UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH

"THE IMPACT OF COMMUNICATIVE STRATEGIES TO FACILITATE THE ENGLISH LEARNING PROCESS IN LARGE CLASSES IN THE JOURNALISM DEPARTMENT ON STUDENTS TAKING INTENSIVE ENGLISH II, SEMESTER II-2019 AT THE UNIVERSITY OF EL SALVADOR"

IN ORDER TO OBTAIN THE DEGREE OF:

"LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA"

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Acknowledgments

First, I want to thank God for giving me the opportunity of finishing this thesis and for giving me the patience, wisdom, and strength that I needed along these years to complete my major.

To my mother, Marixa Prado de Alvarado, who has supported me all the time in my life and has encouraged me to achieve my goals. To my father, Humberto Alvarado Bolaños, who has always believed in me. I'm sure they are very proud of me for finishing my thesis and willing to keep supporting me in my academic life.

I also, would like to thank to our advisor Lic. Ricardo Garay Salinas for taking the time to instruct, help, guide, encourage and for being patient with us. I really appreciate the time he dedicated to our project.

I also, appreciate the teachers who were always available to collaborate providing necessary information for the development of our study and all the professors at the Foreign Languages Department who shared their knowledge with me during all these years.

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Lorena Patricia Alvarado Prado

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AKNOWLEGEMENTS

LUCIA CRISTINA COTO RODRÍGUEZ

First, I want to thank God because he has given me the blessing of finishing my major and also for giving me a lot of patience and strength during my studies and for doing this project.

Besides God, I would like to thank my mother Maria Cruz Rodriguez and my grandmother Dolores Rodriguez for supporting me always since I was in my first year of elementary school up here, to my friends but specially to Marisela Rodriguez who has been there for me when I needed it, to Octavio Vasquez for supporting me when I was given up, to my partner Adriana Reyes for helping me in this work, to Ms. Liliana de Carranza for helping us during this project.

Last but not the least, to all my teachers from elementary school, high school and the university for helping me and sharing with me all their knowledge that is priceless for me and made me who I am, besides to all people who have helped me until this time, thanks for all, this achievement goes for you too.

ACKNOWLEDGEMENTS
ADRIANA GABRIELA REYES PERAZA

First, I want to thank God because He provided me everything, I needed to accomplish all my academic goals. Many times, I wanted to drop out, but I always remembered His words; that He was with me, holding me, giving me wisdom, intelligence and strength that I needed during this process. It was difficult to complete this project, and this thesis is proof that with God everything is possible.

Second, I want to thank all my family, my parents Daysi Peraza and Eladio Reyes, my siblings David, Gustavo and Susana Reyes; because they supported me and encouraged me to achieve this goal. I also want to thank my friends that helped me during the entire academic career, Lucia Coto, Sarai Contreras, thank you for believing in me. In addition, I want to extend my gratitude to my colleagues and friends Tatiana García, Montserrat Miranda and David Tellez.

Finally, thanks to all the teachers that taught me everything I know related to my career during these years. Each one of you inspired me in your own way, specially our advisor Lic. Garay Salinas. Thank you for all the time you all dedicate to me during the completion of this thesis.

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ABSTRACT

This study was aimed to analyze the impact of communicative strategies and how these facilitate the English learning process in the Journalism Department to students taking Intensive English II, semester II-2019 at the University of El Salvador. This work was focused in verifying that communicative strategies, group work, tutoring and social networks for educational purposes, are considered the most effective to help students and teachers in the learning process.

This research work had a case study design using the quantitative approach. The data was collected from one group of two during the semester II-2019 by using a questionnaire. The research took place at the Journalism Department in the main campus of the University of El Salvador.

INTRODUCTION

Through the past ten years, the effect of large classes has been affecting teachers and students during the learning process of English as a foreign language, due to this issue some strategies are required in order to facilitate students the learning process of the language. In this project, three strategies are presented by the researchers as the most suitable to facilitate the English learning process.

This work was conducted to students taking Intensive English II from the Journalism department at the main campus of the University of El Salvador with the purpose of investigate the impact that these communicative strategies have on the students´ learning process. For such a purpose, the researchers worked during three weeks teaching classes to the students applying the following communicative strategies: group work, tutoring and the use of social networks for educational purposes.

The first strategy, group work, was implemented in class the first week, where the researchers had to make group to teach and develop the class. The aim was to allow students to learn better and get information for a longer period of time while interacting with other classmates.

The second strategy, tutoring, was developed in the second week allowing students to ask during classes what was not clear to them and providing feedback to reinforce the learning process. Also, students had the opportunity to receive personalized tutoring to practice after classes with the guidance of a specialist tutor in the language.

The third strategy, the use of social networks for educational purposes, was developed the third week. To work this strategy, a closed group on Facebook was created in order to clarify doubts that students had about the class. Also, they had the facility to receive extra information posted by the researchers that could be useful for them and have a better understanding related to the class. Moreover, they were able to request tutoring by chat.

Finally, after implementing the three strategies, a questionnaire was passed to the students in order to get information about the impact of the communicative strategies.

CHAPTER I: STATEMENT OF THE PROBLEM

Large undergraduate classes are most often taught by an instructor addressing to a sizeable group of students, creating a situation that can sometimes be inefficient and unrewarding for both students and instructors. (Center for Teaching Excellence, University of Maryland. 2008. "Large Classes: A Teaching Guide: Personalizing the Large Class).

There is a long-standing belief that the number of students in a class affects the quality of the learning environment (Ehrenberg, Brewer, Gamoran & Willms 2001). Based on the 2017 statistics provided by the registrar's office classes are very large, with 55 to 65 students each. A research based on Emory College classroom guide (October 2010), states that students preferred classes of 10-20 students, and instructors suggested that the ideal class would have 19 students. Large classes are believed to correlate with low student performance. However, class size in and of itself is not a distinguishing feature of student performance; instead, class size matters in relation to education goals and the quality of the educational experience. It does matter and can affect the quality of student learning (Cooper & Robinson 2000; McKeachie 1980; MulryanKyne 2010).

This research paper outlines how communicative strategies facilitate the learning process in large classes on students taking Intensive English II, semester II-2019 of the Journalism major at the University of El Salvador. Due to a high number of students taking this subject there are communicative strategies to overcome the difficulties inherent in teaching these classes and create effective learning environments. In this study has been considered as communicative strategies: group work, tutoring and social networks to enhance the learning process.

Research Objectives

General Objective

To investigate how communicative strategies, facilitate the English learning process in large classes in the Journalism Department on students taking Intensive English II, semester II-2019 at the University of El Salvador

Specific Objectives

- To confirm how group work is beneficial for students in the English learning process in large classes.

- To verify how tutoring facilitate the English learning process on students in large classes.

- To determine how the use of social networks facilitate English learning process in large classes.

Main Research Question

What is the impact of communicative strategies to facilitate the English learning process in large classes in the journalism department on students taking intensive English II Semester II, 2019 at the University of El Salvador?

1.1 Subsidiary Questions

1.   Why groupwork is beneficial on students in the English learning process?

2.   Why tutoring is effective in the English learning process?

3.   How social networks can be used as a communicative strategy in the English learning process?

Justification.

A great number of research studies in large classes around the world have been conducted to know what teachers and students in higher education face in this environment. Some of these studies show that big group of classes do not facilitate the learning process. As an example, Bahanshal (2013) says that class size has a significant role in the teaching and the learning process. Therefore, it is important to apply effective strategies that minimize the effects of large classes and elevate the teaching and learning process.

For that reason, the purpose of this research study expects to help teachers and the students from the Journalism Department who took English II during the semester II-2019 at the University of El Salvador to facilitate the learning process in large classes through strategies that can be implemented during and after it.

Key Terms

Large class: a small class contains from 13 to 17 students while a large class contains from 18 students and on (Murphy 1998). The concept of what constitutes a large class is difficult to define because it is not a tangible construct; rather it is subjective and depends on many variables (Shamin, Negash, Chuku & Demewoz, 2007).

Teaching strategies: Lawton defines teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy.

Group work in the classroom: According to Jennifer Carnevale, group work is defined as more than one person working together to complete a task or assignment. In the classroom, group work can take many forms; however, the goal remains the same--get students to interact with each other and collaborate to complete a unified task.

Tutoring: a one-to-one or small group of activity where a person who is knowledgeable and has expertise in a specific content area or discipline provides guidance, help, or clarification to one or more who do not.

Remedial or additional teaching, designed to help people who need extra help with their studies. (American Heritage Dictionary of the English Language (2011).

Social Network: The Oxford languages dictionary lexico (n.d) defines social network as a dedicated website or other application which enables users to communicate with each other by posting information, comments, messages, images, etc.

CHAPTER II: THEORETICAL CONCEPTIONS

2.1 Literature Review

2.1.1 Large classes

A class is said to be large when the number of students exceed from the normal average and it may cause difficulties during the learning process (Khan and Iqbal (2012).) Locastro (1989) states that the ideal number of students is between 10 and 12 students per classroom because it is much easier to manage it, but while managing a large class, teachers face many pedagogical, managerial, and affective problems with large, in her article "Large Size Classes: The Situation in Japan" she reported the responses from students and teachers about this topic. The article stated that students prefer classes of 10 to 20 students, and teachers suggested that the optimal class would be 19 students. Instructors indicated that 39 students' problems started to appear, and that a class of 51 students was incredibly hard. They also reported that they feel uncomfortable about being in a small class of 7 students, and that will be impossible to be in a small class has 4 or less. The issue remains under debate, guided by a wide range of criteria, from budgets and the availability of physical space and teachers to the teaching methods used in the classroom. The upper limit, often proposed as a reasonable compromise, is 25 students.

2.2 Communicative strategies

Nowadays, in the global business environment, the significance of communicating and expressing thoughts has taken an important significance, and even more while facing with

international deals, which brings, as a result the need to speak a second language and increasing the chances of success. English is one of the most used languages around the world. English speakers have the chance not only to share their thoughts with others, but also to learn from one of the most competitive instructional systems. For that reason, communicative strategies have become a key for all foreign language students and teachers. (Zhang Ya-ni,2007)

 In an experimental study conducted in a local college in (Punjab) Pakistan where 40 male students from 12th grade were selected. They divided the class into two groups, one was the experimental where they applied communicative strategies and in the control group they used the traditional method, they passed a pre-test in which the results obtained showed that both groups were almost equal in English proficiency, but the post test results showed that there was a significant difference in achievement between the two groups, the experimental group obtained better results than the control group, it means that communicative strategies are the most suitable option in the teaching of English as a foreign language because they helped students to improve significantly in the four skills: writing, reading, speaking and listening (Saeed and Congman,2013)

Communicative strategies are systematic techniques employed by speakers to express their own ideas generally when they deal with some difficulties while communicating with others in a second or foreign language. (Corder,1978) Also, communicative strategies are mutual attempts of interlocutors to agree a meaning about real life situations where successful depends on both speaker and hearer. When speakers are aware of that they do not understand each other at the time of practicing, they will use several strategies: paraphrase, transfer, avoidance, and others (Tarone,1980). Dörnyei and Thurrell (1994) states that conversational/communicational strategies help to deal with communication troubles. They

have the point of view that these strategies enhance fluency and add to the efficiency of communication. Furthermore, the application of these strategies is particularly useful for language learners, who often experience difficulties during a conversation, because they provide them with a sense of security in the language by allowing extra time and class management. There are commonly used strategies for communication, they are groupwork, tutoring and the use of social media for academic purposes.

2.2.1 Group work

Nowadays, many people think that group works is an innovative strategy, which can foment the social and dialogic aspects of learning. Unfortunately, academic staff´s efforts to promote group work are often obstructed by the resources needed to support it (Rangachari, 1996). In large classes, particularly in large first-year and second- year undergraduates' programs it can be difficult to implement group work comprehensively but, this reduce opportunity for social and peer-supported learning can be a key factor keeping both student retention and social learning.

In 2014, a research was conducted with 210 students, 172 were females and 38 males, these students were from two Sweden universities located in different cities. Researchers allowed students to work in groups of 4 to 8 members, the different groups sizes were almost proportionally distributed among the research group. To collect the data, the research team constructed a semi- structured questionnaire with 18 items, including both multiple choice and open-ended questions. The results showed that group work is an enjoyable and stimulating cooperative strategy. Most of the students (97%) answered that working in

groups facilitated learning, academic knowledge and collaborative abilities, students said that they learned more or different things while working in groups than alone. Also, they gain advanced knowledge about how the students function as individual members of groups and how other members behave and work in groups. Moreover, argued that group work strengthens the combination between empirical and theoretical learning thus learning about groups.

Historically, the emphasis given to learning from others has varied significantly across different learning theories. Piaget (1896-1980) and others early theorists maintain that learning occurs in the mind, Rogoff (1999) dis note that children learn from other children. Constructivism is a more recent and very influential theory, which highlights the importance of building on previous knowledge and making sense of information: "whereas the Cognitivism tries to take charge and direct the students' thinking, the Constructivism accepts the autonomy of student, and instead acts as a facilitator or mediator. The Constructivism helps the learner to discover meaning and understanding, rather than simply to accumulate information" (Carlile and Jordan, 2005).

The constructivism view of teaching is consistent with the more and more common view of the teacher as facilitator in higher education learning. Of course, facilitation is an important skill for teachers and students involved in group. Social constructivism may be even more pertinent to an understanding of how learning occurs in groups. Roth (1999) said that it directs our attention not to the individual who tries to build and understanding independent of others, but instead to individuals to become functioning members of communities before they become Selves. Recent literature in the area of e-learning draws on the social

constructivism view of learning (Woo and Reeves, 2007) and considers how to apply this in practice (Jacques and Salmon, 2007).

The fact of working in groups, is supported in determining their own lines of inquiry. Students identify what is known; what needs to be learned; what information is required; how it is to be acquired, processed and applied; and how it is to be shared with others (Barrett et al, 2005). Also, Biggs (1999) highlights the importance of active learning and student interaction in promoting deep learning in higher education. He suggests the use of peer-discussions, peer-assessments and group work. Light and Cox (2001) note that group work has four main purposes; intellectual, social, personal and practical.

Oakley et al (2004) observed that students taught in groups get higher grades, learn at deeper level, and retain information for a longer period. In addition, it helps to the development of interpersonal skills such as communication and teamwork. Group size varies considerably. Into a group work is usually a group facilitator, who can be either a student or a tutor; this tutor can be a staff member or a senior student.

Students often benefit initial guidance on group processes, especially if they are unfamiliar with them. Activities involved in group work vary between facilitated sessions where teacher or tutor is with them, usually in the class's time, but also when teacher or tutor is not with students, it refers when students need to work in group but outside of the class. Refereeing to this, Kahn and O'Rourke (2007) said that it can be challenging for teachers to achieve the right balance between supporting students and leaving them to work independently, and many facilitators appear to oscillate between being directive toward the students and saying very little at all.

Students and tutors can have quiet distinct roles in group work process. Roles include group leader or chair: groups may be chaired either by a student group member or by the tutor. The subtly different role of facilitator is usually taken up by the tutor, and involves providing guidance and feedback to the group. The tutor may or may not be an expert of the subject area for a review of studies of student and tutor chairs, and expert and non-expert tutor chairs (Schmidt and Moust, 2000). Also, into the group work, there is often a student scribe who records the group's problem-solving on whiteboards or paper, and other student roles such as reader or timekeeper (Hmelo and Evesen, 2000). Those student roles actively involve students in the group process and encourage group ownership.

Some ways to get students to work together and remain interested are:

➢ When teacher introduce group work for the first time, plan simple activities for very shorts periods of time. At first, having students ask the person next to them pre-set questions may be enough. The time spent on an activity and the complexity of activities can gradually be increased as students become used to the routines.

➢ Allow students to work with different classmates. Seats can be changed weekly or monthly, it depends the activity's time.

➢ Assign roles to group members so that everyone in the group feels involved in some way. For each activity, roles should be rotate among group members, with different students acting as the facilitator, secretary, recorder, time-keeper, and so on.

➢ Make one copy of handouts per group. This obliges students to share and work together, and fewer copies are needed.

- ➢ Is students are using too much L1 during group work, ask them to set a goal for L2 language use during activities. At the end of group work, ask students to evaluate if they met their goal or ask group members to evaluate each other.
- ➢ Give instructions clearly and carefully, and check comprehension before group work begins.

Group work might reduce the anxiety also allow more students to speak for a longer time than would be possible in a whole class situation. Group work can be an effective strategy to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors will feel like a waste of time.

2.2.2 Tutoring.

Since we learn a new language, the need of practicing and receiving feedback after classes is evident. In large classes, for teacher is difficult to pay attention to all students and clarify all their doubts,

In a study conducted in a Hong Kong Secondary school with two groups : 9th and 12th grade with a population of 382 students shown that tutoring had a great demand reducing test anxiety through reinforcement in the examination term, these students improve their academic performance and in their examination grades, also they felt more confident during the tests. They considered that tutoring is necessary in their lives (Zhang, Bray, Wang, Kwo,2013)

The dictionary defined tutoring as "a person charged with the instruction and guidance of another and gives additional, special, or basic instruction. Other definitions state that a tutor is one who guards, protects, watches over, or has the care of another person, it means that tutors have a big responsibility during the learning process, they help students to reinforce what they have learned. Annette Gourgey of Upsala College writes "the most profound education that students can receive in tutoring is not about a specific subject but about understanding how to learn, and about their personal role in that process" (Gourgey,2010) that's why previous knowledge from students is needed. The purpose of tutoring is to help, guide assist students in order to become more independent learners during the learning process.

Benefits of Tutoring:

- Encourages a higher level of thinking.

- Permits advanced students to study lower level material without embarrassment.

- Increases ability to manage your own learning and study strategies.

- Increases subject specific knowledge.

- Increases related general knowledge

- Enthusiastic empathy with the student.

- Offers individualized, systematic, structured learning experience.

- Provides greater congruence between teacher and learner.

- Improves academic performance.

- Improves attitude toward subject area.

- Motivates self-directed learning.

- Provides intensive practice.

- Improves your self-esteem.

According to Alexandre Ventura and Sunhwa Jang there are three models of tutoring that are used:

1- One-on-one tutoring. A single tutor works with one student at a time. The tutoring may be offered by chaining center, an independent company, or a self-employed tutor and they may work full-time or part-time, and these tutorials are taught by university students. Working with just one student at a time, tutors can tailor the lessons to students' specific needs. This is typically the most expensive mode of tutoring.

2- Small-group tutoring. A tutor runs a class with a small number of students. According to interviews, students commonly join small groups for homework checking and revision of lessons.

3- Lecture-type tutoring, either live or video-recorded. Lectures are delivered by tutors to large classes, often with the aid of teaching assistants. The lectures are physically present, may be live- broadcast on a screen in an overflow room, or may be pre-recorded. Much of this type of tutoring focuses on preparation for public examinations by providing revision notes and challenge in examinations. (C.F. Ventura and Jang 2010).

Tutoring is one of the most affordable strategies to facilitate learning English in a large class. Classroom management, differentiating instruction, and providing timely feedback all become more challenging as the number of students increases (Soper,2018) that is why for

teachers is difficult to be aware in which contents students have trouble during the learning process.

Laura Waters said that tutoring helps students who are failing and that children who work with tutors improved academic performance at the same time learning problems are reduced (Waters,2017) so, hiring a tutor has been one of the most successful strategies when academic performance decreased.

2.2.3 The use of Social Networks for Educational Purposes.

Nowadays, social networks have a big impact around the world and are a way of communication among millions of users. Distinct from entertainment and personal purposes, social networks have involved many fields of educational practices and processes.

Many studies have declared that social media plays a significant role on students in higher education including the study conducted by Wheeler, Yeomans and Wheeler, (2008); Rifkin, Longnecker, Leach and Ortia,(2009). In their studies, they identified four major advantages of social media usage by students in higher education that included; enhancing relationship, improving learning motivation, offering personalized course material, and ||facilitating learning in the 21st century. It is shown that a bigger percentage of students including those at the PhD level commonly use social media to improve their studies (Khan, 2010).

Also, a research titled "The Impact of Social Media on Student Academic Life in Higher Education" made in 2016 by Raymond Owusu Boateng & Afua Amankwaa tittled in China reveals that social media is widely used by students of higher institution. At least every

student makes use of one social media. Furthermore, facts showed that, participant agree the idea that social media contribute a significant quota to the development of their academic life.

In general, social network can be defined as an online service, platform, or area where social communication and relations can be established, and individuals share information. Social networks offer the user ability to share online their views, feelings, activities, events, and fields of interest. Today, many social network sites emerged, which reshaped communication, interaction, collaboration, and efforts of people. Degree of participation to social networks also constantly increases. Individuals may define themselves over Internet in the social life and they become a member of social networks in order to reach and communicate with friends of similar cultural level, field of interest, common background, and mutual friends. Thus, a group of friends can be enlarged and information exchange is enabled (Jordan, 1999, p.191).

Social networks in educational framework are a tool that can be used to find solutions in a quick way to a distinct problem. By using social networks, people can create groups and exchange knowledge and information according to their purposes. Students easily get communicated on social networks by using social media sites such as Facebook, which allows people to share information with their friends. It allows users to post and observe information, however, they spend more time observing content that posting. (Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). The information shared by a user can be read by their friends but also it can be posted into a group of users to keep them informed. Thus, teachers regularly create groups on social networks followed by their students to disseminate

information such as homework, extra material, videos, grades, announcement, etc. related to their educational process with the intention of following educational teaching content.

Classes with a high number of students, barely provide them with much time to discuss and engage with the material, either in or out of the class. In order to confront this problem, universities have begun to adopt several new technologies that allow students to engage with course material in electronic forums. These forums include both social-networking sites like Twitter and Facebook and sites that have been specifically designed for education. The goal of these sites is to create a place where students and faculty can have discussions and share information outside the classroom. (Brown, M. et al. "A Dialogue for Engagement." EDUCAUSE Review. 45:5, 38-56).

Opportunities to use of social networking in education.

In the field of education, social-networking sites offer a student the opportunity to connect with other students, educators, administrators, alumni, both within and outside his current institution. Scholars praise social-networking tools for their capability to attract, motivate and engage students in meaningful communicative practice, content exchange, and collaboration (Mills,N 2011, "Situated Learning through Social Networking Communities: The Development of Joint Enterprise, Mutual Engagement, and a Shared Repertoire").

Some opportunities in the use of social media that can be mentioned are flexibility, repeatable and convenience.

Flexibility

Flexibility is one of the most attractive elements of online learning in social networking. Combining approaches that mix face-to-face and online learning are preferable to an online pedagogy alone. Face-to face classes are likely to enable high levels of emotional understanding, while the convenience and flexibility of online components can motivate students to complete educational tasks especially in large classes where they do not have enough time to do it.

It helps to the different student's perspective, forums such as chat rooms that exist in social networking provide the possibility of exchanging points of view on topics (Cheong,C. 2002, "E-learning—a provider's prospective", internet and Higher Education, 4 (2002) 337–352.), which increases the opportunities to take advantage of views and proposals and their integration with the views of the student, and helps in the formation of a solid foundation for students in their knowledge purpose of.

Repeatability

Traditional educational methods do not offer the possibility of repetition. However, the social media networking facilitates the way through their sites and gives the opportunity for learners to retrieve the information in any moment. (Dobrzañski, Brom and Brytan(2007), "Teaching of material science matters using e-learning techniques)."

Convenience and accessibility

According to Cheong (2002), the social network is easy and quick in term of accessibility, reviewing, updating, and editing learning material needs anytime and anywhere.

Learners can have a better understanding and increase retention about a subject due to many elements based on e- learning. For example, quizzes, multimedia activities and feedback that can be helpful for students.

According to Perlman and Miller (2008), social networks, make people to share information of their lives with whole world. After all, social sharing networks became an inevitable part of human life. According to researchers, social networks also improve communication skills, enhance participation and social commitment, reinforce peer support, and ensure realization of education based on collaboration. (Tiryakioglu, Filiz & Erzurum, Funda. 2011. Use of Social Networks as an Education Tool. Contemporary Educational Technology).

Moreover, social networking sites can be easily and inexpensively used without a substantial support from universities so that they can be integrated into educational process of students. Thus, following graduation from the university, students will have possibilities to re-access learning process over the Web and continue his/her studies (Gulbahar, Kalelioglu, & Madran, 2010).

III. CHAPTER III: RESEARCH DESIGN AND METHODS

In this section, the researcher team describes with accurateness the information collected in the process considering the opinions of the subjects of the case study involved in this research. The researchers applied the communicative strategies, group work, tutoring, the use of social networks, to analyze the impact of these in large classes and how they facilitate the learning process.

In order to gather information, this research was conducted for three weeks (15 days), for 5 hours weekly from Monday to Wednesday in a schedule of 8:00 am to 9:00 am and on Thursday from 8:00 am to 10:00 am. It was developed in the Journalism Department with students taking Intensive English II, semester II-2019, in which the strategies mentioned in this paper were applied by doing some activities according to each one. The teacher in charge of the group asked the research team to teach some specific topics to follow the program of the course. Also, there was an agenda scheduled and approved by the teacher to carry out the classes in charge of the research team. Moreover, a class was attended by the researchers before starting to teach the classes implementing the strategies. It was with the purpose of observing the behavior of students during a regular class with the teacher and to obtain more information that could be relevant to the project.

The observation checklist was applied in a class of two hours where some statements were drawn about the strategies the teacher use and students' behavior during the class.

During the first week, the group work strategy was applied and the first class was taught on September 10th to September 16th, 2019. On this week, the students were studying the unit 4

and the topic was "superlative adjectives". The research team implemented the strategy by making small groups in class and worked together with the text book, developing exercises, monitoring the class and focusing in the progress of it. Students learned how to identify different kinds of superlatives, how to use them in a sentence and how to make questions.

On the second week from September 17th to September 21st, 2019 the use of social media strategy was applied by the creation of a closed group on Facebook. This group included extra material such as images, on-line quizzes, videos and worksheets uploaded about topics students needed to reinforce (superlatives and comparatives adjectives, possessive pronouns and adjectives). The majority of students joined the group.

The last week from September 23rd to September 26th, 2019, tutoring strategy was used by face to face and online tutorials sessions. The topics studied were about superlatives and comparative adjectives.

To finish this stage, on October 3rd, a questionnaire was submitted to students.

3.1 Population and Sample.

This study took place in the Journalism Department at the University of El Salvador during the second semester in 2019. The target population for this research study was one group of students taking Intensive English II from the Journalism Bachelor. The researchers worked with a sample population of 41 students.

3.2 Research Method and Design

This research work is a case study design since it was focused on investigate the impact of communicative strategies applied in large class and how these facilitate the English learning process in the Journalism Department on students taking Intensive English II, during the semester II-2019 at the University of El Salvador.

For this research work, quantitative approach was used. Quantitative information was collected throughout a questionnaire administered to the students. The use of this approach allowed the researchers to know the different point of view from the population that was studied.

In this research work, there was not manipulation of variable during the process since the subjects were observed in their reality during the learning process. Since this research work was based on the observation, interaction and interpretation of findings, the sample was exposed directly with the research team, in order to observe a real situation; this was not intentionally provoked or created by the observers.

3.3 Recruitment and sampling

3.3.1 Universe
This study took place at the University of El Salvador in the School of Journalism with one group of the Intensive English II. The number of students taking this subject was 41. This case study was conducted by three researchers.

3.3.2 Sample

The researchers carried out a questionnaire to 41 students from one group of the Intensive English II from the Journalism Bachelor. All the learners who were taking this subject and the professor in charge of this group participated in this study.

3.4 Data collection: Instruments

For this type of case study research, the following techniques and instruments were used to collect data.

Observation

The researcher team observed the class in the group before they started to teach and apply the strategies in the class. It was conducted with the purpose of having an idea if the teacher was implementing some of the communicative strategies presented below. Moreover, the observation was carry out to gather information that could contribute to the project.

3.5 Questionnaire

The questionnaire was designed to get information from students to know what they thought about the implementation of the communicative strategies in class. It was divided in three parts. The first one, was focused on the use of the group work strategy to know if students agreed working in this way and if it facilitated the learning process. The second part, was focused on asking questions about what students thought of tutoring sessions to reinforce their classes and help in the learning process. The third part, was developed to find out how social media was useful to students to facilitate the communication with their classmates and the teacher. The questionnaire was administered after the appliance of the strategies to 41 students and it consisted of 24 questions.

3.6 Data gathering process.

In this study, the researchers taught classes for 3 weeks to apply the communicative strategies. One week to implement each strategy: group work, social media as educational purposes and tutoring. The second one was developed online through a Facebook group outside the classroom. However, it also contributed to the tutoring strategy due to the researchers offered face to face sessions as well as online making post through the closed group on Facebook. Furthermore, extra material, useful links and online quizzes about the topic students were studying at that moment were posted. Finally, a questionnaire was conducted in order to know students' opinions about the strategies implemented by the researcher group and obtain quantitative data.

Data results and analysis.

A questionnaire was submitted to the students with the purpose of getting information and to have evidence about the strategies implemented during the 3 weeks taught by the researchers. The questionnaire was submitted to 41students.

The questionnaire was designed with different types of questions created by the researchers to help them to find out accurate information and analyze the data to answer the research questions set up in this project.

The collected data was classified according to the answers and tabulated in tables to get statistical results. The results of the population were presented in percentage and graphited in pie chart.

Example:

Statement 1: El trabajo en grupo ayuda a mejorar el aprendizaje del idioma inglés.

Variable	Frequency
Mucho	13
Poco	28
Nada	0
Total	41

To get the percentage of students who chose the variable "poco", it was divided between the population and multiplied by 100 determining in this way the percentage to each variable.

$\frac{frequency}{population}$ x 100 $\frac{28}{41}$ x 100 = 68   The percentage for this variable is 68%

Graphics.
PART I: Group work.

1. El trabajo en grupo ayuda a mejorar el aprendizaje del idioma inglés.
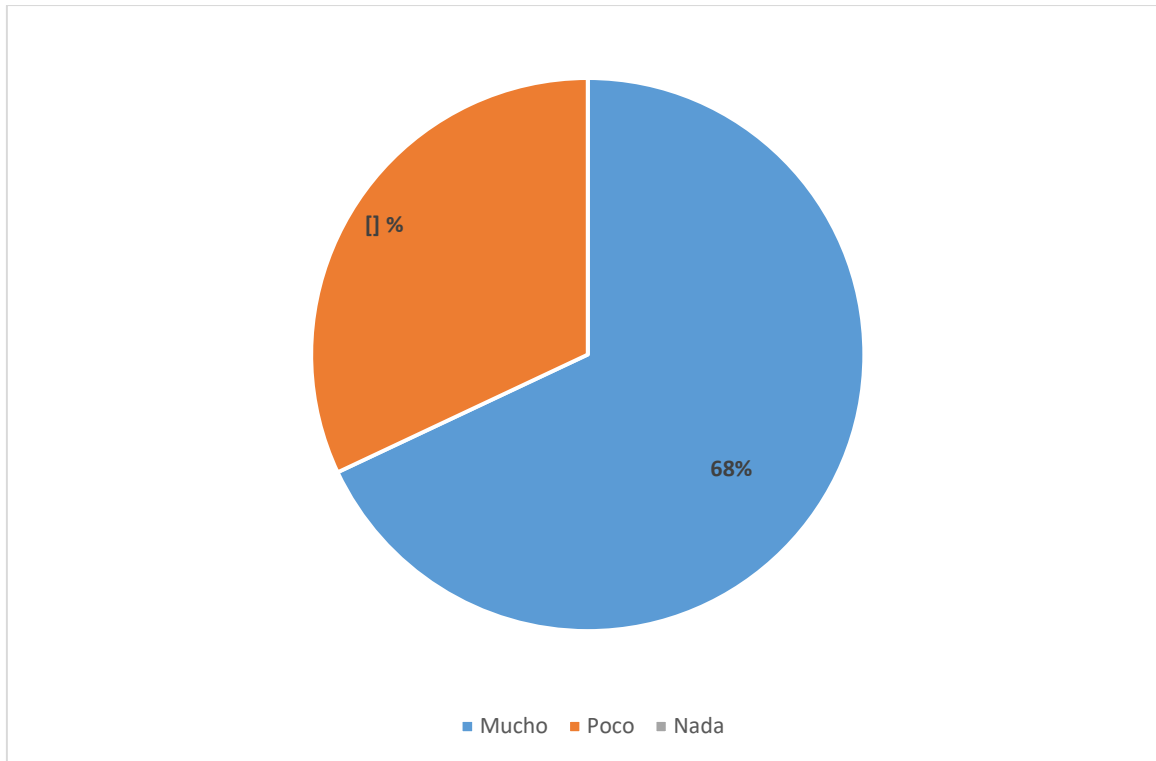
Analysis

According to the results, most of students (68%) considered that group work as a strategy implemented in class helps to improve the English language learning and the remaining of students 32% answered that group work helps a little to improve the English language learning.

The majority of students in this graphic agree that working in group helps to improve the English learning process, which means that a high percent of students considers group work as an important strategy.

2. Los conocimientos de tus compañeros te ayudan a mejorar durante el proceso de aprendizaje del idioma inglés.

Mucho ■ Poco ■ Nada
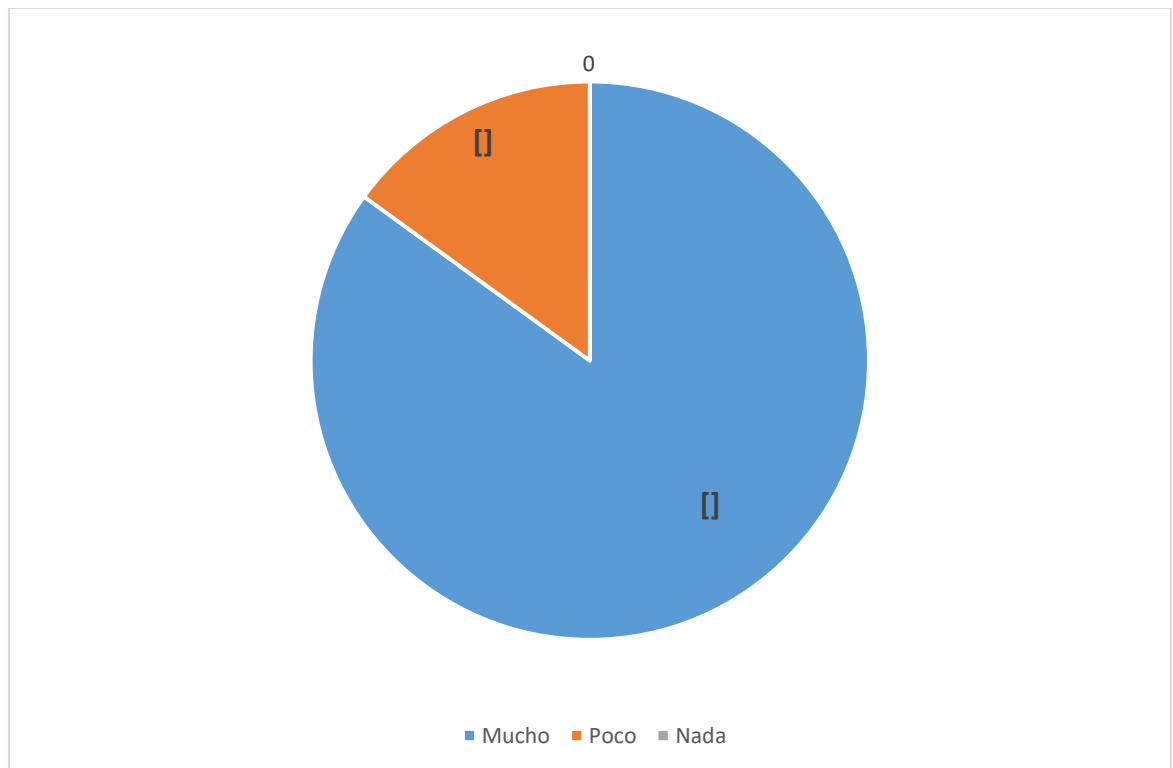
Analysis

The largest number of students (85%) answered that the knowledge of peers helps to improve the English language learning process as they share their knowledge with each other, but the remaining 15% says that their peers' knowledge only helps a little to improve the learning process.

In this statement, the results show clearly that students consider important the fact of learning from others when working in group, because it helps and facilitate to the English learning process.

3. Fue útil el trabajo en equipo para aclarar sus dudas con respecto al tema de los superlativos y comparativos.
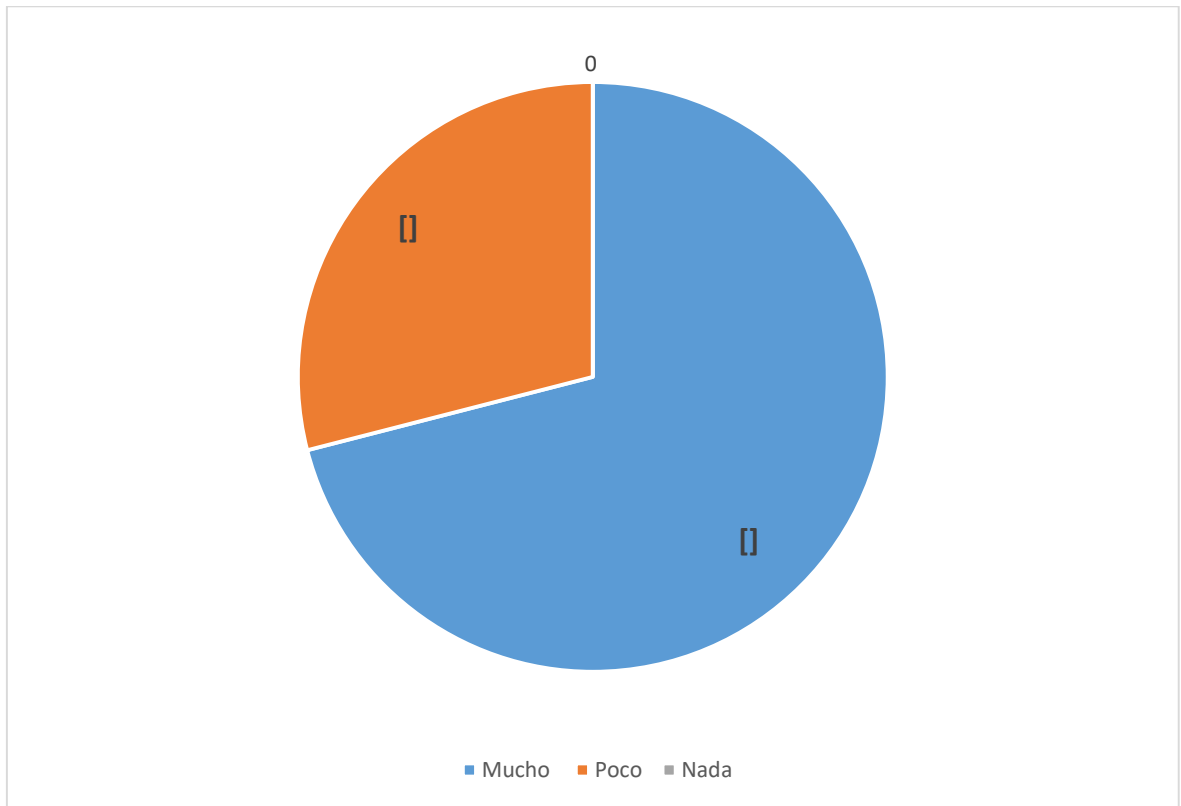
Analysis

According to the results, the 71% of students answered that group work was useful in clarifying their doubts about the subject taught in class (superlatives and comparatives). The remaining 29% said it was a little useful.

In this question, the majority of students definitely agreed that working in group was helpful to clarify doubts regarding to the topic that was studied.

PART II: Tutoring Sessions

4. Las sesiones de tutoría serian de beneficio para el aprendizaje del idioma inglés.

0

[]

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■ Mucho ■ Poco ■ Nada
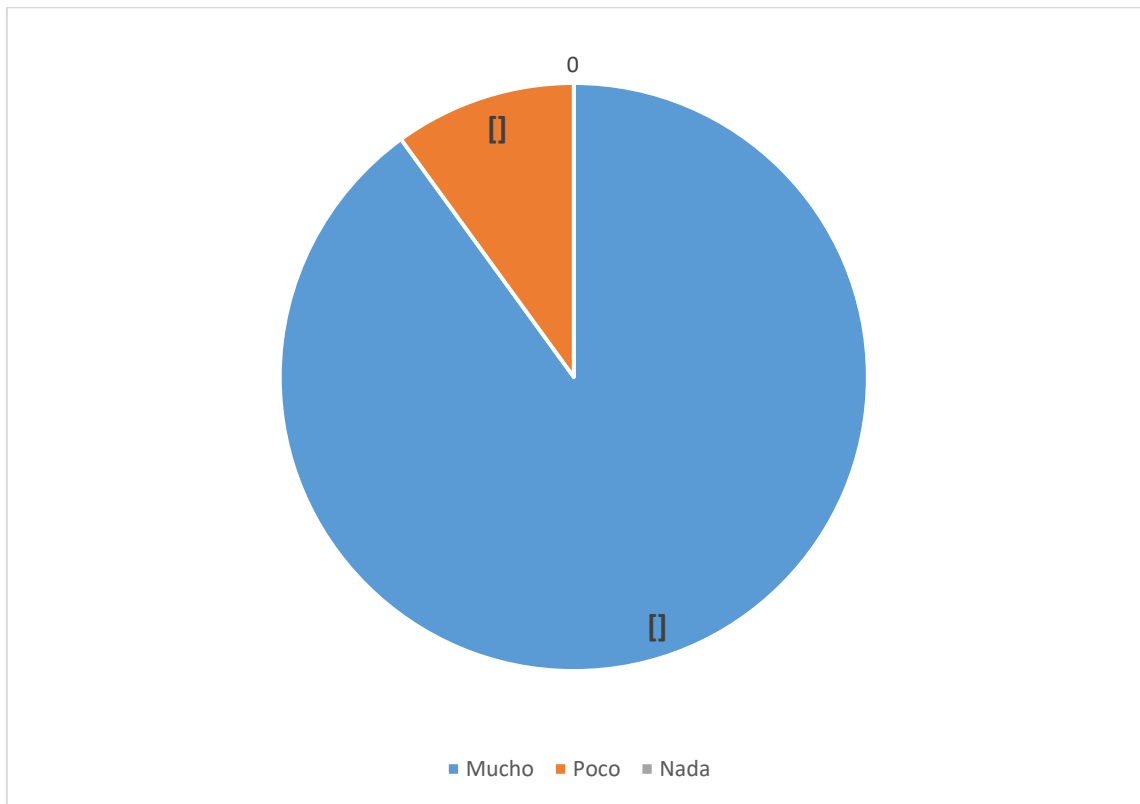
Analysis

According to this graphic, 90% of students affirmed that tutorial sessions would be beneficial for the English learning process. On the other hand, the 10% of them answered that it would be less beneficial.

In this statement, almost the 100% of students agree to implement tutorial sessions in the English learning process. It clearly shows students believe in this strategy and consider it beneficially to facilitate their learning.

5. Las tutorías ayudaron a aclarar sus dudas con respecto al tema de los superlativos y comparativos.

Mucho ▪ Poco ▪ Nada
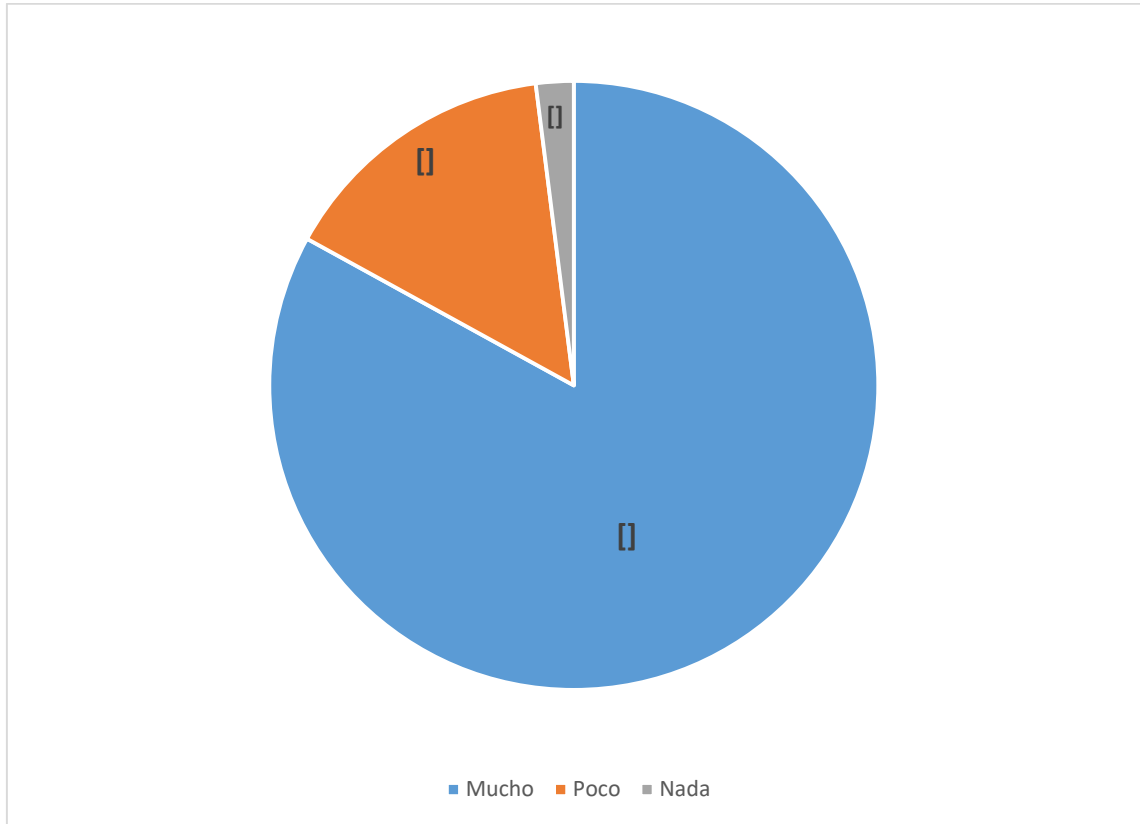
Analysis

This graphic shows the results obtained according to a topic studied in class. The 83% of students affirmed that tutoring sessions helped them in a big way to clarify doubts with the topic studied in class, the 15% of students answered that tutoring helped them a little and the 2% answered it did not help them at all.

In this statement, most of students agreed that receiving tutoring sessions after the class was helpful to understand better the topic studied in class. They can clarify doubts and feel more confident to make questions.

6. La tutoría le ayuda a practicar el idioma inglés con respecto al tema de los superlativos y comparativos.

0

[]

[]

■ Mucho ■ Poco ■ Nada
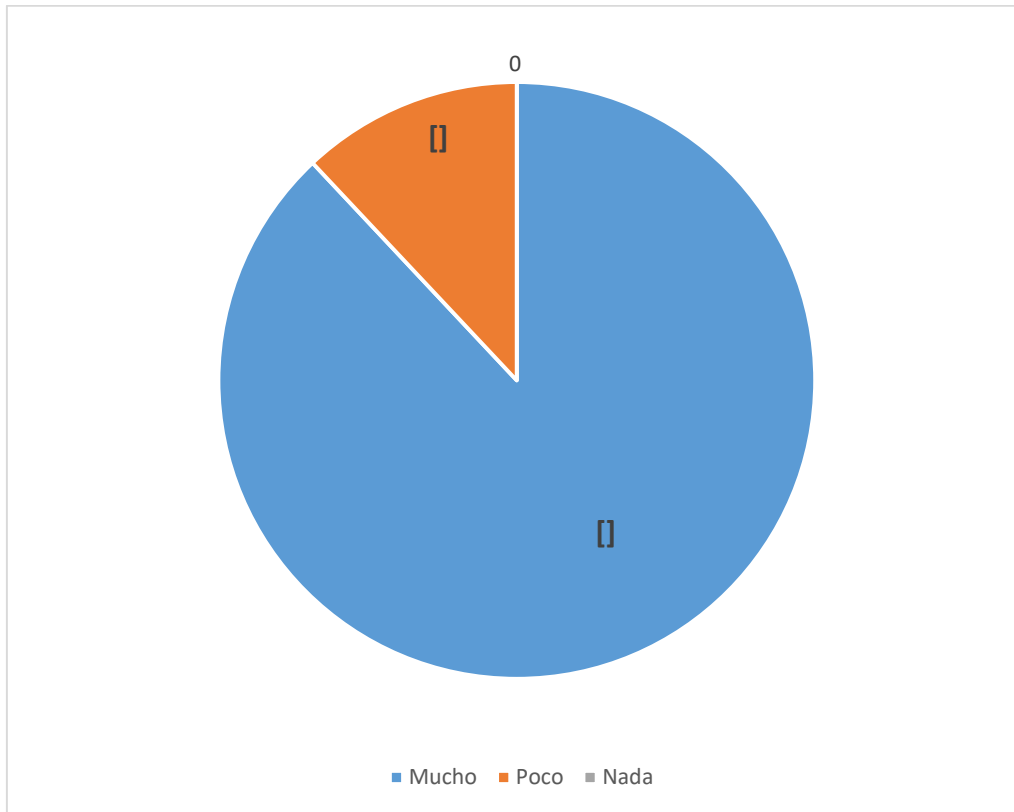
Analysis

In this graphic, the 88% of students shows that tutoring sessions helped them to practice English related to the topic studied during in class and there is a 12% of students that answered that it helps a little.

In this statement, students highly answered that receiving tutoring sessions was helpful to practice the topic studied in class (superlatives and comparatives). It means that if after each class students could have the opportunity to receive tutoring session it would help to their English learning process.

7. La tutoría debería ser implementada en los cursos de inglés.

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[]

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■ Mucho   ■ Poco   ■ Nada
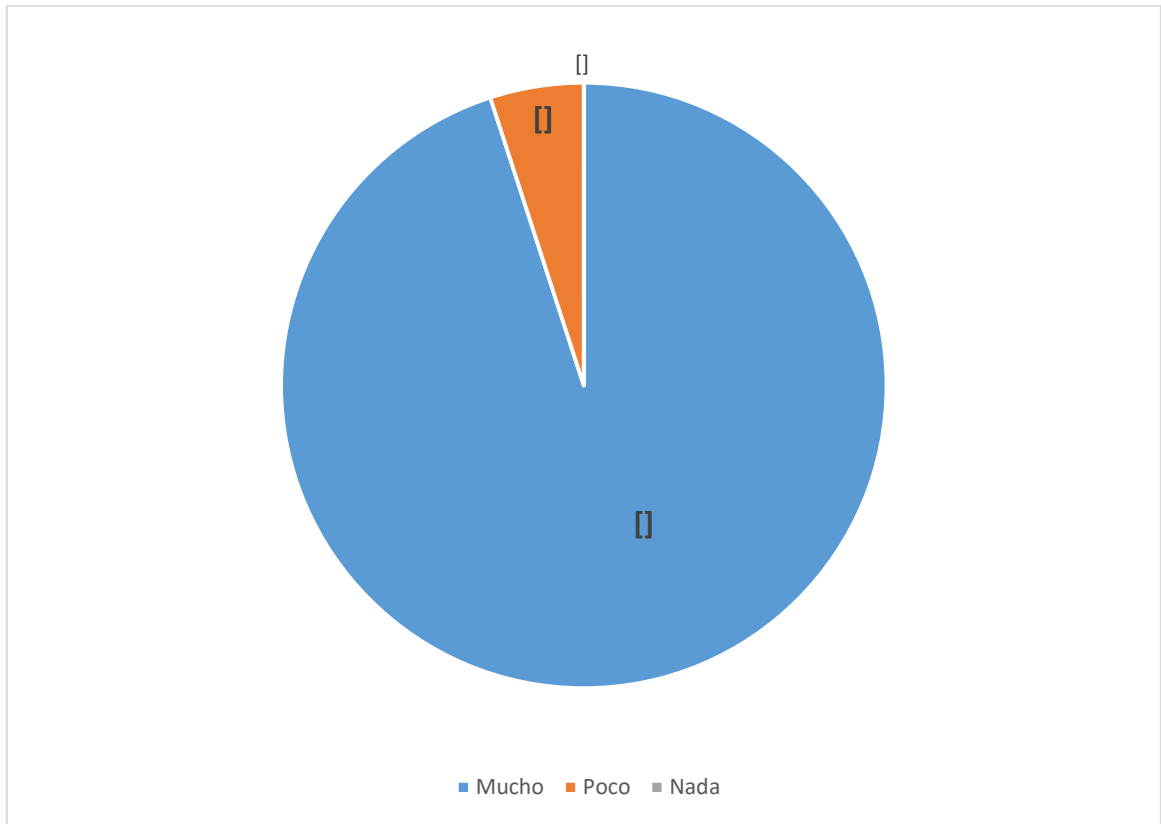
Analysis

According to the results, a big number of students (95%) considered that tutorials must be implemented in the English courses. On the other hand, a little number of them (5%) answered that it is not necessary.

In this statement, almost the 100% of students believe that this strategy must be implemented in the English class. It means they want to receive tutoring sessions during the complete course of English to facilitate their learning.

Part III Social Networks

8. Utiliza las redes sociales como una herramienta para compartir información con sus compañeros de clases

■ Mucho ■ Poco ■ Nada
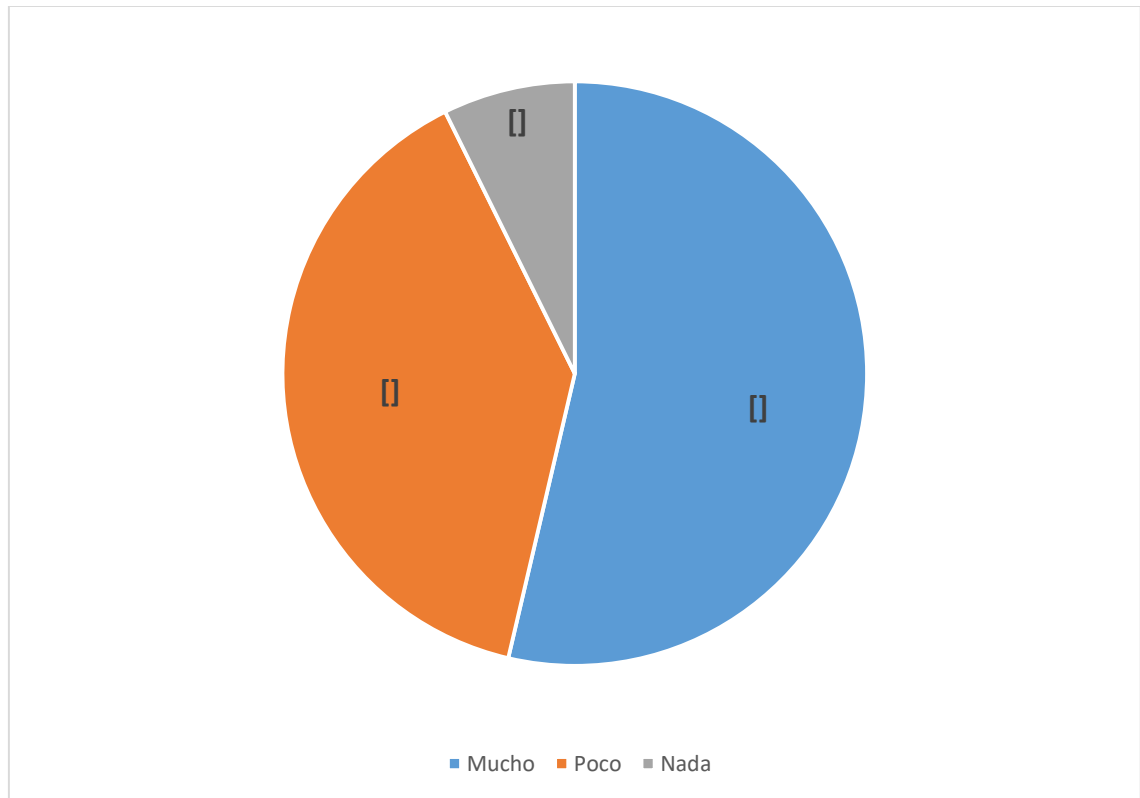
Analysis

According to the graphics, the 54% of students answered that they use the social networks as a tool to share information with their classmates, the 39% of students answered they do not use it much and the 7% of students said they do not use it at all.

In the results, more than the half of students answered that they use the social networks as a tool to share information with their classmates. It means they consider important and easy to use the web to get communicated with their classmates for educational purposes.

9. El uso de las redes sociales mediante la creación de grupos privados ayuda a aclarar dudas con sus compañeros de clase.

0

[]

[]

■ Mucho ■ Poco ■ Nada
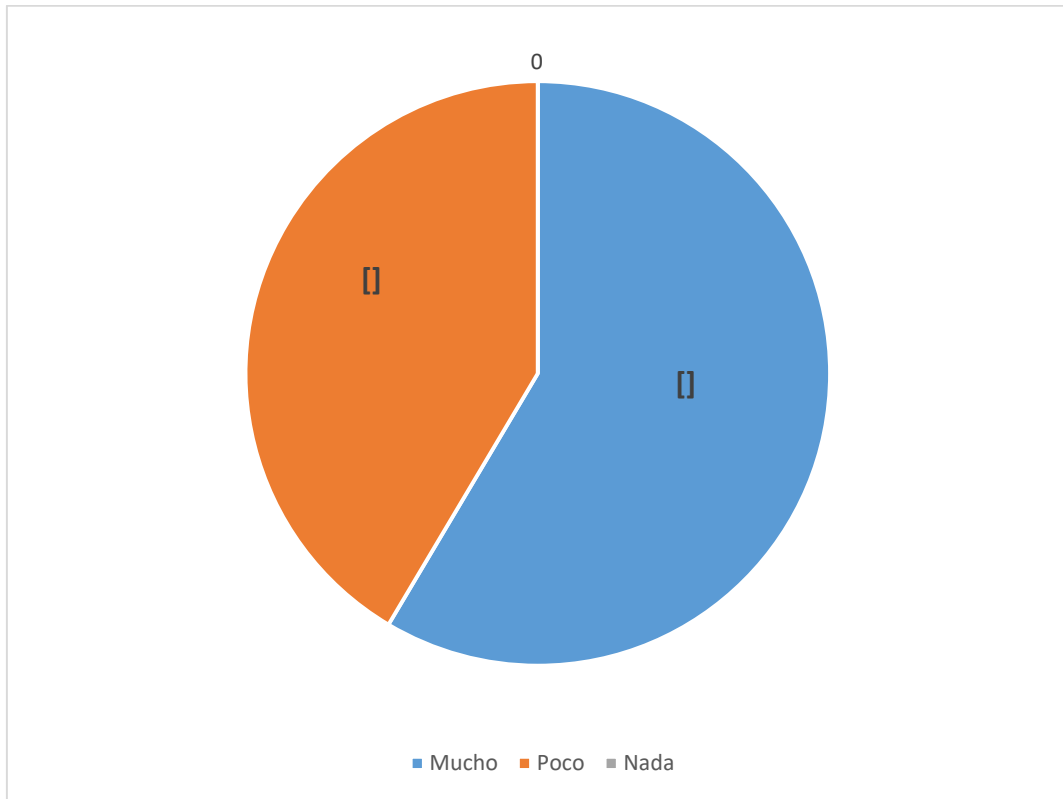
Analysis

According to the graphics, the 59% of students affirmed that doubts can be clarified through the creation of private groups on the social media. The 41% answered that it helps a little bit.

In this statement, more than the 50% of students agreed that having private groups in social media as groups on Facebook help to clarify doubts. Having a private group allowed them to make questions about something taught in class, to ask for more information about the topic, to ask for links and extra material.

10. Sugiere usted utilizar con mayor frecuencia las redes sociales para apoyar el aprendizaje de los temas vistos en clase.

Mucho   Poco   Nada
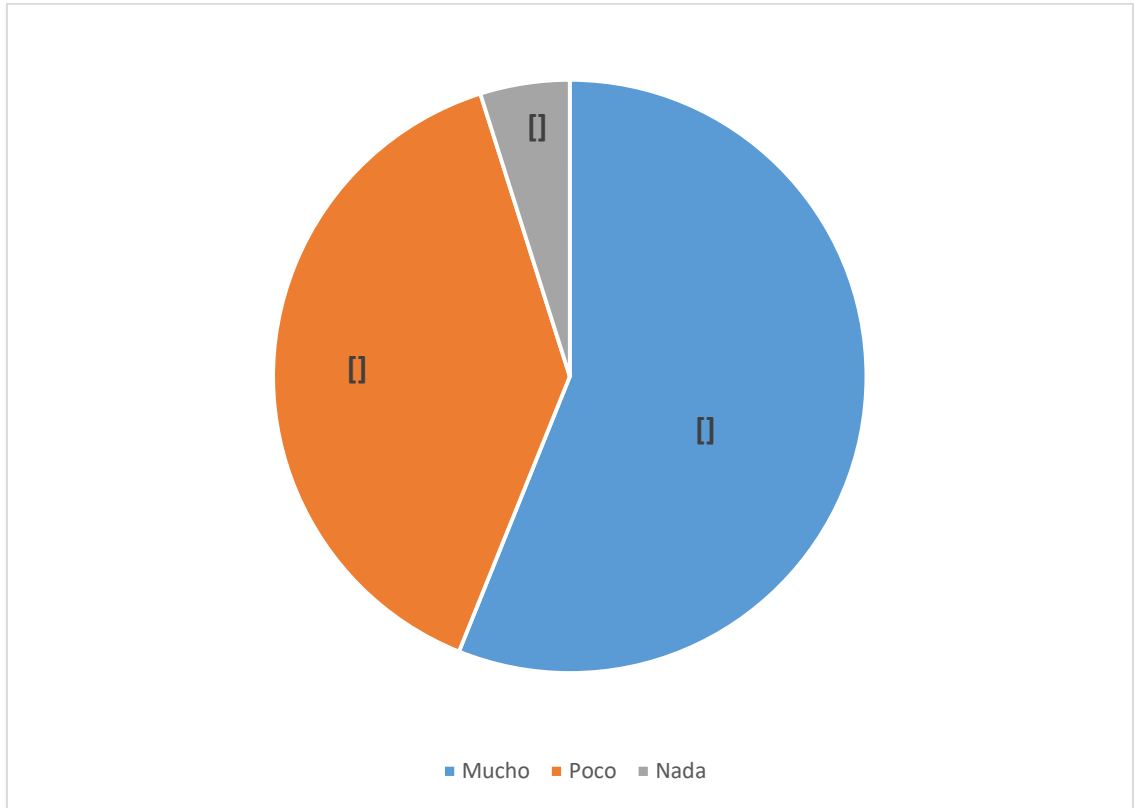
Analysis

According to the results, the 56% of students affirmed they would suggest the use of social networks more often to reinforce their English during the learning process about topics studied in class. The 39% answered "not much" and the 5% answered nothing.

In this statement, more than the 50% of students agree to use the social media to receive feedback about the topic studied in class. It even would help students that missed classes to have an idea about what was taught in class.

11. El uso de las redes sociales debería ser implementado durante el proceso de aprendizaje en los cursos de inglés.

Mucho Poco Nada
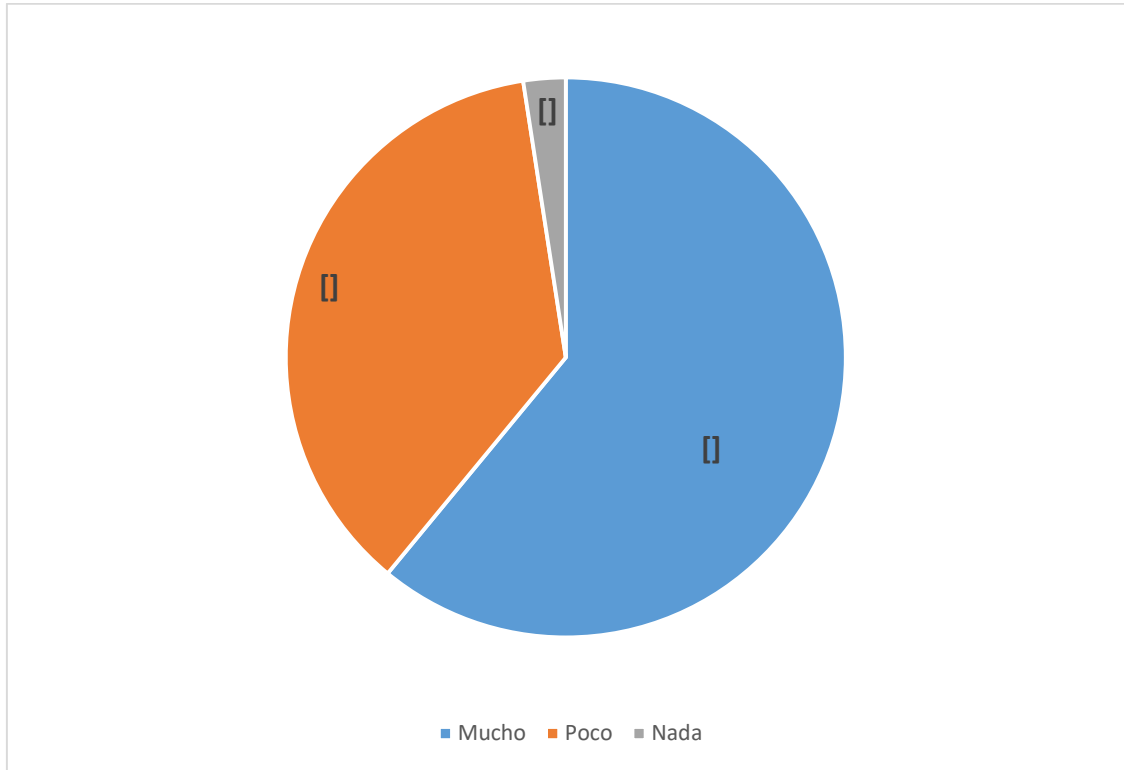
Analysis

According to the results, the graphics shows that the 61% of students answered that social media should be implemented in English courses during the learning process. The 37% answered not much ant the 2% answered nothing.

In this statement it is clear the importance that students give to the use of social media and the desire of implementing this strategy during the course of English. It would facilitate the learning process and would make easier and faster the process of asking questions and sharing information.

Observation Teacher's Report.

During the gathering information process on September 4th, 2019, the class was observed with the only purpose of having complementary information to see if there were communicative strategies implemented by the teacher. Also, verify if they facilitated the English learning process in a large group specifically on students taking English II during the second semester of 2019 in the Journalism Department.

First, the teacher was dynamic but it was difficult to take control of the class due to the big number of students so the teacher loses students' attention because most of them got distracted during the class on their cellphones and also talking with their classmates, students did not demonstrate interest about the language.

Second, the teacher used the traditional method by using an open book during the class, there was no use of technological resources as a strategy.

Moreover, group work was not implemented during the class, it seemed like a plenary, it means that they did not have the opportunity to share or practice what they have learned due to the high number of students.

Furthermore, there were not tutorials sessions for the students and to reinforce or receive feedback outside the classroom to make learning effective for them. They did not have private groups on social networks to reinforce topic or receive feedback.

Conclusions and Recommendations

Conclusions

Based on the results obtained, the following conclusions can be drawn:

It was concluded that due to the large number on students taking English II during the second semester of 2019 in the Journalism Department, the learning environment have been affected and some strategies during the class did not work at all, for that reason the strategies presented in this work are a suggestion for making a better learning environment.

As the results presented, most of the students said that these strategies must be implemented during classes and after classes since group work is not used during the course. The majority of them answered in the questionnaire that they liked working in groups because group work is a good way to learn, share their knowledge each other, clear up doubts and practice. It means, that applying this strategy facilitates the English learning process and allows them to be more active by participating in classes.

Moreover, a big number of students who were taking this course said that tutoring sessions would be beneficial during the learning process. Students affirmed that they would like to have these sessions at least twice a week in order to improve their English. Also they said it was helpful to clarify their doubts about topics studied in

classes by practicing in individual or in group tutorials because they do not receive tutoring sessions regularly.

On the other hand, more than a half of the students affirmed that the use of social networks helped them to improve their English because they use them as a tool for sharing information with their classmates, private groups to clarify their doubts and reinforce topics studied in class. They suggested that the use of this strategy should be implemented in the future English courses for the reason that it facilitates the way to be communicated with the teacher to ask any information related to the class. Furthermore, the students added that this strategy had not been implemented before in the course.

As this research has demonstrated, these communicative strategies presented in this paper are the most appropriate while working in large groups of classes, students approved it and the results are satisfactory.

Recommendations

To teachers.

1. To implement group work in classes, because it helps students to share and practice their knowledge facilitating the learning process.

2. To use group work activities for creating a better learning environment for students and make them feel more confident to participate in class.

3. To implement tutoring sessions for students to clarify their doubts about topics studied in classes at least twice a week.

4. To create a small group tutoring because in this case it is the ideal way to practice and give them feedback due to the large number of students.

5. To implement the use of social media as a strategy for your classes. Nowadays, as we know, most of students have internet in their houses or smartphones which means it would facilitate to them to share information and clarify doubts between them and the teacher.

6. To create private groups on social networks for academic purposes. The majority of people have a profile in social networks and are able to be available most of the time which would be beneficial for students to have access to information, feedback and practicing by uploading some English exercises that can be founded on the internet.

7. To be more flexible and allow the researchers' groups to work with the class they are in charge with, because it will facilitate to carry out the project they are working with and collect the data they need.

Limitations

During this research some limitations were:

1. Researchers did not have access to all the groups taking Intensive English II in the Journalism Department to work and implement the strategies during this project and get the information.

2. At the beginning students did not show interest to join in a closed group on Facebook and make use of the social media because they said they had never worked before on that way using it as a strategy.

CHAPTER IV: BIBLIOGRAPHY

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ANNEXES

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

DEPARTMENTO DE IDIOMAS EXTRANJEROS

ENCUESTA PARA ALUMNOS DEL CURSO INGLES INTESIVO II, DEPARTAMENTO DE PERIODISMO CICLO II, 2019

TEMA:

"EL IMPACTO DE ESTRATEGIAS COMUNICATIVAS PARA FACILITAR EL PROCESO DE APRENDIZAJE DEL IDIOMA INGLES EN CLASES SOBREPOBLADAS EN EL DEPARTAMENTO DE PERIODISMO EN ESTUDIANTES TOMANDO INGLES INTESIVO II, SEMESTRE II – 2019 EN LA UNIVERSIDAD DE EL SALVADOR"

OBJETIVO:

Verificar como las tutorías, el trabajo en equipo y el uso de las redes sociales facilitan el proceso de aprendizaje del idioma inglés.

Genero:

F ☐   M ☐

Edad:

Menor de 18 ☐   18 – 23 ☐   24 – 28 ☐   Mayor de 28 ☐

Esta materia la cursa en:

Primera matricula ☐   Segunda matricula ☐   Tercera matricula ☐

PARTE I: TRABAJO EN EQUIPO

1. El trabajo en grupo ayuda a mejorar el aprendizaje del idioma inglés.

Mucho ☐

Poco ☐

Nada ☐

2. Los conocimientos de tus compañeros te ayudan a mejorar durante el proceso de aprendizaje del idioma inglés.

Mucho ☐

Poco ☐

Nada ☐

3. Te gusta trabajar en grupo durante las clases de inglés.

Mucho ☐

Poco ☐

Nada ☐

4. Ayudas a tus compañeros a aclarar dudas durante las clases de inglés.

Mucho ☐

Poco ☐

Nada ☐

5. El trabajo en equipo es importante durante el aprendizaje del idioma inglés en clases.

Mucho ☐

Poco ☐

Nada ☐

6. El trabajo en grupo te permite ser más participativo en la clase.

Mucho ☐

Poco ☐

Nada ☐

7. Qué área te permitió practicar más el trabajo en grupo durante las clases con respecto al tema de los superlativos y comparativos.

☐

Escuchar

Leer ☐

Escribir ☐

Hablar ☐

Todas las ☐
anteriores

8. Fue útil el trabajo en equipo para aclarar sus dudas con respecto al tema de los superlativos y comparativos.

Mucho ☐

Poco ☐

Nada ☐

PARTE II: TUTORÍAS

1. Las sesiones de tutoría serian de beneficio para el aprendizaje del idioma inglés.

Mucho ☐

Poco ☐

Nada ☐

2. Cuantas tutorías crees que deberían darse durante el curso para mejorar el proceso de aprendizaje del idioma inglés. Puedes escoger más de una.

Una después de cada clase ☐
De 2 a 4 tutorías ☐
De 5 a 8 tutorías ☐

3. Las tutorías ayudaron a aclarar sus dudas con respecto al tema de los superlativos y comparativos.

Mucho ☐

Poco ☐

Nada ☐

4. La tutoría le ayuda a practicar el idioma inglés con respecto al tema de los superlativos y comparativos.

Mucho ☐

Poco ☐

Nada ☐

5. Qué tipo de tutorías te gustarían más.

Grupales ☐

Individuales ☐

Durante la ☐
clase

6. Sobre qué temas deberían tratar las tutorías. Puedes escoger más de una.

Temas que no entendí ☐

Temas en los que necesito refuerzo ☐

Temas que perdí en clase ☐

Temas para practicar el habla ☐

Ejercicios gramaticales ☐

Vocabulario ☐

7. Qué área te permitió practicar más durante la tutoría.

Hablar ☐

☐
Escuchar

Escribir ☐

☐
Leer

Todas las ☐
anteriores

8. La tutoría debería ser implementada en los cursos de inglés.

Mucho ☐

Poco ☐

Nada ☐

PARTE 3: REDES SOCIALES

1. El uso de las redes sociales ayuda a mejorar el aprendizaje del idioma inglés.

Mucho ☐

Poco ☐

Nada ☐

2. Utiliza las redes sociales como una herramienta para compartir información con sus compañeros de clases.

Mucho ☐

Poco ☐

Nada ☐

3. La creación de grupos privados en las redes sociales con sus compañeros sería de beneficio para practicar el idioma inglés

Mucho ☐

Poco ☐

Nada ☐

4. El uso de las redes sociales mediante la creación de grupos privados ayuda a aclarar dudas con sus compañeros de clase.

Mucho ☐

Poco ☐

Nada ☐

5. Considera usted utilizar con mayor frecuencia el uso de las redes sociales para apoyar el proceso de aprendizaje del idioma inglés .

Mucho ☐

Poco ☐

Nada ☐

6. Sobre qué temas te gustaría recibir retroalimentación mediante el uso de las redes sociales

Temas que no entendí   ☐

Temas en los que necesito refuerzo   ☐

Temas que perdí en clase   ☐
                                       ☐

Temas para practicar el habla   ☐

Ejercicios gramaticales   ☐

Vocabulario

7.Sugiere usted utilizar con mayor frecuencia las redes sociales para apoyar el aprendizaje de los temas vistos en clase.

Mucho   ☐

Poco   ☐

Nada   ☐

8.El uso de las redes sociales debería ser implementado durante el proceso de aprendizaje en los cursos de

Inglés.

Mucho   ☐

Poco   ☐

Nada   ☐

MUCHAS GRACIAS POR TU VALIOSA COLABORACIÓN

IMPLEMENTING THE STRATEGIES

Researchers worked with this subject study with students taking English II in the Journalism Department semester II, 2019, during three weeks where we could put in practice the strategies that we are recommended. We observed that these strategies facilitate the learning process because students could clarify doubts and answer questions that they had. One of the strategies used during this project was the use of social media. The researcher team created a private group on Facebook where they could ask questions, doubts and researchers could upload extra material, links and notifications related to the class and in a way to facilitate the English learning process.

Gabriela Peraza ···
8 oct. 2019 a las 11:27 p. m. • 🔳

**Hi guys!
Que tema están viendo?
Para poderles brindar
algún material extra...**
☺️☺️
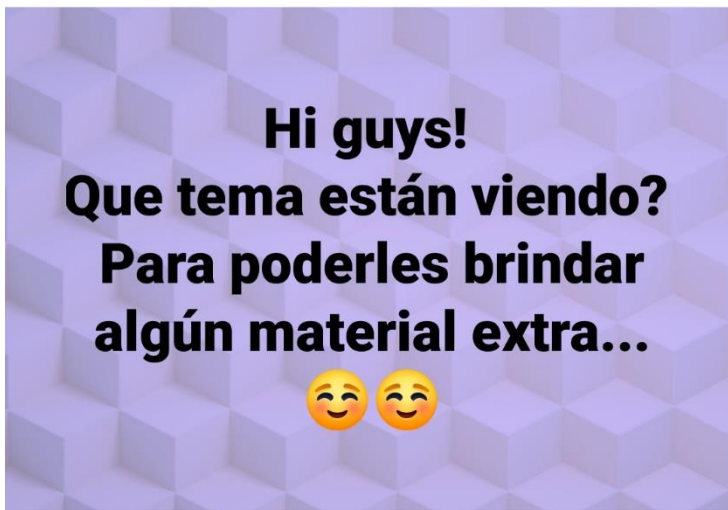
👍 Me gusta 💬 Comentar

Gabriela Peraza compartió un ···
enlace.
2 oct. 2019 a las 9:44 p. m. • 🔳

One more quiz 💪😁

[https://www.eltbase.com/quiz/116_02
.htm](https://www.eltbase.com/quiz/116_02
.htm)

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