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OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES  
MASTER'S DEGREE PROGRAM IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE TITLE:**

**USING TECHNOLOGY-MEDIATED PRACTICE FOR THE  
ENHANCEMENT OF A1 LEVEL ENGLISH GRAMMAR  
ACCURACY IN SECONDARY SCHOOL STUDENTS**

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**CERTIFICATION**

We certify that this research project was presented by **Róssula Amarilis Martillo Ochoa** as a partial fulfillment of the requirements for the **Degree of Master in Teaching English as a Foreign Language**.

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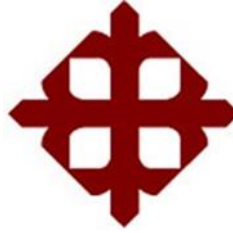
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## **ABSTRACT**

This study began with an examination of the English learning needs of eighth grade learners at the 10 de Agosto private school. Aspects such as motivation in students using technology and ICT, the role of technology in education, and the advantages of using technology for foreign language learning were analyzed. This study also presents a testing stage of the materials designed to fulfill the needs of the students who participated in this study. Based on the data collected, this study provides information about students' diagnostic evaluation, surveys to teachers, a CD, and a grammar booklet. During the development of the project, the design, implementation and testing of an interactive CD were performed. The CD was designed as a means to provide support and practice through audiovisual and integrated learning. Moreover, to accompany the CD, a corresponding booklet was designed for students to practice grammar, so their English learning practices could improve. The main goal was to reinforce proper construction of sentences among 8<sup>th</sup> graders at the levels A1.1 and 1.2, which is beyond what the Ministry of Education English Curriculum requires (Ministerio de Educación, 2016a).

Key words: A1 grammar, instructional needs, technology, design, testing.

## Introduction

It is undeniable that the teaching of grammar for Foreign Language Learning (FLL) has been controversial. On one side, there are those professionals who prefer to teach grammar deductively by means of entirely communicative interaction and face the teaching process in Second Language contexts, while there are those professionals who argue for the need to teach grammar inductively. This paper focuses on the latter, teachers who deal with contexts in which grammar is indispensable for students to produce any foreign language. Therefore, instruction on grammar is paramount as a previous or concomitant stage in the development of communication at high school level.

Considering that the case of the 10 de Agosto School in Ecuador corresponds to a context of FLL, this study provides information on the need for grammar teaching. The students who are part of the population of this school reach high school with a lack of grammar knowledge to write or utter complete and understandable sentences for communication. When they go through elementary school, right before coming to secondary school, they have not received any English classes or the classes have not included any grammar teaching. This happens because English was just included in the curriculum of elementary schools in 2016. Before that year, public primary schools in Ecuador had no English classes, and in private schools English was studied, but there was no regulation in the number of hours per week that could be taught. On the coast, in May 2017, they started teaching English in the 2<sup>nd</sup> grade of basic general education (EGB), and started controlling the number of English hours per week that should be taught in primary private schools as well as public ones. Also, the English level students should reach each school year was established in accordance with the Common European Framework of Reference for Languages (CEFR). (Ministerio de Educación, 2016a).

Together with the controversy in the teaching of grammar, the materials and methods that should be used for this kind of teaching have been discussed by linguists and Second and Foreign Language teachers. Some of them argue for the use of the textbook and the use of very traditional methods such as the

grammar-translation or the audio-lingual methods. Some others argue for the use of technology and more modern approaches such as Focus on Form. Nevertheless, in Ecuador, nowadays, many public schools and even some private schools still lack technological resources, new materials and updated teachers for the teaching of grammar. Students do not have the opportunity to use technology in the learning process in school. In some cases, teachers bring their technological resources with them but in some cases they do not have the resources or cannot bring them to work, some schools even change textbooks but teachers are not trained for working with these new materials. Even though times have changed; some teachers are reluctant to new ways of sharing knowledge (Olofsson, Lindberg, Fransson, & Hauge 2011).

Therefore, it is possible to say that the use of traditional resources, poor updating of teachers and the lack of technological resources in educational institutions in Ecuador have affected students by producing low school performance and motivation when grammar learning is implied. Teachers must have the language and technological knowledge in order to share it with their students; they need other forms of teaching so the learning process becomes more interesting and engaging.

The students who are part of the sample population for this study belong to the 8<sup>th</sup> grade of General Basic Education (EGB). They are learning English in the traditional way; for example, it is common to observe English teachers who ask students to memorize lists of words. In the past, it was very common to teach students just by telling them to repeat; teachers would tell their students to copy from the board and repeat many times the same items.

Many times, when students reach the 8<sup>th</sup> grade, they have already forgotten or they have never really learnt the basic grammar to continue with the communicative learning process of the foreign language. They are not able to understand when a story is taking place because they do not know or recognize the verb tenses. Teachers have identified this problem and understand that something needs to be done to solve the problem.

Learning grammar is a task that has been left out of the classes of

English in the new learning approaches. Teachers directly work on reading and writing exercises assuming that students will acquire grammar just by doing the related exercises and not by explaining and exploring grammar and its forms. For most students, this does not work; they need explanations and also practice of grammar exercises before they go into reading. Using a grammar booklet and interactive practice might contribute to developing grammar awareness in a motivating form. Students would have two different opportunities to learn grammar, correct their mistakes, and improve their writing skills.

The purpose of this project is to prepare and present materials for the development of grammar awareness by means of the use of a multimedia CD and a grammar booklet (see Appendix F). The CD is designed using technology as a means to improve foreign language knowledge and practice through visual and integrated learning. During the development of the project, the design, and practice of an interactive CD were worked on the 8<sup>th</sup> graders at 10 de Agosto School. Moreover, to accompany the CD, a corresponding booklet was designed for students to practice grammar, so their English learning process could improve.

For this research, a needs analysis was developed to learn about the grammar needs of the students that attended the 8<sup>th</sup> grade of Basic General Education (EGB) in Ecuador at 10 de Agosto private school. It is expected that this research paper will provide information about the usefulness of offering additional practice materials for students in relation to their grammar needs.

Most students need to understand the basis of English grammar and mechanics to be able to cope with the contents they find in reading texts, and to be able to write correct English sentences (Academic Coordinator Interview, Appendix C).

This work presents in the following chapters the problem identified at the school previously mentioned, the methodology applied, the interpretation



of the data gathered, and the conclusions and recommendations of the study which provide the grounds for the proposal.

# Chapter 1

## The Problem

### 1.1 Statement of the Problem

According to the Introduction of the English Language Curriculum published by the Ministry of Education (2016a) the students of the 8<sup>th</sup> grade, Superior Sublevel of Basic General Education, should start in level A1.1 as recognized by the Common European Framework of References for Languages (CEFR) (Council of Europe, 2001). The reason is explained in the Curriculum of *Educación General Básica*, English as a Foreign Language for *Subnivel Superior* (Ministry of Education, 2016b):

Hence English was not a mandatory subject for students from second to seventh year of EGB (Acuerdo Ministerial No. 306-11), there is a possibility that some of students entering EGB Superior have not had been expose to English in their previous school years. Because of this, the curriculum has been created so that eighth year EGB students begin in level A1.1. (p. 2)

As pointed out in the introduction of this project, before 2016 English was not part of the Curriculum of the Basic General Education (EGB): Elementary to Medium sublevels (*subniveles elemental y medio of EGB*); that is, from grades 2 to 7, so students of grade 8<sup>th</sup> did not used to be trained in English. It is necessary to remark that English was taught in some private schools, but not in the public ones. As a result, class 8 of the 10 de Agosto private school was a mixed-ability class as some learners had some knowledge of English while others did not.

This fact was considered by the Ministry of Education (2016a):

Consequently, learners in their first years of secondary education will be taught what they have already learnt in terms of grammar and vocabulary, with new, context-specific vocabulary being added. One of the main reasons for this being the case is the gap between stronger and weaker learners, which increases in

secondary education, due to the coming together of students from different primary schools. (p. 9)

When the students were given a diagnostic test (Appendix E), it was noticed that their competence was at different levels as explained by the Academic Coordinator (Appendix C). Having the results, they showed that grammar was really needed by most of the eighth graders. The grammar presented in the booklet and CD refers to verb tenses for levels A1.1 and A1.2 to prepare the students to finish grade 8 and to start the contents at 9<sup>th</sup> grade. The EFL Curriculum does not include which tenses should be taught in each level, but this is found in the textbooks provided by the government.

There is a real need to improve students' grammar knowledge in such a way that they could indicate their ideas in the foreign language and construct complete sentences. One important aspect to consider when teaching teenagers is the motivation technology provides them. A possibility to supply the motivational resource and fulfill the learning needs of students in relation to grammar can be the use of materials in which students have to recur to technology. Therefore, an important part of this problem is the need to develop materials that can be used by students to allow them to practice the grammatical elements they have already learnt and might have forgotten.

The latter calls for inquiry on the extent to which materials based on the use of technology might improve the grammar knowledge of 8<sup>th</sup> grade students of the school by means of practice that benefits class skill production for communication.

## **1.2 Justification**

This proposal seeks to provide support to an educational problem through technology. It has been conceived to aid not only students, but teachers and the teaching process itself.

In the past, foreign language students were taught only by repetition, which was one of the main activities in traditional methodologies (Wahlheim, Maddox, & Jacoby, 2014). Teachers would provide students with many pages containing the same type of exercises repeatedly. Although, at that time it may have been an effective tool, nowadays other strategies have emerged as a means to activate students' intelligences. Students have questions, and want to know why and how everything works around them. Because of this, it is important to give them other resources so they engage in activities that will scaffold their knowledge of the language. Therefore, it is not only thinking about what students needs there are in relation to the topics of language but also in relation to the ways in which they can approach their learning. The students who attend classes at 10 de Agosto high school have different cognitive styles; therefore, they will need a variety of ways and materials to learn the foreign language.

According to Saville-Troike (2012) "Cognitive style refers to individuals' preferred way of processing: i.e. of perceiving, conceptualizing, organizing, and recalling information" (p. 93). There are several approaches to learning. For instance, some students may understand grammar without an explicit explanation but others need it. Consequently, it is the teacher's job to provide for the needs of all students or at least most of them. It is necessary to work on grammar at the sentence level for its application in communicative exercises in the classroom. In this way, English students at high school level might have an opportunity to achieve the B1. Ecuadorian schools still need to implement English standards per year given by the New Ecuadorian English Curriculum. In the Introduction of the EFL Curriculum (Ministerio de Educación, 2016a) the document points out that "In terms of L2 English competence, by the end of BGU (*Bachillerato General Unificado*) learners will demonstrate at least a CEFR Level B1 (Threshold) and have a limited, but effective command of spoken language" (p. 8). It is important to remark that the EFL Curriculum does not make any reference to the level schools should reach to be considered bilingual, but they request their students to reach B2 level. Schools are in the process of doing it, but it will take time to actually reach the final goal of having bilingual students when they finish high school.

English is in the second place between the languages that are spoken the most. It is the native language of 427 million people. English is the most common L2 in the world as 950 million L2 speakers use it (Saville-Troike, 2012). English is an international language used in fields such as diplomacy, business, science, technology, medicine, education, etc., because people need a common code for communication, and for the development of their international duties. It is called “lingua franca” due to its widespread use in the entire world (Fang, 2017).

Since English is the language used for communicative purposes all over the world, learning this language becomes a need in South American countries where people may not speak many languages, but as long as they speak English, they will be able to communicate in most countries where Spanish is not spoken. In most developed countries, people speak English even if it is not their native language. So speaking English now and even more in some years will not be optional; it will be obligatory within work / business environments (Lesznyak, 2004).

As well as speaking, writing is important to communicate. For both, oral and written communication, grammar plays an important role. For example, without correct grammar, a business meeting appointment could be organized for one day and misunderstood to be on another: *The meeting was tomorrow*. People could believe that the meeting already happened while the original idea was for the meeting to happen the next day.

Considering all of the ideas presented above, this paper makes emphasis on the following objectives and questions for research.

### **1.3 Objectives**

#### **1.3.1 General objective**

To provide technological support that strengthens grammar accuracy in the teaching learning process of 8<sup>th</sup> grade students of Basic General Education (EGB Superior) at 10 de Agosto School through customized interactive grammar exercises.

### **1.3.2 Specific objectives**

1. To identify the grammar needs of the students of the 8<sup>th</sup> grade at 10 de Agosto School.
2. To design an interactive CD and a Booklet to scaffold the needs of the students of the 8<sup>th</sup> grade at 10 de Agosto School in relation to English tenses.
3. To gather feedback from the teachers assigned to the students of the 8<sup>th</sup> grade at 10 de Agosto School regarding the use of the material proposed.

### **1.4 Research Questions**

#### 1.4.1 General research question.

What technological support and additional practice material do A1 level students need to be able to strengthen their grammar accuracy?

#### 1.4.2 Specific research questions.

1. What are the grammar needs of the students of the 8<sup>th</sup> grade at 10 de Agosto School?
2. What type of interactive exercises should be used to scaffold the needs of the students of the 8<sup>th</sup> grade at 10 de Agosto School in relation to English tenses?
3. Are the teachers willing to implement complementary materials in their English classes?

## **Chapter 2**

### **Literature Review**

With the emergence of technology, education is ready for a new shift of focus. This includes EFL classes in which teachers are implementing technology embedded materials as a means to motivate and provide additional practice to students for learning the foreign language. To develop this study, it is necessary to review first, some linguistic theories that lead to grammar teaching; second, the main methodologies for EFL and the grammar teaching process addressed in them; and finally, some considerations about the materials design process. These are the basis to put forward a proposal that emphasizes the application of technology in the teaching of grammar.

#### **2.1 What is Grammar?**

There is a great variety of definitions of grammar. Ur (1996) says that it is the form in which words are combined to create acceptable sentences, which is an over- simplification, but it is a good starting-point. (p. 75). She suggests a possible definition: Grammar is a group of commands that determine the way words or components of words are put together to create adequate meaningful units in any language” (p. 75).

Harmer (2007) points out that grammar does not only include syntax, i.e. the system of rules “which says what can come before what and which order different elements can go in”, but also “the way words are formed – and can change their form in order to express different meanings” (p. 32).

Huddleston and Pullum (2002) state that a grammar of a language describes the fundamentals or basis ruling the way and meaning of words and their combinations as are clauses, sentences, and phrases (p. 3).

For Richards (2015) there are two dimensions to grammatical knowledge which are the ground when learning and teaching a second language: understanding the grammatical organization of a language in order

to form statements and usage of grammatical analysis to create spoken and written texts.

Oxford Dictionary (n.d.) defines grammar as the complete organization of most languages, normally considering as permanent morphology and syntax and in some occasions also semantics and phonology.

The Cambridge Academic Content Dictionary (n.d.) describes grammar as the research or handling of the guidelines of how words evolve from their simple original form and mixed with other words to form different or complete ideas.

According to the Merriam Webster Dictionary (n.d.), “grammar is the study of the categories of the words, their inflections, their functions and relations in the sentence. It is a system of rules that defines the grammatical structure of a language, speech or writing evaluated according to its conformity to grammatical rules”. This definition helps to establish the need of grammar when learning a foreign language. It shows the different aspects considered for this project.

After these brief definitions of grammar, the linguistic theories of grammar can be reviewed.

## **2.2 Linguistic Theories**

As this research is associated to the teaching of grammar in high school level, a set of issues has been selected as the core framework since they deal with the sections to be considered. The first section develops the field of linguistics as it is the grammar theoretical basis.

### **2.2.1 Universal Grammar**

A direct connection of linguistics and grammar has been observed since the 1960's and 70's when Chomsky spoke about Universal Grammar. Chomsky explained grammar as the organization of circumstances, fundamentals, situations, and regulations that are parts or belongings of all language, the reality of language. (Chomsky, 1978) (as cited in Johansson,



1991, p. 2).

This Universal Grammar makes it possible to assume that since EFL students already have an unconscious linguistic system derived from the grammatical knowledge of their first language, they can also take this grammatical unconscious knowledge to the foreign language learning that permits students to process grammatical structures from the foreign language. The built-in linguistic system students have is part of what Street and Dąbrowska (2010) express as Universal Grammar (UG). Since this UG is in the head of native speakers, it also provides them the possibility to understand the generalities of foreign languages such as the use of singular and plural, the use of feminine vs. masculine and therefore, the use of tenses to express actions that happen at different times (p. 10).

Regarding UG, it is possible to argue that studying linguistics has a clear connection with grammar since it is the basis of it. Most students of English as a Foreign Language (EFL) have a feeling that English is difficult because it has many grammar items to learn. This is not really true because while English has tenses as other languages do, endings and agreements, it has a lot less than many other languages (O'Grady, 2010).

English is the world language or called Lingua Franca. It is not necessary to become an expert in all of the English grammatical rules to understand tenses in order to be a proficient speaker, or even writer. It is just necessary to understand and manage the basic rules, which are actually motivating for students and use language that is at the students' level making it possible for students to be followed when using tenses in English. Most native English speakers do not know and use more than just the basic verb tenses. Nevertheless, when students study English as a foreign language, grammar knowledge helps them to communicate (Lesznyak, 2004).

The different linguistic theories have given raise to the different approaches for language teaching. Therefore, they have been the basis for English teachers to accommodate their teaching process for students to learn the foreign language. The first linguistic theories were the main point for

grammar to be considered as a main element of teaching and learning language. Structural linguistics is the theory that provided the basis for the inclusion of grammar in the methodologies for EFL teaching.

### **2.2.2 Structural Linguistics**

Structural linguistics whose originator was Ferdinand de Saussure examined how the elements of language were related to each other. Languages were built by means of structures that made it possible for people to be understood in communication. These structures formed what is known as the grammar of a language. Structuralism theory points at the difference between signifier and signified (Lyons, 1977).

Structural linguistics is the theory that provided the roots for grammar teaching and learning in foreign language education. It examines how the elements of language are related to each other in order to express meaning. Most languages have rules, patterns, and systems that must be followed; and structural linguistics can be used in language teaching since it studies the elements mentioned before (Hickey, 2014).

Structural Linguistics is an approach to linguistics and is a part of structuralism. Structural Linguistics involves collecting a corpus and later having a division into the basic components. The components in the structure of language are phonetics, phonology, morphology, syntax, discourse, and semantics. Phonetics is the production of language and the recognition of speech sounds. Phonology demonstrates how sounds influence in languages. Morphology shows the structure of words and their parts. When studying the structure of phrases and sentences, learners are studying the syntax of the language. Discourse is how texts are structured. Semantics is very important as well since it is the meaning of words and sentences (Brown, 2000).

After this theory was examined by linguists, a new proposal emerged about the way in which the grammar of languages can be addressed: Generative Grammar.

### 2.2.3 Generative Grammar

Most children are confident with their syntax, which for them seems complicated at that time in their life. Productive systems are part of each being; they continue to evolve since there is always something more to learn. This is called the logical problem of language acquisition. Generative grammar states that children learning any language have helped in doing so from someone or even the society around them.

Generative grammar is the approach analyzed by Chomsky and his followers. His approach is well known for the use of transformational grammar. Generative linguistics related sentences in their "deep" and "surface" structure. Chomsky in his book *Syntactic Structures*, in 1957, changed transformational grammar from what it was when first promulgated. The main idea of a strong linguistic nativism implies that for all human languages there is a set of fundamental characteristics that influence the learning process as well as the results.

Generative linguistics is a school of thought that forms part of linguistics. It brings different meanings that overlap and are fully clear and direct. When it is said that a sentence is generated, it means a sentence has a complete and correct structure. Noam Chomsky introduced the term Generative linguistics, which has helped the field of foreign language teaching since the early 1970's (Chomsky, 2000). This proposal helped English teachers to work on grammar by means of the comprehension of sentences in communication.

The basis of generative grammar is that sentences are produced by a subconscious set of procedures similar to computer programs. These procedures are part of our minds. In other words, we are trying to figure out what we subconsciously know about the syntax of our language. A set of formal grammatical rules is used in order to follow the procedures. These rules are different from the ones you learnt in school; they do not tell you how to properly punctuate a sentence. They tell you the order of words so your ideas make sense. In English, adjectives go before nouns; that is the kind of information encrypted in generative rules.

## **2.2.4 Transformational Grammar**

It explains grammar as a group of rules that combines words to create grammatical sentences, which form a language. It includes operations, which create new sentences. That process of change is called transformation. The concept was originated by Noam Chomsky (1957). With this theory, it is possible to observe the significance of grammar in the instructing of English as a Foreign Language. Grammar was considered the basis for clear sentence formation. Therefore, the teaching of grammar was necessary to build clear sentences in the foreign language.

Transformational grammar includes logical reasoning to completely understand the meaning of words and sentences. As such, transformational grammar covers more than structural grammar, which focuses mainly on the sentence structures used for communication. Transformational grammar uses most of the linguistic implements like syntax and context to search the different meanings a word can have.

## **2.2.5 Functional Grammar**

Functional theories of grammar study the language and its elements as functions in order to understand processes and structures of linguistics. Structures are understood when they are analyzed with reference to the function they fulfill. Functional theories of grammar mainly work around how language is used in specific communicative contexts. The linguistic elements function in a motivated way (Halliday, 2004) since they have a role in the functions language is used when communication is the aim.

Functional Grammar (FG) could be used in all languages. It balances general and particular aspects. Fawcett (2000) has shown that the FG looks to find the perfect combination between the functionality of language use and the structure of linguistic expressions. FG seeks to find unity in diversity.

Sentences need to have words in some specific order depending on the language. That order is a reflection of the user trying to express an idea, which has to follow various factors from the functional pattern, from different ordering rules, and from pragmatic circumstances. Exchanging FG follows grammatical policies. FG offers possibilities, answers from a particular group of sentences, in which a complete structural description establishes the way it could be

understood as a linguistic expression in a specific language (Dik, 1978).

As it is possible to observe from the previous summary review, Grammar is very important in foreign language teaching because with it, the message can be conveyed clearly. If grammar is used incorrectly, the main idea of a message can be confused and the meaning will get lost. In other words, grammar holds language together. If language is not clear and the message does not have any meaning, it can be that grammar was used incorrectly. This could mean that the person cannot communicate effectively and that the person or people receiving the message or the one who is reading the work may not get the correct meaning or idea. It will only lead to misunderstanding (Butt, Fahey, Feez, Spinks, & Yallop, 2000).

Nowadays, grammar is usually studied in context; most books present it in that way. When a student has never studied or understood verb tenses, it will be extremely hard to be able to work in a book that directly expects you to recognize the tenses and use them correctly. Students that go through 8<sup>th</sup> grade who have never seen English need to understand grammar by itself and later use it in context. Another reason why learning grammar by itself is important is because when a student has to take a standard test he/she is faced with exercises which are purely related to grammar. (Crystal, 2004)

### **2.3 Grammar in Foreign Language Teaching and Learning**

Communication is a necessary part of human life. It is the transfer of information between one and a number of different people. Tomasello (2009) pointed out that there are four main types of communication used by people nowadays: written, graphical, verbal and non-verbal. Each of them could be subdivided into smaller sections of communication. Newspapers, notes, letters, etc. are written forms; graphical communication includes drawings, sketches, diagrams, etc.; verbal communication could be conversations, lectures, etc.; non-verbal communication is related to body language, which is also a very important constituent of oral communication.

If we locate ourselves in oral and written communication in a foreign

language, being understood is the aim. For this understanding to take place, grammar use takes on an important role. Grammar teaching has been considered in the history of the methodologies for EFL. Three main ways to teach grammar have been observed: common grammar teaching, communicative language teaching and post-communicative approaches to foreign language teaching (Lopez, & Luque, 2012).

The traditional approaches have made significance on the explicit teaching of grammar in which grammar exercises are provided for students to apply the rules of grammar. The communicative trend has considered grammar as influential in the performance process with the language without any explicit teaching of it. In the post-method era, grammar plays part in the functions of language for communication in which grammar knowledge retakes an important role. The conscious knowledge of grammar becomes the input for a later process of automatization of grammar learning for its use in communication (Newby, 2006).

Grammar learners can develop great communication skills. Therefore, it is possible to observe the importance of learning the grammar of a language for academic purposes. This learning implied some teaching approaches that have been applied in EFL and which show how the teaching of grammar in EFL has taken place.

#### **2.4 Approaches to teaching grammar in EFL**

Although many English teachers think that grammar should be taught in context, some others consider it is very important to teach grammar by means of explicit instruction so students can acquire the rules of grammar and apply them to cases, sentences and later to communicative activities. Many times, grammatical rules are given and students work well on them separately but once in context they do not know how to make them work. When students try to write or speak, they make grammatical mistakes, which many times could be avoided by some explanation of grammar tenses. It is a challenge for teachers, especially EFL teachers, to help their students apply grammatical rules in writing and speaking. Teachers must try to combine grammar or structure with

other language skills so students can reach the goal of learning the language (Ellis, 2002).

Most English teachers find that it is a priority when teaching grammar to assist learners to deeply comprehend the commands of the language, given in such a form that they could be used in both written and spoken communication (p. 170).

There are two main perspectives in teaching grammar: deductive and inductive. The deductive approach relates to the notion in which thoughts go from the general to the specific. Here what teachers present first are the rules, principles, concepts, or theories, and later how they are applied. In other words, deduction works from the universal to the particular concepts. In this approach, grammar rules are specifically given to students and followed by practice using the different rules (Soiferman, 2010).

An inductive approach exists as a result of an inductive reasoning that goes from data, observations, or measurements which can be considered particular to rules, example, laws, concepts or theories which can be called generalities (Soiferman, 2010). In the inductive approach, it is seen as many specific ideas from which a general concept could be inferred.

In this approach, learners know the grammar rules by their own active learning. Grammar rules are acquired by the learners from the context, but not given directly from the teacher.

Deduction and induction approaches will help to decide how to design the materials for teaching grammar with the use of technology, so the process is facilitated for students. These two general approaches to grammar have given way to grammar in the specific language teaching methodologies.

## **2.5 Grammar Teaching and Materials**

In the past, grammar was taught in a repetitive way and students felt no motivation to study or learn it. Motivation is a big problem to manage for most English teachers as a second language or as a foreign language. Most

students have low motivation to learn English. Most students do not really see the need to learn English and the usefulness of it for their future (Dornyei, 2003). There has been a change from methods of teaching grammar in English through just the traditional writing, rewriting and worksheets to a more active use of engaging activities that motivate students. In this sense, teachers are also focusing their classes on their students' needs, that way they can really connect with knowledge (Alderman, 2008).

The most important step in solving the problem of motivation is figuring out and considering the position and significance of students in the learning process. Students' motivation has a close connection between the internal and external factors, which could promulgate the correct behavior or discourage it (Embark, 2013).

Many schools are equipped with various audiovisual materials such as computers, and projectors. Teachers should use all the materials they can in order to explain their classes. They should consider using interesting material when planning their classes. As an example, if teaching listening, the teacher should include videos. On the other hand, if the lesson is about looking for information then teachers have to include a computer and internet to look for an interesting topic for their students.

The most effective way to teach any type of grammar to students is by using real life settings not needed in an interesting way. If the knowledge is important to learn but the way is not, it does not call the students' attention, they will not accept it, and the topic will not be learnt. Why would a student be motivated to learn the future tense if he/she has no idea why they are learning it and how and when they would use it? When teachers use real life settings and students' experiences, they will react positively to the grammar used to express their own ideas. If they find what they are learning important and fun to learn, they will be willing to do it and appreciate the learnt information (Thornburry, 1999).

Since the purpose of this study is to design for language learning that



mix both technology and grammar, the research process is presented in the next section.

## 2.6 Technology

It allows the design and the creation of products and resources that meet people's needs. The word comes from Greek origin, *Techno* ("art, technique or profession") and *logia* which is the study of something. There are many different technologies, but the word in singular is used for talking about one or all of them (Carroll, 2017).

"Technology" written with capital letter at the beginning can explain two disciplines: the theoretical one that studies the simple knowledge of all technologies, or as technological education. Technology affects all the aspects around human evolution especially the social and economic progress, but not everything is positive; it also produces the deterioration of our environment. Technologies can be used to protect the Biosphere and to prevent the waste of different resources as the energy or water of our planet. It can be easily used to improve the planet as well as to destroy it (Carroll, 2017).

Technology can be an important element in the FL teaching-learning process. To see full range of benefits related to technology in the educational system and to have real experiences, teachers must use technology productively in their classes. Education authorities ought to work as one in order for teachers and students to utilize technology to enhance education. Among those authorities are involved chiefs, teachers, professors, researchers, investigators, lawmakers, technological generators, members of the community as well as organizations, and students with their relatives (US Department of Education, Office of Educational Technology, 2017).

Technology started to be used many years ago to help students with special needs. Students who could not hear would get a hearing aid to facilitate their understanding, communication and expressions. Technological devices are everywhere to improve and facilitate learning; they are tools to help in the change of education. They are used for teaching as well as learning. The main purpose of including technology in schools is to change the way teachers and

students collect, express, find, research, and share information so both parts could achieve knowledge improving effectively (UNESCO. 2012).

### **2.6.1. The role of technology in FL teaching**

Nowadays, English teachers need to incorporate technology in the lessons they prepare and give to students. Designing the material by using technology will make English classes acceptable for students since they will relate to the world in which they live. The combination of the English language and technology will bring learners the chance to learn English in a more meaningful form. It will not be just following grammar rules or wasting time on games but a combination of using technology which is fun for students as well as learning to communicate using correct grammar (ACTFL, 2013).

The US Department of Education (2017) expressed ideas which proposed that in order to be prosperous in an everyday life and in the workforce, people need to find ways to gain proficiency and create significant bonds to colleagues and advisors. In order to do this, people need to start somewhere and it should be with a foundation of knowledge and skills that can be increased and strengthened throughout life. Luckily, progress had been made about how learning happens. Scientists have found new awareness into how people learn.

Van Canh (2011) explained that technology can be an important instrument to recreate learning experiences. Over the years, learner's educational chances have been restricted by the materials found in the premises of a learning facility. Nowadays, technology allows learners to get in touch with resources anywhere in the world. A student interested in learning who has high speed internet access can take any course online. Technology allows learners to be involved into profound involvement as they obtain the experience needed to be experts of the field.

These opportunities allow possible greater growth for all students even those disadvantaged students who now have better and more access to learning materials and tools for continuing their subsequent education. (US

Department of Education, 2017).

### **2.6.2. Technological tools for teaching and learning grammar**

Technology can help individuals to have personalized learning, which is catching and important to them. Technology can make learning organized. It could be done by using different digital learning materials and resources to show and explain complex ideas. Technology can make the learning process go out of the classroom by taking advantage of learning options accessible almost everywhere like in zoos, libraries, webs, and other academic and non-academic learning environments. By using technology, it is even possible for learners to follow their interests and develop their abilities (US Department of Education, Office of Educational Technology, 2017).

There are several technological tools available for learning processes. Tablets, portable electronic keyboards, digital cameras, smart phones, smart boards, projectors, computers, laptops, MP3 players, recorders, translators, etc. are among the most popular. Technology can help students to modify comprehension consistently modifying and changing their ideas by using the most powerful learning fundamentals available nowadays. (US Department of Education, 2017). Technology can also help catch students' awareness by understanding their interests. It can help position students' learning and what they learn. (US Department of Education, 2017).

Technology offers the occasion for educators to be more synergetic and expand learning out of the classroom. Teachers can design teaching learning body complemented by students; teachers, libraries, clubs; specialists in various subjects worldwide. This intensified collaborative work, allowed by technology gives entry to learning materials and instruments to create condition and practicality.

Schools must assist teachers in obtaining required technology and in learning how it works. Research shows that educators have the deepest effect on students' learning out of all the other factors in school, but individual educators cannot be expected to take full control for guiding technology-based learning experiences into schools. (US Department of Education, Office of

Educational Technology, 2017). They need continuous support that includes academic development, guide, and cooperation.

## **2.7 Material Design in FL Teaching**

There are many resources out in the market for learning or teaching grammar but preparing their own material gives teachers an advantage. When they prepare their material and they do it for a specific group of students; this group of students get full advantage of it. All their needs are covered. The material includes only what they need and not unnecessary ideas or activities. It is created in such a form that learners can work with it at their level of knowledge. The vocabulary is a challenge but not unreachable. They understand the main ideas even if they do not understand every word. (Woodward, 2001)

The conceptualization of Educational Technology is often applied out of context. This particularly happens in the educational proposals of the countries of the Southern Hemisphere, nowadays called ICT-TICS (Fainholc, 2005). The same idea comes from the 90's that even though technology is extremely good, it has to be used appropriately. When designing material, it is crucial to take into consideration different ideas that can help to organize thoughts in materials design processes, as it will be analyzed in the following paragraphs.

Teaching materials take part in the main role of teaching and learning, as Garton, & Graves (2014, p.11) said that there are two important characteristics of teaching materials implied in its applicability in education. Materials are a basic element of language learning and teaching and are dependent of their users. Because of the nature of dependency that teaching materials have, when a teacher or students is asked to do them, many decisions have to be made and these result in designers' reactions about what and how to teach and learn. Teachers have to consider who they are teaching as well as where the students are; why they are learning the language; how much time is available; the resources they have available and many others. In general, material design should coordinate possibilities with learners' necessities and likes. Deciding and changing tools represent a complicated

task for many teachers. As indicated by Harwood 2010, (p. 4), “No pre-prepared teaching materials can meet the needs of any given class precisely; some level of adaptation will be necessary”. Educators must become aware of this situation, understand the reason and develop informed means to accomplish this chore, which is of great importance in this occupation.

### **2.7.1 Why designing a teacher’s own material?**

When teachers develop their own materials, it is clear that they take into account the needs of their learners as well as their likes. In teacher-developed materials, various aspects need to be considered especially motivation as well as the specific needed knowledge. Nowadays, teachers can count on very beneficial sources that provide variety and motivation to their students. The media constitutes one of those materials.

Among most benefits that the media contribute to society are the access to culture and education, as well as the technological advances and benefits involved in communication. However, some experts have stressed that there must be a relationship between the information provided and its assimilative capacity. It is, therefore, necessary to have some preparation in the use of these powerful tools (Fishman, Marx, Best, & Tal, 2003).

Times are different; therefore, education should rethink its goals. Satisfying the needs of students is an integral part of teaching-learning materials. Technology has been one of the most important developments in the last century to be used in the areas of knowledge. If properly used by teachers, it can be a very good teaching tool and material (Fishman, Marx, Best, & Tal, 2003). In the same way, technology represents a tool that can benefit teachers and students for the development of grammar by means of materials that motivate students for their use.

### **2.7.2 What is an interactive learning?**

An Interactive CD presents multimedia content such as sound, text, images, movement, and video among others. It is intended to be seen mainly at computers. The main feature is that once inserted in the CD player, users

will have a menu to choose from to start working on any of the exercises they desire. There will be colors and attractive features.

There is a general idea that good interaction between educators and students is an important component for a conclusive teaching. In the last years much has been said about the need for 'interactive teaching', its environment and the purpose of the teacher in the process are complicated (Merry, & Moyles, 2003). Many exposers would hold up the notion that it postulates a communication of two ways and it must be rewarding for the learners. In the direct teaching, there used to be just one interactive resource for the learner and it was the teacher. There were other one-way communication resources as blackboards, pen, paper, books, audio, and video. Interactive teaching is mainly used to speak about classroom settings where a whole class of students is supposed to act in the same form. Reynolds and Farrell (1996) introduced the idea of whole class interactive teaching to obtain high levels by keeping students advancing through learning material.

Brown, Askew, Baker, Denvir, and Millett (1998) propose that what is important is the quality of teacher student's interaction and not so much the model of classroom organization. Moyles, Hargreaves, and Merry (2003) debate that appropriate interactive teaching is described by the exchange between educators and students considering the exchange of ideas and not the common chain of educator questioning. Muijs, and Reynolds (2001) define interactive teaching mainly in terms of the natural and proficient questioning between the educator and the learner. They promote that questioning gives teachers the possibility to verify the students' understanding of the new material; it gives students the opportunity to experience and acquire the necessary abilities, and to explain their ideas. What to consider when designing materials

The role of the teacher in creating common material in a class (Edwards & Mercer, 1987) is of special importance. Regular understanding is used by the teacher considering their curriculum and pedagogical knowledge to help students formulate and test their changing individual learning in an interactive form. The acquisition can be relevant to the students in a form that cannot be

attained by other ways of introducing ideas, but still, they must be appealing. For the interactive material to work, there must be a balance between whole class and individual work, and technology has to be considered as a tool that facilitates questioning and critical thinking. This can make the students' learning better. In order for that to happen educators must take possibilities (John, & Sutherland, 2004; Sutherland, Robertson, & John, 2004). Edwards and Mercer (1987) point the sort of teaching that enhances main knowledge which gives details with the 'profound' form of interactivity.

A detailed investigation on the implementation and results of ICT's interactivity in teaching has been done using a structure for teacher instrumentation of activities, skills and characteristics of classroom surroundings (Kennewell, 2001; 2004). This framework locates students' activity in the middle of the learning process, where the role of the teacher is to give activities that ask students to maintain some cognitive objective, knowledge and skills, and also to give enough possible action in relation to their skills so that students can successfully finish their activities.

### **2.7.3 Some stages in material design in EFL**

Before designing teaching materials, students' needs must be analyzed to collect information about their difficulties related to their knowledge of English. It is important to choose the topics that will be covered according to students' grammar needs. After the grammar areas have been chosen, the material will be designed and later distributed considering the skills and difficulties of the students.

Nasser (2012) explained that designing materials is a process of change where the teacher turns the needed knowledge into understandable forms that are appropriate to the level and abilities of the students considering the adaptations needed for the class in order to prepare the material. Richards (2013) gives a division of the steps which involves a) modeling, b) guided and collaborative practice, c) participant practice; and then backward design.

Teaching materials are important in the teaching and learning process

as Garton and Graves (2014) stated "Materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently of their users" (p. 11). This affirmation shows the close relation for both students and teachers, and the materials needed for achieving the desired knowledge. When teachers are designing materials, different things have to be considered: who the learners are, why they are learning the language; how much time is available, and what resources are available. The material is prepared for most of the students in a classroom although it becomes an impossibility to reach the necessities of all of them (Hardwood, 2010).

Some materials could be designed to promote mechanical and also meaningful practice. Mechanical practice could be an activity where students do not understand the language, they are using but are still able to complete it (Wright, 2010). An example could be the repetition of drills designed for practicing specific verb tenses. Meaningful practice could be seen in an activity where learners are asked to make significant decisions in doing the exercise. For instance, when students have to complete a sentence choosing *am*, *is*, or *are*, students have to decide on the form of the verb. They have to identify the subject first and then make a logical choice.

Different criteria should be followed when designing materials (Thornbury, 2005):

- Productivity: it allows real production of useful language.
- Purposefulness: the purpose is clear for the learner and observers.
- Interactivity: learners take into consideration their audience.
- Challenge: learners have to consider communicative resources.
- Safety: making a mistake is acceptable.
- Authenticity: the material must have clear connection with the real world.



## **Chapter 3**

### **Methodology**

This research study followed a descriptive and explanatory approach based on a preliminary diagnosis of A1 level students' performance as a means to identify possible actions to be taken for the improvement of the English teaching learning process.

Nasser (2012) explains that there are three forms of research design: exploratory, descriptive and explanatory. The organization depend on the purpose of the research area connected to its purpose. The purpose of a descriptive research is to supply a picture of a situation, person or event or to demonstrate how things are connected to each other and how that normally happens (Blumberg, Cooper, & Schindler, 2005). Descriptive research does not describe why an event happened (Punch, 2005). That is why exploratory or explanatory pieces of research are used as well to complete the ideas.

Descriptive approach describes the circumstances and situation of the origin. In research, responding the question of an intervention is normally just the starting point of the research objective. The normal and necessary continuity to that analysis is "why" or, "why not" something happens. Descriptive data can help answering these "why" and "why not" questions by giving trustable data which could help understand casual studies. Descriptive methods cannot demonstrate the connection between these variables, so they become proof that denies certain instruments that do not appear in the data. (Scott-Clayton, 2012)

An explanatory study explains and takes into consideration the descriptive information. Descriptive studies may use 'what' type of inquiries, while explanatory studies look for asking 'why' and 'how' inquiries (Gray, 2014). Explanatory research builds on exploratory and descriptive. It finds the real reasons of why a phenomenon happens. Explanatory research seeks for motives and causes. It facilitates proofs to validate or object information. It is carried out to find out and state connections between different aspects of the phenomenon being studied.

At a second stage quantitative and qualitative data reveal the use of the mixed method. A mixed method investigation includes the gathering or examination of quantitative and/or qualitative information about one subject or topic in which the information is brought together simultaneously or consecutively, are granted an anteriority, and includes the consolidation of the information at different phases in the research process (Creswell, Clark, Gutmann, & Hanson, 2002). Put differently, the approach assists the researcher respond\ inquiries that cannot be responded by only using qualitative or qualitative methods. Mixed methods deliver an entire picture by registering tendencies, generalizations, and also deep information about participants' point of view.

### **3.1 Data Collection Instruments**

#### **3.1.1 Diagnostic test**

It was developed considering the competences that A1 level students must possess or be in the process of consolidating. Tests are important educational and psychological implements, which are well used in education and psychology, due to the different data and special directions they give about individuals' features they evaluate. Tests are used in order to find the full involvement of students, and to establish the high and weak points of the educational process, as well as to attend in the placement of students (Al-Thubaiti, 2014).

Exchangeable tests include the diagnostic tests which goal is to verify the learners' knowledge about the basic skills that show some educational results or answers; to discover the difficulties found by students during the learning process, and to recognize the origins of mistakes connected to abilities and competencies. Diagnostic tests help educators create a plan to correct errors, which aid students in fixing them to succeed the wanted skills and competencies (Al-Thubaiti, 2014).

#### **3.1.2 Surveys**

Surveys were aimed at finding out the possible advantages and draw backs that the use of technology-mediated practice may posit among teachers

and students. Surveys are normally used to describe a method of obtaining information from a group of individuals also called sample. This sample is most of the time only a part of the population being studied. In this project, the surveys were directed to the members of the educational community: students and teachers. Certain questions were asked to learn about students' needs and what they expect from their teachers and school (see Appendix A: Students' survey and Appendix B: Teachers' survey).

The surveys used in the project helped to determine what was needed by the students and teachers; it also helped to find out the students' expectations from how and what they are learning and will learn at school. They helped to decide what to include and how to prepare the material. Students and teachers were active parts in the development of the project from the beginning until the end. They gave their opinions about the grammar needed. Later, they used the booklet in class with the teacher and had the opportunity to take the CD and the booklet home to practice if they wanted to do so.

### **3.1.3 Grammar tests**

An instrument used was a grammar test (Appendix E), administered at the beginning of the research to be able to find out about the students' different grammatical needs.

### **3.1.4 Interviews**

Data regarding the willingness of the coordinator and teachers to implement complementary interactive material was gathered through the use of three interviews. There were interviews with the teachers (see Appendix D) and the Academic Coordinator (see Appendix C) to know their opinions after a pilot implementation.

## **3.2 Data Collection Procedures**

Data collection should be done in a systematic form, allowing the collection of answers to relevant questions and evaluating outcomes. The objective for data collection is to have a lot of information for analysis to build believable answers to questions that have been asked before. Some

instruments used to gather information can be documents such as surveys and percentage tables designed through computer programs (Willis, 2005). There were also tests at the beginning and at the end as part of the project, which were given to students and later graded to compare results and find conclusions.

To collect the data, there was a conversation with the authorities of the educational community, then the following steps were achieved since the proposal was submitted to the teachers and there was work on motivation so students were willing to engage in this research. After the permission of school authorities was given, the development of research instruments was done. Students were tested to determine what they needed in terms of grammar. Later, surveys were applied to teachers and students. After the students' grammar needs were identified, the booklet was designed, which was used by the students to work in class with the explanation given by their teacher. They could also check the explanation given in the booklet (Appendix F).

### 3.3 Population

It is the group of people who constitutes the research process, containing the same common features of the subjects of study (Willis, 2005). If a sample is correctly chosen then the characteristics of the whole population can be estimated from corresponding attributes of the sample. The population consists of students and instructors on campus. Students at 10 de Agosto High School and the English teachers at this institution form the population. The school offers complete education to students from initial education to third year of *bachillerato*. Each grade has 10 hours of English weekly, it is not a bilingual school but it hopes to be in the near future. Its Academic Coordinator, MSc. Joyce Tenelema, wants her students to improve their knowledge of English.

Table 1. Population of the school participating in this research.

STAFF	POPULATION
Teachers	25
Students	410
Total	435

Note: Prepared by Róssula Martillo, 2017

### 3.4 Sample

It must be understood that sample is a particular set of people chosen from a group of people (McLeod, 2014). The sample includes only 32 members, which are in the 8<sup>th</sup> grade in that specific high school from the 410 students which is the complete number of students. These students are between 11 and 12 years old. The students that are part of the sample are from both sexes; they come from different primary schools and have not taken many English classes or none at all. Only 30% of the new students entering 8<sup>th</sup> grade have received English lessons at primary level and the other 70% have never received them or do not recall much of it. In order for them to do well or at least be able to go through the 8<sup>th</sup> grade English classes, they need the basis of grammar to be at a similar level as the students who come from the same primary school.

The students who underwent school at 10 de Agosto School started 8<sup>th</sup> grade with a near A1 level. The courses of 10 de Agosto Primary School (elementary and middle sublevels of Basic General Education) use the book *Cool English*, which brings students from primary to secondary with enough knowledge of English to continue improving their abilities and learn more. Teachers use games mainly to teach in school. Once they go to 8<sup>th</sup> grade, most of them have learnt how to use a computer and enjoy it, so they will do it as part of their English classes. The grammar needs were disclosed in an interview with the Academic Coordinator (see Appendix C).

Table 2. Number of new and returning students in the 8th grade.

Students	Number			
From other schools	20			
	Received English lessons		Did not receive English lessons	
	6	30%	14	70%
From the same school	12			
Total	32			

Note: Prepared by Róssula Martillo, 2017

Two English teachers are part of the sample from the teachers' population. These teachers are responsible for teaching English in the 8<sup>th</sup> grade in the school chosen for this study. These teachers have to deal with their students' needs, and also make sure that they achieve the desired knowledge when concluding the school year. The academic coordinator wishes to prepare students with a little more than just the grammar the students would need for this school year, but also some for next school year. Students will have to learn level A1.1 and A1.2 in terms of grammar. At the moment of the application of the material of this proposal, they are finishing their school year.

Table 3. Sample of the school participating in this research.

STAFF	POPULATION
Teachers	2
Students	32
Total	34

*Note:* Prepared by Róssula Martillo, 2017

## Chapter 4

### Finding and Interpretation of Data

#### 4.1 Triangulation Process

“Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research” (Puspita, 2018).

If it is possible to corroborate evidence from the students and the teachers about what was learnt, the triangulation was completed and the process was developed. There has to be a clear connection between what is learnt (grammar booklet and CD), how it is shared and explained (teacher) and the willingness to receive it (students). The triangulation was corroborated by the results in the tests taken by the students after the project was finished as well as by an interview done to the teachers where they expressed the progress they saw in their students (see appendix D). The booklet and CD allowed students to acquire the grammar they needed not just to pass this school year but to go to the next with clear understanding of the basis of grammar.

#### 4.2 Findings and interpretation of data

To start applying the proposal, a short grammar test (see Appendix E) was applied to students obtaining the results that are shown in table 4 below, which show the low level on students’ grammar abilities. It demonstrated how necessary this project was for them. It also gave clear ideas on what was needed to include in the grammar booklet and CD. The test was prepared using basic grammar and simple exercises, which could show where the students had more difficulties and needs.

Table 4. Scores of the students on their diagnostic test.

Score	Number of Students	%
1	2	6.25
2	2	6.25

3	9	28.13
4	8	25
5	2	6.25
6	2	6.25
7	2	6.25
8	2	6.25
9	2	6.25
10	1	3.13
<b>TOTAL</b>	<b>32</b>	<b>100</b>

Note: Prepared by Róssula Martillo, 2017

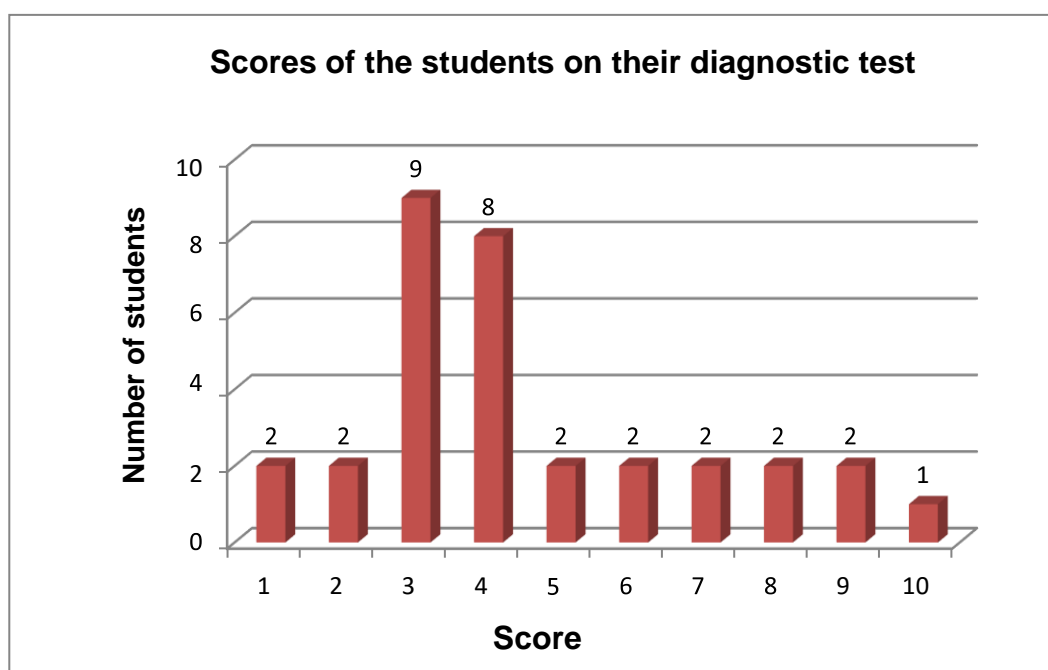


Figure 1. Scores of the students on their diagnostic test.

Note: Prepared by Róssula Martillo, 2017

As shown in Table 3 and Figure 1, most of the students obtained a score between 3 and 4 on the grammar test. These scores confirm the problem stated at the beginning of this project. The way students have been taught has given poor results because they have little knowledge of the use of the verb tenses, so it is necessary to use other resources to engage them in the grammar practice. Students got the opportunity to learn and use grammar with

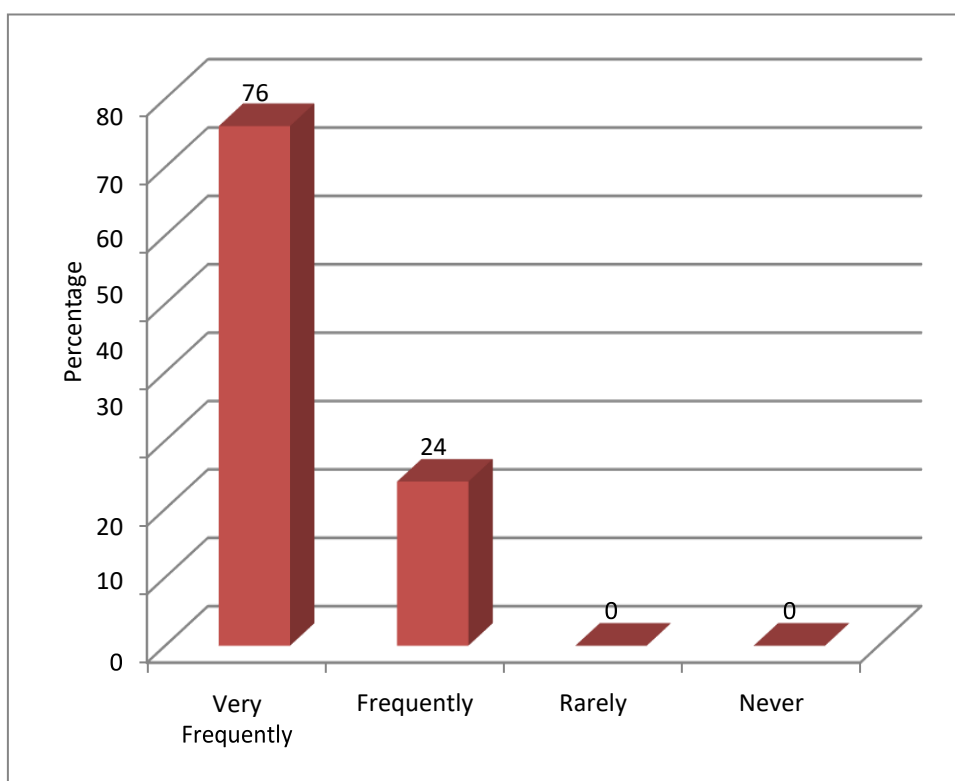


their teacher and practice it in the booklet and CD. The booklet includes a short review of each verb tense in case the students have a doubt even after the explanation in class.

#### 4.2.1 Students' survey results and analysis

A survey to the students was done to learn about their needs and interests to execute the project properly and in accordance with what they could do and what will be useful for them in the school year.

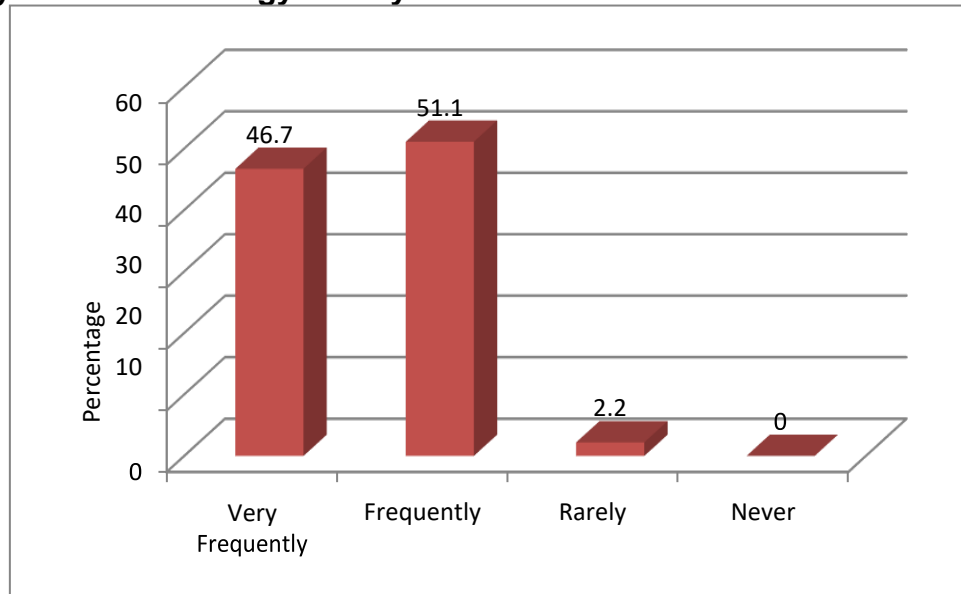
##### 1. Do you use a computer?



*Figure 2. Computer use*  
*Source: Students – 10 de Agosto School*  
*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that 76% of the students use a computer very frequently, while 24% not as much. It could be assumed that the students nowadays know how to use a computer even if they do not do it perfectly or every day. They have learnt one way or another to use it at school or out to do school work most of the time and even for social purposes.

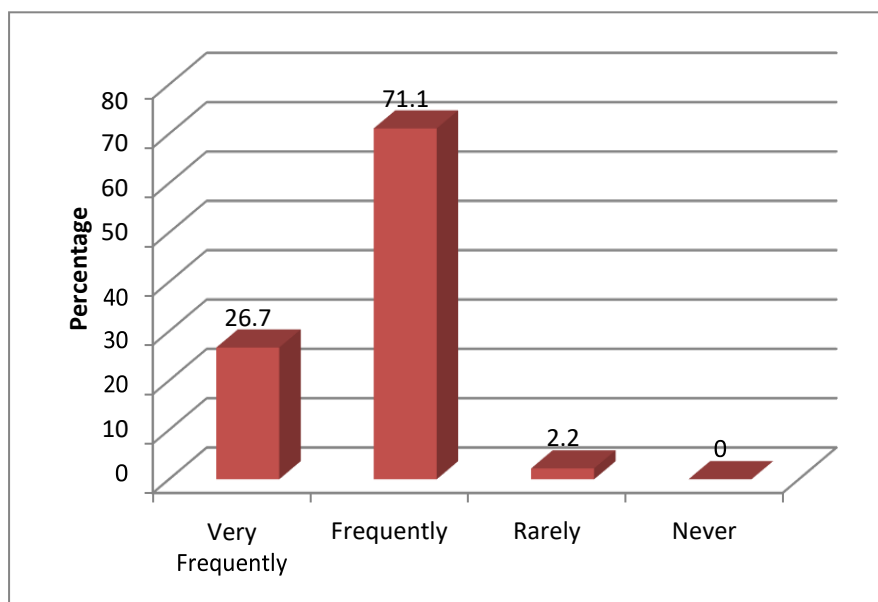
## 2. Do you use technology to do your schoolwork?



*Figure 3. Technology and school work.*  
*Source: Students – 10 de Agosto School*  
*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that 46.7% of students very frequently use technology to do their schoolwork while 51.1% frequently use technology to do their homework and only 2.2% rarely use that. Almost all of the students use technology to do their schoolwork and that is not new.

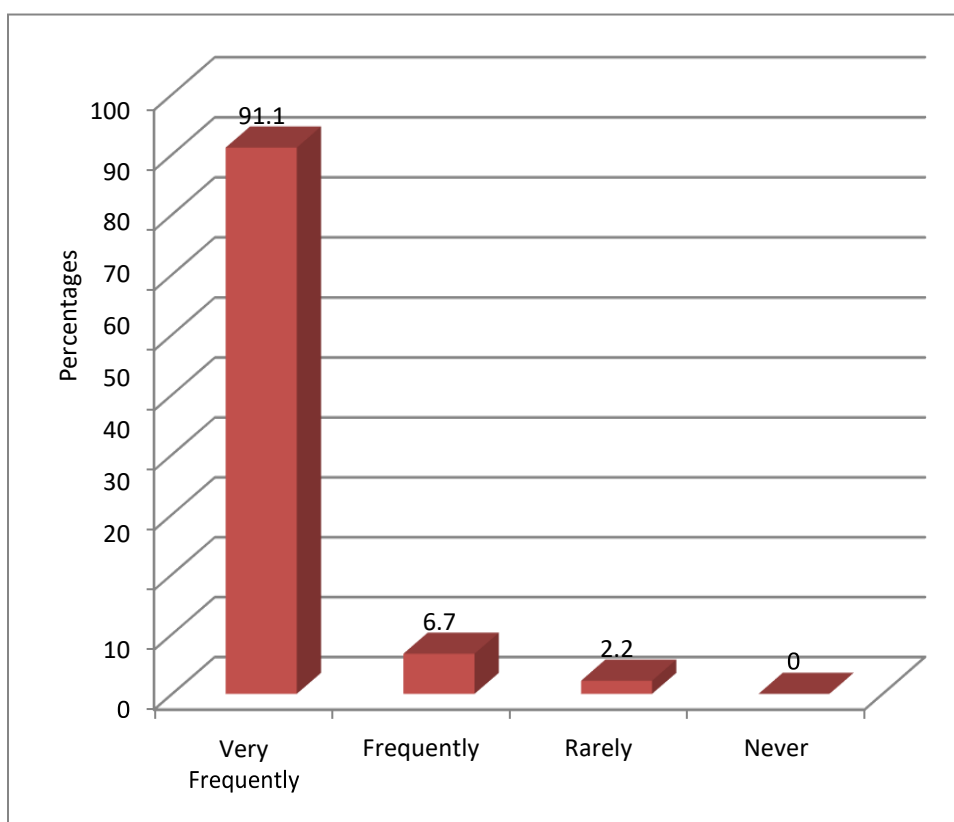
## 3. Do you perform English exercises on the computer?



*Figure 4. Computer use for English exercises.*  
*Source: Students – 10 de Agosto School*  
*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that only 26.7% of the students very frequently perform English exercises at the computer, which is not a low percentage. While 71.1% does it frequently, and 2.2% does it rarely. It shows that they already do some exercises at the computer. It is now necessary to guide them in what exercises to work on.

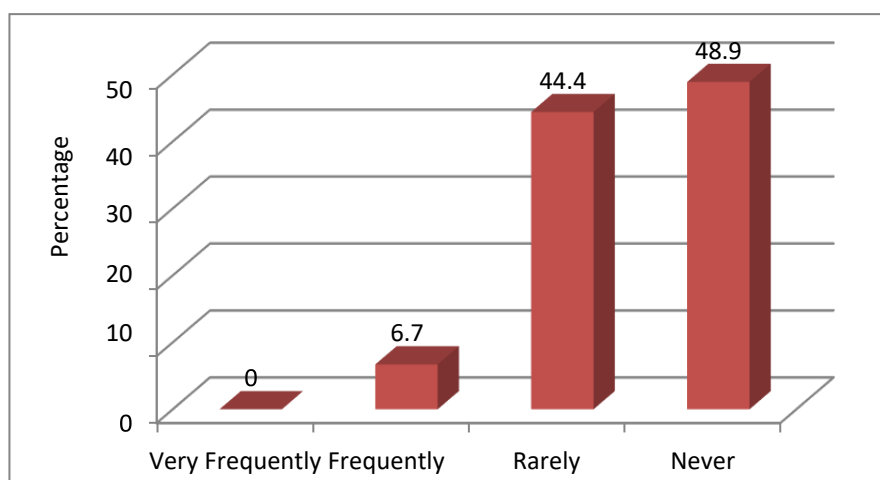
**4. Do you consider that doing English exercises on the computer in class and at home can help you improve your grammar knowledge?**



*Figure 5.* Improvement of English grammar through computer use.  
*Source:* Students – 10 de Agosto School  
*Note:* Prepared by Róssula Martillo, 2017

The results of the survey show that 91.1% of the students think that doing English exercises on the computer can help them improve their grammar knowledge in school and at home, while only 6.7% frequently, and 2.2% rarely. These responses show that students feel that using a computer helps learning English.

**5. Do you feel motivated when the teacher assigns grammar exercises on your notebook as homework?**



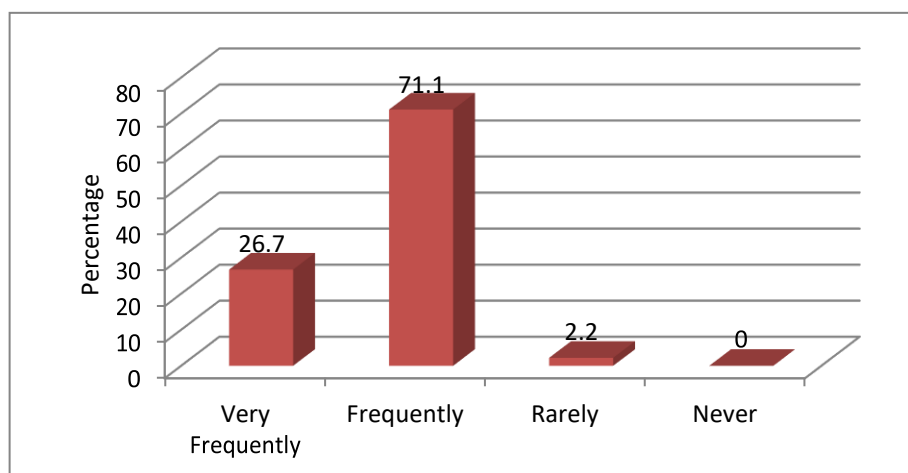
*Figure 6.* Motivation in the use of notebooks for homework.

*Source:* Students – 10 de Agosto School

*Note:* Prepared by Róssula Martillo, 2017

The results of the survey show that 44.4% of the students never feel motivated when their teacher assigns grammar exercises on their notebook as homework, while 48.9% rarely like it, and 6.7% frequently enjoy when the teacher assigns grammar exercises as homework. Almost none of the students feel motivated by grammar homework sent home.

**6. Do your teachers use a variety of materials in English class such as videos, songs, games, computer software, etc.?**



*Figure 7.* Materials for English classes.

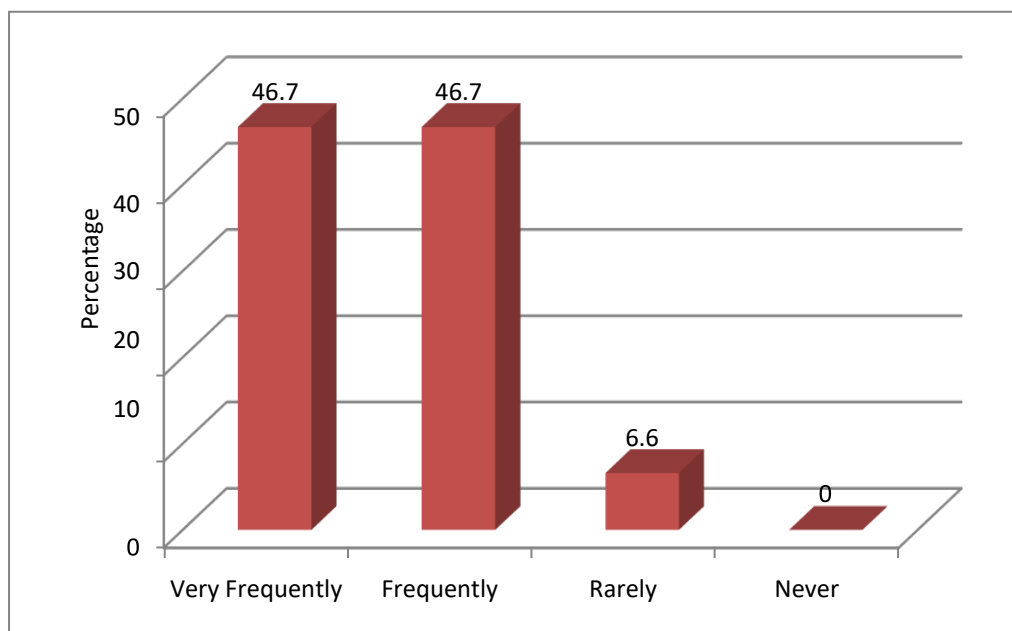
*Source:* Students – 10 de Agosto School

*Note:* Prepared by Róssula Martillo, 2017

The results of the survey show that 26.7% of the students say that their teachers always use a variety of materials in English class such as videos, songs, games, computer software, etc., while 71.1% say that they frequently use them, and 2.2% rarely use any kind of materials as videos, songs, games, computer software, etc. At least from the outcome, it is seen that educators in general use some form of technology in their class.

Teachers at 10 de Agosto High School are committed to teaching their students with the help of different materials to cope with their students' needs and interests. The school authorities are continuously checking that different forms of technology are used in the classes. Students like using technology and learning at the same time that they enjoy using different materials.

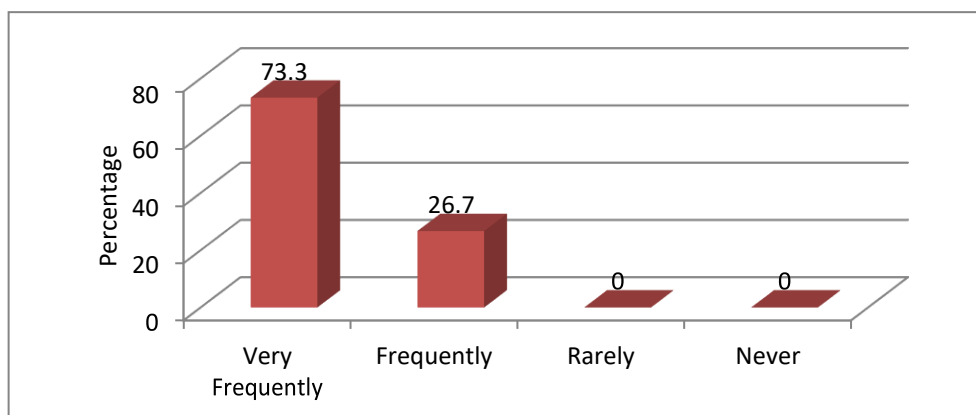
**7. Do you enjoy when the English class is developed with different materials?**



*Figure 8.* English class motivation and materials.  
 Source: Students – 10 de Agosto School  
 Note: Prepared by Róssula Martillo, 2017

The results of the survey show that 46.7% of students enjoy when the class is developed using different materials, while 46.7% frequently, and 6.6% rarely care about teachers using different materials to develop the class. These results show that most students enjoy doing something different in the class and not repeating all activities.

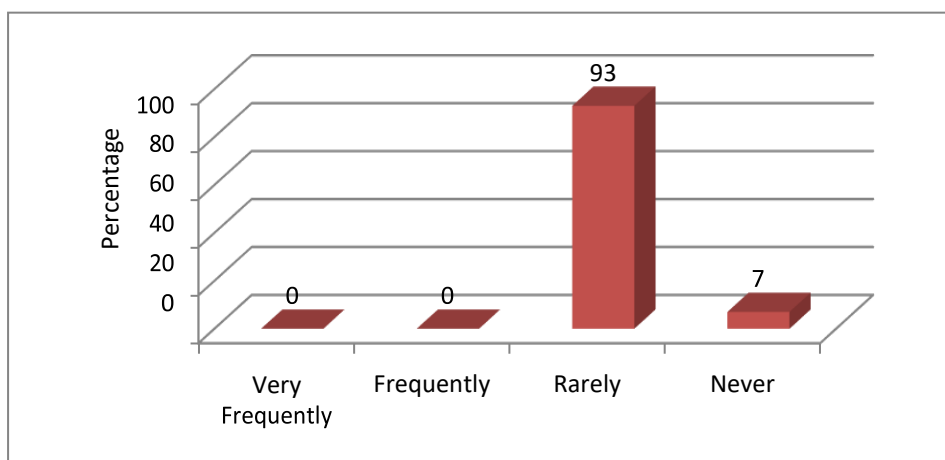
**8. Do you develop all the grammar exercises your teacher assigns as homework?**



*Figure 9. Development of grammar homework.*  
*Source: Students – 10 de Agosto School*  
*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that 73.3% of the students very frequently do their assigned homework, while 26.7% frequently. It seems they do not enjoy doing grammar homework but some are responsible and complete it. It may also be that they do not understand and do not have a place where to check the information to make sure what they are doing is correct. They can find information on the internet, but sometimes the explanation is not very clear especially if their English level is not high.

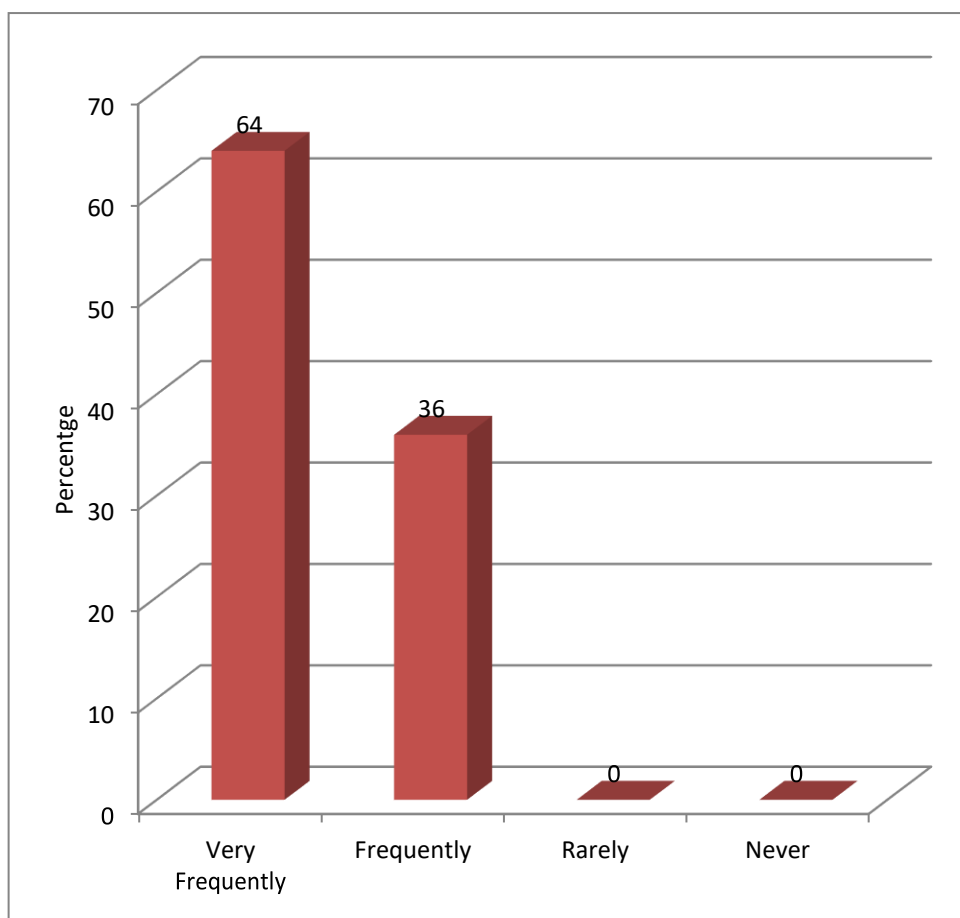
**9. Do you like the grammar exercises your teacher assigns for homework?**



*Figure 10. Enjoyment of grammar homework.*  
*Source: Students – 10 de Agosto School*  
*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that 93% of the students rarely like the grammar exercises their teacher assigns them, while 7% express they do not like to do them. It may not only be that they do not like the exercises the teacher assigns but any exercises at all.

**10. Would you like to have English materials for practicing grammar on your computer at home?**



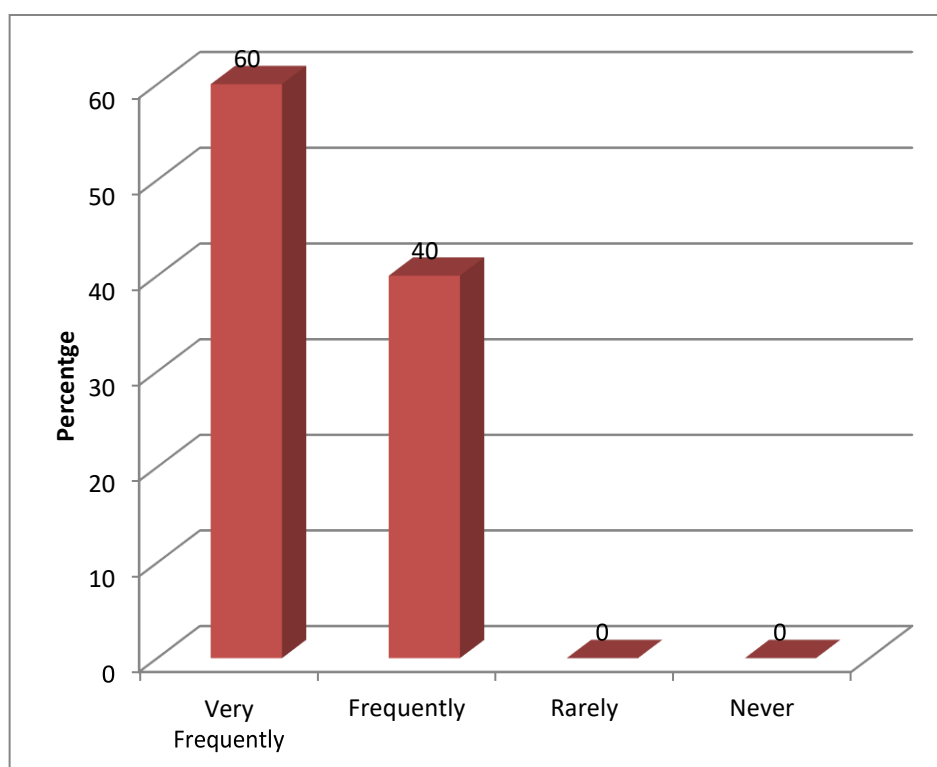
*Figure 11. Computer practice at home.*  
*Source: Students – 10 de Agosto School*  
*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that 64% of the students very frequently like to have English materials for practicing grammar on their computer at home, while 36% frequently like to have grammar exercises to practice on. The results show that none of the students are opposed to this idea.

#### 4.2.2 Teachers' survey results and analysis

Teachers were asked about their opinion connected to students' learning needs and the use of technology to explain their classes and for the students to acquire knowledge.

##### 1. Does the lack of use of technological resources influence the process of English grammar learning?

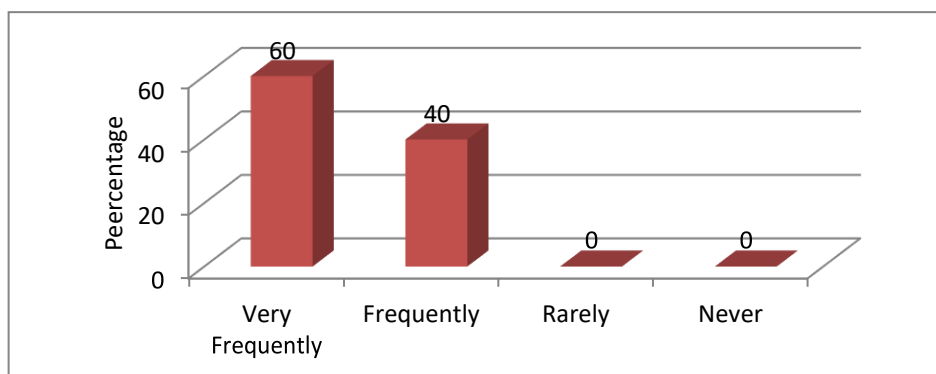


*Figure 12.* Lack of technological resources for English grammar practice.  
*Source:* Teachers – 10 de Agosto School  
*Note:* Prepared by Róssula Martillo, 2017

The results of the survey show that 60% of the teachers think that very frequently the lack of use of technological resources influences the process of learning English grammar. 40% think that the usage of technology frequently influences the grammar learning development. These results show that most teachers think technology is helpful in the teaching-learning practice. Therefore, technology ought to be used in the development of teaching learning process to make it more effective.



**2. Does the need to implement a guide to facilitate the teaching of the English grammar is observed?**



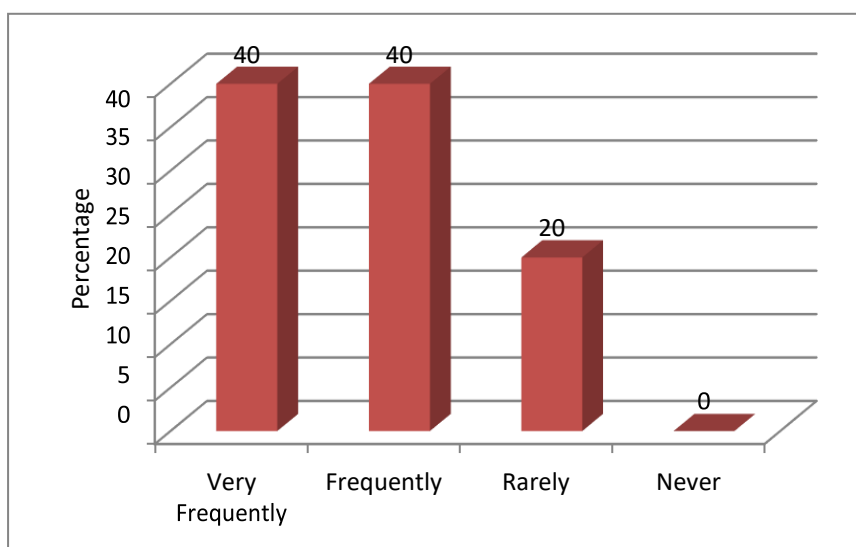
*Figure 13.* Implementation of guide for grammar teaching.

*Source:* Teachers – 10 de Agosto School

*Note:* Prepared by Róssula Martillo, 2017

The results show that 60% of the teachers very frequently see the need to implement a guide to facilitate the teaching of the English grammar, while 40% frequently see this need as well. All of them answered that a guide could facilitate the teaching of English grammar, which is difficult for students. This guide could make the teaching-learning process of grammar understandable for both parts.

**3. Will continuous technological actualization courses help you to use resources applied to English grammar teaching?**



*Figure 14.* Need of teacher technology training.

*Source:* Teachers – 10 de Agosto School

*Note:* Prepared by Róssula Martillo, 2017

The results show that 40% of the teachers think that updating their knowledge very frequently helps them. They will learn about the correct use of the technological resources applied in English teaching and learning, while 40% very frequently think the same. They need to have constant preparation in using technology to help in their English classes. 20% argue that updating their knowledge rarely help them learn the appropriate use of technology. All of them believe updating their technological knowledge is positive.

#### 4. Could technological resources help improve students' performance in grammar?

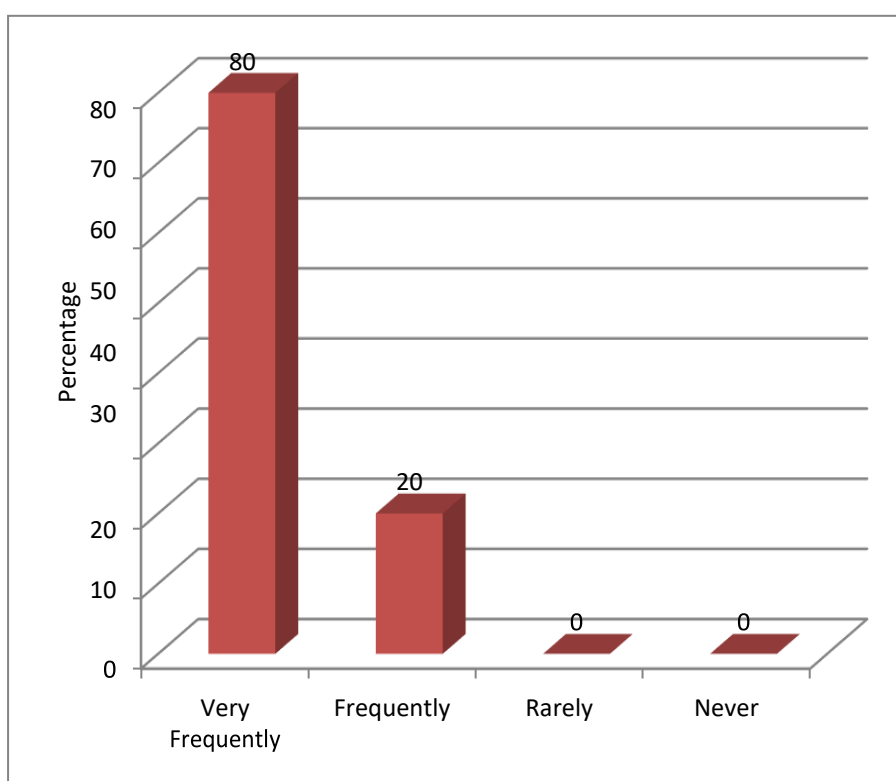


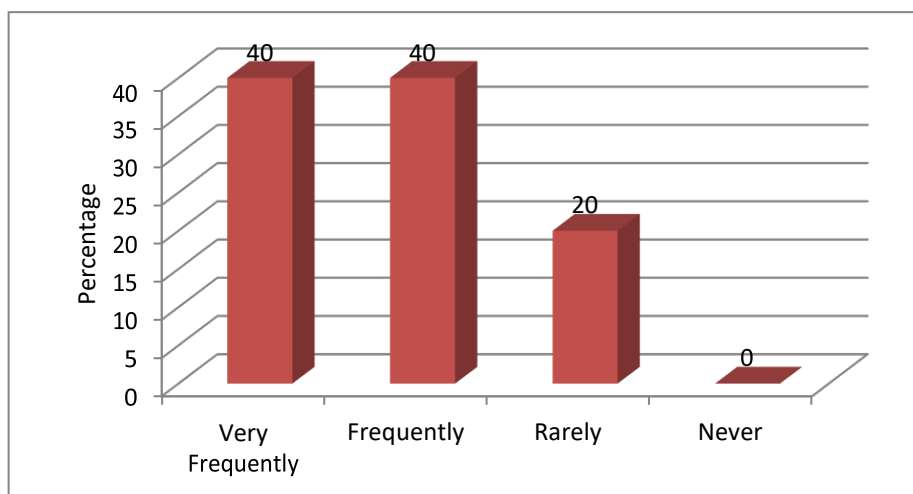
Figure 15. Technology and grammar students' performance.

Source: Teachers – 10 de Agosto School

Note: Prepared by Róssula Martillo, 2017

The results of the survey show that 80% of the educators think that very frequently technological resources can help improve students' performance and 20% of them think technological resources frequently contribute to the students' performance. Teachers' answers show how necessary it is to use technology to improve results in students.

**5. Does the use of technological resources help the theory and practice of grammar in your classes?**



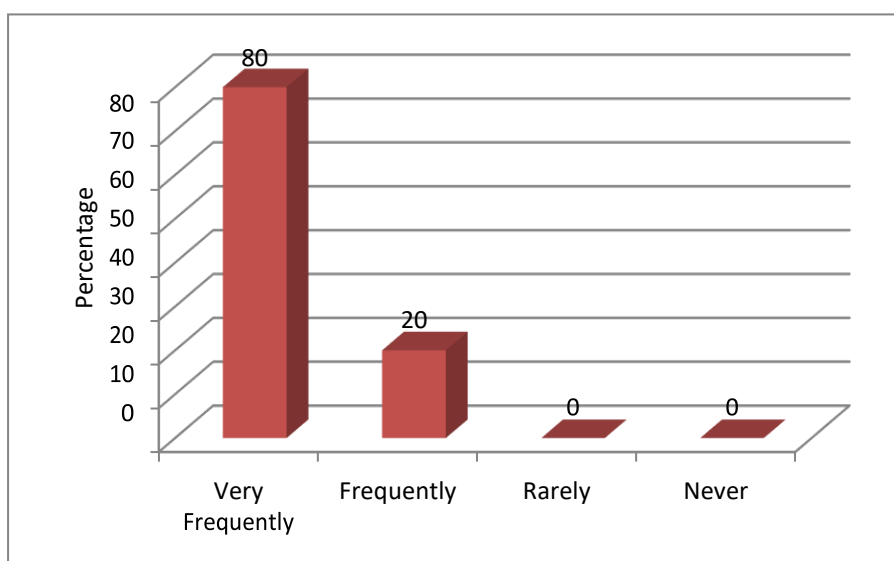
*Figure 16. Technological resources for theory and practice of grammar.*

*Source: Teachers – 10 de Agosto School*

*Note: Prepared by Róssula Martillo, 2017*

The results of the survey show that 40% of teachers very frequently consider that the use of technological resources helps the theory and practice of grammar in their class, while 40% of teachers frequently consider it and 20% of teachers rarely believe that.

**6. Is it important for teachers to permanently participate in training courses to improve the grammar learning process of in class?**



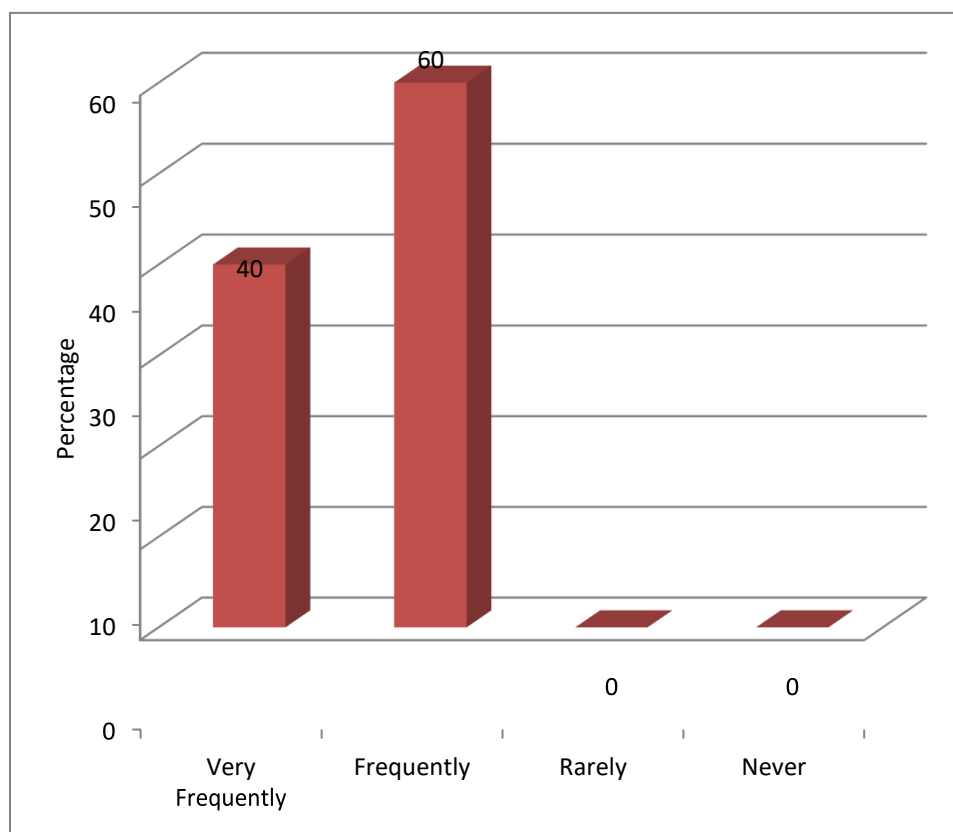
*Figure 17. Teacher training related to the learning of grammar.*

*Source: Teachers – 10 de Agosto School*

*Note: Prepared by Róssula Martillo, 2017*

The results show that 80% of the teachers very frequently consider that permanently training students will improve their grammar learning process, while 20% frequently think it. None of the teachers thinks training is not necessary.

**7. Is the design of the teachers' own materials for students' motivation important?**



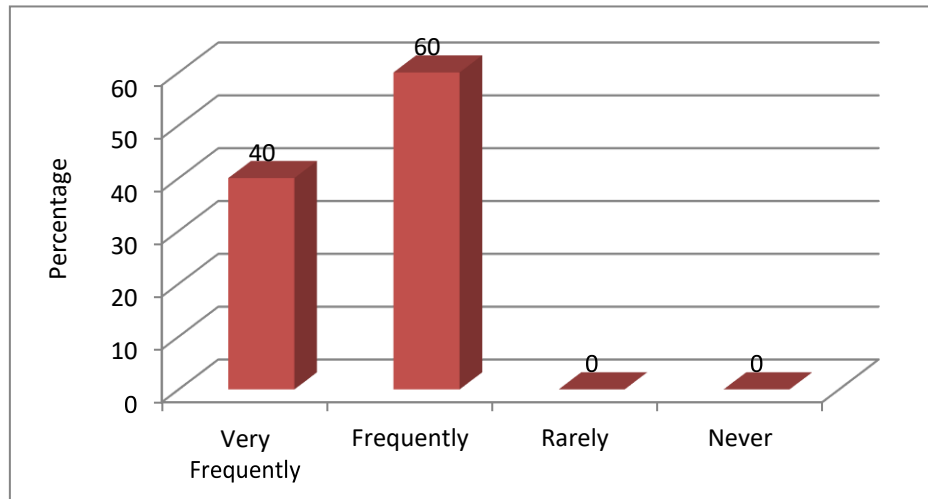
*Figure 18. The importance of material design.*

*Source: Teachers – 10 de Agosto School*

*Note: Prepared by Róssula Martillo, 2017*

The analysis shows that 40% of the educators very frequently find that designing their own material is important, while 60% only frequently care about it. It is obvious that teachers find it important to create materials so students will feel motivated to learn.

**8. Could grammar knowledge for the teaching and learning of a foreign language be improved by means of the use of technology?**



*Figure 19. Grammar teaching through technology.*

*Source: Teachers – 10 de Agosto School*

*Note: Prepared by Róssula Martillo, 2017*

The outcomes reveal that 40% of the teachers very frequently believe that the use of technology for teaching-learning a foreign language can enhance the grammar knowledge of L2, and 60% frequently think the same. The results show that all the teachers believe that foreign language education could be improved with the help of technology.

In each of the surveys to students and teachers the answers come together to the same idea that technological devices should be used in the classrooms for students to feel more motivated to learn.

#### **4.3 Discussion of the findings**

The purpose of the application of the instruments was to lay the foundations for the development of complementary interactive material with the use of technology. (see Appendix F).

When analyzing the results, it was found from the information of the surveys that educators and students were in favor of using technology in the process of learning. It was possible to conclude that using technology is a good technique to get the students' attention. Moreover, using technological devices

makes the children's learning process accessible. Students showed interest and willingness to practice grammar exercises by using a computer.

Teachers need training to develop technological skills to use them to reach students' needs. On the other hand, students feel using technology in their classes was needed to understand and acquire knowledge" (see Appendices A and B). They want their classes to be more interesting and interactive so they can keep their attention in the material provided.

Using an interactive CD is a benefit, which can contribute to English language teaching and learning for the students of the 8<sup>th</sup> grade of the 10 de Agosto High School, allowing them to interiorize English in their regular activities. Using the CD will complement the use of the booklet and the explanation of the teacher.

Finally, it is possible to argue that educators must consider their learners' needs and likes to successfully reach complete understanding of them as well as facilitating their learning process of the foreign language. Students like using computers. They will be willing to use technology to practice English exercises and by doing so they will learn as well.

This project was done considering the demand and necessities of the 8<sup>th</sup> grade students at 10 de Agosto High School. It was created and used in accordance with the authorities of the school; teachers provided positive feedback on the materials students used.

#### **4.4 Recommendations**

Based on the results of this study, it is possible to make the following recommendations:

1. It is important to provide educators with technological resources in order to improve the English learning process in class through the use of technology. Students also need training in how to use technology to enhance the practice of English language.
2. It is viable to use the interactive CD when performing academic activities with students; however, teachers prepare the lesson to introduce new grammatical

items using ICT, and investigate on more techniques to cope with all the students' needs, likes, and therefore, work on motivation.

3. It is also needed to develop more analysis on technology usage in the English class, especially on grammar practice, to find out what other topics, apart from tenses can be improved in such a way that communication is developed and students become more fluent in English as a Foreign Language. For the future, the complete community should make use of technology to enhance their English level and abilities.
4. It is advisable to continue exploring research in the area of technology in language teaching to collect more information on ways to use it in the classrooms. Teachers will have clear ideas on how to use technology to teach language in an innovative form.
5. It is also convenient to think about materials design in such a way that technology is connected to the English classes. Schools must consider the use of technology to practice the foreign language in a more exciting way. Interesting exercises stimulate the students to practice and learn. It would be advisable to start researching the use of grammar games using technology for the English class.

## **Chapter 5**

### **Proposal**

Considering the results of the research, the next section contains a proposal about the design of a CD and a grammar booklet for students of the 8<sup>th</sup> grade in the 10 de Agosto High School. It will strengthen their grammar knowledge and with this, their English skills in general to have a more profitable communication during the English class.

#### **5.1 Objective**

Design an interactive CD and a booklet, to complement the grammar understanding of students from the 8<sup>th</sup> grade of the 10 de Agosto High School in their English learning process through a prototype that details the technical theories and processes to be put together.

#### **5.2 Description of the Proposal**

Many students just learn the class material without understanding it, but just memorizing it, and after a test, they remember nothing or very little. They did not interiorize that knowledge; therefore, it is forgotten. If they are asked about the learnt material after a few days, they would probably remember nothing or very little about it. (Zhang, & Zhou, 2008)

The use of technological devices in education has been an answer to the development of information and the creation of additional educational technologies for everyday use in the classroom. The implementation of the new technology has been developed in parallel with changes in teaching methods. It even contemplates the way of thinking about learning and teaching, where more and more it is the student who takes control of the process, materials and resources adapted to their needs and possibilities. (American Council on the Teaching of Foreign Languages (ACTFL), 2013) Educators have found a world of possibilities to develop their teaching practice through integrating new technologies as a resource in the teaching and learning process, allowing them to promote and facilitate participatory and creative attitudes in students (Eaton, 2010). A booklet (see Appendix F) and



an interactive CD have been designed and implemented in order to improve the grammar knowledge on students of 8<sup>th</sup> grade at the 10 de Agosto High School.

Reaching the students' needs and expectations are the desires of most teachers. Teachers have the clear idea that the important thing when teaching is for students to learn what is explained to them. In order for students to learn, teachers have to explore different fields and possibilities. It is clear that using technology is a way to reach students interests and therefore, it is a way in which teachers can introduce knowledge to them and it will stay in their long-term memory. If they enjoy what they do, then they will repeat it and make it theirs.

Considering that learning grammar is a demanding process, for most students finding a fun way to practice it makes it easier for teachers to give the knowledge and students to receive it. The grammar booklet (see Appendix F) has been done using short stories for them to easily understand. Grammar is directly practiced after every explanation. The CD is then the following source of practice to complete the learning process.

In order to develop the project, first there was an interview with the authorities in order for them to decide on accepting the development of the project in their school. Later, students were tested to discover their English needs. Once the results were obtained, the grammar booklet (see Appendix F) and CD were developed including the verb tenses that were mostly needed by the students.

### **5.3 App plan Overview**

Before designing teaching materials, students' needs must be analyzed to collect information about their difficulties related to their knowledge of English. It is important to choose the topics that will be covered according to students' grammar needs. After the grammar areas have been chosen, the material will be designed and later distributed considering the skills and difficulties of the students. When designing material, it is crucial to take into consideration different ideas that can help to organize thoughts in materials

design processes.

As part of the proposal, a grammar booklet was designed to provide students an explanation of basic verb tenses and exercises to practice the learnt grammar. It also contains understandable readings appropriate to their English level using verb tenses to challenge them. Students can check the explanations if the teacher's explanation was not clear, before working on the exercises.

The CD and the booklet were designed based on the students' needs which were analyzed in order to collect information about their difficulties related to their English grammar knowledge. After the grammar areas were chosen, the CD and the booklet were designed, and later distributed among the students considering the skills and their difficulties.

To design the CD and the booklet, the following steps were followed:

- Learn about level of grammar the students have.
- Identify their linguistic needs to cope with.
- Set up the objectives of the course.
- Welcome teachers' suggestions.

Nowadays, there are several webpages and authoring software, which provide tools when creating an interactive CD. In this way, the developer does not need to have extensive knowledge of sophisticated computer programs. There are word processors that allow conversion of content into web pages. For this project, English tenses and exercises to improve the level in the students' learning abilities were processed in like manner.

The booklet gives the students the opportunity to write, complete sentences, order words to form statements, respond to questions, or answer to given circumstances using different English tenses. The interactive CD has different exercises about the same English tenses presented in the booklet. It uses text boxes, images, blank fields, and submits buttons, moving objects, and check boxes. The positive outcomes expected with the development of the application are many due to hands-on activities adapted to the age group targeted.

## Purpose

Collaborate with the teaching and learning of specific grammar by means of the use of an interactive CD and a booklet to reinforce grammar understanding and application among students from the 8<sup>th</sup> grade of the 10 de Agosto High School.

## Target Audience

8<sup>th</sup> grade students of General Basic Education (EGB) from the 10 de Agosto High School

## Design elements:

1. Platform for development: In order to work in the animation of the interactive CD, Adobe Animate cc 2017 was used. In the past, it was known as Adobe Flash.

Adobe Animate cc 2017 has an animation timeline, which was used to set up a short introduction video from some scenes and movie clips for animation set. Buttons are prepared for backing up as well as moving forward giving the opportunity to the spectator to start interacting.

2. Logo: It was used to call students attention with its bright color. It repeats in each page for users to make a connection with the content. In each of the section of the interactive CD there is always a purple background which differentiates this work from others.



*Figure 20.* CD's logo.

*Note:* Prepared by Róssula Martillo, 2019

3. Color Palette: Several colors were included mainly soft colors like yellow, purple, red, and blue. The colors were chosen to call students attention. Colors represent a crucial part of visual and graphic services. They play a crucial part in visual design. They are an important component to be considered in the process of planning, developing and promoting graphic products. Designers

take into consideration the psychological and presentational aspects of colors, while for technologists colors represent one of the most important quality attributes. Choosing colors that are harmonious and functional is complex task. Designers who do not have enough knowledge about colors could take a long time to choose appropriate combinations of colors (Weingerl, & Javorsek, 2018).

Primary and secondary colors are used. Red, yellow and blue are considered primary. Primary colors cannot be created by the combinations of any other colors. Any other color comes from the primary colors red, yellow and blue. Green, orange and purple are in the other hand considered secondary colors. These colors are created by the combination of red, yellow and blue.



*Figure 21. Color palette.*

*Note:* Prepared by Róssula Martillo, 2019

4. **Typography:** The type of writing used in the CD is friendly and commonly used. Typography design is the aptitude and approach of organizing the writing. Designers have typography at their skillset. It is not about simply making the words legible but a lot more than that. (Burgar, 2017). The difference between being an acceptable, bad, ok, or an excellent job is based on the typeface selected and how it goes well with the layout, and colors. Typography covers the whole spectrum taking into consideration the correct names of all the parts of the letterforms to the labels connecting them inside a design. (Bevington, 1991). Typography involves emotions, looking at different types of writing provoke different reactions from the observers/users. Preparing a good combination between design and meaning could cause a memorable outcome. Typography connects to the audience considering tone of voice, personality, age, gender and mood, and it can be changed.

Chalkboard SE is a TrueType Font (.tff), style Matchinger, Copyright 2003-10 Apple Computer, Inc. It was announced as an element of Mac OS X v10.3 and the 10.2.8 upgrade. It is most of the time compared to Microsoft's Comic Sans font. Apple has explained that Chalkboard was intended for use in informal documents and children's materials. (Kuznetsov, 2020).

Lucida Grande is a humanist sans serif font designed by Charles Bigelow and Kris Holmes. It has a clear letterform, and space-saving economy. Because of its easy reading qualities, it is readable for printing and screen displays even when using small sizes. It belongs to the Bigelow & Holmes Lucida superfamily of fonts. This family contains eight fonts that go from thin to black with matching italics. (Bigelow & Holmes Inc., 2014).

Sketchy was designed by Synergistic Designs. This font leans to a more personal feeling that cannot be found in many different other fonts. Sketchy is a font that feels like a hand-drawn writing. It has two versions one is outline and the other one is filled. This font could be used to express personality and fun ideas. It is also for nursery prints, and children's books. (WD. Editorial Team, 2017).

The CD exercises were done considering the message that wanted to be communicated as well as how to do it. A balance needs to be achieved between the visual and the verbal aspects of a design.

Waller (1993) said, "These two distinct areas often come together in practice as there is clearly a very strong relationship between the conception of the words as a message and their transmission in visible form." In order to avoid any confusion, it is necessary to understand what the terms "visual language" and "verbal language" mean. Visual language refers to the appearance of images and text, meaning the typography used in the CD. Verbal language is the dictionary meaning of each word, phrase and sentence used to express the different tenses in the CD.

Table 5. Types of typography used in the interactive CD.

COVER	CHALKBOARD SE
GAME 1	LUCIDA GRANDE

GAME 2	LUCIDA GRANDE
GAME 3	CHALKBOARD SE
GAME 4	SKETCHY
GAME 5	LUCIDA GRANDE
GAME 6	LUCIDA GRANDE

*Note:* Prepared by Róssula Martillo, 2017

5. Navigation: Clicking to choose answer. Once the student is done he/she will get the correct answers. Each time they are done with the exercises of one tense they have to go back to the home page to go to the next desired tense. By having to go back to home page, they have the opportunity to choose what game they need to go to without having to go to the others.

As they open the CD menu there will be a list of the different verb tenses to choose from:

1. Verb *to be* in present
2. Simple present
3. Present progressive
4. Verb *to be* in past
5. Simple past
6. Past progressive

When students click on the desired verb tense, exercises will appear. The CD contains activities where students will have to choose the correct form of the verb to form correct positive, negative or interrogative sentences. In other exercises, students have the option to put together words to form sentences or to choose words to complete paragraphs. They will also complete readings with the correct form of the verbs. After students have done the exercise, they will be able to check if their answer is correct or incorrect. Students will then be able to check the correct answer as well.

The material, verb tenses, are explained and practiced with exercises in the booklet as well as on the board. Later on, the grammar is again practiced with exercises on the interactive CD. The CD has the option to get the correct

answer immediately, the opportunity to correct the wrong answers. This CD will give students the fun opportunity to work using technology that is something they enjoy.

As soon as classes start, students are asked to introduce themselves but they are not able to do this activity many times due to their lack of knowledge. The first thing they will learn in the project is the use of verb *to be*. They will be able to share basic information about themselves. They will use phrases like: *I am 14 years old or I am fine, thanks. And you?*

Due to the improvements in technology, the use of interactive practice is applicable to encourage students to enhance their grammar knowledge. As part of the proposal students practice at home with a CD that has grammar exercises.

The following steps will be fulfilled in the execution of the intervention:

- Teaching students the basic grammatical rules
- Explaining functions of the rules
- Helping students with the use of the grammar rules through exercises
- Checking students' understanding of the grammatical rules
- Enriching students' knowledge on grammar rules.

(Lodico, Spaulding, & Voegtle, 2010)

Students will have the opportunity to practice the learnt verb tenses and check if they have the correct answer by pressing the check button.

6. Visual elements: The graphic resources used in the project were taken from with freepik, which is license free. It allows the usage of the images without any trouble about ownership property.

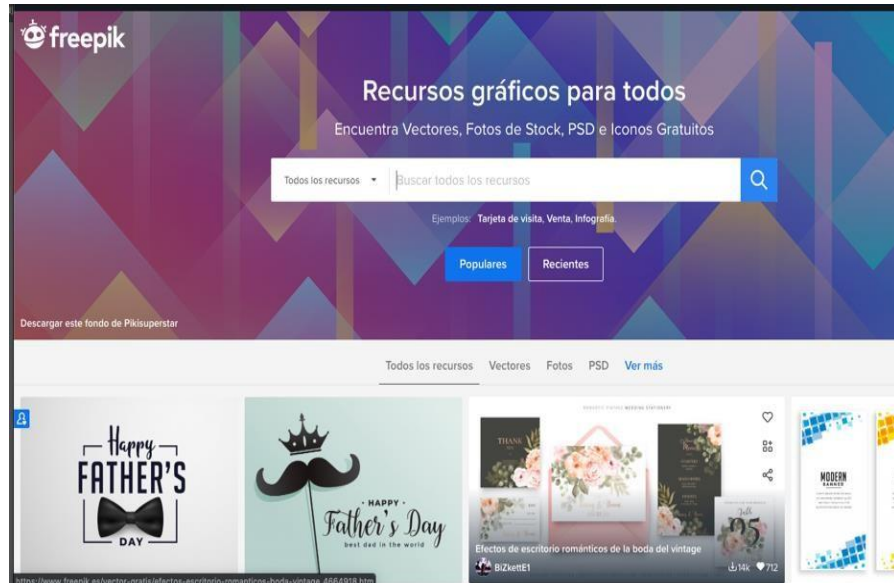


Figure 22. Program to find images, Freepik.  
 Note: Prepared by Róssula Martillo, 2019

The graphic resources used in the project were taken from designed with freepik, which is license free. It allows the usage of the images without any trouble about ownership property.

In order to work in the animation of the interactive CD, the following program Adobe Animated cc 2017 was used. In the past, it was known as Abode Flash.

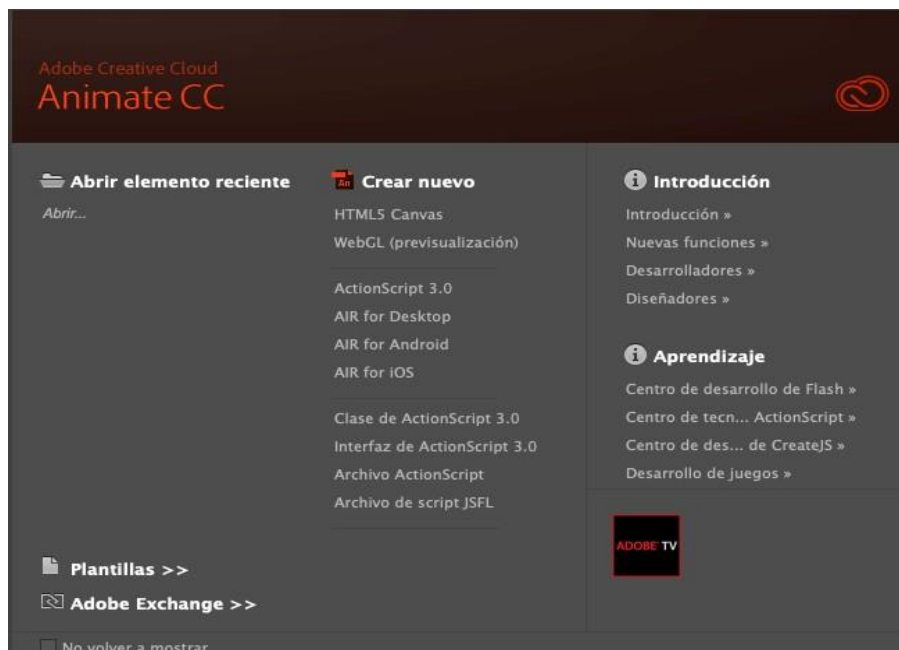


Figure 23. Program to create animations, Adobe Animate cc.  
 Note: Prepared by Róssula Martillo, 2019



Notebook pages were downloaded to divide information in order to use it to do the games.



Figure 24. Process for creating the interactive CD.

Note: Prepared by Róssula Martillo, 2019

Tables to create the interactive CD with the needed exercises.

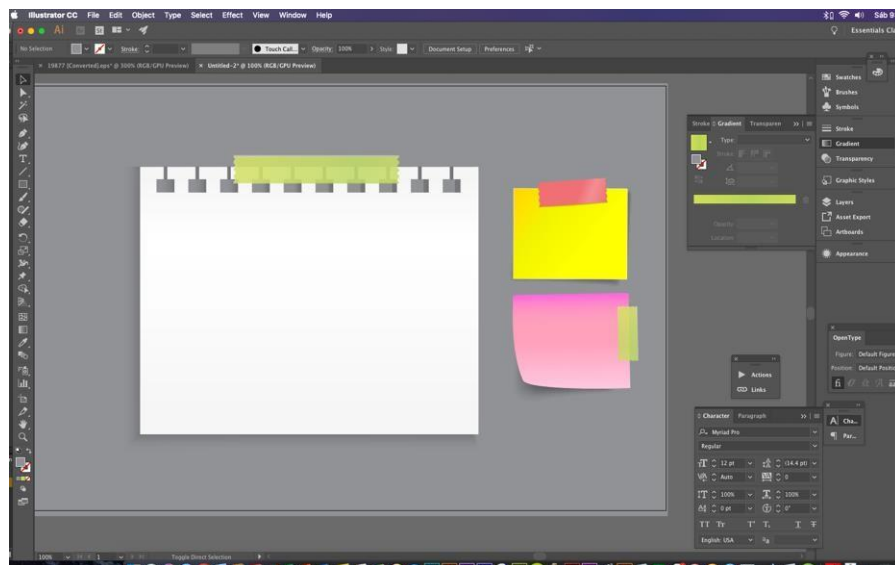


Figure 25. Work table preparation.

Note: Prepared by Róssula Martillo, 2019

Adobe Animate cc 2017 has an animation time line, which was used to set up a short introduction video from some scenes and movie clips for animation set. Buttons are prepared for backing up as well as moving forward giving the opportunity for the spectator to start interacting.

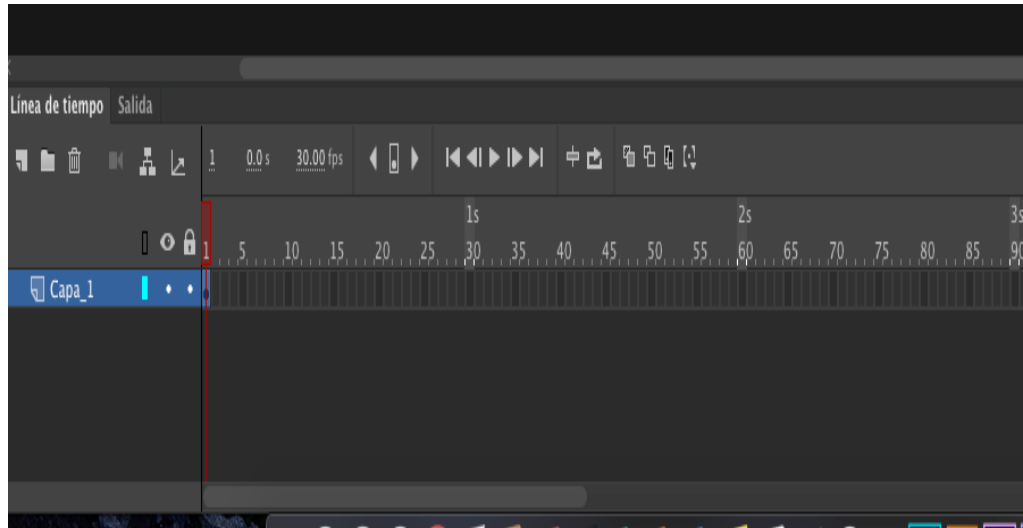


Figure 26. Time line animation.  
Note: Prepared by Róssula Martillo, 2019

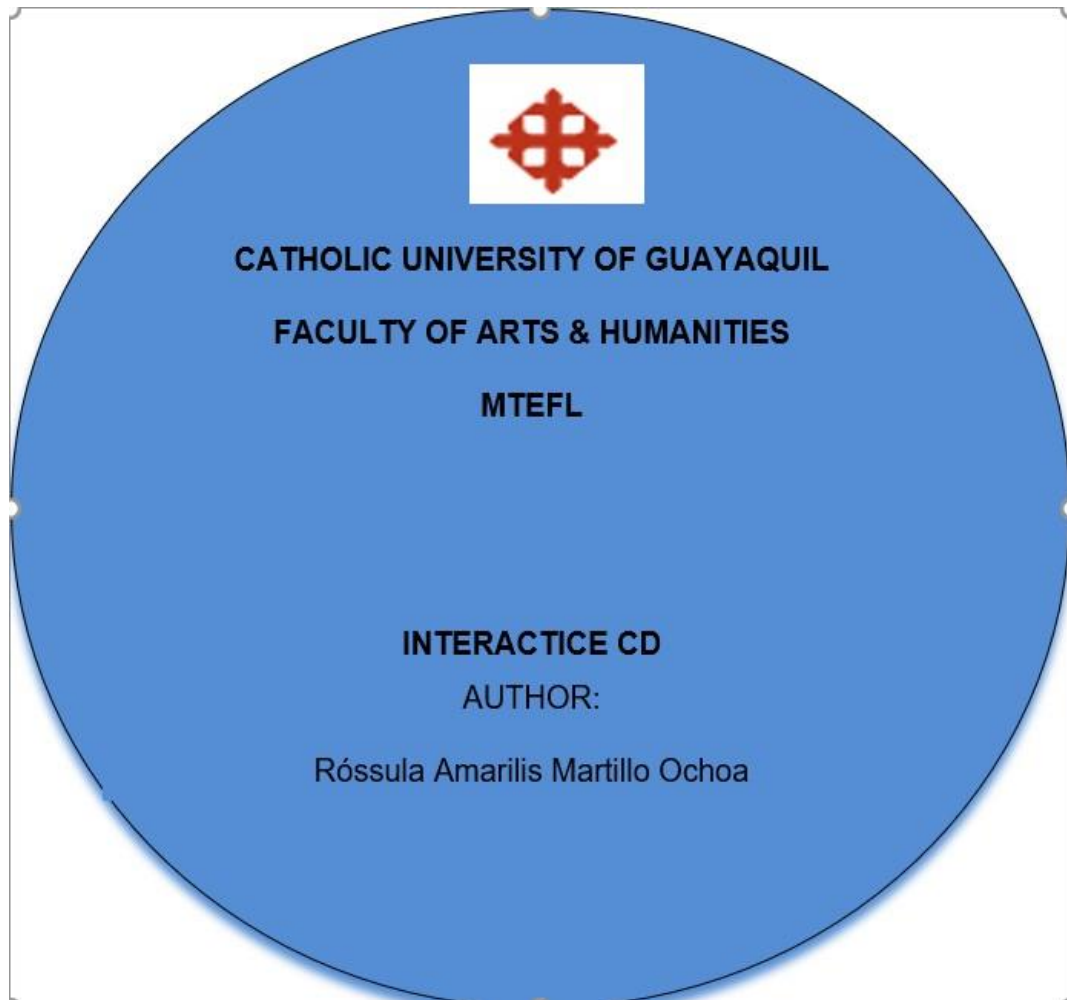


Figure 27. Interactive CD cover.  
Note: Prepared by Róssula Martillo, 2019

7. Layout: The exercises are either completing or choosing the correct answer. They can check their answers and do it again. Every time, they finish an exercise they have to come back to menu/home. This step allows them to go back to the beginning and choose the one they want to work on. There is not a specific order for them to follow. They could choose to play game 6 first depending on the need they have.

Home/Menu



Figure 28. Interactive CD. Home/Menu page.  
 Note: Prepared by Róssula Martillo, 2019

Game 1



Figure 29. Interactive CD - Game 1.  
 Note: Prepared by Róssula Martillo, 2019

## Game 2

**PAST PROGRESSIVE**  
Look at the picture and complete the statements describing the action.

1) she \_\_\_\_\_ in the party yesterday.

was dancing  
were playing

Figure 30. Interactive CD – Game 2.

Note: Prepared by Róssula Martillo, 2019

## Game 3

**SIMPLE PAST**  
Select the correct verb to complete the statements

1) Carlos \_\_\_\_\_ a new truck to California.  
drove    driven    drive

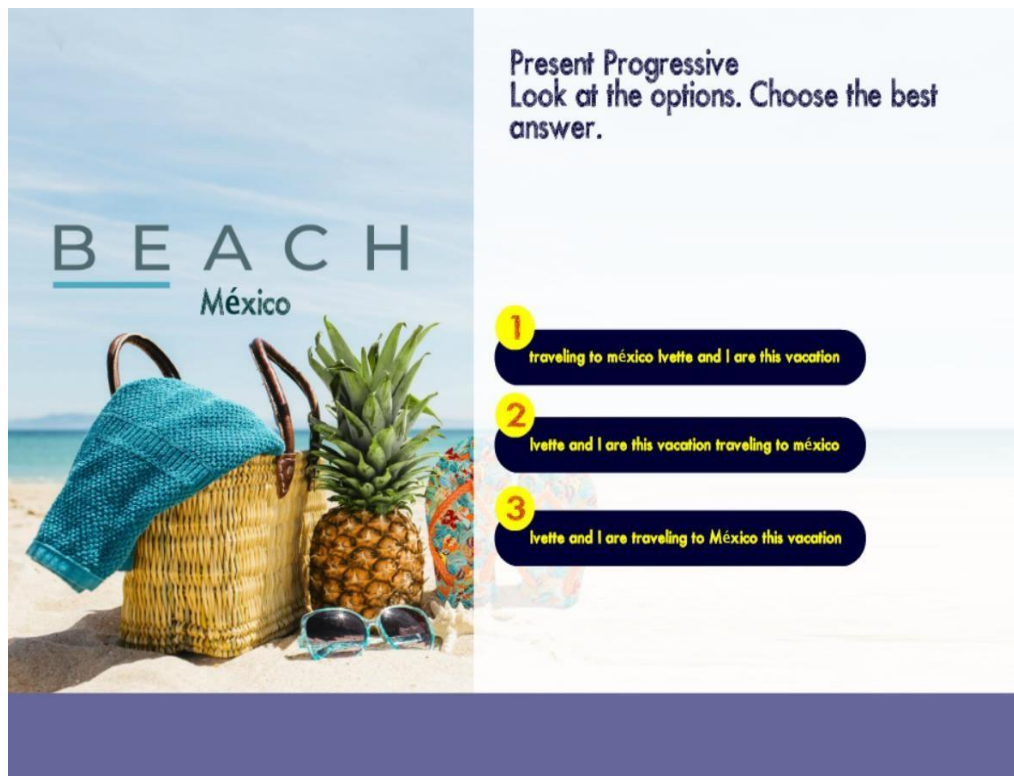
2) Adrian and luis \_\_\_\_\_ a new language on vacation.

3) We \_\_\_\_\_ a horror movie yesterday.

Figure 31. Interactive CD – Game 3.

Note: Prepared by Róssula Martillo, 2019

## Game 4



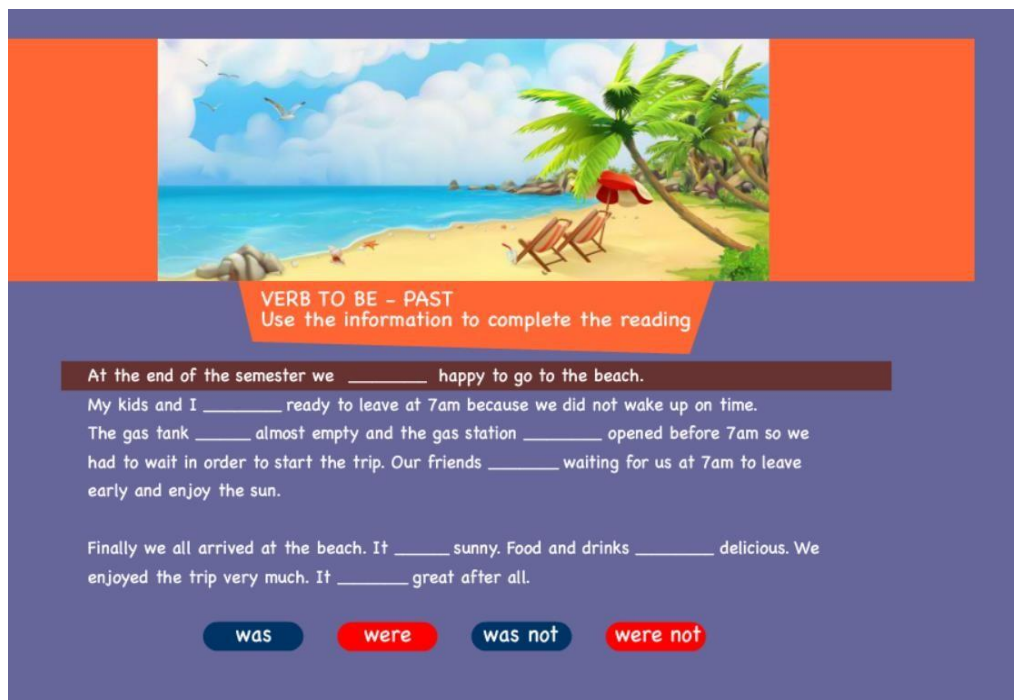
**BEACH**  
México

**Present Progressive**  
Look at the options. Choose the best answer.

- 1 traveling to méxico Ivette and I are this vacation
- 2 Ivette and I are this vacation traveling to méxico
- 3 Ivette and I are traveling to México this vacation

Figure 32. Interactive CD – Game 4.  
Note: Prepared by Róssula Martillo, 2019

## Game 5



**VERB TO BE - PAST**  
Use the information to complete the reading

At the end of the semester we \_\_\_\_\_ happy to go to the beach.  
My kids and I \_\_\_\_\_ ready to leave at 7am because we did not wake up on time.  
The gas tank \_\_\_\_\_ almost empty and the gas station \_\_\_\_\_ opened before 7am so we had to wait in order to start the trip. Our friends \_\_\_\_\_ waiting for us at 7am to leave early and enjoy the sun.

Finally we all arrived at the beach. It \_\_\_\_\_ sunny. Food and drinks \_\_\_\_\_ delicious. We enjoyed the trip very much. It \_\_\_\_\_ great after all.

**was**   **were**   **was not**   **were not**

Figure 33. Interactive CD – Game 5.  
Note: Prepared by Róssula Martillo, 2019


## Game 6

**SIMPLE PRESENT**  
Match the sentence that best describes the picture.

She loves to dance  
option #1

She hates to dance  
option #2

She does not know how to dance  
option #3

An illustration of a young girl with red hair in pigtails, wearing a pink dress and purple shoes, dancing joyfully. She is holding a small blue speaker. To her right is a larger blue and white speaker system. Musical notes are floating around the speakers, indicating music is playing.

*Figure 34.* Interactive CD – Game 6.  
*Note:* Prepared by Róssula Martillo, 2019

### 5.4 Social Impact

Burdge and Vanclay (1995) defined social impact “as the process of assessing or estimating, in advance, the social consequences that are likely to follow from specific policy actions or project development, particularly in the context of appropriate national, state or provincial environmental policy legislation. Social impact includes all social and cultural consequences to human populations of any public or private actions that alter the ways in which people live, work, play, relate to one another, organize to meet their needs, and generally cope as members of society”. (p. 32).

The social aspects of this proposal deal with the impact this material has on an educational community that is trying to implement the education law of Ecuador so students become proficient in the usage of English as a foreign language. If students benefit from this proposal, it can be expanded to fulfill the needs of other educational communities in different educational contexts in Ecuador.

## **5.5 Pilot implementation**

To consolidate this proposal, some teachers were asked to try the CD and grammar booklet in their classes and they retrieved their experiences as follows: Appendix F.

How did you implement the CD and booklet into your classes?

T1 I used the CD as presentation and practice in some of my lessons.

T2 I used the booklet of exercises as a guide for module 1 inside the grammar section.

T3 As soon as I finish the introduction of the topic through my examples and their examples taking of their experiences, first I shared the booklet information with them through the projector and I was explaining in detail the grammar structure, concepts and examples sentences. Second, we used the booklet exercises to practice in class what we learned. Finally, I shared with them through the school platform the Games (CD) to reinforce what was learned in class.

Were the students motivated to use the materials?

T1 They were quite motivated, most of them wanted to participate. I observed an amazing amount of students willing to solve the exercises and practice.

T2 The students were interested in the exercises. They like applying interactive activities or pair work, one of them asks and the other answers. I recommend these exercises in 8th and 9th EGB.

T3 Yes, the students were highly motivated to learn and practice because the English explanation and exercises were very helpful in the teaching and learning process.

## **5.6 Conclusions and recommendations**

The proposal could be improved in the future; however, teachers can make good use of it as they study the same verb tenses (Appendix F) in their regular book, instead of teaching only grammar disconnected from their main text. Students will get better at using these English tenses by practicing with the CD all the exercises many times as well as reading and completing the exercises in the booklet. Just using the CD and Booklet without an explanation

will not be enough but once the teacher explains, using these two resources will be of great help to get better at using the studied grammar tenses.

It is greatly recommended for the teacher and the students to make use of these resources to practice and enhance the specific English grammar covered in the material presented. The material could be used as review for new students who have already studied the material or in conjunction with the grammar items taught by the teacher.



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# **APPENDICES**

## APPENDIX A

### STUDENTS' SURVEY

**Source:** Students – 10 de Agosto High School VF- Very Frequently

F - Frequently R - Rarely

N – Never

QUESTIONS	VF	F	R	N
1. Do you use a computer?				
2. Do you use technology to make your school work?				
3. Do you perform English exercises on the computer?				
4. Do you consider that doing English exercises on the computer in class and at home can help you improve your grammar knowledge?				
5. Do you feel motivated when the teacher assigns grammar exercises on your notebook as homework?				
6. Does your teacher use a variety of materials in English class such as videos, songs, games, computer software, etc.?				
7. Do you enjoy when the English class is developed with different materials?				
8. Do you develop all of the grammar exercises your teacher assigns as homework?				
9. Do you like the grammar exercises your teacher assigns for homework?				
10. Would like to have English materials for practicing grammar at home in your computer?				

**Prepared by:** Róssula Martillo

**Validated by:** Hidalgo, Alicia Ph. D and Ordonez, Fatima MSc.



## APPENDIX B

### ENGLISH TEACHERS' SURVEY

**Source:** Teachers – 10 de Agosto High School VF- Very Frequently

F - Frequently R - Rarely

N – Never

QUESTIONS	VF	F	R	N
1. Does the lack of use of technological resources influence the process of English grammar learning?				
2. Does the need to implement a guide to facilitate the teaching of the English grammar is observed?				
3. Will continuous technological actualization courses help to use resources applied to English grammar teaching?				
4. Can technological resources help improve students' performance in grammar?				
5. Does the use of technological resources help the theory and practice of grammar in your classes?				
6. Is it important to permanently participate in training courses to improve the grammar learning process in class?				
7. Is the design of the teachers' own materials for students' motivation important?				
8. Could grammar knowledge for the teaching and learning of a foreign language be improved by means of the use of technology?				

**Prepared by:** Róssula Martillo

**Validated by:** Hidalgo, Alicia Ph. D and Ordóñez, Fatima MSc.

## **APPENDIX C**

### **ACADEMIC COORDINATOR INTERVIEW**

#### **Are your students doing well in English? Why?**

Not all of them. The new students are having a really hard time. They are not able to form correct and complete sentences. Tenses are not clear to them. For our returning students the first topics of our book are reviewed from the previous years.

#### **What is the English level in the students in the 8<sup>th</sup> grade?**

We have noticed a low level of English in our new students. The students who studied here last year show a much higher level in the English knowledge. It is really hard for the new students as well as for the teachers to work with the book we have at school due to their lack in grammar and understanding.

#### **What have you noticed as the needs of your students?**

It will be helpful for them to practice grammar related to our books and a little more of what they will cover next school year as well. Grammar is a complement of everything they will see in our book but if they are not able to understand it then it becomes really hard. In few years, our school plans to be bilingual so our classes will continue to increase the English level.

## **APPENDIX D**

### **AGOSTO HIGH SCHOOL TEACHERS INTERVIEW AFTER THE INTERVENTION**

#### **Have you noticed any improvement in the students after the use of the grammar booklet and the CD?**

It is noticeable the improvement in many of our students. Our classes flow smoothly, students are able to express their ideas a lot more clearly. (See appendices A, B, and D). They recognize different tenses which help to know when something is happening in terms of past and present.

They are willing to do English exercises. Their attitude has changed as well.

It is also easier for us now because we do not spend time explaining grammar; they know it and we could concentrate on other things. They need to work on writing now and communication as well.

#### **Do you believe the project should be implemented for the future?**

We believe, it should be used every year at the beginning of the school by the students of eighth to facilitate their understanding as well as the way teachers could go on about covering the rest of the material in their books. The books we get do not explain grammar it is implicit but not all the students learn like that so it is easier if we see it as formal grammar tenses in the booklet and later we study it in the regular school book.

## APPENDIX E

### GRAMMAR DIAGNOSTIC TEST

EACH CORRECT ANSWER IS WORTH 0.5 POINTS.

Fill in the blanks with the appropriate form of the verb to be in present or past.

1. It _____ hot today.	2. My name _____ Pedro.
I _____ at school yesterday.	4. We _____ born in Quito.

Change the verbs appropriately to form sentences in present simple.

1. I usually _____ (drive) to school.	2. They _____ (visit) their grandmother very often.
3. We _____ (swim) once a week.	4. Andrea _____ (study) every day.

Use the words below to make sentences in present progressive.

1. she / to go to travel - \_\_\_\_\_
2. you / to watch a movie - \_\_\_\_\_
3. They / to do their job - \_\_\_\_\_
4. Gabriel / to play soccer \_\_\_\_\_

Fill in the blanks with the appropriate form of the verbs in past.

1. Last Christmas, we (win) \_\_\_\_\_ a vacation to Ambato.
2. They (have) \_\_\_\_\_ an amazing experience.
3. They (drive) \_\_\_\_\_ around by car and (visit) \_\_\_\_\_ lots of family.
4. At night, Lucia, Mary and Ana (go) \_\_\_\_\_ to a disco.

Write questions using the correct form of the future, use Will.

1. You (travel) to Esmeraldas. \_\_\_\_\_
2. She (forget) the birthday party. \_\_\_\_\_
3. Everybody (follow) you. \_\_\_\_\_
4. You (have) a solution by tomorrow. \_\_\_\_\_

Prepared by: Róssula Martillo

## **APPENDIX F**

### **INTERVIEW TO TEACHERS WHO USED THE BOOKLET AND CD**

Three teachers used the CD and booklet in their classes and shared their comments about the implementation and use of them.

#### **How did you implement the CD and booklet into your classes?**

T1 I used the CD as presentation and practice in some of my lessons.

T2 I used the booklet of exercises as a guide for module 1 inside the grammar section.

T3 As soon as I finish the introduction of the topic through my examples and their examples taking of their experiences, first I shared the booklet information with them through the projector and I was explaining in detail the grammar structure, concepts and examples sentences. Second, we used the booklet exercises to practice in class what we learned. Finally, I shared with them through the school platform the Games (CD) to reinforce what was learned in class.

#### **Were the students motivated to use the materials?**

T1 They were quite motivated, most of them wanted to participate. I observed an amazing amount of students willing to solve the exercises and practice.

T2 The students were interested in the exercises. They like applying interactive activities or pair work, one of them asks and the other answers. I recommend these exercises in 8th and 9th EGB.

T3 Yes, the students were highly motivated to learn and practice because the English explanation and exercises were very helpful in the teaching and learning process.

APPENDIX G

NAME: \_

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**LEARN  
AND  
PRACTICE**

## GRAMMAR BOOKLET TOPICS

1.- VERB TO BE: PRESENT	4.- VERB TO BE PAST
2.- SIMPLE PRESENT	5.- SIMPLE PAST
3.- PRESENT PROGRESSIVE	6.- PAST PROGRESSIVE

### FORMS OF THE VERB TO BE IN PRESENT

Verb "to be" is used to express state and emotions.

I	AM	A STUDENT
HE	IS	SAD
SHE	IS	A TEACHER
IT	IS	A BOOK
WE	ARE	HAPPY
YOU	ARE	POLICEMEN
THEY	ARE	PILOTS

### FILL IN THE BLANKS WITH THE APPROPRIATE FORM OF THE VERB TO BE - AM/IS/ARE

1 It _____ hot today.	2 My name _____ Pedro.
3 I _____ at school now.	We ___ from Ecuador.
5 They _____ Peruvians.	6 That _____ wrong.
There _____ a pencil on the table.	8 I _____ OK, thanks.

## SIMPLE PRESENT

These are actions that get repeated or done with some frequency. These actions can be habits, hobbies, daily events, scheduled events or something that happens often. It can also be something a person usually forgets or does not do. It is also used for actions to be done or that happen in the near future.

### Let's read



Malena is a dancer. She loves to dance. She is in a dancing academy in Duran. She goes to event in and out of the city. Sometimes she practices mornings and afternoons.

Ivanna is Malena's best friend. She is also in the dancing academy. She stands next to Malena in the dances most of the time. They both like Arab songs. Sometimes they travel together for the competitions.

They have more friends who dance with them as Anita, Karen, and Helen. The dancing group practices three times a week. They practice jazz and ballet as well as Arab dance which is also called the belly dance.



**CHANGE THE VERBS APPROPRIATELY TO FORM SENTENCES IN PRESENT SIMPLE.**

1. I usually \_\_\_\_\_(drive) to school.
2. They \_\_\_\_\_(visit) their grandmother very often.
3. We \_\_\_\_\_(swim) once a week.
4. Andrea \_\_\_\_\_(study) every day.
5. Jose always \_\_\_\_\_(read) funny books.

**PRESENT PROGRESSIVE OR PRESENT CONTINUOUS**

Present progressive or present continuous is formed by the combination of the verb "to be" with the main verb of the sentence and ing. It can be used to describe what is happening now, or what will happen in the near future.

**Let's read**



It is Sunday morning, at this moment. Jose and Malena are getting up from bed. They are talking about the trip they are taking in few hours.

Right now, Malena is drinking hot chocolate. She is eating a ham and cheese sandwich. She is sitting across the table from Jose. She is telling Jose what to bring to the trip.

Jose is eating a big omelet with pepperoni and mushrooms. He is drinking coffee and listening to Malena's comments as well.

After breakfast, Malena and Jose are leaving to Cuenca with their mother and their best friend Ivanna. They are having a lot of fun.

**USE THE WORDS BELOW TO MAKE SENTENCES IN PRESENT PROGRESSIVE.**

**Example:** Pablo / to read a science story.-Pablo is reading a science story.

- 1 she / to go to travel - \_\_\_\_\_
- 2 you / to watch a movie - \_\_\_\_\_
- 3 They / to do their job - \_\_\_\_\_
- 4 Gabriel / to play soccer - \_\_\_\_\_
- 5 Malena / to walk her dog Lila - \_\_\_\_\_

**CHANGE THE VERB INTO THE CORRECT FORM TO MAKE POSITIVE OR NEGATIVE SENTENCES IN PRESENT PROGRESSIVE**

1. Malena and Gabriel \_\_\_\_\_(not go) to the party tonight.
2. Karina \_\_\_\_\_(leave) to USA tomorrow morning.
3. She \_\_\_\_\_(come) back from New York on Tuesday.
4. Nacho \_\_\_\_\_(visit) Mateo in two weeks.
5. He \_\_\_\_\_(not work) on his office after June.
6. They \_\_\_\_\_(travel) to Kansas next year.
7. Maria \_\_\_\_\_(meet) her sister for dinner.
8. Tatiana \_\_\_\_\_(not give) her brother a present.

**On the following table there will be a clear difference on when to use Simple present and Present Progressive.**

<p>Simple Present Signal words: generally, regularly, often, never.</p> <p>Gabriel plays soccer every Tuesday and Thursday.</p> <p>Present actions happening one after another.</p> <p>First Gabriel plays soccer, and then he watches TV.</p>	<p>Present Progressive Signal words: Right now, now Gabriel is playing soccer right now. It is also used for many actions happening at the same time.</p> <p>Gabriel is playing soccer and Malena is watching movies.</p>
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### Signal words for Simple Present

Always	Often	Every
Normally	Usually	Sometimes
Seldom	Never	First - then
Then	Second	Third

Verbs generally used in Simple Present: *be, have, hear, know, like, love, see, smell, think, want.*

### CHOOSE THE CORRECT VERB FORM AND FORM SENTENCES IN THE SIMPLE PRESENT OR THE PRESENT PROGRESSIVE.

1) Gabriel \_\_\_\_\_ football at the moment in his favorite stadium. (play)

2) Malena and I often \_\_\_\_\_ tests at our school. (give)

3) Jose \_\_\_\_\_ to his teacher now because he needs to improve a grade. (talk)

4) They \_\_\_\_\_ a movie right now when they should be doing homework. (watch)

5) Omar \_\_\_\_\_ his mom every year during Christmas time. (visit)

6) Now the rain \_\_\_\_\_. (come)

7) Teachers sometimes \_\_\_\_\_ their experiences in the classroom. (share)

8) First, she \_\_\_\_\_ her teeth, then she eats. (brush)

### VERB TO BE IN PAST

The affirmative form:

I, HE, SHE, IT	WAS
YOU, WE, THEY	WERE

Examples:

She was in Quito in 1979.	Jose and Malena were together.
Pamela was born in Guayaquil.	She was my students three years ago.

The interrogative form:

WAS	I, HE, SHE, IT?
WERE	YOU, WE, THEY?

Examples:

Were you in Cuenca last March?	Was Jean born on August?
Were you and your parents in USA for Christmas?	

The negative form:

I, HE, SHE, IT	WASN'T - WAS NOT
YOU, WE, THEY	WEREN'T - WERE NOT

Examples:

She wasn't in Daule last night.	We weren't teachers ten years ago.
Andres and Zulia were not in Esmeraldas last month.	

**WRITE THE VERB "TO BE" INTO THE SIMPLE PAST:**

She _____ in Cotopaxi last holiday.	He _____ in USA last month.
My mom _____ with my kids in the mall.	Laura _____ very sad.

**WRITE THE VERB "TO BE" INTO THE SIMPLE PRESENT OR THE SIMPLE PAST:**

- I \_\_\_\_\_ a teacher.
- Last year, he \_\_\_\_\_ the president.
- Malena and Domenica \_\_\_\_\_ friends in 2012.
- Now, she lives in Duran, and she \_\_\_\_\_ very happy.

**FILL IN THE BLANKS WITH WAS OR WERE.**

1 She _____ happy.	They _____ at the cinema.
3 You _____ angry.	4 They _____ at home.
She _____ in London last week.	The children _____ in the garden.
7 He _____ on holiday.	8 The cat _____ on the roof.

## SIMPLE PAST

It describes an action in the past happening one or many times. It can be used for actions happening one after another or interrupting another action.

POSITIVE	NEGATIVE	QUESTION
She sang	She did not sing	Did she sing?

### Simple Past Usage

An action in the past happening one or many times. Example: <i>She practiced dancing every Saturday.</i>	Actions in the past happening one after the other Example: <i>He drove in, got off his car and sat down in my living room.</i>
An action in the past interrupting another action Example: <i>When Lucia was eating, her best friend arrived.</i>	

### Signal Words

Yesterday	10 minutes ago	Last Monday
In 1978	The other month	Last year

### List of the most used irregular verbs.

Infinitive	Simple Past	Infinitive	Simple Past
<b>be</b>	was / were	<b>make</b>	made
<b>begin</b>	began	<b>meet</b>	met
<b>break</b>	broke	<b>put</b>	put
<b>bring</b>	brought	<b>read</b>	read
<b>build</b>	built	<b>run</b>	ran

buy	bought	say	said
choose	chose	see	saw
come	came	sing	sang
cut	cut	sit	sat
do	did	sleep	slept
drink	drank	speak	spoke
drive	drove	swim	swam
eat	ate	take	took
fall	fell	teach	taught
forget	forgot	tell	told
get	got	think	thought
give	gave	understand	understood
go	went	wake	woke
grow	grew	wear	wore
have	had	win	won
hear	heard	write	wrote
know	knew		

Let's read



Last week, Ivanna, Malena, and Gabriel started English classes. Their class was a lot of fun. It was their first day but they did not want that day to finish. They played with different pictures. They talked about their daily activities. They sang songs and acted out a video. They had three hours of class and a break in the center. They also met many other teenagers. It just happened to be Halloween so they ate cotton candy during the break and drank soda. It was an amazing first day of class.

### WRITE POSITIVE SENTENCES

Example: She / the comment / respond. She responded the comment.

1. Andrea / an answer / give. \_\_\_\_\_
2. Lila / at the policeman/bark. \_\_\_\_\_
3. Malena and Gabriel / me / call. \_\_\_\_\_
4. we / a song / sing. \_\_\_\_\_
5. Jose / coins / collect. \_\_\_\_\_
6. They / in Lima / live. \_\_\_\_\_

### FILL IN THE BLANKS WITH THE APPROPRIATE FORM OF THE VERBS.

- 1 Last Christmas, we (win)\_\_\_\_\_a vacation to Ambato.
- 2 They (have)\_\_\_\_\_an amazing experience.
- 3 They (drive)\_\_\_\_\_around by car and (visit)\_\_\_\_\_lots of family.
- 4 At night, Lucia, and Mary usually (go)\_\_\_\_\_to a disco.
- 5 The weather (be)\_\_\_\_\_very cold.
- 6 It (rain)\_\_\_\_\_all the time.
- 7 But they (love)\_\_\_\_\_the rain.



## PAST PROGRESSIVE

The past progressive emphasizes on an action happening in the past.

	POSITIVE	NEGATIVE	QUESTION
I/HE/SHE/IT	She was listening to music.	He was not paying attention.	Was she cooking last night?
YOU/WE/THEY	They were driving a car.	You were not talking to them.	Were you singing a song?

### Exceptions in Spelling

When to add ing	Examples:
The last <i>e</i> is dropped ( <i>ee</i> is not changed)	Give - giving agree-agreeing
The final consonant is doubled after a short, stressed vowel.	nap- napping
If <i>L</i> is the final consonant after a vowel then it is doubled.	Travel- travelling
If the last vowel is an <i>e</i> after the vowel <i>i</i> then it changes as the example shows.	Lie - lying

### Past Progressive usage

Emphasize on the course of an action in the past  Example: He was learning Spanish.	Two actions happening at the same time in the past.  Example: While Laura was cooking lunch, her daughter was cleaning the kitchen.
---	---

An action happening at a specific time in the past being interrupted by another in the past as well.

Example: *When she was preparing dinner, someone was knocking at the door.*

**Signal Words:** when, while, as long as.

### Let's read

Last month on March 2nd, Gabriel was celebrating his birthday. He was having a lot of fun with friends and family. His family was enjoying the birthday games. Gabriel was taking pictures of the funny things they were doing around the clown.

Later, he was swimming and playing with a ball. He was throwing the ball from one corner of the swimming pool to the other side. He was preparing the karaoke when more of his friends arrived. He was singing and his sister was dancing to entertain the guests.



**Write positive sentences in past progressive.**

**Example:** you / play / cards

I was playing cards

1. Ana / run / around the field. \_\_\_\_\_
2. Karla / listen / to an old song. \_\_\_\_\_
3. they / check / a book about USA. \_\_\_\_\_
4. Lucy / look / at her ring. \_\_\_\_\_
5. They / visit / the new Emelec's stadium.  
\_\_\_\_\_
6. Bruno / watch / a fantastic movie. \_\_\_\_\_
7. Malena and I / wait / at the store. \_\_\_\_\_
8. My son / learn / a new game. \_\_\_\_\_

**WRITE THE VERBS INTO THE APPROPRIATE FORM.**

Example: When I called my mom, she (play) was playing cards.

1. Yesterday at eight, Juan (cook) \_\_\_\_\_ dinner.
2. The kids (exercise) \_\_\_\_\_ in the park when it began to snow.
3. Gabriel (practice) \_\_\_\_\_ the violin when I came to visit him.
4. While Malena (clean) \_\_\_\_\_ her room, her brother (play) \_\_\_\_\_ soccer.
5. Mary told her best friend the truth but she (pay / not) \_\_\_\_\_ attention.



## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Martillo Ochoa, Róssula Amarilis**, con C.C: # **0918093642**, autora del trabajo de titulación: **Using Technology-Mediated Practice for the Enhancement of A1 Level English Grammar Accuracy in Secondary School Students**, previo a la obtención del título de **Magister en Enseñanza de Inglés como Idioma Extranjero** en la Universidad Católica de Santiago de Guayaquil.

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<b>PALABRAS CLAVES/ KEYWORDS:</b>	A1 grammar, instructional needs, technology, design, testing.	
<b>RESUMEN/ABSTRACT:</b>	<p>This study began with an examination of the English learning needs of eighth grade learners at the 10 de Agosto private school, aspects such as motivation in students using technology and ICT; and the role of technology in education and the advantages of using technology for foreign language learning. This study also presents a testing stage of the materials designed to fulfill the needs of the students who participate in this study. This testing stage was developed with the purpose of checking the students' work and English grammar knowledge acquired by means of the use of the technology related material. Based on the data collected, this study reports information about students' diagnostic evaluation, surveys to teachers, a CD, and a grammar booklet. During the development of the project, the design, implementation and testing of an interactive CD was done. The CD was designed as a means to improve foreign language knowledge and practice through audiovisual and integrated learning. Moreover, to accompany the CD, a corresponding booklet was designed for students to practice grammar, so their English learning practices could improve. The main goal was to develop proper construction of sentences to communicate in the 8<sup>th</sup> grade at the levels A1.1 and 1.2 which is beyond what the Ministry of Education English Curriculum requires (Ministerio de Educación, 2016a).</p>	

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