



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

**RESEARCHING THE IMPACT OF WEBSITES AND ONLINE
APPLICATIONS ON UNIVERSITY BEGINNER LANGUAGE
STUDENTS LEARNING OF GRAMMAR**

**A Thesis Submitted to the Faculty of Languages
for the Degree of
Maestría en la Enseñanza del Inglés (MEI)**

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Puebla, Pue. January 2024

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requirements for the degree of**

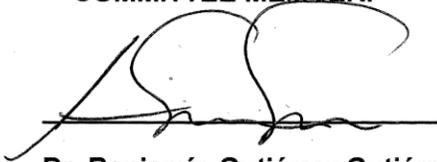
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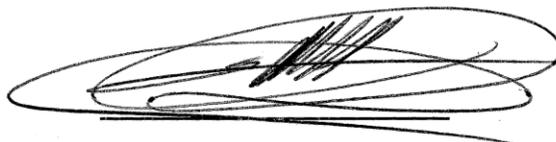
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DEDICATIONS

This work is dedicated to CONACYT due to they allowed me to study the “Maestría de la Enseñanza del Inglés” at BUAP and thank to them I could develop myself professionally and that will improve my way of working as an English teacher.

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ABSTRACT

In 2020, there was a considerable change in teaching due to the Covid Pandemic. Then, teachers and students had to get used to technology due to online classes “E-learning is learning based on information and communication technologies with pedagogical interaction between students and the content, students and the instructors or among students through the web” (González-Videgaray, 2007 cited in Sangrà, Vlachopoulos and Cabrera, 2012, p.149). Considering these events, teachers should have taken the experience of e-learning to enrich their lessons, taking into account the advantage that students can now access the internet and do their homework with digital tools. The aim of this research is to apply some activities using digital material to reinforce grammar topics students have already learned but were difficult to understand, this is to see the impact of this tools in learning grammar. In addition, this research seeks to examine how some websites and online applications help students to learn a foreign language. In addition, this project examines students’ opinions about using websites and online applications to learn a foreign language. This study adopted cross-sectional design as its methodological framework, viewed as a quantitative approach to inquiry. In addition, communicative approach is going to be used to apply the remedial work, with a Practice, Presentation, Production model. The data-gathering instruments included a focus group, a need analysis survey, a diagnostic test (pretest), a final test (posttest), and users’ satisfaction surveys.

Key words: *E-learning, gamification, online materials in Education, comics, video games.*

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CHAPTER 1. INTRODUCTION TO THE PROBLEM.

Introduction

In 2020, there was a huge change in the way of teaching; this was due to the Covid Pandemic. Suddenly, teachers and students had to get used to technology due to online classes. Some teachers knew how to use technology but some others did not, so they faced problems from the beginning. Information and Communication Technologies (ICTs) became an ally and sometimes their worst enemy.

According to Raad, Bareq & Khan, (2020), ICTs are technology forms used to display, create, store, process, transmit, and share information by electronic methods. There was a need in education, which was to continue teaching and the only way they could do it was e-learning.

Covid 19 brought new ways of teaching and gradually the educational interaction turned to a kind of e-learning. “E-learning is learning based on information and communication technologies with pedagogical interaction between students and the content, students and the instructors or among students through the web” (González-Videgaray, 2007 cited in Sangrà, Vlachopoulos and Cabrera, 2012, p.149).

Teachers, students and sometimes parents had to get used to e-learning as part of the education process. And, although it was a challenge for most teachers, others took the advantage as a new opportunity to learn new skills and new ways of creating material. It is meant that some teachers found a friend in a computer shape and in this sense it was very beneficial. “The computer can help in the design and

development of learning materials. So much material can be downloaded from the internet. Such material must however be adapted to suit the specified instructional objectives” (Bizi and Shittu, 2014, p.90)

In 2022, Face-to-face classes were returning gradually (due to the decrease of positive Covid cases) and in the process we found a kind of blended learning lessons. Blended learning is defined as an “instructional method that includes the efficiency and socialization opportunities of the traditional face-to-face classroom with the digitally enhanced learning possibilities of the online mode of delivery” (Dziuban et al., 2004 as cited in Singh, Steele, & Singh, 2021, p. 141).

Taking into account these events, teachers should have taken the experience of e-learning to enrich their lessons and also the advantage that students are now able to access the internet and do their homework with digital tools. Teachers now can combine digital tools in face-to-face classes to complete and reinforce the topics students may have learnt.

Luckily, e-learning brought some advantages. One of these advantages can be at the moment of focusing on the needs of individual learners which can deliver knowledge in digital age effectively as compared to educational institutions’ needs or instructors (Huang and Chiu, 2015 cited in Rawashdeh, Mohammed, Arab, Alara, & Al-Rawashdeh, 2021, p.108).

There are several online tools that can be used to improve students’ performance, for example: video games, memory games and even comics. One of the most important characteristics of this kind of material is that students can access

it when they can and as many times they need it due to the fact it is an extemporal material.

1.2 The problem

During the lockdown, teachers and students learned digital skills, and this is why I kept learning new manners to teach online. When I started to study the Masters' in Language Teaching at BUAP, there were two optional subjects: The use of technology in English teaching and the other one was Pragmatics for Language teachers. As I was involved in online classes I chose the subject related to technology.

During the class, the teacher showed us how to use and develop online material in different websites and online applications. This subject was very interesting for me, and I learnt how to create new online material such as: online presentations, videos, comics and even video games. Then, the teacher asked us to choose some of the materials and try to implement them to a group of students that we could have access to or we were allowed to be with them.

I applied the material with EFL university students who were taking online classes. The websites and applications used were: a memory game made in "puzzel.org", a comic done in "pixton", a memory game done in "wordwall.net" and a grammar exercise done in "goconqr.com". So, I had to follow certain steps to implement the material: First, I had to do a needs analysis survey in which students mentioned where they faced more difficulty and the problems they faced during the online lessons.

After answering the needs analysis survey, the results showed that the main problem they were facing was “the use of the third person singular in Simple Present”. Thus, it was inferred that grammar was the sub-skill they had problems with.

After that, I had to adapt the material to explain the topic chosen. On the other hand, the main problem they faced was connectivity problems from the students and sometimes from the teacher. For me, online material was a good solution to be implemented due to the fact that students could access anytime and in that way they cannot miss the topic of the class.

After applying the material, students had to answer a users’ satisfaction survey in which they commented which material was the one they liked the most, which was helpful for them and the reasons to support their answers. This project was meaningful for me because their answers indicated that the material may be worked to improve their performance in grammar, and students could use the material as many times as they need in order to practice.

After applying this survey in a class where English was taken as a foreign language, it became a need to apply it in an English course. The opportunity emerged and now the same treatment it is planned to implement in a course —which is called “Lengua Meta”—of the 2nd semester in at a BA in English Language Teaching of the Language Faculty at BUAP” to see how it works and if students can benefit from the same applications or took more in deep at the moment of learning grammar.

1.3 Research questions

The following questions are addressed for this study:

General question

- What is the impact of apps and websites on university beginner language students learning grammar?

Specific Questions

- How do websites and online applications help students to learn a foreign language?
- What are university beginner language students' opinions about using websites and online applications to learn a foreign language?

1.4 General and specific objectives

This research project sets the following general objective:

- To describe the impact of the apps and websites in face-to-face classes with university Beginner Languages students on learning grammar.

On the other hand, the specific purposes are the following:

- To measure to what extent online applications help to learn a foreign language.

- To valorate the opinions of university beginner language students regarding the use of websites and online applications to learn a foreign language.

1.5 Purpose of the study

The purpose of this study is to describe how technology supports students' learning of English and more specifically the learning of grammar.

In this study, some remedial actions are taken to help students cope with the challenges they face in their classes. Materials such as: comics, video games and digital presentations are going to be applied. The material was online due to the fact, students and teachers got used to using it during the pandemic period. It was intended to develop asynchronous online material in which it was going to be seen if students could improve their performance in the English subject.

The use of Technology is a central component of this research. "Technologies can lead higher education teachers to renew learning processes, but if it is of great importance, adaptation to new technological tools that enrich their teaching technique and strengthen their classroom classes" (Soto, Elizarrarás, and Infante, 2019, p.12).

One of the characteristics of the material which is going to be applied is gamification. Nowadays, gamification has been a good option to create teaching resources in order to attract students' attention. "Gamification represents one of the resources that teachers can apply to enhance engagement, in the sense that it has the potential to elicit motivation and engagement in the user as well as to conduct

behavioral change” (Seaborn and Fels, 2015 as cited in Rebelo and Isaias, 2020, p. 834). This engagement is not only for children; even adults can be entertained and taught using gamification.

1.6 The context

The research project is going to be done at a Public University school, specifically in a fresh students’ classroom of the Major in a BA in English Language Teaching (ELT) at Benemérita Universidad Autónoma de Puebla (BUAP). These students are studying the major to become English teachers, and they are in the second semester of the major.

1.7 Rationale

“Learning from an asynchronous system tends to be beneficial because it can be accessed at a time that suits the needs of students” (Noer, Al Wahid, & Febriyanti, 2021, p.66). In the case of the present study, asynchronous materials were used to give students the freedom to employ it in the time they prefer.

As it was mentioned before, gamification had an important role in this research due to the fact it is going to be the engaging factor for the students. As it was established in another research: “...gamification has recently been presented as a successful strategy to engage users, with potential for online education” (Antonaci, Klemke, & Specht, 2019, p. 1), and also it is stated that “some students reported that gamified videoconferences aided to connect with their classmates during isolation time providing effective social support” (Nieto-Escamez, and Roldán-Tapia, 2021, p 1).

Therefore, this study tried to contribute to the findings about the benefits that online material can add to the performance of the students at the moment of learning grammar. First of all, identifying inconvenient in the English subject in which students are struggling, and then applying online material to see the results.

1.8 Key Terms

In this section of the chapter the most important key terms are explained in order to clarify some doubts that could be emerged at the moment of reading the project.

“E-learning is learning based on information and communication technologies with pedagogical interaction between students and the content, students and the instructors or among students through the web” (González-Videgaray, 2007 as cited in Sangrà, Vlachopoulos and Cabrera, 2012, p.149).

"E-Learning is learning through the use of the internet and technology" (Gazzawe, 2017, p.3).

Blended learning is defined as an “instructional method that includes the efficiency and socialization opportunities of the traditional face-to-face classroom with the digitally enhanced learning possibilities of the online mode of delivery” (Dziuban et al., 2004 cited in Singh, Steele, & Singh, 2021, p. 141).

English language teaching (ELT) (Finney, 2002 p. 69).

The field of Teaching English as a Second or Foreign Language (ESL or EFL) (Finney, 2002 p. 70). We can say that ESL refers to English as a Second Languages and EFL refers to English as a Foreign Languages.

“Gamification represents one of the resources that teachers can apply to enhance engagement, in the sense that it has the potential to elicit motivation and engagement in the user as well as to conduct behavioral change” (Seaborn and Fels, 2015 cited in Rebelo and Isaias, 2020, p. 834).

Mobile application: “a mobile application is a smart phone application that may or may not require an internet connection. It is often downloaded from the internet and installed to run on the mobile device”, (Gazzawe, 2017, p.1).

The next part of the chapter is devoted to the conclusion.

1.9 Conclusion

In chapter 1, this paper presented the aims and context of this research; it also provided a brief introduction into ICTs, Gamification and online learning as well as information about the context of the research. Chapter 2 presents a critical review of the literature that sets the theoretical framework this study follows. Chapter 3 deals with a thorough description of the methodological procedures used, as well as the instruments that were chosen to select, gather, and analyze data. Chapter 4 is where the results of the observations and the recordings are presented in addition to some transcripts that illustrate rapport interactions. Chapter 5 states the discussion and the implications this research had in this specific context, as well as some of the limitations this work encountered, and suggestions for further research. The following chapter presents the theoretical framework that supports this research.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter aims to present the theoretical foundations of this study. First, the transition from face-to-face to online classes is described; how during the pandemic period influenced the use of online learning in Education. Second, an explanation of online learning in languages is going to be given. Afterwards, some information about websites and applications in Education is going to be presented. Finally, the importance of grammar in learning a foreign language is going to be explained.

2.1 Educational transition during the pandemic period

In March 2020, it began a worldwide pandemic period due to the virus Covid 19. This event provoked many changes in our lives. It changed the way we interact with each other, and due to the virus being very contagious, we could not have and do activities in a face-to-face manner. Education was some of the areas which also were affected. Teachers had to look at the way to teach their lessons, and there were no more options than to rely on e-learning. "Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available" (Pokhrel, & Chhetri, 2021, p. 134). Thus, teachers started to use online tools to continue working.

Talking about online tools, teachers and students had to get used to online platforms and the use of online materials, although they were not prepared enough. "The education system and the educators had to adopt "Education in Emergency" through various online platforms and are compelled to adopt a system that they are not prepared for" (Pokhrel, & Chhetri, 2021, p. 134). However, this transition made teachers and students more competent in using online tools.

Teachers who were not immersed in technology did not have more options than to be involved and learn this new technological literacy. "In EFL/ESL teaching context, some courses are tailored to meet student's needs as well as market needs, particularly, to equip student teachers with adequate technology literacy" (Yuyun, 2018, p. 79). The necessities of the market left the participants involved with no options to adapt. Moreover, not only being skilled in virtual contexts was the important change, but also being creative. "Teachers are obliged to develop creative initiatives that assist in overcoming the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods" (Pokhrel, & Chhetri, 2021, p. 138). An option was to work collaboratively with other teachers—which is an advantage of e-learning—in order to overcome this emergency.

2.2 Defining e-learning

As it is mentioned in the previous section, the use of the internet became necessary. E-learning was an essential part of keeping the classes going, among

other things. "E-Learning is learning through the use of the internet and technology" (Gazzawe, 2017, p.3). Every person who was involved in Education had to get used to this system.

One of the primary purposes of e-learning is mentioned in (Arkorful and Abaidoo, 2015 cited in Al Rawashdeh et al., 2021, p. 107): "Electronic learning or e-learning is used to offer instructional programs to distant learners". Now, every student was considered distant because we could not be inside a physical classroom. All the participants involved (teachers, students and even parents) had to get used to this kind of learning.

Teachers who adapted quickly could take some advantages from e-learning. "E-learning ensures that students are completely involved as learning takes place together with texts, videos, sounds, collaborative sharing, and interactive graphics" (Al Rawashdeh et al., 2021, p. 107). Nowadays, there are a lot of resources on the internet that can be used in Education.

Another advantage of e-learning is that we teach or receive the classes in a synchronous or asynchronous manner. "Synchronous Learning occurs in real-time, with all participants interacting at the same time" (Lee, Abdullah,& Kiu, 2016, p. 104) as the video calls in zoom or meet, for example. "...while asynchronous learning is self and allows participants to engage in an exchange of ideas or information without the dependency of other participants' involvement at the same time". (Lee, Abdullah,& Kiu, 2016, p. 104)

In some cases, parents of young learners preferred it because they were not with their children due to their work schedule or other reasons. Asynchronous learning allowed parents to see the classes or help their children to see the videos or materials teachers had uploaded.

Little by little, teachers, students and parents (in some cases) got used to this new educational dynamic. "The system and the skills that were gained by the teachers, students and school administration can be used in the post-pandemic period, in case of missing lessons or other similar special cases..." (Basilaia & Kvavadze, 2020, p.7). Thus, the participants involved were using websites and applications as a staple which was needed to continue learning and teaching.

In the next section grammar and its importance in learning a language is going to be set, due to the project consists in the improvement of it.

2.3 The Interrelations between the macro-skills and grammar

As this research is about learning grammar, it is necessary to talk about the micro and macro-skills in a language. When learning a language, it is necessary to develop specific skills to be proficient at it. Those skills are evaluated in some certifications to know the students' proficiency in the language. "Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, and Writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills" such as grammar, vocabulary, pronunciation and spelling" (Supina, 2018, p.129).

Besides the previous classifications, we can add the other two as receptive and productive skills. Even though they are different, they have a link between them. For example: "Listening comprehension is the receptive skill in the oral mode. When we speak of listening, what we mean is listening and understanding what we hear" (Aydođan,& Akbarov, 2014, p.673).

Also, micro-skills are linked to macro-skills. As the main topic of this research is grammar, it is essential to mention its importance in each macro-skill. "Having good listening skills will make language learners able to understand what other people are saying regardless of choice of words, accents, speaking speed, intonation, complicated grammar, and other language comprehension barriers (Hien, 2015, as cited in Jaya, Petrus, and Kurniawan, 2021, p. 376). As it can be understood, grammar plays a vital role in listening because it is part of comprehending other languages.

The next macro-skill, which is mentioned in this section, is speaking. This skill is essential because when communication is happening, at least one person is talking. "Speaking is the productive skill in the oral mode... Speaking is often connected with listening. For example, two-way communication makes up for the defect in communicative ability in traditional learning. (Aydođan,& Akbarov, 2014, p.673). It is known that in the communication process, there is one speaker and one listener. As the conversation continues, these roles are interchanging between the participants.

As the message that is being spoken has to be understood, it is necessary to use proper grammar and vocabulary, except that the statement could be ambiguous. "The speech process consists of conveying a message through the medium of sound. The message is given shape by the vocabulary and grammar of the language, presented in a train of sounds" (Broughton et al., 1978, p. 51).

The next macro-skill is reading. This skill is important because the domain of this skill can give the person support in different circumstances in his/ her daily life. To comprehend the instructions of a new device, following some advertisements or signals to get to a place, among other things. "Reading is the receptive skill in the written mode... Reading can help build vocabulary that helps listening comprehension at the later stages, particularly" (Supina, 2018, p. 130).

Grammar can work as an aid for teachers at the moment of reading, that is because there is a vast number of grammatical examples that can be found in books. "Grammar accumulation is also essential. Grammar knowledge is an integral part of reading. Teachers can explain the grammar that is encountered in teaching "(Zhao & Zhu, 2012, p.114). It is more practical for teachers to show grammatical examples in a natural context, such as in a novel.

Finally, it is time to talk about writing. Writing is an important skill to practice understanding a language; when using writing examples, it is more notorious for the grammar knowledge of a student. "Writing is the productive skill in the written mode... It involves not just a graphic representation of speech, but the development

and presentation of thoughts in a structured way, (Aydođan,& Akbarov, 2014, p.674). Writing is not always an easy task, and it is necessary to practice to improve this skill. When students do writing activities, they develop strategies to improve their grammar performance." The grammatical coding process led to the teachers' more profound understanding of how students use noun phrases, sentence structures and adverbials in their writing" (Xavier, Hong, & Renandya, 2020, p. 207).

As can be seen, there is a correlation between grammar and the four macro-skills of the language. This correlation is why grammar is the main topic of this research. In the following section, the importance of grammar in EFL contexts is going to be described.

2.3 The importance of grammar in EFL contexts

When learning a new language, there are some skills to develop in order to have suitable communication (speaking, writing, reading and listening). Not only the primary skills are essential, but the sub-skills as well. "Vocabulary, Grammar and Pronunciation are the sub-Skills of main skills for language learning" (Katawazai, Haidari, & Sandaran, 2019, p.1238).

Grammar is a sub-skill which is essential due to the fact it can be found in every structure to communicate. Students who are learning a new language "need a certain level of the structures in a language. Thus, they need to learn grammatical structures and use the list of vocabulary words not only in oral communications, but

in written texts as well" (Færch, & Phillipson, 1984, p. 100 as cited in Katawazai, Haidari, & Sandaran, 2019, p.1236)

Moreover, grammar can work as "a hook for learners by which they could form a basis to build up their proficiency in producing utterances in English" (Lightbown, 1991, as cited in Katawazai, Haidari, & Sandaran, 2019, p.1237). Thus, it can be said that grammar is a critical element when learning a new language. If students understand grammatical rules combined with vocabulary, they can develop their structures, and the students' performance may improve.

Other authors, such as Richards and Reppen (2014), mention that grammar can be viewed both as knowledge and as ability. Knowledge, when the focus is on rules for sentence formation. This can be seen as the classical conception of grammar.

On the other hand, when viewed as an ability, the focus is on how grammar is used as a resource in the creation of spoken and written texts. It can be assumed that this kind of creation fosters autonomy and confidence; these elements are necessary to encourage students to keep learning.

In addition, once students domain specific grammar rules and structures, they can express their own ideas; grammar fosters autonomy for the learner. "Implicit instructions and traditional forms of grammar teaching will enable the learners to gain some automatic self-check systems that will help them create grammatically

accurate structures." (Ellis, 2006, as cited in Katawazai, Haidari, & Sandaran, 2019, p.1237).

These reasons made me think about the importance of grammar in learning another language, which is a crucial part of this research. Now, as technology has evolved, many aspects of our lives have also done so. Education is one branch that has incorporated technology, for example, in learning a language. This research aims to look for the impact digital resources may have when learning grammar. Talking about digital tools, some of them contain certain characteristics of gamification, this is why it is necessary to explain the role of gamification in Education, this is going to be described in the next section.

2.3 The role of Gamification in Education

During the pandemic period, teachers should have taken training which could be forced or autodidact in which the main purpose was to combine technology with Education. "Technologies can lead higher education teachers to renew learning processes, but if it is of great importance, adaptation to new technological tools that enrich their teaching technique and strengthen their classroom classes."(Soto-Muciño, Elizarraras-Baena and Infante-Mendoza, 2019, p.12).

Some applications can help teachers to develop innovative material. Talking about online applications and resources for teaching, we can find several which include games to learn; some examples can be: Kahoot, quizizz, and blookey, among

others. These applications have entertaining modes in which students may learn unconsciously.

Nowadays, gamification is a good option for creating teaching resources to attract students' attention. "Gamification represents one of the resources that teachers can apply to enhance engagement, in the sense that it has the potential to elicit motivation and engagement in the user as well as to conduce to behavioral change" (Seaborn and Fels, 2015, cited in Rebelo and Isaías, 2020, p. 834).

This engagement is not only for children; adults can be entertained and taught using gamification. Here, teachers try to engage students with material which is eye-attractive for students.

Games have unique features which lead students to continue working and trying without knowing; some of these characteristics "include the creation of learning experiences that make use of challenges, rewards, points, levels and others, according to the goals of the game" (Lopes, 2016, p. 567). Students can easily be engaged in this kind of activity. "The more engaged a student is with the learning experiences, the more effective the learning process will be" (Lopes, 2016, p. 566). These kinds of experiences will be meaningful for them and, so, for the learning process. Related to gamification, video games are some tools that nowadays are being used for education purposes, in the next section it is going to described the use of them in Education.

2.4 The use of Video games in Education

It is known that many people like video games for leisure activities, especially kids and teenagers, but some adults, too. The users can spend hours and hours trying to win a particular payoff or to increase a level in a game. Interestingly, some researchers have adapted video games for educational purposes. "The educational uses include language learning" (Camacho & Ovalle, 2019, p, 175). For instance, some studies have found that playing computer games fosters the acquisition of new vocabulary in a compelling fashion (Ashraf et al., 2014, p. 290, cited in Vasileiadou and Makrina, 2017).

In Japan, two studies using a mixed method was used to investigate the impact of integrating video games into an existing curriculum. In Study 1 (n = 9), new words were included in task sheets. The second study (n = 11) included the tasks on vocabulary. Learners were affected positively with the incorporation of video games into the curriculum (Hitosugi, Schmidt, & Hayashi, 2014 cited in Alamri, 2016 p. 24).

Taking into account the previous study, it is just missing to start with an activity which can be a video game like, where students can find an experience where they can play and learn at the same time. Kahoot, wordwall, blooket, and quizizz are some examples of applications and websites in which activities similar to video games are found.

Kahoot is a website and an application in which teachers can formulate a questionnaire and students can answer questions through their cell phones. Once you are registered on the website, you can choose a questionnaire from different topics, even topics that are not related to education just for fun.

Wordwall is a website where teachers and other people can create questionnaires or other activities similar to kahoot. The only difference is that there is a record of the best time, and in kahoot this record is generated at the moment of playing and then it is erased.

Booklet is a website that shares some similarities with kahoot, the only difference is that you can win some points to get new avatars, and even you can create your own.

Finally, quizizz is a website in which you can play a game to answer a questionnaire online, but the rewards vary in each round.

Another element that we can consider in gamification is memory games, as they can be part of a game, also they can be used for educational purposes, in the following section the use of memory games in education is going to be discussed.

2.5 The use of Memory games in Education

Teachers must know their students, and this includes their learning styles. "Recognizing that each person is endowed with different skills and abilities, and far from there being a homogeneous standard, what one has is a large field of individualities in which not all learn and hold knowledge in the same way" (Peixoto, Santos de Medeiros Garcia, Bissoli and Ramos, 2018, p. 316). Some students need visuals to picture the vocabulary in their minds; for those students, we can use memory games to learn it.

One option for visual learners might be memory games. "Memory games are also part of gamification, which can be meaningful for students. A memory game and the traditional method of teaching can help in the teaching and learning process of the content addressed in the classroom" (Peixoto, Santos de Medeiros Garcia, Bissoli and Ramos, 2018, p. 317). Some applications which can be used to develop digital memory games include puzzle.org, core combo, mymemo, govisual scene maker and liveworksheets, among others.

On the other hand, another activity that can be meaningful is to create a comic. It is needed creativity to develop a comic. This creativity can be as a game for some people. In the next section, the comics in education are going to be discussed.

2.6 Comics in Education

Creativity should be an essential ingredient that cannot be missed in the classes, and teachers have to look for innovative ways to develop this creativity. "The LKT (Learning and Knowledge Technologies) allows that interdisciplinary that should characterize a process such as learning, through digital literacy based on the skills of search and selection of information, thus favoring the expression of creativity." (Soto-Muciño, Elizarraras-Baena and Infante-Mendoza, 2019, p.11). Therefore, comics can be a valuable element of innovation.

Some students prefer to read less often; again, the only way to make them read it is to encourage them to do it. Nowadays, superhero movies which come from comics are a boom, and many people are interested in them. Comics could be a tool

by which students can be motivated to read. "With their narrative and images, comics facilitate learning, stimulate the imagination, and favor the development of logical thinking". (Rozkosz, & Wiorogórska, 2016 cited in Morel, Peruzzo, Juele and Amarelle, 2019, p. 1).

Pixton is a website where it is possible for a person to make their own comic. The purpose of the comic depends on the owner, but this can be used to teach a topic. The main advantage of this website is that it is free and allows teachers to invite their students to be part of their own learning. As it is an innovative way of learning, students can be encouraged to learn.

Using comics during classes can bring some benefits: not only can students develop their reading skills, but if teachers decide to ask students to develop a comic, they are going "to stimulate their students' creativity, taking advantage of the power of telling stories and mixing, along with oral and written language and even the development of technological abilities" (Arroio, 2011, p. 2).

All the gamification topics, that we have discussed so far, can be also found in websites and online applications. The online use of this materials by students and people in general, has increased since the pandemic period. In the subsequent section, the advantages of using websites and applications in education are going to be presented.

2.7 Advantages of the Use of Websites and Applications in Education

The use of websites and applications has increased since the lockdown. "Websites are designed to be browsed from laptops and computers. These websites are easily accessed using the web browsers that are installed on computing devices. Links and URLs are widely used to access the sites using the web browsers". (Gazzawe, 2017, p.1). The material that can be found on the internet is vast, and the best thing is that it is easy to share.

On the other hand, "a mobile application is a smartphone application that may or may not require an internet connection. It is often downloaded from the internet and installed to run on the mobile device" (Gazzawe, 2017, p.1). Currently, applications have an important impact on our lives because we use them daily.

Moreover, the advantage of websites is that they are not exclusive to computers, but you can also use them on your cellphone as long as the cellphone has an internet connection. Also, there are some websites which also have their own applications, so they can be used either on cell phones or also in computers. The accessibility and the fact that there can be found several resources to practice not only English, but other subjects make mobile applications a useful tool to develop everyone's knowledge.

Naturally, grammar and other skills can be learnt. In the next section, the use of technology in learning grammar is going to be conversed.

2.8 The use of technology in learning grammar

Nowadays, the internet and digital resources are part of our daily lives, and due to the pandemic, people started to use them more often. As it is mentioned in this chapter, Education suffered a drastic change which led to the use of the internet as a fundamental tool. "Education is one such area where the students are benefitting with it being taught on internet." (Khandelwal, & Augustine, 2019, p. 953).

It is known that "the education taught and learnt on an online platform is called E-learning." (Khandelwal, & Augustine, 2019, p.953). E-learning plays a vital role in Education, and so are the materials which are involved. As it was mentioned before in this chapter, grammar in combination with vocabulary can foster autonomy for the student, as well as e-learning. ".E-learning enhances techniques like self-motivation, self-discipline and time management" (Khandelwal, & Augustine, 2019, p.955).

An advantage of learning a language through digital resources; is that these resources can motivate students to learn; of course, the person in charge has to choose suitable materials for the students. Instructors or teachers can use technology in their classes as; games, compelling stories, images, and authentic content. These uses can inspire students to learn grammar (Castaneda & Cho, 2016; Elbaum, 2006, as cited in Lin, Hwang, Fu, & Cao, 2020). Thus, the teacher's task is to choose and sometimes adapt the material for the students to motivate students to learn, not only grammar. Once the teacher reaches that goal, the students' engagement will help the learning process.

Today, we know that learning specific aspects of grammar in video games is possible. "Recently, digital games or gaming applications in Education have helped the process of language teaching and learning practice (Hung, Yang, Hwang, Chu, & Wang, 2018, as cited in Lin, Hwang, Fu, & Cao, 2020). It is necessary to attract students' attention due to the technological age it is being lived in. Sometimes, learning grammar through digital games can be unintentional, but it is also meaningful for some students. When learning with fun, students can learn significantly (Van Eck, 2006, as cited in Lin, Hwang, Fu, & Cao, 2020). The learning process is easier to achieve when it is meaningful.

Also, it is important to mention the approach in which the material of this research is going to be developed. The approach chosen for this project is Communicative approach. The following section talks about it.

2.9 Communicative approach

As the purpose of learning a language is to communicate, the approach chosen to do this research is Communicative Approach. In this section of the chapter it is explained how important is the communicative approach for this research.

Communicative language teaching was introduced at the beginning of the 1970s by British and American scholars to promote the teaching of usable communicative skills in L2 instruction (Dörnyei, 2009, p. 33). The goal of the communicative approach is to foster communicative skills to have a better performance at the moment of using the language.

Through time some aspects of the communicative approach were changing for example: the learning of scripted dialogues was replaced by games, problem-solving tasks and unscripted situational role-plays, and pattern drilling was either completely abandoned or replaced by 'communicative drills' (Dörnyei, 2009, p. 34). In this research some games are going to be used as: memory games, and video games. Also, at the moment of creating comics, sometimes they have to do a certain situational role-plays.

Besides, talking about materials, we can say that the kind of materials which is going to be used is the one called "authentic". These might include language based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built. Jin, 2008, p. 82). As they are going to create their own material it is going to be authentic and at the same time meaningful for them.

Finally, the model of presenting the material that is going to be presented in each session follows the structure of Presentation, Practice, Production. The continued section mentions the way how this model is.

2.10 Presentation Practice Production

As in this project the way of applying the remedial work will be done by presenting the topic, practicing the topic and finally producing something related to the topic it is necessary to talk about the Presentation, Practice, Production model. The Presentation-Practice-Production model of activity sequencing (PPP) is the

traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied (Criado, 2013, p. 98)

This model of teaching is the one chosen to reinforce the students' knowledge during the sessions in which the remedial work is going to be done. The sequence is going to be presented as it follows:

A three-phase sequence, known as the P-P-P cycle: Presentation, Practice, Production.

- Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.
- Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.
- Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern. (Richards, 2006, p. 8).

Actually, in each session students will be asked to hand in a product about the topic shown during the sessions.

2.11 Conclusion

Having presented the themes that are essential for this research in the form of a literature review, it is time to move forward to the Chapter 3. In Chapter 3, the methodology of the research is going to be presented, as well as the approach and the methodological processes regarding the collection and analysis of data.

CHAPTER 3. THE METHODOLOGY.

Introduction

This chapter discusses the type of investigation and the methodology used in this study. First, the theoretical fundamentals and the method chosen to develop this research are discussed. Then, a description of the participants and the context of the research will be provided. Afterwards, the instruments and the data analysis are elaborately presented for the reader to understand the process of data gathering and the manner of analysis. Finally, the conclusions of the chapter are presented.

3.1 Research instance (Methodology)

To start this section, it is important to mention what type of investigation it is. The type of research for this project is cross-sectional design. In this type of research study, either the entire population or a subset thereof is selected, and from these individuals, data are collected to help answer research questions of interest (Olsen, & St George, 2004, p. 7). In the case of this research, a subset of the entire of population of the university at Facultad de Lenguas at Buap is chosen with the purpose of answering the Research questions set before (look at the Research Questions).

Besides, it is called cross-sectional because the information about X and Y that is gathered represents what is going on at only one point in time (Olsen, & St George, 2004, p. 7). This is another characteristic that is followed in this project, due to the research is at a specific period of time.

Moreover, the approach selected for this research is quantitative. as some graphics and statistics are going to be analyzed, the suitable approach then is quantitative. Advantageous in a quantitative approach is the possibility of analyzing data statistically with the assistance of advanced software like Excel. Vast quantities of data may be summarized in graphs and tables (Lans, and van der Voordt, 2002, p. 54).

In addition, questionnaires are used to collect how many participants prefer certain online material and so on.

A quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how (Apuke, 2017, p 41).

Finally, the most suitable design for this project is a type of pre-experimental design. A commonly used type of pre-experiment is the one-group pretest post-test design. In this design, pre- and posttests are both administered, but there is no comparison group to which to compare the experimental group (Mauldin, 2020, p.265). Due to the fact there was no much time to develop more this research, it was developed with only one group, and also as it was mentioned before a pre-test and post-test were applied to the participants.

Now that the methodology is set, the next part of the chapter will be about the participants.

3.3 Participants

The participants of this study were part of a Public Language Faculty in Puebla, Mexico called Benémerita Universidad Autónoma de Puebla (BUAP). They were studying for a BA in English Language Teaching. They were in the second Semester, between the ages of 17 to 32. There were 15 women and ten men. At the moment of the investigation, the participants were taking the second Semester of the BA.

The subject in which the investigation took place was "Lengua Meta II" which is the name for the subject "English". This subject is one of the most important in the BA because they were learning the target language of the program, which is English, and actually "target language" is the literal translation of "Lengua Meta." Besides, the level that students had to reach at the end of the course was B1 according to the BA syllabus and the Common European Framework of Reference for Languages (CERF).

As this research dealt with the use of online material, it is important to mention that most of the participants had gained previous experience using online material due to the pandemic period lived in 2020. Now that the description of the participants has been set, it is time to talk about the context of the research.

3.4 Context of Research

This research was carried out at a Public University in Mexico at a BA Faculty of Languages. The University has internet access and has some computer laboratories that can be used for classes with digital resources. Every classroom has a whiteboard, a screen, and a computer that can be used to display digital materials. Free internet is available inside the university, so students with a Wi-Fi device can easily go online. The number of chairs and tables is suitable for the number of students.

3.5 Instruments

In this study, four instruments were applied as follows:

1) A need analysis survey. 2) A Diagnostic test(pre-test). 4) A Final test(post-test). 3) A Users satisfaction survey).

The first instrument is the "Needs analysis survey" (Appendix 1). This instrument was taken from the class of Technology at the Master's degree with some modifications due to the project was in a face-to-face interaction, the original version was more related to online classes.

"The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students" (Iwai et al. 1999 as cited in Songhori, 2008, p.2). The purpose of this instrument is to know the weaknesses and strengths of the students it was necessary to apply a need analysis. "A need Analysis is a solid and effective instrument that assists teachers in clarifying the essential

needs of students (Akyel & Ozek, 2010 cited in Pranoto, & Suprayogi, 2020, p. 94). This instrument is organized into five sections with a total of 16 questions. The sections are the following:

1. Personal information.
2. Experience and knowledge of English.
3. Challenges of learning English
4. Experience in the use of digital resources to learn and practice English.
5. The importance of Grammar.

A survey is used to learn about the students' characteristics, opinions, attitudes, or previous experiences" (Leedy & Ormrod, 2005, p. 183). Besides, the instrument aims to get information about the students' knowledge of grammar topics that may need help. The instrument also examines the students' background in using digital resources to learn or practice English.

The second instrument used was a diagnostic test. The test chosen for this research was based on a program to learn English called Open Mind Level 1 by the publishing house MacMillan®. This level was chosen due to the level of this book is A2 from the Common European Framework of Reference, and that was the last level the group chosen took. Some modifications were done in order to cover the students' needs, the Diagnostic testing is a process adopted to locate and identify students' learning difficulties/weaknesses in a subject or skill and the cause. It implies a detailed study of learning weaknesses (Ketterlin-Geller & Yavanoff, 2009 as cited in Esomonu & Eleje, 2020, p.178).

The diagnostic test applied to the subjects contains 80 items with grammar topics such as Simple Present- Present Continuous, Simple Past, Past Continuous, Present Perfect vs. Simple Past, Present Perfect (adverbs), Present Continuous and Be going to (Future), Will /will not, shall, modals: must, must not, have to (up to you), do not have to (lack of obligation) cannot (obligation). Modal verbs: will, might (prediction), Imperative, should, infinitive of purpose. These topics are the ones they had already learned in the class.

The diagnostic test counts 60 multiple choice questions, 15 choose correct or incorrect, and five open questions in which the students have to order the sentences. The information gathered from the diagnostic test was useful in developing digital resources to help students improve their knowledge of the topics they were struggling with. Feedback and remediation must be implemented to produce desired learning outcomes and facilitate goal attainment (Esomonu & Eleje, 2020). The web pages that were used for the developing of material are: pixton.com, puzzel.org, wordwall and padlet.com

The next instrument was a user satisfaction survey. This instrument was designed in order to know the students' satisfaction about the materials used by the investigator to reinforce the topics the diagnostic test showed the students had faced problems. It contains 12 items, seven open questions, and five multiple-choice questions. This survey was to know what materials were good for the learners and which were clear. The participants in each session answered will answer this element after applying the online material.

The last instrument is a test, with 80 items as the diagnostic test, in which the grammar topics are found. It has 60 multiple choice questions, 15 choose correct or incorrect options, and five open questions in which the students have to order the sentences.

Finally, the result from the diagnostic test and the results from the final test were compared to determine if there was a real improvement using online materials. In this section, the characteristics of the instruments for this investigation have already been debated. In the next section, the piloting stage is going to be explained.

3.6 Piloting stage

It is important to mention that there was a piloting stage before applying the instruments. The need analysis survey was piloted by some students with more or less the same characteristics as the participants in this study. The main characteristic is that they are also in the second Semester of their BA.

They gave some choices for some questions. For example, there is a question which says: "¿Cuál o cuáles fueron los desafíos para aprender inglés antes de entrar a la Universidad?" Initially, this question was supposed to be an open question, but after the piloting, they gave some options considered part of the survey. Besides, talking about the websites they have used to study or practice English, they gave more options; of course, in both cases, it was necessary to add the option "other."

The same situation happened with the diagnostic test based on the Open Mind Level 1. This program is by the publishing house McMillan. It had to be modified because there were topics students had not seen before. The piloting was made by the teacher in charge of the group. Also, the teacher in "Seminario de Tesis" gave some important feedback to adapt the material and only consider the topics students had seen.

The piloting stage was beneficial because the survey could be completed better. This is favorable for the investigation in order to get more reliable outcomes. The following section is about the data collection; it is going to be explained how the gathering of the data was done.

3.7 Data collection stage

In this section, it is explained how the data collection was processed, the number of sessions needed for the investigation, and how many surveys and tests were applied.

All the instruments were made in google forms because Google provides statistics automatically, which is easier and faster for the process of interpreting the results. It is important to mention that students were part of a class in google classroom at the moment of doing the research; this facilitates the process. During the sessions, opening their account in google classroom was mentioned to enter the activities. Besides, the teacher in charge was allowed to be part of their Google

Classroom, which allowed posting the activities the participants had to answer for the investigation.

The investigator was allowed to apply the material in a laboratory at the University. We had to ask permission to use the laboratory every time an instrument was applied. This was useful because, in some cases, students needed clarification about answering the questions or problems with their accounts. As I was there, I could help them whenever they needed help.

There were six sessions for applying the instruments. In the first session, students answered the Need analysis survey and the Diagnostic test. During that session, students needed help to find the survey and the test.

Chart 3.1
Session 1, Lesson Plan

Lesson Plan		
Date: Wednesday, March 29 th 2023		
Class: Target Language II (10:00 am – 12:00 pm)		
Number of Students: 27		
Topic: Diagnostic test		Time
Objectives:	<ul style="list-style-type: none"> Students answer a diagnostic test 	
Warm up:	<ul style="list-style-type: none"> Teacher introduces himself and explain the purpose of the research project and the diagnostic test. 	5 -10min
Presentation:	<ul style="list-style-type: none"> Teacher gives instructions to students to answer the exam. 	5-10 min
Practice:	<ul style="list-style-type: none"> Students enter to their google account and answer the diagnostic test 	40 -45 min
		Total: 60 min

Figure 3.1

Session 1, Introducing the research project and answering the diagnostic test



The results provided from the Diagnostic test showed that they had some problems with Simple Present tense, Present Continuous, Simple Past, and Present Perfect. This is why an online material was developed to improve their knowledge on those topics.

In the second session, students went to the same laboratory and used the online material to review the Simple Present tense. The first step was to enter google classroom; there, they found a Padlet link with some activities from 1 to 5. The first activity consisted in checking a comic in which the general rules of the Simple Present were explained. Once they finished reading the comic, they started to answer the other activities. There were two video games; the first was a videogame similar to Pacman, in which they had to choose the correct answer. Then, students had to answer a video game in which they had to order some sentences in Simple Present. Finally, they answered a memory game to learn vocabulary.

Chart 3.2*Session 2, Lesson Plan*

Lesson Plan		
Date: Wednesday, April 19 th 2023		
Class: Target Language II (10:00 am – 12:00 pm)		
Number of Students: 27		
Topic: Simple Present and Frequency adverbs		Time
Objectives:	<ul style="list-style-type: none"> • Students learn how to use Simple Present and the rules in the Third Singular Person (he, she, it) • Students learn how to use frequency adverbs with verb to be and other verbs. • Students make a comic using Simple Present and frequency adverbs. 	
Warm up:	<ul style="list-style-type: none"> • Play mimes. 	5 min
Presentation:	<ul style="list-style-type: none"> • Teacher shows students a comic. In this comic, students check the use of Simple Present and frequency adverbs. 	5-10 min
Practice:	<ul style="list-style-type: none"> • Students practice the rules of the third singular person with a game in wordwall, choosing the correct option. • Later, students practice the use of frequency adverbs with another game in wordwall. In this time, students have to order the sentences. • Then, students answer a memory game to learn vocabulary. This vocabulary can be used for the next activity “production”. 	10 -15 min
Production:	<ul style="list-style-type: none"> • Students watch a video to learn how to make a comic in pixton. • After that, students make their own comic using examples about their daily routine. • They have to use Simple Present tense and frequency adverbs. 	25- 30 min Time: 60 min
Digital Resources	https://padlet.com/miguellopezhernandez/simple-present-zv7a4dkwhbzij1y https://wordwall.net/resource/24338131 https://wordwall.net/resource/55288112	

Figure 3.2.1
Session 2, Padlet link

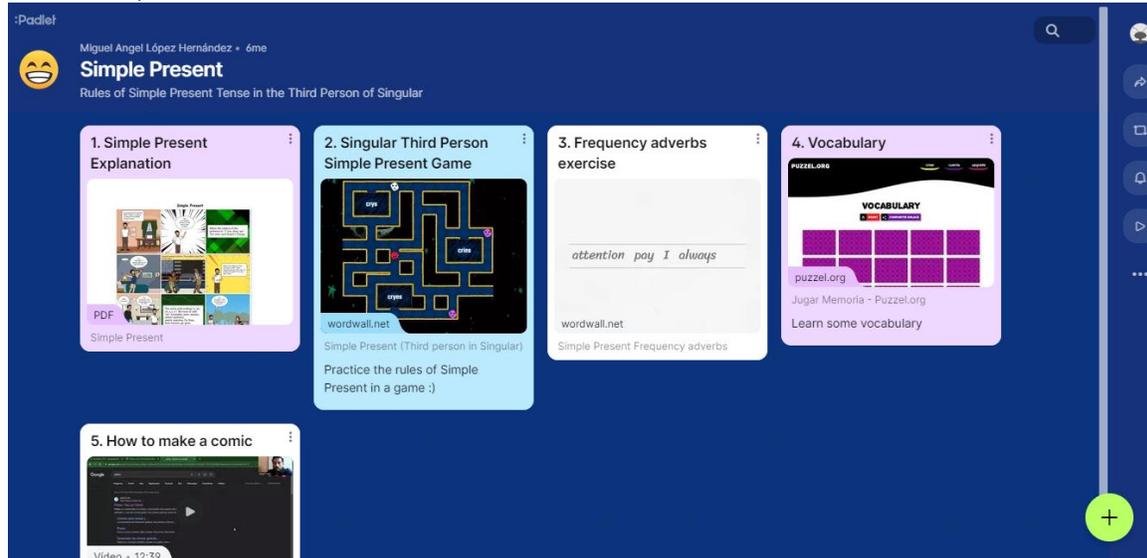


Figure 3.2.2
Session 2, activities



The product of that session was to create a comic using the Simple Present. A video tutorial was displayed explaining how they can create a comic on Pixton.com. When they finished their comic, they had to share the link through google classroom. Finally, they answered a Users' satisfaction survey in google classroom. In this survey, they explained their general thoughts about the material, which one they preferred and why, and how useful it was.

Figure 3.2.3
Session 2, developing the product



Figure 3.2.4
Session 2, developing the product 2



. The third one was to review the Present continuous. After the comic, they had to play two video games: one was about ordering the sentences using Present Continuous, and the second one was about finding, in a word search video game,

the correct form of some verbs using the ending "ing." Also, they played a memory game.

Chart 3.3

Session 3, Lesson Plan

Lesson Plan		
Date: Wednesday, May 3rd 2023		
Class: Target Language II (10:30 am – 12:00 pm)		
Classroom: LEN 7 laboratory		
Number of Students: 27		
Topic: Present Continuous Review		Time
Objectives:	<ul style="list-style-type: none"> Students review the rules of Present Continuous tense Students make a memory game using Present Continuous tense. 	
Warm up:	<ul style="list-style-type: none"> Greeting 	5 min
Presentation:	<ul style="list-style-type: none"> Teacher shows students a comic. In this comic, students check the use of Present Continuous tense in affirmative, negative and questions. 	5-10 min
Practice:	<ul style="list-style-type: none"> Students practice the rules of adding ing playing a video in wordwall "verbs with ING". Later, students practice the structure of the Present Continuous tense. In this time, students have to order the sentences. Then, students answer a memory game to learn vocabulary. This vocabulary can be used for the next activity "production". 	10 -15 min
Production:	<ul style="list-style-type: none"> Students watch a video to learn how to make a memory game in puzzle.org After that, students make their own memory game with sentences using the Present Continuous tense 	25- 30 min Time: 60 min
Digital Resources	https://padlet.com/miguellopezhernandez/present-continuous-tense-i4qmiripi8xoy6r8	

Figure 3.3.1
Session 3, Padlet link

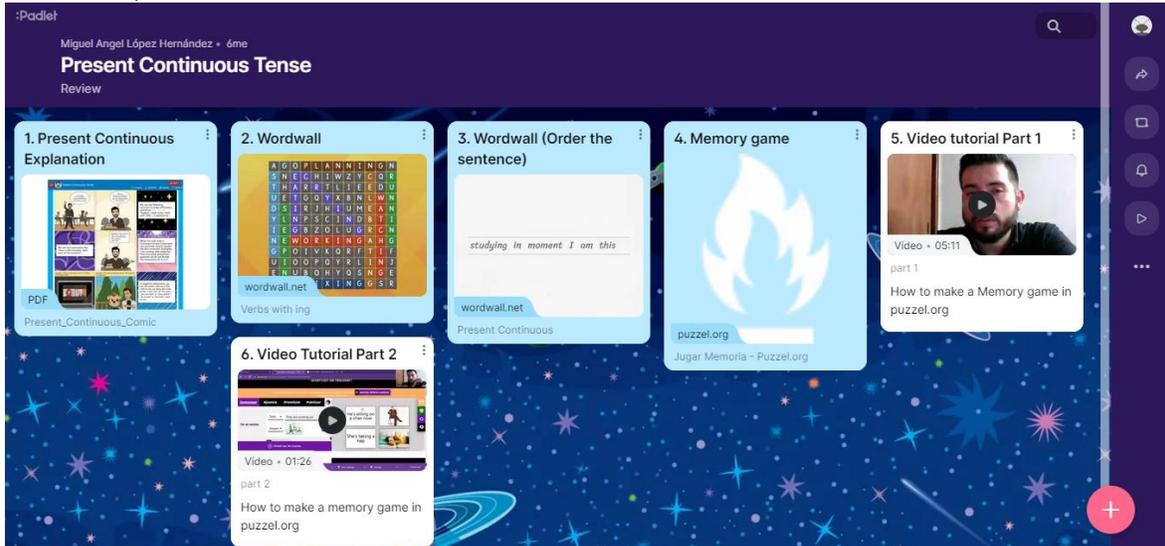


Figure 3.3.2
Session 3, doing the activities



This time the product was about creating a memory game using the Present Continuous tense. Finally, as in the previous session, they answered a Users'

satisfaction survey in google forms, expressing their general thoughts about the activities.

Figure 3.3.3
Session 3, developing the product



The fourth session was about reviewing the Simple Past tense. After reading the comic about the general rules of the Simple Past tense, students played two video games: one was about ordering the sentences, and the other one was a video game similar to Pacman in which they had to choose the correct answer. Then, participants answered a crossword video game by writing the simple past of some verbs.

Chart 3.4
Session 4, Lesson Plan

Lesson Plan
Date: Thursday, May 4th 2023
Class: Target Language II (10:30 am – 12:00 pm)
Classroom: LEN 7 laboratory

Number of Students: 27		
Topic: Simple Past		Time
Objectives:	<ul style="list-style-type: none"> • Students review the rules of Simple Past tense • Students make a video game using Simple Past 	
Warm up:	<ul style="list-style-type: none"> • Greeting 	5 min
Presentation:	<ul style="list-style-type: none"> • Teacher shows students a comic. In this comic, students check the use of Simple Past tense in affirmative, negative and questions. 	5-10 min
Practice:	<ul style="list-style-type: none"> • Students practice the rules of Simple Past by ordering the sentences in a video game. • Later, students practice the structure of the Simple Past tense. In this time, students have to play a video game Pac-man alike to choose the correct option. • Then, students answer a crossword using the Simple Past of some regular and irregular verbs. 	10 -15 min
Production:	<ul style="list-style-type: none"> • Students watch a video to learn how to make a video game in wordwall • After that, students make their own video game with sentences using the Simple Past 	25- 30 min Time: 60 min
Digital Resources	https://padlet.com/primerocedat/simple-past-2hg7vrjofgc9aaz6	

Figure 3.4.1
Session 4, Padlet link

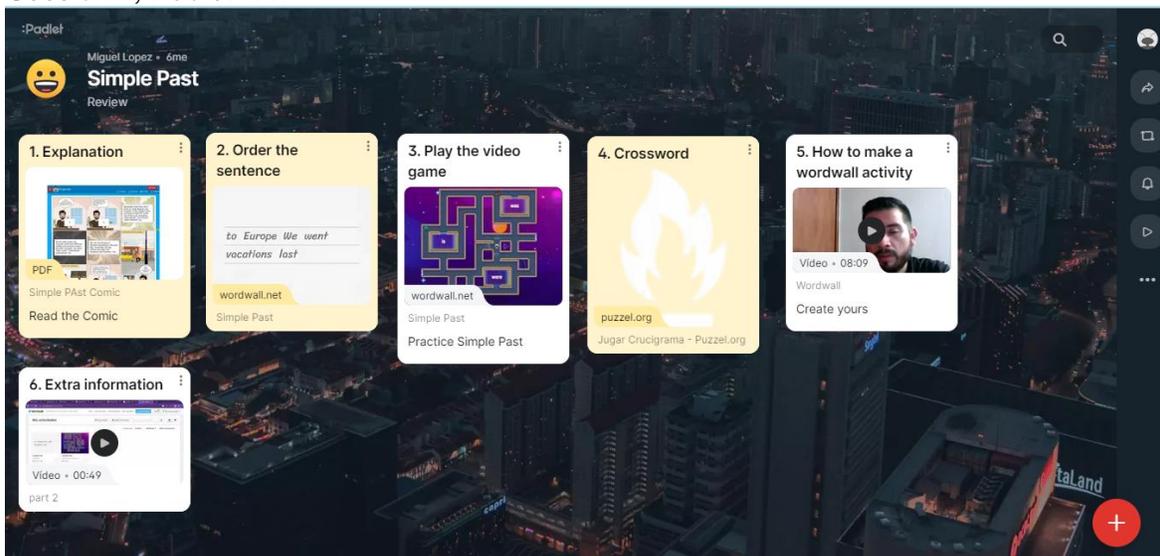


Figure 3.4.2
Session 4, Doing the activities



The product of this session consisted of creating a video game on Wordwall.com. They had to watch a video tutorial about creating activities on wordwall.com, and then they created a video game activity using Simple Past tense. Finally, they had to answer a Users' satisfaction survey to express their general thoughts about the activities

Figure 3.4.3
Session 4, developing the product



The fifth session was about revising the Present Perfect tense. As in the previous sessions, the first activity was to read a comic with the general grammatical rules of the Present Perfect tense. After that, participants answer a crossword video game using the Past Participle form of some verbs. Later, they had to play another game in which they had to choose the correct verb to complete the sentences. Later, they order some sentences in the last video game.

Chart 3.5
Session 5, Lesson Plan

Lesson Plan	
Date: Thursday, May 4th 2023	
Class: Target Language II (10:30 am – 12:00 pm)	
Classroom: LEN 7 laboratory	
Number of Students: 27	
Topic: Present Perfect	Time

Objectives:	<ul style="list-style-type: none"> • Students review the rules of Present Perfect tense • Students make an activity using Present Perfect 	
Warm up:	<ul style="list-style-type: none"> • Greeting 	5 min
Presentation:	<ul style="list-style-type: none"> • Teacher shows students a comic. In this comic, students check the use of the Present Perfect tense in affirmative, negative and questions. 	5-10 min
Practice:	<ul style="list-style-type: none"> • Students practice the Past Participle of some verbs by answering a crossword. • Later, students practice the structure of the Present Perfect tense. In this time, students have to play a video game to choose the correct option. • Then, students order the sentences using Present Perfect. 	10 -15 min
Production:	<ul style="list-style-type: none"> • Students watch a video to learn how to make an account in padlet • After that, students make their own material using Present Perfect. 	25- 30 min
Digital Resources	https://padlet.com/primeroacedat/present-perfect-nkhr3xt16hfyr3m	Time: 60 min

Figure 3.5.1
Session 5, Padlet link

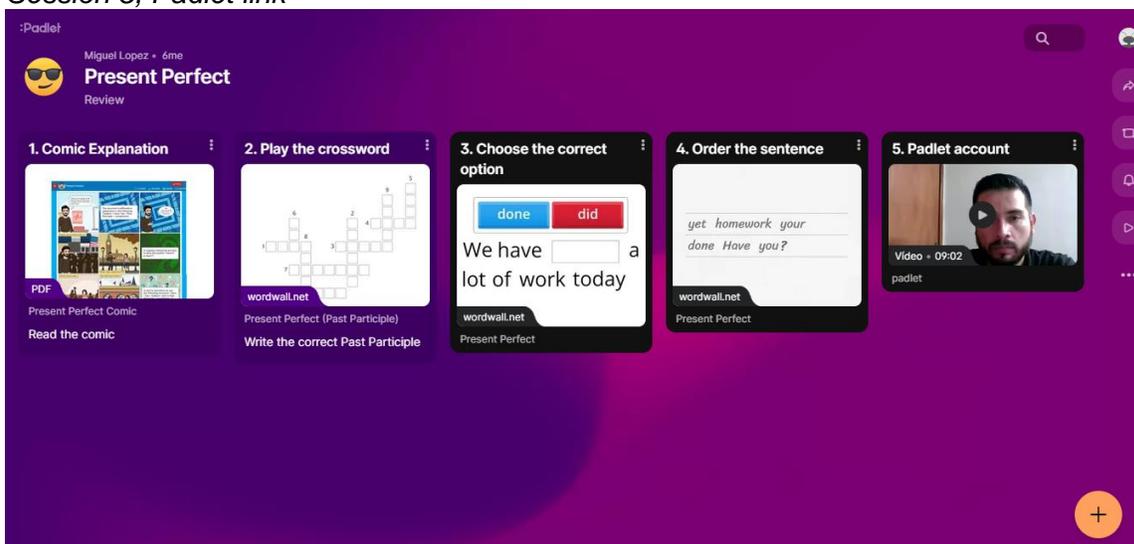


Figure 3.5.2
Session 5, doing the activities



The tone of the product of this session was to create another activity using Present Perfect tense. They could choose whichever they wanted: a comic, a memory game, or a video game. Afterward, participants had to watch a video tutorial about creating an account in Padlet; with this information, they organized all their activities from the previous sessions on Padlet. Finally, they answered a Users' satisfaction survey through google forms to express general thoughts about the activities.

Figure 3.5.3
Session 5, developing the product



In the last session; Session 6; students answered the final test which was the same as the diagnostic test, the purpose of answering the same exam was to see if students could make a progress after applying the remedial or supporting work during the sessions.

Chart 3.6
Session 6, Lesson Plan

Lesson Plan		
Date: Friday, May 12 th 2023		
Class: Target Language II (10:00 am – 12:00 pm)		
Number of Students: 27		
Topic: Final test		Time
Objectives:	<ul style="list-style-type: none"> Students answer the final test 	
Warm up:	<ul style="list-style-type: none"> Teacher explains the instructions to answer the final test 	5 min
Practice:	<ul style="list-style-type: none"> Students enter to their google account and answer the final test 	40 -45 min
		Total: 60 min

Figure 3.6
Session 6, answering the final test



In the subsequent section, the data analysis is presented.

3.8 Data analysis

In this part of the chapter, it is going to be explained how the results from the instruments are going to be analyzed.

As the pretest, the need analysis survey and the posttest were made in google forms, all the information was obtained by the graphics that are automatically done by google classroom. In order to analyze the instruments, it is necessary to verify the graphics that were developed after each survey. The first two instruments that were applied were: "the need analysis survey and the diagnostic test".

After having applied the need analysis, results will be analyzed; the questions were helpful for the development of the online material. Some questions from the need analysis gave the information about the topics difficult for them. So those topics were taken into account to develop the online material. Besides, other questions are related to the use of online material, and the answers to those questions are helpful to know the participant's experience in using online material. The purpose of the diagnostic test is to verify the topics the participants are struggling with.

During four of the six sessions, online material was applied; at the end of each section, a survey called "users' satisfaction survey" was delivered to the participants. To know their opinion about the online material, as if they like it or not, if participants find the material useful, and what they think about them.

Finally, a final test was applied to the participants. It was also created and applied using google forms. The results of the Diagnostic test that was answered at the beginning of the investigation was compared with the results of the final test through the graphics that were obtained through google forms.

In the subsequent section, the chapter's conclusions will be presented.

3.9 Conclusion

This chapter drew on the elements considered to carry out this research. It was presented the methodology as well as the research instruments, the

participants, and the data collection process. The next chapter deals with the data analysis and findings.

CHAPTER 4: ANALYSIS OF RESULTS

Introduction

In this chapter the findings of the four instruments applied during the investigation are analyzed, as the sequence, how they were gathered and the interpretation of the results. The data obtained from the diagnostic test is presented, identifying which topics were the ones where students had some problems. After that, the analysis of the Need analysis survey is presented.

The next analysis is about the sessions in which the online material was applied. The online material was applied during four face-to-face sessions, and some detailed information is going to be given, talking about the sessions and the material students used. To complete this part of the analysis it is necessary to check the users' satisfaction surveys which were applied after each session in which the online material was applied, they were four in total.

Finally, the analysis of the last exam is done, comparing the results from the diagnostic test with the results from the final test.

4.1 Need analysis survey

As it was mentioned in the previous chapter, the Need analysis survey is divided into five sections with a total of 16 questions. The sections are the following:

Section 1: Personal information.

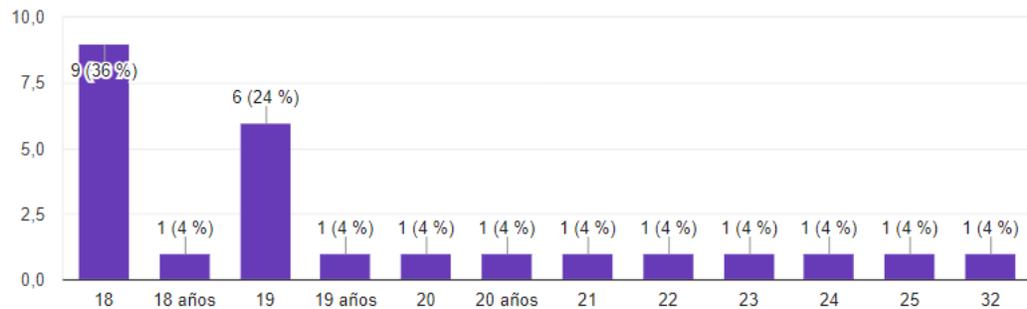
This section is related to the personal information of the participants as: their age, and their gender

Figure 4.1.1
Participants' ages

Edad:

 Copiar

25 respuestas

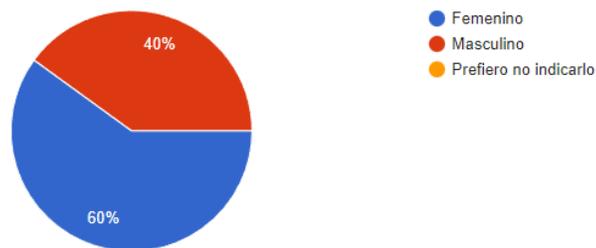


Most of the participants were between 18 to 19 years old.

Figure 4.1.2
Participants gender

Género

25 respuestas



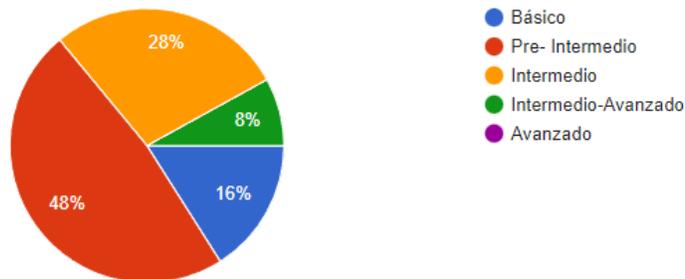
We can appreciate in Figure 4.1.2 that the majority of the participants are between 18 and 19 years old, and in Figure 4.1.1 we can assure that most of them are female.

Section 2: Experience and knowledge of English.

The questions that participants answered in this section were about their English level.

The first question of section number 2 was “which level of English do you have currently?” The question examined students’ level of English. Findings (Figure 4.1. 3) show that nearly half of the students are in the expected level which is B1, while other 28 % are above (B2) the level of proficiency according the course they are in. It is also concerning that nearly 20 % are below (A2) the level they are expected.

Figure 4.1.3
Students’ English level

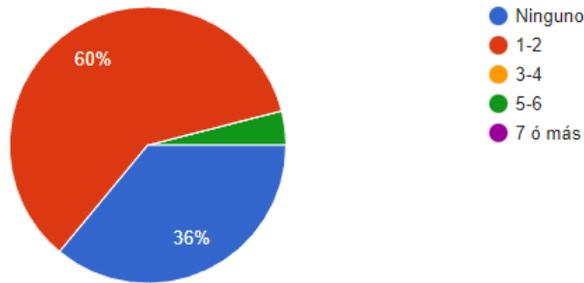


The results indicate that the majority of the students are at their expected level while a minority needs special attention. An important percentage of the participants believe that their English level is Pre-intermediate. The second level most mentioned for them was Intermediate. According to the material they use in their classes, they are watching topics which belong to the B1 level according to the Common European Framework of Reference for Languages.

The second question from this section identifies the number of English courses that participants took before entering to University.

Figure 4.1.4
English courses taken before entering to University

25 respuestas

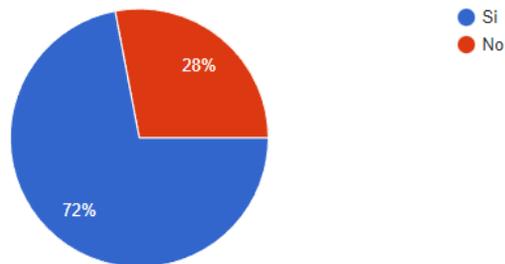


Findings in Figure 4.1.4 showed that most of the participants assured that they have studied at least one English course before entering to the University. On the other hand, more than 30 percent of the participants mentioned that they have not taken any English course.

The third question refers to the number of years students had English classes in high school. According to SEP, in Mexico, the English subject is mandatory for three years of High school.

Figure 4.1.5
English during High school

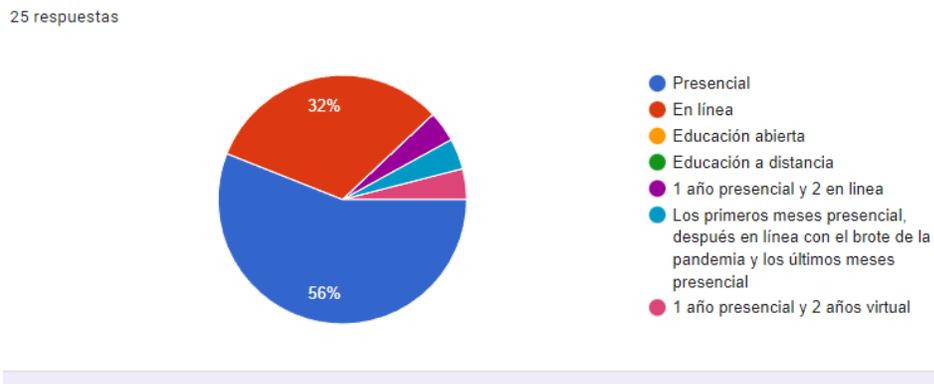
25 respuestas



In Figure 4.1.5 it can be seen that about 30% of the participants did not have the subject the 3 years of high school, but more than 70 percent had the subject in high school. It can be inferred that some factors such as the pandemic period might affect the answer of this question.

The fourth question refers to the modality in which participants took their High school classes.

Figure 4.1.6
High school modality



Findings in Figure 4.1.6 show that more than 50 percent had some months of face-to-face classes and then moved to online modality. However, more than 30 percent of the participants had all their high school classes in an online manner. The experience that students experimented in online classes helps the process of this investigation.

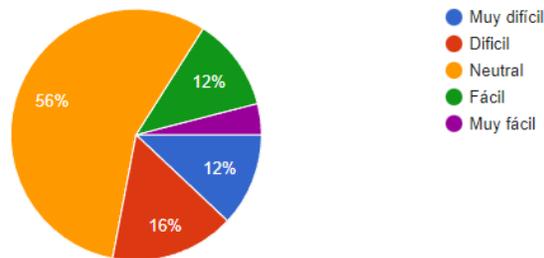
Section 3: Challenges of Learning English

In section 3, participants answered questions related to their previous experience before entering at University in learning English.

The first question of section 3, asked participants about how difficult it was found learning English before entering University.

Figure 4.1.7
Difficulty in learning English

25 respuestas

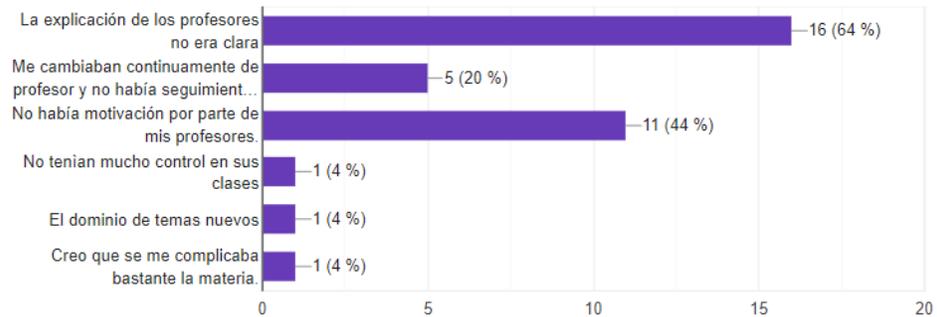


In Figure 4.1.7 it can be said that almost sixty percent of the participants felt a neutral position about learning English. In contrast, only sixteen percent found it difficult to accomplish their knowledge in English before entering to University and twelve percent found it very difficult.

The question number six of the survey talked about the challenges that participants faced in learning English before entering University.

Figure 4.1.8
Challenges in learning English

25 respuestas



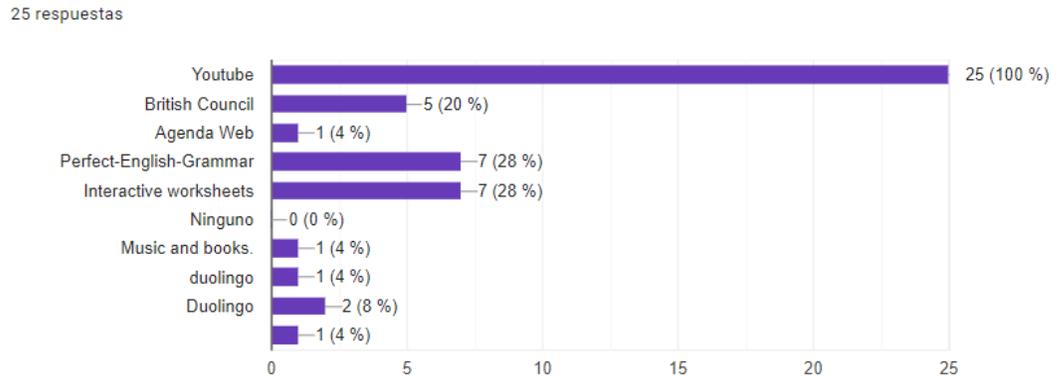
Results in Figure 4.1.8 showed that more than 60 percent of the participants felt that the explanation from their teachers was not clear and 44% mentioned that teachers did not foster encouragement on them. It can be inferred that participants did not have engaging classes and so the information may be unclear for them.

Section 4: Experience in the use of digital resources to learn and practice English.

The following section was related to the experience of the participants, but now in the use of online materials.

The first question of section 4 is related to the websites that participants have used to learn or practice English.

Figure 4.1.9
Most websites used to learn or practice English

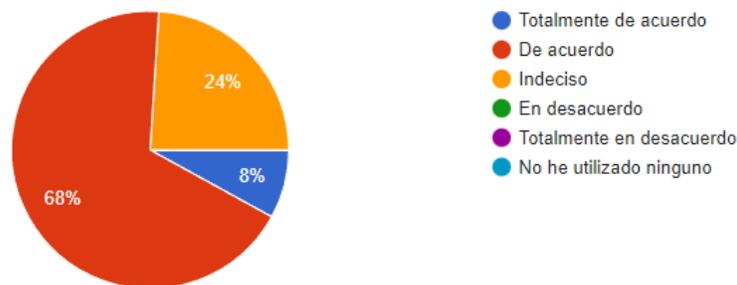


The outcomes shown in figure 4.1.9 tell that all the participants have used youtube to practice or learn English. On the other hand, nearly 30 percent have used Perfect-English-Grammar and Interactive worksheets. The important aspect of this question is that they have used websites to learn or practice English.

The question number 8 of the survey refers to the usefulness that participants found in the use of the websites in learning or practicing English.

Figure 4.1.10
Usefulness of the website

25 respuestas



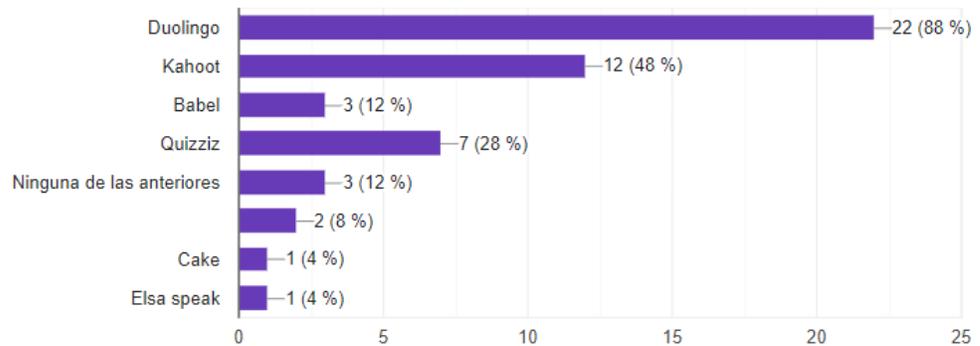
S

In figure 4.1.10 we can see that almost seventy percent of the participants agreed that these websites were useful to learn and practice English. In contrast, 24 percent felt insecure about it. This result is important in this investigation due to acceptability shown of online material, in some certain instance participants may find useful the new online material applied in the next sessions.

The following question is related to the applications that participants use to learn or practice English.

Figure 4.1.11
Most used applications to learn or practice English

25 respuestas



In Figure 4.1.11 it can be seen that Duolingo is the most popular application between the participants with almost 90 percent. The following application most known is kahoot with almost 50 percent. This shows that students know at least one application which is about learning a language.

In the next questions, participants mentioned the usefulness students found to use the applications mentioned in the previous question.

Figure 4.1.12
Usefulness of applications to learn or practice English

25 respuestas

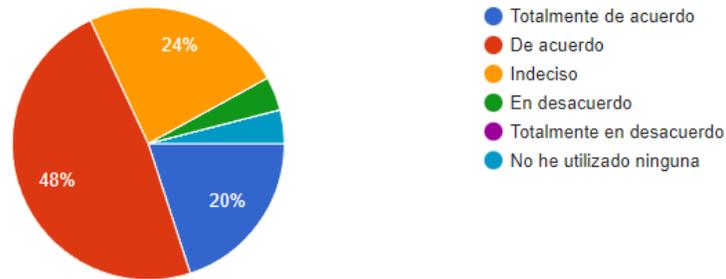
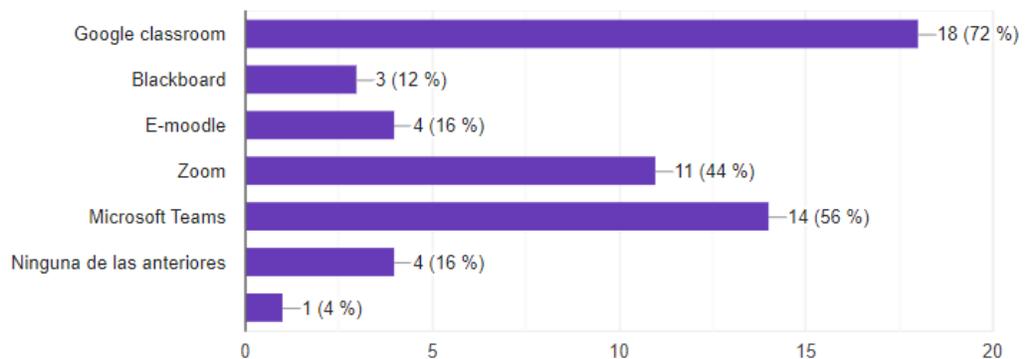


Figure 4.1.12 shows that nearly the 50 percent of the participants agreed that the applications that they used to learn English were useful to learn or practice English. 24 percent felt insecure about it. It can be said that the participants understood the information found in applications and besides they think it was helpful to learn or practice English.

The next question is about the platforms the participants used or have used to learn or practice English.

Figure 4.1.13
Platforms used to learn or practice English

25 respuestas

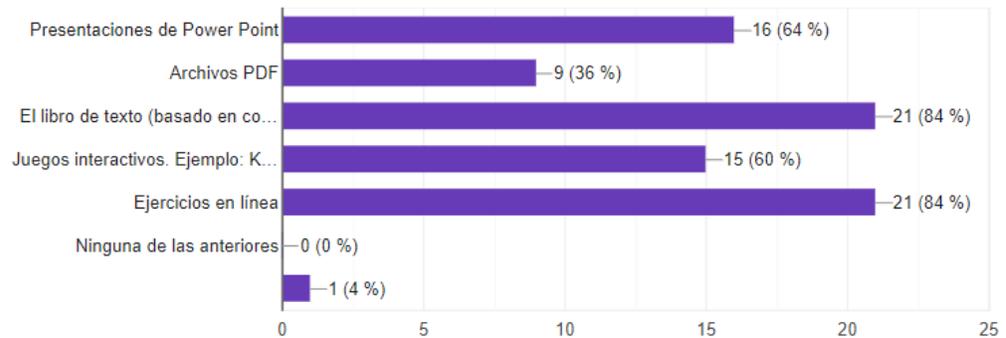


Findings in Figure 4.1.13 show that the most used platform by the participants is “Google Classroom”. Actually, this is the platform which is going to be used in order to access the online material that was applied in the next sessions with the participants. This is helpful because they are familiarized with it. The other two most mentioned platforms were Microsoft Teams with almost 60 percent and Zoom with 44 percent.

The following question is about the digital materials that the teachers of the participants have used at University.

Figure 4.1.14
Digital materials used by the teachers

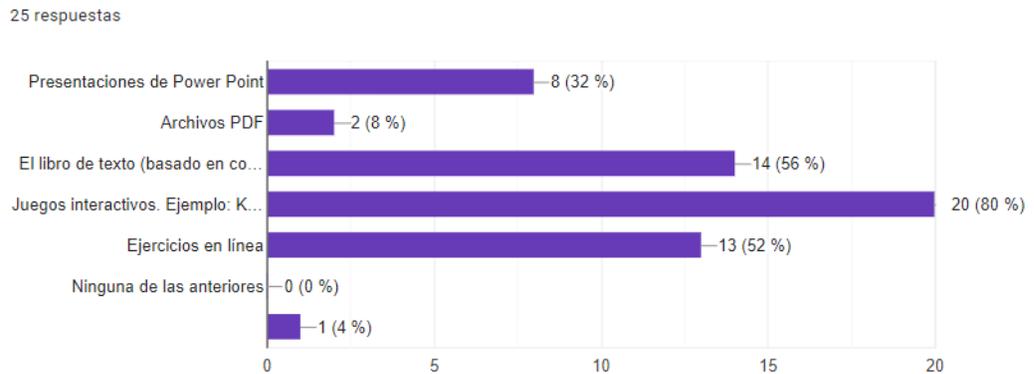
25 respuestas



In Figure 4.1.14, it can be said that the most used digital materials by the teachers of the participants are: Online exercises and digital- based text-books with more than 80 percent. Other digital materials such as Power Point Presentations and interactive games got more than 60 percent. The experience that students have with online exercises and interactive games is going to be useful for this investigation because it is not going to be hard for them to interact with it.

The next question was related to the most meaningful digital material used by the teachers of the participants at University.

Figure 4.1.15
Most meaningful digital material



We can see in Figure 4.1.15 that according to this survey, the most meaningful digital material has been interactive games with 80 percent. It can be said that they enjoy playful activities or at least they are more attracted to them. The other materials which were also meaningful for them were the text-book computer based and online exercises.

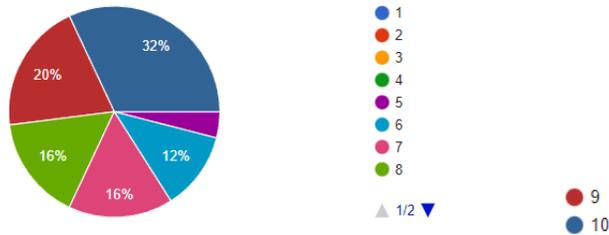
Section 5: The importance of Grammar.

In this section, the survey is about the importance of grammar in learning English, and the topics students believe they have domain, and the ones participants believe need to improve

The first question of this section asks about the importance of grammar to learn English.

Figure 4.1.16
How important Grammar is

25 respuestas

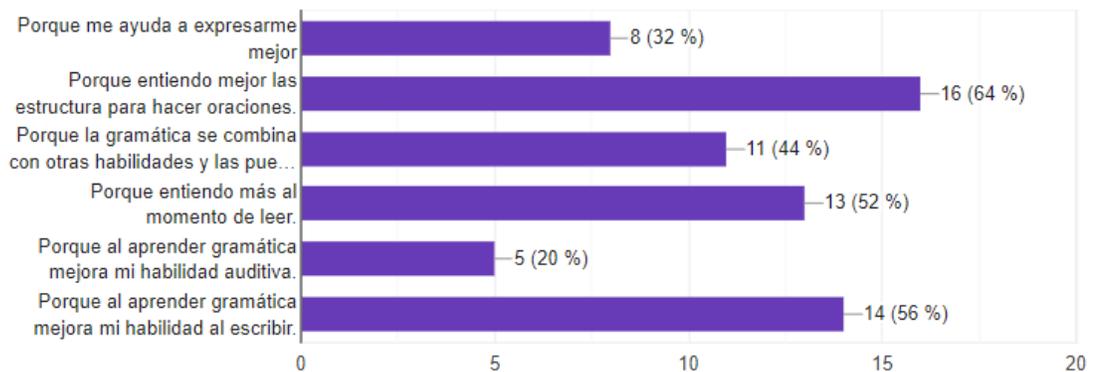


. As Figure 4.1.16 shows, most of the participants feel that grammar is a crucial element to learn English. We can say that because 32 percent gave a 10 of importance, 20 percent gave it 9 and 16 percent gave it 8, which is a total of 68 percent which is the majority of the participants. We can say for this information that they consider grammar as an important element to learn English.

The next question of this section asks about the reason why they consider grammar important.

Figure 4.1.17
Why do you consider Grammar important?

25 respuestas

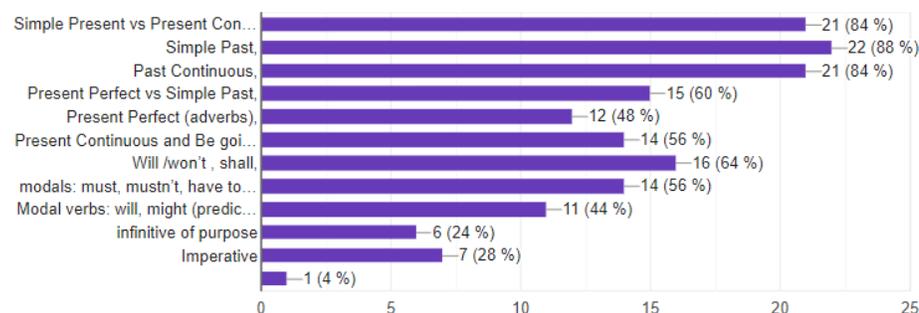


In the results of the Figure 4.1.17, the most mentioned answers by the participants about the importance of grammar in learning English were: because grammar is useful to give a good structure to the sentences (more than 60 percent), it improves my reading comprehension (more than 50 percent) and it improves my ability to write (more than 50 percent). As participants gave different reasons, it can be said that they found somehow grammar useful to learn English.

In the following questions, participants were asked to mention which topics they felt they were clear for them.

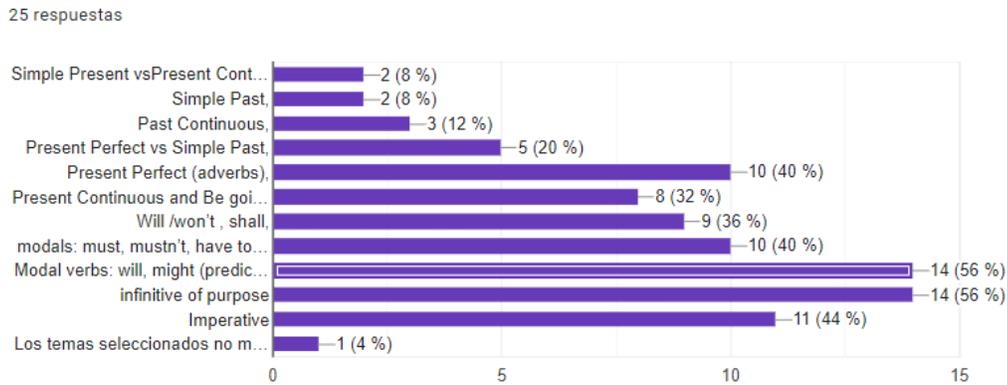
Figure 4.1.18
Clear topics so far

25 respuestas



As we can see in figure 4.1.18 the topics that are clear according to the participants were: Simple Present vs Present Continuous, simple past, and past continuous.

Figure 4.1.19
Topics that are not clear so far



Finally, in the last two questions, Figure 4.1.18 and 4.1.19, participants were asked about the topics they considered clear and unclear, this information is going to be useful for the developing of online material that is going to be applied for the next sessions. In the next section the Instrument 2 (Diagnostic test) is going to be analyzed

4.2 Diagnostic Test (Pretest), Final test (Posttest) and preferences

After applying the diagnostic test (pretest) and the final test (posttest), some findings were revealed. In this section of the chapter, it is going to be seen the results of the diagnostic test (pretest) in comparison with the result in the final test (posttest) focused on the tenses in which the remedial work was implemented: Simple Present, Present Continuous, Simple Past, and Present Perfect, as it was mentioned in chapter 3. These results are linked with the preferences of the participants.

In the following chart (chart 4.1), it can be seen the questions belonged to the Simple Present tense which was in session 2, and the percentage of participants who got correct answers. The results which are highlighted in green are the ones who presented improvement, and the ones in light red are the ones which presented a regression.

Chart 4.1.1
Simple Present Progress

Diagnostic test (Pretest)	Final test (Posttest)
1. 96.3%	1. 96.6%
3. 66.7%	2. 51.7%
5. 59.3%	5. 65.5%
7. 66.7%	7. 72.4%
9. 85.2%	9. 79.3%
25. 37%	25. 41.44%
32. 55.6%	32. 72.4%
33. 85.2%	33. 86.2%
42. 85.2%	42. 89.7%
46. 92.6%	46. 89.7%
47. 92.6%	47. 100%
48. 85.2%	48. 89.7%
49. 74.1%	49. 58.6%
53. 85.2%	53. 86.2%
56. 25.9%	56. 41.4%
59. 96.3%	59. 89.7%
66. 88.9%	66. 89.7%

74. 85.2%	74. 82.8%
75. 92.6%	75. 89.7%

As it can be seen, in chart 4.1.1 there was an improvement in the Simple Present Tense: there were 19 questions related to the mentioned tense, and the participants improved in 12 questions.

As it was said before, after every session, participants also were asked to answer a users' satisfaction survey. In chart 4.1.2 we can see the results of this survey.

Chart 4.1.2

Session 2, Favorite and least favorite material

	Favorite Material			Least favorite Material		
	12 (52%)	8 (34%)	2 (8%)	12 (52%)	6 (26%)	4 (17%)
Session 2 Simple Present	Video Games (pac-man alike)	All of them	None of them	None of them	Comic	Memory Game
Reasons	Entertaining Playful Exciting	Understandable Useful Dynamic	They are cool	All of them were good They were fun.	It takes so long	Too easy

Findings in chart 4.1.2 showed that the 52% percent of the participants preferred "video games" and they chose it as their favorite material. It can be said that practicing with a videogame worked for them.

On the other hand, the 52% of the participants mentioned that they liked all the materials, but their least favorite material was the comic with 26% of the participants. This is contrasting, due to the fact the product of the session was to

develop a comic (see figure 4.2), and it can be seen that it worked, due to the participants improved in 12 questions out of 19.

Figure 4.2
Example of the product of session 2



We can say that the next assumption worked for this specific group of participants. With their narrative and images, comics facilitate learning, stimulate the imagination, and favor the development of logical thinking. (Rozkosz, & Wiorogórska, 2016 as cited in Morel, Peruzzo, Juele and Amarelle, 2019, p. 1). Even though, it was not their favorite material, but at the end of the session they have to develop a comic for the product of the first session.

The chart 4.2.1 is devoted to the results of the questions related to the Present Continuous Tense. As the previous chart the results that are highlighted in light red are the ones which showed regression, and the ones that are highlighted in green are the ones in which showed progress.

Chart 4.2.1*Present Continuous Progress*

Diagnostic test (Pretest)	Final test (Posttest)
2. 96.3%	2. 86.2%
4. 81.5%	4. 79.3%
6. 92.6%	6. 89.7%
8. 77.8%	7. 82.8%
10. 66.7%	9. 69.0%
11. 100%	11. 86%
43. 51.9%	43. 48.3%
44. 40.7%	44. 65.5%
45. 59.3%	45. 62.1%
77. 74.1%	77. 72.4%
78. 92.6%	78. 96.6%
79. 44.4%	79. 44.8%

The progress seen in chart 4.2.1 about the Present Continuous tense was lower in comparison to the Simple Present. In this case, the number of questions regarding to the Present Continuous was 12, but the participants could only progress in 6. In chart 4.2.2 we can see the students' preferences.

Chart 4.2.2*Session 3, Favorite and least favorite material*

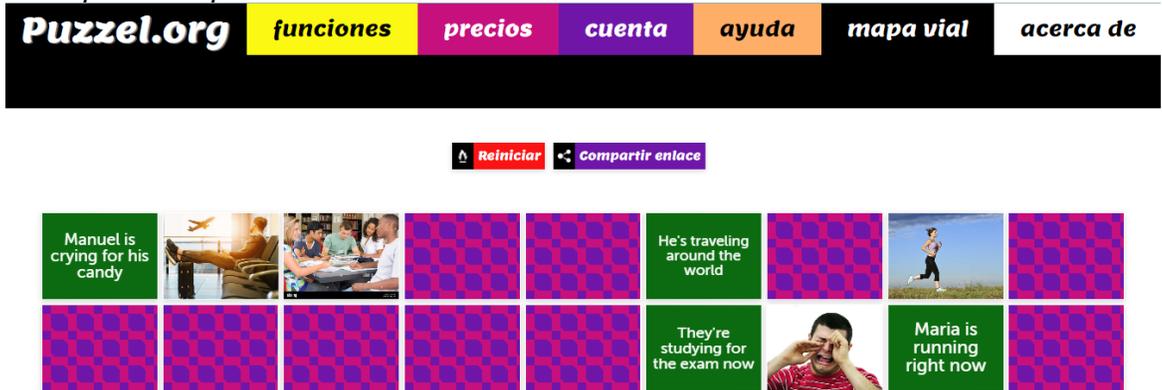
	Favorite material			Least favorite material		
	10 (40%)	7 (28%)	5 (20%)	13 (52%)	8 (32%)	2 (8%)

Session 3 Present Continuous	All of them	Video Game (word search)	Memory game	None of them	Comic	Video game (order the sentence)
Reasons	They are not boring Clear content Entertaining	It is interactive Like digital games	Reinforce your memory	All of them are clear They are funny	It is not funny	It is not eye-attractive.

It can be seen in chart 4.2.2 that the 40% of the participants liked all the materials, and their second favorite material was the video game with 28%. On the other hand, the majority liked all the materials 52% the one which followed the statistic was the comic with 32%.

It is necessary to remember that in session 3 students had to hand in a memory game as a product (see Figure 4.3 below). A memory game and the traditional method of teaching can help in the teaching and learning process of the content addressed in the classroom" (Peixoto, Santos de Medeiros Garcia, Bissoli and Ramos, 2018, p. 317). It can be said that the memory game worked moderately due to the fact they improved in the half of the questions (see chart 4.2.1), but it can be said that there was an improvement.

Figure 4.3
Example of the product of session 3



The chart 4.3.1 showed the progress in the Simple Past tense, this chart belongs to the session 4. As the previous chart the results in green belong to progress and the ones in light red belong to regression.

Chart 4.3.1
Simple Past Progress

Diagnostic test (Pretest)	Final test (Posttest)
12. 92.6%	12. 89.7%
13. 92.6%	13. 96.6%
16. 96.3%	16. 93.1%
18. 74.1%	18. 79.3%
27. 85.2%	27. 75.9%
28. 70.4%	28. 69%
29. 59.3%	29. 72.4%
30. 70.4%	30. 75.9%
54. 85.2%	54. 72.4%
55. 88.9%	55. 82.8%
60. 92.6%	60. 89.7%

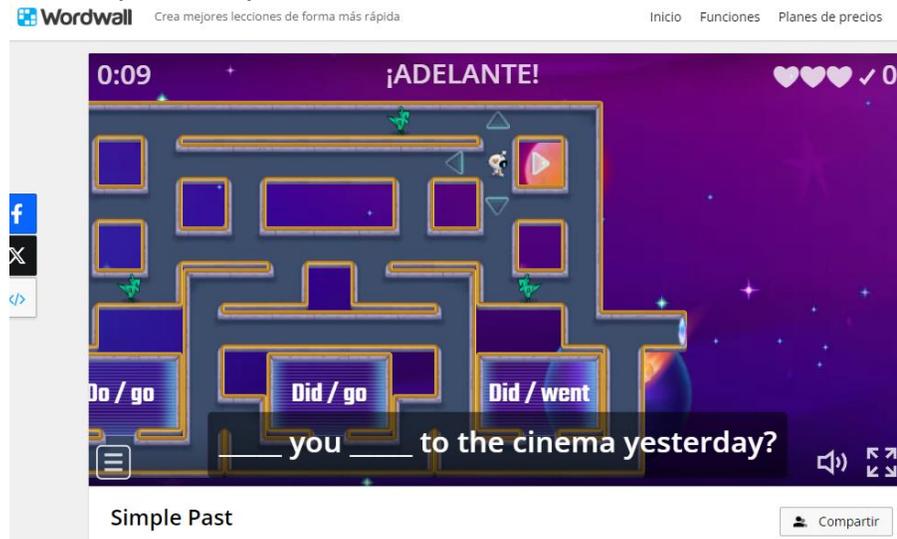
As it can be seen in chart 4.3.1 there was not an important progress. The participants improved in 4 question out of 11, which not represent a relevant progress. Surprisingly, the product of the session 4 was a video game, which had been one of the favorite for the participants. In chart 4.3.2, it can be observed the preferences of the students in session 4.

Chart 4.3.2
Session 4, Favorite and least favorite material

	Favorite material			Least favorite material		
	9 (34%)	8 (30%)	6 (23%)	16 (61%)	4 (15%)	3 (11%)
Session 4 Simple Past	All of them	Video game (pacman alike)	Video game (Order the sentence)	None of them	Comic	Video Game (pacman alike)
Reasons	They are entertaining Reinforcement of knowledge	It is very funny Have to think fast	The easiest activity	They are funny, entertaining and useful	Don't like comics	Don't like to be followed by the villainous

In this case, the 34% of the participants liked all the materials, and the one which follows their preferences is the video game with the 30%. In session 4 they developed a video game as a product (see figure 4.4) which was one of their favorite in the previous sessions (see charts 4.1.1 and 4.2.1). On the other hand, the participants did not have problem with any material with the 61% (see chart 4.3.2), and again the one which follows the statistic was the comic with the 15% of the participants.

Figure 4.4
Example of the product of session 4



Even though the video game was one of the material the participants had liked the most, not only in session 4 (see chart 4.3.2), but also in sessions 2 (see chart 4.1.2) and 3 (see chart 4.2.2). The participants did not have a significant progress in the posttest (see chart 4.3.1). As this project is about learning grammar, it might not work for that sub-skill, and may be better for vocabulary as some studies have found that playing computer games fosters the acquisition of new vocabulary in a compelling fashion (Ashraf et al., 2014, p. 290, as cited in Vasileiadou and Makrina, 2017).

The last session in which a remedial work was implemented was the session 5. In this session the remedial work was to make an improvement in the Present Perfect tense. Chart 4.4.1 shows the progress reached in this tense. As the previous charts the color green shows the progress and the light red color shows regression.

Chart 4.4.1

Present Perfect Progress

Diagnostic test (Pretest)	Final test (Posttest)
17. 63%	17. 62.1%
19. 96.3%	19. 82.8%
21. 74.1%	21. 75.9 %
22. 63%	22. 79.3%
23. 96.3%	23. 86.2%
24. 77.8%	24. 79.3%
26. 92.6%	26. 69%
50. 66.7%	50. 48.3%
58. 66.7%	58. 69%
67. 88.9%	67. 86.2%
68. 55.6%	68. 72.4%

The improvement in this tense was in 5 questions out of 11. The improvement was not so significant. Chart 4.4.2 shows the participants' preferences in the materials which were used as remedial work for the Present Perfect tense.

Chart 4.4.2

Session 3, Favorite and least favorite material

	Favorite material			Least favorite material		
	10 (40%)	5 (20%)	4 (16%)	12 (48%)	7 (28%)	2 (8%) 2 (8%)
Session 5 Present Perfect	All of them	Video game (choose the correct option)	Video game (crossword / order the sentence)	Any of them	Comic	Video game (crossword / order the sentence)

Reasons	They are interactive, entertaining, and funny.	Good to learn	Good to practice	Like all of them	Repetitive	They are not dynamic
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The preferences of the students in session 5 showed in chart 4.4.2 were the same as the previous sessions. Most of the participants (40%) liked all the materials, and the second most favorite material was the video game with the 20% of the participants. For session 5 participants decided which product to hand in, it was a free decision, an example can be seen in Figure 4.5

Figure 4.5
Example of the product of session 5



After applying the final exam (posttest), which was in the session 6. Participants were asked to answer two last questions which were related to the material which they considered as the most meaningful and the material which was the most helpful for them. Chart 4.3 shows the results.

Chart 4.3

Meaningful material and most helpful material to understand the topics

	Which material developed by yourself was the most meaningful			The most helpful material to understand the topics		
	12 (48%)	8 (32%)	5 (20%)	10 (40%)	6 (24%)	5 (20%)
Last session	Video Games	All of them	Memory Game	All of them	Video games	Comic
Reasons	They are very interactive	They are good and practical	Easy to develop	Reinforce my knowledge	Very entertaining	Explain the structures very well

Findings in Chart 4.3 show that video games were their number one with 48%, and their main reason was because they are interactive. Anyway, the 32 % (see Chart 4.3) of the participants mentioned that they liked all the materials because they were good and practical.

It can be verified that their answers were authentic because during all the sessions, participants mention that they like video games and interactive activities which was confirmed in the last session (see Chart 4.3).

Finally, the findings in Chart 4.3 show that most of the participants (40%) mentioned that all the materials are helpful to understand the topics, and it was because they reinforce their knowledge. The second most mentioned was the video games (24 %) because they interactive, and finally the third most helpful material was the comic (20%) because it shows the structure of the topic very well.

It can be said that participants liked dynamic activities because they felt that they learned while doing an entertaining activity. However, participants could find helpful a passive activity, as the comic, as long as it is well-explained.

4.3 Conclusion

In this chapter, the results and the sequence of the four instruments applied in this investigation were analyzed. The results were shown through graphics and charts in order to be understood. In the following chapter, the conclusions of the investigation are going to be set.

CHAPTER 5: CONCLUSIONS

Introduction

This study aimed to know the impact of online material to learn grammar in English. Therefore, this final chapter provides a discussion of the analysis carried out in the previous chapter and presents a summary of key findings which are going to be shown answering the research questions; this is going to be followed by the limitations that the current investigation faced. Possible areas for further research are addressed, and finally, the conclusions are drawn.

5.1 Summary of key findings

In order to know the key findings it is necessary to make a call out of the Research Questions which were set in Chapter 1.

General question

What is the impact of apps and websites on university beginner language students learning of grammar?

Chart 5.1

Summary of Comparison among Diagnostic test and Final test.

Topic of the Question	Final Progress in questions
Simple Present	7/11
Present Continuous	6/12
Present Perfect	4/11
Simple Past	5/11

The findings in Chart 5.1 show that the impact of websites on university beginner language students learning of grammar was slightly positive due to the fact, they made a progress in each tense, but not relevant.

We can assume that the sessions using online material were useful because those sessions were just to reinforce the information they had about Simple Present, Present Continuous, Simple Past and Present Perfect.

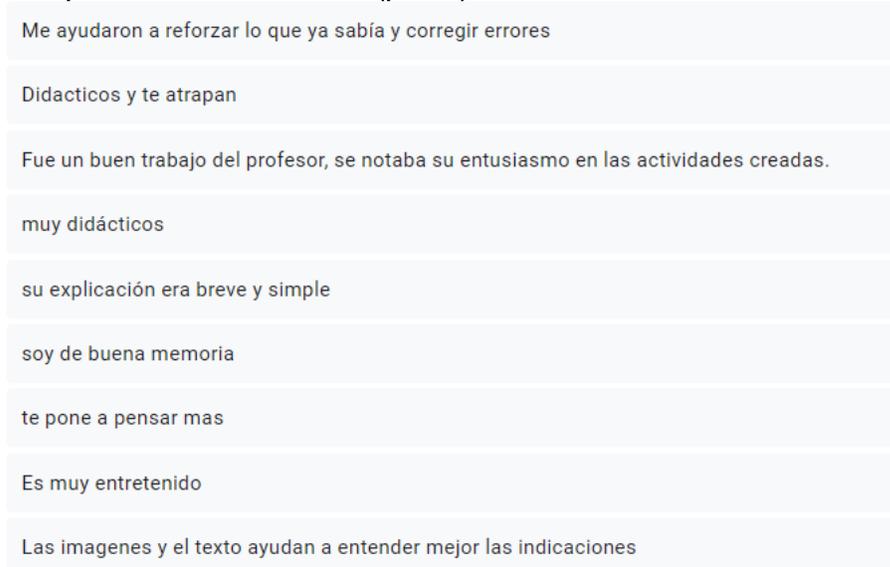
In contrast, the impact was not the expected because they could have improved more in each tense if they had this material at the same time when they were learning those topics. Participants did not see those topics during their

regular classes, they saw other topics like: Conditionals, and Reported speech. We can say that the impact of this online material was helpful and positive.

- How do websites and online applications help students to learn a foreign language?

To answer this Research question, it is necessary to read some opinions of the participants

Figure 5.1
Helpfulness of the material (part 1)



Me ayudaron a reforzar lo que ya sabía y corregir errores
Didacticos y te atrapan
Fue un buen trabajo del profesor, se notaba su entusiasmo en las actividades creadas.
muy didácticos
su explicación era breve y simple
soy de buena memoria
te pone a pensar mas
Es muy entretenido
Las imagenes y el texto ayudan a entender mejor las indicaciones

Figure 5.2
Helpfulness of the material (part 2)

Los videojuegos son muy interactivos y activan la destreza y aplicación de las habilidades comunicativas
Pues como tal no sentí que se me quedara mucho
veo que son muy buenos para su proposito
PORQUE HACIAMOS JUEGOS Y PONIAMOS FRASES EN INGLES, ES UNA MANERA INTERESANTE DE APRENDER.
Todos ayudan a reforzar los temas
Explicaba las estructuras correctamente y me permitía entender explícitamente el tema
fueron buenos
Fue corto y muy específico, no fue algo tan tedioso de entender.
Tenía muchos recursos visuales y eso me ayuda mucho a recordar.

We can say that according to Figure 5.1 and 5.2, students found the material helpful because they could practice the topics, besides it was brief and the visuals help them to remember. Also, it can be inferred that the material was attractive for them because they liked interactive activities and so they were more encouraged to do it.

- What are university beginner language students' opinions about using websites and online applications to learn a foreign language?

In the last research question it is essential to read students' opinions which is going to be shown in Figure 5.3 and Figure 5.4.

Figure 5.3
Students' opinions about using online material (part 1)

Es muy dinamico
Por lo divertido e interactivo de la actividad
Todos ofrecen diversas herramientas que son entretenidas y útiles para el proceso de aprendizaje
Porque pude usar mas mis conocimientos y creatividad. Me gusto mucho el poder crear una historia, gracias a eso se me quedo mas lo aprendido
son muy buenos
ME PARECEN INTERESANTES Y MUY DIVERTIDOS PARA APRENDER EL IDIOMA.
todos son muy utiles
es muy interactivo
ayudaron a comprender mejor

Figure 5.4
Students' opinions about using online material (part 2)

Por que fue una manera divertida de poner en practica el tema
Me ayudaron a complementar mis conocimientos.
Fue el más fácil de hacer
Fue mas entretenido y aprendía mejor el vocabulario
Porque fue con el que más me divertí.
por que todos los hice con la intencion de que fueran facil y entendibles y sobre todo divertidos
Es más divertido para mi y me gusta más la concentración
Tiene más variedad para hacer actividades.
Porque es una manera nueva de aprender el ingles, puesto que utiliza la tecnología a favor

According to students' opinions, participants found helpful the online material because it is interactive, fun and it also provides the opportunity to practice and reinforce what they already know. In the next section of the current chapter, the limitations of the study are going to be drawn.

5.2 Limitations of the study

There were some limitations during the application of this investigation. One of them was the time; there was not enough time to apply more sessions, which may imply more practice for students and the results may differ from the ones gotten. This was because of the availability of the computing laboratories, the exams they had to answer because of the course, the Mexican holidays in May among other factors.

It could be a good idea to have this online material to reinforce each new topic participants are watching during the course. In this way we can see an impact in a whole course, unfortunately, the time to hand in the thesis project was not enough because the thesis was being done at the same time that we were taken the thesis seminar. The next section of this chapter is about the further research this investigation may have.

5.3 Further Research

The study can serve as a point of departure to further research in the implementation of online material of learning English grammar, taking into account the positive results obtained from this research. Other studies can be conducted using similar research procedures to obtain more profound findings to compare the ones of the present study.

Besides, considering the research limitations, other experts in the area can carry out a similar study but they may spend a whole course applying this material. Overall, there are several online resources that can be found in the net, and those

resources can be explored in different perspectives. The following section is devoted to the general conclusions of this investigation.

5.5 Conclusions

This research was based on the experience that most of students and teachers faced through the pandemic period in 2020. The experience gained in the use of online material made us more aware about the variety of online tools that we can use in our classes. In this research we found some of the tools that we can use to enrich the classes as: comics, video games and interactive memory games.

As we can see, the resources used in this investigation made students an improvement in learning of grammar. According to the participants' opinions, they found the material interactive, fun and useful. This could encourage students to practice not only grammar, but also other skills or topics.

The advantages of the online material used in this research mentioned by the participants were: the accessibility at any time of the material, the devices in which it can be used that is from a cellphone to a computer, the visuals used (eye-attractive) and that it can be answered many times. It means that students at a certain point, got engaged and they continue practicing, this practice allowed students to understand or consolidate the topics.

Although the time was not the desirable, students made a progress in the topics they struggled at the beginning of the research. They also mention that the explanation mentioned in the comic helped them to understand better the structure of the topics. Even though this material was not their favorite, they found it helpful.

Furthermore, according to the participants, grammar is an important element to understand the structure of the sentences and helps it to improve writing and reading skills.

In conclusion, the use of online material is a helpful tool in order to enrich classes. Furthermore, teachers are in charge to make the material fun, interactive and eye-attractive in order to encourage students to practice the topics, this material is not only used to improve grammar, it also can be used to improve other skills. The most important thing is to take into account students' learning needs and work on them. Besides, this information can be shared with other teacher in order to improve the material or create more.

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APPENDICES

Appendix A, Diagnostic test (Pretest)

Diagnostic Test

El propósito de este examen diagnóstico es conocer qué temas has aprendido o cuáles son los problemas que tienes en ellos. Contesta las siguientes preguntas con la información que conozcas. **Este examen no afectará tu calificación de la materia.**

Choose the correct option

1. It's nice _____ you. * 1 punto

- meet
- to meet
- am meeting you

2. _____ right now? * 1 punto

- You study
- Do you study
- Are you studying

3. Every summer we _____ to Mexico for our vacation * 1 punto

- are going
- go
- to go

4. Can I call you later? I _____ dinner in this moment. *

1 punto

- have
- to have
- am having

5. _____ Diana _____ (play) soccer every Sunday? *

1 punto

- Does / plays
- Is/ playing
- Does / play

6. _____ you _____ (watch) TV at the moment? *

1 punto

- Are / watching
- Do / watch
- Are / watch

7. Mary and Susan _____ (not, work) in the evening. *

1 punto

- not working
- isn't working
- don't work

8. What _____ he _____ (look) for now? *

1 punto

- is / looking
- are / looking
- does / look

9. Lya _____ (study) every afternoon *

1 punto

- studys
- studying
- studies

10. My cousin and I _____ (jog) in the park. *

1 punto

- am jogging
- are jogging
- am jogging

11. What are you doing? *

1 punto

I _____ (check) my facebook.

- am checking
- check
- am check

12. Yesterday, I _____ (see) my friends at the mall. *

1 punto

- see
- saw
- seen

13. We _____ my grandparents the las month. *

1 punto

- visited
- visit
- visiting

14. I met Ann while I _____ in Seattle. *

1 punto

- live
- lived
- was living

15. _____ straight ahead and then turn right! *

1 punto

- You go
- Go
- Going

16. I saw Judi at the market. She _____ vegetables. *

1 punto

- buys
- bought
- buyed

17. I _____ in this city for five years so far. *

1 punto

- live
- lived
- have lived

18. I _____ in London for a year when I was younger. *

1 punto

- live
- lived
- have lived

19. _____ you ever _____ abroad? *

1 punto

- Have / traveled
- Do / travel
- Are / traveling

20. Mark called me while I _____ the dishes *

1 punto

- was done
- was doing
- did

21. I haven't seen Ramesh _____ 2010. *

1 punto

- for
- since
- in

22. She hasn't worked here _____ 3 years. *

1 punto

- for
- since
- in

23. I have _____ finished. So I can leave now. *

1 punto

- for
- yet
- already

24. Has Helen come _____? *

1 punto

- for
- yet
- already

25. At Sara's school, students _____ to wear a uniform. *

1 punto

- have to
- don't have
- must not

26. Raul _____ to USA *

1 punto

- haven't been
- hasn't be
- hasn't been

27. I was cleaning up my bedroom when I _____ the ring. *

1 punto

- did find
- found
- was finding

28. Last year, we _____ to France for our vacation. *

1 punto

- have been
- have went
- went

29. Last Christmas, my mom _____ the meal *

1 punto

- didn't cook
- cook
- cooks

30. I _____to speak English while I was living in New Zealand. *

1 punto

- learned
- learning
- have learned

31. You look very sick. You _____ visit a doctor. (suggestion). *

1 punto

- must
- have to
- should

32. You _____ talk loudly in the library. (obligation) *

1 punto

- can
- can't
- have to

33. You _____ wear a uniform in here. (not necessary) *

1 punto

- don't have to
- can't
- have to

34. In USA you _____ be 21 to drink alcoholic drinks. (obligation). *

1 punto

- don't have to
- can't
- must

35. We _____ be on time (obligation). *

1 punto

- don't have to
- should
- must

36. We _____ to have exam the next week *

1 punto

- will
- are going
- are

37. The weather forecaster said that in the afternoon it _____ rain. *

1 punto

- will
- is
- going to

38. It looks heavy. I _____ help you! *

1 punto

- will
- is
- going to

39. I _____ get a sports car because I have three children and a sports car only has two seats *

1 punto

- might
- will
- won't

40. _____ talk to my uncle today *

1 punto

- I'm going to
- I'll go
- I won't go

41. She _____ to have a meeting with her boss this afternoon. *

1 punto

- will
- is going
- might

42. The train _____ at 2 p.m *

1 punto

- leave
- 's leave
- leaves

43. Jonathan _____ his friend this evening *

1 punto

- meet
- meets
- is meeting

44. _____ Vincenzo working tomorrow? *

1 punto

- Is
- Will

45. What _____ this weekend? *

1 punto

- do you do
- are you doing

46. A: ___ you like scary movies? *

1 punto

B: Yes, I ___

- Do/ don't
- Does/ do
- Do / do

47. A: _____ time do you get up? *

1 punto

B: Around 7:00

- What
- Which
- Where

48. A: How many children _____ there? *

1 punto

B: A lot.

- is
- are
- any

49. A: Do you like _____ shoes over there? *

1 punto

B: They look great!

- this
- that
- those

50. A: _____ Marian lived alone? *

1 punto

B: Yeah

- Does
- Has
- Have

51. A: _____ we ask the teacher about the homework? *

1 punto

B: I think we have to wait for the instructions.

- Shall
- Are
- Have

52. A: ____ you at home? *

1 punto

B: Yes, we are. We are waiting for you.

- Shall
- Are
- Have

53. A: ____ you bring some soda? We don't have any. *

1 punto

B: Of course!

- Should
- Have to
- Can

54. A: What _____ you do last night? *

1 punto

B: I went to the cinema.

- Did
- Do
- Are

55. A: Where were you yesterday morning? *

1 punto

B: I ____ at home. I felt sick.

- did
- were
- was

56. A: Do we _____ deliver the homework tomorrow? *

1 punto

B: I guess so.

- should
- must
- have to

57. A: Teacher, _____ I go to the restroom, please? *

1 punto

B: Of course!

- should
- may
- have to

58. A: _____ you finished the task? *

1 punto

B: Not yet.

- Did
- Will
- Have

59. A: _____ is your birthday? *

1 punto

B: The next month!

- Where
- What
- When

60. A: ____ was your favorite cartoon when you were a child? *

1 punto

B: I used to watch "Garfield".

- Where
- What
- When

Order the statements

61. the/ restroom/ is / where/ ? *

1 punto

Tu respuesta _____

62. is / singing / listen! / she / beautifully *

1 punto

Tu respuesta _____

63. time / does / what/ your mom/ work /finish / ? *

1 punto

Tu respuesta _____

64. it/ rain / will / ? *

1 punto

Tu respuesta

65. arrive / she / did / when / ? *

1 punto

Tu respuesta

Look at the next statements and choose if the sentence is "Correct" or "Incorrect"

66. She cans play soccer really well *

1 punto

- Correct
- Incorrect

67. They have enjoyed the trip *

1 punto

- Correct
- Incorrect

68. She has shown the correct way to the job. *

1 punto

- Correct
- Incorrect

69. Hurry up! We must to finish! *

1 punto

- Correct
- Incorrect

70. I was sleeping when my mom arrived *

1 punto

- Correct
- Incorrect

71. Wait a moment! He'll come soon. *

1 punto

- Correct
- Incorrect

72. I were about to call you! *

1 punto

- Correct
- Incorrect

73. I'm going to call you later *

1 punto

- Correct
- Incorrect

74. Do Rose work here? *

1 punto

- Correct
- Incorrect

75. Can I try? *

1 punto

- Correct
- Incorrect

76. She should to go now *

1 punto

- Correct
- Incorrect

77. They are trying their best *

1 punto

- Correct
- Incorrect

78. Mike's waiting for my answer *

1 punto

- Correct
- Incorrect

79. Wow! You are runing very fast! *

1 punto

- Correct
- Incorrect

80. I was sitting in that chair when everything happened. *

1 punto

- Correct
- Incorrect

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Appendix B. Need Analysis Survey

Encuesta de Análisis de Necesidades (Need Analysis Survey)

El propósito de esta encuesta es identificar los temas gramaticales que representan alguna dificultad para ustedes, así como la experiencia que han tenido con materiales digitales y/o en línea. Esta encuesta no afectará sus calificaciones.

Sección 1 Información Personal

Edad: *

Tu respuesta _____

Género *

Femenino

Masculino

Prefiero no indicarlo

Otro: _____

Sección 2. Experiencia en el aprendizaje de inglés

1. ¿Qué nivel de Inglés consideras que tienes actualmente? *

Básico

Pre- Intermedio

Intermedio

Intermedio-Avanzado

Avanzado

2. ¿Cuántos cursos de Inglés estudiaste antes de ingresar a la Licenciatura en la Enseñanza del inglés? *

- Ninguno
- 1-2
- 3-4
- 5-6
- 7 ó más

3. ¿Tuviste la materia de inglés en tus tres años de preparatoria o bachillerato? *

- Si
- No

4. Modalidad en la que cursaste la preparatoria / bachillerato: *

- Presencial
- En línea
- Educación abierta
- Educación a distancia
- Otro: _____

Sección 3. Desafíos al aprender inglés

5. ¿Qué tan difícil fue aprender inglés antes de entrar a la Universidad? *

- Muy difícil
- Difícil
- Neutral
- Fácil
- Muy fácil

6. ¿Cuál o cuáles fueron los desafíos para aprender inglés antes de entrar a la Universidad? Puedes marcar más de una opción *

- La explicación de los profesores no era clara
- Me cambiaban continuamente de profesor y no había seguimiento en las clases.
- No había motivación por parte de mis profesores.
- Otro: _____

Sección 4 Experiencia en el uso de recursos digitales para aprender Inglés

7. ¿Cuáles de los siguientes sitios web has utilizado para practicar o aprender inglés? Puedes elegir más de una opción. *

- Youtube
- British Council
- Agenda Web
- Perfect-English-Grammar
- Interactive worksheets
- Ninguno
- Otro: _____

8. Elige la opción que mejor complete la siguiente oración. "Los sitios web mencionados en la pregunta 5 fueron útiles para aprender o practicar inglés..." *

- Totalmente de acuerdo
- De acuerdo
- Indeciso
- En desacuerdo
- Totalmente en desacuerdo
- No he utilizado ninguno

9. ¿Cuáles de las siguientes aplicaciones has utilizado para aprender o practicar en inglés? Puedes elegir más de una opción. *

- Duolingo
- Kahoot
- Babel
- Quizziz
- Ninguna de las anteriores
- Otro: _____

10. Elige la opción que mejor complete la siguiente oración. "Las aplicaciones mencionadas en la pregunta 7 fueron útiles para aprender o practicar Inglés..." *

- Totalmente de acuerdo
- De acuerdo
- Indeciso
- En desacuerdo
- Totalmente en desacuerdo
- No he utilizado ninguna

11. ¿Cuáles de las siguientes plataformas has utilizado para aprender o practicar en Inglés? Puedes elegir más de una opción. *

- Google classroom
- Blackboard
- E-moodle
- Zoom
- Microsoft Teams
- Ninguna de las anteriores
- Otro: _____

12. ¿Cuál(es) de los siguientes materiales digitales han utilizado tus profesores de Universidad durante sus clases de inglés? Puedes elegir más de una opción. *

- Presentaciones de Power Point
- Archivos PDF
- El libro de texto (basado en computadora)
- Juegos interactivos. Ejemplo: Kahoot, Quizziz, Bamboozle, etc.
- Ejercicios en línea
- Ninguna de las anteriores
- Otro: _____

13. ¿Qué material ha sido más significativo para aprender o practicar Inglés. (Puedes elegir más de una opción) *

- Presentaciones de Power Point
- Archivos PDF
- El libro de texto (basado en computadora)
- Juegos interactivos. Ejemplo: Kahoot, Quizziz, Bamboozle, etc.
- Ejercicios en línea
- Ninguna de las anteriores
- Otro: _____

Sección 5, Importancia de la Gramática

14. ¿En una escala del 1 al 10, donde 1 es No importante y 10 es Extremadamente importante, qué tan importante es la gramática para aprender Inglés? *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

15. De acuerdo a tu respuesta anterior ¿por qué consideras importante la gramática para aprender inglés? Puedes elegir más de una opción. *

- Porque me ayuda a expresarme mejor
- Porque entiendo mejor las estructura para hacer oraciones.
- Porque la gramática se combina con otras habilidades y las puedo desarrollar de mejor manera.
- Porque entiendo más al momento de leer.
- Porque al aprender gramática mejora mi habilidad auditiva.
- Porque al aprender gramática mejora mi habilidad al escribir.
- Otro: _____

16. ¿Hasta ahora qué temas de gramática **te han quedado claros** en tus clases de * Lengua Meta II? Puedes elegir más de una opción.

- Simple Present vs Present Continuous,
- Simple Past,
- Past Continuous,
- Present Perfect vs Simple Past,
- Present Perfect (adverbs),
- Present Continuous and Be going to (Future),
- Will /won't , shall,
- modals: must, mustn't, have to (up to you), don't have to (lack of obligation) can't (obligation).
- Modal verbs: will, might (prediction), should,
- infinitive of purpose
- Imperative
- Otro: _____

17. ¿Hasta ahora qué temas de la materia de Inglés **no te han quedado claros** en * tus clases de Lengua Meta II? Puedes elegir más de una opción.

- Simple Present vs Present Continuous,
- Simple Past,
- Past Continuous,
- Present Perfect vs Simple Past,
- Present Perfect (adverbs),
- Present Continuous and Be going to (Future),
- Will /won't , shall,
- modals: must, mustn't, have to (up to you), don't have to (lack of obligation) can't (obligation).
- Modal verbs: will, might (prediction), should,
- infinitive of purpose
- Imperative
- Otro: _____

Yo (Nombre completo y matrícula) autorizo que la información que proporciono * en esta encuesta sea utilizada por el investigador para fines de investigación y en caso de ser requerida mi participación nuevamente, me puedan contactar. **¡Agradezco el tiempo que te tomaste para contestar esta encuesta!**

Tu respuesta _____

Enviar

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Appendix C, Users' satisfaction Survey (Session 2)

Encuesta de Satisfacción (Users' satisfaction of Simple Present Material)

¡Hola a todos! El propósito de este cuestionario es verificar qué material te puede ayudar a mejorar tu desempeño en la clase de Inglés. Este no va a afectar en tu calificación de la materia.

1. ¿Qué material te gustó más? *

- Comic (pixton)
- Video game Singular Third Person(wordwall)
- Video game Frequency Adverbs (wordwall)
- Memory game Vocabulary (puzzel.org)
- Todos
- Ninguno
- Otro: _____

2. ¿Por qué? *

Tu respuesta

3. ¿Qué material te gustó menos? *

- Comic (pixton)
- Video game Singular Third Person(wordwall)
- Video game Frequency Adverbs (wordwall)
- Memory game Vocabulary (puzzle.org)
- Todos
- Ninguno

4. ¿Por qué? *

Tu respuesta

5. ¿Qué material te ayudó a entender más los temas? *

- Comic (pixton)
- Video game Singular Third Person (wordwall)
- Video game Frequency Adverbs (wordwall)
- Memory game (Vocabulary)
- Ninguno
- Todos

6. ¿Por qué? *

Tu respuesta

7. ¿Cuáles son las ventajas de este tipo de material digital? (Puedes elegir varias * opciones)

- Puedo acceder en cualquier momento a él
- Lo puedo contestar varias veces para repasar los temas
- La accesibilidad, puedo acceder a él tanto en mi celular como en una computadora
- Como tiene muchos elementos visuales me hacen recordar mejor las cosas
- Otro: _____

8. ¿Qué te gustaría que se mejorara del comic? *

Tu respuesta

9. ¿Qué te gustaría que se mejorara en los video juegos (wordwall)? *

Tu respuesta

10. ¿Qué te gustaría que se mejorara del memory game (puzzel.org)? *

Tu respuesta

11. ¿Te gustó la plataforma (padlet) en la que estaban ordenadas las actividades? *

- Sí
- No

12. ¿Por qué? *

Tu respuesta

Yo (Nombre completo y matricula) autorizo que la información que proporciono en esta encuesta sea utilizada por el investigador para fines de investigación y en caso de ser requerida mi participación nuevamente, me puedan contactar. **¡Agradezco el tiempo que te tomaste para contestar esta encuesta!**

Tu respuesta

Enviar

Página 1 de 1

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Appendix D, Users' satisfaction Survey (Session 3)

Encuesta de Satisfacción 2 (Users' satisfaction of Present Continuous Material)

¡Hola a todos! El propósito de este cuestionario es verificar qué material te puede ayudar a mejorar tu desempeño en la clase de Inglés. Este no va a afectar en tu calificación de la materia.

1. ¿Qué material te gustó más? *

- Comic (pixton)
- Video game Word Search verbs with ING(wordwall)
- Video game Order the sentences (wordwall)
- Memory game Vocabulary (puzzel.org)
- Video tutorial
- Todos
- Ninguno

2. ¿Por qué? *

Tu respuesta

3. ¿Qué material te gustó menos? *

- Comic (pixton)
- Video game word search verbs with ING(wordwall)
- Video game Order the Sentence (wordwall)
- Memory game Vocabulary (puzzel.org)
- Video tutorial
- Ninguno

4. ¿Por qué? *

Tu respuesta

5. ¿Qué material te ayudó a entender más los temas? *

- Comic (pixton)
- Video game Word search verbs with ING (wordwall)
- Video game Order the sentence (wordwall)
- Memory game (Vocabulary)
- Ninguno
- Todos

6. ¿Por qué? *

Tu respuesta

7. ¿Cuáles son las ventajas de este tipo de material digital? (Puedes elegir varias * opciones)

- Puedo acceder en cualquier momento a él
- Lo puedo contestar varias veces para repasar los temas
- La accesibilidad, puedo acceder a él tanto en mi celular como en una computadora
- Como tiene muchos elementos visuales me hacen recordar mejor las cosas
- Otro: _____

8. ¿Qué te gustaría que se mejorara del comic? *

Tu respuesta

9. ¿Qué te gustaría que se mejorara en los video juegos (wordwall)? *

Tu respuesta

10. ¿Qué te gustaría que se mejorara del memory game (puzzel.org)? *

Tu respuesta

11. ¿Te resulto significativo crear el memory game? *

Sí

No

12. ¿Por qué? *

Tu respuesta

Yo (Nombre completo y matricula) autorizo que la información que proporciono en esta encuesta sea utilizada por el investigador para fines de investigación y en caso de ser requerida mi participación nuevamente, me puedan contactar. **¡Agradezco el tiempo que te tomaste para contestar esta encuesta!**

Tu respuesta

Enviar

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Appendix E, Users' satisfaction Survey (Session 4)

Encuesta de Satisfacción 3 (Users' satisfaction of Simple Past Material)

¡Hola a todos! El propósito de este cuestionario es verificar qué material te puede ayudar a mejorar tu desempeño en la clase de Inglés. Este no va a afectar en tu calificación de la materia.

1. ¿Qué material te gustó más? *

- Comic Explanation (pixton)
- Video game Order the sentence (wordwall)
- Video game Simple Past (wordwall)
- Crossword (puzzle.org)
- Video tutorial
- Todos
- Ninguno

2. ¿Por qué? *

Tu respuesta _____

3. ¿Qué material te gustó menos? *

- Comic explanation (pixton)
- Video game "order the sentence" (wordwall)
- Video game "Simple Past"(wordwall)
- Crossword (puzzle.org)
- Video tutorial
- Ninguno

4. ¿Por qué? *

Tu respuesta

5. ¿Qué material te ayudó a entender más los temas? *

- Comic explanation (pixton)
- Video game Order the sentences (wordwall)
- Video game Simple Past (wordwall)
- Crossword (Vocabulary)
- Ninguno
- Todos

6. ¿Por qué? *

Tu respuesta

7. ¿Cuáles son las ventajas de este tipo de material digital? (Puedes elegir varias opciones) *

- Puedo acceder en cualquier momento a él
- Lo puedo contestar varias veces para repasar los temas
- La accesibilidad, puedo acceder a él tanto en mi celular como en una computadora
- Como tiene muchos elementos visuales me hacen recordar mejor las cosas
- Desarrolla mi autonomía
- Otro: _____

8. ¿Qué te gustaría que se mejorara del comic? *

Tu respuesta _____

9. ¿Qué te gustaría que se mejorara en los video juegos (wordwall)? *

Tu respuesta _____

10. ¿Qué te gustaría que se mejorara del crossword (puzzel.org)? *

Tu respuesta _____

11. ¿Te resulto significativo crear el material en wordwall? *

Sí

No

12. ¿Por qué? *

Tu respuesta _____

Yo (Nombre completo y matricula) autorizo que la información que proporciono en esta encuesta sea utilizada por el investigador para fines de investigación y en caso de ser requerida mi participación nuevamente, me puedan contactar. **¡Agradezco el tiempo que te tomaste para contestar esta encuesta!**

Tu respuesta

Enviar

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Appendix F, Users' satisfaction Survey (Session 5)

Encuesta de Satisfacción 4 (Users' satisfaction of Present Perfect Material)

¡Hola a todos! El propósito de este cuestionario es verificar qué material te puede ayudar a mejorar tu desempeño en la clase de Inglés. Este no va a afectar en tu calificación de la materia.

1. ¿Qué material te gustó más? *

- Comic (pixton)
- Video game crossword (wordwall)
- Video game Choose the correct option (wordwall)
- Video game "Order the sentence (wordwall)
- Video tutorial
- Todos
- Ninguno

2. ¿Por qué? *

3. ¿Qué material te gustó menos? *

- Comic (pixton)
- Video game crossword (wordwall)
- Video game Choose the correct option (wordwall)
- Video game order the sentence (wordwall)
- Video tutorial
- Ninguno
- Todos

4. ¿Por qué? *

Tu respuesta

5. ¿Qué material te ayudó a entender más los temas? *

- Comic (pixton)
- Video game Crossword (wordwall)
- Video game Choose the correct option (wordwall)
- Video Game Order the sentence (wordwall)
- Ninguno
- Todos

6. ¿Por qué? *

Tu respuesta

7. ¿Cuáles son las ventajas de este tipo de material digital? (Puedes elegir varias * opciones)

- Puedo acceder en cualquier momento a él
- Lo puedo contestar varias veces para repasar los temas
- La accesibilidad, puedo acceder a él tanto en mi celular como en una computadora
- Como tiene muchos elementos visuales me hacen recordar mejor las cosas
- Fomenta autonomía
- Otro: _____

8. ¿Qué te gustaría que se mejorara del comic? *

Tu respuesta _____

9. ¿Qué te gustaría que se mejorara en los video juegos (wordwall)? *

Tu respuesta _____

10. ¿De los materiales que tú creaste cuál fue el más significativo? *

Comic (pixton)

Memory game (puzzel.org)

Video games (wordwall)

Todos

Ninguno

Otro: _____

11. ¿Por qué? *

Tu respuesta _____

12. ¿Cuál material sentiste que te ayudo a entender mejor los temas? *

Comic (pixton)

Memory game (puzzel.org)

Video games (wordwall)

Todos

Ninguno

Otro: _____

Yo (Nombre completo y matricula) autorizo que la información que proporciono en esta encuesta sea utilizada por el investigador para fines de investigación y en caso de ser requerida mi participación nuevamente, me puedan contactar. **¡Agradezco el tiempo que te tomaste para contestar esta encuesta!**

Tu respuesta _____

Enviar

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Appendix G, Final test (Posttest)

Final Test

El propósito de este examen final es verificar el avance que has tenido en los temas revisados durante las sesiones anteriores. Contesta las siguientes preguntas con la información que conozcas. **Este examen no afectará tu calificación de la materia.**

Choose the correct option

1. It's nice _____ you. *

1 punto

- meet
- to meet
- am meeting you

2. _____ right now? *

1 punto

- You study
- Do you study
- Are you studying

3. Every summer we _____ to Mexico for our vacation *

1 punto

- are going
- go
- to go

4. Can I call you later? I _____ dinner in this moment. *

1 punto

- have
- to have
- am having

5. _____ Diana _____ (play) soccer every Sunday? *

1 punto

- Does / plays
- Is/ playing
- Does / play

6. _____ you _____ (watch) TV at the moment? *

1 punto

- Are / watching
- Do / watch
- Are / watch

7. Mary and Susan _____ (not, work) in the evening. *

1 punto

- not working
- isn't working
- don't work

8. What _____ he _____ (look) for now? *

1 punto

- is / looking
- are / looking
- does / look

9. Lya _____ (study) every afternoon *

1 punto

- studys
- studying
- studies

10. My cousin and I _____ (jog) in the park. *

1 punto

- am jogging
- are jogging
- am jogging

11. What are you doing? *

1 punto

I _____ (check) my facebook.

- am checking
- check
- am check

12. Yesterday, I _____ (see) my friends at the mall. *

1 punto

- see
- saw
- seen

13. We _____ my grandparents the las month. *

1 punto

- visited
- visit
- visiting

14. I met Ann while I _____ in Seattle. *

1 punto

- live
- lived
- was living

15. _____ straight ahead and then turn right! *

1 punto

- You go
- Go
- Going

16. I saw Judi at the market. She _____ vegetables. *

1 punto

- buys
- bought
- buyed

17. I _____ in this city for five years so far. *

1 punto

- live
- lived
- have lived

18. I _____ in London for a year when I was younger. *

1 punto

- live
- lived
- have lived

19. _____ you ever _____ abroad? *

1 punto

- Have / traveled
- Do / travel
- Are / traveling

20. Mark called me while I _____ the dishes *

1 punto

- was done
- was doing
- did

21. I haven't seen Ramesh _____ 2010. *

1 punto

- for
- since
- in

22. She hasn't worked here _____ 3 years. *

1 punto

- for
- since
- in

23. I have _____ finished. So I can leave now. *

1 punto

- for
- yet
- already

24. Has Helen come _____? *

1 punto

- for
- yet
- already

25. At Sara's school, students _____ to wear a uniform. *

1 punto

- have to
- don't have
- must not

26. Raul _____ to USA *

1 punto

- haven't been
- hasn't be
- hasn't been

27. I was cleaning up my bedroom when I _____ the ring. *

1 punto

- did find
- found
- was finding

28. Last year, we _____ to France for our vacation. *

1 punto

- have been
- have went
- went

29. Last Christmas, my mom _____ the meal *

1 punto

- didn't cook
- cook
- cooks

30. I _____ to speak English while I was living in New Zealand. *

1 punto

- learned
- learning
- have learned

31. You look very sick. You _____ visit a doctor. (suggestion). *

1 punto

- must
- have to
- should

32. You _____ talk loudly in the library. (obligation) *

1 punto

- can
- can't
- have to

33. You _____ wear a uniform in here. (not necessary) *

1 punto

- don't have to
- can't
- have to

34. In USA you _____ be 21 to drink alcoholic drinks. (obligation). *

1 punto

- don't have to
- can't
- must

35. We _____ be on time (obligation). *

1 punto

- don't have to
- should
- must

36. We _____ to have exam the next week *

1 punto

- will
- are going
- are

37. The weather forecaster said that in the afternoon it _____ rain. *

1 punto

- will
- is
- going to

38. It looks heavy. I _____ help you! *

1 punto

- will
- is
- going to

39. I _____ get a sports car because I have three children and a sports car only has two seats *

1 punto

- might
- will
- won't

40. _____ talk to my uncle today *

1 punto

- I'm going to
- I'll go
- I won't go

41. She _____ to have a meeting with her boss this afternoon. *

1 punto

- will
- is going
- might

42. The train _____ at 2 p.m *

1 punto

- leave
- 's leave
- leaves

43. Jonathan _____ his friend this evening *

1 punto

- meet
- meets
- is meeting

44. _____ Vincenzo working tomorrow? *

1 punto

- Is
- Will

45. What _____ this weekend? *

1 punto

- do you do
- are you doing

46. A: ___ you like scary movies? *

1 punto

B: Yes, I ___

- Do/ don't
- Does/ do
- Do / do

47. A: _____ time do you get up? *

1 punto

B: Around 7:00

- What
- Which
- Where

48. A: How many children _____ there? *

1 punto

B: A lot.

- is
- are
- any

49. A: Do you like _____ shoes over there? *

1 punto

B: They look great!

- this
- that
- those

50. A: _____ Marian lived alone? *

1 punto

B: Yeah

- Does
- Has
- Have

51. A: _____ we ask the teacher about the homework? *

1 punto

B: I think we have to wait for the instructions.

- Shall
- Are
- Have

52. A: ____ you at home? *

1 punto

B: Yes, we are. We are waiting for you.

- Shall
- Are
- Have

53. A: ____ you bring some soda? We don't have any. *

1 punto

B: Of course!

- Should
- Have to
- Can

54. A: What _____ you do last night? *

1 punto

B: I went to the cinema.

- Did
- Do
- Are

55. A: Where were you yesterday morning? *

1 punto

B: I ____ at home. I felt sick.

- did
- were
- was

56. A: Do we _____ deliver the homework tomorrow? *

1 punto

B: I guess so.

- should
- must
- have to

57. A: Teacher, _____ I go to the restroom, please? *

1 punto

B: Of course!

- should
- may
- have to

58. A: _____ you finished the task? *

1 punto

B: Not yet.

- Did
- Will
- Have

59. A: _____ is your birthday? *

1 punto

B: The next month!

- Where
- What
- When

60. A: ____ was your favorite cartoon when you were a child? *

1 punto

B: I used to watch "Garfield".

Where

What

When

Order the statements

61. the/ restroom/ is / where/ ? *

1 punto

Tu respuesta _____

62. is / singing / listen! / she / beautifully *

1 punto

Tu respuesta _____

63. time / does / what/ your mom/ work /finish / ? *

1 punto

Tu respuesta _____

64. it/ rain / will / ? *

1 punto

Tu respuesta

65. arrive / she / did / when / ? *

1 punto

Tu respuesta

Look at the next statements and choose if the sentence is "Correct" or "Incorrect"

66. She cans play soccer really well *

1 punto

- Correct
- Incorrect

67. They have enjoyed the trip *

1 punto

- Correct
- Incorrect

68. She has shown the correct way to the job. *

1 punto

- Correct
- Incorrect

69. Hurry up! We must to finish! *

1 punto

- Correct
- Incorrect

70. I was sleeping when my mom arrived *

1 punto

- Correct
- Incorrect

71. Wait a moment! He'll come soon. *

1 punto

- Correct
- Incorrect

72. I were about to call you! *

1 punto

- Correct
- Incorrect

73. I'm going to call you later *

1 punto

- Correct
- Incorrect

74. Do Rose work here? *

1 punto

- Correct
- Incorrect

75. Can I try? *

1 punto

- Correct
- Incorrect

76. She should to go now *

1 punto

- Correct
- Incorrect

77. They are trying their best *

1 punto

- Correct
- Incorrect

78. Mike's waiting for my answer *

1 punto

- Correct
- Incorrect

79. Wow! You are runing very fast! *

1 punto

- Correct
- Incorrect

80. I was sitting in that chair when everything happened. *

1 punto

- Correct
- Incorrect

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