



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del
título de Licenciada en Pedagogía del Idioma Inglés.**

Theme: Simpler app and grammar

Author: Tubón Tucta, Karina Alexandra

Tutor: Lcdo. Mg. Sulca Guale, Manuel Xavier

Ambato- Ecuador

2023

SUPERVISOR APPROVAL

CERTIFY:

I, Mg Manuel Xavier Sulca Guale, holder of the I.D No. 1802447548, in my capacity as supervisor of the Research dissertation on the topic: **“SIMPLER APP AND GRAMMAR”** investigated by Karina Alexandra Tubón Tucta with I.D No. 1850918127, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....

Mg. Manuel Xavier Sulca Guale

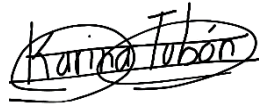
ID. 1802447548

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "SIMPLER APP AND GRAMMAR" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in black ink that reads "Karina Tubón". The signature is written in a cursive style and is enclosed within a hand-drawn oval shape.

.....
Tubón Tuca Karina Alexandra

I.D 1850918127

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "SIMPLER APP AND GRAMMAR " which is held by Tubón Tuca Karina Alexandra undergraduate student from Carrera de Idiomas, academic period October 2022 – march 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, March 2023

REVISION COMMISSION

Mg. Ruth Elizabeth Infante Paredes

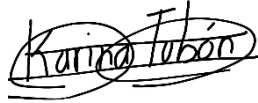
REVISER

Mg. Veronica Elizabeth Chicaiza Redin

REVISER

COPYRIGHT REUSE

I, Karina Alexandra Tubón Tuca with I.D. No. 1850918127 confer the rights of this undergraduate dissertation "SIMPLER APP AND GRAMMAR", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

A handwritten signature in black ink that reads "Karina Tubón". The signature is written in a cursive style and is enclosed within a hand-drawn oval border.

.....
Tubón Tuca Karina Alexandra

I.D 1850918127

AUTHOR

DEDICATION

TO:

God for giving me the strength and ability to keep going day by day and guide me on the path of good, my family as the fundamental pillars, because without their support and advice I could never have achieved what I have achieved so far in my life. Me as a reminder that I can achieve what I set out to do and I never gave up.

Karina.

ACKNOWLEDGEMENTS

First of all, I thank God for giving me life and helping me to reach my goals, as well as my family who have supported me and made an effort to give me a good education throughout my life. To my teacher, Xavier Sulca for his teachings and transmit his knowledge. Last but not least to my friends for their support during those stressful moments.

Karina.

TABLE OF CONTENTS

SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN.....	iv
COPYRIGHT REUSE	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
ABSTRACT	xi
RESUMEN.....	xii
CHAPTER I	13
1.1 Research background.....	13
1.2 Theoretical framework	20
Independent Variable	20
1.2.1 ICT	20
1.2.2 Web 2.0.....	20
1.2.3 Technological tools and resources	21
1.2.4 Simpler app.....	22
Dependent variable	23
1.2.5 English language learning.....	23
1.2.6 Writing.....	24
1.2.7 Writing subskills	24
1.2.8 Grammar	25
1.3 Objectives	33
1.3.1 General objectives.....	33
1.3.2 Specific objectives	33
1.3.3 Fulfillment of the objectives	33
CHAPTER II.....	35
2.1 Materials	35
2.2 Methods	35
2.2.1 Quantitative approach	35
2.2.2 Research modality	35

Field	35
2.2.3 Type of research	36
Exploratory	36
Experimental	36
2.2.3 Design of research	36
Pre- Experimental	36
2.2.4 Techniques/Tools	36
2.2.5 Population.....	37
2.2.6 Hypothesis	37
2.2.7 Procedure.....	38
CHAPTER III.....	40
3.1 Analysis and discussion of the results	40
3.1.1 Pre-test	40
3.1.2 Post-test.....	41
3.1.3 Comparative results pre-test and post-test.....	42
3.2 Hypothesis Validation	43
3.2.1 Test of normality.....	43
3.2.2 Wilcoxon signed ranks test.....	44
3.2.3 Discussion of results	45
CHAPTER IV	47
4.1 Conclusions	47
4.2 Recommendations	48
REFERENCES.....	49
ANNEXES	54
Carta de compromiso.....	54
Instrument.....	55
Lessons plans.....	59
Evidence	67

INDEX OF TABLES

Table 1: Population	37
Table 2: Pre-test results	40
Table 3: Post-test results	41
Table 4: Comparative results pre-test and post-test	42
Table 5: Test of normality	43
Table 6: Wilcoxon	44
Table 7: Test statistics	44

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: Simpler app and grammar

AUTHOR: Tubón Tuca Karina Alexandra

TUTOR: Mg. Manuel Xavier Sulca Guale

ABSTRACT

Simpler app is a dynamic and interactive way to promotes the learning of English grammar. On the other hand, grammar is a set of rules and norms that are used when people speak or write. For this reason, the current research work analyzed the effectiveness of using simpler app in grammar learning in third year high school students of the “Unidad Educativa Particular Pelileo” in Pelileo. The research group consisted of 6 students (1 man and 5 women between the ages of 17 and 18). In addition, this research work was carried out using a quantitative approach because it analyzed numerical data collected through a pretest and a posttest that was taken from the section of writing from B1 preliminary for schools of Cambridge. The test was scored in a band of 5 marks, nevertheless only the subscale of language was taken into consideration. Subsequently, the results were analyzed using SPSS statistical software where a test of normality and the Wilcoxon test were applied to validate the hypothesis. Consequently, based on the results obtained, the implementation of simpler app in grammar learning did not influence in students of Unidad Educativa Particular Pelileo”, because the P-value was equal to 0,005 which means that the null hypothesis was accepted due to the fact that the difference between the pre-test and the post-test was not significant. Finally, simpler app helped students to identify the structure of a sentence and to added some quantifiers like some and a lot of. Moreover, simpler app allowed students did not forget to write the subject of the sentence and prepositions.

Keywords: simpler app, grammar learning, B1 preliminary for schools, writing, technological tool.

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: Simpler app and grammar

AUTHOR: Tubón Tucta Karina Alexandra

TUTOR: Mg. Manuel Xavier Sulca Guale

RESUMEN

Simpler app es una forma dinámica e interactiva de fomentar el aprendizaje de la gramática inglesa. Por otro lado, la gramática es un conjunto de reglas y normas que se utilizan cuando las personas hablan o escriben. Por esta razón, el presente trabajo de investigación analizó la efectividad del uso de simpler app en el aprendizaje de gramática en estudiantes de tercer año de bachillerato de la "Unidad Educativa Particular Pelileo" de Pelileo. El grupo de investigación estuvo conformado por 6 estudiantes (1 hombre y 5 mujeres entre 17 y 18 años). Además, este trabajo de investigación se realizó con un enfoque cuantitativo ya que se analizaron datos numéricos recolectados a través de un pretest y un post-test que se tomó de la sección de escritura del B1 preliminary for schools de Cambridge. La prueba se calificó en una banda de 5 puntos, aunque sólo se tuvo en cuenta la subescala de lenguaje. Posteriormente, los resultados fueron analizados utilizando el software estadístico SPSS donde se aplicó una prueba de normalidad y la prueba de Wilcoxon para validar la hipótesis. En consecuencia, con base en los resultados obtenidos, la implementación de la app simpler en el aprendizaje de la gramática no influyó en los estudiantes de la Unidad Educativa Particular Pelileo", ya que el valor P fue igual a 0,005 lo que significa que se aceptó la hipótesis nula debido a que la diferencia entre el pre-test y el post-test no fue significativa. Por último, la aplicación Simpler ayudó a los alumnos a identificar la estructura de una oración y a añadir algunos cuantificadores como "some" y "a lot of". Además, Simpler app permitió que los alumnos no olvidaran escribir el sujeto de la oración y las preposiciones.

Keywords: simpler app, gramatica, B1 preliminary for schools, writing, herramientas tecnologicas

CHAPTER I

1.1 Research background

In order to develop this research, important information was collected from several previous studies in different academic databases such as google scholar and eric, these academic papers, journals and articles were considered as an example of how a technological tools can help with grammar. In fact, this research work is to show the importance of different technological tools in the classroom in order to get a better understanding of the English language.

Lestari and Whardhono (2020) pointed out about the use of telegram apps in basic grammar class at English study program Unirow Tuban applied to 28 students. This research followed a qualitative approach and the data was obtained through and interview and a questionnaire. The objectives of this research were: to identify the kinds of activities when they are using Telegram app in grammar class, to describe how the teacher uses Telegram Applications in teaching grammar to the second semester students and to describe the students 'responses after using Telegram apps in grammar class. The study concluded that Telegram app and technological resources help students to have a multidisciplinary perception and open new opportunities because Telegram is easy, flexible and accessible to use. The main contribution of this study was to identify the kind of activities that can be used in grammar classes with the help of an app.

Masruroh (2019) searched about Teaching complex English grammar by using Kahoot apps on 31 students of 3th semester from English Department of Universitas Qomaruddin through descriptive research and a qualitative method. The instrument used was a pre-test and a post-test. Additionally, the goal of this paper was to demonstrate the effectiveness of Kahoot to deliver good material in the classrooms. The research concluded that use online application like Kahoot increase student's engagement and learning achievement but teachers need to have a proper

training on it. The contribution of this study was to demonstrate the effectiveness of an app to deliver good material in grammar classes.

Panah et al. (2021) analyzed about Mobile apps for learning grammar through Mobile assisted language learning Approach where they selected 10 grammar apps ranked 3 and above by online users. The method used to evaluate these apps was a framework proposed by Supyan Hussin which contains 4 criteria: Language and Culture, Curriculum, Program and System. The objective of the analysis was to evaluate the recently developed mobile apps for learning and improving English grammar. The analysis concluded that the apps have some problems in problem-solving activities, simulation and so much advertisements. They also need to include cultural elements, give feedback and improve their system. The study was useful to the current research by analyzing the problems that apps can present when they are used as a tool to learn English grammar.

Ervina et al. (2021) observed about educational apps to develop speaking ability and grammar mastery at high school in 109 students. The method used to obtain the data were lecturing and sharing sessions which involves questions and answer sessions. In addition, the purpose of the paper was to comprehend the student's ability in speaking and grammar using learning apps. The paper concluded that the abilities and competences of the students slightly increase because apps can help increase creativity and be material for learning easier. This study contributed with the comprehension of how learning app can influence on students' ability in speaking and grammar.

Jannah et al. (2021) studied about the effectiveness of mobile phone application to improve grammar skill for undergraduate students in 28 students with Busuu application. It was qualitative research which include a pre-test and a post-test. The aim of this study was to measure the effectiveness of using mobile application in teaching and learning grammar to university students. This study concluded that learning language is integrated to comprehend grammar for better communication using foreign language fluently. Grammar, pronunciation, and the other skills are integrated. Teacher has to upgrade their knowledge and skills to give

material for students. This study was useful to the current research by measuring the effectiveness of using mobile application in teaching and learning grammar.

Amaliah (2021) pointed out about students' perceptions on Mobile application "hello English" as media to enhance English grammar in 34 students from a vocational school called Sekolah Menengah Kejuruan in Bogor. This research was qualitative because it used questionnaire to find out the students' perceptions. In addition, the purpose of this paper was to find out students' perception in using mobile application "hello English" as media to enhance students' skill in grammar learning. The research concluded that most of the students showed positive perceptions because the application has a material easy to understand, the students felt excited and motivated and the app help to eliminate boredom. This research contributes with students' perceptions about mobile application such as: a mobile app can help to understand better some materials, can help students to feel more motivated and exited and can help to eliminate boredom.

Hendriani et al. (2022) searched about lecturers' use of internet applications in English grammar lessons and EFL learners' expectation about it in 262 students from three universities of Indonesia. This study employed a mixed approach where the quantitative data were collected through close-ended questions and the qualitative data were collected through the open-ended questions analyzed through the inductive model. Additionally, the study aims were to find out internet applications used in grammar online learning, internet applications expected to be used by lectures in grammar online learning, the link and match between students' expectations and the students' opinions about the internet applications. The results showed that the lecturers at the three Indonesian universities used google classroom, zoom cloud meeting WhatsApp and YouTube in grammar online learning. These applications have some advantages like simplicity, cost-efficiency, ease of use, ease of menus, feasibility of showing off, having various languages, ease to access, availability of learning materials and practicality. The main contribution of this research was to show the advantages of the different apps studied such as: the facility to use the app and the kind of material that the app presents.

Bilotserkovets and Fomenko (2022) studied about learning English grammar by means of m-learning: a case of study in two experimental groups (35 students) and two control groups (36students) from Sumy National Agrarian University. The research was quantitative because the data were calculated by means of the knowledge ratio technique. The aim of the research was to discover the didactic properties of mobile applications that enable students' progress in learning English grammar. The results showed that English grammar command levels in experimental groups are predominantly sufficient and high in contrast to the predominantly low and initial levels in control groups. The attitudes of students towards mobile apps for learning EFL are mostly positive. This research contributed that the implementation of mobile learning tools provided the efficient mastering of English grammar by students of non-linguistic higher educational institutions. Improving of EFL teachers' methodological preparation for the introduction of mobile learning requires further researches in this sphere.

Johansson and Cukalevska (2021) analyzed about the impact of mobile-assisted language learning on English grammar learning on students' grammar learning in the Swedish upper secondary level education. The methodology used was qualitative because this paper analyzed and contributed an overview of ten articles related to the subject. The aims of the paper were to investigate the possible effect of implementing MALL on students' grammar learning and to find out what students' attitudes are towards such an implementation and how it impacts student motivation. The results showed that the use of MALL contributed to improved grammar learning when it was used as a tool to help students analyze and reflect upon specific exercises collaboratively and to help individuals do grammar exercises and tests with a formative purpose. However, the results also showed that MALL was not beneficial if only used as an educational or communicative tool. The study was useful to the current research by investigating the possible effect of implementing mobile-assisted language learning on students' grammar learning and to understand that is better to use the app as a support outside the classrooms.

Rosita et al. (2019) pointed out about mobile learning English grammar for higher education students in 79 students from Universitas Negeri Padang. The methodology used was qualitative-descriptive method to find appropriate criteria where a questionnaire was applied. The aim of this paper was to analyze the principles and features of mobile technology support tools for learning English grammar in higher education. The paper concluded that Mobile Learning is an appropriate alternative that can be used as a supported tool in learning English grammar to make learning become more manageable for both the students and teachers. Additionally, the app has to consider forms, models, features, and content that can accommodate the needs of the students. For instance, an initial learning guide, teaching materials in visual and audiovisuals and forms of evaluation must be considered. The research contributed with an analysis of the principles and features of mobile technology support tools for learning English grammar.

Andriani et al, (2021) searched about teaching English grammar in an Indonesian Junior High School. The methodology used in the research was qualitative because the participants were interviewed and the data were analyzed using thematic analysis. The aim of this paper was to teach English grammar and to fill such a void in an Indonesian junior high school. The results of the study showed that there are two grammar teaching techniques: focus-on form and focusing on the form. In focus-on-form, the teacher teaches English grammar by deductive English Teaching grammar, score-oriented English language learning activities and accuracy-oriented English language learning activities. On the other hand, focusing on the form, the teacher teaches English grammar by task-based sentence making and contextual teaching of English grammar. The main contribution of this paper was to present some grammar teaching techniques to use in the classroom.

Iqbat et al, (2017) pointed out about problems in teaching grammar to English learners at secondary level in 150 secondary school teachers from the district Vehari. The methodology used was quantitative where a questionnaire with 9 sub-scale items and statistical techniques were used. The aim of this research was to identify the various problems of teaching English grammar to secondary school students. The results showed that teachers who teach English grammar are not fully satisfied with

their teaching because they have no specialization in English language, they think that English grammar is not easy to teach and need special training. The research contributed with the problems that teachers face when they teach English grammar like the lack of training, specialization or motivation and the difficulty to teach it.

Lugoloobi-Nalunga (2017) analyzed about teaching English grammar: a study of approaches to formal grammar instruction in the subject English in 5 teachers from Swedish upper secondary school. The methods used to collect the data were four interviews and twelve observations. The aim of the current research was to identify examples of practical grammar instruction methods in an EFL/ESL classroom in Swedish upper secondary school. The results of the interviews showed that four participants prefer inductive approach and the last one prefer deductive approach. This study was useful to the current research by identifying practical grammar instructions methods like grammar translation, audiolingualism and content-based instructions and task-based instructions as the most used methods to teach grammar.

Ji (2018) studied about the effectiveness of English grammar teaching and learning in Chinese junior middle schools conducted in students and teachers in three different junior middle schools from Zhejiang province of China. The methods used were a questionnaire survey and an interview. The study aim was to figure out the current situation of grammar learning and teaching in Chinese middle school students. The results indicated that the effectiveness in English grammar teaching and learning is not satisfactory and the grammatical competence is not correlated with the goals and objectives of the national English curriculum. This study contributed showing that teacher need constantly adjust and improve their teaching methods to enhance their integrated teaching methods.

Emel and Toroman (2015) searched about students' attitudes towards learning English grammar: a study of scale development in 293 students who have English language education in preparatory school of Anadolu University in six different proficiency levels. The research was qualitative because the researches used a scale designed by them. The results of the study indicated that students in faculties

like Science, Humanities, Education, and Engineering have more positive attitudes towards learning grammar than Economics, Business Administration, and Communication faculty students. The main contribution of this research was that the gender, age, time spent on learning English and proficiency level did not create a significant difference in the attitudes. However, the faculties of students created a significant difference in the attitude's learners.

1.2 Theoretical framework

Independent Variable

1.2.1 ICT

According to Soom (2021), the role of ICT in Education is to support, enhance and optimize the delivery of information. ICT stands for information and communication technologies that complement, enrich and transform the educational environment. In addition, the use of technology in education, consistently permits students can experience a technology-rich environment, which provides positive effects on performance in all subject areas. In addition, technology plays an important role in education allowing students to easily develop and select their own learning environments. Digital tools are one of the elements of learning at every educational level that promote learning and pedagogy. Smart devices enable information seeking, support individual learning, and motivate skill building. Teachers can leverage technology to stay current and able to guide the development of their students.

In addition, ICT influences the teaching practice structure and the relation established between the teacher and the students. Some of the reasons are: learning focused on students, multiple means of communication, cooperative learning, exchange of information, active or exploratory learning, critical learning and authentic and real learning background. Eventually, it is essential to decide when, how and why use ICT in the classroom (Sánchez, 2020).

1.2.2 Web 2.0

According to Bugawa and Mirzal (2018), Web 2.0 is a communication tool that provide platforms for users to navigate, collaborate, create and share, which give users new learning opportunities and experiences. In addition, it permits users to interact with different people anywhere and anytime. In Education, Web 2.0 engages to the students to be more active participants rather than passive participants, building their learning environment. Some examples of tools that conform Web 2.0 are Facebook, Twitter, wikis and others which are used to engage collaboration and participation.

Furthermore, Mosquera (2017) determined that web 2.0 is a tool that engages communication and participation from all the users (professors and learners), which give students the opportunity to have an active participation in the generation of the new knowledge. For instance, some of the tools used in an educative context are the wikis, blogs, google docs, video chats, LMS systems, social networks, online presentations, podcast and others.

1.2.3 Technological tools and resources

The development of digital applications in the educational context promotes the use of various tools to perform academic work. According to Majid and Verma (2018), Web 2.0 tools and resources has empowered teachers to instruct students and they also help teachers to collaborate with teachers, students and parents. Digital tools help in the teaching-learning process for teachers, students, and parents. In addition, these varieties of tools make classes more dynamic, and the level of competitiveness among students is higher. Technological tools have caused learning strategies to change and evolve. Besides, students have been exposed to technology since they were children and know how to handle electronic devices better than the teacher knows. For instance, some of the most used technological tools are google forms, Twitter, Skype, YouTube, Edmodo, WhatsApp, Duo lingo, Spotify, simpler and others.

Technology has advanced in a variety of fields, especially in education with English learning. For instance, TESOL create opportunities to the learners to record and disseminate their voice to increase exposure to authentic human communication through digital resources. It also promotes online intercultural communication because people interact with others online for real purposes like education, changing the way learning may take place. In addition, it includes real time audio/video interaction which lead learners to acquire language rather than learn it because audio/video interaction allows for discourse in English, for real time, with other speakers. Finally, technology has made accessible the relevant human resources and materials to develop language knowledge and skills (Reynolds et al., 2022)

1.2.4 Simpler app

According to Gadgerss (2019), Simpler app is a dynamic digital application that promotes the learning of English grammar in an interactive way. Its teaching system is clear and simple, especially for beginners. Simpler app selects only the most important grammar information and breaks it down for easy assimilation. It also has a vocabulary memorization system that contains translations, images and relates the word to a context. This application also focuses on speaking skills by including audios recorded by native speakers to test listening comprehension skills. Finally, it offers the possibility to train English and Spanish sentences with the use of the learned grammar.

Design of the Simpler app

The Simpler app has a very simple and intuitive interface because users can observe their progress and the completed activities. It is organized by blocks that activate as they are completed, facilitating learners to be conscious of their progress and the content they are learned. The interface also can be compared with a game because the Simpler app uses colors to explain the grammar rules, it contains some images that remembered images or drawings of video games, and it offers some prices that are specific vocabulary (EducApp, 2020).

Educative aspects of Simpler app

Simpler app includes content about English subject approximately since primary until secondary. This app works on different aspects of grammar developing almost all the skills. Then the speaking skill is not developed because the dialogues presented in the app take place in a written way. Nevertheless, the other skills are present during the lessons with listening of high quality. In addition, the vocabulary used in the app is a daily vocabulary and a specific vocabulary. Some specific vocabulary presented can be related to airports, flights, restaurants and others (EducApp, 2020).

Furthermore, EducApp (2020) stated that simpler app develops abilities and mental processes that help to memorize, remember, understand and analyze all the things learned to take decisions.

In addition, Simpler app offers a variety of activities to develop such as:

Grammar lessons: students can select the grammar lesson in order because the app does allow to ignore the previous lessons. All the lessons have a number and contain vocabulary, grammar rules and practice exercise.

Dialogues: after some lesson students will listen some dialogues to practice the previous lessons.

Checkpoints: it is a kind of evaluation to analyze your knowledge about the previous lessons.

Stories: These stories are about different cases of detectives. During the lecture students can select any word and immediately appear the translation to Spanish. But there are only three that are free. If students want to access to all the stories, they have to get premium.

On line learning: this section offers students the opportunity to compete with other users of the app while learn English.

Dependent variable

1.2.5 English language learning

English language is the most widely used language around the world nowadays. According to Patel and Jain (2008), the English language plays a key role in the educational system and it is a global language. In education, English is important because it is a compulsory subject in school and high school for all students. Moreover, it can provide students with better opportunities to get a job in the country and abroad. Finally, English is an international language because it is the most common language used to communicate in many countries with people who do not speak the same language.

Many teachers would agree that their students need to practice using English outside the classroom. Therefore, technology is a tool that is changing many aspects in opportunities for language use offered to language learners. Furthermore, teachers need to be critically aware of the connections among technology, culture and ideology. However, it is necessary examined ways in which technology touches English language learners, teacher and teacher education (Chapelle, 2003).

1.2.6 Writing

Groth et al. (2021) claimed that writing is to express ideas through words and it is one of the four language skills (productive skill). There are three basic principles in academic writing: content register and offences. First, the content has to be clear, specific and relevant. Second, the register has to be formal, to the point (direct) and concise. Finally, academic writing should be free from offences and avoid plagiarism and sensitive issues.

On the other hand, Kosta and Olmstead-Wang (2014) argued that students must be able to develop a clear line of thinking and support their claims in academic writing. The texts produced by the learners need to be coherent and cohesive. Texts logically organized are known as coherent texts. Cohesive texts are the texts which ideas, sentences and paragraphs are connected. Additionally, students must produce different types of writing, including research papers, response papers, lab reports, proposals and emails.

1.2.7 Writing subskills

Spratt et al. (2011) mentioned that writing also has writing subskills like accuracy and communicating ideas. Accuracy means the use of correct forms of the language and some writing subskills related to the accuracy are punctuation, spelling, grammar, vocabulary, layouts, paragraphs and others. The writing subskills related to communicating our ideas are the use of an appropriate register and style, organization of the ideas, writing features and appropriate functions.

On the other hand, Brown (2017) stated that writing has micro- and macroskills.

Microskills

- Produce graphemes and orthographic patterns in English.
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Use cohesive devices in written discourse.

Macroskills

- Use the rhetorical forms and conventions of writing discourse.
- Appropriately accomplish the communicative functions of written texts according to form and use.
- Convey link and connections between events and communicate such relations as main idea and supporting idea.
- Distinguish between literal and implied meanings when writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and applying feedback.

1.2.8 Grammar

Grammar is used when people speak, read, listen or write in any language. According to Spratt et al. (2011), grammar refers to how parts of the words, words or set of words are combined, organized and changed, words to make meaning. Teachers to teach a new language in a school or high school commonly use it. In addition, it is presented in huge range of ways and have different uses.

Moreover, grammar is divided into three parts: morphology, syntax and phonology. First, morphology deals with the analysis of the structure of words and their relationships between them. Second, syntax studies the ways in which words are linked in a sentence and the functions they fulfill within it. Finally, phonology analyzes the sounds of speech, their patterns and organization (Spratt et al.,2011).

Furthermore, according to Hudson (1998), some good reasons to study grammar are the following: learners will understand basic patterns in their grammar and catch a glimpse of the immense network of patterns behind them, students can improve their writing, such as how to use punctuation systematically and how to avoid ambiguity and complexity and if students learn how English grammar works, they will be able to learn other languages in an easier way because languages tend to have similar grammars behind the superficial differences of word orders and word forms.

Types of grammar

According to Brinton and Brinton (2010), there are two types of grammar which are descriptive and prescriptive. Descriptive grammar formulates the speaker's grammar in a set of rules. On the other hand, prescriptive grammar establishes a set of rules to follow during the speech.

Parts of speech

Rajeev et al. (2009) pointed out that parts of speech are words that function similarly with respect to the affixes they take or with respect to what can occur nearby are grouped into classes. In addition, parts of speech can be placed into a particular class if they share similar features or functions in a sentence. Eventually, Clark (2020) determined that there are eight parts of speech which are nouns, pronouns, adjectives, adverbs, conjunctions, prepositions and interjections.

Nouns: noun means name and nouns name people, places, animals, events, ideas and things. Nouns involve proper nouns, common nouns and compound nouns.

Pronouns: pronouns are used to replace a noun. They allow speakers to refer to something without having to repeat the noun.

Verbs: verbs signal a physical or mental action or a state of being of the subject in a sentence.

Adjectives: adjectives describe and modify nouns and pronouns. They add more information about the subject.

Adverbs: adverbs clarify the action of the verb. They can also modify adjectives or another adverb. In addition, adverbs show readers when, how, or where something was done.

Conjunctions; conjunctions join words or ideas together. The most common conjunctions are And and but.

Prepositions: prepositions are the words that have the first place in a phrase. A preposition phrase is a group of words that show how words or ideas are related to each other. “In the house” is a preposition phrase where *in* is the preposition.

Interjections: an interjection is a word that expresses emotion such as anger or surprise. The following are some examples of common interjections. For instance: Ah! Cool! Hey!

On the other hand, Spratt et al. (2011) established that parts of speech describes how words behave in a sentence and how words operate and combine with others words. Additionally, Spratt et al. (2011) determined that there are nine parts of speech: nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, exclamations, adding determiners at the list.

Determiners: determiners are used to make clear which noun is referred to. For instance: my, the, this and both.

Grammatical uses

Spratt et al. (2011) stated that grammatical uses refer to how grammatical structures are used to convey meaning. A particular grammatical structure does not

always have the same meaning because its meaning and use comes from the context in which it is used.

Grammatical structures

According to Spratt et al. (2011), grammatical structures are the arrangement of words into patterns which have meaning. there are many grammatical terms to describe different grammatical structures. For example; past continuous, passive voice, present perfect, future, simple past, present perfect, present continuous and others. In addition, according to the Common European Framework of Reference the grammatical structures that have to be studied at B1 level are the following:

Present perfect and past simple comparison

Present perfect is used to talk about something that past in unspecified time of our life between the moment of our birth and the moment of our present. Additionally, present perfect often expresses the duration of the activity. For example: I have been married for over 8 years. On the other hand, simple past is used when there is a specific time like 1990 or yesterday. In addition, past simple indicates when something happened. For example: I met her 12 years ago (Skimins, 2020).

Past simple and past continuous comparison

Past continuous is used to describes an unfinished activity. Additionally, past continuous is used to introduce the relation from an event or a description of the background. For example: tom was doing his homework. On the other hand, simple past express actions that were completed at the past. In addition, simple past describes the event itself. For example: Tom did his homework and then he went to the cinema (Skimins, 2020).

Present continuous and present simple – additional usage

Present simple is also used to express: activities taking place now with the word “now”, longer activities which are extended over time but are not permanent or repetitive, change, progress, development, scheduled certain future activities that usually concern the near future, and critical opinions or expressions of irritation, specially with the word always. On the other hand, present simple is used to express: general truths and principles, timetables and programmes, emotions and feelings that take place in a given moment (Skimins, 2020).

Common modal verbs

First, the modal verbs “can” and “could” are often used with perception verbs like “I can hear you”. The modal verb “be able to” can be used after another modal verb, in structure requiring the usage of an infinitive or gerund form or to describe what a person may or may not have done in a given situation. Second, the verb “must” is used to describe the present and the near future and “have to” express an obligation. Third, “must not”, “need not” and “do not need” express the lack of obligation or necessity. Finally, the modal verb “may” is used to express a request and to ask for permission, and “may” and “might” are used to define possibilities or to describe what is possible (Skimins, 2020).

Prepositions of place, direction and location

The most used prepositions of place are in, on and at. The preposition “in” is used when something lies in the middle, before the names of the city and country, before the street name, and in expressions. The preposition “on” is used to refer something lying on the surface, to refer the location regarding other objects, and in expressions. The preposition “at” is used to describe one’s location, to describe meetings, before some addresses with house number and in expressions. Additionally, prepositions “into” and “onto” are often replaced with “in” and “on” respectively (Skimins, 2020).

Indefinite and quantifiers pronouns

First, phrases like “a lot of” and “lot of” refers to the higher amount and may be used with countable and uncountable nouns. In addition, “much and “many are usually used in questions, negative sentences, and after “too”, “so” and “how”. Second, the pronoun “no” always stands before a noun and “none” stands alone in a sentence. The pronoun “most” means highest in amount or degree and is used directly before an uncountable noun or countable in plural. “all” refers to the whole quantity or extend a particular group or things. Finally, the meaning of “another” is a different person or thing from one already mentioned or know about. On the other hand, “other” means “different, the rest of; the reminder of” (Skimins, 2020).

The position of an adverb in sentences

Adverbs may appear in three different places in a sentence: the beginning, in the middle, the end. At the beginning of a sentence, there usually stand adverbs of probability or adverb “suddenly”. The adverb of manner appears in the middle before a verb to keep clarity. Additionally, adverbs of frequency as always, often, never or sometimes may appear at the middle. Finally, at the end of a sentence appears adverbs of place, time and manner (Skimins, 2020).

Possessive form of noun and Saxon genitive

Possessive nouns demonstrate ownership and there are two ways to formulate them. The first one is noun + 's (also known as Saxon genitive). For example: my brother's car. The second one is of + noun/nominal phrases. For instance: the leg of the table or the power of love. In addition, singular and plural forms of nouns which do not end with -s, create the possessive form by adding an ending `s and plural nouns ending with -s require adding apostrophe (Skimins, 2020).

Irregular comparison of adjectives

Some adjectives have different forms in their superlative and comparative form. For instance, the adjective “good” in comparative form is “better” meanwhile the superlative form is “the best”. The adjective “bad” in its comparative form is “worse” and its superlative form is “the worst” (Skimins, 2020).

Nouns created from different parts of speech

Nouns can be created from different parts of speech by adding correct ending and by changing spelling a little. First, nouns can be created out of verbs adding the ends -er, -r, -or, -ing, -ance, -ence, -anty,-ency, -ion, -ment. For example: teacher, loser, creator, cooking, continuance, digestion, development. Second, nouns can be created out of another noun adding the ends -hood, -ship, -ist. For example: brotherhood, friendship, motorist. Finally, nouns can be created out of adjective adding the ends -ness, -ist, -ism, -dom. For example: happiness, socialist, idealism, freedom (Skimins, 2020).

Past perfect tense

Past perfect tense is used to describe events or actions that happened earlier than other past events or actions. The positive form has the auxiliary verb had following of a verb in past participle. For instance: I had spoken to her before she left. The negative form uses the word not next to the verb had. For instance: we had not met each other before (Skimins, 2020).

Past continuous tense

Past continuous is used to show ongoing action in the past, to describe an action scene or background for a story or event, and to identify change, progress and development. The affirmative form uses the past form of the verb to be following of a verb with the -ing ending. For example: I was watching TV yesterday night. The negative sentences are formed adding the word not to the conjugated past tense verb. For example: it was not raining when I arrived (Skimins, 2020).

Prepositions after verbs and adjectives

The prepositions after verbs requiring using concrete structure such as: apologies for, believe in, care for, consist of, depend on, dream about, look at, wait for, spend on, think about and others. The preposition after adjectives are the following: angry with (sb) for, afraid of, bored with, famous for, full of, interested in, sorry about, tired of and other (Skimins, 2020).

Impersonal pronouns “it” and “you”

“it” is one of the most commonly used impersonal pronouns and it can refer to many unspecified subjects depending on the context. In addition, the impersonal pronoun “it” can express time, distance, weather conditions, identity, general opinion, private opinion and opinion on a particular person. On the other hand, the pronoun “you” can express something referring to everyone in general. For example: you have to show your passport at the border (Skimins, 2020).

Possessive and reflexive pronouns

Possessive pronouns show ownership of a person, place or thing. Additionally, a noun can be used before a possessive pronoun or they can replace a noun. The possessive pronouns are the following. Mine, yours, his, hers, its, our, your, their. On the other hand, reflexive pronouns appear to stress that a particular person has done something by oneself. The reflexive pronouns are the following: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves (Skimins, 2020).

Adjectives formed from other parts of speech

The adjectives can be made out of verbs adding the endings -able, -ble, -ive, -ed, -ing. For example: admirable, creative, moved, amusing. The adjectives can be made out nouns adding the endings -ous, -y, -ful, -ing, -less, -al, -an. For instance: dangerous, angry, beautiful, interesting, homeless, national, American (Skimins, 2020)

1.3 Objectives

1.3.1 General objectives

- To analyze the effectiveness of using simpler app in grammar learning.

1.3.2 Specific objectives

- To diagnose the level of grammar in students of Unidad Educativa Particular Pelileo.
- To identify the benefits of Simpler app that enhance students' grammar learning.
- To determine the impact of using Simpler app on the improvement of grammar learning.

1.3.3 Fulfillment of the objectives

The level of grammar of the students of the “Unidad Educativa Particular Pelileo” was diagnosed through a pre-test taken from the B1 preliminary for schools of Cambridge where only the first part of the writing section was taken into consideration. In addition, the subscale of language was used and the score was over 5 points.

The benefits of simpler app were identified through the results obtained of the pre-test and the post-test based on a rubric from Cambridge where the subscale of language was evaluated. Additionally, the benefits were based on vocabulary, grammar and mistakes.

The impact of Simpler app on the improvement of grammar learning was determined through the result obtained in the post-test where the impact was deduced from the difference between the pre-test and post-test. In addition, the post-test was the same as the pre-test.

CHAPTER II

METHODOLOGY

2.1 Materials

In the development of this research, human and material resources were necessary. In the first place, the contribution of six students of third year of high school from Unidad Educativa Particular Pelileo, who were the experimental group, were the human resources. Subsequently, the Preliminary English test for schools from Cambridge was used, the writing part specifically. The writing part was structured of two parts however only the first part was used to develop the pre-test and the post-test. Moreover, technological resources such as Simple app and a WhatsApp group were used. Additionally, each lesson activity needed the cellphone to use the Simpler app. Finally, all these resources provided the necessary support to carried out the research project.

2.2 Methods

2.2.1 Quantitative approach

The focus of the research work was quantitative since it aims was to explain, to describe and to evaluate the influence of simpler app to improve grammar using numerical data that are amenable to statistical analysis (Symbaluk, 2019). In addition, the research was quantitative because the information was collected in a precise and concise numerical form with its correspondent percentage about the problem found in the educational institution.

2.2.2 Research modality

Field

The research modality of this research work was field. According to Benders (2020), the field research collects, analyzes and interprets primary data and new information by conducting, surveys, focus groups, interviews or observations. The field research needs to be conducted in a natural and everyday setting because the result will be reflected reality as accurately as possible and will guarantee the

external validity. Eventually, the field research defines clearly the problem statement and the research question.

2.2.3 Type of research

Exploratory

This research work was exploratory because it consisted of an attempt to discover something new and interesting, by working your way through a research topic. In addition, exploratory research is defined as the soul of good research because it is necessary the ambition to say something new, otherwise the research would come to standstill (Swedberg, 2020).

Experimental

This research was experimental because it evaluated and examined the effects that manifest the dependent variable when the independent variable is introduced, i.e., to test a causal relationship. Moreover, experimental research permit deliberately to manipulate one or more independent variables to observe changes in the dependent variable in a situation or context strictly controlled by the researcher (Avila, 2006).

2.2.3 Design of research

Pre- Experimental

The design of this research was pre-experimental. Avila (2006) determined that pre-experimental design analyzes only one variable and it does not have any type of control. In other words, this design works with only one group and it does not have a control group. Additionally, this type of design consists of administering a treatment or stimulus in the posttest-only or pretest-posttest modality. Finally, in pre-experimental research, there is no possibility of group comparison.

2.2.4 Techniques/Tools

The data collection to this research was made through the B1 preliminary test for schools. The purpose of this exam was to shows that the students master the

fundamental aspects of English and possesses the necessary language skills for everyday use. In addition, the exam demonstrated that students are able to read simple books and articles, to write letters and emails, to understand objective information, and to become aware of opinions and moods in spoken and written English (Cambridge Assessment English, 2022).

This research work used the writing section to diagnose the level of grammar of the students. Additionally, the writing section has two parts however this research used the part one to structure the pre-test and the post-test for an exam of 20 minutes.

2.2.5 Population

The experimental group for this study was made up of 6 students with an age range of 17 to 18 years, consequently 1 of them was male and 5 female all belonging to Unidad Educativa Particular Pelileo.

Table 1

Population

Population	Experimental group	Percentage
Male	1	16.7%
Female	5	83.3%
Total	6	100%

Note: these data were taken from students of Unidad Educativa Particular Pelileo.

2.2.6 Hypothesis

Alternative hypothesis

Simpler app does influence in grammar learning in students of Unidad Educativa Particular Pelileo.

Null hypothesis

Simpler app does not influence in grammar learning in students of Unidad Educativa Particular Pelileo.

Variable identification

Simpler app (independent variable)

Grammar (dependent variable)

2.2.7 Procedure

In this research process, 8 interventions were applied in face-to-face classes for 3 weeks, where each lesson lasted 40 minutes. In the first intervention, the researcher gave students instructions to develop the pre-test and applied the pre-test. In addition, during the intervention the researcher clarified some doubts and monitored the class. Finally, the researcher collected the pre-test and reminded the students to download the simpler app.

In the second intervention, research started the class talking about “first conditional”, and the researcher taught how to make positive sentences, negative sentences and questions. Then, teacher asked students to open the simpler app and to choose the first lesson about first conditional. Eventually, teacher taught students how to use the app, how to change the level of the app and monitored the class while students practice with the simple app.

In the third intervention, teacher started the class presenting some flashcards about “phrasal verbs” like turn on, turn off, turn up, turn down, look for and look after. Moreover, researcher asked students to repeat while the researcher pass the flashcards. Then, teacher asked learners to open the simpler app and to chose the second lesson about phrasal verbs part 1. Finally, teacher helped students with some questions and monitored the class while clarifying some doubts.

In the fourth intervention, the lesson was about present simple. First, the teacher started the class explaining when the present simple is used and showing examples of positive sentences, negative sentences, questions and the auxiliaries. Then, teacher asked students to open simpler app, change the level and select the correct lesson. while students developed the lesson, the teacher monitored and helped

students with doubts and the meaning of some words. Finally, students worked on an activity where they had to write sentences using present simple.

In the fifth intervention, the students learned about plural nouns. First, the teacher presented a set of images with different nouns and requested students to take some of them. Second, the teacher wrote on the board the rules to make plural nouns and asked the students to page the words that they selected on the board according to the rules. Then, teacher explained the rules, corrected the errors of students and asked them to developed the new lesson in the app. Finally, students worked on an activity.

In the sixth intervention, the topic of the lesson was about some, any, somewhere, anywhere, something and anything. First, teacher explained the difference, presented some examples and the use of the indefinite pronouns. Then, students opened the simpler app and chose the new lesson. Finally, teacher shared to the students a worksheet.

In the seventh intervention, the class was about much, many and a lot. First, teacher explained the difference uses of each quantifier and presented some examples. Then, students opened the new lesson while teacher monitored the class and clarified doubts. Finally, teacher requested students to made an activity related to the topic.

In the last intervention, teacher took the post-test. First, teacher clarified to the students some of the errors that they made in the pre-test and gave some suggestions. Then, students asked some doubts and took one test. Finally, teacher thanked to the students for her support during the developed of the classes.

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The following tables, analyses and interpretations show the results obtained during the 8 interventions developed in the “Unidad Educativa Particular Pelileo”.

3.1.1 Pre-test

Table 2

Pre-test results

Pre-test results		
	Language	Pre-test score
Average	1,33	1,33

Note: General average of the pre-test

Analysis and interpretation

The table two shows the results obtained in the pre-test. The language subscale obtained an average of 1,33 out of 5 points. As a result, the final average of the pre-test is 1,33 out of 5 points.

The results showed that the students presented a notable problem with the grammar because the table shows a low average. First, students had a low range of vocabulary and used very basic vocabulary to communicate ideas, nevertheless students wrote appropriate vocabulary. Second, learners used simple grammatical forms like present simple, instead used complex grammatical forms, to write sentences with straightforward ideas. In addition, learners forgot the structure of a sentence specially the subject because they wrote some sentences without a subject or omitted some prepositions. Finally, some errors impeded to know the exactly

meaning at times because learners often did not know how to write a word or how to replace a specific subject with a pronoun.

3.1.2 Post-test

Table 3

Post-test results

Post-test results		
	Language	Post-test score
Average	2	2

Note: general average of the post-test

Analysis and interpretation

The table three shows the results obtained in the post-test. The language subscale obtained an average of 2 out of 5 points. As a result, the final average of the post-test is 2 out of 5 points.

The results show that the implementation of simpler app in the classes had influence on grammar learning. However, the average is low which means that students still had problems with the grammar and there was not a great difference. Additionally, the principal problems were the use of simple phrases and basic tenses, and the use of a low range of vocabulary. Nevertheless, students showed a better grammatical control because they did not forget the structure of a sentence, they included some quantifiers like some or a lot of in their sentences, and they added the subject of sentences and some prepositions. To conclude, the implementation of simpler app in the classes allowed to improve some specific aspects but it is necessary more practice to get better results.

3.1.3 Comparative results pre-test and post-test

Table 4

Comparative results pre-test and post-test

Criteria	Pre-test	Post- test	Difference
Language	1,33	2	0,67
Average	1,33	2	0,67

Note: general average of the post-test and pre-test

Analysis and interpretation

The table two shows a comparison of the averages obtained in the pre-test and the post-test. The pre-test obtained an average of 1,33 out of 5 points. On the other hand, the post-test obtained an average of 2 out of 5 points. As a result, the difference of averages between the pre-test and the post-test is 0,67.

Finally, the comparison table shows that the use of Simpler app had a slide influence in grammar learning because students obtained better grades in the post-test than the pre-test. Nevertheless, the difference between the pre-test and the post test is not significant and the final average is low. In addition, it shows that students have a low level of grammar and the simpler app did not have a great influence in students when they were learning new grammar topics.

On the other hand, the little difference shows that students improved some aspects of grammar. For instance, students included some quantifiers such as some or a lot of in the sentences, they recognized the structured of a sentence, and they made fewer mistakes.

3.2 Hypothesis Validation

3.2.1 Test of normality

Table 5

Test of normality

Test of normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	0,407	6	0,002	0,640	6	0,001
Post-test	0,202	6	0,200*	0,853	6	0,167

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Note: This table shows the test of normality of the results, used to validate the hypothesis of the research work. The data was taken from rubric results.

Analysis and interpretation

The table shows the normality test that evaluated the results of the pre-test and the post-test based on the probability value (p-value). First, the population established for the development of the research work was 6 students, that is, less than 30, for this reason the probability data given by Shapiro-Wilk was used. Secondly, the probability value in the pre-test of the 6 students was 0.001, this value is less than 0.05, which means that the hypothesis is alternate, that is, the null hypothesis is invalidated. On the other hand, the probability value of the post-test was 0.167, this value is greater or equal than 0.05, which means that the hypothesis null is accepted, since there were equal results.

In conclusion, the results of the 6 third-year high school students (BGU) at “Unidad Educativa Particular Pelileo” evaluated with the preliminary English test for Cambridge B1 schools were abnormal due to their variability in the pre-test and the post-test, for this reason the non-parametric method of evaluation and validation of hypotheses called Wilcoxon was used.

3.2.2 Wilcoxon signed ranks test

Table 6

Wilcoxon Signed Ranks Test

Ranks				
		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0 ^a	0,00	0,00
	Positive Ranks	4 ^b	2,50	10,00
	Ties	2 ^c		
	Total	6		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed ranks test values.

Table 7

Test statistics

Test Statistics^a	
	Post-test - Pre-test
Z	-2,000 ^b
Asymp. Sig. (2-tailed)	0,05

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Note: This tables shows the method Wilcoxon to validate the hypothesis. The date was taken from Rubric Results.

Analysis and interpretation

The first table analyzes the ranges according to the non-parametric method called Wilcoxon. The negative ranges are 0 which means that there are no post-test data whose value is less than the pre-test. Additionally, it was observed that there are 4 positive ranges, which means that there are 4 post-test values that are greater than the pre-test. Moreover, the table showed that there are 2 tie values, in other words

there are two results that are equal in the post- test and the pre-test. In conclusion, there was a little variability in the ranges of results of the diagnostic tests.

The second table shows the result of the hypothesis validation. The non-parametric test called Wilcoxon shows that the probability value was 0.05. This result is equal to the significance level of 0.05, which means that the alternative hypothesis was rejected, and the null hypothesis of the research work was accepted. In conclusion, the Simpler app does not influence in grammar learning in students of “Unidad Educativa Particular Pelileo”.

Finally, the hypothesis is not valid because there were only 8 interventions and the students at the beginning did not know how to use the simpler app. For this reason, two interventions were taken to teach students how to use the app while they worked on the lesson.

3.2.3 Discussion of results

After having implementing the Simpler app as a technological tool and to obtain the results comparing the pre-test and post-test, it evidences a slight development of the grammar in third year high school students from Unidad Educativa Particular Pelileo. The finding revealed that educational apps are effective in learning grammar. Ervina et al. (2021) concluded in their study that students agree that teachers use apps to teach English because it can increase the level of ability early in students, students' creativity, and make easier for students to understand the learning material. Therefore, Simpler app has an interface that is ease to use and the material is ease to understand.

Moreover, Amaliah (2021) in her study highlighted that a mobile app can help to understand better some materials, can help students to feel more motivated and exited and can help to eliminate boredom. By adopting simpler app as a tool during 6 interventions the students felt more motivated and exited during the classes. Additionally, the present different kind of activities like multiple choice questions or

filling the blanks and images that catch the attention of the students and eliminate boredom.

Rosita et al. (2019) pointed out that the principles feature that a mobile app must be consider are an initial learning guide, teaching materials in visual and audiovisuals and forms of evaluation to accommodate the needs of the students. In addition, Johansson and Cukalevska (2021) analyzed that and app is not beneficial if it is only used as an educational or communicative tool, however an app can be used as a support outside the classrooms. Simpler app is a learning guide, have teaching material visual and listening and have quizzes to evaluate students, however, using simpler app in class take a lot of time and it is better use it like a support tool outside the classes.

CHAPTER IV

4.1 Conclusions

The research work has been finished after having analyzed and interpreted the results obtained about the use of simpler app in grammar learning, it is important to develop the conclusions and recommendations based on the results obtained.

- The results obtained showed that the level of grammar of the students was low which means that students were not be able to use a wide range of vocabulary, they did not use complex grammatical structured and they had many errors in their writings. In addition, the level of grammar of students from third year high school at “Unidad Educativa Particular Pelileo was diagnosed through a pre-test taken from the B1 preliminary English test for schools. The test had only one part with a total average of 1,33 out of 5 points.
- Simpler is a dynamic digital application which had different benefits that helped students when they learned grammar lessons. For example, due to the fact that simpler app break sentences into simple parts, students learned to identify the structure of a sentence. In addition, simpler app helped students to include new vocabulary and to make fewer mistakes when they write. However, the students did not use the app the app so much time and take a lot of time use the app in the classes.
- Finally, it is clear that simpler app did not have a very significant impact on the improvement of grammar learning because the number of interventions were not enough to have a great difference in the level of grammar of students. Nevertheless, there was a difference between the pre-test and the post-test which means that the simpler app helped students in little aspects of the grammar. Additionally, students felt more motivate, exited and free of boredom.

4.2 Recommendations

- It is suggested to use simpler app like a support to help students to reinforced the topics that they learned in classes because it can help to acquire new vocabulary, to identify some basic aspects, to practice the new class lessons and it can help the level of grammar of the students.
- It is advisable to use simpler app more frequently to get more benefits to the app because simpler does not offer only grammar lessons, this application offers stories, online competitions, listening to improve the pronunciation and different levels of learning. In addition, simpler app can be used as a support too outside the classes.
- it is recommended that to obtain better results using simpler app it is necessary more practice and constancy because simpler app was used only for few times and made some little changes in the level of some students, but if the app is used for more time, it will help a lot in the level of grammar of the students. Additionally, it can be used to catch the attention of the students or to insert something new in the class.

REFERENCES

- Amaliah, D. (2021, January). Students' perceptions on mobile application 'hello english' as media to enhance english grammar. In *Bogor English Student And Teacher (BEST) Conference* (Vol. 2, pp. 26-31). <http://pkm.uika-bogor.ac.id/index.php/best/article/view/768>
- Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English grammar in an Indonesian junior high school. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1046-1056. <https://doi.org/10.35445/alishlah.v13i2.956>
- Avila H. (2006). Introduccion a la metodología de investigación https://www.academia.edu/18167081/Avila_Baray_Luis_Introduccion_A_La_Metodologia_De_La_Investigacion
- Benders L. (2020). Realizar adecuadamente la investigación de campo en tu tesis. <https://www.scribbr.nl/onderzoeksmethoden/fieldresearch-veldonderzoek/>
- Bilotserkovets, M., & Fomenko, T. (2022). Learning English Grammar by Means of M-Learning: A Case Study. <https://doi.org/10.34142/2709-7986.2022.27.2.02>
- Brinton, L., Brinton, D. (2010). *The linguistic structure of modern English*. P. 8. <https://bit.ly/3CU76zH>
- Brown D. (2004). Language assessment: principles and classroom practices. https://books.google.com.ec/books?id=NqglAQAIAAJ&q=assessment+and+evaluation+brown&dq=assessment+and+evaluation+brown&hl=es&sa=X&redir_esc=y
- Bugawa, A. M., & Mirzal, A. (2018). The impact of Web 2.0 technologies on the learning experience of students in higher education: A review. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 13(3), 1-17. <https://www.igi-global.com/article/the-impact-of-web-20-technologies-on-the-learning-experience-of-students-in-higher-education/205548>
- Cambridge Assessment English. (2018). *Cambridge Assessment English*. <https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/#:~:text=A%20B1%20Preliminary%20for%20Schools,and%20B2%20First%20for%20Schools.>
- Chapelle, C. (2003). English language learning and technology. <https://www.jbe-platform.com/docserver/fulltext/9789027295958.pdf?expires=1608907230&i>

d=id&accname=guest&checksum=3474AD6A5890A6376926F4A1C18D2A
31

- Clark, K. (2017). *The Eight Parts of Speech : Teacher's Text*, Rowman & Littlefield
<https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=5100520>.
- EduApp. (2020, 26 of September). Universitat de les Illes Balears.
<http://appseducativas.uib.es/simpler/>
- Emel, A. K. A. Y., & Toraman, Ç. (2015). Students' attitudes towards learning English grammar: A study of scale development. *Journal of Language and Linguistic Studies*, 11(2), 67-82.
<https://dergipark.org.tr/en/pub/jlls/issue/36118/405578>
- Ervina C.M. Simatupang, Hero Gunawan, Puspita Sari, & Alvii Timothy Bungaran Siregar. (2021). *Educational apps to develop speaking ability and grammar mastery at senior high school (smanasional bandung)*. PalArch's Journal of Archaeology of Egypt / Egyptology, 17(10), 1138-1145.
<https://archives.palarch.nl/index.php/jae/article/view/4797>
- Gadgerss. (2021). *Simpler, la app que llega para mejorar el nivel de Ingles*, Gadgerss .
<https://gadgerss.com/2019/12/21/simpler-la-app-que-llega-para-mejorar-el-nivel-de-ingles-de-los-mexicanos/>
- Groth, C., Kendra, I. L., Leo, S., Lilyana, S., & Lukman, E. A. (2021). *English for Academic Purposes: Essay Writing*. Penerbit Andi. <https://bit.ly/3S0RnDn>
- Hendriani, S., Yunita, W., & Kasuma, Y. (2022). Lecturers' Use Of Internet Applications In English Grammar Lessons And EFL Learners' Expectation About It: Do They Match?.
https://repo.iainbatusangkar.ac.id/xmlui/bitstream/handle/123456789/26715/1661244131366_1.a,%20Lecturers'%20Use%20%20Scopus%202.pdf?sequence=1
- Hudson, Richard. (1998). *English Grammar*
<https://ebookcentral.proquest.com/lib/uta-ebooks/detail.action?docID=170041>.
- Iqbal, M. J., Akbar, M., & Ahmad, M. (2017). Problems in teaching grammar to English learners at secondary level. *Asian Innovative Journal of Social Sciences & Humanities (AIJSSH)*, 1(1), 55-65.

- https://www.researchgate.net/profile/Dr-Ahmad-9/publication/330846019_Problems_in_Teaching_Grammar_to_English_Learners_at_Secondary_Level/links/5c57dde7299bf12be3fa9218/Problems-in-Teaching-Grammar-to-English-Learners-at-Secondary-Level.pdf
- Jannah, I. M., Patlasari, M., & Ardiyanto, F. R. (2021). *The effectiveness of mobile phone application to improve grammar skill for undergraduate students*. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 2(1), 32-34. <https://bit.ly/3fTJUzk>
- Ji, C. (2018). A study on the effectiveness of English grammar teaching and learning in Chinese junior middle schools. *Theory and practice in language studies*, 8(11), 1553-1558. <https://www.academypublication.com/issues2/tpls/vol08/11/24.pdf>
- Johansson, E., & Cukalevska, M. (2021). The impact of MALL on English grammar learning. <https://www.diva-portal.org/smash/record.jsf?pid=diva2:1525905>
- Kostka, I., & Olmstead-Wang, S. (2014). *Teaching english for academic purposes*. TESOL Press. <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=6512229&ppg=15>
- Lestari, S., & Wardhono, A. (2020). *The use of telegram apps in basic grammar class at english study program unirow tuban*. http://bingg.unirow.ac.id/po-content/uploads/The_Use_of_Telegram_Apps_In_Basic_Grammar_Class_At_English_Study_Program__Unirow_Tuban.pdf
- Lugoloobi-Nalunga, M. (2017). Teaching English grammar: A study of approaches to formal grammar instruction in the subject English in Swedish upper secondary school. <https://www.diva-portal.org/smash/record.jsf?pid=diva2:1168665>
- Majid, I., & Verma, S. (2018). *Web 2.0 technological tools in teaching and learning*, *International Journal of Education*, 10, 55-60. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3766676
- Masruroh, L. (2019). *Teaching Complex English Grammar By Using Kahoot Apps*. *Edulitics (Education, Literature, and Linguistics) Journal*, 4(2), 80-84. <http://www.e-jurnal.unisda.ac.id/index.php/edulitic/article/view/1683>
- Mosquera, M. (2017). *Estrategia de aprendizaje basada en herramientas web 2.0*. <https://books.google.com.ec/books?id=GaIJEAAAQBAJ&pg=PA15&dq=we>

b+2.0&hl=es&sa=X&ved=2ahUKEwjgrfuvver6AhXbbTABHVfeAtY4ChDo
AXoECAyQAg#v=onepage&q=web%202.0&f=false

- Panah, E., Babar, M. Y., Shakib, S., & Ghanad, A. (2021). *Analysis of Mobile Apps for Learning Grammar through Mobile Assisted Language Learning Approach*. *Asian TESOL Journal*, 1(1), 46-67.
<https://doi.org/10.35307/asiantj.v1i1.21>
- Patel, M., & Jain, P. (2008). *English Language Teaching (methods, tools and techniques)*. <https://bit.ly/3VEAK3r>
- Rajeev, R. R., Jayan, J. P., & Sherly, E. (2009). Parts of speech Tagger for Malayalam. *IJCSIT International Journal of Computer Science and Information Technology*, 2(2), 209-213.
https://www.researchgate.net/profile/Rajeev-R-R/publication/271832792_Parts_of_Speech_Tagger_for_Malayalam/links/54d3208f0cf250179181748b/Parts-of-Speech-Tagger-for-Malayalam.pdf
- Reynolds, K., Dikilitas, K., Close, S. (2022). Introduction to TESOL. Becoming a language teaching professional.
<https://books.google.com.ec/books?id=3X1EEAAAQBAJ&lpg=PA288&dq=technological%20tools%20and%20resources%20to%20learn%20English&hl=es&pg=PP1#v=onepage&q=technological%20tools%20and%20resources%20to%20learn%20English&f=false>
- Rosita, N., Fudhla, N., & Saputro, B. H. (2019). Mall in learning english grammar for higher education students mall dalam pembelajaran grammar untuk mahasiswa. *Universitas*, 1, 2.
<http://download.garuda.kemdikbud.go.id/article.php?article=1261437&val=14180&title=MALL%20IN%20LEARNING%20ENGLISH%20GRAMMAR%20FOR%20HIGHER%20EDUCATION%20STUDENTS>
- Sanchez, S. (2020). Learning English through ICT tools.
<https://books.google.com.ec/books?id=IUvrDwAAQBAJ&lpg=PP1&dq=technological%20tools%20and%20resources%20to%20learn%20English&hl=es&pg=PP1#v=onepage&q=technological%20tools%20and%20resources%20to%20learn%20English&f=false>
- Simbaluk, D. (2019). *Research methods*. Exploring the social word in Canadian contexts.

<https://books.google.com.ec/books?id=XuwrEAAAQBAJ&lpg=PP1&dq=research%20methods&hl=es&pg=PP1#v=onepage&q=research%20methods&f=false>

Soom, S. (2021). *ICT In Education: Opportunities and Challenges. International Journal of Research*, 7(1), 156-163. <http://www.iisrr.in/mainsite/wp-content/uploads/2021/02/16.-Sanghamitra-Som-ICT-In-Education-Opportunities-and-Challenges-converted.pdf>

Spratt, Pulverness & Williams. (2011). *The TKT Course, module 1, 2 and 3*. Pg 8-15

<https://books.google.com.ec/books?id=CtMXk2eAfTAC&lpg=PA37&dq=writing%20subskills&hl=es&pg=PA38#v=onepage&q=writing%20subskills&f=false>

Swedberg, R. (2020). Exploratory research. The production of knowledge: Enhancing progress in social science, 17-41. https://books.google.com/books?hl=es&lr=&id=vITMDwAAQBAJ&oi=fnd&pg=PA17&dq=exploratory+research&ots=ITsHn2T92m&sig=yha1f20p_4J-6yDn2ZOiM43sFq

ANNEXES

Carta de compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 05 de octubre del 2022

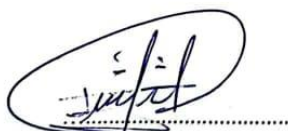
Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Ab. Jeaneth Lesano en mi calidad de Directora del Unidad Educativa Particular Bilingüe Pelileo, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Simpler app and Gramar" propuesto por la estudiante Karina Alexandra Tubòn Tucta, portadora de la Cédula de Ciudadanía 1850918127, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Ab. Jeaneth Lesano
1802688323
lesanomj@gmail.com



Instrument



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Pre-test and Post-test

Candidate name: _____ **Date:** _____

Hour: 25 minutes

Introduction: This test is based on Cambridge preliminary English sample test for schools.

Objective: To diagnose the level of grammar in students of Unidad Educativa Particular Pelileo.

Instructions:

- Read the instructions of the test carefully.
- Write your answer on the answer sheet.
- Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.
- You must complete the answer sheet within the time limit.
- Write your answer in about **100 words** on the answer sheet.

Writing

Part 1

Question 1

Read this email from your English teacher Mrs Lake and the notes you have made.

EMAIL

From: Mrs Lake

Subject: End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year. *Great!*

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party? *Explain*

What food do you think we should have at the party? *Suggest ...*

Reply soon!

Anna Lake

Tell Mrs Lake

Write your email to Mrs. Lake using all the notes.

Answer sheet

Write an answer to the email of Mrs. Lake. Write your answer in about 100 words.

Question 1

This section is used by Examiner only:

C	CA	O	L

Rubric

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1		

Lessons plans

LESSON 1		
UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuca Date: December 19 th , 2022		Topic: Pre-test Time: 40 minutes
General Objective: ➤ To diagnose the level of grammar in students of Unidad Educativa Particular Pelileo.		Specific objectives: • To socialize the topic of the research project with the students.
Timing	Procedure	Materials
5	Warm up T introduces herself and explain ss that she will work with them during 8 sessions. T asks students for participation and collaboration during the classes.	B1 preliminary for school
10	Presentation T explains to ss what the pre-test is about. T read the instruction and ask ss to read the instructions carefully again.	
25	Practice T give ss the test. Ss develop the test while T monitoring the class. Ss ask some doubts.	
10	Production T collect the test. T give instructions to the next class and remind student to downlow Simpler app.	
Source: Simpler app		

LESSON 2 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuata Date: December 20 th , 2022		Topic: Future conditionals Time: 40 minutes
General Objective: Students will be able to make sentences using future conditionals.		Specific objectives: <ul style="list-style-type: none"> • To write positive sentences • To write negative sentences • To write questions
Timing	Procedure	Materials
5	<p>Warm up</p> <p>T asks students questions related to future conditionals.</p> <ul style="list-style-type: none"> • When is used the future conditional? • What is the structure of future conditional 	
10	<p>Presentation</p> <p>T presents students the grammar rules. T gives some examples.</p>	
25	<p>Practice</p> <p>Ss take their cellphones and enter to simpler app. Ss solve the first lesson about first conditional. Ss ask teacher some questions about how to use the app.</p>	Cellphone
10	<p>Production</p> <p>T asks to students to complete a short activity using the first conditional. Ss write negative sentences, positive sentence and questions.</p>	Worksheet
Source: Simpler app		

LESSON 3 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuca Date: December 21 th , 2022		Topic: Phrasal verbs Time: 40 minutes
General Objective: Students will be able to write sentences using the phrasal verbs.		Specific objectives: <ul style="list-style-type: none"> • To identify the meaning of the phrasal verbs. • To identify the uses of the phrasal verbs. • To write sentences using the phrasal verbs.
Timing	Procedure	Materials
5	Warm up T asks students questions related to the phrasal verbs. <ul style="list-style-type: none"> • How do you say “encender la luz” in English? • How do you say “apagar la luz” in English? 	
10	Presentation T presents students some flashcards. T requests students to repeat the phrasal verbs. T presents the phrasal verbs into sentences.	
25	Practice Ss take their cellphones and enter to simpler app. Ss solve the second lesson about phrasal verbs part 1. Ss ask teacher some doubts.	Cellphone
10	Production T requests students to write on a piece of paper 10 sentences using the phrasal verbs.	Peace of paper
Source: Simpler app		

LESSON 4 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuata Date: December 27 th , 2022		Topic: Present simple Time: 40 minutes
General Objective: Students will be able to make sentences using the present simple		Specific objectives: <ul style="list-style-type: none"> • To write positive sentences • To write negative sentences • To write questions
Timing	Procedure	Materials
5	Warm up T presents students a disorder sentence printed on pieces of paper. T request students to take one piece paper and to try to order the sentence.	
10	Presentation T presents students the grammar rules. T explains about the third person. T gives some examples. T clarifies some doubts.	
25	Practice Ss take their cellphones and enter to simpler app. Ss solve the third lesson about present simple. Ss ask some doubts.	Cellphone
10	Production T shares students a worksheet about present simple. T gives instructions. Ss complete the worksheet.	Worksheet
Source: Simpler app		

LESSON 5 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuca Date: December 28 th , 2022		Topic: Plural nouns Time: 40 minutes
General Objective: Students will be able to transform nouns into plural nouns.		Specific objectives: <ul style="list-style-type: none"> To recognize the different rules to make plural nouns. To relate the nouns with the rules.
Timing	Procedure	Materials
5	Warm up T writes on the board the different rules to make plural nouns. T presents ss flashcards with different nouns and requests them to take some flashcards and put them next to the correct rule.	
10	Presentation T corrects the errors while explain the rules. T gives some examples. T clarifies some doubts.	
25	Practice Ss take their cellphones and enter to simpler app. Ss solve the fourth lesson about plural nouns. Then, ss take a screenshot of the lesson one finished and send it to the WhatsApp.	Cellphone
10	Production T gives to ss a worksheet with different exercises related to the topic	Worksheet
Source: Simpler app		

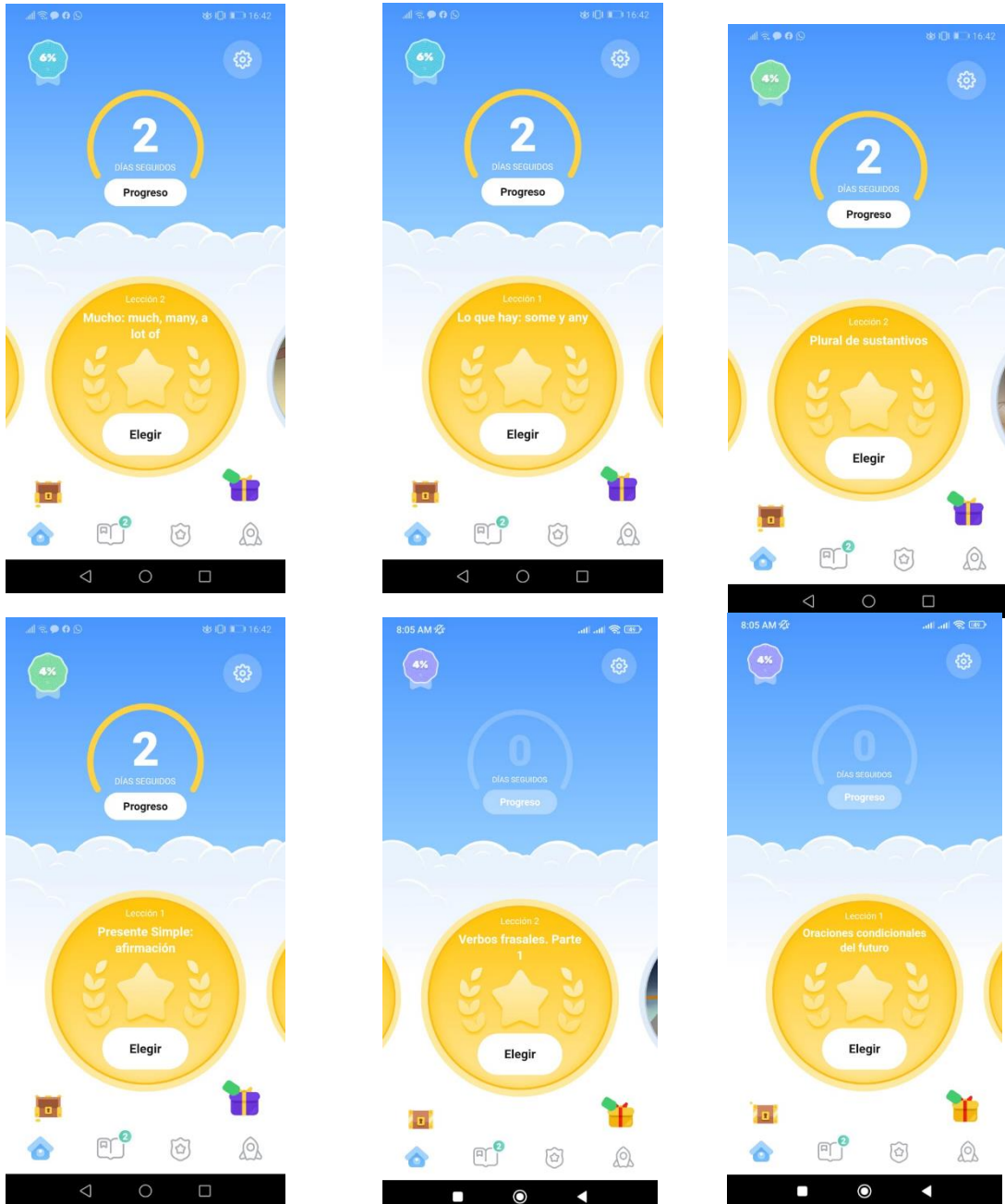
LESSON 6 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuca Date: January 1 st , 2023		Topic: Some and any Time: 40 minutes
General Objective: Students will be able to make sentences using some and any.		Specific objectives: <ul style="list-style-type: none"> • To differentiate the use of some and any. • To differentiate the use of somewhere and anywhere. • To differentiate the use of something and anything.
Timing	Procedure	Materials
5	<p>Warm up</p> <p>T asks students questions related to some and any.</p> <ul style="list-style-type: none"> • When is used some? • What is used any? 	
10	<p>Presentation</p> <p>T presents de different use of some, any, somewhere, anywhere, something and anything. T gives some examples. T clarified some doubts.</p>	
25	<p>Practice</p> <p>Ss take their cellphones and enter to simpler app. Ss solve the fifth lesson about some and any. Then, ss take a screenshot of the lesson one finished and send it to the WhatsApp.</p>	Cellphone
10	<p>Production</p> <p>T presents to the students a worksheet with different activities.</p>	Worksheet
Source: Simpler app		

LESSON 7 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuca Date: January 2 nd , 2023		Topic: Much, many and a lot of Time: 40 minutes
General Objective: Students will be able to make sentences using much, many and a lot of.		Specific objectives: <ul style="list-style-type: none"> • To write sentences using much. • To write sentences using many. • To write sentences using a lot of.
Timing	Procedure	Materials
5	Warm up T write sentences with blanks on the board and requests students to try to complete the sentences using much, many and a lot of.	
10	Presentation T corrects the errors. T presents the different uses of much, many and a lot of. T gives some examples. T clarifies some doubts.	
25	Practice Ss take their cellphones and enter to simpler app. Ss solve the sixth lesson about much, many and a lot of. Then, ss take a screenshot of the lesson one finished and send it to the WhatsApp.	Cellphone
10	Production T presents ss a worksheet with some exercises related to the topic.	worksheet
Source: Simpler app		

LESSON 8 UNIDAD EDUCATIVA PARTICULAR PELILEO		
Class: 3 rd A of high school Teacher name: Karina Alexandra Tubón Tuca Date: January 3 rd , 2023		Topic: Post-test Time: 40 minutes
General Objective: ➤ To diagnose the level of grammar in students of Unidad Educativa Particular Pelileo.		Specific objectives: • To socialize the topic of the research project with the students.
Timing	Procedure	Materials
5	Warm up T explain that it is the last class and say thanks for their participation. T asks students for participation and collaboration during the test.	
10	Presentation T explains to ss what the post-test is about. T read the instruction and ask ss to read the instructions carefully again.	
25	Practice T give ss the test. Ss develop the test while T monitoring the class. Ss ask some doubts.	B1 preliminary for school
10	Production T collect the test. T say thanks to the main teacher and ss again.	
Source: Simpler app		

Evidence

These screenshots were taken from the lesson developed during the classes with the students






Source: Unidad Educativa Particular Pelileo

Document Information

Analyzed document	Tesis Tubon Karina.docx (D155638613)
Submitted	2023-01-12 20:01:00
Submitted by	
Submitter email	ktubon8127@uta.edu.ec
Similarity	1%
Analysis address	manuelxsulcag.uta@analysis.urkund.com

Sources included in the report

W	URL: https://worldwidescience.org/topicpages/p/pre-experimental+one-group+pretest-posttest.html Fetched: 2019-12-01 23:57:47	 1
W	URL: https://archive.org/stream/ERIC_ED564162/ERIC_ED564162_djvu.txt Fetched: 2019 11-15 16:20:32	 1
W	URL: https://www.ywacademia.com/index.php/jcdee/article/download/55/43 Fetched: 2023 01-02 15:56:26	 1
W	URL: https://www.researchgate.net/publication/356776328_The_Effect_of_Video_Self-Modelling_on_Devel... Fetched: 2023-01-02 15:56:26	 1

Entire Document



Firmado electrónicamente por:
**MANUEL XAVIER
SULCA GUALE**

.....
Mg. Sulca Guale Manuel Xavier

I.D 1802447548