

# The use of the Adobe Adaptative software in the implementation of activities that promote the English language teaching

## Uso del software Adobe Adaptative en la implementación de actividades que promueven la enseñanza de la lengua inglesa

Astrid Ramírez Valencia<sup>1</sup>

<sup>1</sup> *Candidata a doctor, doctorado en lenguaje y Cultura. Universidad Distrital  
astramirez@gmail.com, aramirezr@udistrital.edu.co*

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### Resumen

Los cambios experimentados en los últimos tiempos llevan a la implementación de nuevas formas de enseñar una lengua extranjera. Este propósito se puede alcanzar mediante la aplicación de un software como el Adobe Adaptative la cual permite proponer otros modos de presentar contenidos, facilitando el trabajo del docente y el aprendizaje del estudiante.

Este estudio busca analizar la incidencia de esta herramienta en dos cursos de inglés cuyos participantes fueron estudiantes con edades que oscilaban entre los 16 y los 35 años.

En este estudio se mide la efectividad del uso de esta herramienta con el propósito de alcanzar un mayor dominio de la lengua extranjera después de haber sido utilizado el software por los estudiantes.

Mediante la implementación de la herramienta de Adobe Adaptative, ellos demostraron tener un mayor dominio de la lengua extranjera inglesa.

### Palabras clave

Adobe Adaptative, Docente de inglés, Edad, Ingeniería, Software.

### Abstract

The changes experienced on the last times lead to the implementation of new ways of teaching a foreign language. This purpose can be reached by means of the application of software like the Adobe Adaptative which allows to propose other ways of presenting contents that facilitate the teacher's work and the learning process of the student.

This study seeks to analyze the impact of this tool in two English courses which participants were students with a ranging age between 16 and 35 years.

In this study the efficiency of the use of this tool was measured with the intention of reaching a major domain of the foreign language after the software have being used by the students.

By means of the implementation of the tool of Adobe Adaptative, them they demonstrated to have a major domain of the foreign English language.

### Key words

Adobe Adaptative, Age, Engineering English teacher, Software.

## 1. Introduction

This article presents the results of a research conducted in the engineering context within which the Adobe software Adaptive is adapted with the purpose of making it friendlier defined by Borenstein (2010) as the easy use of a software by the user. (Borenstein et al, 2010). In this moment, there are multiple software on with which you can teach different knowledge, however it is undeniable that in spite of having the accessibility to these tools, because many of them are free access, not of them are easy to use for those if you want to employ them for accessing to knowledge.

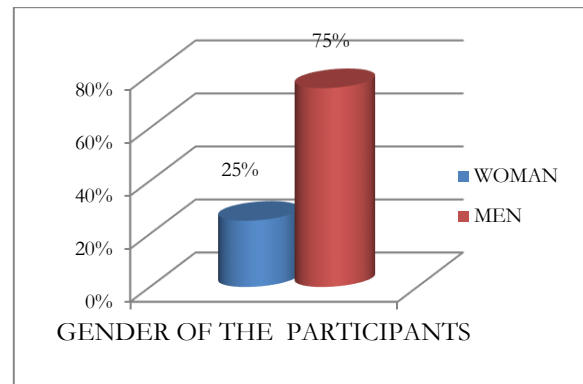
For this reason, in this research, there were made various adaptations and changes to this free access software for proposing different managing methodological changes that will allow that the future engineers use the software in an easy way, letting engineering students learn English in a more enjoyable way.

This article aims to reflect about the adaptation and modifications made to the software Adobe Adaptive showing its effectiveness in the English class inside an engineering faculty.

## 2. Methodology

This research was conducted into two groups that taking an English class during two different sessions, whose duration was three hours a week. For this study, it was included students from two and five levels.

In this group of participants 75 per cent were men and 25% were women, as shown below.



**Figure 1.** Gender of the participants  
Source: Author

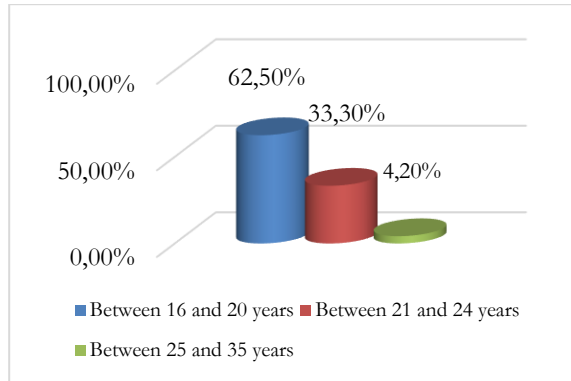
This means that there is a marked tendency related to the male gender of the participants because as it was evidenced, there is a greater number of men inside the courses which determines the type of activities and adjustments that can be made within this software, for this reason the English teacher must take into account the interests of the genus Group that was previously mentioned.

Talking about the age of the participants, the predominant range was between 16 to 20 years which corresponding to the 62.5 %. In this group, it is concentrated newly graduated students that are starting their careers and university studies. The second group of participants are in a range of 21 and 24 years, corresponding to the 33,30%, it is noted that although this number is large is not so significant in comparison with the people which correspond to the first group. In third place, is located a 4.2% group of students whose range was between 25 and 35 years. At these ages are located students who usually study at night, and have several years of experience in the engineering field.

It is also noted that although, this group does not have a lot of skill in handling the technology, in some occasions they demonstrate a greater interest in the development of the proposed activities through the software.

When considering the age of the participants is not too marked the difference between a student that is 16 in comparison with other one that is 21, however, there is a marked difference in relation to the needs and tastes of the participants, for this reason, the English teacher should include activities in which the students

can participate by feeling that they are really learning, although they are playing.



**Figure 2.** Age of the participants  
Source: Author

To develop the English academic space with the engineering students using the free software Adobe Adaptive, which was chosen taking into account the criteria proposed by Adell and Castañeda (2010), for being a software that enables editing the information, accepting easily any change made by the person who is creating a lesson.

Now, it is going to be explained the procedure used with this software during the English sessions: First, the theme was presented through the inclusion of a few slides which were edited by the English teacher using the software.

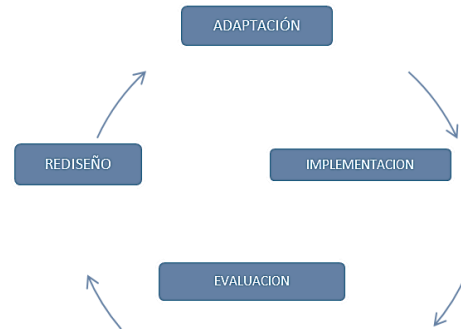
Second, once the teacher presented the theme to the class, it is showed and explained each of the activities included through the use of the software Adobe Adaptive. Third, the students develop some of the proposed activities, which included listening, reading comprehension, guided visits to various cultural places exercises, as well as production and discussion on subjects exercises that were included within each unit.

After that, the students sent the results obtained in the exercises, once they developed the activities included and adapted within the software used for the implementation of the activities proposed for the students.

Finally, the teacher gives a feedback on the exercises that were developed by the student. The analysis of the software is developed through the following phases:

### 3. Phases

Now, it is going to be explained some of the phases in which the software was developed:



**Figure 3.** Phases  
Source: Author

#### 3.1. The first phase

This phase is called implementation, for its organization it was taken into account the students' need and interests by incorporating and creating educational situations and lessons by using the Adobe Adaptive software thinking of being agreeable and lively for the students that must be involved in using videos, presentations, games and a lot of other activities, with which it was possible to create an amusing and favorable learning environment.

#### 3.2. The second phase

This phase is called evaluation. During this stage the students had the opportunity to access to the Adobe Adaptive software by developing the different activities. So, in this stage, the software functioning was analyzing. The main intention of this stage was monitoring this tool in the class educational environment within the engineering context, with the intention of studying its development by looking how it flaws and work with the purpose of implementing and doing adjustments, changes or modifications on the Adobe Adaptive software.

#### 3.3. The third phase

It is called redesign phase. In this phase, it was made an analysis of the software, bearing in mind its

development, the facility of access, the accessibility for the users between others, in such a way that there was studied if the software was answering to the user's and teacher's expectations.

To reach this intention, the English teacher must define what each activity consists of, considering the teacher's role, student's role, materials, input, evaluations and other methodological elements, in such a way that the engineering students can access to the exercises in a clear and precise way.

As a consequence, the included exercises were related to the contents to be developed inside the English subject program, which was organized by the engineering faculty.

### **3.4. The fourth phase**

This stage is called adaptation. In this step, different modifications and adjustments were included in the software, with the intention of improving it, by making the student's access more comfortable, agreeable and amused for the users. Ginsberg, defines this stage as a step of particularization of the process in order to obtain a new adaption, and an applicable process defined as an alternative for the users. [1]

In other words, it is a question of finding a new version of the software based on the existing one, whose main target is for this case, the improving of a tool that already exists.

In this stage, it important to identify the errors and mistakes in the Adobe Adaptative software with the purpose of having an improvement in the functioning of the software by making it much more efficient, for the users.

On having identified the flaws and bankruptcies, it will be possible to redesign and to fit this tool, in such a way that the students can develop the activities easier, leading them to executing the activities in a more agreeable and simpler way.

## **4. Use of the Captivate Adobe Software in the English classes**

There are multiple hardware and programs by means it is possible to teach a foreign language, now I am going to talk about the Adobe captivate because this tool facilitate the implementation of the activities in a simple way during the English classes in the engineering context.

Following to Radcliff [13], who specifies how this software creates on line contents with flexible (eLearning) process, by using simulations, demonstrations and materials of education, including screens of different sizes that transform the PowerPoint slides into attractive educational on-line (eLearning)materials. [2]

In the same way, it is possible to include documents in PDF that have contents in (swf) flash, (avi) video, audio (mp3, waw), etc and others.

### **4.1. Technical specifications of the Adobe Captivate software**

For Windows, it is necessary to bear in mind the following aspects:

- Pentium needs of a processor Intel ® ® 4, an Intel Centrino ®, an Intel Xeon ® or an Intel Core Duo (or compatible) of 1 GHz or one that has a higher speed.
- It is needed no less than 1 RAM GB, nevertheless, it is advisable to have at least 2 GB, in such a way that its installation is easy.
- It is also indispensable to have a Microsoft ® Windows ® XP with Service Pack 2, being more suitable to have Service Pack 3.
- At the same way, Sight is also compatible with Windows ® Home Premium, Business, Ultimate or Enterprise that includes Service Pack 1; or also it is possible to use the Windows 7 [2]. For its installation, it is necessary to be provided with a disc that should have 3 available space GB on the hard disk, it is also suggested to have an additional free space.

With this tool, it is possible to record and to receive different activities across which the students are in aptitude to handle and to use the English foreign

language in contexts, where the student can use the language in an authentic way.

This leads us to consider the teacher to be a mediator, Tébar (2005) establishes that in this case, the teacher has the essential responsibility of promoting the English language skills on the student, for this reason, teachers must limit its role as a transmitter to the minimum and provide students with a lot of opportunities in which students are going to use the language.

So, the English teacher is going to be an agent that offers and organizes the information by the use of different hardware and strategies with which, the future engineer can access to the knowledge pleasantly.

In other words, as Wayne [11], explains it, in this case the teacher establishes the tasks and provides help to the students by means of teaching materials that allow them to understand the topic, clarifying and presenting concepts and new knowledge. Consequently, the teacher serves as intermediary between the knowledge and the world, generating a bridge between knowledge and universe, as well as with the form in which the students manage the English language knowledge appropriately trying to reach the competition of the foreign English language demanded by different international standards.

For this reason, this software is so friendly because it allows the use of different devices like a portable, a tablet, a computer, a phone or a palm in or out of the classroom by the student. Now, some of the main advantages offered by this tool are going to be mentioned.

## **5. Advantages of the Adobe Captivate software**

With this software, it is possible that the teacher plans different facilitating activities of processes of interaction. Therefore, the English teacher must offer a very clear orientation to the future engineer, with regard to the activity that allows him to gain access to the knowledge simply by promoting the collaboration, the self-esteem and autonomous learning from the student.

As a tool, it offers different types of solutions to the users for example the English teacher can edit, capture information, watch videos, propose questionnaires across the screen creating demonstrations of software and interactive simulations to the engineering students.

This software also allows the inclusion of sounds, animations, questions and questionnaires by means of which the users and the teacher can establish an interactive relation by promoting agreeable and lively learning situations for the English student. It is also a tool used especially in the educational field, for promoting other forms of communication between the teacher and the student, generating dialogues accompanied by harmony and half-full participation between them.

## **6. Methodological Design and educational use of the Software Adobe Captivate**

This software offers different options to the English teacher among which there is the projection of some slides, which may be accompanied with a variety of visual images, with which the content it is presented.

The teacher can also include evaluation exercises accompanied by different kind of questions in which students can measure the learning process by themselves.

In order to organize a slide in this software, it is necessary to determine the topic to be included, with the great advantage offered by the Adobe software Adaptive which allows that the English teachers choice the type of activity that is needed to be included.

When a game like who wants to be a millionaire or the hangman is included the student have the option to review and evaluate the topic included in the lesson through the inclusion of questions related to the themes to be developed within a unit, while at the same time, the engineering student has the option to be fun when learning, situation that is so good for one who the learners.



Another element inherent to the pedagogical work made by the English teacher in the engineering context is related to be a mediator. That is why, unlike the traditional education viewed in which only the teacher possesses the knowledge, having an inflexible and standardized position now a day, a teacher requires to have a guidance role, in such a way that the access to knowledge in quick and easy by promoting partnerships, self-esteem and self-learning from the pupil.

In this regard, Tébar (2005) clarifies that the teacher as a mediator has the primary responsibility to enhance the skills of the student, for this reason the English teacher role as a transmitter is minimized and changed for being an advisor to the students.

In the case of this teacher the same author clarifies that the teacher must be a facilitator, it means that the English teacher need to manage different tools and strategies with which the future engineer can access to the knowledge.

In other words, as Wayne [11], explains the teacher as mediator set tasks and provides assistance to the students through the use of multiple teaching materials, which will enable them to understand the topic, clarify ideas by understanding the concepts and knowledge. Accordingly, English teacher serves as an intermediary between knowledge and the world, creating a bridge between the knowledge and the context in which the teaching process takes place, looking for that the students achieve the competence of the foreign language, required by the standards from the common European framework.

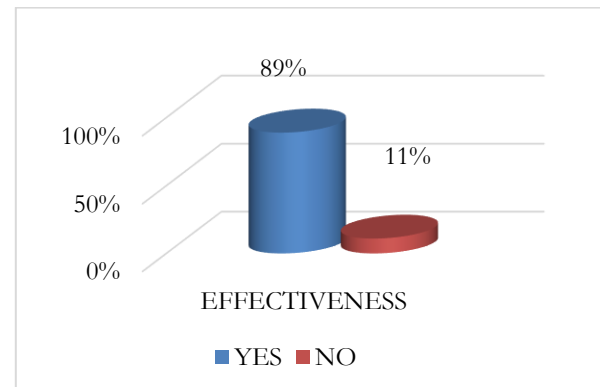
So, if the English teacher in the engineering context uses a software like Adobe Adaptative, it will be possible to propose a new way of teaching that makes teachers abandons their role as a transmitter of information, for creating an environment in the class where the most important is to create a reciprocal relationship based on dialog, the interaction and the meeting of knowledge between the student and the teacher, feeling that they are involved in an experience that will enable them to understand, and use the foreign language in real situations applied to the engineering field.

This probably will bring a change for the English teachers, letting them to become facilitators of learning, agents of change by promoting other forms of English teaching in the engineering context that leads them to become leaders and transformers, based on the creation of new ways of teaching.

Therefore, as Brooks and Brooks [3], clarifies the English teacher will be flexible in the organization of the class, allowing the interests and the responses of the students by guiding the session course, as well as implementing diverse teaching strategies without altering the content. Within this framework, the autonomy, the critical thinking, the teamwork and leadership will be so important features from this professor when using a software through which it will be possible to present the contents of an English class in a more attractive and interesting way for the students.

## 7. Results and Discussion

Once the different phases were developed, it was applied a survey in which the participants were asked about the effectiveness of the Adobe Adaptative software. The results are shown in the following graph.



**Figure 4.** Effectiveness of using the software  
Source: Author

The 89 % of the respondents said that the changes made to the software were adequate, that is to say that the goals were achieved because the fails detective in the use of the software was solved after monitoring the users. As a result, it was possible to make the software more efficient by identifying the failures and

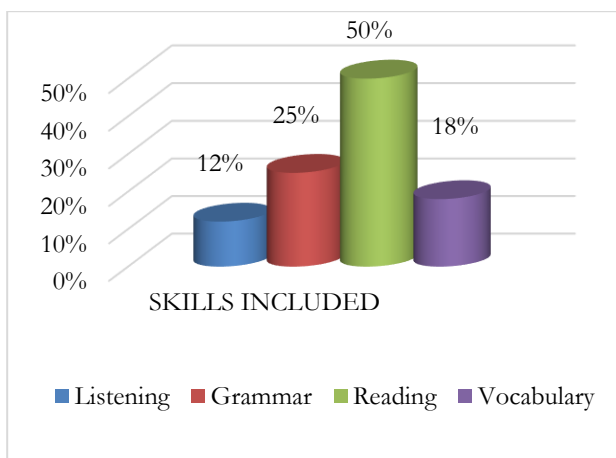
shortcomings, with the purpose of improving the use of the software.

This also denotes a high degree of satisfaction from the users of the software to do so as they claimed "friendlier", "easier to use" and "more user-friendly" denoting thus, a high degree of satisfaction and improvement after having made, the more relevant recommendations from the users.

With regard to the development of skills related to the English language, the more widely worked during the courses was the understanding of the text with a 50%, by the particular need to have the engineering students, who in their occupational field must know techniques that allow them to access to the knowledge.

On the other hand, it appears with a 25% the use of grammar, which was developed in a playful way through the software, allowing students to access the exercises that on many occasions it is not very attractive for the engineering students, however, through the implementation of the software, the students were able to learn in a more pleasant and enjoyable way.

Another aspect is related with the use of vocabulary in the engineering field, which reaches 18%, for being an element quite preponderant in the engineering field, within which are the participants of this study. These results are illustrated in the following table:



**Figure 5.** Skills  
Source: Author

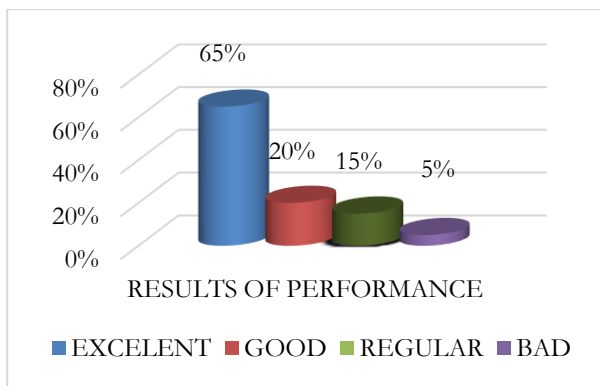
## 7.1. Analysis of the software

Once the Adobe Adaptative software was implemented in the English classes, in the academic performance from the students was higher in this area.

The general results show a high average in the English area from the participants. The total population of students was 90, within which the 65% obtained excellent results, as a consequence, thereby the level of performance in the English area raised significantly. In general, there is a low percentage of performance in the area, corresponding to 5 percentage which is not too significant, in comparison with the total percentage of participants. On the other hand, an acceptable performance was obtained corresponding to the 15 per cent of the participants which despite not having very high grades in the English field, they could pass the subject, even though they have demonstrated that the implementation of this software, leads to increase the students' performance of this foreign language.

However, this result is not very significant in comparison with the total results obtained by the participants, which carry to think the need of making some adjustments to the software, with the purpose of reaching better results in the English students' performance, such a way that the students reached an excellence level performance, which despite not being bad, could be better.

On the same way, it is showed that the survey shows that students have demonstrated to have a good domain of the English foreign language corresponding to the 85% of them surveyed, with this is showed the effectiveness of the use of the software in the English class, as a consequence, the students approve the subject, with a highly satisfactory performance. These results are illustrated in the chart that appears now.



**Figure 6.** Results of performance  
Source: Author

Taking into account these results, the participants of this study reached a high level of competence in the foreign language, thanks to the technological support provided by the software used in the development of the English classes.

As a result, when this professor uses a software like the Adobe Adaptative, that allows the creation of material without requiring a broad knowledge about the management of this operating system by the teacher of English, it is possible to have more effective classes for the students.

To have a full success from the students, it is necessary to consider the perception and the student experience too, at the moment they are using this type of software, with the purpose of ensuring a high level of competition, according to the international standards required in any educational context, as well as by many national and international companies.

To achieve these goals, the English teacher needs to include among many things, the use of a variety of technological tools in the English classes, because they provide a great motivation and an authentic teaching atmosphere, within which the future engineer will have the opportunity to master the language by using genuine materials, with which they can also enjoy the process of learning a foreign language.

This situation creates the need for spaces where you can use these tools facilitating the learning of a foreign language. Accordingly, the multimedia materials are currently considered high impact, by having a significant power and facilitator of other forms of teaching that are different to the traditional, that

respond to the needs of students, especially because are constantly being updated and processed.

In this way, are also generated other spaces of teaching that are interactive and enriching with which strengthens the commitment on the part of the student, toward the learning of a foreign language, supported by the use of technological tools that facilitate the learning of a language.

To achieve this purpose, it is necessary that the professor choose the software to use with seriousness taking into account the learning needs of students and their contexts, ages and many other aspects related to the process of teaching a language need also in some cases you need the support of the engineers for the implementation of this type of tool. To end, it is clear that the English teacher should design the different sections taking into account different factors such as the students' needs, age, their interests and sociocultural context. All these aspects will be part of the consideration for the decision-making for choosing materials and contents to be presented in the Adobe Adaptative software.

## Conclusions

This work proposes a new methodology to develop the classes through the use of the Adobe Adaptative software that facilitates the teaching process of the English teacher in an engineering context.

In an English engineer's course, it is necessary to include new tools that facilitate the access to knowledge pleasantly by facilitating the teaching process of English as a foreign language.

- The results obtained showed that the students were able to improve the competence of the English language by using the software as a support for English teachers who can use this tool to organize their classes.
- For the implementations of this software in the English classes the teachers do not need so much instructions because this tool is very easy to be used so teachers do not need to be an engineer for using the Adobe Adaptative software,
- It is evidence that this tool facilitates the processes of teaching and learning a foreign language.



However, it is not enough to have with these tools, the most important thing is to make a massive use of them, so it is necessary to let people know the effectiveness of the software Adobe Adaptative when teachers are organizing a class.

English teachers need to propose changes that promote a renewal of the pedagogical style in order to generate innovations in the field of the English teaching by implementing new methodologies based on media tools so the digital educational resources have been an innovative material in teaching process carried out in the university context, where the software Adobe Captivate can be used for creating dynamic activities, visually attractive for integrating listening material, with videos and games through which the student are able to acquire the language in an entertaining way.

This tool also gives teachers the possibility to take an advantage from the technological field that day by day is changing by promoting the autonomous learning from the students.

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