



UNIVERSIDAD BOLIVARIANA DE ECUADOR

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**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA.**

Topic:

“Applying Digital Didactic Resources in Classroom Platform to reinforce Grammar with students in second of Baccalaureate”.

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DEDICATION

This Research job is dedicated to my dear parents, my loved son David Alejandro and my unconditional handsband Darwin Torres, who with their eternaly love support me and their dedication make me strong to overcome any situation during this long process.

Silvia Dolores Chamba Sinche



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Silvia Chamba Sinche



RESUMEN

Los educadores son promotores de la planificación e impartición de una instrucción que satisfaga las necesidades socioculturales, lingüísticas, cognitivas y académicas de los estudiantes. Según el Ministerio de Educación, en la mayoría de los casos, los educadores bien intencionados utilizan múltiples tácticas para hacer que su plan de estudios sea accesible a estudiantes culturalmente diversos. En este proyecto, el grupo investigado a estudiar son los estudiantes de Segundo de Bachillerato de la Unidad Educativa Adolfo Valarezo. Son 20 alumnos, 8 señoritas y 12 jóvenes, cada uno con características diferentes. La Unidad Educativa Adolfo Valarezo está ubicada en la ciudad de Loja. Esta institución fue creada el 28 de octubre de 1968 donde se impartía inglés y francés con 8 profesores de Lengua Extranjera con cinco horas por curso. El 12 de septiembre de 2015 la escuela primaria fue anexada al liceo Adolfo Valarezo. Actualmente, esta Unidad Educativa cuenta con 71 docentes, divididos en 16 docentes de Primaria y 60 de Secundaria. Actualmente hay 7 profesores de inglés. A lo largo de este estudio, los estudiantes practicaron su gramática utilizando una variedad de recursos en línea en varios programas, incluidos liveworksheets, Kahoot, Socrative, Mentimeter, Grammar In App y Google Forms. El estudio demostró su eficacia. La forma en que se presentó el contenido a los estudiantes los cautivó y los ayudó de manera significativa. Los recursos en línea tienen el potencial de acelerar el aprendizaje. Con el uso de la tecnología, se aprovechará al máximo la comprensión de la gramática de los estudiantes. Una estructura atractiva e instructiva inspirará a los estudiantes a aprender. Las estructuras gramaticales del tiempo presente simple se pueden mejorar mediante la tecnología; los ejemplos de las diferentes actividades se subieron a la plataforma de Google Classroom. Por lo tanto, los estudiantes podrán ingresar en cualquier momento a la plataforma y comprender mejor las estructuras gramaticales para la comunicación tanto escrita como oral.

Keywords: *grammar skills, technology, surveys, research*



ABSTRACT

Educators are promoters of planning and delivering instruction that meets the sociocultural, linguistic, cognitive, and academic needs of students. In most cases, well-intentioned educators use multiple tactics to make their curriculum accessible to culturally diverse students according to the Ministry of Education. In this project, the investigated group to be studied are students from the Second of Baccalaureate at Adolfo Valarezo. There are 20 students, 8 girls and 12 boys with different characteristics each one. Unidad Educativa Adolfo Valarezo is placed in the Loja city. This institution was created on October 28th, 1968 where English and French were taught by 8 teachers from Foreign Languages with five hours per course. On September 12th, 2015 the primary school was annexed to Adolfo Valarezo High School. Currently, this Unidad Educativa has 71 teachers, divided into 16 teachers at Primary school and 60 at high school. At present, there are 7 English teachers. Throughout this study, students practiced their grammar using a variety of online resources across various programs, including live worksheets, Kahoot, Socrative, Mentimeter, Grammar In-App, and Google Forms. The study demonstrated its effectiveness. The way the content was presented to the students captivated and helped them significantly. Online resources have the potential to accelerate learning. These technological tools will make the most of the students' grasp of grammar. An engaging, instructive structure will inspire students to learn. Simple present tense grammar structures can be improved by technology; many examples of different activities are uploaded to Google Classroom. Students will therefore be better able to get into the platform at any time to have a better understanding of grammar structures for both written and oral communication.

Keywords: *grammar skills, technology, surveys, research*



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INTRODUCTION

Currently, English and technology are a fundamental part of the cognitive process of any person. To get efficient communication, teachers must implement various alternatives and motivational strategies to enhance grammatical skills. For that reason, it is believed that applying technological tools and digital resources such as the British Council app, Kahoot and live worksheets are a great way to improve the weak development of grammatical skills. The objective is that students at Second Year of Baccaularete in Adolfo Valarezo High School can improve their grammatical skills. To achieve our goal, a number of objectives have been proposed according to the students' needs.

Research Problem.

Since our students belong to an A2.2 level, they must be able to understand sentences and frequently used expressions describing basic personal information. Likewise, for the students to be able to communicate on simple topics and routine tasks. However, they need to work on basic grammar structures due to their lack of English education. They started to learn English since they were in seventh grade. During this time the English teaching-learning process was not addressed in the four skills. For this reason, it is hard for the students to work on basic structures. The purpose of our project is to reinforce grammar, starting from the very beginning that is simple present until present perfect. Likewise, students would learn more complex grammar according to their required level. This way they will be able to talk about any experience of their lives in any tense.

Justification of the research



Regarding the research about grammatical difficulties among most of the students in Ecuador, studies demonstrate that there are many aspects that influence their learning process in a negative way such as: family problems, socio – economic problems, and social networks. From this point of view, this project tries to use new motivational strategies to reinforce grammar structures and tenses, using tools that are part of students' daily lives.

This research adapts Digital Didactic Resources to enhance effective grammar skills within students from Second Year of Bachillerato. Due to this fact, one of the biggest problems that students faced was the weak development of grammatical skills. When they participate in English, some students are timid to make mistakes. The students think that they do not know the correct use of the grammar structures in different tenses. Consequently, they will be embarrassed while the teacher asks them for examples. However, when applying digital resources like Kahoot, Mentimeter, Live worksheets and British Council Grammar App, students could feel motivated. Subsequently, they could freely participate and forget the formal part of the language. The objective is that students can enhance their own learning.

Description of the relationship between the proposal and the research lines of the university.

Prior to the research of the master's degree program with the proposal, **“Applying Digital Didactic Resources in Classroom Platform to reinforce Grammar with students in second of Baccalaureate”** teachers have been trying to find alternative methods to teach grammar. The conventional grammatical methods were seen as obsolete. Students were only memorizing the information and not comprehending the material. Consequently, the students' grammatical levels were inadequate. During the case study at Adolfo Valarezo School, it was evident that the Digital



Didactic Resources were the catalyst to ignite the spark of motivation for the students.

Subsequently, technology was able to accommodate the learning styles of the students. As a result, teachers had noticed that students were more eager to learn in an interactive, yet educational format. Due to this experiment, the proposal is based on using pedagogy, didactics and applied technologies.

Object of the research

To improve the correct application of grammatical structures using digital resources in the Teaching Learning Process of English by students from second year of bachillerato.

General Objective

To recognize the correct use of grammatical structures by adapting Digital Didactic Resources in Classroom Platform to enhance effective grammar skills with students from Second Year of Bachillerato at Adolfo Valarezo High School.

Specific Objectives:

- To analyze different difficulties when applying grammar structures to identify the correct structures application.
- To apply digital resources to enhance effective grammar skills with students from Second Year of Bachillerato at Adolfo Valarezo High School.
- To implement innovative activities that motivate students in teaching the language process to develop grammar properly.

Description of the variables of the study

➤ VARIABLES



If students have worked with Digital Didactic Resources, then they would have developed grammar skills.

Table 1

Independent and Dependent Variable

Table 1: Independent and Dependent Variable

VARIABLE	DIMENSION	INDICATOR
<u>INDEPENDENT VARIABLE</u> Digital Didactic Resources	Vocabulary review Teacher’s assisted learning Interactive activities.	Previous knowledge in class. Motivation and purpose of the study. Game based learning
<u>DEPENDENT VARIABLE</u> Teaching Learning Grammar Process	Instructional methods Student engagement Assessment and Feedback Application of Grammar Skills	Observation of instructional methods Enhance effective grammar Evaluation of written and spoken language.

Note. Elaborated by: Chamba, S. (2023)

Working with the appropriate tools is important since it will help students improve their writing skills through grammar exercises. It is relevant to apply a diagnostic test to measure their knowledge and provide early information to keep going on the writing skills applying the correct simple present and present continuous grammar structures.

Scientific Methods:

In this research the scientific methods to be applied are deductive-inductive, Systematically Functional, Synthesis –Analysis, Historical – logical.

Deductive-Inductive:



This method is used to analyze the research on the subject, starting points to infer or confirm theoretical formulations about the object the deductive-inductive methods will be applied.

Synthesis -Analysis

The synthesis-analysis method is used for the analysis of existing literature, supporting material and understanding of the research problem. It also provides empirical evidence to draw conclusions and make recommendations.

Systematically Functional

The systematically-functional methods suggest a structured approach to developing the research design and methodology.

Historical-Logical

Historical:

To know the background and historical characteristics of the evolution from English teaching-learning process and the development of linguistic verbal intelligence into the education.

Empirical methods:

Observation

This method is essential to verify achievements and deficiencies in pedagogical practice throughout the research.

Empirical techniques were also used such as:

Survey: A survey is a type of research technique that gathers information from a specific demographic on a topic of interest.



As result, this research project incorporates both qualitative and quantitative methods. The mention of deductive-inductive methods suggests a combination of deductive reasoning based on existing theories and inductive reasoning based on observations and data analysis.

The synthesis-analysis method indicates that the research will involve analyzing existing literature and empirical evidence to draw conclusions and make recommendations. The systematically functional methods suggest a structured approach to developing the research design and methodology.

The historical-logical method implies an examination of the historical background and evolution of the English teaching-learning process, indicating a qualitative exploration of the subject.

In terms of empirical methods, observation is mentioned as a means to verify achievements and deficiencies in pedagogical practice, while techniques such as class observation and interviews are used to gather information from teachers about the problem being studied.

Overall, this research project incorporates a mixed-method approach, utilizing both qualitative and quantitative methods, as well as empirical techniques to gather data and gain a comprehensive understanding of the research topic.

Second of bachillerato students are between the years of 16 and 17. There are 8 women and 12 men. Most of the students identify as mestizo. They have been learning English since they were in the eighth year of basic education. For this reason, the students have a lack of grammar structures. Some students belong to dysfunctional families. Likewise, most of their parents are working and lack a connection with their children. Subsequently, the parents do not have good control of



students' learning process. The students come from different neighborhoods from the city of Loja. At the beginning of each year, each teacher gives students a diagnostic exam to know their level of English according to the CEFR. The results are A1 level; however, their output profile should be at A2.2 for first of Bachillerato. Likewise, to receive a B1.1 level in Second of Bachillerato, students are underachieving to the goals of the Ministry of Education.

This project is based on a technological proposal. Methodology that takes shape once research and study results are obtained, and whose element is focused on using the ICTs (Information and Communication Technologies) in combination of the English language. As authors of the proposal, it is important to deploy the creativity to obtain novel results, focused on the improvement of the professional activity and the performance of the group involved.

Technology gives students easy access to information, therefore accelerated learning and interactive activities will be implemented. These activities will be complementary to their studies. Students will perform activities in Classroom platform with the intention to improve their grammatical structure application. This exercise will be a beneficial resource to let students practice their writing skills. The objective is that they can use technology in a pragmatic manner.

➤ Practical contributions of the proposal.

According to the conducted research of Bachillerato, some applications like British Council app, Kahoot, Mentimeter and Socrative will be applied to give a possible solution, which is focused on Educational Technology.

Chapters description of the content.

In this investigation will be taken into account the following chapters:



Chapter 1:

Theoretical Framework is divided in two Theoretical parts such as Digital Didactic Resources and Teaching Learning Grammar Process. On the other hand, the authors will compare the review of different authors in previous investigations about the topic and the analysis of the relationship with this study.

Chapter 2:

Methodology

Also, conceptualization and operationalization of the categories are implemented, the statement and justification of the approach. Furthermore, methods used and their purposes in the context of the elaboration of the proposal, which some instruments derived from the selected methodology.

Chapter 3:

In this chapter the analysis of the results according to the survey applied to the participants, details for the elaboration of the proposal and its theoretical or empirical validation will be developed. As well as the comparison of the results of pre-test and post-test. All the authors will answer the questions and objectives stated at the beginning of the investigation.



CHAPTER I

1. THEORETICAL FRAMEWORK

This Chapter will be focused on how digital didactic tools can be used to improve second-year baccalaureate students' grammar proficiency. It highlights how technology can help students become more involved in their education and enhance their comprehension of grammar rules. The framework also addresses the shortcomings of conventional grammar instruction and the necessity for teachers to adjust to students' changing requirements in an increasingly international educational environment. Overall, the theoretical framework emphasizes how important it is to establish a welcoming, culturally varied, and inclusive learning environment that accommodates students' various learning preferences and uses technology to improve grammar proficiency.

1.1 Background of the study

Educators are promoters for planning and delivering instruction that meets the sociocultural, linguistic, cognitive, and academic needs of students. In most cases, well intentioned educators use multiple tactics to make their curriculum accessible to culturally diverse students according to the Ministry of Education.

An important aspect to consider in the educational process is the student's ability to learn; this is known as the learning style. Learning style refers to how a student takes in information. A student can then pick up knowledge through seeing, hearing, engaging, or reflecting. Students' sensory modalities, such as visual, auditory, kinesthetic, and critical thinking—also referred to as their intellectual processes—are often used to characterize their learning methods. The study shows



how using online resources to teach grammar to Adolfo Valarezo second-baccalaureate students can be successful. Students were engaged with the material in a captivating and educational manner. Online materials can serve as a catalyst in the learning process. These materials will capitalize the students' ability to understand grammar. Students will be motivated to learn in an enticing, yet educational format. Technology can improve the simple present tense grammar structures; such as google classroom. Therefore, students' comprehension of grammar structures will improve.

1.2. Research Problem

The inadequate development of grammatical abilities among students from Adolfo Valarezo High School's second-year Bachillerato class is the research topic that the proposal attempts to address. Since the seventh grade, the pupils have been studying English; nevertheless, the four skills did not cover the English teaching-learning process, which made it challenging for them to focus on basics. As a result, teenagers require practice with fundamental grammar structures and find it difficult to comprehend sentences and often used terms describing simple personal information. In order to improve effective grammar skills and encourage students to engage in the language learning process, the study proposal intends to address this issue by adapting digital didactic materials.

1.2.1 Research question

Could the implementation of digital resources improve the grammar skills of the second of bachillerato students?

Currently, English and technology are a fundamental part of the cognitive process of any student. To get efficient communication, teachers must implement alternatives and motivational



strategies to enhance grammatical skills. For this reason, it is believed that applying technological tools and digital resources are efficient ways to enhance grammatical skills for students.

1.2.2 Statement of the target group of intervention and their characteristics.

Second baccalaureate students are either 16 or 17 years old. There are 8 women and 12 men. Most of the students are mestizo. They have been learning English since their eighth year of basic education. For this reason, they have a lack of grammar structures. Some students belong to dysfunctional families. However, most of them have their parents working. Consequently, the parents do not have good control of students' learning process.

The students come from different neighborhoods in Loja city. At the beginning of each year, it is important to take students a diagnostic exam in order to know the level of English according to the CEFR. They come with A1 level; however, it is expected for them to have an A2.2 score. As with those from the B1.1 level in Second of baccalaureate. However, their scores are not up to par as where Ministry of Education demands due to their backgrounds. Most of the students have disintegrated families. Unfortunately, the strain in family relationships is characterized by indifference, and neglect. Neither parent is interested in strengthening family relationships, most of which work all day. some of them. Therefore, their lack of motivation makes their studies a little harder.

1.2.3 Statement of the research context.

The Unidad Educativa Adolfo Valarezo is situated in Loja city at Adolfo Valarezo and Carlos Roman streets. This institution was established on October 28th, 1968, where English and French were taught by 8 teachers from Foreign Languages with five hours per course. On September



12th, 2015, the primary school was annexed to Adolfo Valarezo high school. Currently, this Unidad Educativa has 71 teachers, divided into 16 teachers at Primary school and 60 at high school. Currently, there are 7 English teachers, some of them got a B2 and B1 certificates. Likewise, they possess a third-level degree and one of them has a master's degree. English has been taught in the institution since 1968. Originally, students from Bachillerato level were the only ones studying English. However, six years ago, primary students began learning the language. Since this year, an English lab for second year of bachillerato students has been implemented. Due to this fact, the school has acquired a book that has a digital platform. Moreover, it includes online practices to improve English skills. The English department is actively trying to improve the needs of its students. As a result, there is a holistic environment in the school.

1.3 General Question

The primary objective of the research is to recognize the correct use of grammatical structures by adapting Digital Didactic Resources in Classroom Platform to enhance effective grammar skills with students from Second Year of Baccalaureate at Adolfo Valarezo High School.

1.3.1 Specific Question

Specifically, the study aims to:

- 1.** Analyze different difficulties when applying grammar structures to identify the correct structures application.
- 2.** Apply digital resources to enhance effective grammar skills with students from Second Year of Baccalaureate at Adolfo Valarezo High School.
- 3.** Implement innovative activities that motivate students in teaching the



language process to develop grammar properly.

1.4 Significance of the Study

This study focuses on addressing the significant grammatical difficulties faced by students at Adolfo Valarezo school, which are influenced by various factors such as family and socio-economic issues, as well as limited social networks. Recognizing these challenges, the project aims to implement new motivational strategies that leverage students' familiarity with digital tools to reinforce grammar structures and tenses.

The research specifically targets students in the Second Year of Baccalaureate, a stage where weak grammatical skills have been identified as a major obstacle. Many students experience a lack of confidence in their grammar knowledge, often feeling apprehensive about making mistakes during English language activities. This insecurity, compounded by a perceived inability to correctly apply grammar structures in different tenses, leads to a reluctance to actively participate in class discussions.

To address these issues, the research proposes the integration of various digital didactic resources, including platforms like Kahoot, Socrative, Live worksheets, British Council and Classroom. These tools are strategically chosen to create an engaging and interactive learning environment that motivates students to participate more freely and confidently in grammar-related activities. By incorporating these resources, the project aims to shift the focus from the formal aspects of language to a more dynamic and enjoyable learning experience.

The ultimate objective of this research is to empower students to take ownership of their learning process. Students are required to become more proactive in developing their grammar



abilities by exploiting internet resources that are already a part of their daily life. This project forecasts that when students interact with these tools and participate in interactive activities, they will gradually overcome their fear of making mistakes and, as a result, improve their understanding of grammatical structures and tenses.

In summary, this research endeavors to bridge the gap in grammatical skills among Second Year Baccalaureate students in Ecuador by utilizing digital didactic resources. The project seeks to raise students' confidence, stimulate active involvement, and facilitate their journey toward greater grammatical competence by establishing a motivating and supportive learning environment. Students will become more self-assured and efficient English language learners because of this novel technique.

1.5. Theoretical Perspectives on Grammar Skills Development

1.5.1 Importance of Grammar and Technology in Second Language Acquisition

Building upon previous research, teachers should improve day by day and be aware of the requirements of each group of students. In recent years, it has been observed that technology is part of daily life. Consequently, it must be immersed in the educational context while traditional learning process does not work effectively in some circumstances. Regarding these socio-cultural transformations, it is essential to analyze the role of technology in education, communication and multilingualism, and grammar and language preservation.

Firstly, as a fantastic tool for the learning process, technology has been one of the greatest innovations in history, especially for teachers. The field of education has advanced thanks to technology. The introduction of computers into the classroom has indeed made it simpler for both



teachers and students to learn new material. Technology has made teaching and learning English more enjoyable (Raja & Nagasubramani, 2018).

Second, living in a multilingual world where connections and communication are more important than ever. It is important to mention that it is a social need because a part of the benefits to learn another language, to have a better job, to travel around the world, the technological proposal in the project is based on the technology globalization and digital transformation that students are immersed nowadays; this way, students' needs will be fulfilled in an active way where learners can feel encouraged and can participate dynamically during their learning process. (Dergisi, 2018)

Third, according to Dalil and Harrizi (Dalil & Harrizi, 2013), grammar is the art of writing and speaking a language correctly. It enables people to construct and understand the words and sentences that make up their native tongue. In addition to serving as the foundation for communication, it is an important instrument. Students discover it in a variety of ways. There have been several scientific contributions mentioning the threat to the English language. For example, the lack of proper grammar education contributes to the downfall of this illustrious language. As teachers, it is important to not to let students be part of its demise. To avoid traditional grammar teaching, this research intends to include some digital grammar apps to motivate students with the tools that they are engaged with in this globalized world.

A hybrid technological-traditional model is a form of methodology to push forth the best in the students' abilities. Subsequently, students will be open to participation. It is the goal of to have students be in control of their own learning. Technology enables the participant to be the one in control.



In conclusion, the intersection between technology, communication, and grammar in language learning highlights the evolving nature of education and the need to adapt teaching methodologies to meet the changing needs of students. By embracing technology, fostering effective communication, and ensuring a strong foundation in grammar, this research focus on creating a well-rounded and engaging language learning experience that prepares students for success in a multilingual and interconnected world.

1.6 Independent Variable: Digital Didactic Resources

Digital didactic materials are educational resources that can be used to support teaching and learning processes. This definition is based on the research paper Digital Didactic Materials: An Innovative Resource for Teaching in the 21st Century by Torres (Torres, 2021). These resources can range widely and can include many types of multimedia content like podcasts, interactive simulations, e-books, and movies. Because Digital Didactic Resources are made to be flexible and adaptable, teachers can alter and personalize them to suit the unique requirements of their students and classroom. They are frequently open access, which means that anybody may use and modify them.

The goal of this proposal is to strengthen the learning process by utilizing cutting-edge technology tools. It also contains the SAMR Model, a framework for assessing technology integration in education (Romrell, Kidder, & Wood, 2014). Redefinition, augmentation, modification, and substitution are the four stages of technology integration that are included. Ruben R. Puentedura created the approach in 2006 with the intention of motivating teachers to raise the



standard of instruction delivered using technology. The SAMR Model offers a framework for assessing learning activities and assisting in the creation of activities that have the potential to revolutionize learning in the setting of learning.

As a combination of these models, this proposal tries to engage learners in a productive EFL acquisition by using new strategies instead of the traditional ones.

1.6.1 Cognitivism: The Theory of Jean Piaget

According to some research published in the Journal of Applied Linguistics (Pakpahan, Farida, & Saragih, 2022), Piaget's theory has greatly influenced the field of education. Piaget thought that active discovery learning was the best way to achieve student-centered learning. The idea of discovery learning, which holds that children learn best when they are actively doing and finding, helped to transform the curriculum for elementary schools. As to Piaget's theory, it is imperative to evaluate a child's developmental stage in order to offer suitable tasks. According to Piaget's theory, children shouldn't be taught to particular concepts until they have reached the appropriate stage of cognitive development. Piaget's theory has influenced the development of instructional practice and educational policy.

Nevertheless, students acquire knowledge better when discovering. For this reason, the manner English is taught has changed significantly because of technological integration. It has received widespread acceptance for teaching English in the modern era and offers many advantages, including making instruction more engaging and productive in terms of advancements. Technology utilization encourages participation and enables students to tailor their education to their interests. The learners' visual and aural senses are satisfied by technology. Likewise, Technology can also be



utilized to reorganize language lessons to create a setting that cultivates the development of critical thinking abilities and fosters student cooperation. Technology integration enables teachers to select their own preferred software and multimedia to create more engaging classes. Technology will give teachers the chance to involve more students in their lessons (Pourhosein Gilakjani, 2017).

Generation Z and Alpha have grown up in the digital age. These individuals are incredibly accustomed to the various features of any device. Therefore, educators need to combine a recognizable setting with that one these students feel unfamiliar with. It is here in this equilibrium that teachers will see the catalyst ignite in the classroom. Technology will motivate students to engage in the material. As a result, students will become more motivated to learn.

1.6.2 Constructivism: Vygotsky's Sociocultural Theory of Cognitive Development

Piaget's theory and Vygotsky's sociocultural theory of cognitive development diverge greatly in a number of ways. Vygotsky advocates for varied development that is impacted by cultural variation, in contrast to Piaget, who thinks that cognitive progress occurs universally regardless of cultural influences. He asserts that learning happens through social interactions inside the zone of proximal development, where children and their partners co-construct knowledge. He lays a great deal of attention on social aspects that contribute to cognitive growth. The range of activities that a youngster can complete with assistance and direction but cannot yet complete on their own is known as the Zone of Proximal Development (Mcleod, 2023).

1.6.3 Technology Adaptation:

When it comes to technology adaptation, Vygotsky's theory can be applied in various ways:



1.6.3.1 Educational Technology:

Educational technology tools, such as interactive software or online learning platforms, can be designed to provide scaffolding and guidance within a student's Zone of Proximal Development. These technologies can adapt to a learner's progress, offering appropriate challenges and assistance, much like a knowledgeable adult would in Vygotsky's theory.

1.6.3.2 Social Interaction and Collaboration:

Vygotsky emphasized the importance of social interaction in learning. Online games, video conferencing, and collaborative platforms leverage technology to facilitate interaction and knowledge sharing among learners, replicating the social context he deemed crucial.

1.6.3.3 Cultural Context:

This theory emphasizes the influence of cultural background on learning. Technology can adapt to different cultural contexts by incorporating diverse perspectives, content, and examples to create a more inclusive and relevant learning experience.

1.6.3.4 Language Development:

Language plays a pivotal role in Vygotsky's theory. Technology can aid language development through language learning apps, technological tools, and interactive language exercises.

In summary, Vygotsky's theory of cognitive development provides a framework for understanding how technology can be adapted to support learning, communication, and skill development. The key is to design technological tools that consider the social, cultural, and cognitive aspects of the individual using them, providing appropriate support and guidance to



promote meaningful growth.

1.7 Technology-Enhanced Language Learning (TELL)

As reported in the article the Technology Enhanced Language Learning framework by (Shadiev & Yang, 2020) emphasizes the integration of technology to enhance language learning outcomes. In the context of grammar skills, digital didactic resources align with the TELL framework by providing learners with engaging and interactive tools. These resources leverage multimedia elements, such as videos, audio clips, and interactive exercises, to create a technologically rich learning environment. By integrating technology, TELL enhances learners' motivation, engagement, and autonomy, fostering effective grammar acquisition.

1.8 Technology integration learning.

There are different views towards the definition of technology integration. These days, education would not be the same without the use of technology in the classroom and beyond. In most classes, technology is used in some capacity. Technology use has enhanced and helped in language acquisition. With the help of technology, educators may improve language acquisition and modify their class plans. Teachers are discovering that students may learn languages with the aid of technology. The main objective of this study is to examine how grammar is reinforced in foreign language acquisition through the use of contemporary technologies. There are several justifications for encouraging English language learners to use technology to enhance their learning capacities. Some academics defined "technology" and "technology integration," explained how technology is



utilized in language schools, reviewed previous studies on the subject, and offered some recommendations that can help students improve their learning potential (Priyadarshini, 2023)

Technology integration is vital due to the fact it allows the learners to be more active in the learning process. This form of integration is interactive and enables the student to be more receptive. Technology is interactive and creates a two-way system for the learner to engage with the material. Likewise, Technology integration has been characterized as the process by which educators use technology to conduct routine jobs more effectively and to potentially transform those tasks. (Hennessy S., 2005)

According to some research studies, ICT aids in the development of higher order thinking skills in students by providing them with cognitive scaffoldings to aid in the interpretation of the information they have gathered, promoting communication about their ideas and interests related to the subject matter, and simulating real-world problems and situations to assist students in exploring the relationships between concepts and ideas. (Fitria, 2021)

The use of technology by teachers to assist learners in developing their critical thinking skills is known as technology integration. Technology integration is the use of technological tools in general education classes to allow students to apply computer and technology skills to learning and problem-solving. Technology integration is the process of utilizing technology to improve the learning environment (Hew, 2007).

As a result, this form of learning can be a successful approach to teaching grammar. Students are motivated by technology in their spare time. If educators combine the passions of the students with the goals of the curriculum, then there will be a strong sense of motivation in the classroom.



Consequently, pupils will be able to perform and comprehend at a higher level (Pourhosein Gilakjani, 2017).

1.9 Dependent Variable: Teaching Learning Grammar Process

1.9.1 Decline in grammar in both the Anglo and ESL Worlds.

Currently, grammar is in decline around the world. In both the Anglo and ESL worlds. Native English speakers are not paying attention to grammar nor using it in their everyday lives. Likewise, in ESL classrooms around the world, students are losing the motivation to learn English. With these changes, grammar education is at risk in both worlds. Moreover, Julianne Desilva, author of *The Evolution of Grammar: How Do we teach it*, believes in this notion as well. She mentions how the language is evolving and it is becoming increasingly more difficult to teach grammar. Educators must find alternatives to promote grammar in a modern environment. Conventional methods are not as productive in the classroom.

In countries where it was previously taught as a second or foreign language, English is increasingly being employed as the medium of instruction for some or all courses in schools, colleges, and universities, according to some authors. English is used not only for international trade, business, and communication, but also for media and popular culture. Because students become involved in the EFL learning process when they use technology tools, this study looks for strategies to motivate students in the grammar learning process. (Richards, 2015)

1.10 Theoretical framework for Grammar Skills

The theoretical framework for grammar skills includes several theoretical stances and methodologies that offer different ways of improving writing ability. According to research,



grammar is one of the language components that L2 learners must learn in order to achieve the target of English skills, including speaking, writing, listening, and reading (Mufanti, Susilo, Gestanti, & Nimasari, 2019). This research also supports a constructing and analyzing model for the teaching of grammar. Grammar is important in language learning because it helps learners produce acceptable and correct sentences or utterances, which are necessary for effective communication in both spoken and written forms.

The use of authentic materials in grammar instruction is crucial because it allows the students to use the language in a pragmatic manner. They give students examples of language use that they are likely to encounter outside of the classroom. When the learners are exposed to practical material it can motivate them to overcome their obstacles. Exposure to real materials can motivate language learners and assist them in getting over any shyness or worries they may have. Additionally, using authentic resources helps fill the gap between classroom learning and participation in the actual world (Mestari & Malabar, 2016).

Teachers prefer to use authentic materials in teaching grammar because they can enhance students' understanding of the topic and make the learning process more interesting and motivating. Authentic materials can also provide a supplementary material to support the textbook and prevent learners from becoming less motivated in studying the language. Authentic materials can also provide supplementary material to support the textbook. Consequently, students will become less motivated. Ultimately, the use of reliable materials can help students develop accurate, meaningful, and appropriate language while teaching grammar. The objective is that this plan will be translated into both oral and written communication. Overall, the use of authentic materials in teaching



grammar can help students develop accurate, meaningful, and appropriate language use in both oral and written communication.

Henceforth, the goal of this project is to investigate the efficiency of Digital Didactic Resources throughout the grammar process. Students from second year of baccalaureate at Adolfo Valarezo School are the sample population for this activity. Due to these perspectives, this project aims to investigate the efficiency of Digital Didactic Resources throughout the grammar teaching process with students from second year of baccalaureate at Adolfo Valarezo School. The proposal intends to encourage and involve students in the learning process. Students will be provided with additional in-depth explanations and reinforced on the topic. This proposal aims to encourage students and involve them in the teaching and learning process by providing them with more in-depth explanations and reinforcement of the study topic.

1.11 The importance of teaching grammar.

1.11.1 Teaching grammar in EFL

The study Necessity of Grammar Teaching (Zhang, 2009) asserts that mastery of grammatical rules is a prerequisite for language acquisition. If pupils want to utilize the English language correctly and fluently, they must all be taught grammar principles, even though some may have a more analytical learning style than others. The author also dispels the myth that learners would pick up grammar on their own and that it is just a set of arbitrary rules regarding the language's static structures. Rather, the author makes the case that teaching grammar is essential to teaching languages. An instructor must be able to provide the framework of grammar in the classroom. Grammar enables the learners to apply rules to the language. It is in the classroom where



grammar application is first applied.

Teaching grammar is important because it is the structural basis of our ability to express ourselves. It also helps foster precision, detect ambiguity, and take advantage of the richness of expression available in language, according to research Beliefs versus declared practices of English as a foreign language (EFL) teachers regarding grammar instruction (Badash, Harel, Carmel, & Waldman, 2020). The fundamental components of language, including sounds, words, pronunciation, sentences, dialects, and meaning, are represented by grammar, which is the symbol of linguistic proficiency. Teaching grammar aims to increase language comprehension so that people can communicate the intended ideas. Furthermore, teaching vocabulary and grammar together is essential to teaching language.

The proposal aims to develop various technological tools to reinforce grammar comprehension in an interactive manner. Since the significance of grammar skills in effective communication cannot be overstated. A solid command of grammar allows individuals to express their thoughts accurately. Likewise, allows people to communicate effectively and engage with others in meaningful dialogue, convey meaning effectively, and engage with others in meaningful dialogue. Whether it is writing a professional email, crafting an academic essay, or engaging in casual conversations, grammar proficiency is vital for conveying communication with clarity and precision. However, students are not motivated or engaged when grammar is taught in isolation. The results of their progress are not on par with their teachers' objectives. However, teaching grammar in isolation does not have the same results as using different strategies to motivate and engage students in the teaching learning process. For this reason, students from second year of baccalaureate at



Adolfo Valarezo school, will work on Classroom platform from Google. These students will have many resources to work out of school.

1.12 Approaches to teach Grammar

There are various approaches to teaching grammar, including inductive and deductive learning. Inductive learning involves learners discovering grammar rules through examples and context, while deductive learning involves presenting grammar rules through examples and context, while deductive learning involves presenting grammar rules explicitly and then providing practice exercises.

1.12.1 Inductive learning

Inductive learning is an approach to teaching grammar where learners discover grammar rules through examples and context. In this approach, learners are encouraged to analyze and generalize patterns in the language they encounter, rather than being explicitly taught the rules. Promoting learners' independence, capacity for critical thought and problem-solving, as well as their capacity to identify and fix mistakes in their own language production, can all be accomplished through inductive learning. However, it may require more time and effort than deductive learning, and learners may not always arrive at the correct rules or generalizations. (Anani, 2017)

1.12.2 Deductive Learning

Deductive learning is an approach to teaching grammar where learners are presented with grammar rules explicitly and then provided with practice exercises. In this approach, learners are given the rules first and then apply them to examples and exercises. Deductive learning has the potential to improve language output accuracy and provide learners a firm grasp of the grammar



rules and structures. However, it may not always promote learners' autonomy, critical thinking, and problem-solving skills, and learners may not always be able to transfer the rules they have learned to real-life communication situations.

Both inductive and deductive approaches are part of the research proposal in order that second year of baccalaureate students can understand the grammar and can have a clear learning process in class and reinforce meaning at home.

There are different methods of teaching grammar than inductive and deductive learning. In a task-based learning approach, students finish communicative tasks that call for the use of grammar. This method encourages learners' communication ability and fluency while emphasizing language use in context. Another strategy that combines communicative practice and explicit grammar instruction is called form-focused instruction. By balancing the emphasis on form and meaning in language learning, this method hopes to improve students' accuracy and fluency. Other methods include using corpora to help students find grammatical patterns and using feedback and error correction to help students recognize and fix their own mistakes. The most efficient method will ultimately depend on the needs, goals, and preferences of the students.

1.13 Description of the practical contribution of the proposal

This proposal was stated with the research lines provided by Universidad Bolivariana, based on INNOVATION AND APPLIED TECHNOLOGIES by implementing the TICS to improve the grammar learning process. Technology gives students easy access to information, therefore



accelerated learning and interactive activities will be implemented. These activities will be complementary to their studies. Students will perform activities in Classroom platform with the intention to improve their grammatical structure application. This exercise will be a beneficial resource to let students practice their writing skills. The objective is that they can use technology in a pragmatic manner.

1.13. 1 Practical contributions of the proposal.

According to the conducted research of Bachillerato, some applications like British Council app, Kahoot, liveworksheets, Mentimeter and Socrative will be applied to give a possible solution, which is focused on Educational Technology. These applications and platforms are free and easy for students to use.

1.13.1.1 Kahoot

Kahoot! is an educational platform and learning game that is designed to make learning engaging and interactive, particularly in a classroom or group setting. It was created in Norway in 2013 and has since gained popularity worldwide, especially among educators and students. It is a tool that allows teachers to create a survey based on multiple choice questions, true or false, and multiple options; it also let apply a game that can be displayed on a computer, tablet, or cellphone.

1.13.1.2 The British Council App

It belongs to a recognized institution that fosters cross-cultural understanding and the study of the English language. To help English language students and teachers, it provides a variety of



instructional apps and digital tools. They offer an extensive selection of products, including language lessons, drill sessions, and cultural resources. Through interactive activities, tests, and lessons, these apps aid learners in developing their English grammatical skills.

1.13.1.3 Live worksheets

Live worksheets are part of an online platform that allows educators and content creators to design and share interactive worksheets and educational materials for students. These interactive worksheets can include a wide range of activities, such as multiple-choice questions, fill-in-the-blank exercises, crosswords, matching games, and more.

1.13.1.4 Mentimeter

Mentimeter is a presentation and audience engagement tool that is frequently used in commercial, educational, and other contexts to generate interactive and engaging presentations. It enables presenters to create and deliver lectures that promote audience engagement and immediate feedback.

All these interactive tools enable students to improve their communication by reinforcing grammar principles during the EFL learning process.

This section provides a recapitulation of the key theoretical aspects discussed in the document. It highlights the importance of using technology to engage students in the learning process and improve their grammar skills. The section also discusses the challenges of traditional grammar teaching and the need for educators to adapt to the changing needs of students in a globalized world. Overall, the theoretical framework emphasizes the importance of creating a culturally diverse and inclusive learning environment that meets the needs of all students.



1.14 Literature Review

Some researchers conducted a study in which Kahoot and Socrative tools were studied to know their effectiveness in teaching grammar to students with different interests. This was done using the multimedia tool of the apps. (Maesaroh, 2020) The researchers concluded that both apps are effective in the teaching of grammar; however, Kahoot scored higher than Socrative. The researchers established the effectiveness of Kahoot and Socrative apps; nevertheless, it can be seen some gaps can be researched such as the use of the other tools that both apps provide. Multiple-choice questions, True or False, and others should be used and researched to know the usefulness in the teaching of grammar structures. Moreover, there will be a differentiation in the context since the students will be not controlled, consequently, the application of the apps will be done daily.

Mentimeter's utility in enhancing speaking, pronouncing words correctly, vocabulary, grammar, and listening was investigated in a study. Given the pupils' favorable reactions to the app, it was said that every skill increased following the introduction of Mentimeter in the classroom. The kids' response to the grammar box in particular was accurate. A thorough explanation is necessary even in cases when the investigation revealed a positive viewpoint, as the prior project combined all four skills into a single box. Thus, by offering fresh insights and understanding, a grammar-focused study will enhance the preceding one (Samad, 2022).

Finally, the use of liveworksheet has increased significantly in the last few years. A study researched the perspectives of the students regarding the use of Liveworksheet in grammar instruction. The results were favorable since students affirmed the usefulness of the tool in grammar improvement. The perspectives can vary in different regions. Providing the Ecuadorian context will



enrich the knowledge and help teachers in the accurate implementation of strategies. Moreover, the teacher can understand the advantages and disadvantages of the implementation in the classroom, while they see the students' reactions

CHAPTER II:

RESEARCH METHODOLOGY AND INICIAL DIAGNOSIS

This Chapter will be focused in delineate the research strategy and methods to examine the effects of digital didactic resource implementation on the grammatical abilities of second-year baccalaureate students at Adolfo Valarezo High School. The suggested methodology offers a thorough grasp of the study problem by integrating quantitative and qualitative methodologies into a mixed-method framework. Researchers hope to obtain important insights from qualitative data obtained prior to and following the intervention, as well as from quantitative data collected after the intervention, by using an explanatory sequential design.

This methodology facilitates a more profound examination of the efficaciousness of digital resources in language learning and provides a comprehensive understanding of the study inquiry. The study's goals include identifying appropriate usage of grammatical structures, examining how students struggle to apply grammar rules, putting digital resources to use to improve grammar proficiency, and developing creative learning activities to engage students.

Research Procedure



Table 2: *Research plan*

Table 2: Research plan

N°	PROCEDURE	DATE
1	Send the letter permission for the research to the authorities of Adolfo Valarezo High School.	February
2	Class explanation about the research proposal.	February
3	Parents explanation about the proposal and get the informed consent.	February
4	Survey application to students about technological resources used in class.	February
5	Diagnostic test application	February
6	Data Analysis	March
7	Design of the proposal	March
8	Implementation of the proposal	May
9	Application of the post test	June
10	Data analysis	June
11	Conclusions and recomendations	July

Note. Elaborated by: Chamba, S. (2023)

Obtaining the principal's approval from Unidad Educativa Adolfo Valarezo High School is crucial before beginning any initiative. The chosen group from the second year of the baccalaureate program was informed of the project's purpose when authorization was obtained. After they consented, a letter detailing the significance of the idea for the benefit of the pupils and that the entire process will be confidential was sent to the parents to obtain their permission.

2. Methodological Framework



The methodology section of a research proposal plays a crucial role in outlining the plan and approach to investigate the research problem. In order to address the research questions and accomplish the study's goals, it offers a thorough framework that directs the researcher during the data collection, analysis, and interpretation processes. To ensure the validity and credibility of the research, this section outlines the selected research design, data collection strategies, data analysis methodologies, and ethical issues.

In this EFL (English as a Foreign Language) research proposal, the primary focus is on exploring the impact of implementing digital didactic resources on grammar skills among second-year baccalaureate students at Adolfo Valarezo High School. With a mixed-method design, the suggested methodology combines quantitative and qualitative methodologies to provide a thorough grasp of the study problem.

Researchers can learn important lessons from both qualitative data obtained before and after the intervention and quantitative data collected after the intervention by using the mixed-method approach, and in particular, the explanatory sequential design. This combination allows for a deeper analysis of the effectiveness of digital resources in language education and offers a more holistic understanding of the research question.

The research objectives aim to recognize the correct use of grammatical structures, analyze difficulties faced by students in applying grammar structures, apply digital resources to enhance grammar skills, and implement innovative activities that motivate students in their language learning process. The study hypothesizes that integrating digital resources into educational settings will



positively impact the learning experience, student engagement, and academic outcomes for second-year baccalaureate students.

Data will be collected using a variety of techniques, including a diagnostic test to assess students' initial knowledge and challenges with grammar structures, classroom observations to observe student engagement and participation during the digital resource implementation, and a survey to gather students' feedback on their experiences with the digital resources.

To ensure the reliability and validity of the research instruments and methodologies, expert validation will be sought through consultation with Dr. Jacqueline López, a tutor with expertise in the field. The data will be analyzed using statistical methods for quantitative data, such as descriptive and inferential statistics, and thematic analysis for qualitative data, providing comprehensive insights into the efficacy of the digital resources and their impact on language proficiency.

Ethical considerations are of paramount importance in this study. Informed consent will be obtained from relevant authorities and parents of the participating students, ensuring confidentiality and anonymity throughout the research process.

This research proposal uses a strong and thorough methodology to shed light on the possible advantages of incorporating digital resources in improving grammar abilities among second-year bachelor students and to make a significant contribution to the field of language education. The proposed methodology serves as a well-structured guide to conduct the research, ensuring the study's credibility and the ethical treatment of participants.

2.1. Mixed Method Approach



A mixed-method approach will be employed, including both quantitative and qualitative methodologies, based on the goals and nature of the study. This will give a thorough grasp of the research problem and enable a more thorough evaluation of the efficacy of the digital didactic resources.

2.1.1. Quantitative and Qualitative research

The research proposal employs a post-test, a diagnostic test, and a survey as research methods to gather qualitative information from a targeted group. It will be analyzed using statistical methods such as descriptive statistics and inferential statistics. As well as in the quantitative method the data will be obtained from an observation checklist which will be acquired during the class to get students' engagement, participation, and motivation during the implementation of digital resources. This analysis will give detailed insights into the methods' efficacy as well as the elements that promote language proficiency.

2.2 Integration of Findings

Findings from diagnostic exams, observations in the classroom, surveys and a final test are combined in the research proposal to give readers a thorough grasp of the difficulties second-year baccalaureate students encounter when applying grammar structures and the effects of incorporating digital resources. In order to derive significant findings and offer well-informed suggestions for improving grammatical skills by using didactic digital resources, the integration procedure comprises merging quantitative and qualitative data. Through the integration of the results, the study seeks to offer a comprehensive viewpoint on the efficacy of the suggested interventions and their implications for language learning.



2.3 Data Collection Methods, Techniques and Instruments

According to the article "Sampling concepts" (Boyd, 2002), when collecting data between quantitative and qualitative research subjects, we must consider that when collecting data, even if they are not fully aligned with the concept used in our hypothesis, it is necessary to consider these results whether they are positive or even negative. The data bias that can be caused by ensuring a positive hypothesis, is minimized by maintaining absolute confidentiality. Thus, we can better define the results at the end of this process where within the research which is divided between its two methodologies to be applied, the inductive and deductive.

2.3.1 Methods:

2.3.1.1 Inductive method

According to the publication "Qualitative research: deductive and inductive approaches to data analysis," induction is a thinking technique that allows one to deduce a law or a general principle by observing individual cases (Azungah, 2018). In our investigation the inductive method is employed to address essential points and specific topics before expanding the focus to more general subjects in the research. It involves a logical reasoning approach that starts from specific observations to reach general conclusions, entailing the extraction of general patterns from examples.

2.3.1.2 Deductive method

The deductive method, which entails drawing conclusions from premises, is described in the publication "Qualitative research: deductive and inductive approaches to data analysis" (Azungah, 2018) Using this method in the context of a research project results in a set of hypotheses that the



author needs to test. After that, these theories are investigated for validity using an appropriate technique.

2.3.2 Techniques and instruments:

Data collection techniques and instruments are essential components of the research process that allow to gather relevant and reliable data to address their research questions and achieve their objectives. These techniques and instruments such as diagnostic test, post-test, and survey are carefully selected based on the nature of the research, the type of data needed, and the research participants involved.

2.3.2.1 Diagnostic Test:

A diagnostic test (annex 6) with 5 questions was administered to Second Year of Baccalaureate at Adolfo Valarezo students to identify the difficulties faced by students in applying grammar structures and to assess their initial knowledge.

2.3.2.2 Survey to Students:

The questionnaire consisted of ten closed-ended statements. It was closed-ended so that the responses could be organized in a data table and analyzed statistically, directed at recognizing the importance embedded in our proposal. We used a Likert Scale to measure frequency divided into: Always, Usually, Sometimes, Rarely, and Never and also Yes and No questions (Annex 6).

2.3.2.3 Post test:

In the post test, it was able to add 10 questions with mostly grammar-based format in order to determine with this final test the performance and development achieved during the implementation of our proposal as we have used various technological tools to achieve a reliable development with



the students. (Annex 6)

2.4 Validation of Instruments.

The validation of the instruments involves making sure that the tools and data collection methods used in the research proposal are reliable and confident. The proposal describes several techniques and tools to collect data on how successfully digital resources enhance grammar, including surveys, diagnostic tests, and a final exam. In order to guarantee the validity and reliability of these instruments, permission was acquired from the vice-rector's office and the area director, as well as expert validation was sought through consultation with Dr. Jacqueline López, a tutor with experience in the subject.

In order to make sure the instruments were suitable for the study's goals and participants, the design, content, and administration techniques were examined as part of the validation process. The proposal also highlights the significance of ethical considerations, such as getting informed consent from involved parents and authorities and guaranteeing confidentiality and anonymity during the research process. In order to guarantee the reliability and validity of the data gathered, the research intends to validate the instruments. This will give a strong foundation for inferences and suggestions based on the research findings.

2.5 Description of the Operationalization of the Variables

The Matrix about Operationalization of Variables is a fundamental tool in research design and methodology. In this chapter, its step-by-step preparation and organization are explained upon to underscore its crucial role in providing a structured foundation for the entire research process.



Operationalization is the process of defining and converting abstract concepts into measurable variables, and the matrix serves as a visual representation of this process.

The chapter details the systematic steps involved in preparing the Operationalization Matrix. Firstly, researchers identify the key dimensions or variables relevant to the research problem. These dimensions are the broad categories or concepts under investigation. For example, in the EFL research proposal, dimensions could include "grammar skills," "student engagement," and "academic outcomes."

Once dimensions are identified, the next step involves breaking them down into specific, measurable indicators. Indicators are observable and quantifiable aspects that represent the dimensions. For "grammar skills," indicators could be "correct usage of grammatical structures" and "application of grammar structures." These indicators bring clarity to the abstract concepts, facilitating measurement.

Following the identification of indicators, researchers further specify the elements that will be measured within each indicator. This involves defining the variables or sub-indicators that contribute to the overall understanding of the dimension. For example, under "correct usage of grammatical structures," variables could include "subject-verb agreement," "sentence structure," and "punctuation usage."

2.6 Operationalization Matrix of the Variable

The matrix itself is a tabular representation that organizes dimensions, indicators, and variables in a systematic and visually accessible manner. Dimensions are listed in the first column,



indicators in the second column, and variables in subsequent columns. Each row of the matrix represents a specific element within the research framework.

By organizing dimensions, indicators, and variables in this matrix, researchers create a comprehensive roadmap for the research. It not only aids in clearly defining and categorizing the elements under investigation but also serves as a guide for subsequent stages of the research process. The matrix is a dynamic tool that evolves as the study progresses, helping researchers stay focused on their research objectives and ensuring that data collection and analysis align with the defined dimensions and indicators.

Structured Foundation for Research Design, Data Collection, and Analysis:

The Operationalization Matrix provides a structured foundation for the overall research design. It shapes the development of research instruments, guiding the creation of surveys, diagnostic tests, and observation checklists based on the identified variables. During data collection, the matrix serves as a reference point, ensuring that all relevant dimensions and indicators are adequately addressed.

Moreover, the matrix plays a pivotal role in data analysis. The identified variables become the basis for statistical analyses, allowing for a rigorous examination of the relationships between different elements. This matrix helps to provide a clear and detailed overview of the research methods, instruments, and procedures used to collect and analyze data.

In essence, the Operationalization Matrix is not just a theoretical exercise but a practical and integral component of the research process. It transforms abstract concepts into tangible, measurable



variables, providing researchers with a roadmap to navigate the complexities of their research problem.

Table 3: Matrix of Operationalization for Methodology Section

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Mixed Method Research question	Objective	Hypothesis	Methodology	Sample	Techniques	Instruments
Could the implementation of digital resources improve the grammar skills of the second of baccalaureate students?	Recognize the correct use of grammatical structures by adapting Digital Didactic Resources in Classroom Platform to enhance effective grammar skills with students. 1. Analyze different difficulties when applying grammar structures to identify the correct structures application. 2. Apply digital resources to enhance effective grammar skills with students from Second Year of Baccalaureate at Adolfo Valarezo High School. 3. Implement	The integration of digital resources into educational settings will enhance the learning experience, promote students' engagement, and improve academic outcomes to the second of baccalaureate students.	Experimental Mixed design- Explanatory sequential	Population: 92 students from 2 nd of baccalaureate	Evaluation pre-test and post-test – 3 skills	Survey
			Qualitative before the intervention	Intervention and control group: 20 Random sample	Observation Check list.	Questionnaire
			Qualitative and qualitative after the intervention	N: 20 students	Short interviews	
			Qualitative after the intervention	N: 20 students	Survey comprehension, expression, and interactions	
				N: 20 students		



innovative
activities that
motivate students
in teaching the
language process
to develop
grammar
properly.

Note: Elaborated by: Chamba Sinche Silvia Dolores (2023)

2.7 Population, sample and sampling:

2.7.1. Population:

Specify the target population, which in this case would be 92 students from the second year of baccalaureate at “Adolfo Valarezo” High School.

The population is determined by counting in its entirety the individuals for whom specific conclusions are sought or decisions are made as part of a collective set, within the context of research as Boyd mentioned in his article “Sampling Concepts” (Boyd, 2002).

The population from second-year baccalaureate students at Adolfo Valarezo High School is made up of 92 students, which only a group of students were used for the development of the research project, giving a total population of 20.

2.7.2. Sample:

The sample for this research project is based on 20 students from second year of baccalaureate



2.7.3. Sampling:

Simple random sampling. Every person in this population was chosen at random since most of them have difficulties on their writing skill and they have their parents' consent to be part of this project.

A smaller percentage of the population must be chosen in order to provide a trustworthy sample; this is known as a sample. The population has already been chosen. A sample in research is a proportionate portion taken from a specified quantity, which is required to be able to build a data collection method. As stated in the article "Sampling concepts" (Boyd, 2002), only the individual members of the sample are measured when utilizing a sample. The sampling strategy employed in this proposal was non-probabilistic sampling, which enabled us to choose a subset of the population based on the requirements of our study. Since the population's total size was determined to be between 92 and 20 students, the sample group that was chosen comprised of these 20 students.

2.8 Ethical Considerations:

In order to guarantee participant ethics and research process integrity, the research proposal places a strong emphasis on a number of ethical considerations. It's critical to protect the students' integrity and use caution when handling any project-related data.

These things to think about are:

2.8.1. Informed Consent:

The proposal emphasizes the significance of getting informed consent from the parents of the participating students as well as from the appropriate authorities such as the principal of the highschool where this project was developed (Annex 2). This guarantees that participants have



voluntarily agreed to participate in the study and are fully informed of the goals, methods, and their rights.

2.8.2 Confidentiality and Anonymity:

Confidentiality and anonymity must be preserved throughout the research process, as the proposal highlights. This entails safeguarding the confidentiality of participants and ensuring the security of their identities and personal information.

2.8.3 Expert Validation:

In order to guarantee the validity and reliability of the study instruments and procedures, the proposal looks for expert validation (Annex 3). By verifying that the instruments and methods for gathering data are suitable and reliable, this validation procedure helps to ensure that the research is conducted ethically. The vice principal and the area coordinator, verified each instrument, including surveys, diagnostic tests, and final exams. As the tutor for this project, Phd Jacqueline Lopez has validated all of these assessments and lesson plans and she has led the entire process to complete this final assignment.

The research proposal shows a dedication to respecting ethical norms, defending participant rights and welfare, and preserving the integrity of the research process by addressing these ethical issues.

2.9 Initial diagnosis.

The proposed research aims to identify difficulties in applying grammar structures and to apply digital resources to enhance effective grammar skills with students from Second Year of Baccalaureate at Adolfo Valarezo High School. The research will also use class observation, post-



test and surveys to verify the existence of insufficiencies in the teaching-learning process of the English subject.

The primary objective of this proposal research is to assess and identify the specific challenges faced by Second Year of Baccalaureate students at Adolfo Valarezo High School when applying grammar structures in the English language. The research aims to address these difficulties by integrating digital resources to enhance the overall effectiveness of grammar skills among the students.

To achieve these goals, the analysis adopts a mixed approach. Firstly, it was conducted thorough a diagnostic test to gain valuable insights of the grammar skill into the teaching-learning process of the English language (Annex 8). These tests helped in understanding the dynamics within the classroom and identify potential areas of improvement.(Annexes 9-10)

Secondly, the research will manage a post-test to the students to assess their current proficiency levels in grammar (Annex 11). This evaluation will serve as a reference line to measure the progress made after the integration of digital resources into the teaching methodology.

Additionally, a survey will be conducted to gather feedback from both students and teachers (Annex 7). It will provide valuable perspectives on the challenges faced by students into grammar skills where the current teaching methods might be falling short.

The integration of digital resources aims to provide a dynamic and interactive learning experience for the students. These resources may include interactive grammar exercises, online tutorials, language learning applications, and other digital tools designed to enhance engagement and comprehension.



2.10 Diagnostic Test Data Analysis

A pre-test and a survey were used to assess and interpret the results of the questionnaire given to students in the second year of the baccalaureate program. The survey was used in the second week after the test, which was used at the beginning of the proposal.

Table 4: Diagnostic test Results.

Table 4: Diagnostic test Results

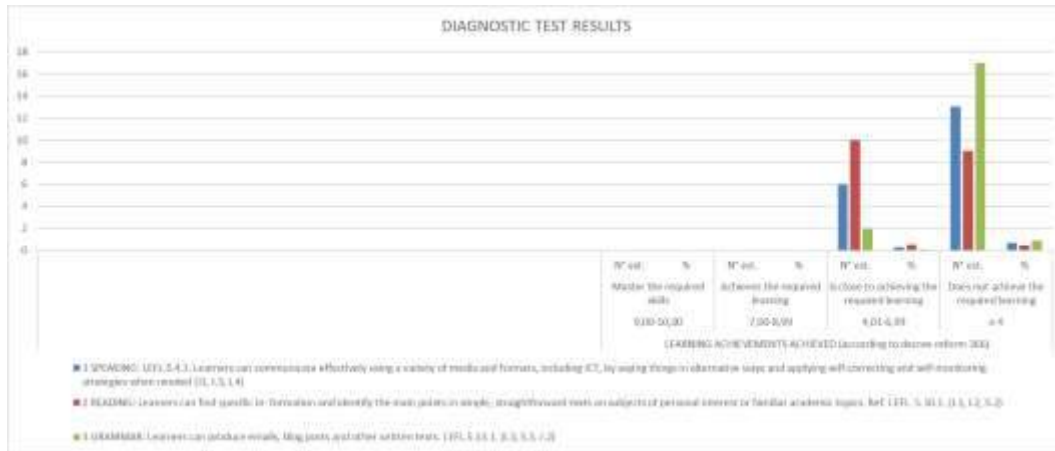
Evaluated Skills		Learning Assessment Achieved (according to decree amendment 366)							
		9,00 – 10,00		7,00 – 8,00		4,01 – 6,99		≤ 4	
		Master the required skills		Achieves the required learning		Is close to achieving the required learning		Does not achieve the required learning	
		N° est.	%	N° est.	%	N° est.	%	N° est.	%
1	SPEAKING	0,00	0,00 %	0,00	0,00 %	6,00	32,00 %	14,00	68,00 %
2	READING	0,00	0,00 %	0,00	0,00 %	10,00	53,00 %	9,00	47,00 %
3	GRAMMAR	0,00	0,00 %	0,00	0,00 %	2,00	11,00 %	17,00	89,00 %
Average of the percentages		0,00 %		0,00 %		32,00 %		68,00 %	

Note. Elaborated by: Chamba Sinche Silvia Dolores (2023)

Graph 1: Diagnostic test Results



Figure 1: Diagnostic test Results



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023)

Interpretation: Based on the analysis of the diagnostic graph and table, it is evident that second-year Baccalaureate students at Adolfo Valarezo High School in Loja, Ecuador need to focus on improving their Grammar skills. Particularly concerning is the fact that 89% of the students exhibit a lack of proficiency in using the present simple tense with the verb "to be" and other verbs. Additionally, speaking skills were found to be at 68%, while reading skills were at 47%.

It is worth noting that despite having been learning English since the eighth year of primary school, these students still encounter challenges in mastering these fundamental grammatical structures. This persistent struggle raises concerns about the effectiveness of the current English language education curriculum and teaching methods.

2.11 Establishing a Need

The proposal states that in order to improve second-year baccalaureate students' grammar proficiency, digital resources must be incorporated into language instruction. According to studies, one of the biggest challenges facing students at this level of school is having poor grammar abilities,



which makes them doubtful of their ability to use language correctly and reluctant to contribute to class discussions. By exploiting students' experience with digital tools, the proposal seeks to address these problems by adopting an interactive and captivating learning environment that encourages students to engage in grammar-related tasks with greater freedom and confidence.

In addition, the proposal acknowledges the difficulties that students in the institution of higher learning confront, such as socioeconomic problems, a dearth of social networks, and limited access to technology. The plan aims to give students quick access to information, quicker learning, and technologically-enabled interactive activities by incorporating digital resources into language teaching.

In summary, the proposal highlights the necessity of using digital resources into language teaching to improve academic achievements, student engagement, and the learning process for second-year baccalaureate students.

2.12 Needs Statement

The proposal's need statement draws attention to the difficulties second-year baccalaureate students have using English grammar rules. The ongoing difficulty in grasping basic grammatical structures raises questions about how successful the existing curricula and methods of teaching English are.

2.12.1 Procedure to identify needs.

As an essential part of the proposal, a diagnostic test needs to be administered to evaluate students' foundational knowledge and difficulties with grammar structures. Additionally, classroom observations and surveys are important to monitor students' participation and engagement during the



implementation of digital resources and to collect feedback regarding the difficulties they have with grammar and the efficacy of the current teaching methods. With the use of digital resources, second-year baccalaureate students may encounter difficulties applying grammatical structures. These approaches also hope to shed light on the possible benefits of incorporating digital resources to improve grammar knowledge during the language learning process.

2.9.2 Recapitulation of Key Theoretical Aspects

Many theoretical issues have been covered in the theoretical framework, giving light on how well it works to adapt digital didactic tools to strengthen grammar with students in the second year of baccalaureate at Adolfo Valarezo school. Currently, educators are implementing technology in the classroom for a higher level of engagement. The impact has been tremendous. Students feel involved in the learning process. Consequently, both teachers and students have seen an increment in the level of grammar. For this reason, this proposal focuses on the value of employing technology to involve students in the learning process, the necessity of a varied and inclusive learning environment, and the difficulties of teaching classical grammar. It also emphasizes the significance of incorporating theoretical perspectives and methodologies that provide many approaches to writing skill improvement. The summary highlights how important it is for educators to adjust to students' shifting requirements in a globalized environment and to employ digital grammar apps to engage students in the grammar-learning process. Overall, the theoretical framework offers a thorough strategy for enhancing students' grammar proficiency using technology and cutting-edge teaching techniques.



CONCLUSIONS

The second chapter concludes with several important points about the use of technology, more especially, digital didactic resources—to improve second-year baccalaureate students' grammar skills. Improvements in student engagement, learning experiences, and academic outcomes are highlighted in this chapter, which emphasizes the benefits of incorporating digital resources in educational settings. The study recognizes the attempts made by students to interact with the digital resources outside of school hours, despite obstacles such limited internet access in the classroom.

The chapter also discusses the ethical issues surrounding the research, including getting parents' and authorities' informed consent, maintaining confidentiality, and following moral standards when gathering and analyzing data. Overall, Chapter II concludes that by examining the advantages of integrating digital resources to improve grammar skills among second-year baccalaureate students, the research approach used in the study seeks to make significant contributions to the field of language teaching.



CHAPTER III

3. PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1 Presentation

This chapter, which explores the fundamentals of the research data analysis and results presentation, acts as the focal point of the investigation. The examination includes results from the post-test, observations made in the classroom, and the diagnostic test. focusing on the use of the simple present tense. Every aspect of this analysis provides insightful information on the effectiveness of digital didactic tools and provides a deep comprehension of their influence on language proficiency and the learning process as a whole.

This research proposal begins with an exploration of the diagnostic test results—a critical snapshot taken at the research's inception. The work involves a thorough examination of responses from second-year baccalaureate students at Adolfo Valarezo High School. The emphasis is on recognizing common difficulties in using grammatical structures, analyzing the information to provide light on beginning knowledge, and creating the groundwork for a comprehensive understanding of the early circumstances.

Subsequently, the narrative seamlessly transitions to the examination of classroom and digital resource utilization. Here, the spotlight is on real-time observations during the integration of digital resources in the classroom setting. The lens zooms in on student engagement, participation, and motivation. This section provides a qualitative perspective on the practical dimensions of merging technology with language education, uncovering the nuances of its impact on student



behavior and involvement.

The chapter concludes in the scrutiny of the post-test, strategically designed to assess the application of the present simple tense post the digital resource intervention. This segment synthesizes quantitative data from the post-test, offering a tangible measure of the digital resources' impact on students' grammatical proficiency. The analysis delves into the specifics of present simple usage, spotlighting discernible improvements and providing the basis for drawing conclusive insights into the efficacy of the intervention.

3.1.1 Validation of the proposal

In order to determine common difficulties with applying grammatical structures, a detailed analysis of responses from Adolfo Valarezo High School second-year baccalaureate students is part of the validation process. Finding particular grammatical skill gaps and evaluating the efficacy of the current English language education curriculum and instructional strategies are the main goals.

Real-time observations made during the integration of digital tools in the classroom are another aspect of the validation process that is used to gauge student motivation, engagement, and involvement. Constant monitoring during class is important to know how students are improving their progress. The study offers a qualitative viewpoint on how technology affects language instruction and the possible advantages of incorporating digital resources to improve the educational process. The post-test, which is carefully created to evaluate the use of the present simple tense following the digital resource intervention, is the final step in the validation process. The analysis provides a concrete assessment of the influence of the digital resources on students' grammatical ability by synthesizing quantitative data from the post-test.



Overall, the proposal's validation offers thorough insights into the unique difficulties second-year baccalaureate students encounter when using grammatical structures as well as the possible benefits of utilizing digital resources to improve grammar knowledge during the language learning process. The technique in the proposal acts as a well-organized roadmap for carrying out the investigation, guaranteeing the validity of the study and the moral treatment of participants.

3.2 Objectives

3.2.1 General Objective

To recognize the correct use of grammatical structures by adapting Digital Didactic Resources in the Classroom Platform to enhance effective grammar skills with students.

3.2.2 Specific Objectives

The proposal also provides the following specific research objectives:

- ✓ To improve students' effective grammar skills by using digital resources.
- ✓ To motivate students in their learning process to participate actively in class.
- ✓ To incorporate innovative techniques for the teaching learning process to improve comprehension and engagement.

3.3 Theoretical foundations of the Proposal

In order to include students in the learning process and help them become more proficient in grammar, this proposal emphasizes the value of employing technology. It draws attention to the difficulties with teaching grammar the old-fashioned way and the necessity for teachers to change to meet the evolving demands of learners in a worldwide society. The importance of establishing an inclusive, culturally varied learning environment that caters to the needs of all students is also



emphasized by the theoretical framework.

It is important to emphasize the need of using technology to engage students in the learning process, the need for a diverse and inclusive learning environment, and the challenges associated with teaching classical grammar. It also highlights how important it is to include theoretical stances and approaches that offer a variety of ways to enhance writing abilities.

The project provides a comprehensive strategy for improving students' grammatical competency through the use of technology and innovative teaching methods, according to the changing needs of learners in a globalized educational environment.

3.4 Justification

The integration of digital resources into educational settings has shown promising results in enhancing the learning experience, promoting student engagement, and improving academic outcomes (Ertmer & Ottenbreit-Leftwich, 2013; Means et al., 2009). This study uses a mixed-methods approach to provide a comprehensive knowledge of how digital resources affect second-year baccalaureate students' grammar skills. It acknowledges the value of qualitative insights to convey the complexity and subtleties of the learning process as well as quantitative data for statistical analysis.

The research proposal is justified by the need to address the notable grammatical challenges that Adolfo Valarezo High School students confront as well as the possible benefits of utilizing digital resources to improve grammar proficiency. The research attempts to offer workable ways to enhance language competency by identifying the proper application of grammatical structures and examining the difficulties students face while using grammar. In order to improve student



motivation and create a more effective and captivating learning environment, creative activities and digital tools are also being implemented.

Additionally, the research proposal is important for the larger context of language education because it seeks to provide insightful information about how well digital tools work to improve second-year baccalaureate students' grammatical skills. The aforementioned objectives are the focus of this research, which aims to improve language instruction methods and offer a systematic manual for conducting ethical research with participants.

3.5. Data Analysis

Within the framework of the research analysis, we have defined the necessary tools to reach a conclusion, whether favorable or not, in our study. This approach will enable to assess aspects such as validity, reliability, and, especially, the relevance of the research. During this process, we will proceed to gather data and conduct the corresponding analysis to ultimately interpret the results.

3.5.1 Data interpretation of the survey applied to students

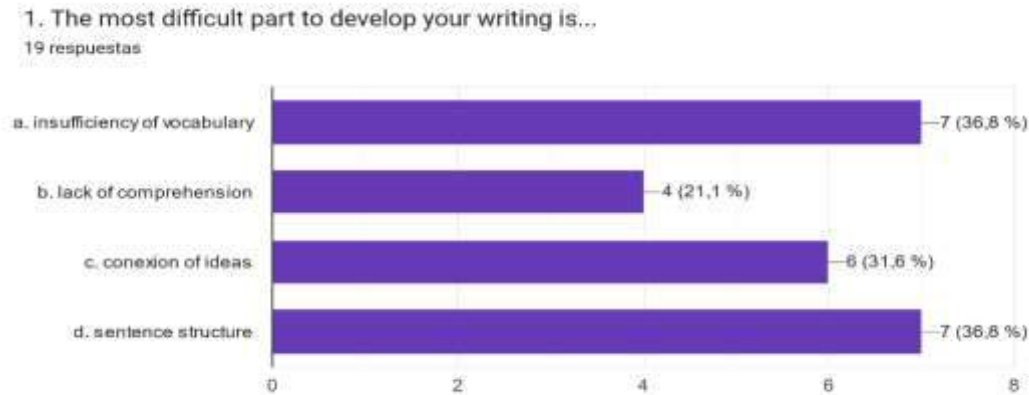
It is indispensable to apply a survey to know students' difficulties of the teaching – learning process. Understanding students' experiences and impressions of grammatical abilities and the digital resources used is the goal of the data interpretation of the survey given to them. With ten questions, the survey is an effective way to get feedback and learn more about how students' learning experiences are affected by digital resources. Analysis of each question's response, the



search for recurring themes or patterns, and conclusion-making from the collective input are some methods of interpreting survey data.

Graph 1 : The most difficult part to develop your writing is...

Figure 2: Student's Survey



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation: Insufficiency of Vocabulary (36.8%) and Sentence Structure (36.8%):

The fact that both options received the highest percentage suggests that a significant portion of the respondents find these aspects to be the most challenging when it comes to developing their writing skills.

This indicates that participants struggle with finding the right words to express their ideas, and with constructing grammatically correct and well-structured sentences.



Connection of Ideas (31.6%):

The connection of ideas received a substantial percentage of responses, indicating that a significant portion of the participants have difficulty in linking their thoughts and concepts together coherently in their writing.

This might suggest challenges related to overall organization, transitions, and logical flow within their writing.

Lack of Comprehension (21.1%):

While this option received the lowest percentage among the four choices, it's still notable that over 21.1% of participants indicated that a lack of comprehension is the most difficult part of developing their writing.

This could mean that some respondents may struggle with understanding the topics they are writing about or interpreting complex ideas and concepts.

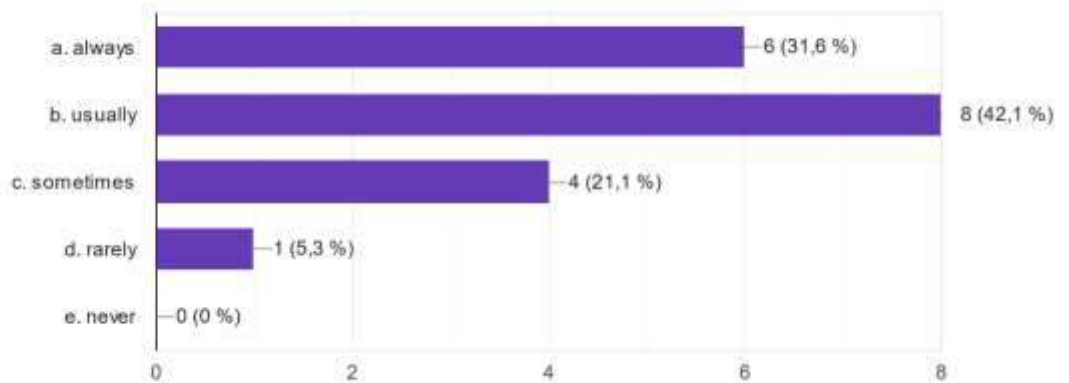
Graph 2: The best way to practice writing for you is in the traditional way and using technological tools.



Figure 3: Student's Survey

2. The best way to practice writing for you is in the traditional way and using technological tools.

19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

In this analysis, we will examine the results of a research project that aimed to understand the preferred method of practicing writing among participants. The second question of the survey asked participants to choose between two options: practicing writing in the traditional way or utilizing technological tools. The results are as follows: always (31.6%), usually (42.1%), sometimes (21.1%), rarely (5.3%), and never (0%).

The findings indicate that most participants (42.1%) stated that they usually prefer to practice writing using a blend of traditional methods and technological tools. This suggests that incorporating



technology into the writing practice is perceived as beneficial, but not exclusively relied upon. It highlights the importance of utilizing modern tools while still valuing the tried-and-true methods of practicing writing. A significant percentage of participants (31.6%) expressed a preference for always practicing writing using a combination of traditional and technological approaches. This group recognizes the benefits of both methods and chooses to consistently leverage both to enhance their writing skills. It implies that they find value in the convenience and efficiency provided by technological tools, while also acknowledging the importance of traditional practices such as pen and paper or face-to-face feedback.

A smaller percentage of respondents (21.1%) indicated that they sometimes practice writing using a combination of traditional and technological methods. This group likely prefers to adapt their approach based on the specific writing task or their personal circumstances. It suggests flexibility and a willingness to experiment with different methods to find what works best for them in different situations.

A minority of participants (5.3%) stated that they rarely practice writing using a blend of traditional and technological approaches. This group may have a strong preference for one method over the other or may have limited access to technological tools. It is worth noting that even though this group is small, they can still benefit from exploring the advantages of incorporating technology into their writing practice.

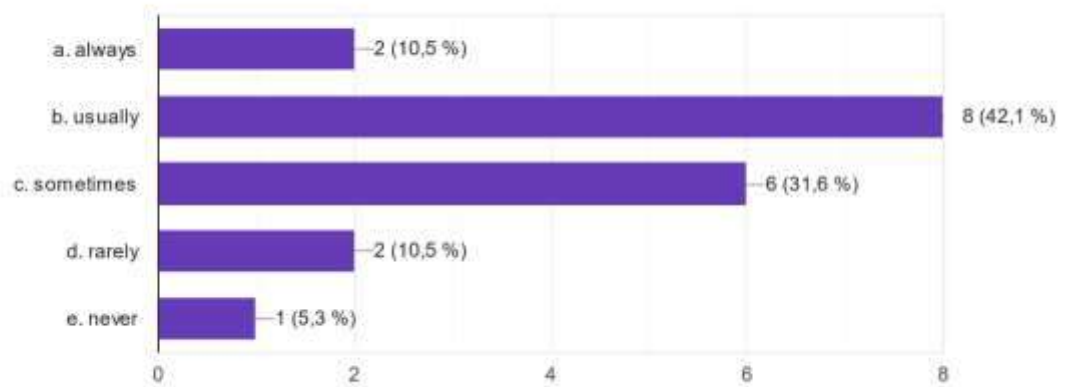
Graph 3 : I use digital platforms to reinforce English.



Figure 4: Student's Survey

3. I use digital platforms to reinforce English.

19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

This analysis seeks to explore how individuals use digital platforms to reinforce their English language skills. The results for the third question, which examines the frequency of using digital platforms for this purpose, are as follows:

- a. Always: 10.5%
- b. Usually: 42.1%
- c. Sometimes: 31.6%
- d. Rarely: 10.5%
- e. Never: 5.3%

Digital Platform Usage for English Reinforcement:



The data indicates that a significant portion of the respondents, specifically 52.6%, falls into the "always" and "usually" categories. This suggests that a majority of participants frequently use digital platforms to reinforce their English language skills. It is a common and important practice among this group.

Moderate Usage of Digital Platforms:

About 31.6% of respondents mentioned that they use digital platforms "sometimes." This group represents individuals who utilize digital tools periodically for English language reinforcement. This suggests a balanced approach, where they may turn to digital resources when needed.

Limited Usage and Non-Usage:

A smaller percentage, 10.5%, falls into the "rarely" category, indicating infrequent use. Additionally, 5.3% stated they "never" use digital platforms for English reinforcement. While these percentages are smaller, it's important to note that some respondents are not heavily reliant on digital tools for language learning.

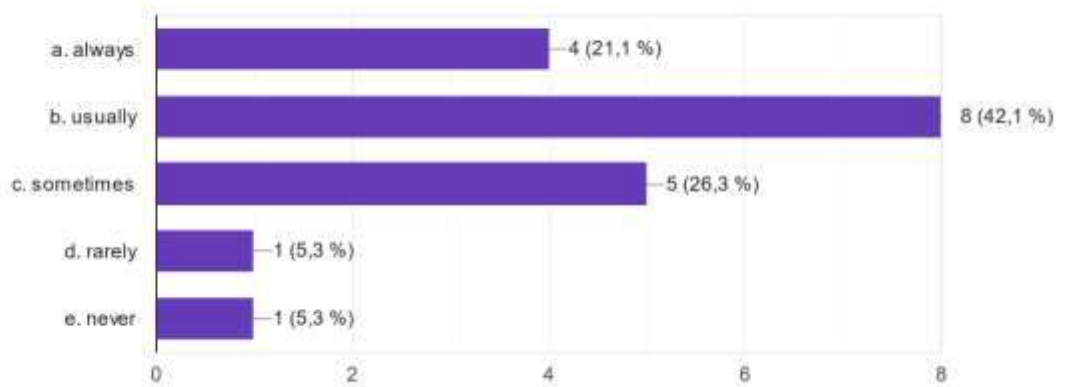
Graph 4: I use digital resources like videos, online worksheets to reinforce English.



Figure 5: Student's Survey

4. I use digital resources like videos, online worksheets to reinforce English.

19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

According to the fourth statement: “I use digital resources like videos, online worksheets to reinforce English” The results of the survey indicate the frequency with which participants utilize digital resources, such as videos and online worksheets, to reinforce their English learning. The responses are as follows: always (21.1%), usually (42.1%), sometimes (26.3%), rarely (5.3%), and never (5.3%).

The findings reveal that a significant portion of participants (42.1%) reported usually using digital resources to reinforce their English learning. This suggests that they rely on these resources as a regular part of their language learning routine. The high percentage indicates a strong preference for incorporating digital tools into their learning process, indicating the perceived benefits and effectiveness of these resources.



A notable percentage of participants (26.3%) indicated that they sometimes use digital resources to reinforce their English learning. This group likely utilizes these resources based on specific needs or circumstances. It suggests a flexible approach to incorporating digital tools into their language learning journey, adapting their usage as required.

A smaller percentage of respondents (21.1%) reported always using digital resources to reinforce their English learning. This group demonstrates a consistent reliance on digital tools, indicating a strong belief in the effectiveness of these resources for language acquisition. Their consistent usage suggests that they have found success in using videos and online worksheets to enhance their English skills.

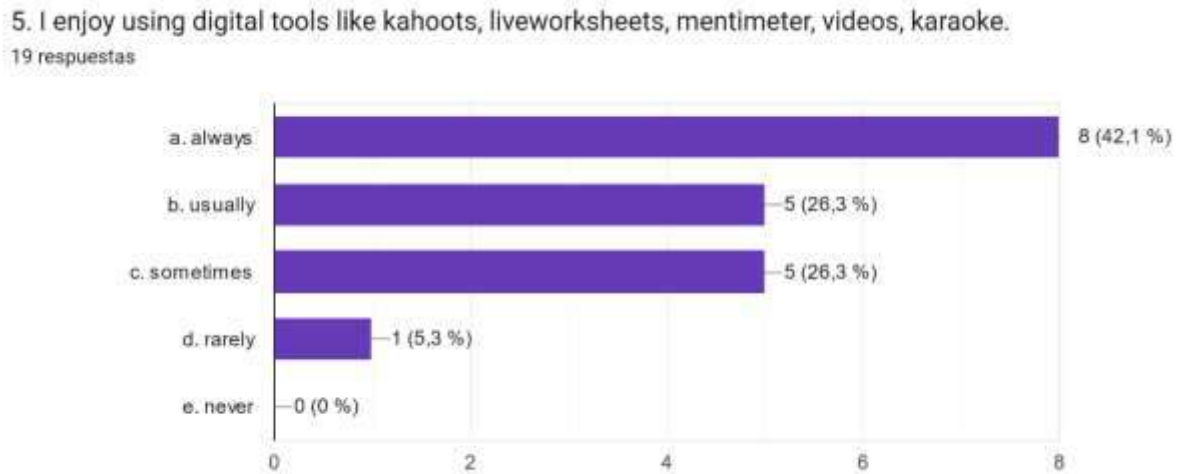
A minority of participants (5.3%) stated that they rarely use digital resources to reinforce their English learning. This group may have personal preferences or alternative methods of language learning that do not heavily rely on digital resources. It is worth noting that even though this group is small, they may still benefit from exploring the potential advantages of incorporating digital tools into their language learning practice.

Interestingly, there were also 5.3% of participants who claimed to never use digital resources to reinforce their English learning. This suggests that they may have alternative methods or resources that they find more effective or accessible. It is important to acknowledge that different individuals have diverse learning preferences and circumstances, and what works for one person may not work for another.



Graph 5: I enjoy using digital tools like Kahoot, live worksheets, mentimeter, videos, karaoke.

Figure 6: Student's Survey



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

The results of the survey indicate the level of enjoyment participants experience when using digital tools like Kahoot, Liveworksheets, Mentimeter, videos, and karaoke for learning purposes. The responses are as follows: always (42.1%), usually (26.3%), sometimes (26.3%), rarely (5.3%), and never (0%).

The findings reveal that a significant majority of participants (42.1%) reported always enjoying the use of digital tools for learning. This suggests a strong positive association between the use of these tools and the enjoyment derived from the learning experience. The high percentage



indicates a widespread appreciation for the interactive and engaging nature of digital tools, which likely contribute to a more enjoyable learning process.

A notable percentage of participants (26.3%) indicated that they usually enjoy using digital tools for learning. This group consistently finds enjoyment in incorporating these tools into their learning activities. The response suggests that digital tools contribute positively to their learning experience, making it more engaging and enjoyable.

Similarly, another 26.3% of respondents reported sometimes enjoying the use of digital tools for learning. This group likely experiences enjoyment when using these tools on specific occasions or for certain learning activities. Their response indicates that while they may not always find digital tools enjoyable, there are instances where these tools enhance their learning experience.

A smaller percentage of participants (5.3%) stated that they rarely enjoy using digital tools for learning. This group may have personal preferences or alternative methods of learning that do not align with the use of digital tools. It is worth noting that even though this group is small, they may still benefit from exploring different digital tools or alternative learning approaches that align more closely with their preferences.

Interestingly, there were no participants who claimed to never enjoy using digital tools for learning. This suggests that the majority of respondents find some level of enjoyment when utilizing digital tools like Kahoot, Liveworksheets, Mentimeter, videos, and karaoke. This indicates a positive perception of the benefits and value that these tools bring to the learning process.

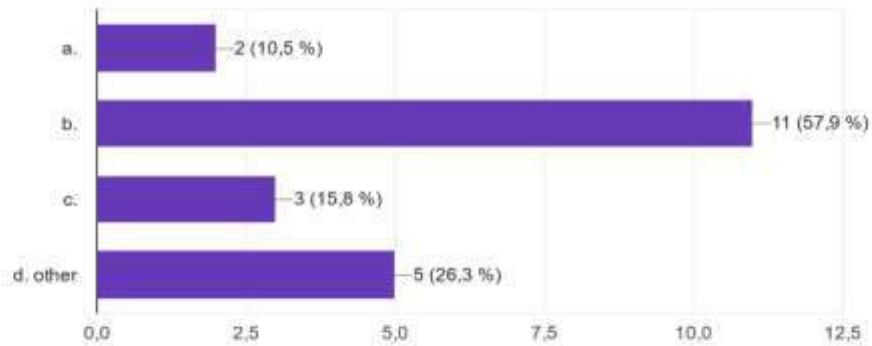


Graph 6: Which of the following Apps have you used before?

Figure 7: Student's Survey

6. Which of the following Apps have you used before?

19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

The results of the survey indicate the sources that participants rely on for learning English grammar. The responses are as follows: Grammar En (10.8%), British Council (57.9%), Learn English Grammar (15.8%), and other (26.3%).

According to the survey, the majority of participants (57.9%) reported relying on the British Council as a source for learning English grammar. The British Council is a well-known and reputable organization that offers a wide range of resources and courses for English language learners. The high percentage suggests that participants trust the British Council as a reliable source for grammar instruction.



A significant percentage of respondents (15.8%) indicated that they use a resource called "Learn English Grammar" for their grammar learning needs. While the specific details of this resource are not provided, it is likely a dedicated platform or website that offers grammar lessons and exercises. This suggests that participants find value in using specialized grammar resources to enhance their understanding and proficiency in English grammar.

A smaller percentage of participants (10.8%) reported using a source called "Grammar En" for learning English grammar. The nature of this resource is not explicitly mentioned in the survey results. It is worth noting that this percentage is relatively low compared to the other options, indicating that "Grammar En" may be less well-known or utilized by participants.

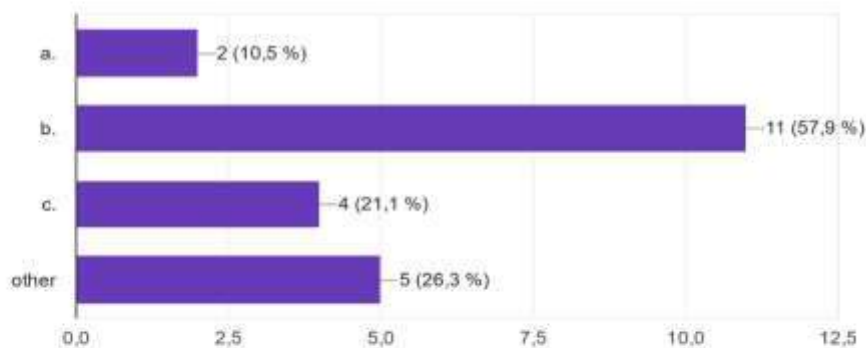
Additionally, 26.3% of respondents mentioned using other sources for learning English grammar. The survey does not provide specific details about these sources, but it suggests that participants explore a variety of resources beyond the options listed in the survey. These other sources could include textbooks, online forums, language exchange platforms, or other websites and apps that offer grammar instruction.

Graph 7: What is the most suitable app for you?

Figure 8: Student's Survey

7. What is the most suitable app for you?

19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation: The survey aimed to determine the most suitable app for participants' English learning needs. The results are as follows: Grammar En (10.5%), British Council (57.9%), Learn English Grammar (21.1%), and other (26.3%).

According to the survey, most participants (57.9%) identified the British Council as the most suitable app for their English learning. The British Council is a well-known organization that offers a range of resources and courses for language learners. The high percentage suggests that participants trust the British Council as a reliable and effective app for their English learning needs.

A significant percentage of respondents (21.1%) indicated that they consider "Learn English Grammar" as the most suitable app. While the specific details of this app are not provided, it suggests that participants find value in using a dedicated grammar-focused app for their language learning journey. This highlights the importance of grammar instruction in their English learning process.



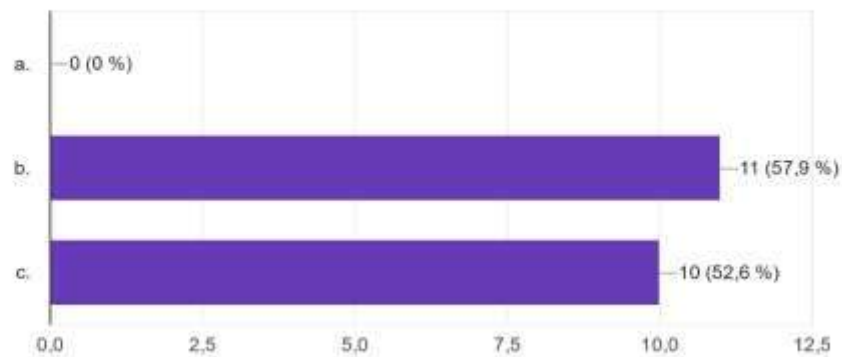
A smaller percentage of participants (10.5%) mentioned Grammar En as the most suitable app. The nature of this app is not explicitly mentioned in the survey results. It is worth noting that this percentage is relatively low compared to the other options, indicating that Grammar En may be less well-known or utilized by participants.

Additionally, 26.3% of respondents mentioned other apps as the most suitable for their English learning needs. The survey does not provide specific details about these apps, but it suggests that participants explore a variety of options beyond the ones listed in the survey. These other apps could include popular language learning platforms like Duolingo, Rosetta Stone, or other lesser-known apps that cater to specific language learning needs.

Graph 8 : Choose the digital tool you prefer to work it.

Figure 9: Student's Survey

8. Choose the digital tool you prefer to work with.
19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:



The survey aimed to determine participants' preferred digital tools for work. The results are as follows: Mentimeter (0%), Liveworksheets (57.9%), and Kahoot (52.6%).

According to the survey, a significant percentage of participants (57.9%) indicated that they prefer using Liveworksheets as their digital tool for work. Liveworksheets is a platform that allows users to create interactive worksheets and activities. The high percentage suggests that participants find Liveworksheets to be a valuable tool for their work-related tasks, possibly due to its versatility and ability to create engaging and interactive materials.

Another notable percentage of respondents (52.6%) mentioned Kahoot as their preferred digital tool for work. Users of the game-based learning platform Kahoot can develop and participate in interactive surveys and quizzes. The interactive and gamified nature of Kahoot may contribute to its popularity by making work-related tasks more fun and engaging.

It is interesting to note that none of the participants chose Mentimeter as their go-to digital tool for work. With the help of live polls, quizzes, and surveys, users of the interactive presentation tool Mentimeter can connect with their audience. The lack of preference for Mentimeter in this survey suggests that participants may not be as familiar with or find as much value in this particular tool for their work-related tasks.

It is worth noting that the percentages for Liveworksheets and Kahoot exceed 100%, indicating that some participants may have selected both options as their preferred digital tools for work. This suggests that there may be overlap in the perceived benefits and usefulness of these tools, and participants may utilize them for different purposes or in combination to enhance their work-related activities.

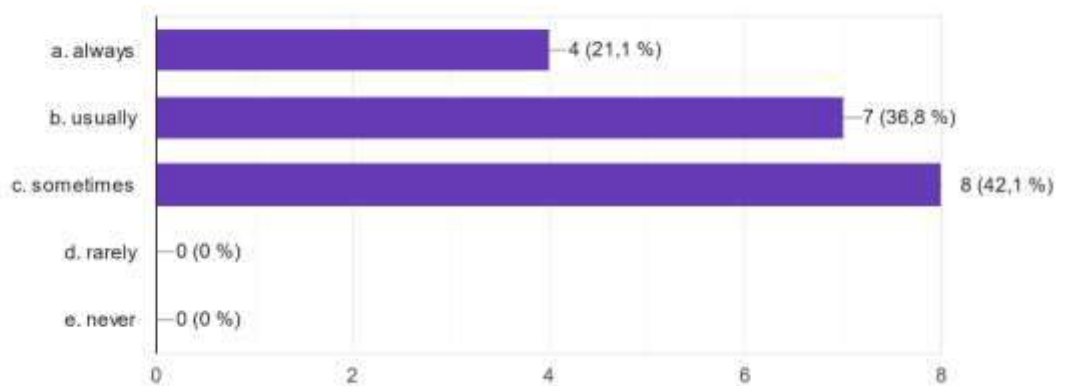


Graph 9: I enjoy working on collaborative activities

Figure 10: Student's Survey

9. I enjoy working on collaborative activities.

19 respuestas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

The survey aimed to assess participants' enjoyment of working on collaborative activities. The results are as follows: always (21.1%), usually (36.8%), sometimes (42.1%), rarely (0%), and never (0%).

The findings reveal that a significant portion of participants (42.1%) reported sometimes enjoying working on collaborative activities. This suggests that they find value and enjoyment in engaging in collaborative work, but it may not be their preferred or constant mode of working. The response indicates a flexible approach to collaboration, where participants recognize the benefits of working together but may also appreciate individual work or other modes of working.



A notable percentage of respondents (36.8%) indicated that they usually enjoy working on collaborative activities. This group consistently finds enjoyment in collaborative work, suggesting a preference for teamwork and the benefits it brings. Their response highlights a positive attitude towards collaboration and a belief in its effectiveness for achieving shared goals.

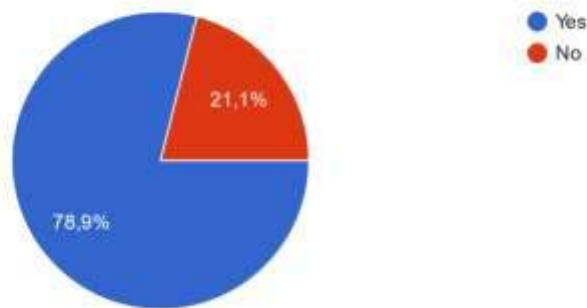
Another significant percentage of participants (21.1%) reported always enjoying working on collaborative activities. This group demonstrates a consistent preference for collaborative work, indicating a strong belief in the value of teamwork and the enjoyment derived from working together. Their response suggests that they find collaboration to be an integral and fulfilling aspect of their work.

It is worth noting that no participants selected rarely or never as their response, indicating that all participants enjoy working on collaborative activities to some extent. This suggests a general positive attitude towards collaboration among the survey respondents.

Graph 10: Would you like to be part of the Grammar reinforcement project?

Figure 11: Student's Survey

10. Would you like to be part of the Grammar reinforcement project?
19 respuestas





Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

Interpretation:

The survey aimed to assess participants' interest in being part of the Grammar Reinforcement Project. The results indicate that 78.9% of participants responded "yes" and 21.1% responded "no."

Most students who represent (78.9%) expressed their interest in being part of the Grammar Reinforcement Project. This high percentage suggests a significant level of enthusiasm and willingness to participate in the project. The positive response indicates that participants recognize the value of reinforcing grammar skills and are motivated to contribute to the project's objectives.

On the contrary, a smaller percentage of participants (21.1%) responded with "no" when asked if they would like to be part of the project. While the reasons for their lack of interest are not provided in the survey, it is important to respect their decision and acknowledge that not all individuals may be interested or available to participate in such projects.

The survey revealed that students preferred online activities over traditional classroom methods. The concept behind this initiative is that other teachers can use Digital Didactic Resources to incorporate technology into their lessons or outside of the classroom. The main idea involved taking advantage of the classroom platform to post videos, grammar-practice resources, quizzes, and games. This idea was done because most schools lack technology, making it challenging to implement in the classroom. Nevertheless, by using digital tools as reinforcement exercises, students who struggle with the material will benefit and can complete all the recommended activities to improve their language comprehension.



It is crucial to note that these exercises are a component of education that can be used in addition to traditional classroom instruction. The method utilized for the topic presentation and all that can be learned in class will determine how well it goes. For instance, it is critical to create a motivating environment in the classroom with well-chosen activities that maintain students' interest and give them the confidence to ask questions and engage freely.

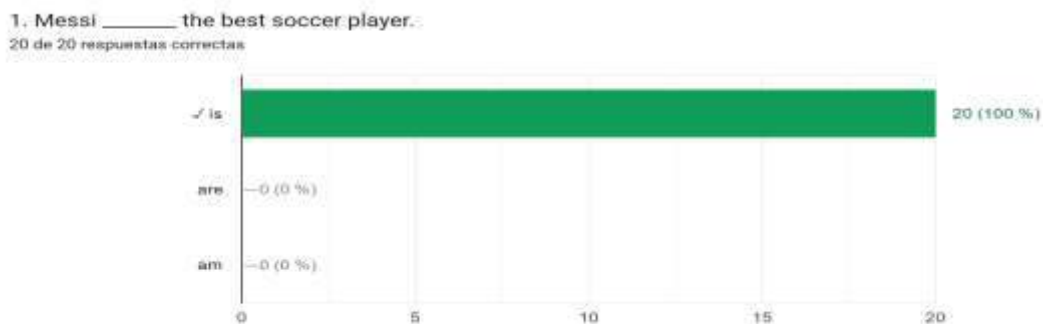
In Conclusion, the results show that the students would be more productive and motivated from the Digital Didactic Resources model compared to the conventional one. Participants would be able to achieve success with this model. The model will provide a logistical format to allow the student to complete the assessment. This model can be used in other English classrooms.

3.5.2 Data interpretation of the Post Test:

After the incorporation of digital resources, the post-test data interpretation attempts to offer a thorough examination of students' grammar competence levels. In order to determine how the digital resource intervention affected the students' grammatical ability, the interpretation process entails examining the quantitative data from the post-test.

Graph 1

Figure 12: Student's Post Test



Note:

Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of the provided answer for the thesis statement "Messi _____ the best soccer player," reveals a unanimous response from the respondents. The data shows that 100% of the participants selected the option "is" to complete the sentence, indicating a consensus among them regarding Lionel Messi being the best soccer player. This result suggests a high level of agreement among the respondents in affirming Messi's status as the preeminent soccer player.

Notably, there are no responses indicating disagreement with the statement. Both "am" and "are" options received 0% of the responses, indicating a complete lack of endorsement for alternative perspectives on Messi's standing in soccer. The absence of variation in responses strengthens the conclusiveness of the findings, pointing towards a clear and consistent perception among the surveyed students.



Graph 2:

Figure 13: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of the provided answers for the thesis statement "They _____ good students" indicates a high degree of consensus among the respondents, with 95% choosing "are" to complete the sentence. This overwhelming majority suggests a strong collective perception that aligns with the plural subject "They" are being associated with the plural verb "are." This outcome reflects a shared understanding of proper subject-verb agreement.

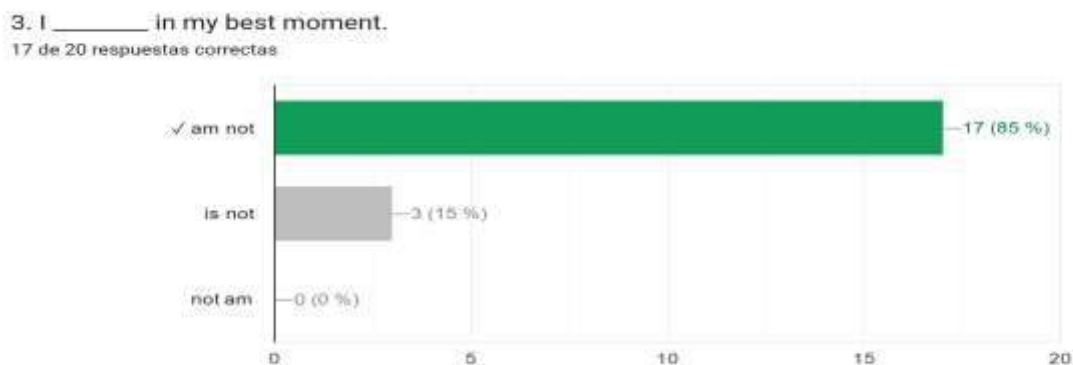
In contrast, 5% of the respondents selected "is" as the completion for the sentence. While this percentage is relatively low, it signals a small deviation from the majority consensus. The presence of some respondents opting for may suggest a degree of variability or potential confusion among a minority regarding subject-verb agreement. However, it's crucial to note that this percentage is minimal, and the overwhelming majority favoring "are" indicating a prevailing understanding of grammatical concordance.



Importantly, there were no respondents who chose "am" as the completion for the sentence, constituting 0% of the responses. This is a positive aspect as it aligns with the grammatical rules, emphasizing that the subject "They" requires the corresponding plural verb form, "are," and not the singular form "am."

Graph 3

Figure 14: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of the provided answers for the sentence "I _____ in my best moment" reveals interesting patterns among the respondents.

Many students, 85%, selected "am not" to complete the sentence. This indicates a strong consensus among the participants that the appropriate choice for the first-person singular pronoun "I" is to pair it with the negative form of the verb "to be" in the present tense, resulting in "am not." This aligns with standard English grammar rules, demonstrating a clear understanding of negation in this context.



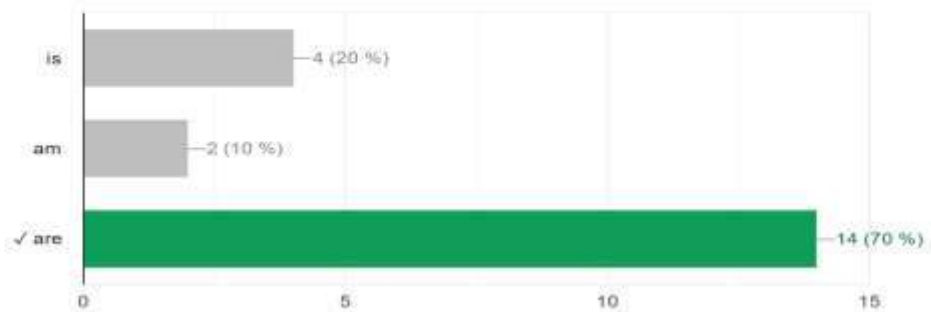
A smaller portion of the respondents, 15%, chose "is not" as the completion. This minority response suggests a potential misunderstanding or variation in interpretation. The choice of "is not" would typically be used with a third-person singular subject, and in this case, it does not align grammatically with the first-person pronoun "I." This indicates a possible confusion or mistake among the minority of respondents.

Notably, there were no respondents who chose "not am" as the completion. This is consistent with the grammatical structure of English, where the negation is typically formed by combining the auxiliary verb "am" with "not" to create "am not."

Graph 4

Figure 15: Student's Post Test

4. _____ you going to the party tonight?
14 de 20 respuestas correctas



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of responses to the question " _____ you going to the party tonight?" indicates certain patterns among the participants.



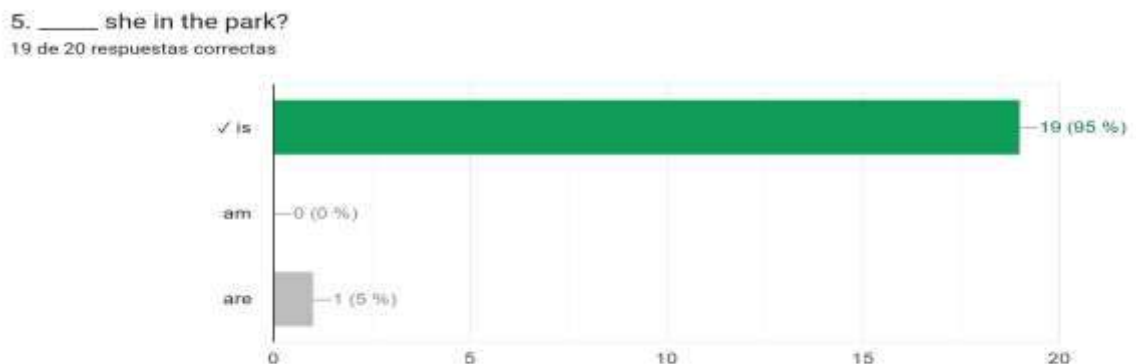
A significant majority, 70%, selected "are" as the completion for the sentence. This suggests a prevalent understanding among the respondents that the appropriate form for the second person pronoun "you" is to pair it with the plural verb "are." This aligns with standard English grammar rules and reflects a clear grasp of subject-verb agreement in this context.

A smaller portion of respondents, 20%, opted for "is" as the completion. This choice, however, does not align with the standard subject-verb agreement rules, as "is" is typically used with third-person singular subjects. The presence of this response indicates a potential misunderstanding or error among this subset of participants.

A minor percentage, 10%, selected "am" as the completion. The use of "am" with "you" in this context is grammatically incorrect, as "am" is associated with the first-person singular pronoun "I." This response may suggest confusion or errors among this subset of respondents.

Graph 5

Figure 16: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.



In the question 5, "_____ she in the park?" indicates a strong consensus among the participants.

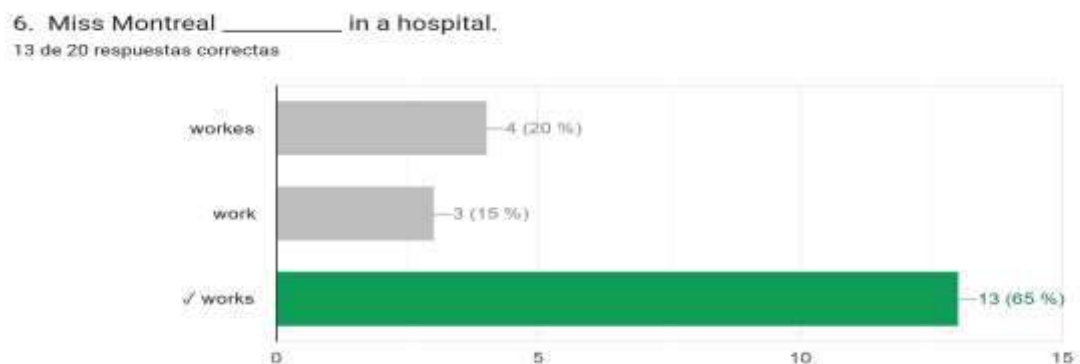
The overwhelming majority, 95%, selected "is" as the completion for the sentence. This aligns with standard English grammar rules for the third-person singular subject "she." The verb "is" is the appropriate choice in this context, indicating a high level of understanding and application of subject-verb agreement.

There were no respondents who selected "am" as the completion. This aligns with the grammatical rules, as "am" is associated with the first-person singular pronoun "I" and is not applicable in this context.

A small percentage, 5%, selected "are" as the completion. This response may suggest a minor misunderstanding, as "are" is typically used with plural subjects, and "she" is singular. It could be an outlier or a response that requires further clarification.

Graph 6

Figure 17: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.



The analysis of responses to the question "Miss Montreal _____ in a hospital" reveals certain patterns among the participants.

A significant majority, 65%, correctly selected "works" as the completion for the sentence. This aligns with standard English grammar rules, indicating a strong understanding of subject-verb agreement with the third-person singular subject "Miss Montreal."

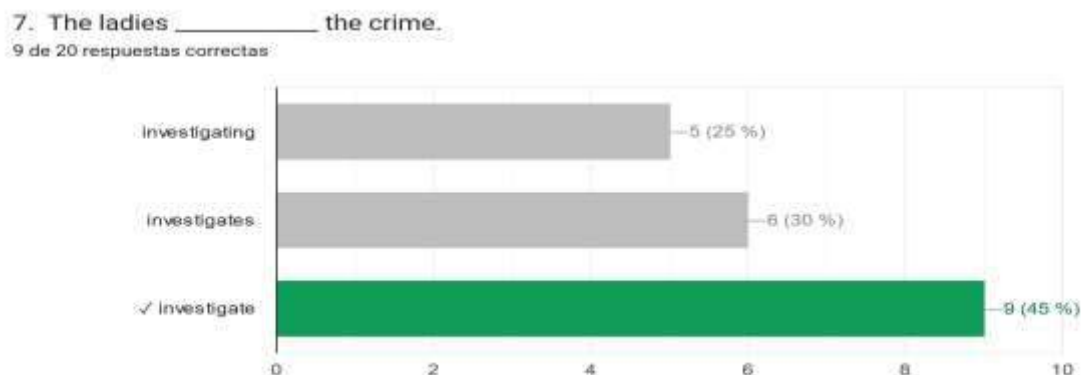
A notable portion, 20%, incorrectly chose "workes." This response represents a spelling error, as the correct form is "works." This suggests that while the participants understood the correct verb form, there may have been a typographical mistake in their responses.

A smaller percentage, 15%, incorrectly selected "work." This response indicates a grammatical error, as "work" is not the correct form for the third-person singular subject. This suggests a misunderstanding or mistake in subject-verb agreement.

In summary, the majority of participants (65%) demonstrated a correct understanding of subject-verb agreement, selecting "works" as the appropriate verb form for the singular subject "Miss Montreal." The presence of spelling errors and grammatical mistakes in the minority responses (20% choosing "workes" and 15% choosing "work") suggests areas that may need attention or clarification.

Graph 7

Figure 18: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of responses to the question "The ladies _____ the crime" reveals various patterns among the participants.

A significant percentage, 45%, correctly selected "investigate" as the completion for the sentence. This aligns with standard English grammar rules, and the participants demonstrated an accurate understanding of subject-verb agreement with the plural subject "The ladies."

A notable portion, 30%, incorrectly chose "investigates." This response suggests a potential misunderstanding of subject-verb agreement, as "investigates" is the singular form and does not align with the plural subject "The ladies." It's possible that participants may have been influenced by the word "ladies" and mistakenly treated it as singular.

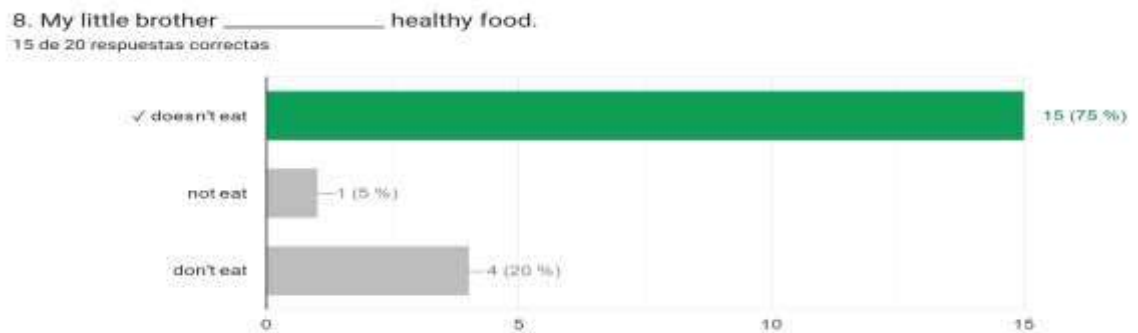
A smaller percentage, 25%, incorrectly selected "investigating." This response also does not align with the correct subject-verb agreement, as "investigating" is a gerund form. This suggests a potential confusion between verb forms, indicating an area that may need clarification.



In summary, a substantial portion of participants (45%) demonstrated a correct understanding of subject-verb agreement, selecting "investigate" in accordance with the plural subject. The presence of incorrect responses (30% choosing "investigates" and 25% choosing "investigating") suggests potential areas of confusion or misunderstanding that could be addressed to improve accuracy in subject-verb agreement.

Graph 8

Figure 19: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of responses to the question "My little brother _____ healthy food" indicates specific patterns among the students.



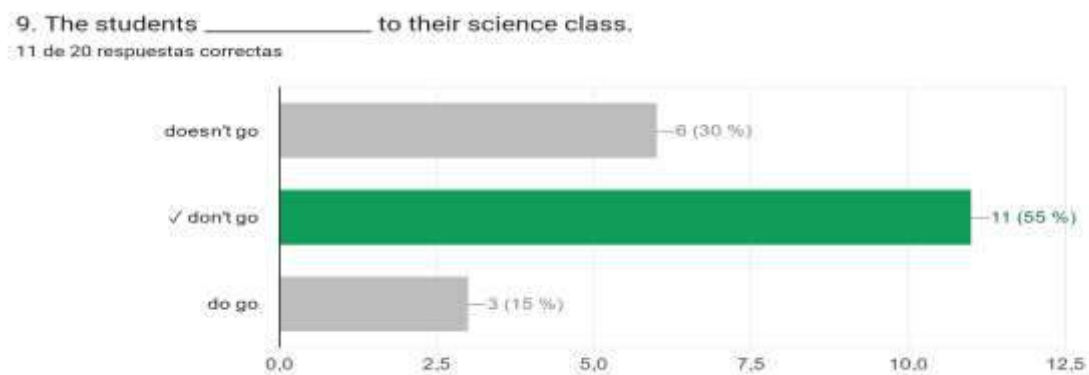
A significant majority, 75%, correctly selected "doesn't eat" as the completion for the sentence. This aligns with standard English grammar rules, demonstrating an accurate understanding of spelling in grammar.

A notable portion, 20%, incorrectly chose "do not eat." This response represents a grammatical error, as the correct negation form for the third-person singular subject "My little brother" is "doesn't eat." The presence of this response suggests a potential misunderstanding of subject-verb agreement and negation rules.

A smaller percentage, 5%, incorrectly selected "not eat." This response also does not align with standard English grammar, as it lacks the auxiliary verb "does." The correct form would be "does not eat." This suggests a similar misunderstanding as the previous group, indicating a need for clarification on negation rules.

Graph 9

Figure 20: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.



The analysis of responses to the question "The students _____ to their science class" provides insights into participants' understanding of subject-verb agreement and negation.

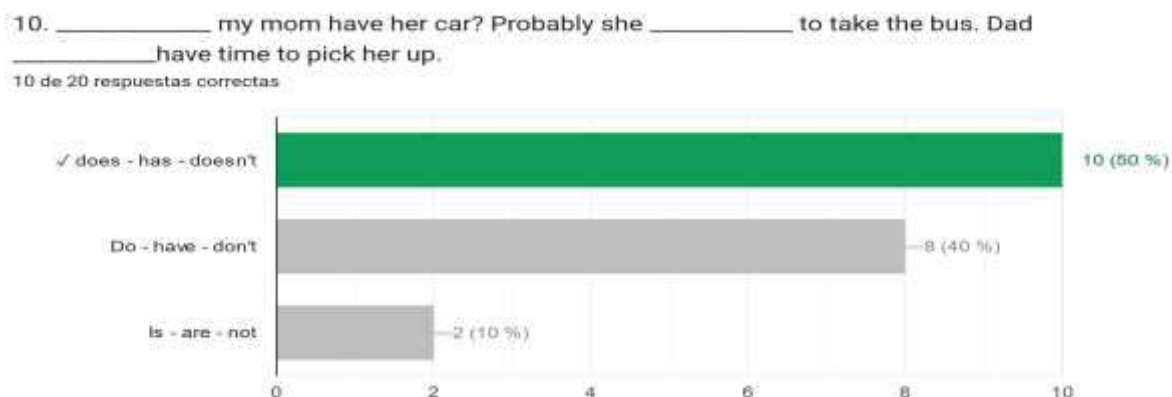
Most participants, 55%, correctly selected "don't go" as the completion for the sentence. This choice aligns with standard English grammar rules for subject-verb agreement and negation. Participants who chose this option demonstrated an accurate understanding of conveying the negative form for the plural subject "The students."

A notable portion, 30%, incorrectly chose "doesn't go." This response represents a grammatical error as "doesn't go" is the singular form and doesn't align with the plural subject "The students." This suggests a potential misunderstanding of subject-verb agreement and negation rules among this group.

A smaller percentage, 15%, incorrectly selected "do go." This response does not fit the context of the sentence, as it lacks the negation required by the sentence structure. The correct negative form would be "don't go." This indicates a potential confusion in understanding negation rules.

Graph 10

Figure 21: Student's Post Test



Note: Elaborated by: Chamba Sinche Silvia Dolores (2023) Taken from Google forms.

The analysis of responses to the question "_____ my mom have her car? Probably she _____ to take the bus. Dad _____ have time to pick her up" reveals distinct patterns among participants.

Many participants, 50%, correctly selected "does - has - doesn't" as the completion for the sentence. This choice aligns with standard English grammar rules, demonstrating an accurate understanding of auxiliary verbs, subject-verb agreement, and negation in the context of the sentences provided.

A significant but smaller portion, 40%, incorrectly chose "Do - have - don't." This response represents a grammatical error, as it does not fit the context of the sentences. The correct forms would be "does - has - doesn't" to maintain consistency in subject-verb agreement and negation. This suggests a potential misunderstanding or oversight in the use of auxiliary verbs.

A smaller percentage, 10%, incorrectly selected "Is - are - not." This response does not align with the grammatical structure of the sentences. The correct usage of auxiliary verbs "does" and



"has" is needed in the context provided. This indicates a misunderstanding of auxiliary verbs and subject-verb agreement.

3.6 Description and Application of the Proposal.

This proposal is an innovative way to motivate students who struggle with the foreign language. Since most students have access to technology from birth, this innovative approach can be employed at any level. Each activity has been designed with the topic in mind, and the techniques can be applied to any other topic in order to continue using them. In order to meet the needs of students and prevent boring classes, it is critical for teachers to constantly conduct research.

The Google "Classroom" platform has been used for this project. It is a free tool that requires students to register for the class and has all of the Kahoot, Socrative, Liveworksheets, and YouTube videos uploaded to help students who are having trouble understanding the material from the beginning. The first activities uploaded are some videos explaining the use of the verb to be in simple present tense: affirmative, negative and interrogative and the simple present tense different forms. Then, they have some fill in and matching activities to reinforce grammar. Furthermore, they played some games in kahoot, and developed some other activities in socrative in mentimeter.

Following that, teenagers have several exercises to support their learning. Maintaining their interest in the classes is crucial to ensuring they don't miss any assignments. This way, after students have finished all of the topics, they will be able to continue learning the others. The most important is that these activities are really interesting and let them develop some collaborative activities. By developing pair or group work activities, they were able to have a better comprehension and they also had a lot of fun. Thanks to this options, students got engaged and motivated during their



learning process.

At last, it is important to mention that because of this platform's user-friendliness and capacity to monitor students' progress, teachers of other subjects are encouraged to use it to assist students in achieving their objectives, particularly if they are struggling to receive the support they need at school due to limited reinforcement time.

Table 4

Language Focus Stage Procedure

Table 5: Language Focus Stage Procedure

Stage	Interaction	Procedure	Timing
Language Focus To make sure students understand the correct use of the verb to be in affirmative sentences.	T – S	Introduction: <ul style="list-style-type: none">• The teacher starts with a welcome to the students and introduce the topic.• Explains that lesson will focus on the verb "to be" in affirmative sentences.	5 minutes
		Warm-Up: <ul style="list-style-type: none">• It is important to show examples of affirmative sentences using "to be" on the board.• Ask students to identify the subject and the form of "to be" in each sentence.	5 minutes
	S - S	Teaching the Verb "To Be" in Affirmative Sentences: Explain that "to be" has three forms: am, is, are. Use a different color to make them understand the correct structure. <ul style="list-style-type: none">• Provide examples for each form:<ul style="list-style-type: none">○ I am a student.○ She is a doctor.○ They are teachers.• Encourage students to repeat the sentences	15 minutes



		<p>to practice pronunciation.</p> <ul style="list-style-type: none">• Invite to students watch the video about affirmative sentences. <p>Practice:</p> <ul style="list-style-type: none">• Have students work in pairs or small groups to create their affirmative sentences using "to be."• Circulate and provide assistance as needed. <p>Kahoot Quiz:</p> <ul style="list-style-type: none">• Share the Kahoot quiz link on Google Classroom.• Have students join the game and answer questions related to affirmative sentences with "to be."• Share the Kahoot quiz link on Google Classroom.• Have students join the game and answer questions related to affirmative sentences with "to be."	<p>10 minutes</p> <p>5 minutes</p>
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Note. Elaborated by Chamba, S. & Palaguachi, M. (2023)

To improve students' comprehension, the proposal will focus on the simple present tense with the verb to be and other verbs in affirmative, negative and interrogative form. Each class is designed by meticulously adhering to the lesson plan. Each issue needs to be explained in detail because, at this point in time, students in their second year of the baccalaureate program were unable to comprehend the material because of their inadequate vocabulary and syntax. To ensure that students can practice, collaborate as a class, make necessary modifications, and offer feedback, it is crucial to establish a controlled practice. Allowing children to communicate and develop their own examples to reinforce meaning through the use of visuals in a semi-controlled practice is also impressive.



Eventually, the utilization of digital didactic materials offers a more liberated approach, enabling individuals to experience an alternative method of practicing technological tool motivation. Since students prefer engaging in activities that are different from those that are traditional, the primary goal of this project is to implement digital didactic materials. When it comes to language practice, technology is very important. Apps like Grammar In App, Liveworksheets, Kahoot, and Mentimeter may encourage students and facilitate humorous, collaborative work. The combination of these resources will support their development and help them understand how to use language more creatively.

3.7 Description of the budget or financial analysis

The project focuses on meeting the needs and interests of the students rather than demanding financial support from them because it aims to determine the best approach to help them. To be successful, they only need to concentrate on their learning and development process. In addition, accessing the class on the virtual page and working through all the activities provided on the classroom platform is very easy as a prior explanation will be given before using this technological resource. In this way the budget to be used in our proposal would not be limited as it is a free digital tool, it helps us to reach our students with more online alternatives in contrast to a face-to-face environment, and in this way, it will be of utmost importance to focus on the development of the students due to its remote nature and the ease of access to it in terms of activities which could be considered more attractive for the selected group.



3.8 Analysis and discussion of the results obtained from the implementation of the proposal.

According to the analysis of the research regarding this proposal, we were able to confirm our hypothesis by obtaining a positive result among our students since the results of the post-test coincided with a motivated attitude where students were more collaborative and willing to perform the exercises in class because they were more motivated with the support, they had received by using different digital tools and thus demonstrate that our proposal generated a positive impact on our students

Since technology is a part of their everyday lives, students are more interested in finding new ways to enhance their learning. It was also shown that students were more motivated after the concept was put into practice and reinforcement was provided by a variety of activities across numerous platforms.

These exercises enabled the pupils to participate actively in the upcoming classes. These kinds of exercises should never stop to foster greater comprehension of any subject being taught. They can even serve as warm-up exercises for the material to be addressed. It might be argued that the exercises and instructional videos available on many platforms allowed students to practice actively, which was good in helping them better understand each subject.

Traversing through these sections of Chapter III, a comprehensive panorama of the study's outcomes takes shape. The collective analysis of the diagnostic test, survey, and post-test contributes to a nuanced understanding of the intricate interplay between digital resources and language



education. These results not only shape the narrative of this study but also reverberate with broader implications for the integration of technology in enhancing grammar skills among second-year baccalaureate students.

Several viewpoints from many authors were considered in the development of this project, which is where the concept of changing the learning process in an active way started. The use of didactic digital tools like Kahoot, Socrative, and Liveworksheets in the field of teaching English as a foreign language (EFL) has been revolutionary and has had a lasting impact outside of the traditional classroom (Bratel, Kostiuk, Okhrimenko, & Nanivska, 2022).

As was mentioned in the research *Digital Tools for Teaching and Learning English Language in 21st Century*, through the active engagement of students in language learning and the motivation to gain English language skills in a practical and realistic setting, modern technology encourages and directs students to speak with one another (Dash, 2022).

With the help of these gamified tools, students are prompted to actively engage in language learning exercises, which helps them retain vocabulary, grammar, and comprehension abilities in an enjoyable way. Because of this, these didactic digital tools are excellent additions that encourage students to stay involved in the English language outside of the classroom. This helps EFL students improve their language proficiency and communication abilities.

According to some professionals, action research is really necessary for educators to make some changes in the classroom by using different strategies that can be helpful in the practice (Efron & Ravid, 2019). This project can be deemed practicable considering the above remark because students' daily lives in this modern period involve the use of technological tools. Moreover, the



viability of the study will be accomplished with the instruments used in the data collection phases, which will provide information related to the use of the technologies in the classroom. In particular, the information will show the effects of Mentimeter, Kahoot, Socrative, and The British Council tools in grammar instruction teaching. These tools will be of great benefit to the students since they promote the development of the student's language skills and improve their learning outcomes (Toledo, 2017)

Kahoot is a game-based student response system that brings different advantages to the Learning-Teaching process. In accordance with some research, Kahoot promotes a classroom dynamic that engages the students more than the traditional one, and it also helps to reduce the anxiety levels in the students. (Bawa, Watson, & Watson, 2018) Moreover, the application in classes provides several advantages such as the creation of content and playing of quizzes to assess the students in a competitive and fun space to learn, which will increase class attendance and score on tests (Wang, 2020). As a result, the use of it in the learning process will improve the learning outcomes of the students.

As stated before, The British Council offers language lessons, drill sessions, and cultural resources. This exercise will help students with clear grammar explanations and practice exercises to test their understanding across the different levels. Moreover, the resource provides immediate feedback, with an in-depth explanation, to the students. The British Council affirms that the revision and practicing of grammar will increase the confidence of the students and the language level. (Grammar | LearnEnglish. (2017))



Liveworksheets include activities such as multiple-choice questions, fill-in-the-blank, crosswords, matching games, and more. Some strengths that were found in a review on the website are the accessibility for teachers and students, immediate feedback correction, diversified task types, and flexibility (Prabjandee, 2023). The resource has shown to be helpful in the increase of engagement, improvement of academic performance, and ownership of their process of learning (Widiantho, Hia, & Sinar, 2023).

Mentimeter has been seen as a tool that will help to promote opinion, engagement in discussion, and voicing of concerns of the students (Vallely & Gibson, 2018). This can state that the Mentimeter tool has been proven to engage students in EFL classes. Some aspects that have been improved are expression of opinion, asking questions, increasing vocabulary learning, and collaboration (Samad &, 2022).

Socrative can be defined as a web-based platform. This tool can be used for the assessment of the students, as stated by (Alharbi, 2020). Socrative was found to be positive, encouraging, and supportive now of assessing students. Other factors such as sharing of individual opinions, peer and teacher-student interaction increase, checking of progress, opinions, and comprehension, and immediate response are positive factors that students can find now of using the Socrative app (Yoon, 2017).

As it can be inferred, the use of technology is of great interest to students. Moreover, they bring a different method of learning which increases their motivation and engagement. Moreover, the implementation of the apps provides several advantages not only for the students but for the



teaching. Consequently, it can be said that the Teaching and Learning process benefits from the technology.

3.9 Limitations in the study

This proposal is based on technology, however, the activities were not developed in class due to a lack of internet, for this reason, all the tasks were uploaded in Classroom platform where the students could find all the information, links, videos, and reinforcement activities to work after school. This is why, after learning and doing several exercises in class, they were expected to finish these assignments at home. The authorities' and the parents' consents were required to proceed with this proposal since they were minors.

Most of the students gave their practices their best effort, but few were unable to finish all the tasks, which is why they received a lower grade overall.

A limited number of activities were implemented in the classroom to encourage students, resulting in a positive experience for all. Nevertheless, numerous activities are hindered by the absence of internet in the classroom, and some students find it difficult to avoid being distracted by their phones, which is why cell phone use is prohibited in the classroom.

3.10 Benefits of the implementation of the proposal

The proposal has some possible advantages, such as:

Improved grammatical: The goal of applying digital tools is to raise the grammatical proficiency of second-year baccalaureate students. The idea is to use technology into language instruction to improve students' use of grammatical structures.



Improved Learning Experience: It is projected that students' academic performance, engagement, and learning experience will all benefit from the use of digital didactic tools. The proposal aims to provide light on the potential benefits of using digital resources to enhance grammar skills and make meaningful contributions to the field of language instruction.

Practical Contributions: The idea aims to make practical contributions by presenting imaginative tasks that motivate students to learn languages. It seeks to give students rapid access to information, expedited learning, and technologically advanced interactive learning opportunities.

Comprehensive understanding: The mixed-method approach employed in the research technique aims to give a comprehensive understanding of the studied issue by combining quantitative and qualitative methods. This approach offers a more thorough understanding of the research question and permits a more in-depth examination of the value of digital resources for language learning.

The goal of the project is to enhance students' language proficiency, engagement, and overall learning process by incorporating digital resources and innovative teaching methods.

Answer to the Hypotetical Question

The goal of the project is to enhance students' language proficiency, engagement, and overall learning process by incorporating digital resources and innovative teaching methods.

There could be a big change with the use of technology both inside and outside the classroom. By fusing conventional methods with technology, this study helped raise students' attention and interest levels.



A strategy to assist students in improving their performance and enthusiasm in learning the language was investigated in light of the diagnostic evaluation results, as many students expressed distaste for English as a result of their poor performance. Nevertheless, they were able to enhance their understanding and feel more confident thanks to this program.

As a result of the pandemic, teachers were able to learn several tools to help them work with pupils virtually. Because of this, it was necessary to use technology in the classrooms once again, taking into account the needs of the students who rely on their laptops, tablets, and mobile phones. Online games and activities are not possible in public schools due to outdated technology resources not being available to all pupils.

Thanks to authorities and parents, this project could be completed, which was used to support classroom instruction. We used online games and activities to help students gain a deeper comprehension of each topic at the conclusion so they could easily continue to advance their study. Consequently, the final examination showed how the students' performance had improved, they were motivated, and they showed a want to learn more.

The majority of students participate in class and exhibit the courage to ask questions when something is unclear, which is another indicator of their improvement.

When having no technology, a good option is to work with the only resources such as group work with students who have technology so that they can work collaboratively and when facing a challenge with their classmates, they demonstrate more competitiveness and make the activities become exciting. Thus enjoying meaningful learning.



To sum up, this document concerns whether or not second-year baccalaureate students' grammatical skills could be enhanced by the use of digital resources. The study indicates that students' grammatical skills can be successfully improved by incorporating online resources, such as digital didactic tools. The study expects that using online resources to engage students in an engaging and instructive way will improve their comprehension of grammar structures. Technology is emphasized as a learning catalyst that encourages students to study in an engaging but instructive way. One example of this is Google Classroom, a platform which can contain different significant material and activities to be worked. Thus, it is thought that the use of digital resources can enhance students' grammatical knowledge and general language competency based on the research findings and theoretical framework.

CONCLUSIONS

The proposal attempts to solve the difficulties second-year baccalaureate students face when using English grammar structures. It suggests incorporating digital resources to improve pupils' general proficiency with grammar. Using a mixed-method approach, the study methodology collects data from students through surveys, diagnostic and final tests. By introducing creative activities in Kahoot, Mentimeter, Grammar In, and Liveworksheets, inspire kids to study the foreign language, the project aims to make a useful contribution. The ethical considerations document demonstrates a careful approach to research methodology that places a high priority on participant wellbeing.

The main goal of the project is to use innovative teaching methods and digital tools to



enhance students' language proficiency, degree of involvement, and overall learning experience.

With the help of technological resources, students were able to practice in an amusing style and felt more motivated and capable of understanding the material.

A well-structured lesson plan allowed for the effective use of a variety of visuals, videos, and other resources to capture students' interest and substantially improve language acquisition. Students were able to collaborate, actively participate, and receive error correction to help them acquire language skills.

After receiving feedback, the students showed signs of increased confidence, demonstrating that it was able to assist them in acknowledging their accomplishments and then motivate them to continue learning.

RECOMMENDATIONS

Teachers must be creative and prepared for any educational activity they engage in. This means that they must always be aware of the demands of the different student groups they work with.

Including visual aids in the learning process will help pupils become more engaged and improve comprehension. In this manner, kids feel more comfortable contributing in class right now.



Technology is now an integral part of the lives of both educators and students, encouraging them to use it as a foundation of motivation for everyone in the community and as a vital tool for preparing kids for the future.

The suggested methodology should be put into practice in order to help the educational establishment. It might be used in lower-level classes to encourage participation and learning, which would eventually boost students' grades in higher-level classes. Additionally, it's critical to promote student engagement and learning by incorporating cutting-edge teaching strategies with digital resources.

Error correction improves students' capacity to identify their own errors, helps teachers monitor their progress, and motivates students to work together to ensure comprehension while they are learning. Teachers can also benefit from knowing what strategies to employ based on students' responses.

Students who receive positive feedback will feel more at ease taking part in class activities. Instead of completing the project just to receive an adequate result, it helps students understand the significance of using language correctly.



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ANNEX 5:

ANNEX 5: Independent Variable chart

INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Digital Didactic Resources (DDR)	Digital Didactic Resources refer to educational materials and tools that are available in digital format, such as online platforms, applications, software, and multimedia resources, designed to facilitate teaching and learning activities.	Vocabulary review	Previous knowledge in class.	Never Rarely Sometimes Often Always
			Participation motivation.	
		Teacher's assisted learning	Motivation and purpose of the study.	
			Learning from mistakes.	
			Managing responsibility in and out of the classroom.	
		Interactive activities	Game based learning.	
			Learning possibilities.	
		Technological tools	Efficiency to learn languages with technology.	
			Use of tech tools to reinforce meaning	

ANNEXES 6:

ANNEX 6: Dependent Variable chart

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Teaching Learning Grammar Process	Teaching Learning Grammar Process refers to the instructional and learning activities, strategies, and approaches used by teachers and students to acquire and develop grammar skills in the context of English language education.	Instructional Methods:	Observation of instructional methods	Never Rarely Sometimes Often Always
		Student Engagement:	Documentation of student engagement in grammar-related activities	
			Assessment and	





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		Feedback	assessment results and feedback	
		Application of Grammar Skills	Evaluation of students' written and spoken English	

ANNEX 7: : Student's Survey

Grammar Resources for Second Year of Bachillerato

The Objective of this survey is to improve the teaching/learning process and to identify the best suitable app and tool to enhance grammar skills. This investigation is part of a Master degree program in Pedagogy of English as a Foreign Language and this is volunteer collaboration.

Read the instructions carefully and answer.

mirodasage@gmail.com [Cambiar de cuenta](#)

* Indica que la pregunta es obligatoria

Correo *

Tu dirección de correo electrónico:

Write your name and last name. *

Tu respuesta:

1. The most difficult part to develop your writing is... *

a. insufficiency of vocabulary

b. lack of comprehension

c. cohesion of ideas

d. sentence structure

2. The best way to practice writing for you is in the traditional way and using technological tools. *

a. always

b. usually

c. sometimes

d. rarely

e. never

3. I use digital platforms to reinforce English. *

a. always

b. usually

c. sometimes

d. rarely

e. never

4. I use digital resources like videos, online worksheets to reinforce English. *

a. always

b. usually

c. sometimes

d. rarely

e. never

5. I enjoy using digital tools like kahoots, liveworksheets, mentimeter, videos, karaoke. *

a. always

b. usually

c. sometimes

d. rarely

e. never

6. Which of the following Apps have you used before? *

a. 

b. 

c. 

d. other

<https://forms.gle/VVmy5LF1QMgfZZXs7> (Survey Link)



La Universidad para todos



ANNEX 8: Diagnostic Test

DIAGNOSTIC ASSESSMENT

INFORMATIVE DATA:			
TEACHER'S NAME: <u>Lcda. Silvia Chamba</u>		SUBJECT: <u>English</u>	Academic Year
STUDENT'S NAME:		LEVEL: <u>Bachillerato</u>	Number <u>5a</u>
Course: <u>Ind. "A-C"</u>		Type of assessment: <u>Diagnostic</u>	
Parcial: <u>1st</u>	Quimestre: <u>1st</u>	DATE:	
ASSESSMENT INDICATORS:			
Learners can produce emails, blog posts and other written texts. LEFL.5.13.1. (J.3, S.3, I.2)			
LEFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by using themes in alternative ways and applying self-correcting and self-monitoring strategies when needed (I1, I.3, J.4)			
Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics. Ref. LEFL. 5.10.1. (I.1, I.2, S.2)			
ITEMS			
1. Answer the questions with the correct verbal tenses			
Susan <u>is</u> my new friend. is am are	I <u>am</u> a very good driver. is am are	My neighbors <u>are</u> very noisy. is am are	Susan and Mike <u>are</u> my parents. is am are
Luke and Tom <u>are</u> actors. is am are	Your black cat <u>is</u> in the garden. is am are	They <u>are</u> my best friends. is am are	I <u>am</u> sure. are is am
We <u>are</u> working in Cuenca. am working is working are working	Jamie <u>is</u> riding a black bike. am riding are riding is riding	You <u>are</u> walking very fast. is walking are walking am walking	I <u>am</u> cleaning my home right now. am cleaning are cleaning is cleaning
<u>Are</u> they coming over for dinner? is Are Am	Maxwell <u>is</u> not sleeping on our sofa. is are am	Why <u>isn't</u> he playing football tomorrow? he not is he isn't isn't he	They are <u>opening</u> a new shopping mall downtown. opening are opening is opening
Mechanics usually <u>start</u> work at nine o'clock. Start starts	My cousin Peter <u>lives</u> in France. live lives	<u>Does</u> The village bank open at eight o'clock in the morning? Do Do Do	Susan <u>doesn't sell</u> toys and clothes for children. doesn't sells doesn't sell
I usually <u>have</u> coffee and toast for breakfast. have has	Mike <u>repairs</u> old cars. Repairs repair	This museum <u>contains</u> dozens of paintings. Contains contain	She <u>plays</u> volleyball after school. plays play

dos)





2. Write the following verbs in third person.

Live		Buy		Carry	
Study		Arrive	Arrives	Sell	
Call		Write		Have	
Take		Go		Watch	

3. READING:

Instruction: Lea y escoja la respuesta correcta.

My Wonderful Family

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

Please answer the following questions of understanding: Choose the correct answer

<p>My mother is a...</p> <p>a Nurse</p> <p>b Writer</p> <p>c Doctor</p> <p>d Waitress</p>	<p>My house is near the...</p> <p>a City</p> <p>b Mountains</p> <p>c Italy</p> <p>d Monastery</p>	<p>How old was I when my grandmother came?</p> <p>a Ten years old</p> <p>b Two years old</p> <p>c Just born</p> <p>d Three years old</p>
<p>On the weekends, we...</p> <p>a Clean the house</p> <p>b Play board games together</p> <p>c Go to a movie</p> <p>d Cook pasta</p>	<p>My sister is kind, but also...</p> <p>a Mean</p> <p>b Nervous</p> <p>c Quiet</p> <p>d Strong</p>	

4. WRITING: **Instruction:** Escriba un párrafo con el tema seleccionado, utilizar los signos de puntuación, vocabulario, respetar las estructuras gramaticales

Write a short paragraph of 50-70 words describing your definition of the word "family". Pay close attention to your tenses. **The word family is the word most named in the world since family is the main source for our life. the children come...**

5. SPEAKING INTERACTION: **Instruction:** Record and audio and send it by Google Classroom.

Grábete respondiendo estas preguntas en voz alta las siguientes preguntas y sábele tu audio con google classroom

1. What are your favorite free time activities?
.....
2. Tell something about your family.
.....
3. What is your favorite food?
.....
4. Where do you want to live?
.....
5. How many real good friends do you have?
.....

Created by:	Checked by	Approved
Teacher	Pedagogical Coordinator	Vice Principal
Dr. María Guzmán	Dr. María Chumbra	Dr. Fernanda Cuervo

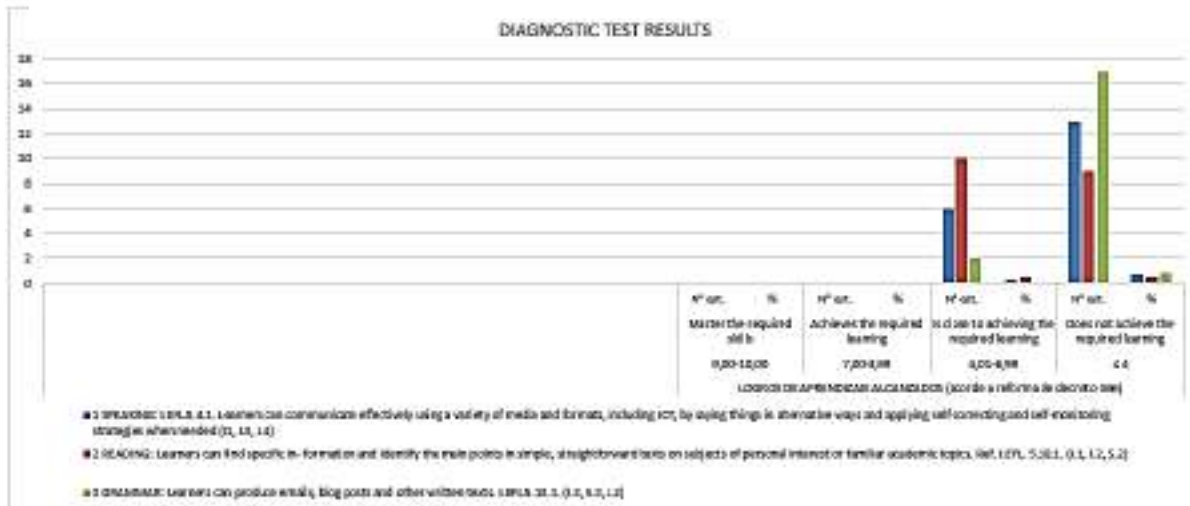




ANNEX 9: Diagnostic Test Results Table

		Master the required skills		Achieves the required learning		Is close to achieving the required learning		Does not achieve the required learning	
		Nº est.	%	Nº est.	%	Nº est.	%	Nº est.	%
		1	SPEAKING	0,00	0,00%	0,00	0,00%	6,00	32,00%
2	READING:	0,00	0,00%	0,00	0,00%	10,00	53,00%	9,00	47,00%
3	GRAMMAR	0,00	0,00%	0,00	0,00%	2,00	11,00%	17,00	89,00%
AVERAGE OF THE PERCENTAGES:		0,00%		0,00%		32,00%		68,00%	

ANNEX 10: Diagnostic Test Graph





Annex11:

ANNEX 11: Post Test-Final test

Final Test Developed in Google Forms

Name: _____
Class: _____
Date: _____



Read carefully and develop the following questions.

1. **Messi _____ the best soccer player.**
 - a. Is
 - b. Are
 - c. Am
2. **They _____ good students.**
 - a. Are
 - b. Is
 - c. Am
3. **I _____ in my best moment.**
 - a. Am not
 - b. Is not
 - c. Not am
4. **_____ you going to the party toning?**
 - a. Is
 - b. Am
 - c. Are
5. **_____ she in the park?**
 - a. Is
 - b. Am
 - c. Are
6. **Miss Montreal _____ in a hospital**
 - a. Works
 - b. Work
 - c. Works
7. **The ladies _____ the crime.**
 - a. Investigating
 - b. Investigates
 - c. Investigate
8. **My little brother _____ healthy food.**
 - a. Doesn't eat
 - b. Not eat
 - c. Don't eat
9. **The students _____ to their science class.**
 - a. Doesn't go
 - b. Don't go





ANNEX 13: Lesson Plans_ Proposal

UNIDAD EDUCATIVA "ADOLFO VALAREZO" "Educamos en democracia con miras a la excelencia"		ANO LECTIVO 2023 - 2024			
DIDACTIC UNITS					
1. INFORMATIVE DATA:					
Teachers: Leda Silvia Chamba		Area: Foreign Language	Subject: English		
Didactic Unit:	1	Titulo de la Unidad:	Weeks: 1 weeks		
Course:	2nd	Paralelos: A-F	Starting Date: August 28 th , 2023		
Values: Justice, Love, Innovation toward our daily life			Ending Date: September 1st, 2023		
OBJECTIVES: By the end of this session, students will be able to use the verb 'to be' in affirmative sentences correctly.					
PLAN:	PERFORMANCE CRITERIA SKILLS	ASSESSMENT INDICATORS	METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING.	RESOURCES	ASSESSMENT ACTIVITIES TECHNIQUES INSTRUMENT
USE AFFIRMATIVE SENTENCE S	Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: starting over) Eaf. EFL 5.1.11  	LEFL.3.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed (L1, L3, L4)	Introduction (5 minutes): <ul style="list-style-type: none"> Welcome the students and introduce the topic. Explain that today's lesson will focus on the verb 'to be' in affirmative sentences. Warm-Up (5 minutes): <ul style="list-style-type: none"> Show examples of affirmative sentences using 'to be' on the board. Ask students to identify the subject 	<input type="checkbox"/> Whiteboard or chalkboard <input type="checkbox"/> Markers or chalk <input type="checkbox"/> Projector for Kahoot <input type="checkbox"/> Computers/tablets for students with internet access <input type="checkbox"/> Kahoot quiz created.	Technique: Formative Assessment Instrument: Kahoot Quiz
			and the form of "to be" in each sentence. Teaching the Verb "To Be" in Affirmative Sentences (15 minutes): <ul style="list-style-type: none"> Explain that "to be" has three forms: am, is, are. Provide examples for each form: <ul style="list-style-type: none"> I am a student. She is a doctor. They are teachers. Encourage students to repeat the sentences after you. Invite to students watch the video about affirmative sentences. Practices(10 minutes): <ul style="list-style-type: none"> Have students work in pairs or small groups to create their affirmative sentences using "to be." Circulate and provide assistance as needed. Kahoot Quiz (5 minutes):		



			<ul style="list-style-type: none"> Share the Kahoot quiz link on Google Classroom. Have students join the game and answer questions related to affirmative sentences with "to be." <p>Discussion and Review (5 minutes):</p> <ul style="list-style-type: none"> Review the correct answers to the Kahoot quiz. Address any questions or doubts students may have. <p>Homework:</p> <ul style="list-style-type: none"> Assign homework, writing five affirmative sentences using "to be." through Live worksheets. 		
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ANNEX 14: : Lesson Plans_ Proposal

		UNIDAD EDUCATIVA "ADOLFO VALAREZO" "Educar en democracia con miras a la excelencia"		ANO LECTIVO 2023 - 2024	
DIDACTIC UNITS					
I. INFORMATIVE DATA:					
Teachers: Leda Silvia Chamiza			Area: Foreign Language		Subject: English
Didactic Unit: Course:		1 2nd		Título de la Unidad: Paralelos: A-F	
Values: Justice, Love, Innovation toward our daily life.				Weeks: 1 week Starting Date: September 4 th , 2023 Ending Date: September 8 th , 2023	
OBJECTIVES: By the end of this session, students will be able to form and answer WH-questions using the verb "to be."					
PLAN 14	PERFORMANCE CRITERIA SKILLS	ASSESSMENT INDICATORS	METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	RESOURCES	ASSESSMENT ACTIVITIES TECHNIQUES INSTRUMENT
WH-questions using the verb "to be."	EFL 5.1.7. Interpret and demonstrate knowledge of aural and oral communication through by applying them in appropriate contexts (Example: use of stress, intonation, pace)	Learners can interpret and demonstrate knowledge of aural and oral communication by applying them in appropriated contexts. (EFL 5.2.1. (1), 16, 31, 37)	<p>Review of Yes/No Questions (5 minutes):</p> <ul style="list-style-type: none"> Start the session with a quick review of yes/no questions with "to be." <p>Introduction to WH Questions (5 minutes):</p> <ul style="list-style-type: none"> Explain that today's focus will be on forming and 	<ol style="list-style-type: none"> Whiteboard or chalkboard Markers or chalk Projector for Mentimeter Computers/tablets for students with internet access Mentimeter presentation 	<p>Technique: Formative Assessment</p> <p>Instrument: Mentimeter Presentation</p>



			<p>answering WH questions with "to be."</p> <ul style="list-style-type: none">• Provide examples:<ul style="list-style-type: none">◦ Who is she?◦ What are they doing?◦ Where is he from? <p>Teaching WH Questions (15 minutes):</p> <ul style="list-style-type: none">• Explain how to form WH questions with "to be."• Provide examples and encourage students to practice:<ul style="list-style-type: none">◦ Who am I?◦ Where is my mom?◦ Where are they from? <p>Mentimeter Presentation (19 minutes):</p> <ul style="list-style-type: none">• Share the Mentimeter presentation on Google Classroom.• Ask students to access the presentation on their devices.• Use Mentimeter to create interactive WH questions related to "to be." For example,	created in advance)	
			<p>ask them to answer questions like, "Where are you from?" or "What is your name?" in real-time.</p> <p>Discussion and Review (5 minutes):</p> <ul style="list-style-type: none">• Review the responses from the Mentimeter presentation.• Address any questions or doubts students may have. <p>Application and Role-Play (5 minutes):</p> <ul style="list-style-type: none">• Have students engage in role-play activities where they use both yes/no and WH questions with "to be." <p>Homework:</p> <ul style="list-style-type: none">• Assign homework, such as writing five WH questions with "to be" through Live worksheets		





ANNEX 15: : Lesson Plans_ Proposal

UNIDAD EDUCATIVA "ADOLFO VALAREZO" "Educar en democracia con miras a la excelencia"		AÑO LECTIVO 2023 - 2024			
DIDACTIC UNITS					
I. INFORMATIVE DATA:					
Teachers: Loña, Silvia Chamba		Area: Foreign Language	Subject: English		
Didactic Unit:	1	Título de la Unidad:	Weeks: 1 week		
Course:	2nd	Paralelos: A-F	Starting Date: September 26th 2023		
Values: Justice, Love, Innovation toward our daily life			Ending Date: October 29th, 2023		
OBJECTIVES:					
By the end of this session, students will be able to construct and use WH questions in the simple present tense with other verbs.					
PLANS	PERFORMANCE CRITERIA SKILLS	ASSESSMENT INDICATORS	METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING.	RESOURCES	ASSESSMENT ACTIVITIES TECHNIQUES/INSTRUMENT
WH Questions with Other Verbs in Simple Present Tense	EPL 5.6.4. Read aloud with confidence, accuracy, fluency and expression to discuss/translate/understand and to convey an interpretation of meaning.	Learners can demonstrate and convey different levels of meaning in literary texts, interpreting implicit and explicit messages and responding in variety of ways. (L3, L4, L5) Ref. LEPL-4-171.	<p>Review of Yes/No Questions (5 minutes):</p> <ul style="list-style-type: none"> Start the session with a quick review of yes/no questions in simple present tense. <p>Introduction to WH Questions (5 minutes):</p> <ul style="list-style-type: none"> Explain that today's focus will be on forming WH questions in the simple present tense with other verbs. Present examples using different verbs: 	<ol style="list-style-type: none"> Whiteboard or chalkboard Markers or chalk Projector for Mentimeter Computers/tablets for students with internet access Mentimeter presentation created in advance 	<p>Techniques: Formative Assessment</p> <p>Instrument: Socratic</p>
			<ul style="list-style-type: none"> What do you like? Where does he go? <p>Teaching WH Questions (15 minutes):</p> <ul style="list-style-type: none"> Explain how to form WH questions in simple present tense. Provide examples and encourage students to practice: <ul style="list-style-type: none"> Who sings songs? What do they eat? <p>Socratic Quiz (10 minutes):</p> <ul style="list-style-type: none"> Share the Socratic quiz link on Google Classroom. Ask students to access the quiz on their devices. Create a Socratic quiz that includes questions related to forming WH questions with other verbs in simple present tense. 		



			<p>Discussion and Review (5 minutes):</p> <ul style="list-style-type: none">• Review the responses from the Socratic quiz.• Address any questions or doubts students may have. <p>Application and Role-Play (5 minutes):</p> <ul style="list-style-type: none">• Have students engage in role-play activities where they use both <i>yao'no</i> and WH questions with other verbs. <p>Homework:</p> <ul style="list-style-type: none">• Assign homework, such as writing five <i>yao'no</i> questions and five WH questions in simple present tense using other verbs on British Council.		
DEVELOPED		VALIDATED		APPROVED	
Teachers:		Pedagogical Tutor UBE:		Mgtr. Fernando Orampo	
Lcda. Silvia Chamba					

Annex: 16

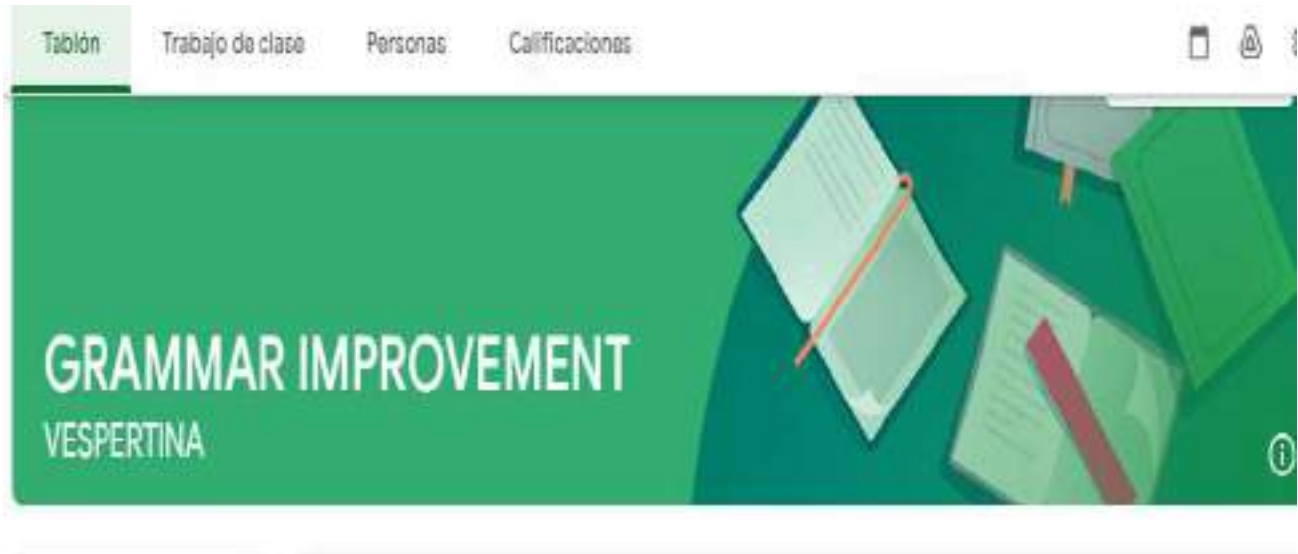




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ANNEX 16: Classroom Platform_Picture



ANNEX 17: : Classroom Platform_Picture

 **TO BE AFFIRMATIVE (SIMPLE PRESENT)** 

Mirian Palaguachi Espinoza • 21 jul 2023 (Última modificación: 20 oct 2023)

Pay attention to the video:

	VERY, VERY BEGINNER LESS... Video de YouTube - 2 minutos		AdaptedMind https://www.adaptedmind.com/Ma
	The Verb To Be exercise Liv... https://www.fiveworksheets.com/w		Choose game mode - Kahoot! https://play.kahoot.it/v2/lobby?quiz



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ANNEX 18: : Classroom Platform_Picture



TO BE NEGATIVE FORM

Mirian Palaguachi Espinoza • 16 oct 2023

100 puntos

Develop the following activities



VERB TO BE - NEGATIVE FO...
Video de YouTube • 0 minutos



Loading kahoot - Kahoot!
<https://play.kahoot.it/v2/?quizId=97>



Verb to be Negative worksh...
<https://www.liveworksheets.com/w>

ANNEX 19: : Classroom Platform_Picture

TO BE - INTERROGATIVES (YES/NO QUESTIONS)

Mirian Palaguachi Espinoza • 20 oct 2023

100 puntos

Watch the video and develop the activities.



VERB TO BE. INTERROGATIV...
Video de YouTube • 3 minutos



Voting
<https://www.menti.com/aldmskysz/>



Verb to be - Interrogative fo...
<https://www.liveworksheets.com/w>



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ANNEX 20: : Classroom Platform_Picture



TO BE WH- QUESTIONS

Mirian Palaguachi Espinoza - 20 oct 2023

100 puntos

Watch the video and develop the activities:



Preguntas con Wh con el Ver...
Video de YouTube • 5 minutos



Wh questions with the verb ...
<https://www.liveworksheets.com/w>



Voting
<https://www.menti.com/alrwag3qqj>

ANNEX 21: : Classroom Platform_Picture



SIMPLE PRESENT TENSE AFFIRMATIVE

Mirian Palaguachi Espinoza • 21 jul 2023 (Última modificación: 20 oct 2023)

Watch the video and be ready to practice in class:



Simple Present - Grammar ...
Video de YouTube • 4 minutos



Loading kahoot - Kahoot!
<https://play.kahoot.it/v2/?quizid=9f>



Socrative
<https://b.socrative.com/teacher/#fr>



Present simple affirmatives ...
<https://www.liveworksheets.com/w>



Present simple affirmative L...
<https://www.liveworksheets.com/w>



Simple Present - Affirmative...
<https://www.liveworksheets.com/w>



ANNEX 22: : Classroom Platform_Picture



SIMPLE PRESENT NEGATIVE SENTENCES



Mirian Palaguachi Espinoza · 20 oct 2023

100 puntos

Watch the video and develop the activities.



NEGATIVE FORM OF PRESE...
Video de YouTube · 4 minutos



Simple Present Tense Negati...
<https://www.liveworksheets.com/w>



Present simple - negative se...
<https://www.liveworksheets.com/w>



Socrative
<https://b.socrative.com/teacher/#i>

ANNEX 23: : Classroom Platform_Picture



SIMPLE PRESENT INTERROGATIVE FORM



Mirian Palaguachi Espinoza · 20 oct 2023

100 puntos

Watch the video and develop the activities.



¿ Cómo hacer oraciones IN...
Video de YouTube · 3 minutos



Present simple interrogative...
<https://www.liveworksheets.com/w>



Voting
<https://www.menti.com/aluzuwtaw>





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TRIBUNAL PROYECTO DE TITULACIÓN

(Permite dejar constancia de los miembros del tribunal)

**Nombre y Apellidos
Presidente**

**Nombre y Apellidos
Secretario (a)**

**Nombres y Apellidos Profesor (a) tutor (a)
del Proyecto de Titulación**



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