



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**“STUDENTS’ PERCEPTION OF USING THE BRITISH COUNCIL APP WHEN
LEARNING THE VERB TO BE IN A PUBLIC HIGH SCHOOL”**

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Puebla, México

Marzo, 2024

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Dedications

I dedicate this thesis to all my family who have supported me to fulfill my professional and personal goals as a student and teacher to not give up.

To my wife Liz, who motivates me to keep improving both professionally and personally and also gets the best out of me every day. Thank you for your patience, motivation, and support, throughout my studies. I really cherish your help, love and effort and for being part of my life.

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“Education is the most powerful weapon which you can use to change the world.”

-Nelson Mandela

Abstract

The subject of English is neither enjoyable nor interesting for many high school students. Therefore, it remains a constant challenge for EFL teachers to engage students in activities to motivate and encourage their learning. Therefore, this research was conducted in a public high school to investigate students' perception regarding an app for learning the verb to be. The objective was to explore students' perceptions about the "The British Council" app to obtain information whether this app could help students learn the correct use of the verb "to be". Also, the intention was to explore the advantages and disadvantages of using this app inside and outside the classroom and determine if using the app, in combination with an instructional teaching strategy, could motivate students to learn English grammar.

This study followed a quantitative approach through two tests (a pretest and a post test) applied to 19 high school students to compare results regarding their language knowledge before and after using the app. Most of them reported to have a limited knowledge of English. Also, two exit surveys were applied, one for the participants and one for the Head teacher to collect data from their perceptions and opinions about the app. The results reveal factors that influence the performance of students in learning and practicing the verb "to be" such as the confidence and engagement which improve students' performance. Although mobile devices may create opportunities in the teaching-learning process of the English subject, there are still limitations for their use in the classroom. Nevertheless, mobile devices can work as a support tool to help students meet their learning objectives in their English class.

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Chapter I

Introduction

Information and Communications Technology (ICT) tools and devices, such as cell phones, computers, projectors or even learning applications (apps) have become important tools for teaching and learning in almost any educational system, but more importantly, they have become part of our everyday life. The world has become globally interconnected thanks to technology and the internet, which allow the interaction between different cultures. People who wish to learn something new can use different tools whether to do their homework, clarify a doubt or learn and practice a foreign language. People can learn or practice a foreign language by using different apps that include enough visual material such as videos, flashcards, and specific activities to reinforce the knowledge.

Richards and Rodgers (1999) argue that learners have their own learning style, linguistic knowledge, and individual pace for learning and development. Therefore, classrooms involve learners with different abilities. Tomlinson (2001) points out that students of the same age have different learning abilities, due to their personalities, preferences, and learning aptitudes. Among the most popular models of learning styles there should be highlighted Dunn's learning styles model (Dunn, Dunn & Price, 1989), and Kolb's Learning Styles Inventory (1985).

Dunn (1999) states that a learning style is how a learner concentrates, processes, assimilates, and retains new and challenging information. It is important to determine what is most likely to activate students' concentration, and be able to maintain it and respond to their natural processing style in order to obtain long-term memory and retention. The

Learning Styles Inventory (LSI) by Kolb (1985), is a model that perceives the learning processes of each student differently, divided into two dimensions: perception mode (concrete to abstract) and processing mode (active experimentation to reflective observations). The LSI model classifies participants into four types: divergers (characterized as concrete, and reflective), assimilators (commonly associated with abstract and reflective learners), convergers (abstract but active), and accommodators (considered as concrete and active).

According to Ormrod (2008), some cognitive styles and dispositions appear to have an impact on the ways in which students learn. For some, learning seems to work best when information is presented in words (verbal learners), while others seem to learn best when it is presented in pictures (visual learners). Therefore, teachers are taught that students have unique learning styles and instruction must be adapted to those learning styles. However, this is complicated due to classroom overcrowding, school infrastructure or even students' emotional problems, even more so when students have multiple English levels.

Pawlak, Waniek-Klimczak, and Majer (2011) mention that learning a foreign language is not easy as it requires the development of listening, reading, writing, and speaking, to use in a natural way. In this sense, learners should take advantage of current technology to face this problem. Researchers have tried to engage students into the game-based vocabulary learning approach by bringing vocabulary learning content into digital activities with game rules, social interactions, challenges, and instant feedback as a counterpart to the conventional vocabulary learning approach (Castañeda & Cho, 2016; Chen et al., 2018, cited in Lin et al., 2020).

Mobile educational apps can assist learners of all ages and educational levels to achieve a variety of goals, including their language acquisition. Al-Jarf (2022) explains that students learning English can consult and download multiple specialized mobile dictionaries on cell phones or tablets and by giving students access to unlimited digital content and resources teachers and schools have the opportunity to enrich students' learning and develop their digital skills for the high-tech world we live in today. Therefore, this thesis project aims to analyze the perception of students on the use of The British Council app in the learning of the verb "to be" in a high school, in the city of Puebla. The purpose is to explore how this app gives students the opportunities to construct ideas, opinions, and arguments through a Game-based learning approach, which can be the key to academic success for English language learners and their pedagogical implications for teaching and learning.

1.1 Rationale for the topic selection

In March 2020, the first cases of Coronavirus were reported in Puebla. Authorities nationwide declared quarantine, and to mitigate the spread of COVID-19, schools had to close (Pokhrel & Chhetri, 2021). Due to the restrictions ordered by the Ministry of Health throughout the country, teachers faced the challenge of implementing new methods to teach their classes. The year 2020 represented a great challenge, Castro et al. (2020, cited in Senthil Kumaran & Periakaruppan, 2023) stated that we understood the importance of technological advancement and its role to overcome the Covid-19 pandemic. Other authors considered that, because of the global impact of the coronavirus, the educational sector had to face educational changes as well, in order to avoid setbacks in education (Marinoni et al., 2020, cited in Senthil Kumaran & Periakaruppan, 2023).

Faced with this problem, online classes had to be organized at all educational levels, from preschool to universities, causing traditional learning models to adapt and in the process, creating the transition to online teaching and learning activities (Lemay, Bazelais & Doleck, 2021). This situation highlighted a variety of limitations, such as the inadequate online teaching infrastructure, limited experience of teachers in online teaching, information deficit, an environment that was not conducive to home learning, neutrality, and academic excellence as regards higher education (Pokhrel & Chhetri, 2021). In addition, young learners studying from home suffered psychological and emotional problems and as a result, they were unable to concentrate productively on their studies.

Even with the availability of a wide range of online educational platforms and tools, educators and students encountered repeated difficulties when using them. Despite these options, Murgatroid (2020) points out that the main challenges of e-learning are accessibility, affordability, flexibility, learning pedagogy and continuing learning. For example, problems with reliable internet connection and access to digital devices whether in a classroom, work, or at home can affect learning. Additionally, families may be unable to buy online learning devices, which could be a risk of exclusion for these students and their learning opportunities. Therefore, young learners are driven to find a way to actively involve themselves in offline activities and self-directed learning. Therefore, I want to emphasize that technology has enormous potential for teaching and learning skills and the reason to conduct this research is to explore the perspective of students regarding the didactic use of mobile devices, platforms and apps beyond fun, and entertainment.

1.2 Significance of the study

During the pandemic, I had the opportunity to upgrade myself by using many technological resources that facilitated my work. Ever since, I have learned the importance of ICT at work, school, or home. Therefore, this research is important for my professional growth, to contribute to the teaching-learning process in my school after the pandemic, and because of my belief that teachers must constantly innovate their practices to make a difference.

This study aims to analyze if “The British Council” app is useful to help students to improve their English by focusing on the verb "to be" prior to exams. The verb "to be" continues to be a difficult topic for high school students, revealing a gap in their performance during exercises and exams, which is reflected in their low grades. The English subject in high school is a challenge for students, especially for those who wish to be admitted at BUAP. They must demonstrate knowledge beyond the basics, by showing a wide knowledge in the use of the verb "to be", in order to pass the English section of the exam and increase their chances for admission.

The implementation of "The British Council" app may contribute to complementing the teaching-learning process by facilitating the use of grammar, especially for improving the verb “to be”. This type of tool is comfortable, accessible, and easy to use so students can access the internet and obtain information with features that combine with academic objectives and this can be beneficial for both students and teachers. The use of this app is a great support in English teaching, as it makes students develop an interest to improve the language.

The COVID-19 pandemic brought overwhelming changes for teachers, schools, and governments in relation to online education, but it has also created many opportunities to embrace a new era in teaching and the integration of e-learning systems (Pokhrel & Chhetri, 2021). Given the new challenges of education and teaching methods, there are new and modern devices such as cell phones, tablets, laptops, and even consoles (Xbox One and Playstation) that can be used to achieve better results in the language teaching-learning process. Students can take advantage of these devices to achieve academic goals, beyond using them simply for entertainment. Stephens & Pantoja (2016) explain that mobile devices have become educational tools to keep students engaged. Students who use technology in class can improve their levels of motivation, which can be perceived as an indicator of student engagement (Bryant et al., 2015, cited in Al-Bogami & Elyas, 2020). The idea is to increase students' participation and independence through autonomous learning so they can reach their individual learning goals. The use of ICT may broaden possible innovations in educational practices and in the role of teachers and students.

English as a foreign language (EFL) classes, particularly in high school, are not entirely enjoyable for many students (Fareh, 2010, cited in Al-Bogami & Elyas, 2020), it has been a constant challenge for teachers to involve them in many activities that encourage their learning. Students may find EFL classes demotivating and boring but Akbulut and Cardak (2012) argue that successful foreign language classes rely on several features, such as early language learning and creative use of technology, but keeping in mind the skills that each student has. Students' learning styles may be beneficial for teachers to identify students' strengths and weaknesses. Also, it is intended to provide EFL teachers with an option

among those digital resources to help learners in their language learning and to establish what barriers they are facing for them to develop the skills accordingly.

1.3 Context of the research

The research will be carried out at Bachillerato "Máximo Serdán", in the city of Puebla, with the participation of 60 students from second semester. Most students have demonstrated poor knowledge in English. Possible reasons may be limited participation in class, incomplete homework, low grades, little interest in autonomous learning, and not having the necessary tools, devices, or books. Students seem to fail when they are asked to select the correct conjugation of the verb "to be" in affirmative, negative, or interrogative form. This is the reason why students need to reinforce their knowledge in class by using "The British Council" app, which could allow them to engage in their grammar learning experience. A couple of tests will be applied to students to compare results regarding their language knowledge before and after using the app. Also, a survey will be applied to the participants to determine their perception of the benefits of the use of an application on mobile devices during classes. After that, a different survey will be applied to the Head English teacher of the sample group to identify the academic performance of the students after using the suggested app.

1.4 Aims of the study

The aim of this study is to use "The British Council" app to help students learn the correct use of the verb "to be" in any type of sentences and obtain information through students' perceptions about using this app. Also, it is intended to explore the advantages and disadvantages of using this app inside and outside the classroom. This study may determine

if using an app in combination with an instructional teaching strategy motivates students to learn English grammar successfully.

1.5 Objectives

- To obtain data on the perception of high school students when using "The British Council" app.
- To analyze the perspectives of students about learning through “The British Council” activities.
- To compare the results of the students before and after using “The British Council” app.
- To assess the impact of “The British Council” app on mobile devices on the learning process in high school students.

1.6 Research questions

The following are the research questions guiding this study:

- What are high school students’ perceptions about using the British Council App as a grammar learning tool?
- What are the Head English teacher’s perceptions about the British Council App as a learning tool for the academic performance of the students?
- What advantages do high school students consider in using the British Council App to answer a test that includes the verb to be?
- What drawbacks do high school students perceive from using the British Council App in the classroom to learn the verb to be?

1.7 Summary

This chapter presents a summary of the research. First, the rationale for the topic selection and the reasons behind it. The COVID-19 pandemic brought overwhelming changes in education, but it also created opportunities such as the integration of e-learning systems previously used for distance learning classes. The significance of the study illustrated the importance of ICT devices at work, school, or home and how it contributes to the teaching-learning process of the English language. Schools have incorporated the use of mobile devices in the classroom for teachers to implement activities for pedagogical purposes. Making smartphones to be tools in the classroom that may have students focus on their learning and empower them when it comes to learning a foreign language. After that, in the context of the research, it was highlighted that one of the major problems that EFL students at high school face while doing exams is related to selecting the correct conjugation of the verb "to be" in affirmative, negative, or interrogative form. Therefore, this study aims to explore how a mobile device application, used as a pedagogical tool, increases young learners' engagement when learning English grammar. E-learning plays a fundamental role at all levels of education to support students' learning. Later it is listed the objectives of the research that will help to support the study. Finally, the research questions are stated to point out high school students' perceptions about using the British Council App. The following chapter aims to present the literature review that will give support to this study.

Chapter II: Literature Review

Introduction

This chapter presents the theoretical framework that supports this research. It explores the impact technological devices and apps may have on language learners through the use of different English teaching and learning methods and approaches. It also defines important concepts like mobile learning, autonomous learning, educational innovation, and Mobile Assisted Language Learning (MALL), a methodological approach that facilitates the learning of the student by triggering motivation, collaborative learning, and organization.

There are also references regarding multiple intelligences, and learning styles that focus on students' needs, by also considering the way of teaching or learning that is most effective for them. Finally, this chapter reinforces the idea that mobile devices benefit education by having students develop autonomous learning, challenge their knowledge by identifying their learning styles to get fully involved in the learning process and can achieve their learning goals.

2.1 English teaching and learning

Learning English today is unquestionable, and even though there are different ways of teaching and learning English, traditional methodologies still prevail, where teaching is focused on the teacher, and the most important aspect consists of memorization (Mospan, 2018). Jain and Dutta (2019) and Skiba and Barton (2006) assert that traditional teaching methods frequently fail to keep up with the changing needs of the learner. Traditional teaching methods are teacher-centered, student participation is limited, as it shows a lack of

collaborative and group learning among students. Although teachers are the main source of knowledge in the classroom, most of them may limit their classes to lectures, where the blackboard and textbook are the support tools to teach the lesson.

Limboro & Kaugi (2020) explain that teaching and learning involves an educational environment of instructors who provide content, objectives, and goals while learners receive knowledge, perform and produce results. It is the process that transforms thoughts and behaviors and can occur formally or informally, inside and outside the classroom. But teaching can be defined as engaging learners to enable their understanding and application of knowledge, concepts, and processes, while learning students acquire knowledge or skills through study, experience, or instruction. Munna & Kalam (2021) define the teaching-learning process as an adaptation of knowledge from teachers to learners where learning objectives are identified and established. In the teaching and learning process teachers apply didactic resources where learning is the main point when teaching.

Godoy (2014, cited in Niño, 2022) explains that education has to be updated with what is happening in society, because the same teaching methods are still being used; therefore, he says that the technological forces will eventually be used in an easier and more practical way to make learning more dynamic. Lemini (2016) stated that technology has had a considerable impact on teachers' methodologies as they use new technological resources to innovate the teaching-learning process and their educational practices.

The implementation of methodologies with technology in the English language classroom has been slower than expected. However, technology has had a strong effect on young people, also described as digital natives. Digital natives were born or have grown up after the expansion of the use of technology whether using the Internet, computers, or mobile

devices (Rouse, 2020). For this reason, ICT devices should be used as a resource to facilitate autonomous learning both inside and outside the classroom, through the use of educational apps, for example.

Días, Caro, and Gauna (2014) argue that students prefer to use technological devices, such as smartphones, tablets, or computers, as they are more willing to use them to study and for learning activities compared to traditional methodologies. The students, belonging to a digital generation, are hyper connected and handle different digital devices as this makes them incredibly adaptable to new technologies like no other generation, which can serve to promote meaningful learning. Sanchez (2012, cited in Días, Caro, and Gauna, 2014) points out that when looking for information, they simply "google" it and since access to information is immediate they no longer do readings or systematic searches in books, encyclopedias, or dictionaries, they prefer to see graphics rather than texts that explain them.

Li (2011) observes that the emphasis placed by teachers and researchers in last decades has switched from "How to teach" to "How to learn", leading to "learner-centered" in the field of English language teaching; changing the focus by giving learners the responsibility for the success of their learning allows them to choose the best way to achieve it. Through active learning, students can solve problems, formulate their own questions, discuss, debate, and explain a topic or contribute ideas during class. Likewise, they develop cooperative learning, where they learn how to work in teams and on problems and projects in conditions that guarantee positive interaction and individual responsibility. This adds the integration of inductive learning, in which they are challenged to acquire short-term

mastery, long-term retention, the acquisition of critical thinking, and the formation of positive attitudes towards the subject matter being taught.

2.2 Mobile-Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is a methodological approach that facilitates student-centered learning to foster motivation, collaborative learning, and student organization. As times change, it becomes important to implement Information and Communication Technologies (ICT) as educational tools at school as Park (2011, cited in García and Santurio, 2017) argues that this methodology can be implemented from elementary and secondary education to higher education.

MALL derives from the Computer Assisted Language Learning (CALL) approach, which is the use of computers in the learning process (Warschauer and Meskill, 2000). However, Levy (1997, cited in García and Santurio, 2017) describes MALL as the search and study of computer applications to apply them in teaching and learning foreign languages. Recent research by Burston (2013) and Arús (2016) state that MALL has had an important development in recent years along with the use of ICT in the teaching-learning process of English because the users have the feeling that they are taking advantage of their time and the resources.

Kukulka-Hulme and Shield (2008, cited in García and Santurio, 2017) point out that MALL differs from CALL in the use of mobile devices as they enhance easy access and interaction in different contexts. MALL presents new ways of learning where activities unlock digital experiences to be developed in a specific context as students have control over what they do whereas inside or outside the classroom (Laurillard, 2007, cited in García

and Santurio, 2017). Demouy et al. (2013) highlight that smartphones and tablets are the most used devices in MALL as Rikala and Kankaanranta (2014) add that learning becomes personal as mobile devices are private and personal to allow the user to choose the place, pace, and time to use it, which supports learner-centered learning. Likewise, Warschaur and Meskill (2000) assert that language teaching and learning requires specific technology to impact on the quality of teaching and learning by providing dynamic, interactive, and meaningful information.

2.3 Mobile Learning

O'Malley et al. (2003, cited in Sharples, 2006) define mobile learning (m-learning) as any learning that occurs when the learner is not located in a stationary place, and takes advantage of learning opportunities offered by mobile technologies. For El-Hussein and Cronje (2010) mobile can be interpreted, in education, as the mobility of technology, the mobility of the learner, and the mobility of knowledge. UNESCO (2013) defines m-learning as the teaching that enables and facilitates learning anywhere at any time through mobile devices or any other type of technology related to ICT. Moreover, mobile devices allow students to have access to digital information inside or outside the classroom that facilitates communication with their peers or teachers (Kukulaska-Hulme, 2009).

Winters (2006, cited in Sharples, 2006), reports that m-learning offers, in formal education, techno-centered learning, related to E-Learning, and student-centered learning, which influence the building of strategies to incorporate mobile devices as pedagogical resources. In accordance with Secretaría de Educación Pública (SEP, 2017), teachers, as mediators, must promote the use of mobile devices and it is the responsibility of educational centers to create the conditions for their use. Then, implementing smartphones or tablets as valuable

pedagogical resources for developing English learning makes the students become the main stakeholders in the use of these devices for classroom activities and this may encourage teachers to foster and create the environment for the incorporation of such devices.

2.4 Autonomous learning

Autonomous learning, also known as self-directed learning, refers to the ability of students to be responsible for their learning by deciding how to achieve their learning objectives, while the teacher is expected to just facilitate the process of learning by advising and assisting when necessary (Benson, 2001). Students are expected to take charge of their own learning through active participation, making individual decisions according to their needs or preferences, and focusing on their objectives. Therefore adaptations in education will be necessary to prepare academic staff and learners to support the latter accordingly through autonomous learning (Subedi et al., 2020).

According to Richards (2023), autonomous learning makes learning more personal and focused on students because it helps them achieve better learning outcomes as it is based on their needs and preferences; in contrast with the traditional teacher-directed approach, where most decisions are made by the teacher. Students who become autonomous learners are best suited to succeed, as the competencies needed today demand students to have the intellectual growth to achieve their goals by taking control of their learning and therefore achieving professional development.

Richards (2023) explains five principles for achieving autonomous learning: 1) active involvement in student learning, where they engage in their learning by thinking, discussing, investigating, and creating; 2) providing options and resources like novels,

films, podcasts, or digital learning resources that include video, audio, text, animations and images or even “memes” (image typically humorous in nature); 3) offering choices and decision-making opportunities, as a cognitive process of selection among multiple possibilities involving logical reasoning based on values, preferences, and beliefs of the student; 4) supporting learners in the development and improvement of their skills for effective practice; and 5) encouraging reflection through a less structured learning environment that encourages them to explore what they consider important.

2.5 Educational innovation

As a result of the COVID-19 pandemic, new educational needs have been generated not only in Mexico but worldwide with the development of distance learning and the adaptation of new digital platforms for learning, with special emphasis on teacher training. Educational innovation does not only refer to the incorporation of technologies in the classroom but also to small changes, modifications, creation or even updating in educational practice. For de los Santos et al. (2013) to innovate is to respond to social and economic changes with repercussions on educational needs, which translate into new demands. According to Campos (2017), innovation occurs from personal and social action when complex problems are solved with new ways of thinking through a creative performance, by gathering data that generates new ideas and mobilizes intervention actions aimed at improving models, products, and processes.

UNESCO (2016) defines educational innovation as a deliberate and planned act of problem-solving to achieve higher quality in student learning, overcoming the traditional paradigm, transcending academic knowledge, and moving from passive student learning to an interaction in which learning is built among everyone. Schmelkes (2006) says that

educational innovation is a deliberate process of improving the quality of education in a specific context that starts from an educational need that is not fully satisfied or from poor results, and that seeks to find the satisfaction of the detected need, which leads to mutual learning for all the subjects involved.

Certainly, educational innovation is a response to changes in the society and the circumstances around it. Taking as an example the students of 2023, who are nothing like their grandparents' generation, understand that learning can be achieved through creative activities that awaken interest and connection. This implies the implementation in the teaching-learning process where a modification in materials, methods, and teaching content must be incorporated considering technology, didactics, pedagogy, processes and characteristics of students. The learning-teaching process is in continuous transformation to adjust to the needs of students and society, where the methodologies seek to adapt to students with the objective of capturing their interest and involvement, highlighting the importance of educational innovation.

2.6 Multiple Intelligences

Howard Gardner (2013) developed a theory that defines "intelligence" as the skills that enable anyone to acquire new knowledge and solve problems. Most students can learn whatever they want using any style, it has been proven that individuals may have one for which they show a greater affinity. Kurt (2021) explains that in Gardner's theory intelligence is not limited to a single group and can be classified into nine areas of intelligence: Verbal-Linguistic, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Naturalist, Spatial and Existential. Individuals possess all of them, but each individual is better at specific areas, therefore, it is important for teachers

to include learning tasks that support the most intelligences to help students achieve better results.

The following is a brief description of the nine intelligences. Verbal-Linguistic intelligence states that the learner can express himself/herself using words and to apply meaning to those words, which eventually form complex phrases. Through reading, writing, and sharing stories, learners enhance language. Examples of this intelligence are journalists, poets, public speakers, and even some influencers.

Bodily-Kinesthetic intelligence is related to manipulating both the body and objects with a keen sense of timing. This can be seen in the physical skills in athletes, actors, dancers, surgeons, and craftsmen like sculptors or mechanics.

Interpersonal Intelligence is the ability to communicate effectively, not necessarily with verbal interactions, but with the ability to read the moods of others, which allows them to understand differences in perspectives, as they can often accurately assess the feelings and motivations of others. Examples of this intelligence include teachers, actors and social workers. Intrapersonal intelligence refers to the ability to understand one's own thinking and adapt the way one conducts oneself based on that knowledge. Students who demonstrate this intelligence are very aware of their feelings and can show appreciation for themselves and others. Self-motivation and the ability to use their understanding to direct the course of their own lives is their most important characteristic. Those who show high levels of intrapersonal intelligence are philosophers, psychologists, and religious leaders.

Logical-mathematical intelligence relates to the ability to calculate mathematical equations but logical-mathematical intelligence has to do with reasoning and abstract thinking skills,

as well as making connections based on prior knowledge. Individuals are drawn to categorization, patterns, and relationships between ideas. Experiments and strategy games are related to this intelligence and examples of this are scientists, mathematicians and detectives. Musical intelligence is often shown in sensitive listeners as they are able to distinguish specific pitches, tones, and rhythms that others may miss. Musicians, composers, and vocalists demonstrate keen musical intelligence. This intelligence can be developed with listening exercises found on apps that contain podcasts, conversations, or clips from movies or TV shows.

Naturalist intelligence, or also known as Nature Smart, refers to a sensitivity to features in the natural world. Some examples of this can be a chef or a botanist. Spatial intelligence refers to visually artistic people who can manipulate images, have graphic skills, but above all have spatial reasoning. People who like drawing, or puzzles or mazes may be linked to spatial intelligence, for example, painters, architects, or sculptors, as well as those who require a special ability to visualize, such as pilots or sailors. Finally, existential intelligence is related to the ability to hold deep discussions about the meaning of life and human existence.

2.7 Learning Styles

Much research on education has focused on the methods students use to learn at higher education which has placed important considerations about learning styles. Li (2011) argues that some learners prefer certain learning methods over others and these learning preferences help teachers plan and devise instruction based on the individual. Although the term learning styles describes how learners collect, analyze, organize, and understand information, they are classified by sensory approaches: visual, auditory, verbal

(reading/writing), and kinesthetic, also known as VARK inventories, related to the acronym.

The "learning styles" concept refers to the differences among learners in regard to the way of teaching or studying that is most effective for them. Grasha (1996) defined learning styles as those individual characteristics that influence the student's ability to obtain information, collaborate with peers and instructors, and contribute to educational purposes. Camarero, del Buey, & Herrero (2000) and Zatarain & Barrón (2011, both cited in Barbosa and Amariles, 2019) explain that learning styles are the variables related to intelligence and personality expressed through different ways of approaching, planning, and responding to the learning process. However, Keefe (1979) mentioned that teachers should focus on student's learning styles but also on cognitive, affective, and physiological characteristics, which are indicators of how they perceive the learning environment and, consequently, how they will respond to it.

Rayner & Riding (1997), Allinson & Hayes (1996), and Price (2004) explain that cognitive style is how students approach cognitive tasks so they make sense of their world, while Reichman and Grasha (1974) mention that learning preferences are the way students prefer to be taught. Entwistle and Ramsden (2015) point out that learning approaches refer to the way in which students adopt specific strategies when studying, whether superficial, deep, or strategic. Kolb (1985) and Honey & Mumford (1986) argued that learning styles is the way learners characteristically approach different learning tasks, whenever information processing is involved.

For this reason, Cassidy (2004) mentions that various tools and instruments have been developed over time to try to measure these learning styles, for example, to measure

instructional preference like the Learning Preference Inventory (Rezler & Rezmovic, 1981, cited in Cassidy, 2004), the Student Learning Style Scale (Reichmann & Grasha's 1974, cited in Cassidy, 2004), Kolb's Learning Style Inventory (Kolb, 1976, cited in Cassidy, 2004), the Cognitive Preference Inventory (Tamir & Cohen, 1980, cited in Cassidy, 2004) and the Inventory of Learning Processes (Schmeck, Ribich & Ramaniah, 1977, cited in Cassidy, 2004), among others. Although teachers are becoming more aware of the critical importance of understanding how students learn, it is equally important that any attempt to integrate learning style into educational systems should be done from a well-informed position.

2.8 Teaching and learning grammar

If grammar did not exist, communicating would be impossible since to speak any language you need to know the basics to say what you really want, for this reason it is necessary to have grammatical knowledge about the language. Cotter (2005) explains that teaching grammar provides students with the means to express themselves plus it satisfies their expectations about what they are supposed to learn in a language. Today, with modern methodologies and approaches for teaching and learning, and the abundance of motivating grammar resources, teaching grammar does not necessarily mean conjugating verbs endlessly or doing only grammatical translations.

There are two main approaches to teaching grammar: the deductive approach, in which the teacher presents the rule and the language is produced based on that rule; and the inductive approach, in which the teacher gives the learners the means to discover the rule for themselves. Although both approaches have advantages and disadvantages, Shaffer (1989)

claims that deductive approach is arguably much better, as it allows the learner more time to practice the language lesson, especially for lower-level learners.

Approaches to teaching grammar keep changing from deductive to inductive due to the fact that when students are taught with a deductive approach their attention is focused only on learning the rules, rather than on understanding the language. Therefore, Nunan (1999) and Thornbury (1999) say that with inductive grammar teaching, students are taught the grammatical rules, and they will practice the language by creating their own examples. Rutherford and Smith (1988) mention that language teachers prefer the inductive rather than deductive approach, as it is more learner-centered, although they differ in the way they teach, the goal of both approaches is to teach grammar. Hinkel and Fotos (2002) consider that learners who are actively in their learning process to discover the rules, they develop their learning autonomy, which eventually makes them better language learners.

Certainly, the inductive approach requires students to have more time to fully understand it, which makes it an important issue especially in schools where English language classes are not given a long time for instruction. In the end, students' learning is enhanced when instruction includes a range of meaningful and appropriate methods, activities, and assessments.

2.9 Verb to be in simple present tense

A verb defines an action or state of being. Despite there being many types of verbs, action verbs are related to those that describe something that a person, animal, or object is doing. Some action verbs are: “dance”, “run” and “sing”. But the verb “to be” is not an

action verb. Instead, the verb “to be” expresses a state of being, which can be more difficult to distinguish for many beginners or EFL students.

The verb “to be” is the most important verb in the English language. And as far as irregular verbs usually are, this verb is definitely the most irregular. It can be used as a main verb, as an auxiliary verb, and it is also used in the passive voice. One way to use this verb is in its base form “be”, and it is how we can find it in the dictionary. It is mostly used when using imperatives, and also as the infinitive. Furthermore, “be” is the only English verb that has three conjugations in the simple present (am/are/is). In addition, it can be used to say different things according to the context, commonly used to talk about names, ages, feelings, nationalities, and professions, especially when talking in the present tense.

Since this verb is highly irregular, it is written in different ways according to the tense, whether in present, past, future, or even in mixed tenses, and it also varies according to the subject. It also has long and short forms for affirmative and negative sentences, but for questions, there are two different forms. The first is with Wh-questions, which require a broad answer. The second option is to use the verb to ask questions that can be answered with a yes or no answer.

Baldwin et al. (2001) state that learning verbs and applying them to new situations is essential to becoming a fluent speaker, since verbs are the most important part of a sentence that focus on events. However, Bornstein et al. (2004), Gentner (1982), and Tardif, Shatz, & Naigles (1997) mention that verbs are more difficult to learn than nouns and therefore require more detailed planning and methodology. Some researchers have highlighted the importance of verbs in language learning based on research showing that learners' language development tends to focus on their acquisition of verbs, being “to-be”, one of the most

essential (Bowerman and Brown, 2013; Hadley et al., 2016; He et al., 2020; Horvath et al., 2019, 2022; Tomasello, 1992, cited in Deng et al., 2022).

2.10 Using Mobile Devices for Educational Purposes

Technological devices may greatly contribute to the achievement of EFL objectives such as interacting with others in the foreign language, sharing cultural knowledge, exchanging opinions, or asking for recommendations when traveling. People, around the world, are absorbed by exciting new ways of learning, and yet traditional schools and university systems continue to struggle to take advantage of the many opportunities for innovation in this area (Fabio, 2012). For example, according to Agbo (2015), teachers who know how to use ICTs in the classroom can build powerful learning scenarios that can transform the learning-teaching process by allowing students to decide how to acquire knowledge in an active, self-directed, and constructive way. However, he clarifies, ICTs should not be considered a substitute for didactic strategies in the educational process, but an instrument to support new ways of teaching and learning.

Today's educational processes are facilitated by technology. Long distance, time constraints, varying environments, styles, and learners' needs have put teachers to the test in regard to their teaching practice and strategies in the classroom. For this reason, the introduction of these technological advances in the classroom highlights the need for a new definition of the role of the teacher; whether as a planner, an informer, a manager, a monitor, an involver or a resource, in which he or she has a remarkable impact on the student's life (UNESCO, 2016).

Most of our daily tasks are performed through electronic tools that use digital technology. Therefore, exploring the benefits of implementing mobile devices in the classroom can contribute to the development of language learning. New generations will need to develop their competence in using and adapting these technologies to integrate them into the school environment. As stated by UNESCO, mobile technology is changing the way we live and is beginning to change the way we learn a language (UNESCO, 2016). Technology, the internet, and digital aids from apps offer opportunities for teaching and learning English. Mospan (2018) states that the use of mobile devices for educational purposes has many beneficial aspects for students because they can develop learning independence, challenge their knowledge, and create their own study schedule. Students can use mobile devices to access educational resources, connect with a peer to solve doubts, or create content, both inside and outside the classroom (UNESCO, 2016).

No doubt that mobile devices and apps help to learn a language. The advancement of digital technologies and with mobile devices it has become easier to learn English through music or TV series and movies; nowadays, all these resources can be found in a single app, which facilitates practice, self-improvement, and enhancement for acquiring a second language at any time. Technologies will provide more benefits to the English learning environment and become more authentic and interactive (Lemini, 2016). Students will enhance their language learning, not just in the classroom, by being in continuous access to applications, websites, programs, and social networks, so the use of mobile devices opens another path for the traditional language teaching dynamic.

2.11 App for learning English as a foreign language

Rouse (2012) defines an app as a computer software or program, specifically for mobile devices such as smartphones and tablets that can be easily downloaded and installed. Apps offer access to digital content and digital learning environments which provide teaching with multiple ways to learn. Therefore, apps may function as an instrument to personalize learning in a way that can guarantee that each student is fully involved in the learning process and can achieve the established learning goals.

As for research on the use of mobile technology in education, Hwang and Tsai (2011) provided a comprehensive analysis of mobile learning studies published between 2001 and 2010, where they found that the use of mobile learning accelerated significantly during 2008; and the main focus was on higher education students. Penuel (2006) synthesized the results of research and evaluation studies by analyzing factors related to success in teachers' broad professional development, access to technical support, and teachers' positive attitudes toward student use of technology. Although there are few studies based on rigorous designs, those that measured outcomes consistently reported positive effects on technology use, technological literacy, and writing skills.

Frohberg, Göth, and Schwabe (2009) classified 102 mobile learning projects and found that most mobile learning activities were developed in the classroom or at the workplace. Most research has employed mobile devices to stimulate motivation and reinforce engagement, as well as a content delivery tool. Although only a few projects have used mobile devices to support constructive thinking or reflection, most learning activities with mobile devices have been driven by the teacher, but only a few learner-centered projects exist. Similarly, a study by Gómez-García et al. (2020) have found positive effects of using mobile devices

compared to traditional classrooms, or even to those using only PCs in the classroom. The use of smartphones in schools is associated with better academic results for students. Given that mobile devices are mainly used for communication, students who use a smartphone more frequently to learn are more likely to perceive and experience a positive impact on their academic performance.

2.12 The British Council app

The British Council is the United Kingdom's international organization for cultural relations and educational opportunities. They work directly with individuals to help them gain the skills, confidence and connections by supporting them to build networks and explore creative ideas, to learn English, to get a high-quality education and to gain internationally recognised qualifications. The British Council creates top English learning apps for learners of all ages interested in practicing English grammar, vocabulary, and listening. Among the most recommended apps for learning English are: "Learn English Videos", where users can watch the popular English language videos, and improve their listening, reading, and enhance their understanding of general and business English; "Learn English Podcasts" is another app where users listen to podcast hosts talk about life in the UK so they can improve their listening and vocabulary skills. Each episode comes with audio scripts and comprehension exercises; and "Learn English Grammar" is an app, and the focus of this study, that is recommended for users to master English grammar by studying a variety of topics and the level packs are available from Beginner to Advanced.

The "Learn English Grammar" is a free grammar practice app designed to help improve English grammar accuracy. The app offers thousands of questions to help practice and reinforce English grammar skills. The app is suitable for learners of all levels and offers

grammar activities for all the bands of the Common European Framework of Reference for Languages Beginner (A1- C2). It can be adjusted according to the level of the users, and as their grammar accuracy improves, they may progress to the next level. Learners can work through practice questions at their own pace in the practice section or challenge their knowledge in the test section and see how well they know the grammar topics at their level.

In the opening menu of the “Learn English Grammar” application there are two options: “Exercises” and “Take a test”. In the "Exercises" section users learn new grammar rules by completing multiple-choice exercises. In the "Take a test" section users can assess their understanding of the topic with a timed test. The “Exercises” section is divided into 4 parts: Beginner Package 1 and 2; Elementary Package 1, 2, and 3; Intermediate Package 1 and 2; and Advanced Package 1 and 2. Exercises are illustrated with a descriptive image to help the user select the correct sentence. This study will consider the Beginner Package 1, on the subcategory of the verb "to be".

Chapter III: Research Methodology

Introduction

This chapter presents the methodology in order to observe grammar accuracy in the classroom after using a language learning application. The overall research design is described as well as a detailed description on the context, the participants, and all the instruments. Finally, the data collection and analysis procedure is also presented.

3.1 Methodology

This research analyzes the impact of the British Council app in the English language classroom. Mobile devices are now a requirement when learning a foreign language for secondary school students. Technology has created opportunities to change traditional English language learning-teaching to a more modern, technological one. This research explores the factors that may influence beginners to practice the verb to be and whether mobile devices can be used as a support to help students accomplish their learning goals. Therefore, this research adopts a quantitative approach because it will be based on numerical data collected through two tests (a pretest and a post test) that will be applied to students to compare results regarding their language knowledge before and after using the app.

Queirós, Faria and Almeida (2017) point out that in quantitative research, the data is considered numerical due to large samples as Creswell (2008) states that quantitative research is a means to test objective theories by studying the relationship between variables that can be measured with instruments, so that the numerical data can be analyzed employing statistical procedures. While, Sukamolson (2007) explains that in quantitative research, questions are formulated to seek quantities from a context and to establish numerically the research by focusing on the measurement of social reality, since quantitative researchers perceive the environment as a situation that can be objectively determined, thereby the importance on the process of data collection and analysis.

Groves et al. (2009) argue that to construct quantitative data and evaluate the results of a particular topic, the best method for collecting information is the survey. While Blair et al. (2014) regard surveys as instruments that help the researcher obtain specific information

about participants' perceptions, knowledge and attitude on a particular issue. Hence, an exit survey will be applied to the participants to determine their perception of the benefits of the use of an application on mobile devices during classes. After that, a different exit survey (Likert scale) will be applied to the Head English teacher of the sample group to identify the academic performance of the students after using the suggested app.

As Nemoto and Beglar (2014) mention, Likert scale survey has multiple rubrics from which participants can freely choose their opinions, attitudes, or feelings about a particular topic. Jansen (2010) explains, a survey can draw out significant variations (relevant dimensions and values) among a population and Mason (2002) believes that questions that are more concrete and easier to answer are more likely to get good results.

In this study, the performance of high school students when they conjugate the verb "to be" in English tests is the issue to be observed. A quasi-experimental method was chosen (with a sampling group of 19 students), as Keppel (1991) reports that selecting participants is a quasi-experiment because they are not randomly assigned, but rather naturally formed groups (as in this case, a classroom).

3.2 Context

This study will be carried out at an urban public High School, or Bachiller, an educational institution, founded in 1990, and it is located in the city of Puebla. The building of the school shares the same space with two other schools. In the morning, it is an elementary school with a total of 216 students attending. In the afternoon, it is a middle school with 209 students on the upper floor and a high school with 715 students on the lower floor. At the high school, there are 5 groups of first grade, 4 groups of second grade, and 4 groups of

third grade. The classrooms accommodate from 40 to 60 students. The English class is 50-minute long and is scheduled on Mondays from 16:45 pm - 17:35 pm, and on Wednesdays and Fridays from 17:50 pm - 18:40 pm. Each classroom has two blackboards, but in the classroom where the study will take place just one blackboard is in good condition to be used. Only the "Digital Skills" room has wifi internet access, which is very limited. Due to the classroom not being equipped with internet or any digital resource, and considering that not all the students have a mobile device, the researcher will bring a projector and a smartphone to class to apply the strategy.

3.3 Participants

Participants of the study are 19 high school students, 12 girls and 7 boys. They are between 15 and 16 years old. Most of the students have a limited knowledge of English, they report they understand the language, but do not feel capable of communicating and most of them show no interest or concern about learning English. From my previous experience during my professional practice with higher education students, I found out that students are not interested in learning English because they feel demotivated as they believe English is difficult to learn or, in other cases, they have had negative experiences with a boring teaching method.

3.4 Instruments

The first instrument (Appendix A) designed for this study was a questionnaire, as Kabir (2016) points out that a questionnaire is a research instrument designed to collect information from participants and, according to Jansen (2010), this type of survey measures the impact of a particular topic of interest to a specific population. For this study, a digital

questionnaire of 15 multiple choice questions was applied to collect information about students' beliefs, opinions, and perceptions about the use of the app to learn English inside and outside the classroom. The first question was designed to assess and delimit the importance of the English language for high school students. The next three questions were related to the use of technology for English language learning and its importance for teaching and learning processes. Questions 5 to 10 were designed with the purpose of obtaining information related to their experience and knowledge of the app "The British Council Learning Grammar" and the impact it could have on their learning. The rest of the questions were intended to analyze whether educational applications are good tools to complement learning a foreign language in the classroom.

This instrument was designed in Spanish so that participants could answer easily and obtain clear and enriching answers. Another reason for the questionnaire to be in Spanish was due to the basic English level of the participants. The questionnaire was designed and applied through the Google Forms application that allowed creating and sharing a survey online, and also allows the analysis of the responses in real-time.

The second questionnaire (Appendix B) was applied to the Head English teacher of the sample group, it was designed under a self-reported Likert scale with six statements that cover six concepts: ease of use, efficiency in grammar, increases engagement when learning English grammar, Wi-Fi connectivity, dynamic learning and technological tool as a distractor, to measure students' attitudes towards "The British Council: Learn English Grammar" app and to identify the academic performance of the students after using the app. Including a range of opinions from "Strongly Agree" to "Strongly Disagree", this

instrument seeks to assess the different levels of agreement the teacher had on students' performance.

A Likert scale can help researchers evaluate different levels of agreement, importance, and quality and they are useful because they can be applied to a wide range of situations, from customer satisfaction to public opinion research, or as in this study, to analyze high school students' perceptions of using the British Council App.

A third instrument will be a test, divided into 2 versions: a pretest (Appendix C) and a post-test (Appendix D), which will be used to compare students' results regarding their language skills before and after using the "The British Council: Learn English Grammar" application. The pretest consisted of 15 questions: 5 affirmative sentences, 5 negative sentences and 5 interrogative sentences to measure and diagnose participants' level of English and their knowledge of English grammar. The test will provide significant results to be later compared with the post-test and determine if the use of "The British Council: Learning Grammar" application in combination with a teaching strategy encourages students to learn English grammar. The post-test consisted of 16 questions: affirmative, negative, and interrogative sentences, which will serve to demonstrate the knowledge they achieved after using the app and also help the participants to make decisions to achieve new objectives. For Kabir (2016) the test is an assessment instrument that adheres to a systematic procedure of description, gathering, and interpretation to compare the participants achievement, knowledge, skill and performance on what he or she has learned so that a quality judgment can be drawn. The tests for this study will serve as a point of reference to compare data so that the participants may realize they have made progress.

3.5 Data collection procedure

First, an appointment with the school principal was scheduled to ask for permission to conduct this research. A letter was submitted to the administrative area specifying the details of the research in order to obtain the consent to start the investigation. Afterwards, the Head teacher of the assigned classroom was contacted and explained that the researcher had been authorized to conduct the study on the two days the school administration had established.

The strategy was to teach two lessons about the verb “to be” to later use the application with the participants as a means to consolidate their knowledge. Therefore, two lesson plans were drafted to take advantage of the time available, 50 minutes per class. The lesson plans detailed the steps to introduce, develop and consolidate the topic of the verb "to be". However, at the beginning of the very first class, a pretest was given to the students to obtain previous information of the students' level of English and their knowledge of English grammar. They were given 10 to 15 minutes to answer the pretest. Once they had completed the test, the class started to continue with the activities of the lesson plan in order to practice the strategy with the “British Council: Learn English Grammar” app.

Before using the “British Council: Learn English Grammar” app, it was presented to participants and the Head English teacher. It is explained that it can help participants improve English grammar accuracy through practice questions, at their own pace. The features of the app are also described. For example, on the screen, there are 5 options: "Previous", "Restore", "Answer", "Check" and "Next". To assess an answer, select "Check", if the option is correct, it will turn green. If the answer is wrong, it will turn red, and the option "Answer" will light up, to tell the correct answer. If you press "Restore", the answer

will be eliminated for a second attempt. After reviewing all the answers, you press "Next" to move on to another activity. The exercises are designed as multiple choice, word order, to fill in blanks, etc. At the end, the "Results" screen will display the score, followed by a table detailing which exercises were correct or wrong. At the end of the class, students are asked to practice with the application at home.

The second session begins with an icebreaker activity called "Who am I?", a guessing game of yes or no questions to guess the identity of a famous person, cartoon character, or animal. This is for students to use the verb to be in interrogative sentences. They are given 10 to 15 minutes to identify 4 characters. The whole class participates, feedback is given and, if questions remain, the teacher clarifies them. Next, to reinforce their knowledge, students are asked, once again, to practice with the "British Council: Learn English Grammar" application.

After the two lessons had been applied, participants were asked to answer the post-test on Google Forms, through a link sent to their emails, to compare the results with the pretest. Then, a second link is shared with the participants by email where they must answer a sort of exit survey on Google Forms to collect data from their perceptions about the strategy used in the class and about their views about the use of the app for learning English in the classroom. Finally, the Head English teacher of the sample group is asked to answer a different exit survey (Likert scale) to evaluate the academic performance of the students who participated in the study.

3.6 Data analysis

First, the printed test (pretest) was evaluated and scored. The pretest consisted of 15 items, divided into 3 sections (affirmative, negative, and interrogative sentences) with the instruction to write the correct conjugation of the verb "to be". The pretest was used to establish a starting point prior to the execution of the research project strategy. The data about the number of participants, gender, correct answers, and the score was set in an Excel table to track all participants. Scores were rounded for clear and easier interpretation. Then, the post-test was also graded using the same procedure as in the pretest. After that, the pretest and posttest results were compared to have measurements of individuals before and after the strategy.

Finally, the exit survey addressing the participants was read, analyzed and graphed according to the options selected. The second exit survey addressing the head English teacher was also analyzed, and graphed. Both surveys were tallied in bar charts showing the distribution of responses according to the percentage of agreement, it took into consideration the mode (for the most frequent answers), or the median. The instrument aimed to measure respondents' attitudes according to each statement.

3.7 Summary

This chapter addressed the methodology, instruments, data collection procedure, and data analysis that was carried out in the study. Also, it presents important information related to the context, and participants. The results will be discussed, analyzed, and interpreted in chapter four.

Chapter IV

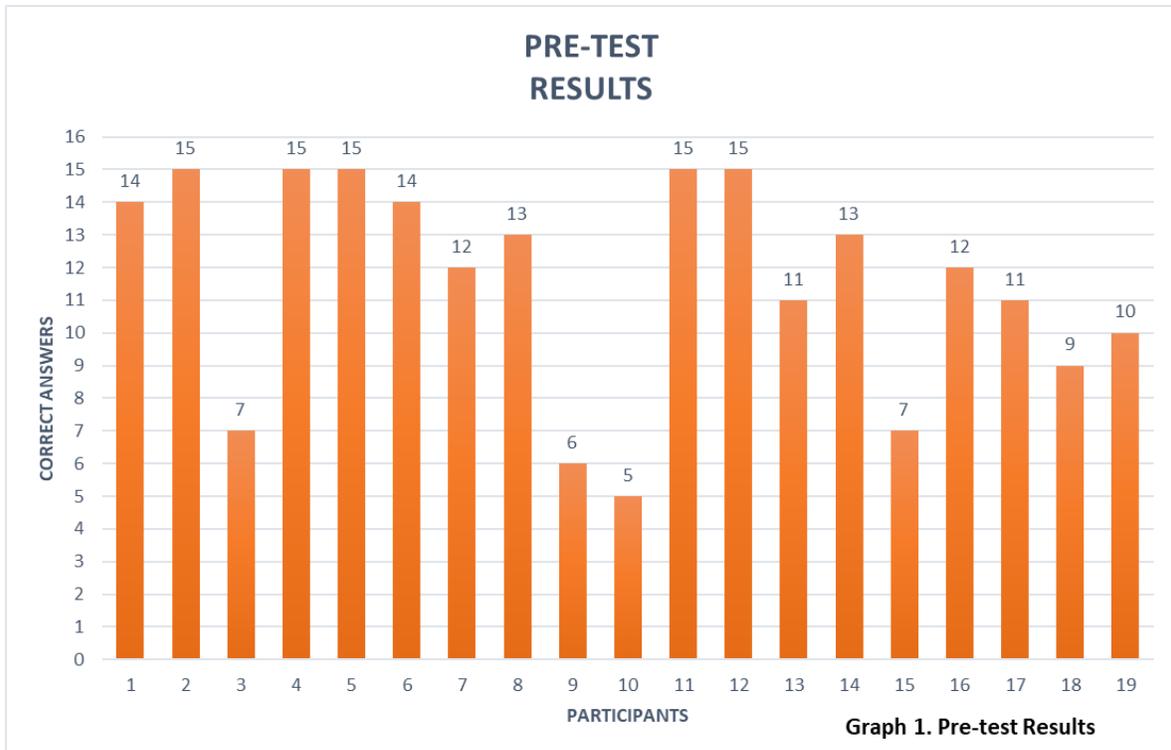
Results

This chapter describes the results of the study based on quantitative data analysis using statistical analysis methods in order to answer the research questions. The results of the study were compiled from the pretest, posttest, and two exit surveys completed by the 19 high school participants and the head English teacher of the sample.

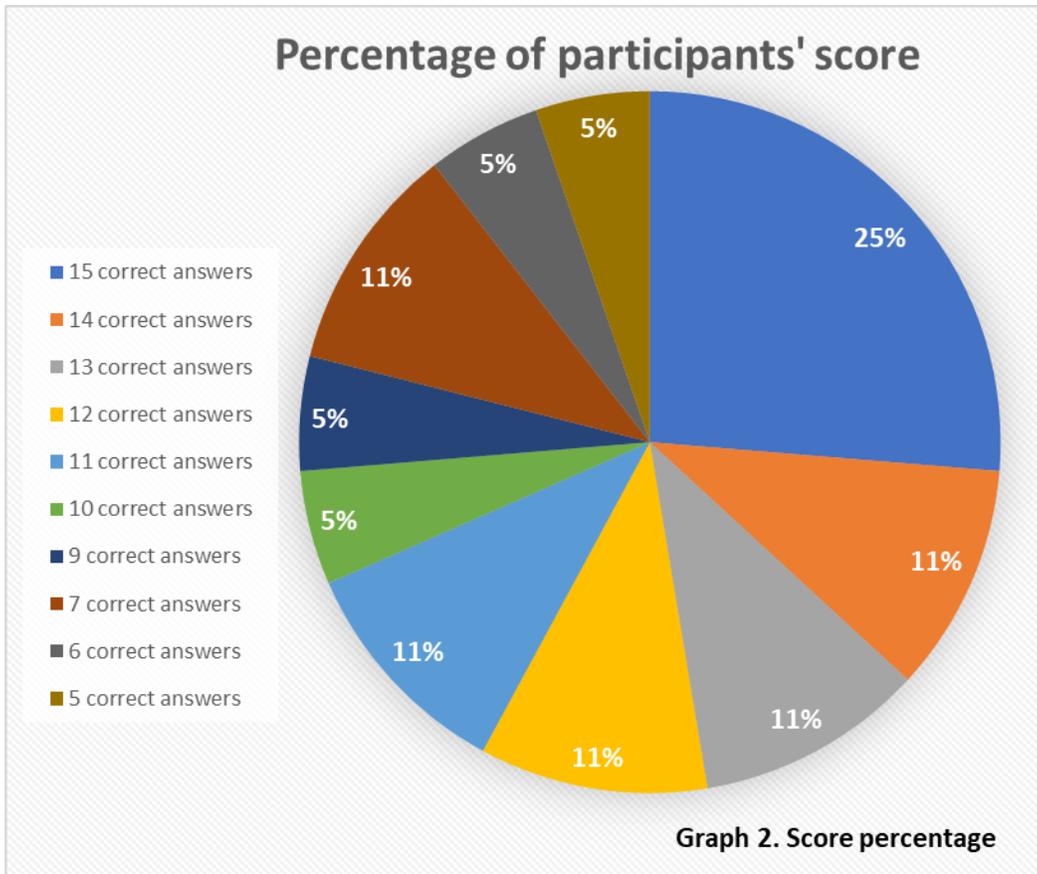
First, the quantitative results, obtained from the pretest and posttest, are presented through graphs and tables to demonstrate the progress that participants achieved in their English language learning. Next, the quantitative results obtained from 2 exit surveys, one addressed to the students and the other to the classroom Head teacher, are likewise presented in graphs and tables that aim to measure the participants' perceptions and whether they were able to improve as a result of using the British Council application. The data were processed in Microsoft Excel to analyze figures and percentages.

4.1 Test Results

The results in the pre-test (see Graph 1) show that 5 participants achieved 10, the highest score by answering all the 15 items correctly. Other participants, mostly in pairs, managed to obtain scores of 14, 13, 12, 11, and 7 correct answers respectively. Finally, the rest of the students obtained a score of 10, 9, 6, and 5 correct answers, one per each score, respectively. Here, the lowest score was 5.



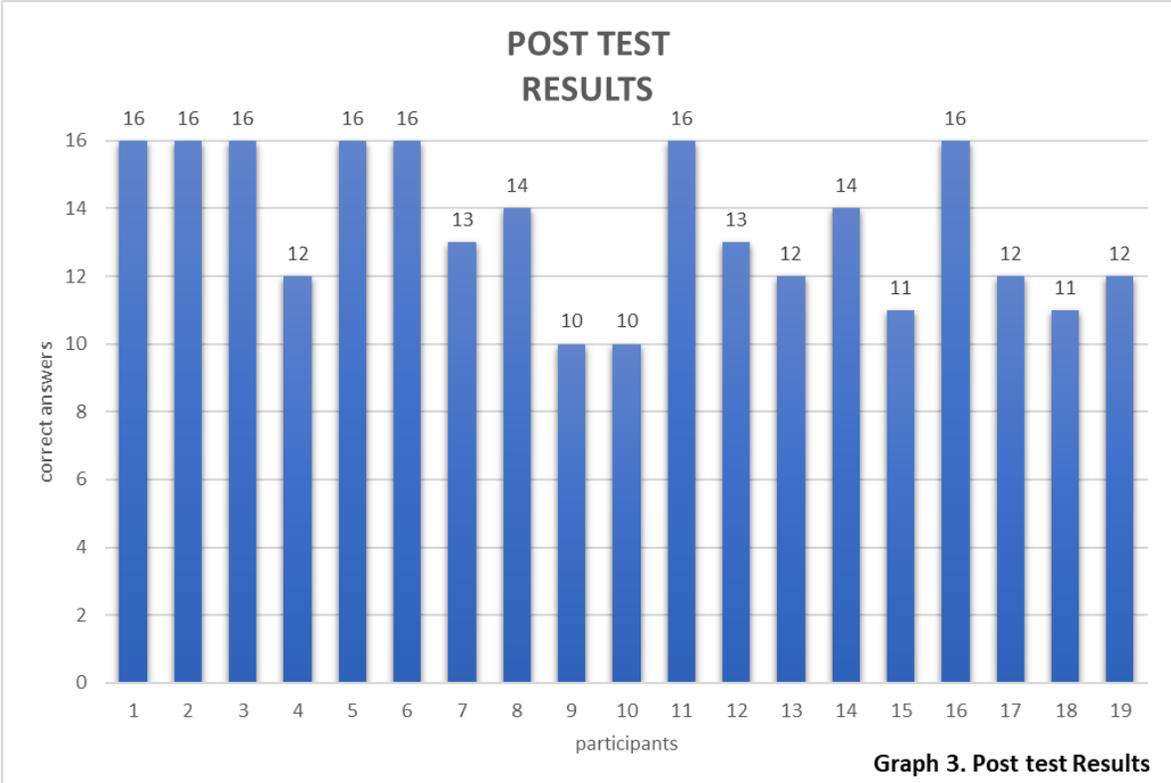
As it can be observed in the chart (Graph 2), out of the 19 research participants, only 5 obtained 15 correct answers representing 25% of the sample, while those scoring 14, 13, 12, 11 and 7 represent 11% respectively. Finally, the rest of the participants represent 5% from each score 10, 9, 6 and 5, giving a total of 100% of the sample. It is important to mention that in order to obtain this data, calculations were performed through an Excel table to determine the percentage according to the correct answers as methods of statistical analysis to visualize the progress in terms of percentages.



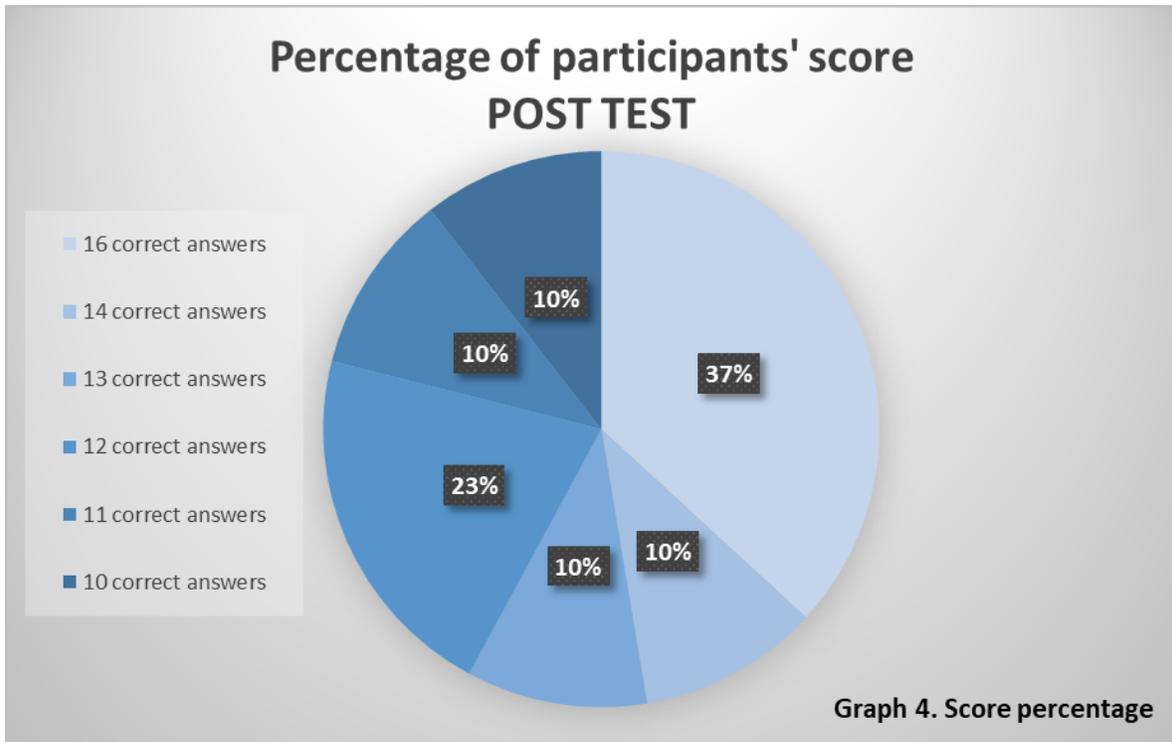
The results of the posttest, in Graph 3, show that seven participants obtain the highest score, 10, by answering all 16 items correctly. Next, two students scored 14 correct answers and two other students scored 13. Subsequently, four students scored 12, and two other students scored 11. The lowest score on this test was 10 correct answers, obtained by the last two students, who were still having trouble understanding the instructions.

This derived from the fact that in the questions where they were asked to change the affirmative sentence to negative or interrogative, students did not seem to understand the question since the answer they gave was the word "affirmative" and "interrogative". The instruction was to change the sentence but they probably misunderstood the question and

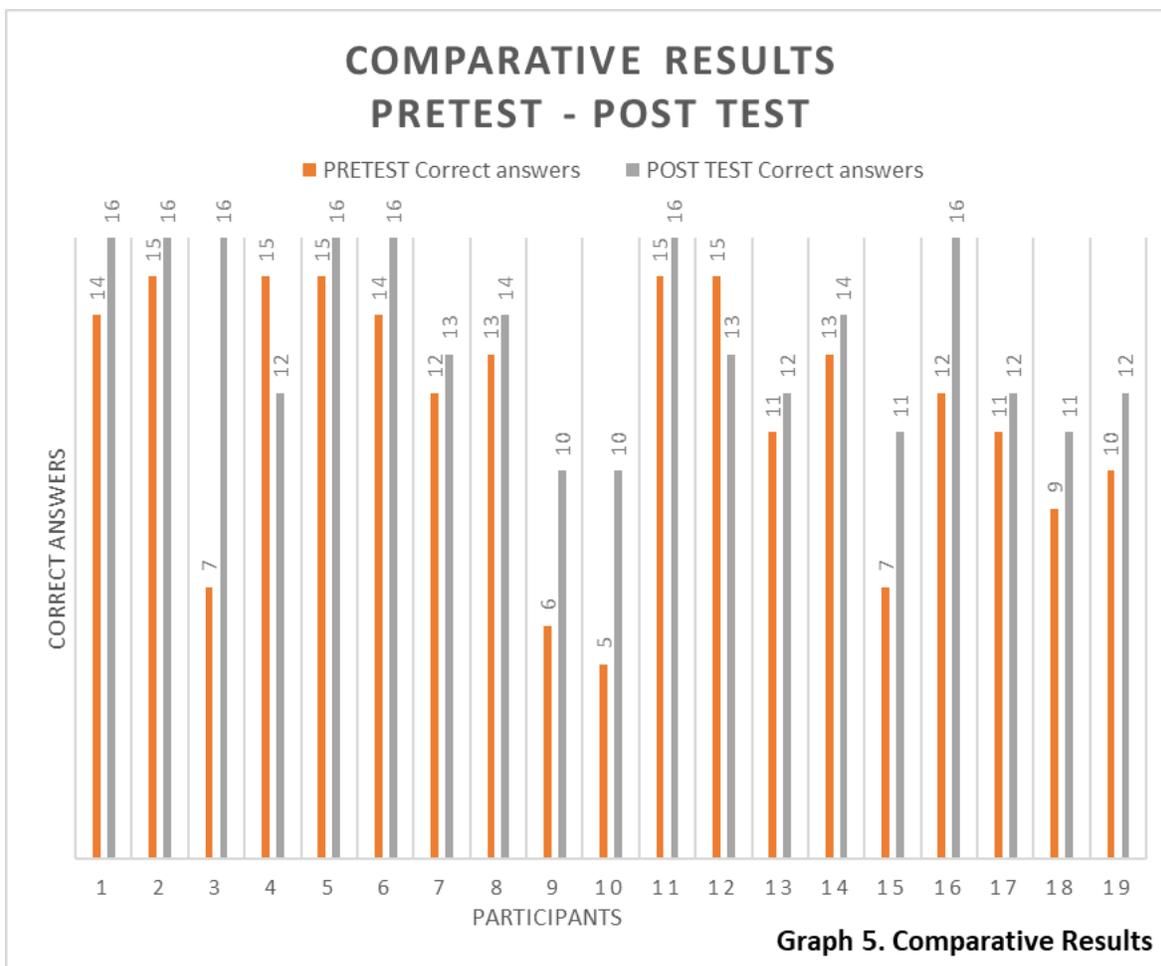
believed they had to simply identify whether they considered the sentence to be affirmative, negative, or interrogative, making their response erroneous.



In the following chart (Graph 4), 37% of the participants score 16 correct answers, while those scoring 14, 13, 11, and 10 are represented by 10% in each range respectively. The rest scored 12 that represents the 23%.



The following graph (Graph 5) shows the progress made by the participants between the two tests, showing a notable improvement in their performance, in most cases, when answering and conjugating the verb "to be" correctly. In this comparative chart, the pretest results are shown in orange, and the post-test results are shown in blue.



Here, it can be observed that Participants 2, 5 and 11 have demonstrated a mastery of basic English because they scored the highest in both tests. Participant 1, and Participant 6 had an improvement of 10% proving they already had a basic knowledge of English. Additionally, these students were very participative and enthusiastic with the methodology presented.

On the other hand, Participants 7, 8, 13, 14, and 17 showed an improvement of 5%, and Participants 18, and 19 had a 10%, since their incorrect answers followed a particular pattern possibly because they copied the answer, or they did not practice long enough or were simply not interested. During the sessions when the strategy was taught, these

students revealed a relatively indifferent attitude towards the activities and their participation was almost nonexistent, so these results were somewhat expected.

Although participants 9, 10, 15 show an important progress of 30%, it is worth mentioning that these students require continuous supervision to continue obtaining better results. It was through the observation made in the sessions that it was confirmed that they need a teacher to explain the subject in detail and what they are expected to achieve, so they could become autonomous learners eventually.

Similarly, Participant 16 also achieved a 30% progress in her results. It can be recognized that in this particular case, the strategy was useful since she was able to obtain the highest score as she was one of the first to answer the post-test. Surprisingly, Participant 3 exhibited a remarkable improvement of 50% when comparing the significant difference in his test results proving that with the correct strategy they can achieve progress.

Participant 4 had a decrease of 20%, while Participant 12 had a decrease of 15%, possibly because they did not read the instructions properly or did not understand them and wrongly answered the exercises that required them to change the type of sentence from affirmative to interrogative or negative, but may have impacted their results.

4.2 Survey Results

As a manner of obtaining more meaningful data, an exit survey with 15 questions was administered at the end of the strategy to the 19 participants, representing 100% of the sample, to identify their perceptions when using The British Council app in learning the verb "to be". The questionnaire (exit survey) was designed in Spanish to facilitate the gathering of meaningful results from the participants. In this section, the questions will be

presented in the same order they appear in the Google Form application, followed by a pie chart illustrating the results.

Question 1 was about how important they considered the English subject in their school program.

1. ¿Consideras importante la materia de inglés en tu programa de estudios?

19 respuestas

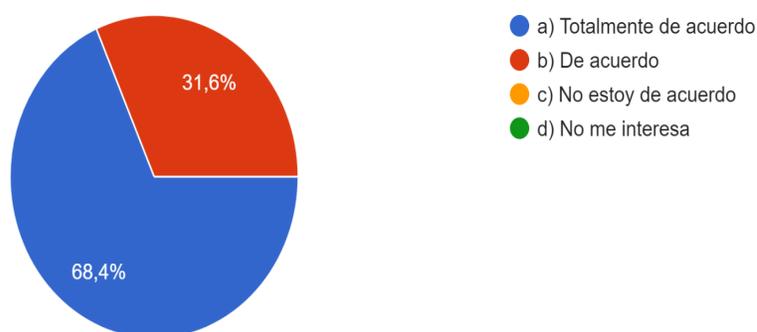


Figure 1. The importance of the English subject in the program

It can be observed in figure 1, 68.4% of the participants strongly agree that English as a subject in their curriculum is very important, while the remaining 31.6% of participants also agree, but to a lesser extent. This can be interpreted as a positive result, since the participants seem to attach particular importance to learning English as a professional or occupational skill.

Question 2 was about whether they considered it necessary to use mobile devices (tablets, smartphones) to learn English outside the classroom.

2. ¿Consideras necesario el utilizar dispositivos móviles (tabletas, teléfonos inteligentes) para aprender inglés fuera de clase?

19 respuestas

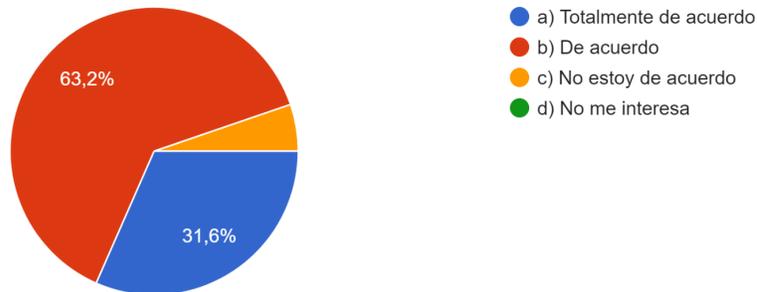


Figure 2. The importance of using mobile devices to learn English outside the classroom

As can be seen in figure 2, 63% of the participants agree that it is necessary to use mobile devices such as tablets or smartphones to learn English outside the classroom, whereas 31% of the participants strongly agree with it. Only one student representing 6% disagrees. These results show that the use of technology for English language learning is important, as it can provide rich feedback through innovative activities and materials as they could see in the sessions that included the strategy.

Question 3 was about what tools they regularly use in the classroom to learn English.

3. ¿Qué herramientas utilizas regularmente en el salón de clase para aprender inglés? (puedes marcar más de una opción)

19 respuestas

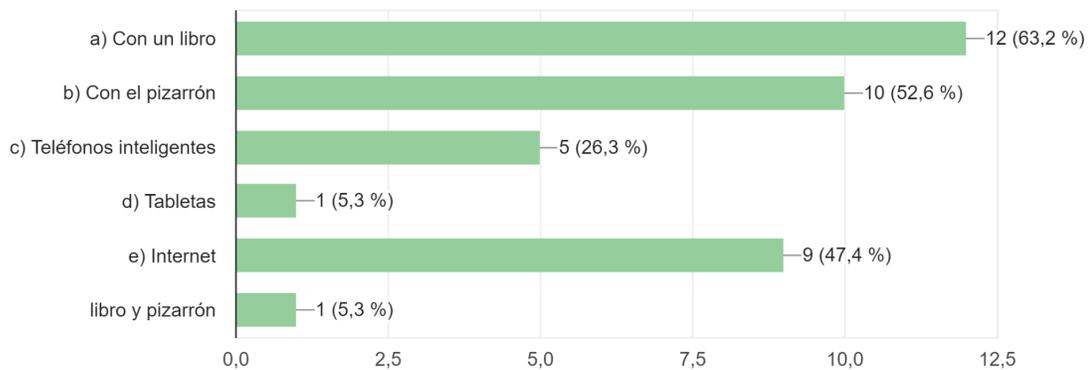


Figure 3. Common tools used in the classroom to learn English.

From the next question, figure 3, students were given the opportunity to mark more than one option on what tools they regularly use in the classroom to learn English, from which it can be seen that 63.2% use textbooks as the main tool to learn the language, while 52.6% prefer to use the blackboard as the most useful learning tool that allows them to reinforce knowledge. Surprisingly, 26% of the students consider the possibility of using smartphones for learning since, as they stated in the sessions, they only use the phone for calls, entertainment, and leisure outside the school since these devices are forbidden inside the classroom. Only 1 student, represented by 5.3%, would like to use a tablet to learn English, from which it can be deduced that, out of the 19 participants, only this participant has such a device. Finally, 47.4%, prefer to use the Internet as a reliable source of learning.

Question 4 was about how important they considered technological tools (apps, online games, internet, cell phones, etc.) to better understand English in the classroom.

4. ¿Crees que las herramientas tecnológicas (apps, juegos en línea, internet, celulares, etc.) pueden ayudarte a comprender mejor el inglés en clase?

19 respuestas

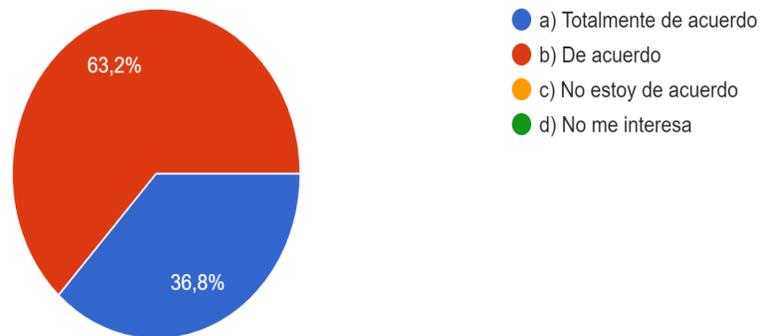


Figure 4. The importance of technological tools for better understanding of English.

It can be noted in figure 4, that 63% of the participants agree that technological tools such as The British Council application, the internet, and cell phones can help them to better understand English in class, and the remaining 37% strongly agree with it. This is derived from the participation and motivation that the students showed during the sessions and that by incorporating such resources and tools into language sessions they could achieve even better results in the short term.

Question 5 was about participants who have used any digital App to learn English.

5. ¿Has utilizado alguna App digital para aprender inglés?

19 respuestas

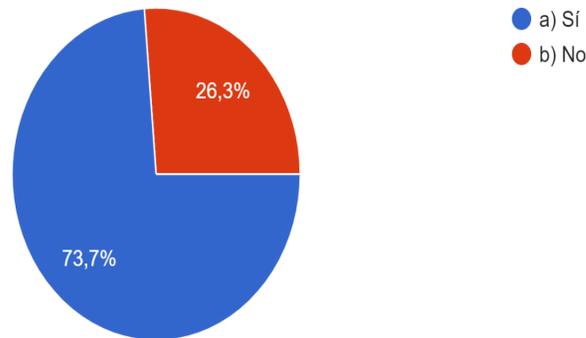


Figure 5. The use of digital apps to learn English.

As it can be seen in figure 5, 74% of the participants have used at least one digital app to learn English, while 26% have never used a digital app, possibly because these students may not own a mobile device. During one of the sessions, students were asked if they had a cell phone, most students responded affirmatively and a few said they did not. However, the results confirm that students can learn a foreign language by using different apps that include enough visual material and activities that reinforce knowledge in a more practical and entertaining way.

Question 6 is related to what other apps the participants have used to learn English.

6. Si tu respuesta fue "Sí", ¿podrías nombrar cuál o cuáles Apps has utilizado?

14 respuestas

Duolingo

Figure 6. Other useful apps to learn English.

It is shown in figure 6, that 74% of the sample have used the Duolingo app. This could be explained by the fact that Duolingo is a free platform for language learning and an excellent option to learn new vocabulary on mobile devices. It can also be used as a complementary game, as well as The British Council app, to practice English in their free time.

Question 7 was about if participants knew or had used "The British Council: Learning Grammar" App to learn English.

7. ¿Conocías o ya habías utilizado la App "The British Council: Learning Grammar" para aprender inglés?
19 respuestas

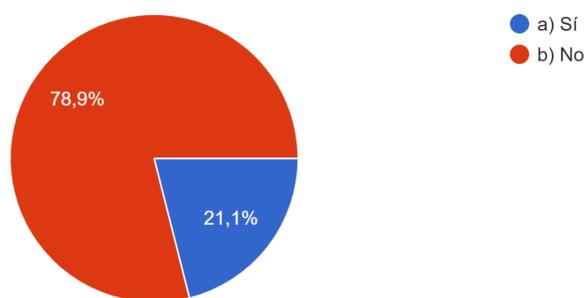


Figure 7. Lesser-known app to learn English.

Figure 7 shows that before using "The British Council: Learning Grammar" as the strategy to reinforce their English language skills, 21% of the sample mentioned they had already used this application, while 79%, mentioned they were not aware of it until the application of the strategy in class. A possible explanation could be that there is a wide range of applications for learners of all ages to learn a foreign language and some of these applications gain more popularity than others so it makes it difficult to keep up with all of them. Undoubtedly, users depend on the best free options on the market. According to a

recent survey, in the ranking of the top 10 most downloaded apps for learning English, “The British Council” app does not appear while Duolingo has the most downloads.

Question 8 is related to the previous question and deals with how the suggested app helped the participants.

8. Si tu respuesta fue “Sí”, ¿podrías describir brevemente cómo te ayudo?

5 respuestas

ayuda a aplicar de forma mas eficiente lo que aprendes de el ingles

No la conocía pero ahora me parece muy útil y aprendo rápido

Fue muy buena eh interactiva

En como decirlo y como diferenciarlo

Me ayudo a comprender los temas y trabajos de Ingles qué me iban dejando los profesores.

Figure 8. Brief description of how the app helped participants.

Figure 8 displays that the 21% who had previously answered they knew the app, briefly described how the app helped them. Participant 4 mentions that it helped him to apply more efficiently what he learned about English while participant 7 said that the app is very good and interactive. Participant 16 said it helped him learn how to say and how to differentiate grammar. Finally, Participant 17 commented that it helped him to understand class topics and English assignments. Although Participant 5 had answered in the previous question that he did not know the app, after learning the strategy he found it very useful as he learned faster.

Question 9 is about how positively the "The British Council Learning Grammar" app had influenced participants' learning of the verb "to be" in class.

9. Después de haber usado la app "The British Council Learning Grammar" ¿influyó positivamente en tu aprendizaje del verbo "to be" en clase?

19 respuestas

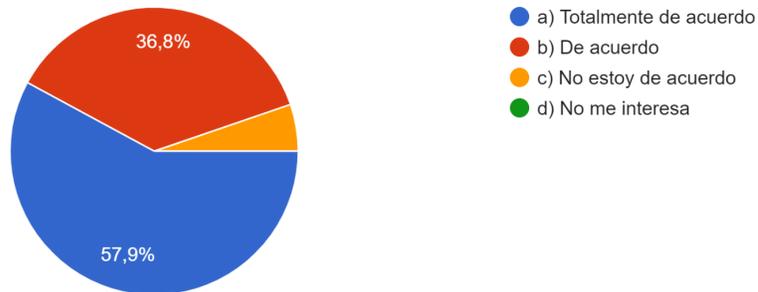


Figure 9. Positively influence on learning verb "to be" in class

It can be observed in figure 9 that 58% stated that they totally agreed that the app had a positive influence on their learning of the verb "to be" in class, while 37% agreed that it had a positive influence. Only one student representing 5% mentioned not agreeing that the app positively influenced his/her learning. This may be connected to the previous case where one participant did not own a mobile device.

Question 10 is about how the app had influenced participants' learning to practice the verb "to be" on their own after using the app.

10. Después de haber usado la app "The British Council Learning Grammar" ¿influyó en tu aprendizaje para practicar el verbo "to be" por tu cuenta?

19 respuestas

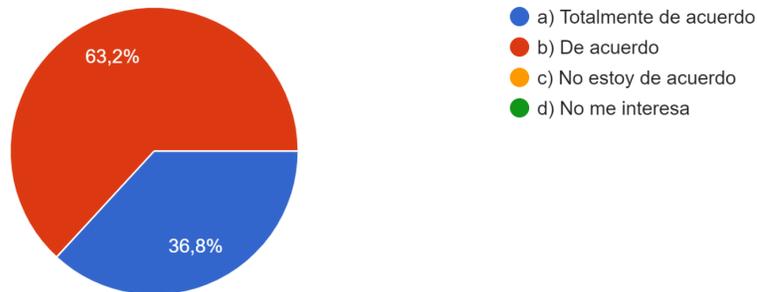


Figure 10. Influence to learning the verb "to be" on their own

As it can be seen in figure 10, all participants reported that after having used the app "The British Council Learning Grammar" it influenced their learning to practice the verb "to be" on their own, with 63% agreeing and 37% strongly agreeing. Since the app contains many exercises and activities, it certainly challenges them to keep advancing as it contains a chart that records their progress.

Question 11 is about how participants consider educational applications to be useful tools to complement their classroom learning.

11. ¿Consideras que las aplicaciones educativas son una buena herramienta para complementar tu aprendizaje en el salón de clase?

19 respuestas

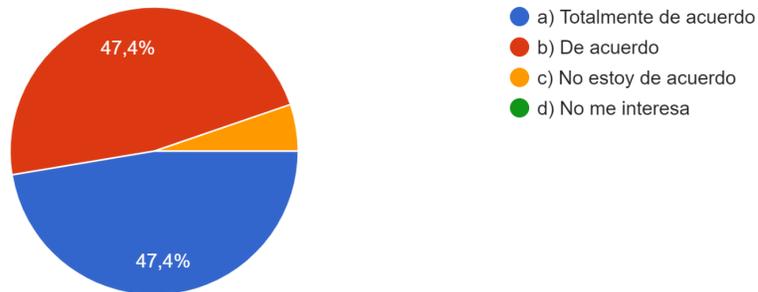


Figure 11. Useful educational apps to supplement classroom learning

Figure 11 shows that 47% totally agree and another 47% agree, as they consider that educational applications are a great tool to complement their learning in the classroom, while only 1 student, representing 6%, comments that he does not agree with this statement. Possibly for the same reason previously mentioned that the participant did not own a mobile device.

Question 12 is about how participants consider that technology (apps, platforms, internet, cell phones, etc.) should be used in the English classroom.

12. ¿Consideras que el uso de la tecnología (apps, plataformas, internet, celulares, etc.) se debería utilizar en el salón de inglés?

19 respuestas

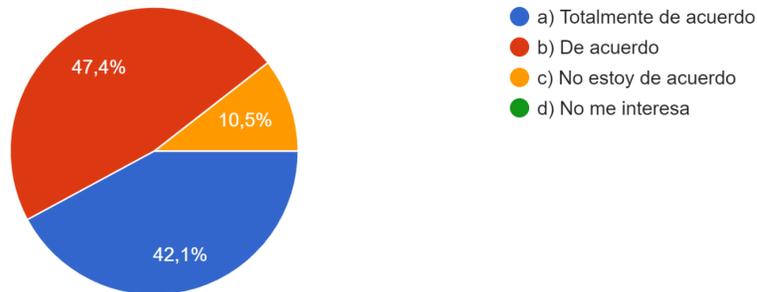


Figure 12. Using technology in the classroom to reinforce learning

Figure 12 displays that 47.4% agree and 42.1% strongly agree, nearly 90%, with the idea that technology such as digital apps, platforms, internet and cell phones should be used in the English classroom to reinforce their learning. While 2 students, representing 10.5%, disagreed. A possible explanation could be that these students know that their peers would get distracted with technology and would cause other peers to be distracted as well, causing a setback instead.

Question 13 is related to the challenges arising from the health contingencies, and if participants believe it is important to incorporate educational apps that offer complementary feedback for learning English at school.

13. Ante los retos de las contingencias sanitarias (la pandemia de COVID-19, Contingencia volcánica) ¿Crees que es importante la incorporación de apps educativas que te ofrezcan retroalimentación complementaria para tu aprendizaje de inglés en la escuela?

19 respuestas

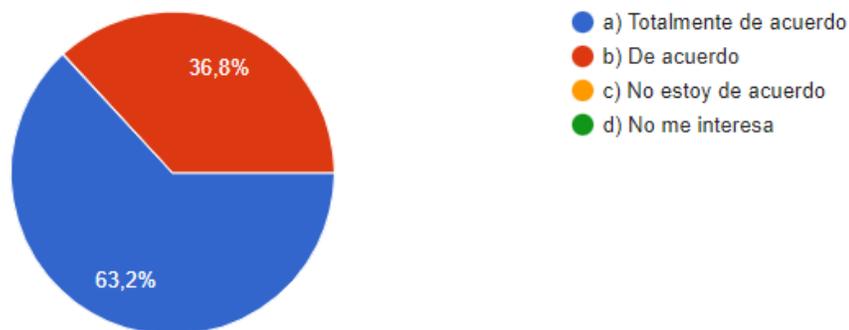


Figure 13. The importance to incorporate educational apps for learning English at school

It is shown in figure 13 that the majority of the participants, 63%, strongly agree that, given the challenges arising from the health contingencies, it is important to incorporate more educational apps that offer complementary feedback for learning English at school, while the remaining 37% also agree, but to a lesser extent. In any case, the results indicate that students who use educational apps benefit from the dynamic and comprehensive information resources available.

Question 14 is about how the material (images, questions, exercises, etc.) presented in the application served to complement learning in and out of the classroom.

14. ¿El material presentado (imágenes, preguntas, ejercicios, etc) en la aplicación te sirvió para complementar tu aprendizaje dentro y fuera del aula?

19 respuestas

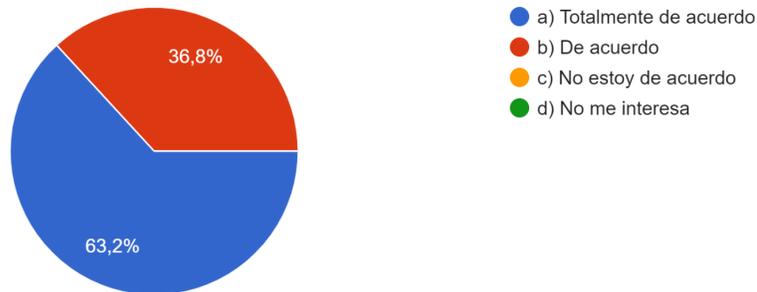


Figure 14. Material from the app to complement learning in and out of the classroom

Figure 14 shows that 63% indicated that they totally agreed that the material such as images and exercises presented in the application served to complement their learning of the verb "to be" both in and out of the classroom, and to a lesser extent, 37% agreed. These results reflect during the application of the strategy the visual material exponentially influenced the learning of grammar and the interaction and pleasant atmosphere that the students had.

Question 15 is about how the material from the app has served participants to improve their grades and academic performance.

15. ¿El material presentado (imágenes, preguntas, ejercicios, etc) en la aplicación te sirvió para mejorar tus calificaciones y rendimiento académico?

19 respuestas

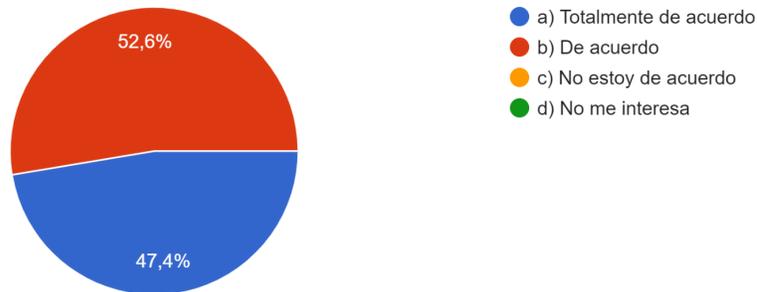


Figure 15. Material from the app improve grades and academic performance

Last question, in figure 15, it can be observed that despite the fact that all participants affirm that the material presented in the application did help them improve their grades and similarly improved their academic performance, 53% said they agreed, compared to 47% who said they totally agreed. The results obtained show that the participants liked the suggested app and were able to take full advantage of it to improve their academic level.

Finally, the second exit survey (see Figure 16) designed under a Likert scale with 6 statements with a 5-point scale, coded as follows: Strongly Disagree = 1, Disagree = 2, Neutral (Neither Agree nor Disagree) = 3, Agree = 4, and Strongly Agree = 5, was administered at the end of the strategy to the high school Head teacher of the sample.

“Rate your level of agreement with each statement”

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
The British Council: Learning Grammar app is ease of use	X				
The app builds efficiency in grammar	X				
Mobile device app increases young learners' engagement when learning English grammar		X			
The use of mobile devices is a distractor		X			
It is necessary internet and Wi-Fi connections for using the app			X		
Mobile devices make learning more dynamic	X				

Figure 16. Data analysis from a likert scale survey

The results of the six items will be explained according to the respondent's specific level of agreement with a statement. For example, in the first statement about whether the British Council App was easy to use, the Head teacher chose “strongly agree”. Perhaps this implies that she perceived the use of the app during the application of the strategy as user friendly for students just as other applications may be.

In the second statement about whether the application improved the students' grammatical efficiency, the Head teacher also chose "strongly agreed". One possible explanation is that the students seemed more enthusiastic and participated more actively in responding to the exercises in the last session where there were almost no errors related to grammar.

Then, in the third statement about whether the digital application increased students' engagement in learning grammar, the Head teacher chose "agree". From which it can be

interpreted that she discerned that the activities and exercises in the application could keep the students' attention during the strategy interaction because it was a simple topic.

In the fourth statement about whether the use of mobile devices can distract students, the Head teacher chose "agree". This may imply that, on one hand, public school students who seem to be apathetic to learning English might prefer to use their devices to check facebook or play video games instead of using it for an academic purpose. On the other hand, cell phones are not allowed in classrooms, therefore this methodology goes against this rule, but with the right instruction and well-designed planning the use of cellphones for academic language learning purposes could be possible.

After that, in the fifth statement about if it was necessary to have internet in the classroom to use the app, the Head teacher chose the neutral option "Neither agree nor disagree". A possible explanation could be that there were only two sessions in which the app was used and since the only device allowed was the researcher's, the Head teacher may have thought the cell phone's navigation was on data so no wi-fi connection was necessary.

Finally, in the sixth statement about the use of mobile devices allowing learning to be more dynamic, the Head teacher chose "strongly agree". Possibly this implies that she had used similar apps, either to learn a language or simply because a given app may have exceeded her expectations or maybe she liked the strategy presented in the classroom. In any case, technology has allowed teachers to challenge students and engage them in learning in virtual environments.

4.3 Research Questions' results

In this section, the three research questions guiding this research will be answered.

RQ1. High school students' perceptions about using the British Council App as a grammar learning tool.

The findings reveal that the students' perception towards learning grammar through “The British Council” App had a positive influence on their learning of the verb "to be" inside and outside the classroom, as they found it very useful because it made them learn faster. The results confirm that English learners can learn a foreign language with apps that include enough visual material and activities that reinforce knowledge in more practical and entertaining ways. Participants also stated that the app is pretty interactive and helped them to learn pronunciation in sentences and how to differentiate grammar. In addition, the app helped them understand class topics and English assignments. Although many of them did not know about this app, after the strategy, some of them mentioned that it helped them to apply what they had learned about English more efficiently.

RQ2. Head English teacher's perceptions about the British Council App as a learning tool for the academic performance of the students.

The results showed that the opinion of the Head English teacher's about the British Council App was mainly positive, since the strategy seemed to have a certain impact on the academic performance of the students who participated in the study. However, the question remains as to whether the use of mobile devices can be distracting to students, especially in public schools, where students do not seem to be very keen on learning English, The learning experience appeared to be enjoyable and accessible with the incorporation of

mobile devices because students are familiar with smartphones, electronic tools and digital technology. Therefore, the Head teacher agrees that exploring the benefits of implementing mobile devices in the classroom can contribute to the development of language learning. Schools and teachers need to develop new technological skills to adapt them into the classroom environment as a tool to support new forms of teaching and learning.

RQ3. High school students consider many advantages in using the British Council App to answer a test that includes the verb to be.

The results show that given the challenges arising from the health contingencies, it is necessary to include digital resources to face-to-face classes. It is important to include educational apps that offer immediate complementary feedback for learning English as students can benefit from this dynamic resource available in digital apps. The British Council app contains exercises and activities divided into learning levels that challenge students to advance, keep track of their progress, and at the same time, learn grammar efficiently.

The app eases learning to better understand English topics, and it also influences their interest to practice English on their own. In addition, students can take full advantage of the application to improve their level of English especially when doing tests about the verb to be as they will be more likely to obtain high grades. Almost all participants report that technology should be used in English classrooms to reinforce learning, as they are aware English is important as a professional and occupational skill for the future.

RQ4. High school students perceive some drawbacks from using the British Council App in the classroom to learn the verb to be.

Although most students consider that the British Council App has many advantages, few students perceive disadvantages in incorporating mobile devices in the classroom. They believe that classmates would get distracted as no other class is using such technology or methodology. Furthermore, a major drawback of using the British Council App in the classroom is that not all students may have access to a mobile device, causing them to be excluded from the learning process.

Although technology has become more available, there are still issues with the integration of mobile devices in the classroom. For example, some families cannot afford to buy a device or, if they do, it may not be updated, i.e., with necessary software to use digital resources. In addition, mobile devices can be distracting for students as smartphones have a bad reputation in the classroom since certain students may not be very interested in learning English and might prefer to use their smartphone for entertainment rather than for academic purposes. These are compelling arguments for banning the use of devices from public schools.

4.4 Discussion

It is worth highlighting the findings regarding the perceptions of the students and the head teacher about the use of the British Council App in the classroom for better understanding and development of English grammar. Both parties agree that this method of learning and practicing with the language is effective, even for those apathetic students who seem not to be very fond of learning English.

At the beginning of the research, many of the students demonstrated poor knowledge of English and frequently failed to conjugate the verb "to be" in all the forms. The results

demonstrate positive changes in their attitudes, beliefs, and opinions about learning English in a non-traditional way, using a digital application as a pedagogical tool that increases their engagement in learning English grammar.

For example, during activities, most students showed great interest and motivation to participate in class either by raising their hands or by answering out loud when classmates answered incorrectly. *Icebreakers* was an activity students liked quite a lot since they showed great commitment in the classroom. Shy students, although afraid to speak, would write answers down as a way to participate. They would show me their answers and if they made a mistake I would correct them but also offer positive phrases such as “good effort”. All the activities used in the sessions were unknown and thanks to the new dynamics this caused students to experience significant learning.

Teachers may be afraid to integrate technology into their classrooms, mainly because they worry that it will be more trouble than beneficial, but with proper instruction and well-designed planning, the use of cell phones can provide EFL teachers with instructional support to help students learn better and to promote students’ engagement and independent learning.

4.5 Summary

The British Council app allowed to complement the teaching-learning process of high school students, facilitating the use of grammar that can lead to achieving academic goals and better grades. The use of apps is a great support in the teaching of English, as it encourages students to develop their knowledge by actively engaging in activities, but especially to self-directing their learning. This application has great potential for teaching

and learning, and in combination with an instructional teaching strategy, mobile devices can be a didactic tool into the learning experience.

Chapter V

Conclusion

This chapter will present the final conclusions of this research. First, the contribution of the research will be presented. Next, the limitations of the study the researcher encountered during the implementation of mobile devices in the classroom and the difficulties related to participants and other issues will be outlined. Suggestions for future research on the implementation of more digital apps and mobile devices to support the teaching-learning process will be mentioned. Finally, a reflection on the experience in the classroom, followed by administrative obstacles, and the professional growth achieved as a high school teacher during the process of conducting this study will be explained.

5.1 Research Contributions

The results obtained from this study support that digital apps along with mobile devices could be considered part of the curriculum at high school to help students' performance and achieve academic progress. Allowing the use of mobile devices in the classroom for educational purposes, offers beneficial aspects for students, from developing learning independence to mastering grammar, but most importantly, it allows them to do it at their own pace.

If apps are used as pedagogical tools for teaching they could be integrated into the curriculum to increase students' engagement when learning English grammar. This may

lead to further consideration of mobile learning as a key role in guiding students' learning and taking advantage of the benefits of technology. In the same way, Mobile Assisted Language Learning is an excellent teaching methodology that can help students better understand grammatical rules as well as incorporate new topics that facilitate student-centered learning through mobile devices where activities that unlock digital experiences are leveraged as new ways of learning inside or outside the classroom resulting in collaborative learning and motivation. Learning environment can become entertaining and beneficial to students' learning process.

Finally, an additional contribution aims to increase the participation and independence of students through autonomous learning by means of digital applications so that students can achieve their individual learning goals. The use of mobile devices may expand the possible innovations in educational practices and enhance the role of teachers and students by positively influencing their perspectives and experience on learning English.

5.2 Limitations of the Study

The present study has some limitations. Initially, to get permission from the principal of the institution to request authorization to carry out the research project. I had to prepare a letter explaining the reasons and the purpose of the research. After submitting the letter, the schedule for meeting with the principal in person was complicated; however, after insisting I was able to meet with the assistant principal who finally authorized me to conduct my research in only one classroom. I had to also contact the Head teacher to inform her on the principals' decision.

A second limitation was the number of sessions to apply the strategy. The plan was to introduce the British Council app and work with it for a total of six sessions of fifty minutes each. Due to volcano contingency, all classes were reorganized, hence the execution of the strategy, as well as the application of the instruments, had to be postponed, and radically shortened to only two sessions to carry out the project. Obviously, the time allotted was not enough for the students to practice and to obtain more enriching results on the impact of the strategy being applied.

Another limitation of the study was the number of participants. Initially, 67 students (the total of students in the group) were considered; however, just 19 students were considered as part of the strategy because the rest of the group showed little commitment when answering the instruments (the posttest and the survey), since these instruments had to be answered online and were needed to carry out the final comparison of the results at the end of the study.

Finally, the last limitation was related to the use of mobile devices in the classroom. Despite the inadequate infrastructure most public schools have, this school has a policy for not allowing the use of any portable devices. However, mobile devices or smartphones continue to be used for a variety of purposes (search on the Internet, investigate any topic, interact in social networks, take pictures and videos, etc.) and the fact that they were not allowed to actively learn and practice a foreign language was a big issue.

Consequently, the lesson plans had to be adapted and modified to fit the current environment such as the equipment for the classroom for everyone to see, participate and learn with the digital app. Therefore, I decided to use a projector connected to my cell phone (the only mobile device allowed) to display the activities on the wall of the

classroom. Unfortunately, the classroom was overcrowded, and there was not enough time for all the students to participate. In addition, students sitting in the back reported not being able to participate due to difficulties in viewing the strategy correctly.

5.3 Suggestions for further research

No doubt that learners are enthusiastic to use applications to practice English, both online and at school, as their attitudes towards these tools are positive. Teachers should implement more diverse ICT tools in the classroom in order to build powerful learning scenarios where students show greater responsibility and commitment in their use for exclusively academic purposes, and thus a real transformation in the learning-teaching process can take place. Therefore, future research could include the implementation of more digital applications in public schools to support the teaching-learning process.

On the other hand, the researcher could extend the study to other types of population, such as adults, with the intention of obtaining contrasting results that would contribute to this type of investigation. Adults have a different perspective about learning as they have specific goals to achieve. Also, to some of them it may be a bit difficult to get used to using digital applications, unlike young students or digital natives. Above all, researching how adults may find apps that can serve them to improve their language skills could be a relevant issue to investigate in the future.

5.4 Reflection

Conducting this research challenged me on so many levels as a teacher, researcher, learner, and parent dealing with teenagers. It was a tough and significantly demanding process but rewarding for my professional development. One of the most difficult things to start the

research on was the topic because most EFL professors are not particularly fond of this type of study. After deciding on my topic, the second obstacle I found was the limited information about the use of digital apps, and even less, of mobile devices as educational tools in public schools in Mexico. However, I was convinced and decided to conduct my research on the use of technology in education, especially at the educational level where my children are.

Prior to the Covid 19 pandemic, I had worked in private schools where I was freely allowed to implement pedagogical tools that would impact student learning and show strong results. Ever since, technology has been fundamental for my teaching and learning process, and I have been able to verify that students gain significant feedback from these tools. However, the groups I usually worked with were 8 to 15 students maximum, so adapting my teaching to a larger group (67 students) was necessary to overcome my usual way of working with smaller groups.

I like teaching and it was gratifying when my students, even the laziest or distracted ones, radically changed their attitudes and made an effort to stand out among their classmates. There were times when students who saw me on the street would run up to greet me and find out what we would cover next in class. On occasions, when I changed to another school, my students would ask their parents to transfer them to that school, which feels very good and motivates me to be better every time. I believe that an English class should be assigned at least 3 times a week for 1 hour and 30 minutes. Students, school administrators, and society must be aware that besides learning a language, students are also learning cultural topics along with developing social interaction and personal behavior, and hopefully, how to use technology for enhancing that learning.

5.5 Conclusion

The implementation of apps as part of the curriculum can trigger students' motivation and engagement to be more interested in learning as their confidence increases and their academic progress improves, being reflected in their grades. Improvement of foreign language skills can be enhanced through technological tools to learn effectively, as students can practice their grammar and also learn vocabulary.

Although apps promote autonomous language learning, some concerns about their use in the classroom arise especially in the sense that they require Internet access, or because they can distract students. A relevant issue is the unavailability some students may have regarding having these devices in class which may affect them to complete the required tasks, resulting in a lack of interest and participation. Nevertheless, apps may help most students to practice the language outside the classroom and improve their language skills with these additional digital resources, especially in the case of a coming pandemic where distance learning would be part of their reality.

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Appendix A

La siguiente encuesta tiene como propósito determinar la percepción de los participantes sobre los beneficios que puede aportar la aplicación “The British Council: Learning Grammar” para el aprendizaje del inglés al utilizar dispositivos móviles durante las clases. La información que sea recabada será tratada de manera confidencial y anónima como parte de este proyecto de investigación.

Edad:

Sexo:

1. ¿Consideras importante la materia de inglés en tu programa de estudios?

- a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

2. ¿Consideras necesario el utilizar dispositivos móviles (tabletas, teléfonos inteligentes) para aprender inglés fuera de clase?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

3. ¿Qué herramientas utilizas regularmente en el salón de clase para aprender inglés?

(puedes marcar más de una opción)

a) Con un libro b) Con el pizarrón c) Teléfonos inteligentes d) Tabletas e) Internet

f) Otros: _____

4. ¿Crees que las herramientas tecnológicas (apps, juegos en línea, internet, celulares, etc.) pueden ayudarte a comprender mejor el inglés en clase?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

5. ¿Has utilizado alguna App digital para aprender inglés?

a) Sí b) No

6. Si tu respuesta fue “Sí”, ¿podrías nombrar cuál o cuáles Apps has utilizado?

7. ¿Conocías o ya habías utilizado la App “The British Council: Learning Grammar” para aprender inglés?

a) Sí b) No

8. Si tu respuesta fue “Sí”, ¿podrías describir brevemente cómo te ayudo?

9. Después de haber usado la app "The British Council Learning Grammar" ¿influyó positivamente en tu aprendizaje del verbo “to be” en clase?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

10. Después de haber usado la app "The British Council Learning Grammar" ¿influyó en tu aprendizaje para practicar el verbo “to be” por tu cuenta?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

11. ¿Consideras que las aplicaciones educativas son una buena herramienta para complementar tu aprendizaje en el salón de clase?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

12. ¿Consideras que el uso de la tecnología (apps, plataformas, internet, celulares, etc.) se debería utilizar en el salón de inglés?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

13. Ante los retos de las contingencias sanitarias (la pandemia de COVID-19, Contingencia volcánica) ¿Crees que es importante la incorporación de apps educativas que te ofrezcan retroalimentación complementaria para tu aprendizaje de inglés en la escuela?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

14. ¿El material presentado (imágenes, preguntas, ejercicios, etc) en la aplicación te sirvió para complementar tu aprendizaje dentro y fuera del aula?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

15. ¿El material presentado (imágenes, preguntas, ejercicios, etc) en la aplicación te sirvió para mejorar tus calificaciones y rendimiento académico?

a) Totalmente de acuerdo b) De acuerdo c) No estoy de acuerdo d) No me interesa

Link de la encuesta:

https://docs.google.com/forms/d/e/1FAIpQLScqafbxeiL_wTukskwq5Criuq8uqmHvB0-M3f7poc7m_o3S3Q/viewform?usp=sf_link

Appendix B

The following questionnaire aims to assess the different levels of agreement, importance, and quality of academic performance of students after using the application "The British Council: Learning Grammar". In addition, the instrument attempts to analyze the perceptions of the high school teacher regarding the use of the App during class for learning English . The questionnaire below is designed under a Likert scale with 6 statements, which uses a 5-point scale, including a range of opinions from "Strongly Agree" to "Strongly Disagree". The information collected will be treated confidentially and anonymously as part of this research project.

“Rate your level of agreement with each statement”

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
The British Council: Learning Grammar app is ease of use					
The app builds efficiency in grammar					
Mobile device app increases young learners' engagement when learning English grammar					
The use of mobile devices is a distractor					
It is necessary internet and Wi-Fi connections for using the app					
Mobile devices make learning more dynamic					

Appendix C

Pre-Test Grammar Verb to Be

AFFIRMATIVE SENTENCES

In the following section, fill in the spaces with **am**, **is**, or **are**.

1. I _____ happy.
2. She _____ tall.
3. We _____ students.
4. They _____ Mexican.
5. It _____ hot.

NEGATIVE SENTENCES

In the following section, fill in the spaces with **am not**, **is not**, or **are not**.

6. Miguel _____ a doctor.

7. He _____ short.

8. I _____ from Argentina.

9. The boy _____ hungry.

10. We _____ sleepy.

INTERROGATIVE SENTENCES

In the following section, fill in the spaces with **am**, **is**, or **are**.

11. _____ Omar in the park?

12. _____ I sad?

13. _____ you angry?

14. _____ Cinthia and Toño together?

15. _____ my sister in the kitchen?

Appendix D

POST TEST - Verb "to be" (Present Simple Tense)

The following test aims to assess your academic performance after using the application "The British Council: Learning Grammar". The information collected will be treated confidentially and anonymously as part of this research project.

Choose the correct form of verb "to be".

1. I _____ a student.



a) am b) is c) am d) be

2. She _____ a teacher.



- a) be b) are c) am d) is

3. From the following image, which sentence is correct?



- a) They are chefs. c) She is a chef.
b) He is a chef. d) It is a chef.

4. From the following image, which sentence is correct?



- a) I am a doctor. c) They is a doctor.
b) She are doctors. d) They are doctors.

5. From the following image, answer the next questions.

Is it a ball?



- a) Yes, It be. b) No, it isn't. c) Yes, I am. d) Yes, it is.

6. Are these cars?



- a) Yes, It is. b) Yes, they are. c) No, they are not. d) No, it is.

Type the correct form of "be" to complete the sentence.

7. You _____ in the school.



8. My friends _____ happy.

Type the answer to the question which is true for you. Use the correct form of the verb BE.

9. Are you 37 years old? _____

10. Are you from Mexico? _____

11. Is this girl sad? _____

Change the next sentence from affirmative to interrogative.

12. My mom is in the park. _____

13. We are the champions. _____

Change the following sentence from affirmative to negative.

14. Paquita and Poncho are Brazilians. _____

15. I am in Paris. _____

16. From the following image, which sentence is correct?



- a) They be children b) They are child c) They are children d) They is children

Link to the test:

https://docs.google.com/forms/d/e/1FAIpQLSfPZMQgHCmJEr39ABSTB58yE1fy5fK6Cp7YCG3q3sELfotJ3w/viewform?usp=sf_link

Appendix E

LESSON PLAN

INSTITUTION: Bachillerato Oficial Máximo Serdán

NO. OF STUDENTS: 60 Students

DATE: 31/05/2023

GROUP: 1° B **TIME:** 50 min. **LEVEL:** Basic **TOPIC:** Verb to be

AIM: Students will be able to answer when they are asked to select the correct conjugation of the verb to be in affirmative, negative, or interrogative sentences.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
<p>Pretest Grammar</p> <p>Verb to be in present simple</p>	<p>Worksheet</p> <p>(15 questions)</p>	<p>Ss</p>	<p>The teacher (T) will give Student (Ss) a test that is divided into 3 sections containing 15 exercises of affirmative, negative and interrogative sentences, they have to write the correct form of the verb.</p>	<p>10 - 15 min</p>

<p style="text-align: center;">Icebreaker</p> <p>Spider's web game</p>	<p>A ball of string or yarn</p>	<p>Whole group</p>	<p>T will hand one end of the yarn ball to a Ss and ask him/her to keep it upright at all times and not let go of it for any reason. The person who has the yarn ball must name a quality (adjective) that he or she has, emphasizing the use of the keyword, which will be "I am"/"you are"/"he or she is". Sitting at their desks, Ss will throw the ball of yarn to another person in the room in order to form a spider's web.</p>	<p>5 min</p>
<p style="text-align: center;">English for beginners</p> <p>Video lessons: to be (am, is, are)</p> <p>https://www.youtube.com/watch?v=adLQ7j1tkNs</p>	<p>A YouTube video</p> <p>(It is a free and comprehensive video for English learners and teachers that explains in a simple, dynamic way the topic of verb to be in present simple tense)</p> <p>A projector</p> <p>A mobile device</p>	<p>T- Ss</p>	<p>The T will play a video lesson focused on the verb to be and asks students to identify any grammar rules on affirmative, negative and interrogative sentences they see in the video. If there are any doubts or questions, it is recommended that Ss write them down in their notebook and ask them at the end of the video. The T will monitor the activity and provide help if necessary.</p>	<p>5 min</p>

<p style="text-align: center;">The British Council: Learn English Grammar app</p> <p style="text-align: center;">It is a free grammar practice app designed to help improve English grammar accuracy</p>	<p style="text-align: center;">Wi-Fi Android App Projector</p>	<p style="text-align: center;">T – Ss</p>	<p>T will introduce “The British Council: Learn English Grammar” app in the class and will explain how it works. T will emphasize that the use of mobile devices will be only allowed during the lesson. Then T will ask randomly Ss to complete the exercise. In case Ss have troubles when answering, a classmate could help him/her.</p>	<p style="text-align: center;">20 min</p>
<p style="text-align: center;">Feedback</p> <p style="text-align: center;">A brief summary of the topic</p>	<p style="text-align: center;">Whiteboard Markers</p>	<p style="text-align: center;">Whole group</p>	<p>The whole group will provide significant feedback about the topic using the whiteboard. T will ask students to use the app outside the classroom and practice the rest of the exercises.</p>	<p style="text-align: center;">5 Min</p>

Researcher: Angel Jhaffit Mena Hernández