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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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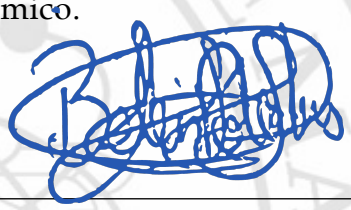

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DEDICATION

To my mother Laura Albarracín, siblings Cindy and Raymond, husband Bryan Feijoo, and son Thiago Feijoo who with their love, support and effort accompanied me throughout this journey and thus reaching one more goal.

-María José Heredia Albarracín

I want to dedicate this work to my mother who was a very important pillar throughout my college career, to my father and brother who were supporting me at all times so that I would not give up and could go ahead, and to my little angels who are no longer with me but I will always carry them on my heart.

-Ghislayne Belén Paladines Loayza

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First of all, I thank God for filling me with wisdom and for giving me good health since we are going through a very hard time in which we have lost many loved ones, but despite that, we have come out of it safe and sound. I thank my mother Laura Albarracin, my siblings Cindy y Raymond Palacios, my husband Bryan Feijoo, and my son Thiago Feijoo who was my inspiration to stand firm and other family members for all the support given during my years of study, for trusting me, for giving me the necessary strength to move forward. To the teachers of the career who gave me their knowledge and experiences to encourage us and not to give up, especially to Dr. Odalia Llerena who has been our teacher in the subject of research since the first semester and has guided us in every step, and to the manager-owner Ms. Katherine Dioses of the Windsor Academy center for allowing me to develop this study in her facilities.

-María José Heredia Albarracín

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-Ghislayne Belén Paladines Loayza

RESUMEN

En la presente investigación se implementa la herramienta digital Quizizz como recurso didáctico, la cual es muy importante ya que cuando el estudiante interactúa con esta plataforma, mejora el aprendizaje de los mismos, además que es bastante creativa y divertida, con este recurso se logra que los estudiantes obtengan un aprendizaje significativo debido a que refuerzan los conocimientos adquiridos previamente.

Mediante la observación participante, se determinó que los estudiantes no diferencian las reglas de los plurales ya que suelen confundir una regla con otra. Por ello como objetivo general de esta investigación tenemos: Mejorar el aprendizaje de los plurales en inglés a través del recurso didáctico digital Quizizz en los estudiantes Movers (A1) de Windsor Academy en el año 2021.

Se consideró que esta investigación este plasmada con el paradigma cualitativo mediante la investigación acción participativa en el cual el investigador forma parte y ayuda en el proceso para lograr un cambio positivo en el estudiante, para ello se tomó en cuenta a los tres estudiantes del nivel Movers del centro educativo Windsor Academy. Para recolectar la información necesaria para este trabajo de investigación se usó los métodos de observación participante, entrevista a la docente y prueba de diagnóstico a los estudiantes para así conocer su progreso en relación a la aplicación del recurso didáctico digital Quizizz.

Se concluye elaborando una estrategia didáctica utilizando la plataforma digital y así mejorar el aprendizaje de los plurales en inglés, además se fundamentó teóricamente el proceso de enseñanza aprendizaje y a Quizizz como un recurso didáctico digital, por ello mediante una prueba de diagnóstico se conoció que los estudiantes tenían muy poco conocimiento y dominio respecto al tema y al momento de realizar la evaluación final se demostró que la aplicación de la estrategia didáctica resultó efectiva.

Palabras claves:

Estrategia, recurso didáctico, plataforma, aprendizaje.

ABSTRACT

In this research the digital tool Quizizz is implemented as a didactic digital resource, which is very important because when the student interacts with this platform, it improves the learning of the same in addition to being quite creative and fun, with this resource it is achieved that students obtain a significant learning as they reinforce the previously acquired knowledge.

Through participant observation, it was determined that students do not differentiate the rules of plurals as they tend to confuse one rule with another. Therefore, the general objective of this research is: To improve the learning of plurals in English through the digital didactic resource Quizizz in the Movers (A1) students of Windsor Academy in the year 2021.

It was considered that this research is embodied with the qualitative paradigm through participatory action research in which the researcher is part of and helps in the process to achieve a positive change in the student, for it was taken into account the three students of the Movers level of the educational center Windsor Academy.

To collect the necessary information for this research work, we used the methods of participant observation, teacher interview and diagnostic test to the students in order to know their progress in relation to the application of the digital didactic resource Quizizz.

It is concluded by elaborating a didactic strategy using the digital platform and thus improve the learning of plurals in English, in addition, the teaching-learning process and Quizizz as a digital didactic resource were theoretically based, therefore, through a diagnostic test it was found that students had very little knowledge and mastery regarding the topic and at the time of the final evaluation it was demonstrated that the application of the didactic strategy was effective.

Keywords:

Strategy, didactic resource, platform, learning

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INTRODUCTION

We are currently in a globalized world that over time has been influenced by several changes and this is due to the technological advances that have been presented, the same that provided access to information more efficiently and allows it to be visible to all. “Innovation evolves all the time and it has tremendously changed English Language Teaching (ELT) particularly alongside advances in technology” (Yunus, 2018, p. 33). Which has contributed for people to be interested in learning English as a second language since English is considered as a universal language.

There are many reasons why people feel motivated to learn this language, for example: personal motivation, to learn to communicate with foreign people and learn about their culture, but the most important reason is that if you have a good command of English, you can get better job opportunities and also relevant positions.

> Para muchos alumnos, el proceso de aprendizaje de una lengua extranjera en la escuela es antinatural y desmotivador; esto, aunado a que su aplicación en la vida real es casi inexistente, ya que su entorno más cercano, por lo general, utiliza su lengua materna (Mora & Camacho, 2019, p. 57).

For this reason, students are not familiar with the English language because they usually practice it in the classroom, but when they get home, they use only their mother tongue, all this added to the monotonous educational system affects the teaching-learning process of the students.

Ecuador implemented the learning of the English language in the educational system so that it is taught from the first years of study of the students “esta situación ha creado la necesidad indispensable de que los docentes de inglés como lengua extranjera innoven sus prácticas de enseñanza” (Albán et al., 2016, p. 109).

Students in Ecuador need a variety of learning methods to acquire knowledge in an effective way while achieving the proposed standards and objectives.

> Los estándares de la enseñanza de inglés como lengua extranjera en Ecuador se encuentran en correspondencia con las exigencias, que son reconocidos a nivel nacional y proporcionan una base común para la elaboración de programas de estudios del lenguaje inglés. Estas normas clasifican a los estudiantes ecuatorianos

> de acuerdo al dominio del idioma inglés en seis niveles diferentes (A1.1 -A1.2 -A2.1 -A2.2 -B1.1 -B1.2), que están relacionados con los seis años de estudios académicos comprendidos en la educación secundaria (Albán et al., 2016, p. 117).

Based on the observations made to the students of Windsor Academy, it was determined the students are unable to differentiate the rules of plurals in English because they tend to confuse one rule with another. At the time of performing the activities proposed by the teacher, their performance is low, which hinders their continuous learning, which is why the following **research question** is posed: How to improve the learning of plurals in English in the Movers students of Windsor Academy in Pasaje in the year 2021?

Having as object of study the teaching-learning process of Windsor Academy (A1) Mover's students.

The **general objetive** of the research is, to improve the learning of English plurals through the digital didactic resource Quizizz in Movers (A1) students of Windsor Academy in the year 2021.

This objective is delimited in the **field** of action, Quizizz, as a digital didactic resource.

Considering the general objective, the following **specific objectives** are proposed:

- Theoretical foundation of the object and field of research
- To diagnose the current state of a student's English plurals.
- To apply the digital didactic resource Quizizz for the improvement of plurals in English.
- To evaluate whether the Quizizz digital didactic resource contributed to the improvement of learning plurals in English

The present research was conducted with the three students Movers from Windsor Academy in Pasaje, who is 9 years old

For the above reasons, the researchers propose to conduct qualitative research with a PRA approach. This research employs empirical methods with the use of the participant observation technique because this technique allows to become familiar with the individuals participating in the research and at the same time to collect data from them

The **importance** of the present research is that by implementing the digital tool Quizizz as a didactic resource, the improvement of student learning is promoted, because interacting with this platform causes interest in the student in a more fun and creative way, thus making their learning meaningful and they can clearly understand the topic addressed.

The **practical contribution** of the research is the digital didactic resource Quizizz to improve English language learning. It is **novel** because we are currently adapting a new modality which is online education, therefore, by using digital didactic resources students are interested in learning which allows them to get out of their routine and have fun learning English

This research work is structured in the following parts: in the first part, which is the introduction, we find the theoretical design of the research, followed by a brief description of the theoretical foundations necessary for this research work, then the methodological framework is structured in which the type research is established, the purposes it pursues, the methods and techniques used for data collection and in this way the result obtained based on the research problem are presented. Finally, the conclusions are presented, supported by an adequate bibliography.

CHAPTER I

APPLICATION OF THE DIGITAL DIDACTIC RESOURCE QUIZIZZ IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS AT WINDSOR ACADEMY

1.1 Historical background pf the use of digital didactic resources in the teaching-learning process of English.

From the sixties onwards, the beginning of what would become known as digital didactic resources began, at that time it was thought that students improved their learning process through the use of the computer.

> Durante la década de los noventas la innovación tecnológica y el surgimiento de aparatos portátiles tales como el paper, el discman, las laptops, los teléfonos celulares, etc., permitieron un cambio radical en nuestras vidas al ofrecer una mayor libertad y mejores formas de comunicación e interacción, Así mismo, el surgimiento de la poderosa herramienta del internet contribuyó a proveer mejores opciones de comunicación y flexibilidad en el manejo de datos (Colli & Becerra, 2014, p. 89).

Despite the emergence of portable devices and the Internet, teachers rejected this technology and therefore used it in a piecemeal fashion because it did not have a great impact on traditional education due to lack of knowledge and training.

"Los recursos digitales ofrecen nuevas oportunidades en los procesos de enseñanza y aprendizaje al incorporar la imagen, el sonido y la interactividad como elementos que refuerzan la comprensión y motivación de los estudiantes" (García, 2016, p. 1). These resources can be considered as sources of information and learning that allow the teacher to take into account the needs of each of the students, since they need to learn in a different, interesting and entertaining way.

With the implementation of new tools and strategies for teaching, the educational field has been obliged to implement these technologies as fundamental resources for the teaching-learning process, as a result in recent years has increased interest in the use of technology which has favored the learning of the English language. "El internet nos posibilita el aprendizaje de idiomas en múltiples páginas y de forma gratuita" (Perero, 2011, p. 21).

Over the years, digital teaching resources have been used more frequently in private educational institutions because these institutions had internet, which allowed the teacher to make use of these digital resources making the class more novel for students, unfortunately in public educational institutions lived a different reality, but in view of the new online modality digital teaching resources took center stage and were available in virtual classrooms during classes.

Different platforms could be used for the benefit of students in the classroom such as the digital teaching platform Quizizz. For Yan et al., (2018) "Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, smartphone and I Pad" (p. 194). This digital teaching resource is easy for teachers to apply as it allows them to create quizzes with title, images, and multiple-choice answers.

Quizizz was created by Deepak Joy Cheenath and Ankit Gupta in 2015 in Bangalore, India and has since been gradually implemented in classrooms.

1.2 Conceptual background of the application of digital teaching resources for English language learning.

1.2.1 Pedagogical and didactic foundations of English teaching through the application of digital teaching resources such as Quizizz

> Los recursos didácticos digitales son herramientas variadas que se pueden ajustar según las características de la población objeto de estudio como gustos, edad, grado que cursan. Estos recursos son cuidadosamente elegidos con el propósito de alcanzar lo propuesto durante el desarrollo de esta investigación (Quintero, 2016, p. 15).

Taking into account the research work done by Marleny A. Quintero Muñoz about digital resources in the strengthening of listening skills in the learning of English in elementary school, this work is descriptive-evaluative focused on the qualitative paradigm, through the use of interviews, survey and observations for data collection.

This research work was carried out at the Fray Julio Tobón Betancur Educational Institution, located in Antioquia-Colombia, with a target population of 225 y 221 students in the fourth and fifth years of elementary school, respectively.

Marleny A. Quintero Muñóz concludes that:

- Los recursos digitales creados en esta investigación, como son el objeto virtual de Aprendizaje (OVA) y el repositorio digital para la enseñanza-aprendizaje del inglés en básica primaria, fueron herramientas motivadores en el momento de enseñar inglés, propiciaron mayor interés y motivación en los estudiantes, de igual manera los juegos creados para la elaboración del OVA tuvieron mucha acogida, presentando vistas permanentes desde su creación informando reportes desde cien, quinientas y mil visitas en corto tiempo (Quintero, 2016, p.15).
- Las estrategias de aprendizaje juegan un papel muy importante en el proceso formativo, son el componente cognitivo que orienta las acciones del educando, igualmente es la competencia meta-cognitivo mediante el estudiante; planea, regula y monitorea su forma de aprendizaje sin importar la edad de quien la aplica (Quintero, 2016, p. 15).

It is agreed with Quintero that the use of digital resources facilities that teaching – learning process because as the author expresses the students felt motivated and reflected interest in them, likewise this type of strategies helps the teacher to monitor the way in which the student learns without age restriction.

María Luisa Renau Renau's research called "A research innovation in the secondary education: Making use of virtual resources to learn a language" was carried out at the "Universidad Jaume I" located in Castellón, Spain. Her object of study was the master's group on vocational training and language teaching which is composed of 125 students and concludes that:

- The three main drawbacks when making use of new technologies are: investment of money, investment of time, uncertainty of results but with effort, hard work and institutional help, they can change the educational system (Renau, 2018, p. 170).

As Ranau says, implementing new technologies such as digital teaching resources in a classroom required a number of factors and among these are those mentioned above, the economic factor was and remains a major impediment when trying to implement these resources but, while it is true that today online education has been quite favorable in this regard, as it allows us to implement such resources that help in the teaching-learning process of English and as a result can lead to education towards a better way.

The research conducted by Jhudith Blanca Chura Limachi on “El uso de los recursos didácticos en la enseñanza del idioma en la I.E.S. Gran Libertador Simón Bolívar del distrito de Caylloma-Arequipa 2017” she used a quantitative-descriptive approach, diagnostic type with non-experimental-transversal design, using the survey-questionnaire technique. The data were obtained from a sample of 147 students from first to fifth year of English in 2017

Jhudith Blanca Chura Limachi concludes that:

- Se determina que los recursos didácticos que se usan en la enseñanza del idioma inglés de la I.E.S. Gran Libertador Simón Bolívar del distrito de Caylloma 2017, la mayoría de docentes hace uso de estos recursos convencionales o tradicionales con 93% y de los recursos digitales en su mayoría existe el ausentismo en cuanto al uso de este recurso con el 17% en el área de inglés. Lo cual indica el uso inadecuado o tradicional en recursos didácticos en el aula en cuanto al siglo XXI, debido a que el entorno de los estudiantes de hoy están involucrados con la nueva era digital (Chura, 2018, p. 74).

According to Chura, teachers make inadequate use of didactic resources since they use more traditional ones, without taking into account that their students are immersed in the digital era, therefore it is more feasible for teachers to use digital didactic resources since these will capture more student’s attention.

The work done by Elionay Quirós Meneses on “Recursos didácticos digitales: medios innovadores para el trabajo colaborativo en línea” expone una reseña de la historia, caracterización y normas necesarias cuando se emplean recursos digitales como son los siguientes: Blog, Chat, Foro y Wiki.

Quirós in her work conlcudes that:

- Es necesario que en estos tiempos se promueva el uso de estos recursos didácticos digitales en los estudiantes y en los profesores, para que puedan ser introducidos correctamente en un entorno colaborativo, Es decir, si estos medios se emplearan cada vez más en los procesos de enseñanza y aprendizaje, por medio de metodologías dinámicas de innovación, se generaría una nueva forma de pensar altamente necesaria, sobre todo, en épocas en las que vamos encaminados hacia una cultura tecnológica (Quirós, 2009, p. 61).

- Si somos conscientes de que estos recursos didácticos digitales se aplican como estrategias para la innovación dentro del proceso de enseñanza, y si hay una clara medición pedagógica, nos aseguramos aprendizajes significativos en nuestros estudiantes (Quirós, 2009, p. 61).

According to Quirós, didactic resources should be used by teachers and students in the teaching-learning process because they promote collaborative work and serve as an innovative strategy, remembering that we are currently in the age of technology.

> Real experience using Quizizz in training can change the attitudes and intentions of teachers to use Quizizz. Before the training, all of the teachers had no idea about Quizizz, but after the training was given, teachers' attitude toward Quizizz was positive, and their intention to use Quizizz in the learning process was high (Akhtar & Hasanati, 2019, p. 54).

One of the biggest problems in previous years regarding the use of digital teaching resources was the lack of training that teachers had, especially older teachers, who found it more difficult to use these resources in their classes and therefore could not implement them, causing the teaching process to remain stuck in the traditional method.

> Esta herramienta on-line es de acceso libre y gratuito, lo que favorece que la metodología propuesta sea reproducible por cualquier docente para sus asignaturas. La propuesta metodológica está sustentada en tres principios: (i) el uso de recursos virtuales en la educación; (ii) la eficacia del aprendizaje colaborativo; y (iii) la motivación que despierta en el alumno la gamificación del proceso de enseñanza-aprendizaje (Vergara et al., 2019, p. 363).

As we can see, Quizizz is a free tool used by many teachers nowadays for its easy application since it favors the acquisition of knowledge during classes, promoting teamwork and thus motivating the student through the use of these resources.

"Quizizz are online application that can be choice to make the learning attractive and joyful" (Suharsono, 2020) Quizizz support the learning and improve concentration, participation, and motivation (Suharsono, 2020, p. 332).

The digital didactic resources Quizizz is an application that helped the teacher to make their classes more interactive, making the student learn while having fun, also in this application can observe the answers and thus know what topics need to review the

students, so the teacher can assess the level of learning in which their students are, without them feeling that they are being evaluated.

This digital resource has a number of features as shown below:

- It allows students to clarify their doubts from the comfort of their home.
- It is not necessary to have a Quizizz account as you can access by simply entering the room code
- The teacher can develop quizzes based on the subject matter
- It allows individual and collaborative work
- It can be used as a "homework game" so that students do not feel pressured

It also has many benefits such as those listed below:

- Multiple-choice questions help students relate the different options provided to knowledge they have already acquired in order to achieve meaningful learning.
- Students can reinforce their knowledge

1.2.2 The application of digital teaching resources for teaching English plurals.

> El uso del ordenador ha permitido conseguir una metodología más activa. La presencia de ordenadores en las aulas ha favorecido, en algunos casos, que las estrategias metodológicas se hayan diversificado ya que, el libro de texto ha dejado de ser el único protagonista en el aula, al dejar de ostentar la exclusividad de proporcionar información, actividades, ilustraciones y representaciones, hasta ahora caracterizadas por su linealidad (Sepúlveda et al., 2007, p. 6).

The teacher at the time of teaching his class is guided by the text, but also provides information from the network and performs activities using technology and digital teaching resources, thus motivating the student during class. By using digital teaching resources, the teacher can take advantage of this time to help students who need it most, while others develop their tasks without any difficulty. Therefore, the following is a list of digital teaching resources most used by teachers in their classes.

Socrative

The Socrative application is a digital tool which helps us in the elaboration of surveys and questionnaires, in which teachers can see the answers of their students in real time in order to realize the knowledge that the students have at the moment they are

answering. “La aplicación SOCRATIVE es una herramienta poderosa a utilizar en el aula, ya que nos permite realizar test y evaluar al alumnado de una forma amena, rápida y sencilla, todo ello desde el entorno del juego” (Mora et al., 2018, p. 26).

Plickers

“Plickers is an application to stimulate active learning: review of knowledge and pair-participation”(Reyna De Thomas et al., 2016, p. 118). As you can see Plickers is a resource used by the teacher to motivate students during class, this resource aims to make the student feel confident when answering questionnaires of questions and once finished, the teacher reviews the percentages of correct answers achieved for each answer.

Kahoot

“Esta plataforma está concebida como un espacio digital para el aprendizaje en diversas modalidades, y cuyo carácter on-line le da una operatividad significativa, ya que permite su uso mediante teléfonos móviles” (Rodríguez et al., 2015, p. 226). Kahoot is very useful for both teachers and students because it allows them to learn new topics or review previously seen topics in an entertaining way, it is commonly used as an evaluative tool but it can also be used for discussions.

Quizalize

“Quizalize does not only give benefit to the teacher as their media to create a quiz, but Quizalize also gives the students an understanding of which material that they master and which material they have to study more”(Mukaromah & Mutoharoh, 2019, p. 98). This resource contributes to the development of quizzes and helps both the teacher and students to know topics are easily mastered and which ones need to be reinforced, as it shows in detail the result of each question.

Mentimeter

“Mentimeter es un programa gratuito, desarrollado también como aplicación para dispositivos móviles, que permite crear preguntas y casos de diferente tipología, adaptable al tipo de contenidos a abordar” (Rapún et al., 2018, p. 27). This program serves to interact with students in an entertaining and instantaneous way. An advantage of this program is that participation is anonymous, which allows the student to participate without fear of being judged.

Quizizz

Finally, "Quizizz is a game- based educational app, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun" (Zhao, 2019, p. 37). This digital resource also follows the format of questions and answers in a more dynamic way since each student can choose the avatar or character that he/she likes the most, it also consists with music which makes the student more concentrated, it has a rating system that allows the teacher to have both a general and individual idea about the students' result.

It was decided to implement this digital resource since at the moment of observing the class it was evident that the teacher did not vary the digital didactic resource she was using at the moment and as a consequence the students were not interested and did not feel motivated to participate, so it was decided to implement the digital resource Quizizz to improve the learning of plurals in English, which was feasible since being a different resource the students felt motivated.

1.3 Contextual background of the application of digital didactic resources in the teaching-learning process of English.

1.3.1 Contextualize the application of digital didactic resources in the teaching-learning process of English.

For several years the teaching-learning process in Ecuador has been used in a traditional way, for this reason the students did not feel comfortable in the classroom, because the classes became monotonous because the teacher used the same teaching techniques over and over when teaching the class.

In the Ecuadorian educational context, the teaching techniques most used by teachers in previous years in educational institutions are following:

- **Feedback:** This technique allows the teacher to reinforce previously seen topics with the purpose of clearing questions from students in case the topic seen has not been fully understood.
- **Summaries:** This is a very traditional technique that makes students highlight the most relevant parts of the learned topic because they usually receive a large

amount of information and making use of this technique helps them in the teaching-learning process.

Since teachers employed these techniques when teaching their classes, students employed rote and repetitive methods in the acquisition of new knowledge, thus preventing the development of creativity, critical thinking and participation during class.

> En Ecuador, la aplicación de medios digitales aún se encuentra limitada en casi todas las unidades educativas del país, siendo así que los docentes solo utilizan para sus clases los métodos de enseñanza tradicionales, se debería implementar los recursos digitales para que las clases sean más dinámicas logrando así que los estudiantes se sientan motivados haciendo que la participación y comunicación docente-alumno sea más activa y participativa (Zambrano, 2019, p. 4-5).

Over time, more importance was given to education, therefore, several education institutions obtained enough digital media for teachers to improve the teaching process, this achieving the eradication of monotony in their classes, making them more innovative.

In the current Ecuadorian educational context, the most commonly used teaching techniques are as follows:

- **Cooperative learning:** With this technique, students work together to solve tasks and help each other.
- **Flipped classroom:** The flipped classroom technique consists of having the students prepare the topics to be discussed in the next class so that they are aware of what they will see and the teacher only has to answer questions or explain the topics that are not completely clear.
- **Gamification:** This is one of the most used and fun techniques as it is based on learning through play, so the student learns without realizing it while having fun at the same time due to the fact that this technique promotes motivation.

The implementation of these techniques allows students to feel confident in their learning and to develop naturally during classes, and helps them to develop naturally during classes, and helps them to develop critical thinking, since during cooperative learning each student contributes his or her ideas and opinions

In the year 2020 there was an event that affected the entire population, with the appearance of the Covid-19 virus people had to take precautions, one of those was the

social distancing, so they had to leave aside everything they knew and education was forced to change completely its system, in Ecuador schools had to close their doors so the classroom classes were left in the past, leaving aside the traditional education.

> Uno de los problemas a nivel mundial que ha iniciado en la deserción escolar es la pandemia del Covid-19, transformando la educación en un factor complejo de continuar al cerrar las instituciones educativas, eso generó inestabilidad en el proceso de estudio, aplicando estrategias inmediatas como la educación en casa y la educación virtual (Pachay & Rodríguez, 2021, p. 132).

This is where digital didactic resources began to be used more frequently in classes, since teachers needed tools that allow them to impart knowledge in a more effective way because as mentioned above these resources generate interest in students and therefore, they are motivated to participate.

1.3.2 Analysis of the results of the instruments application.

Through the participant observation guide (APPENDIX 1) it was possible to identify in a general way the weak points that the students have when using plurals in English and some aspects present during the class that could be causes of these difficulties, for example, that the classes they received did not use novel resources that fostered the acquisition of knowledge, in addition, their participation was scarce and this represents a serious problem in the classroom because their knowledge is low in relation to the level in which they are.

Table 1

Observation guide values

Levels	**Values**
Always	3
Often	2
Rarely	1

Note: Own elaboration by authors

In order to evaluate the students more specifically and recognize the errors they make in learning the plurals in English, a diagnostic test is used (APPENDIX 2), whose results show that the students are in the middle since they know the rules of the plurals in

English, but when applying them they tend to get confused, and they also present errors when formulating sentences because they do not follow the rules of the same. The results are evaluated following the table of values presented below:

Table 2

Diagnostic test values

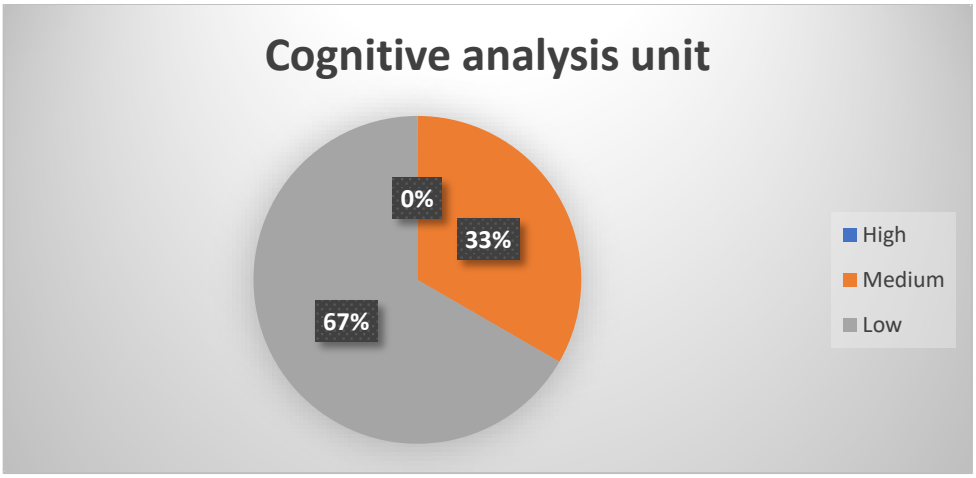
Levels	**Results**
High (3)	9-10
Medium (2)	7-8
Low (1)	Less than 6

Note: Own elaboration by authors

Once the values of the diagnostic test have been established, the results obtained are represented graphically:

Figure 1

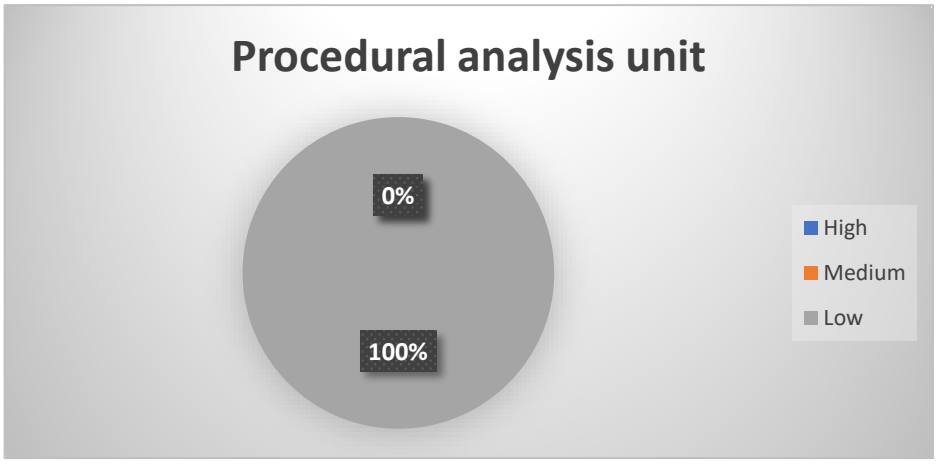
Results of the application of the cognitive instruments



In the graph it can be observed that one student is at a medium level and two of them are at a low level, this shows that most of the students who make up the course in question do not recognize the plurals in English, and do not fully understand the rules of the plurals. It can also be seen that the students with a low level do not comply with the indicators to be evaluated since they do not recognize or understand the rules of plurals in English, because they tend to confuse them with each other.

Figure 2

Results of the application of the procedural instruments



In the graph, it can be observed that the group, in general, is at a low level because they do not comply with the indicators of this unit of analysis. After all, at the moment to being evaluated they did not include the plurals in their active vocabulary and they did not apply the same in the formulation of sentences. Therefore, it can be concluded that the students are at a low level concerning this unit of analysis, for which a pedagogical intervention is needed to improve their level.

To conclude with the analysis of the results of the application of the instruments, a structured interview was applied to the teacher (APPENDIX 3), which showed the following results

- Most students do not recognize the English plurals seen in the class unit.
- Students do not understand the different rules of English plurals and tend to confuse them.
- Students do not include English plurals in their active vocabulary
- Students do not use English plurals when forming sentences

The results of the instruments applied indicate that the students present difficulties in the use of plurals in English, with low levels of learning in the language for the grade they are in. These results justify the need for a didactic strategy aimed at improving the use of plurals in English, an aspect that will be discussed in later chapters.

CHAPTER II

METHODOLOGICAL FRAMEWORK

In this chapter we proceed to characterize the different methodological aspects and the research process, detailing what has been developed in each of the points presented. For this reason, we must begin by describing the type of research being used. Then we will highlight the techniques that were used in the collection of information.

2.1 Research type

The present research is carried out from the qualitative paradigm, given that "Cada día, la investigación cualitativa, responde a más cuestiones de interés educativo-pedagógico y es que la investigación cualitativa está inmersa en nuestras prácticas profesionales cotidianas" (Badilla, 1969, p. 42).

2.2 Research Design

Participatory action research is a process in which the researcher is actively involved in the research as he/she facilitates and supports the process by working together with the object of study to bring about change.

> La investigación-acción participativa o investigación-acción es una metodología que presenta unas características particulares que la distinguen de otras opciones bajo el enfoque cualitativo; entre ellas podemos señalar la manera como se aborda el objeto de estudio, las intencionalidades o propósitos, al accionar de los actores sociales involucrados en la investigación, los diversos procedimientos que se desarrollan y los logros que se alcanzan (Colmenares, 2012, p. 105).

It was decided to implement PAR because the researcher is directly involved in the research and intends to study the teaching-learning process in order to make a positive change in the development of English plurals.

2.3 Population and sample or object of study.

The population is composed of the Movers students of the Windsor Academy educational center, which is made up of 3 students, 2 of whom are female and 1 male, aged 9 years respectively. "Se entiende por población al conjunto total de individuos,

objetos o medidas que poseen algunas características comunes observables en un lugar y en un momento determinado" (Hernández, 2013, p. 2).

2.4 Research methods

2.4.1 Theoretical level methods

Theoretical methods are called those that "permiten revelar las relaciones esenciales del objeto de investigación, no observables directamente" (Cobas et al., 2010, p. 6). Theoretical methods uncover the qualities and reveal the existing relationships of the object of study, thus enabling the conceptual interpretation of the given empirical data, this creating the conditions for the characterization of the phenomena.

- Historical – Logical

This method is implemented because this research not only seeks to describe the behavior of the object of study, but also seeks to be based on historical facts in relation to the teaching-learning of plurals.

- Analytical – Synthetic

This method consists of breaking down a whole by dividing it into several parts in order to analyze each one and then relate each reaction through a synthesis of the phenomenon studied.

2.4.2 Empirical level methods

Empirical methods are based on experience, on contact with reality, and consist of observing, experimenting and measuring the reality to be known. In this method, observation is used in conjunction with the development of a hypothesis to reach a conclusion.

- Participant observation

This is the method most used by scientist and is therefore considered a universal instrument. It is a rigorous method, consisting of the direct appreciation of the object of study in order to know it effectively. The observer must have defined elements such as: the subject under investigation, the object of study, the means in which the observation takes place, the instruments to be used and the theoretical framework of the study. An

observation guide was used for the collection of data for this research work, which can be found in (APPENDIX 1).

- Diagnostic test

This type of test is used with the purpose of knowing the level at which the students are in terms of acquired learning, so that the teacher has knowledge and can plan his classes once he has identified the strengths and weaknesses of the student in order to adapt them to his needs, the respective test can be found in the (APPENDIX 2).

- Interview

It is a data collection technique that occurs through a direct process of communication between the researcher and the interviewee, in which the interviewee answers a series of questions based on the object of study. The interview is divided into structured, semi-structured, and unstructured. In the present research, the structured interview was used because specific information about the students was being sought (APPENDIX 3).

2.5 Content analysis

Content analysis in qualitative research is based on extracting the results of data which are not presented in a quantifiable form. The data collection for this research was carried out using the empirical methods detailed above; once the fieldwork was determined, the information obtained was analyzed.

2.6 Research variables

In research, the variables used in the research must be clear, therefore, in this section these variables are defined in order to take into account the function of each one and how they will be part of the research process. Each of them, the intervening one, is detailed below: Quizizz teaching resource and on the other hand we have the modifiable: improvement of English plurals of Movers students at Windsor Academy.

Intervening: The intervening variable is on that, as its name indicates, intervenes on the modifiable variable, which can affect or cause changes in it. It is defined as an interactive platform that intervenes in the process of teaching and learning English plurals. A didactic resource is understood as all the materials that participate and help in the development of the teaching-learning process.

> Las funciones que tiene los recursos didácticos deben tomar en cuenta el grupo al que va dirigido, con la finalidad que ese recurso realmente sea de utilidad. Entre las funciones que tienen los recursos didácticos se encuentran: a) proporcionar información, b) cumplir un objetivo, c) guiar el proceso de enseñanza y aprendizaje, d) contextualizar a los estudiantes, e) factibilizar la comunicación entre docentes y estudiantes, f) acercar las ideas a los sentidos, g) motivar a los estudiantes (Vargas, 2017, p. 69).

For this reason, the use of these didactic resources such as Quizizz helps students in the acquisition of new knowledge as it is an interactive platform.

Modifiable: It is one that changes depending on the application of an intervening variable, in this case the modifiable variable is the improvement of the learning of plurals in English for Movers students at Windsor Academy.

Improvement of the learning of English plurals: Reinforcement of knowledge of plurals previously acquired by students through constant use of the English language and practice during classes demonstrating mastery of them.

Table 3

Work with the variable: Improving the learning of plurals in the English language

Analysis Units	Categories	Indicators	Ordinal Scale
Cognitive	Information about plurals in English	• Recognition of plurals in English • Understanding the different rules of plurals in English	Score from 1 to 3 Where 1 is the lowest level of the indicator and 3 is the highest level.
Procedural	Use of the plurals in English	• Inclusion of plurals in their active vocabulary • Application of plurals in the	Score from 1 to 3 Where 1 is the lowest level of the indicator and 3 is the highest level.

		formulation of sentences	

Note: Own elaboration by authors

Table 4

Representation of the categories with the instruments used.

Categories	**Participant Observation**	**Diagnostic test**	**Teacher interview**	**Analysis**
Recognition of plurals in English	Statement 1 / Cognitive unit of analysis			3. Students *always* recognize plurals in English. 2. Students *often* recognize plurals in English. 1. Students *rarely* recognize plurals in English
Understanding the different rules of plurals in English	Statement 2 / Cognitive unit of analysis			3. Students *always* understand the different rules of plurals in English. 2. Students *often* understand the different rules of plurals in English. 1. Students *rarely* understand the different rules of plurals in English.
Syntesis **-**If students recognize English plurals and understand the different grammatical rules, they will have a *HIGH* level.				

<table>
<tr><td colspan="3">-If students recognize English plurals, but do not understand the different grammatical rules or vice versa, they will have a MEDIUM level.
-If the students do not recognize English plurals and do not understand the different grammatical rules, they will have a LOW level.</td></tr>
<tr><td>Inclusion of plurals in their active vocabulary</td><td>Statement 1 / Procedural Unit of Analysis</td><td>3. Students always include plurals in their active vocabulary.
2. Students often include plurals in their active vocabulary.
1. Students rarely include plurals in their active vocabulary.</td></tr>
<tr><td>Application of plurals in the formation of sentences</td><td>Statement 2 / Unit of procedural analysis</td><td>3. Students always use plurals in sentence formation.
2. Students often use plurals in sentence formation
1. Students rarely use plurals in sentence formation</td></tr>
<tr><td colspan="3">Syntesis
-If the students include plurals in their active vocabulary and apply them in the formulation of sentences, they will have a HIGH level.
-If students include plurals in their active vocabulary, but do not apply them in sentence formulation or vice versa, they will have a MEDIUM level.
-If students do not include plurals in their active vocabulary and do not apply them in the formulation of sentences, they will have a LOW level.</td></tr>
</table>

Note: Own elaboration by authors

CHAPTER III

DIDACTIC STRATEGY TO IMPROVE THE KNOWLEDGE OF PLURALS IN ENGLISH

The purpose of this chapter is the theoretical, pedagogical, technological, and didactic foundation of the proposal, in addition to specifying the elements that make up the didactic strategy, it also proceeds to detail its organization and its respective components, and finally, its practical effect is presented.

3.1 Pedagogical Proposal

In order to improve the learning of the Movers students at Windsor Academy, a didactic strategy is presented, using Quizizz as a digital resource. The implementation of this didactic strategy is carried out in 3 classes, in the first one it is evaluated if the student recognizes the plurals in English through participant observation, the second one if the students understand the basic rules of plurals in English, and the last class if the students use the plurals in their active vocabulary.

3.2 Theoretical foundation of the didactic strategy to improve the learning of English plurals

3.2.1 Pedagogical and technological foundations of the didactic strategy

Before proceeding to detail the specific points of the pedagogical fundamentals, the meaning of pedagogy must be clear, according Caballero (2017), " se la ha conceptualizado (a la pedagogía) como la ciencia que se ocupa del conjunto de saberes que están orientados hacia la educación" (p. 1) therefore "la pedagogía se centra en la búsqueda de procesos efectivos, afectivos y eficientes que resulten en aprendizajes significativos para las personas desde una posición de reconocerlo como ser bio-socio-psico-econo-político-cultural, es decir, ser un enfoque EcoPerSocial" (Caballero, 2017, p. 1).

Within pedagogy, there are the following models: behaviorism, constructivism, cognitivism, and connectivism. We will focus on the constructivist model, since it is currently pedagogical model most frequently used in the classroom, since it allows the student to obtain new concepts based on the previously acquired information, thus expanding his knowledge.

In general, students do not grasp the teacher's explanation immediately, for this reason, teachers use the constructivist pedagogical model because in this model "el individuo siente la necesidad de «construir» su propio conocimiento. El conocimiento se construye a través de la experiencia. La experiencia conduce a la creación de esquemas" (Hernández, 2008, p. 27) and therefore students improve their learning.

The constructivist model has several benefits such as the following:

- It adapts to the student's needs.
- It promotes learner autonomy.
- Previous knowledge is considered.
- Learning is active.

On the other hand, the use of technology in the classroom is becoming more and more common because we are in a world that is in constant development and every time new teaching-learning platforms are created, which help teachers to make their classes dynamic and interesting

Ecuador is implementing online teaching due to the pandemic and as a result of that the teacher was in the need to make use of different technologies and digital platforms to teach their classes efficiently, because of this "Technology, today, plays a very important role in our life" (Raja & Nagasubramani, 2018).

3.2.2 Didactic foundation of the proposal

This research presents a didactic strategy as an educational proposal to improve the learning of English plurals in the Movers students of Windsor Academy located in the city of Pasaje.

A strategy is the procedure used by the teacher when choosing the activities to be used in their classes to achieve the proposed objectives. The didactic strategy used in this research is designed to be implemented in unit 1, which is worked in a total of 3 hours a week, where students Will reinforce the plurals through the use of Quizizz as a digital didactic resource. According Diaz (1998), "las estrategias didácticas son procedimientos que el docente utiliza para incentivar el aprendizaje de los estudiantes, facilitando la adquisición del contenido dado durante la clase de manera más profunda y consciente (p. 29). Therefore, it is considered that "las estrategias de aprendizaje se convierten en centros de atención con un enfoque lúdico en el aprendiz" (Gutiérrez et al., 2018, p. 1)

These strategies are of great importance during classes because they are perceived as the means by which learning takes place since they benefit the student by increasing reflection and reasoning.

Didactic strategies provide a series of benefits to students in the classroom such as:

- Promotes student autonomy
- Encourages cooperative work
- Helps in problem-solving
- Keeps the classroom organized

3.2.3 Didactic strategy stages

The teacher must choose the didactic strategy that best suits the student's needs since not all strategies work in all cases because the preferences and learning levels of the students, among other aspects, must be taken into account. The elements to take into account are the following:

- **Planning**: This is a very important factor since it allows the teacher to organize the time of the class according to the number of activities to be used, it also specifies the role that each student will fulfill in relation to the established activity with the purpose of meeting the proposed objectives.
- **Activities**: For the development of this strategy, different worksheets were implemented with which the student will be able to improve their learning through practice.
- **Evaluation**: At this point, emphasis is placed on the diagnostic test used before the application of the didactic strategy, after which we proceeded to the implementation of the digital platform Quizizz by means of which we evaluated whether the use of the strategy was feasible.

3.2.4 Role of the teacher and the student.

Both the teacher and the student play a fundamental role in the teaching-learning process since the teacher is a guide in the training of the students and is in charge of clarifying the respective doubts that arise in the classroom. On the other hand, the student is the one who benefits since he/she acquires all the knowledge imparted by the teacher

Teacher

The teacher is the main teacher in the classroom because he/she "supervisa y dirige la vida académica de los estudiantes, el docente conoce el ritmo de aprendizaje de cada uno de ellos" (Rizo, 2020, p. 32) and should take them into account when planning their classes, implement the tasks through the use of appropriate didactic material, this should be interesting to engage the student with the subject to be treated and should guide the learning process.

The teacher, besides guiding the student, must also help him to obtain autonomy, correct him so that he learns from his own mistakes, and evaluate the performance of his students during each class, there are teachers who at the end of the learning units develop standardized tests to know the level of the students and to know if the topics covered have been successfully acquired or which are the topics that the student would need to reinforce.

Teacher characteristics

- Responsible in their work since they know what they are doing and how to do it
- Has self-confidence and thus motivates the student to trust themselves
- Achieves significant learning in their students
- Meets the proposed objectives
- Transmits values since he/she is considered a role model for the students

Students

The student needs to achieve autonomy since current educational models require the student to be independent, active, and participate in the classroom, they must pay close attention to the teacher's explanation so that they can acquire knowledge, it is also necessary that they self-educate, seeking additional information to that presented in class since self-learning improves their ability to understand.

Student characteristics

- Responsible with their duties and obligations
- Active participant
- Curious and investigative
- Respectful

- Must work cooperatively
- Must be a leader and know how to make decisions

This series of characteristics will form students capable of facing the challenges that are presented to them and they will also be participative during the development of the class for a better understanding of the subject

3.3 Organization of the didactic strategy based on digital didactic resources for the improvement of plurals in English

In this section we proceed to detail the terms that make up the organization of a strategy, thus forming ideas about the main components such as method, technique, and procedures. Finally, we proceeded to define the role of the teacher and the student, respectively.

3.3.1 Strategy components

The didacticstrategy is used to reach a specific objective, therefore, it requires previous planning this involves: “métodos, técnicas y procedimientos que el docente emplea al momento de cumplir con el proceso de enseñanza aprendizaje” (Gómez et al., 2017, p. 1-3).

- **Method**: It is considered a model since it is here where the teacher has to take into account the activities to be carried out and how to plan the class. In addition, they are used by the teacher to obtain the desired learning result for the student.
- **Technique**: It is a series of procedures in which different strategies or methods are carried out so that the teacher can share knowledge to his students and in turn improve the learning process.
- **Procedures:** These are steps, phrases or stages to be followed in an orderly manner to achieve a certain end.

Below is a table describing the activities to be carried out for Windsor Academy Movers students to improve their learning of English plurals.

Table 5

Components of the strategy

Objetive	Method	Form	Resources	Activities
Improving the learning of plurals in English through the application of a system of didactic activities based on the use of Quizizz as a resource.	-Collaborative methods -Interactive methods	-Application of the Quizizz digital platform	- Quizizz digital platform - Worksheets - Audiovisual material	- Recognition of the respective rule for each noun - Writing the plural of each noun -Formulation of sentences using English plurals - Observation of the audiovisual material and extraction of the plurals they manage to recognize - Use of the digital platform Quizizz to match the images with their respective plural

Note: Own elaboration by authors

The above table was created with the purpose of planning and having a better organization at the time of applying the activities to meet the proposed objective.

3.3.2 Practice planning

Clase 1

PLURALS

Objetivo: To recognize plurals in English.

Tecahing method: Worksheets, video, and images

Target audience: Windsor Academy Movers level

CONTENT

Knowledge: Introduction, diagnostic test, YouTube video, and use of images

Class time:

- Introduction: 15 minutes
- Development: 35 minutes
- Conclusion: 10 minutes

ACTIVITIES

- Greeting and class organization
- Attendance register
- Introduction to the topic by the teacher
- Performance of the diagnostic test
- Analysis of the answers to the diagnostic test
- Presentation of audio-visual material on English plurals
- Practice using images

RESOURCES

- Worksheets
- Audio visual material (https://www.youtube.com/watch?v=xCcJOwEK34c)
- Laptop
- Pictures
- Book (Everyone Beginners)

EVALUATION INDICATORS

- Participation
- Previous knowledge
- Respect
- Creativity

Clase 2

PLURALS

Objetive: Students will be able to use and apply English plurals in the formulation of sentences.

Teaching method: Worksheets, video and Quizizz digital platform

Target audience: Windsor Academy Movers level

CONTENT

Knoledge: Introduction, worksheet, video and Quizizz virtual platform

Class time:

- Introduction: 10 minutes
- Development: 40 minutes
- Conclusion: 10 minutes

ACTIVITIES

- Greeting and class organization
- Attendance register
- Introduction to the topic by the teacher
- Activity using worksheets
- Activity with audiovisual material
- Practice through the use of the digital didactic resource Quizizz

RESOURCES

- Worksheet
- Audiovisual material https://www.youtube.com/watch?v=BIqeXyAFsRE
- Laptop

- Pictures
- Book (Everyone Beginners)
- Quizizz

EVALUATION INDICATORS

- Participation
- Previous knowledge
- Respect
- Creativity

Clase 3

PLURALS

Objetivo: Students will be able to use Quizizz to improve their knowledge about plurals in English.

Teaching method: Images and Quizizz virtual platform

Target audience: Windsor Academy Movers level

CONTENT

Knowledge: Introduction, pictures and Quizizz virtual platform

Class time:

- Introduction: 10 minutes
- Development: 30 minutes
- Conclusion: 20 minutes

ACTIVITIES

- Greeting and class organization
- Attendance register
- Introduction to the topic by the teacher
- Practice through the use of the digital didactic resource Quizizz
- Images to identify and formulate sentences

RESOURCES

- Laptop
- Images
- Book (Everyone Beginners)
- Quizizz

EVALUATION INDICATORS

- Participation
- Previous knowledge
- Respect
- Creativity

3.4 Practical application of the strategy and corroboration of results

In order to check if the use of the digital didactic resource Quizizz was effective in improving the learning of plurals in English in the Movers students at Windsor Academy, the activities presented below were carried out:

Class 1

With the purpose of knowing the student's current state, the teacher gave the students the proper instructions to perform a diagnostic test regarding the knowledge of plurals and finally put them into practice through an activity in which the teacher projected images and the students had to mention the plural corresponding to those objects. (APPENDIX 4)

Class 2

In order to improve the students' learning the teacher used worksheets so that the students could put into practice what they had learned, subsequently, the teacher projected a YouTube video (APPENDIX 5) from which the students had to extract the plurals that they managed to distinguish in it, to end the class the students performed an interactive activity using the digital didactic resource Quizizz to reinforce what they had learned in class (APPENDIX 6).

Class 3

To evaluate if the students' learning improved since the application of the strategy, a Quizizz questionnaire was conducted (APPENDIX 7) taking into account

everything learned during the previous classes and to check if the learning was significant, an activity was carried out using images in which different objects were shown and the students had to mention their respective plural.

In the previous point, we detailed the target audience of the practice, the content applied, specifying the topic and objective to be achieved, the duration time used in the application of the different activities and finally, the pedagogical framework was detailed, indicating what the teacher and the student do.

To corroborate whether the strategy applied was beneficial for student learning, the teacher verifies each of the activities and provided appropriate feedback so that the student could improve his learning.

Based on the results obtained in this research in which the variables under study are the system of didactic activities based on the use of Quizizz as a digital didactic resource and the improvement of the learning of English plurals, we proceeded to analyze the progress made by the students of the Movers level at Windsor Academy through another diagnostic test using the digital didactic resource Quizizz, which showed that the students obtained a significant improvement in English plurals (APPENDIX 8)

Currently "Teachers and future teachers are a collective capable of adapting to change, as has been shown in this period of forced online teaching, but taking advantage of this situation to permanently entrench these changes" (González-Calvo et al., 2021, p. 13) It is for this reason that teachers now more than ever can implement these didactic resources as they are positive changes for the students and the teacher themselves.

According Maraza et al., (2019), in his research "se comprobó que las herramientas digitales de cuestionarios como Quizizz y Kahoot, brindan una experiencia de retroalimentación útil para el estudiante" (p. 358) it was found that the use of his digital didactic resource helps students to reinforce the knowledge acquired in class through an interactive platform and also helps to motivate them to continue studying for this reason Martínez et al., (2018), mentions that "los resultados reflejan que la mayoría considera que el proceso de aprendizaje mejora con el uso de la herramienta Quizizz (84%) y que les ha motivado para estudiar la asignatura (78%)" (p. 692).

The research of Zavala (2021), states that "El uso de Quizizz como estrategia didáctica, es recomendada en esta investigación ya que se comprobó su utilidad para

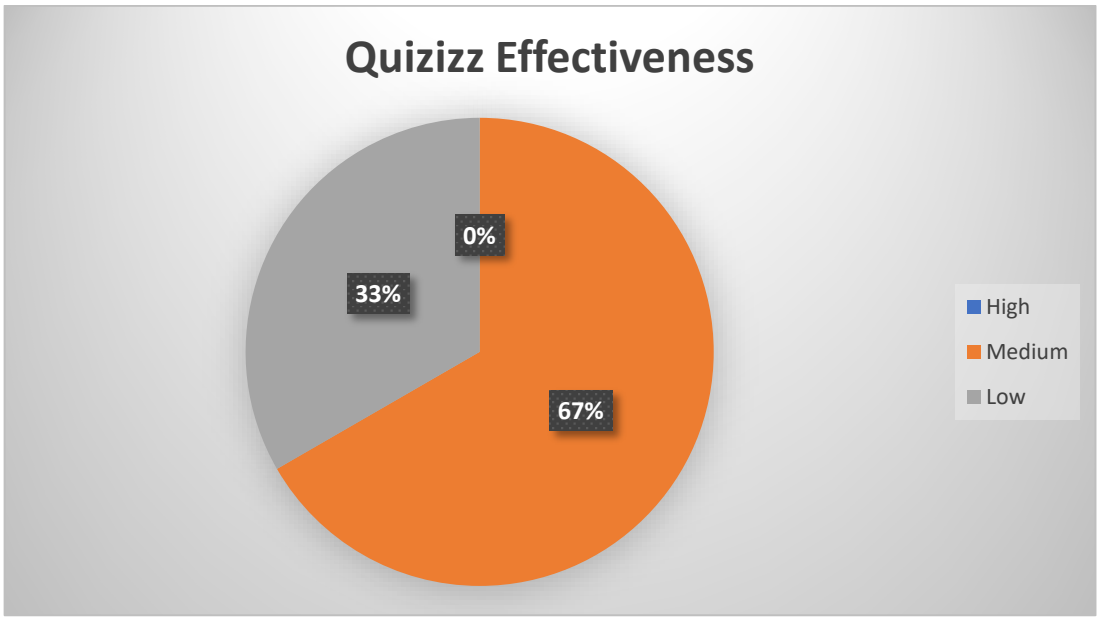
mejorar el interés de los estudiantes en el curso y ayudó a desarrollar los aprendizajes por competencias de manera lúdica" (p. 61) this platform consists of different types of questions, such as: open questions, multiple choice, and it is also posible to insert images or videos, thus allowing the student to put into practice his or her competencias. Avellaneda (2020), states that "Quizizz fue considerado como un recurso innovador que influye en el desarrollo del proceso de enseñanza-aprendizaje, ya que favoreció el aprendizaje de contenidos" (p. 114).

The aforementioned results were compared between before and after the application of the didactic strategy, which showed an improvement in the students' learning of plurals since the use of the Quizizz platform was a fundamental part in the reinforcement of previous knowledge.

In the application of the diagnostic test (APPENDIX 2) and teacher interview (APPENDIX 3) it was evidenced the lack of knowledge about English plurals in their active vocabulary and their null application of them, that is why it was decided to apply the digital didactic resource Quizizz to motivate and encourage students to put into practice all their knowledge of English plurals, which was feasible because an improvement in their learning was obtained, as shown in the table below:

Figure 3

Quizizz Effectiveness



Note: Own elaboration by authors

As can be seen, after the implementation of Quizizz most of the students reached an intermediate level due to their compliance with the indicators presented above, which shows that the application of this didactic resource and the teacher's guidance helped the students in improving their learning about plurals in English.

CONCLUSIONS

- In the present research, a didactic strategy was developed using the digital platform Quizizz to improve the learning of plurals in English of the Movers students at Windsor Academy.
- From a theoretical point of view, the didactic digital resource Quizizz and the teaching-learning process of the Movers students at Windsor Academy were based on, which allowed the elaboration of the didactic strategies that best adapted to the student's needs.
- In the initial diagnostic test it could be seen that the students had very little knowledge of English plurals and their mastery of them was not by the level they were at.
- Through the respective evaluation, it was found that the appilcation of the proposed didactic strategy was effective since the students demonstrated greater mastery of the plurals in English.

RECOMMENDATIONS

- To deepen the study of the usefulness of the use of platforms such as Quizizz for the development of different skills in the process of teaching and learning English.

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APPENDIX

Appendix 1. Participant observation guide

Table of values:

Levels	Values
Always	3
Often	2
Rarely	1

Unit of Analysis: Cognitive	
1. Category: Recognition of plurals in English	
Students *always* recognize plurals in English.	
Students *often* recognize plurals in English.	
Students *rarely* recognize plurals in English.	
2. Category: Understand the different rules of plurals in English.	
Students *always* understand the different rules of plurals in English	
Students *often* understand the different rules of plurals in English.	
Students *rarely* understand the different rules of plurals in English	

Unit of Analysis: Procedural	
1. Category: Inclusion of plurals in their active vocabulary	
Students *always* include plurals in their active vocabulary.	
Students *often* include plurals in their active vocabulary	
Students *rarely* include plurals in their active vocabulary	
2. Category: Application of plurals in the formation of sentences	
Students *always* use plurals in sentence formation.	
Students *often* use plurals in sentence formation.	
Students *rarely* use plurals in sentence formation.	

Appendix 2. Diagnostic test

Diagnostic test

Name:

Plural nouns

Most words	Just add “s”
Words ending with “ch”, “sh”, “s”, “x”, or “z”	Add “es”
Words with a vowel (a, e, i, o, u) Before the “y”	Add “s”
Words with a consonant Before the “y”	Take out the “y” and add “ies”

Write the plural form of each noun.

1.- Car _____

2.- Box _____

3.- Shop _____

4.- Lady _____

5.- Watch _____

6.- Fox _____

7.- Candy _____

8.- Store _____

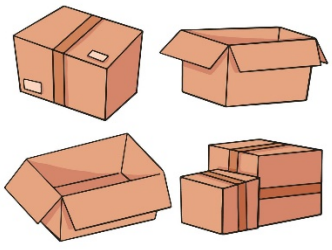
9.- Wish _____

10.- Story _____

11.- Table _____

12.- Bottle _____

Look at the pictures and make sentences.



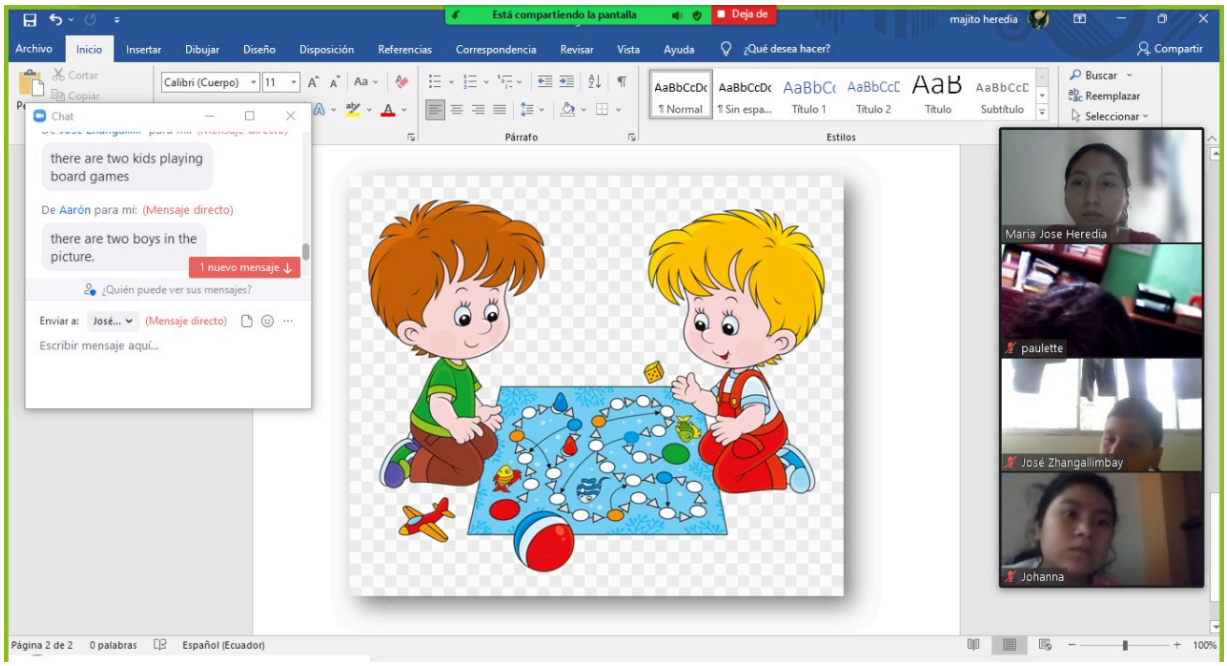
_____ _____

Appendix 3. Teacher interview guide

TEACHER INTERVIEW

Unit of Analysis: Cognitive			
No.	**QUESTIONS**	**ANSWERS**	
01	Students recognize plurals in English.		
02	Students understand the different rules of plurals in English		
Unit of Analysis: Procedural			
01	Students include plurals in their active vocabulary.		
02	Students use plurals in sentence formation.		

Appendix 4.


Está compartiendo la pantalla
Deja de
majito heredia
Archivo
Inicio
Insertar
Dibujar
Diseño
Disposición
Referencias
Correspondencia
Revisar
Vista
Ayuda
¿Qué desea hacer?
Compartir
Chat
there are two kids playing board games
De Aarón para mí: (Mensaje directo)
there are two boys in the picture.
1 nuevo mensaje
¿Quién puede ver sus mensajes?
Enviar a: José... (Mensaje directo)
Escribir mensaje aquí...
Maria Jose Heredia
paulette
José Zhangallimbay
Johanna
Página 2 de 2
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Español (Ecuador)
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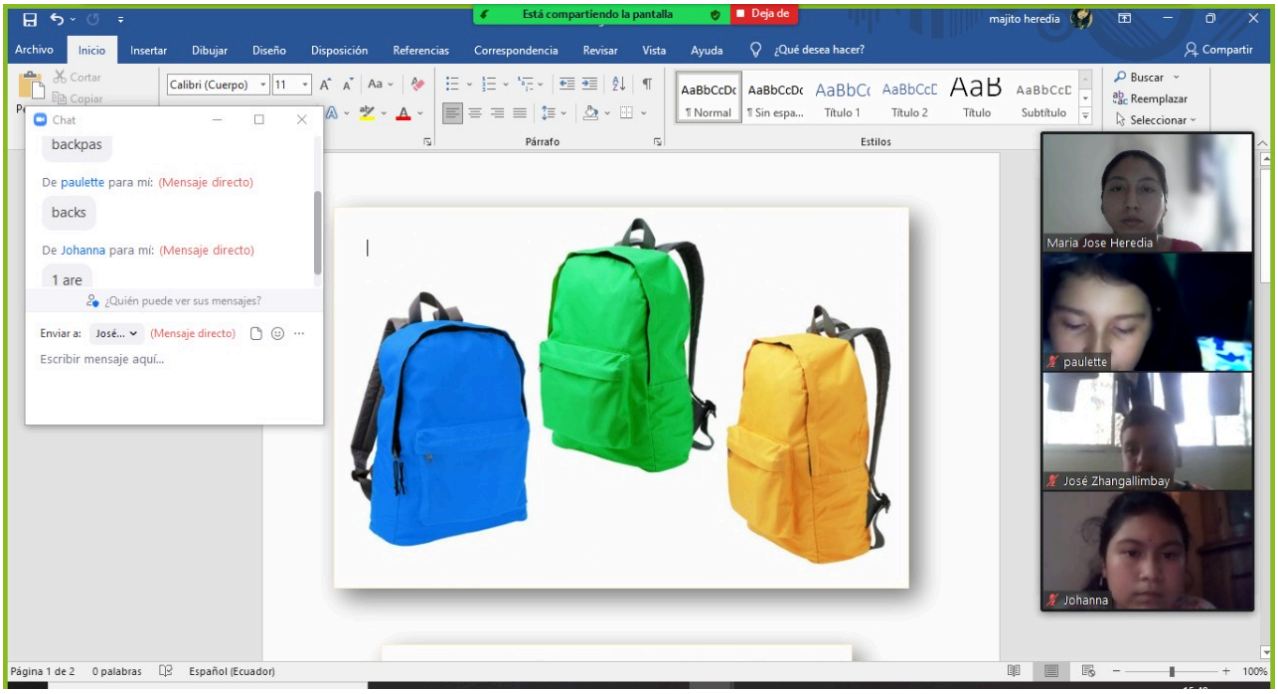
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Dibujar
Diseño
Disposición
Referencias
Correspondencia
Revisar
Vista
Ayuda
¿Qué desea hacer?
Compartir
Chat
backpas
De paulette para mí: (Mensaje directo)
backs
De Johanna para mí: (Mensaje directo)
1 are
¿Quién puede ver sus mensajes?
Enviar a: José... (Mensaje directo)
Escribir mensaje aquí...
Maria Jose Heredia
paulette
José Zhangallimbay
Johanna
Página 1 de 2
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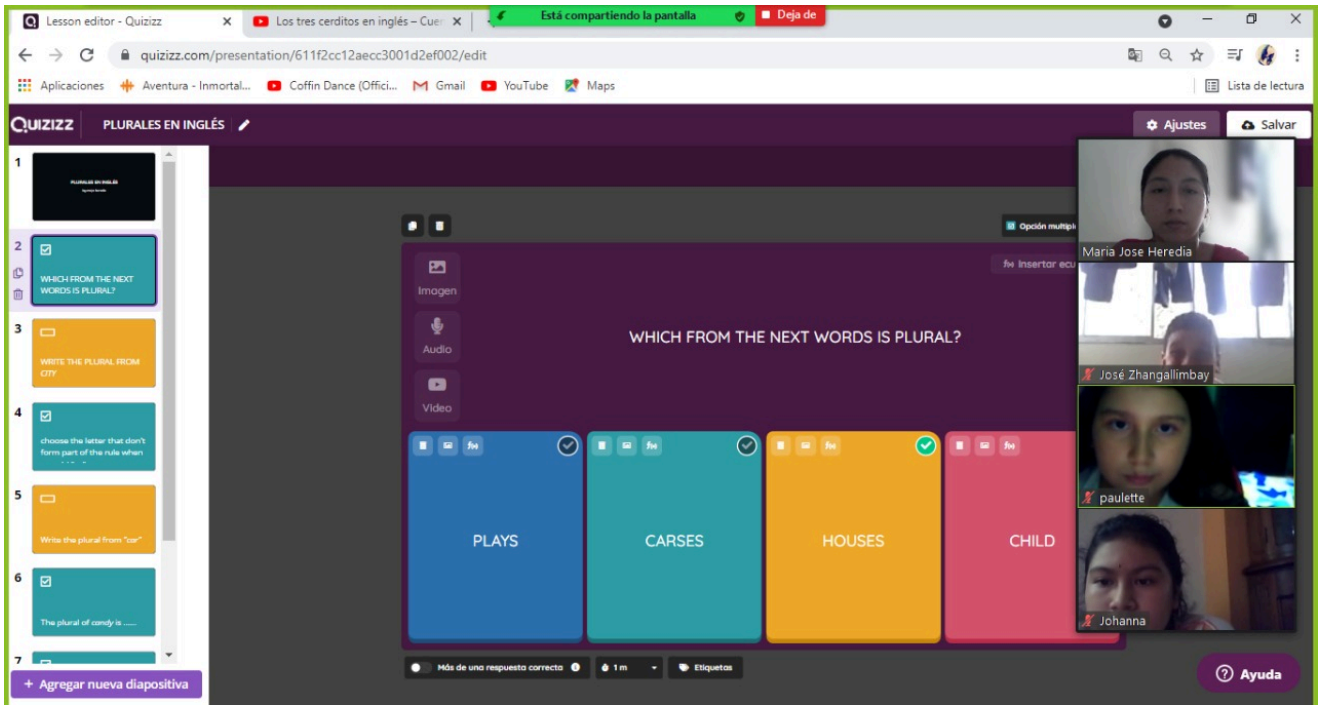
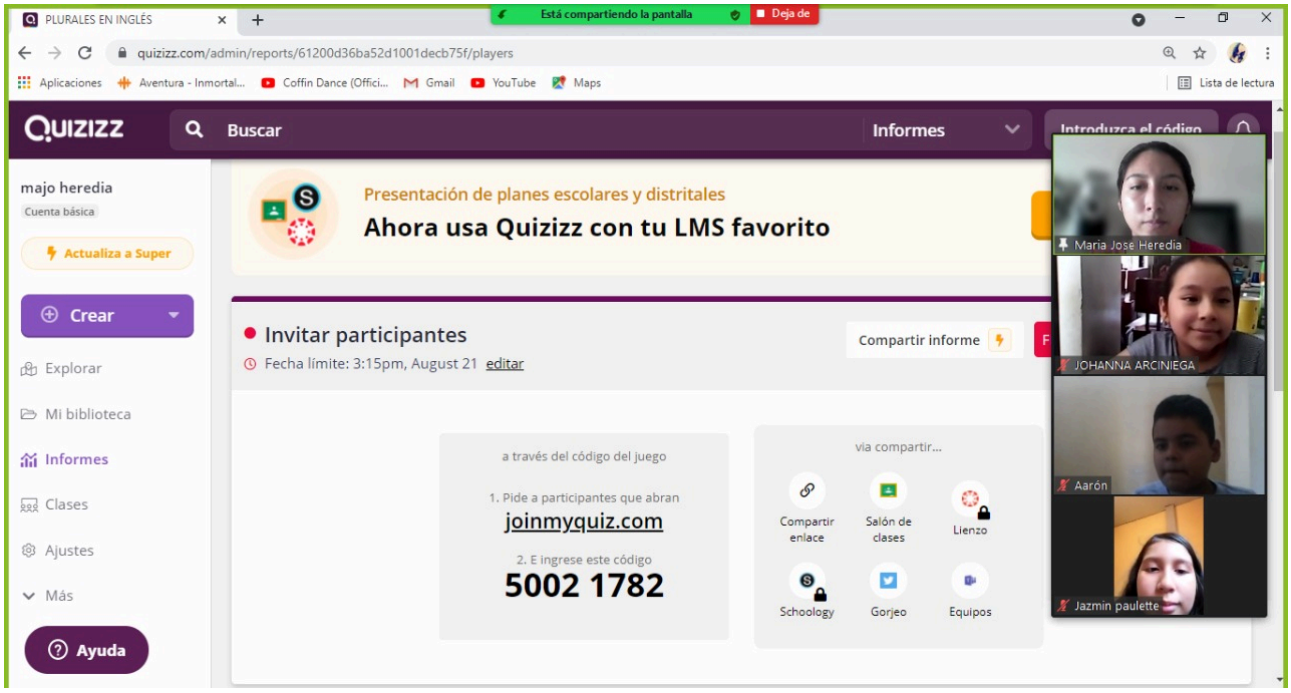
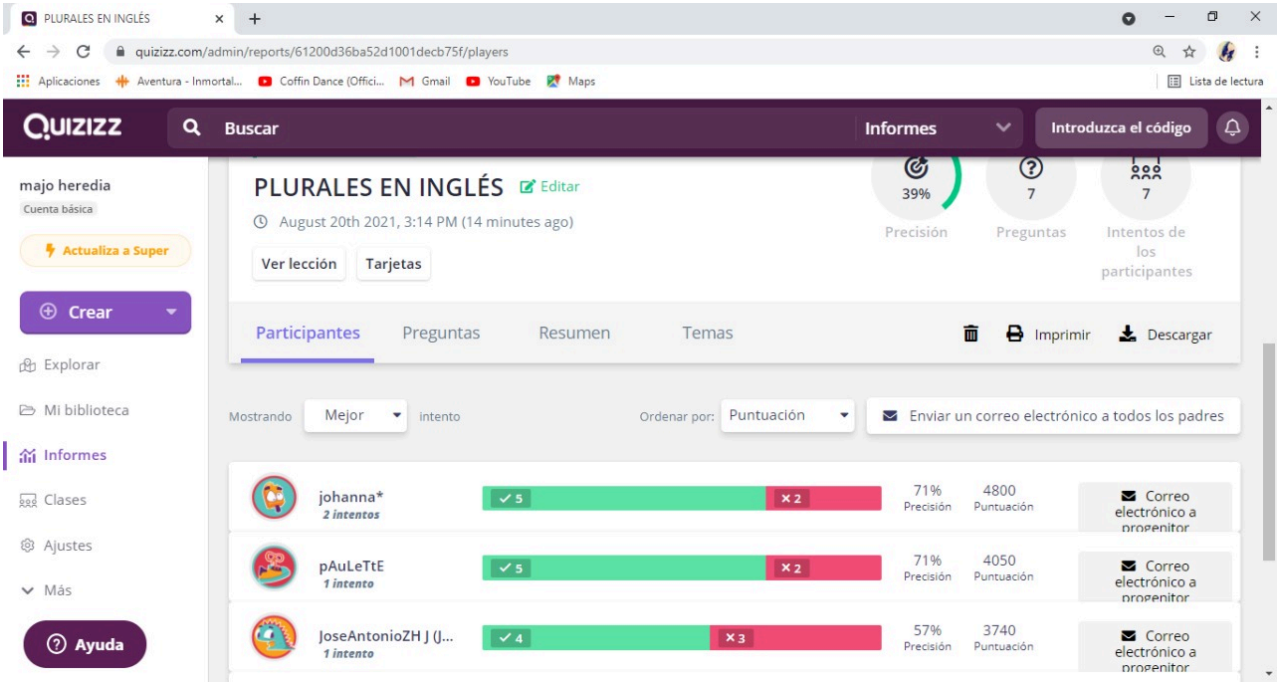
Appendix 5.

Appendix 6.



Appendix 7.



Appendix 8.