

Increasing CLEI 6 students' vocabulary through the use of Moodle resources and activities

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Abstract

This action research study was designed aiming to increase the vocabulary of students in CLEI6 - educational program for adults – through the use of the resources and the developing the activities designed in a Moodle platform, in a public institution in Medellin, Colombia. Data were collected through reflective logs and the use of different students' artifacts Analysis of data revealed that, the use this platform with its multiple resources and activities helped to increase the students' vocabulary, which contributed to improve their language learning process.

Key words: vocabulary learning, LMS Moodle platform, Moodle resources and activities, writing assignments, CLEI education.

Degree Requirement

This action research was carried out at a night school in a public institution in Medellin, Colombia, and submitted as a requirement of the B.Ed. in Foreign Languages Teaching (English-French) at Universidad de Antioquia

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Preface

This is a report of an action research study that aimed to explore the extent to what the use of resources and the development of activities in a Moodle platform contribute to increase CLEI6 students' vocabulary at a night school.

Based on the conclusions I came up with after the observations done during the first part of this action research study, my interest and experience in administering Learning Management Systems (LMS), and the students' needs, I decided to explore to what extent the use of resources and the development of activities in a Moodle platform contributes to help students to increase their vocabulary in EFL class.

This study addresses pre-service and in-service educators interested in new alternative approaches to deal with academic and learning difficulties in CLEI students in public schools. During my observations, I perceived the lack of basic vocabulary was impeding the advancement in the language learning process of CLEI 6 students. Therefore, I decided to use a Moodle platform to present the students the lesson plans using resources and activities available in the LMS, thus making this content available for them all the time.

The education field is moving towards a digital age. Therefore, further research is necessary to understand how to integrate these platforms into the classroom to improve the students learning processes. According to Ardila (as cited in Lopera, 2012) "Moodle is one of the most important LMS with higher demand in educational institutions in Colombia. Its socio-constructivist model offers the opportunity to integrate learning communities, favoring the construction of knowledge" (p. 83). I hope this can inspire pre-service and in-service teachers to explore in detail the benefits of implementing Moodle in public schools.

Description of the Context

The School

The research project was carried out in an institution that offers elementary, high school and night school for the CLEI program – education for adults – located in Medellín in the central area of the Belén neighborhood. The classrooms are big and well illuminated. There is a teacher's desk, about 40 students' chairs, a whiteboard, and a TV set. The school counts with an English classroom that is equipped with one computer, a big TV screen, and some handmade posters. They are using a Moodle platform to present the students with content in courses such as Mathematics, Physics, Geometry and others.

The Cooperative Teacher

The cooperative teacher holds a degree in languages from a private university in the city. He has tenure with the government in other school. He has worked as a night school teacher for one year. He has ten years of experience in elementary school. He is passionate for the language. He likes to speak English and to teach what he knows.

The Students

At the beginning of this action research there were 35 students enrolled in CLEI5. In the second part there were 29 students enrolled in CLEI6. Although they participate in class and try to do the activities and exercises proposed for the class, there are some exceptions. Several students do not take active part in the class activities. These students are teenagers ranging from the 17's and 25's. They are in night school for different reasons. When they were younger, they dropped school. Some of them manifest they did not feel comfortable going to school and decided to stay home. Others dropped regular school because they constantly failed academic

years, which meant, they grew up, were taller, and older than their new partners were every year. Nowadays, they want to finish their school process because some of them have become aware that education is important for their lives to access higher education. Other students claim they need to finish high school in order to be able to find a job. However, few of these students show interest in their learning process. They do not participate in class, or do their homework. They spend class time listening to music on their phones or having conversations among them. When they are asked to be part of the group, to integrate others and do some activities they just refuse to.

Statement of the Problem

During the observation process of this action research study at a night public school for adults, and with the later analysis of my reflective logs I found some issues that could be intervened. These issues are related to the use and identification of vocabulary.

First, many authors have considered the relevance of fostering and increasing the teaching of vocabulary as an important part of their classes. There is a strong emphasis on the benefits that vocabulary learning present in a second or foreign language learning process. On that matter, Thornbury (2002, p. 2) posits about the students problems when producing language since “finding the right word to fit the intended meaning is frustrating when your store of words is limited. And when words get confused with each other, even within this limited store, the results can be disastrous” Likewise, Alqahtani (2015, p. 22) states “vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication”

Concerning vocabulary use and identification, the first issue that I found was that some

students argue they do not understand the explanations or the instructions for the class activities. They also manifest they do not know English because they do not know the necessary vocabulary; therefore, they are not able to make any kind of oral or written production. Most of the activities that were carried out in class had an emphasis on the school syllabus, which contained grammar and vocabulary for superior levels. These students struggle with the basic vocabulary to express basic ideas, then working with more complex structures and vocabulary, generates a more challenging situation and hinders their learning process. “The teacher then starts asking the students questions about the text such as ‘where did Charles and Beth go?’ the students participate and try to answer the question, even though they do it using just isolated words” (Reflective log, observation # 3, February 17th, 2017).

A second issue I found concerning vocabulary was they could not tell in fact what they were doing or working in English class, although the instructions were simple “The teacher asks them to write their own routines. Some students succeed in doing this in class while some others stay behind. I asked them why they were not participating. The answer was they did not understand” (Reflective log, observation # 5, February 20th, 2017). The lack of vocabulary affects students’ performance and confidence. Sometimes they feel they are not able to cope with the activities proposed for class, therefore, they isolate themselves.

Finally, when these students tried to participate in some class activities I could notice they really struggled to communicate their ideas. “Checking into what they had done in class, I found that some students had tried to do something, although they only used the same words: verb to be, two pronouns and two to three verbs” (Reflective log, observation # 8, March 6th, 2017). They only use the same words repeatedly. They have a clear lack of vocabulary, namely mentioning nouns, main verbs, adjectives and adverbs. These difficulties to identify the

necessary vocabulary are directly interfering with their performance and participation in class because they do not have the sufficient stock of words to write a simple paragraph or a sentence.

Considering these aspects, I have decided to focus this action research study in providing the students with more opportunities to enhance their identification and understanding of new vocabulary which can help them to cope with their class activities. As a means to do this I have decided to use a Moodle platform, considering its options for presenting content through its resources and activities. Moodle will permit the administration of the content designed for the class, giving the option of being worked both in class and from home, extending the opportunities for accessing the information since “this way of communication enables students’ access to teaching materials at any time and from any place” (Bošković, 2014, p. 481).

Theoretical Framework

In this section, I will discuss the key concepts about vocabulary teaching and learning, implementation of LMS Moodle platform in EFL teaching, Moodle resources and activities

Thornburry (2002, p. 1) states the importance of vocabulary learning, and defines the emerging of languages as a compilation of words

All languages have words. Language emerges first as words, both historically, and in terms of the way each of our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.

Chapelle (2008, p. 5) states that the learning of a language has to be divided into manageable pieces. Those pieces are three concentric circles (*See Appendix A*). Chapelle (2008, p. 5) suggests the teaching of vocabulary and grammar are the building blocks of the language knowledge, and therefore they are positioned at the core of the concentric circles, the subsequent circle containing the four skills relies on the development of the first one. (p. 5). “Moving outward, the next layer contains the four skills of reading, writing, listening, and speaking. These skills require knowledge of vocabulary and grammar, but learners do not finish learning vocabulary and grammar before they begin to read and write.” (Chapelle, 2008, p. 5).

Ratz (2016, p. 1) states that “vocabulary learning is a vital part of mastering a language and experience has shown that students often neglect to routinely work on this aspect leading to problems with listening, speaking, reading, and writing skills”. Therefore, teachers need to look for strategies to help their students increase the amount interaction of the students with the vocabulary. “When students only have access to their target language in the classroom more intensive forms of vocabulary work are required” Kojic-Sabo & Lightbown (as cited in Ratz, 2016, p. 45).

According to Elgort (as cited in Ratz, 2016) “vocabulary knowledge gained through DL (deliberate learning) is stored and accessed in a manner that is similar to existing L1 and L2 lexical knowledge, which L2 speakers draw on in real language use” (p. 45). Elgort (as cited in Ratz, 2016) suggests that research “has demonstrated how the learning of lists of words can be a fast and successful way of acquiring new language”. Thus, the teaching and learning of vocabulary using lists may be useful for learning and teaching new language vocabulary.

Students may benefit from learning vocabulary using audiovisual or textual material. According to Thornburry (2002, p. 53) “the tendency is to present vocabulary in texts. For vocabulary building purposes, texts – whether spoken or written – have enormous advantages over learning words from a list”. Therefore, it is necessary to mention that in this action research study, the use of videos, imageries and short texts seem ideal for classroom use, Thornburry (2002) suggests “they can be subjected to intensive grammatical and lexical study, without overtaxing learners’ attention or memory as may be the case with longer texts” (p. 53).

According to Bošković (2014) Moodle allows the administration and organization of courses as well as the presentation of material through the resources section, and at the same time, it permits the assessment of content with its different evaluative activities, offering flexibility and personalization in the creation of courses and content presentation. In addition, Moodle platforms for English language learning allow the use of multimedia tools and applications, such as videos, images, audios, games, etc. Bošković (2014) suggests “in this way students practice four language skills – speaking, listening, writing and reading” (p. 481).

In 2015, Yiğit and Halil recommend the use of Moodle for learning vocabulary due to its effectiveness,

The main focus of this study was that students who are assisted with an online supplementary course management system, Moodle, are more successful in learning the target vocabulary items offered by their course book than those

who are not assisted by such a system. (p. 86)

Yiğit and Halil (2015) state in their research study they used several activities from the platform and provided the students with lists of vocabulary

When the class and the day is over, the teacher prepares a file in which he writes all the words that have occurred that day with their English meanings and definitions. He sometimes adds possible images, synonyms or antonyms or any other collocating words near those new words bearing in mind that they can help the students create a mental aid for acquiring them. He, then, uploads that file on Moodle, want his students download that file and remember the words that they learnt that day. (p. 85)

Krashen (1989) suggests “the first and second language acquisition results support the view that comprehensible input is the major source of vocabulary and spelling competence” (p. 441). Concerning this, it is necessary to create more opportunities for the students to have more practice – comprehensible input – not only at school but also at home in terms of reading. Krashen (1989) states “children who perform better on vocabulary test report more free voluntary reading” (p. 441).

Research Question

To what extent does the use of resources and the development of activities in Moodle contribute to increase CLEI6 students’ vocabulary?

General Objective

To explore the use of resources and activities in Moodle as a didactic tool to foster CLEI6 students' vocabulary at a public school in Medellin.

Specific Objectives

- Foster students' learning of new vocabulary words by using resources and developing activities in the Moodle platform.
- Explore different kind of learning resources and activities in the platform in order to improve our students' work in the English class.
- Prompt our students to use the new words they will learn to construct correct sentences, understanding their meaning in the text and to express their own ideas.

Action Plan

In this section, I present a brief description of the action plan and how the data will be collected in order to carry out this action research study. Firstly, I will explain the action plan that I proposed in order to increase the students' learning of vocabulary in CLEI6. Secondly, I present a description of the data collection techniques I will use to collect the data for this action research study.

In this action plan, I will use the resources and activities in a Moodle platform as the strategy to improve the students' learning of vocabulary in CLEI6 in a public school. During the collecting data stage, the students will elaborate five different artifacts: one at the beginning, three in the middle, and one at the end. The development of these artifacts take into account some of the concepts for vocabulary teaching present in Thornburry (2002, pp. 13, 75, 129), namely about how to test vocabulary, how to present vocabulary, and how vocabulary is learned.

At the beginning, the students will work on the first artifact, which was designed to test the extent of students' vocabulary knowledge. This artifact will test words in context and labelling of words to pictures. Thornburry (2002) states "tests of vocabulary knowledge sometimes form a part of placement test or as a component of a diagnostic test in advance of planning a course program" (p. 130). In the middle, the students will work on three artifacts, namely, lesson plans that were designed and adapted according the students' needs and level, and they will cover some basic topics such as parts of the house, the family, and the human body. These artifacts will serve to help students to learn vocabulary and to promote its use in class activities. Students will have access to interactive lists of vocabulary through videos. They will also have the vocabulary present in short readings to promote the learning of vocabulary in context. With this vocabulary they will do class and home activities such as word identification games, labelling of images to words, and finally, written production. In this phase, the students will write short descriptions of their homes and will be able to describe people in families as well as to describe parts of the human body. At the end of this process, the students will elaborate the last artifact. The purpose of this final artifact is to test students' progress after the implementation of the action plan is finished, as "there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers" (Thornburry, 2002, p. 129).

Additionally, Moodle will be the interactive tool to present the students with the content. Lopera (2012) describes Moodle platforms considering the communication, resources, and activities blocks

This platform offers a large number of interactive tools where information can have video and audio environments, providing multiple options to users.

MOODLE offers the option of publishing didactic elements, from a simple Word document to a resource in flash where a specific topic is explained. In addition, it has different information collection tools for learning tracking purposes. (p.83)

Moodle has two main blocks called activities and resources. These are designed to help the teacher present the content for the course and to permit the students develop the activities in their course. Among the most commonly used resources are books, files, folders, and URLs. These help the teachers to present content in a book-like format. Teachers can also decide to upload directly their own files, individually or in folders, or simply publish a link to an external website and present interactive content like videos or games. There are different kind of activities the teacher can use such as assignments, BigBlueButton – web conferencing system – questionnaires, glossaries, surveys, wikies and quizzes, among others. Additionally, Moodle has several tools that facilitate communicating among the participants – administrators, editors, teachers, and students – such as email service, forums, chats, and others. These tools can be used individually or publicly (Managing a Moodle course. (2014, September 21) Retrieved from https://docs.moodle.org/27/en/Managing_a_Moodle_course).

As for the data collection, I will use reflective logs and the artifacts designed for this action plan. Firstly, I will continue to use reflective logs in order to report and reflect on everything that happens in the meantime concerning the learning and development issues. Secondly, I will gather information by using five artifacts that will help me to collect data at the beginning, in the middle and at the end. At the same time, these artifacts will help students enhance their extent of vocabulary knowledge.

Development of Actions

The action plan previously presented was carried out in three stages. Firstly, the implementation of a first activity. Secondly, the elaboration of three artifacts, and thirdly, the implementation of a final activity.

The first day of class, before the implementation of this action plan, the CT and I talked to the students concerning the activities that were going to be developed in the class during the first semester. The purpose of this action research process is to explore the extent to what the use of resources and the development of activities in Moodle impacts students' vocabulary learning process. After this socialization, the CT and I registered the students in their correspondent course in the Moodle platform, and then we gave them their usernames and passwords to access their course. A first exploration of the platform, its functions, and parts was done in order to help students to familiarize with it.

On September 1, the students, the CT and I worked on the first activity proposed in the action plan. During this stage, the students took a test in the technology room in order to assess their extent of vocabulary knowledge. I spoke to the students on the importance of establishing a starting point in order to have a reference to create a contrast at the end of this action plan implementation. Later, I read the students the instructions for this test, and then they proceeded to take it. Nevertheless, and for the sake of guaranteeing the liability of the data that was to be collected, the CT helped me to proctor this test.

Next, the students, the CT and I carried out another activity. This was a lesson plan called parts of the house and it was divided into four components. In the first part the students, the CT and I watched a video called *Aprende en Inglés las Partes de la Casa* (Parts of the house). In this

video, we learnt part of the basic vocabulary necessary in order to be able to talk about homes and furniture. The students paid attention to the pictures, the word spelling, meaning and pronunciation of words. They took notes in order to create a glossary. I answered all the questions they had and explained why some words are written in certain manners. In the second part, the students made a description of a real house. They had to mention its parts and the furniture they saw was in it. To do this, the students and I did a house virtual tour from Bovis Homes website, which I had published in the Moodle platform. They used the vocabulary we had seen in the video, although most of the time they had to look up for words in their glossaries. In the third part, we had a reading comprehension activity. To do this, the students and I read a 60-word text called my home, in which there was a description of a house. The text was short and the grammar in it was simple, therefore, it did not represent much difficulty for students to go through the text. With this text, they could see and use the vocabulary in context. They also managed to answer five open questions in relation to the house description. Fourthly, the last component of this lesson plan was a written production assignment. In this activity, the students wrote a short description of their houses including the furniture in them. This activity was done from home using the tool Written Assignment in the Moodle platform. To do this activity, the students used the vocabulary they learnt in this lesson plan and used the text my home as a model.

There was a second lesson plan called parts of the house II. This lesson plan followed the same structure as the first lesson plan, although this time, the CT and I had prepared an extra activity to start the class. This was an online matching game in which they had to match pictures of parts of the house with their correspondent names. Once we finished this activity, the students, the CT and I moved to learn the new vocabulary using the videos for this lesson plan, from

which the students took notes of the new vocabulary. These videos served as a review for previously learnt vocabulary and as presenters of several new words, thus expanding the stock of vocabulary they already had about the house, furniture, home appliances and more. In this lesson plan, there was also a reading comprehension activity proposed for the class, but we could not do this activity because of time restraints. Therefore, the students, the CT and I proceeded to do the fourth part of this lesson plan. This was a monitored activity; each student had a computer and the CT helped me to proctor it in order to avoid any cheating. This activity was done using the tool Written Assignment in the Moodle platform. In this activity, the students had to write a detailed description of five different pictures of parts of a house using all the vocabulary related to furniture and house parts we had seen previously. This activity had a time limit. Each picture was projected for 5 minutes and during this time, the students had to write their descriptions in the platform.

There was a third lesson plan called The Human Body that included a sub-lesson about medical conditions and symptoms. The lesson plan was structured the same way as the previous ones. The first part consisted on the presentation of the vocabulary. The second part consisted of a short reading comprehension about a visit to the doctor, which contained the vocabulary of the lesson plan. The third part consisted of seeing a series of pictures of people showing illness that the students had to describe. In addition, a final activity in which the students had to write a dialogue related to a visit to the doctor. Nevertheless, the day the students, the CT and I had to start with this lesson plan, we could not have access to the technology room; therefore, we could only do the first part of it.

Data Analysis

In this section, I describe the process of data collection. I used four different techniques for collecting the data. I used my reflective logs, and five artifacts, namely, a first activity, three lesson plans, and a final activity.

In order to analyze the data I collected, I recurred on the constructive stage of analysis proposed by Altrichter, Posch and Somekh (1993, p. 120). I did several readings of all reflective logs, then I selected all the details I considered relevant to answer my research question, I presented the data in the form of diagrams in order to have a visual understanding of it, and finally, I interpreted the data which help to draw to some conclusions. Consequently, I drew together the information collected from my reflective logs, and the five artifacts. To code the data, I drew on the inductive method, using all the information gathered in the reflective logs. According to Altricher (2005) in “the inductive method, categories are chosen during and after scrutinizing the data: in this case, the categories are ‘derived’ from the data” (122). Later, I used Excel Office to graph the data. Subsequently, I interpreted the data and drew some conclusions aiming to answer the research question. In the next section, I will present the findings and interpretations that resulted from the data analysis.

Findings and Interpretations

The findings revealed that students increased their vocabulary knowledge and identification after being presented with the necessary material through the resources and activities sections in the Moodle platform. These findings will be developed in five categories here named as follows: a) Poor identification of vocabulary, b) Identification of vocabulary, c) Labelling of images, d) Use of vocabulary in context, and f) Increase in vocabulary

identification.

Poor identification of vocabulary

After analyzing the results of the first activity, I found that the students had difficulties to identify the vocabulary, that according to their age and school background, they were supposed to have learnt by this time. This can be evidenced, as the answers to the questions in the first activity were not correct, as we can see from one of my reflections:

The students' identification of vocabulary is very poor. I downloaded the results and graphs provided by Moodle, which we can see here below, and as we can see, 11 students out of 17 are showing difficulties to identify the vocabulary about the house, its parts, its furniture, the human body, and others. (Reflective log, observation # 18, September 1st, 2017)

I consider this situation may be related to several reasons. First, they had academic difficulties and failed academic years several times when they were in stream school. Therefore, they decided not to continue to study. This lack of continuity in their process in school may have generated those knowledge gaps. That may be one reason why they cannot identify this vocabulary.

Identification of vocabulary

Data also revealed that students started to increase their identification of vocabulary necessary for the activities proposed in class. The students started to anticipate concepts, the names of the things they saw in the vocabulary videos and answered questions concerning the vocabulary we had seen in previous classes. This also happened with other resources such as

texts, or set of images. Example of this can be read in the following excerpts from my reflective logs:

In some of the secondary videos, there were some repeated words, and the students hurried to say the name of the objects or things they had seen in the previous videos. This shows they were really focused in class, and in a manner, they were retaining the presented content.

We did a group reading from the computer monitor. While we were reading the text, I constantly asked the students about the meaning of specific words (house vocabulary) and they could answer successfully. This was a good experience since I could see they were identifying words in a text although this time they had no pictures to refer to.

(Reflective log, observation # 19, September 15th, 2017).

I consider this anticipation of concepts may be the result of better experiences in the class as well as the opportunity to access new materials available in the platform all the time. As expressed in the description of the context, the classes used to be held in their classrooms where they do not have access to resources or material. Therefore, the exposition to other spaces, methodologies, tools and means may generate an impact in the process of learning languages.

Labelling of images

Data showed that the students also started to do exercises such as labelling words to their correspondent images successfully. In a former stage, they could not identify the necessary vocabulary for reading or writing activities. However, after some time working with the Moodle platform to present the course material, they can easily link words to pictures and write short

paragraphs for describing places, as we can read in the following excerpt from one of my reflective logs,

In the second hour of class, we did the third evaluative activity to measure students' progress in learning vocabulary. This was a writing exercise in the Moodle platform. This was a monitored and timely controlled activity: I showed the students a series of 5 different pictures of different parts of the house. They had to access the platform and in module 3 start doing the activity called furniture of the house - assignment. In this activity, they had to write a full description of every picture, labelling the furniture they could see in them.

After grading this activity, I realized their scores still remained high reaching an overall grade of 80.7%, in contrast to the second evaluative activity and the first activity. The score in this activity depicts an increase of 21.3 points above the baseline results.

(Reflective log, observation # 20, September 22nd, 2017)

Another aspect that may have helped this process was that the students had the opportunity to control the situation. They could manage the resources and carried out the activities at their own pace. When the students had difficulties with the concepts worked in class, they went to the resources to review the vocabulary. This helped to the class development because the students became more independent, worked at their own pace and without delaying the rest of the course. Thus, the learning of vocabulary was a more meaningful process.

These results show that the students started to identify and label the vocabulary of the resources published in the Moodle platform. Underwood's study found that "a commonplace principle of human learning is visual memory. We remember images better than words, hence we remember words better if they are strongly associated with images" (qtd. In Chun p.185)

Use of vocabulary in context

Data also revealed the students started to use the vocabulary they have been learning since they have started to write their own original compositions. Their performance in these writing activities have shown they are increasing the stock of vocabulary and using it in context,

Some days later, after grading the writing assignment the students had to do, I found out they had written nice, short passages describing their homes/houses. But the most important thing is, I also noticed an increase in the use of vocabulary.

(Reflective log, observation # 19, September 15th, 2017)

I consider that fact that the students started to identify and use the vocabulary presented in class may be due to the implementation of several writing activities that have relevance for them since they were designed thinking on their needs and their own contexts. According to Emberson (2009) the acquisition of vocabulary and the retention of it is more likely to happen if original and meaningful writing activities are included in the early introduction of vocabulary learning (p. 293).

Increase in vocabulary Identification

Data revealed that the students started to identify the vocabulary that they worked during the implementation of the action plan. This can be verified in the final activity they took in which they answered most questions correctly. *(See appendixes B & C)*

These results may have been possible due to the dedication and commitment the students have had using of the resources and developing the activities in the Moodle platform. In the initial stage of this action research, we had a group of students who did not show interest for the class, but now they are more committed to studying and participating in the activities for the class.

Change in attitude and Increasing participation

Data revealed as well that there were other aspects showing progress, and therefore, they generated better conditions for learning English. The students had a change of attitude. This shows the students have a positive feeling towards the English class. According to my reflective logs, they are starting to think the class is interesting and that they are learning different things that make them feel satisfied,

Then the students started to leave and say good bye. Something that made feel rewarded about this day was the fact that three students approached me, and shaking my hand, they thanked me for the class. They said it had been a very interesting class and that they had learnt a lot.

(Reflective log, observation # 19, September 15th, 2017)

I consider this change in attitude may be the result of meaningful practices and activities that the implementation of this action plan brought to class. According to Channa (2012) the

implementation of different activities in class generates a positive feeling among students, leading them to build confidence and to increase knowledge in different ways (p. 161).

Conclusions

The Purpose of this action research study was to explore the extent to what the use of resources and the development of activities designed in a Moodle platform contribute to increase the vocabulary of students in CLEI6.

After the data analysis process was finished, I conclude that the methodology used during this action research contributed to increase the students' vocabulary knowledge in a significant way. Moreover, the use of learning management systems such as Moodle and the creation of content according to the students' needs and interests results in more productive classes and helps in the students' learning process. Furthermore, I conclude that the use of different activities in class as a methodology promotes a change in students' attitude, creating a better environment for learning, and helps students to become more confident. Therefore, the proper use of this methodology increases the students' vocabulary knowledge and generates a better environment for learning in class. Likewise, this action research contributes to a better understanding and an approximation of the use of the LMS or Learning Management Systems in the education area and its bounties for learning, not only in the area of languages but also in other fields. Finally, these conclusions imply we, as teachers, should constantly look for different strategies that can serve as motivators to our students and that can lead them to achieve better results.

Reflection

At the conclusion of my practicum and implementation of my action research study I feel very satisfied not only with the results but also with the process itself, because it helped me to grow as a professional and as a person.

Since I have always been attracted to topics related to information technologies and their implementation in the education sector, I really enjoyed doing my practicum. I learnt new things from this experience. I have a wide background working with LMS, but this opportunity was not the least important. In fact, it was an enriching experience that taught me about how the use of Moodle in a different context and with other kind of population can be.

On the other hand, I realized being a researcher is a very exciting and satisfying job. It is something different to what we learn in regular classes and from extensive readings. Experiencing research is a quite demanding and time-consuming activity; however, it is worthwhile assuming the challenge. It is in that sense that, although education is the field I work in everyday and I am satisfied with, I feel research has open a new path for me to follow as a way to better understand the situations and trends happening in my work field and context.

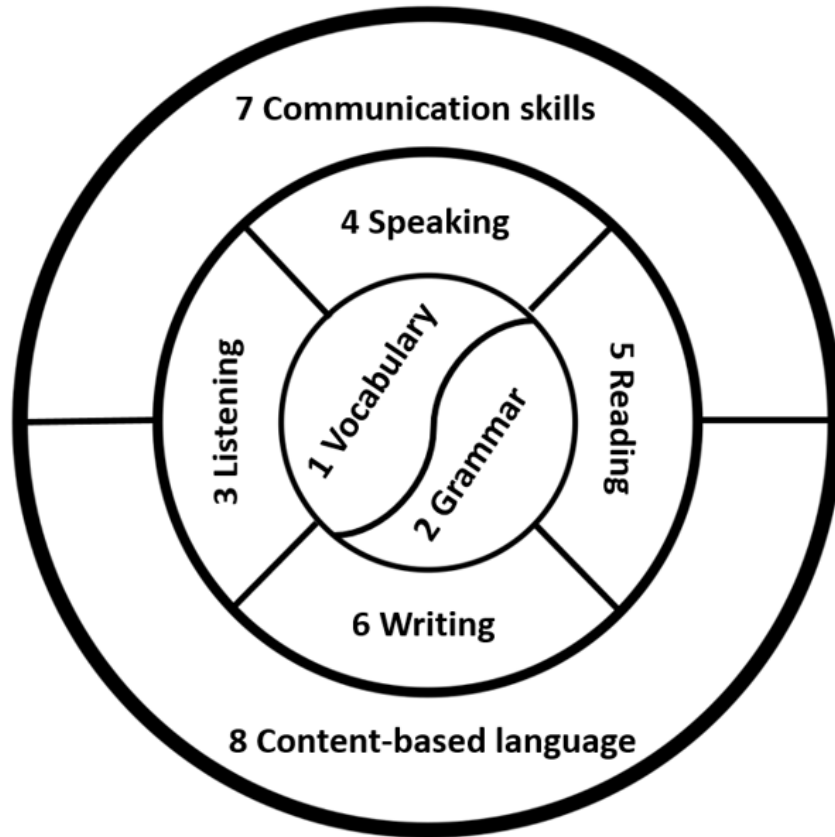
Concerning the limitations experienced in this action research process, the time was the most relevant factor. Some weeks we did not have class because of the National Teachers' Strike; some other times we did not have class due to administrative reasons in the school. All these caused a considerable delayed in the implementation of the different stages and the writing of this paper.

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Appendix A

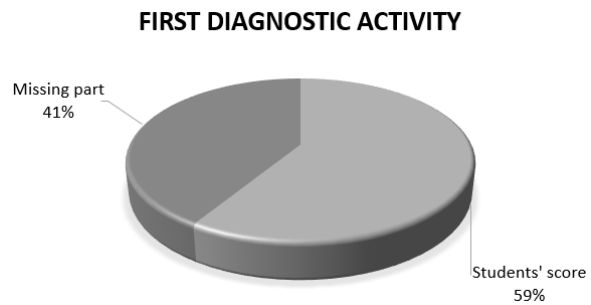


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Fig. 1: Divisions of language learning from the teacher's perspective (Chapelle, C. A., & Jamieson, J. (2008, p.5)

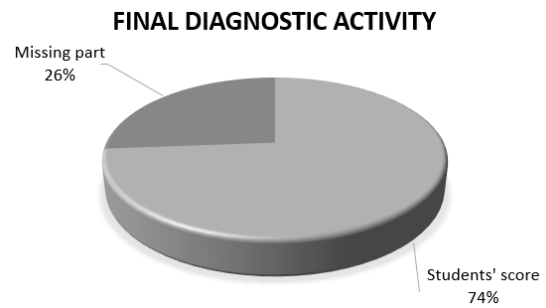
Appendix B

Overall grade in the first activity was 5.88.



Percentage of students' score in first activity.

Overall grade in the final activity was 7.38.



Percentage of students' score in final activity.

Appendix C

First and final diagnostic activities

