancias que brindan oportunidades para mejorar el inglés. El objetivo de esta investigación es aplicar la Plataforma Edmodo como una herramienta metodológica para reforzar el vocabulario del inglés, crea oportunidades para utilizar los avances tecnológicos con el fin de innovar las técnicas educativas. Finalmente, esta investigación concluye que la Plataforma Edmodo es efectiva para mejorar el conocimiento del vocabulario, se refleja en los resultados obtenidos al final del proyecto.

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Chapter I

Introductory Framework

Technology in Costa Rica is a useful tool in several fields. Technological advances provide people with many applications that facilitate different tasks. There are many applications to be used in education. Therefore, the investigator has as main goal to evaluate an educational App as a methodological tool in English classes, which will be put into use with ninth grade students of Liceo de Atenas Martha Mirambell Umaña. This high school is a public academic institution, and the methodology is traditional. Professors work as in past, with copies and physical books as a supplement in the learning process.

This investigator will research an application named Edmodo. This App can be used in smartphones or computers. Edmodo is characterized as a social network, it has many tools, such as a messenger service, among others. This Application has a somewhat difficulty level of management; therefore, the investigation will be done ninth grade students, as they are able to use it in a better way. This High School has been chosen in order to study this new methodological tool considered the first social and educational platform used around the world; furthermore, Edmodo is free and easy to download from virtual stores. Currently, the majority of people use smartphones for communication, so it facilitates the investigation to be applied in and out classroom.

English is currently a relevant subject because for most jobs it is a requisite. English is divided in different skills with many subfields. This investigator has chosen vocabulary as a subfield for this investigation. Vocabulary is the lexicon used for comprehending, that is

necessary for communication. In addition, besides the professor uses tools and creates different methods for doing the learning process successful, students are responsible about the results that can they got. Technology gives many advantages and benefits for supporting the English learning, but all the people involved in should be compromised with it.

1.1 Problem Statement

This investigation is focused on researching a new technological method for reinforcing English vocabulary using an Application that can be found in smartphones and computers. Many different features of this educational platform need to be evaluated in order to identify the benefits that it can provide the knowledge that the students are already getting in class.

The investigator will research about how much an App can motivate learners to be involved in the learning process. As mentioned by Chen (2010), "Today's students find this new world of digital learning to be very motivating. In fact, as some have said, today's youth are "born digital." Actually, since 1998, Costa Rica introduced Technology in Education and there are many techniques available to be used in classroom, Edmodo is good one.

The researcher will evaluate the application Edmodo in a class of 20 students of ninth grade who own smartphones. The sample will download the App in their telephones in order to have the app available at any moment and at any place. The investigator will apply different tools from Edmodo. According to Looi and Yusop (2011), some tools of Edmodo are posts, tasks, quizzes, links, send notes, alerts, files, events, direct messages to the instructor. This study is based on material that will be analyzed by the teacher's group and the investigator in order to use the same content for reinforcing the content learned in classes outside the classroom after class and, therefore, through posts let the students know about the next content to be taught.

The investigator will follow the next steps; the first step is to post the topic in the wall before the class in order to allow students to know about it and be prepared for it. Then, to apply a small quiz in order to put in practice the new vocabulary. Third, the tasks will be published with time and date attached in the virtual class. Finally, the students should answer according to the scheduled task. By using these steps, the investigator will evaluate the outcomes of the students using Edmodo as a methodological tool, so the study will provide benefits to people that can use this technique for reinforcing the English vocabulary of the ninth grade students at Liceo de Atenas Martha Mirambell Umaña.

Therefore, the research question of the present study is what are the outcomes of using the Application Edmodo as a Methodological tool for reinforcing the vocabulary already studied in classroom?

1.2 Objectives of the Investigation

1.2.1 General Objective

To evaluate the outcomes of using Edmodo as a methodological tool for reinforcing the vocabulary acquisition process of ninth grade students at Liceo de Atenas Martha Mirambell Umaña.

1.2.2 Specific Objectives

- 1.** To identify the problems of the tool Edmodo as a methodological tool for reinforcing vocabulary acquisition process of ninth grade students at Liceo de Atenas Martha Mirambell Umaña.

2. To apply Edmodo as a methodological tool for reinforcing the vocabulary acquisition process through quizzes, files, posts in a ninth grade group of students at Liceo de Atenas Martha Mirambell Umaña.
3. To analyze the results of using Edmodo as a methodological tool for improving the vocabulary acquisition process of ninth grade students at Liceo de Atenas Martha Mirambell Umaña.

1.3 Justification of the Study

Costa Rican education is evolving. Currently, it is easy to find modern devices in the classroom in order to motivate and improve the learning process. As TEL, Dror (2008) states “Technology that is incorporated into the classroom for the purpose of enhancing the learning process, which is referred to as technology enhanced learning” with the new way to reinforce the knowledge already taught at classroom. Costa Rican society is in need of taking advantage of technological and educational tools.

There are private and public institutions of education in Costa Rica; therefore, this has created a gap between their methodologies. For example, private schools have better budgets for working and investing on several factors, such as digital devices and good structures in order to promote and improve the learning process through new methodologies. On the other hand, the Public Ministry of Education manages the public schools; it means that the teaching-learning process is regulated by the curriculum. In addition, the budget and materials provided by MEP does not allow the chance to use new technologies because of the costs.

The investigator will study a new digital platform in order to introduce it in English classes in a public high school. The purpose behind this study is to know the benefits of a free and easy-to-use digital platform to reinforce the content already taught in class, by using this app as a

methodological tool without the need of requesting public budget. This tool is interactive, dynamic, and easy to manage. Public institutions should be competitive, since technology evolves every day and provide many tools that can be used by teachers and students for improving their knowledge. It has created the necessary to be updated with new techniques from classroom.

The study wants to evaluate the outcomes in English vocabulary using Edmodo as a methodological tool for using before as an input the content and after as a practice to reinforce the knowledge already taught. Costa Rica has national tests for the six main subjects in the curriculum. English has a national test, which evaluates reading comprehension through seventy questions approximately. This tool will help the sample in the vocabulary acquisition process, as Edmodo can be used as a great tool for reinforcing the vocabulary and to evaluate the reading comprehension skill, so the teacher can know if students are ready or not.

The investigator wants to apply the Edmodo platform using the strategy known as Repeated Exposure to Words. As Allen (1999) states, "In order to develop a rich understanding of new vocabulary, students must learn more than the meanings of words. They must have the opportunity to use the words repeatedly in a variety of contexts and situations." Actually, when a teacher inputs a word, the learner is just receiving the knowledge, but in order to put it into practice it is necessary to contextualize the new words. The investigator will apply this strategy using Edmodo as a methodological tool. It will be following many steps.

1. Introducing the files and links with new vocabulary before the class via posts.
2. Applying quizzes as a virtual class for putting into practice the new vocabulary during classes.
3. Evaluating the knowledge already studied in classroom via assignments by Edmodo.

1.4 Antecedents

Regarding the antecedents, the investigator consulted five information theses about technology in education as a tool for reinforcing the knowledge taught in classroom. There are many technological devices that people manage every day. Through those previous investigations, the researcher built the purpose to approach easy apps in order to keep students active before and after classes.

Currently, it is easy to get applications from internet that can be used in different technological devices. Edmodo is an app that helps teachers and students in order to keep updated about what is happening in classes. Consequently, the investigator will apply technology in order to help and improve the vocabulary seen in classes. Using Edmodo as a methodological tool will meet several advantages for improving the relationship among teachers and students, in order to reinforce the subject matter from different places without having problems.

Some investigations include different learning process based on technological materials, even some of them demonstrate how technology innovates the way in which students learn by using applications from new techniques. In the past, technology was not used in education; however, society is evolving and it has done the necessary to introduce new methods in the classroom. The use of technology has become a request by learners; as a result, education is improving new techniques through technological advances, it has helped the improvement of teaching-learning process. As Basset (2005) says “If schools do not change along with society as far as technology is concerned, they will educate a group of students who do not have the technological skills to compete and succeed in higher education or in the job market, both nationally and internationally.”

As an educator, it is necessary to be updated on new methods, since technology innovations allows teachers to increase the effectiveness of the teaching process depending on the participants that use it. There are technological devices that incentivize education attitude, motivation, and attendance. Therefore, each day is easy to find a new app better than other ones. According to Young (2008), "It is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet their goals. Students cannot be expected to benefit from technology and teachers cannot be expected to use it if they are neither familiar nor comfortable with its use." As an educator, it is necessary to be comfortable and able to manage each technique in order to develop interesting, creative, and effective classes at the same time.

As mentioned by Honey (2005), it is not only necessary to introduce technological advancements in education, but it is also important to know if it provides the results through evidence. The investigator supports the need to measure the response that technology assistance is really working in order to focus on a better method. Developers analyze technological tools used to recognize the limitations and later be improved.

Whenever computers are introduced in education; the researcher investigated the benefits of them as a tool in classroom. According Young (2008), technology involves the curriculum of education; motivated to research about more technological tools that the new century is giving for reinforcing knowledges. Internet is one of the most important advancements because the opportunities that it bring out to learners and teachers, who are the participants in educational process, supporting methodologies to teach. When technology was introduced in education, the methodology changed. In Costa Rica, the use of ICTs in the classroom had gotten common, since

it has become as a tool that facilitates learning in the classroom for improving the teaching-learning process.

As Charpentier (2017) states, education is an area that is evolving every day and the participants of the process should evolve with it; however, this has also be questionable. Technology is a great advancement for different areas, and it requests more preparation for the staff. There are many new technological devices building each day, so currently people can find a new edition, with more advantages. Nevertheless, education is grateful about it, since internet, appliances, apps, software, and others that have been created, have helped a lot of.

As mentioned by Charpentier (2017) changing education methods “Literature often highlights how crucial it is for teachers to move from a teacher centered to a more student-centered approach. Despite this assertion, teachers often complain that this is impossible because of the number of students they have in their classes and the little time they have to devote to each one of them.”

In education, methodology is changing. Currently, it is common to find new techniques and materials. In addition, the curriculum has also changed in order to adapt it to the new society. Professors must update their skills and knowledge about how to teach, not only because it is the MEP’s request, but also because they are forgetting the obstacles found in the classroom. As Charpentier (2017) says, it is no just to use and take advantage of every new techniques, it is also necessary to know the limitations, if teachers want to do it effectively. One of the most known limitations is internet access and technological appliances.

Schools are ready for developing methods, but training is their responsibility. If a technique is not applied correctly, it will not work properly and the results will be affected. There

are several relevant points of view that Charpetier (2017) mentioned, that feed this investigation; for example, the use of interactive pairs and groups' activities for teaching a second language promote participation, collaboration and motivation for practicing. ITCs have demonstrated how much they can-help in the educational process. Edmodo is one of the newest educational platforms, so it important to take advantage of benefits that it gives.

It is possible to learn using technological devices such as telephone, tablets, and computers if professors and learners are correctly guided. Edmodo is a great app, and one of the most easy to use. This platform is based on Facebook platform, but with educational goals. English is a subject that can cause problems to some students depending on their needs. Edmodo provides characteristics that the investigator will take advantage of for reinforcing vocabulary in the English Subject. In addition, this platform provides a messenger service, posts, links, checking service, and others that can simplify the way to teach vocabulary through a method in which they learn using repetition as the main way.

The advancements of the technology evolves and gives more options for adaptation to a changing society according to new generations. In education, it is necessary to work and be updated, at the same time, with new methods. Developers work every day in search of filling obstacles. There are many educational platforms with different objectives, and Edmodo is one of them. It is known as a social learning platform with specific characteristics, such as the chance to work by collaboration, communication, and sharing knowledge.

As Didem (2017) declared, Edmodo is an effective tool used by science's teachers in order to create an environment in which the students can practice and reinforce by themselves the knowledge. Therefore, it provided to the investigator curiosity about how Edmodo platform can reinforce vocabulary and grammar from different places.

The investigator wants to identify the positive aspects of using Edmodo in Grammar and Vocabulary classes. As Thongmak (2013) stated, “The internet—and social networks in particular—is useful not only for entertainment but also for education. These networks can be used for supporting both distance learning and the real classroom environment.” For certain time, researchers have been studying different apps and software that can be applied in the classroom, but the main limitation is the same, internet access. However, according to a investigation done by Kirschner (2007), there are more upgrades from online communities than the obstacles that can appear. Besides, the increase of technology in the learning process has transformed the methods and needs.

In the present day, people can learn by themselves. With just a technological appliance, a person can get into the World Wide Web and get much information about any topic; moreover, there are many apps that can be downloaded by users in order to learn and practice different topics. The researcher focuses on the need to know about how much important is to be able to use the applications that teachers and learners want to use. As mentioned by Didem (2017), the effectiveness of an app is the capability to use it in the right way. He declared that if the staff is prepared for develop the teaching strategies using Edmodo, it will be effective. This platform gives to the investigator keywords that promote teachers and students some benefits for taking advantage of using technological devices and learning in their own personal style.

Edmodo as a platform has provided good results in investigations already done. It let the chance to apply it on English learning. As Ali (2015) explained, Edmodo is a platform with more than 70 millions of users. This social network is educational and has features similar to Facebook management, but it is focused on Education. As mentioned by Ali (2015), “By using this community, users are able to share resources, ask questions, and obtain ideas on the community

wall for they are not only teaching and learning, but also researching works.” While using this platform, participants can work interactively with others teachers and students, and can get information from collages in their own classes.

One relevant feature from Edmodo is the management. Thompson (2015) mentioned how effective and productive is to use this App. Thompson says that it “allows users to connect directly with educators asking for feedback and answers as well as post instructional content.”. Edmodo provides a messenger and checking service immediately, as in virtual classes scheduled. On the other hand, Enriquez (2014) says that he “found that the collaboration provided in Edmodo enabled students to improve their online work quality” after classes. Vocabulary has content that allows the investigator to apply all the tools that Edmodo has.

As Monalisa and Ardi (2013) mentioned, “parents could also take part in their children's learning using the platform, as they could check the works and progress of their children. With the advancement in mobile technology.” Currently, society is changing and there are parents that want to be updated in the educational progress of their children, and Edmodo provides them with the opportunity to create an user to be included and check everything that their children have done inside and outside the classroom.

In addition, as Al-Okaily (2013) says she “found that the use of Edmodo via mobile devices could promote students to collaborate in an intensive English program.” It feeds methodological tools that can be used in English subject. The investigator wants to analyze and evaluate how much effective is Edmodo as a platform for teaching and learning vocabulary to adolescents using this app as a methodological tool in interactive classes.

Furthermore, by knowing the benefits and interactive tools provided by Edmodo, it can be important to identify the benefits provided by another social networks known as WhatsApp. The results obtained have been positive. As Solano (2017) mentioned, one new method for evolving the way in which teachers can help learners to practice and reinforce the knowledge already taught in classes outside the classroom. The WhatsApp Application mobile is created for communication, messages, and sharing media and Solano (2017) says that as people use it every day as a communication tool, it can also be used in education a methodological tool.

Quesada (2016) says that one of the problems in English Education is that participants are indisposed to be in lessons and they prefer to be good listeners. Based on Solano (2017) research, in Costa Rica, the lack of interest from learners has become a main obstacle to teachers. Many tools can be used in Education and in all the subjects; however, it is necessary to work in collaboration with both parts in the learning process. In addition, there are aspects that should be taken into account before introducing technology in the learning process. Solano (2017) focuses on the teacher's opinion about using technology in the classroom and outside from it.

Currently, it is easy to search and find apps that can help learners in order to get a second language; nonetheless, teachers also can use them as a suggestion for them. Edmodo is an application for telephones, tablets, and computers that can be in any place without having problem, the only limitation is internet access. Users of Edmodo depends on others requirements for working correctly.

The investigator will apply Edmodo as a supplementary tool used by teachers and students. Everybody will have access to the same class through a code provided by the manager of the group. As Solano (2017) mentioned, the advantages of using WhatsApp is that since it is a messenger service, it connects all the participants directly to the teacher, but Edmodo gives more

educational tools. The researcher expects to reinforce Vocabulary in a Public High School using Edmodo as a virtual class, and also help absent students or those who have a physical special need.

1.5 Scope

1. The study will provide to teacher and students at Liceo of Atenas with an educational platform.
2. The investigation will involve the students and the teacher in the use of technology in classroom in order to reinforce their knowledge.
3. Students are going to be able to practice the new vocabulary from any place.
4. The teacher is going to have the chance to be connected with students, immediately.
5. The material will be available to all the participants through **the** Edmodo platform.

Chapter II

Theoretical Framework

2.1 What is technology?

2.1.1 Meaning of technology and its uses

Since many years ago, technology has been in a priority to society. As mentioned by Karenka (2013), technology is “A body of knowledge devoted to creating tools, processing actions and the extracting of materials;” indeed this is the aim, since there are many areas that take advantages of technology for increasing and improving benefits. This field has created many subfields where its use can be applied to, such as medicine, marketing, media, education, and others.

Education is an area which is made up by different participants, for example administrative personal, teachers, and students; and all of them need y new tools every day for making easier and better their job. Technology provides the possibility to use several tools such as internet and technological devices, from computers to platforms that can give services to their users.

Technology in education, as De Bruyckere (2015) mentioned, is a terrific opportunity to develop many more tools by using technological advances for solving problems and reaching closer our students because the most of them are really involved and interested on technological applications and appliances. Every new tool provides users with solutions. Internet is one of the most important advancements that technology had created. BBC News (2012) defined internet as a global network that provides interconnections, which are used for linking technological devices

and the digital data worldwide in real time. There are diverse ways to get internet connection such as optical, wireless, and linked electronic devices. People use it for communication, send media, and be connected around the world for getting information and be updated.

As Ramey (2012) argues, technological devices have become an integral part of society. People are involved on its use as the major contributor for different tasks such as communication, information base, and entertainment. There exist many technological devices, but in education there are tools that have been created for helping and facilitating tasks of the teaching learning processes such as smartboards, cellphones, computers, microphones, headphones, and others.

2.2 Technology in education

2.2.1 What teachers should know?

Education has changed, as well as the task of the participants in the process. The professor is the guide in the teaching learning process, as he is who leads and must know how to get the process successful. As Cox (2018) states the role of a teacher is focused on using “classroom instruction and presentations to help students learn and apply concepts such as Math, English, and Science. Teachers prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff;” nevertheless, they cannot stop and centralized on it. Technology has changed the perspective in which teachers can work and it forces them to involve apps, technological devices, and other material into the classroom to support their techniques.

As mentioned Poole (2012), there are six essential technology-related skills that every teacher should acquire in order to improve their job in this technological

era. In other words, there are many tools that can be applied in education and that professors should be proficient when using them to get the maximum productivity. Also, teachers must know about management and ~~fix~~ troubleshooting related to technology in the classroom.

In addition, several times besides the knowledge on how to manage a program or any device, there are technical problems that are not easy to solve, and we must to seek technical assistance from specialists in the field. So, it is relevant that teachers know where they can get it in order to do not waste time when trying to solve it.

On the other hand, in the World Wide Web there exists a large amount of web resources that can support very well the subject taught in class, so it is important that a teacher knows how to use this web information. Moreover, being a good searcher should be developed for finding the best needed data. Finally, every job depends on the attitude of their performers; it is exactly what happens during the use of technology in the classroom and outside it. Teachers should be interested and flexible about these new tools and methods that can help them and the students' outcomes, as well.

2.3 What is an Educational Platform?

The world has evolved, and technology has taken advantage of it. Nowadays, it is easy to find technological platforms in every work place, businesses, and even classrooms. According to Rouse (2016), "In IT, a platform is any hardware or software used to host an application or service. An application platform, for example, consists of hardware, an operating system and coordinating programs that use the instruction set for a particular processor or microprocessor." So, in this way, it has been considered a new data base for many reasons, such as it is easy, fast, and cheap of using. As Murray (2015) argued a platform works cheaper independently of the

field where it is used. It provides the chance to get and give pieces of advice to other participants in order to be improved later. On the other hand, as it is a cloud, it saves so much data as portfolios for a long time without a problem.

Besides, currently it is common to recognize the importance of keeping the environment and this investment is completely ecologic. Every platform works differently, but with the same purpose; that is to provide services to their users. Technicians used to take advantage of this kind of tools for recognizing what is wrong or useless for building more facilities and get better platforms.

Education has many platforms that help and support the teaching learning process by using the internet and technological devices of easy management. As Open Education Database (2018) explains, there are some common educational platforms such as Moodle, Thinkific, Learnopia, Edmodo, and others. Teachers use to search that type of tools in order to be updated and get students interested in the learning process.

2.4 Edmodo Platform Transforms Learning

Online is easy to find social and educational networks. It allows people to be communicated and connected in real time. Education has taken advantage of it, and the educational platform Edmodo uses both characteristics for helping its users. As Hutter-(2013) mentioned, “Edmodo is a social network with training wheels;” however, even though it is a new platform, it has more than seventeen millions of users around the world.

Edmodo is known as a social and educational network and it gives a plus to teachers because it becomes more interesting to students and gives them the possibility to share and get information from others colleagues. As Rubin (2013) argued during a conference, “By

introducing it at an early age, teachers are able to develop the habits of the mind that are essential for students to be good digital citizens. Students learn to use appropriate language, to speak kindly and with compassion, to be supportive rather than critical, and to ask thoughtful questions.”

Without a doubt, technology has taken this generation and as professionals of education is our task to lead learners to be critical, to develop the skill of thinking, and the ability to manage the changes that are coming. Young people has access to so much information, but it is necessary to know how to benefit from the material that they are using. Edmodo has changed, in different fields, the perspective of an educational platform, as it allows professors to share their own material and get more data from others and personalized the material. Hutter (2013) said that, “With Edmodo, teachers can discover content in real time and deliver it in a personalized way to their students.” There are many documents that can be shared by professors with others in the Edmodo community.

On the other hand, this platform allows the community to give and receive feedback from different users. It supports the quality of the material. Besides, there is many tools and characteristics of the virtual class of Edmodo that help teachers to divide the class in small groups or by their own characteristics. As Hutter (2013) argued, using technology in the classroom incentives and engages students to be responsible with evolution through global networks, as a way of communication.

Every day, it is harder to work without being updated; teachers have been forced to be creative and innovative in and outside their classroom in order to be connected with them. The learning process is complex, but global networks and applications provide the opportunity to be

connected to get great ideas from orders and make learning a social experience, and teaching a dynamic and unique experience.

As Rubin (2013) mentioned, the teacher's concept has been adapted to the necessity to be better; in other words, "Teachers are teachers because they want to change the lives of students, so Edmodo allows them to be able to do that on a whole new scale with students and with their fellow teachers," including the perspective of being connected in real-time and big audience.

In the World Wide Web, there are many diverse sources, but some of them are expensive or complex to be used. As Rubin (2013) states, Edmodo, as an educational platform, allows to be free downloaded and its purpose is to be always free. Also, the software ingrates other paid apps and tools in order to reinforce the tasks and tools, but it is optional. In addition, there are resources from the library that can be bought. Finally, as Hutter (2013) said, Edmodo has a full potential, but it should be well managed if users want to take advantage from the app, so reaching the aim of Edmodo provides excellent outcomes.

2.4.1 The Effects of Edmodo on Students' Achievements in Middle School

The achievement of a teaching learning process depends on the effort done by the participants. As Collins (2018) states, "An achievement is something which someone has succeeded in doing, especially after a lot of effort," including any task that can be assigned. Edmodo has been created to achieve satisfactory results. Edmodo has characteristics that can be compared with other social networks and it makes it successful. Educational technology is evolving; therefore, ChanLin, Hong, Horng, Chang, and Chu (2006) studied the "aspects that can influence technology integration and uncovered that not having adequate technology availability at home was a major factor in students' achievement, especially when assignments were

computer-based;” even the possibility to have the requirements, but if they do not work correctly it can become a wasted process.

Many benefits can be gotten from Edmodo if well applied. Technology has been involved in education by creating original devices and apps for reinforcing the teacher’s job. As Delgado (2017) explains, “it helps our students being competent. They develop their technological competence, as they learn how to use not only the software, but also the net in a safe and respectful way. They develop their technological skills for their working future and get used to use the computers not only to play and have fun but to study too.” Furthermore, Edmodo allows them to use the platform as a social network, too.

Edmodo’s achievements are linked to the tools provided by the platform. Some examples, as mentioned Trinca (2014) are “Quizzes or assignments set for students that can be marked on Edmodo and their marks put into a personal grade book. Students get an instant message informing them of their mark as well as any comments;” therefore, this demonstrates the importance to be connected real-time with the class.

Second, Trinca (2014) said that the way in which it can be linked with other schools help teachers in their work and resources. Institution’s connections provide professors the opportunity to know about more sources and techniques. Also, Edmodo allows to create events with different schools in order to work together. As the above author mentioned, “Having an Edmodo page allows me to give immediate feedback to my students. I do this in a range of ways.” This is a great benefit, along with the opportunity of being connected with parents, and thus improving the student’s motivation. Furthermore, this educational platform is featured as a safe and closed network because the facility to be gotten. Technology provides the base of a pyramid of ways to recreate and change the education process in the classroom.

Many authors discuss Edmodo's achievements, among them Hankins (2015) who mentioned that this platform was created based on Facebook, the most used social network around the world. The author argued that "Edmodo lacks the distractions that can occur when using Facebook, which is mostly that it is used for non-educational purposes," focusing on Facebook's interactive and dynamic characteristics, from Facebook but taking into account the necessity of involving and engaging the young people.

The Oxford Dictionary defines middle school is "A school intermediate between an elementary school and a high school, typically for children in the sixth, seventh, and eighth grades;" this represents adolescents between fourteen and sixteen age. The class profile selected to be used for technological methods should be studied before in order to do the process successful.

Finally, as Hankins (2015) said, "Edmodo allows for bi-directional teacher-learner interaction. The teacher can communicate to the class or to any individual student," studying the greatest success of the platform. There are aspects that make their tools useful and interactive for both, teachers and students virtually.

2.5 Teaching vocabulary through Edmodo for the Second Grade Junior High School students

As Bhatt (2013) states, “Vocabulary is the words that make up a language or all of the words known and used by a person or words that are related to a particular subject,” doing it essential for communication. The lexicon is relevant for giving a message and to create one in order to be decoded. English as a second language has different fields such as grammar, writing, and vocabulary. As Pennington (2009) states, “There are four types of vocabulary: listening, speaking, reading, and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies.”

On the other hand, communication depends on the capability to give and receive the message. Snow (2012) defines comprehension as “The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” Basically, involving vocabulary is a need, even if it is spoken or written.

As Montgomery (2007) said, teaching vocabulary in L2 can be difficult to teachers at the beginning, since there is vocabulary which can variate with the context and the purpose, as some words can be written and pronounced in the same way, but the context changes the meaning. Regular classrooms have become boring for learning vocabulary, as it should be understood and memorized by the learner; therefore, it has been created new technological techniques for this purpose.

Conventional learning models have been evolving the teaching methods and the teaching perspective. As Vigeant (2016) said some years ago, “The transition from the widely-used traditional model of teacher as a sage who distributes knowledge and students as sponges who recall that knowledge, to a next generation model where teachers act as coaches, and students as scientists and engineers in their own right.”

The traditional way of teaching vocabulary is considered bored and complex. Lampher (2015) explains that textbooks are instructional material, “handbooks focus on the concept of the writing process as a method to present the concept of revision, as will those of the foreseeable future. Still, most textbooks, even handbooks, relegate a disproportionately few pages to revision for the value it offers.” It reduces the possibility to give the learners a place to develop the knowledge by themselves, being dynamic, creative, and proactive.

Vocabulary is fundamental when teaching a second language; as Porche, Tabors, & Harris (2007) state, “Many students begin to struggle with reading comprehension because they got lack the vocabulary to understand academic texts,” but it is not just reading comprehension, since spoken communication is affected by the lack of words when a person is decoding a message. During communication, everything comes from the background knowledge.

Porche, Tabors, & Harris (2007) state that when “Learning a foreign language, vocabulary plays a key role because it is one element that links the four skills.” Every language is made up by four different skills, which are connected during an oral or written speech. The abilities obtained during the teaching learning process should be worked together, for all of them it is required vocabulary. Teachers have become technological instructors due to the necessity of the context.

Edmodo has involved professors in the technological community by giving them new and creative strategies. As Schmitt (2010) said, “The students usually feel bored to remember the word. It is also difficult to memorize the new words and the meaning of words. To handle those difficulties, teachers must be active and creative when teaching vocabulary. One of the strategies to handle boredom when teaching vocabulary is by using a computer.”

2.6 Vocabulary and its Importance in Language Learning

Language learning is really important for human communication, as De Valoes (2014) mentioned,

Language impacts the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Words, gestures and tone are utilized in union to portray a broad spectrum of emotion. The unique and diverse methods human beings can use to communicate through written and spoken language is a large part of what allows to harness our innate ability to form lasting bonds with one another; separating mankind from the rest of the animal kingdom.

Learning a language includes grammatical aspects that can be taken into account and make easier the learning process. Each word has specific features, such as form, meaning, and use. In fact, it helps educational participants to reinforce their knowledge. As Schmitt (2010) said, grammar is completely related with vocabulary; there are different parts of the words that assist learners in comprehension and production, for instance prefixes, suffixes, and roots.

As mentioned before, learning vocabulary is important because some aspects such as vocabulary, which is key to communication. As Folse (2013) states, “For a large majority of

learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment.”

Second, good and strong vocabulary knowledge allows learners to develop other skills. As Nation (2013) said, “Vocabulary is not an end. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.” The strategies for learning English can be a little bit complex. As Folse (2013) explains, “When your working memory is not loaded with hesitation about the correct spelling, pronunciation, and contextual use of the words, you can concentrate fully on higher level aspects of language such as using precise sentence structures and appropriate expressions for the type of conversation that is going on.

In addition, as mentioned the author the more words you know, the more you will learn. As Leena (2011) states, it is necessary to “Have significant vocabulary to be able to learn unfamiliar words from the context in which they appear. This obviously constitutes a clear disadvantage for learners with less vocabulary, but also means that learners who know more words are able to use those known words to learn even more.” Group dynamics works depend on the purpose, in this case teaching; as Meara (2010) states, “When teachers teach vocabulary to build students’ knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.” the outcomes depend of the work and motivation of learning.

Learning language involves the four skills; as Meara (2010) said, “Students read in English and thus may be adept at recognizing meaning in terms of concepts and referents, but if they have not heard the words and phrases they are reading, then they may be weak at recognizing them when they hear them spoken or weak at pronouncing them when they read

something out loud.” The process of getting proficient in English language should be integrated. Language has productive and receptive features. Finally, vocabulary is a must for communication and it works as base of other skills.

2.6.1 Repeated Exposure Technique

In fact, education involves many aspects; as the Wester’s New World College Dictionary (2018) explains, a “Technique is the method, procedure, or way something is done.” In order to teach a language, there are different techniques that can be used. Currently, teachers investigate and create new methods for reinforcing their job. The repeated exposure technique is one of the most common. As Beck (2008) states that, “Repeated exposures help to develop the background knowledge that leads to deep understanding. The teacher’s role is to move the students beyond a simple understanding by providing multiple exposures and explaining nuances of meaning students may not discover on their own.”

There exist several technological and traditional ways of exposing students to knowledge. As Beck (2008) said, the above mentioned is the most effective technique for learning vocabulary when learning a second language. This technique is really successful if it is performed continuously and consistently over several days. When a student is exposed to an unfamiliar word in different ways, it can connect the word with different situations and it can be learned and recalled easier for using it in reading, writing, and speaking.

The Business Dictionary (2018) defines a strategy, as “A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.” There are some strategies that can be applied based on the technique of repeated exposure, as Stahl (2011) states associations, generating situations, idea completion, relationships among words, concept circles, and others. All of those mentioned activities are classroom dynamics. As the Ministry of Education of Guayana (2016) explains,

Classroom dynamics involves the interaction between students and teachers in a classroom community. The purpose of studying classroom dynamics is to learn how to set up a positive classroom atmosphere where students feel comfortable learning and communicating with other students and with the teacher. Good classroom dynamics consist in the engagement of everybody in the classroom. This is not a completely natural situation, so it must be set up according to a plan.

Finally, each technique has been created based on results, but it depends on how it is applied. Teachers focus on the process

2.6.2 Semantic Map Technique

The University of Sheffield (2013) states that, “The study of semantics looks at how meaning works in language, and because of this it often uses native speaker intuitions about the meaning of words and phrases to base research on. We all understand semantics already on a subconscious level, it’s how we understand each other when we speak.”

Moreover, it is necessary to know about all semantic fields and their parts, it helps in the improvement of English comprehension as a second language. As the University of Sheffield

(2013) declares, meaning is “simply the set of associations that a word evokes, is the meaning of a word defined by the images that its users connect.” Semantic fields are made up by different kind of part of speech such as nouns, verbs, adjectives and others.

Any word is categorized and featured, and it builds up schemas that allow learners to develop vocabulary easy and fast. The University of Sheffield (2013) said that,

The meaning of a word is simply the entity in the world, which that word refers to. This makes perfect sense for proper nouns like ‘New York’ and ‘the Eiffel Tower,’ but there are lots of words like ‘sing’ and ‘altruism’ that don’t have a solid thing in the world that they are connected to. So, meaning cannot be entirely denotation either.

Semantics has ways of categorized words that create a relation among them. The University of Sheffield (2013) explains that here are few ways in which words can be semantically related; for example, synonyms which are words with the same meaning and can be used in the same way, but they are written completely different. Also, there is antonyms, which are defined as words with the opposite meaning. Polysemy is other semantic characteristic; it is a little bit complex to learners. They are words that have different meaning according to the context, but they are written exactly the same.

Learning a language has aspects that can do it confusing. The University of Sheffield (2013) states that ambiguity is, “One of the aspects of how meaning works in language. A sentence is ambiguous when it has two or more possible meanings,” depending of the background, the speaker can get confused or follow the message perfectly.

Teachers like to use strategies according to their own learning styles. As Curry (2009) says a learning style is “Characteristic cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” building up a successful learning process. Furthermore, there are strategies such as semantic map, which is easy, fast and dynamic for being done in the classroom and outside as a practice for reinforcing the subject matter. Duffy (2009) explains that a “Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another” providing students with a mental schema in order to organize their own knowledge.

Semantic map is a visual strategy that facilitates things to people that learn through this learning style. As Fleeming (2017) said, “Visual learners are those who learn things best through seeing them. Visual learners often prefer to sit in the front of the class and ‘watch’ the lecture closely. Often, these students will find that information makes more sense when it is explained with the aid of a chart or picture.”

However, learners develop many learning styles. As semantic is visual and most people develop it when they were children, it is a good mediation activity during class. As Ric (2010) said it is “A visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another, an adaptation of the concept of mapping, but builds on students’ prior knowledge” using categories that facilitate brain memorization ways.

As argued by Kholi, & Sharifafar (2013), “Using a hierarchy style list; a student can make multiple connections to a single vocabulary word. This is a great way to break down and expand new vocabulary;” supporting the theory of working by doing connections from real experiences, background knowledge, and fictional concepts.

2.6.3 Concept Cube Technique

Teaching language can be boring for both, teacher and learners. Using cube for learning vocabulary has become into a new and creative method that motivate students. Cox (2010) explains that “Cubing is a versatile, easy-to-use instructional strategy that adds a bit of randomness and chance to the lessons. It is easy to differentiate and works well with both, individuals and small groups of students,” Including the guide of a teacher, learners can use it for studying alone or during the class with small and large groups independently of the topic, as it can be adapted.

Dance-Schissel (2018) defines Cubing as “A method of instruction that allows teachers to provide six concepts or ideas to students in a simple way. Cubing is a great tool for providing differentiated instruction.” In other words, it promotes the development of different field of vocabulary. Such as the skill of perceive, analyze, develop and evaluate by the instructor. Vocabulary as a field has many subfields that the cubing technique facilitates applying. As Cox (2010) said, these are the main instruction for make a cube,

Students then cut, fold and tape the cube to make a square. Then, with a partner, they roll their cube and must tell the relationship of the word that lands on top to the original vocabulary word. Implementing a variety of approaches will help prevent boredom. Experiment with different strategies and techniques to determine which ones work the best for your students.

Eventually, each teacher knows about the class profile and the instructor takes the decision about how it can be applied or the topic that can be developed based on their characteristics.

2.7 Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School

As Coleman (2018) states Mass Media is,

Technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture.

Using mass media allows taking advantage of the productive and positive aspects for being used in favor of education, which has changed the way in which teachers can do their traditional classes new and creative by the use of multimedia visual aids. Edmodo involves completely technology into the classroom. As Merriam Webster Dictionary defines virtual aids, they are

Contributions that each of the senses make towards helping people learn. An alternative to this visual would have been to present the information in a narrative form. This would require learners to read or listen to a text carefully, assimilate the facts and develop a mental image of them to enable the facts to be remembered.

It provides learners with a tool to comprehend and integrate the new word in their own mental bank of words. There are different types of visual aids that can be used in the classroom. The University of Leicester (2018) states that one example of visual aid is “Microsoft

PowerPoint, which is probably now the most commonly used form of visual aid. Used well, it can really help you in your presentation; used badly, however, it can have the opposite effect.” Focusing on the technique, it can be a grateful tool. Also, as The University of Leicester (2018) states,

White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. Use them to clarify your title or to record your key points as you introduce your presentation. Rather than expecting the audience to follow your spoken description of an experiment or process, write each stage on the board, including any complex terminology or precise references to help your audience take accurate notes.

In addition, traditional aids used by the teacher (Espinoza, 2018), for example “Handouts are incredibly useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings.” Finally, education has evolved, and it is continuously changing, teachers depend to be updated in order to take advantage from these materials and tools.

Chapter III

Methodological Framework

The relevance of gathering the information the correct method will help the researcher to obtain the necessary data for the present investigation. In this chapter, the investigator will introduce the methods and instruments used in this investigation in order to get her goal. Besides, in this section, it is going to be described each instrument and how each one was applied. The investigator is also going to describe the sample and the institution where the investigation took place. In addition, the researcher is going to carry out a full description of each stage of the data recollection´ process. Finally, this chapter is going to explain how the information gathered will be analyzed.

As Nithila (2013) said, the methodological framework “Describes the approach taken for data gathering and analysis.” It guides the investigator in the process to get the results according to the objectives set at the beginning of the project. This is why, it is important to be accurate and detailed about how the instruments will be applied. These instruments have legitimacy. In addition, the investigation depends on the effectiveness of the instruments and how the information is gathered.

3.1 Research Approach

The research approach of an investigation depends on the objectives of the study. There are three different approaches and they are explained as follows. First, the quantitative research is known as the type of investigation which is designed with objectives that guide the study in order to get numerical information as a result. This kind of approach has certain benefits such as the chance of getting valuable information on a big scale that can be helpful to society from

different areas. Moreover, a quantitative research provides exactness on its results and it gives the opportunity to compare quantifiable information. Through this method, the research can be analyzed and measured data using variables (Babbie, 2010).

Moreover, as Quine S (2010) mentioned the mixed research approach, which is used on investigations aimed on different perspectives. It allows the investigator to obtain quantitative and qualitative data. A mixed research approach provides the opportunity to use any instrument, making the study rich and more exact. The information gotten from this approach can be measured and analyzed. It provides many advantages, such as data interpretation, theoretical perspective, and breadth results.

Finally, there is other type of research approach, which is known as the qualitative research. As Ashley (2017) said, this method has allowed the investigator to get concerned and complete details, as it provides descriptive information. It can be used in studies dealing with events and phenomena. This investigation is going to apply the qualitative research approach in order to get the necessary information to reach the needed results. It gathers information using many different instruments such as interviews, field diary, observations, tests, quizzes in Edmodo as a digital platform using smartphones and computers with this application.

The research approach chosen is the qualitative one, as it is based on the goals projected by the study. It allows the investigator to use interviews for getting qualitative data about reinforcing the English vocabulary knowledge of eleventh grade students at Liceo de Atenas. There are many instruments that can be used in this qualitative research, for example observations and a field diary, which let the investigator know detailed information.

3.2 Research Method

The University of Leicester (2018) states that the research method allows the researcher to know how the investigation is more suitable applied in order to get the results that best prove the goals of the investigation. It depends on the questions that the study wants to answer at the end of the investigation. Each investigation can use different methodologies. There are several research designs that can be applied in an investigation. As Biddix (2017) explains that the phenomenological, biographical, grounded theory, ethnography, and action research are research designs that can be used in qualitative investigations. They share some features, as for instance they are based on the social constructivism perspective, they are based on prior research experience, it is possible to work with small samples, the collection of data is done through interviews and observations, the analysis of the outcomes is interpreted by the researchers' perspective and data collected.

As mentioned by Kridel (2018), the biographical research design “Constitutes the study of a single life, focusing primarily upon an individual who in some way is affiliated with the professional field of education, broadly conceived.” This method is used in order to stand out for a person who has influenced or done something historical or relevant about any topic. In addition, Charmaz (2006) said that the grounded theory research design is “A method that would allow the investigator to move from data to theory, so that new theories could emerge.” This method is used in order to compare and identify new information that can be applied for new researches. As mentioned the above author (2006), the “Grounded theory involves the progressive identification and integration of categories of meaning from data. It is both the process of category identification and integration (as method) and its product (as theory).”

Furthermore, the ethnography research method is used in order to study ethnics of different cultures. As Bernard (2002) said, this research design puts the investigators in a strange position, as they should get in the studied culture and internalize in it. The investigator “Must let go of his own presumptions and assumptions about a group of people in order to effectively learn anything about them.”

Moreover, Jackson (2008) explains that the Phenomenological research method is “Focused on experiences, events, and occurrences with disregard or minimum regard for the external and physical reality. Phenomenology, also known as non-positivism, is a variation of interpretivism, along with other variations such as hermeneutics, symbolic interactionism and others.” This method is used for studying phenomena in society.

The research design selected in this investigation is the action research. The investigator has chosen this design in order to get the results set in by the objectives aimed at the beginning of the project. As Conglan (2014) mentioned, an “action research design follows a characteristic cycle, whereby initially an exploratory stance is adopted, an understanding of a problem is developed, and plans are made for some form of interventionary strategy.” The investigator is going to apply this research method using the Edmodo platform in order to know how much the English vocabulary can be reinforced through the repeated exposure strategy, semantic maps, word detective, and concept cube. Those strategies are going to be applied through Edmodo using the tool task, posts, and quizzes, in order to evaluate the outcomes obtained.

This research is going to apply each technique separately. The repeated exposure is going to be used by the investigator through Edmodo, as the researcher is going to send all the vocabulary before the class, so it will be exposed during the class, and the students will receive a homework about the vocabulary already studied using the platform.

Dilek (2013) defines semantic map as the “Process for constructing visual displays of categories and their relationships. It is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge.” The investigator is going to divide the class in four groups and each group is going to create a semantic map in the class in a scheduled week by the teacher, and then students are going to post them in Edmodo, where they will be evaluated.

Other technique is the Concept cube (Cox, 2009). Consequently, while the students are working with this technique, they can internalize words more than with others strategies. It consists on using a figure that will be completed with information about synonyms, antonyms, meaning, and category that it belongs to. The investigator is going to apply it during the class and then it is going to evaluate the students’ knowledge through a report send to the Edmodo platform.

3.3 Information Sources

The investigation is going to be developed using different information sources. The researcher used primary sources, which as the University of Victoria (2015) mentioned, are the most used in investigations. Primary sources are characterized by being original material, as they provides information that can be analyzed from evidence, contextualized, or synthesized during the research process that is taken place. Some primary sources that are going to be used are theses, personal interviews, and case studies. It must be stated that it is a priority to work mainly with primary sources, as they support the theoretical information to get the objectives purposed by the investigator. In addition, the investigation can be more objective.

Nonetheless, the investigator also must use secondary sources. As Vineski (2005) mentioned, secondary sources are “Second-hand information. They may contain information that has been interpreted, commented on, analyzed, or processed at a distance from the original. Secondary sources are usually produced after an event has occurred.” The investigator is going to work with secondary sources such as articles, documentaries, magazines and journals, in order to reinforce the investigation

Furthermore, there are tertiary sources. As the University of Pennsylvania (2013) mentioned, in an article, tertiary sources “Provide an overview or summary of a topic and may contain both primary and secondary sources. The information is displayed as entirely factual, and does not include analysis or critique.” This investigation is going to use some online dictionaries and glossaries for supporting the investigation.

3.4 Analysis Categories

This investigation is going to be worked in parts. There are the instruments that will be used in order to get the investigation’s objectives. The researcher is going to use surveys, observations, quizzes, and tests per topic. In the Liceo de Atenas Martha Mirambell Umaña, students do not use technology with educational purposes. Nonetheless, the investigator is going to use technology, since as Cox (2017) said, “The impact that technology has had on today’s schools has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn” helping teachers and student to innovate. In addition, Edmodo is an educational platform that was created as a tool for teachers and students. Delgado (2017) stated that “Edmodo is a very good tool to be used in the school because it helps our students being competent. They develop their technological competence as they learn how to use not only the software but the net in a safe and respectful way.”

The investigation selected three different techniques for teaching and reinforcing vocabulary. This because as Diamond (2006) said, “Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.” There are four instruments that will be used. A survey is going to be applied to the teacher and to three different students. This survey consists of five questions in order to know how much the students are interested about working with a technological application inside and outside the classroom. Besides, the researcher is going to carry out three observations in the class for knowing the students’ behavior before, during, and after the application of a technological device in the class.

On the other hand, the investigation is going to research how the Edmodo platform can reinforce the English vocabulary already taught in the classroom. The researcher is going to apply a diagnostic quiz before the topic is ~~be~~ taught, but already input by a post in the platform for recognizing how the process is going. In addition, a final quiz is going to be applied after the topic has been already taught in the classroom. The quizzes are going to be done in the Edmodo platform. The quizzes consist on twenty questions dealing with vocabulary.

In order to evaluate the process and the improvement of the students in English vocabulary, there is going to be applied at the beginning a test per topic and at the end of the investigation a final test where all the topics will be evaluated together. It will be made up in two parts: a summary from a reading published by a post in Edmodo and a test consisting of a matching, unique answer, and complete sentences in the platform, as well.

3.5 Data Collection Instruments

The investigation needs instruments that allow the investigator to meet the objectives set at the beginning of the investigation. Nalzaró (2012) said that instruments are devices that are going to be applied in an investigation for analyzing and evaluating the objectives already purposed. There are many different instruments that can be used in a qualitative investigation. The research selected surveys, interviews, observations, quizzes, and tests, which are going to be applied periodically through the Edmodo platform, for knowing how the sample can be able to reinforce the vocabulary already studied in class.

The investigator is going to conduct a survey at the beginning of the research, in order to know how motivated the students are about using technology and realize if they feel incentivized to use Edmodo Platform for reinforcing vocabulary. This is going to provide feedbacks to the investigator to support her research question and objectives. As Rouse (2017) explains, a “Survey research is the collection of data attained by asking individuals questions either in person, on paper, by phone or online.” This survey consists of five open questions and it will be applied by the researcher personally and individually.

This researcher selected interviews in order to know and evaluate the process of the investigation. As mentioned Boyce & Neale (2006) state, “Interviews can be defined as a qualitative research technique, which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.” It will be done to the teacher and consists of fifteen closed questions. It will be applied personally by the investigator.

Besides, the investigator is going to carry out some ~~apply~~ observations for analyzing how the technological tool is working when students apply it. Panton (2002) said that “Observation is a method of data collection in which researchers observe within a specific research field. It is sometimes referred to as an unobtrusive method” conducting the investigator to outcomes of the investigation. They are going to be done by the researcher during a class for a lesson.

Test are usually used by teachers for evaluating and knowing how the learning process is going. Rouse (2017) stated that “Testing is finding out how well something works. In terms of human beings, testing tells what level of knowledge or skill has been acquired.” These tests are going to let the investigator evaluate the final outcomes. It is going to have four different parts; the total points will be one hundred points divided in twenty-five for the summary and be seventy-five points for the online test.

Finally, online quizzes are going to be applied when the topic is input and when it is already worked in order to evaluate it. This type of quizzes is ~~are~~ normally used, nowadays. A quiz is a tool “used to create and administer online quizzes and surveys. You can also use quizzes to conduct and moderate exams and assessments, both graded and ungraded (Delgado, 2018).” It also let students to know if their learning process is improving or not. Each of them consists on twenty questions, and it will be worth one point per question.

The data collected is going to be analyze by the investigator using the theories purposed on Chapter II and it is going to be evaluated through the instruments explained before. Each of them is focused on a different aspect for following the set objectives. The information obtained from the instruments will be tabulated to get the results in order to recognize and analyze how the Edmodo platform helps students to reinforce their vocabulary knowledge.

3.6 Collection Data Process and Data Analysis

This investigation intends to apply different activities during the classes in order to teach the new vocabulary to the students. Besides, some activities that do not deal with technological techniques, but that can support the subject when the teacher inputs the knowledge, will be carried out, as well. The researcher is going to introduce the topic through the Edmodo platform through a post, where students are going to be able to identify and meet the information by means of visual aids. It will allow the students to know what they are going to learn before the class in order to relate easier with the vocabulary.

Then, the investigator will input students the new vocabulary by using traditional techniques supported by the Edmodo platform. In order to collect the information, it will be applied a semantic map technique during the lesson after the topic presentation. After that, students are going to share it through a post, in order to support the repeated exposure technique. The investigator is going use three specific strategies for teaching vocabulary, such as the repeated exposure.

On the other hand, the investigator will apply the cube concept as an activity that allows student to reinforce the vocabulary already studied during the lesson and it provides them with the chance to keep in contact with the acquired knowledge in different contexts. Finally, and the most relevant, the investigator will get the best outcomes from the tests that will be applied through the App Edmodo. The investigation project will use the tools provided by the platform, which is going to be completing sentences, matching, unique answer, and productive tasks to evaluate students' improvement during the project. This last step will help to get results and represent the improvements gotten.

Furthermore, all this information is going to be analyzed through three observations carried out before, during, and after the project application. Also, the investigator will apply a survey to students to how motivated they are when using Edmodo platform. In addition, the test will be analyzed by global results gotten by the students. This information will be displayed through figures in order to know how the methodological tool is helping them to reinforce the English vocabulary studied in the classroom and practiced by traditional strategies, as semantic map and cube concept, using Edmodo as a supplementary technological tool.

Chapter IV

Data Collection and Analysis

This investigation has as major focus to analyze the Edmodo technological platform-as a methodological tool to reinforce the acquisition of English vocabulary at Liceo de Atenas Martha Mirambell Umaña. In this chapter, the investigator is going to discuss the results from the instruments used, as semantic maps, observations, and Edmodo digital tests. In addition, the Investigator will explain the outcomes obtained after the application of each instrument and overall the results of the evaluation of Edmodo Platform, as a methodological tool for teaching and learning vocabulary.

4.1 Teacher's Survey

The information provided by the supervisor professor helped the investigator to know the possible limitations and aspects that were necessary to take into account before applying the new methodology. The survey consisted of five open questions, and it provided more information from the own teacher's knowledge and work experience in education. There were studied five different aspects from the survey, where it was possible to get the following results.

According to the teacher's response regarding question 1, it is clear that professors are not completely convinced about using technology in the classroom. The new Digital Era in education has become an obstacle for teachers of the old school, where everything from administrative documents until material was handmade, using just a blackboard and chalk; as this is considered the traditional way of teaching. Therefore, as any new thing it is necessary to be prepared for using the stuff and get successful using a digital platform for teaching and learning vocabulary

during and after the class. The traditional way, as mentioned the professor, does not require more time and effort than class attendance.

In the survey applied, according to questions 2, the professor supported the idea that a new tool cannot be used if it is not ready for being applied. The results will demonstrate how well prepared is a new method, if it is successful in each step of it. Technology is updated every day and it asks the users to be updated, as well. The professor's response backs up that the technology is a good tool and it provides many opportunities, as improving tasks, but it depends of basic aspects such as the management required and the accessibility to the devices that will be used along with technology. Finally, he responded that public education in Costa Rica is not ready for involving technology in the classrooms.

On the other hand, based on the teacher's answer regarding question 3, it is easy to understand that a digital platform, as Edmodo, requires several things, for example good internet connection, technological devices with special features, motivation, and time for managing it correctly. However, public institutions in Costa Rica do not have to any of those requirements.

Vocabulary is part of English's subjects, according to what it was obtained from the survey, and based on the professor's experience in teaching, technology is a great tool that can help students to learn and practice vocabulary using methodologies as virtual classes, digital quizzes, and repeated exposures to the new words. There are many ways to involve technology as a methodological tool when teaching vocabulary for reinforcing the material studied in class. Finally, there are many points that should be considered before applying a new methodology, besides it provides all the facilities and attractive aspects, which as teachers, it is necessary to take into account. The main objective of teaching is making students to really learn, **but** if a

technique does not work, and the final aim will be lost. It is not just to include it in the class technology, it is to make it correctly.

4.2 Students' survey

The research was emphasized into evaluating Edmodo digital platform as a methodological tool for learning vocabulary as a reinforcement. There were applied a survey of five different questions to thirteen random students in order to know about their motivation and perspective about using technological tools for learning vocabulary. The survey was analyzed by different values regarding each question. It provides the students' answers based on the percentage of their responses.

Table 1 Survey's value responses

I really like ...	I like ...	I prefer ...	I do not like, but I do...	I do not like at all
100%	75%	50%	25%	0%

Source: **Researcher creation**

According to the students' answers regarding question 1, it is easy to confirm that the students are not really convinced about changing the traditional methodology used in the classroom, since technology is considered creative, but it is also a new challenge to the participants in the process. The 58% percentage of students, which represents seven students from thirteen, consider technology an attractive way to learn. On the other hand, it was also

demonstrated that from the same sample, there is a 25%, which is represented by 3 learners, who state that they do not really have interest about using technology in their lessons. Based on the theory, it is related with students fear about changes in the traditional methodology used since many years ago.

Finally, the 17% percentage of them assured that they are not motivated at all about using new techniques during the lesson and outside it. It represents two students of the class and based on the theory explained in Chapter II, it says that even though education is trying to evolve with the rest of areas with innovative tools, it cannot be done if the participants are not interested or are not prepared for changing.

Technology has evolved in order to innovate and cover the needs in the different areas. Education in Costa Rica has taken advantages from this kind of benefits in some tasks such as administrative objectives, improving students' material, simplifying the teaching work, and the like. Edmodo is not so much involved in the Costa Rican education; the public system has many uncertainties about applying technology in its aims. There are several reasons that justify this result, it was unexpected data obtained from the survey. Students are not completely convinced about using technological tools in the classes in order to reinforce the knowledge studied.

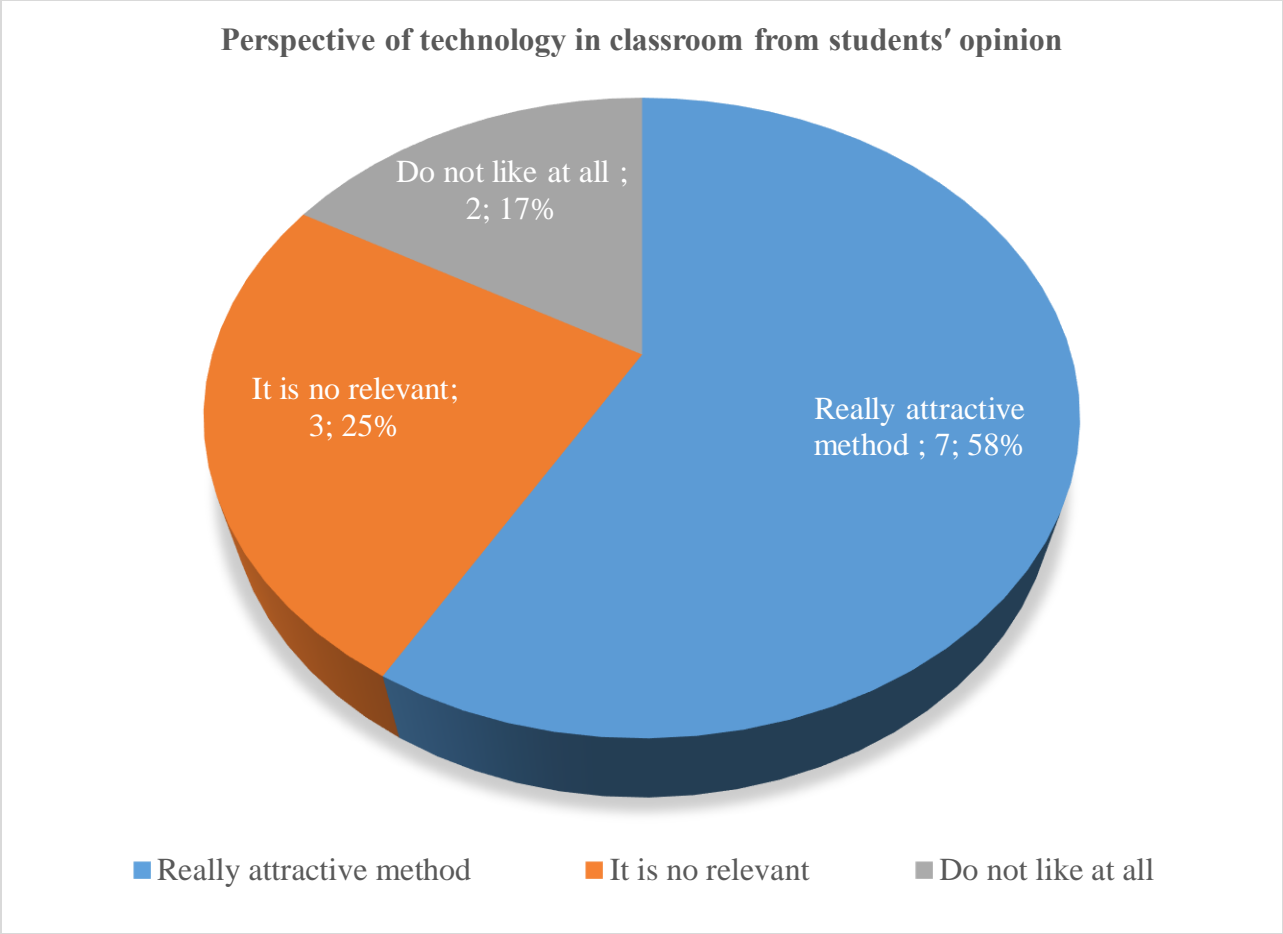


Figure 1. Opinion of the students about the use of technology in the classroom . Source: Researcher's own creation.

In addition, taking into account the interest of students is necessary; as when a professor plans to apply a technique, as in English vocabulary with Edmodo platform, which is precisely related to memorize the information given. According to the students' response to questions 2, it supports that the 67% of students have interest about using technology in the class as a tool. Also, the 33% of students do not want to do changes in education's techniques. It represents an important percentage of resistance to changes in the way of learning by using technological devices. Many studies analyzed in Chapter II supported by others researches stated how technological tools have improved students' results by the chance of practicing in what it

provides. There are different subjects where technology had been used and it provided improvement to the participants.

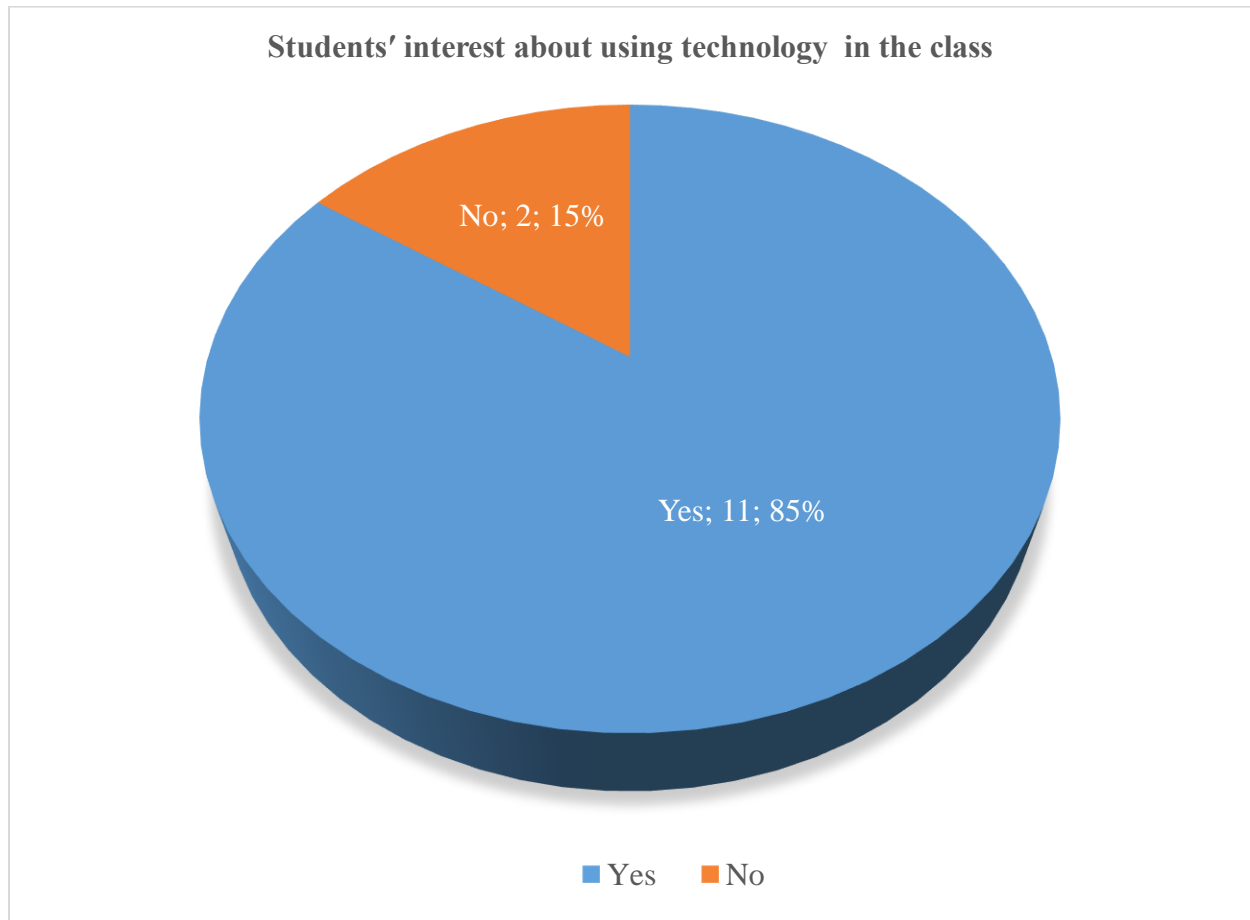


Figure 2 shows the interest that students have on using technology in class.

Source: Researcher's own creation

Likewise, based on the answers to question 3, as Edmodo is an educational and social network at the same time, it confirms that teenagers get motivated about technology that allows them to get involved in the virtual social environment, as with others social networks. Chapter II provided outcomes from information gotten from an article that analyzed how Edmodo platform

created its website similar to Facebook, in order to get users to see it as a social network too, not just as an educational page.

The investigation states that most of learners are interested about using technology in the shape of a social network, as they relates Edmodo with a trend, where they can work and learn in a social environment. The 23%, which represents three students stated, in the survey, that they have problems when concentrating and using a social network for studying, so it will provide them with more distractions. This sample confirmed that traditional education, as it was mentioned in Chapter II, continue being considered a successful method and it allows to be adapted to special needs, learning problems, and others needs that can appear during the lesson, as states Chapter II.

Figure 3. Interest of using Edmodo platform

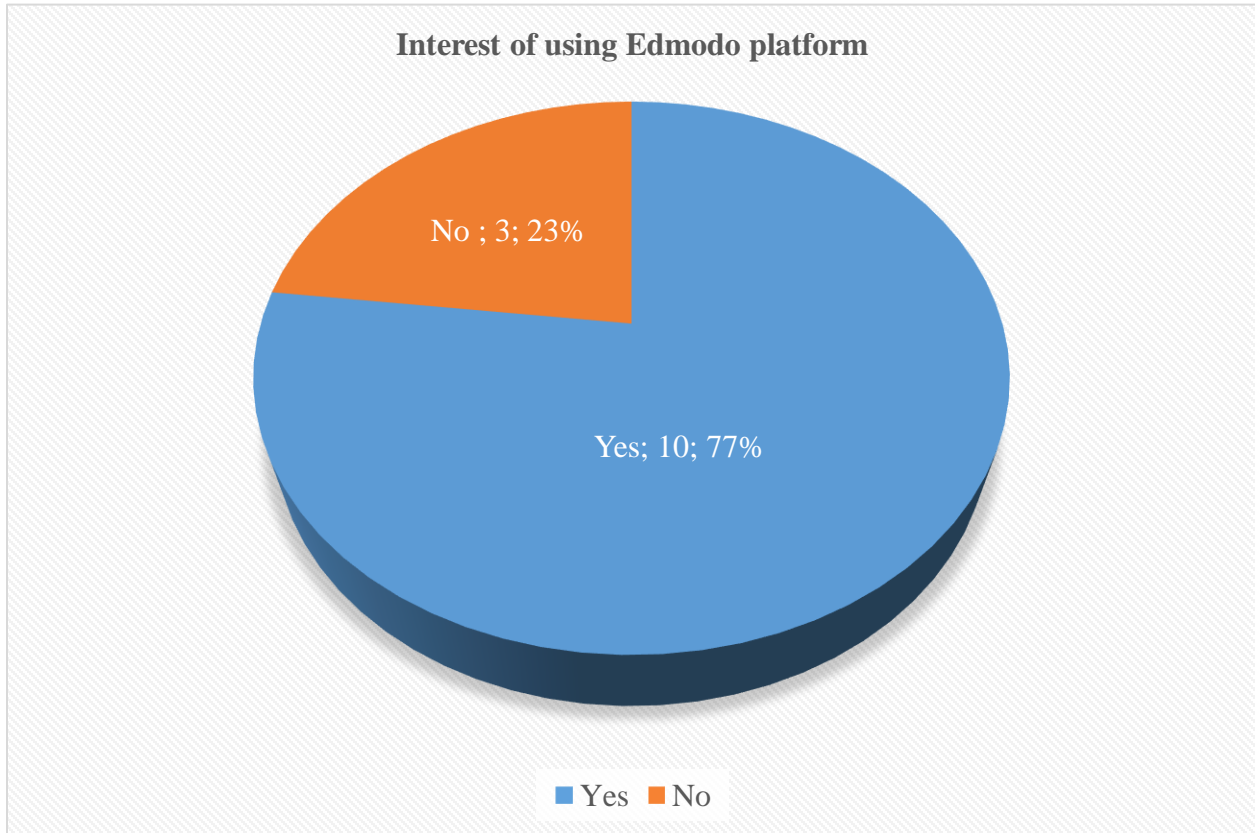


Figure 3 illustrates the interests of the students for using Edmodo.

Source: Researcher's own creation.

According to the students' response to question 4, it is easy to understand that the learners are not completely interested about investing extra time outside the classroom and others sources as internet and technological devices by their own sources. The results are partial based on motivation and interest from the students. On the other hand, regarding to Chapter II, the whole number of new techniques that a teacher wants to imply in the class, it will be considered a challenge. There are several limitations that can appear during their application. Since Edmodo is a digital platform, it requires internet connection and technological devices that should be ejected by the interested users.

Based on the results gotten from the research, the investigator can denote the students' motivation and sources are not enough for getting success in an English class in order to reinforce vocabulary, if the participants do not have the way to use the tool provided and the interest needed. In Chapter II, some studies demonstrated that Edmodo is a successful tool that really can help students to reinforce the knowledge already worked in the class, but it also points out the importance of having all the stuff needed and the interest for reinforcing the skill.

Table 2: Survey's values responses

Yes, I have all the requirements	Yes, but I do not have the requirements	Yes, I will try to get the requirements	No, but I invest for the requirements	No, I do not want to invest something
100%	75%	50%	25%	0%

Source: **Researcher creation**

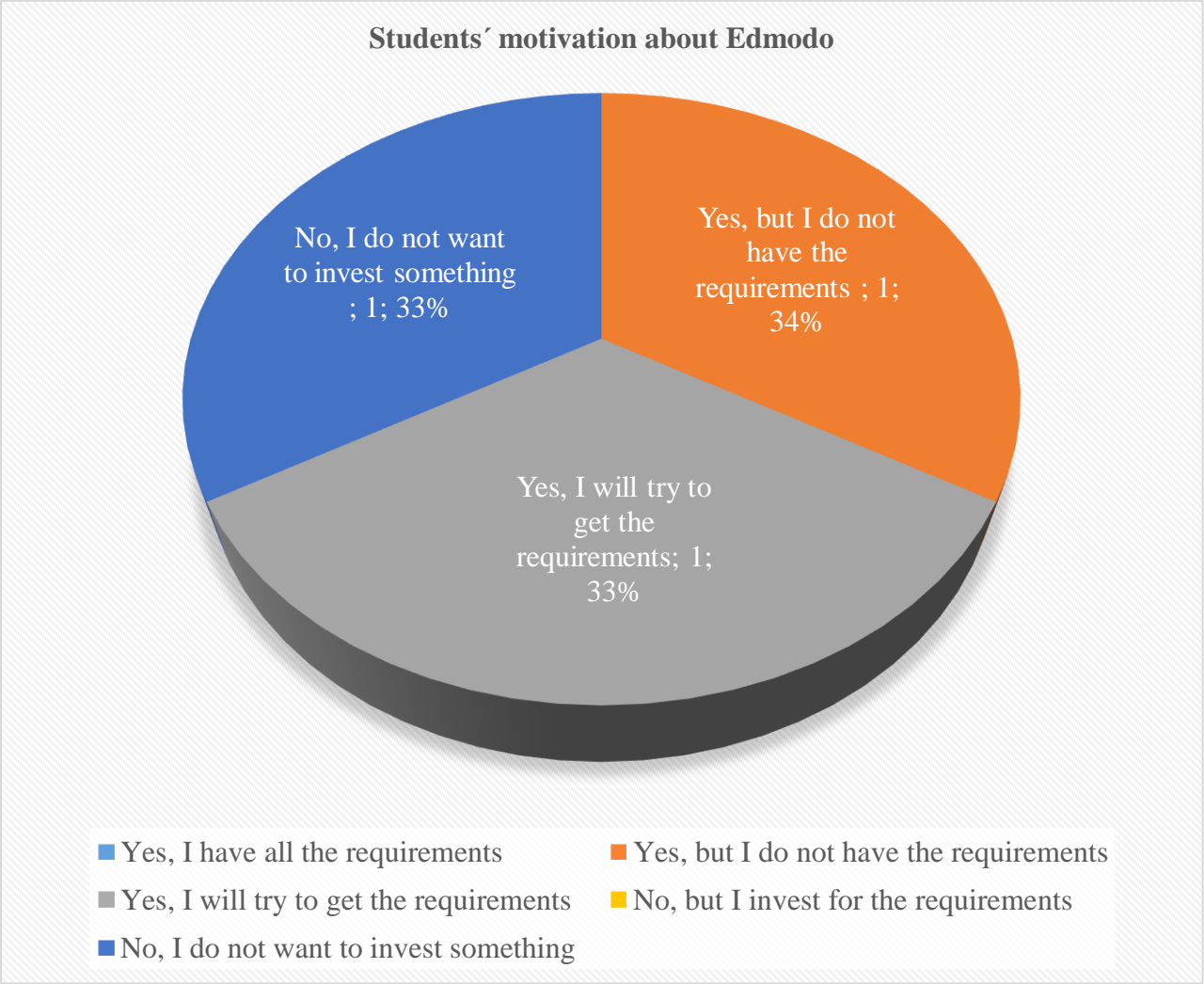


Figure 4 states the motivation that students have about using Edmodo.

Source: Researcher's own creation.

As Edmodo is an educational platform, it can be adapted to different subjects. As stated in Chapter II, Edmodo provides services and facilities to its users, and as it was concluded through the survey, the students got motivated about using technological tools in education in others subjects, but they are not completely convinced about its application. A study was applied in Science lessons, obtaining an improvement which was demonstrated by the results obtained in

the tests. On the other hand, during the survey the students stated that in subjects taught in their native language, Edmodo can be more productive than in English subjects. From Chapter II, it is argued that changes in public education used to become in a challenge, so students create resistance to this, and more if it is in other language.

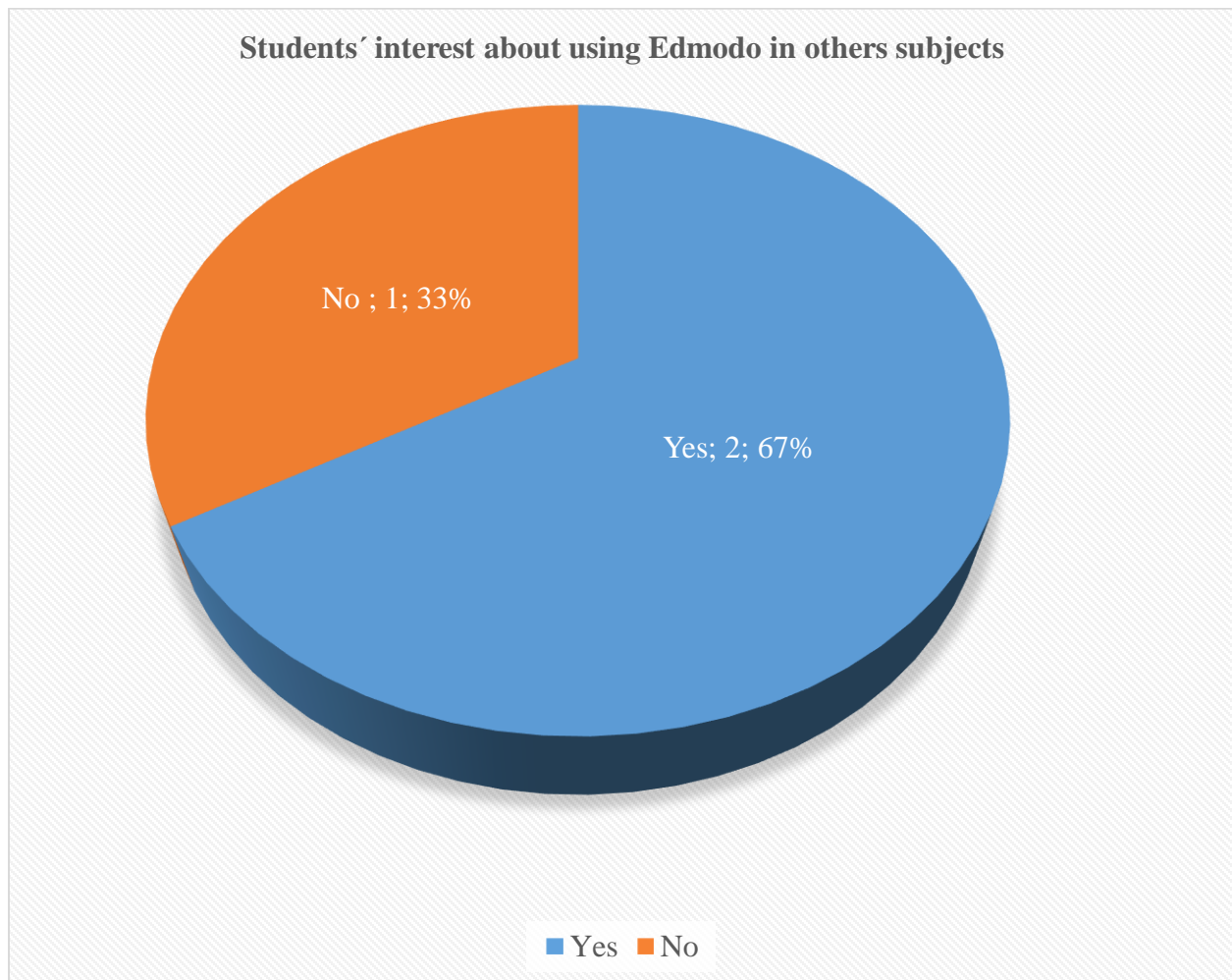


Figure 5 shows the interest that students have about using Edmodo in other subjects.

Source: Researcher's own creation

4.3 Observations

The project is focused on the evaluation of Edmodo platform as a methodological tool for reinforcing vocabulary during the English classes. Therefore, it is important to understand that a new methodology creates an impact and it is necessary to get information about different aspects such as the class profile, the proficiency using technological devices, and motivation. There were applied three observations based on a checklist, one before to start the research, the second during the process, and the last one was applied at the end.

4.3.1 Observation before application of Edmodo as a tool

The purpose of the first observation was focused on identifying aspects that can affect the application of Edmodo as a tool for reinforcing knowledge. From Checklist N° 1, the first description states that students were interested about using Edmodo as a tool. It confirms to the investigator, the motivation of the sample. The second description says the management proficiency of the students about technological devices and Apps, shows that due to Edmodo's similarity with Facebook the social network, provided the investigator with an advantage before applying the tool.

On the other hand, the third description states the internet connection as a limitation when using Edmodo. The investigator provided internet connection to the students, but the bits were not enough for all the participants. The educational institution is public, and it does not have internet connection to the whole students and the students argued the necessity of internet connection from outer sources because they are not interested in spending their own money in internet, for the reason that it generates costs that they do not have.

Also, the fourth description argues the upgrade in favor of the investigation because technological devices are easily to manage by the students. The fifth description was focused on the motivation created at the end of introducing Edmodo platform as a tool. The investigator used this information in order to promote by posting in the platform notes every day for keeping contact with the class and creating a relationship with the participants.

4.3.2 Observation During the Application of Edmodo as a Tool

The application of Edmodo as a tool for reinforcing information already studied in the classroom was analyzed through an observation based on one of the techniques applied during the process. The investigation was centralized in repeated exposure, since according to Chapter III, it refers to the necessity of being exposed to the new learned words many times and in different ways.

The Checklist N° 2 was focused on the use of Semantic Map. This technique provided to the students with the chance of knowing more about the information. The first description was about the interest of the learners of using traditional techniques after they have already had contact with Edmodo as a tool. It shows that besides students have used technological devices many times before, they preferred working with the traditional ways, such as the use of papers, pens and the opportunity of being creative.

The second description emphasized the development of the technique supported by Edmodo platform. It demonstrated that as the technique was well applied through semantic maps, and then it was published in Edmodo as a post. The good application of the technique promoted the exposure of the knowledge several times to the students, allowing them to improve. The third description identified that students were not using the advantages from technological

tool, neither the Edmodo Platform. It is possible to confirm that they were losing interest about Edmodo as a tool, and the learners did not want to invest their own resources. The investigation is aimed at using Edmodo as a tool for reinforcing vocabulary, as well as the reason why for not using Edmodo and the sources that it has. The lack of use, as well as the tools provided, generates disadvantages according to the expected benefits in the tests' results.

The fourth Description refers to English vocabulary as a subject and how it can be increased by using semantic maps as a technique and its repeated exposure to the class. The evaluation of the semantic maps, as Chapter III mentioned was a group discussion which allowed the learners and the teacher to share the information gotten through the semantic map and discuss the new vocabulary obtained from the main field. The teacher applied the technique and checked it in the board in front of the class, where the checking method confirmed the increment of vocabulary. Finally, description N° 5 described Edmodo as a complement of the traditional technique. The students were assigned to share their creations through a post. The majority of them shared it, and this task allowed them to use the platform as a social network, as the students can see their classmates' work and give likes to the publications.

4.3.3 Observation at the End of the Application of Edmodo as a tool

In this research project, the application of Edmodo changed in many aspects at the end of the process. The Checklist N° 3 was applied at the end of the project and it was done in order to know the development of motivation when using the Edmodo platform. The first Description confirmed that students lost their motivation during the process. The investigator sent motivational messages, gave incentives, and kept in contact with them physically and virtually through Edmodo. The participants stated that they were not interested about spending their own resources, use time outside the classroom, and invest more effort in order to learn. From the

Checklist, it is easy to understand that they have not the needed requirements nor the motivation for reinforcing the knowledge studied through Edmodo as a tool.

The second description declared the students' motivation about learning vocabulary through Edmodo, but it was not demonstrated in the tests, quizzes, and others. It is easy to denote that even learners were motivated about using Edmodo as a tool, they were not prepared for its use in order to reinforce the knowledge. Also, the third description referred to the fact that students' effort outside the classroom did not exist at all. All of them answered late the tests.

The fourth description described a relevant point, in contrast to the first observation where students were motivated about using Edmodo platform, since by the end of the project the students' response regarding description N° 4, which stated that learners had more motivation about using Edmodo in other subjects. Finally, description N° 5 revealed that the class did not get motivated nor interested about the application of technological devices in the teaching learning process.

4.4 Semantic Map Technique

The investigator used different techniques in order to input the new vocabulary to the students before applying the evaluation of Edmodo platform. Semantic maps were applied three times during the lesson in order to expose the words as many times as possible. The application of this method allowed the students to relate the words with the meaning, synonym, antonym, and more information, creating mental connections for reinforcing the knowledge studied.

On the other hand, as the project was focused on the evaluation of Edmodo as a methodological tool, the students were assigned to publish their semantic map creations during the lesson in a public post in order to involve them more with the new words. Finally, after the

technique was already applied, it was evaluated through a group discussion, where the investigator got results about the increment of vocabulary from the activity.

4.5 Tests

The information provided through the tests helped the investigator to know the acceptance or problems that the research had. There were applied ten different tests, each exam was sent to the students after they had finished the topic, some for practicing and then others for evaluating the knowledge acquired. According to the tests for evaluating Edmodo educational platform as a methodological tool, it is possible to summarize several different aspects from the figure below.

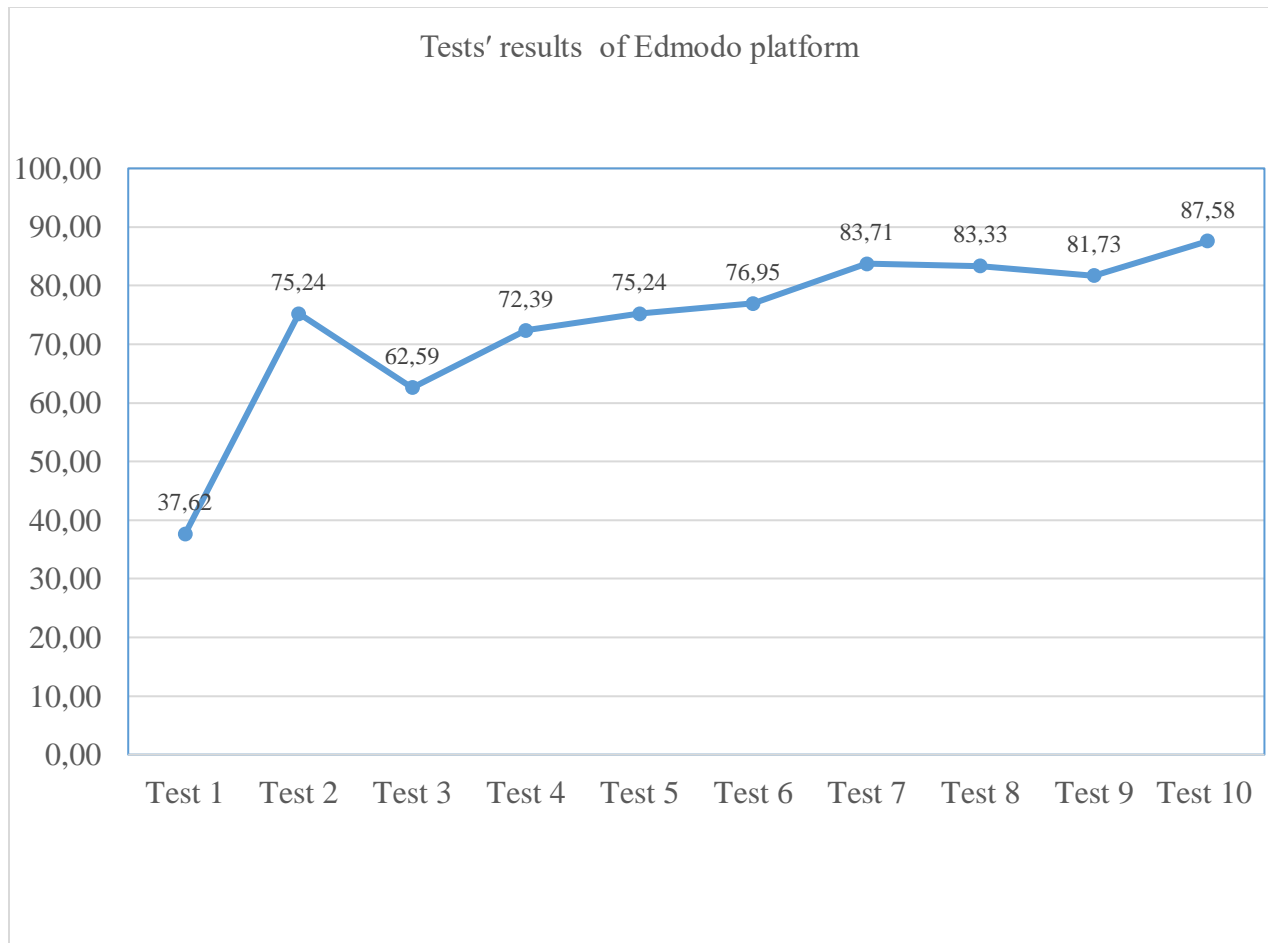


Figure 6 shows the results obtained through the tests applied in the Edmodo platform.

Source: Researcher's own creation

4.5.1 Test N°1

It is important to analyze each test and the aspects that influenced the outcomes gotten during the process. The global percentage for test N°1 is 37, 62%, which represents a completely bad results; also, it is important to remark that from nineteen students just thirteen of them summited the test. For these reasons, it is easy to denote the lack of interest since the beginning, as the majority of students answered late the test and others just sent back the test for being checked without paying attention to the answer. It is important to remark that during the

observations done before the application of the project, most of them were interested on using technological tools for reinforcing English vocabulary.

On the other hand, the investigator analyzed that this result can be influenced, because it was the first contact with this methodology, they were not ready for the management and the changes that it involved. Finally, before starting the project, the students received a tutorial about how Edmodo worked, however the participants were not ready nor convinced about using the App for reinforcing the vocabulary already studied.

4.5.1.1 Descriptive Analysis

The test was made up by ten questions; all of them based on basic grammar in order to know their previous knowledge in English vocabulary before the application of Edmodo. This test was focused on identifying the weaknesses and strengths of the students before continuing the process. The investigator did a test with different kinds of evaluation such as unique choice, completing sentences, matching, and others. Each questions was focused on evaluating basic vocabulary, parts of speech, and grammar structures

4.5.2 Test N°2

The second test represented an improvement in the results, as 75, 24%, from the global results, was obtained for this exam. It refers to the total of the students' participation; the investigator denoted that through the motivational messages sent, the incentives promoted their participation in the virtual class using Edmodo as a methodological tool. As stated in Chapter II, motivation and good management of the tool influenced the results, because for the second test the class had clear how to use the tool and they got involved in the process. According to the outcomes from this evaluation, the tool moved up, but it was necessary to keep on the process for

reinforcing the vocabulary studied. The investigation was focused on evaluating Edmodo as a methodological tool for reinforcing English vocabulary and this result means a positive outcome regarding to Edmodo's functionality in order to reinforce the vocabulary studied.

4.5.2.1 Descriptive Analysis

This evaluation contained an instruction related to the production of English vocabulary in context. Students were asked to write four different sentences using the vocabulary already practiced during the lesson, despite the majority of the class answered late, this homework was done correctly by the most of them. The investigator related this practice done through the Edmodo platform as a positive result, because for solving this students used Edmodo data processor. As explained in Chapter II, Edmodo provides the opportunity to reinforce information using different data processors that can be adapted with the necessary. On the other hand, Edmodo platform provides educational tool that allows the instructor to apply the repeated exposure technique; it means that it is possible to state that Edmodo works as an educational and methodological tool for reinforcing vocabulary.

4.5.3 Test N° 3

The evaluation applied got 62, 59%; which shows a decrement in the results of 12, 65%. This represents the absence of some students and that others were not interested on answering because they had not the stuff needed for using of the tool correctly. During this part of the project, some students found some individual limitations such as internet connection and the device's capability for summing the test. This evaluation was done only by fifteen from seventeen students.

On the other hand, in this part of the project, two students left the class because educational desertion; which provides an instability in the results. The educational tool Edmodo provided opportunities to the students for reinforcing vocabulary, but their efforts will be stated in good outcomes. However, regarding to Edmodo as a tool for reinforcing the vocabulary, this test identified some limitations that can influence the results, as it states that the network is a stable platform, but independently from the facilities, it is fundamental to have all the requirements for using correctly the platform.

4.5.3.1 Description Analysis

This test was made up by seven unique choice questions. It is important to know that as it was mentioned in Chapter II, vocabulary is just the lexicon used by people in order to create messages and make it productive. For this reason, based on the technique of repeated exposure, students were exposed to the vocabulary before the topic presentation through a post in Edmodo, then through the practice done in the book, and finally using Edmodo as the tool for reinforcing vocabulary.

4.5.4 Test N° 4

This homework helped the investigator to demonstrate stability in the results; the global outcome was 72, 39%, and it confirmed students' improvement about vocabulary knowledge through practicing with Edmodo. Also, during this test, the participation increased, which supported the investigation's results; as they revealed an improvement in productive tasks in comparison with digital tests, where students just should select the correct answer. The evaluation was applied to seventeen students and all of them summited it, so it supports the increase in the results gotten by the participants.

The outcome obtained demonstrated that Edmodo platform works as a methodological tool for reinforcing the vocabulary because it is easy to see the increase in the results and the participation, too. There are many aspects from this evaluation that identify benefits of Edmodo in the students' learning process and at the same time, in the teaching process through the repeated exposure technique.

4.5.4.1 Descriptive Analysis

This assignment was delivered on time by the students; it represents more interest from the participants in order to reinforce the English vocabulary using Edmodo platform as a tool. The assignment was focused on a productive skill in order to put in practice the vocabulary already studied in the class. Students were assigned to create sentences using the new words in context. On the other hand, this evaluation was supported by visual aids, in this case an image per word.

This evaluation helped the investigator to confirm the benefits provided by the App Edmodo; since as it was mentioned in Chapter II, this technological tool allows the instructor to reinforce the vocabulary through other kinds of material. Visual aids are an essential feature that give the opportunity to feed the information given through technological devices in order to support it. Finally, the investigator denotes that Edmodo as an educational tool that helps students to reinforce the vocabulary by using images and animated images.

4.5.5 Test N° 5

This homework reinforced the use of Edmodo platform as a technological tool, because this evaluation obtained a 75, 24% as a global result from twenty students that solved the homework assigned in the book using Edmodo. The investigator denotes from this task an

improvement in the answers, where students applied Edmodo. Edmodo allows students to use others technological applications such as Microsoft Word. As stated in Chapter II, the latter is a digital tool for creating written documents, and Edmodo is as a platform and educational social network that allows the learners to create their homework with the help of this program. In addition, it supports Edmodo as an educational tool. It is important to remark that during this test, student were more involved and motivated about using Edmodo. This is demonstrated through the improvement in the test' results and students' participation.

4.5.5.1 Descriptive Analysis

This homework was chosen from the book; it closed the first topic worked during the investigation. It was a vocabulary assignment that contained all the words studied until that moment. This work was a productive task, as learners were assigned by the investigator to complete several exercises from a practice of the book. It consisted on completing a matching using the words studied, the second exercise asked the participants to write the corresponding answers in the statements using the word bank provided by the book, and at the end of the homework students had to create a paragraph with all the words in the vocabulary list.

Finally, it can be stated that Edmodo was applied in this homework along Microsoft Word as a complement, and students responded the evaluation using technological devices such as a computer and smartphones. The students sent directly the works through Edmodo and the researcher evaluated them in the same way.

4.5.6 Test N° 6

This evaluation represented a little progress, as the learners obtained 76, 95% in the global results. As explained in Chapter II, in the public system, students are not ready for

changing the way in which they learn and in which they are taught. According to Chapter II, there are many aspects that could influence the results such as the topic evaluated, students' motivation, and the requirements needed for the process. During the application of Edmodo, the investigator was working with the motivation of students about practicing for reinforcing the knowledge through the use of App. This outcome demonstrated that students' progress is regular, besides the application of others activities based on the repeated exposure technique helped the learners to get involved with the new vocabulary.

4.5.6.1 Descriptive Analysis

This test was applied after the first exposure to the new topic. The information was evaluated based on the material seen during the lesson. The topic was worked through others activities during the lesson in order to expose the learner to the given information. This work was focused on reinforcing visual aids before the class through Edmodo platform using a post. Then, they were assigned a test with eight different questions; each statement was a sentence where it was included a definition and students should complete it with the correct concept. This test allowed students to reinforce the words already studied and at the same time, to be exposure to the information, based on the repeated exposure technique.

4.5.7 Test N° 7

During the investigation there were applied different activities, the strategies were chosen by the investigator in order to know how it can be used through the methodological tool Edmodo for reinforcing English vocabulary before, during, and after the class. Students obtained the worst results during all the investigation. As it was mentioned in Chapter II, semantic mapping is a traditional strategy, but for this investigation it was adapted for it to be a mixed activity;

traditional, using paper and color pencils, and technological, using Edmodo as a methodological tool for supporting the repeated exposure technique.

From the application, out of nineteen students just ten of them solved the test. As a result, students obtained 83.71% in the global score; which shows an improvement in the process. There are many aspects that could influence the result; as explained in Chapter II, the investigator presumed that students' motivation has improved, as it made them to be involved in the process, and most of the learners were engaged with the opportunity to change the traditional way in order to include technology in the class and the possibility to work outside the classroom. It is important to remark that this assignment was evaluated after three more already applied as a practice in the class. It helped the investigation to support the results of Edmodo as an educational tool; and provides students with opportunities to reinforce the vocabulary.

4.5.7.1 Descriptive Analysis

This evaluation was based on three more activities of semantic mapping during the lesson. Students were guided by the instructor for doing a semantic map in order to reinforce the English vocabulary already studied in the classroom. Students were assigned to create a semantic map from the words given and then to search for their definition, synonyms, and antonyms, taking into account that they were assigned to work at least with ten words. Then, it was evaluated through a group discussion, where the vocabulary was checked on the board with the investigator's guide. This was a traditional activity, in order to mix it with Edmodo, so for evaluating the platform as a tool, the students were assigned to do the semantic map using Microsoft Word as a complement. Most of the students were motivated because they showed that they wanted to invest their own resources and the effort; so they were allowed to make the

semantic map in a traditional way using papers and color pencils if they did not have the technological device needed.

4.5.8 Test N° 8

Regarding to this evaluation, students obtained the best score; the investigator supports that the global outcome is due to the repeated exposure technique. The students were exposed to the topic through many strategies, for example semantic mapping, extra practice in the book ,and the test done at the end of the topic presentation.

This test was applied to nineteen students, but only fourteen of them answered. The result obtained was a 83,33%; which helped the investigator to denote the influence of each technique applied in the project in order to know about Edmodo platform as a methodological tool, and in this case, the analysis supported that repeated exposure to the vocabulary through an Edmodo post before being studied, then the presentation during the lesson using visual aids from Edmodo picture, and after that they completed a practice in the book for reinforcing the knowledge; meanwhile, they were exposed again to the vocabulary, and finally the learners made a test for reinforcing and knowing how much they had learned.

It is important to remark that student worked with this using a work bank, since as Chapter II says, they create mental maps and create connections that help people to learn and reinforce the subject easier. On the other hand, motivation was not considered a problem during this evaluation, as there are many aspects that could reinforce it, such as the fact that the internet connection was not a limitation, and students were incentive by the investigator with candy as a reinforcements.

Regarding to Edmodo platform as a tool, it is possible to say that it, as a methodological tool, works depending on several aspects; to analyze if most students participate in the evaluation, if the requirements worked correctly, if students were familiarized with Edmodo, and if Edmodo provided the ways to reinforce the vocabulary.

4.5.8.1 Descriptive Analysis

This test was made up by eight different questions of unique choice and completing sentences. The material was worked in the class using visual aids and, in the same way, it was evaluated using the same example in order to get students more involved with the concept. Then, the vocabulary studied was put in context and students were asked to complete each one using a work bank.

4.5.9 Test N° 9

Each evaluation was applied after the topic was already studied in the classroom and was reinforced by the tool. The results obtained for this evaluation is that 81, 73%, which although means a little decrease from the last test, the learners got a better score. The investigator analyzed the results taking into account aspects such as the students' motivation in contrast with the last test, in which the researcher used candy as a reinforcement and it increased the participation; and the material presented, because this vocabulary was not reinforced by an extra activity during the lesson, as the topic was made up of just by a few words. Moreover, this topic was evaluated the same day that it was presented in the class, so students had less chance to practice the information.

However, the outcome obtained is from fourteen students out of nineteen. It represents that students continued working by themselves using the App. In addition, it support the

evaluation of Edmodo as a tool, because the students that were working continuously from the beginning up to this moment of the process, demonstrated that the result is stable. Finally, there was an increase in the results. Edmodo platform was used as a tool which supplemented others strategies and technological systems, such as Microsoft Word, so it can be stated that Edmodo has the facilities to help the learners reinforcing the English vocabulary already studied, but it also demonstrated that it is a requisite to be interested, motivated, and have all the needed requirements for working with it.

4.5.9.1 Descriptive Analysis

This test was focused on unique choice; since as it was mentioned before, this topic only dealt with a few amount of words, so it was evaluated through one evaluation method. The evaluation was made up of eight questions; and each of them was focused on placing the words in context in order to allow the students to reinforce this through the repeated exposure, too.

4.5.10 Test N° 10

During the investigation project, there were applied several tests, and each of them made emphasis on just one topic. However, this test was the most important because it was the final one. This evaluation was divided per topic; each topic had the same number of questions. The global result was of ~~is~~ 87, 58%, which represents an important improvement in the results. In addition, it helped the investigator to support the fact that Edmodo is a simple platform, but it has all what is needed for helping students improving English vocabulary; nonetheless, it is necessary that the students be interested and invest the own sources. This outcome was obtained from the answer of eleven students out of nineteen.

The vocabulary evaluated in this test contained all the information studied during the project. It was very notable for the researcher that the results were better than the regular average obtained during all the process. There were many points for analyzing the obtained final result such as motivation, the number of questions, the material evaluated, the evaluation method, and students investment about using technological devices for reinforcing their studies outside the classroom. The motivation was stable during all the project, as it was expected from the beginning that since students had access to the requirements for using Edmodo in order to reinforce the vocabulary, they also were interested about doing the test. The investigator denoted that when it was given them reinforcements, they worked better. As in all evaluations, students had a week for summiting the test, so the researcher kept in contact with the group through Edmodo in order to support and motivate them.

There was a higher number of questions in this evaluation than in the others. It was demonstrated that besides they were only four more questions than usual, the learners to get tired before starting and put less effort to do it. It affected very much the results of the investigation project; however, this result was the best. The learners worked many times and using different techniques, the same vocabulary; as regarding what it was stated in Chapter II, students learn vocabulary through exposure. Also in regard to the material, this is other aspect that produced an impact in this test, per each the evaluation, students were evaluated using visual aids already studied and practiced by Edmodo and reinforced them before doing a test.

Finally, the students' participation was necessary. Regarding to the participation for evaluating Edmodo as a tool, it was ~~is~~ a requisite during this final test that students invested the necessary time for completing the test, and most of them demonstrated through their answers that

they were paying attention to the questions. In the other hand, this test was easier for the learners, as they worked before many times with this vocabulary.

4.5.10.1 Descriptive analysis

This evaluation consisted on twelve questions divided in different evaluation methods as unique choice, completing sentences, matching, and fill blanks. Each part of the test contained specific questions per topic. The test was supported by a work bank in the case that the students needed it. Furthermore, the number of questions was higher than in the rest of the evaluation already done, because it contained all the topics studied during the project.

Chapter V

Conclusions and Recommendations

In this chapter, the investigator will draw conclusions and propose some recommendations regarding the investigation project. All the conclusions will be based on the objectives purposed at the beginning, in order to answer the research questions set by the investigator in the Chapter I. During the investigation, there were found many particularities while the investigation was applied; therefore, these conclusions will be supported with some different recommendations in order to help future researchers to know how to proceed in different possible sceneries.

5.1 Purpose of the Conclusion

It is relevant to provide the purpose of the conclusions obtained after the application of the project, as it will help the reader to get benefits from technology to be used in education as a methodological tool for reinforcing the vocabulary already studied in the classroom. The investigation project points out to teachers and learners a technological tool as an opportunity to increase the techniques in which it is possible to reinforce the learned knowledge outside the lesson by using technological devices.

5.2 Conclusions

This investigation project was applied to ninth students at Liceo de Atenas Martha Mirambell Umaña. This research demonstrated how the inclusion of technology in education can improve the methodology used by the teachers during the teaching- learning process and students' acquisition of knowledge. There are many observations about information gotten after

the investigation; and in addition, there were found some limitations regarding the use of technological advances, but at the same time, there was obtained a positive result about the evaluation of Edmodo platform as a methodological tool. The investigator made several observations and tests that showed how the scores were improving during the application process.

This research combined many environments, in which the students were exposed, and it influenced the outcomes obtained from the evaluation of Edmodo as a methodological tool for reinforcing the vocabulary. The learners achieved to manage Edmodo as a tool, also they obtained the possibility to mix this technological methodology with the traditional one. After the analysis of the information provided by the tests applied to the students through Edmodo in order to evaluate and obtain data to answer the objectives already purposed in the Chapter I. In the next part, it will be developed the results obtained regarding each objective in order to solve the investigation project.

5.2.1 To identify the vocabulary problems of the use of Edmodo as a methodological tool for reinforcing vocabulary acquisition process of ninth grade students at Liceo de Atenas Martha Mirambell Umaña.

The investigator applied different instruments for obtaining the needed information to develop the project. It was applied an observation before starting the application of the research in order to identify the vocabulary problems of the sample. At the beginning, most of the students demonstrated that they were completely motivated about using technology inside and outside the classroom for reinforcing the knowledge already studied. The observations realized showed how students were motivated about using technology, but not for using it as a tool for reinforcing the vocabulary.

The investigator also applied an interview to thirteen students in order to know about their perspective regarding the use of Edmodo as a tool. On the other hand, to fulfill this objective, the researcher applied a diagnostic test in order to know the students' knowledge of basic English vocabulary, and at the same time, to recognize possible vocabulary problems that could affect the evaluation of Edmodo as an educational tool. Regarding to Chapter II, grammar is the most important part of the language, because it creates communication, and the message can be given correctly.

There were found several vocabulary problems thanks the diagnostic, as most learners mentioned that it was difficult to manage the platform, also some students said that they sent the diagnostic to be evaluated without finishing it because they did not know the answers at all. The investigator used a semantic map as a technique in order to teach and know the level of English of the group; nevertheless, it was hard for them at the beginning, because they used to work with a book and just filled in blanks.

The investigator also noticed that the book used by the students for learning vocabulary, just asked students to learn the word for the following practice after finishing the lesson, and it affected the students' capacity of retain words. During the application of this technique, the semantic map demonstrated the students' poor knowledge of vocabulary. Finally, the investigator noticed that there were important aspects that could affect the outcomes obtained at the end of the investigation. First, most students were related with the technology and its advances, however the management of Edmodo provided a problems for some of them, as they stated that they were lost because they did not how to use the platform, and at the same time it proved that the acquisition of vocabulary cannot be done if the students are not comfortable about the tool.

Second, the investigator based the research on different techniques, as for example using Edmodo as a tool through the repeated exposure. However, there was impossible for some of the participants to carry out some tests because the lack of the requirements needed for using the App. Reinforcing knowledge involves many aspects such as effort, staff, and guide, the learners were not ready for using the technological tool at the beginning, as it is demonstrated in Chapter IV. Also, the acquisition of vocabulary asks students basic knowledge in order to reinforce it, but in this sample, most learners had a little word bank, so their English was really basic.

5.2.2 To apply Edmodo as a methodological tool for reinforcing the vocabulary acquisition process through quizzes, files, posts in a ninth grade group of students at Liceo de Atenas Martha Mirambell Umaña.

The investigator used different tools for applying Edmodo platform for reinforcing the vocabulary already studied in the class. First of all, the investigator explained and demonstrated to the students how the project worked throughout the process. The investigator worked based on the technique known as repeated exposure in order to make students learn and retain the words already seen in the lesson.

The application of Edmodo platform was done by some steps that were explained before starting; the steps were to post the topic, then to work in the classroom, and finally do a practice test for knowing the improvement during the process. This with the purpose of pointing out the effectivity of Edmodo as a methodological tool for reinforcing vocabulary. The research project began with a little test applied after the lesson. This showed students acknowledge and irresponsibility regarding participation, as although, the practice was sent a week before the delivering date most students turned it in after the due date; besides they answered late and the results showed a stability with the first diagnostic test.

The Liceo de Atenas is a public High School, and it represents an impact in the results obtained because that institution does not have the needed requirements for using technology as a full tool. However, besides the obstacles and the steps were followed correctly, the learners mentioned that the use of technological devices did not work well, as it affected students' participation. Students needed to do their own investment and it provided loss of motivation.

5.2.3 To analyze the results of using Edmodo as a methodological tool for improving the vocabulary acquisition process of ninth grade students at Liceo de Atenas Martha Mirambell Umaña.

During the application of the investigation project, there appeared many limitations while using Edmodo as an educational tool. The investigator applied different techniques in order to evaluate the effectivity of the technological tool, Edmodo. Some of those are semantic maps, posts, and several tests during the process. In addition, there were applied extra activities such as books practices and others group dynamics in order to motivate students about learning vocabulary.

The investigator studied many aspects in order to know how Edmodo works as a tool. Students' motivation was analyzed during all the process to recognize possible obstacles related to the tool or the chosen sample. At the beginning of the research, there was applied an observation that demonstrated the learners' interest about using technology, they showed curiosity about changes, but at the same time a little percentage regarding to the observations analysis in Chapter IV stated that they were not interested in changes in the methodology.

After many applications of Edmodo through different ways, the motivation grew and at the same time, the participation in the test applied. Also, as the platform required some aspects

such as internet connection, extra time outside the classroom, and the use of their devices, some students decided not to participate. In addition, an important point is that the project started with twenty students and during the application two of them left the High School, five of them stopped participating because the investment and they preferred to lose the points and it affect the results at the end.

The acquisition of vocabulary requires practice for a long time and in different contexts in order to understand perfectly the use of any word that people use in the communication process, written or spoken, as stated by the repeated exposure technique explained in Chapter II. Edmodo Platform provides many technological tools that have been demonstrated by others studies already done, but the investigator purposed the acquisition of vocabulary using Edmodo as a tool in the Liceo the Atenas in ninth students grade, it means that Edmodo as a tool in a public and academic institution, young learners and vocabulary acquisition. All of these aspects required many things from the participants.

During the analysis, it was possible to demonstrate that internet connection asked students investment and it demotivated them; second, using their own devices because most of them had smartphones with a little memory or processor capacity and it affected them during the application of the test; third, the effort of using extra time for doing the practices assigned by the investigator. All of these situations showed that Edmodo platform has many tools into the App that provide rich opportunities for learning vocabulary, but the requirements for using the platform must be completely available for the users.

The researcher analyzed the results obtained during the tests in order to know about the students' improvement in vocabulary knowledge in Chapter IV. It was demonstrated, at the beginning, an increase which is related with students' motivation and the class participation.

Then, the investigator stated the students' stability in the results and at the end in the final test, which contained all the topics the students, demonstrated an increase in their vocabulary using Edmodo platform as an educational tool, as it is summarized from the investigator's analysis after the application of Edmodo and it is based on the students that applied all the project.

5.3 Restatement of the Research Question

What are the outcomes of using the Application Edmodo as a Methodological tool for reinforcing the vocabulary already studied in classroom?

Costa Rica's development is growing every day. Education has many gaps in different aspects in contrast with other countries around the world; however, there is possible to improve and grow in the methodologies used in our classrooms. Technology changes all the time, it has helped society to develop and solve some limitations.

The technology has produced an impact in society and at the same time a great effect on its users, if it is well applied. While the time goes on, technology creates Apps and devices for being used for solving our problems. Edmodo is one of those, it provides teachers and learners with the chance to improve a traditional methodology through technological education in order to help students improve their knowledge and facilitate many tasks. The investigator applied and analyzed the results from the application of Edmodo as an educational tool and it demonstrated higher scores in their test, more interest in some students about using Edmodo in other subjects, and they said how grateful they were about the outcomes obtained, as the students participated and improved.

5.4 Unexpected Results

In every research, there is the possibility of getting some unexpected results. In this investigation project, some learners lost the motivation about using Edmodo platform and it provided bad result because the amount of students' participation decreased during the process. On the other hand, the number of students before starting the investigation project and the number at the end because some of them changed to another group and did not participate, again.

As it is common in public institutions, students' desertion also was unexpected by the investigator, as it reduced the sample in contrast with the students that participated at the beginning. Also, before choosing the sample needed, the investigator asked the requirements needed by the application in order to work without limitations, but until the investigation project was applied, there was identified internet connection as a big limitation, also students' devices were not ready for using Edmodo, the platform management affected some students. So, the investment needed by the learners did not occur.

5.5 Recommendations

For future investigations regarding this topic, the researcher identified specific point that can be improved during the application of a similar investigation. Before starting an investigation, it is really important to study first the sample that will be used for the research, because if not it can provide obstacles and affect the outcomes. Second, technology asks many things that must work perfectly for being used; before applying a project using technological devices, it is necessary to know if the participants have the needed staff. Also, if it is necessary to use internet, to know about internet connection.

In this case the research is related to education, it implies an institution that means many people influence the process, so it is really relevant to know how much interested the participants

are and how much the institution allows the researcher to work with its population for getting help if needed.

On the other hand, the sample is the most important aspect before, during, and after the investigation, so it is necessary to know the capacity or knowledge regarding the tool they will use. A teacher can try to apply new effective methodologies, but if the students are not able to use them, it will fail before starting.

Visual aids are very effective with any sample, as colors, videos, pictures are advantages that technology provides during its application; however, it depends of the investigator advantages that can be obtained from that.

The final recommendation is to motivate the participants at every moment, remind them the necessity of their effort, and explain that all the well outcomes depend completely from their participation.

Appendixes

This section shows the extra material used as a support and the documents used in order to obtain the needed information for using during the investigation project. The teachers survey used for know about the sample. Also, the checklists applied during observations in order to recognize aspects in the class. Finally, this section contain the digital tests applied to the students during the project.

Appendix 1

Checklist 1

DESCRIPTION	YES	NO	OBSERVATIONS
Students are interested about using the platform	✓		
The management of Edmodo is easy for the students	✓		As the App is very similar to Facebook, students managed easily the platform
Internet connection is a limitation	✓		Even the investigator provided an internet service, the size group and the bites were a limitation. Students were not interested about using their own sources.
Devices management is a limitation		✓	
At the end of the lesson, students develop interesting about Edmodo	✓		The most of students get motivated about the App

Checklist 2

DESCRIPTION	YES	NO	OBSERVATIONS
Students are interested in the traditional technique	✓		Students demonstrated more interested about working in the traditional way (paper and pens)
The vocabulary studied is well developed with the technique	✓		
Students work joined with Edmodo sources by technological devices		✓	Students knew about using technological sources but they were not interested
Vocabulary contents increase using the technique during group evaluation	✓		
Students post the Semantic Map by Edmodo posts	✓		Many of the students share their semantic maps doing the virtual class dynamic

Checklist 3

DESCRIPTION	YES	NO	OBSERVATIONS
Students continue motivated with the use of Edmodo Platform		✓	Students say they are not more motivated because it demands time outside the classroom and internet by their own sources
Students demonstrate motivation about learning vocabulary by Edmodo	✓		
Students use their own sources for practicing outside the classroom		✓	
Students are motivated about imply Edmodo in others subjects		✓	Students are not interested about investing more time and sources
Students are motivated about use technological tools during learning process		✓	

Appendix 2

Teacher's survey

1. What do you think about using technological tools in education?

I like the new sources that are improving education process. But personally, I prefer working by the traditional way.

2. If you can apply a technological tool during your lesson. Would you like to apply it?

As I said before, it depends of the management and accessibility.

3. Edmodo is a technological platform, free and easy management. Would you like to apply it during vocabulary lessons?

Knowing about the facilities, I would like to apply it but just if the staff is completely available for working correctly. If not I considered it won't work as well.

4. Some investigators say "Using technological tools for teaching English vocabulary is an advantage in education". Do you consider it a good methodology or not? And Why?

Based on my experience, technology has provided many facilities and services that has reduced several tasks. On the other hand, obviously it is good methodology but if it is well developed and the staff is prepared for applying.

5. Edmodo platform is a free application for using in education. According to your experience in education. What do you consider could be a limitation?

My experience has been always in public education, it is a big limitation because the requirements for success. Such as internet, devices and time.

Appendix 3

Students' survey

1. What do you think about using technology in the classroom?

Student 1: I really like

Student 2: I like more than using books

Student 3: I prefer traditional classes

2. If technology is implied in your class. Would you like to use this tool?

Student 1: Yes

Student 2: Of course, I hope teacher get interested about it

Student 3: No

3. There is Edmodo platform, a social network that was created for being used in education. Students and the teacher just need to have a smartphone or computer and internet connection. Would you like to learn by using a social network?

Student 1: Of course, it is more interesting

Student 2: Yes, all teacher should use it and get modern

Student 3: No, it demands so much

4. If the teacher asks you to invest time outside for practicing the contents studied during the lesson by Edmodo. Would you like to invest your time and own sources for practicing by Edmodo platform?

Student 1: I use technology all the day, it is a good way to practice but I do not want to spend my internet. I would ask to my parents' homes internet connection.

Student 2: Yes, but my smartphones is very slow because the processor

Student 3: No, I completely prefer traditional classes. I have many things to do.

5. After you know about Edmodo methodology. Would you like to use it in others subjects?

Student 1: Yes, It can be funnier

Student 2: Yes, Social Studies or Spanish can be a good idea for learning concepts

Student 3: No, It just bothers teachers' job.

Appendix 4

Tests

Diagnostic #1 Basic Grammar

Question: 1

Obtained points: 1

According to the following sentence: They are playing soccer at National Stadium. What is the subject in the sentence?

- are playing
- at National Stadium
- They

Question: 2

Obtained points: 1

According to the following sentence: My family traveled to Brazil. What is the verb?

- traveled
- My family
- to Brazil

Question: 3

Obtained points: 1

An example of a noun is

- buy

we

horse

Question: 4

Obtained points: 1

An example of past tense is:

They eat pizza at restaurant

We played soccer at Stadium

I drink coffee

Question: 5

Obtained points: 1

An example of present tense is:

He fixes a car

She ate a piece of cake

They will visit to Marie

Question: 6

Obtained points: 1

An example of Future tense is:

We were talking about it

They will publish a book

I am studying English

Question: 7

Obtained points: 1

An example of an article is

you

an

but

Question: 8

Obtained points: 1

What is a an example of a conditional sentence?

They will prepare a party

If you are able to prepare a party, you should do it

When is going to be the party?

Question: 9

Obtained points: 1

What are examples of prepositions?

But, and, so

Eat, cut, fix

Under, over, between

Question: 10

Obtained points: 1

What are the auxiliaries of English?

- Do, does, don't, doesn't
- Make, have, do
- What, when, how

Practice #2 Adverbs of Frequency

Question: 1

Obtained points: 1

Puntos por question: 1

Daniela _____ visits her grandma. (Negative) Always - Rarely

Question: 2

Obtained points: 1

Puntos por question: 1

Thiffanny _____ plays volleyball. (Positive) Seldom - Usually

Question: 3

Obtained points: 1

Puntos por question: 1

Patrick _____ eats fruits. (Positive) Always - Never

Question: 4

Obtained points: 1

Puntos por question: 1

Emmanuel _____ have eaten rabbit. (Negative) Never - Usually

Question: 5

Obtained points: 1

Puntos por question: 1

Dario is _____ talking during the lesson. (Positive) Usually - Never

Question: 6

Obtained points: 1

Puntos por question: 1

Sophia is _____ visited by her bestfriend. (Negative) Seldom - Usually

Question: 7

Obtained points: 1

Puntos por question: 1

Yirlany _____ goes to the park. (Positive) Always - Never

Practice #3 The World of the Spectacle

Question: 1

Obtained points: 1

According to "The world of the spectacle" : He is _____. He makes people laugh.



- painter
- comedian
- musician

Question: 2

Obtained points: 1

According to "The world of the spectacle" : She does magic tricks. She is _____.



- magician

comedian

painter

Question: 3

Obtained points: 1

According to "The world of the spectacle" : They are _____. They like dance everywhere.



musician

comedian

dancers

Question: 4

Obtained points: 1

According to "The world of the spectacle" : There is people that produce films. Based on the image, he is _____ .



- actor
- director of films
- musician

Question: 5

Obtained points: 1

According to "The world of the spectacle" : He plays a guitar. He is a _____.



- musician
- singer
- actor

Question: 6

Obtained points: 1

According to "The world of the spectacle" : She is _____ and she likes to sing in the bar.



- musician
- director of films
- singer

Question: 7

Obtained points: 1

According to "The world of the spectacle" : She got famous about her paintings. She is a _____ .



- singer
- painter
- musician

Question: 8

Obtained points: 1

According to "The world of the spectacle" : He writes and says poems in the theater. He is

a _____.



- singer
- director of films
- poet

Practice #4 Verbs

Question: 1

Obtained points: 1

People should _____ a liter of water everyday.

drive

drink

write

Question: 2

Obtained points: 1

She _____ a letter to her mother.

writes

eats

publishes

Question: 3

Obtained points: 1

He _____ a car to San Jose.

reads

links

drives

Question: 4

Obtained points: 1

The teacher _____ irregular verbs to the students.

teaches

counts

organizes

Question: 5

Obtained points: 1

Marie _____ a TV series about a jail.

reads

attaches

watches

Question: 6

Obtained points: 1

The market _____ food and services.

sells

eats

plays

Question: 7

Obtained points: 1

He _____ a bike.

jumps

rides

flies

Question: 8

Obtained points: 1

The airplane _____ around the world.

reads

cuts

flies

Practice #5 Personal Pronouns

Question: 1

Obtained points: 1

She This pronoun refers to a plural pronoun

Cierto

Falso

Question: 2

Obtained points: 1

He This pronoun refers to a man

Cierto

Falso

Question: 3

Obtained points: 1

I This pronoun refers to a first personal pronoun

Cierto

Falso

Question: 4

Obtained points: 1

They This pronoun refers to a singular pronoun

Cierto

Falso

Question: 5

Obtained points: 1

We This pronoun refers to a plural pronoun

Cierto

Falso

Question: 6

Obtained points: 1

She is a feminine pronoun

Cierto

Falso

Question: 7

Obtained points: 1

He is a feminine pronoun

Cierto

Falso

Question: 8

Obtained points: 1

He is a masculine pronoun

Cierto

Falso

Final Test

Question: 1

Obtained points: 1

"HE" is an adverb of frequency

Cierto

Falso

Question: 2

Obtained points: 1

"She is always late" According to the use of Adverbs of frequency. Is the sentence correct?

Cierto

Falso

Question: 3

Obtained points: 1

**Complete the following sentence using adverb of frequency They eat "_____"
pizza.**

Question: 4

Obtained points: 1

**Complete the following sentence using adverb of frequency He "_____" is eating
fruits**

Question: 5

Obtained points: 1

Puntos por question: 1

A person who sing is " _____ "

Question: 6

Obtained points: 1

Puntos por question: 1

Picasso was a " _____ "

Question: 7

Obtained points: 1

Puntos por question: 1

People that like to dance are " _____ "

Question: 8

Obtained points: 1

Puntos por question: 1

A person that make tricks is a " _____ "

Question: 9

Obtained points: 3

Puntos por question: 1

Une cada letra con la respuesta correspondiente.

A. He

1. First person

B. She

2. A women

C. I

3. A man

Question: 10

Obtained points: 1

Write a definition to the verb "Jump"

Question: 11

Obtained points: 1

Write a definition to the verb "Speak"

Question: 12

Obtained points: 1

Write a definition to the verb "ride"

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