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CARRERA DE LENGUA Y LITERATURA INGLESA

“Using Quia as an Educational Tool for Developing a Unit Plan: A contrastive Analysis of Two Groups of Fourth Graders at “Liceo Americano Católico”

Trabajo Investigativo del Curso de Graduación previo a la obtención del Título de Licenciado(a) en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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ABSTRACT

The introduction of Information and Communication Technology (henceforth ICT) is increasing rapidly in our society nowadays. The aim of this project was to introduce Quia as a tool for developing a Unit Plan at “Liceo Americano Católico” in a group of students at fourth grade. The treatment was applied as a new methodology for teaching English as a foreign language based on new requirements that the society demands. Through the development of this project, it was seen that English teachers should be able to recognize students’ interests in order to create updated strategies to fulfill students’ needs and facilitate the acquisition of the target language. Students were encouraged to learn English since the internet application Quia itself presents different alternatives to learn the language. Nevertheless, it is worth to mention that such application may not be easily implemented in schools since they do not have enough resources for this purpose.

Key Words: Education, Technology, Web 2.0, Quia



RESUMEN

El objetivo de la presente investigación es dar a conocer la importancia de la tecnología en el ámbito educativo, ya que hoy en día ésta brinda nuevos métodos y herramientas para el proceso de enseñanza y aprendizaje del idioma inglés como lengua extranjera. En la actualidad, la educación debe adaptarse a las diferentes demandas de nuestra sociedad tecnológica en un mundo modernizado. En esta investigación, se ha utilizado la aplicación Quia como una herramienta de enseñanza del inglés para niños de cuarto grado de Educación General Básica en la Unidad Educativa Liceo Americano Católico. Quia es una aplicación que ofrece a los docentes la facilidad de organizar sus clases y crear actividades utilizando 16 plantillas que le permitirán una adecuada organización de acuerdo al interés y necesidades de los estudiantes. Esta investigación cuantitativa mide la eficacia de Quia en el aula de clase y muestra resultados positivos. Además, analiza los posibles inconvenientes en las instituciones educativas al no contar con los equipos necesarios y personal capacitado para la utilización de dicha aplicación.

Palabras Clave: Educación, Tecnología, Web 2.0, Quia.



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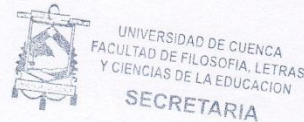
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AUTHORSHIP

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DEDICATION

This work is dedicated to all the people who have supported me during my life.

Especially, this work is for my family who has encouraged me every time and has unconditionally supported me to achieve this goal. With love to Alfredo, Narcisa, John, Johanna, Katherine, and Dayanna, the reason of my life. Hugo thanks for all your support.

Ximena Llanes C.

To my dear mom, Janneth, and to my brothers Brian and Steven who have been my support and the reason to achieve this goal. I also want to thank Roberto who encouraged me during this time. Finally to my Dad, thanks for everything.

Jessica Faicán



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INTRODUCTION

The boom of technology is an undeniable aspect of society nowadays; for instance, the use of technological resources has become a major necessity in different areas such as communication, work, entertainment, and other fields. The introduction of technology in education has not been an exception, for this reason, the purpose of this research was to find out the contribution of Quia, a technological tool, in the EFL classroom.

The purpose of this Action Research was to introduce an internet tool for developing a unit plan in the fourth grade at “Liceo Americano Católico.” At the end of the application, the evaluation of the control group and the treatment group would demonstrate if the introduction of a technological tool in the classroom could function or not. Then this project can contribute to English teachers with new strategies based on Quia, and it might be considered as an updated source for teaching English as a foreign language.

This work has been divided in four chapters. First, the problem, justification, and objectives were introduced. The second chapter is related to the literature review that contains important information about the topic. The third chapter is about the methodology used. Then, the analysis and interpretation show the results that this project had at the end of the Action Research. It also contains conclusions and recommendations based on what was found.

To conclude, it might be important to mention that this project cannot be done if teachers do not have positive attitudes to introduce the use of technological resources that are on the web into the educational field.



Topic

Using Quia as an Educational Tool for Developing a Unit Plan: A contrastive Analysis of Two Groups of Fourth Graders at “Liceo Americano Católico”

Description of the problem

According to previous research, the society is facing the introduction of new technologies in different fields. The Educational process is not an exception, therefore English teachers, must be able to use new technologies and adapt them to classrooms. It may be very helpful if some internet applications, which are available for everybody, are used with the main purpose of benefiting the English teaching-learning process, through the use of new technologies. In this work, we will propose a new strategy to teach English. This strategy is related to one of these innovative technologies, and it has the purpose of updating students' material and resources.

Justification

Technology brings some challenges, but it also presents new strategies to facilitate the teaching-learning process, especially when it is related to the learning of a foreign language. The reason why teachers should be at the forefront is to adapt to the new resources offered by technology to enhance and facilitate education. There is a wide variety of internet applications that could help the educational process. One of these applications is Quia.

The main goal of this application is to provide new methods and tools for developing the educational process, making it fun and easy to adapt to the different students' needs and their interests. Quia is a tool to create new learning activities, and many of these activities are based on well-known texts which are used by teachers.



Quia is a very useful application in the educational process; however, its use is not common. For this reason, the objective for developing this topic is to propose Quia as a tool that will benefit the English learning process. In addition, Quia application suggests a new scheme to carry out classes breaking the traditional system where students have to be in the classroom to learn. By using Quia, students will have virtual classes and the opportunity to acquire the same knowledge as if they were attending the class. It may enhance education because students will not miss any class task or quiz, and they will have the similar level of knowledge.

Objectives

General Objective

To measure the effectiveness of Quia as an educational tool for students of the fourth level of elementary school.

Specific objectives

- To propose Quia as a new strategy and updated source for teaching English as a Foreign Language.
- To explore and evaluate the use of Quia in a unit plan.
- To provide a guide for teachers and students about how to use Quia.



CHAPTER I: LITERATURE REVIEW

1.1 Technology in Education

Traditional or teacher-centered education has been replaced by new pedagogical concepts, in an attempt to transform the classroom and the roles that both the teacher and the students have played during decades. Nowadays it is stated that a student-centered education is required in order to help students acquire meaningful knowledge. Since this new educational perspective involves students dealing with a lot of information, the implementation of ICT appears as an alternative. According to Fesseha Mikre, since “ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation” (1).

During the last years, this technical innovation has introduced a variety of devices; for instance, computer applications, communication technologies, web tools, on-line material, among others, in order to supply the requirements of society. This way, technology has changed the world facilitating communication, the manner how people live, and the manner how people learn. Education, for instance, is an area that has been influenced by technology, in terms of the changes that arise with it.

It might be stated that technology is the basis for innovation in the educational field, and that this innovation is required in terms of implementing appropriate methodology, techniques and resources. According to *dictionary.com*, one of the basic definitions related to technology is “the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.” On the other hand, the term educational technology can be defined as “the study and ethical practice of facilitating learning and improving performance by creating, using



and managing appropriate technological processes and resources” (Januszewski and Molenda 1).

However, it is necessary to mention that the incorporation of technology in the educational system has caused some inconveniences. One of these inconveniences has been the infrastructure since not all schools have their classrooms equipped or they do not have the enough space in order to place the necessary equipment. In addition, most people do not have enough knowledge about the use of some technological applications (Martinez, Prendes 126-127).

Therefore, technology in education presents new opportunities for acquiring more knowledge, putting it into practice, and doing it more perdurable. At the present time, the use of technology in its different applications and devices is increasing rapidly and unusually. For these reasons, education has incorporated technology since there has been a need to adapt to and face the different challenges that technology involves in the teaching- learning process.

Wilson, Orellana and Meek in their article “The Learning Machines” state that technology as an educational tool has increased rapidly since the 19th century, with the creation of the chalkboard and the production of pencils. After that, technology began to introduce new and innovative tools like radios, projectors, hand-held calculators, CD Roms, etc. which began to modify the way the educational process was developed. These tools were introduced in order to satisfy the needs of society; for example, the Plato computer was used as the first computer in the classroom. In this way, the computer-based system started to take place in education. Later, in 1999, the classroom started to innovate with the introduction of interactive whiteboards, laptops; and now with the use of iPads, tablets, and others, which have some educational applications. With all of these objects placed in the classroom, it might seem that the textbooks are going to become obsolete in few years.

Terry Heick suggests that there are three main goals of technology in the teaching process. First, there are applications and eLearning platforms which



can be used at any time and everywhere. The second goal is the interest and enthusiasm that people demonstrate to what technology offers. This idea may be because technology presents a lot of alternatives and options that can be used based on people's interests and abilities. Therefore, teachers could take advantage of students' interests by setting some activities according to what calls their attention. The third goal is related to individual learning. There are applications that allow students to practice the target language, score the activities, and send feedback.

Ricardo Romero in his speech at "Universidad Politécnica Salesiana" claims that "the technology presented in the classroom is not enough. Its efficient use comes from interaction based on sound methodological concepts, rather than passive reception of built-in". This makes that teacher may be a researcher in order to build and contribute to an active teaching-learning process. In addition, teacher may consider that nowadays technology is the means by which tasks are achieved. Furthermore, teachers have the opportunity to share their ideas or projects with other teachers, and at the same time, teachers learn techniques from other colleagues in order to plan their lessons.

The learning process does not only involve students but also teachers, since they need to grow professionally in order to be updated, in terms of new methodology and technological resources. They also have to deal with technology-based activities in order to help their students during the learning process. Eleanor Doan says, "Good tools do not make a good teacher, but a good teacher makes good tools" (qtd. in Romero).

Romero also says that teachers may not only make good tools to be used in the teaching-learning process; they may also use these tools to educate students for life. Teachers must assume the responsibility to contribute to the training of responsible people for society, and teachers may educate students to



have critical and reflexive thinking. In addition, one of the objectives would be to promote autonomy in students.

In a study conducted by Ram Singh at the U.S Department of Education, about Technology and Education Reforms, it is suggested that the relation between teachers and students has changed due to the implementation of technology in the classroom. Now the teacher has become a facilitator that provides resources and support in order to develop students' progress, abilities, and values. Teachers should be in charge of setting the type of technology that their students are going to use during the class. For this reason, teachers have to be prepared on how to use an application and also try to identify students in order to use an adequate application based on their interests. Thus, the use of technology allows teachers and students to be prepared and face the necessities of the world.

The new means of communication allow people to be in contact using the different alternatives offered by technology. They can work collaboratively on projects with others who may not be physically close, and they can transfer a lot of information immediately and effectively. This way, teachers could motivate their students to be responsible for their own learning and at the same time stimulating among the students "awareness, involvement, interaction, and transcendence" (Alexander).

Technology may be used in order to educate people who may contribute to the development of society to change or create a world where everyone has the right to be respected. Moreover, technology may be used as one of the tools to develop the four language skills and thus knowledge. Many experts have tried to adapt different theories to the use of technology in an effort to familiarize students with the new society demands, that is to say, with technology.



1.2 The Introduction of ICT in Ecuador

International Commission on Education, Equity, and Economic Competitiveness in Latin America shows that education in this region has failed these last decades (qtd. in Carrillo et al. 4) and Ecuador is not an exception.

The educational system in our country does not have enough resources to fulfill the demands that international standards ask for, related to the achievement of a high quality in the educational process. The government has recently starting to adapt new strategies to improve education in Ecuador through several projects one of them “schools of the millennium” which have enough equipment: material and human resources in order to have a high level of education (“Ecuador's Education Reforms”).

According to the article 347, section 8 of the new *Constitution of the Republic of Ecuador*, the government is now in charge of incorporating “information and communication technologies in the education process and promoting the linkage between teaching and productive and social activities.” Therefore, ICT is being introduced in schools in different areas of education (Carrillo et al. 3-5). ICT may improve the educational process in our country, as a basic principle stated in the laws for education. Also, the use of technology may help to upgrade human abilities; in this way, the personal and collective development will continue (LOEI, Art. 2, Sec. h).

Based on governmental reforms, the main objective of the English teaching and learning process is to improve the quality of teaching English. According to a study done by the CRADLE Project, it was demonstrated that English teachers in Ecuador have a low level of English. For this reason, the government is working on different strategies to reach international standards according to the Common European Framework of Reference for Languages which ask for a minimum B2 level to become an English teacher, being able to use new methodologies (Senescyt 2).



Therefore, the Ministry of Education in the document “Ecuadorian in-service English Teacher Standards” presents, in one of its domains for the general curriculum, the use of resources and technology in an effective way. It is suggested to use “technological resources (e.g., internet, software, computers, and related devices) to enhance language and content-area instruction for students” (5).

To conclude, in addition to the efforts made by the Ecuadorian government, English teachers may exert themselves to be in constant training to have enough knowledge and preparation. They may be able to include new strategies and methodologies, using technological resources in the new English teaching-learning process, which is required by the educational system satisfying, in this way, all the students’ needs and preparing them for life. At the end of this process, the students will serve as a medium to reflect teachers’ knowledge (Senescyt 3).

1.3 Bloom’s Digital Taxonomy

Benjamin Bloom was an educational psychologist at Chicago University. In 1956, with the collaboration of his colleagues, Bloom published *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. For Bloom, the purpose to create this taxonomy was to reduce the effort of doing annual comprehensive tests (Krathwohl 212). The original Taxonomy is divided in six categories which are Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. According to Ng Wan and Nicholas Howard, Bloom’s taxonomy allowed understanding the different levels of thinking since his taxonomy was focused on cognitive development. Bloom thought that the thinking process was simple. It consisted in the fact that a person could remember and understand a definition to then assimilate it and apply it. For this reason it was essential to consider the different alternatives that thinking development could have (1-4). In the 90s, Bloom’s taxonomy was checked by Lorin Anderson and David R. Krathwohl who changed the categories from nouns to verbs. In addition, they changed the order

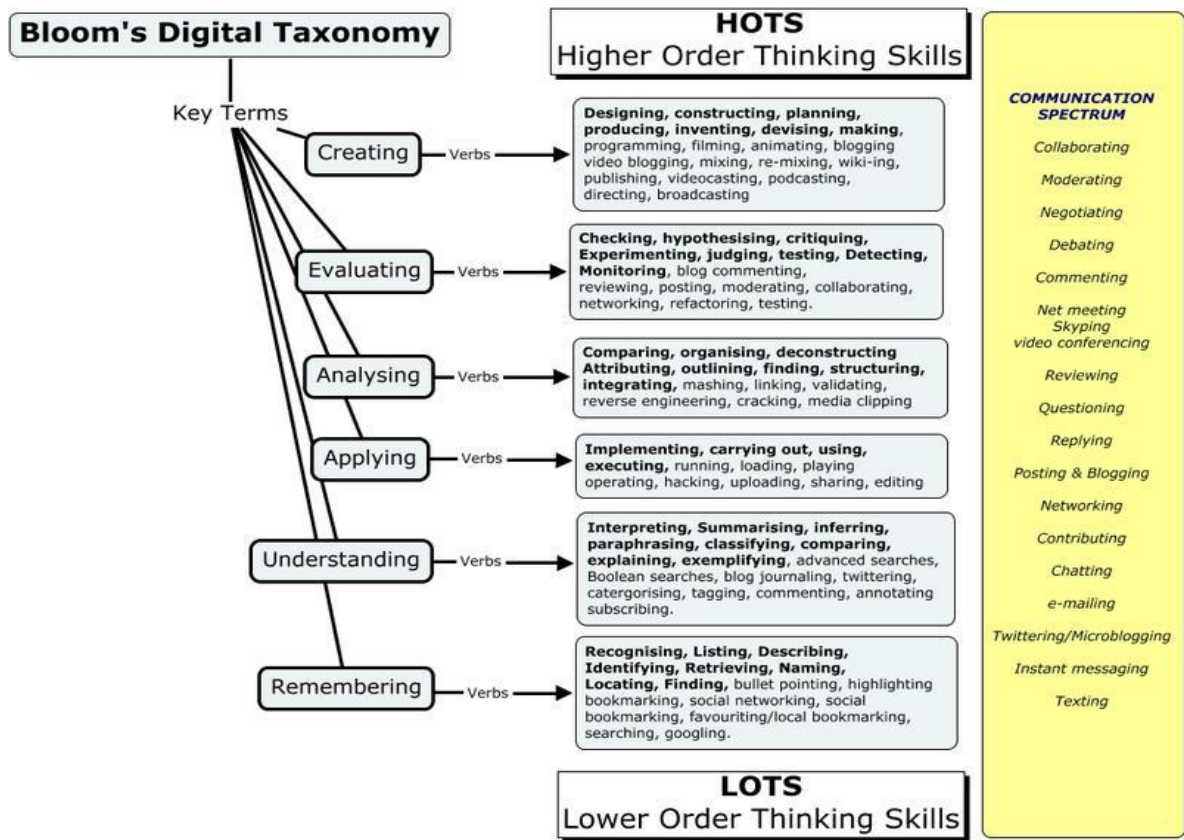


of the categories. The categories were ordered in the following sequence “Remember, Understand, Apply, Analyze, Evaluate, and Create” (Krathwohl 213).

These works, the original taxonomy and the reviewed taxonomy, have been essential in the educational process since they have helped to understand the cognitive process and create and improve methodology in order to support cognitive process (Losada 3). However, as our world has changed into a technological one, it is necessary to have enough knowledge about technology and languages. Knowing about technology is crucial because everything is based on technology. Knowing languages, especially English, is essential because English is an international language. Several changes like the introduction of technology, the huge amount of information, the facility to communicate with others, have allowed the apparition of the digital natives. Digital natives are people who are involved with technology and could manage easily the different options offered by technology (Chelliah 1).

Due to these reasons, Bloom’s Taxonomy was redesigned one more time. This time, it was designed thinking about digital natives; that is to say, for the digital era (Churches 8). As the original one, this taxonomy for the digital era may also aim to develop the cognitive process by using the several options offered by technology like online tools, materials, and applications. These options may allow people develop their cognitive skills through audios, video conferences, reading and writing activities, multimedia presentations, and other applications in which Bloom’s taxonomy can be used (Churches 9).

Andrew Churches states that this taxonomy for the digital era presents a scheme which has similar categories, including the ones mentioned in the original Bloom’s Taxonomy but having new verbs and tools related to technology. These categories are *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*. The next chart shows Bloom’s taxonomy organization for the digital era (4-5).



Source: Andrew Churches 3

According to Andrew Churches, in this chart, the categories are from the lower thinking skills to the higher ones. Each category may have characteristics and verbs that describe each one of them. The first category is *remembering*. *Remembering* is considered as the lowest thinking skill, but it is essential for developing and completing the cognitive process. It is necessary because nowadays there is a lot of information so it may be important to remember the most relevant information. The verbs that are related to remembering are “bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.” The activities that could be applied are to tell stories using flash cards, complete information through activities provided from some specific sites, use social networks like facebook, twitter, skype among other (Krathwohl 231).



The second category is *understanding*. It establishes relationships or links to get a meaningful knowledge; that is, a person may understand processes and concepts in order to explain or describe them. The verbs are “twittering, categorizing, tagging, commenting, annotating, subscribing, etc. Some activities for this category are summarizing, collecting, explaining, showing, counting, drafting, searching, publish, and subscribing information” (Costa).

Another category is *applying*. It consists in using a procedure in order to develop something and get a result. The verbs into this category are “running, loading, playing, operating, hacking, sharing, and editing.” The activities that can be done are presentations (using some applications like power point or prezzy), surveys, games, cartoons or stories through some applications like Xtranormal or Powtoon (Krathwohl 229).

The next category is *analyzing*. This involves organizing their ideas and getting a conclusion. The verbs that belong to this category are “mashing, linking, validating, cracking, and media clipping.” The activities that can be done are surveys, data bases, summaries, concept maps, graphics, etc. (Churches 4).

Evaluating is another category of this taxonomy for the digital era. It involves critical thinking and the verbs that are related to this category are “reviewing, posting, blog commenting, moderating, collaborating, networking, refactoring, and testing.” The activities involved are creating discussions among students, using applications like skype, facebook etc. (Krathwohl 228).

The last category is *creating*. It consists in joining various elements in a coherent form and making them work. The verbs related to this category are “programming, filming, blogging, video blogging, mixing, wikiing, publishing, video-casting, podcasting, directing, and broadcasting.” The activities developed in this category are producing movies; creating and presenting stories; creating and using blogs, web pages, games, publicity; drawing, etc.



1.4 Internet In The Efl Classroom

Oxford University Press Dictionary defines the term internet, which appeared in the 1970s, as “a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.” As Barry Leiner notes, the internet as a boom with innovated tools, began to be used by individuals in different areas by the 90s. Due to its constant changes (growth and improvement) anyone can use the Internet as long as having a computer, cell phone, or any other device that allows connection. Once you have an internet connection, it is easy to surf the net for any purpose.

In addition, the internet may be the most useful tool in combination with technological resources because it has become a convenient tool for human beings. Nowadays, human beings are immersed in a world where technology, especially internet, is necessary for different aspects. However, one of the most affected areas is education. Many countries have tried to use internet programs in order to improve their educational systems and take part of the global educational community which objective is to have competitive professionals that can show their knowledge and abilities at any place around the world, without worrying about the distance. Moreover, when internet is used, the information is sent and received at a high speed. Some countries also try to use patterns which have worked in other nations at educational establishments to incorporate them in the educational system so that students have the same knowledge and job opportunities (Charp Sylvia 14).

According to David Thelen, the use of internet has helped the educational system due to the variety of options that it provides in terms of contributing to interactive and meaningful classes and the development of communicative and writing skills. The internet also has allowed taking virtual classes, which when well-organized, have allowed people to study at any moment, without being worried about the distance. Students have had the opportunity to use tools and



applications that have contributed to search information and build up their knowledge.

David Eastment, a freelance teacher, teacher-trainer and consultant in the area of computer-assisted language learning, introduces the use of the internet and its impact into the English Language Teaching and Learning Process in his book *The Internet and ELT: The Impact of the Internet on English Language Teaching*. The author defines the term internet as “a connection between two or more computer networks (...) which allows computers to share information, text and graphics and to be accessed from any part of the world” (Eastment 4). Therefore, the internet can help to exchange information related to different topics between teachers and students or among students themselves.

When using internet for educational purposes, the student is allowed to find different alternatives to practice their English such as emails, discussion lists, newsgroups, or any of the different internet applications on the World Wide Web, where they can publish information, interact with people, use oriented sites for a class or project, or use multimedia tools (Eastment 9). This can be an advantage or a disadvantage. An advantage because people can have multiple ways to acquire their knowledge related to a specific language skill. On the other hand, it can be a disadvantage because it is an enormous interactive world and not all of the information that is on the net can be reliable. Eastment points out some difficulties that teachers have to face. The first one can be the lack of computers in schools. Another problem is the use of material which students can learn from and understand. As Diana Laurillard notes “the claims made for its potential in education should be examined with care, because, on one hand, it is nothing more than a small but beautiful connected library, and on the other hand, by its nature, it undermines the structure of the 'texts' it uses and reduces knowledge to fragments of information” (qtd. in Eastment 17).

There are different web pages which can support students during their learning process in the EFL classroom while supporting the teaching process as



well. These tools are increasing rapidly, and thus teachers must become tutors, guides, moderators or administrators of the information. David Eastment suggests practical tasks such as browsing through topics of interest, using forums, researching information for a project, using web files, etc (13).

Eastment also explains that through the use of internet, we can develop language skills since different material is offered in order to achieve such purpose according to the skills and students' level. For example, to develop the reading skill there are ELT material, applications to evaluate the understanding, tales, fables, and also authentic material, newspapers or magazines. To develop the listening skill, there are ELT material, dialogues, multimedia, videos, etc. For the writing skill there are worksheets, documents, exercises related to punctuation, correcting errors, answering questions, etc. There are also online dictionaries and translators that help in this process (Eastment 14-16). Concerning speaking, there is real-time communication when chats and videoconferences are used among students and teachers with a specific topic.

Virtual environments, which might replace the common classrooms, are being inserted in the EFL teaching-learning process. According to Eastment, these virtual classrooms do not have all the benefits (e.g. interaction) that a common classroom has. However, the same author suggests this type of classroom to people that, because of their duties, are not allowed to attend a regular classroom. This way of communication can also be a way for people to interact and practice speaking (19).

In addition, David Eastment suggests that "a 'virtual school' might be defined as a 'cyber learning centre'" (20). It could be a space with different kinds of educational activities like those in a regular school. Online learning is one of the options that internet offers for universities and institutions around the world, and this modality is being developed in order to fulfill the students' needs (Eastment 21).



The author ensures that virtual ELT operations will emerge in a big number and would dominate the learning acquisition. Eastment also suggests that teachers should use most of the sites as learning tools for motivating students, in an updated way, that seems to be attractive to the people (21-24).

1.5 Internet Applications: Web 2.0

The Web 2.0 applications are online software that can contribute in the EFL classroom and they can be used by students and teachers. The creation of the Web 2.0 application has transformed the web from being “a medium, in which information was transmitted and consumed, into being a platform, in which content was created, shared, remixed, repurposed, and passed along” (Downes).

Stephen Downes also says that the Web 2.0 appears as a social revolution not as a technological revolution since the main objective is to use the technology in a more collaborative way. Bryan Alexander points out that these kinds of applications provide services in terms of searching and sharing information as well as social support. Downes also suggests the use of an e-Learning method which focuses on networking and participation, i.e., the interaction of members with common interests.

Nadeem Saqlain recommends that teachers and instructors should be able to use, apply, and integrate technology in order to develop meaningful objectives and clear aims to create interactive tasks or assignments. Furthermore, it is also necessary to consider the technological applications offered in order to develop the four skills (listening, speaking, reading, and writing) when a person is learning a second language. When a teacher chooses an appropriate application, this application may become a useful tool for managing classes and facilitating the learning process breaking the traditional format and the routine. According to Mary Hertz's, teachers also should be flexible when they use technology with their students because they need to



choose the correct applications for them in order to have students' attention and interest.

1.6 Quia as an Educational Tool

Quia is a web portal that could be used in the educational field as a new methodology in order to create a different environment (Sheehan 46). Quia means "Quintessential Instructional Archive" (Sheehan 45) and was created by Paul Mishkin, founder of Quia Corporation, which is a private technological company, that uses internet and is specialized in "educational tools and content" (Mishkin 2).

According to Quia Corporation, this tool offers a free subscription during 30 days; after that, a payment of 49 dollars is required. On the other hand, if institutions need a subscription, the cost is 199.00 dollars, which allows its use for one year.

In the Quia presentation that can be downloaded from its website, it can be seen that it has some features. It is divided into two areas: one for teachers and another for students. The teacher's area or zone allows tracking each student. Teachers can also create online games, or online quizzes, offering a class where the teacher can keep contact with students. In addition, there is the option to upload images and audio clips; share activities, homework and class schedules; view quizzes, survey results and reports. Quia also offers an online assessment system automatic scoring. On the other hand, in the Student Zone, students can take quizzes; work with the different activities created by teachers, and check test results. This page is very attractive to students because of the different activities that they can do, which are fun and easy to perform. Finally, Quia allows parents the opportunity to appreciate, participate, and control the tasks, assignments or quizzes given to their children. They could also look for their children grades and know about activities in the classroom (2-39).

Mishkin states that "Quia has found a way to tap the knowledge, creativity, and expertise of educators through (...) technology into activities and



forums that allow their intellectual property to be shared” (1). According to Roxanne Todd, the main goal of this application is to provide new methods and tools for developing the educational process making it fun and easy to adapt to the different needs of each student and their own interests. Quia is a tool to create learning activities, and many of these activities are related to the chapters of the books that are being studied in a level (1-2).

As Paul Mishkin asserts, Quia is one of the largest internet educational tools that has a huge variety of resources such as games, quizzes, flashcards, surveys, templates among others (1-2). Mark Sheehan adds that teachers can also create their own material, which responds to the English learning skills, such as: individual classes with 16 different activities that can be used according to the students’ needs; different types of quizzes, surveys, or any kind of assessment. These activities could be shared among teachers and students through links (47-52).

Quia could be used as an educational tool to teach English. Katie O'Brien suggests that the use of “Quia in the English classroom is a great way for students to review grammar, usage, vocabulary, and important elements of a text” (1). The same author asserts that this tool “gives educators the opportunity to integrate technology into the curriculum while also giving students the chance to study and review before taking their online quizzes” (1).

In an email sent from the department subscriptions, it is suggested that some activities can be found in one category for English as a second language where students can practice specific language skills by using some of the activities already designed. It was proved that “several of the activity templates on Quia involve matching, which works well for teaching languages” (Quia Corporation). O'Brien admits that Quia could be used in the English classroom as a medium to strengthen knowledge by reviewing and practicing the language through different activities. Quia may also be used in a writing assignment and at the moment of taking quizzes (1).



However, O'Brien suggests the following recommendations for teachers when using this tool. First of all, teachers should be aware to avoid plagiarism and cheating among students, especially when taking a quiz in a class. The second recommendation is related to writing activities. There might be some difficulties since Quia cannot be adapted to a specific format that a school may have. The last recommendation is to control the time that students use when working on a task in order to plan classes with a variety of activities (5).

Quia is “one of the world's most popular providers of online educational technology” (Mishkin 1). For that reason, it could be relevant to mention some comments from teachers that have already used this application in their classrooms. Campbell, a teacher at Conestoga Valley Middle School, says “[from] my classroom in rural Pennsylvania, I can find and share the best tactics created by teachers anywhere in the world. I have accessed to their creativity and thinking” (qtd. in Mishkin 2). Professor Lynn Bradman of Metropolitan Community College in Omaha, Nebraska in the article “Quia Announces Sophisticated New Quiz and Grading E-Learning Tools” comments “Quia's new features allow me to easily and quickly create online quizzes with a wide range of question types --multiple choice, fill- in-the-blank and short essay. It saves me time and resources and my students love them. There are lots of educational resources on the Internet, but there is nothing like Quia” (qtd. in Quia Corporation 1). In the home site of Quia Corporation there are also some comments related to the use of Quia when teaching English. Concerning games, Kristin Oase, a high school English and history teacher in California emphasizes that “[students] love it. They use Quia to study every night for homework or test prep. So far it has increased the amount of time my students spend on studying. Anything that makes learning fun is contagious.” She says that students are excited at the moment of using Quia. Finally, Corinne Desloges, who works as an English instructor in France confirms that it is easy to create activities related to the school books. She also suggests the use of matching activities and the use of flashcards to make the classes more interesting for the students.



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Therefore, it can be said that Quia, which has around two thousand activities based on the four English language skills, can be used in the EFL classroom to teach at different ages (Quia Corporation).



CHAPTER II: METHODOLOGY

2.1 Basic Methodology

In order to determine the degree of effectiveness of Quia as a tool in the EFL classroom, an experimental study was carried out, since the participants were divided in two groups: a control group and a treatment group. In addition, it is worth to mention that quantitative data collection techniques were used in order to first determine students' preferences and attitudes toward the use of such application during the learning process. Quantitative research therefore served to collect preliminary information in order to be familiar with the reality of the group in which our research was going to take place.

It is important, however, to mention that since action research is a tool designed for teachers who want to solve problems in the classroom; this study is basically related to such kind of research. Moreover, since dependability and conformability takes part of Action Research, all the activities developed were kept in order to have sufficient evidence later. All the students from fourth grade were tested and then they were divided in two groups: control group and treatment group. Once the participants were randomly assigned to one of the groups, the treatment group had to work in the computer labs of the school and at home with some assigned activities. Students participated in our project during two weeks and at the end, they were tested. The purpose of the study is to demonstrate whether or not Quia application works in the English teaching – learning process.

2.2 Human Resources

The development of our project was done at “Liceo Americano Católico,” which is a private school. Quia application was applied to twenty eight students from fourth grade, male and female, whose age range is seven to nine years old. According to previous collected information, it was known that most of the students had access to internet in the two places where their learning process



took place: school and home. In addition, the students like to play video games and use computers. As they are active students, they prefer to learn through songs, videos, and games. According to this information, it was planned to work with them in the computer labs which were facilitated by the principal and administrators of the school. Moreover, teachers collaborated changing their class schedule in order to allow the researchers the use of those labs.

2.3 Data-gathering techniques

A **survey** was applied as a way to get information during the initial stages to know more about students' ideas, attitudes, and wishes when learning English. It began with some questions related to their accessibility to computers and internet; the applications they use regularly and Quia as a specific one. The last part contained questions related to students' interests when learning English.

An **interview** was done to Mst. Tania Ortega, a university teacher who has worked in a high school for 13 years. She was interviewed because she was familiarized with Quia application and knew how to work with this internet application as an educational tool in the English teaching-learning process, since she applied it in her master's program. Interviewing her provided some information that might not be available in books or in the internet.

A **pre-test** was applied in order to contrast the results later. A preliminary test was taken by the students about the unit which was being presented from the American English Primary Colors Book 3 which was used at the school. This last unit had to be presented as it had been planned in the annual curriculum of the school.

A **post-test**, at the end of the process, given to the treatment group, showed what they had learned through the application. The results allowed the researchers to know if the use of Quia was effective or not when teaching English. The same test was taken by the students in the control group. The



results were analyzed in order to determine the effects of using this application in an English classroom.

In the following chapter, data gathering material will be examined and then the results will be presented according to what was found in terms of pre-test and post-test results.

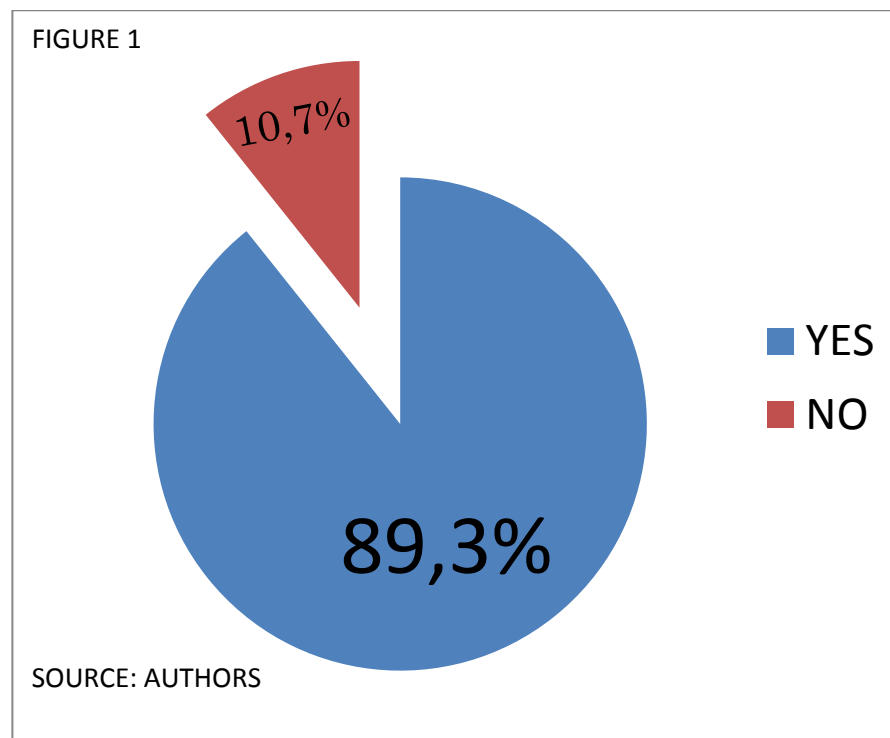


CHAPTER III: RESULTS: ANALYSIS AND INTERPRETATION

3.1 Results and analysis: Survey

This survey was applied to 28 children, and its purpose was to find out what children knew about Quia and their knowledge about applications on internet and their use. In addition, this survey allowed us to know if students had the enough facilities to access to a computer and the internet, and there were also questions about students' interests in order to know how to focus the application on the English classroom. The results were the following:

1. Do you have a computer?

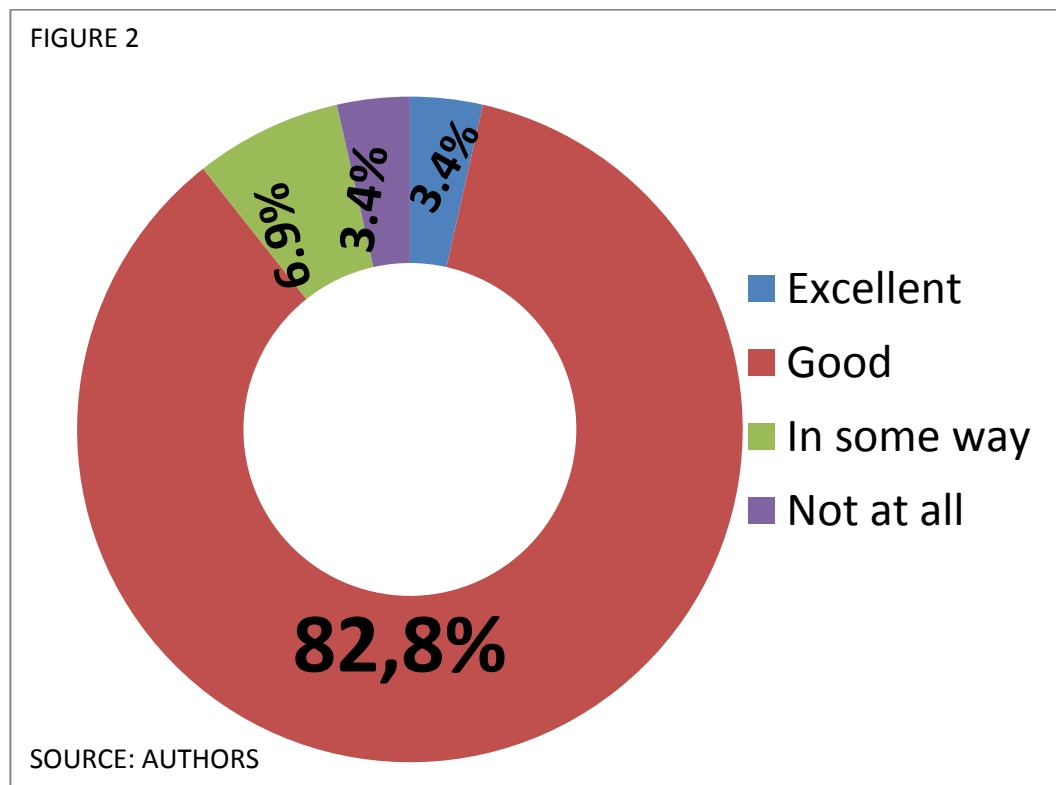


Eighty-nine-point-three percent (89.3%) of the students representing 25 children indicated that they had a computer at their homes. This result was satisfactory for the research because most of the children had a computer which would be used in their homes to explore



Quia and reinforce the activities given in the lab during the English class. On the other hand, three children, who did not have a computer, would work only at the English class. Ten-point-seven (10.7%) percent of students did not have a computer; however they had access to one in the high school.

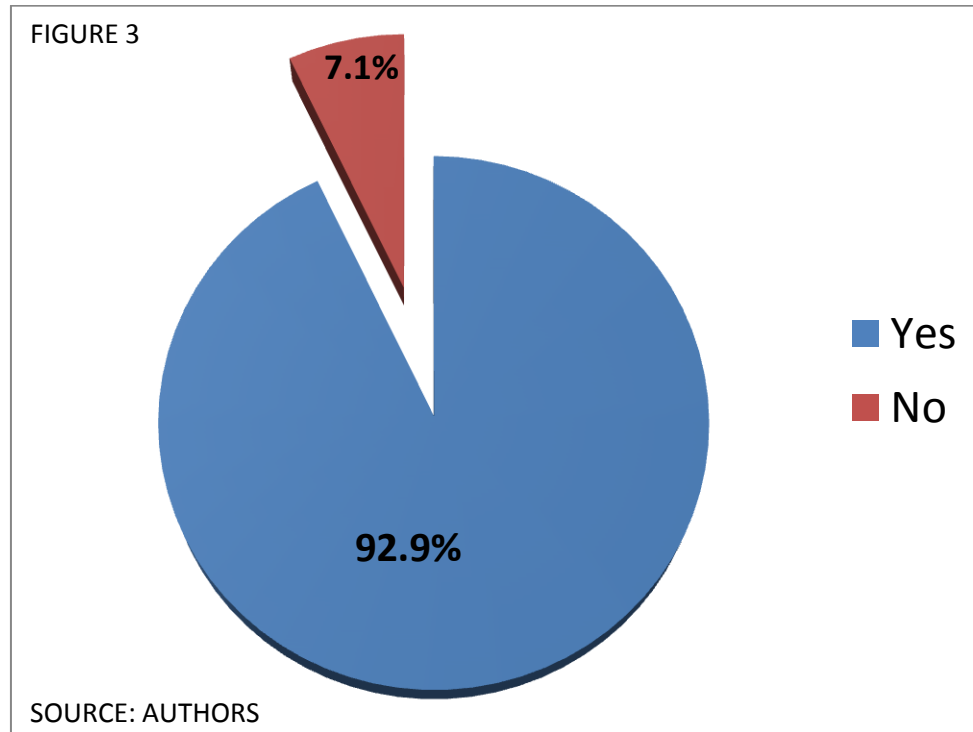
2. How can you grade your ability to handle programs in a computer?



This question offered four possible answers in order to recognize students' abilities to handle programs in a computer. Three-point-four percent (3.4%) of the students answered *excellent* in relation to their ability to handle programs. Eighty-two-point-eight percent (82.8%) of them said that they were *good* at managing computers. In addition, there was a percentage of six-point-nine (6.9%) that said they were able to use computers *in some way*. Finally, three-point-four percent (3.4%) of the students mentioned they could not handle programs at all.



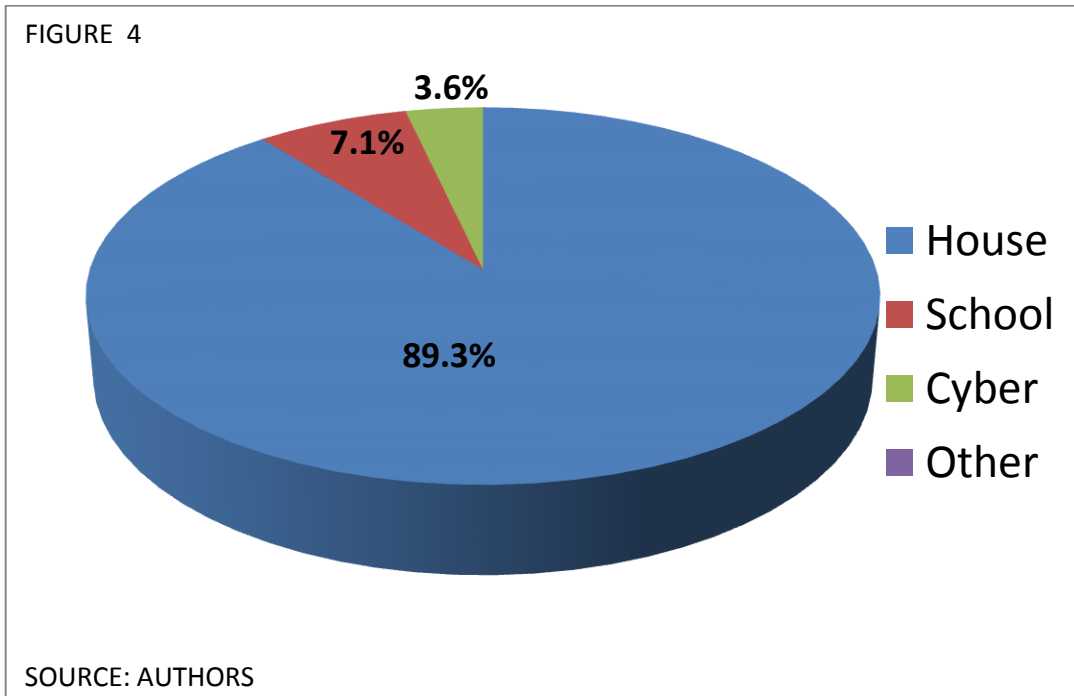
3. Do you have access to internet?



This question was essential because it was necessary that children had internet connection in order to access to Quia. Fortunately, ninety-two-point-nine percent (92.9%) of students had access to internet which were 26 out of 28 children. This way, students could practice the activities in Quia at any moment.



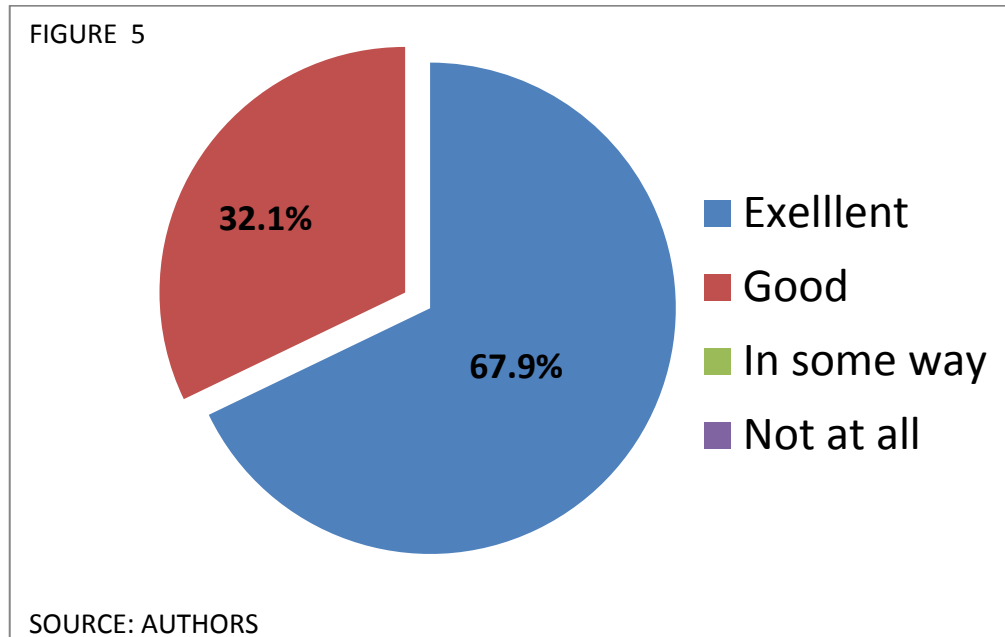
4. If your answer is yes, please check one of the options.



This question was related to the previous question because it was elementary to identify which was the place where students could spend time on internet. For that reason, this question had some options. As a result, eighty-nine-point-three percent (89.3%) of students could access to internet from their homes, that is, 25 children. Meanwhile 2 children could access from the school, and 1 child from a cyber. Internet access from their homes was an advantage for this research because they could have enough time to spend on Quia and their parents could support and control them.



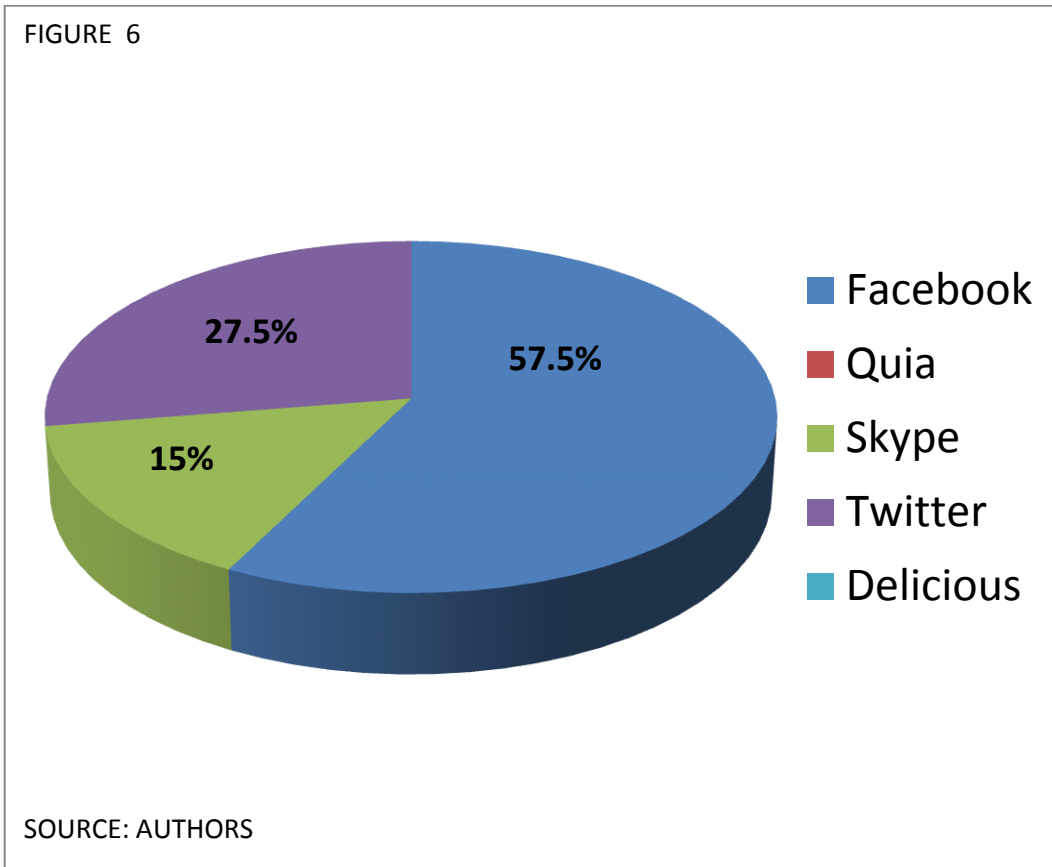
5. How do you grade your ability to use the Web?



Nineteen out of twenty-eight students said they were *excellent* at using the web. It was useful for our research since it was necessary that students could use the applications of the web. This way, Quia would be easy to be applied since they knew how to explore the several tools it provided. It is worth to say that the other nine students mentioned that they were *good* at working with such applications.



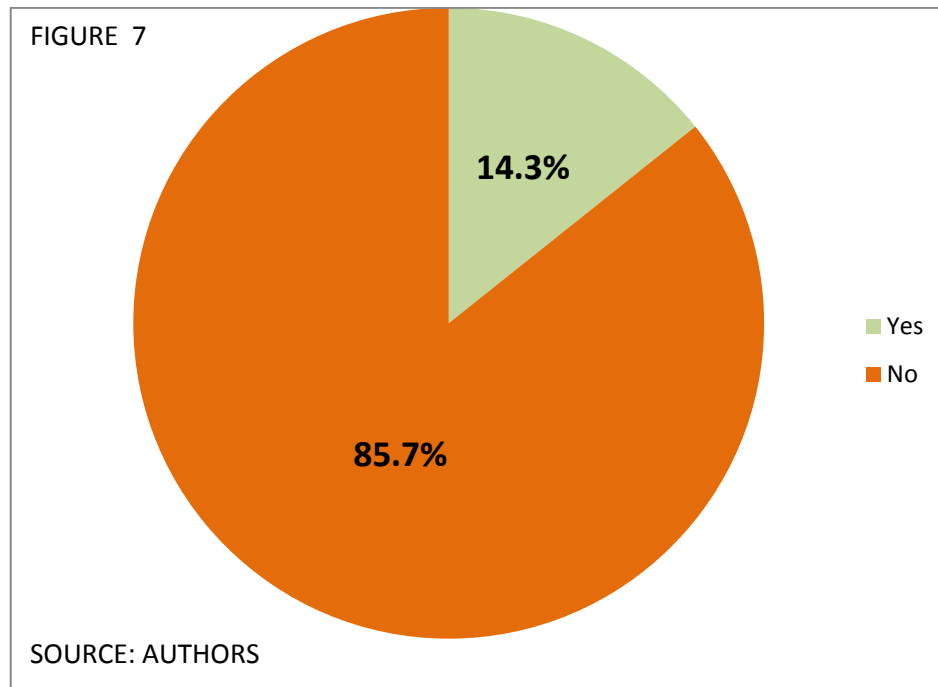
6. Which applications on the internet do you know?



For this research, it was necessary to know if the students knew about Quia. According to the results, none of the students knew about the application. They mentioned other applications like Facebook, which was used by fifty-seven-point-five percent (57.5%) of the students, and other applications like Skype and twitter were also visited and used.



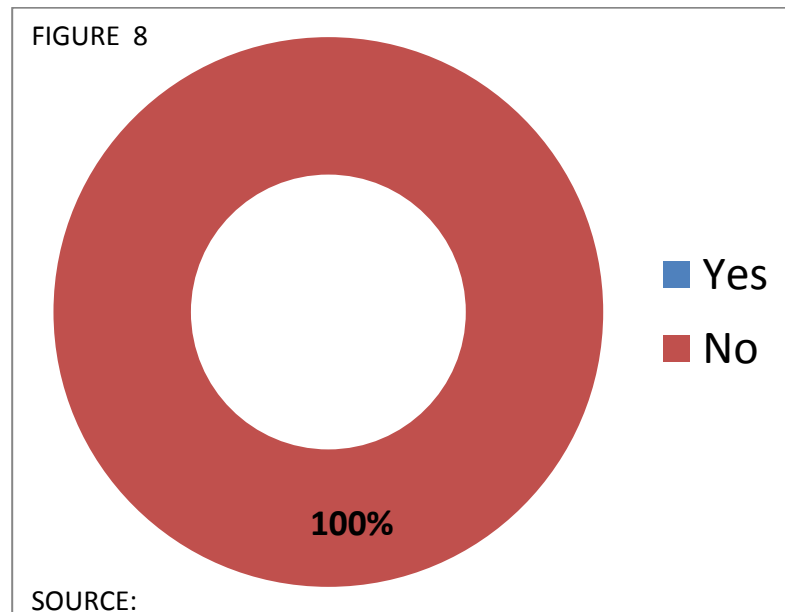
7. Do you use any of these applications when learning English as a foreign language?



This question was essential because it showed that eighty-five-point-seven percent (85.7%) of the students did not use the applications before mentioned in order to learn English; that is, 24 children were not able to use these applications because they might not have sufficient motivation or guidance. Only fourteen-point-three percent (14.3%) had used one of the applications when learning English.



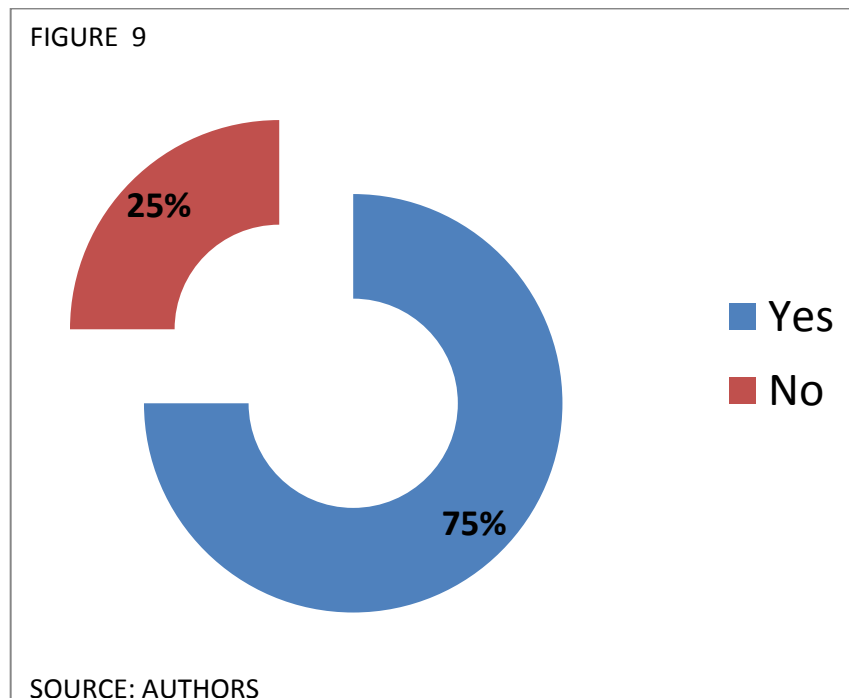
8. Are you familiar with Quia?



As it can be seen, one-hundred percent (100%) of the participants mentioned that they were not familiar with Quia. Since they have not used this application, the researchers considered that it would be motivating for students to know what Quia was and how it worked.



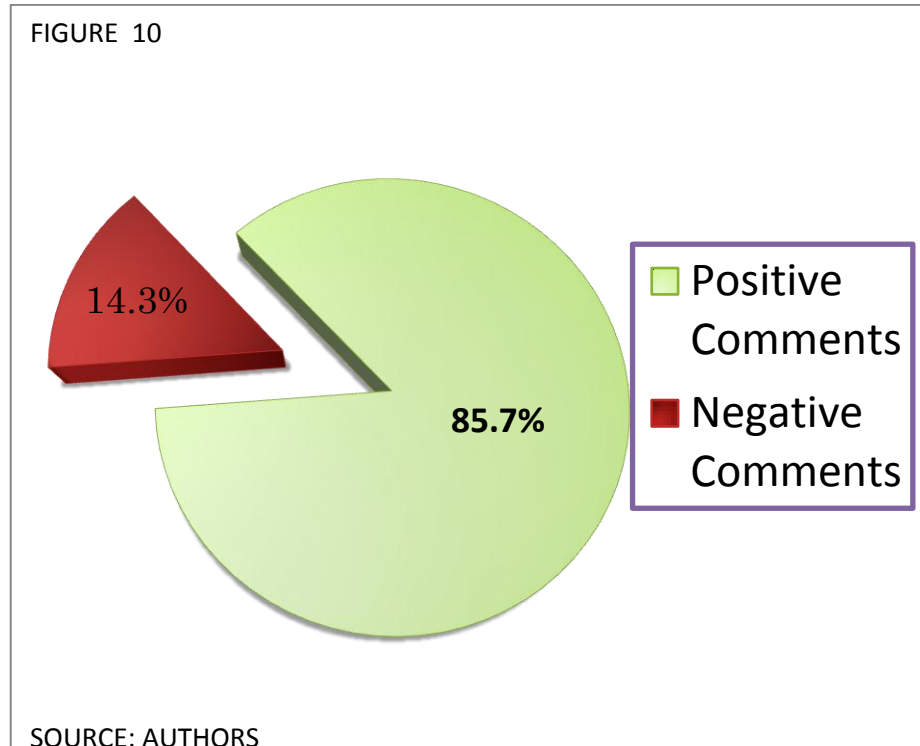
9. Would you like to learn English through computers?



Twenty-one out of twenty-eight students would like to learn English through computers. This answer facilitated the research because it involved an application which was designed for teaching. Seventy-five percent (75%) of the students aimed to use technology to learn English as a foreign language.



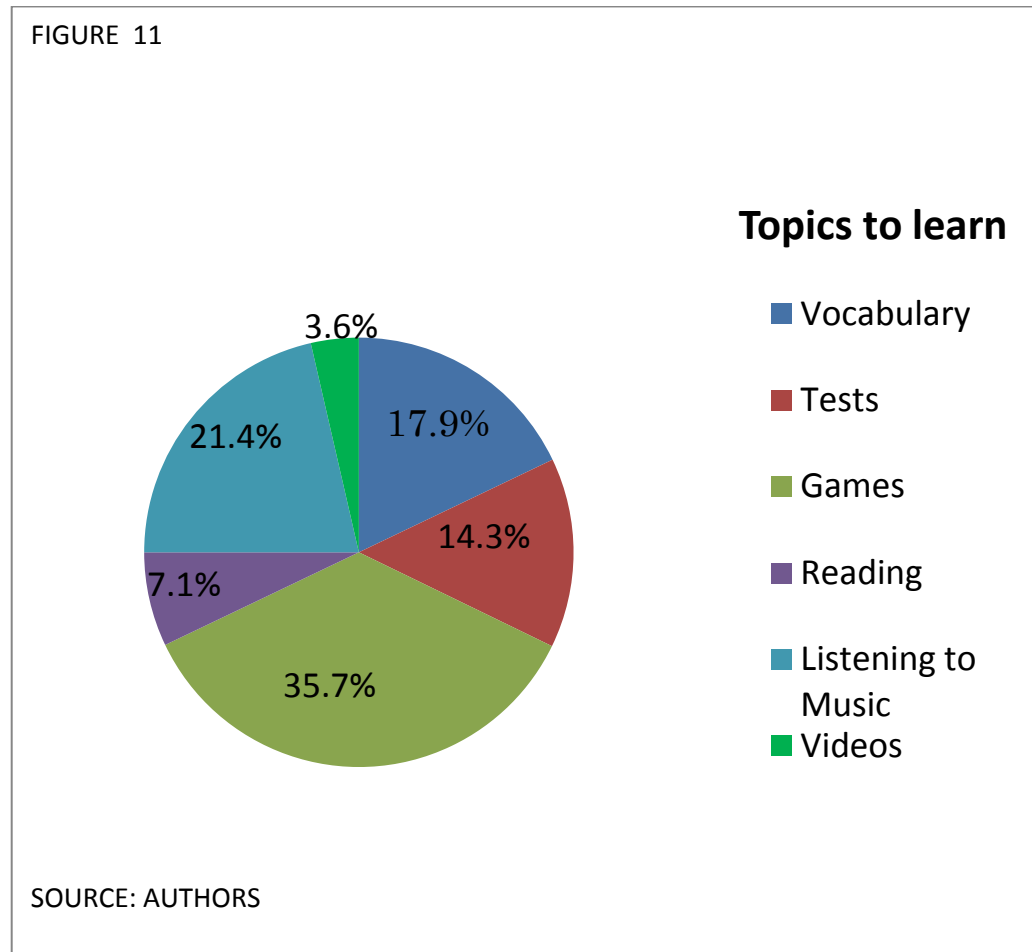
10. After hearing about Quia, what do you think about learning English through this application?



Eighty-five-point-seven percent (85.7%) of students gave positive comments about Quia. It was after they knew some features about the application that they expected to learn through games and some activities that might make the English learning more significant.



11. What activities do you like the most when learning English?



This question provided students several alternatives about the activities that they could work with when learning English. Thirty-five-point-seven percent (35.7%) of students mentioned *games*. As it is known, they are children and games are one option to catch their attention. On the other hand, seventeen-point-nine percent (17.9%) of them said they liked to learn *vocabulary* when learning English. In addition, three-point-six percent (3.6%) of the students mentioned *videos* while seven-point-one percent (7.1%) said *reading activities*. In addition, a percentage of twenty-one-point-four (21.4%) mentioned *listening to music* as one option. Finally, *tests* got a percentage of fourteen-point-three (14.3%).



3.2 Results and analysis

3.2.1 Treatment

Once the class was divided, the treatment group started to work in the computer labs. Students had their own computer where they could develop the different activities assigned by the teacher.

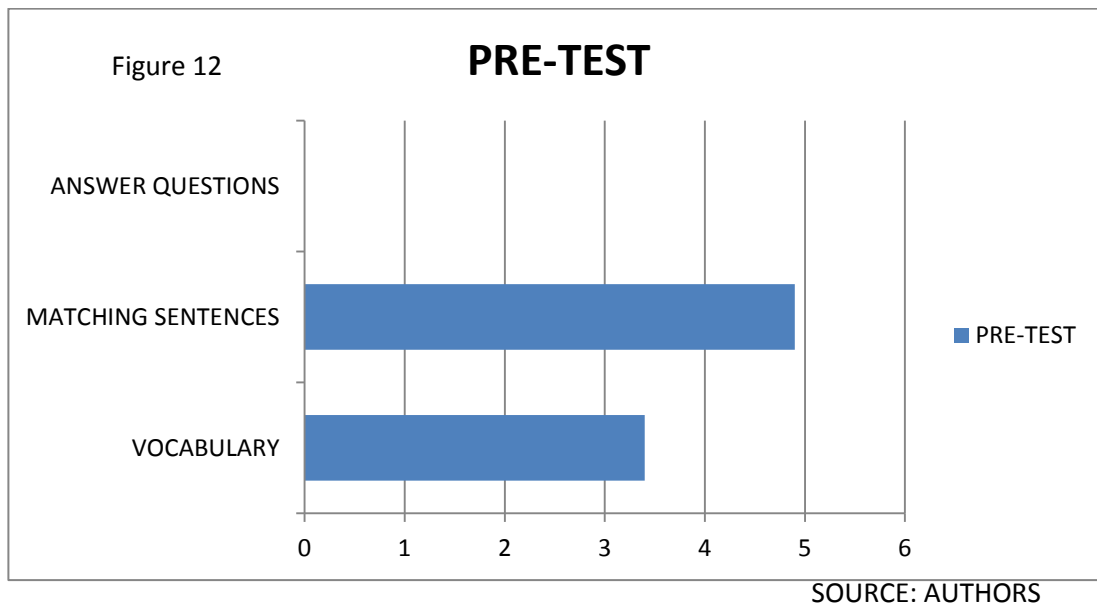
First of all, teachers created their account in Quia in order to organize their class and so they could get the usernames and passwords for their students. Then students received their usernames and passwords provided by the teacher which were necessary to log in Quia. During the first hour of class, the teachers guided students to log in and explore the application. Once they could manage it, they started to work through the different activities that Quia offers. These activities were developed in the computer lab and also at home based on the topic that they were learning according to the Unit Plan already done by the teacher of the institution, which was *talking about the activities that people do in a specific time*, using the present continuous as the grammatical point.

Based on the sixteen activities that Quia offers, the treatment group worked with activities such as matching. In this activity, students had to relate a picture about what people were doing to the key word in order to familiarize students with the vocabulary that was used in this unit. In order to introduce the structure of the present continuous we used a column activity. To reinforce the structure of the present continuous, we used word search. Based on the teacher's lesson plan and the book, the topic to be studied was *What are they doing?* Teachers used jumble words, which helped students to reinforce the structure of the present continuous and to introduce the questions using the grammatical point mentioned. To consolidate the use of the present continuous, other activities like hangman, cloze, and order list were used. At the end, a quiz was taken; the students had an hour to do the quiz and the results were given by Quia. Before taking the quiz, there was a short explanation given by the



teacher to avoid misunderstandings. In addition, the students had time to ask questions and clarify doubts at the end of each lesson. Students could also reinforce their knowledge and continue the practice at home, since all the activities were uploaded to the students' page until the end of the research.

3.3 Results and analysis: Pre-test

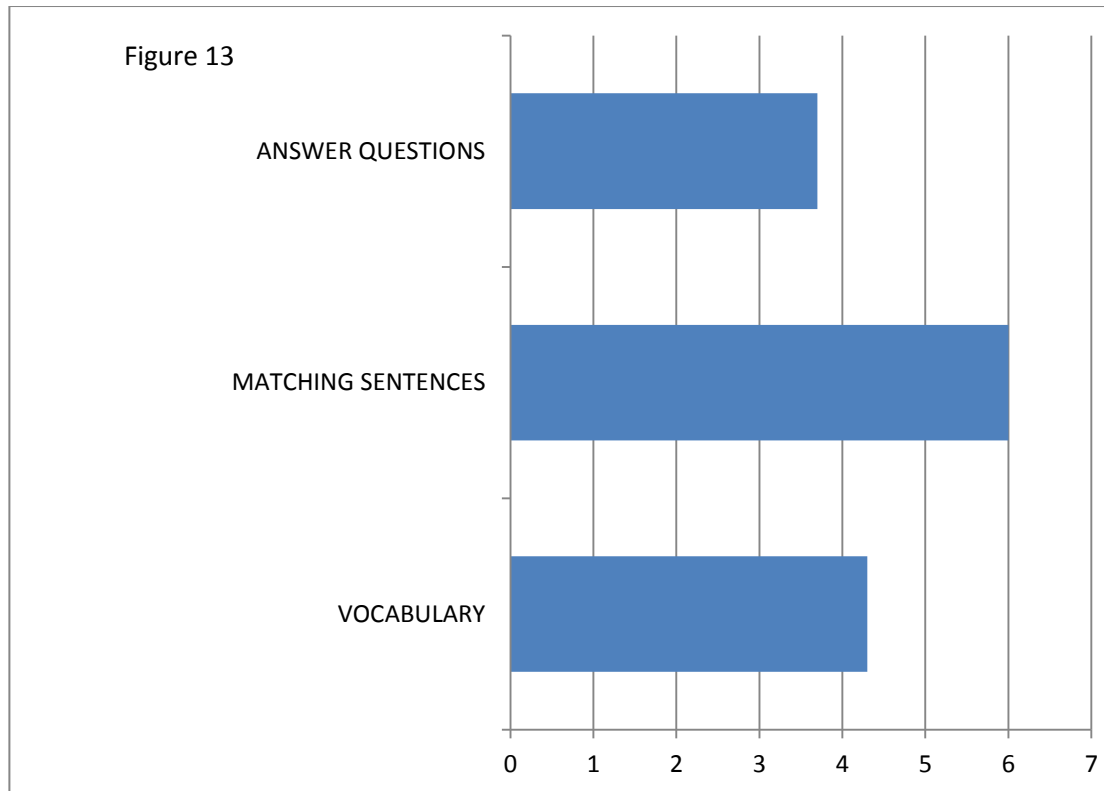


In the preliminary test, there were three parts. The first part was related to the vocabulary to be studied in the unit. In this section, the students had to match pictures with words; the class obtained an average of three-point-four (3.4) out of five. In the second part, the students were asked to match pictures with some phrases containing the present progressive structure in order to describe what people were doing. The students got an average of four-point-nine (4.9) out of six. In the last question, where students had to answer using the present continuous structure, in relation to pictures, none of the students had a right answer since they did not know how to use the structure of the present continuous. With the results, it was shown that students could not write



sentences using the present continuous. However, they were in some way able to match sentences and vocabulary.

3.4 Results and analysis: Post-test



SOURCE: AUTHORS

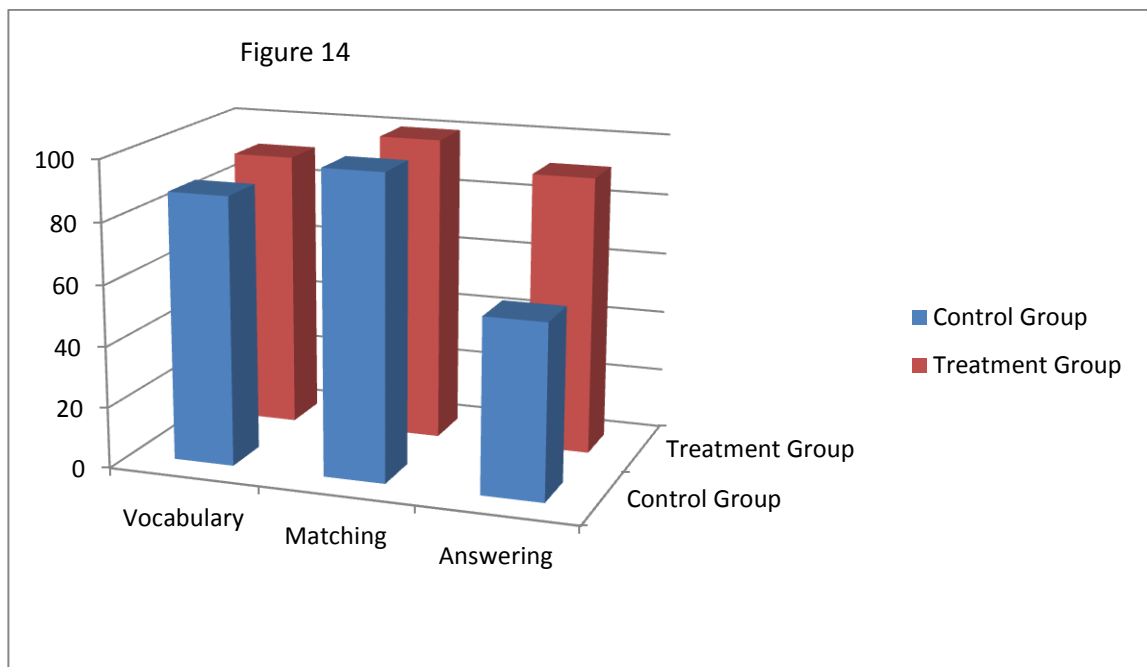
In the post-test, the same evaluation of the pre-test was applied to the students. The purpose of this test was to know if the students could learn the structure during the time the research lasted. As the same questions were applied, in the first part, related to vocabulary, the students obtained an average of four-point-nine (4.9) out of five. In the second part about matching sentences to pictures, the average was six out of six. The last part, in which students had to answer questions, they got an average of three-point-seven (3.7) out of five. The results showed that the students started to write sentences using the present continuous structure. They continue having a good level at matching



sentences, and in addition, their ability to match vocabulary to pictures increased.

3.5 Measuring the Effects

According to the results of the pre-test and the post-test, it can be said that the treatment group, the one working with Quia application, had better results in contrast to the control class.



SOURCE: AUTHORS

As the graphic demonstrates above, the treatment group had a higher percentage in contrast to the control group. In the first question, that had to do with matching pictures to words, the control group got an average of eighty-eight percent (88%); meanwhile, the treatment group got ninety-one percent (91%). In question number two, the control class obtained an average of ninety-nine percent (99%); on the contrary, the treatment group got an average of one hundred percent (100%) which means that they could fulfill the purpose of recognizing the pictures and matching them with the sentences that described them. Finally, in the last question, the treatment group reached ninety-one



percent (91%) while the control group only had fifty-seven percent (57%). To conclude, based on results, it might be said that the students, who participated in the treatment group, had a higher score because of the motivation and interest that they had during the application of the treatment. The students showed that learning English through the use of computers and the Quia application was useful.



CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Technology has introduced a lot of options which may improve, reinforce and facilitate the educational practice, especially in the acquisition of a foreign language, in this case, English, which is an international language. Additionally, technology has allowed people to improve their knowledge since they have been able to get information anytime and anywhere.

Quia, for instance, gives learners and teachers different alternatives which are useful tools to plan their classes. This way, teachers may have their students' attention and motivate them to learn English as a foreign language. Moreover, students have the chance to enjoy and learn at the same time, since Quia allows the use of games, videos, images, songs and more to make classes more attractive to students.

With the use of these kinds of technological tools, students may feel more confident, comfortable, and interested in what they are learning. In addition, the communication between students and their teacher should be constant in order to avoid misunderstandings or fear. Therefore, teachers may adapt the different alternatives offered by technology in order to create an adequate environment to improve the English teaching-learning process.

The use of Quia had better results compared to the control class, since the application not only called the attention of the students but gave higher scores. All the activities developed through this application seemed to be attractive and fun for students. Students worked on the topics using some games, such as matching, hangman, looking for pairs, etc. For that reason, we can say that the activities in Quia can work when teaching English as a foreign language.

On the other hand, this research might have limitations when applied to public schools, since they do not have enough equipment and human resources in order to use technology in a correct way.



However, because of current laws and society needs, this work may serve as a basis to continue with new research related to this topic; in this way, we are also contributing to fulfill the demands of our society.

Recommendations

Taking into account the information obtained in this research, the following recommendations should be considered.

For teachers in general, it is suggested that they have to consider the introduction of new materials and strategies in order to adapt all these resources to create a new methodology. The aim is to get a meaningful teaching-learning process, where there may be a facilitator who allows students to create their own knowledge (Zaka 43).

Related to Quia, it is suggested that this application could work as a complement in the EFL classroom after the study of any topic. Quia can be used to develop the four skills; it also can be used to practice vocabulary and grammar. All the activities in this application are interactive and motivating; that is the reason why it may call the attention of the students.

For the institution where this project was applied, a short manual which describes the basic parts of the application and how they can be used in the classroom was developed by the authors. This might serve as a contribution to continue applying Quia in the school.



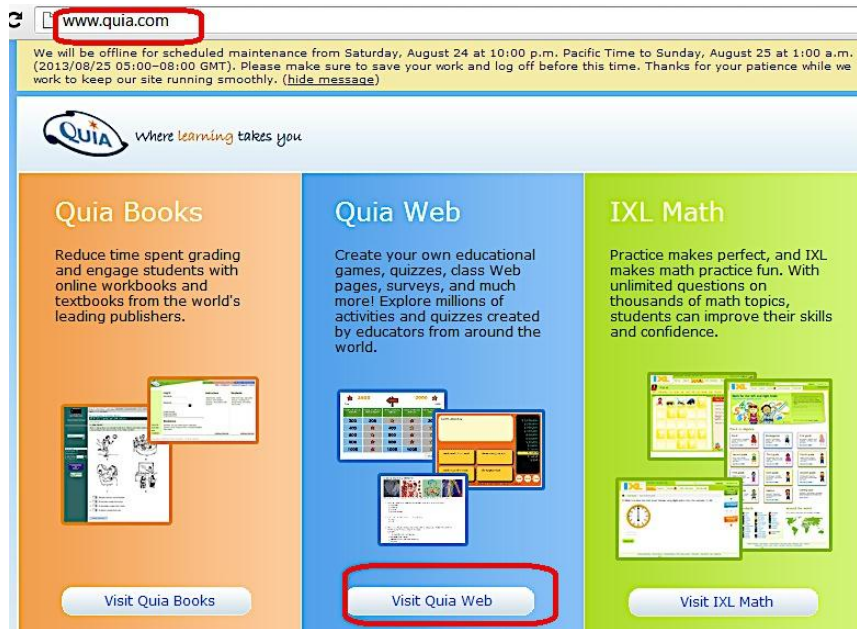
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QUIA MANUAL



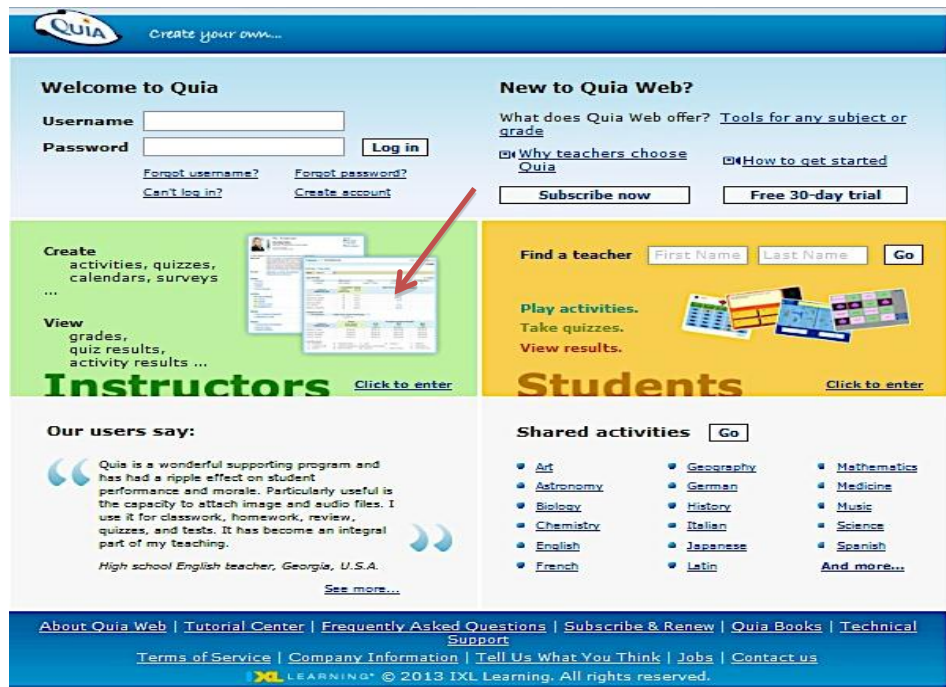
How to Use Quia

1. First, Log in www.quia.com and click on **QUIA WEB**.



SOURCE: Quia Web

2. Choose the option **Create account**. Click on where the arrow indicates.



SOURCE: Quia Web

3. Fill out the blanks with the information required in each item.



Create a Quia Web account: (no credit card required)

Welcome to Quia. To create your account, please fill out the fields below.

Account type Instructor
 Student

Select a username

Choose a password

Retype the password

Your first name

Your last name

Your e-mail address

By submitting this information, you indicate that you agree to Quia's [Terms of Service](#) and have read and understood our [Privacy Policy](#).

SOURCE: *Quia Web*

4.- With your Quia Account, you can explore each one of the options offered by Quia. Here you can edit your account with more information and start to explore the different options that Quia Web presents.

The screenshot shows a user profile page on Quia. At the top, there is a navigation bar with 'Home', 'Account', 'FAQ', 'About', 'Log out', and 'Subscribe now'. A yellow banner at the top right states: 'This is a trial account with 6 days remaining. To subscribe for a full year, [click here](#).' Below this, there is a field for an activation key with a 'Go' button. The main content area is titled 'My Profile' and includes a welcome message: 'Welcome, Teacher Xime'. A green banner says: 'Welcome to your new Quia profile! This page is your own space to share all of your Quia materials — and it's really easy to get started! Just update your profile with information, and add links to your activities, quizzes, and classes. [Read more](#) about the exciting ways you can use your profile to connect with students, parents, and your colleagues! [Hide this message](#)'. The profile information for 'Teacher Xime' is listed as: 'Teacher, Liceo Americano Católico High School, <http://www.uelac.edu.ec/>, Av. De las Américas, Isabela Católica, Cuenca, Azuay 593, Ecuador, Phone: 4056215'. There are 'Actions' for 'Edit profile' and 'Edit photo'. A sidebar on the left contains links to 'My Profile', 'Classes', 'Activities', 'Quizzes', 'Surveys', 'Question Bank', 'Files', 'Calendar', 'Shared Activities', 'Find a Teacher', 'Comments', 'Tutorial Center', 'About Quia', and 'Request Brochures'. At the bottom, the profile address is given as <http://www.quia.com/profiles/xllanes> with a 'Send it!' button. SOURCE: *Quia Web*



The following part indicates some main options that can be covered in Quia.

4.1. My Profile: Click on My Profile. The teacher may fill out the information in order that students can know about him or her. This option allows storing all the material that has been created.

My Profile >> Edit Profile

Welcome, teacher xime

Your profile URL: http://www.quia.com/profiles/jfaican11_edit

Personal information

Name: [jessica faican edit](#)

E-mail: jfaican@ups.edu.ec [edit](#) Allow people to e-mail me

What your students call you:

Title:

About me
HTML supported

SOURCE: Quia Web

This is a trial account with 6 days remaining. To subscribe for a full year, [click here](#).

If your school or organization has purchased a subscription, enter your activation key:

Welcome, Teacher Xime

[Tutorials](#) [Help](#)

[Create a new class](#) [Why create a class?](#)

Ended Classes [Hide class details](#)

Cuarto A [View](#) | [Edit](#) | [Roster](#) | [Gradebook](#) | [Delete](#)

Number of students	30 view students
Results info	This class has 1 quiz and 6 activities assigned view results
Class Web address	http://www.quia.com/pages/xllanes/page1 e-mail
Viewed	48 times reset
Ended	06/09/2013

Key

E-mail Delete Class is displayed on your profile Class is not displayed on your profile

SOURCE: Quia Web

4.2. Classes: It allows teachers to organize their classes. In this option, teachers can manage all their classes, assign tasks, and enroll students.



4.3 Activities: In this part, some activities can be created and also some templates already made by other teachers around the world can be used or edited.

SOURCE: Quia Web

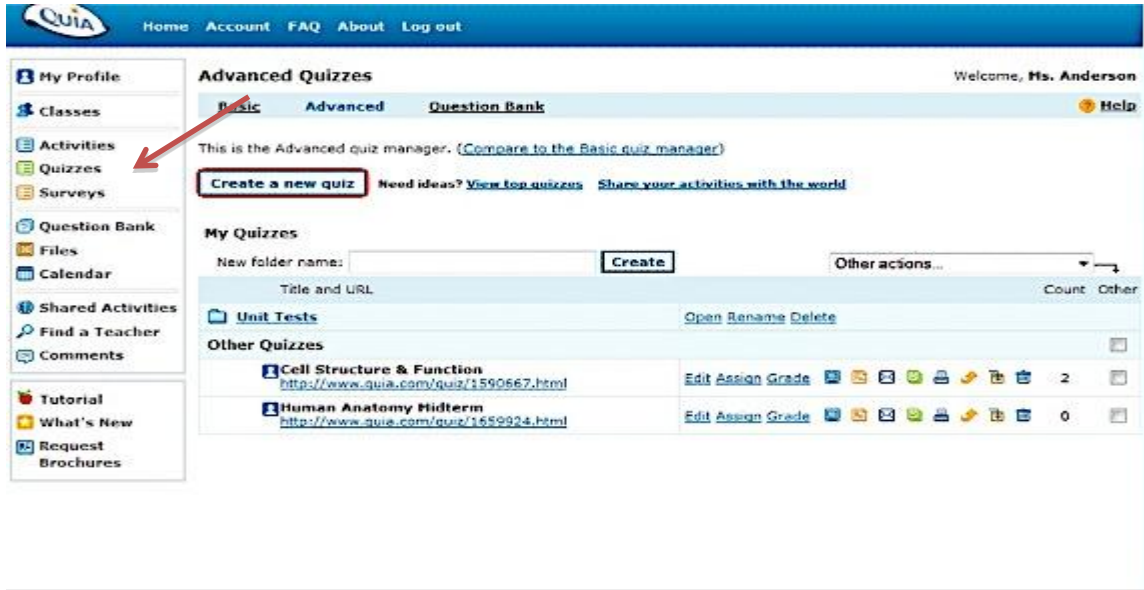
4.3.1 There are sixteen types of activities that can be used by teachers.

CB challenge board	SH scavenger hunt
JG flashcard	JG concentration
BA battleship	CM columns
JW jumbled words	PP picture perfect
PA patterns	RR rags to riches
JG matching	CZ cloze
H hangman	JG word search
OL ordered list	POP pop-ups

SOURCE: Quia Web

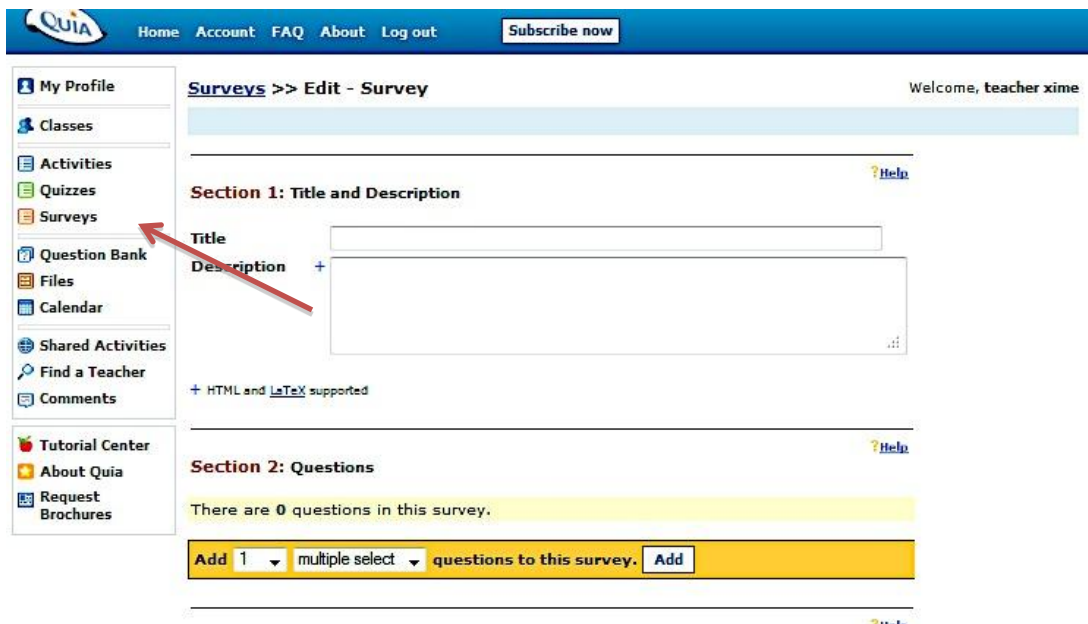


4.4 Quizzes. Teachers can also create some quizzes. Click on Quizzes and choose Create a new quiz. There are ten different types of question formats to develop.



SOURCE: Quia Web

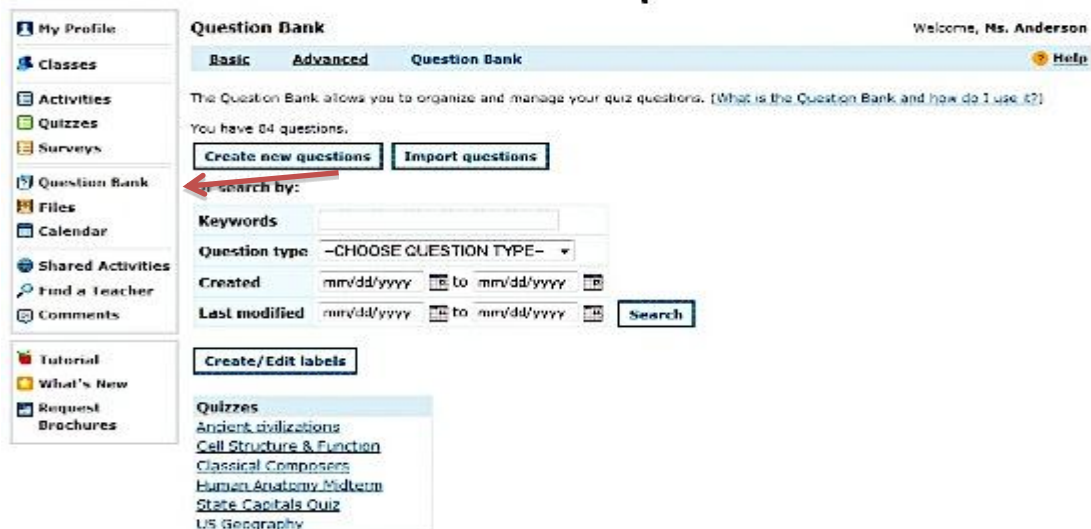
4.5 Surveys. Click on surveys to create them and assign them to students. They can also be shared with other online colleagues who are users of Quia.



SOURCE: Quia Web

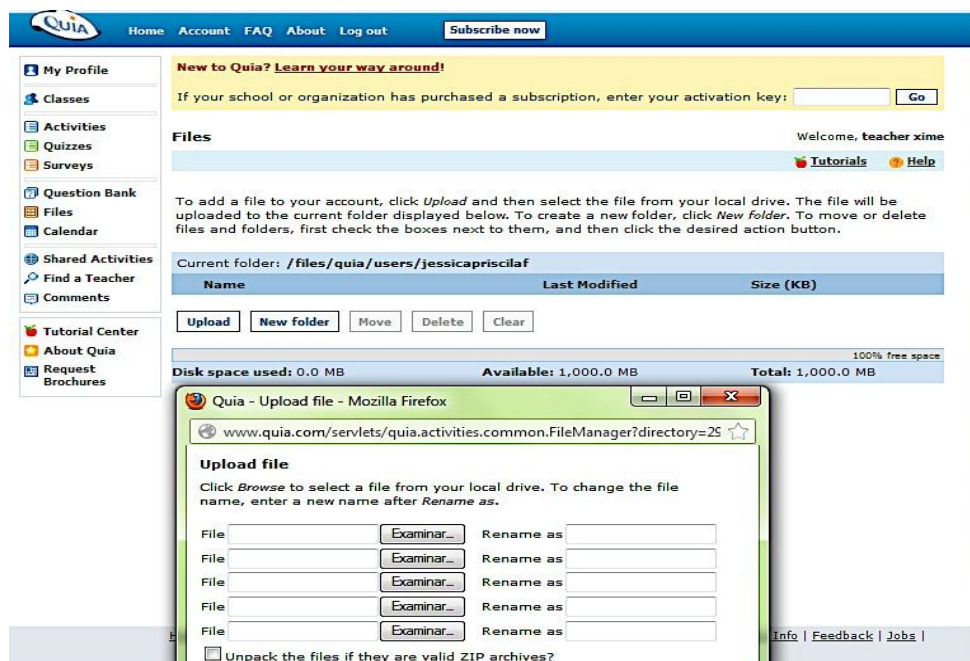


4.6 Question Bank. It allows teachers to organize questions for quizzes or general questions asked by students and teachers.



SOURCE: *Quia Web*

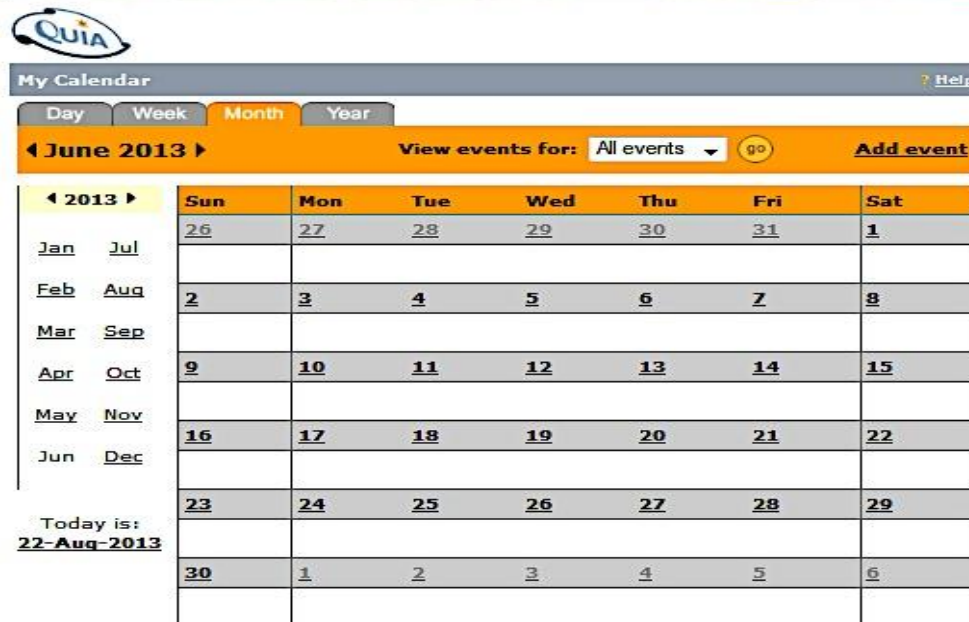
4.7. Files: Click on files to upload material that can be useful to create an activity. Also, some information can be saved and be used later. This is a digital online folder that has different kinds of files.



SOURCE: *Quia Web*



4.8. **Calendar:** Quia can be used as an academic agenda where it is easy to organize all the activities and events of the classes.



SOURCE: Quia Web

4.9 **Share activities:** In this page, teachers can look for some activities created by other teachers around the world. In the browser, a specific topic or area has to be written, and surely some interesting activities will appear.



SOURCE: Quia Web



QUIA APPLIED IN AN ENGLISH CLASS

The following pictures indicate the activities that students can work with in an English class.

Picture 1: Quia Account

The screenshot shows the Quia website interface. At the top, there is a navigation bar with links for Home, Account, FAQ, About, Log out, and a Subscribe now button. A sidebar on the left contains various menu items: My Profile, Classes, Activities, Quizzes, Surveys, Question Bank, Files, Calendar, Shared Activities, Find a Teacher, Comments, Tutorial Center, About Quia, and Request Brochures. The main content area features a yellow banner with a trial account notice and an activation key input field. Below this is a 'My Profile' section with a welcome message for 'Teacher Xime' and a 'Help' link. A green banner provides a welcome message and a link to read more. The profile details for 'Teacher Xime' are displayed, including a placeholder for a profile picture, the title 'Teacher', the school name 'Liceo Americano Católico High School', the website 'http://www.uelac.edu.ec/', and the address 'Av. De las Américas, Isabela Católica, Cuenca, Azuay 593, Ecuador' with phone number '4056215'. An 'Actions' box contains links for 'Edit profile' and 'Edit photo'. At the bottom, the profile address is shown as 'http://www.quia.com/profiles/xllanes' with a 'Send it!' button.

SOURCE: Quia Web

As it can be seen, Quia allows the teacher to include information about him/her, thus providing a complete profile about the tutor. By having this information, students are able to look for their specific teacher and the activities that have been uploaded.



Picture 2: Classes

This is a trial account with 6 days remaining. To subscribe for a full year, [click here](#).

If your school or organization has purchased a subscription, enter your activation key:

Classes Welcome, **Teacher Xime**

[Tutorials](#) [Help](#)

[Why create a class?](#)

Ended Classes [Hide class details](#)

Cuarto A [View](#) | [Edit](#) | [Roster](#) | [Gradebook](#) | [Delete](#)

Number of students	30 view students
Results info	This class has 1 quiz and 6 activities assigned view results
Class Web address	http://www.quia.com/pages/xllanes/page1 e-mail
Viewed	48 times reset
Ended	06/09/2013

Key

E-mail Delete Class is displayed on your profile Class is not displayed on your profile

SOURCE: *Quia Web*

The option *Classes* organizes the information about the students and serves as a register in which the teacher provides usernames and passwords. This information is especially important when children are involved. In addition, once the students have an account, a link is given so that the users can have access to the page. Concerning grades, this option keeps a complete register of each student performance and the score that he or she has obtained.



Picture 3: Treatment Group



Source: Authors

Picture 4: Matching

My Profile
Classes
Activities
Quizzes
Surveys
Question Bank
Files
Calendar
Shared Activities
Find a Teacher
Comments
Tutorial Center
About Quia
Request Brochures

Java Games: Flashcards, matching, concentration, and word search.

In the City
Find out the correct picture

Tools
Copy this to my account
E-mail to a friend
Find other activities
Start over
Return to profile
Print
Help

Directions: Find the matching squares.
See a [list of terms](#) used in this activity.

		TRAFFIC SIGN	CAR
TRAFFIC LIGHT			CROSSING THE ROAD

Start over

SOURCE: Quia Web



Among the sixteen options that Quia has, *matching* can be used in order to join pictures and key words. The purpose of this activity is to reinforce vocabulary.

Picture 5: Columns

Directions: Draw a line between matching items in each column.
See a [list of terms](#) used in this activity.

Column 1	Column 2
He	are putting your food in the bag.
You	is listening to music.
I	are talking on the phone.
They	am looking at a map.
She	is driving her car.

Best Score: ---
Score: 5
Answers
New game

SOURCE: *Quia Web*

Columns allows students to match different grammar structures which have been divided for this purpose. For example, if the teacher wants the students to recognize the present progressive, one column may contain a list of subjects while the other column has the verb *TO BE* and predicates.



Picture 6: Word Search

Directions: Find the terms listed below. Words can appear horizontally, vertically, or diagonally; forwards or backwards. See a [list of terms](#) used in this activity.

Shared Activities
Find a Teacher
Comments

Tutorial Center
About Quia
Request Brochures

Word Search

E	Z	W	E	O	G	Q	D	B	C	M	V	X	Q	Q	R	L	O	A	Y
Y	J	U	F	N	K	K	R	Q	T	W	M	J	O	M	R	X	N	N	C
K	G	I	S	U	M	O	T	G	N	I	N	E	T	S	I	L	S	A	A
C	R	O	S	S	I	N	G	T	H	E	R	O	A	D	G	W	U	M	R
I	F	B	I	B	I	O	R	I	V	A	J	T	P	V	V	R	L	E	P
R	M	I	K	R	O	F	J	W	Y	R	F	B	Y	V	M	C	C	C	X
E	D	H	E	S	E	N	B	G	I	Z	M	C	U	K	Z	N	G	I	A
U	U	P	E	K	I	B	D	Y	K	C	H	X	D	R	Q	J	O	L	X
J	T	H	G	I	L	G	I	F	F	A	R	T	R	C	W	P	F	O	U
A	E	N	O	H	P	E	H	T	N	O	G	N	I	K	L	A	T	P	L
G	Q	N	J	T	R	A	F	F	I	C	S	I	N	G	W	C	P	T	O
V	S	G	F	B	E	X	N	A	C	C	Q	D	G	R	E	S	X	Z	W

LISTENING TO MUSIC
CROSSING THE ROAD
TALKING ON THE PHONE

TRAFFIC LIGHT
BIKE
TRAFFIC SING

Start over
Show answers

SOURCE: *Quia Web*

Word Search is an option in which students have to look for some words related to the topic presented in the unit. The objective of this activity is to reinforce students' knowledge dealing with vocabulary.



Picture 7: Jumble words



SOURCE: *Quia Web*

Hangman is a very well-known game. In the case of the application *Quia*, it is used in order to guess vocabulary in a fun way for children. Likewise, *Jumbled Words* is a game that reinforces vocabulary by giving a group of scrambled letters.



Picture 8: Patterns




SOURCE: *Quia Web*

Patterns is a multiple choice activity that allows students to choose the answer they consider best fits the pattern. In addition, the student has the option to check if the answer was correct or not. For example, when teaching the present progressive, a list of pronouns can be included as well as a list of different complements.



Picture 9: Quiz and Grade report

Question Details Report 

Activity: Present Progressive

Question 1 (Multiple choice): Average score: 0.8 out of 1 point
 10 out of 10 students received this question.

He the car very fast.

Possible answers	% answered
• [A] is driving	80%
[B] drive	10%
[C] is drive	10%
[D] drove	0%
blank answer	0%

SOURCE: *Quia Web*

Students who received partial or no credit (response, points):
 SAULA GUZMAN, KEYLA MICAELA (C, 0); VANEGAS PIZARRO, PAULA REBECA (B, 0)

Students who answered correctly:
 AMAYA ZUÑIGA, KEVIN JOSUE; AVILA BRAVO, STEVEN FERNANDO; BACULIMA TAPIA, MATEO ALEXANDER;
 ILLESCAS CRIOLLO, CHRISTIAN JUSTIN; LOJA VELESACA, MARILYN GABRIELA; ORTEGA CABRERA, ESTEBAN
 JAVIER; SARMIENTO CARDENAS, MARIA FERNANDA; SIGCHA PUCHI, GARY ALEXANDER

Question 2 (Multiple choice): Average score: 0.6 out of 1 point
 10 out of 10 students received this question.

They the road

Possible answers	% answered
[A] crossing	0%
[B] ----	0%

SOURCE: *Quia Web*

Aside from the sixteen activities, Quia can also be used for taking quizzes and getting scores. An important aspect of this application, in terms of grades report, is that the teacher has a very detailed description about the following:

- The questions that were included in the quiz.
- The options for each question.
- The percentages representing students' correct and wrong answers.

A detailed report about each student performance. This report includes names and the highest scores obtained. In addition, the time spent by the students can be seen.



Summary Report
Activity: Present Progressive

Group by: [Class](#)

Summary

Points Possible	Low Score	High Score	Mean	Median	# of Students
20	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10

Report by Class [\(top\)](#)

Class	Low Score	High Score	Mean	Median	# Students
Cuarto A	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10
Total	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10

Proficiency assessment

Class	Percentage of students scoring 75% or higher	# of students
Cuarto A	10%	1/10
Total	10%	1/10

SOURCE: Quia Web

Group by: [Class](#)

Summary

Points Possible	Low Score	High Score	Mean	Median	# of Students
20	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10

Report by Class [\(top\)](#)

Class	Low Score	High Score	Mean	Median	# Students
Cuarto A	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10
Total	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10

SOURCE: Quia Web



Group by: [Class](#)

Summary

Points Possible	Low Score	High Score	Mean	Median	# of Students
20	1 (5%)	16 (80%)	6.9 (34.5%)	6.5 (32.5%)	10

Report by Class [\(top\)](#)

Individual student results

Student Name	Points	Percentage		
Cuarto A (10)	Mean: 6.9 (34.5%)	Median: 32.5%	High: 80%	Low: 5%
AMAYA ZUÑIGA, KEVIN JOSUE	6/20	30%		
AVILA BRAVO, STEVEN FERNANDO	16/20	80%		
BACULIMA TAPIA, MATEO ALEXANDER	6/20	30%		
ILLESCAS CRIOLLO, CHRISTIAN JUSTIN	9/20	45%		
LOJA VELESACA, MARILYN GABRIELA	1/20	5%		
ORTEGA CABRERA, ESTEBAN JAVIER	4/20	20%		
SARMIENTO CARDENAS, MARIA FERNANDA	7/20	35%		
SAULA GUZMAN, KEYLA MICAELA	8/20	40%		
SIGCHA PUCHI, GARY ALEXANDER	9/20	45%		
VANEGAS PIZARRO, PAULA REBECA	3/20	15%		
Total (10)	6.9/20	34.5%		

SOURCE: *Quia Web*

Important Aspects to Consider When Using Quia in the EFL Classroom

The following suggestions are based on an interview done to Master Tania Ortega who has provided some details on how to work with this application, since she has already conducted a study related to the use of Quia.

The following ideas have been collected:

- The use of new technologies is an “important tool to be used during the teaching-learning process”
- New technologies are useful but it depends also on the specific applications that teachers apply; therefore, teachers have to be careful to choose, from the huge amount of internet applications, the one that fits for specific needs.



- Teachers have to be careful about time and curriculum when they use any of these applications.
- This application allows to easily create own material according to students' interests. This application also allows sharing activities with other teachers all around the world.
- It is necessary that the teacher has expertise in the use of this technological application.
- It is suggested to use Quia in order to “reinforce the knowledge acquired in class.”
- The use of Quia allows having an interactive class; therefore, it is recommended that teachers adapt activities and quizzes based on the textbook.

In addition, the researchers suggest the following:

- Teachers need to be aware of the time that they have for each class, since at least ten minutes are required for the following: going to the computer labs, turning on the computers, and logging in their accounts.
- It is necessary that the application *Java* is already installed.
- When working with children, it is important to keep a data base containing students' usernames and passwords.
- Monitoring the class is essential due to some students' lack of knowledge about the use of Quia.
- Extra activities in Quia are suggested when there are students who are able to finish the activities first, so that they do not get bored or start distracting the rest of the group.



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APPENDIXES

APPENDIX 1: SURVEY TEMPLATE

University of Cuenca Graduation Course 2013

THE PURPOSE OF THIS SURVEY IS TO COLLECT INFORMATION RELATED TO ***“Using Quia as an Educational Tool for Developing a Unit Plan: A contrastive Analysis of Two Groups of Fourth Graders at “Liceo Americano Católico”*** THE RESULTS WILL BE USED AS BASIS FOR THIS INVESTIGATION

Please tick your gender

Age: _____

Grade: _____

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

PLEASE TICK THE ANSWERS THAT ARE ACCORDING TO YOUR INFORMATION

1) Do you have a computer?

Yes _____

No _____

2) How can you grade your ability to handle programs in a computer?

Excellent _____

Good _____

In some way _____

Not at all _____

3) Do you have access to Internet?

Yes _____

No _____

4) If your answer is yes, please check one of the options.

House

School.....

Cyber

Other.....

5) How do you grade your ability to use the Web?

Excellent _____

Good _____

In some way _____

Not at all _____

6) Which applications on the internet do you know?

Facebook.....

Quia.....

Skype.....

Twitter

Delicious.....



7) Do you use any of these applications when learning the English as a foreign language?

Yes_____

No_____

8) Are you familiar with Quia?

Yes_____

No_____

9) Would you like to learn English through computers?

Yes_____

No_____

10) After hearing about Quia, what do you think about learning English through this application?

11) What activities do you like the most when learning English?

Thank you very much for your collaboration!



APPENDIX 2: INTERVIEW TRANSCRIPTION

University of Cuenca English Graduation Course 2013

THE PURPOSE OF THIS SURVEY IS TO COLLECT INFORMATION RELATED TO *“Using Quia as an Educational Tool for Developing a Unit Plan: A contrastive Analysis of Two Groups of Fourth Graders at “Liceo Americano Católico”* THE RESULTS WILL BE USED AS BASIS FOR THIS INVESTIGATION

Name: Mst. Tania Ortega

Occupation: Teacher at “University Politecnica Salesiana”

1.- How long do you work in this place?

I work for six months, but before I worked at Salesianas High School.

2.- What do you think about the influence of technology in education?

I think that technology is very important nowadays, and education is an area which is involved in technology. For that reason teachers should have knowledge about technology and the new tools that it introduces in educational environment. Since students spend a lot of time on the internet, they should technology in order to acquire new knowledge and improve them.

3.- Do you think that technology support the English Teaching -Learning process?

Yes, I think that technology is very important in English Teaching because it offers a lot of tools in order to develop the four skills. However it is necessary to know how to use it. In teaching – learning process, teachers can be guide to students about the use of the internet tool, but students can do their learning process and improve their knowledge without support of their teachers.



4.- When a person is learning another foreign language is necessary to use any technological application?

I think it is necessary because if a person doesn't have the support of a teacher or someone technological applications can help him. On the other hand, technological applications can be used in order to reinforce the knowledge acquired in class.

5.- Have you tried any technological application to teach English?

Yes, in the university we use Moodle, questions web, and when I was doing my thesis I explore Quia Application.

6.- What do you know about Quia Application?

Quia is an interesting application because it allows teacher create and share different activities according to English classroom necessities.

7.- Do you think Quia is a useful tool to teach or reinforce English Learning process?

Of course, it is an application which is easy to use and interactive. Quia has some characteristics that allow teachers adapt activities, quizzes and more according to students' interest.

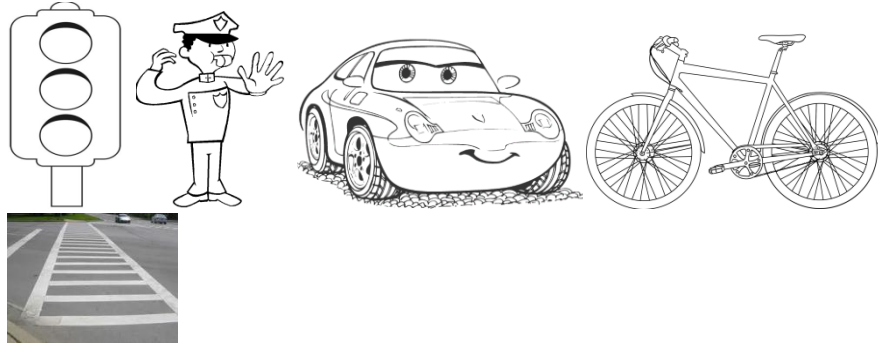


APPENDIX 3: PRE-TEST

Name: _____

Date: May 28, 2013

1. Match the Word with the picture (5 dif.)



Crosswalk
lights

policeman car

bike

traffic

2. Match the statements with the pictures (6 dif.)



talking on the telephone
 listening to the radio
 looking at the map
 putting things in the bag
 putting water in bottles
 putting food in a box



3. Answer the questions according to the pictures (5 dif.)

① What's he doing?
He's washing his hair.....



② Where are they going?
.....



③ What's she doing?
.....



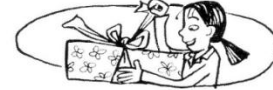
④ Where's he going?
.....



⑤ What are they doing?
.....



⑥ How is she feeling?
.....



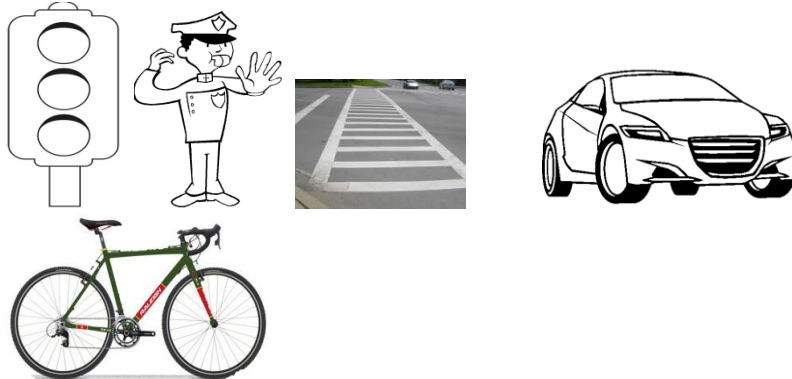


APPENDIX 4: POST-TEST

Name: _____

Date: June 13, 2013

1. Match the Word with the picture (5 dif.)



Crosswalk

policeman

car

bike

traffic lights

2. Match the statements with the pictures (6 dif.)

listening to the radio.

looking at the map.

putting things in the bag.



talking on the telephone

putting water in bottles.

putting food in a box.

Answer the questions according to the pictures (5 dif.)



① What's he doing?
He's washing his hair.



② Where are they going?
.....



③ What's she doing?
.....



④ Where's he going?
.....



⑤ What are they doing?
.....



⑥ How is she feeling?
.....

