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RESUMEN

El presente trabajo de investigación propone el uso de la aplicación Johnny Grammar como una herramienta tecnológica de refuerzo en las diferentes estructuras gramaticales propuestas para los estudiantes de nivel A2 del instituto de idiomas de la Universidad de las Fuerzas Armadas ESPE, Sede Latacunga. Luego de una observación a las habilidades gramaticales de los estudiantes se pudo determinar que no lograban reconocer claramente ni aplicar las diferentes estructuras gramaticales al inicio de la investigación. Se evaluaron las destrezas de lectura y escritura a través de la aplicación del Cambridge Key English Test (KET). Posterior a ello se desarrollaron 16 planes de clase para las ocho semanas de estudio, en las que se aplicaron diferentes estrategias basadas en la estructura de Presentación, Práctica y Producción (PPP), para reforzar no solo la gramática, sino también el vocabulario. Finalmente, se hizo uso de la aplicación tecnológica para reforzar los temas tratados en clase, para lo cual se hizo uso de la Plataforma Zoom donde pudieron trabajar en parejas y grupos pequeños. Al finalizar el estudio se aplicó el (KET) post-test para conocer los resultados en el avance del conocimiento gramatical de los sujetos de estudio. Se pudo evidenciar que el uso de la aplicación Johnny Grammar brinda un aporte significativo en el refuerzo del conocimiento en cuanto a estructuras gramaticales se refiere.

Palabras clave: herramienta, estructuras gramaticales, lecto escritura, estrategias, refuerzo.

ABSTRACT

This research work proposes the use of the application Johnny Grammar as a technological tool to reinforce the different grammatical structures, proposed for A2 level students at the language institute of the Universidad de las Fuerzas Armadas ESPE, sede Latacunga. At the beginning of this research and after observing the students' grammatical skills, it was identified that they were unable to clearly recognize and apply the different grammatical structures. Reading and writing skills were assessed through the Cambridge Key English Test (KET). Subsequently, 16 lesson plans were developed for the eight weeks of study, in which different strategies based on the Presentation, Practice, and Production (PPP) structure were applied to reinforce not only grammar but also vocabulary. Finally, the technological application Johnny Grammar was used to reinforce the topics covered in class, using the Zoom Platform where they were able to work in pairs and small groups. At the end of the study, the post-test (KET) was applied to know the results in the progress of the grammatical knowledge of the subjects of the study. It was found that the use of the Johnny Grammar application contributed significantly to the reinforcement of knowledge in terms of grammatical structures.

Key words: tool, grammatical structures, reading and writing, strategies, reinforcement.

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INTRODUCTION

The acquisition of a new language represents a huge challenge, but it is considered as a relevant issue in any field people are active in. Teachers have looked for a variety of techniques and materials to transmit their knowledge to students of different levels. They have coped to details like: lack of materials, lack of time, heterogenous levels of students, and the academic regulations. Nowadays, the current situation that people face worldwide with the Pandemic and the Covid-19 have changed almost any aspect of life. Soon, schools, educators as long as students had to adapt to a new reality and look for alternatives to continue teaching and learning.

Technology and its innovations offered a variety of tech tools, platforms, and software to perform any kind of activity. Technology contributed greatly to the development of a society that has been affected with a Pandemic that needed to be controlled as soon as possible. During the last two years words like “tool”, “application”, “software”, “platform” among others started to be part of the new lifestyle that people around the world had to get used to.

It is well known that most educational institutions established some regulations about the use of mobile phones in class, as well as teachers did not use to allow students to them in class in the past, because they were considered as distractors. However, the current circumstances have changed this situation and have become this device in an important and necessary tool to continue with the teaching and learning process. These days almost every single person has a mobile phone and even students have started to use it not only to play video games or chatting but learning different things like a new language.

The current research focuses on the effectiveness of the application Johnny Grammar to be used as a useful technological tool that supports in the acquisition and improvement of English grammar structures. An application which can be downloaded in any electronic device, and it does not need internet connection to work appropriately. The mentioned application can help students to reinforce their

knowledge about the different English grammar structures and gives them the opportunity to choose the time limit, the categories and have fun at the same time. This technological tool was considered as a useful alternative to permit students to have extra practice due to the lack of time to interact each other in class.

Theoretical and practical background

This theoretical and practical background review includes the most up to date information regarding the proposed topic of this project, which is the use of the Application Johnny Grammar to improve A2 students' English grammar structures. This information aims at providing readers with the necessary elements to understand this research and its actual contribution.

Bataineh, R. F., & Mayyas, M. B. (2017) in their article *The utility of blended learning in EFL reading and grammar: A case for Moodle*, contrast traditional ways of teaching and the application of different technological alternatives in the classroom, focus attention on the importance of creating collaborative activities and the interaction of students and teachers by the use of blended learning. The results of this study show that there is a significant difference in the application of the Moodle platform instead of using traditional methods to teach English grammar structures. The study shows that students feel motivated and get engaged easily in the activities proposed by the teachers through the use of the Moodle platform.

Bowen, J. A. (2012) in his book *Teaching naked: How moving technology out of your college classroom will improve student learning*, presents an analysis of new trends that include the use of technology to perform the teaching-learning process and the importance of implementing innovative methods to acquire good results in the classroom. The book gives a lot of information about the evolution of technological tools that can be used to facilitate activities like teaching and learning. He also says that technology has allowed teachers and students to get information about different topics.

Chen, J. J., & Yang, S. C. (2014) write an article called Fostering foreign language learning through technology-enhanced intercultural projects, which focuses attention on the main goal of learning a foreign language which is accurate communication. In this respect, the author talks about the importance of creating original material for teaching and the use of alternatives like technology due to its flexibility and easy way to adapt to different circumstances which permit to even know about different cultures around the world.

Rumfola, L. (2017) in his thesis Positive Reinforcement Positively Helps Students in the Classroom, focuses attention on the fact that positive reinforcement generates a comfortable environment in the class, which permits students to learn and feel motivated at the same time. This research also emphasizes the importance of relationships with students that can get a positive or negative impact on the teaching-learning process. According to the author “teachers need to understand the strong influence they have on their students’ attitude towards the successful acquisition of knowledge”.

Saeedi, Z., & Biri, A. (2016) in their study The application of technology in teaching grammar to EFL learners: The role of animated sitcoms provide information about the application of technology in teaching grammar in the form of sitcoms. The study mentions that watching videos is a good way to teach English grammar to EFL learners because they focus their attention into pronunciation, gestures and are exposed to the language in real situations. The author ensures “by providing students with authentic and contextualized versions of the target language and offering opportunities to perceive the target language in its real context, videos also have a positive impact on learners’ motivation”.

Shylaja, E. A., & Ravindran, K. (2014) in an article called Teaching and Learning Grammar for Teens Using Technological Tools, includes information about different technological tools which can help teach English and improve learning skills. The central part of this article has relation with the use of some software, online packages, multimedia, mobile devices, and social media to teach and learn English. It is important to mention that technology offers a variety of alternatives that permit

free access to different educational programs in any kind of field and can be attractive, especially for teens who have a close relation with the use of technological tools.

Zarzycka-Piskorz, E. (2016) in his article Kahoot it or not? Can games be motivating in learning grammar? Gives specific contains information related with the importance of being motivated to perform activities like learning English grammar structures in a successful way. According to the content of this paper gamification can be a useful technique to get students' attention and obtain positive results at the end of a course. The author mentions that "the use of some techniques that represent challenge, competition, cooperation, and fun promote the engagement of students and facilitate the learning performance".

One of the aspects related to this research project is the changes people all over the world had to do due to the pandemic. For this reason, Egbert, J. (2020) and his article The new normal? A pandemic of task engagement in language learning, gives an idea of the necessary modifications and adaptations teachers had to do to continue with their teaching activities. The use of technology in the classroom started to be the only way to connect with students due to the current issues. Social distancing became mandatory and teaching and learning processes transformed drastically, so they needed to include technology to continue with the teaching and learning process.

Due to the current circumstances related to the Pandemic, the educational system had to adapt and, look for new alternatives to facilitate teaching-learning processes. For this reason, Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020) propose the Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining uninterrupted learning in COVID-19 Outbreak. This handbook provides information that allows understanding the difficulties teachers and students had to face during situations like Covid-19 and how to overcome them.

Flexible learning is one of the techniques mentioned, which can adapt depending on the level of students and their requirements. They mention that “flexibility is defined as offering choices in the educational environment, as well as customizing a given course to meet the needs of individual learners”.

The research problem

It is well known that the government has tried to propose different alternatives to improve the education system, but on the other hand English has not been considered as a relevant issue, that is why lots of institutions do not have enough resources or materials which can be used in order to acquire a good level of English in our students.

To this respect it is necessary to mention that the acquisition of English as a foreign language requires a big effort and represents a challenging activity, and there are some aspects that are affecting the English learning process in our country as it is mentioned above. For this reason, it is pretty important to look for new, different, interesting and fun ways to encourage students to reinforce their knowledge and get positive results.

Local schools and institutions are considering the need to get new alternatives and different tools of teaching English to give students the necessary training in order to let them be well prepared to face difficulties and solve problems easily due to English language is required in every facet of education nowadays.

Statement of the problem

For these reasons, it is pretty important to define: How important is feeling motivated in order to perform any kind of activity, like: learning a foreign language? How effective is the application Johnny Grammar in the reinforcement of English grammar structures? and What can students and teachers do in order to teach and learn from home during social distancing? It is possible that the answers to these questions will permit to obtain relevant information about innovative forms, which

could contribute with the educational community towards the improvement of the English language teaching-learning process.

Idea to be defended: The use of the application Johnny Grammar is going to help A2 level learners to reinforce their knowledge about English grammar structures.

General objective

- To reinforce English grammar structures in A2 level learners through the use of the application Johnny Grammar.

Specific objectives

1. To identify the effectiveness of the application Johnny Grammar to reinforce English grammar structures.
2. To practice a wide range of grammar structures on the application Johnny Grammar.
3. To determine some pedagogical implications related with the use of the application Johnny Grammar to reinforce English grammar structures during a pandemic.

Methodology

Universidad de las Fuerzas Armadas (ESPE), is a university located in the centre of Ecuador in Cotopaxi Province. It is an academic community, that belongs to the National System of ESPE and trains professionals and researchers of excellence, as well as the humanistic, with leadership and critical thinking and high citizen awareness; to generate and apply scientific knowledge; within the scope of their academic domains, to contribute to national development and meet the needs of society and the Armed Forces.

Instituto de Idiomas of Universidad de las Fuerzas Armadas teaches students to communicate in English. The English program is formed of eight levels, and it is

developed in four cycles: Elementary Level (I and II), Pre-intermediate Level (III and IV), Intermediate Level (V and VI), and Proficiency Level (VII and VIII). Students get the ability to perform the four skills (Listening, Reading, Writing and Speaking) through the application of different learning-teaching techniques and communicative methods.

Due to the current situation related with the Pandemic and the Covid-19, it has been necessary to look for an appropriate alternative to reinforce knowledge of English grammar structures. Technology offers a variety of applications which can be easily downloaded and used in almost any kind of electronic device.

The present research is a quasi-experimental study because the researcher took only one group of subjects to use the application called Johnny Grammar in order to get extra practice on English grammar structures to improve students' comprehension and performance. The subjects chosen for this quasi-experimental study were thirty students from 18 to 20 years old, attending to the first level English open course at ESPE as part of their instruction to get their proficiency certificate at the end of eight levels that offers the English program at this institution. The activities that the application offers have a close relation with the grammar points they had to practice, which were proposed in the course book students had.

Research justification

English grammar structures represent one of the most important parts in the process of learning English as a Second Language or a Foreign Language. They give students the opportunity to differentiate how sentences are structured and the importance of applying the correct rules to generate ideas that make sense.

Due to the current circumstances related to the Pandemic and the Covid-19, especially the social distancing and the educational disruption that have changed the teaching and learning process. It has been necessary to look for new alternatives to continue performing any kind of activities like teaching and learning in an appropriate environment.

Teachers and students have adapted to the new technological era and the Pandemic as well by using different tech tools. Teachers had to learn about new techniques, strategies, and how to apply and adapt them to their classes to overcome the gap that the illness has opened since people are homebound. Deal with barriers like the lack of time, lack of resources, sick people, lack of communication, among some others have changed the way in which people see the world and forced teachers to re-invent themselves and adapt to the new reality.

Learning English nowadays constitutes not only an important qualification but a necessary tool in almost any kind of field. The good performance of the different skills like listening, reading, speaking, and writing have been considered as the central part of learning English. On the other hand, it is necessary to pay attention to the improvement and the reinforcement of the different English grammar structures, because they are also a relevant part in the acquisition of a language.

Based on the reasons mentioned above the application Johnny Grammar created by the British Council has been considered as an accurate technological tool to reinforce English grammar structures in A2 level learners of the Universidad de las Fuerzas Armadas ESPE, Latacunga. The researcher has chosen this option due to the characteristics that the application offers, like the suitability to be used in any kind of device, and its availability to work online and offline after downloading it.

Thus, teachers can propose an accurate alternative to let students to practice, reinforce their knowledge and have fun. This application can be considered as a way to study and at the same time an interesting method to overcome difficult situations like the Pandemic.

CHAPTER I. STATE OF ART AND PRACTICE

This study consists of two variables: English grammar structures in A2 level learners constitutes the dependent variable, which groups all the elements needed to be analyzed. Those elements belong to the formative assessment applied in class to check student's improvement. On the other hand, the application Johnny grammar is considered as the independent variable, that emphasizes on the importance of motivation and the appropriate use of technological devices and tools to improve student's knowledge during difficult situations like a Pandemic.

1.1. The origins of grammar

For some years teaching and learning English and specially grammar structures have been focused just on how to form a correct sentence using different tenses. Despite the importance of the concept, it is also necessary to consider some relevant aspects related with the origins of the grammar and the application in real situations.

The origins of grammar are mentioned in a book written by Hurford, James R., 2011. The author finds a strong relation between the behavior of some animals to create a structured way of communication based on different aspects related to the language they use and the way they encode and decode a message in order to transmit it effectively.

Hurford (2011) refers to the importance of getting different ways to transmit information. Besides, he mentions the necessity of learning about the variety of aspects related to English grammar structures. He considers that there is necessary to analyze syntax as part of the process of the acquisition of English as a Second Language as well. The author also gets conclusions about how the human language has evolved from a simple way to communicate with sounds and basic symbols to a wide variety of expressions that contrast ideas and behaviors that help others to transmit information effectively.

So, grammar can be considered as a complex system, which is formed of a group of different rules and patterns that organizes information in an accurate way. On the other hand, the most relevant aspect about grammar or the most important aim is to emphasize in the ability to communicate by talking, reading and thinking with ourselves.

Definition of Grammar

There are a variety of definitions and concepts which explain what grammar means. The term “grammar” can be defined as the complete study of words and the different ways they work together; an invisible force that guides people to put words together into sentences. It is also known as the particular way in which words are got together in order to transmit any kind of message.

In the Oxford Advanced Learner’s Dictionary of Current English with Taiwanese Translation, grammar is referred to as “study or science of, rules for, the words into sentences (syntax), and the forms of words (morphology)”. The Longman Dictionary of Contemporary English defines grammar as “the study of use of the rules by which words change their forms and are combined into sentences.”

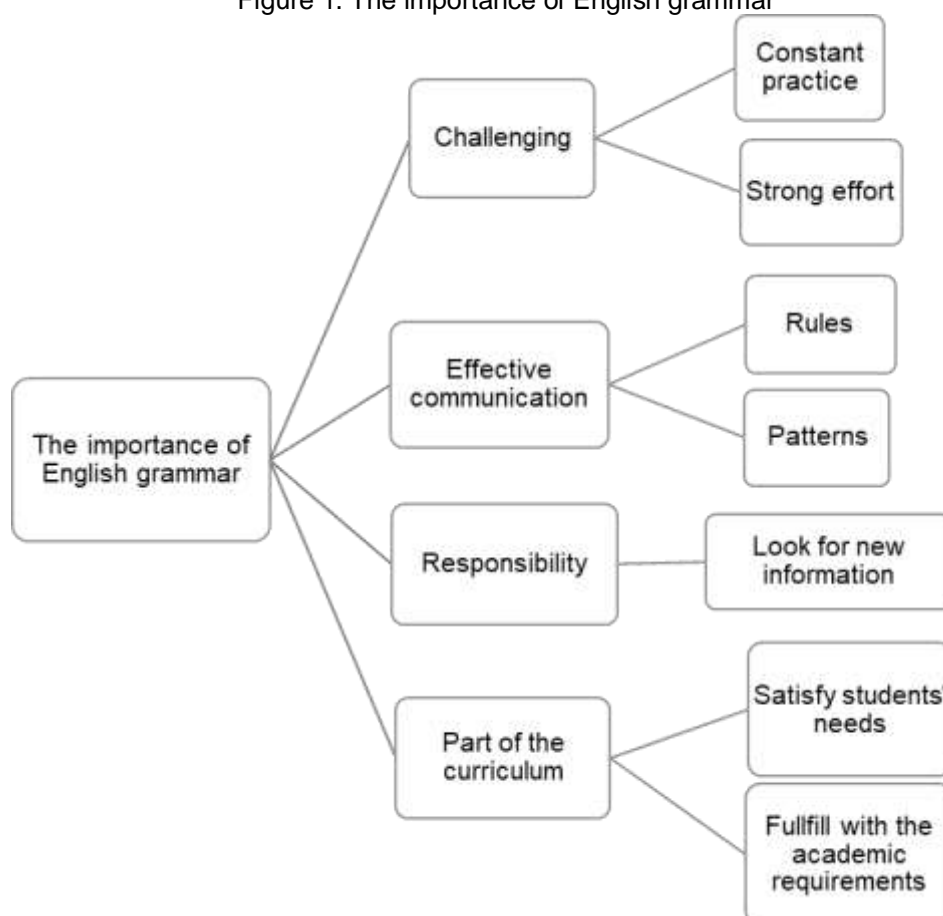
The Importance of English grammar

Even though learning any foreign language like English represents as motivating as challenging, it requires a lot of effort and constant practice. It is completely different to learn it as a need in a target language community than learning in a formal classroom which forces to teachers and students to be as creative as hardworking. Grammar constitutes as one of the most difficult parts of learning a language, but at the same time it provides the necessary elements to avoid misunderstandings and helps the listener and the speaker to communicate effectively. Subasini, M., & Kokilavani, B. (2013), suggest that the most beneficial way of helping students is to improve their command of grammar in writing. So, learning grammar is considered as helpful as beneficial for learners.

Teaching grammar provides students with a high sense of responsibility and help them to be more accurate when developing writing practice. Teaching grammar represents a big effort for the teachers and encourages students to be even better and use the language correctly, which transforms this task in an excellent reward. It is relevant to mention that some authors and experts mention that learning grammar when teaching and learning a foreign language does not constitute a rule or a strong component of it. However, in a formal teaching and learning process as part of the curriculum in any educational institution it needs to be considered as a fundamental step in the accurate teaching and learning process.

The figure below shows some relevant issues related to the importance of teaching and learning English grammar structures in the acquisition of English as a foreign language.

Figure 1. The importance of English grammar



Source: Adapted by Santos Y. (2021)

Parts of speech

Every single member of a family plays an important role in the correct performance of its structure. It is necessary that the father, the mother, and the children fulfill with their functions in order to get positive results. The same happens in every single activity or job, it is mandatory to use the appropriate instrument or tool to accomplish a specific goal. For those reasons learning a language and its different parts of speech constitute a relevant aspect for students and teachers as well.

There are eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections. All these parts play an important and specific role in the correct structure of a sentence. Some of them can even switch roles and function in a different way, that is why it is necessary to know about their correct function. Teaching and learning English grammar structures lead students to understand the way in which a sentence is organized and structured, and its appropriate message.

The parts of speech are detailed in the table below:

Table 1: Parts of speech table

Parts of Speech Table			
	Function or job	Examples	Sentences
Noun	Thing or person	Pencil, cat, work, car	This is my cat.
Verb	Action or state	Get, come, cut, open,	I like apples.
Adverb	Describes a verb, adjective or adverb	Silently, badly, really	The turtle walks slowly.
Adjective	Describes a noun	Small, big, good, blue,	I have two sons.
Pronoun	Replaces a noun	I, you, he, she, it	She is very clever.
Preposition	Links a noun to another word	At, in, of, on, after, under	She was hiding under the table.
Conjunction	Joins clauses or sentences	But, while, when, and	I am very hungry, but the fridge is empty.
Interjection	Short exclamation	Oh!, hi!, Wow!, Ouch!	Wow! What a beautiful dress!

Source: Lessons for English
Adapted by: Santos, Y. (2021)

1.2. Motivation

What is motivation?

According to the dictionary Motivation is considered as the state or condition of being motivated or having a strong reason to act or accomplish something. the act or an instance of motivating, or providing with a reason to act in a certain way. Motivation can be defined as an internal state that activates, directs, and maintains the person's behavior towards specific goals or objectives. It is the impulse that moves the person to carry out different activities and to persist in them for their culmination. Motivation is what gives energy and direction to behavior, it is the cause of behavior.

Stirling, D. (2014), talks about the difference between intrinsic and extrinsic motivation. "Intrinsic motivation is characterized as that which comes from within the individual. It inspires action even when there is no perceived external stimulus or reward. Extrinsic motivation, in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes."

O'Neil, H., & Drillings, M. (2012), consider that there are some motivational variables such as effort, anxiety, and curiosity which play an important role and influence in the performance of any kind of activity at any stage. These variables help and encourage people to achieve their goals and at the same time help them to deal with stress, anxiety, and depression.

It is important to consider that there are a lot of individual differences which motivates each person and in the strength of their motivation. Those differences make each person has their own motivations that may differ from each other. Also, there are people who have a lot of energy to achieve their goals and others who do not, that is why persistence is another variable that not all human beings have equally.

Motivation in education

To this respect it is important to remind that motivation helps others to get their objectives, have a positive attitude to face difficulties and shows this energy in every single situation that takes part in daily life. So, motivation can be considered as one of the most essential elements that contributes to the performance of any kind of activity like studying, working among others.

Albrecht, J., & Karabenick, S. (2018) mention that motivation in education is related to the importance of the acquisition of meaningful content which could be applied in a real context. They also focus their research on the relevant content that students need to acquire in order to perform their activities in a useful way. They conclude that students' knowledge need to be in close connection with their professional aspirations.

O'Neil, H., & Drillings, M. (Eds.). (2012) establish the importance of being motivated in order to perform any kind of activity and in this case education. They also say that motivation has permitted to encourage students to look for different alternatives to continue with their academic preparation such as self-education activities.

Education requires a lot of effort, the use of techniques, tools and some other issues that support teacher's development, in order to engage student's attention and provides teacher and student with the necessary elements to achieve successful results. One of the benefits that have relation with education is getting improvement in the economy and better conditions through knowledge, due to formal learning environments can encourage people to develop effective social skills as well as academic improvement.

Motivation and technology

Even though technology has become one of the most important issues nowadays, its popularity has increased drastically especially during the Pandemic and the homebound. The current situation has forced the population around the world to get

adapted to the information and communication technologies and learn how to use them in order to keep connected and develop daily activities like working, teaching, studying, shopping, and even having fun.

Zarzycka-Piskorz, E. (2016), mentions that “One of the most important factors in gamified education is motivation”. The author considers that it has a close relation with intrinsic motivation, and it is pointed out as the main factor in the game engagement, the connection with education, and teaching English specifically.

In psychology and education, intrinsic motivation is described in relation to Self-Determination Theory SDT (Przybylski, Rigby, Ryan, 2010). This theory has close relation with human motivation personality and optimal functioning. (Przybylski, Rigby, Ryan, 2010) says that SDT claims that people have three innate psychological needs, viewed as universal necessities: competence, relatedness, and/or autonomy. According with the results of this investigation intrinsic motivation involves engagement through fun and play.

One of the SDT followers, Daniel Pink (2009), believes that human motivation is largely intrinsic, and that this type of motivation can be divided into autonomy, mastery and purpose. According to Pink’s idea, autonomy, which is the urge to direct our own lives, centres on four areas of human professional action: time, technique, team and task.

Four areas of motivational strategies (creating motivational conditions, generating initial motivation, maintaining motivation, and encouraging self-evaluation) distinguished by Dörnyei contain components which overlap with some of the game elements and mechanics.

The relationships between all the above-mentioned elements and some other terms are illustrated in figure below.

Table 2. Self Determination Theory

SDT	Pink	Dörnyei	gamification elements
competence	<ul style="list-style-type: none"> - mastery - time - task - technique 	<ul style="list-style-type: none"> - expectancy of success - increasing goal orientedness - motivational feedback - rewards 	<ul style="list-style-type: none"> - a win - levelling up - points/rewards
relatedness	<ul style="list-style-type: none"> - team 	<ul style="list-style-type: none"> - cooperation - learners groups and norms 	<ul style="list-style-type: none"> - game playing team
autonomy	<ul style="list-style-type: none"> - purpose 	<ul style="list-style-type: none"> - making learning enjoyable 	<ul style="list-style-type: none"> - game

Source: Taken from Stirling, D. (2014).

Factors that affect motivation

As it was mentioned before motivation constitutes a relevant issue at the moment of performing any kind of activity. People react in a different way depending on the conditions on which they work, study, or live. People need to get involved in a positive environment which helps them to reflect a positive attitude towards the performance of activities like working or studying.

There are a lot of factors which can affect motivation, and nowadays one of the most important to mention is the Pandemic and the Covid-19. Education has suffered a drastic change during this last year and the conditions for both teachers and students had to be modified and adapted to a new reality. Students have had to deal with the lack of information, lack of resources, long hours in front of a computer, family violence, and some others, which have affected them directly. The social distancing has been considered as a relevant issue due to the negative impact that it has had on every single person around the world.

It has been necessary to seek for different ways to keep the concentration and motivation of students. Technology reflected not only on devices but on applications and a variety of alternatives have helped them to continue studying and interacting with others.

1.3. Education and Covid 19

Covid-19

The dictionary defines the coronavirus disease 2019 (Covid-19), like a potentially severe, primarily respiratory illness caused by a coronavirus and characterized by fever, coughing, headache, and shortness of breath. In some patients, the disease can also damage major organs, as the heart or kidneys.

The World Health Organization defines the Coronavirus disease (COVID-19) as an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The first reported illness onset date for COVID-19 was December 1, 2019, and the first hospital intake date was December 16, 2019 (Huang et al., 2020, p. 499). By December 30, 2019, a cluster of pneumonia patients in Wuhan, China was reported to the World Health Organization's Beijing office (Guarner, 2020, p. 420).

Due to the current situation related to the pandemic and the Covid-19, governments around the world had to innovate and think about new ways to continue with the educational system and facilitate this right to the population in almost every single place of the planet. This current issue made the population conscious about the application of immediate changes in lifestyle and the adaptations which were compulsory to implement. This pandemic taught the population around the world about fragility as long as well as the creativity and innovations that can be taken place to overcome extreme situations like the mentioned before.

Teaching and learning from home

It is well known that the pandemic has affected almost every single field of people's lifestyle, behavior and probably it is going to last longer. Different businesses, organizations, institutions, and people in general had to face to a "new reality". A reality which appeared to share the space in a world which is trying to survive in spite of the cruel situation related to the Covid-19, and its implications.

It also showed that some activities like teaching and learning were possible to perform even though people were homebound. Authorities and teachers started to investigate how to deal with this terrible situation and realized that technology was the most appropriate alternative to continue working and interacting with students from home.

However, teachers had to learn and improve their online teaching ability as both the synchronous and asynchronous ones, due to even those words were until that moment unfamiliar to most of them. They had to match their knowledge with online teaching strategies, information technology applications, and motivate themselves first before start teaching online.

Dealing with some barriers like the lack of information about the causes and consequences of the illness, the lack of resources at home, the lack of technology among some others in some schools represented a huge challenge. At the end, teachers were forced to install a classroom in every single house, apartment, or just a small corner which became in the only way to continue teaching and learning.

Flexible learning during educational disruption

Flexibility is considered as offering a group of choices in the educational environment, which can be applied in this case during educational disruption. Huang, R., Liu, D., Tlili, A., Yang, J., & Wang, H. (2020) mention that these learning choices can cover class times, course content, instructional approach, learning

resources and location, technology use, the requirements for entry/completion dates, and communication medium.

In flexible learning environments, barriers that might prevent students from attending a given educational context (e.g., classrooms) are removed. Due to the advancement in information and communication technologies, different fields like education have had to adapt to the current circumstances and real environments. Educators have had to look for alternatives to continue teaching and interacting with students trying to decrease the impact that the quarantine has caused and affected them.

Open learning is considered an important part of flexibility due to it empowers students to self-prepare, become more independent, and changes the teacher's role to more as a learning facilitator. Students need to learn to be more conscious about their responsibility and the self-motivation they must acquire to be successful due to the current issues related to the pandemic. This could be considered as a positive change in the behaviour of both teachers and students.

Blended Learning

Oxford Dictionary defines Blended Learning as an alternative style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. Blended learning is an approach to learning that combines face-to-face and online learning experiences. Ideally, each (both online and off) will complement the other by using its particular strength.

Kazakoff, E., Macaruso, P., & Hook, P. (2018), mention that blended learning can take various forms, thus allowing users to adapt a program that best fits their pedagogical goals and physical setting. Blended learning may include a station rotation, computer lab rotation, flipped classroom, enriched virtual, or individual rotation among other forms.

The implementation of this approach has helped students and teachers to interact each other in a fun and interesting way. This approach has given the option to continue teaching even though the current situation with the pandemic and the homebound. It is evident that teachers and students have had to get familiar with this way of teaching and learning, which is not really new, but it is the most appropriate alternative nowadays.

Blended Learning does not mean just start a video conference or share videos with students. It is used to keep a close connection between technology and the interaction the teacher develops with their students. It permits to make their classes more dynamic by incorporating different technological tools.

1.4. Teaching by using technology

Technology

Technology is defined as the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. Technology is also known as a manner of accomplishing a task especially using technical processes, methods, tools or knowledge.

Technology is considered as the study and knowledge of the practical, especially industrial, use of scientific discoveries, and their application to facilitate the performance of almost any kind of activity.

Technology in education

Some years ago, education suffered a drastic transformation due to the implementation of technological elements that helped to go beyond using a whiteboard, a marker, and a book as the main tools for teaching. It has not been as simple as many people thought, using technology in education has required that teachers and students improve their skills in how to use different devices.

Keser, H. & Semerci, A. (2019), mention that different types of technology elements have always been used in order to increase the effectiveness of teaching and learning process. They also say that tools, techniques, and supplies used in education are naturally affected by technological advancements. They talk about education and the 1.0 period, where the web tools were used just to provide one-way information and traditional teaching approaches were adopted. The teacher became a mere information transmitter, while the students were consumers of knowledge, and their roles were focused just like passive learners.

Collins, A., & Halverson, R. (2018), talk about the last changes the educational system has faced and nowadays people go through a new revolution called Knowledge Revolution or Information Revolution which contains new media technologies such as computers, video games, the Internet, tablets, smart phones FitBits, and artificial intelligence.

Bowen, J. A. (2012), says that the way people see education nowadays is totally different to past due to the implementation of mobile phones which give them the opportunity to communicate easily, especially in remote places where landlines do not exist, and the use of internet has allowed a lot of people to access to books that they could not afford in the past. He confirms through the results of different studies that people feel more confident with online learning and the use of technological tools instead of the traditional education, due to this new method permits them to organize a schedule according to their needs and availability.

These authors have something in common, and that is they believe that the use of technology, online education, e-mail, and educational gaming are producing big changes in the educational system. It is evident that those changes have opened a variety of alternatives to get better results and at the same time make the classes more interesting and engaging.

Educators assumed an important challenge not only of continuing teaching but in most cases of learning how to use a variety of software needed to make an online class. The internet connection became an essential need for almost every single

person around the world. The expectations were not clear, but it was imperative to continue teaching not only to avoid educational disruption but to inspire others to go on despite the current circumstances.

It is necessary to mention that the competence opened a wide variety of alternatives to teach, and the educational institutions had to look for the best options and invest economical resources in order to improve their offers to the public, so business was one of the most important motivations for the acquisition of technology.

Use of technology in teaching English

Due to the current circumstances related with the pandemic and the Covid-19, teachers and students had to adapt to a new way of teaching and learning. It is well known that not all the professionals are well trained in the correct use of different technological devices to apply in the classroom. Even though this pandemic has been the worst world crisis in the last twenty years, it has offered the opportunity to be creative and develop new alternatives to teach and learn. This current situation has forced people to innovate, use and learn about the benefits that the world of multimedia technology offers.

The use of technology in ELT has provided extrinsic motivation to teachers and students to continue learning and improve their skills in the performance of any technological tool and application. It also gives the opportunity to cultivate students' interest in study a foreign language for example, because using technology is challenging and engaging. Finally, the use of technology in ELT gives a huge opportunity to enhance the interaction between educators and learners, since multimedia teaching helps to improve students' ability to develop communicative skills.

Technological tools and trends for education

There is a wide variety of applications provided by the net, some of them are free some others need to be paid, but they give teachers and learners the opportunity to

get information, play, have fun and motivate them to improve knowledge as well as to explore new and interesting alternatives that technology offers.

Bowen, J. A. (2012), talks about the creation of virtual communities that were not really popular in past years until 2010 in the United States where lots of parents started to create at least a Facebook account, which permitted that social media became normal and part of the current issues nowadays. He also considers that is relevant to take into account some considerations to use technological tools for teaching. For example, it is necessary to get familiar with terminology and popular software that are used every day that will help teachers to be part of the group and modern life.

Big data and artificial intelligence

Keser, H. & Semerci, A. (2019), say that the big data analysis is one of the innovative technology trends in Education 4.0 era. It is mentioned that big data are consisted of data obtained from the traces of different varieties of digital environments and gives opportunity to analyse in according to the requirements. To evaluate a data as big data, it is expected that it will consist of five components known as 5V model: variety, velocity, volume, accuracy and value.

Keser, H. & Semerci, A. (2019), provides information about the new challenges and opportunities big data analysis has created in education as well as many other fields. In learning processes, it is possible to use big data with the opportunities offered through learning analytics, which is defined as collecting, measuring, analysing, and reporting information about learners to understand and improve learning environments. Among other miraculous technology trends and innovative applications, the data analytics will be of particular importance for the training of students with personal learning difficulties.

Keser, H. & Semerci, A. (2019), mention that one of the areas that have the potential to use big data analysis in education is mobile learning (mlearning) and MOOC training due to the impact that technology has on teachers and students. The use of

big data analysis and artificial intelligence in educational processes has increased because of the current situation with the pandemic, which has forced to look for alternatives of teaching and learning.

Augmented reality (AR)

According to the dictionary AR is a type of technology that superimposes a computer-generated image on a user's view of the real world, thus providing a composite view. Augmented reality (AR) is an enhanced version of the real physical world that is achieved through the use of digital visual elements, sound, or other sensory stimuli delivered via technology.

Keser, H. & Semerci, A. (2019), explain that AR refers to the technology used to close the gap between real and virtual space by improving and increasing human perception. Nowadays AR is being used effectively in almost any field including learning and teaching processes. It is well known that modern devices as mobile phones, computers and tablets are equipped with the necessary elements and technology to work properly and offer a variety of attractive functions which can be used even to teach a language.

Digital learning platforms

Technology has changed dramatically through the years and the access to it has become easier and with a variety of components. Teaching and learning offer a lot of different and interesting alternatives which permit students and teachers to interact and teach each other.

It is well known that digital learning platforms provide a wide range of alternatives to continue teaching and learning in a relaxed and fun environment. These environments, which are known with lots of different names, but learning is carried out through mobile networks, internet, intranet networks and online systems, are all called digital learning environments.

Keser, H. & Semerci, A. (2019), assure that these platforms have become extremely important for the new generation learners for whom mobile technologies are considered as an integral part of their life. The role of digital learning platforms, including smartphones, is increasing and it has a close connection with almost any single activity that is performed every day. They also mention that while mobile tools give the opportunity to connect to different digital learning platforms at the desired place and time, they provide teachers with real-time analysis and timely feedback on the performance of each student as well.

It is necessary to mention that learning about how to use the different tools that are available, their potential and effectiveness will be required and essential. On the other hand, it is important to learn about techniques, strategies and methods which can be useful to perform any kind of digital learning platform in the field of education. As a notorious result, digital learning platforms constitute an important role for learners of all ages.

Game-based learning (GBL)

This innovative type of learning is also known as gamification or educational gaming. It is strongly linked to the use of any kind of digital and educational game in order to learn different things like a foreign language. It is considered as a useful tool, due to it helps to reinforce knowledge, develop some other skills, and have fun at the same time.

Sica, L., Veneri, A., & Miglino, O. (2012) explain that people and specially adolescents and adults spend long periods of time playing a game and concentrate their attention on performing specific skills when they feel motivated and have fun. They also mention that the use of games for education help people to keep interest because they offer a big amount of challenge and motivation.

Another relevant aspect about gamification is the development of independence and autonomy. When students use any kind of digital games, they have the opportunity

to receive feedback in every stage, which permits them to learn about the topic and at the same time learn how to solve difficulties.

Flipped classroom

The flipped classroom model appeared in the recent years, and it has been more popular nowadays and specially since the Pandemic and the Covid-19 affected the population around the world. This new pedagogical approach focuses its attention on group learning rather than individual learning. The teacher guides the concepts and tries to create a dynamic and interactive environment in which students can learn without pressure. The flipped classroom provides basic information through the resources and materials which were shared by the teacher before teaching a new topic. Activities like problem solving, discussion among others are performed in class and the teacher monitors and guide this process. According to Ayçiçek, B. (2018), the main goal of the flipped classroom model is to use face to face time more effectively in the learning process.

There are different definitions related to flipped classroom model. According to Bishop & Verleger (2013) flipped classroom is a student-centred learning method consisting of two parts with interactive learning activities during lesson and individual teaching based on computer out of lesson. Bergmann & Sams (2012) explained traditional flipped classroom model as “what is done at school done at home, homework done at home completed in class”.

Johnny Grammar's Word Challenge

This is an application created by the British Council organization, which promotes the reinforcement of English language in any level of difficulty of learners around the world. Due to the current situation related to the Covid-19 and the pandemic this tool has been considered as an appropriate opportunity to reinforce knowledge in a fun and interesting way.

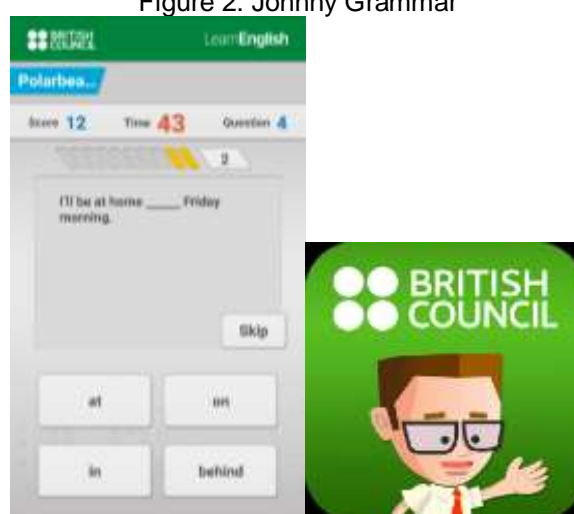
It can be downloaded in any kind of electronic device such as computers, tablets, or mobile phones. It is necessary to mention that one of the most interesting features of this application is the fact that it can be used online or offline after downloading it in any electronic device.

Johnny Grammar's Word Challenge is a quiz for English learners of any level to test, improve and learn common vocabulary, spelling and grammar that appears in everyday English. The application has some interesting features like:

- 3 quiz categories – Words, Grammar, Spelling
- 3 levels - Easy, Medium, Hard
- 10 common topics to practise vocabulary – Food & Restaurants, Travel, Small Talk, Hobbies etc.
- 12 grammar topics – Prepositions, Irregular verbs, Conjunctions etc.

Johnny Grammar's Word Challenge gives the opportunity to earn badges while the player plays by himself/herself and share with others as well. It is a challenging application due to it permits to compete with other players on a global leader board. This application allows to share badges with other players and read the feedback on wrong answers to learn how to improve their knowledge.

Figure 2: Johnny Grammar



Source: Taken from British Council organization.

Common European Framework: A2 students' competences in grammar acquisition

According to the Council of Europe and to the result of over twenty years of research (during the 1980's and 90's), the Common European Framework of Reference for Languages: Learning, teaching, assessment is exactly what its title says: a framework of reference.

This was designed to provide a transparent, coherent, and comprehensive basis for the performance of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is available in 40 languages.

Common Reference Level A2: Global Scale.

The figure below taken from the Council of Europe CEF. describes global skills that A2 students need to achieve at the end of the English course.

Table 3. Common reference level A2

A2 Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
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Source: Taken from Common European Framework.

Common Reference Level A2: Self-assessment Grid.

CEF from Council of Europe describes the different skills A2 level learners need to have to be in this level and as the proposal of this study is to reinforce English grammar structures, which are used to perform written production, the following chart explains the skills learners have to achieve at the end of the study.

Table 4. Common reference level A2

W R I T I N G	A2 Basic User	Writing	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
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Source: Taken from Common European Framework.

Table 5. Common reference level A2

R E A D I N G	A2 Basic User	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
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Source: Taken from Common European Framework.

CHAPTER II. METHODOLOGY

The following chapter provides information about the methodology applied in the development of the present research. Furthermore, it also contains some relevant details related to the research approach, techniques of data collection, and the proposal. Finally, it is necessary to mention that the subjects who were chosen for this study belong to a group of A2 level learners.

2.1. Type of research and research approach

The present research was carried out with the application of several instruments, which helped to obtain the data needed. It was necessary to use an observation sheet to identify the principal aspects to be improved for English grammar structures according to the A2 level. For this reason, thirty students from 18- to 20-year-old were chosen to be observed in order to determine the main problem that they had at the moment of using the English grammar structures in class.

A written pre-test was carried out at the beginning of the research by the subjects of the study in order to get the first data. Due to the current circumstances and the adaptations the government and the educational institutions had to do to continue with the academic calendar, it was necessary to look for new alternatives and tools to reinforce students' knowledge. The subjects of study started to use the application Johnny Grammar to get extra practice on the English grammar structures after classes. The data was got from the pre-test and the post-test, and it was processed through the use of statistical tools to get accurate results.

The proposed pre-test was carried out during January 2021, at the beginning of the academic period. The use of the application Johnny Grammar was applied to the subjects for eight weeks, with grammar classes of 60 minutes each one. The classes were taught twice a week during the months of January and February, in the first semester of the academic period at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga. After that, the post-test was applied to the subjects of the research in order to get the final data to be analysed.

The contents used for the lesson plans were taken from the book *The Big Picture, A2 Elementary* by Richmond. This text is used at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga, and belongs to the units 1 to 12, due to one unit is taught per each week. It was necessary to adapt some of the contents of the book to the needs of the students and the categories that the application Johnny Grammar provides. This helped to get extra practice on the English grammar structures as well as to continue with the curriculum of the English proficiency program offered by Universidad de las Fuerzas Armadas ESPE, Sede Latacunga.

Table 6. Independent variable

Independent variable: Johnny Grammar	Dimensions	Indicators	Items	Technique
Description: Johnny Grammar is a technological tool, which can be used to get extra practice on English grammar structures with different categories and levels of difficulty.	Effectiveness of the application Johnny Grammar. A wide range of grammar structures. Pedagogical implications related to the use of the application during a pandemic.	Presentation of the application. Controlled practice. Extra practice	Repetition Guided activities Production	Pre-test and post-test.

Source: Research theme
Elaborated by: Santos, Y. (2021).

Type of data collection

The data gathered from the research correspond to information which permits to evaluate the performance of different English grammar structures of A2 level learners. One of the techniques used to collect information was the observation, which permitted to focus the attention on the elements that needed reinforcement and students' needs. It is important to mention that it was necessary to read a lot of information presented that had similarities with the topic proposed in the research.

Furthermore, it was necessary to apply different instruments that allow the researcher to collect the necessary and relevant information to be analysed. To this respect the A2 Key English Test (KET) by Cambridge English Language Assessment was considered to be used as the pre-test and post-test with the group

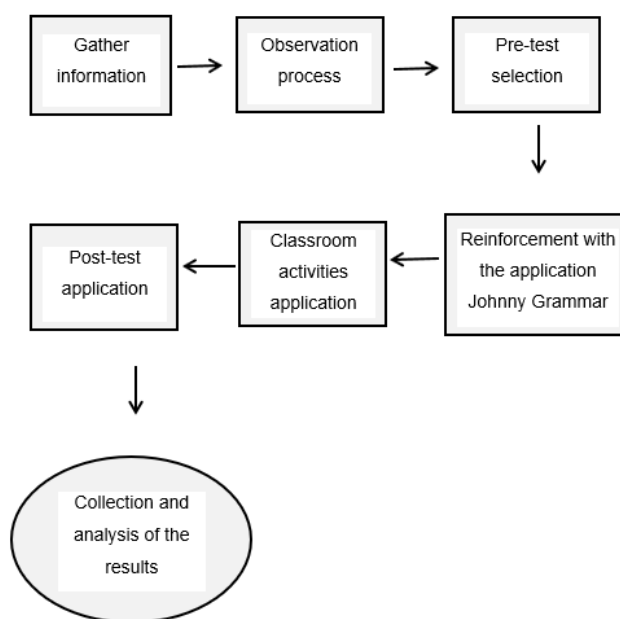
of students of Instituto de Idiomas at Universidad de las Fuerzas Armadas ESPE, Sede Latacunga. The researcher took into consideration the application of this test due to its accuracy and relevance to the gathering of the necessary information.

It is known that the A2 Key English Test (KET) gives the opportunity to measure the knowledge of the four learning skills of the English language such as, reading, listening, speaking, and writing. At the same time the test is divided into three sections: Reading and writing, listening, and speaking, which permit the appropriate evaluation of the English language learners. For the present research, the Reading and Writing section is considered to be used as the pre-test and post-test, which consists of 60 minutes to answer 30 reading and writing questions.

The results obtained after applying the pre-test and the post-test were analysed and tabulated by using the software “Statistical Package for the Social Sciences” or SPSS. It was a useful tool that helped the researcher to obtain reliable results at the end of the study. It is relevant to mention that the provided results had a close connection with the main objective of the research that was reinforcing the English grammar structures through the use of the application Johnny Grammar.

The figure below shows the organization of the research and the different steps that were applied to collect the data required.

Figure 3. Data collection structure



Source: Adapted by Santos Y. (2021)

Population and sample

Universidad de las Fuerzas Armadas ESPE, Sede Latacunga, is an institution located in the center of Cotopaxi province. This is a highly recognized academic community, which belongs to the Public National System of Higher Education. It promotes and encourages scientific and technological knowledge in different specialties within a framework of ethical, civic and community service values.

Instituto de Idiomas of Universidad de las Fuerzas Armadas teaches and motivates students to communicate in English. The English program is formed of eight levels, and it is developed in four cycles: Elementary Level (I and II), Pre-intermediate Level (III and IV), Intermediate Level (V and VI), and Proficiency Level (VII and VIII). Students get the ability to perform the four skills (Listening, Reading, Writing and Speaking) through the application of different learning-teaching techniques and communicative methods according to the level and the students' needs.

The subjects who were chosen for the performance of this quasi-experimental study were thirty students from 18 to 20 years old. They attended to the I-II Elementary level of English A2, open course at Instituto de Idiomas of Universidad de las

Fuerzas Armadas ESPE, Sede Latacunga. This course consists as part of their instruction to get their proficiency certificate at the end of eight levels that offers the English program at this institution, and it is one of the requirements to graduate at the end of their careers.

It was also necessary they got a mobile phone which was used for the performance of the research. The activities and the categories that the application Johnny Grammar offers have a close relation with the grammar topics they had to practice, which were proposed in the course book students had. The researcher decided to select the easy level for the different categories the application offers, due to the level of the subjects of study, their needs and preferences.

The researcher decided to use the application Johnny Grammar for the present research, due to the flexibility that the institution gives to teachers. So, they have the opportunity to select the most appropriate technique, method, or tool to be applied in class according with the group of students and their needs. For this proposed advantage and due to the current situation related with the Pandemic and the Covid-19, some adaptations had to be done to encourage students to continue learning.

For instance, during normal situations the institution provides with a free internet connection to use any kind of electronic device like computers, tablets, or even mobile phones. Therefore, this technological application could be used normally in classrooms when students and teachers return to classes with the necessary health protocols and the pandemic has been controlled. It is important to continue with learning process and give the educators and students the facilities to perform their activities.

Table 3 shows information about the classification of students who were considered as the subjects of study according to their sex, and the total percentage of each aspect.

Table 7. Sample

Sample	Number of students	Percentage
Boys	22	73.33%
Girls	8	26.67%
Total	30	100%

Source: Population.
Elaborated by: Santos, Y. (2021).

2.2. Research instruments and procedures

Observation form

Table 8. Observation form outline

Class Observation Form			
Teacher:		Date:	
Level:		NRC:	
Criteria		Yes	No
1. The students recognize the English grammar structures easily.			
2. The students use the grammar structures in a relaxed way.			
3. The students feel confident of asking questions to the teacher.			
4. The students interact each other using grammar structures.			
5. The students need to get extra practice on grammar structures.			
Observations:			

Adapted by: Santos Y. (2021)

The figure above shows the information gathered through the use of the observation form at the beginning of the present study.

This observation form was elaborated and applied at the beginning of the academic period, during the first semester in January 2021 to the subjects of study. The observation form was carried out to determine the weaknesses and strengths of the students of A2 level at the moment of using different English grammar structures in class. This was the starting point for the researcher, and it gave the necessary elements to continue with the study and apply the tech tool properly.

Pre-test and post-test

The A2 Key English Test (KET) by Cambridge English Language Assessment is chosen to be applied as the pre-test and post-test for the subjects that are part of this study. The subjects of the study took the pre-test at the beginning of this research, which results were used for quantitative analysis. This pre-test was used

to reveal the strengths and weaknesses that every single student had before the use of the application Johnny Grammar to reinforce English grammar structures. The pre-test and post-test were considered as useful and relevant tools to compare the results, which were obtained at the beginning and at the end of the research.

Pre-test and Post-test Description

For the present study the pre-test was applied at the beginning of the semester during January. As it was mentioned before the A2 Key English Test (KET) by Cambridge English Language Assessment was chosen as a pre-test and post-test. This helped the researcher to start with the study and the introduction of the application Johnny Grammar to get the improvement of student's knowledge about the different English grammar structures.

The template of the post-test had the same design as the pre-test, in order to obtain reliable results, as long as to know whether or not the students had reinforced the English grammar structures proposed for the A2 level. The subjects of the study had to complete thirty different questions about basic English grammar structures, which are divided into five parts.

2.3. Proposal

Johnny Grammar is a technological application which provides with a variety of categories to practice different English grammar structures with a clear difference in the difficulty. This technological tool gives students the opportunity to get extra practice and have fun at the same time, as it could be used even in mobile phones, iPads, or tablets, which are really popular nowadays.

Students have the opportunity to select the category of their preference or need, level of difficulty which are easy, medium, and hard as long as they practice as many times as they need to. The subjects of study realized that the categories of the application contain are similar to the ones proposed in the book they use for their

classes. Students and teacher will take advantage of getting extra practice and reinforcement using this tech tool.

Due to the current situation related with the Pandemic and the Covid-19 it is necessary to say that the internet and technology have become an important issue to fulfil with any kind of activity. So, this application offers a variety of advantages since after downloading it on any electronic device it is not necessary to have an internet connection to use it. Students can play by themselves or in groups or even use their social network to interact with people around the world.

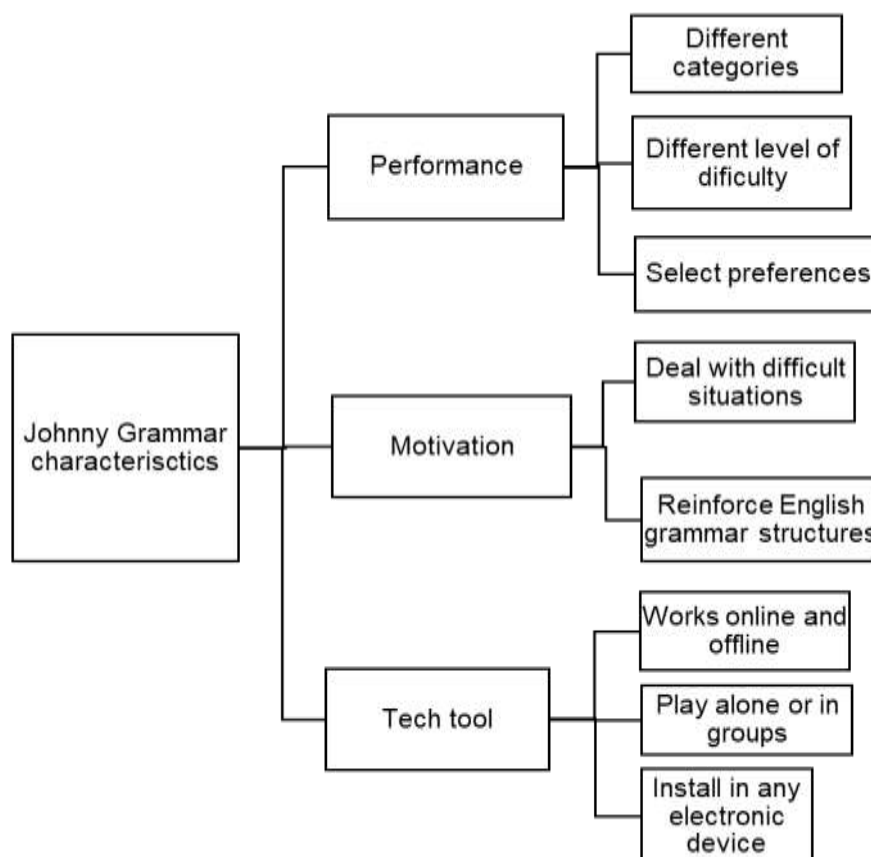
The efficiency of the written activities adapted and designed based on Johnny Grammar application will be tested on 18- to 20-year-old young adults who will be the sample of this study. The researcher will use the application to help students to improve their English grammar structures development by tasks where students are conducted to apply their knowledge according to the proposed topic.

The subjects of study will use their previous knowledge to reinforce the new one in situations where written communication is essential for reinforcing a specific English grammar structure. Young adults, as well as any other student need to face a relaxed and motivated teaching environment to acquire a second language, in this case English and express their ideas, feelings, and opinions based on topics of their interest. It is necessary to consider that effective communication is the most important aim in the acquisition of a foreign language.

However, due to the current situation related to the Pandemic and the Covid-19, students and teachers had to face and adapt to a new reality. Teachers had to look for new ways to reinforce English grammar structures, because of the lack of time of social interaction. So, technological tools like the mentioned above have been considered as an appropriate alternative. This application will motivate students to practice regularly, and it will encourage them to try harder levels of knowledge in the different categories the tech tool offers.

The figure below shows the characteristics that the application Johnny Grammar offers and its relevance in the performance of this research.

Figure 4. Johnny Grammar



Source: Adapted by Santos Y. (2021)

Design Description

The use of the technological tool Johnny Grammar to reinforce the performance of different English grammar structures in class started with the application of the A2 Key English Test (KET) considered as a pre-test during January 2021. Then, the grammar classes were planned twice a week for two months, and finally the same A2 Key English Test (KET) used as the post-test was applied to the subjects of study. The pre-test and the post-test were used to make an accurate comparison of the results at the end of this study.

The researcher designed and used sixteen grammar lesson plans with different topics for the following eight weeks. Those lesson plans were performed as a useful

tool to adapt the contents from the A2 level course to the students' needs and reinforce them through the use of some of the categories that the application Johnny Grammar provides along the time of the research.

Besides, it is necessary to mention that apart from the lesson plans the researcher adapted and worked on eight different activities based on some of the categories of the application Johnny Grammar, the contents of the book and the conditions for teaching online. After this analysis the categories considered to the study were, prepositions, irregular verbs, adjectives and adverbs, and countable and uncountable nouns, which were distributed in the eight weeks that the study took place. The researcher needed to connect the contents of the book to the categories of the technological application and the level of difficulty.

The researcher chose eight different activities based on the deductive approach, which permitted to give a clear explanation of the topic and ask students to give their ideas based on the previous explanation. The lesson plans were designed taking into account the detailed information mentioned above and based on the application of Presentation, practice, and production structure PPP. The researcher used two activities per each category, so students had the opportunity to reinforce their knowledge on each topic.

The eight different activities proposed for the lesson plans according to each category are detailed in the table below:

Table 9. Activities developed in class during the research

Activities developed in class during the research			
Prepositions	Week 1	Activity 1	Students read short incomplete sentences proposed on a worksheet and then they had to complete them in real time with the most appropriate preposition.
	Week 2	Activity 2	Students had to read a short story, then they had to find out and mark all the prepositions that the text has.
Irregular Verbs	Week 3	Activity 3	Students read a short text and identify just the irregular verbs. Then, they had to write at least two correct sentences by using those verbs.
	Week 4	Activity 4	This task is called Verb Battleship. They had to match them correctly by using some codes with different numbers. They had to work in pairs and share their ideas through a WhatsApp message.
Adjectives and adverbs	Week 5	Activity 5	For this activity a worksheet is shown to the students, and they had to identify some pictures and write the most appropriate adjective.
	Week 6	Activity 6	Students watch a short video about technology. After that they had to identify and write as many adjectives and adverbs as they can.
Countable and uncountable nouns	Week 7	Activity 7	For this activity a worksheet is shown to the students, and they had to classify countable and uncountable nouns in a Ven diagram. Then, they had to write some sentences to reinforce their knowledge.
	Week 8	Activity 8	Students played bingo with countable and uncountable nouns. After that, they had to write as many correct sentences as they can using the vocabulary proposed, and with a time limit.

Source: Lesson plans
Elaborated by: Santos Y. (2021).

It is important to mention that after teaching each lesson the researcher asked students to get extra practice with the application Johnny Grammar. They had to work in pairs and small groups to apply what they have learned previously. So, students attended to classes via Zoom, and they were divided in small chat rooms as long as they had to use their mobile phones all the time to practice after class. Students felt confident and realized about the facilities that the application Johnny Grammar offered. For those reasons, the use of this tech tool was considered as a suitable alternative to reinforce English grammar lessons. Some of the activities developed in class are shown below:

Activity 1

Figure 5. Writing activity

Choose the correct preposition and write it into the gap.

Sarah is in/at the office right now.

I read about the accident in/at the morning paper.

My sister studies history on/at university.

His newest movie is already in/on television.

You find the information at/on the bottom of this page.

The bakery is on/at the left of the street.

Her brothers are playing at/in the park.

I've just finished and I'm at/on the way home.

My best friend's mother grew up on/in Scotland.

I haven't seen Ann today. She might be at/in home.

Complete the sentences with the prepositions below.

in - on - under - from - next to - into - between - to - across - behind

The bookshop is the bakery and the bank.

You can't reach her website because it's construction.

They drove Manchester last weekend.

Their house is the hospital.

There were a lot of people the shopping mall yesterday.

You have to go the bridge and then turn left.

When does the flight Chicago arrive?

Elaborated by: Santos Y. (2021).

Activity 2

Figure 6. Reading activity

NAME: _____ DATE: _____

INTERVIEW a "read-aloud-and-listen" activity**PRESENT SIMPLE: 'Daily Routine'**

- *Your name is Ms. Lucy. A TV news reporter just asked you to tell him about your daily routine. Read aloud your answer.*



Well, I almost always get up very early, at about five-thirty. I get up early because I like to go jogging along the beach and watch the sun rise. Later, after breakfast, I go to work. I work in a bank near my home. I don't drive to work, I take a bus. It only takes about twenty minutes to get to work. After work, I like to go to my favorite bakery and buy some fresh bread. I get home between five o'clock and five-thirty. My husband Michael usually makes dinner because he loves to cook. In fact, he is a chef in a restaurant. His hobby is painting, and my hobby is growing flowers in our garden. We also have a pet dog called Wolfie. In the evenings we take Wolfie for a walk, and then get to bed by nine-thirty because we have to get up so early again the next morning.

During these eight weeks the subjects of study faced to different English grammar structures that belonged to the A2 level proposed in the book. Besides, using the application Johnny Grammar they had the opportunity to reinforce on those topics, especially when they worked in teams and pairs. The subjects of study could practice as many times as they needed to with the different grammar structures proposed in the course as well as with the use of the tech tool, and even after class.

The researcher elaborated the lesson plans to be applied for a 60-minute class twice a week to teach different English grammar structures as well as to get extra practice by the use of the application Johnny Grammar. The lesson plans can be used as a reference to show that the appropriate use of the application proposed could be an alternative to reinforce students' knowledge during difficult situations like a pandemic or homebound.

As it was mentioned at the beginning of this study, the most important objective of this research is to reinforce English grammar structures in A2 level learners through the use of the application Johnny Grammar. For this reason, the researcher includes the lesson plans that were applied to the subjects of the present study.

Lesson Plan N° 1

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: One

Topic: One World

Objective: At the end of the class, students will be able to introduce themselves and others.

Table 10. Lesson Plan N° 1

Stage	Methodological	Process	Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Kahoot	Students use their mobile phones to complete the quiz.	10 min.	Educativa Platform Google Meet Mobile phones Rubric
Procedure	Introducing the class talking about personal information. Introducing themselves and others. Practicing vocabulary related to prepositions. Using a worksheet to practice prepositions through a gap filling activity. Encouraging students' participation. Working in groups to do some online activities.	Giving information about themselves. Using the chat box to give examples of the vocabulary related to the topic. Listening a description and complete an activity. Answering questions related to the topic. Organizing information and answer questions Complete assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about prepositions.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 2

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: One

Topic: One world

Objective: At the end of the class, students will be able to introduce themselves in an appropriate way.

Table 11. Lesson Plan N° 2

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Use a Kahoot with some questions to activate previous knowledge.	Students use their mobile phones to complete the quiz.	10 min.	Educativa Platform Google Meet Mobile phones Rubric
Procedure	Introducing the class talking about personal information. Practicing vocabulary related to the topic into writing skills. Using a worksheet to practice prepositions through a gap filling activity. Encouraging students' participation. Giving instructions to work in some online activities.	Giving information about themselves. Using the chat box to give examples of the vocabulary related to the topic. Listening to the teacher's instructions and complete an activity. Organizing information and answer questions. Complete assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about prepositions.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 3

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: Two

Topic: My life

Objective: At the end of the class, students will be able to give and ask information about others.

Table 12. Lesson Plan N° 3

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Brainstorming about the previous class.	Students answer questions.	10 min.	
Procedure	Talking about different places. Practicing vocabulary related to the topic into writing skills. Explaining about the use of more prepositions based on the previous topic. Checking students understanding. Reading a short story and find out the prepositions in the text. Asking and answering questions and promote students' participation. Giving instructions to work in some online activities.	Giving information about themselves. Using the chat box to give examples about the vocabulary related to the topic. Listening carefully and sharing ideas how people can protect environment. Talking about the importance of protect environment. Answering questions related to the topic. Organizing information and answer questions Complete assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about prepositions.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 4

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Two

Topic: My life

Objective: At the end of the class, students will be able to talk and write about different types of families.

Table 13. Lesson Plan N° 4

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Hot potato.	Students answer questions.	10 min.	
Procedure	Talking about different types of families. Practicing vocabulary related to the topic into writing skills. Giving explanation about the use of the Simple Present. Checking students understanding. Reading a short story and find out the prepositions in the text. Talking and writing about different topics to ask for students' participation. Giving instructions to work in some online activities.	Giving information about themselves. Using the chat box to give examples about the vocabulary related to the topic. Talking and writing about the importance of sharing time with the family. Working in small groups to perform the activity. Organizing information and answer questions. Complete assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about prepositions.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 5

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Three

Topic: Days to remember

Objective: At the end of the class, students will be able to talk and write about free time activities in a real context.

Table 14. Lesson Plan N° 5

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Dictation	Students write vocabulary related to the topic.	10 min.	
Procedure	Talking about different types of free time activities. Practicing vocabulary related to the topic into writing skills. Checking students understanding. Reinforcing the Simple Present and the 3 rd person. Reading a short text and identify just the irregular verbs. Encouraging students´ participation. Giving instructions to work in some online activities.	Giving information about themselves. Using the chat box to give examples about the vocabulary related to the topic. Talking and writing about different types of free time activities. Organizing information and answering questions. Working in pairs and small groups Completing assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about irregular verbs.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 6

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: Three

Topic: Days to Remember

Objective: At the end of the class, students will be able to tell the time and write about activities they do regularly.

Table 15. Lesson Plan N° 6

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Don't say yes Don't say no.	Students answer questions.	10 min.	
Procedure	Talking about activities you do during the day. Explaining about different types to tell the time. Checking students' comprehension. Working on some activities to reinforce about the use of the Simple Present. Reading a short text and identify just the irregular verbs, then write a correct sentence using them. Encouraging students' participation. Giving instructions to work in some online activities.	Giving information about themselves. Asking and telling the time in different ways. Talking and writing about daily routine. Organizing information and answering questions. Working in pairs and small groups. Completing assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about irregular verbs.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 7

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Four

Topic: Home life

Objective: At the end of the class, students will be able to tell the time and write about activities they do regularly.

Table 16. Lesson Plan N° 7

Stage	Methodological Process		Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Don´t say yes Don´t say no.	Students answer questions.	10 min.	Educativa Platform Google Meet
Procedure	Talking about activities you do during the day. Explaining about different types to tell the time. Checking students´ comprehension. Working on Verb Battleship (competition) to match irregular verbs correctly. Encouraging students´ participation. Giving instructions to work in some online activities.	Giving information about themselves. Asking and telling the time in different ways. Talking and writing about daily routine. Working in pairs to practice verbs. Organizing information and answering questions. Completing assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about irregular verbs.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 8

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Four

Topic: Home life

Objective: At the end of the class, students will be able to give and write a description about the place where they live.

Table 17. Lesson Plan N° 8

Stage	Methodological Process		Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Describing pictures.	Students share their ideas about the pictures.	10 min.	Educativa Platform Google Meet
Procedure	Talking about different types of houses and apartments. Asking and answering questions about the places where they live. Checking students' comprehension. Working on Verb Battleship (competition) to match irregular verbs correctly. Encouraging students' participation in some activities Giving instructions to work in some online activities by themselves.	Giving information about themselves. Sharing their information in class. Talking and writing about their house or apartment. Organizing information and answering questions. Completing assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about irregular verbs.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 9

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Five

Topic: Going places

Objective: At the end of the class, students will be able to give and write a description about different types of accommodation.

Table 18. Lesson Plan N° 9

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Guess what?	Students guess what the hidden word or phrase is.	10 min.	
Procedure	Writing short sentences to describe some pictures. Asking and answering questions about different types of accommodation. Checking students´ comprehension. Writing descriptions using the vocabulary learnt. Describing pictures and identify adjectives. Encouraging students´ participation. Giving instructions to work on some online activities by themselves.	Giving information about themselves. Sharing their information in class. Talking and writing about types of accommodation. Working in pairs and small groups. Organizing information and answering questions. Completing assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about adjectives.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 10

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Five

Topic: Going places

Objective: At the end of the class, students will be able to give characteristics and write descriptions about different places around the world.

Table 19. Lesson Plan N° 10

Stage	Methodological Process		Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Matching pairs.	Students give their ideas.	10 min.	
Procedure	Watching a short video about a touristic place. Asking and answering questions about the video to check students´ comprehension. Writing short sentences to describe different places. Describing pictures and identify adjectives to reinforce the vocabulary learnt. Encouraging students´ participation in some activities Giving instructions to work in some online activities by themselves.	Giving information about the video. Talking and writing about different places. Organizing information and answering questions. Using adjectives correctly. Completing assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about adjectives.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 11

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: Six

Topic: In the news

Objective: At the end of the class, students will be able to write a short paragraph about their childhood memories.

Table 20. Lesson Plan N° 11

Stage	Methodological Process		Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Unscramble sentences.	Students give their ideas.	10 min.	Educativa Platform Google Meet
Procedure	Writing ideas to describe pictures. Asking and answering questions about memories. Using the vocabulary learnt to write their ideas about childhood memories. Watching a video about technology and identify adjectives and adverbs. Encouraging students' participation in some activities. Giving instructions to work in some online activities by themselves.	Writing their ideas about some pictures. Talking and writing about different memories. Organizing information and answering questions. Working in groups to reinforce their knowledge. Completing assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about adjectives and adverbs.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 12

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: Six

Topic: In the news

Objective: At the end of the class, students will be able to write a news report about technology gadgets.

Table 21. Lesson Plan N° 12

Stage	Methodological Process		Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Writing competition.	Students give their ideas as soon as possible.	10 min.	Educativa Platform Google Meet
Procedure	Writing ideas to describe their favorite electronic devices. Asking and answering questions about technology. Using the adjectives and adverbs to write a news report about technology. Encouraging students' participation in some activities. Giving instructions to work in some online activities by themselves.	Writing their ideas about technology. Organizing information and answering questions. Using their ideas and the vocabulary learnt to write a news report. Completing assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about adjectives and adverbs.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 13

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: Seven

Topic: Hungry planet

Objective: At the end of the class, students will be able to write a short description about a famous landmark.

Table 22. Lesson Plan N° 13

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Word chain.	Students give their ideas.	10 min.	Educativa Platform Google Meet
Procedure	Showing a short video about famous landmarks. Asking and answering questions about the video. Writing a short description about a famous landmark. Classifying countable and uncountable nouns in a Ven diagram. Encouraging students' participation in some activities. Giving instructions to work in some online activities by themselves.	Writing their ideas about some pictures. Talking and writing about famous landmarks. Organizing information and answering questions. Working individually and in pairs. Completing assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about countable and uncountable nouns.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 14

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Seven

Topic: Hungry planet

Objective: At the end of the class, students will be able to talk and write about healthy food its importance and the benefits for the body.

Table 23. Lesson Plan N° 14

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Tongue twisters.	Students' participation.	10 min.	Educativa Platform Google Meet
Procedure	Filling the blanks with vocabulary related to food. Using the vocabulary to write short sentences. Writing a short paragraph about healthy food. Writing some sentences using countable and uncountable nouns. Encouraging students' participation in some activities. Giving instructions to work in some online activities by themselves.	Giving their ideas about the activity proposed. Writing by using the vocabulary learnt and applying grammar rules. Organizing information and answering questions. Completing assignments in Educativa Platform.	40 min.	
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about countable and uncountable nouns.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 15

Time Limitation: 60 minutes

Student's Level: Elementary A2

Number of Students: 30

Week: Eight

Topic: A working life

Objective: At the end of the class, students will be able to talk and write about different kind of typical food around the world.

Table 24. Lesson Plan N° 15

Stage	Methodological Process		Time	Assessment Tools
	Teacher Activities	Students Activities		
Beginning	Warm Up: Riddles	Students' participation.	10 min.	
Procedure	Talking and writing about food preferences. Writing competition using vocabulary and grammar learnt. Writing a short paragraph about different typical food. Playing bingo with countable and uncountable nouns. Encouraging students' participation in some activities. Giving instructions to work in some online activities by themselves.	Giving their ideas about the activity proposed. Writing by using the vocabulary learnt and applying grammar rules. Organizing information and answering questions. Working individually. Completing assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about countable and uncountable nouns.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Lesson Plan N° 16

Time Limitation: 60 minutes

Student´s Level: Elementary A2

Number of Students: 30

Week: Eight

Topic: A Working Life

Objective: At the end of the class, students will be able to write about different professions and occupations and their role in the society.

Table 25. Lesson Plan N° 16

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: The Hang Man	Students' participation.	10 min.	
Procedure	Writing short ideas to describe some words from the warmup. Asking students to write more examples of professions and occupations. Writing a short paragraph about professions and occupations and include countable and uncountable nouns with a time limit. Encouraging students' participation in some activities. Giving instructions to work in some online activities by themselves.	Giving their ideas about the activity proposed. Writing by using the vocabulary learnt and applying grammar rules. Organizing information and answering questions. Working in small groups. Completing assignments in Educativa Platform.	40 min.	Educativa Platform Google Meet
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about countable and uncountable nouns.	Practice on the selected topics and categories.	10 min.	

Elaborated by: Santos Y. (2021).

Processing and analysis of information

The A2 Key English Test (KET), Reading and writing part assessment aims to measure the students' ability to understand written English at word, phrase, sentence, paragraph, and whole text level. Students should be able to understand the main message, and some detail, of a variety of short factual reading texts such as signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newspapers, and magazines as well as to communicate in simple situations.

CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

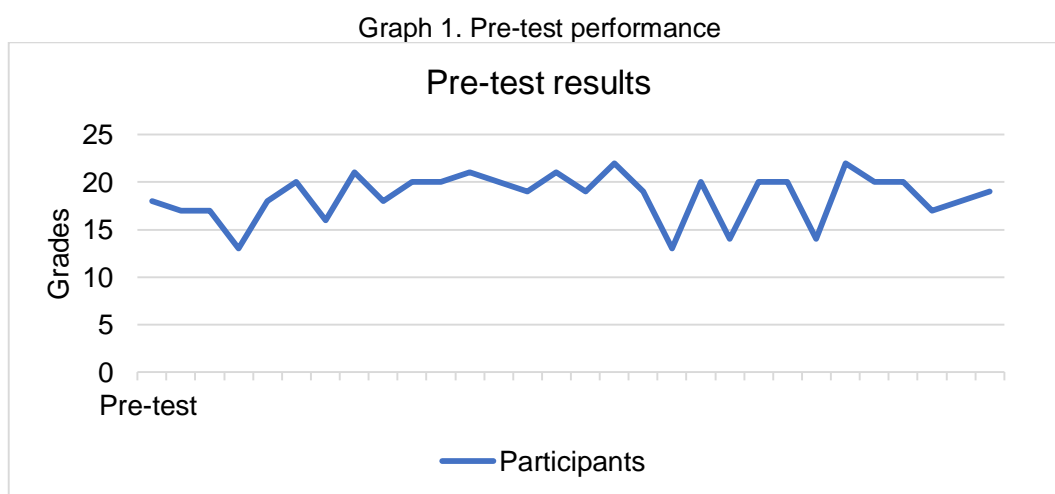
3.1. Analysis of results

As it was mentioned at the beginning of this present research, the pre-test was applied to the subjects of study at the beginning of the semester before the researcher uses the application, Johnny Grammar. After that, they attended to classes based on the contents proposed in the book. As all the classes are taught via online, the teacher uses different types of tech tools, as well as the application Johnny Grammar to adapt the contents of the book as well as to reinforce the English grammar structures in A2 level learners.

Data processing and analysis

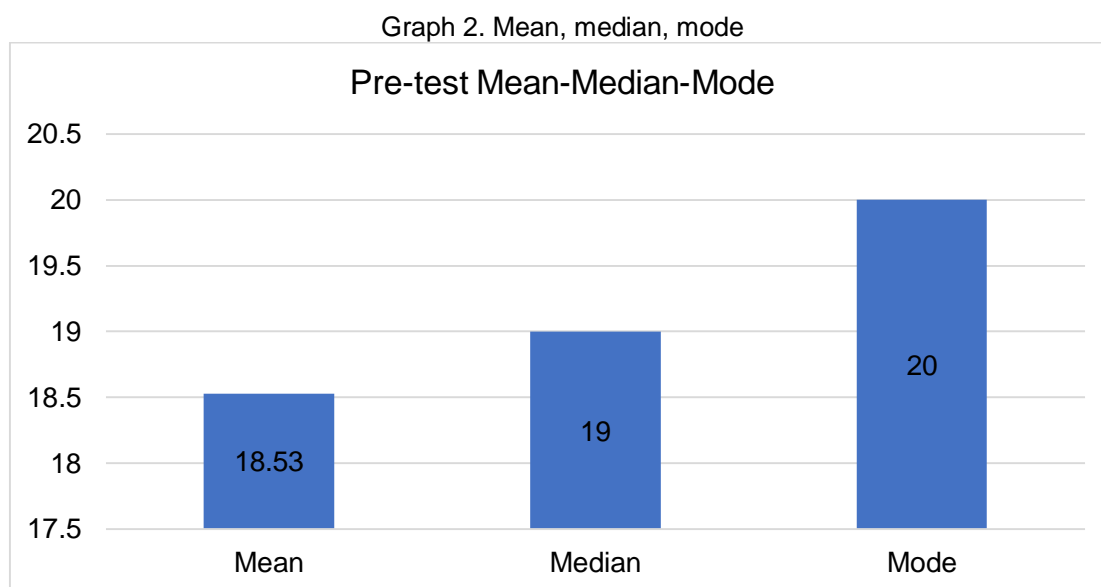
The pre-test and post-test were used to evaluate the students' performance on grammar and vocabulary content, based on the A2 Key English Test (KET) by Cambridge English Language Assessment. The performance of the 30 students considered as the subjects of the study of the present research was tabulated and analysed by using some statistical tools.

The graph that is shown below is used to explain the performance of students, after applying the pre-test at the beginning of this study.



Elaborated by: Santos, Y. (2021)

The blue line in graph 1 represents the performance of the 30 students chosen as the subjects of study in the pre-test.



Source: Santos, Y. (2021)

Graph 2 represents that the 30 subjects of the study got a mean grade of 18,35, a median grade of 19, and mode grade of 20 in the pre-test. This grade is based on the expectation results from the A2 Key English Test (KET) by Cambridge English Language Assessment at the beginning of this research.

Activities based on Johnny Grammar categories

There were 16 different grammar classes, based on the contents proposed in the book used at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga. So, the application Johnny Grammar was used to reinforce on those contents as well as to adapt its categories to improve students' knowledge.

The table below shows the mean of each activity and the four categories taken from the application Johnny Grammar which were performed during this research.

Table 26. Activities based on Johnny Grammar categories.

Prepositions		Irregular Verbs		Adjectives & adverbs		Countable and uncountable nouns	
Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2
8,00	8,75	10,00	8,00	8,00	8,50	8,00	8,00
10,00	10,00	9,50	9,00	9,00	7,00	7,50	8,00
4,00	5,00	10,00	8,00	8,00	7,00	7,50	7,00
9,50	8,75	10,00	8,00	8,00	8,00	7,75	7,50
8,00	7,00	6,00	7,00	5,00	8,00	7,75	7,00
5,00	10,00	9,00	6,00	6,00	7,00	8,00	8,00
9,50	8,00	10,00	4,00	7,00	8,00	8,00	6,00
9,50	6,00	9,00	8,00	8,00	8,00	2,00	8,00
5,00	8,00	7,00	8,00	7,00	6,00	8,00	8,00
8,50	9,00	10,00	8,00	9,00	7,75	7,75	6,00
8,50	7,00	7,50	10,00	2,00	8,75	6,00	7,50
7,00	6,00	7,75	6,00	4,00	8,00	8,00	8,00
8,50	10,00	10,00	7,00	7,00	7,00	7,00	8,25
8,50	6,00	10,00	7,00	6,00	8,25	8,00	9,00
4,00	8,00	5,00	6,00	7,00	8,50	6,00	8,50
7,00	8,00	6,00	4,00	6,00	7,75	7,50	7,75
10,00	7,00	10,00	2,00	6,00	8,25	8,00	9,00
7,00	5,00	10,00	4,00	7,00	7,25	7,00	7,00
10,00	7,00	6,00	4,00	5,00	7,50	7,00	8,00
7,00	7,00	8,75	6,00	5,00	10,00	2,00	10,00
5,00	9,00	8,75	8,00	4,00	10,00	8,00	10,00
8,00	8,00	7,75	6,00	7,00	10,00	4,00	9,50
6,00	8,00	8,00	7,00	5,00	10,00	8,00	5,00
8,00	8,00	8,00	8,00	7,00	10,00	6,00	9,00
4,50	7,00	8,00	8,00	6,00	9,50	7,00	8,00
6,00	8,00	8,50	8,00	6,00	9,75	7,00	9,00
5,00	8,00	8,00	8,00	7,00	9,75	9,00	9,00
8,00	8,00	8,50	4,00	7,00	8,00	7,00	8,50
8,00	8,00	8,25	2,00	8,00	8,00	8,00	9,00
5,00	7,00	7,00	6,00	7,00	7,00	7,00	9,00
7,27	7,68	8,41	6,50	6,47	8,28	6,99	8,08

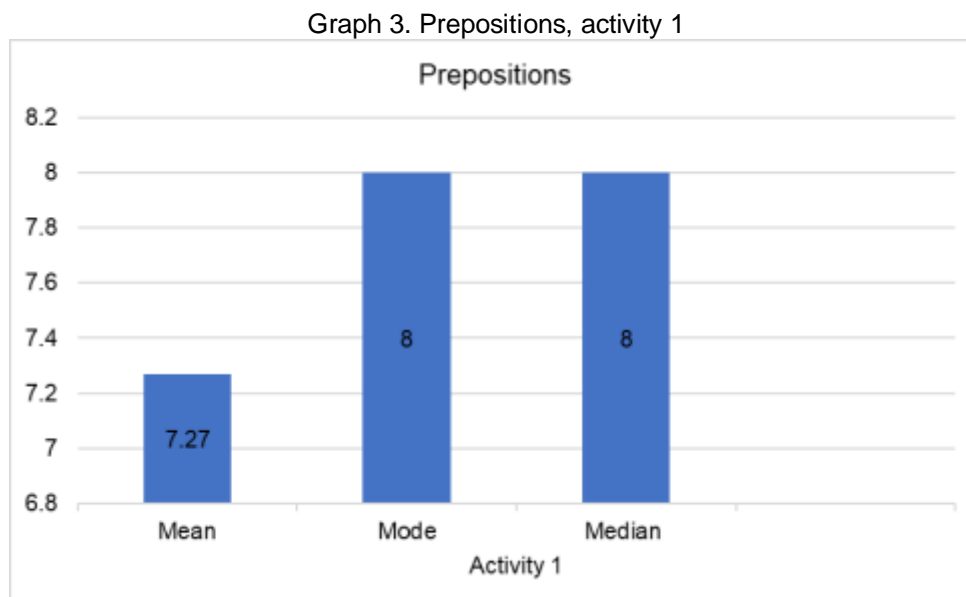
Elaborated by: Santos, Y. (2021).

Description of the activities

Activity 1

The first category of the application Johnny Grammar was the use of prepositions. Prepositions are any member of a class of words found in many languages that are used before nouns, pronouns, or other substantives to form phrases functioning as modifiers of verbs. Activity 1 consisted of reading short sentences proposed on a worksheet and ask students to complete them in real time with the most appropriate preposition. The 30 students performed the activity, and the mean of their grades

was 7,27 over 10 marks. The graph below shows the median and the mode which are 8 points.

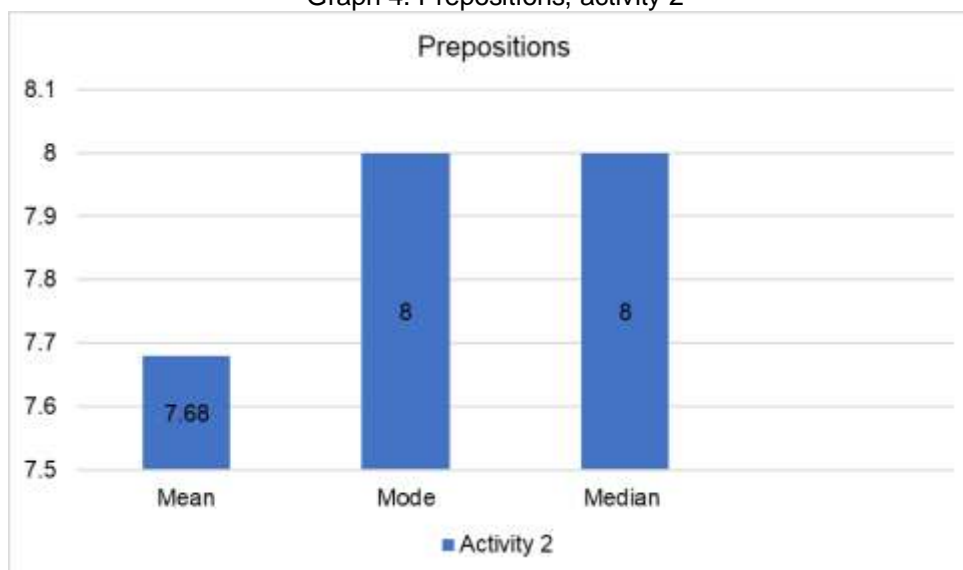


Source: Santos, Y. (2021).

Activity 2

In this activity students had to read a short story, then find out and mark all the prepositions that the text has. After that, they classified and identified the different kinds of prepositions such as, prepositions of place and time. This task was performed by the 30 subjects of study, and the mean of their grades was 7,68 over 10 marks. The graph below shows the results of the median and the mode which are 8 points.

Graph 4. Prepositions, activity 2

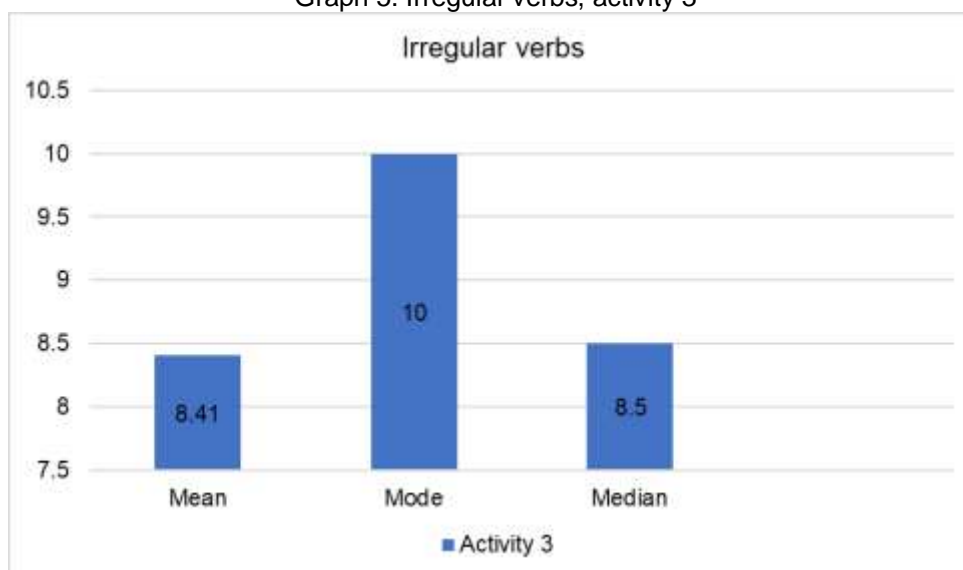


Source: Santos, Y. (2021)

Activity 3

After teaching the class and using the application Johnny Grammar to reinforce students' knowledge, they did an extra activity. This activity consisted of reading a short text and identifying just the irregular verbs. Then, they had to write at least 2 correct sentences by using these verbs. This task was performed by the 30 subjects of study, and the mean of their grades was 8,41 over 10 marks. The graph below shows the results of the median that is 10 and the mode which is are 8,50 points.

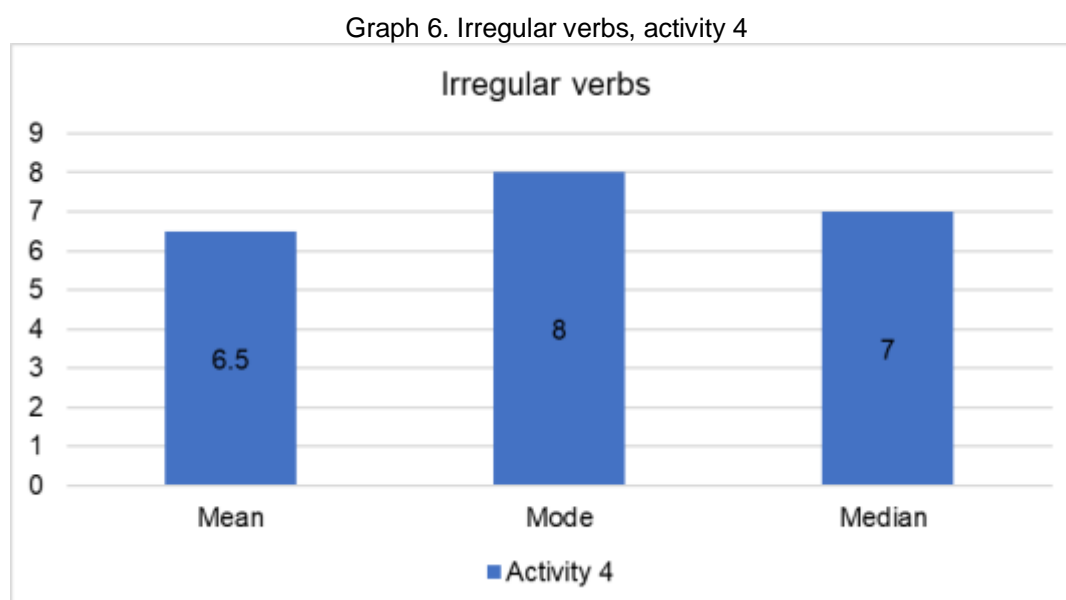
Graph 5. Irregular verbs, activity 3



Source: Santos, Y. (2021).

Activity 4

In the final activity of the category irregular verbs, the subjects of study were given a worksheet with 12 irregular verbs in past and past participle. This task is called Verb Battle Ships. They had to match them correctly by using some codes with different numbers. They had to work in pairs and share their ideas through a WhatsApp message. The aim of this activity was giving the students the chance to check a classmate's performance and provide some feedback. This task was performed by the 30 subjects of study, and the mean of their grades was 6,5 over 10 marks. The graph below shows the results of the median that is 8 and the mode which is are 7 points.

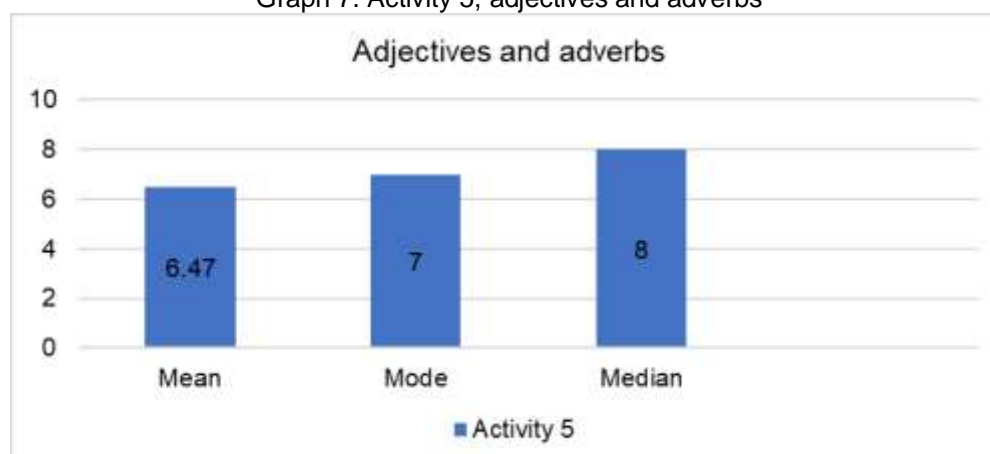


Source: Santos, Y. (2021).

Activity 5

The third category of Johnny Grammar was adjectives and adverbs. For this activity a worksheet is shown to the students, and they had to identify some pictures and write the most appropriate adjective. This task was performed by the 30 subjects of study, and the mean of their grades was 6,47 over 10 marks. The graph below shows the results of the median that is 7 and the mode which is are 7 points.

Graph 7. Activity 5, adjectives and adverbs

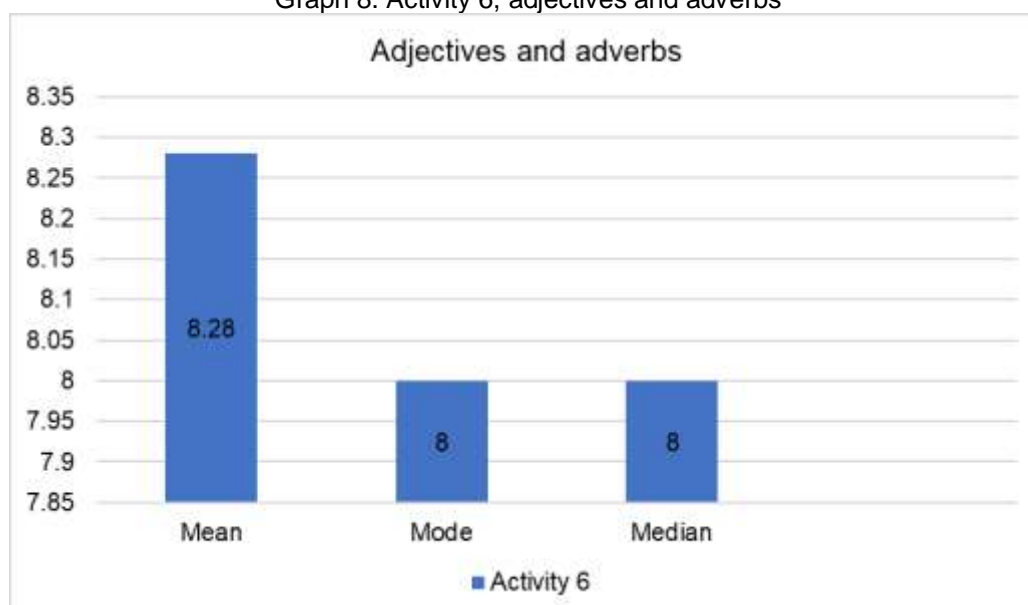


Source: Santos, Y. (2021).

Activity 6

In the final activity of the category adjectives and adverbs, the subjects of study watched a short video about technology. They were asked to write as many adjectives and adverbs as they could identify. The aim of this activity was identifying vocabulary and write it correctly. This task was performed by the 30 subjects of study, and the mean of their grades was 8,28 over 10 marks. The graph below shows the results of the median that is 8 and the mode which is are 8 points.

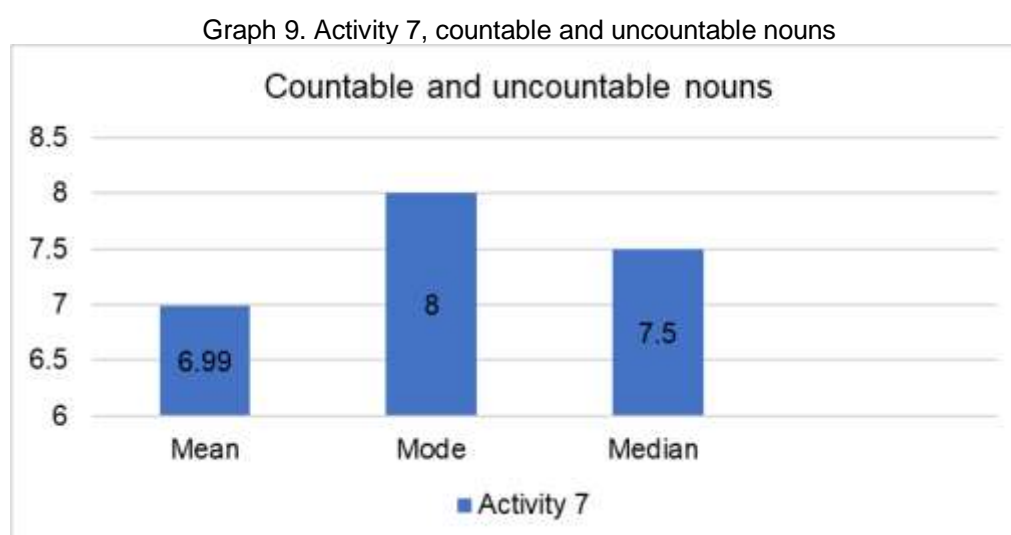
Graph 8. Activity 6, adjectives and adverbs



Source: Santos, Y. (2021).

Activity 7

The fourth category of Johnny Grammar analysed in this research was countable and uncountable nouns. For this activity a worksheet is shown to the students, and they had to classify countable and uncountable nouns in a Ven diagram. Then, they had to write some sentences to reinforce their knowledge. This task was performed by the 30 subjects of study, and the mean of their grades was 6,99 over 10 marks. The graph below shows the results of the median that is 8 and the mode which is are 7,5 points.

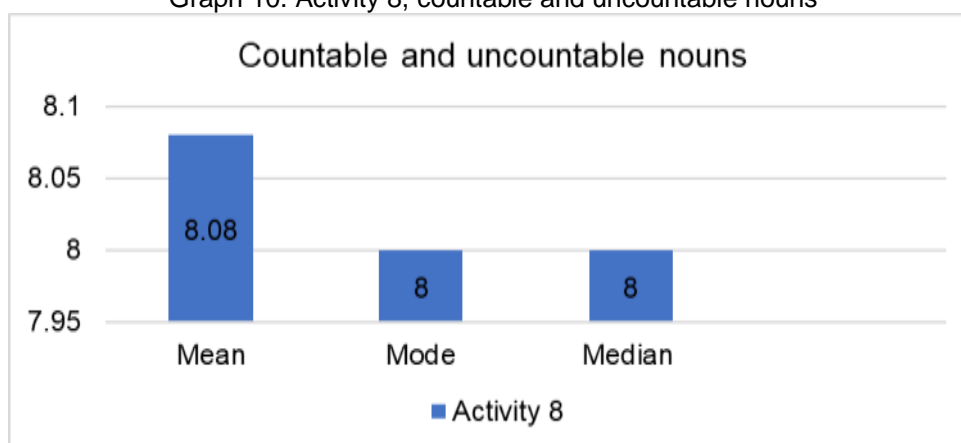


Source: Santos, Y. (2021).

Activity 8

In the final activity of the category countable and uncountable nouns the subjects of study played bingo. They were asked to sort the cards on a Wordwall activity. Then, they have to write the words in two different categories, countable and uncountable nouns. After that they had to write as many correct sentences as they can with a time limit. This task was performed by the 30 subjects of study, and the mean of their grades was 8,08 over 10 marks. The graph below shows the results of the median that is 8 and the mode which is are 8 points.

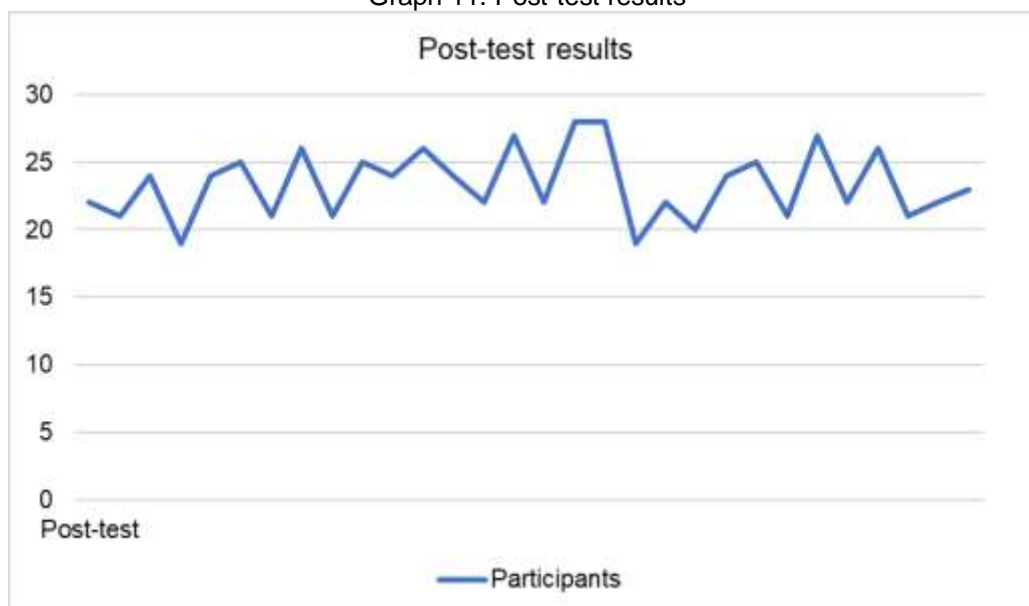
Graph 10. Activity 8, countable and uncountable nouns



Source: Santos, Y. (2021).

After the performance of the activities which were described above by the subjects of the present study, the researcher had to apply a post-test which was the same as the pre-test. The graph that is shown below is used to explain the performance of students, after applying the post-test at the end of this present research.

Graph 11. Post-test results

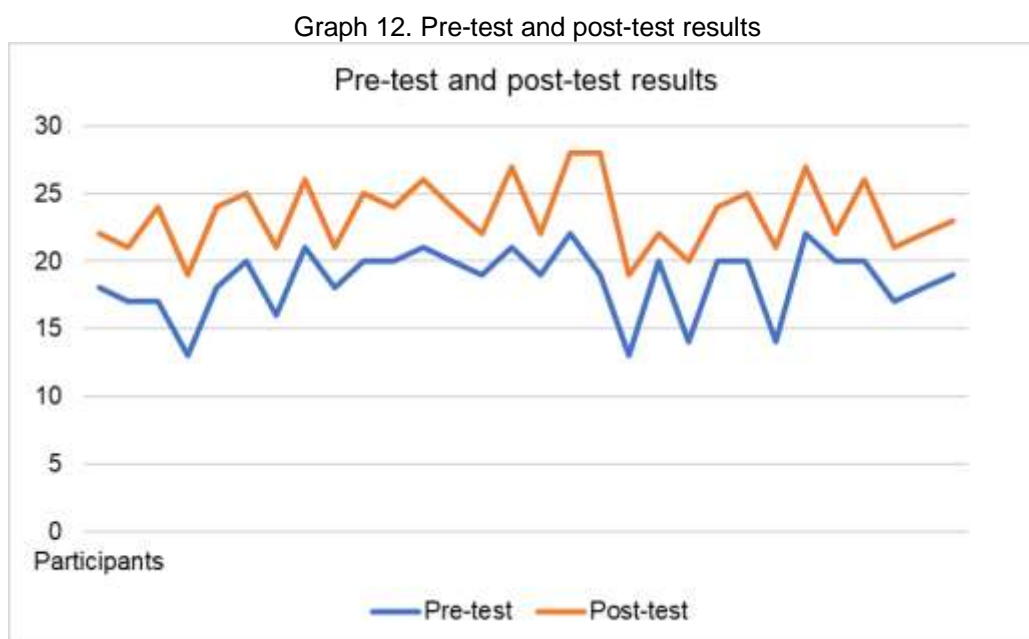


Source: Santos, Y. (2021).

The blue line in graph 10 represents the performance of the 30 students in the post-test.

A2 Key English Test (KET) analysis

Finally, the global result of the A2 Key English Test (KET) used as pre-test and post-test is rated at 30 points. Graph 11 shows that the subjects of this research got a mean grade of 18,53 on the pre-test and 23,37 on the post-test.



Source: Santos, Y. (2021).

The blue line in graph 11 represents the performance of the 30 students in the pre-test. The orange line in graph 11 represents the performance of the 30 students in the post-test. Furthermore, in the post-test after applying the categories of the application Johnny Grammar, the group performed significantly better than in the pre-test. The graph shows that maximum marks scored by the group of students in the pre-test are 22 and the minimum score is 13, whereas the group of students in the post-test scored highest 28 marks and minimum 19. The results go in the favour of the post-test results. The results are summarized as follows:

Table 27. General results

Reading and writing Criterion	Subjects of Study		Post-test mean	
	Pre-test mean		Grade	%
Part 1	3,70	12,33	4,67	15,57
Part 2	3,60	12,00	4,73	15,77
Part 3	3,63	12,10	4,70	15,67
Part 4	4,00	13,33	4,87	16,23
Part 5	3,60	12,00	4,40	14,67
General	18,53	61,77	23,37	77,90

Source: Pre-test and post-test results

Elaborated by: Santos, Y. (2021).

3.2. Hypothesis verification

It is probable to realize if the use of the application Johnny Grammar to reinforce the English grammar structures in A2 level learners is effective, after applying the A2 Key English Test (KET) to the 30 students who were considered as the subjects of the present research. For this reason, a statistical analysis must be performed to verify the alternative hypothesis of this study. The aim of the statistics is to make a comparison of the results in the pre-test and post-test in the subjects of the study, so the paired Student t-test is used in this case.

Hypothesis approach

In statistics, a method of testing hypotheses about the mean of a small sample drawn from a normally distributed population when the population standard deviation is unknown.

Null Hypothesis H_0 : The reinforcement of English grammar structures in A2 level students is not affected by the use of the application Johnny Grammar.

Alternative Hypothesis H_1 : The reinforcement of English grammar structures in A2 level learners is impacted by the use of the application Johnny Grammar.

3.3. Calculation of statistics

The results of the pre-test and post-test the group of students who are the subjects of study are shown in Annex 3. Table 7 shows the paired sample statistics: mean, number of data N, standard deviation, and standard error of the mean:

Table 28. Pair sample statistics

Pair	sample	statistics		
		Mean \bar{x}_d	Standard deviation Sd	Standard error of the mean S_d/\sqrt{n}
Par 1 Pre-test	30	15,53	2,48767	,45418
Post-test	30	23,36	2,55266	,46605

Source: Test applied to students at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga.

Elaborated by: Santos, Y. (2021).

Table 8 shows the paired sample correlations: number of students, correlation, sig.:

Table 29. Paired sample correlations

	Paired	Sample	Correlations
	Students	Correlation	Sig.
Par 1 Pre-test & Post-test	30	,815	,000

Source: Test applied to students at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga.

Elaborated by: Santos, Y. (2021).

Table 30. Paired samples test

Paired samples test								
95% confidence interval of the difference								
	Media	Standard deviation	Standard error of the mean	Inferior	Superior	t	gl	Sig. (bilateral)
Par 1 Pre-test and Post-test	-4,8333	1,53316	,27992	-5,40582	-4,26084	17,267	29	,000

Source: Test applied to students at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga.

Elaborated by: Santos, Y. (2021)

Interpretation

The results obtained after applying the post-test to the subjects of study are considered significantly better than the pre-test results. However, the general mean grade in the pre-test is 15,33 out of 30, while in the post-test the general mean grade is 23,36 out of 30. According to the results, it is evident that the use of the application Johnny Grammar to reinforce the English grammar structures in A2 level learners ensures the improvement of students' knowledge.

Variables

Independent variable: Johnny Grammar

Dependent variable: English grammar structures

A group of 30 students at Instituto de Idiomas of Universidad de las Fuerzas Armadas ESPE, Sede Latacunga.

Level of Significance: 5% = 0.05

Final decision: $p < 0.05$ then we reject the null hypothesis, we accept the researcher's hypothesis.

Since the p-value for this case is 0.000 and is less than 0.05, we reject the null hypothesis.

Conclusion: The reinforcement of English grammatical structures in A2 level students does have an impact with the use of the Johnny Grammar application.

CONCLUSIONS:

- It was determined that the subjects of the study needed to reinforce on different grammar structures after the application of the Key English Test (KET) as the pre-test. This issue was observed because they did not have a clear idea of the English grammar structures proposed in the test.
- It was observed that the incidence of motivation and the use of different technological tech tools and software like the application Johnny Grammar provide with a variety of alternatives to continue doing any kind of activity like, studying, working, and even having fun during a difficult situation such as the Pandemic and the Covid-19.
- It was noticed that students felt confident when they had the opportunity to work in pairs and small groups. They had the opportunity to compare answers and check their mistakes after each competition. Students felt motivated to learn and participate in the different activities proposed by the researcher. They considered that spending time on useful tasks help them to get a close connection with the English grammar lessons.
- Teachers have undergone several changes in the way they teach and in the way they perceive the world around them, so they continue to adapt to using all kinds of strategies to support their students' learning.

RECOMMENDATIONS:

- Taking into consideration and after the research and the use of the application Johnny Grammar in order to reinforce students' knowledge in English grammar structures results an alternative, that can be used with any group of students at any learning level.

- At the beginning of the present research, it was necessary to mention that the situation related with the Pandemic and the Covid 19 forced to teachers and students to continue working in different environments. They had to look for the most appropriate adaptations depending on the real conditions that everybody faced at that moment.

- It is important to broaden the perception that students and educators have towards the correct use and implementation of technological tools to continue the teaching and learning process.

- It is important to think about improving internet access in educational institutions, as it has become an essential tool in the teaching and learning process. Teachers and students need to feel confident to learn from each other.

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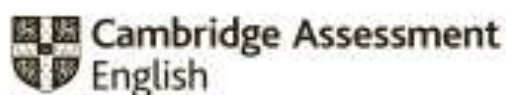
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ANNEXES

ANNEX 1: Pre-test and post-test



KEY ENGLISH TEST

Reading and Writing

Sample Test

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

Part 1

Questions 1 – 6

For each question, choose the correct answer.

1

For Sale
Women's bicycle (small)
 11 years old - needs new tyres
 Phone Debbie
 - 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3

ADVENTURE PARK
 Half-price tickets for groups of 12 or more
 Ask at entrance

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

2

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework

3

Turn over ►

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

Part 3

Questions 14 – 18

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 14 What is Alice Watson's job now?
- A dancer
 - B teacher
 - C dress-maker
- 15 Demi had her first ballet lessons
- A at a very young age.
 - B at the National Ballet Company.
 - C from her mother.
- 16 Jack helped his wife and daughter by
- A moving to a larger house.
 - B letting them use the living room for dancing.
 - C making a place for them to practise in.
- 17 What was the best thing about the *Swan Lake* show for Demi?
- A It was her first show with the company.
 - B All her family were there.
 - C She was wearing a new dress.
- 18 Hannah says that Demi
- A will be a star one day.
 - B is her favourite granddaughter.
 - C dances better than Alice did.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple. At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

- | | | | |
|----|------------|-----------|------------|
| 19 | A class | B subject | C course |
| 20 | A thinking | B trying | C deciding |
| 21 | A way | B path | C plan |
| 22 | A day | B time | C hour |
| 23 | A brought | B turned | C opened |
| 24 | A began | B arrived | C became |

Part 5

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example: 0

From:	Maria
To:	John

I hope (0) are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre (27) the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29) tennis.

I'll show you my photos (30) I get back.

See you soon,

Maria

ANNEX 2: Proposal lesson plan example

Lesson Plan N° 1

Time Limitation:	60 minutes
Student´s Level:	Elementary A2
Number of Students:	30
Week:	One
Topic:	One world

Objective: At the end of the class, students will be able to introduce themselves and others.

Stage	Methodological	Process	Time	Assessment
	Teacher Activities	Students Activities		Tools
Beginning	Warm Up: Kahoot	Students use their mobile phones to complete the quiz.	10 min.	
Procedure	<p>Introducing the class talking about personal information.</p> <p>Introducing themselves and others.</p> <p>Practicing vocabulary related to prepositions.</p> <p>Using a worksheet to practice prepositions through a gap filling activity.</p> <p>Encouraging students' participation.</p> <p>Working in groups to do some online activities.</p>	<p>Giving information about themselves.</p> <p>Using the chat box to give examples of the vocabulary related to the topic.</p> <p>Listening to the teacher´s instructions and complete an activity.</p> <p>Answering questions related to the topic.</p> <p>Organizing information and answer questions</p> <p>Complete assignments in Educativa Platform.</p>	40 min.	<p>Educativa Platform</p> <p>Google Meet</p> <p>Mobile phones</p> <p>Rubric</p>
Closure	Feedback, use the application Johnny Grammar to reinforce their knowledge about prepositions.	Practice on the selected topics and categories.	10 min.	

ANNEX 3: Data collection from the group of 30 students.

SUBJECTS OF STUDY			
No.	Pre-test	Post-test	Differences
1	18	22	4
2	17	21	3
3	17	24	7
4	13	19	6
5	18	24	6
6	20	25	5
7	16	21	5
8	21	26	5
9	18	21	3
10	20	25	5
11	20	24	4
12	21	26	5
13	20	24	4
14	19	22	3
15	21	27	6
16	19	22	3
17	22	28	6
18	19	28	9
19	13	19	6
20	20	22	2
21	14	20	6
22	20	24	4
23	20	25	5
24	14	21	7
25	22	27	5
26	20	22	2
27	20	26	6
28	17	21	6
29	18	22	4
30	19	23	4
Mean	18,53	23,37	4,87
St. Deviation	2,4877	2,55266	1,569831

Source: Test applied to the 30 subjects of study at Instituto de Idiomas at Universidad de las Fuerzas Armadas ESPE, Sede Latacunga.