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EXTENSIÓN EN EL CARMEN

CAREER IN LANGUAGES-ENGLISH MAJOR

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RESEARCH WORK

Prior to obtaining the Bachelor Degree in Languages – English Major

EDMODO TECHNOLOGICAL PLATFORM AND ITS IMPACT IN ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN STUDENTS OF THE FIRST GENERAL SCIENCE LEVEL OF "JULIO MORENO ESPINOSA" EDUCATIONAL UNIT IN SANTO DOMINGO DE LOS TSÁCHILAS, IN THE ACADEMIC PERIOD 2016-2017.

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2016

TUTOR'S CERTIFICATION



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The signed teacher: Lic. Dolores Moncerrate Vivas, Mg, in quality of tutor appointed by the academic coordinator in the English Major career of Eloy Alfaro University in El Carmen city:

CERTIFY:

That the present research work with the theme: EDMODO TECHNOLOGICAL PLATFORM AND ITS IMPACT IN ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN STUDENTS OF THE FIRST GENERAL SCIENCE LEVEL OF "JULIO MORENO ESPINOSA" EDUCATIONAL UNIT IN SANTO DOMINGO DE LOS TSÁCHILAS, IN THE ACADEMIC PERIOD 2016-2017. The graduate has prepared it: ALVAREZ RIVERA CESAR ALEXIS, with the relevant advice of who subscribes to this document, the same is enable for its presentation and support.

I certify the above statements to be true to the best of my knowledge.

El Carmen, on February, 2017.

Lic. Dolores Moncerrate Vivas, Mg

TUTOR

DECLARATION OF THE AUTHOR

I declare that I have authored this project independently with the theme: “EDMODO TECHNOLOGICAL PLATFORM AND ITS IMPACT IN ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN STUDENTS OF THE FIRST GENERAL SCIENCE LEVEL OF "JULIO MORENO ESPINOSA" EDUCATIONAL UNIT IN SANTO DOMINGO DE LOS TSÁCHILAS, IN THE ACADEMIC PERIOD 2016-2017”. I have not used other than the declared sources / resources, and that I have explicitly marked all material, which has been quoted either literally or by content from the used sources.

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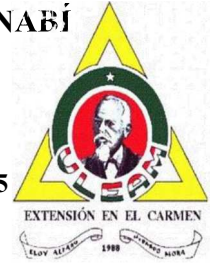
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APPROVAL OF RESEARCH WORK

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RESEARCH WORK

Prior to obtaining the Bachelor Degree in:

LANGUAGES – ENGLISH MAJOR

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ALVAREZ RIVERA CESAR ALEXIS

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ABSTRACT

The current education system presents new challenges for teachers, since it is becoming increasingly important to establish channels of communication between the student and the teacher in a virtual environment; the most used social networks do not currently provide an educational environment suitable for this interaction.

This research wants to improve a guide to start using EDMODO in the teaching learning process. The use of the EDMODO like a technological platform is a good teaching tool to apply it with students of the first general science level of “Julio Moreno Espinosa” educational unit, to announce the use of this didactic tool has been the main motivation of this research work.

The technological platform EDMODO is a virtual learning environment (VLE), which provides the possibility for the teacher to develop and share several educational activities they will allow the development of skills in students, as this is not limited only to communication Teacher - student, but rather allows the teacher approached the student a variety of educational resources and activities focused on strengthening the process of English teaching.

In this research has been used empirical method through surveys to know if EDMODO is applicable in the classroom according to economic and social reality of Julio Moreno Espinosa educational unit these surveys were directed to authorities students and teachers.

INTRODUCTION

The teaching-learning process of the English language, for its complexity requires the support that new technologies applied to education can provide it. The Technology Platform applied to education is a tool that teachers can use to motivate the student to engage in the learning of English as a second language.

A virtual space free of distractions, in which teachers, students and their families can interact, is the main application that the virtual EDMODO platform provided as a primary characteristic. Through this tool, the teacher can make available to students an affluence of resources to develop in a better way, essential skills in the learning of a second language (speaking, listening, reading, and writing).

The present research project presents two variables:

EDMODO technological platform: This technology platform is focused on education in general, it provides a virtual space for the student-teacher interaction without distractions and inappropriate content that other platforms typically used by teachers (Facebook) presented to the student.

Process of teaching-learning of the English language: This process by its very nature is complex, should be consider the different variables that surround the environment of the student and the teacher, which must be considered in the selection of methodologies, resources, and strategies applicable in this process. Edmodo allows teachers to apply the selected strategy and share the resources in an interactive manner, which in turn allows student to get motivated and can develop better skills needed to acquire English as a second language.

The general objective of the present research seeks to determine the incidence of the use of the EDMODO technological platform in the teaching-learning process of English language in the students of the first general science level of Julio Moreno Espinosa educational unit.

The scientific tasks to be performed are:

To determine which are the teaching resources currently being used and their effectiveness in the process of English language teaching in the students.

To establish how complex this platform can be for teachers and students with technological devices with internet access that will enable them to interact in the EDMODO.

To investigate the skills that teachers and students currently have in the management of virtual resources to facilitate the use of platforms such as EDMODO.

To Design a guide for teachers who want to implement in their curriculum planning the EDMODO technological platform in a didactic and motivating way.

The research work is summarized in three chapters.

Chapter I, contains the theoretical framework, base of variables, this includes the theories that several authors have developed on the technology platforms and the process of teaching-learning as second language.

Chapter II, The surveys and its analysis have been collected through statistical tables the results of the surveys applied to the members of Julio Moreno Espinosa educational community involved in the English area, including an interview with the chairperson of the area.

Chapter III, the proposal has been developed, which consists in a didactic guide for teachers that would facilitate the use of the technological platform Edmodo.

Additional included the conclusions and recommendations, ending with the bibliography and annexes.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. EDMODO TECHNOLOGICAL PLATFORM

1.1.1. Definition

Edmodo is a virtual learning environment that allows a variety of options for interaction between the teacher and the student in a safely space through the web, It is based on the microblogging, as it does not allow a text greater than 140 characters.

Edmodo in its web page "www.edmodo.com" is described as:

“...a global network of education that helps connect all students with the people and the resources needed to achieve their maximum potential”.

1.1.2. The virtual teaching

According the author Dillenbourg (2000), the virtual teaching gather the following characteristics:

- ...There is a goal but never is reached; therefore, it is not a course or a specific activity;
- Activities have priority over the objects of knowledge and almost always take place in a group context; it is not a computerized encyclopaedia;
- It can take advantage of the ability of computers to develop new learning designs; this is, then, a framework for innovation;
- Promotes cooperation by means of tools of communication tools group, common spaces, shared agendas, and programs of work. (p.3)

Learning is not limited to provide digital material to students for their learning is linked in an environment that enables them to interact with other students and

teachers, these environments encourage the implementation of new educational systems, where the creativity of teachers is not limited to a particular physical space.

1.1.3. Virtual learning environments (VLE'S)

A Virtual Learning Environment is a space with access only for pre-set groups, designed for people who access the develop skills and knowledge through virtual platforms.

The author Belloch, (2012) explains The VLE'S could describe such as environments that:

- Allow access to browsers, protected by password or cable access.
- Use services of the web 1.0 and 2.0.
- Have a graphical interface and intuitive. Integrated in a coordinated and structured the different modules.
- Have modules for academic management and administration, organization of training courses, calendar, digital materials, and management of student activities, monitoring, and evaluation of learning.
- Are adapted to the characteristics and needs of the user. To do this, have different roles in relation to the activity they perform in the VLE's: administrator, teacher, tutor, and student. To access privileges are customized and depend on the role of the user. So, VLE's must adapt to the needs of the user.
- Enable communication and interaction between the students and the professor-tutor.
- Presents different types of activities that can be implemented in a course.
- Incorporate resources for monitoring and evaluation of the students." (Belloch, 2012, p.2).

The virtual learning environments facilitate interaction between students and their peers under the supervision of the teacher, the resources that can be put at the disposal of the students is very wide according the needs of the same.

1.1.4. WEB 2.0

In his first work O'Reilly (2005) does not give a definition of web 2.0, so when he was asked that definition sent a message to the blog of his company (O'Reilly, 2005) defining it. He said that web 2.0 applications are those that take benefit of the intrinsic advantages of the web, offering a service that provides continuously updated that improves as more people use it, using and combining data from multiple sources, including individual users, while providing their own data and services in such a way that they can be reused by other, creating a "architecture of participation" in the network, going beyond the page of Web 1.0 to deliver rich user experiences richer.

Web 2.0 is based on the idea of a more active and effective interaction between user as it manifests itself De La Torre, (2006) "... when we analyse a little more slowly the first impact of this change, what I like most about this new Web 2.0 is that the Internet has gone from being a reading space to be reading scripture" (p.2)

1.1.5. Microblog

The educational use of the microblogs McFedries (2007) defines microblog as a weblog with a limit of 140 characters per message that has improvements relating to social networks. This service allows one to interact with great flexibility between users since you can use different devices and applications.

Edmodo is the microblogging tool that is used in education to organize content, assignments with a constant communication and interaction between teachers and students. Through the microblogs, provide updates, ideas, and notifications.

Java, Song, Finin and Tseng (2007) point out three types of microblogging: "To share information (information sharing), to search for information (information seeking) and for social or friendly relationships (friendship wise relationship)" (p.5).

The purposes of the microblogging are varied depending on the needs of the users, if they are for educational purposes, the teacher you must be sure to establish clear

rules for proper interaction between the members of the educational community to interact in the same.

"The uses of the microblogs to attend or improve traditional courses may offer the opportunity to discuss ideas and reflections by exercising all kinds of speeches in the network" (Costa Beham, Reinhardt and Sillaots, p. 10).

"Work and exchange small pieces of information is the great advantage of the microblogs, in the same way that a discussion in the communities on news of interest" (Ebner & Schiefner, 2008, p. 5).

Use platforms based on the microblogging is an alternative for educators with which they can interact with their students, unlike the social microblogging, microblogging educational aims to facilitate student access to the information that the teacher deems necessary to develop skills with performance criteria.

1.1.6. Edmodo

"EDMODO is described as a social learning free platform and secure for teachers, students, schools, and districts. Edmodo offers teachers and students a safe and easy way to publish materials in the classroom, share links and videos, access to assessment tasks and coordinate activities using a calendar (Duncan, J. C., & Chandler, P. D. 2011, p. 6).

The internet and the community users that are operating in, provide various forms of social interaction that makes a correlation between technology and construction of social processes. One of these forms of interaction is the technological platform Edmodo.

In addition, this learning space offers a secure environment for a class to share ideas, files and tasks through the mobile access and messaging. Edmodo is a social learning platform free and safe for teachers, students, and schools.

The functionality and accessibility of Edmodo, in combination with a user-friendly interface, makes it a potentially effective solution to support the group work in the classroom.

The application is intuitive and arranges the groups, data, assignments, and notes in a structured way, becoming the perfect system of management of learning. Are structured assignments that can be from a library in which is raised and stores all kinds of files, text documents, pictures, music, or video.

Through EDMODO, teachers can manage the qualifications with an interactive notebook where he also discusses the results. You can also access a calendar to share tasks, events, and even celebrations, and can easily be doing surveys with real-time results. The work in this environment facilitates and enables the teacher to manage and develop all kinds of educational projects.

Within EDMODO, the teacher has a tool that facilitates instant exchange of information and personalized attention in each task. The student receives feedback regarding their tasks with their grades and rewards (medals or badges) that pose a motivating element for the student.

Within this platform there is also the ability to send and receive messages always, this enables the collaborative and social benefits referred to in this theoretical framework. The teacher has absolute control of the messages. The messages occur in real time and reminders (limited to 140 characters) allow students to practice in a safe manner their communicative skills, to the point that Edmodo can be considered as a training in a safe and secure environment for the behaviour and attitudes that must have the student in the use of the Internet.

Finally, López, J. M. S., Lorraine-Leo, J., & Miyata, Y. (2013), manifest in EDMODO that "The key is communication, as when working on projects, the failure does not come by a lack of graphics or statistics, but because of the lack of clear communication. Edmodo is the perfect tool to enable secure communication, clear, fluid and constant in any project" (p. 5).

1.2. Teaching-learning process of the English language.

1.2.1. Teaching

The Real Academia of Spanish Language defines the education, on the one hand, such as parenting, teaching and doctrine which is given to children and young people, and, on the other hand, such as instruction through teaching.

Considering this, it is necessary to differentiate instruction in education. According the author Bruner (1972), "...the teaching involves systematically organize the didactical knowledge from two components:

- The normative component, that that formula criteria and conditions for the practice of teaching,
- And the prescriptive component, the one who sets out rules for the effective accomplishment of the knowledge and skills" (p. 7).

The above rules must be the result of the systematic structure and should have the possibility to be generalized according specific teaching situations.

However, according to Snelbecker (1985), "... the systematization to be scientifically valid should be both empirically and logically consistent and, currently, the approaches around a theory of the statement made by various authors (mentions Bruner, Ausubel, Reigeluth, Gimeno Sacristan and Piaget) are sketches or frames of reference that are enabling the channels of systematization, but they have not yet reached the desired level scientist to serve as a model, to predict and explain the phenomena of teaching".

Education is intended to guide the person to develop their own personality, since this contributes to project the skills, abilities, and possibilities of the individual, and to create, edit and organize their ideas, their habits and trends.

1.2.1.1.Functions of the teaching

According the author Gagne for learning, teaching must perform 10 functions:

- Stimulate the attention and motivate.
- To acquaint students with the learning objectives.
- Activate prior knowledge and skills of the students, relevant to the new learning to perform (organizers).
- Provide information on the contents to learn or to propose learning activities (prepare the context, organize it.).
- Guide the activities of student learning.
- Encourage the interaction of students with learning activities, with the materials, with colleagues, and cause their responses.
- Provide feed-back to their responses.
- Facilitating activities for the transfer and generalization of the programming.
- Facilitate the memorization.
- Assess the programming made.

Apply these functions in the classroom will make the teaching-learning process more effective, all functions are designed in such a way that the knowledge and skills that students in the classroom are measurable, the measurement of the above-mentioned knowledge and skills allow feedback to the teacher know that must be strengthened.

1.2.2. Educational Didactic

According the author Marconi, Jorge. (2013), the didactics is conceptualized as "the branch of pedagogy that studies the systems, methods, techniques, and practical teaching resources designed to translate into reality the educational theories".

Teaching in accordance with the previous paragraph indicates that it is a pedagogical practice discipline, which is the primary tool that the teacher uses in the teaching-learning process; it is the discipline that provides methods, techniques, and resources for practical use at classroom level, with the aim of, inter alia, that the learner get a significant intellectual training, through the teaching-learning process.

"Teaching is a pedagogical discipline that analyses, understands and improving the teaching-learning processes, teacher training actions and the set of interactions that are generated in the educational task". (Díaz, 2003, p. 34)

The actions that teachers take are enhanced by means of teaching, as in the use of virtual platforms in education is very important for the implementation of activities through which students will develop knowledge and skills.

1.2.2.1. Didactic elements

To facilitate its practice and all the teaching-learning process, the didactics according Villalobos Perez-Cortes, (2003) has the following elements: "learner-educator, educational objectives, educational content, and educational content, methodology, learning resources, instructional time and place" (p. 66).

The above-mentioned elements constitute the basis on which to develop the teaching, at the time of work using a virtual learning platform all these will be considered, not to include any of these items would cause the planning for teaching-learning is not comprehensive, and would not be effective for the achievement of the learning objectives.

1.2.3. Pedagogics models

1.2.3.1. Romantic

According Florez (1994), this model seeks to develop the maximum individual freedom and authenticity of the student in pursuit of its natural development, spontaneous and free. The contents are not previously developed, but in the extent to which the student upon request.

A key aspect of this model is that it is proposed that the total transformation of the educational system, so that the student becomes the axis in which revolve all the processes of the above-mentioned system. Under this perspective, the educational institution is a laboratory for the life, to become the student's natural environment,

and should become the space in which to experience and learn the essential elements for the good performance in your life.

1.2.3.2. Behaviourism

For the author Florez (1994), the method is the setting and control of the "instructional" formulated with precision and reinforced thoroughly. In accordance with the theoretical foundations of learning is behaviourism, originated in a triple contingency relationship between a stimulus Antecedent, Behaviour, and a stimulus consistent.

As the traditional educational model, the behaviourism considers that the role of the school is to transmit knowledge socially accepted, but in this model, the learning is the result of permanent changes of behaviour. As a result, learning can be modified by the conditions of the environment. The model has been described as a positivist by how long it takes as an object of study the analysis of the conduct under precise conditions of observation, operationalization, measurement, and control.

1.2.3.3. Socialism

According McLaren (1999), the social pedagogy examines educational institutions both in its historical average as in their social environment, being part of the social and political make that characterizes the dominant society. In this sense, for a greater link between productive work and education, and access to this last of all individuals, regardless of social class.

In this socialist model, the main objective is to educate for the maximum development and multidisciplinary nature of the skills and interests of the student; so, that the teaching depends on the content and method of science and the level of development and individual differences of the student.

1.2.4. Methodology

In all teaching-learning process it is important to consider that a didactic methodology, this is a concrete way to teach, in other words, it is a path and a

concrete tool that we use to transmit the contents, develop skills and to meet the learning objectives proposed by the teacher.

For a panoramic view of the teaching methodologies, it leaves the model of Hernández (1997). The author points out two dimensions to place the teaching methodologies. A dimension is the degree of objectivity of knowledge. Another dimension is the activity of the teacher or students.

With respect to these two dimensions, it should be noted that in the active end does greater protagonist of the teacher characterize the methods, while at the other extreme would be the methods of lesser prominence of the professor and greater protagonist of the student.

1.2.4.1.Expose methodology

For this method to be successful requires the use of some teaching skills that increase the clarity of the information that is transmitted, detailing the value or usefulness of the topic, make rhetorical questions, organize the content using schemas, use examples, language family, questions of correction or clarification, etc. (Hernández, P., 1997)

This method is characterized, by the exposure of content to the students. The teacher has a leadership role. The students, for its part, tends to be passive, and is generally limited to 'receive' content that transmits the teacher.

Also, it could deduce that for this method to be successful requires the use of some teaching skills that increase the clarity of the information, using rhetorical questions, organize the content using schemas, use examples, language family, questions of correction or clarification.

1.2.4.2.Interactive methodology

Interactive methodologies may be more 'mechanical' where the teacher question and the student body responds and there may be more 'open' where the teacher encourages student participation and debate. This method, also known as the

Socratic Method or communicative (Garcia, L., 1998) and according Hernandez, P. (1997) is the most flexible, enriching and economic of all methodologies.

In other words, this methodology consists in a 'Transaction' between teacher and student through dialog to deepen in a certain topic.

1.2.4.3. Methodology by discovery

It is characterized, by the use as a source of learning, the experience of the student, the same one that gets the information actively and constructively.

This methodology is characterized by using as a source of learning, the experience of the subject. The student obtains the information from Active and constructive way. There are two types or variants of this method according the teaching approach and the type of subject.

1.2.4.3.1. The method by discovery 'active-reproductive'

In this method, the teacher remains more passive and students have a more active role in learning, although it focuses a lot on the reproduction of the content. Some of the activities that the teacher does in this method are to present specific models or criteria so that students apply and practice, based on planning.

1.2.4.3.2. The method by discovery 'active-production'

Also in this method, the students have a more active role for the teacher, but elaborating accentuates the possibility of the student. It is a type of method that influence the productive thinking, can help students to know and practice research techniques in the reality, promotes greater possibility of transferring what they have learned to various situations, etc.

1.2.4.4. Feedback

Provide students immediate feedback of the tasks you perform favours that the individual awareness of learning, because it is by comparing their experience with

an external criterion or earlier, this raises questions, mistakes to be rectified, etc. (Hernandez, 1991; Alonso, 1998).

In the previous paragraph, we can say that Feedback today is a term widely used, because it allows you to have a feedback of the student's own experience, which allows you to reach out to a knowledge based on the reality and practice.

It is important to using the Feedback Provide feedback of learning, provide guidance and clear guidelines at the beginning and during the task, observe how the students the guidelines, raise tracks to troubleshoot errors.

1.2.5. Learning

In the words of the author Schmeck (1988 p. 171):

... "Learning is a by-product of thought... We learn thinking, and the quality of the learning outcome is determined by the quality of our thoughts."

It should be added that the quality of our thoughts depends on the information that is assimilated and the skills they using this information may develop.

1.2.5.1. Self-sufficient learning

It is a mode of learning in which, the student is responsible for the organization of its work and the acquisition of the different competencies at his or her own pace. In the words of Merriam & Ccaffarella (1991) is a form of study in which the participants have the responsibility to plan, carry out and evaluate their learning activities.

The self-sufficient learning is based on the premise that all students learn under different conditions and at different paces, at this point the technology offers a range of tools that promote autonomous learning because through this you can propose activities that conform to the educational needs of each student.

1.2.5.2. The self-sufficient student:

The student, as an active part of their own learning, is formulated goals, organizes the knowledge, build meanings, uses appropriate strategies, and choose the moments that it considers relevant to acquire, develop, and generalize what they have learned.

The features described categories, from the cognitive and attitudinal, motivational, and creative processes and the development of values and principles to guide the learning from the strengthening of autonomy as a central axis of the processes of self-study. However, among the most common features found the responsibility, the critical attitude, commitment, and self-regulation. (Rodríguez, J. J. N., Cardozo, A. R., & Tovar, V. 2016, p. 7).

From the above it is clear that, the student is one who carries out its learning process only, it also takes decisions and have initiative to make changes to detect possible improvements in its work, primarily must possess the ability to "learn how to learn", as a result of its autonomous formation process.

1.2.6. Teaching-learning process

“The teaching cannot be understood in relation to the learning; and this reality relates not only to the processes linked to teach, but also are related to learn”. Benitez, G. M. (2007).

The teaching-learning process in school is very complex and affect their development many components that must interact to ensure that the results are optimal, it is not possible for the learning and teaching are conducted entirely separately because without education there is no learning and vice versa.

1.3. EDMODO platform and the teaching-learning process of English as a second language.

“One of these errors is the so-called techno centrism, that is to say, place the technology above the pedagogy and didactics forgetting that its incorporation is not a technological problem, but that is, regardless of the economic, cultural, social and training". Salinas, J. (2004).

Consider that the technology will take charge of everything, it can be a common error when using virtual learning platforms, it is not only to share resources with students, and the process should be linked to the implementation of an appropriate methodology to ensure compliance with the proposed objectives.

"On the other hand, an error that we have always committed with the new technologies, and that has led to the same do not develop all the possibilities offered for the creation of new learning environments, it is the desire to move on these principles, the face-to-face teaching or more traditional technologies". Salinas, J. (2004).

Virtual learning environments should not be an extension of the classroom, rather, they should give the student the possibility that through autonomous learning can develop skills that during class time could not expand, the teacher must make available to its students, resources obey a methodology adapted to their reality.

Pallof et al. (2003, p. 130-131) has presented a series of principles and lessons that are a good guide to use in virtual learning environments.

Table 1. Principles should be considered to the educational instruction online (Pallof et al., 2003, p. 130-131)

Principles	Application
1 Principle. The good practice encourages the student to contact the faculty.	The instructor should provide clear guidelines for the interaction with the students
Principle 2. The good practice encourages cooperation among students of	A well designed significantly facilitates cooperation among students
Principle 3. The good practice facilitates active learning	The student must present projects during the course,
Principle 4. The good practice involves a quick feedback	The instructor needs to offer two types of feedback: information and acknowledgment (having received the information)
Principle 5. The good practice emphasizes time on task	Online courses need a deadline
Principle 6. The good practice communicates high expectations	It causes tasks, case examples and praise communicating the quality of the work

<p>Principle 7. The good practices Students can choose and ways of respect the various talents learning project themes that emerge and different points of view.</p>
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Of the above-mentioned principles, it should be noted that the feedback is essential, when using a virtual learning environment, because in this way the student will know clearly what is expected or what skills and knowledge should be developed, in which term shall comply with the activities and resources with the shared.

CHAPTER II

2. DATA PRESENTATION ANALYSIS AND INTERPRETATION

2.1. RESULTS OF THE INTERVIEW TO MSC. VERONICA MUÑOZ'S ACADEMIC COORDINATOR OF ENGLISH AREA OF "JULIO MORENO ESPINOSA" EDUCATIONAL UNIT

1. What do you think are the technological learning resources that teachers in the English language area mostly includes in curriculum planning?

Teachers in English include mainly teaching resources such as computers, projector, virtual platforms, and slide show. These resources are those, which have on hand, and each time they appear new resources are socialized in the area to be applied in the classroom.

2. How the use of technological resources applied in the English language teaching benefit to students?

The use of technology motivates and generates greater interest, increases the degree of participation of the student, through the teaching resources that teachers of the institution used in teaching, students find unconventional ways to develop skills that are very important in the area as well as speaking, listening, writing, and increasing their vocabulary.

3. Do you consider a guide to use of technological platform EDMODO would be useful for the teachers in English area?

I believe that a guide for the use of the platform Edmodo would benefit greatly to the implementation of this technological platform in the institution, some teachers have already begun to use it, but with a guide they could make the most, to improve the levels of English in the students of the educational unit.

4. What do you consider could be the greatest obstacle to use EDMODO in the teaching-learning process of the English language?

The main obstacle is not having good internet signal across the institution, on the other hand, the teachers who are from the previous year with the modem and the computer that the national government provides which facilitates the use of these platforms.

5. Do you consider using EDMODO as support in English classes, would help the student's motivation in the learning process?

The virtual EDMODO platform is very complete allows interaction between teacher and student in a comfortable environment for the student, which has resources such as videos, activities, and other elements that the teacher put close to student according to his educational needs. On the other hand, allows teachers to perform activities like online assessments, this would be an innovation in the teaching of English as a second language.

2.2. RESULTS OF THE SURVEY APPLIED TO TEACHERS IN ENGLISH LANGUAGE AREA OF “JULIO MORENO ESPINOSA” EDUCATIONAL UNIT

The survey implementation as a data collection technique was towards thirty-one students involved in the learning process on the English language subject.

1. Do you know any kind of technological platform used in the English language teaching?

TABLE N° 2

OPTIONS	F	%
a. Yes	5	45,45%
b. No	1	9,09%
c. Little	5	45,45%
TOTAL	11	100,00%

Source: Teachers in English language area of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

The technological platforms are not so well known among teachers in the educational unit, a 45 per cent of the teachers know them and the remaining 55% know little or nothing of the same.

The lack of knowledge of the use and the benefits to which the technology platforms can provide the teaching-learning process of the non-English language has allowed the use of the same in the educational unit.

2. Is it important to have a technological platform that will make available to students educational resources as (videos, blogs, slides, etc.) that allow them to develop skills?

TABLE N° 3

OPTIONS	F	%
a. Yes	11	100,00%
b. No	0	0,00%
TOTAL	11	100,00%

Source: Teachers in English language area of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Álvarez Rivera.

ANALYSIS

For the 100% of the lecturers surveyed is very important to have a platform that allows them to bring the students educational resources that will allow them to develop practical skills in the learning of a second language in this case English.

In all the educational institutions, would have a new way of teaching in English language with the students in all the levels, because they get motivated to acquire and encourage a new language, they feel self confidence in an environment that includes new strategies and techniques by the teacher.

3. Do you think the use of VLO's virtual learning objects (such as the internet, presentations, platforms, blogs, etc.) will improve the teaching-learning process of English language?

TABLE N° 4

OPTIONS		F	%
a.	Yes	11	100,00%
b.	No	0	0,00%
TOTAL		11	100%

Source: Teachers in English language area of "Julio Moreno Espinosa" educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

In the table N° 4 all the teachers mentioned that they think using de VLO's will improve the English language teaching-learning process in the institution.

Virtual learning objects are considered very important for teachers, 100% of them considers that it should be included in the teaching-learning process a virtual platform that will allow the use of the elements, because for students is better to learn with ITC's in the class.

4. Which of the following technological resources are often used in your classroom?

TABLE N° 5

OPTIONS	F	%
a. Slides	6	54,55%
b. Blogs	1	9,09%
c. Videos	2	18,18%
d. Technological platform (Edmodo, Quizlet)	2	18,18%
e. Others	0	0,00%
TOTAL	11	100,00%

Source: Teachers in English language area of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

The slides are the most widely used technology resource with the 54.55% then there are blogs and technology platforms with 18.18%, blogs are only 9.09%, and these are the educational resources for excellence.

Technological resources could have a great impact in students, because they are rounded in everywhere with cell-phones, lap-top, tablets, projector, so on, it means, constantly need the education changes the goals in the planning by the teachers to teach in the subject with new ways, new objectives.

5. How difficult can be the use of a technological platform such as EDMODO in the teaching of English language?

TABLE N° 6

OPTIONS	F	%
a. Complex	0	0,00%
b. Difficult	4	36,36%
c. Easy	3	27,27%
d. Very easy	4	36,36%
TOTAL	11	100,00%

Source: Teachers in English language area of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

The data indicates that 36.36% of the lecturers surveyed, it would be difficult, the 27.27% easy and for the 36.36% very easy the use of a technological platform such as EDMODO.

The data in this table are evenly distributed, but doing a more thorough analysis can determine that for the 63.63% of teachers, the use is easy (27.27%) or very easy (36.36%) which shows the predisposition to the use of this type of resources among teachers of the institution.

6. In your place of work, do you have easy access to the internet through a computer?

TABLE N° 7

OPTIONS	F	%
a. Complex access	2	18,18%
b. Difficult access	4	36,36%
c. Easy access	3	27,27%
d. Very easy access	2	18,18%
TOTAL	11	100,00%

Source: Teachers in English language area of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Álvarez Rivera.

ANALYSIS

The analysis of the results determined that 18.18% of teachers, it is very difficult to access, for the 36.36% internet access is difficult, while for the 27.27 teachers' access to the Internet is easy and only for the 18.18% is very easy.

Access to the Internet is a very important factor for the use of a virtual learning platform such as Edmodo, although many teachers with the modem and computer delivered by the Ministry of Education, for a significant number of teachers is not the same situation.

7. How useful could be the use of EDMODO guide to apply it in the classroom?

TABLE N° 8

OPTIONS	F	%
a. Very useful	4	36,36%
b. Useful	5	45,45%
c. Indifferent	2	18,18%
d. No useful	0	0,00%
TOTAL	11	100,00%

Source: Teachers in English language area of "Julio Moreno Espinosa" educational unit

Author: Cesar Alexis Álvarez Rivera.

ANALYSIS

For the 36.36% of the lecturers surveyed it would be very useful to the socialization, and implementation of a guide to the use of the platform Edmodo, "useful" for the 45.45% of respondents and indifferent to the 18.18%.

There is a clear need for a guide in the process of implementation of a little-known platform such as Edmodo, teachers consider important the application of new technologies in the teaching-learning process of a second language but at the same time, they are aware that with a guide the implementation of these would be more practical and feasible.

2.3. RESULTS TO THE SURVEY APPLIED TO THE FIRST GENERAL SCIENCE STUDENTS OF “JULIO MORENO ESPINOSA” EDUCATIONAL UNIT

1. In your English classes, has a technological platform for English teaching been used?

TABLE N°9

OPTIONS	F	%
a. Much	2	6,67%
b. Few	7	23,33%
c. Nothing	21	70,00%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

In the table N°9, it can be observed that among the results, the 70% of the students surveyed responded that it has never been used a learning platform, a 23.33% indicates that little has been the use of this type of platform, while only 6.67% of the countries stated that they have used much in English classes.

From these results, we can determine that the technological platform EDMODO is very little used within students of first educational unit, has certainly been little widespread among teachers and have not taken advantage of your benefits in the teaching-learning process of English language.

2. Does the use technology platforms such as Edmodo influence favourably in learning English language process?

TABLE N°10

OPTIONS	F	%
a. Much	20	66,66%
b. Few	6	20,00%
c. Nothing	4	13,33%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

In the table N°10, according to the results obtained the 66.66% of the students surveyed responded that they believe that the use of the technological platforms such as Edmodo benefit the process of learning the English language, a 20% considered beneficial and just a 13.33% considers that would not beneficially using Edmodo.

Used properly the didactic platform Edmodo is considered being with much help for the students surveyed, in addition which would benefit favourably in the process of learning the English language.

3. Does educational resources through a virtual platform help to learning English language process?

TABLE N°11

OPTIONS	F	%
a. Much	20	66,67%
b. Few	7	23,33%
c. Little bit	2	6,67%
d. Nothing	1	3,33%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Álvarez Rivera.

ANALYSIS

The 66.67% of the students consider it helpful to have educational resources available through a learning platform, the 23.33% indicate that it is not very important; the 6.67% stated that it is very important and the 3.33% of respondents considered nothing important to have this type of resource.

Most students consider very important to have available teaching resources that teachers using Edmodo can make available to them, according the specific needs of each class.

4. Which of the following technological educational resources (videos, blogs, slides, etc.) has been used often in the classroom? (O.E.1)

TABLE N°12

OPTIONS	F	%
a. Slides	12	40,00%
b. Blogs	3	10,00%
c. Videos	7	23,33%
d. Technological platform (Edmodo, Quizlet)	5	16,67%
e. Others	3	10,00%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

The 40% of the students surveyed said that the technological resource most used in class are the presentations with slides, the 23.33% and the 10% responded that they are the videos and blogs resources less used respectively, regarding the technological platforms according the respondents have been used a 16% of the time.

Traditionally have been used slides as an educational resource in the teaching of English, the videos have also been used frequently, these two resources do not allow full interaction with students, while with the technological platforms such as Edmodo information feedback of student-teacher is constant.

5. Do you know the basic use a virtual platform such as EDMODO?

TABLE N°13

OPTIONS	F	%
a. Nothing	21	70,00%
b. Few	7	23,33%
c. Much	2	6,67%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

According the data collected for the 70% is unknown, the basic use of a virtual platform such as EDMODO and for the 23.33% is little known, only for the 6.67% is very well known the use of the above-mentioned Platform.

This table reflects that, in spite of the fact, for present and future generations it is not difficult to the management of electronic devices, the low use of these in the classroom, has not given the opportunity to many of them to develop skills for proficiency in the use of a foreign language, in this case the English.

6. How do you consider the difficulty of the learning process that your teacher apply in the classroom?

TABLE N° 14

OPTIONS	F	%
a. Complex	6	20,00%
b. Difficult	10	33,33%
c. easy	13	43,33%
d. Very easy	1	3,33%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

Of those surveyed, the 43.33% considers that the current teaching learning process is easy, the 33.33% think that it is difficult, but 20.00% of students consider that the current teaching process is complex.

For an important percentage of students the current teaching learning system is difficult, this is an important information to look for new tools to make easier this process for students.

7. At home, do you have easy access to the internet through a computer, Tablet, or Smartphone?

TABLE N°15

OPTIONS	F	%
a. Complex access	1	3,33%
b. Difficult access	5	16,67%
c. Easy access	11	36,67%
d. Very easy access	13	43,33%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Álvarez Rivera.

ANALYSIS

To 36.67% and 43.33% of the respondents have access to the internet from an electronic device is not difficult, while for just 16.67% is difficult to access to the internet and only for the 3.33% it is very difficult to access to the web.

The difficult access to the internet was one of the major difficulties that had to be able to use technological platforms for students, now it is much easier to access from a Tablet, Phone, or computer, which allows them to have access to these tools of learning.

8. How much necessary is the use of technological tools in the teaching-learning process of English language?

TABLE N° 16

OPTIONS	F	%
a. Very necessary	19	63,33%
b. Little necessary	9	30,00%
c. It is no necessary	1	3,33%
d. Never	1	3,33%
Total	30	100%

Source: First general science students of “Julio Moreno Espinosa” educational unit

Author: Cesar Alexis Alvarez Rivera

ANALYSIS

The 63.33% of the respondents indicate that teachers should frequently use technological tools, and 30% indicate that they should be used only at times, only 3.33% of the respondents answered that they rarely or never be used the above-mentioned tools.

The technological tools is a resource that teachers should be used more frequently, students feel more attracted to learning that use resources that are more attractive and effectively these are closely related to technology.

CHAPTER III

3. Proposal

Development of an educational guide for the implementation of EDMODO technological platform in the teaching-learning process with the students of "Julio Moreno Espinosa" educational unit in Santo Domingo de los Tsáchilas.

3.1. Justification

The implementation of EDMODO virtual environment as a space of interaction and follow-up to the classroom will allow students to learn to share and interact in a collaborative environment where the student can go their own knowledge through social interaction as a tool of their integral formation.

The use of this type of platform is increasingly common in classrooms as a supplement to the regular hours that the student receives in the normal working hours, it is also an effective tool in the event that the teacher go to send tasks for home, as it allows a feedback cash thanks to they arrive to the account of the professor which may make such comments and suggestions according to student's performance in tasks assigned to him, in addition it can become an effective tool for academic reinforcement that should be given to students who do not meet the expected skills.

The verticality of EDMODO as a social network allows you to establish connections between teachers, students, and parents, but does not allow students to interact with students from other centres, nor that relate too between them, beyond the notes into the wall. Students from different groups can interact between them when they are sent a message on the wall to multiple groups, but the interaction always must start the teacher, which allows students to focus on developing skills.

3.2. Informative Data

- a) Institution: “Julio Moreno Espinosa” educational unit
- b) Location: Quito av. y Chorrera del Napa st., Santo Domingo
- c) Total teachers: 145
- d) Section: Morning, Afternoon, Evening
- e) Educational levels: Elementary – educational unit
- f) Beneficiary field of study: English foreign language

3.3. Diagnostic

The use of new technologies applied to education every day it becomes more common within the process of teaching-learning of English as a second language, also the educational needs of students are oriented to the use of platforms and networks of communication, although unfortunately commonly have been using social networks unsuitable for the field of education, specifically the social network Facebook, which has as its main purpose the education, since by means of this shared content that are not suitable for children and adolescents, in addition to the control that the teacher and parents have on the content that students can see and share is very limited.

According the results of the field, research highlights the need for students to have an educational platform that will allow them to have available educational resources such as presentations, videos, games, evaluations, etc., to enable them to reinforce the content developed in class.

Teachers for its part implemented as a series of technological resources, but that are only in the classroom and are not available to students for future revisions or are shared with them through social networks which, as already mentioned above include content nothing suitable for the integral development of the students.

In response to the needs mentioned above it is proposed the use of the virtual platform Edmodo, which satisfies the needs of teacher-student communication in a controlled environment, with an endless range of academic possibilities for the student under the guidance of the teacher develop abilities and skills that lead to a proficiency in use of the English language as a second language.

3.4. Objectives

3.4.1. General Objective

To develop an educational guide for the implementation of EDMODO technological platform in the teaching-learning process with the students of "Julio Moreno Espinosa" educational unit in Santo Domingo de los Tsáchilas.

3.4.2. Specific Objectives

- 1) To provide teachers the use, income, basic management, and administration of the virtual platform EDMODO.
- 2) Submit to the teachers' innovative activities that can be performed within the virtual platform EDMODO.
- 3) To generalize the use of this platform for the benefit of the teaching-learning process of the students of first degree from an educational unit Julio Moreno Espinosa.
- 4) Submit the virtual platform EDMODO as an easy-to-use tool that allows putting at the disposal of the students, some innovative educational resources.

3.5. Development of the proposal

JULIO MORENO ESPINOSA EDUCATIONAL UNIT



Source:
<http://www.formacion.ec/static/uploads/universidad/525.jpg>



Source: http://3.bp.blogspot.com/-8pI4rpx5P5o/Vel1i2qqy1I/AAAAAAAAADrw/sTyVv21W_FY/s200/edmodo.gif

ENGLISH LANGUAGE AREA

EDUCATIONAL GUIDE FOR TEACHERS ABOUT HOW TO USE
EDMODO VIRTUAL PLATFORM

Santo Domingo- Ecuador

Author: César Alexis Álvarez

What is the Edmodo platform?

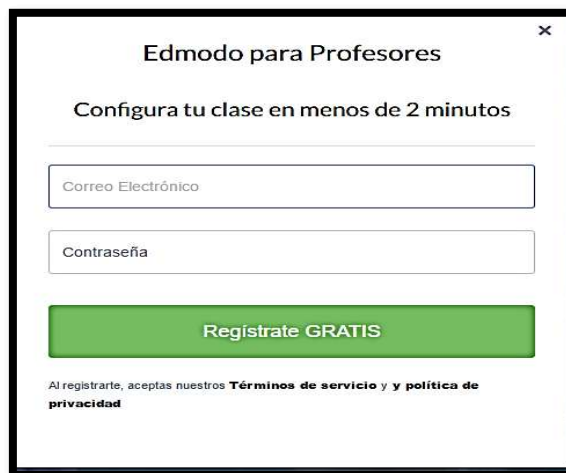
According its web page <https://www.edmodo.com>, Edmodo is a global educational network to help connect students with the people and resources required to develop their full potential. Through a learning platform to facilitate communication between teachers, students, and families. It is characterized by providing privacy and security to users. Main practical applications and functions

At the present, Edmodo allows us to:

- Create private groups with limited access only to teachers, students, and parents.
- Manage scores for our students.
- Launch surveys to the students.
- Assign tasks to students and manage the scores for the same.
- Manage a task calendar and events for the class where students can access the delivery dates of the tasks and add your own notes.
- Provide access to parents to those groups in which they are assigned, allowing their children to be informed of the activities of their children and to have the possibility of communication with teachers and view the activities that they can send.
- Grant "badges" for students as rewards their participation in the group.
- Manage a digital library to which students can add their own content, also allows for the integration in the library of our content in Google Drive.
- Install third-party applications that increase their functionality.
- Ability to communicate with other teachers.
- Access through mobile devices (iPhone, Android, Windows Phone).

Teacher's register

To start to use Edmodo, the teacher should create a user account on the platform www.edmodo.com



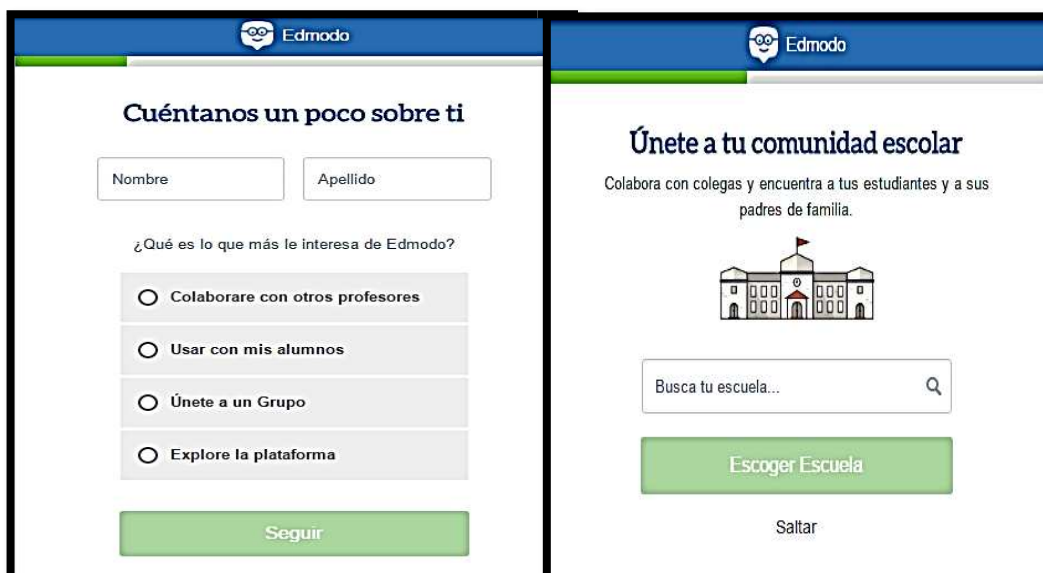
The screenshot shows a registration window titled "Edmodo para Profesores". It contains the following elements:

- Header: "Edmodo para Profesores" with a close button (X).
- Sub-header: "Configura tu clase en menos de 2 minutos".
- Input field: "Correo Electrónico".
- Input field: "Contraseña".
- Green button: "Regístrate GRATIS".
- Footnote: "Al registrarte, aceptas nuestros **Términos de servicio** y **política de privacidad**".

Source: https://www.edmodo.com/teacher-signup?source=landing_page&channel=landing_page&

In the spaces provided must be filled with the email address and password for the account you are creating.

Then you must fill out the information below and select which is his greatest interest to use the platform, on the next screen you will get the option to join the educational unit to which you belong, in case you are the first to your educational unit in use EDMODO you must enter it manually.



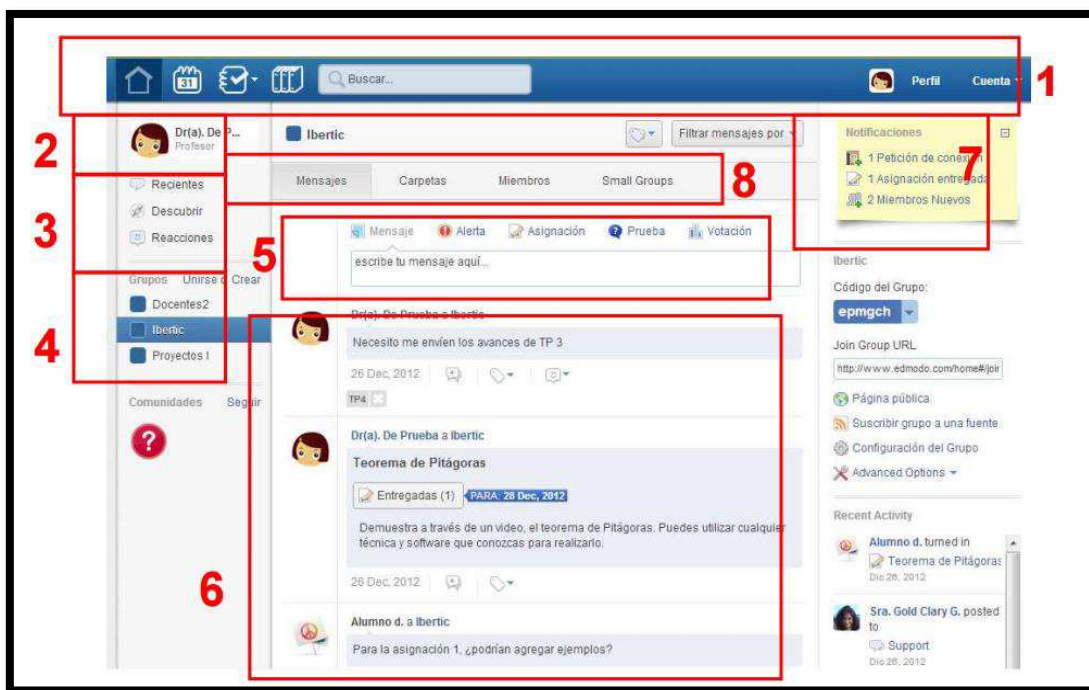
The image shows two side-by-side screenshots of the Edmodo registration process:

- Left Screenshot: "Cuéntanos un poco sobre ti"**
 - Fields: "Nombre" and "Apellido".
 - Question: "¿Qué es lo que más le interesa de Edmodo?"
 - Options (radio buttons):
 - Colaborare con otros profesores
 - Usar con mis alumnos
 - Únete a un Grupo
 - Explore la plataforma
 - Green button: "Seguir".
- Right Screenshot: "Únete a tu comunidad escolar"**
 - Text: "Colabora con colegas y encuentra a tus estudiantes y a sus padres de familia."
 - Icon: A school building.
 - Search field: "Busca tu escuela..." with a magnifying glass icon.
 - Green button: "Escoger Escuela".
 - Text: "Saltar".

Source: https://www.edmodo.com/teacher-signup?source=landing_page&channel=landing_page&langua

Finally, you can connect with the teachers of your educational unit that are using EDMODO, and with that ends the recording.

Home screen



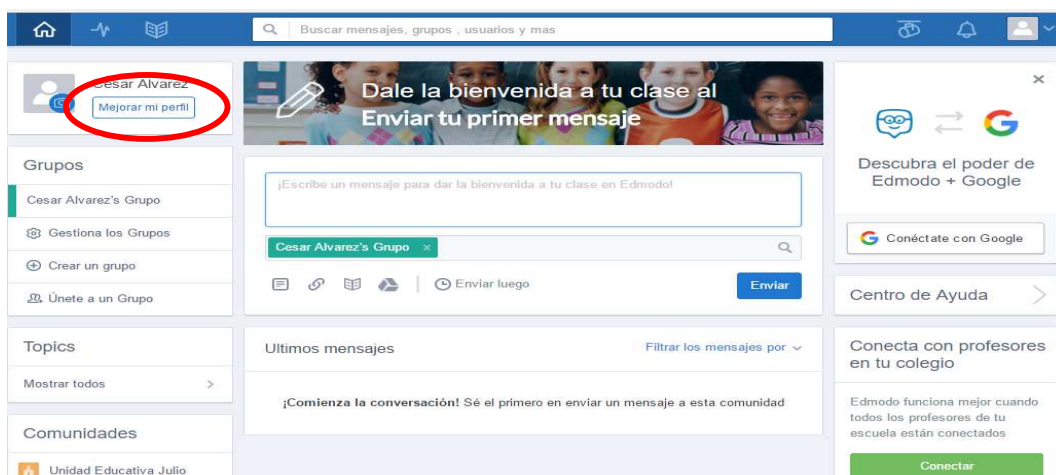
Source: <https://www.edmodo.com/home#>

1. Top Menu: contains the basic settings.
2. Active User: the image appears name of the person who is in session.
3. Publications Area: allows you to select the different publications.
4. Groups Area: Allows you to view the groups to which it is attached, as well as join a group.
5. Writing a message area: allows you to write messages, and select the recipients.
6. Message Display Area: Displays the list of all messages posted. It is usually compared to the "wall".
7. Notification Area: at the start of the session, reports the news of publication.

8. Administration Area of the group: contains the options to manage and administer the group.

Edit teacher's profile.

For complete information to our profile we need to go to the top left of the Home screen, in improving profile.



Source: https://www.edmodo.com/profile/aleksalvar?source=improve_your_profile

1) Already, on the profile page we can add information such as the work area in this case teaching English as a second language.

2) Here, you can add the year in which you started to teach.



Source: https://www.edmodo.com/profile/aleksalvar?source=improve_your_profile

Profile Picture: Put your mouse cursor over the image and click on the pencil icon to edit or change the profile image. You can upload a profile picture, or create a Custom Avatar.



Source: https://www.edmodo.com/profile/aleksalvar?source=improve_your_profile

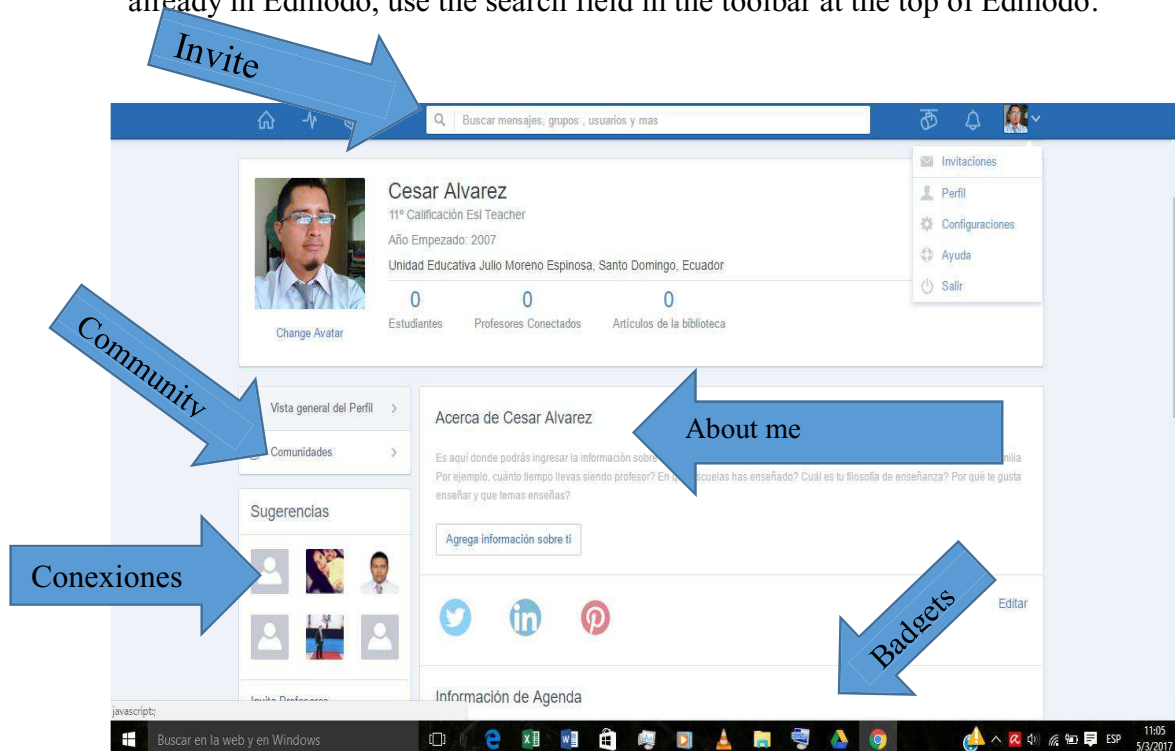
Information about the Professor: Much of this information reflects your "Account Settings."

- You can edit your role, level and Subject Area only posing the cursor over your name, clicking on the icon with the stylus.
- Students, Teachers, and library articles are updated automatically.
- Score Edmodo is automatically updated based on the activity on your account.
- Collections: displays the Insignia shared and the files that you have marked as favourites, these are visible to your connections.

General view of my profile:

1. About Me: You can include additional information about you. Information can be edited only by clicking on "Edit" in the section "About Me." Click "Save" when you have finished.
2. Badges: Will be updated automatically.
3. "Communities": Displays all communities that you are following.
4. "Connections" section: lets you see all your connections and invite teachers to connect with you in EDMODO.

5. Invite teachers: By clicking here, you write the teacher's email address that you want to invite to join Edmodo. To search for and connect with a teacher who is already in Edmodo, use the search field in the toolbar at the top of Edmodo.



Source: <https://www.edmodo.com/home>

Working in classroom

Creating a group

The groups make it easy for the teacher distributing notes, assignments, and tests, and provide a way for students to communicate and collaborate. You can make a separate group for each class or ACADEMIC PERIOD. There is no limit to many groups, that you can create, and there is no limit on the number of students, that can bind to each group.

Create a group using the following steps:

1. Select the option "Create a Group" on the left side panel on your home page of Edmodo.

The screenshot shows the Edmodo home interface. On the left sidebar, under the 'Grupos' section, the 'Crear un grupo' button is highlighted with a red circle. The main area features a header with a search bar and navigation icons. Below the header, there's a section for 'Cesar Alvarez' with a 'Mejorar mi perfil' button. The central part of the page is a message box for 'Cesar Alvarez's Grupo' with a text input field and an 'Enviar' button. To the right, there's a 'Conecta con profesores en tu colegio' section with a 'Conectar' button. At the bottom right, there's a 'Gestionar aplicaciones' section with various app icons.

Source: <https://www.edmodo.com/home>

2. Introduce the information and click in “Create”

The 'Crear un Grupo' dialog box is shown. It has a title bar with 'Crear un Grupo' and a close button. The main content area contains several input fields: a text field with 'PRIMERO "B"', a dropdown menu labeled 'Selecciona Curso' with a 'Rango' link, and another dropdown menu labeled 'Área del tema'. Below these, there's a section titled 'Este Grupo se utilizará principalmente con:' with two radio buttons: 'Profesores' and 'Estudiantes', where 'Estudiantes' is selected. There's also a 'Cambiar Color' button with a green square icon. At the bottom right, there are two buttons: 'Aprende más' and 'Crear'.

Source: <https://www.edmodo.com/home>

In the "Item" select "Language Arts" and in the next dialog box "English as a second language".

3. You will see the group code of 6 digits to the right of your group page. This is the code, which you will need to provide to your students so that they can join your group. The Group Code is automatically closed after 14 days or if the teacher

closes before that time. If a student uses a closed source, you will be sent a request for you to adopt it.



Source: https://www.edmodo.com/home#/group?id=23026551&sub_view=membershttps://www.edmodo

Note: In the bottom in the right part, you have the option to download a "pdf" file with instructions on how to join the class.

Invite Others to Join your Group

In addition to that, other users can join your groups by using a group ID; you can send directly to any person, inside or outside of Edmodo, the URL of Union. The URL can be sent easily to your current groups, to any connection from Edmodo or even to someone who has not yet been registered in Edmodo, through your e-mail address.

Note: These instructions are to invite members to the group only, for example students or other teachers. Parents may not join your groups as members. To invite parents, use the button "Invites Parents."

Here are some options to invite new members to your groups:



Source:

https://www.edmodo.com/home#/group?id=23026551&sub_view=members
https://www.edmodo.com/home#/group?id=23026551&sub_view=members

1. Go to the home page of the group, by clicking on the name of the same.
2. Select the green button "Invites members of the Group" in the column to the right below the code group.
3. Click on the option "Email invitations" on the left side of the pop-up window.
4. Enter email addresses of people who are going to receive the invitation. You can also click on the appropriate icon below to import the contacts from your contacts list.
5. Modify your message and click on "Send invitations."
6. The recipients will receive an email with the link to access a page where you can login, or register for a free account. After doing it, you will see the option to request access to your group.

Note: When the guest uses the URL of Union, the owner must approve the request to terminate the process.



To invite someone in Edmodo registered in your school:

1. Go to the home page of the group, by clicking on the name of the same.
2. Select the green button "Invites members of the Group" in the column to the right below the code group.
3. Click on the option "School Directory" on the left side of the pop-up window.
4. Enter the e-mail addresses or the names of other users in Edmodo registered in the same school as you.
5. Modify your message and click on "Send invitations."
6. With this option, the students will be added to your group. Teachers will be added once you accept your invitation



Source:

https://www.edmodo.com/home#/group?id=23026551&sub_view=members
https://www.edmodo.com/home#/group?id=23026551&sub_view=members

Send a New Assignment (task)

In Edmodo to tasks or duties are called assignments. To send a new assignment to one or more groups, follow the following instructions:

Select the tab "Assignment" located in the housing bubble message at the top of the home page of Edmodo.

2. Fill in the following details for the Assignment:

- Title of the assignment.
- Description of the assignment.
- Delivery Date (set by clicking on the calendar icon)
- Delivery Time (selecting a time limit for the assignment)

3. Check that marks "Block this assignment after the date of delivery" to restrict students from turning in the assignment after the deadline.

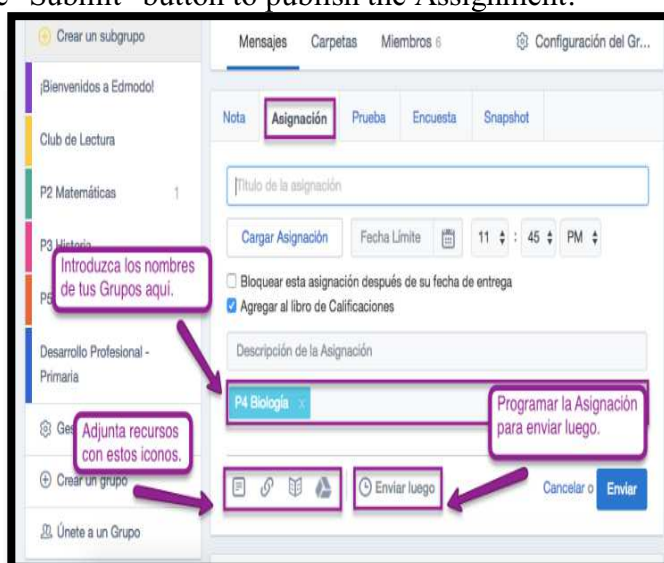
4. Check that marks "Add to the grade book" to include the notes to the students in the Book of Progress.

5. Click on "File", "Link", or "Library" to attach any additional element to the assignment.

-Send: will be sent in the message immediately.

-Then send the message will be sent automatically, at the moment chosen (make sure that the time zone is the same for both teachers and students)

6. Click on the "Submit" button to publish the Assignment.



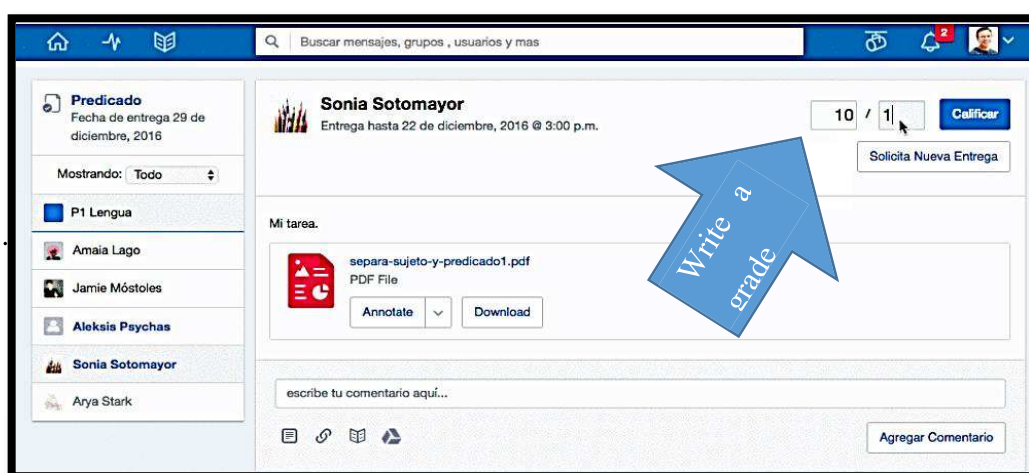
Source: <https://www.edmodo.com/home#/group?id=23026551>

Give a grade to the task (assignment)

Numerical Grade - Writes the rating in the upper right area, you can also change the rating in the Book of Progress. If you prefer different scores, you can add them here as well. You can use any number, letter, or a combination of the two to fill the numerator and the denominator.

Provides feedback/comment (optional) - write in the text box below the feedback for your students; attached a file, link, or document from your library if necessary.

Select "qualify" to send the note. The qualifications you can always edit.



Source: https://www.edmodo.com/home#/quiz/grade/quiz_run_id/13997673

Student's screen to receive task

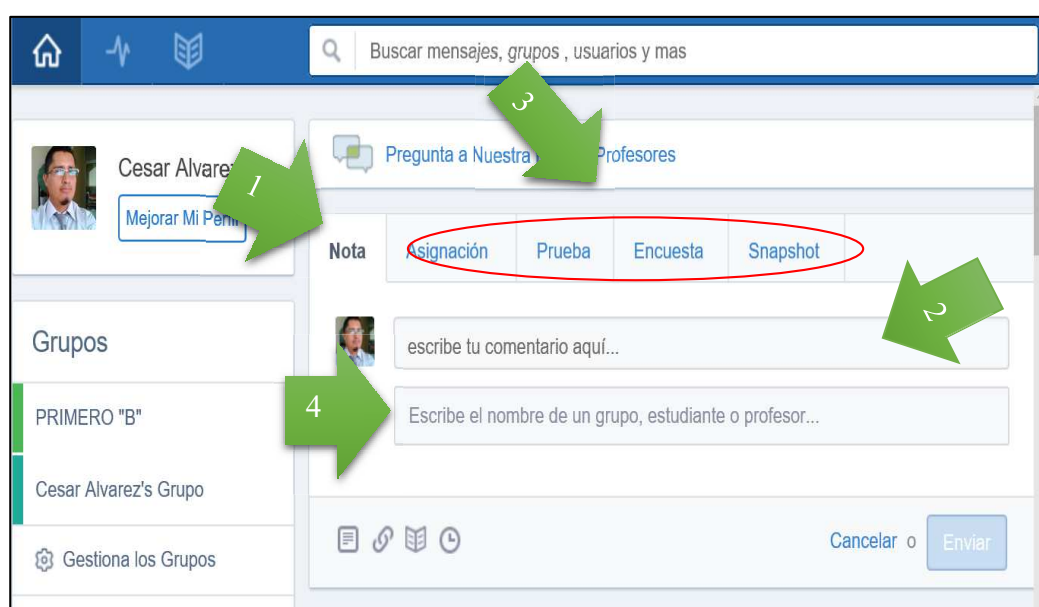


Messages

All users, except those parents, have the possibility to add and comment messages within the groups to which they belong unless they are users who are configured with an access type read-only".

To send a note you must follow the following steps:

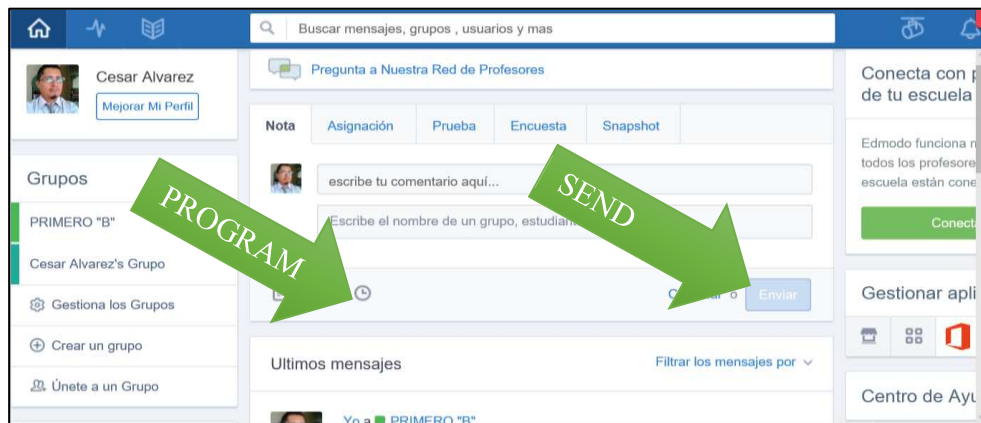
1. Click on “Note” at the top of the centre panel on your main page of EDMODO.
2. Type your message in the text box.
3. Click on the bottom “File”, “link”, or “library” to add attachments to your publication (any file or link you post will automatically be added to your library, so be sure to include a good description when the post).
4. Type the name of a group, students, teacher in the field of containers (EDMODO will give you suggestions as you begin to write a recipient).
5. Click Send or Schedule message:



Source: <https://www.edmodo.com/home#/group?id=24382777>

Send: by clicking the "Submit" button will publish your message immediately (messages will appear on the wall of messages in the order in which they were sent).

Schedule message: By clicking on the icon "Program message" will automatically send the message in the date and time you choose (make sure that the time zone is the same for teachers and students).



Source: <https://www.edmodo.com/home#/group?id=24382777>

Tests

They are quizzes that the teacher for students to respond. Edmodo provides 5 types of questions for the preparation of the Surveys:

Multiple choice: The student must click on the correct answer. Your correction is automatic.

Short answer: The student writes the response to a text box. Requires a manual correction by the teacher.

To fill the holes. The student must fill in the gaps in a text with one word in each one. Your correction is automatically.

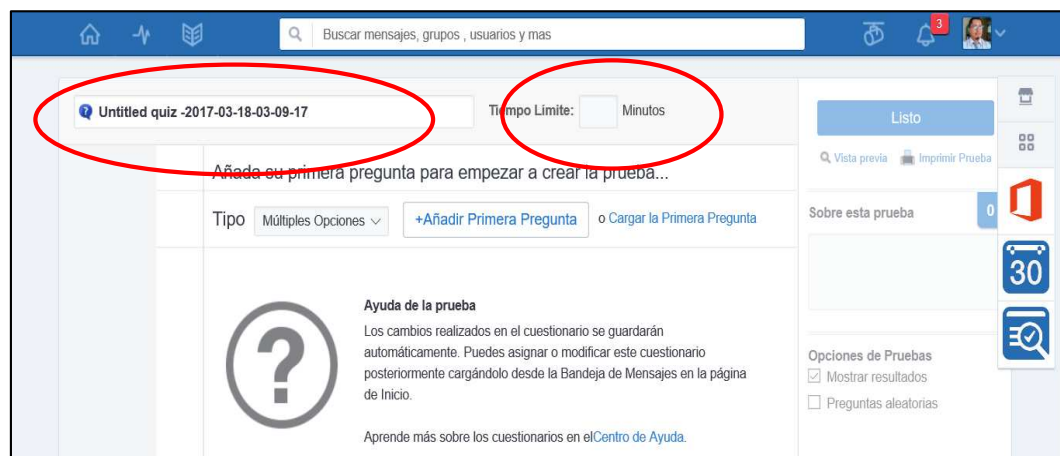
True or false. The student must click on True or False. Your correction is automatic. Join. The student must match the entries in a category (A, B, C...) with those from another category (1, 2, and 3, so on)

Create a test



Source: <https://www.edmodo.com/home#/group?id=24382777>

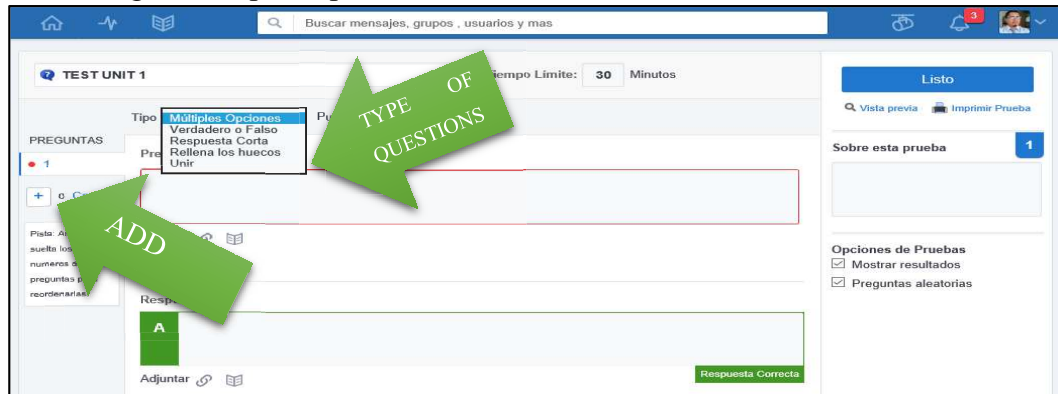
1. From the teacher's account go to the page of the group.
2. Click the Test tab to initiate the creation of a survey.
3. Click on the button to create a test. It is also possible to reuse a survey already created by clicking on the link loads a survey from collection.
4. Fill in the blanks of the title of the test, you must write a clear name for a better identification of the test, and the time to consideration of the teacher will have the student to resolve it.
5. Click on "Add the first question" to begin developing the test questions.



Source: <https://www.edmodo.com/home#/group?id=24382777>

6. Select the type of question and write one by one according to the type of question you selected.

7. To add more questions, click on the “+” sign it is on the left side of the screen.
Hint: Drag and drop the question numbers to reorder them.



Source: <https://www.edmodo.com/home#/group?id=24382777>

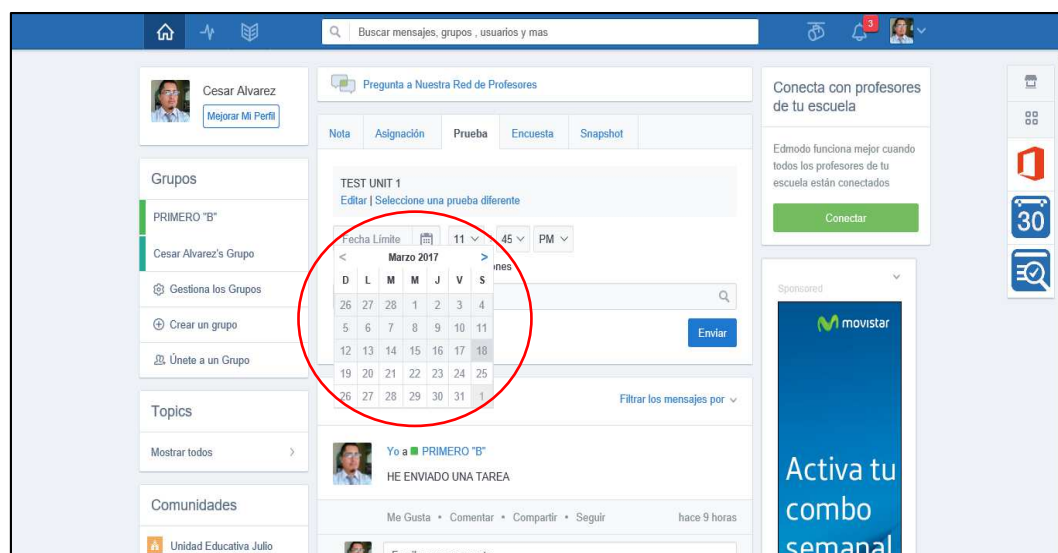
8. Options:

Show results. Display/hide the results to the students when they solve the questionnaire.

Random Questions. The questions will be displayed in the same order or randomly.

9. To finish, click on "Finish", on the next screen select the date and time that students have to solve the test.

10. Write to which class you want to apply the test and finally click on Send.



Source: <https://www.edmodo.com/home#/group?id=24382777>

So that the notes of the assessments are added to the grade book you must select the check box that indicates.

Once students have completed the test, the teacher will receive a notification and the results are automatically added to the grade book, which will be explained below.

The Grade Book

The grade book picks up a student's marks obtained in the tasks, questionnaires and other grades added manually by the teacher. The scores for the tasks and questionnaires are added to the book grades automatically when the teacher grades them.

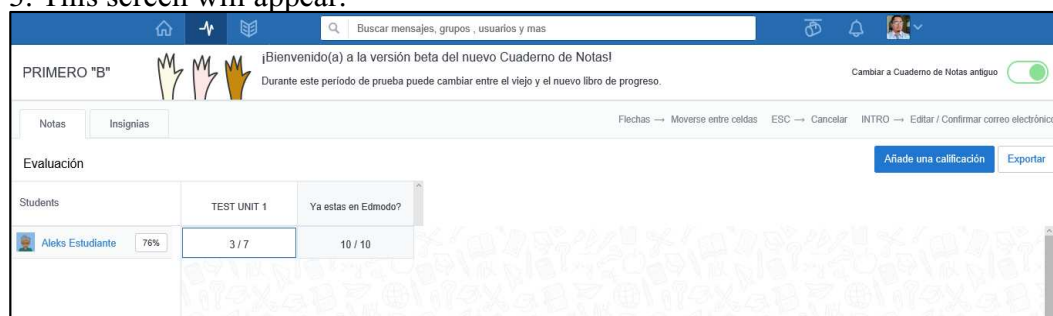
To access the notebook of qualifications you should follow the next steps



Source: <https://www.edmodo.com/home#/group?id=24382777>

2. Select the class from which we want to see the scores.

3. This screen will appear.



Source: https://www.edmodo.com/home#/gradebook/group?group_id=24382777&uid=116377343

In the grade book, we have the following options:

- Add a column to add skills developed outside the platform

- Export grades to a file that can be edited in Microsoft Excel
- Reward students with a badge according to merits or goals that they have reached.

Library

The library is a tool of EDMODO where the teacher can store all files and links, they will be included and organized automatically in the library of the teacher.

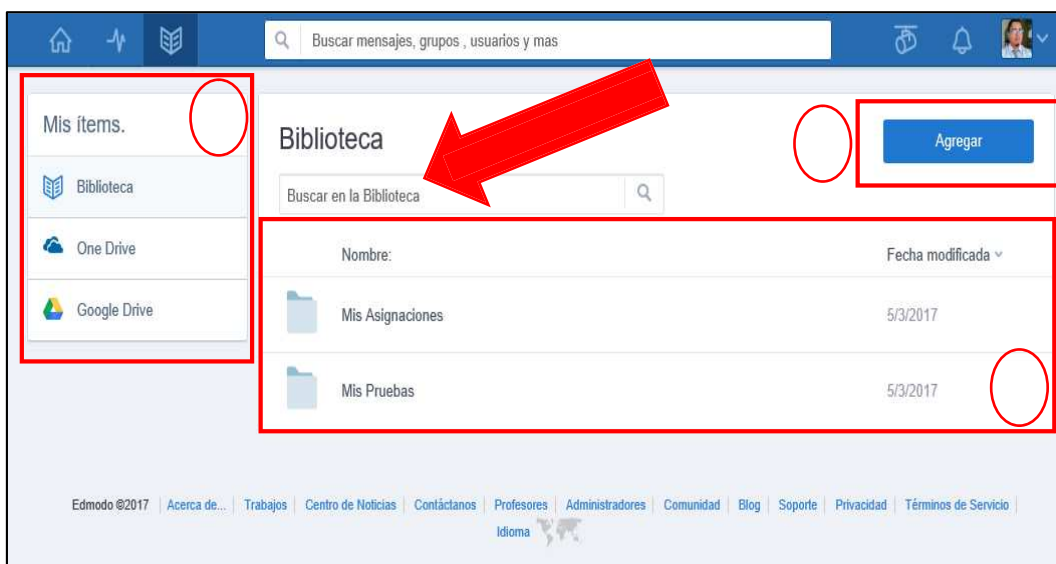
To access the library:

1. Click on the **Library** button located in the top horizontal toolbar.



Source: <https://www.edmodo.com/home#/library>

2. The main screen of the library is organized in the following way:



Source: <https://www.edmodo.com/home#/library>

1. My items. In this space, including tasks and tests carried out within the platform which are saved and are automatically sorted in the library, we can access the files and folders that we have risen to "Drive" (Microsoft TM) or "Google

Drive". If we have created our account as a teacher with one of these options our files will be automatically linked.

2. Folders and files. Here are the folders that we have created, for default there are the folders "My assignments" and "My Tests" in these folders are stored automatically the assignments and tests that we have made within the platform. In addition, we can add more folders and sub folders as we can do on a computer.

3. Add button. Clicking on this button the following screen will appear:



Source: <https://www.edmodo.com/home#/library>

- File: upload a file stored on the computer, this cannot be more than 1000 MB.
- Folder: Create a folder and include the name, specify the level and the area of teaching.
- Link: Here we can store a link that leads us to a web page, to be stored in a better way, we must also write the title of the web page.
- Test: create a test from zero equal to the above procedure explained in this guide.

Frequently Asked Questions

Why my partners cannot see the files and folders that I have in the library?

Because the library is personal for each one. To be able to share library materials, it is necessary that you create a folder inside of it and put it as shared.

Why do I get an e-mail every time there is an intervention in the walls of my groups?

Because that is what you have configured. To ensure that this does not happen, go to "Accounts / Preferences" and under the title of "Notifications" you can configure

which mail would you prefer to arrive. Or you can configure do not receive any notification to the email.

Can I send tasks with videos from You Tube?

Yes you can, at the time of submitting an assignment to a class you can attach the link of the video on You Tube.

Can you download the grades of students?

Yes you can, in the grade book of EDMODO there is the "Export" button in this way we can generate an editable file in Microsoft Excel.

You can use EDMODO in a smartphone?

Yes you can, in the Play store for Android and Apple you can download the app of EDMODO which has the same functionality as the Web page and it is approximately 25MB.

Is there the option of instant chat in EDMODO?

No, EDMODO does not provide the option of instant messaging on its platform.

Is to create an account in EDMODO free?

Yes it is, the access to an account in EDMODO is free and it is also an educational platform in a constant development.

Can a test be printed to give it to students?

Yes it can, after completing a test, the teacher can print the test and apply it in the classroom in a traditional way.

Conclusions

The present research work has given the following conclusions:

The technological platform EDMODO has been little used and disseminated among the students to whom it was applied the survey included in this research project, and consider that the use of this new pedagogical and technological tool of education would help to improve the teaching-learning process of the English language.

The students of bachelor's first-year in educational unit "Julio Moreno Espinosa" believe that they would like to learn using the virtual classrooms, however teachers do not use this tool because it is little known, and maintaining the traditional learning, the virtual platform EDMODO is an indispensable tool for the virtual to make the interactive and collaborative classes.

The teaching-learning process, needs to be supported by the use of new technologies applied to education, EDMODO is a platform that allows to you link this process with the resources that constantly develops new technologies in the field of education.

Currently, access to the internet is not a major impediment to the use of virtual learning environments, according to data from the survey, for just one student access to the internet is very difficult. In this way we as a teachers can applied to better technological tools such as EDMODO. According to the survey applied to teachers only for 18.18% of teachers it is very difficult to access to the internet in the school, but they all have access to the internet at home, this would facilitate the use of EDMODO in the teaching-learning process.

Recommendations

To raise awareness among students of the third year of the first year of bachelor's degree in general science of the educational unit Julio Moreno Espinosa in the use of the technological platform EDMODO as an educational tool and innovative pedagogical and technological resource, establishing a greater willingness to learn, build active and collaborative activities in the students, this must be coordinated in the English area.

For the use of EDMODO, teachers of the institution must be trained in the use and management of the platform to apply it as educational resource in the class, for this reason, it is a guide, to serve as a manual for educators.

Gradually apply the use of the technological platform EDMODO, each teacher at the beginning of the year can start using EDMODO with one of his courses and then with that experience they will use it with the rest of his classes.

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ATTACHMENTS



UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

EXTENSIÓN EN EL CARMEN

CAREER IN LANGUAGES-ENGLISH MAJOR



Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

Survey applied to teachers of English area educational unit "Julio Moreno Espinosa"

Topic: EDMODO technological platform and its impact in English language teaching-learning process in students of the first general science level of "Julio Moreno Espinosa" educational unit in Santo Domingo de los Tsáchilas, in the ACADEMIC PERIOD 2016-2017.

Objective: To determine the influence of EDMODO technological platform and its impact in English language teaching-learning process in students of the first general science level of "Julio Moreno Espinosa" educational unit in Santo Domingo de los Tsáchilas, in the ACADEMIC PERIOD 2016-2017.

1. Do you know any kind of technological platform used in the English language teaching?

Yes ()

No ()

Little ()

2. Is it important to have a technological platform that will make available to students educational resources as (videos, blogs, slides, etc.) that allow them to develop skills?

Yes ()

No ()

3. Do you think the use of VLO's virtual learning objects (such as the internet, presentations, platforms, blogs, etc.) will improve the teaching-learning process of English language?

Yes ()

No ()

4. Which of the following technological resources are often used in your classroom?

Slides ()

Blogs ()

Videos ()

Technological platform (Edmodo, Quizlet) ()

Others ()

Specify: _____

5. How difficult can be the use of a technological platform such as EDMODO in the teaching of English language?

Complex ()

Difficult ()

Easy ()

Very easy ()

6. In your place of work, do you have easy access to the internet through a computer?

Complex access ()

Difficult access ()

Easy access ()

Very easy access ()

7. How useful could be ta use of EDMODO guide to apply it in the classroom?

Very useful ()

Useful ()

Indifferent ()

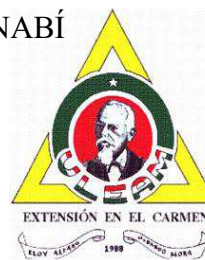
No useful ()



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

EXTENSIÓN EN EL CARMEN

CAREER IN LANGUAGES-ENGLISH MAJOR



Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

Survey applied to First General Science Students of “Julio Moreno Espinoza” educational unit

Topic: EDMODO technological platform and its impact in English language teaching-learning process in students of the first general science level of "Julio Moreno Espinoza" educational unit in Santo Domingo de los Tsáchilas, in the ACADEMIC PERIOD 2016-2017.

Objective: To determine the influence of EDMODO technological platform and its impact in English language teaching-learning process in students of the first general science level of "Julio Moreno Espinoza" educational unit in Santo Domingo de los Tsáchilas, in the ACADEMIC PERIOD 2016-2017.

1. In your English classes, has a technological platform for English teaching been used?

a. Much ()

b. Few ()

c. Nothing ()

2. Does the use technology platforms such as Edmodo influence favourably in learning English language process?

a. Much ()

b. Few ()

c. Nothing ()

3. Does educational resources through a virtual platform help to learning English language process?

a. Much ()

b. Few ()

c. Little bit ()

d. Nothing ()

4. Which of the following technological educational resources (videos, blogs, slides, etc.) has been used often in the classroom?

a. Slides ()

b. Blogs ()

c. Videos ()

d. Technological platform ()

(Edmodo, Quizlet)

e. Others ()

5. Do you know the basic use a virtual platform such as EDMODO?

a. Nothing ()

b. Few ()

c. Much ()

6. How do you consider the difficulty of the learning process that your teacher apply in the classroom??

a. Complex ()

b. Difficult ()

c. Easy ()

d. Very easy ()

7. At home, do you have easy access to the internet through a computer, Tablet, or Smartphone?

a. Complex access ()

b. Difficult access ()

c. Easy access ()

d. Very easy access ()

8. How much necessary is the use of technological tools in the teaching-learning process of English language?

a. Very necessary ()

b. Little necessary ()

c. It is no necessary ()

d. Never ()



UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ

EXTENSIÓN EN EL CARMEN

CAREER IN LANGUAGES-ENGLISH MAJOR



Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

INTERVIEW TO MSC. VERONICA MUÑOZ’S ACADEMIC COORDINATOR OF ENGLISH AREA OF “JULIO MORENO ESPINOSA” EDUCATIONAL UNIT

1. What do you think are the technological learning resources that teachers in the English language area mostly includes in curriculum planning?

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.....
.....

2. How the use of technological resources applied in the English language teaching benefit to students?

.....
.....
.....
.....

3. Do you consider a guide to use of technological platform EDMODO would be useful for the teachers in English area?

.....
.....
.....
.....

4. What do you consider could be the greatest obstacle to use EDMODO in the teaching-learning process of the English language?

.....
.....
.....
.....

5. Do you consider using EDMODO as support in English classes, would help the student's motivation in the learning process?

.....
.....
.....
.....

Survey application to students of first year of bachelor's degree in general science of Julio Moreno Espinosa educational unit



Source: Private library



Source: Private library



Source: Private library