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Improving Grammar in Narrative Writing Skill by the Application of Edmodo

Platform

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Abstract

The present project aims to improve grammar in narrative writing skills by the application of Edmodo platform with tenth graders at C.T.P. Siquirres during the I semester. The participants are nine executive secretary students from a public technical institution, mainly they are girls from 35 and 50 years old, those students live in rural areas and some of them work in Banana Companies. Among the findings, students were investigated through classroom observation and diagnostic test in order to detect the main problem and define the strategies and activities that the facilitator should has to develop an effective writing communication according to the topics of their specialty and needs using the target language.

During the intervention based on improving grammar using narrative writing skills using Edmodo, students showed a shy attitude, , it was noted the poor performance of some learners in the writing practices but, when they understood the theory and enjoyed the activities, they demonstrated a high participation in the virtual tasks and progression in the language management for instance: vocabulary, grammar structures, phrases, comprehension of readings and composition of sentences and texts. Consequently, some recommendations related to methodologies would be the control of time during the development of virtual and presential classes and monitoring the learning process of students to be sure all of them are accomplishing the main objectives of the MEP program. Moreover, some useful keys to effective learning success are interactive, and motivational activities to encourage the participation using technology as educational tool.

Key phrases: Narrative writing skills, Edmodo, adult education, interactive activities, technical English for executive secretary.

Resumen Ejecutivo

El presente proyecto tiene como objetivo mejorar la gramática en las habilidades de escritura en narrativa mediante la aplicación de la plataforma Edmodo con estudiantes de décimo grado del Colegio Técnico Profesional Padre Roberto Evans Saunders de Siquirres durante el I semestre de 2020. Los participantes son nueve estudiantes de secretario ejecutivo de una institución técnica pública, principalmente son mujeres de 35 y 50 años, esas estudiantes viven en áreas rurales y algunas de ellas trabajan en Empresas Bananeras. Entre los hallazgos, se investigó a las estudiantes mediante observación en el aula y prueba de diagnóstico con el fin de detectar el problema principal y definir las estrategias y actividades que el facilitador debe tener para desarrollar una comunicación escrita efectiva de acuerdo con los temas de su especialidad y necesidades utilizando el idioma inglés.

Durante la intervención basada en mejorar la gramática utilizando habilidades de escritura en narrativa mediante Edmodo, los estudiantes mostraron una actitud tímida, se notó el bajo desempeño de algunos en las lecciones de inglés de prácticas de escritura pero, cuando entendieron la teoría y disfrutaron las actividades, se reflejó una alta participación en las tareas virtuales y progreso en el manejo del lenguaje por ejemplo: vocabulario, estructuras gramaticales, frases, comprensión de lecturas y composición de oraciones y textos. En consecuencia, algunas recomendaciones relacionadas con las metodologías serían el control del tiempo durante el desarrollo de las clases virtuales y presenciales y el seguimiento del proceso de aprendizaje de los estudiantes para asegurarse de que todos estén cumpliendo con los principales objetivos del programa ofrecido por el MEP. Además, unas útiles claves del éxito de un aprendizaje efectivo son las actividades interactivas y motivacionales para fomentar la participación utilizando la tecnología como herramienta educativa.

Frases claves: Habilidades de escritura en narrativa, educación para adultos, actividades interactivas, inglés técnico para secretariado ejecutivo.

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Chapter 1

Introduction and general information

Introduction

This project formulates an action research focused on the educational field at Colegio Técnico Profesional Padre Roberto Evans Saunders de Siquirres night section founded in 1963. The idea is to teach grammar structures using a social platform according to learner's needs, age, culture and interest. The institution has a group of tenth grade; 9 students between 35 and 50 years old. Those students face some problems in the learning of English as foreign language, they do not know anything about English and previously, they did not receive English classes because they did not have teacher. The high school has computers and internet where the pupils can be able to develop the tasks online following the lesson planning created by the facilitator in order to develop grammar skills and at the same time have fun.

According to Aliaga (2011) "Ideal teachers are those who use themselves as bridges over which they invite their students to cross". So, it is essential that teachers encourage their innovation and knowledge in order to bring an effective learning process using different strategies to help to the students to create a great change in learners' mind. Students should develop critical thinking in order to express thoughts and ideas in written way. Public high school has faced some problems in the learning of a second language and some teachers do not use their creativity and digital platforms to teach but, Costa Rica should have teachers that look for how to prepare a successful grammar lessons using methods and innovation.

Thus, the famous and useful platform called Edmodo takes place to facilitate the acquisition of English grammar. According to Borg (2013) "It is considered as a social networking site (very similar to Facebook) for teachers and students." So, referring to this information, this app is an awesome advantage for facilitators and pupils since, it is social and interactive platform where the teachers should be able to diagnose the main obstacles to learn English in order to plan tasks that help the students acquire vocabulary, phrases, meanings and grammar structures. This educational and popular app helps to communicate because it includes share information, add videos, articles, texts, images, upload homework and assignments; therefore, learners enjoy searching information and writing on Edmodo.

According to Ngo (2017) "the learning activities done by the students via Edmodo, more than 85% of the students used Edmodo for downloading the class materials, 77% doing the quizzes, 23% posted direct messages". So, there are effective benefits in this platform; the engagement of learners through Edmodo is relatively high providing a positive learning process. This investigation is divided into chapters, in chapter 1 explains why this action research should be studied, the objectives to develop this work and hypothesis, In chapter 2; explains the background of the topic, definitions issues, strategies, advantages, and disadvantages, in chapter 3; research method, type of approach, the context, setting, participants and action plan, in chapter 4; Data analysis, in chapter 5; reflections in chapter 6; conclusions and chapter 7, recommendations.

Rationale

The main objective of this project is to determine the reasons why teachers should incorporate Edmodo platform into the classroom to improve grammar and writing of the students. This action research helps the teachers to use technology in order to facilitate the teaching and learning of English as foreign language; learners need to develop the four skills; however, it is essential that they learn vocabulary, phrases, and grammar using Edmodo to use the rest of language skills. The students should follow the instructions and investigate the topics using their own creativity, critical thinking to write using excellent grammar and writing great opinions, ideas, and arguments.

It is important to consider that technology slowly seems to be taking over many aspects of human society. Education has gradually evolved to incorporate technology in the dissemination of information. This advancement has revolutionized the classroom environment leading to improved grades and learning experiences. For the continuous learning process, it is necessary teachers to receive trainings to create effective activities into the classroom using technology. Therefore, Edmodo encourages high participation. Borgs, (2014) stated that "Edmodo began with the desire to build products that solved real problems for teachers; problems as simple as getting a digital resource that they discovered in the hands of their students." So, this social app engages to the students in the language where they can work individual or in groups and at the end receive feedback of their tasks. So, teachers accomplish the main goals of the learners since, Edmodo is a famous app to upload any kind of information such as articles, images, videos, texts and soon on to improve the learning process; students need to follow the objectives according to the syllabus and interest to be able to write managing an extensive vocabulary and grammar rules.

Purpose

This section contains the principal objective to help students to improve the writing skill by developing different online activities in Edmodo platform since, those learners should write and speak in English as second language in their specialty " Executive Secretary" because it is fundamental to get basic and intermediate English in companies. During this action research, the facilitator should diagnose the writing level in order to identify the main problems to plan activities according to the learners needs to improve their writing in virtual form and have fun.

General Objective.
1. To enhance grammar in narrative writing skill by the application of Edmodo platform in tenth grade at Colegio Técnico Profesional Padre Roberto Evans Saunders.

Specific objectives.
1. To diagnose writing through a writing test to measure their grammar level.

2. To apply written communication through activities of Edmodo platform to improve writing mechanics.

3. To assess the learning process of using Edmodo platform to encourage written communication.

Research questions.
1. How does Edmodo platform encourage students to use English grammar?

2. What type of strategies could be used through this application?

3. What advantages or disadvantages does the use of Edmodo provide into the EFL classroom?

Hypothesis

Students will improve their written communication through the application of Edmodo platform.

Chapter 2

Literature review

Background

The current revolution of communication technologies and social networks has opened new opportunities for developing the education system facilitating the acquisition of English as second language. According to Cauley (2011), **"Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom."** This platform was founded in 2008 by school district employees Nic Borg and Jeff O´Hara with the purpose to create an effective way to help teachers and students in the social learning using different categories to develop interactive tasks presented by technology. Edmodo is a free and secure social learning network used by over 81 million users worldwide and easy to connect and share information since, it is like a social network therefore, students enjoy interacting in the virtual world because the online activities are according to their interests, needs, age and culture.

Thus, this application is a useful tool to teach grammar in order to improve narrative writing skill into the classroom; many students should be good writers to be good readers and be able to speak domaining rules, vocabulary and phrases exchanging information to their partners. According to Nordquist (2019) "Narrative is a piece of writing that tells a story, and it is one of four classical rhetorical modes or ways that writers use to present information". So, Narrative writing skill has the opportunity that the learners express their thoughts and ideas; students develop critical thinking and use their imagination to write stories in English as a second language

according to the syllabus and using interesting topics in this social app where they acquire knowledge and enjoy an interactive and participatory class.

It is important to take into consideration that writing focuses learners on phonics, comprehension, mechanics to communicate with the teacher and partners in Edmodo platform. This application facilitates learning of language thanks to the variety of categories for instance; students can add images, texts, videos, comments, files, links of articles or magazines also, the facilitator can share important information and tasks in order to improve grammar by interactive online practices where students can have access and work un groups or individual following the instructions by the facilitator.

According to Bunte (2020) "Edmodo is targeted to teachers, students, parents and administrators in the K-12 environment". It has been used by over 72 million people from over 350,000 schools in 190 countries". So, the implementation of Edmodo offers many benefits; teachers need to receive training in technology in order to innovate their English lessons. This project has the purpose to teach and improve the writing in English of students of tenth grade at Colegio Técnico Profesional Padre Roberto Evans Saunders from Siquirres, Limón since in this institution the technology is not used in the learning but, with an excellent preparation and organization the facilitator can get effective perceptions in students. Nowadays, teachers in Costa Rica should analyze what the main problem in the learning of English is and focus on the interests and needs.

Moreover, it is necessary to keep in mind that the difference between public and private schools; it was once again evidenced in the results of the most recent language proficiency test applied by the Ministry of Public Education (MEP) to high school students. According to Parra, (2019) " The test showed that most students from academic and technical schools have a basic level of English; while the private and bilingual educational centers were located in band B1, with intermediate management". So, this information reflects the huge trouble that faces Costa rica in the institutions; teachers should change the way to teach, it is important to take advange of technololgy and its learning platforms as Edmodo and achieve a positive impact in the students despite the pandemic.each teacher is responsible for conveying the knowledge using effective techniques focus on narrative writink skill and avoid the desetion by using ideas to motivate the students.

Therefore, those students have not received English class and they do not know anything about English as second language and their age are around thirty and forty-five years; some of them work in Bananas Company and get so tired and sleepy. So, those learners need motivation since it is not only to teach and give instructions but also, encourage the participation to accomplish the objectives in the learning process. So, the combination of this social app and grammar to improve narrative writing skill can change the students' mind before speaking in English, students need to acquire vocabulary, grammar rules and phrases. On the other hand, this population shows several factors since, those students are adults and some of them should work and at the same time study. It is admirable however, some students prefer abandon their studies for instance they do not like english, do not understand the Self.Guide Unit and the virtual classes or present conectivity

problems to access to the online tasks and desertion increases, so it is a difficult situation because this learning needs a innovative teacher, technology and students eager to learn.

According to a study by Gates (as cited in Powell, 2014) "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important." So, it is true that technology has created an impact, different benefits in education nonetheless, the teachers are an instrument to open learners' knowledge. The facilitators plan and design an online lesson and choose the best online material but, they have the great responsibility to monitor, assess and give personal feedback to help to the students in their learning using methods and strategies to facilitate the acquisition and at the same time have fun learning English as second tongue. Therefore, this project is an excellent option to put in practice because many students in Costa Rica end their studies in high school or English courses without language proficiency in writing and present many obstacles to communicate in oral and written way. Also, the online classes and tasks are an excellent way to economize paper.

Furthermore, it is valuable to be clear the meaning of grammar since, it takes an important role during this action research. According to Richards, (2012) "Grammar is the system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English. So, the goal to teach grammar is to understand the sentences and learn how to use to build blocks of language. Students should be able to master the rules to form sentences about daily activities of personal and professional area. During this process, those learners should acquire greetings, verbs, personal

pronouns, phrases, uncommon words, grammar structures and practice using online activities focused on written and spoken communication. Therefore, the students learn and thanks to the several practices, the teacher checks and corrects and minimize the mistake.

For that reason, grammar can be understood as a resource that students make use of to create discourse that is grammatically appropriate at both the level of the sentence and the text and vocabulary like the units that describe people, places, concepts, topics, states, events, relationships, and actions. So, grammar is the resource people use to set words into sentences and texts to communicate in oral and written way. In this project, the facilitator uses prescriptive grammar, according to Nordquist, (2019) "it refers to a set of norms or rules governing how a language should or should not be used rather than describing the ways in which a language is actually used". So, prescriptive grammar is based on the features that students need to learn to develop pieces of information in written language to communicate with their teacher and classmates and in the future with friends, customers even native speakers.

Edmodo as Online Learning

There are different ways to help on developing students' learning's outcomes however, implementing online tools is one of the best choices. According to Murrpuay (2019) " A person's ability to perform tasks effectively in a digital environment ... includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments" (p. 4). So, the implementation of online tools should be fundamental in high schools in order to change the method to convey the

knowledge to the pupils. Also, the students feel motivated and engaged to achieve the goals of learning English as second language.

It is important to take into consideration that teachers should control the learners to study independently since, students access to the online learning and navigate in different sites to get any kind of information. According to a study by Garnham and Kaleta (as cited in Giang, 2014) "Educators have combined face to face instruction with online learning components and online course management tools in a blended learning format in order to join the best features of in-class teaching". Thus, the use of Edmodo to improve narrative skills have a great responsibility since, teachers should transmit confidence, flexible and patience when they give the instructions or rules to develop online activities. The facilitators should teach using blended learning to accomplish the objectives of this project since, the pupils need the interaction between teacher and learner to understand how the grammar works in narrative stories to navigate on Edmodo and acquire information to construct stories.

According to Dangwal (2017) "Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning". So, the students need interaction face to face to understand the information and clarify doubts then, use Edmodo to put in practice the theory. Edmodo as blended learning conveys positive effects on the learning process. Moreover, Edmodo as the extension of the face-to-face interaction, improve English proficiency in a provided length of time, since it will increase the contact hours among students and teachers and facilitate the

feedback among students, which may create a productive learning environment in the classroom. It is necessary to clarify that use of technology in the English class does not mean that students just have to navigate to have fun on the contrary, the pupils should be able to take the responsibility in the use of online tools to learn English and participate focusing on cognitive change.

The Role of teacher

According to Harmer (2010), the teacher needs to deploy some or all the usual roles when students are asked to write, the ones that are especially important are as follows:

- Motivator: one of the principle roles in writing tasks will be to motivate the students, creating the right condition of ideas, persuading them of the usefulness of the active and encouraging them to make as much effort as possible for maximum benefit.
- Resource: teachers should be ready to supply information and language where necessary.
- Feedback provider: giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written.

The role of the student

Basically, the students should be active thinkers, communicators, open minded, reflective and responsible of their own learning because they should be able to face different situations and analyze in order to build effective ideas to write a narrative story using excellent grammar.

Issues

Edmodo platform and its great features has helped many teachers and learners in EFL classroom to accomplish the main objectives in the lesson planning. According to Nig Borg (2016) This famous social application used in education brings different ways to use in EFL classroom:

- Assessments: Utilize the Edmodo quiz builder or poll feature to assess students' learning during or after a unit of study. So, in this way, teacher monitors if the students are learning or present difficulties in the learning process.

- Peer Reviews & Critiques: Place students in small groups and have them post their work to their group for peer review and feedback. In this part, students realize of their mistakes and correct immediately, it is important that the feedback in writing explains why is correct or not.

- Writing Projects: Enable students to tap into individualism and build self-esteem by sharing their writing projects with each other in Edmodo. After the learners acquire vocabulary and domain grammar rules, it is essential that they search information, be responsible of their own learning and write a narrative story using the methods learned into the classroom in Edmodo Platform.

- Foreign Language Practice: Encourage students to practice their language skills, as well as spelling and grammar, through conversations in Edmodo. In this social media, the teacher creates a chat where the students can express their opinions or discuss about the

chosen topic. So, the teacher reads their opinions or thoughts and at the end he/she brings a feedback to correct the mistakes and teaches them other ways to communicate in written way.

- Professional Development Workshops: Set up an Edmodo group for your next workshop to enable teachers within the high school to discuss ideas and share content before, during and after the workshop. Students not only have the chance to write but also, they have the option to use their imagination and add images, audios, videos to show examples about their narrative stories.

- Cultural Exchange Projects: Give students the opportunity to learn about other world cultures by connecting your classroom with classrooms around the globe via an Edmodo group. Pupils can share their stories for other classmates to learn new vocabulary, uncommon words, meanings and culture.

- Edmodo is also useful to communicate with students when the teacher is out of the classroom or provide updates to students who are absent from class. Thus, it economizes time and paper.

Advantages and disadvantages of using Edmodo into the classroom

Edmodo facilitates the collaborative work and students' writing skills, therefore, is similar like Facebook so, it is an effective advantage since, some students dedicate a lot of time navigating on social media. Moreover, many innovative teachers help to other teachers to implement this social media into the classroom by sharing sources, information, practices and soon on because it has accomplished many benefits in education successfully. According to Zhang (2014) the main advantages of this platform are the followings:

- **Organized help sections:** educators should be organized with the tasks into the classroom in order to follow a sequence of learning.

- **Accessing grades anywhere on the site:** any student can access on Edmodo platform to complete the online tasks given by the facilitator.

- **Reward badges to students:** at the end, students receive an award when they complete the virtual tasks.

- **Step-by-step help for new users:** Edmodo platform is easy to use; students can receive a short tutorial where they realize that access to this social app funny and without obstacles during the learning.

- **Students see groups and can connect:** students have the opportunity to work in pairs or groups to share opinions as a team and participate in the online activities.

- **Access codes for parent tracking:** Parents can control the use of the social app.

- **Direct parent-teacher communication:** teachers can send messages to inform details to the parents.

However, this social media faces some obstacles. According to Zhang (2014) Edmodo present the following disadvantages:

- **Students give their parents the access codes:** parents control the activity of their children and sometimes, they do not feel freedom.

- **Does not seem professional:** Edmodo platform is like Facebook so, its appearance does not seem that is for English learning however, this app has several resources to help to the student and acquire vocabulary, grammar and interesting details.

- **Limited features for student activities:** it is true that Edmodo platform does not have a huge variety of categories but, it has enough options in order to develop the writing skills in this project.

- **No attendance:** Edmodo does not show the students attendance so, it is the obligation of the teachers to pass the list.

- **Difficulty trying to connect with teachers within the school:** Sometimes, the location of the institution can present a problem in the use of technology because there is not an excellent signal to receive internet and navigate on social apps. Also, it can be that high school does not have enough resources or equipment in order to develop online activities.

- **Learners can suffer distractions in the learning process:** many students have adapted an old method to learn English where they just copy a bunch of words, translate and create sentences in their notebook. Thus, it can cause an impact in their mind the implementation of Edmodo app. Therefore, students can suffer stress if they forget steps to follow and lose motivation to participate.

Although, Edmodo can present some negative aspects, it is evidently that there are many reasons why teachers should take a risk to learn and be innovated regarding to the online teaching classes so, Edmodo avoids the boredom and be engaged in the online tasks.

Writing

According to Alamargot, (2012) "Writing a text is a complex task that needs a coordinated implementation of a large set of mental activities.Writers have to clearly delimitate the nature, the goal and the communicative function of the text"(p.20). So, it is not just writimg an isolated sentence but, it is put the ideas in order to formulate a set of coherently articulated sentences avoiding the redundance. In this case, students should know the process of writing to compose pieces of texts.

The Use of Edmodo in Teaching Process Writing

The writing process has been distinguished since, the facilitators guide learners to follow a specific procedure which helps them eventually improve their writing paragraph. Students should follow different steps of process writing. According to a study by White and Arndt (as cited in (Al-Jabri, 2018) "a writing process model which includes a set of interrelated and recursive stages including drafting, structuring, reviewing, focusing, generating ideas and evaluation" (p.3). So, the purpose of this process is to describe the series of physical and mental actions that people take in the course to produce any kind of text following the steps in order to accomplish the competences using Edmodo to facilitate the learning.

It is essential to teach the writing process before starting a topic since, students need to know how the correct way is to construct ideas in written way. Moreover, technology is an excellent advantage to engaged to the pupils in the main objectives; it facilitates the communication among teachers, students and parents. It is true that students should improve in writing however, they need not only know the stages in writing but also, their functions to put in practice when they have to write in Edmodo application, the sentences should have sense in the paragraph.

According to Mahadevan, (2013) writing has the following types of sub skills:

Mechanics. Handwriting, spelling, and punctuation.

Organization. Vocabulary, Idioms, Paragraphs, topic and support cohesion and unit.

Syntax. Sentence structure, sentence boundaries, stylings, etc.

 Grammar. Rules of verbs, agreement, articles, pronouns etc.

Contents. Relevance, clarity, originality, logic etc.

The writing processes. Getting ideas, getting started writing drafts, revising, etc.

So, those skills should be involved in writing because the student needs to use the orthography correctly, including spelling and punctuation convention. During this process, the students should use the correct the sub skills to convey information and get text coherent, it is an experience because those pupils develop critical thinking when they process information to order ideas and compose them creating short stories, letters or articles. It is important to take into consideration that teach those skills could be difficult but, it is fundamental to incorporate innovation to facilitate the learning of grammar in narrative writing skill and individual assessment since, those students learn in different way and need the resources according to their age, level and culture.

Stages of writing process

It is fundamental to keep in mind that writing is a complex combination of skills which is best taught by breaking down the process since, it involves a series of steps to follow in producing a finished piece of writing. According to Polk, (2019) "early writers simply do not know what to do. Every element you wish for your students to master has to be explicitly discussed, taught, and practiced". So, teachers should find the correct strategies by focusing on the process of writing to accomplish an effective learning, during this teaching, the facilitators must convey knowledge with patience and step-by-step to master the language and the topic otherwise, these virtual activities need to be interactive where the pupils enjoy this experience.

According to Polk, (2019) the writing process is composed by the following stages:

Drafting. Teachers give the topic then; students plan and organize ideas to write.

Structuring. In this part, students should use structure to construct sentences and paragraphs.

Reviewing. Get other readers' responses to what you have written in the social app. Make review based on the comments and own ideas to improve the draft. Students should think about what to add, what to cut and what to change then, the facilitators monitor and give feedback.

Focusing. Students read the revised draft carefully and look for grammar mistakes, spelling, capitalization and punctuation. Then, get other readers for example, work in groups where other partners read and identify any error in order to correct and improve it.

Generating ideas. Students produce a copy of their writing with all corrections made and discuss this final draft with the teacher. The teacher should bring the last suggestions for improvement of the writing

Evaluation. The writing process is finally done. learners publish their writing by uploading on Edmodo app where students and teacher read, analyze, and comment about it. This is a time for students to celebrate and enjoy since, they feel motivated to show their writings with an interesting topic. Even, students can print their writing and past on the wall of the classroom.

Types of Writing Skills

There are different ways to express pieces of writing. According to Meer, (2016) there are categories with its respective definitions:

Expository.   Authors focus on telling you about a given topic or subject without voicing their personal opinions. In other words, the main function of expository writing in explain and it is found in textbooks, articles, and recipes.

Descriptive.   Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in detail.

Persuasive.   Persuasive writing's main purpose is to convince. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Narrative.   Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters so, this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Narrative writing is the perfect skill to develop the online tasks to the secretarial students because they should participate in written activities based on daily routines as secretary in the office where they learn vocabulary according to the specialty, grammar and writing process.

Experiences Using Edmodo in Education

The following experiences have been shared on using Edmodo in different areas of education. According to Lara (2013) in her study, there are solutions to the learners' negative attitudes towards writing tasks.

- Dr Mary Ellis and Mr Mark Wilkinson from the English Language and Literature Academic Group (ELL) share their experiences using Edmodo in their teaching. According to Ellis (2013) "We've used it in English language enhancement, communication skills, and academic writing courses. Our students have used it to peer review each other's writing and audio files". Thus, this social app helps in the learning because of the options to develop a variety of tasks to communicate and teachers should give feedback in each online task in order to correct the mistakes and help to improve in their learning process.

- Mr Wilkinson: Edmodo is found in schools in USA and is used in some schools in Singapore. An Edmodo Singapore conference was held at Nanyang Girls' High School in March 2012. Two Edmodo groups here are the Edmodo Singapore group and the NIE Educators group.

- Dr Ellis: We've used it in English language enhancement, communication skills, and academic writing courses. students have used it to peer review each other's writing

and audio files. As teachers should give feedback on project work, conduct polls, and support course tutors.

- Mr Wilkinson: They are mostly positive about it, though there are occasional comments that they have another log-in to remember. But when they use it in our tutorials, they gain useful take-away experience. And they can access their course groups even after they graduate so Edmodo and their course resources can remain useful to them.

Students' perceptions on using Edmodo

Students who positively perceive technology as a useful tool in education are more likely to get the benefits of it than those who perceive it negatively. Technology brings effective perceptions in the classroom, in other words, the integration of social media or web-based tools in ESL classroom accelerates the learning process. According to Al -Said (2015) found that Saudi learners who were involved in his study share common preferences toward learning through Edmodo, and he ascribed that to their competence in using smartphones.

Purnawarman, Susilawati and Sundayana (2016) in an Indonesian study revealed that some of the participants had positive attitudes and others had negative attitudes. The researchers explained students' varying attitudes because of their different levels of proficiency in using such programs. Thus, teachers and futures should not ignore the implementation if social media in their English classes because it is the way where pupils learn quickly according to the needs, interest and age and at the same time, students receive a great and positive impact in the minds since, they will realize that the English lesson are dynamic and focus on the objectives of the MEP program.

Chapter 3

Design and Method

Research Method

The present paper, for developing its strategies proposed in order to accomplish the main goals into the classroom will be presented using the action research method. This method is based on the ideas of practice and the teacher as investigator. According by Sagor (as cited in Sohail, 2012) "Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices" (p.09). Thus, the main idea of this paper is to bring an excellent assessment in the learning process using interactive activities according to the learners from C.T.P. Siquirres Night Section in order to help them to participate and increase student´s achievement in their grammar writing narrative stories with the application Edmodo Platform.

It is necessary to take into consideration that, this action research not only brings many strategies to learn grammar to construct stories but also, gives an analysis and collect data of the problem students face in high school, a lesson plan based on the learners' interests where the pupils feel comfortable acquiring knowledge and be able to produce in written way, implement methods to facilitate the learning, reflect on the process and evaluate the results of the actions taken. According to Navqi (2012) "Educational research is a systematic process of inquiry and exploration of issues and problems in the field of education, with an aim to find possible solutions" (p. 09). Nowadays, the technology has taken an important place in education so, this project has the possibility to teach using the effective and useful sources and correct the students' mistakes

where they understand the reason why they fall to improve. This AR offer positive outcomes but the facilitator and the student should do their role; both are responsible of the learning of English as second language, the teacher can bring many strategies but it is important to encourage motivation where they feel engaged to participate in the virtual spacing.

Type of approach

According to Williams (2019) "Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena". Thus, in education, it is essential to focus on qualitative approach since, in the learning process, students can be able to discover new experiences where they should think, analyze and share ideas in written way in order to create a great impact in the English lessons creating every single day an adventure. If the students just memorize information to get an excellent grade possibly, at the end, they are going to forget vocabulary, grammar, and phrases.

So, the aim of this project is to involve natural settings where the pupils make sense in the topics, interpret meanings and understand the reasons why they should use or not a grammar rule in their narrative stories.it is fundamental that learners participate feeling positive emotions where they enjoy the tasks in the classroom. Nowadays, students are studying at home, some of them, suffer stress because of the self-guide unit since, it is hard to understand the steps. In this pandemic, it is fundamental to motivate the students to achieve the objectives to learn however, the pupils

should be responsible of their own learning and evaluate themselves if they are acquiring the knowledge.

Context

Colegio Técnico Profesional Roberto Evans Saunders is located over route #32 in Siquirres downtown. It is the most well-known high school from the area, recognized for its higher education focused on middle technical career. Students graduated from Colegio Técnico Profesional Roberto Evans Sanders have the adequate abilities to develop in any professional area. This institution is not dangerous, it has three guards and security cameras. The high school is ubicated in a urban zone however, some of the students suffer economic problems because they are adults and some of them work in Bananas Company so, they do not have enough money to buy copies, taxi driver and food. However, the institution offers a bus, money and dining scholarship and kindergarten so that students who are mothers can study quietly. Moreover, the counselor and guide teachers help to students if they have any trouble in their learning process.

Setting. Students at tenth grade of the class 10-5 C from   Colegio Técnico Profesional Roberto Evans Saunders receive four English lessons including, which focuses on specific vocabulary according to the specialty. All the students who are enrolled in Colegio Técnico Profesional Roberto Evans Saunders de Siquirres are expected to have a basic knowledge of English. The infrastructure in the school is not good for example, the ladders are risked, the classrooms are big however, they are too hot and there is not fan and air conditioned. Teachers have one video beam and computer that are accessible in the principal's office.

Participants. The total of students enrolled in high school are 955 and 26 teachers. The participants for the study were 10 students. Ten pupils were females with an age range between twenty and forty-five years. At the beginning of the research, students were informed about the project main goals and the students voluntarily accepted.

Action plan Proposal

It refers to Edmodo activities where secretarial students learn how to improve their grammar by developing stories, sentences, letters, paragraphs using the categories offered by Edmodo Platform. It is important that pupils show a high participation since, they should get writing and grammar skills because an effective secretary needs those abilities in her daily routines as professional. However, this purpose is not only learning grammar, vocabulary, or phrases but also, it is fundamental to encourage mental skill; students should be able to analyze information, identify details and offer ideas or comments.

According to Cumming (2018) "Mental Skill Training MST involves the systematic development and application of mental techniques and skills to enhance mental qualities that promote performance and well-being". Given the pandemic that the country is facing, it is elemental to sponsor mental abilities because to put in practice grammar in narrative skills using technology, students should prepare their brain to receive, process and develop virtual tasks. So, before starting each online class needs motivation where students be able to reflect and bring comments about the objectives to their specialty.

Session 1

In this session, the teacher introduces the topic "*Working Conditions and Success at Work*". It includes to know about someone´s job, working tasks, job positions and responsibilities to develop the daily routines as secretary in the company successfully.

Mediation strategy: Warm up.

Activity #1: Analysis details through images.

Purpose of the activity: To encourage the students to brainstorm words and images related to the topic.
Duration: 15 minutes.

Instruments for the activity:

- Internet
- Edmodo Platform

Description of the activity:
Teacher uploads a task in Edmodo platform about "equipment in the office". The steps to develop this activity are the following:

- **Step 1:** Teacher explains a tutorial to know how to use Edmodo Platform by using an animated video.

- **Step 2:** Teacher gives a code to enter to the virtual class.

- **Step 3:** Students access to the task where they see images and bunch of words about "equipment in the office". Learners must identify and write the corresponding word to associate the image.

Activity #2

Mediation strategy: Pre-task.

Name of the activity: Listening expressions of job interviews.

Purpose of the activity: To acquire vocabulary and useful expression to get the main idea of contexts.

Duration: 50 minutes

Instruments for the activity:

- Video beam

- Power Point

- Markers

- Sheets

- Edmodo platform

Description of the activity:

Teacher shows and explain pronouns, expressions, and verbs in personal and professional area through video projector to know the meaning in short conversations about job interviews. The steps to develop this activity are the following:

Step 1: Students interpret the phrases then; the teacher facilitates the meaning of them.

Step 2: Students enter to Edmodo to read with the facilitator three conversations about job interviews.

Step 3: Students underline the different phrases and expressions in each dialogue and write four phrases they would use in a job interview in a sheet.

Activity #3

Mediation strategy: During-task

Name of the activity: writing ideas

Purpose of the activity: To learn phrases to express opinions to offer ideas or comments.

Duration: 40 minutes

Instruments for the activity:

- Video beam

- Board

- pencil

- Markers

- Sheets

- Edmodo platform

Description of the activity

Teacher explains on the board pronouns and simple present using interactive material to recognize their functions with examples. then, students learn phrases to express opinions to express what they think in written way. The steps to develop this activity are the following:

Step 1: Students enter to Edmodo to do a digital task about pronouns and simple present.

Step 2: students practice the pronunciation of the phrases to express opinions.

Step 3: Students go to the three conversations above to review and write what the dialogues are about using pronouns and phrases in simple present using Edmodo platform.

Activity #4

Mediation strategy: Post-task

Name of the activity: Interpretation of contexts to get the gist

Purpose of the activity: To interact in the job scenario in groups to facilitate the development of phrases in the company

Duration: 30 minutes.

Instruments for the activity:

- Video beam

- Edmodo platform

Description of the activity:

The facilitator uploads a bunch of images on Edmodo platform to interpret the main idea of a conversation. Pupils work in pairs. The steps to develop this activity are the following:

Step 1: Students analyze and guess what the short dialogue is about by using the digital images.

Step 2: The teacher uploads the conversation and students read it.

Step 3: The teacher uploads a bunch of uncommon words related to the dialogue to expand the knowledge to understand.

Step 4: The students add a comment about the conversation then, the facilitator gives to them some expressions to complete a dialogue finally, learners underline the verbs in simple present of the conversation.

Session 2

In this session, the teacher reviews the grammar structure "simple present using examples with verbs of daily routines to create sentences to construct stories in written way according to the topic "Benefits and Qualifications at the company".

Activity #1: Dictation.

Mediation Strategy: Warm up.

Purpose of the activity: To guess what are the words that teacher says to order the letters and write correctly in a white sheet.

Duration: 15 minutes.

Instruments for the activity:

- Board
- pencil
- Markers
- Sheets

Description of the activity:

The facilitator explains the difference between a "benefit and qualification in jobs" using a conceptual map on the board. Students work in groups of three people. The steps to develop this activity are the following:

Step 1: During the explanation, the professor mentions several examples about benefits and qualification, students should take notes to remember the words and their category.

Step 2: Teacher gives a bunch of letters to each group; students open them to order and classify them when the facilitator dictates.

Step 3: Teacher dictates different words and students should order the letters in groups and choose if the word is a "benefit or qualification".

Activity #2: Listening important benefits and qualifications in the company**.**

Mediation strategy: Pre- task.

Purpose of the activity: To write specific words according to the contexts in simple present.

Duration: 45 minutes.

Instruments for the activity:

- Board

- pencil

- Markers

- Sheet

- Edmodo platform

Description of the activity:

The facilitator uploads an incomplete story about benefits and qualification for jobs. Students work in pairs. The steps to develop this activity are the following:

Step 1: Teacher reviews the vocabulary of benefits and qualifications.

Step 2: students enter to Edmodo to practice the pronunciation of the words by listening an audio.

Step 3: Students access to a digital worksheet where they should listen and complete the story using vocabulary learned before and simple present.

Activity #3: Classification of requirement of jobs.

Mediation strategy: During-task.

Purpose of the activity: To produce sentences using information of requirements of jobs.

Duration: 40 minutes.

Instruments for the activity:

- flashcards

- Edmodo platform

Description of the activity:

Teachers explains several requirements of jobs to work using flashcards. Students work individually. The steps to develop this activity are the following:

Step 1: Teacher uploads a chart where students should analyze what are the effective requirements of different positions at work.

Step 2: Students classify the requirements of jobs adding a check.

Step 3: Students chose three different jobs and investigate new benefits for each job.

Step 4: Students create sentences about the jobs they chose and their benefits in simple present. They must write and share this information on Edmodo platform to check and at the same time all learners acquire knowledge of other jobs and benefits.

Activity # 4: Produce pieces of sentences.

Mediation strategy: Post-task.

Purpose of the activity: To create a narrative story using the scenario given by the facilitator.

Duration: 50 minutes.

Instruments for the activity:

- Cardboard

- Markers

- pictures

- Edmodo platform

Description of the activity:

Students work in pairs. Teacher gives a cardboard, markers, and pictures to produces pieces of sentences in a story. The steps to develop this activity are the following:

Step 1: Teachers explains the parts of narrative story such as: characters, plot, setting, symbol using examples of videos through Edmodo platform.

Step 2: teachers assigns a topic for instance: "Describing someone ´s job". Students should plan how to develop their narrative story as a group.

Step 3: Students should construct their ideas using simple present, verbs of daily routines, parts of narrative stories, vocabulary of benefits and qualifications. When, they finish the story, they should upload it on Edmodo platform.

Step 4: Students enter to Edmodo app to specify the parts of their narrative story then; they should write a short paragraph giving an opinion about what they wrote in the story using phrases to express ideas.

Session 3

In this session, the teacher explains adverbs of frequency, reviews the parts of narrative story to produce sentences since, students need to write their own narrative story through Edmodo using grammar structures and vocabulary acquired into the classroom. At the end, learners review wh-questions.

Activity #1: Practicing adverbs.

Mediation strategy: Warm-up

Purpose of the activity: To domain the adverbs of frequency to construct sentences and phrases.

Duration: 15 minutes.

Instruments for the activity:

- Flashcards
- Board
- Markers
- Edmodo app.

Description of the activity:

Students work in pairs. Teacher explains the "adverbs of frequency" and their corresponding functions using flashcards. The steps to develop this activity are the following:

Step 1: Teachers shows the most common "adverbs of frequency" using flashcards with their meaning on the board.

Step 2: Students should take notes during the explanation.

Step 3: Students enter to Edmodo platform to write the correct adverbs of frequency in sentences.

Activity #2: Review of narrative stories.

Mediation strategy: Pre-task.

Purpose of the activity: To improve the development of narrative stories.

Duration: 45 minutes

Instruments for the activity:

- Edmodo platform

- Flashcards

- Markers

- Worksheet

- pencil

Description of the activity:

Teachers reviews the correct order to develop a narrative story using flashcards and writes the examples. The steps to develop this activity are the following:

Step 1: Students receive a worksheet to identify the different parts to write a narrative story.

Step 2: Students underline the step by step of a narrative story in the worksheet.

Step 3: Teacher uploads a bunch of images about different situation in the company through Edmodo, students should think how to order the images to produce sentences in the story they must develop.

Activity #3: To write a narrative story.

Mediation strategy: During-task.

Purpose of the activity:

Duration: 50 minutes.

Instruments for the activity:

- Edmodo platform

Description of the activity:

Teacher helps to the students to interpret each picture to plan the story. The steps to develop this activity are the following:

Step 1: Students create a title and a short introduction for their story after analyzing the pictures on Edmodo.

Step 2: Students start to write what the story is about including adverbs of frequency, the grammar structure simple present and vocabulary acquired before.

Step 3: Students should follow the steps to write a narrative story such as: plot, setting, symbol, conflict, and solution. Then, they upload it and share an opinion of the story through Edmodo app.

Activity #4: Learning wh-questions.

Mediation strategy: Post-task

Purpose of the activity: To learn how to ask and receive specific information.

Duration: 40 minutes.

Instruments for the activity:

- Box of words

- Pictures

- Edmodo App

Description of the activity:

Teacher uses a box of words about wh-questions understand required details in conversations. The steps to develop this activity are the following:

Step 1: Teachers shows the most common wh-questions and presents an image while students interpret their meaning.

Step 2: Students practice the pronunciation of the questions with the teacher.

Step 3: Students read a short conversation about "workers in the office" and should write the wh-questions on Edmodo platform they found in the dialogue and share it.

Session 4

In this session, the teacher reviews and explains wh-questions and connectors using interactive virtual activities since, learners must write their own narrative story including those aspects studied.

Activity #1: Reviewing wh-questions.

Mediation strategy: Warm-up

Purpose of the activity: To illustrate the wh-questions studied the last lesson.

Duration: 15 minutes.

Instruments for the activity:

- Worksheet

- pen

Description of the activity:

Teachers facilitates a worksheet to review and recognize the wh-questions learned previously. The steps to develop this activity are the following:

Step 1: Students work in groups of three. They receive a worksheet with different answers where they must identify which could be the corresponding questions.

Step 2: The first student should find the correct questions for the answers, the second student dictates the corresponding questions to the third student to write them in the worksheet.

Step 3: Students and teacher compare the question they wrote.

Activity #2: Learning connectors.

Mediation strategy: Pre-task.

Purpose of the activity: To acquire useful connectors to write stories and paragraphs.

Duration: 45 minutes

Instruments for the activity:

- Edmodo platform.

Description of the activity:

Teacher uploads a chart that contains the different connectors such as: but, and, so, because, moreover, and soon on. The steps to develop this activity are the following:

Step 1: Students take notes about the connectors and their meanings.

Step 2: Students read and interpret each example of the useful connectors.

Step 3: Teacher uploads a "conjunctions wheel game" on Edmodo and calls each student to participate, play the virtual wheel game and choose the best option to complete the sentence using connectors.

Activity #3: Writing a short paragraph using connectors.

Mediation strategy: During-task.

Purpose of the activity:

Duration: 45 minutes.

Instruments for the activity:

- Edmodo platform.

Description of the activity:

Teacher mentions to students that they should read again the conversation "the workers in the office to develop several virtual tasks. The steps to develop this activity are the following:

Step 1: students read the dialogue in pairs.

Step 2: Teacher suggests to the learners they should add a comment about what the conversation is about to check their grammar and punctuation.

Step 3: Teacher posts two interesting questions according to the dialogue. Students explain in simple present the questions using at least two connectors and at the end, they should underline them with a red pencil.

Activity #4: Writing my own daily routines in the office and at home.

Mediation strategy: Post task.

Purpose of the activity: To express the daily tasks in written way using vocabulary and grammar structure required.

Duration: 45 minutes.

Instruments for the activity:

- Edmodo platform.

Description of the activity:

Teachers uploads a reading comprehension about Robert´s day. Students should identify required details given by the facilitator. The steps to develop this activity are the following:

Step 1: Students underline the verbs, adverbs of frequency and connectors of the story.

Step 2: Students complete the virtual activity about "time activity" of the story.

Step 3: students create their own daily routine on Edmodo platform where they should include personal and professional activities, adverbs of frequency and connectors. They must write in simple present. Finally, they post the story to check it.

Session 5

In this session, the teacher introduces the topic "*Talking about Plans, Personal and Educational Goals*". it includes to exchange information about different leisure activities, holidays, special occasions and planning educational goals where students are prepared to learn grammar and vocabulary in different scenarios.

Activity #1: Simple present board game

Mediation Strategy: Warm up.

Purpose of the activity: To make sentences in order to practice the grammar rules they have learnt.

Duration: 10 minutes.

Instruments for the activity:

- Board

- pencil

- Markers

Description of the activity:

The facilitator explains the main objective of the game based on simple present to review. The steps to develop this activity are the following:

Step 1: Teacher creates three teams where all students can participate.

Step 2: Teacher shows a simple present board game and brings an example as guide.

Step 3: Teacher calls each team and name a student to complete the sentences in oral way.

Activity #2: Listening "Judith's free time activities"

Mediation Strategy: Pre-task.

Purpose of the activity: Listen a short story to get the main gist.

Duration: 40 minutes.

Instruments of the activity:

- Edmodo

Description of the activity:

The facilitator shares a short story where learners should identify what the text is about to answers specific questions. The steps to develop this activity are the following:

Step 1: Teachers uploads a short story and a vocabulary with images through Edmodo to facilitate the understanding of the text.

Step 2: Learners read the story and write an opinion describing what the story is about using phrases to express ideas.

Step 3: Teacher share in the platform some questions according to the story and students must respond and upload the document.

Activity #3: Quiz Simple present

Mediation Strategy: During-task

Purpose of the activity: To complete different tasks of simple present to practice positive, negative, and interrogative statements.

Duration: 45 minutes.

Instruments of the activity:

- Edmodo

Description of the activity:

The facilitator uploads a quiz simple present in the platform to review and practice the important grammar rules simple present has. The steps to develop this activity are the following:

Step 1: Students should add *"s or es"* in some verbs in third person and underline the correct verb in sentences.

Step 2: Students rewrite sentences using the subject required by the teacher.

Step 3: Students practice "do/does/do not/ does not" in different contexts of interrogative statements.

Step 4: Students produce interrogative statements according to the sentences given by the facilitator. Then, they upload the quiz in the platform.

Activity #4: Describing my free time activities

Mediation Strategy: Post-task

Purpose of the activity: Produce a short paragraph using the grammar structure simple present and connectors to practice in written tasks.

Duration: 55 minutes.

Instruments of the activity:

- Edmodo

Description of the activity:

Students should create a "Free time story" using the instructions given by the teacher. The steps to develop this activity are the following:

Step 1: Students should produce a short paragraph explaining the most common activities they have each day of the week in the office and at home using the "*step by step of the story*".

Step 2: Students should use simple present and connectors.

Step 3: At the end, they must upload it and add a short comment as reflection of their activities.

Session 6

In this session, the teacher continues with the topic "*Talking about Plans, Personal and Educational Goals*". students are prepared to produce pieces of writing using the grammar structure *"be going to/will"*.

Activity #1: Guess the word.

Mediation Strategy: Warm-up

Purpose of the activity: To review verbs in simple present by using mimics.

Duration: 10 minutes.

Instruments for the activity:

- Flashcards

Description of the activity:

The teacher creates two groups where students must participate using flashcards of verbs. The steps to develop this activity are the following:

Step 1: Each student of the group should pass in front of the classroom while the rest of learners use mimics to convey the corresponding verb.

Step 2: Each student has three opportunities to guess the verb.

Activity #2: Practicing *"be going to/ will"*.

Mediation Strategy: Pre-task.

Purpose of the activity: To teach how to produce pieces of writing using be going to and will

Duration: 50 minutes.

Instruments for the activity:

- Board

- Markers

- Pen

- Notebook

- Edmodo

Description of the activity:

Teacher explains how to use "be going to/will" on the board and give different examples. The steps to develop this activity are the following:

Step 1: Students must watch an animated video of "be going to/will" on Edmodo to expand the understanding.

Step 2: Teachers uploads a digital worksheet of "be going to/will". Teacher

Step 3: Students read the statements with the teacher to use the grammar structure explained before.

Activity #3: Choose "be going to or will."

Mediation Strategy: During-task

Purpose of the activity: To analyze statements to write either be going to or will.

Duration: 45 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

The facilitator and pupils analyze the first two sentences of the worksheet and write the correct auxiliar. The steps to develop this activity are the following:

Step 1: Students work in their worksheet where they should complete the fill in the blanks using "be going to/ will".

Step 2: Then, students receive another worksheet where they should create sentences using the personal pronoun, verb and images given by the teacher.

Step 3: Student post their worksheets and add a comment through Edmodo about what they have learned in this lesson.

Activity #4: Constructing sentences in future.

Mediation Strategy: Post-task

Purpose of the activity: To produce sentences in future in different contexts.

Duration: 45 minutes.

Instruments for the activity:

- Edmodo

Description of the activity:

The teacher uploads some personal questions to practice future in sentences. The steps to develop this activity are the following:

Step 1: Students should answer different questions where they should include affirmative and negative sentences.

Step 2: They should write the answers on Power point of Edmodo including images, videos, or gifs.

Step 3: They show their animated presentation of future sentences.

Session 7

During this session, students should be able to produces pieces of writing using future tense in short stories. The content of different stories should be focused on tasks in the company as secretary.

Activity #1: Hot potato of simple present/ be going to.

Mediation Strategy: Warm-up

Purpose of the activity:

To review the grammar structures learned into the classroom.

Duration: 10 minutes

Instruments for the activity:

- Flashcards

Description of the activity:

The facilitator explains the dynamic whose purpose is to review, and practice topics learned in the last lessons. The steps to develop this activity are the following:

Step 1: Students make a circle and pass a soft toy

Step 2: when the teacher says STOP, the student that has a toy should take a flashcard and create a sentence either in simple present or future tense.

Activity #2: Reading secretary´s tasks

Mediation Strategy: Pre-task

Purpose of the activity: To identify the main idea in the text.

Duration: 45 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

The teacher gives a digital worksheet on Edmodo where learners must analyze the information to respond general questions. The steps to develop this activity are the following:

Step 1: Students enter to Edmodo and should read the worksheet "A secretary desk" and write the tasks they found in the text.

Step 2: Students should read some statements of "true/false of the text.

Step 3: Students put in order a bunch of words related to the story and write them. Then, they post their worksheet finished.

Activity #3: Recognizing the most common activities as secretary

Mediation Strategy: During-task

Purpose of the activity: To learn the variety of secretary´s role.

Duration: 50 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

Teacher uploads a presentation based on secretary´s role. It includes tasks with images in the office. The steps to develop this activity are the following:

Step 1: Students pay attention to the explanation given by the teacher and take notes.

Step 2: Students should write the tasks as secretary they consider particularly important.

Step 3: Students must produce sentences using those tasks and "be going to". Then, they share the information on Edmodo.

Activity #4: Secretary´s story

Mediation Strategy: Post-task

Purpose of the activity: To write a short composition tasks as secretary and future plans.

Duration: 45 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

The teacher presents and explains the instructions to develop a short story based on roles as secretary. The steps to develop this activity are the following:

Step 1: Teacher shows a presentation about the celebrations in Costa Rica through Edmodo.

Step 2: Students should use "be going to/ will", connectors, five secretary tasks and three celebrations as future plans.

Step 3: Students should underline the connectors with red color, "be going to/will with yellow color and the celebrations with red color. Then, they should share their story on Edmodo.

Session 8

During this last session, students develop the unit "*Communicating Effectively and Giving Presentations".* It is based on the interpretation and communication of information about daily activities at home and job. Therefore, in this part, students review what they learned in the previous lessons.

Activity #1:

Mediation Strategy: Warm-up

Purpose of the activity: Box of sentences

Duration: 15 minutes

Instruments for the activity:

- Flashcards

Description of the activity:

The teacher divides the group in two teams and bring a box with words to each team to order and create sentences. The steps to develop this activity are the following:

Step 1: Each box contains subjects in red, verbs in green, grammar structures as simple present and be going to/will in blue. So, the teams should work together to classify them.

Step 2: Then, the team that creates more sentences wins using the correct structure wins.

Activity #2: Interact Fluently

Mediation Strategy: Pre-task

Purpose of the activity: To respond some questions using simple present and phrases to express opinions.

Duration: 45 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

The facilitator gives a digital worksheet of questions based on "daily activities". The steps to develop this activity are the following:

Step 1: Students enter to Edmodo and answer questions using simple present, vocabulary, and phrases to express opinions

Step 2: teacher and pupils practice the pronunciation of the sentences.

Step 3: Students should write a short dialogue using phrases to express ideas, secretary duties, affirmative, negative, and interrogative statements.

Activity #3: Learning useful phrases to interact in with the boss or customers.

Mediation Strategy: During-task

Purpose of the activity: To create a letter using useful phrases.

Duration: 45 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

The facilitator explains the parts of a letter and presents some phrases that a secretary should domain to interact with a manager or customers. The steps to develop this activity are the following:

Step 1: Learners enter to Edmodo and analyze the step by step of a letter.

Step 2: Students write their letter including past and future tenses, connectors, vocabulary, and the phrases to interact. The topic could be related to a customer or the manager.

Step 3: Students practice the pronunciation with the teacher.

Activity #4: test

Mediation Strategy: Post-task

Purpose of the activity: To assess the learning of students about what they have acquired during those sessions through a virtual test.

Duration: 60 minutes

Instruments for the activity:

- Edmodo

Description of the activity:

The facilitator applies a test where students should show their knowledge of the topics developed in the previous lessons. The steps to develop this activity are the following:

Step 1: In the first item, students should identify the correct grammar structure for different statements.

Step 2: In the second item, students should write the most common secretary tasks in the office and daily life activities at home. Then, they should complete missing information of a dialogue "*secretary and customer*"

Step 3: in the third item, students should produce a narrative story following the steps required to compose. Therefore, they should include phrases to express opinions, secretary roles, daily life activities, adverbs, and connectors. The topic is free. Finally, they upload the document on Edmodo platform.

Chapter 4

Findings

Data Collection Procedures and Tools of Initial Research

      Procedures of initial research. The researcher designed a written test to determine the students' level and to collect data about student´s interests in order to choose the effective topics to develop the written activities to implement on Edmodo platform. In the first day of class, students applied the written test, students had 40 minutes to finish the written test. Students participated successfully, then, the researcher informed to the students the purpose of the research project in order to the students cooperate and improve their grammar using Edmodo. Therefore, thanks to the instrument, the researcher could analyze the main obstacles in the learning of English as second language and brings an effective quality in writing strategies.

      Instruments.

      Observation. This tool was a useful practice in which teachers observe the behavior of student´s learning to assess the quality of teaching to ensure pupils are acquiring the most effective learning experience. According to Hora (2013) "Classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons". Si, during this application the facilitator get the feedback of the real environment to develop an effective to plan to change the problem in the classroom.

Diagnostic test. A diagnostic test was applied to students to measure the writing skill to identify their level in vocabulary, texts, and composition of pieces of writing. This is an important method to use in data collection in order to suggest further recommendations about class dynamics, to improve the goals and content of the course in the future, and to provide feedback to the instructors. According to Popham (2010) "In education, a diagnostic test helps identify a student's learning problems so teachers can provide instruction to remedy those problems". So, once, the teacher detects the main obstacle in the learning, he/she should prepare the lesson planning, teaching strategies, interactive virtual and presential activities based on their needs, level, and age since, this population is adult learners. Therefore, a diagnostic test helps support the classroom observation made in the process of data collection, since the researcher can be able to recognize limitations and the strong points from the group to assess the learning process and improve the performance.

Diagnostic Data Analysis

Students' reaction during the application of the test were nervous because they did not understand the topic to develop it. Referring to the reading part, students could comprehend parts of the story because the facilitator brought some images with vocabulary where pupils could be able to interpret and recognize the main idea to fill in the blanks from the incomplete story "Secretary tasks". However, they did not able to answer specific details from the reading since they had to analyze and did not comprehend some words in the text. Then, they were with the difference between personal pronouns and verbs since some of them could not complete the part of underline them what they found in the reading comprehension. After that, students should produce sentences in written way by responding questions about the title, characters, setting,

symbol and the main idea of the story where the students had to answer in written way but, they showed a stressful attitude because some of them said they did know how to write in English. At the end, some of them presented a positive behavior because they could finish the diagnostic and the topic was according to their interest.

The following section includes the analysis of the fill in the blanks from the incomplete story, the underlined subjects and verbs and the questions of the story presented in the written test. Therefore, it shows the description of the interaction during the written test performed with the group of nine students. This part represented how the students understand the incomplete story using images to interpret the meanings. The collected information and its interpretation can be observed and understood in the following graphs.
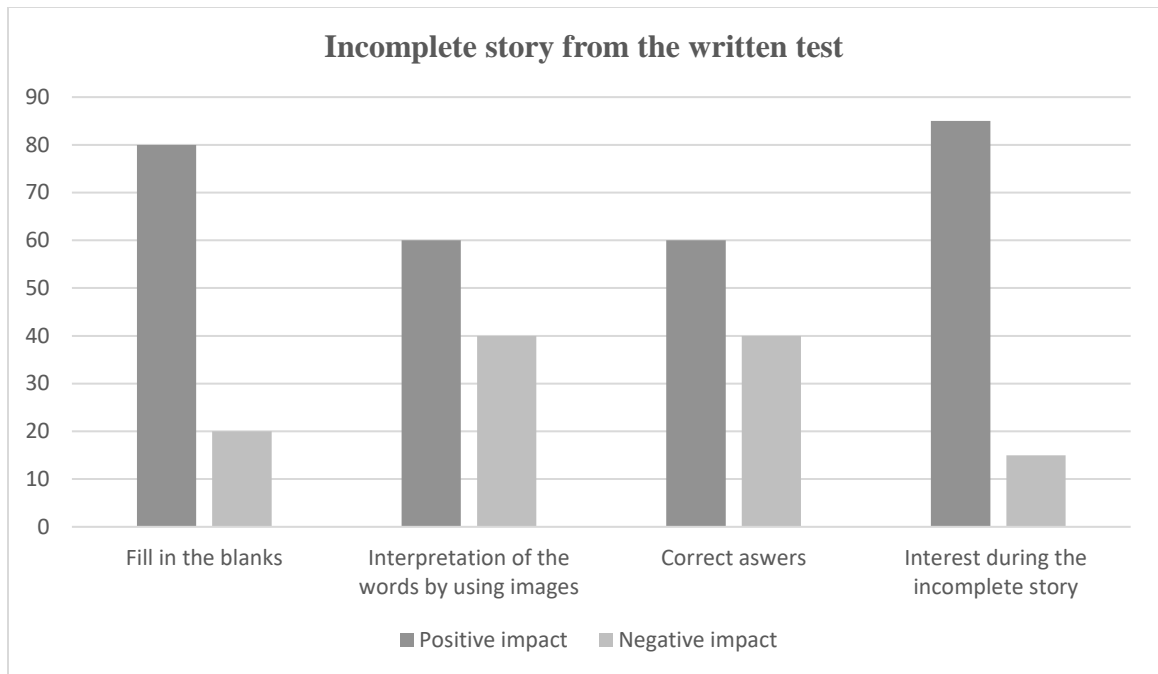
Figure 1. Incomplete story from the written test.

Source: Self elaboration.

The first part of the diagnostic test was composed by an incomplete story, the majority of the students participated by completing the blanks thereafter, the facilitator brought a bunch of images where the students had to analyze them and interpret the corresponding meanings to complete the story, then, the students were able to answer correctly the incomplete story and during the application, then enjoyed the activity because they considered that images helped a lot in the comprehension of the text.

Secondly, the information collected in the second part of the written test presented how the learners analyze and identified the subjects and verbs from the story.
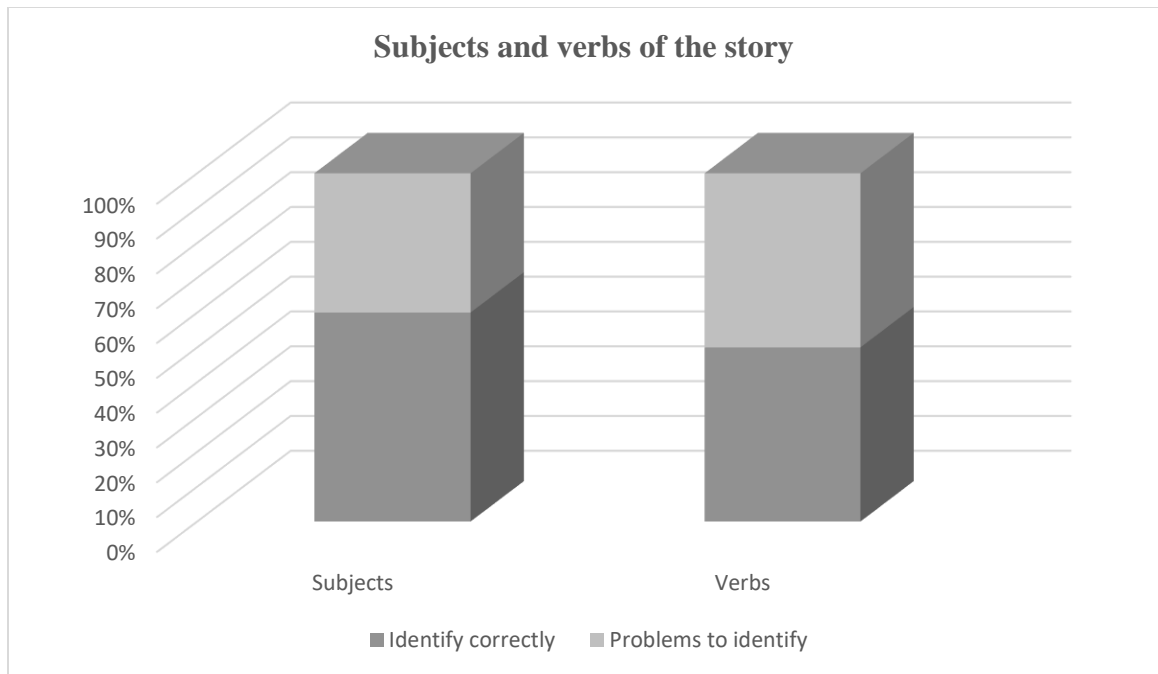
Figure 2. Subjects and verbs of the story.

Source: Self elaboration.

In this part, the students had to determine what were the subjects and verbs during the story. Students underlined the subjects with a red pencil and the verbs with green pencil. This activity showed that most of the learners' domain the verbs during the identification. Thus, students need a review about the difference between subjects and verbs in the sentences moreover, the implementation of interactive practices where the pupils can be able domain and get an effective comprehension in the stories or essays. Therefore, it is important to mention that students need to learn the meanings of the pronouns and verbs not only to identify but also, to construct written ideas, thoughts, feelings in their stories or essays.

Finally, the third part of the written test had nine questions according to the story. In this section, learners showed their way to answers questions in written way. The graphic and analysis of this information are described next:
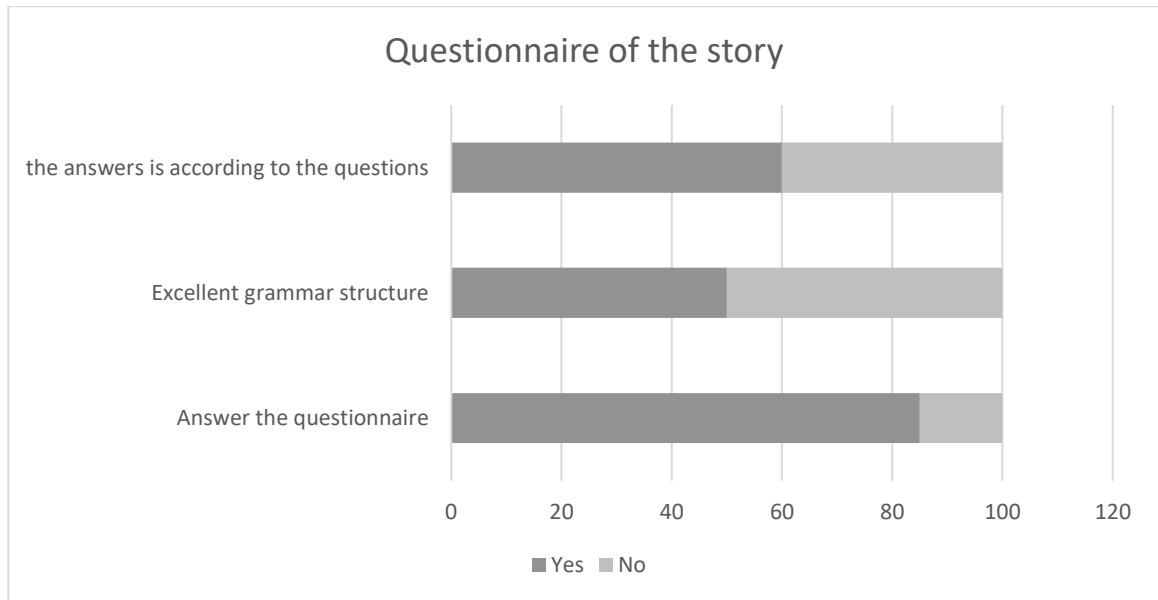

Figure 3. Questionnaire of the story.
Source: Self elaboration.

In this last section, the researcher developed a questionnaire based on the story; students could answer all the questions although, they presented some grammar mistakes to express ideas, some of them did not write the subjects and the written ideas were not clear to read and understand.

Thus, it is evidently that those learners need to know the writing process in order to follow grammar structures and construct effective ideas. Also, they have to domain a great variety of vocabulary, phrases, and connectors to write stories or essays however, it is necessary that students keep a sequence and connection of ideas.

Instruments used to assess the intervention. To prove course effectiveness and diagnose the main problem; it applied one classroom observation and a diagnostic test.

Classroom observation. Classroom observation allowed to examine other ways of assessing students' learning and help the researcher to identify the main obstacles during the lessons and plan what kind of solution bring to improve the learning effectively. The classroom observation was applied two days in March. The first day, the researcher visited the class to observe two lessons, the examiner took the role of a non-participant observer and take notes. The second visit the observation took a lapse of four lessons. Being present in four lessons, the researchers could observe the students' behavior, environment and recognize the main problems that avoid developing a learning process with success. Moreover, after making the classroom observation, the teacher could determine what objectives and strategies should use to innovate the learning using Edmodo. Once, the learning process began, the teacher was responsible for observing and assessing to improve the English learning.

Diagnostic test. It was divided in three parts for 40 minutes. The first part is reading an incomplete story using images with vocabulary to analyze and interpret the meaning to fill in the blanks. The second part is to underline the subjects with a red pencil and the verbs with green pencil from the story "Secretary tasks". The third part includes some questions related to the story where learners should produce sentences in written way. During the test application, students showed a shy and nervous attitude however, the teacher explained the purpose of the diagnostic test to help them to develop writing strategies in their specialty and for future jobs in a company.

Data analysis

After the analysis of the classroom observation and the diagnostic test, the researcher could collect information about the perceptions into the classroom. It is seen that a certain number of issues can be perceived after the application of the research instruments. Thus, those aspects should take into consideration since, some students did know basic knowledge of English therefore, they felt fear in the classroom because they thought that learn a second language it was impossible however, learners wanted to learn because it was important to domain this language in their specialty through real life situation at the company. The diagnostic test also showed that these students lacked the technical vocabulary, phrases, grammar structures and strategies to communicate in written. It is essential to facilitate those important details by using technology, interactive activities where students can be engaged with the subjects and follow the steps to accomplish the objectives in the learning process. It is necessary to bring the necessary skills to facilitate the comprehension in oral and written communication where students feel the change of learning in the course.

After analyzing the students' responses in the applied diagnostic test, regarding the skills to develop, some learners confirmed that they needed to learn writing skills to understand and compose sentences in stories, letters, informs and use the language effectively in the target situation. According to the specialty "Executive secretary" those students should master the language; it is important to engage the topics of the MEP program with real life situation at the companies where pupils. Students should not only to get excellent grades but also, domain the topics studied effectively into the classroom. They must feel the satisfaction in writing using pronunciation, vocabulary, and grammar. Facilitators should keep in mind students must have

motivation to achieve the tasks; students can receive theories and interactive activities related to writing skills however, they need extrinsic motivation since, some of the adult population work, have children and a lot of personal situations. If learners do not feel the teacher´s support probably, students can desert their studies.

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Chapter 5

Reflections

After accomplishing the investigation project, it was attainable to reflect the major troubles that faced the high school. Based on this experience, it could be realized that adult education is totally different in comparison to teen education. During this learning process, students showed a fearful attitude about the main objective of this action research since, they should learn English according to their needs and level using technology to improve their writing skills. Therefore, it helped to discover how to teach to each student because they learned in a different way so, they required several methodologies to develop the activities into the classroom. However, it is necessary to mention that students had enough time to develop the tasks in Edmodo also, they showed enthusiasm and high participation in the teaching process because the facilitator encouraged motivation about the benefits to learn English to get a job as secretary since, a effective secretary needs English to communicate in oral and written way with foreign customers.

Students really enjoyed the flipped classroom; where they not only acquire information the classroom with didactic material but also, they were engaged to use Edmodo platform since, it is similar like Facebook so, the categories offered by this app were useful for instance; texts, audios, videos, links and images to improve grammar in narrative writing skills. Students learned vocabulary, phrases, and grammar rules with topics focused on real life situations in the company according to their specialty. Furthermore, the virtual activities were monitored as walking around, assessing the learning, and clarifying doubts by the teacher to be sure that the objectives were accomplished step by step without interruptions because some students may use technology to do other things other than working on the virtual tasks.

It is essential to involve the students to learn because this is the main purpose in education, many students in our country do not achieve to acquire English because some teachers do not use methods to convey the knowledge therefore, it is necessary the implementation of technology since, it facilities the teaching process and adult students may enjoy this virtual way to learn. The topics should be interesting where learners be able to feel comfortable, positive attitude in order to receive the theory and put in practice using interactive material with the support of their teacher. Patience and love to teach is the main key to get excellent results even in this difficult situation where the pandemic has been an obstacle to develop the tasks.

Plan for further action

Prior the development of this project, teachers recognize the learners' key requirements to determine the areas they should be focused on to change the teaching methods. It is recommended to consider the students' abilities in terms of what they know and what they are able to do since, those abilities should be reinforced and improved with topics and activities according to their age and needs where students feel prepared to face real-life situations when they work. Thus, in the case of applying this action research again, it is suggested to make needs analysis to know the target setting and the students' needs for a better selection of activities and skills to develop and accomplish the objectives.

Chapter 6

Conclusions

Outcomes

     Implications. The major negative aspect of applying virtual written activities through Edmodo is the student´s fear since, adult population are used to the old teaching where they receive presential lessons. At the beginning, students said they do not how to study using educational applications, they thought it was so difficult. Some learners did not want to participate then, teacher created a positive atmosphere to receive knowledge of the topics and gave an individual assessment when students did not understand a grammar structure. But, some students talked a lot a they were distracted easily, other students, navigate on different games apps and it was difficult to keep them on Edmodo app to continues with the learning process based grammar in narrative writing skill so, the lesson took more time to finish the tasks. Therefore, some of them were tired because of their jobs since, they worked in Banana Companies. So, it is necessary to take into consideration their age and interest to create and organize an effective lesson planning using innovative activities mixed with technology and motivation as key of the success.

     Strengths. The institution provided to the researcher all the tools needed such as projector, huge classroom, computers, and Wi-Fi credentials to develop the virtual activities successfully. Pupils worked cooperatively during the investigation and demonstrated a positive attitude towards the study. Therefore, the principal was attentive to any concern and or doubt.

Limitations. One of the main techniques to improve students' narrative writing skills in technical English of Executive secretary was the use of Edmodo platform. The planning of those virtual lessons took time since, each students learned in different way and sometimes the internet did not work fast since, students from other technical specialties were connected at the same time so, this was a limitation because executive secretarial pupils should wait to continue with the learning process. Therefore, the insecurity of some of them to participate in games to break the ice when learners should review the last lesson where they learned vocabulary, phrases, uncommon words. Moreover, the distraction, students thought that learning using technology was just an entertainment where they could navigate on social networks or games apps but, the facilitator had to clarify some times the purpose of the research since, the use of technology was focused on use Edmodo app to practice narrative writing skills and search important information through videos, audios, images or informs.

Chapter 7

Recommendations

For further development of improving grammar in narrative writing skill using Edmodo App in technical high schools, students should continue practicing English as second language using different educational applications, pages, videos, books and soon on. Nowadays, students should see the virtual education as part of life because of the new social conditions, imposed by the COVID-19 pandemic, that has caused a reinvention of relationships, the functioning of the social structure and the performance of organizations in public institutions from Costa Rica. So, learners should take advantage of the new method of teaching using the resources given by the facilitator and keep a positive attitude to be responsible to ask questions to the teacher, be autodidact ; search more information in internet and be creative when they work in their activities-

Thus, it is recommended that teachers assess the students' level of understanding and proficiency since they all have different types of learning and create the activities according to their interests where students can be able to develop writing skills and be engaged to participate in tasks focused on real-life situations. It is important to take into consideration that the planning should focused on the learner´s needs since, the main purpose of teaching is that students should get the tools, resources, and motivation to learn study effectively instead of just getting an excellent grade. Furthermore, to organize the activities to develop them correctly during the lessons.

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research+is+a+process+of+naturalistic+inquiry+that+seeks+in-depth+understanding+of+social+phenomena+within+their+natura&source=bl&ots=U-ZnMLcyBh&sig=ACfU3U1lyz9qUcJIjmKosEvZZ.

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Appendixes

Appendix A. Classroom Observation

Class data to observe

Researcher: Francinie Buckeanan Beita

Specialty Executive secretary   Subject English   Grade 10th   Section 10-5 C

Date March 9th 2020

High school	Yes	No	Comments
Is the high school in good conditions?	\		The institution has a good infrastructure.
Is the high optimum for the teaching learning process?	\		It has excellent furniture and space to develop virtual and presential.
Does the classroom have internet?	\		Students and teachers have access to technology.
Do students demonstrate a high participation during the learning process?		\	Students demonstrated a shy attitude when they had to use the language.
Do students show a positive attitude in the explanations?		\	Students looked bored.
Do students interact with each other?	\		They liked to work in groups.
Do students look motivated?		\	They looked tired because of their jobs.
Do students communicate in written way		\	They didn't know how to write in english.
Do students advantage of the time to learn and clarify questions?		\	They distracted easily and talked a lot.
Do students use technology as educational tool?		\	They didn't use the computers.
Do students have a basic English level?		\	They didn't know much but, some of them identified words with things
Do students domain vocabulary according to their specialty?		\	Some of them recognized few words.

Appendix B. Diagnostic test

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MINISTERIO DE EDUCACIÓN PÚBLICA
DIRECCIÓN REGIONAL DE ENSEÑANZA LIMÓN
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Clppree.m@gmail.com
Siquirres, Limón, Costa Rica

Teacher's name: Francinie Buckeanan Beita
Specialty: Executive Secretary
Tenth graders, 10-5C
Diagnostic test

Total points:
Percentage:
Time: 80 minutes

Date: Friday, March 13th, 2020

Obtained points: _____ obtained percentage: _____ Score: _____

Student's name: _Lizeth Barahona_

General Instructions:

- ✓ Read the test carefully.
- ✓ If you have any doubt, please raise your hand and ask to the teacher.
- ✓ Use only black or blue pen to write.
- ✓ Sharing school objects is not allowed during the test application.
- ✓ Uses of cellphones or electronic devices are not allowed.
- ✓ Answers with liquid paper, with scratches, or written in pencil will not considered for complaints.

I Part. Read and fill in the blanks the with the corresponding words from the box below and images.

> Becoming-appointments-secretaries-have-pictures-women-telephone-organizer-families-during-desk-agenda-bosses

Secretaries usually _have_ a computer and a _telephone_ on Their _desk_. Secretaries' desks are often tidy as they are usually tidier than the _bosses_. You will also find an _organ_ or _agenda_ because _secretaries_ need to make _appointments_ for their bosses. Secretaries' desks often have _pictures_ of their children and _families_. They look at the pictures from time to time _during_ the day in the office. In the past, secretaries were usually _women_. Today, more and more women are _becoming_ managers.

2. Underline the subject with a red pencil and the verbs with a green pencil.

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3. Read and answer the following questions according to the story.

1. What would be a title for the story?

   Secretary task as

2. What is a secretary?

   Works in a office

3. What are some useful suppliers for secretaries?

   using Computer ayenday Telephone

4. What are some secretary tasks?

   Organize the appoitments

5. What characters appeared in the story?

   Secretaries and boses

6. What is the setting of the story?

   in the office

7. What kind of emotions a secretary can feel during the day?

   concetration

8. What symbol do you perceive from the story?

   Responsibilty

9. What is the main idea of the story?

   to be responsible to daily routines in the office.

Success is the sum of small efforts, repeated day in and day out.

– Robert Collier