



Pontificia Universidad
Católica del Ecuador | Sede
Ambato

OFICINA DE POSGRADOS

Topic:

**QUIZZ PLATFORM FOR THE REINFORCEMENT OF GRAMMAR
STRUCTURES (PRESENT PERFECT TENSE AND SIMPLE PAST)**

Research project prior to obtaining the title of Master in Pedagogy of English as a
Foreign Language

Line of research:

Education, Planning, Innovative Pedagogies, Technology, Languages

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Ambato – Ecuador

January 2023

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO

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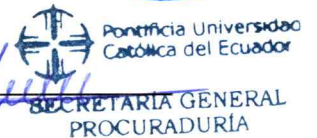
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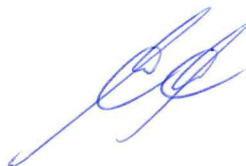


DECLARACIÓN Y AUTORIZACIÓN

Yo: **CARLOS FERNANDO CERÓN JORDÁN**, con CC 1804616314, autor del trabajo de graduación titulado: **“QUIZZ PLATFORM FOR THE REINFORCEMENT OF GRAMMAR STRUCTURES (PRESENT PERFECT TENSE AND SIMPLE PAST).”**, previa a la obtención del título profesional de **MAGISTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA (MPILE)**, en la escuela de **POSGRADOS**.

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Carlos Fernando Cerón Jordán

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ACKNOWLEDGEMENT

Being grateful is a way to remind yourself about the reason why you started a path. So, I want to thank Pontificia Universidad Católica Sede Ambato for giving me the opportunity to expand my knowledge. I also want to thank my supervisor since you challenged me to go the extra mile on this project. I want to thank Centro de Idiomas- Universidad Técnica de Ambato, for believing in my project and letting me apply it with my students.

DEDICATION

I am just doing what you were supposed to do, from the heaven you will always be my inspiration, dear little brother. Ángelo

To my family who has always supported every dream I have had. I deeply love you all.

RESUMEN

Este proyecto reporta los resultados de un estudio sobre el uso de Quizizz para el refuerzo de estructuras gramaticales (pasado simple y presente perfecto). Los hablantes nativos de español suelen tener problemas a la hora de utilizar las características lingüísticas, de hecho, uno de los errores más comunes que cometen este tipo de estudiantes es el reconocimiento y diferenciación del pasado simple y el presente perfecto (Swan & Smith, 2001). Por eso, este trabajo de investigación espera abordar ese problema mediante el uso de la tecnología. Se ha comprobado que la implementación de sitios web en línea favorece la interacción, la participación activa y la comprensión del idioma por parte de los estudiantes. Esa es la razón por la que se utilizó Quizizz. El objetivo general de esta investigación se refiere al análisis de la influencia de un entorno virtual como 'Quizizz' para el reforzamiento de los tiempos presente perfecto y pasado simple en un nivel A2. Para abordar este objetivo, los sujetos del estudio realizaron un pretest y un posttest en los que se evaluó su comprensión gramatical. El experimento realizado consistió en la creación de actividades para enseñar gramática de forma explícita utilizando el marco de concienciación de Rod Ellis. Además, el grupo experimental usó Quizizz para analizar la gramática. Los resultados mostraron que, al aumentar la conciencia de las formas del lenguaje, los estudiantes podrían mejorar su competencia gramatical.

Palabras clave: pasado simple, presente perfecto, consciencia gramatical.

ABSTRACT

This project reports on the results of a study about the use of Quizizz for the reinforcement of grammar structures (past simple and present perfect). Spanish native speakers tend to encounter problems when using linguistic features, indeed one of the most common errors made by these types of students is the recognition and differentiation of the past simple and present perfect (Swan & Smith, 2001). Because of that, the current research work expects to tackle that problem by using technology. It has been proven that the implementation of online websites boosts interaction, active participation, and students' comprehension of language (Khalili & Ostafichuk, 2020). That is the reason why, Quizizz was used. The general objective of the current research project is to analyze the influence of a virtual environment, specifically 'Quizizz', on the reinforcement of Present Perfect and Simple Past tenses at an A2 level. To address this objective, the subjects of the study take a pretest and a posttest in which their comprehension of grammar was evaluated. The experiment consisted of creating activities to explicitly teach grammar by using the Rod Ellis' consciousness-raising framework. Additionally, the experimental group used Quizizz for analyzing grammar. Results showed that by raising awareness of language forms students could improve their grammatical competence.

Keywords: past simple, present perfect, grammatical consciousness.

TABLE OF CONTENTS

DECLARACIÓN Y AUTORIZACIÓN	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
RESUMEN	vi
ABSTRACT	vii
INTRODUCTION.....	1
CHAPTER I: STATE OF ART AND PRACTICE	5
1.1. Teaching English as a foreign language.....	5
1.2. Technology in education.....	13
1.3. Quizizz.....	15
1.4. Quizizz and grammar	24
CHAPTER II: METHODOLOGICAL DESIGN.....	26
2.1. Research Approach and level	26
2.2. Data collection: instruments and techniques	26
2.3. Data analysis	29
2.4. The proposal	30
CHAPTER III: ANALYSIS OF THE RESULTS	42
3.1. Analysis of results and data interpretation.....	42
3.2. Hypothesis verification.....	45
CONCLUSIONS	48
RECOMMENDATIONS	49
BIBLIOGRAPHY.....	50
ANNEX	59

INTRODUCTION

English is a Lingua Franca, a means of global communication. People from different countries and languages use English as a common language (Jenkins, 2009). For this reason, it is important to consider an appropriate method, especially an eclectic methodology to apply in the teaching and learning process. Indeed, learning a language is one of the most important activities that a human being should consider, it allows people to communicate around the world. It gives a huge number of opportunities in education, jobs, business, and social life (Varečková, 2018). That is why in order to get the best of a language, educators need to consider an efficient strategy to boost communication, as the main learning objective. There is when innovative teaching techniques can be applied.

Hence, the current situation that the world is facing has impacted education in a hugely significant way. The main implications that have been evidenced are regarding the modality, the resources, and the interaction in the class. Regarding the modality, it was inevitable to use online platforms such as Zoom and Teams to create a virtual class. In this sense, resources were merely modified into the ones available online and interaction was reduced to its minimum since teachers and students relied on a stable internet connection. Undoubtedly, technology played a vital role since the pandemic started, and that is exactly why education should start using technology as a teaching tool (Sudiapermana, 2020).

In fact, the use of technology could serve to solve current problems in the education system. One problem that is clear is the lack of motivation students have during online classes. The attention span has been reduced in a virtual environment since there are many ways students get distracted (Cicekci & Sadik, 2019). They tend to lose focus because of the use of their phones. Thus, incorporating the use of smartphones in the lesson may benefit the way students engage and interact in the class. As a result, students will be motivated and engaged with the content.

In addition, the use of outdated resources also affects the teaching and learning process. Students need and expect innovative resources to foster active interaction,

higher thinking skills and autonomous learning. Traditional methodology might not fulfill these requirements, so the use of technology may benefit the way students perceive their performance. To exemplify this, gamification using technology could promote independent learning, students may explore language points through games and in that way learning outcomes could be achieved (Fajar, 2020).

Problem statement

When it comes to Ecuador, the teaching and learning process of English has different problems, not only in methodology but also in terms of technology. The learning outcomes are not according to the objectives established at the beginning of each course. Thus, it is a concrete problem starting in the most basic levels since school. In the same way, it happens in universities, students do not have an efficient background to use the language appropriately and be ready to acquire advanced grammar. More specifically, this problem was evidenced in Technical University of Ambato, with A2 level students. Professors and teachers are mostly responsible for the problem because the methodology applied in class is not appropriate and they do not use technology, to promote interactive classes.

The use of technology in classes has been a huge problem for educators, it is because of the lack of preparation and investigation. To illustrate, in different institutions teachers and students do not have access to a technological device. Authorities do not consider the importance of technology and do nothing to improve this situation. However, education has suffered a special impact because of the current pandemic. Professors, parents and students are forced to use technology in different fields but specially in education.

One of the biggest problems that students deal with when learning English is the use of grammar. It is difficult for student to acquire basic structures and when using the language in a productive way, it is impossible to understand the ideas they want to communicate. If students do not have a solid background on grammar, it will complicate the learning process of advanced structures. Learners are also afraid of grammar; they are not motivated to learn it. They think that grammar is so frustrating,

one of the most important reasons is because teachers do not use an appropriate technique to teach it, they normally use traditional methodologies. As a result, students cannot express a simple idea (Al-Mekhafi & Perur, 2011).

Finally, the educational environment gets boring, and students do not have the willingness to learn English, they try to do the minimal effort just to get a certificate of approval, but they do not really get enough knowledge to use the language in real life contexts. Therefore, all the problems described contributed to development of the following question: How could teachers improve the acquisition of grammar structures in English as a Foreign Language in A2 level students from the Technical University of Ambato? This question would be answered by this research work.

Hypothesis

At the moment of analyzing the problem, the idea to be tested is based on the effectiveness of virtual environments in the process of acquiring basic grammatical structures in real life situations. The needs are investigated, and the ideas promote the motivation of learning English in didactic atmospheres, in order to get better results. Thus, the use of technology working together with different educational methodologies will produce a great result at learning English as a Foreign Language. Indeed, that is what the current research project will be based on.

General and specific objectives

The current research project will cover four objectives, one general and three specific ones. The general objective is to analyze the influence of a virtual environment such as 'Quizizz' for the reinforcement of the Present Perfect and Simple Past tenses at an A2 level. The first specific objective is to identify the benefits regarding the impact of 'QUIZIZZ' on the development of grammar structures using posttests. The second specific objective is to evaluate the students' knowledge of grammar structures by means of a grammar pre-test. The third objective is to develop different virtual activities during the learning process of the

unit about Present Perfect and Simple Past. Last but not least, to apply the grammatical structure of Present Perfect and Simple Past tenses in real contexts.

Justification

After reflecting on the background, problem, and objectives, which constitute the basis of this study, it could be said that, the current work is feasible because the use of technology in class and outside will create a positive environment where the learner will feel motivated to learn the language and solve communicative needs. Besides, Quizizz is a technological tool which allows students to focus their attention and gamifying the learning process. Students are exposed to a set of questions where grammatical structures are applied and they decide to type or choose the best option, which makes them aware of their skills.

In addition, Quizizz challenges students to get the best results over the other learners. It creates an environment of competence, and they give all the best in each one of the activities at the same time they learn the language. Indeed, Quizizz allows instructors to evaluate the accuracy students have with grammar, providing a file with the averages and scores. Quizizz is also an evaluation tool that encourages instructors to provide feedback. Finally, Quizizz helps instructors to organize the class, not only for evaluation tasks but also for presenting information. It gets the attention of learners and enjoy each one of the lessons. Students are able to internalize content and use it in productive activities with accuracy.

CHAPTER I: STATE OF ART AND PRACTICE

1.1. Teaching English as a foreign language

Education is the only way to help a person be free and helpful for the society, considering intellectual capacities, moral and feelings, adapted to the context where the person lives. The etymology of the term education comes from the Latin *educere* and *educare*, the principal meaning is to promote the intellectual development of every single human being. Thus, it is important to identify the natural abilities that the students have, in order to be able to motivate and activate specific areas that are helpful to identify the best strategy to apply in classes (Shearer, 2018).

Indeed, education goes beyond schooling. It is a process that involves teaching and learning, developing strategies and making learning meaningful, a long-term product, an outcome. According to Klemm (2017), "Education is not only learning books just memorizing series of information, the purpose is to analyze if the information is true or false"; it means that students need to create a critical context where it is important to provide a specific point of view, about what the learner has inferred. In this way, students will develop higher thinking skills.

When it comes to teaching and learning a foreign language it should be said that it is a challenge, there are different facts to consider. Teaching a language implies teaching the culture which means to create the proper environment to acquire the target language since learning a language also means learning to communicate with other speakers who speak the same target language. Because of that, the teaching and learning process should aim to boost cultural awareness and pragmatic appropriateness in that way, students would master more than linguistic competence (Yeganeh & Raeesi, 2014).

First, a linguistic competence constitutes knowledge of language, but that knowledge is tacit, implicit. This means that people do not have conscious access to the principles and rules that govern the combination of sounds, words, and

sentences; however, they do recognize when those rules and principles have been violated. Language is a complex human activity that most of us take for granted. Being able to communicate our thoughts, express our ideas, interpret concepts, thoughts, feelings, facts, and opinions, and transmit our culture depends on our ability to use a language. This ability has been identified as the linguistic competence. The term linguistic competence refers to the unconscious knowledge of grammar (Council of Europe, 2001).

In addition, Khan (2020) affirms that the failure of English means the failure in all subjects. This phrase shows a great impact and at the same time motivates people to start learning the language. In other words, learning English can become a powerful tool, a key to success. That is the reason why some language learners normally invest lots of time and effort when learning English as a foreign language (EFL) or as a second language (ESL). This research promotes the willingness to learn the language using technology, constructing accurate sentences where the communication will be precise and concise.

Furthermore, the importance of learning a foreign language establishes the development of a global society that demands a high-quality life. Learning a foreign language increases opportunity of getting a better job, access to educational institutions, among others. In addition, it contributes to build up the self-esteem of the language learner. Thus, it is an essential activity not only for the individual but as well as for the whole society because it means progress. Considering that the main purpose of a language is communication, it is necessary to find the most appropriate methodology that satisfies the students' needs and helps to develop cognitive and communicative skills (Varečková, 2018).

Teaching English as a Foreign Language in Ecuador is a topic that can be widely discussed, and it is not the purpose of the present research. However, it can be mentioned that teaching and learning of a foreign language faces some difficulties that go from the political issues to the pragmatic ones and the consequences can be seen in the results: the language learners' performance. The level of knowledge

acquired by the language learners differs, some learners can reach the desired levels while others keep a basic one (British Council, 2015).

Having a basic or elementary level is a problem since they cannot communicate their ideas as they would like to. This has become an issue that needs to be solved. Language learners as well as language instructors need to find a way to improve the level of the target language. Learners, who have been exposed to real situations where English is needed, could not respond appropriately, as a result, communication is not accurate. Accuracy is extremely important because it conveys an appropriate message. Learners want to participate in different fields such as: debates, discussions, surveys, formal and informal conversations but it was really difficult to express what they thought (Ministerio de Educacion, 2015).

Nowadays, the Ecuadorian Government has developed different courses and seminars where language instructors and students can practice English as a Foreign Language. Besides, it has established the acquisition of English from early stages in education (Ministerio de Educacion, 2015). This system motivated learners and teachers to investigate more about the language and develop autonomous activities. Searching information on the internet, using apps in mobile devices, and reading authentic material are different ways of learning, as a result, the language production is more competent, fluent and accurate.

English as any other language has different skills to be developed, all of them are really important. They are: listening, reading, speaking, and writing. However, it should be mentioned that there are other sub skills that have a great influence when using the language such as: pronunciation, grammar, spelling and vocabulary. According Mese (2021) the amount of attention you give to each skill area will depend on both the level of your learners as well as their situational needs. After a concrete analysis of the group of students, the professor needs to consider the purpose and the necessities to identify what skill needs to be developed.

Undoubtedly, the first language skill to be developed is a receptive one. The first perceptions of the environment are by listening since a baby is in the mothers' belly. Children perceive the language and start learning how to use it by acquisition.

Renukadevi (2014) affirms that listening is one of the basic skills in English. However, listening is a skill perceived by students as a difficult one. Many of students find it hard to master it and that can be seen in test and evaluations. Listening sections are usually the ones with lowest scores.

By the same token, reading is another receptive skill that helps students to get appropriate input. It involves the use of texts where the learner is able to identify grammatical structures specially. According to Renukadevi (2014), first and foremost, reading is one of the best ways to increase vocabulary and to consolidate understanding of grammar. It is important to work on this skill to identify grammatical structures, in other terms, have a model of how words are organized to form sentences.

On the other hand, productive skills may focus on pronunciation, intonation, and fluency. Depending on the process of evaluation language instructors also need to consider accuracy. Hosni (2014) states that the young learners of today are facing numerous problems in expressing their thoughts and ideas properly in English even if they know and express the same in their mother tongue. Being an expert in a specific topic in our mother tongue is not necessary to be capable to communicate the same thing in English, even with basic knowledge. As a result, speaking needs to be studied and the use of technology will facilitate the process.

Writing constitutes a productive skill as well. Its main purpose is to use the language in a way that it expresses meaning through written texts. Meaning is created through linguistic and nonlinguistic features. One of the main linguistic factors to consider when writing is grammar. According to the British Council (2015) learners must actually create meaning and produce their own language. That is why writing is so hard, even for native speakers. This skill is difficult to master but with lots of practice, it is going to be easy to put thoughts in words. Thus, it is clear that grammar is vital for writing and that it can be a challenge.

It is clear that, pronunciation, spelling, vocabulary, and grammar are the most important sub skills in English, they are concrete complements to be able to

communicate appropriately. All the teaching-learning process needs to promote the application and practice of all skills and sub skills. Furthermore, the sub skill that is part of this concrete study is grammar. Grammar is a word that scares language learners since it is complex. It implies to know the rules of a language and be able to apply them in order to convey meaning. Grammar is the base of the language because it helps the learner communicate and be understood in different ways (Al-Jarf, 2017).

Among the definitions of grammar, the definition provided by dictionary.com is a simple one but clear enough and reflects the purpose of this research. “The study of the way the sentences of a language are constructed”. This concept explains that in grammar is the precise order of words in a sentence that has sense, not only in meaning but also in context. It shows that the students need to pay strict attention in the way the sentences and phrases are formed. Teaching grammar is not an easy job, as it has been said because grammar is complex. Language instructors not only have to master it, but they have to consider learner’s needs, their learning styles, and the context where language learning is taking place. Fortunately, nowadays, there are a lot of techniques and plenty of resources to teach grammar in the classroom

Clearly, language instructors must evaluate students on what is the best method for teaching grammar. It is completely necessary to identify students’ needs, trying to demonstrate common objectives where all learners are exposed to the language, feeling comfortable in the class and be able to ask questions to promote interaction. Grammar is totally valuable in the process of learning because it helps learners to organize structures and provide a clear meaning of what they want to express as well as they will be able to grasp or get the message that is delivered to them. We have to keep in mind that the main purpose of a language is communication. Language instructors should consider different methodologies, - even traditional activities that have been put aside for being considered obsolete could be helpful. The success of a class is to create a nice environment with a variety of activities (Tugrul, 2013).

Because of that, Saaristo, (2015) mentions that grammar is an important aspect of a language where learners' and language instructors' opinions vary. Some students love to find out or learn the proper usage of grammar while some wanted to do grammar exercises. For instance, in a normal class, students are aware of the specific moment when the teacher starts the grammar explanation inductively or deductively. They are waiting for structures, forms, and exercises to practice the language. This is a new perspective that needs to be explored.

Indeed, there are two main approaches to teach grammar. They are the deductive and inductive approach. The deductive approach is the one where the teacher presents the language through rules and continued with examples. The teacher has the main or active role, and the learners have a passive role, they just follow instructions. The deductive approach allows learners to practice more the language and save time It is highly recommended for lower-level students. The Council of Europe (2015) argues that the teacher's task is to provide the appropriate context where a certain rule is used, together with the appropriate context for communication.

That is why, she mentions that the context in deductive approach is so essential, and the teacher needs to organize the lesson based on it. The most used methodology in this approach is the Presentation, Practice and Production (PPP), where the rule is presented by the teacher (presentation), the student interprets the idea or the construction of the utterance, applied in specific contexts (practice), and does grammar exercises (practice). However, this process could be monotonous and boring (Hamdani, 2018).

Regarding methodology, the Presentation, Practice, and Production (PPP) is one of the most applied methods in the English learning process, because it is really easy to manage. It was the beginning of the Communicative Language Teaching (CLT). It develops grammar, vocabulary, and functions of language, giving a simple image of the language. This method is really used for beginners. It consists of three main stages:

The first stage is Presentation, considering that it is necessary to do a short activity called Lead-in or Warm-up, to get students involved in what are they going to learn and make them feel ready for learning a new language. In the presentation stage, language instructors show the language content that is going to be studied, using specific material that helps learners identify the language structure and vocabulary.

The second stage is Practice, Teacher pretends to develop accuracy on students, asking them different patterns or phrases previously presented but using them in a different context. Students can do filling-gap activities and sentence-transformation tasks to consolidate the language. Students are totally involved in the activities; they are oriented by the teacher, and they can also receive help from classmates.

Third, the production stage is when students have to use the language spontaneously, it means that they would remember patterns to be fluent. Students could prepare role-plays, debates, or storytelling. They are free to use the language according to their personal experiences or what they think about a situation. Students contextualize the language, and the teacher provides feedback carefully trying not to interrupt the fluency in the activity (Li, 2020).

Moreover, the inductive approach is more common in classes at the present time, language instructors are using it as in a high average of lessons because it motivates learners to discover the language and the student is more involved in the learning process. The teacher does not explain the rule, students are motivated to recognize the concept in a natural way, through their own reading and writing.

Aligned with what mentioned before, Schmidt (2009) confirms that unconscious process of identification and acquisition of the presented grammar rules can be stored for a longer period of time. Long-term memory is used in this approach because when students realize by themselves a grammatical rule, they discover the information and acquire the language. It is necessary to provide appropriate time for students to analyze.

Grammar is included in readings, recordings and videos, the teacher does not explain parts of sentences, students realize the use of them. Learners practice in pairs, groups and they produce language in a different activity. In this point, grammar will help learners construct sentences, internalize, and reflect on uses.

Thus, students do not feel the pressure of memorizing lots of grammatical rules, they start constructing sentences logically and all the learning process is more natural, the skills are acquired faster than using the deductive approach. Another important aspect of this approach is that allows to work cooperatively, it helps to work as a whole class, and learners are forced to use the language with classmates and the teacher. This is an exploration process that conducts to an authentic comprehension of knowledge.

Besides, there is another grammar approach, consciousness-raising, it involves an attempt to equip the learner with an understanding of a special grammatical feature in order to develop declarative rather than procedural knowledge to it (Ellis, 2015). There are five main steps that should be considered in consciousness-raising. The first one is about *isolating a specific linguistic feature* for focused attention. The second category refers to *providing data to learners*, the data should illustrate the targeted feature and they may be supplied with an explicit rule describing or explaining the feature.

The third characteristic regards the *intellectual effort* students need to utilize in order to understand the targeted feature. This step is particularly essential because it will become the basis for providing *clarification* in the form of the linguistic point. Indeed, clarification is the fourth step. In the fifth stage, students may be required to *articulate the rule* describing the grammatical structure. This characteristic is not mandatory and can be replaced by an activity in which students focus on form rather than on forms (Ellis, 2003). In this way, students could use explicit language learning to expand it to implicit learning and production.

1.2. Technology in education

The use of technology has been one of the most important models of education, in these years. Since lots of people have access to a computer or smartphone, they get information in some seconds. People not only use technology for entertainment, but also to log on to different educational websites, where the learning process is developed in a fun way. According to Lewin (2019), there are lots of evidence to show that technology and online learning are improving learning outcomes for most students. Different studies confirm that the influence of technology in students' life produces a good impact in a class, and the result is really satisfying.

Equally important is what Courville (2011) confirms, that the correct use of tools and resources nevertheless does have the potential to change education. Undeniably, technology is in our pocket; this phrase opens a concrete debate of how people can receive and send information easily. However, it is important to know how to use different resources and take all the advantage of them. In this point of view, language instructors need to be aware of all the resources that could be really helpful to apply in different classes according to students' needs. There are lots of courses and seminars where people could be instructed about technological tools and be able to use them.

Therefore, the technological tools are really important in teaching because they offer a continuous and uploaded service, they improve when people use them. It is not only a website to get information or entertainment but also a useful tool to develop knowledge in particular cases, in this case education. The challenge is to design attractive and useful lessons, where people feel free to participate and contribute data. This is the only way to identify if a website is reliable to take all the advantage of it. If a website is not consistent, there is not a purpose to use it (Vassallo, 2018).

Technology has opened lots of opportunities in education, in terms of communication and collaboration. Nowadays, technology permits the access to different resources of information around the world and points of views from people who live in different countries. Students, in seconds, can share what they are

learning and receive feedback. Collaborative learning is really applied with the use of technology, because learners could work together, it does not matter where they are, not only in pairs but also in groups.

When it comes to the role of teacher, it has been changing depending on the purpose of the class and students' needs. Nowadays, language instructors have taken advantage of technology, the teacher becomes a guide or facilitator. Another advantage of technology is that language instructors can create syllabi, lesson plans and materials easily. There is a huge number of technological tools that can facilitate the organization of modules, trying to find the most effective and efficient way to satisfy students' needs (Carstens, Mallon, Batainch, & Al-Batainech, 2021).

Regarding the Web 2.0 tools, they appeared as different social networking sites and blogs. They create dynamic virtual environments, where people are able to share, create and comment information as a way of participation and collaboration. Not all the Web 2.0 tools are created for educational purposes, most of them were created to have fun and interact with people around the world. They transform the teaching-learning process, promoting a student-centered approach with a motivated and critic learner.

In fact, language instructors use Web 2.0 tools to create, collaborate, store, edit and share on-line content, where many students could have access at the same time or at the time that the teacher considers. Depending on the tool, there are many activities to do, for example: creating presentations, doing research, chatting, showing, and sharing audios, pictures, videos, drawing, and writing, designing maps and generating quizzes. According to Courville (2011) using technology in your classroom can have many benefits for you as a teacher by supporting your teaching goals and increasing the learning capabilities of your students. Language instructors need to establish an objective at the beginning of each lesson, in some cases, it is difficult to achieve because of different situations, but with the use of technology, this problem could be solved, where the result could be demonstrated in the skills developed by students.

One of the most important benefits of Web 2.0 tools is the easiness to provide feedback. In some seconds, students could get the results of the activity and check the correct answers. The teacher could type comments to give a brief explanation about the mistake and motivate students with positive phrases. If the virtual environment is created as a whole class, students could not only receive feedback from the teacher, but also from classmates. It creates a communicative environment where all the group learn at the same time and contributes ideas to master the language (Mofareh, 2019).

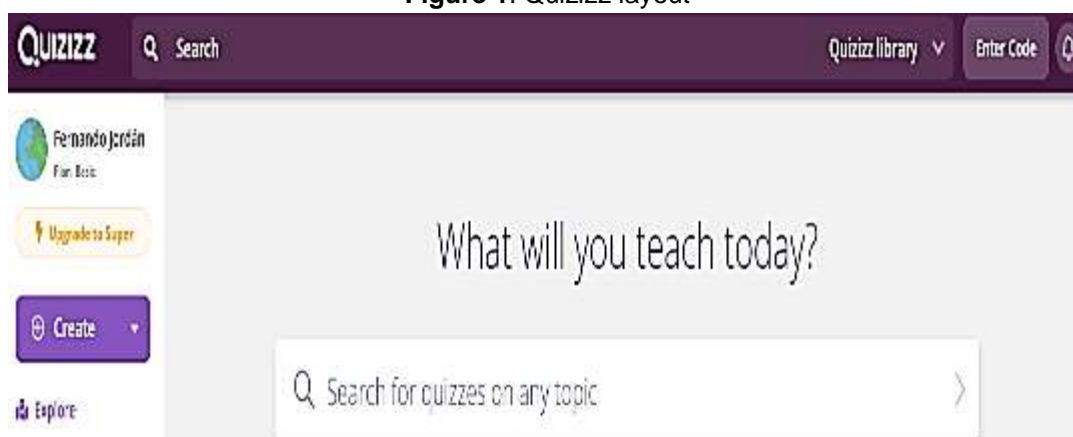
1.3. Quizizz

Quizizz is a Web 2.0 tool that allows language instructors to create online questionnaires where students can answer in three different ways: as a direct way, homework or individually. Due to the impact of technology in students' lives, both teaching and learning need to be integrated, getting a high level of motivation and participation in the class. According to Lim (2021) Quizizz, for instance, is a free pedagogical and technological multiplayer tool for classroom activities that allows students to practice individually or in teams with their smartphones. This technological tool permits students to do online activities specifically for learning process, no matter the place they are because they could use mobiles.

Quizizz in Educational Fields

Nowadays, technology has taken a considered part of people's days, creating a millennials generation. Students love learning by playing online games. Quizizz includes lots of activities, in comparison with other Web 2.0 tools. It creates games as a way of competition. The use of this tool is a challenge for learners. Quizizz emerges as a tool to interact, evaluate, and provide feedback instantly. In addition, this game combines modern methodologies opening fields where learners could create, imagine, observe, innovate, and learn (Zhao, 2019).

Figure 1. Quizizz layout

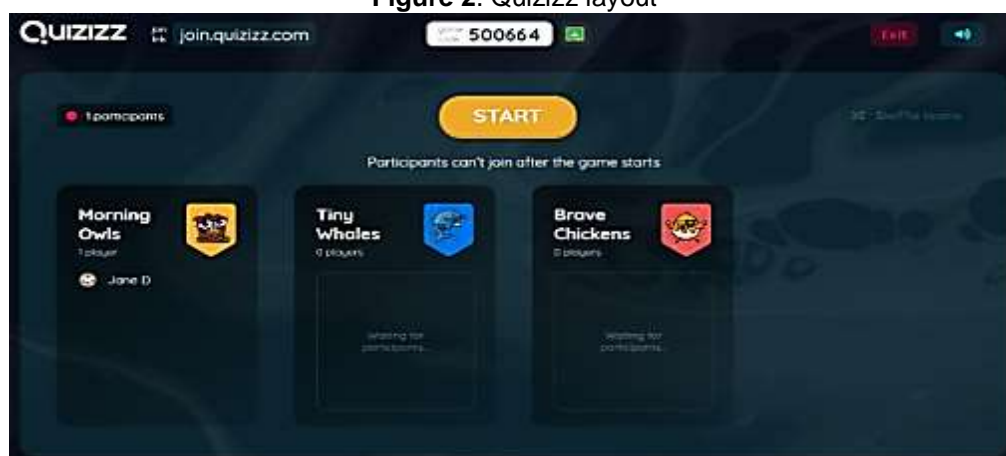


Source: Quizizz.com

In addition, Quizizz is considered an evaluation tool, it benefits learners to practice activities at any time. For example: Reading skills, in the questionnaire the teacher could add a short text and add comprehension questions. The students access with a code or link and pay attention to the time to answer each question. Listening and Speaking skills are also used in Quizizz, because it allows to upload audio files or videos, but depending on the organization of the teacher, he/she could manage the planning and ask students to answer questions using Quizizz. Writing could be developed in two options, filling-in-the-blank and open-ended. Due to the objective of the lesson the student must type the answer. Grammar is the most used sub skill in this platform because it allows teacher to create different kind of questions (Husain & Jusoh, 2021).

Quizizz platform promotes a level of competition and challenges between students, stimulating interest, motivation, and group work, (Gordon & Grey, 2015)states that taking the quiz as a group facilitates higher order thinking and focus teams on the subject material. The dynamic of the platform allows to form teams where students feel the necessity of participation, it helps to get a higher level of interaction, in order to get extra points and be the winners between other teams. Students need to focus attention and share ideas to contribute, language instructors could monitor the activity and identify levels of participation.

Figure 2. Quizizz layout



Source: Quizizz.com

Quizizz was created in 2015 in a school of Bangalore (India) by Ankit Gupta and Deepak Joy while they were teaching mathematics. Nowadays, this tool is used by more than 10 million active users, in more than 100 countries. They have two business offices in India and the USA. They raised \$3 million in funding, this money was invested in supporting new creations and satisfy needs in educational fields.

Undoubtedly, gamifying is an important learning technique that transports the rules of games in an educational field with the objective of getting better results. Not only for receiving information or improving language skills, but also to reward concrete actions between goals. This kind of learning is taking a huge part in planning because of its playful purposes, it facilitates the acquisition of input in a fun way, generating a positive experience in learners. Gamifying really works because it motivates students, developing a personal commitment, encouraging the spirit of improvement in all the lessons and activities. It also presents a dynamic technique with a teacher who becomes a facilitator, promoting a not boring class (Mohamad & Alias, 2020).

The specific technique is to reward learners in function of the achieved objectives, for example:

Accumulation of points: it is applied with numbers, giving marks according to the aims.

Levels: a set of steps that learners overcome in stages.

Getting prizes: learners receive a reward in specific stages.

Gifts: specific prizes that learners receive for free when a goal is achieved.

Rankings: learners are organized in categories, from the best and the worst.

Challenges: competition between students or teams, to get better points.

All of these techniques provide a personal motivation to play the game and continue with more activities to get more points and be the leader. As a consequence, language instructors have to explore more and more techniques, not for creating a game, it is for taking advantage of games to achieve educational goals. The platform not only creates a dynamic lesson but also increases curiosity on learners to be willing to start a new game (Mei, Yan, & Adam, 2018).

It is important to note that, Quizizz is a game that offers a variety of questionnaires to work individually or in teams. It allows to create contests based on interrogations or edit the ones created by other language instructors around the world. The questionnaires could be private or public, language instructors could copy others and edit them according to his/her needs. Adding pictures, videos, audios, printing the questions, sharing with other platforms, choosing the time for answering each question and sharing through emails or social networking sites are more uses of this incredible platform.

First of all, to register on Quizizz, people only need a Google or Microsoft account and directly get access to the platform. If it is not possible, users need to type an email, after clicking in the sign-up box. Choose the option of how Quizizz is going to be used, for example: school, enterprise or personal. In this research, the educational field is the purpose, so people click on School and choose if they are language instructors or language learners. It is necessary to mention that students do not need to register because language instructors provide a link or a code in order to access to the activities. The next step is to fill the chart with personal information such as: degree, name, last name and password. Finally, language instructors get access to thousands of quizzes created by other language instructors or create personalized questionnaires (Prasongko, 2021).

Figure 3. Quizizz layout



Source: Quizizz.com

Once, language instructors create the account, they have access to three important options, they are: Creating a lesson: this option permits language instructors organize a lesson according to the institutional planning. They can edit slides to organize all the stages of the class. A common basic example is: objectives, warm-up, content, and feedback. It allows to edit texts, images, add and import slides from a file. When everything is ready, click on publish.

Figure 4. Quizizz layout

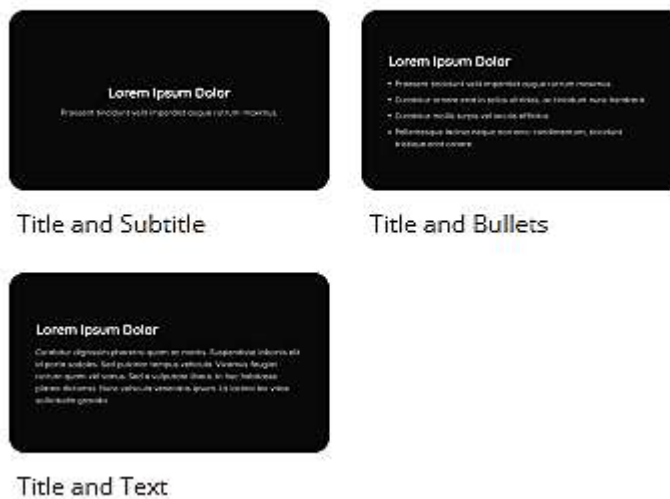


Source: Quizizz.com

Slides: when language instructors add and slides, lots of options appear in order to create a really dynamic lesson. Slides: it permits add specific slides with titles and subtitles, title and bullets, title, and text. Language instructors can create presentations, outline information, cite texts and be creative with the order of input.

Figure 5. Quizizz layout

Slides

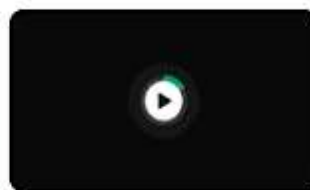


Source: Quizizz.com

Media: language instructors can insert external video links, audio clips, images, media with text and media with bullets. These options add specific multimedia data, to call the attention form learners and at the same time type text to provide ideas about the topics.

Figure 6. Quizizz layout**Media**

External Video Link



Audio Clip



Image



Media with Text



Source: Quizizz.com

Interactive questions: there are four options to create questions, they could be used to evaluate or just to create a questionnaire for practice. Multiple choice: It allows to provide a number of options in the answers, where learners can choose the appropriate. The result depends on the number of options. This resource helps the student to answer easily. To create the question the teacher has different options such as: mathematical formulas, pictures, audios, and videos, it is important to consider that it is not only possible in the question but also in the answers.

Checkbox: This type of question is similar to Multiple Choice but with the difference that learners tick the correct answer, the design is different, but it also allows to add mathematical formulas, pictures, audios, and videos. Fill-in-the-Blank: Language instructors create a question typing or uploading videos, audios, and images. Students type the answers and because of some punctuation problems could appear, the platform provides the option of adding alternative answers, considered previously by the teacher.

Polls, language instructors can add polls to analyze information about any topic. He/she needs to consider that polls are not evaluated, they are considered as correct at the end of the results. This tool also permits to add multimedia content. Open-ended, language learners could type long answers according to the question provided by the teacher. They are also ungraded; they are marked as correct in the final reports. Teacher could add multimedia files to establish the question.

Teleport questions, there is an extra option that allows to import questions from other Quizizz done by other language instructors and edit them as preferences. In all the options, there is an icon where language instructors establish the appropriate time for each question, all the changes are saved automatically.

Figure 7. Quizizz layout

Interactive Questions



Source: Quizizz.com

Present a live-lesson

When language instructors publish a lesson, they can present it as a live lesson. In advanced settings, language instructors activate the best options to organize the presentation example: Show slides on participant devices (this option is used in remote lessons), name factory, language learners can use their names or the ones generated by Quizizz, timer, learners see a countdown and get extra point for each question, show leaderboard, language learners can observe the ranking of high scores, shuffle answer options, the options are placed at randomly and play music, this option permits language learners to listen to music in their devices. Click on present.

Figure 8. Quizizz layout



Source: Quizizz.com

Assign a Quiz

The lesson is ready to be followed by students using their personal devices. Language instructors send a link or a number code, and start the class, according to what the teacher prepared based on his/her planning (Pahamzah, Syafrizal, Juniardi, & Marsnah, 2020).

Figure 9. Quizizz layout



Source: Quizizz.com

1.4. Quizizz and grammar

Quizizz and grammar have an important relationship in this research because it is based on the Communicative Language Teaching (CLT). CLT an eclectic blend of teaching methods and techniques that motivates the use of a combination of approaches and methodologies to teach a lesson based on the aims and students' needs.

When producing language, linguistic factors are not the only thing needed, language functions are also vital, since it provides extra meaning and context. Real life activities and interaction is the principle of this research, where learners have the opportunity to interact using real language, creating effective communication. With enough language exposure, use and motivation, learning happens. Quizizz permits the organization of a class based on the most important elements of language such as: vocabulary, functions, and grammar (Fadhilawati, Using Quizizz Application for Learning Evaluating Grammar Material, 2021).

It is widely known that students see grammar as a fundamental linguistic feature to be learnt since it enables students to communicate properly while using more structured language. That is why grammar can have a direct impact on speaking, students tend to feel more confident while speaking when they know they will not make mistakes. Although errors are part of learning and speaking, most students

want to be accurate at least at a basic level. That is why, boosting grammar through Quizizz provides a multiplayer classroom activity that gamifies the comprehension of language points. In this way, students become more interested in grammar, and they focus more on the features that will later help them when producing the language (Dewi, 2020).

Quizizz is a software that is based on gamification, it uses game mechanics in a nongame environment such as avatars, memes, music, leaderboard, and competition. These features create a mindset of being a player in a fun interaction so, students feel motivated while learning. Quizizz is mostly used when reinforcing a topic since it provides interactive questions to answer to which feedback is provided immediately. Having this type of instant reinforcement raises awareness on features of form while having accidental learning (Fadhilawati, 2021).

When it comes to using Quizizz to boost grammatical competence it could be claimed that through guided questions, students internalize grammatical concepts since they need to reflect in order to answer. When the questions are created to generate awareness on form, students have a deeper analysis before choosing and answer and that promotes the understanding of grammar. Since students work independently, self-assessment is also created and that contributes to having more competent and efficient students. Being able to correct themselves is the way for them to be confident when using English and to be autonomous learners (Sinta, 2018).

In line to what was mentioned above, it could be claimed that the use of Quizizz increases students' performance. Fajar (2020) stated that after using Quizizz for grammar practice, students presented a higher rate of competence. Besides, students were more competent when understanding grammatical concepts, students were able to differentiate between adverbs and adjectives, the use of these language points and their position in sentences. Therefore, Quizizz enhanced students' higher thinking skills and their analysis resulted in accuracy when producing the language.

CHAPTER II: METHODOLOGICAL DESIGN

2.1. Research Approach and level

In this research, according to the topic and the objectives, it was necessary to apply the Qualitative approach. The Qualitative Research in this investigation involves the analysis of texts, in terms of using technology, where a Web 2.0 tool permits the collections of images, audios and videos in order to understand specific grammar. This investigation is imperative because there is a case of study where the researcher pretends to observe how language learners perform activities and identifies the reason why they do them. Interviews and observation are ways to collect information.

By the same token, the current project is framed within an experimental type of research since an experiment was applied to the subjects of the study. Additionally, there was random grouping in that way, students were divided without biased perceptions. Besides, in the light of an experimental approach, quantitative analysis was carried out, based on that information the results were analyzed and conclusions were drawn. The data served to test the hypothesis of the study and to determine significant differences between the variables of the study.

2.2. Data collection: instruments and techniques

The subjects of the study were twenty students from *Centro de Idiomas at Universidad Técnica de Ambato*. Students age range is between fifteen and seventeen years old. Their English level corresponds to an A2 according to the Common European Framework for Language References. This is an important characteristic to consider because at this level students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Besides, students can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate

need (Council of Europe, 2001). The subjects of the study were Spanish native speakers which mean their time in the class should be maximize for production.

The fact that students are Spanish native speakers is also a relevant trait since one of the most common errors made by these types of students is the recognition and differentiation of the past simple and present perfect (Swan & Smith, 2001). Therefore, it is a must to highlight this problem and enhance its understanding through a digital resource such as Quizizz. Additionally, students at A2 level are required to comprehend, use and differentiate past simple and present perfect in familiar contexts which mean while talking about personal experiences (University of Cambridge ESOL Examinations, 2007).

For the purpose of the study, the class was divided into two different groups. The criteria for the grouping were random was based on a technological tool. The researcher used random.org which is a website in which lists can be randomized. The researcher added the list of names of the twenty students and created two groups. The first group corresponded to the control group and the second to the experimental one. Random grouping allows the researcher to create similar conditions under which the experiment was developed.

Once the groups were created, the researcher initiated the investigation itself. It was done in three stages, a pretest, an experiment, and a posttest. The pre and the posttests were based on formal assessment where students completed a quiz which evaluated their comprehension, recognition, and differentiation of past simple and present perfect. The test included ten different questions which were divided into three categories; the first one was about past simple recognition in terms of use and structure; the second one referred to present perfect recognition in terms of use and structure and the third section was about differentiating between the use and structure of both past simple and present perfect.

The content on the pretest and posttest was validated by using Gregory formula to validate research instruments. The formula was applied after having two experts analyze the quiz for the pretest and posttest. It is vital to mention that the experts were professors at Centro de Idiomas who at the time of the research were teaching A2 level. The experts evaluated the questions posed in terms of relevancy, they completed a checklist where they answered whether the questions were relevant or not. Their results were added up and that was used to apply Gregory Formula. Data gathered showed that the ten questions proposed were relevant for the purpose of the current study.

Table 1. *Content validity result*

Examiner	Irrelevant	Relevant
First examiner	0	10
Second examiner	0	10

$$\text{Content Validity} = \frac{D}{(A + B + C + F)}$$

$$\text{Content Validity} = \frac{10}{(0 + 0 + 0 + 10)}$$

$$\text{Content Validity} = 1$$

Source: Experts validation

Table 2. *Criteria of Gregory Formula*

Criteria Level
0.8-1.0 Very high
0.6-0.79 High
0.4-0.59 Moderate
0.2-0.39 Low
0.0-0.19 Very Low

Source: (Retnawati, 2016)

Before explaining the treatment in detailed, it is crucial to note that because of the current global situation, students worked in an online modality. Zoom platform was used for classes in which one hour was devoted to synchronous interaction. Students worked on the experiment for two classes a week, during a month. In that period, thirty minutes in each class were devoted to grammar practice. The control and experimental group worked separately in Zoom breakout rooms. Both groups

worked under the same framework provided by Rod Ellis (2015) about consciousness raising tasks.

It should be noted that, both groups, the experimental and control, worked under the same principles. During the first sessions of the class students paid particular attention to the use and form of past simple tense, in this way the linguistic feature was isolated. The second sets of sessions were devoted to explaining how past simple worked and how it was used in context. Thus, an explicit rule and explanation was delivered to students. During the third part of the classes, students were required to analyze the targeted language feature, past simple, to create a deeper analysis of the explicit teaching done before. This process was done exactly the same with the present perfect tense.

As evidenced above, the first steps carried out in the experiment were the same for both groups since the purpose of the study is to improve students' grammatical competence. However, the analysis where students need to reflect on past simple and present perfect was done differently. On the one hand the control group used a traditional approach where different links were used to practice the target language point, and discussion was prompted. On the other hand, the experimental group used Quizizz to boost the analysis in an innovative and interactive way.

The fourth step mentioned by Rod Ellis, clarification, was done in the same way for both groups. In this way, the instructor aimed to provide feedback to students and to reinforce concepts reviewed. At the end of the experiment, students were encouraged to describe the rules for the past simple and present perfect tenses. This activity was done as an optional practice, students who did so received extra credit. Later, both groups used the linguistic features while talking about their live experiences.

2.3. Data analysis

After students had taken both the pretest and the posttest, data was compiled. The results students obtained were expressed as a score over ten points. Then, results were tabulated using Excel, and those grades served as basis for applying the statistical analysis through which the hypothesis of the study was tested. The statistic used was a t-test, and four t-tests were run:

- T-test 1: Pre- post control group.
- T-test 2: Pre- post experimental group.
- T-test 3: Pre-control vs. pre-experimental.
- T-test 4: Post control vs. post experimental

2.4. The proposal

Topic: Guide to teach grammar (past simple – present perfect) using Quizizz

Informative data

Name of the institution: Universidad Técnica de Ambato

Location: Ambato, Tungurahua

Beneficiaries: A2 level students

Researcher: Fernando Cerón

Time of execution: One month

The Technical University of Ambato has been one of the most important educational institutions in Ecuador, due to the high level of authorities, professors, and students. The principal objective is to satisfy all the demanding of a scientific and technological Ecuadorian society and form professionals with critical-thinking, reflective and conscious to serve. With the clear objective of getting the best on academic fields, it was possible to analyze that language learners need to use a different environment. Nowadays, the use of internet has generated lots of benefits with technological tools.

Students, in specific cases, do not feel motivated to learn the language because classes are normally based on a course book. It has complicated the acquisition of grammar. After the analysis of all the factors that are involved in the learning process, language learners find it difficult to organize a sentence in specific tenses. As a solution to this problem the technological tool Quizizz, permits learners to be involved in the learning process as a whole. Language learners get a clear idea of the grammatical structure and at the same time they practice the language accurately. All the process is guided by the language instructor and learners get easily access to check their development.

This proposal permits professors and learners from the Technical University of Ambato to be involved in a technological environment to teach grammar. In addition, participants have access to a number of activities that contributes to the acquisition of structures, and they easily identify the benefits and improvement at using the language. The time is the appropriate, because they need to master the content before going to the next level. It is necessary to apply this proposal because students feel comfortable, and they enjoy each one of the activities. It is unique and interesting, Quizizz has not been used in the process of teaching grammar in the institution. The interest is the main requirement that students need because they could see this proposal as a game.

This proposal is feasible because it has a concrete relationship with the objectives of the level A2, in the Languages Center of the Technical University of Ambato. Besides, the use of technology has increased nowadays with educational purposes, the Language Center has promoted different resources such as: A Presentation Plus of the coursebook, internet access in all the classrooms and the use of Moodle as a virtual environment for teaching and learning. It is important to consider that because of the pandemic Covid-19, education has changed to a remote way, using synchronous and asynchronous classes, consequently all of the students involved in this research have access to internet.

Furthermore, all the resources are available, and the guide will contribute to develop grammar skills using technology that is really motivating for students and professors.

It should be noted that, the rules presented for teaching grammar were according to the website Test English:

<https://test-english.com/grammar-points/a2/past-simple-form-use/>

<https://test-english.com/grammar-points/a2/present-perfect/>

<https://testenglish.com/grammar-points/b1/past-simple-present-perfect/>

This website was used since it contains grammar practice according to each level in line with the CEFR. Besides, the website includes explanation and controlled practices which include isolated items and items in context.

Furthermore, the Quizizz proposed in the following guide, are formed by ten questions, some of them include fifteen since it required extra practice in terms of discrete language point recognition. The use of the following grammar guide certainly has direct and positive impact on students attitudes towards grammar. Students practiced it in a conscious and interactive manner which allowed them to feel confident and willing when using past simple and present perfect. What is more, students were able to improve their use and understanding of grammar and as a result they could use it when communicating their ideas. Further analysis on results will be presented in the next chapter of this research.

Objectives

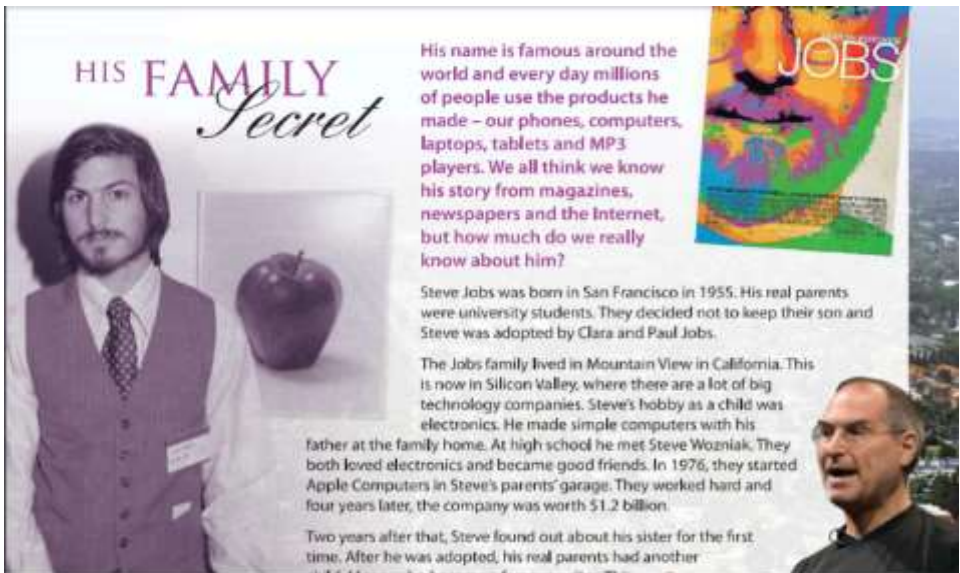
General objective

- Develop different virtual activities during the learning process of the unit about Present Perfect and Simple Past.

Specific objectives

1. Identify an appropriate teaching framework for developing grammar activities, based on consciousness raising task.

2. Select appropriate activities for A2 level students.
3. Utilize the grammar guide to enhance the recognition and use of past simple and present perfect tense.
- 4.

Lesson Topic: Life Experiences -control and experimental group
Grammar point: Past simple / present perfect
Description: The first lesson developed the first step of consciousness raising tasks which is isolation. In this stage, a specific linguistic feature is focused on to boost its recognition.
Lesson Objectives
Grammar: Recognize and use past simple and present perfect
Speaking: Integrate past simple and present perfect when talking about experiences.
Synchronous Tasks
<p>The teacher checks the agenda and calls attendance.</p> <p>As a whole class, students watch a video about Steve Jobs in order to activate schemata. Individually, students look at the pictures and predict details about the text on pg. 62. Then, students' ideas are elicited.</p> <div style="text-align: center;">  </div> <p>Individually, students read the text in just two minutes to understand the general idea. After that, students read the text again and focus on recognizing verbs in past simple tense. Students are asked to highlight the verbs in past they recognize.</p> <p>In small groups, students share the verbs they highlighted and discuss the way they recognized it.</p> <p>As a whole class, students watch a video about Steve Jobs in order to activate schemata. Individually, students look at the pictures and predict details about the text on pg. 82. Then, students' ideas are elicited.</p>

FACT FILE: Rose Byrne
BORN: 1979 SYDNEY, AUSTRALIA
CHILDHOOD: AUSTRALIA
LIVES: NEW YORK

FACT FILE: Mia Wasikowska
BORN: 1989 CANBERRA, AUSTRALIA
CHILDHOOD: AUSTRALIA & POLAND
LIVES: SYDNEY

FILM INTERNATIONAL

Isla Fisher, Rose Byrne and Mia Wasikowska are three famous actresses who work in Hollywood, and they have many things in common.

All three come from Australia and before going to Hollywood their very first acting jobs were in Australian TV dramas and soap operas. They've acted in some very popular films. Isla was in *Wedding Crashers* and *The Great Gatsby*, Rose was in *Bridesmaids* and *X-Men: First Class* and Mia was in *Alice in Wonderland* and *Jane Eyre*. They've all won awards in the USA and Australia for their acting.

However, outside of acting, they've done some interesting and unusual things. **Isla** isn't only interested in films. She studied theatre in France when she was younger and she's written two novels. Rose has worked for UNICEF in Australia. She's also a model and has done TV work for the famous make-up company, Max Factor. Mia, the youngest of the three, trained as a dancer at school, but now she really loves taking photos and has won a national prize in Australia for one of her photos. **Isla**, Rose and Mia aren't just three amazing actresses, they're three amazing women.

Individually, students read the text in just two minutes to understand the general idea. After that, students read the text again and focus on recognizing present perfect structures. Students are asked to highlight the verbs in past they recognize.

In small groups, students share the verbs they highlighted and discuss the way they recognized it.

Finally, whole class feedback and clarification will be provided.

Materials/Resources

- Computer / Tablet / smartphone
- Internet connection
- Zoom
- A2 Empower book

Assessment

Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.

Lesson Topic: Life Experiences

Grammar point: Past simple / present perfect- control and experimental group

Description: The second lesson developed the second step of consciousness raising tasks which is the presentation of an explicit rule.

Lesson Objectives

Grammar: Recognize and use past simple and present perfect

Speaking: Integrate past simple and present perfect when talking about experiences.

Synchronous Tasks

The teacher checks the agenda and calls attendance.

As a whole class, information about examples of past simple and present perfect will be elicited.

Then, the teacher presents an explicit rule about present perfect and past simple. The rule will be based on the following chart.

<p>PRESENT PERFECT – MEANING test-english.com</p> <p>PAST RECENT EVENTS We don't say when, or with time expressions including <i>now</i>.</p> <p>She's had an accident. I've passed the exam.</p> <p>JUST, ALREADY, YET "Have you finished yet?" "Yes, I've already finished."</p> <p>RECENTLY "Have you seen any good films recently?"</p> <p>TODAY, THIS WEEK, THIS MONTH, ETC. "I haven't seen Ted today. Maybe he isn't feeling well."</p> <p>PAST EXPERIENCES We don't say when these events happened.</p> <p>We've been to Rome and Florence. I haven't read that book.</p> <p>EVER, EVER, SINCE "Have you ever read it?" "I have never read it."</p> <p>Superlative + EVER This is the best feed I've ever tried.</p> <p>Number of times I've seen this film three times.</p> <p>UNFINISHED SITUATIONS Situations that started in the past and have not finished.</p> <p>How long have you been here? I have been here all day.</p> <p>NOW LONGER, FOR, SINCE We have been married for 20 years.</p> <p>ALL + time expression I've lived in this house all my life.</p> <p>LATELY We have been very busy lately.</p> <p>test-english.com</p>	<p>PAST -ed SPELLING test-english.com</p> <p>INFINITIVE</p> <table border="1"> <tr><td>watch</td><td>played</td></tr> <tr><td>like</td><td>arrived</td></tr> <tr><td>study</td><td>tried</td></tr> <tr><td>stop</td><td>stopped</td></tr> </table> <p>PAST</p> <table border="1"> <tr><td>watched</td><td>played</td></tr> <tr><td>liked</td><td>arrived</td></tr> <tr><td>studied</td><td>tried</td></tr> <tr><td>stopped</td><td>stopped</td></tr> </table> <p>SPELLING</p> <ul style="list-style-type: none"> general rule add -ed after -e add -ed after consonant + -y delete -y and add -ed consonant + vowel + con. double consonant + -ed <p>test-english.com</p>	watch	played	like	arrived	study	tried	stop	stopped	watched	played	liked	arrived	studied	tried	stopped	stopped																																																																																																																																											
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<p>PRESENT PERFECT – FORM test-english.com</p> <p>POSITIVE</p> <table border="1"> <tr><td>I</td><td>have seen her.</td></tr> <tr><td>You</td><td>have seen her.</td></tr> <tr><td>We</td><td>have seen her.</td></tr> <tr><td>They</td><td>have seen her.</td></tr> <tr><td>He</td><td>has seen her.</td></tr> <tr><td>She</td><td>has seen her.</td></tr> <tr><td>It</td><td>has seen her.</td></tr> </table> <p>NEGATIVE</p> <table border="1"> <tr><td>I</td><td>have not seen her.</td></tr> <tr><td>You</td><td>have not seen her.</td></tr> <tr><td>We</td><td>haven't seen her.</td></tr> <tr><td>They</td><td>haven't seen her.</td></tr> <tr><td>He</td><td>has not seen her.</td></tr> <tr><td>She</td><td>hasn't seen her.</td></tr> <tr><td>It</td><td>hasn't seen her.</td></tr> </table> <p>QUESTION</p> <table border="1"> <tr><td>Have</td><td>you</td><td>seen her?</td></tr> <tr><td>Have</td><td>we</td><td>seen her?</td></tr> <tr><td>Have</td><td>they</td><td>seen her?</td></tr> <tr><td>Has</td><td>he</td><td>seen her?</td></tr> <tr><td>Has</td><td>she</td><td>seen her?</td></tr> <tr><td>Has</td><td>it</td><td>seen her?</td></tr> </table> <p>SHORT ANSWER</p> <table border="1"> <tr><td>Yes,</td><td>you</td><td>have.</td></tr> <tr><td>Yes,</td><td>we</td><td>have.</td></tr> <tr><td>Yes,</td><td>they</td><td>have.</td></tr> <tr><td>No,</td><td>you</td><td>haven't.</td></tr> <tr><td>No,</td><td>we</td><td>haven't.</td></tr> <tr><td>No,</td><td>they</td><td>haven't.</td></tr> <tr><td>No,</td><td>he</td><td>hasn't.</td></tr> <tr><td>No,</td><td>she</td><td>hasn't.</td></tr> <tr><td>No,</td><td>it</td><td>hasn't.</td></tr> </table> <p>test-english.com</p>	I	have seen her.	You	have seen her.	We	have seen her.	They	have seen her.	He	has seen her.	She	has seen her.	It	has seen her.	I	have not seen her.	You	have not seen her.	We	haven't seen her.	They	haven't seen her.	He	has not seen her.	She	hasn't seen her.	It	hasn't seen her.	Have	you	seen her?	Have	we	seen her?	Have	they	seen her?	Has	he	seen her?	Has	she	seen her?	Has	it	seen her?	Yes,	you	have.	Yes,	we	have.	Yes,	they	have.	No,	you	haven't.	No,	we	haven't.	No,	they	haven't.	No,	he	hasn't.	No,	she	hasn't.	No,	it	hasn't.	<p>PAST SIMPLE FORM test-english.com</p> <p>POSITIVE</p> <table border="1"> <tr><td>I</td><td>worked</td></tr> <tr><td>You</td><td>worked</td></tr> <tr><td>He</td><td>worked</td></tr> <tr><td>She</td><td>worked</td></tr> <tr><td>It</td><td>worked</td></tr> <tr><td>We</td><td>worked</td></tr> <tr><td>They</td><td>worked</td></tr> </table> <p>NEGATIVE</p> <table border="1"> <tr><td>I</td><td>did not work.</td></tr> <tr><td>You</td><td>didn't work.</td></tr> <tr><td>He</td><td>didn't work.</td></tr> <tr><td>She</td><td>didn't work.</td></tr> <tr><td>It</td><td>didn't work.</td></tr> <tr><td>We</td><td>didn't work.</td></tr> <tr><td>They</td><td>didn't work.</td></tr> </table> <p>QUESTION</p> <table border="1"> <tr><td>Did</td><td>you</td><td>work?</td></tr> <tr><td>Did</td><td>he</td><td>work?</td></tr> <tr><td>Did</td><td>she</td><td>work?</td></tr> <tr><td>Did</td><td>it</td><td>work?</td></tr> <tr><td>Did</td><td>we</td><td>work?</td></tr> <tr><td>Did</td><td>they</td><td>work?</td></tr> </table> <p>SHORT ANSWER</p> <table border="1"> <tr><td>Yes,</td><td>you</td><td>did.</td></tr> <tr><td>Yes,</td><td>he</td><td>did.</td></tr> <tr><td>Yes,</td><td>she</td><td>did.</td></tr> <tr><td>Yes,</td><td>it</td><td>did.</td></tr> <tr><td>Yes,</td><td>we</td><td>did.</td></tr> <tr><td>Yes,</td><td>they</td><td>did.</td></tr> <tr><td>No,</td><td>you</td><td>didn't.</td></tr> <tr><td>No,</td><td>he</td><td>didn't.</td></tr> <tr><td>No,</td><td>she</td><td>didn't.</td></tr> <tr><td>No,</td><td>it</td><td>didn't.</td></tr> <tr><td>No,</td><td>we</td><td>didn't.</td></tr> <tr><td>No,</td><td>they</td><td>didn't.</td></tr> </table> <p>NEGATIVE</p> <ul style="list-style-type: none"> He didn't work. He didn't go. <p>QUESTION</p> <ul style="list-style-type: none"> Did she work? Did she work? <p>test-english.com</p>	I	worked	You	worked	He	worked	She	worked	It	worked	We	worked	They	worked	I	did not work.	You	didn't work.	He	didn't work.	She	didn't work.	It	didn't work.	We	didn't work.	They	didn't work.	Did	you	work?	Did	he	work?	Did	she	work?	Did	it	work?	Did	we	work?	Did	they	work?	Yes,	you	did.	Yes,	he	did.	Yes,	she	did.	Yes,	it	did.	Yes,	we	did.	Yes,	they	did.	No,	you	didn't.	No,	he	didn't.	No,	she	didn't.	No,	it	didn't.	No,	we	didn't.	No,	they	didn't.
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Finally, whole class feedback and clarification will be provided.

Materials/Resources

- Computer / Tablet / smartphone
- Internet connection
- Zoom
- A2 Empower book

Assessment

Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.

Lesson Topic: Life Experiences: Experimental group

Grammar point: Past simple

Description: The third lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, Quizizz will be used to enhance the analysis.

Lesson Objectives

Grammar: Recognize and use past simple.

Speaking: Integrate past simple when talking about experiences.

Synchronous Tasks

The teacher checks the agenda and calls attendance.

The teacher explains the use of Quizizz in order to play on that application.

Students join the game and encounter ten different questions that will consist of the following:
<https://quizizz.com/admin/quiz/61e45afbc70ab7001da3f4ac>

<p>Question 1: Decide if the sentence is an example of past simple tense. Question 2: Decide if the sentence is an example of past simple tense. Question 3: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 4: Select the right rule of past simple. Finally, whole class feedback and clarification will be provided.</p>
Materials/Resources
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book
Assessment
<p>Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.</p>

Lesson Topic: Life Experiences: Experimental group
Grammar point: Past simple
Description: The fourth lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, Quizizz will be used to enhance the analysis.
Lesson Objectives
Grammar: Recognize and use past simple.
Speaking: Integrate past simple when talking about experiences.
Synchronous Tasks
<p>The teacher checks the agenda and calls attendance. The teacher explains the use of Quizizz in order to play on that application. Students join the game and encounter ten different questions that will consist of the following: https://quizizz.com/admin/quiz/61e464861963b7001dc3585a Question 1: Decide if the sentence is an example of past simple tense. Question 2: Decide if the sentence is an example of past simple tense. Question 3: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 4: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 5: Select the right structure of past simple. Finally, whole class feedback and clarification will be provided.</p>
Materials/Resources
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book
Assessment
<p>Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.</p>

Lesson Topic: Life Experiences: Experimental group
Grammar point: Present perfect
Description: The fifth lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, Quizizz will be used to enhance the analysis.
Lesson Objectives
Grammar: Recognize and use present perfect.
Speaking: Integrate present perfect when talking about experiences.

Synchronous Tasks	
<p>The teacher checks the agenda and calls attendance. The teacher explains the use of Quizizz in order to play on that application. Students join the game and encounter ten different questions that will consist of the following: https://quizizz.com/admin/quiz/61e4676d295f78001d128fa1 Question 1: Decide if the sentence is an example of present perfect Question 2: Decide if the sentence is an example of present perfect Question 3: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 4: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 5: Select the right rule of present perfect. Finally, whole class feedback and clarification will be provided.</p>	
Materials/Resources	
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book 	
Assessment	
<p>Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.</p>	

Lesson Topic: Life Experiences: Experimental group	
Grammar point: Present perfect	
Description: The sixth lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, Quizizz will be used to enhance the analysis.	
Lesson Objectives	
Grammar: Recognize and use present perfect.	
Speaking: Integrate present perfect when talking about experiences.	
Synchronous Tasks	
<p>The teacher checks the agenda and calls attendance. The teacher explains the use of Quizizz in order to play on that application. Students join the game and encounter ten different questions that will consist of the following: https://quizizz.com/admin/quiz/61e46c75f6d256001d9d3986 Question 1: Decide if the sentence is an example of present perfect Question 2: Decide if the sentence is an example of present perfect Question 3: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 4: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 5: Select the right structure of present perfect. Finally, whole class feedback and clarification will be provided.</p>	
Materials/Resources	
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book 	
Assessment	
<p>Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.</p>	

Lesson Topic: Life Experiences: Experimental group
Grammar point: Present perfect and past simple
Description: The seventh lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, Quizizz will be used to enhance the analysis.
Lesson Objectives
Grammar: Recognize and use present perfect. Speaking: Integrate present perfect when talking about experiences.
Synchronous Tasks
The teacher checks the agenda and calls attendance. The teacher explains the use of Quizizz in order to play on that application. Students join the game and encounter ten different questions that will consist of the following: https://quizizz.com/admin/quiz/61e47851f6d256001d9d5255 Question 1: Decide if the form is Past Simple Tense or Present Perfect Tense. Question 2: Decide if the form is Past Simple Tense or Present Perfect Tense. Question 3: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 4: The form of the verb depends on whether it refers to a finished time in the past or a time that is still continuing at the present. Decide what kind of time the expressions below refer to. Question 5: Select the right rule of past simple. Question 6: Select the right rule of present perfect. Finally, whole class feedback and clarification will be provided.
Materials/Resources
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book
Assessment
Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.

Lesson Topic: Life Experiences: Control group
Grammar point: Past simple
Description: The third lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, the control group did not use Quizizz but rather a traditional approach.
Lesson Objectives
Grammar: Recognize and use past simple. Speaking: Integrate past simple when talking about experiences.
Synchronous Tasks
The teacher checks the agenda and calls attendance. The teacher elicits information about the use and structure of past simple. The teacher shares a link to practice past simple tense. https://test-english.com/grammar-points/a1/past-simple-regular-irregular/ The teacher shares a second link to practice past simple tense https://test-english.com/grammar-points/a1/past-simple-regular-irregular/2/ The teacher shares a third link to practice past simple tense https://test-english.com/grammar-points/a1/past-simple-regular-irregular/3/ After each set of exercises, students are encouraged to tell the answers to the teacher so that, whole class feedback and clarification will be provided.
Materials/Resources
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book
Assessment

Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.

Lesson Topic: Life Experiences: Control group
Grammar point: Past simple
Description: The fourth lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, the control group did not use Quizizz but rather a traditional approach.
Lesson Objectives
Grammar: Recognize and use past simple. Speaking: Integrate past simple when talking about experiences.
Synchronous Tasks
The teacher checks the agenda and calls attendance. The teacher elicits information about the use and structure of past simple. The teacher shares a link to practice past simple tense. https://test-english.com/grammar-points/a1/past-simple-negatives-questions/ The teacher shares a second link to practice past simple tense https://test-english.com/grammar-points/a1/past-simple-negatives-questions/2/ The teacher shares a third link to practice past simple tense https://test-english.com/grammar-points/a1/past-simple-negatives-questions/3/ After each set of exercises, students are encouraged to tell the answers to the teacher so that, whole class feedback and clarification will be provided.
Materials/Resources
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book
Assessment
Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.


Lesson Topic: Life Experiences: Control group
Grammar point: Present perfect
Description: The fifth lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, the control group did not use Quizizz but rather a traditional approach.
Lesson Objectives
Grammar: Recognize and use present perfect. Speaking: Integrate past simple when talking about experiences.
Synchronous Tasks
The teacher checks the agenda and calls attendance. The teacher elicits information about the use and structure of present perfect. The teacher shares a link to practice present perfect tense. https://test-english.com/grammar-points/a2/present-perfect/ The teacher shares a second link to practice present perfect tense https://test-english.com/grammar-points/a2/present-perfect/2/ The teacher shares a third link to practice present perfect tense https://test-english.com/grammar-points/a2/present-perfect/3/ After each set of exercises, students are encouraged to tell the answers to the teacher so that, whole class feedback and clarification will be provided.
Materials/Resources
<ul style="list-style-type: none"> ➤ Computer / Tablet / smartphone ➤ Internet connection

➤ Zoom
➤ A2 Empower book
Assessment
Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.

Lesson Topic: Life Experiences: Control group
Grammar point: Present perfect
Description: The sixth lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, the control group did not use Quizizz but rather a traditional approach.
Lesson Objectives
Grammar: Recognize and use present perfect. Speaking: Integrate past simple when talking about experiences.
Synchronous Tasks
The teacher checks the agenda and calls attendance. The teacher elicits information about the use and structure of present perfect. The teacher shares a link to practice present perfect tense. https://test-english.com/grammar-points/a2/present-perfect/4/ The teacher shares a second link to practice present perfect tense https://www.perfect-english-grammar.com/present-perfect-exercise-4.html The teacher shares a third link to practice present perfect tense https://www.perfect-english-grammar.com/present-perfect-exercise-5.html After each set of exercises, students are encouraged to tell the answers to the teacher so that, whole class feedback and clarification will be provided.
Materials/Resources
➤ Computer / Tablet / smartphone ➤ Internet connection ➤ Zoom ➤ A2 Empower book
Assessment
Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.

Lesson Topic: Life Experiences: Control group
Grammar point: Present perfect vs. past simple
Description: The seventh lesson developed the third step of consciousness raising tasks which is the utilization of intellectual effort to understand the targeted feature. In this stage, the control group did not use Quizizz but rather a traditional approach.
Lesson Objectives
Grammar: Recognize and use past simple and present perfect. Speaking: Integrate past simple when talking about experiences.
Synchronous Tasks
The teacher checks the agenda and calls attendance. The teacher elicits information about the use and structure of present perfect and past simple. The teacher shares a link to practice present perfect tense and past simple. https://test-english.com/grammar-points/b1/past-simple-present-perfect/ The teacher shares a second link to practice present perfect tense and past simple. https://test-english.com/grammar-points/b1/past-simple-present-perfect/2/ The teacher shares a third link to practice present perfect tense and past simple. https://test-english.com/grammar-points/b1/past-simple-present-perfect/4/ After each set of exercises, students are encouraged to tell the answers to the teacher so that, whole class feedback and clarification will be provided.

Materials/Resources	
➤	Computer / Tablet / smartphone
➤	Internet connection
➤	Zoom
➤	A2 Empower book
Assessment	
Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.	

Lesson Topic: Life Experiences – experimental / control	
Grammar point: Present perfect and past simple	
Description: The eight-lesson developed follow up activities to integrate the grammar point learnt to speaking production.	
Lesson Objectives	
Grammar: Recognize and use present perfect and past simple.	
Speaking: Integrate present perfect when talking about experiences.	
Synchronous Tasks	
The teacher checks the agenda and calls attendance. Students will be prompted with a poster that includes information about a trip. In this way, students could use their ideas to talk about life experiences.	
	
Students record a 2-minutes video talking about their travel experiences. Some students are encouraged to present their video to the class. Finally, whole class feedback and clarification will be provided.	
Materials/Resources	
➤	Computer / Tablet /
➤	Smartphone
➤	Internet connection
➤	Zoom
Assessment	
Informal assessment: active participation and use of English is detected through constant monitoring besides, after each activity students are asked about details in order to check understanding.	
Annex 9	

CHAPTER III: ANALYSIS OF THE RESULTS

3.1. Analysis of results and data interpretation

The data was collected through grading the pretest and the posttest which were described in the previous chapter. Each question was rigorously checked not only to avoid misunderstandings but also to analyze the most difficult questions for students. The tests were graded in a scale from 0-10 which means ten was the highest possible grade to be achieved.

Table 3. *Pretest: control group*

	Control
Pre-test 1	3
2	2
3	2
4	0
5	3
6	2
7	0
8	1
9	3
10	3
11	2
12	2
13	4
14	3
15	4

Source: Self-made

Table 3 shows the results from the control group during the pretest. As evidenced in the chart, the majority of students could not answer more than three accurate questions. This result suggests that students were not competent at a grammatical level. Besides it implies that students could not differentiate the use and form of past simple nor present perfect. Finally, it shows that students struggled differentiating one structure over the other. Therefore, it could be stated that students could not identify simple linguistic structures that are supposed to be mastered at an A2 level which validates the problem encountered at the beginning of this research work.

Table 4. Pretest: experimental group

	Experimental
Pre-test 1	3
2	2
3	2
4	0
5	3
6	2
7	0
8	1
9	3
10	3
11	2
12	2
13	4
14	0
15	0

Source: Self-made

Table 4 displays information about the experimental group during the pretest. In this part of the evaluation a grammatical problem was faced since most of the students could not get more than three answers correct. Once again, it shows that students were not accurate when reflecting on the use and structure of both past simple and present perfect. Besides, these results evidence the fact that the differentiation between these two tenses is a problem for Spanish native speakers more specifically when it comes to Ecuadorian learners, it can be said that since in L1 the present perfect tense is not widely used, it is difficult for students to relate the L2 feature with a known concept. Therefore, internalization of these features tends to be complicated because of interference.

The results from both groups during the pretest study, indicate that the whole class was under the same learning conditions before applying the experiment. This trait is particularly relevant since it shows that students were the perfect target group to apply the use of Quizizz in order to enhance grammar. In a way, it validates the treatment used since none of the students presented an advantage over the other one prior the investigation. In this way, the results of the current research project will be more reliable

Table 5. Posttest: control group

Post-test 1	<u>5</u>
2	<u>6</u>
3	<u>0</u>
4	<u>4</u>
5	<u>3</u>
6	<u>3</u>
7	<u>5</u>
8	<u>8</u>
9	<u>4</u>
10	<u>4</u>
11	<u>10</u>
12	<u>4</u>
13	<u>5</u>
14	<u>6</u>
15	<u>5</u>

Source: Self-made

Table 5 represents the results obtained from the control group during the posttest. There is undoubtedly an improvement in the overall grades, most of the students obtained more than five correct answers. Compared to the results in the pretest, it is clear that there was improvement. These results suggest that by using an explicit framework for teaching grammar, the linguistic competence could be evidenced. Although the control group did not work with Quizizz, the steps mentioned in consciousness-raising were applied with this group of students. Thus, it could be mentioned that as long as grammar is explicitly taught, there could be better students' performance.

Table 6. Posttest: experimental group

Post-test	1	<u>5</u>	<u>9</u>
	2	<u>6</u>	<u>7</u>
	3	<u>0</u>	<u>7</u>
	4	<u>4</u>	<u>8</u>
	5	<u>3</u>	<u>8</u>
	6	<u>3</u>	<u>6</u>
	7	<u>5</u>	<u>5</u>
	8	<u>8</u>	<u>8</u>
	9	<u>4</u>	<u>0</u>
	10	<u>4</u>	<u>6</u>
	11	<u>10</u>	<u>4</u>
	12	<u>4</u>	<u>7</u>
	13	<u>5</u>	<u>9</u>
	14	<u>6</u>	<u>10</u>
	15	<u>5</u>	<u>8</u>

Source: Self-made

Table 6 displays information from the experimental group. The posttest results evidenced the major improvement in the grammatical competence. The vast majority of students obtained a grade higher than six points. This is definitely a proof that using Quizizz as part of a consciousness-raising framework (Ellis, 2015) for teaching grammar is an efficient way for students to become more accurate. What is more, it shows that students were aware of specific language features, and they were able to use it and differentiate it in a correct way. Thus, it supports the use of Quizizz as a teaching tool to enhance the performance in grammatical tasks.

3.2. Hypothesis verification

T- test 1: Control pretest vs. experimental pretest

Table 5. T-test 1

	<i>Variable 1</i>	<i>Variable 2</i>
Media	2,266666667	1,8
Varianza	1,495238095	1,74285714
Observaciones	15	15
Diferencia hipotética de las medias	0	
Grados de libertad	28	
Estadístico t	1,004402076	
P(T<=t) una cola	<u>0,161893224</u>	
Valor crítico de t (una cola)	1,701130934	
P(T<=t) dos colas	0,323786448	
Valor crítico de t (dos colas)	2,048407142	

Source: Self-made

T- test 2: Control posttest vs. experimental posttest

Table 6. T-test 2

	<i>Variable 1</i>	<i>Variable 2</i>
Media	4,8	6,8
Varianza	5,17142857	6,02857143
Observaciones	15	15
Diferencia hipotética de las medias	0	
Grados de libertad	28	
Estadístico t	-2,31455025	
P(T<=t) una cola	<u>0,01409488</u>	
Valor crítico de t (una cola)	1,70113093	
P(T<=t) dos colas	0,02818976	
Valor crítico de t (dos colas)	2,04840714	

Source: Self-made

T- test 3: Control pretest vs. control posttest

Table 7. T-test 3

	Variable 1	Variable 2
Media	2,266666667	4,8
Varianza	1,495238095	5,17142857
Observaciones	15	15
Coefficiente de correlación de Pearson	-0,082198047	
Diferencia hipotética de las medias	0	
Grados de libertad	14	
Estadístico t	-3,676053452	
P(T<=t) una cola	0,001246391	
Valor crítico de t (una cola)	1,761310136	
P(T<=t) dos colas	0,002492782	
Valor crítico de t (dos colas)	2,144786688	

Source: Self-made

T- test 4: Experimental pretest vs. experimental posttest

Table 8. T-test 4

	Variable 1	Variable 2
Media	1,8	6,8
Varianza	1,74285714	6,02857143
Observaciones	15	15
Coefficiente de correlación de Pearson	-0,18951008	
Diferencia hipotética de las medias	0	
Grados de libertad	14	
Estadístico t	-6,45497224	
P(T<=t) una cola	7,5508E-06	
Valor crítico de t (una cola)	1,76131014	
P(T<=t) dos colas	1,5102E-05	
Valor crítico de t (dos colas)	2,14478669	

Source: Self-made

Table 9 T-test: Summary					
T-TEST	Mean		Degrees of freedom	T Statistic	P value
Pretest	Control 2.26	Experimental 1.8	28	1.00	0.16
Posttest	Control 4.8	Experimental 6.8	15	2.31	0.01
Control	Pretest 2.26	Posttest 4.8	14	-3.67	0.001
Experimental	Pretest 1.8	Posttest 6.8	14	6.45	7.55E-06

Source: Self-made

The statistical results display information about significant difference found on the results of the pre and posttests. During the pretest the p value is >0.05 which shows that there was no significant difference prior the experiment. Thus, both groups presented same conditions under which the treatment was applied. In addition, during the posttest the p value is <0.05 which shows that there is significant difference in the conditions after the investigation. That trait can be attributed to the use of Quizizz as a teaching tool to boost grammar. This is because there is an improvement in the experimental group and the control group used a traditional approach.

CONCLUSIONS

- After analyzing the results from the statistics, it is concluded that the objectives established for the current research work were achieved. Indeed, Quizizz provides a positive impact to the teaching and learning process since it enhances motivation and active interaction which boosts a higher understanding of grammatical features. In this way, students become competent at a linguistic level which is later transferred to speaking production.
- The pretest results showed that students from both the control and experimental group could not cope with basic language traits when it comes to past simple and present perfect. The pretest also showed that the differentiation of these two tenses are critical for Spanish native speakers (Swan & Smith, 2001), since students could not use these language items in an accurate way.
- The current research work evidenced an effective framework to use when developing grammar. The conscious-raising approach proposed by Rod Ellis (2015) is undoubtedly an efficient set of steps which go from explicit learning to active production. The five steps mentioned by Ellis, isolation of the linguistic feature, explicit explanation, intellectual analysis, clarification and description of the grammatical rule; worked in an optimal way for students to understand grammar which are evidenced in the results from the posttest.
- Finally, the current work concluded that creating Quizizz sets to promote interaction by using virtual tools creates a dynamic class and a safe environment for students to participate. They do so by working independently and by being aware of linguistic features especially in real life contexts.

RECOMMENDATIONS

- After analyzing the data and results used in this research project, it is recommended to use a specific sequence of activities when using grammar, particularly an explicit approach that leads to implicit learning. Therefore, it is suggested to use the consciousness-raising framework.
- It is highly advisable to use the guide proposed in this investigation because it provides clear and simple steps to apply an explicit framework while using Quizizz to enhance the critical thinking skills of students when analyzing a specific linguistic feature. Besides, the grammar guide includes a follow – up activity which is crucial for production.
- After working on this research project, it is recommended to work on a further study in which the effects of using Quizizz can be reflected in a free practice environment and also in speaking fluency. It is clear that accuracy is achieved but it could be an interesting line of investigation to see whether Quizizz can also impact fluency and confidence.
- Finally, it is recommended to share the results about the study with professors at Centro de Idiomas because that may promote the implementation of Quizizz and consciousness-raising in the EFL classroom. In that way, results could be replicated and expanded so that more students could benefit from this study.

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ANNEX

Annex 1: Pretest-Posttest

Past simple and present perfect

Read the short text and conjugate the verb using a suitable tense.

 crisscrison@gmail.com (no compartidos) [Cambiar de cuenta](#) 

ANSWER ONLY 1 1 punto

Two summers ago, we --- 1. (have) a holiday in Scotland. We --- 2. (drive) there from London, but our car --- 3. (break) down on the motorway and we spent the first night in Birmingham.

Tu respuesta _____

ANSWER ONLY 2 1 punto

Two summers ago, we --- 1. (have) a holiday in Scotland. We --- 2. (drive) there from London, but our car --- 3. (break) down on the motorway and we spent the first night in Birmingham.

Tu respuesta _____

ANSWER ONLY 4 1 punto

I think I --- 4. (have) a pretty interesting life. I am a retired professor and I --- 5. (travel) to ten countries so far. I --- 6. (be) to Australia six or seven times already. I am planning to visit more countries in the future.

Tu respuesta _____

ANSWER ONLY 5 1 punto

I think I --- 4. (have) a pretty interesting life. I am a retired professor and I --- 5. (travel) to ten countries so far. I --- 6. (be) to Australia six or seven times already. I am planning to visit more countries in the future.

Tu respuesta _____

ANSWER ONLY 6 1 punto

I think I --- 4. (have) a pretty interesting life. I am a retired professor and I --- 5. (travel) to ten countries so far. I --- 6. (be) to Australia six or seven times already. I am planning to visit more countries in the future.

Tu respuesta _____

ANSWER ONLY 7

1 punto

A: Hi, Marine! How are you?
B: Great, thanks. We --- 7. (come) back from Colombia, just now.
A: Oh, I --- 8. (be) to Bogota three times so far.
B: Great! The weather --- 9. (be) fantastic and we --- 10. (spend) a lot of time sightseeing.

Tu respuesta _____

ANSWER ONLY 8

1 punto

A: Hi, Marine! How are you?
B: Great, thanks. We --- 7. (come) back from Colombia, just now.
A: Oh, I --- 8. (be) to Bogota three times so far.
B: Great! The weather --- 9. (be) fantastic and we --- 10. (spend) a lot of time sightseeing.

Tu respuesta _____

ANSWER ONLY 9

1 punto

A: Hi, Marine! How are you?
B: Great, thanks. We --- 7. (come) back from Colombia, just now.
A: Oh, I --- 8. (be) to Bogota three times so far.
B: Great! The weather --- 9. (be) fantastic and we --- 10. (spend) a lot of time sightseeing.

Tu respuesta _____

ANSWER ONLY 10

1 punto

A: Hi, Marine! How are you?
B: Great, thanks. We --- 7. (come) back from Colombia, just now.
A: Oh, I --- 8. (be) to Bogota three times so far.
B: Great! The weather --- 9. (be) fantastic and we --- 10. (spend) a lot of time sightseeing.

Tu respuesta _____

Enviar

Borrar formulario

Annex 2: Quizizz report lesson 3

#	Question	Question Type	Question Accuracy	Average Time per Question (mm:ss)	Correct	Incorrect	Unattempted
1	Decide if the sentence is an example of past simple	Multiple Choice	100%	00:10	15	0	0
2	Decide if the sentence is an example of past simple	Multiple Choice	73%	00:13	11	4	0
3	The form of the verb depends on whether it refers	Multiple Choice	93%	00:14	14	1	0
4	The form of the verb depends on whether it refers	Multiple Choice	80%	00:16	12	3	0
5	Select the right rule of past simple.	Multiple Choice	93%	00:11	14	1	0
			88%	01:04	66	9	0

Annex 3: Quizizz report lesson 4

#	Question	Question Type	Question Accuracy	Average Time per Question (mm:ss)	Correct	Incorrect	Unattempted
1	Decide if the sentence is an example of past simple	Multiple Choice	100%	00:08	15	0	0
2	Decide if the sentence is an example of past simple	Multiple Choice	73%	00:09	11	4	0
3	The form of the verb depends on whether it refers	Multiple Choice	73%	00:13	11	4	0
4	The form of the verb depends on whether it refers	Multiple Choice	80%	00:10	13	2	0
5	Select the right structure of past simple.	Multiple Choice	93%	00:10	14	1	0
			85%	00:50	64	11	0

Annex 4: Quizizz report lesson 5

#	Question	Question Type	Question Accuracy	Average Time per Question (mm:ss)	Correct	Incorrect	Unattempted
1	Decide if the sentence is an example of present perfect	Multiple Choice	100%	00:08	15	0	0
2	Decide if the sentence is an example of present perfect	Multiple Choice	93%	00:09	14	1	0
3	The form of the verb depends on whether it refers	Multiple Choice	80%	00:10	13	2	0
4	The form of the verb depends on whether it refers	Multiple Choice	86%	00:11	13	2	0
5	Select the right rule of present perfect.	Multiple Choice	86%	00:10	13	2	0
			90%	00:48	68	7	0

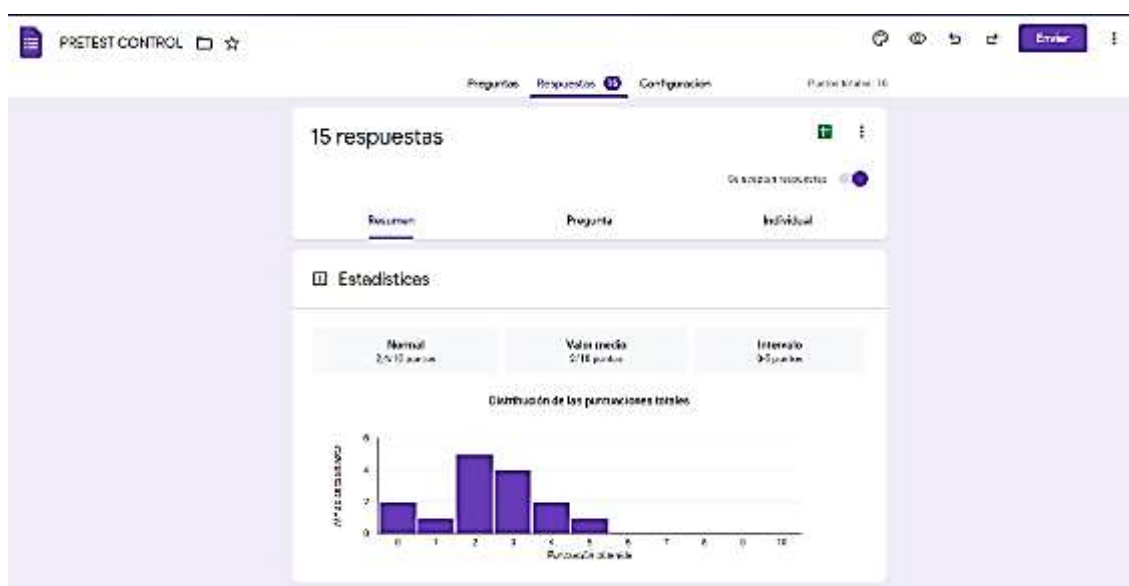
Annex 4: Quizizz report lesson 6

#	Question	Question Type	Question Accuracy	Average Time per Question (mm:ss)	Correct	Incorrect	Unattempted
1	Decide if the sentence is an example of present perfect	Multiple Choice	100%	00:08	15	0	0
2	Decide if the sentence is an example of present perfect	Multiple Choice	93%	00:08	14	1	0
3	The form of the verb depends on whether it refers	Multiple Choice	86%	00:09	13	2	0
4	The form of the verb depends on whether it refers	Multiple Choice	100%	00:09	15	0	0
5	Select the right structure of present perfect.	Multiple Choice	93%	00:08	14	1	0
			94%	00:42	71	4	0

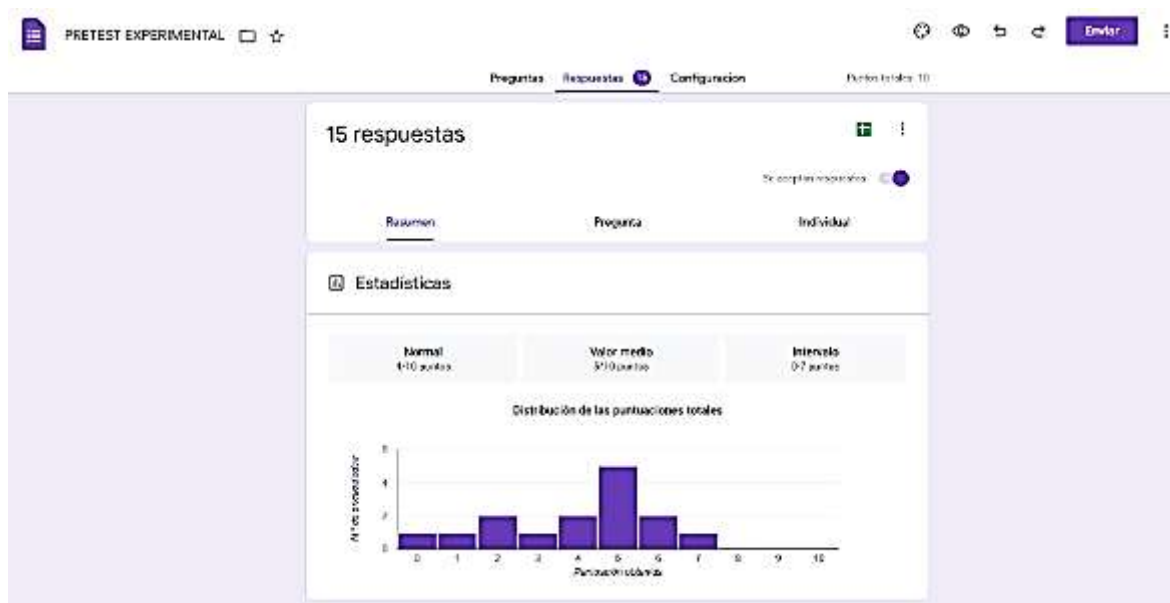
Annex 4: Quizizz report lesson 7

#	Question	Question Type	Question Accuracy	Average Time per Question (mm:ss)	Correct	Incorrect	Unattempted
1	Decide if the form is Past Simple Tense or Present	Multiple Choice	100%	00:09	14	0	0
2	Decide if the form is Past Simple Tense or Present	Multiple Choice	100%	00:08	14	0	0
3	The form of the verb depends on whether it refers	Multiple Choice	85%	00:10	12	2	0
4	The form of the verb depends on whether it refers	Multiple Choice	92%	00:08	13	1	0
5	Select the right rule of past simple.	Multiple Choice	100%	00:09	14	0	0
6	Select the right rule of present perfect.	Multiple Choice	100%	00:10	14	0	0
			96%	00:54	81	3	0

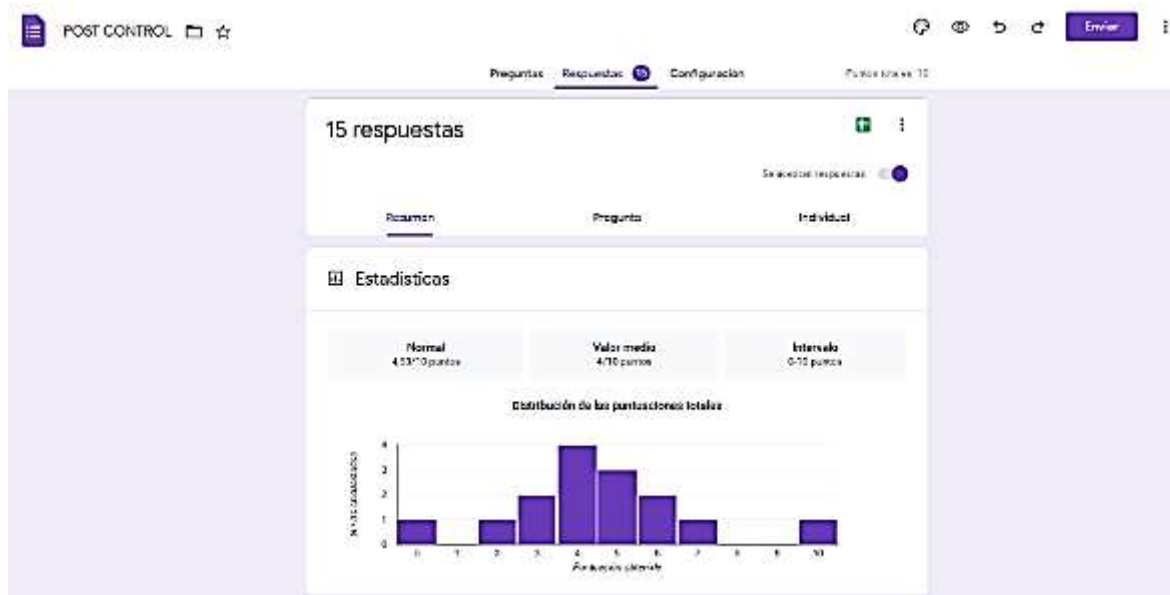
Annex 5: Pretest: control



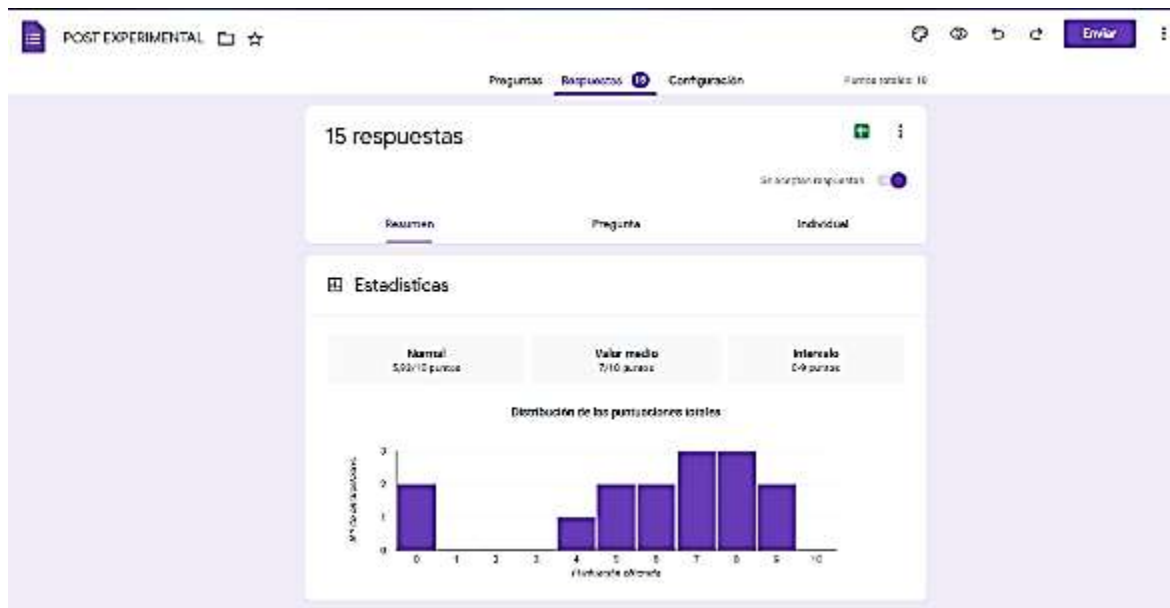
Annex 6: Pretest: experimental



Annex 7: Posttest: control



Annex 7: Posttest: experimental



Annex 8: Follow up activities: control group

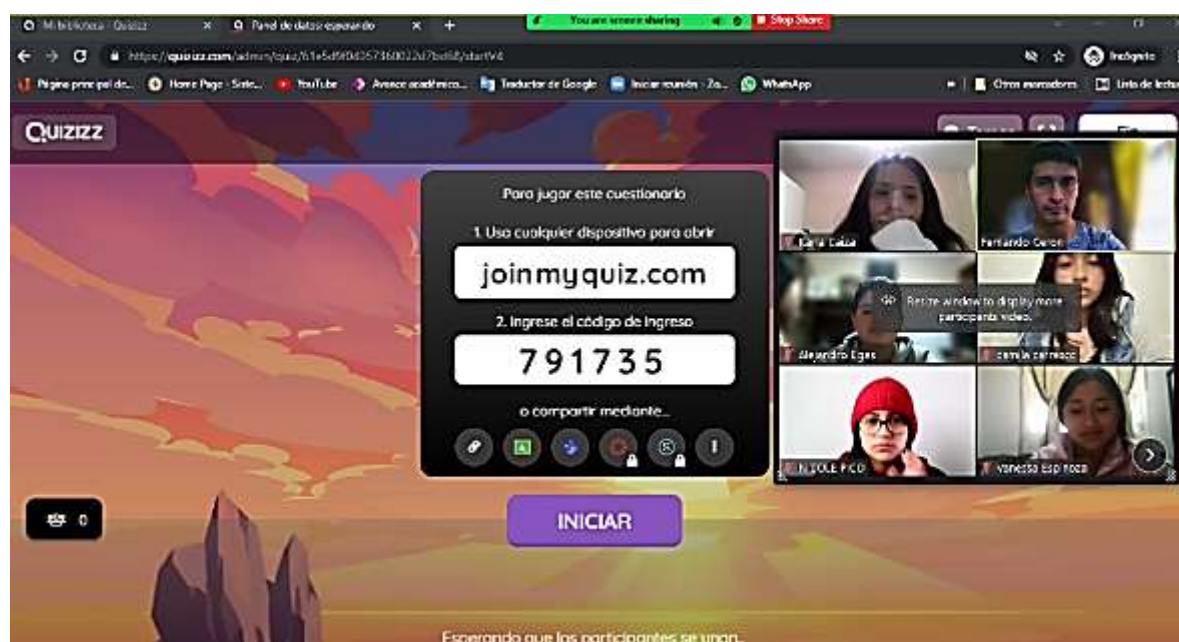
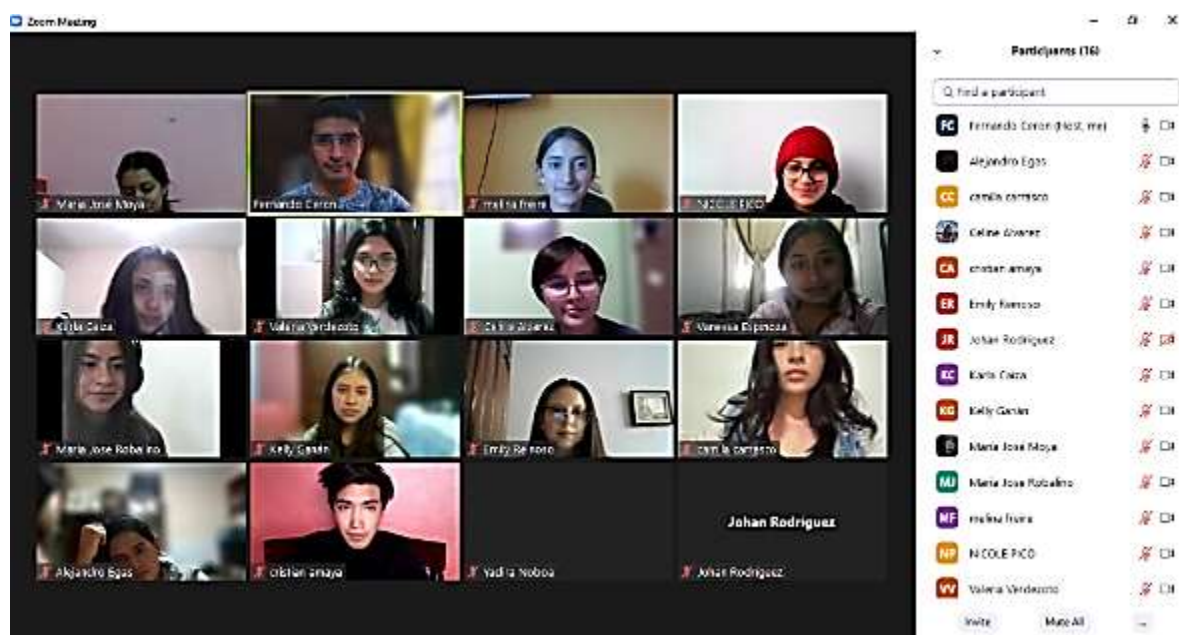
Annex 9: Follow up activities: experimental group

Experimental Group
https://youtu.be/9U0UtgPMXiQ
https://youtu.be/s3wynAifoXg
https://youtu.be/BFI182f41z0
https://www.youtube.com/watch?v=-tZ5sH6jNfU
https://youtu.be/3tcS3cmVhzs
https://youtu.be/TSy6Kzjwls4

https://youtu.be/akzB0mW1GZI
https://www.youtube.com/watch?v=qeySMKk8w98
https://youtu.be/m5ARqE_0HRg
https://youtu.be/uRkm_oPZSYc
https://youtu.be/9SSkrlek-1M
https://youtu.be/ieAdfTD3aOU
https://youtu.be/f36HGodIz10
https://youtu.be/XSce77enY1Y
https://youtu.be/0hwjdGnbFn4

Control Group
https://youtu.be/-0WS0eGhq_E
https://youtu.be/JdYQfUOqdkY
https://youtu.be/O3j40oyyW_4
https://youtu.be/TquLb-gn3Y8
https://youtu.be/6QRa5IS-tvs
https://youtu.be/naugx6LH188
https://youtu.be/Nef2VGLR2tw
https://youtu.be/cMGM1DiXJAc
https://youtu.be/_jCREyihowk
https://youtu.be/8CHd9SCZlXo
https://youtu.be/CXr2xB7DFHE
https://youtu.be/X4_s4PtIqEM
https://youtu.be/vrsnMIGzYvo
https://youtu.be/extGlscFBRU
https://youtu.be/SBDa4gjBQv8

Annex 10: General pictures



QUIZZZ UNIR COBRG 791 735 Temas

8 Precisión 0

Tabla Preguntas

15 participantes Mostrar solo los mejores cinco

Clasificación	Nombre	Puntos
1	Alvarez Celine	890
2	Rodriguez Johan	870
3	Gandari Kelly	850
3	PICO NICOLE	850
4	Verdezoto Valeria	790

2nd Verdezoto Valeria

1st Caiza Karla

3rd Alvarez Celine

QUIZZZ ¡Volver a jugar! Asignar como práctica Revisar Temas Salir

Aspectos destacados de la prueba Descargar resultados

Predicción de las clases
La clase respondió 64% de las preguntas correctamente. Comparte en un enlace de práctica.

Pregunta más difícil
Q.2 Desde il me son... fue respondida incorrectamente por 4 de 15 jugadores.

Pregunta más larga
Q.1 "The form of the v..." cogió 10 segundos para responder de media.

Tu descarga comenzará automáticamente. Si no se inicia automáticamente, haz clic aquí.

¿Hubo algún error en este cuestionario? Sí No

Resumen Preguntas