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CATÓLICA
DEL ECUADOR
SEDE AMBATO**
SERÉIS MIS TESTIGOS

ESCUELA DE LENGUAS Y LINGÜÍSTICA

Tema:

“APPLICATION OF A MOODLE BASED VIRTUAL LEARNING ENVIRONMENT (VLE) AS AN EVALUATION TOOL FOR THE STUDENTS OF THE FIRST LEVEL OF THE OPEN COURSES AT PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO DURING THE AUGUST-DECEMBER 2012 TEARM.”

Disertación de grado previo a la obtención del título de Licenciado en Lingüística aplicada con mención en Enseñanza de Lenguas.

Línea de investigación:

Utilización de tecnología en el aula de clase haciendo uso de las herramientas que están a libre disposición de profesores y alumnos; radio, televisión, telefonía celular, software, Internet; aprovechando la coyuntura actual en cuanto a la importancia que ésta representa para el desarrollo de los pueblos.

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Junio 2013

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SEDE AMBATO**

HOJA DE APROBACIÓN

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Yo, Andrés Mauricio Caicedo Núñez portador de la cédula de ciudadanía No. 180308851-5 declaro que los resultados obtenidos en la investigación que presento como informe final, previo a la obtención de título de Licenciado en Lingüística Aplicada a la Enseñanza del Idioma Inglés son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

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RESUMEN

La presente investigación pretende mostrar algunas opciones que los maestros pueden tomar en cuenta para mejorar los métodos de evaluación y calificación con el uso del entorno virtual de aprendizaje en el aula de enseñanza del idioma Inglés en la Pontificia Universidad Católica del Ecuador Sede Ambato. Considerando que la tecnología en el aprendizaje ofrece grandes posibilidades para la investigación, práctica y la enseñanza, el uso de computadoras con acceso a una conexión a internet desde cualquier lugar del mundo podría ampliar sus conocimientos y obtener información rápida y segura para cualquier propósito.

Utilizaremos la aplicación Moodle como un software de código abierto en el que personas de todo el mundo pueden compartir una red global que ofrece una amplia gama de información, la cual se llevó a cabo en los laboratorios de la Pontificia Universidad Católica del Ecuador Sede Ambato.

La muestra que se tomó como análisis en este proyecto fueron los estudiantes del primer nivel de los cursos abiertos. En este proyecto se podrá ver el uso de la tecnología como un apoyo eficaz en el aula y se encontrará algunas diferencias entre los métodos tradicionales y modernos de enseñanza.

ABSTRACT

The present investigation shows some options that teachers could use to help testing and evaluation methods in Virtual Learning Environment in the English Language classroom at Pontificia Universidad Católica del Ecuador Sede Ambato. Keeping in mind the fact that technology in learning offers huge possibilities in implementations of new tools that will lead to success in education, the use of computers with access to Internet connection from any place in the world would expand knowledge allowing the sharing information be used quickly for any purpose.

This study was carried out in the laboratories at Pontificia Universidad Católica del Ecuador Sede Ambato, the Moodle application will be used as an open source software where people around the world can share a global network that provides a large range of information.

The students of first level of English open courses were the population to be analyzed. Through this investigation you will notice the use of technology as an effective support system in the classroom and you will find some differentiations between traditional and modern education methods.

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SUMMARY

Nowadays most universities and educational institutions have some form of virtual learning environment, where the use of technologies like radio, television, and cassettes are outdated. Nowadays, computers, laptops, projectors, DVDs, tablets and many other kinds of equipment are the ones that are leading education to the next level. Consequently we live surrounded by smart phones where you can search information and do numberless things. The use of CDs in traditional education is a vital tool where you can save information like quizzes, tests and assignments. To avoid being delayed with these advantages in technology, we have to prepare ourselves to achieve the benefits of new applications such as Moodle. Keeping in mind the importance of evaluation in the teaching and learning process we will use an application of a Moodle-based Virtual Learning Environment (VLE) as an evaluation tool for students of the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato during the August-December 2012 Term. Here we will prove the benefits of this tool in our subject matter through the use of questionnaires for teachers and learners. Traditional education has been considered the most important aspect in teaching where teachers transmit knowledge and learners receive it in a traditional way, taking notes and reading books, which is not wrong, but it could be more effective if they use learning technologies to access even more information than the ones they receive.

CHAPTER I

Nowadays technology affects everything from communication to education; allowing the individual to have more accessibility and knowledge every time. Technology is evolving and reinventing itself continuously, helping humans to diagnose and choose the suitable option to achieve the teacher's and student's goal.

1.1 Technology as Part of Everyday Life.

By reading information that has been published in books, journals and web media or stored in similar ways, it is very interesting to realize how technology is involved in everyday life. A good way to discover and learn new things is by surfing the internet and reading different stories about how technology and new media can change your life.

As stated by the International Technology Education Association, 1985 "Technology refers to technical strategies and inventions that we have around us in real life". This is accompanied with procedures and techniques to create devices that will help us to have a better understanding of the topic we are studying.

Since English language teaching requires the use of many tools, this study does a complete analysis of the use of multimedia software created for students of English in the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador

Sede Ambato. The purpose of this multimedia program is to be used as a device in the language laboratory.

Technology has undergone a big transition in these times, and more recently has become a lifestyle where children, youth and adults can be connected. Technology means being connected to the world, adopting new media everywhere at any time. As stated in the book, *The Discourse of the Perfect Future*, “the web-generation creates its own culture or lifestyle through and with the help of ICT’s (Information and Communication Technology) (Opaschowsky, 1999, p. 18; Kellner, 1997)” (Silverstone, 2005, p.143).

Technology and education cannot be separated today. The interference of technology as well as the need of it in the field of education are increasing; for these reasons, technological applications are an open source, where teachers and students can access information, assignments and quizzes. It is a great tool where you can have immediate results and with it a significant improvement for test-making and testing time. Technology is everywhere in our daily lives at home, work or in games. Using a computer is not only a minor activity among older adults but also highly classified by gender, age, marital status and educational background.

For the purpose of this study, a set of interrelated elements is needed to work together to achieve a desired outcome goal. Since technology is evolving, it is dynamic, ever-changing and everlasting. The information that you find on the internet, the hundreds of bits of information, ideas and opinions that you find each day, help us expand our knowledge.

As stated by Heaton (1982) "... in the beginning small tools of technology were used to aid the teaching and learning process..." Today, we make use of advanced technology in the field of education. Mass media, both printed and electronic, is used in a great way to make learning easy and enjoyable.

1.2 Educational Technology

Technology is everywhere and the most important point about technology is that we learn without realizing it. As technology advances, so does educational technology and planning programs to make an efficient use of mass media in schools, colleges and universities. A few months ago educators at Universidad Técnica de Ambato used a virtual learning environment as part of their lesson plan, where nowadays, it is a requisite for each educator. Having said this, the importance of educational technology and its expansion is increasing every day.

The term educational technology connotes a wide field of study. More basic terms to understand educational technology are: instructional design, audiovisual media, and learning process.

1.2.1 Instructional Design

It is the process by which instruction is improved through the analysis of learning needs and systematic development of learning materials to achieve an effective, efficient and relevant instruction. Instructional designers often use technology and

multimedia as tools to enhance instruction, obviously paying attention to what is thought, and innovative teaching methods will make any instructional design model more effective. The art of good instructional design is not to take away content, but to present it in a simpler way, where everybody can understand the instructions and get a clear message.

1.2.2 Audiovisual Media

When we talk about technology, we need to talk about a system that is an integrated set of elements that interact with each other. The term audiovisual refers to a mixture of sound and a visual component to present or create such work. Teachers, administrators and students need to focus their attention on the use of audiovisual media to enhance the learning process by retaining new information easily. This process reinforces the way we perceive things and makes us maintain the general objective clearer and recall it when we need it.

1.2.3 The Learning Process

The learning process for all individuals includes a combination of their previous life experience, sense of identity, personality and cultural background. This method inhabits body, mind and environment of the learner for a correct learning process. There are many strategies for improving learning where teachers try to achieve the objectives that are set at the beginning of the course. To improve teaching we can use new technology like a Moodle application for grading. The quality and quantity of

materials that teachers decide to present will help to have a clear understanding or misunderstanding of the main goal.

Multimedia can be a very powerful tool for language instruction. Designing software for language teaching may help learners and teachers, so, software designers and language experts have to join forces.

1.3 Virtual Learning Environment (VLE)

A Virtual Learning Environment (VLE) is naturally suited to distance learning or learning where the instructor and learner are not in the same place, such as in classrooms, but can be located anywhere globally where there is web access. Increasing the access to internet at homes and universities has opened the door for web-based education opportunities allowing students who have been unable to access university education the opportunity to do so.

For the purposes of this study, web based education is defined as the use of the World Wide Web to create an entire or partial curriculum content available to students online. Web-based education is the newest trend of distance education. It is often supported by web based management and delivery programs such as MOODLE that allow instructors to display the course content such as grades, reading tests and Power Point presentations to students, via secure websites.

For the purpose of this research, a VLE sometimes referred to as VEL (Virtual Environment Learning), is a web-based system that facilitates the management and delivery of educational content for instructors and learners. As stated by Weller in his book, “*Virtual Learning Environments: Using, Choosing and Developing your VLE*”, there are some functions and curriculum functions of a Virtual Learning Environment (VLE) listed below.

1. It provides information that qualifies evidence of learners in the course.
Course advising, registration, learner progress in a program of study.
2. It allows learners to access course content in a secure environment.
3. It records students who use the VLE, when they use it and how long they have been logged in for.
4. It collects and manages access by qualified learners to online course materials, course websites, online reserve materials, etc.
5. It grades quizzes, automatically post grades and delivers grades to learners via email.
6. It Provides help for learners and technical assistance.

Curriculum functions:

1. It contains the tools for instructors to put course content into various delivery formats, for example: synchronic chat programs, simulation games, multimedia learning exercise and content delivery templates.

2. It provides templates for instructors to construct and deliver assessments such as multiple choice, true/false options and other types of quizzes.
3. It provides easy testing and programming mechanisms to deliver online course materials such as quizzes and exams.

1.4 E-learning

E-learning includes all forms of electronically supported learning and teaching. The information and communication systems that work with a network help to implement the learning process. This term will be used as a reference out-of-classroom learning process and in-classroom educational experiences by technology. Some e-learning synonyms we could find along the way are: CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training).

E-learning is the computer and network-enabled transfer of skills and knowledge. E-learning applications and process include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. The content is delivered via Internet, intranet/extranet, audio or video tape, satellite TV and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, images, animation, video, and audio streaming.

It is commonly thought that education can be strongly helped by technology. This is especially true with children as they use the huge interactivity of new media, and develop their skills, knowledge and perception of the world, under their parents

monitoring, of course. Many proponents of e-learning believe that everyone must have basic knowledge in technology, as well as enough information to use it as a tool to reach a particular goal. It is important to mention that to accomplish all these things it is necessary to be competent in the usage of the application of Moodle, as well as in every aspect of the program. Teachers and the students need to be aware of the norms and the rules which manage the system, such as registration and location of the examination and the time to perform a quiz. Educators will also need to know the facts of the particular subject and what they want to accomplish.

1.5 Moodle Software

It is essential to know some techniques that could help teachers to create a better environment to teach in the classroom. When planning a course, teachers must consider the methods that will be used during the learning process which may help learners to acquire the knowledge they need. However, there is not a specific methodology to teach English for specific purposes. Language learning is a process, where learners and teachers participate in sharing experiences and knowledge, which leads to achieving the same objectives in common.

For this research, we use the Virtual Learning Environment (VLE) of Pontificia Universidad Católica del Ecuador Sede Ambato (PUCESA), where we select a number of students of the first level of the open courses. In addition to this fact, something very important to clear up is that the platform of PUCESA was created in 2011 with the software Moodle. For these reasons we need to know what Moodle is. According to Martin Dougiamas the creator of Moodle in the main page of the

platform, it is an open course management system (CMS) that universities, colleges, schools, business and individual instructors can use to add web technology to their courses around the world.

A typical Moodle home page will include a list of participants including the instructor and learners, also a calendar with a course schedule with a list of assignments. Moodle allows educators to create online courses, which students can access as a virtual classroom. Other features of Moodle are online quizzes and forums, where students can post comments and ask questions, glossaries of terms, and links to other Web resources.

When we talk about a software application in education we have many advantages where we can explore several options for instance, supporting materials, creativity, collaboration and cooperation, practice, organization and planning, references and games. This study will focus on organization and planning using an application of a Moodle based virtual learning environment (VLE) as an evaluation tool where a number of students of the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato during the August-December 2012 Term will use the platform.

The platform that is used at Pontificia Universidad Católica del Ecuador Sede Ambato is managed by Mónica Mena, who is in charge of the operative system and creates courses and user accounts for many subjects. Mónica Mena helped me in the process of creating a user in Moodle system where a Preview Test was developed.

1.6 Advantages and Disadvantages of Using Software Multimedia

Nowadays, lots of students are involved in their own learning in classrooms and laboratories. This is primarily due to the integration of technology, which allows more flexibility in reaching the challenges of instruction and therefore stimulates the creativity of the students. Studies have been done in many different ways in order to find out that students retain information better when they use multimedia versus traditional ways of instruction. Many studies conducted by Ramesh Chandra, the author of *the Impact of Media and Technology in Education*, determined that students who learned about the use of multimedia made long lasting connections with the materials, while students who learned traditionally had little retention of the material. Moreover, the level of commitment was significantly higher among students with both high and low abilities.

Some advantages of using technology open the classroom to more communication opportunities. It also encourages discussions among teachers and students as well as groups of students, sharing resources in the classroom and giving students more opportunities for multiple ways of discovering, creating and communicating information in various forms. Students who experience the multimedia documents become better users of other data from different people around the world.

According to Smith 1993, students work with the same information from four perspectives:

- 1) As researchers, they must locate and select the information needed to understand the chosen topic.
- 2) As authors, they must consider their intended audience and decide what amount of information is needed to let readers understand the topic.
- 3) As designers, they must select the appropriate media to share the concepts selected.
- 4) As writers, they must find a way to link the information for other users.

All these viewpoints of view contribute to take advantage of a VLE and help students to develop better skills. There is another aspect to develop multimedia documents that empowers students, and it is that they recognize documents. Because of this, students place a greater value on production of high standard. Students recognize that publishing a multimedia document that communicates effectively requires attention to the content and the design of the document.

Taking as reference “Multimedia enhancement of opportunities and outcomes for learners engaged in open, flexible and distance learning: theory and practice”, students represent ideas simultaneously through text, audio and video which increase the probability to acquire and understand complex information. Using an even wider range of media will extend this effect. Some of the advantages of multimedia are a great involvement of users, the economical prices compared to other tools and the reduced effort that students have to obtain appropriate information.

Multimedia equipment, whether audio or visual, is a popular tool for communication and essential in the creation of art and entertainment. There are several advantages

such as the potential for an artist to reach a wider audience by using mass media. Using the tools that modern technology provides, teachers and students can create lots of new products from their imagination. They can conduct experiments and simulations of all kinds of activities in learning.

Teachers and students become more familiar with computers and the Internet, which they can use to learn and teach every day. The integration of technology in the classroom can offer teachers a chance to show their innovation. The use of technology helps to improve learning and testing in many different ways.

However, there are several disadvantages. The first major disadvantage of multimedia is that it costs a lot of money to get the equipment. Users should consider carefully before purchasing a potentially costly piece of equipment. The more features a piece of equipment has, the more expensive it is because there was more time and a larger amount of materials used in its manufacture. After acquiring the equipment, a user must make sure that he or she knows how to set it up and use it. This may be a difficult task and it might require more time to learn both things.

Secondly, a student could use the time spent mastering the use of the equipment in some other way. If a piece of equipment requires the use of a computer, the user must be sure that the equipment and software are compatible. One of the most frustrating things for a user to deal with is to purchase a piece of equipment that requires the use of incompatible software. For example, if a Mac user buys a piece of equipment that comes with software that requires access to a PC running Windows and there is no Mac equivalent, the user has wasted time and money. In addition,

even if the software is compatible with the user's computer, he or she may not have enough space to install it or bandwidth to operate it. Also, most computer software requires regular updates, which requires access to the Internet and sufficient bandwidth to download it. However, if you are aware of that, knowledge will save you time and money. As said before, some of the aspects that can be considered disadvantages are the cost of implementation, teacher's lack of training, the inappropriate use of technology and under-use of technology.

CHAPTER II

LANGUAGE AND COMMUNICATION

In this chapter we will talk about the importance of language and communication. Language permits the most abstract thoughts to be conveyed, so people involved in language teaching such as educators start searching for ways in which learners could succeed in learning. With language and communication we need to be aware of strategies to comprehend and obtain a successful learning process. Indeed, without language there will be no education.

2.1 Language

Language is a set of elements arranged together that allows communication; it is also a traditional set of grammatical rules whose principal function is to communicate meaning and express ideas in written and verbal forms. It is necessary to establish a code and signals to get the meaning. The aim of using language is to share ideas, emotions, desires and experiences. Countries and cities have many language expressions that have their own rules and meanings. This depends on groups in society that use this language to communicate and to be understood.

2.2 Communication

It is an active encoding and decoding process from a message, that shares meaning, opinions and knowledge. This process is performed with the four language skills, speaking, reading, listening and writing. The correct use of symbols and set of rules guarantees the success of the process where people will understand each other. Communication is a process of interrelated elements working together to achieve a desired outcome goal. Since communication is a process, it is active, ever changing and unending. From all that has been said, the importance of communication is that it is a complex system of symbols, by which information is exchanged among individuals.

2.3 Communicative Competence

The field of communication focuses on how people use messages to generate meaning within and across various contexts, cultures and media. In “The Essentials of Language Teaching”, it states that communicative competence is the ability to use language correctly and appropriately to reach communication goals. It is integrated in many areas like:

1. Linguistic Competence
2. Sociolinguistic Competence
3. Discourse Competence
4. Strategic and Grammatical Competence

2.3.1. Linguistic Competence

According to Chomsky (2004, 35), “competence is the ‘ideal language system’ that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by ‘grammatically irrelevant conditions’ such as speech errors”. Language is the system of linguistic knowledge possessed by a native speaker. It is the correct way of using the grammar, syntax, and vocabulary of a language. It looks for the correct use of the words and the correct order of them in phrases and sentences.

2.3.2. Sociolinguistics Competence

According to Carol J. Orwig, in *LinguaLinks 5.0 Plus* a sociolinguistic competence is the ability to interpret social meaning of linguistic varieties and use language with the appropriate social meaning for the communication situation. It is the way of using and responding to language correctly, according to the situation, topic and the relationship of the people who are communicating. This competence can be defined quite simply as: knowing and understanding how to speak given the circumstances you are in.

2.3.3. Discourse Competence

Discourse competence is generally a term referring to the ability to understand and express oneself in a given language. It is used to interpret the whole context and how to construct large pieces of language and show complete meaning. To accomplish this, it is necessary that words, phrases, and sentences which are put together make complete sense to create conversations, speeches and messages.

2.3.4. Strategic and Grammatical Competence

This strategy tries to recognize and repair communication failure. It helps to get the main message by context to avoid being misunderstood or getting the wrong idea. It also helps to express ideas when the speaker does not find the exact word that is needed to express the message. Strategic competence refers to a speaker's ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker's lack of understanding of proper grammar use.

2.3.5. Language Skills

The main categories that we focus on when teaching a foreign language are the four basic skills: listening, speaking, reading and writing. In other words, the ability to understand, interpret and express thoughts, feelings and concepts in oral and written forms in any context that could be social and cultural.

CHAPTER III

METHODOLOGY

The use of technology in the classroom through tools that are freely available to students and teachers, can improve and achieve the society's desires. Taking in mind the advantage of radio, television, cellphones, software and internet (which are important for learning) can help us to identify the causes and explanations of facts that are being studied, and in that way the results will be verified.

3.1 Method of Research

This research is qualitative and quantitative where the analysis of information and personal interpretation of the findings will give you a deeper and better understanding of the objective.

3.1.1 Type of Study

This study is based on applied research that imagines solving the problems that students and teachers have without the use of an application of a Moodle-based virtual learning environment (VLE) as an evaluation tool for the students of the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato. This study will be developed in the laboratories during the August-

December 2012 term and the results will be useful for making decisions about the implementation of the Moodle Software.

3.2 Population and Sampling

3.2.1 Population

The population includes students of the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato during the August-December 2012 term, as indicated in the following chart:

Chart 3.1: Population

POPULATION		
Courses	Teachers	Number of Students
5	5	100

Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

3.2.2 Sampling

The questionnaire will focus on these five courses:

- 19D17 (21 students)
- 1BD3 (17 students)
- 1C13:45 (21 students)
- 1CD4 (20 students)
- 1D4 (20 students)

3.3 Techniques and Tools

The tool used for this research was a questionnaire from which data obtained from teachers and students were collected to make comparisons. The student's questionnaire contained 10 questions developed from the units of study. Other questions were used to get information from teachers about their opinions of evaluation processes. The teacher's questionnaire contained eight questions which looked for information about the benefits of using a VLE. As we analyze these results, teaching can be improved with technology later.

3.4 Result Analysis and Interpretation

The data obtained from the use of questionnaires to evaluate the project is important to stabilize and balance different point of views. This analysis could help teachers improve their method of evaluation and to analyze and collect data easily without spending time and money in copies. The results obtained will be illustrated with charts and percentages represented in graphs with comments.

CHAPTER IV

EVALUATION

Educational institutions are currently making a great effort to implement evaluation tools that could help recognize the knowledge acquired in schools and universities. These tools will help store data about the student's performance and will let teachers find the best way to evaluate them.

4.1 Evaluation and Assessment

One of the responsibilities of the teacher is to select or develop tests for their classrooms and programs. This is a very difficult task to do, especially when there is an increasing variety of procedures, instruments and practices available for testing. Teachers collect particular kinds of information with the use of standardized and traditional tests; however, these tests do not show all of the information achieved by learners, since these ways of testing focus on a particular point in learning time.

The most important part in evaluation is that teachers must monitor students' progress through different activities and provide learners with useful tools for the learning process. This means that apart from teaching and learning the language, teachers will be able to acquire strategies that will help students become better

learners. Evaluation is about decision making. A decision should be taken with an existing lesson planning, to elaborate tests or perhaps to modify them.

There are many ways to describe evaluation and some of them are described below:

1. **Qualitative:** It is the analysis of information and personal interpretation of the finding procedures by getting a deeper and better understanding of the object. (Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches., 2008)
2. **Quantitative:** “It is the process of collecting, analyzing, interpreting and writing the results of a study”. (Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2009, 24)
3. **Independent:** This method conducts a study that will engage only one student with principles and values that allow trust in obtained results.
4. **Group:** Assumed by a team, encourages plural focus.

4.2 Traditional Evaluation

Evaluation permits an analytical question to be asked and answered about how to reach the goals and objectives of a new program of study. It assesses individual achievement to satisfy external requirements, and provides information that can be used to improve the curriculum, as well as to document accomplishments or failures.

Evaluation can provide feedback to educators and learners can analyze and reinforce the subjects of study. It is necessary to be methodical in designing a process of evaluation.

In the last decade, we have observed a rapid evolution of assessment methods used in education, from the traditional ones to more sophisticated evaluation strategies. Particular methods have been replaced by multiple methods, and paper-and-pencil tests have been replaced by computerized tests.

Developments of tests, standard student examinations and computer simulations, help us to focus on the evidence of results that validate the approaches that have been imposed. However, the problem is that such performance-based assessments consume resources and require a high level of technology. These assessments are readily applied in testing in other countries such as North America and Europe. Therefore, we cannot forget the value and the importance of all assessment methods, which recognize the primacy of evaluations by teachers and supervisors in education.

In general, teachers follow the conventional way at the moment of evaluating knowledge of what was taught during a period of time. There are many contexts in which we can judge whether something is good or bad, and acceptable or unacceptable, or whether something could be improved. Evaluation that attempts to determine different aspects of educational structure, processes and outcomes may have several forms. For example, formative individual evaluation provides feedback to an individual learner identifying areas and provides suggestions for improvement.

Nevertheless, formative program evaluation provides information and suggestions for improving a curriculum and a program's performance.

At the moment of developing an evaluation, test its validity and reliability are required. Validity is the first priority in developing any form of assessment. In simple terms, this means assuring that it measures what it is supposed to measure. A test must contain a representative sample of what the student is expected to have achieved. Reliability expresses the consistency and precision of the test measurements, such as: number of students, examiners, objectives, and evaluation tools.

4.3 New Trends in Evaluation

As technology advances, so does educational technology, and the use of mass media in schools, colleges and universities is becoming very efficient every day. Various appropriate technologies are now being used and developed for the improvement of schools and teacher training. Educational technology, in its global sense, includes the entire process of setting goals, the continued reform of curriculums, the experiment of new methods and materials, the evaluation of the system as an integrated whole and resetting of goals on evaluation and innovation. As said by Golding and Katz (2008) in their book *The Race between Education and Technology* "...the experience of the last decade tells us that serious reform efforts must look not just at the classroom but at the whole system within which education takes place..." Nevertheless, the ultimate goal is to have a beneficial impact on students with technology.

It is important to keep in mind that technology is very helpful in the process of language learning. It allows both teacher and learner to understand the situation in which a methodological framework is used. This framework models a comprehensive methodological framework for Computing Assessment of Language Learning (CALL), which includes modules for courseware development and implementation. All modules are guided by four basic principles which help to determine their forum and content, and integrate them into a system.

According to what Abdul Khakee established in his published book *New Principles in Planning Evaluation* (2008), there are four principles in the evaluation framework that should be followed to accomplish the language learning process:

- **Principle 1:** The evaluation framework should be linked to a general framework for a language learning methodology, to establish and analyze the effectiveness of the language learning process.
- **Principle 2:** The evaluation framework should be designed to accommodate a wide range of methods, teachers, learners and goals. It should be flexible and not influenced toward any particular view of the nature of language and learning.

- **Principle 3:** The evaluation framework should be linked in form and terminology to frameworks for courseware development and implementation, not an isolated process.
- **Principle 4:** The evaluation framework should express the multiple dependencies among the various components of CALL. The framework should not be designed to support an evaluation process that operates exclusively in a linear manner because the components interact in non-linear ways.

4.4 Education

According to Joel Spring, the right of education for all the world's people, regardless of differences in cultures, religion, political and social circumstances, is a right that helps individuals in the development of a personal growth that will help in many aspects of their lives. According to society and particularities of people, education has been evolving for centuries since the last millennium.

4.4.1. Traditional Education

Traditional education is the way of learning something as it was many years ago and it has been proved for many reasons to be effective and recognized until these days. What in those years was an excellent way of teaching is not so efficient now. Actually, there are other ways and methods where teaching and learning can be achieved and stored easily.

For centuries, the study of sublime books was considered the most appropriate manner of getting knowledge and this has been a synonym of good instruction. In traditional education, the main tools that teachers used were chalk and the blackboard. Nowadays, technology is everywhere and the majority of students and educators use laptops to work easily and to find information on the web instantly. In modern times, teachers and learners might not be in the same room but with the use of the Internet, they can still be connected around the world anywhere at any time. In traditional education, students have to be present in the room with the teacher speaking in front of the class and listening and taking notes of what the teacher has said during the class.

Educators are the only ones who know the goals and the ways of accomplished learning. Students do not know its direction and purpose during the class. Additionally, the learner does not have an idea of what is going to be taught for the next lesson.

Traditional education was very repetitive. This was the classical way in which learning words in written and spoken language were achieved. On the other hand, nowadays students learn better with pictures, videos and television. Consequently, an examination through the history of education reveals patterns of change and various differences regarding what was considered appropriate in those times and what is considered in present times.

CHAPTER V

PROPOSAL

5.1 Information Data

Location

Province:

Tungurahua

City:

Ambato

Institution:

Pontificia Universidad Católica del Ecuador Sede Ambato

Population:

Students of the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato during August-December 2012 term.

5.2 Presentation

Pontificia Universidad Católica del Ecuador Sede Ambato does not have a virtual application to test and evaluate students in the first level of open courses. The use of the application of a Moodle- based virtual learning environment (VLE) as an evaluation tool will help teachers to reach maximum number of expectations where

they will have correct answers immediately. Teachers may not be in the same laboratory or room but the results obtained with the use of this application will appear when the collection of data is over. Teachers and learners will get their scores immediately.

5.3 Justification

This research has been performed in order to analyze the most appropriate tools and mechanisms that teachers can effectively use in the Pontificia Universidad Católica del Ecuador Sede Ambato, due to the fact that the university does not have a virtual application to test and evaluate students of the First Level of the Open Courses. This application tries to reduce time spent on checking exams. Since it has tools and applications of easy access and management for teachers, it maximizes time for activities so that teachers can provide valuable information to students and enhance their knowledge. For these reasons, it is necessary to use this application to implement a virtual learning environment as a key tool for testing and marking.

This is a way to motivate teachers to impart knowledge with the use of technology and to help do planning with a Moodle application. Nowadays, teachers need to upload lesson plans to the system because of the policies and requirements of the university. With this research we are able to have a useful learning tool designed to enhance the teachers' and students' experiences by using computers and the Web in the learning and planning process, where the use of the Moodle platform can maximize time and give feedback straightaway.

5.4 Objectives

5.4.1 General Objective

To develop an evaluation tool so that teachers and students can manage testing time more effectively in order to ease the working process.

5.4.2 Specific Objectives

- To establish how a MOODLE-based application works in English Language Learning (ELL) to increase new evaluation techniques at Pucesa.
- To identify the advantages and limitations of technology-based educational aids to improve a virtual evaluation in students of Pucesa.
- To enhance testing and marking through a virtual learning environment (VLE) to reduce time in test marking.

5.5 Aim of the Project

The general purpose of the current investigation project was to develop an application for testing and marking where teachers can determine the importance of the use of technology in a VLE at the Pontificia Universidad Católica del Ecuador Sede Ambato.

5.6 Goals

To support the use of a Moodle-based virtual learning environment (VLE) as an evaluation tool for teachers and learners to facilitate marking.

5.7 Beneficiaries

- Teachers of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato.
- Students of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato.

5.8 Equipment

- Hardware (SERVER)
- Software (LINUX CENTOS Operative System)
- MOODLE

5.9 Background

At the Pontificia Universidad Católica del Ecuador Sede Ambato, there is a Languages Department in charge of teaching English and French. The classes are called “Open Courses”. Teenagers and the general public can study there. It is not a

university programme, but taking these courses is a requirement needed for other degrees in order to graduate. Nowadays, as part of the integral formation of people, it is necessary to learn another language in order to have better opportunities in life.

Since 2011, the Moodle application has been running at the Pontificia Universidad Católica del Ecuador Sede Ambato and regulations have been made for teachers and students to use it to plan lessons and complete assignments. The proposal of using a Virtual Learning Environment in this investigation has been made to analyze its influence in the evaluation process. The use of new technological tools can show the benefits against traditional way of testing.

Due to the many demands of the current education system, all tasks need to be evaluated and their evidence saved in the system, not just a physical document but a digital one.

A questionnaire was developed in the Moodle platform to improve the grading system in the Virtual Learning Environment of the Pontificia Universidad Católica del Ecuador Sede Ambato, where a multiple choice selection was used to prove the proposal.

Using questionnaires as a resource method allow us to measure the degree of influence between traditional assessing and the common way of evaluation; this will help teachers to make decisions of reliability of the platform where you can decide to use it not only for the Open Courses, but to incorporate into the study programmes at the Pontificia Universidad Católica del Ecuador Sede Ambato.

CHAPTER VI

DATA COLLECTION AND INTERPRETATION

6.1 Questionnaire for English Teachers

Questionnaire for First Level English Teachers of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato.

Objective: To determine differences and opinions among teachers about traditional evaluation and Moodle application in testing and marking to improve the grading system of Level One students at Pontificia Universidad Católica del Ecuador Sede Ambato.

1. What would be the method that you use the most for testing and marking?

Oral ()

Written ()

Why: _____

2. How much time do you take to elaborate a multiple choice exam of 10 questions for students of first level?

10 min ()

15 min ()

20 min ()

Why: _____

3. How much time do you take to correct a multiple choice exam of 10 questions?

2min ()

4min ()

6min ()

Why: _____

4. Do you know about the application of Moodle?

Yes, plenty ()

Yes, more or less ()

No, not at all ()

Explain: _____

5. If you saved time in marking, what kind of activities would you do in class?

Brainstorming ()

Watch a movie ()

Reinforce contents ()

Why: _____

6. Do you know any technological tools in education that create tests of evaluation?

Yes ()

No ()

If so indicate which ones:

Thanks for your help.

6.2 Interpretation

We will analyze the six questions that teachers developed in the questionnaire.

Question No. 1

- What would be the method that you use the most for testing and marking?

Oral ()

Written ()

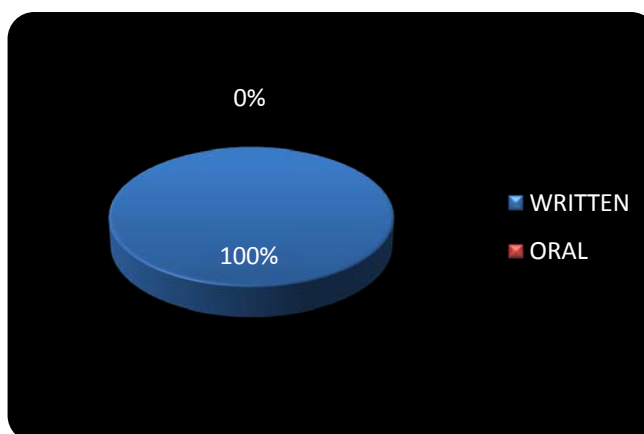
Chart 6.1: Methods for testing and marking

OPTIONS	FREQUENCY	%
WRITTEN	5	100
ORAL	0	0
TOTAL	5	100

Source: Data collection

Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.1: Methods for testing and marking



Source: Data collection

Developed by: CAICEDO, Núñez Andrés (2013)

Interpretation

According to Graph No. 1, the 100% of teachers consider the method mostly used for testing and marking is written. This way they can analyze the knowledge achieved of students and have exact view about grammar and spelling performance. At the same time they can also receive information to support the answers at the moment of grading. Consequently, it is important to use an oral evaluation where learners can practice oral skills and check pronunciation, vocabulary and fluency.

Question No. 2

- How much time do you take to prepare a multiple choice exam of 10 questions for students of first level?

10 min ()

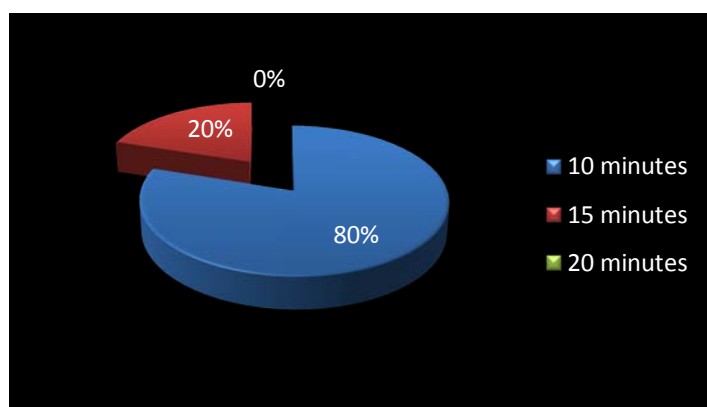
15 min ()

20 min ()

Chart 6.2: Time to prepare a multiple choice exam

OPTIONS	FREQUENCY	%
10 minutes	4	80
15 minutes	1	20
20 minutes	0	0
TOTAL	5	100

Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.2: Time to prepare a multiple choice exam

Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

Interpretation

80% of teachers believe that preparing a multiple choice exam of 10 questions for students of first level takes them 10 minutes. This is due to the knowledge they have and the exact information they want to take into consideration by the time they evaluate. However 20% of teachers believe that they will need more time to check the content and formulate questions. As a result, the average of creating a multiple choice exam for students of first level will be 15 minutes but with the use of technology this will decrease 50% where tests will be on line and teachers will not have to make photocopies.

Question No. 3

3. How much time do you take to correct a multiple choice exam of 10 questions?

2min ()

4min ()

6min ()

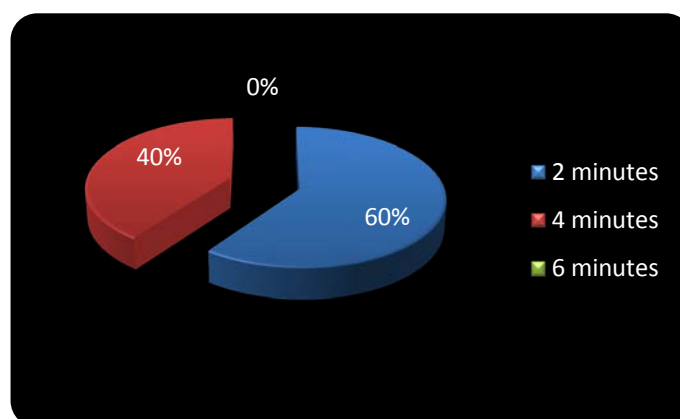
Chart 6.3: Time to correct a multiple choice exam

OPTIONS	FREQUENCY	%
2 minutes	3	60
4 minutes	2	40
6 minutes	0	0
TOTAL	5	100

Source: Data collection

Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.3: Time to correct a multiple choice exam



Source: Data collection

Developed by: CAICEDO, Núñez Andrés (2013)

Interpretation

The 60% of teachers believe that 2 minutes will be enough to correct a multiple choice exam of ten questions. On the other hand, 40% of them believe that 4 minutes will be appropriate to correct a multiple choice exam. With this examination we can state that the use of Moodle program is an effective tool for testing because educators save time and could use that gap of time in other activities. Long periods are taken by teachers at present time to mark tests of one course. The average for this activity is between 2 and 4 minutes, considering the number of students in one level that varies from 15 to 20 students. Therefor teachers could use that time and continue the lesson plan.

Question No. 4

- Do you know about the application of Moodle?

Yes, plenty ()

Yes, more or less ()

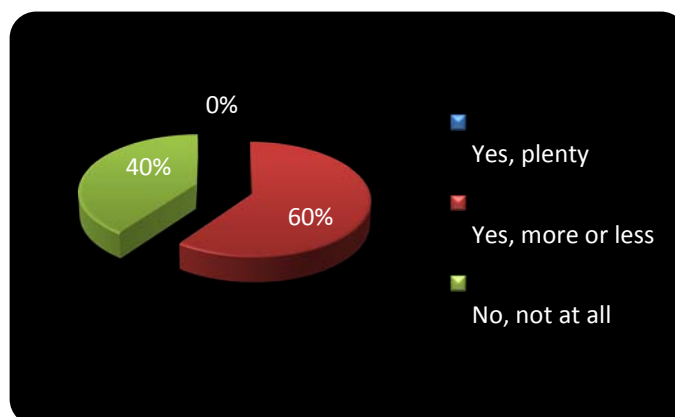
No, not at all ()

Chart 6.4: Knowledge of the application of Moodle

OPTIONS	FREQUENCY	%
Yes, plenty	1	33
Yes, more or less	2	67
No, not at all	0	0
TOTAL	3	100

Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.4: Knowledge of the application of Moodle



Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

Interpretation

60% of teachers are more or less familiar with the application of Moodle because in the new regulations at Pontificia Universidad Católica del Ecuador Sede Ambato educators use it for planning their lessons. The 40% of teachers do not know the total use of the application.

Question No. 5

- If you saved time in marking, what kind of activities would you do in class?

Brainstorming ()

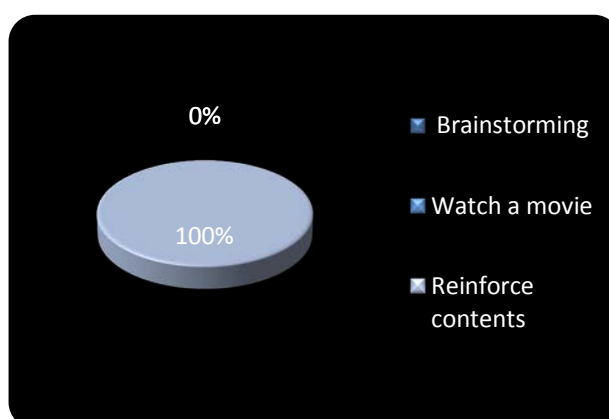
Watch a movie ()

Reinforce contents ()

Chart 6.5: Activities to do in class

OPTIONS	FREQUENCY	%
Brainstorming	0	0
Watch a movie	0	0
Reinforce contents	5	100
TOTAL	5	100

Source: Data collection
 Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.5: Activities to do in class

Source: Data collection
 Developed by: CAICEDO, Núñez Andrés (2013)

Interpretation

100% of teachers would chose to reinforce contents where they can explain and clarify ideas to learners whenever they have time left over.

Question No. 6

- Do you know any technological tools in education that create tests of evaluation?

Yes ()

No ()

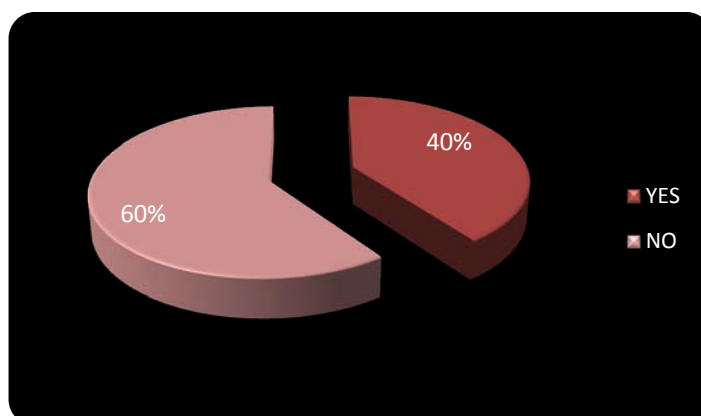
If so, indicate which ones.....

Chart 6.6.: Technological tools in education

OPTIONS	FREQUENCY	%
YES	2	40
NO	3	60
TOTAL	5	100

Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.6.: Technological tools in education



Source: Data collection
Developed by: CAICEDO, Núñez Andrés (2013)

Interpretation

40% of teachers are familiar with technological tools in education that create evaluation tests. On the other hand, the majority of educators (60%) are not familiar with any technological tools of evaluation. Some teachers (2 out of 5) are involved in the use of new technology in education such as Virtual and Testing Generating CDs. Considering these figures, technological tools of evaluation facilitate activities and processes to save and improve time with a large number of students.

6.3 Questionnaire for students

Students enter with their password to the questionnaire located in the main page at Pontificia Universidad Católica del Ecuador Sede Ambato. They will have punctual information about the examination, for instance, the exact day when the questionnaire is posted and the time they have to complete it; also, they will receive have the corrections and scores of each question at the end of the process.

We will analyze data collected from the population that we examined in Chart No. 6.7 and Graph No. 6.7 where they will have a clear understanding of the reliability of the program.

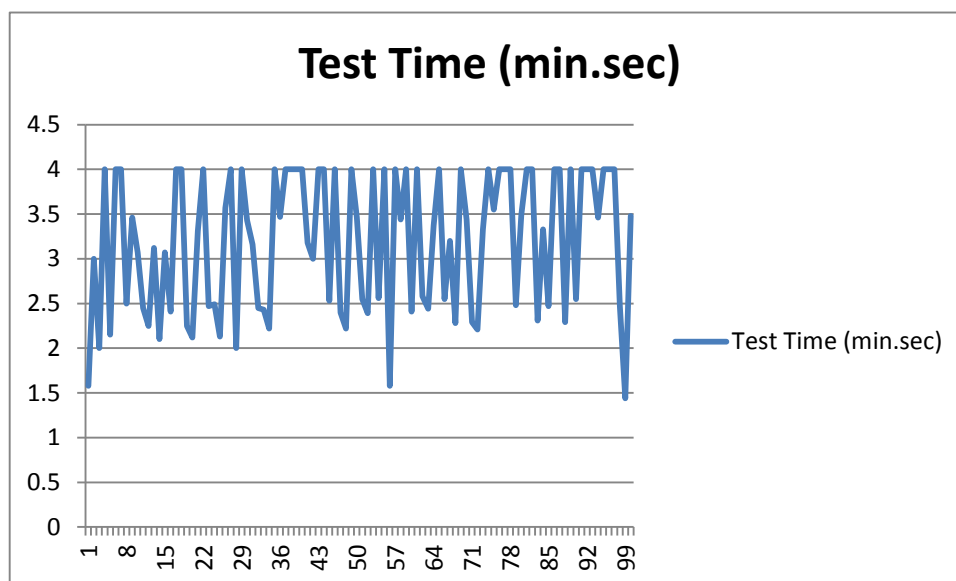
Chart 6.7: Students test time

Students	Test Time (min.sec)	Students	Test Time (min.sec)	Students	Test Time (min.sec)	Students	Test Time (min.sec)
1	1.58	26	3.57	51	2.55	76	4
2	3	27	4	52	2.39	77	4
3	2	28	2	53	4	78	4
4	4	29	4	54	2.56	79	2.48
5	2.15	30	3.43	55	4	80	3.49
6	4	31	3.16	56	1.58	81	4
7	4	32	2.45	57	4	82	4
8	2.5	33	2.43	58	3.44	83	2.31
9	3.46	34	2.22	59	4	84	3.33
10	3.07	35	4	60	2.41	85	2.47
11	2.45	36	3.47	61	4	86	4
12	2.25	37	4	62	2.58	87	4
13	3.12	38	4	63	2.44	88	2.29
14	2.1	39	4	64	3.37	89	4
15	3.07	40	4	65	4	90	2.55
16	2.41	41	3.18	66	2.55	91	4
17	4	42	3	67	3.2	92	4
18	4	43	4	68	2.28	93	4
19	2.25	44	4	69	4	94	3.46
20	2.12	45	2.53	70	3.44	95	4
21	3.31	46	4	71	2.29	96	4
22	4	47	2.4	72	2.21	97	4
23	2.47	48	2.22	73	3.33	98	2.47
24	2.49	49	4	74	4	99	1.44
25	2.13	50	3.46	75	3.55	100	3.48

Total	319.39
Average	3.19

Source: Data collection

Developed by: CAICEDO, Núñez Andrés (2013)

Graph 6.7: Students test time

Source: Data collection
 Developed by: CAICEDO, Núñez Andrés (2013)

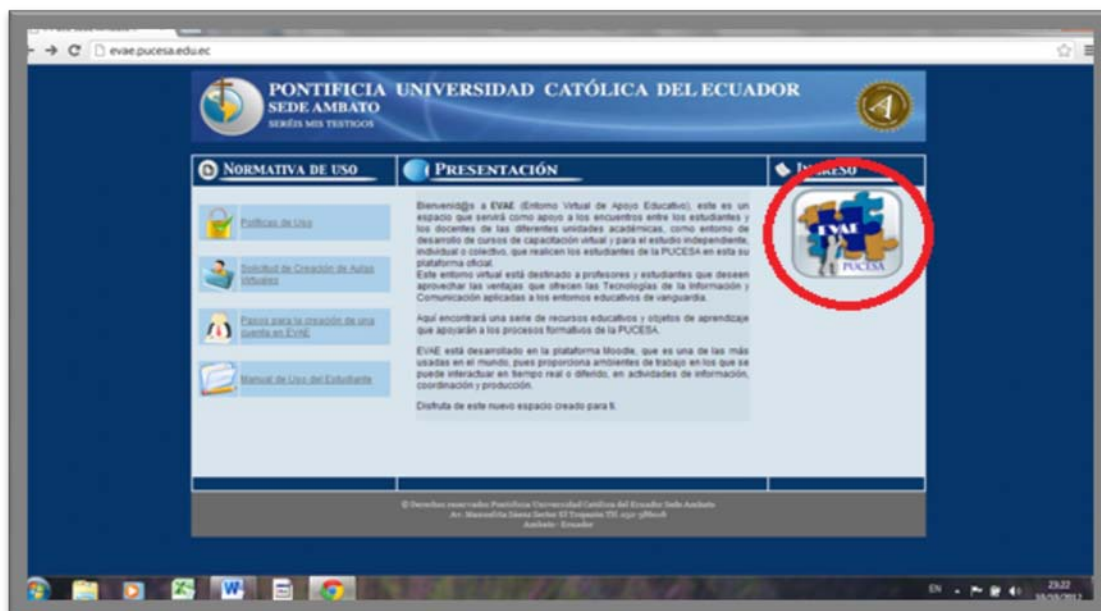
The average test time of the one hundred students who took the test was three minutes nineteen seconds. The limit for taking this test was four minutes. One student completed the questionnaire in a shorter period of time (one minute forty-four seconds), and the rest of students performed the examination in similar periods.

6.4 Steps for Teachers to Access Moodle Software

- The first thing to do as a creator or teacher is to enter the Virtual Learning Environment (VLE) at Pontificia Universidad Católica del Ecuador Sede Ambato's web page found at: <http://evae.pucesa.edu.ec/evaepucesa/login/>

- Second, all you need is to click on the square that is in the red circle on the upper right that says: “EVAE PUCESA”. Picture 6.1

Picture 6.1: Virtual Learning Environment



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

- Next, you need to select “Entrar aquí”. Picture 6.2

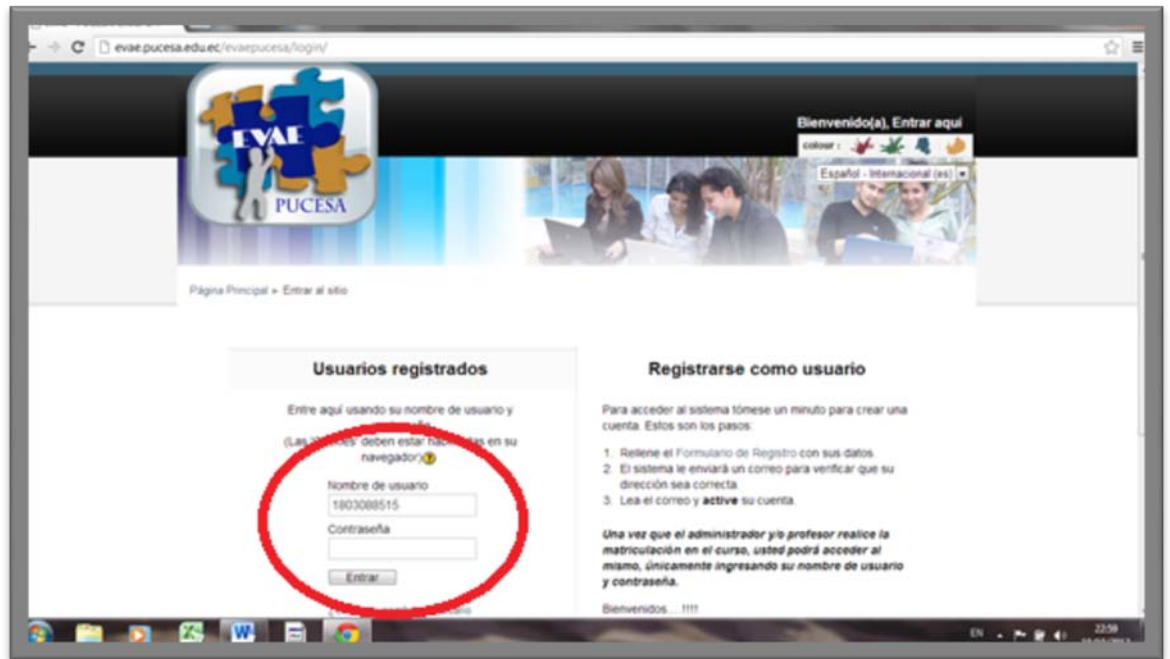
Picture 6.2: Entrar aquí.



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

- As a fourth step, you need to log in introducing your identification number and your password that you have been previously given. Picture 6.3

Picture 6.3: Identification number and password



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

The fifth step is to check the next window that displays a guide of the virtual classroom. Picture # 6.4 “preview test”.

Next, select the “Questionnaire: Grammar and vocabulary” icon. Picture # 6.5

Picture 6.4: Preview Test

The screenshot shows the EVAE website interface. At the top, there is a navigation bar with 'Página Principal' and 'Páginas del sitio'. Below this, there is a main content area with a sidebar on the left and a right-hand panel. The sidebar contains 'Ajustes' and 'Ajustes de mi perfil'. The main content area is titled 'Categorías' and lists several categories: 'Preview Test (1)', 'Seminarios on line (2)', 'SEMESTRE AGOSTO - DICIEMBRE 2012 (36)', 'POSTGRADO (0)', 'MAE (0)', 'MERINO ORTEGA CESAR ROBERTO (1)', 'MTD (2)', 'MCE (4)', and 'MGI (1)'. The 'Preview Test (1)' category is circled in red. The right-hand panel contains a welcome message from PUCESA and a calendar for October 2012.

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Picture 6.5: Questionnaire: Grammar and Vocabulary

The screenshot shows the EVAE website interface for a user's personal area. The navigation bar at the top shows 'Área personal' and 'Mis cursos' with 'First Level' selected. The main content area is titled 'Diagrama de temas' and shows a 'Preliminary test' section. Below this, there is a 'First level' section with a video player. A red circle highlights a checkbox next to the text 'Questionnaire: Grammar and Vocabulary archivos nube'. The sidebar on the left contains a 'Navegación' menu with options like 'Inicio del sitio', 'Páginas del sitio', 'Mi perfil', and 'Mis cursos'. The right-hand panel contains a search bar, 'Últimas' section, and 'Eventos' section.

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

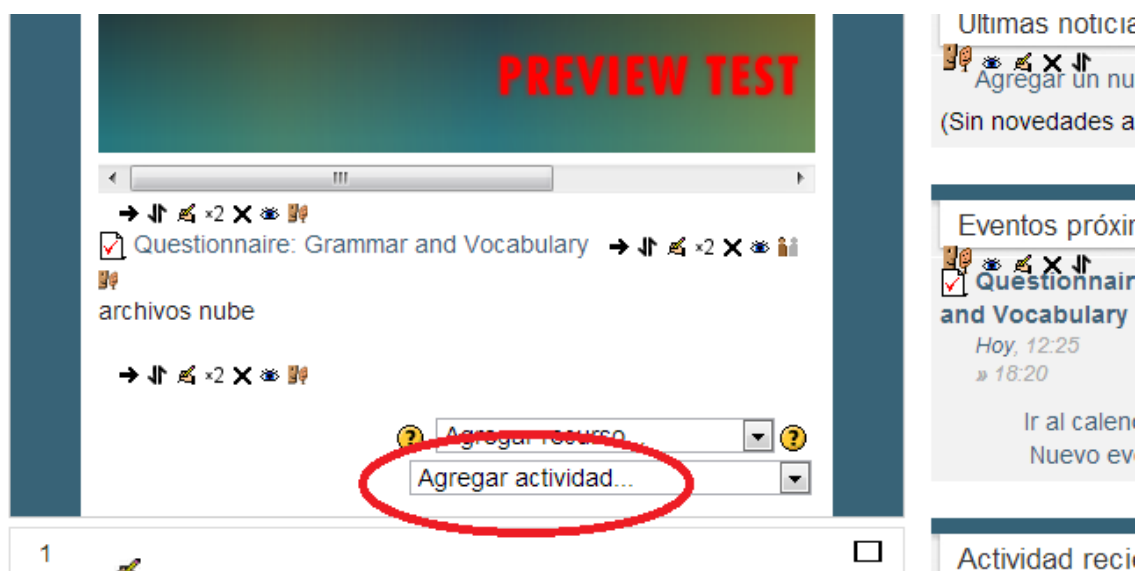
To edit the main page you need to activate the icon “Activar edición” that is located to the top right corner of the page. Picture #6.6

Picture 6.6: To edit the main page



Source: <http://evaepucesa.edu.ec/evaepucesa/login/>

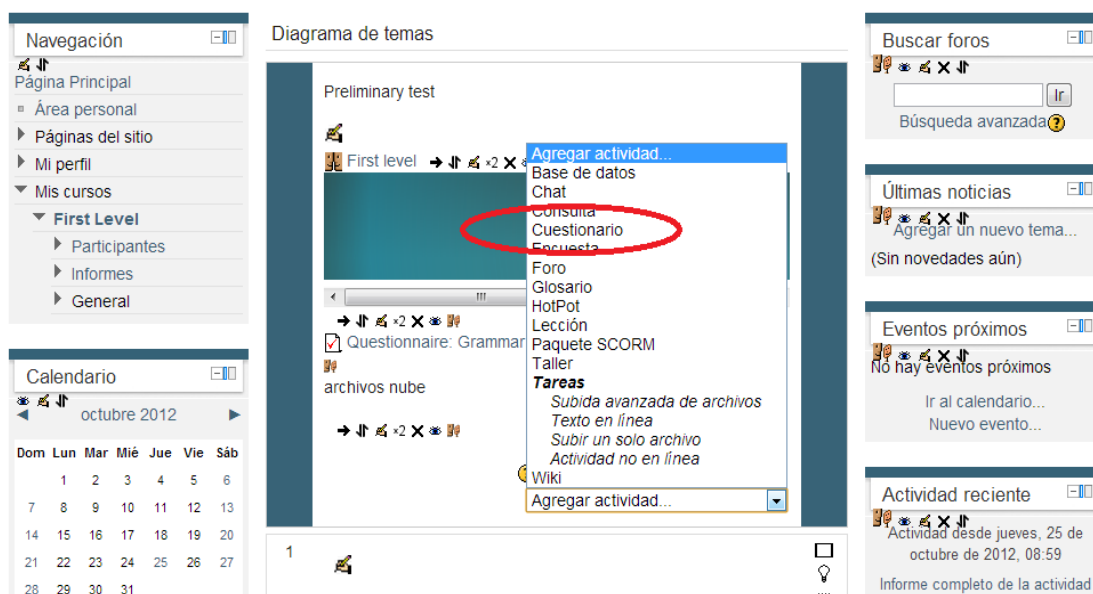
Picture 6.7: Agregar actividad



Source: <http://evaepucesa.edu.ec/evaepucesa/login/>

In this, page you have to select the option “agregar actividad” picture # 6.7, where you can find many evaluation tools, and click on “CUESTIONARIO”. With this tool, we can analyze the purpose of this study, which is testing and marking. Picture # 6.8

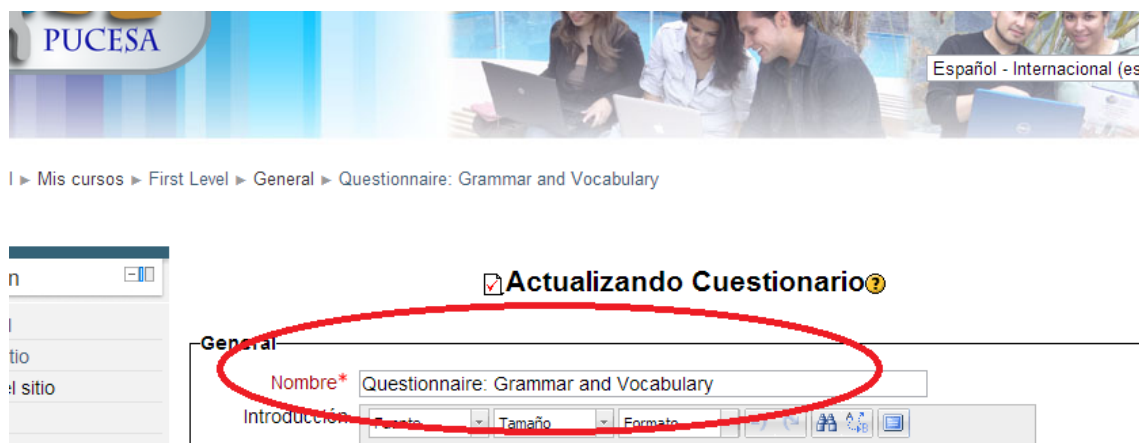
Picture 6.8: Cuestionario



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Following this process, the questionnaire is given a name. Picture # 6.9

Picture 6.9: Questionnaire name



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Next, on the same page, you have to determine a “start and finish time” and “date” of the questionnaire previously prepared. Picture # 6.10

Picture 6.10: Start and finish time

The screenshot shows a web interface for managing questionnaires. On the left, there is a sidebar with a menu containing: 'General', 'First level', 'Questionnaire: Grammar and Vocabulary', 'Información', and 'Resultados'. The main content area displays settings for a questionnaire. A red oval highlights the following fields:

- Abrir cuestionario:** 12 (month), noviembre (month), 2012 (year), 12 (day), 25 (day), Habilitar
- Cerrar cuestionario:** 12 (month), noviembre (month), 2012 (year), 18 (day), 20 (day), Habilitar
- Límite de tiempo:** 4 (minutes), minutos, Habilitar

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

In addition, you have the option of determining if the questions will appear in the same order or randomly so that none of the questionnaires will be the same. Picture # 6.11

Picture 6.11: Preguntas al azar

The screenshot shows a web interface for managing questionnaires. On the left, there is a sidebar with a menu containing: 'General', 'First level', 'Questionnaire: Grammar and Vocabulary', 'Información', 'Resultados', 'Permisos', and 'Autoridad'. The main content area displays settings for question order. A red oval highlights the following fields:

- Orden de las preguntas:** Presentadas al azar
- Página nueva:** Nunca, todas las preguntas en una página, Repaginar ahora
- Comportamiento de las preguntas:**
 - Ordenar al azar dentro de las preguntas:** Sí
 - Comportamiento de las preguntas:** Retroalimentación diferida

Below the 'Comportamiento de las preguntas' section, there is a 'Revisar opciones' section with two radio buttons: 'Durante el intento' and 'Inmediatamente después de cada intento'.

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

You also have the option to select a password, picture # 6.12 that students will need to access the questionnaire, but you need reaffirming that password at the end of the page to make it valid. Picture #6.13

Picture 6.12: Password

de las preguntas ?

Restricciones extra sobre los intentos *Mostrar Avar

Se requiere Desenmascarar
 contraseña ?

Se requiere
 dirección de red ?

Forzar demora 0 minutos Habilitar
 entre los intentos primero y segundo ?

Forzar demora 0 minutos Habilitar
 entre intentos

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Picture 6.13: Reaffirm Password

Ajustes comunes del módulo *Mostrar Avanzadas

Modo de grupo Grupos separados ▾

Visible Mostrar ▾

Número ID ? andres

Guardar cambios y regresar al curso Guardar cambios y mostrar Cancelar

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

The next step is to select “Guardar cambios y mostrar” in order to save all the information. Picture # 6.14

Picture 6.14: Guardar cambios y mostrar

Ajustes comunes del módulo *Mostrar Avanzadas

Modo de grupo

Visible

Número ID

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

To edit something in the questionnaire you need to select “Activar Edición” and then select the icon of edition. Picture # 6.15

Picture 6.15: Activar Edición

Diagrama de temas

Preliminary test

First level →

Questionnaire: Grammar and Vocabulary →

archivos nube

Buscar fo

Últimas no
 Agregar t
 (Sin novedad)

Eventos p
 Question
 and Vocabu
 Hoy, 12:25
 - 48:20

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Next, carry out the changes and select “Guardar cambios y mostrar”. Picture # 6.16

Picture 6.16: Guardar cambios y mostrar

Ajustes comunes del módulo *Mostrar Avanzadas

Modo de grupo Grupos separados

Visible Mostrar

Número ID andres

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

The next step is to select “Desactivar Edición” where all changes that you made can be saved in the system. Picture # 6.17

Picture 6.17: Desactivar Edición

First Level

Diagrama de temas

Preliminary test

First level → [edit] [delete] [x2] [lock] [info]

<http://evae.pucesa.edu.ec>

Questionnaire: Grammar and Vocabulary → [edit] [delete] [x2] [lock] [info]

Questionnaire: Grammar

Desactivar edición

Buscar foros [close]

Búsqueda avanzada [help]

Últimas noticias [close]

Eventos próximos [close]

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Next you will need to select “Questionnaire: Grammar and Vocabulary” where you will find the exam. Picture # 6.18

Picture 6.18: Questionnaire: Grammar and Vocabulary

mis cursos ► First Level Activar edición

Diagrama de temas

Preliminary test

📁 First level

FIRST LEVEL

📄 Questionnaire: Grammar and Vocabulary

archivos nube

Buscar foros 🔍

Búsqueda avanzada 🤖

Últimas noticias 🔍

Agregar un nuevo tema...

(Sin novedades aún)

Eventos próximos 🔍

Navegación por el cuestionario

1 2 3 4 5 6 7

8 9 10

Terminar test...

Comenzar una nueva previsualiz...

Pregunta 1

Sin responder aún

Puntúa como 1,0

🚩

Editar pregunta

_____ to talk to him?

Seleccione una:

a. Are you wanting

b. Do you want

c. Are you want

Pregunta 2

Sin responder aún

Puntúa como 1,0

🚩

A: _____ some great festivals in California this summer

Seleccione una:

a. There is

b. Are there

c. There are

Navegación 🔍

🏠

Página Principal

👤 Área personal

📄 Páginas del sitio

👤 Mi perfil

📂 Mis cursos

- Participantes
- Informes
- General
 - First level
 - Questionnaire: Grammar and Vocabulary**
 - Información
 - Resultados

Pregunta 3

Sin responder aún

Puntúa como 1,0



Editar pregunta

_____ Derek and Peter police officers?

Seleccione una:

- a. am
- b. is
- c. are

Calendario

octubre 2012

Dom	Lun	Mar	Mié	Jue	Vie	Sáb
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Clave de eventos

Pregunta 4

Sin responder aún

Puntúa como 1,0



Editar pregunta

What _____ right now?

Seleccione una:

- a. is Mike doing
- b. does Mike do
- c. is Mike do

- Global
- Curso
- Grupo
- Usuario

Ajustes

- Administración del cuestionario
 - Editar ajustes
 - Anulaciones de grupo
- Editar cuestionario
- Vista previa
 - Roles asignados localmente
 - Permisos
 - Compruebe los permisos

Pregunta 5

Sin responder aún

Puntúa como 1,0



Editar pregunta

Tom a carpenter.

Seleccione una:

- a. is
- b. are
- c. am

Pregunta 6

Sin responder aún

Puntúa como 1,0



Editar

I remember we went to _____ good restaurants.

Seleccione una:

- a. any
- b. one
- c. some

The screenshot shows a course management interface. On the left, there is a menu with the following items: Restaurar, Banco de preguntas, Administración del curso, Cambiar rol a..., and Ajustes de mi perfil. Below the menu, there are two sections: 'Usuarios en línea' (últimos 5 minutos) showing 'ANDRES MAURICIO CAICEDO NUÑEZ' and 'E-Portafolio' with options: Mi Portafolio, Portafolios compartidos, and Exportar SCORM.

Two question cards are displayed on the right:

Pregunta 7
Sin responder aún
Puntúa como 1,0
No, there aren't _____ apples.
Seleccione una:
 a. some
 b. any
 c. one

Pregunta 8
Sin responder aún
Puntúa como 1,0
Mike _____ very well.
Seleccione una:
 a. draws
 b. draw
 c. is draw

Two question cards are displayed:

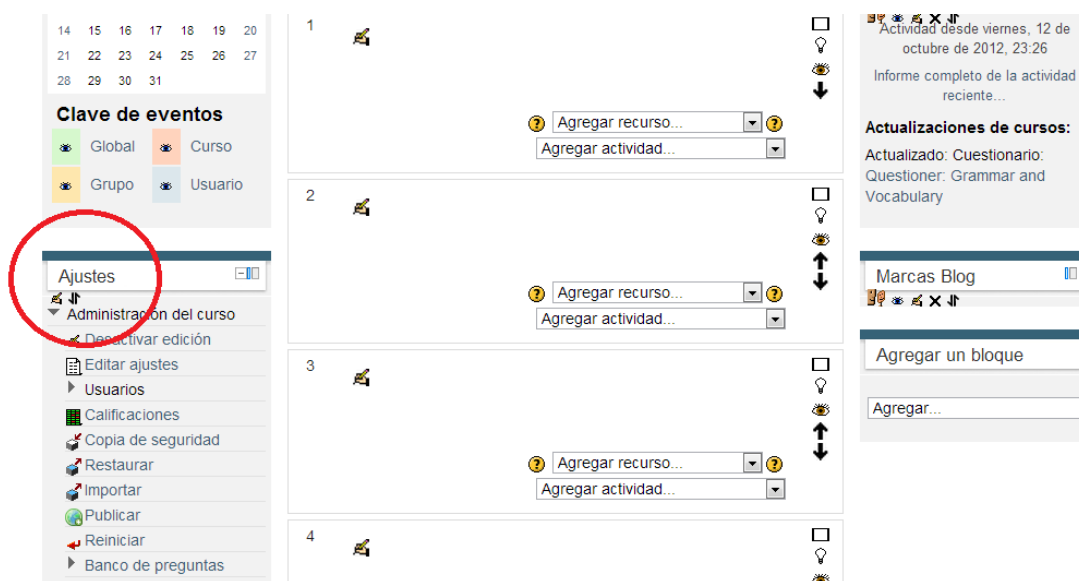
Pregunta 9
Sin responder aún
Puntúa como 1,0
We _____ at home.
Seleccione una:
 a. are
 b. am
 c. is

Pregunta 10
Sin responder aún
Puntúa como 1,0
Bob, what _____ right now?
Seleccione una:
 a. are you do
 b. are you doing
 c. do you do

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

To register students you will need to enter “AJUSTES”, found on the left hand side of the menu. Picture # 6.19

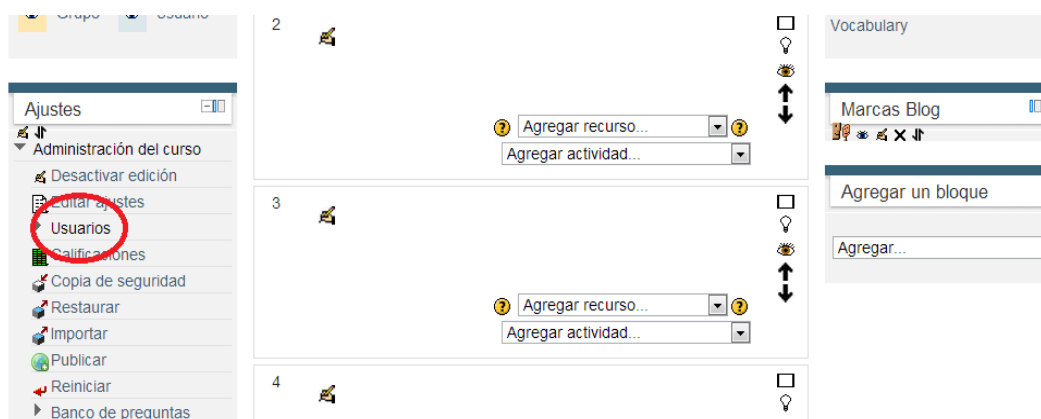
Picture 6.19: Ajustes



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Next, click on “USUARIOS”. Picture # 6.20

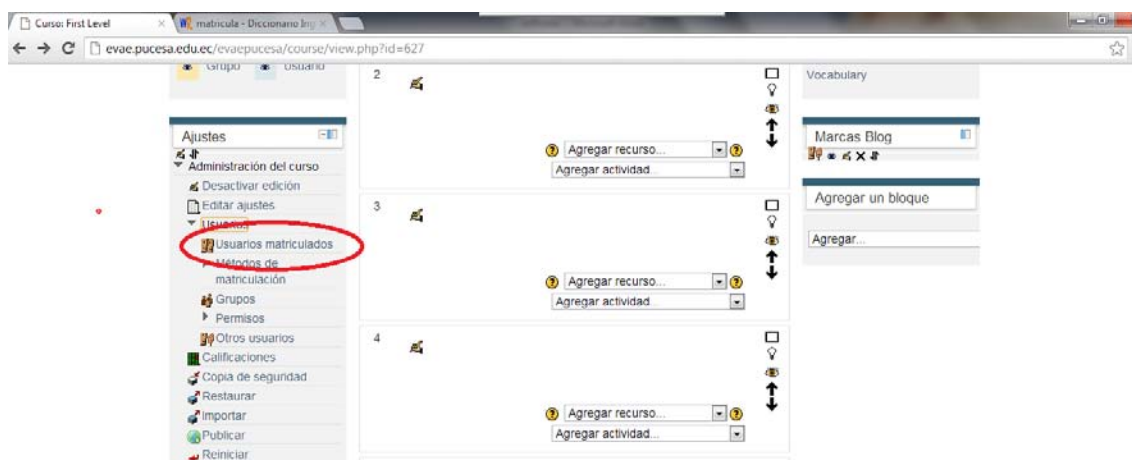
Picture 6.20: Usuarios



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Then choose “Usuarios Matriculados”. Picture # 6.21. After that, click the option “Matricular Usuarios”. Picture # 6.22

Picture 6.21: Usuarios Matriculados



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

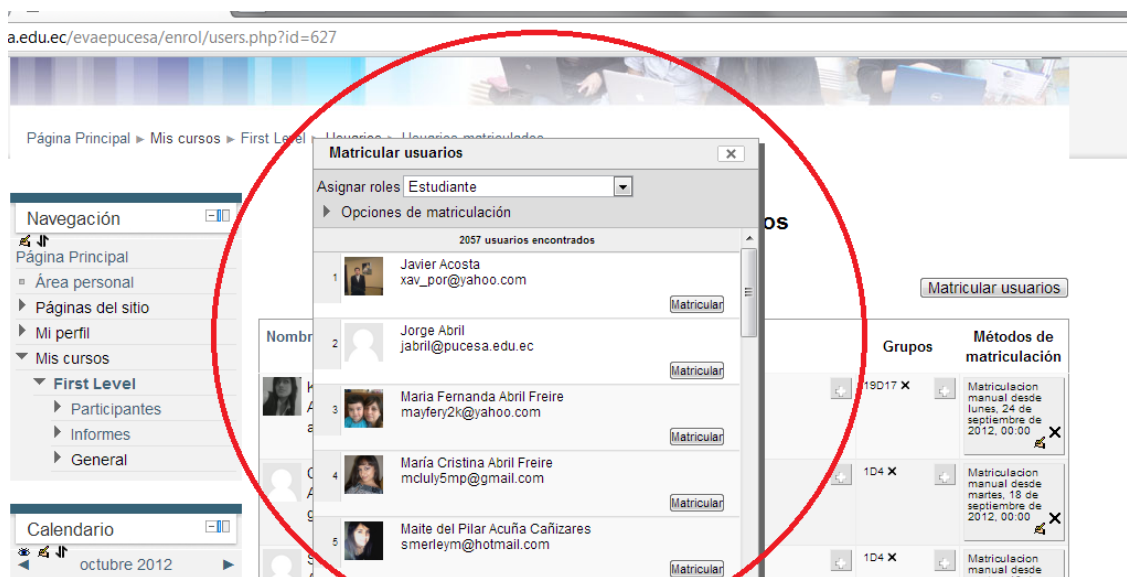
Picture 6.22: Matricular Usuarios



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Afterwards you have to find the students from Pontificia Universidad Católica del Ecuador Sede Ambato that are registered in the system. Picture # 6.23

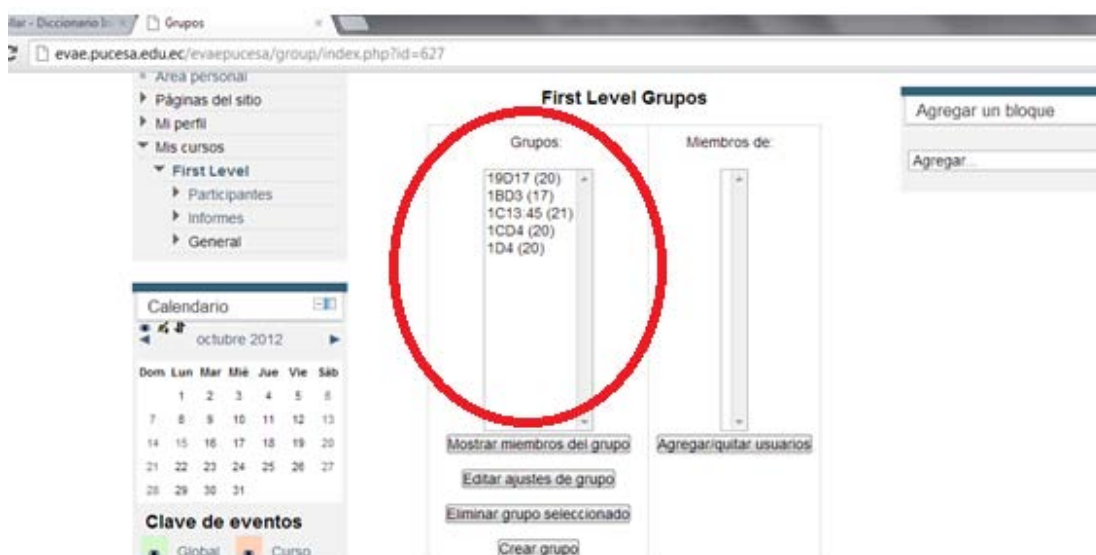
Picture 6.23: Students



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

After that, you will need to select the students to create groups, doing it with the option “Groups”. You can create a group for each class. Picture # 6.24

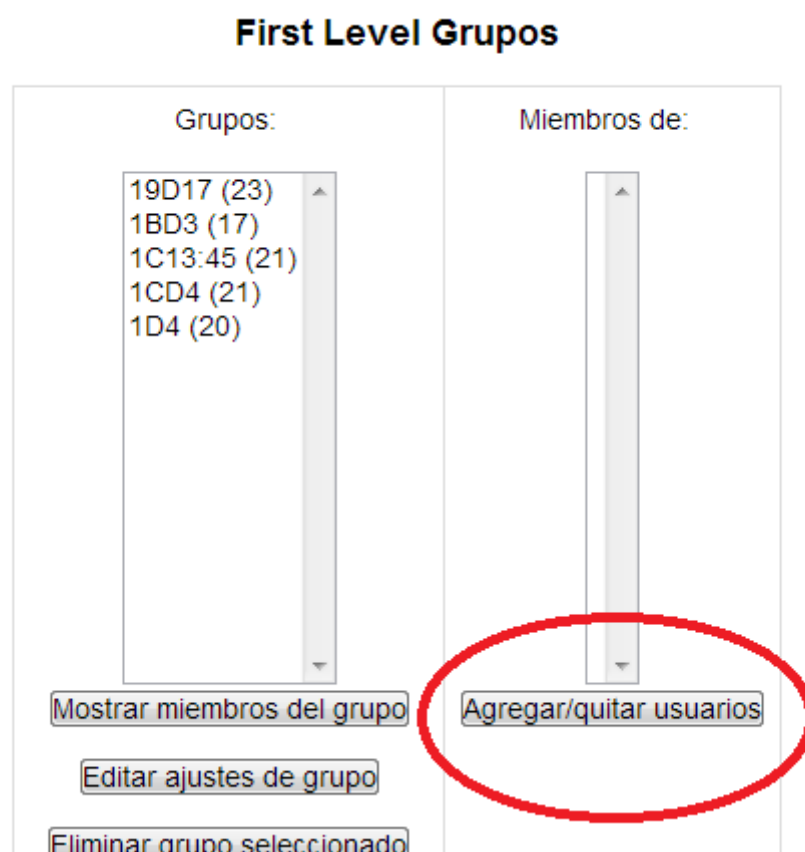
Picture 6.24: Groups



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Next you select “Agregar/quitar usuarios” to add or eliminate members of the groups. Picture # 6.25

Picture 6.25: Agregar/quitar usuarios



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

The best advantage of this program is that you can edit information if something does not go as you wish. The next step is to check your design and seeing if the proposal goes as you wish, so you can use it with your courses.

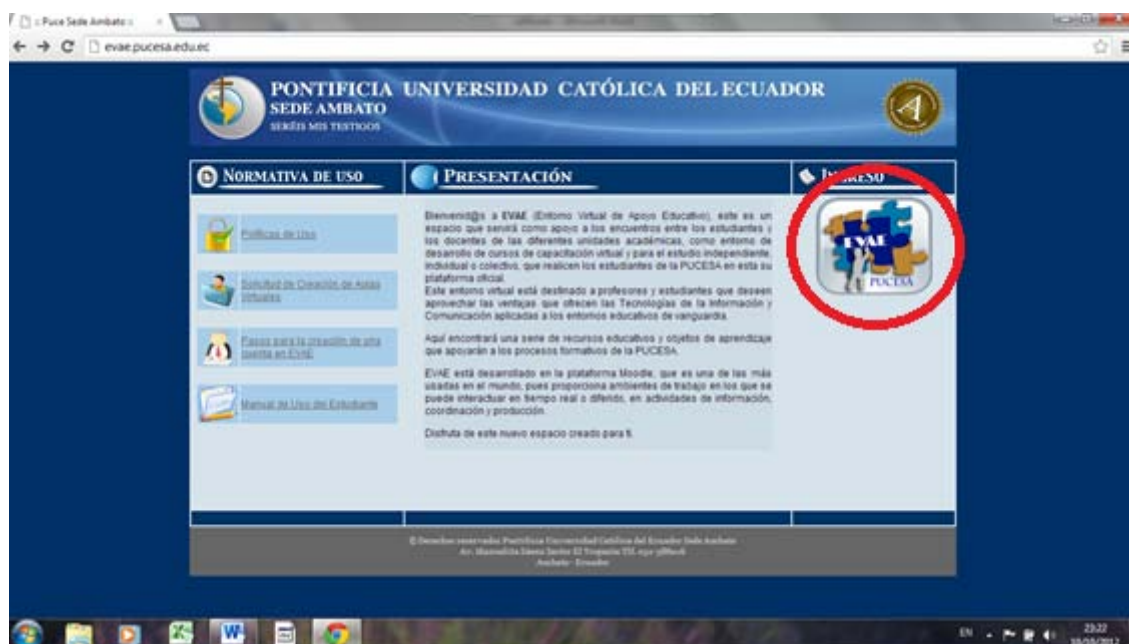
As a conclusion this study will focus on organization and planning, using an application of a Moodle-based virtual learning environment (VLE) as an evaluation

tool where a selected number of students were chosen of the First Level of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato during the August-December 2012 term.

6.5 Steps for Students to Access Moodle Software

To access the questionnaire, students need to enter the main page, evae.pucesa.edu.ec, and click on the square that is in a red circle at your right that says “EVAE PUCESA”. Picture # 6.26

Picture 6.26: Evae Pucesa



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Secondly, they need to log in with their identification number and password. Picture # 6.27

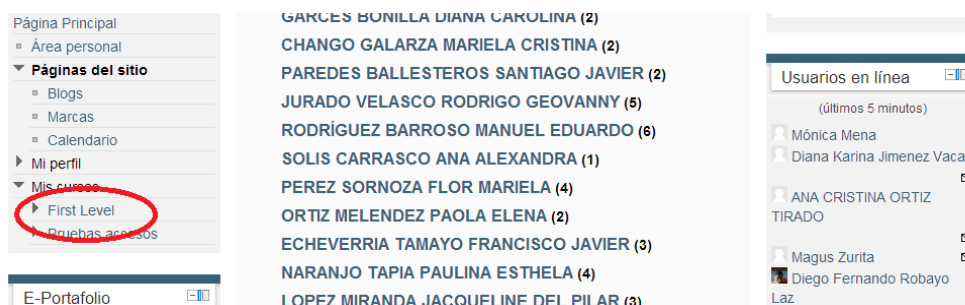
Picture 6.27: Password



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Later, students need to enter “Mis Cursos” where they will find the courses they are registered in and click one option that says “First Level”. Picture # 6.28

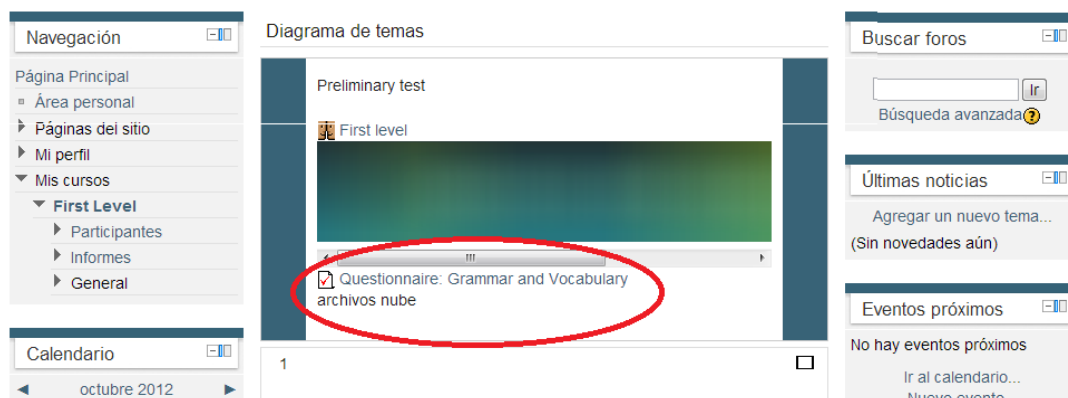
Picture 6.28: Mis Cursos



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

The next step is to select the questionnaire and answer the questions. Picture # 6.29

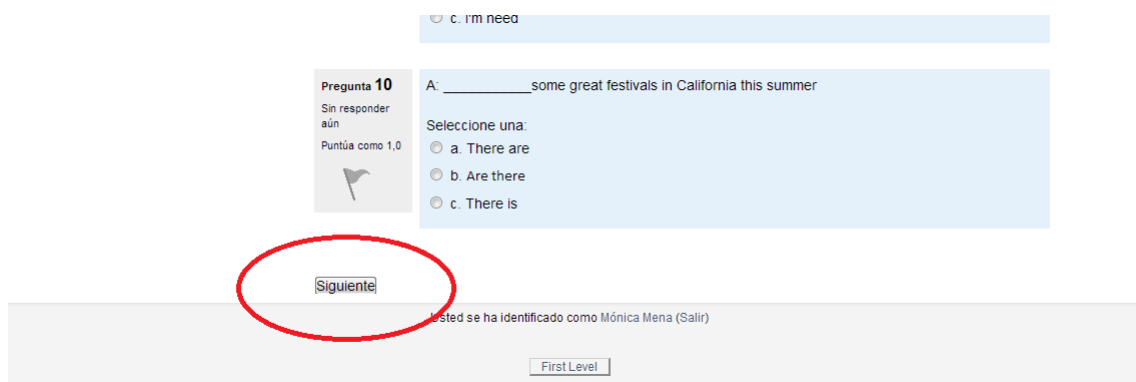
Picture 6.29: Questionnaire



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

Results will appear when the time runs out or when all the questions are marked, and they click “Siguiente” at the end of the test. Picture # 6.30

Picture 6.30: When times runs out



Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

When students verify all the answers that are saved they need to select “Enviar todo y terminar”. Picture # 6.31

Picture 6.31: Enviar todo y terminar

Questioner: Grammar and Vocabulary

Resumen del intento

Pregunta	Estatus
1	Respuesta guardada
2	Sin responder aún
3	Sin responder aún
4	Sin responder aún
5	Sin responder aún
6	Sin responder aún
7	Sin responder aún
8	Sin responder aún
9	Sin responder aún
10	Sin responder aún

Enviar todo y terminar

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

At this moment they have a confirmation, if you select “Enviar todo y terminar”.

This is the end of the test. Picture # 6.32

Picture 6.32: Confirmation

Resumen del intento

Pregunta	Estatus
1	Respuesta guardada
2	Respuesta guardada
3	Respuesta guardada
4	Respuesta guardada
8	Respuesta guardada
9	Respuesta guardada
10	Respuesta guardada

Enviar todo y terminar

Confirmación x

⚠ Está a punto de cerrar este intento. Una vez lo cierre, no podrá cambiar sus respuestas.

Enviar todo y terminar

Usted se ha identificado como Mónica Mena (Salir)

Source: <http://evae.pucesa.edu.ec/evaepucesa/login/>

At this time they will have the corrections of their answers and they can check them with their teacher; furthermore, they will have details of their test, as well as they started and finished and their score will show up on the top of the page. Picture # 6.33 Details of the test.

Picture 6.33: Details of the test

Source: <http://evaepucesa.edu.ec/evaepucesa/login/>

This application helps teachers enormously to save time and to have an overall score of the course in a short time. Nowadays, the use of software systems and other equipment can help in innovating new ways of teaching.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

7.1 CONCLUSIONS

After the analysis and interpretation of data collected from students and teachers of the Open Courses at Pontificia Universidad Católica del Ecuador Sede Ambato and the investigation of documents in libraries and on the Internet, it is possible to state the following conclusions:

1. Teachers believe that the use of technological tools can improve their teaching method in testing and marking.
2. The method used the most for testing is writing. The benefits of using technological tools for this method are saving time and being more reliable. Traditional evaluation will continue; however, it will disappear as teachers implement and use technology for better results.
3. The use of the Virtual Learning Environment presented to students was a positive learning tool because they learned how the platform works and the benefits they could have when using it.

4. The use of this application as a tool for testing and marking will be applied frequently together with the use of the Internet, where you can log in from any part of the world at any time.

5. Another advantage that educators have with the use of Moodle at the moment of developing the activities are the schedule and the timetable in which they can specify date and time of the exam. Here they have the “start time” and “finish time” of the exam, scores of the activity and the option to design the test (arranging the questions in a random order so that questionnaires will never be the same).

Based on the experience during this project, the incorporation of an application of a MOODLE based virtual learning environment (VLE) as an evaluation tool in the curriculum is incredibly valuable for the instruction of English. This application is suitable for teachers because they can plan ahead of time and have benefit from it. The Moodle application has options where teachers can choose the exact time to start and finish the activity and select a password that allows students to have access to the activity. The password will help control the entry of students into the main page of evae.pucesa.edu.ec and develop the activities posted in the mail page after they log in.

Teachers will have the opportunity to edit anything in the platform. Through this process, possible problems can be predicted and a solution can be given. This activity

is going to help students and teachers to build their confidence and enjoy the learning process.

7.2 RECOMMENDATIONS

1. This research encourages the use of technology like the Moodle platform, since the advantages of using this tool in testing and marking give you the benefits of saving money in copies and time.
2. The virtual learning environment can be very creative by using different programs like Vortex where you can decorate pages in the Moodle application and this can motivate teachers and students to fulfill their expectations at the moment of creating and developing a test.
3. Extra courses for teachers must be implemented to develop their skills and teach them the use and benefits of a Moodle based virtual learning environment (VLE).
4. It is necessary to use this application not only with first levels of open courses but with all the classes at Pontificia Universidad Católica del Ecuador Sede Ambato.

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