UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"DIGITAL ACTIVITIES TO ENHANCE A1 LEVEL GRAMMAR, CASE 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad – Ecuador

2023-1

ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title **"Digital Activities To Enhance A1 Level Grammar, Case 3rd Semester Of Petroleum Engineering Major At Universidad Estatal Peninsula De Santa Elena"** prepared by TOMALÁ PLÚAS ADRIANA ANTONELA, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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STATEMENT OF AUTHORSHIP

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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ACKNOWLEDGMENT

I would like to take this opportunity to thank all the people who supported me and made it possible for this work to be carried out successfully and especially my tutor MSc. Rossana Narcisa Vera Cruzatti for guiding me during this process to obtain my university degree, for her contributions that in a very professional way she shared her experience and guidance during the review process, to all the professors of the Universidad Estatal Peninsula de Santa Elena – Facultad de Ciencias de la Educacion e Idiomas, who accompanied me in my training process. To my parents for their trust, values and principles they have instilled in me.

I want to thank my parents especially my mother Monica for her trust, values and principles that have instilled in me, she has always trusted me and has supported me unconditionally.

Finally, to my friends in life and in the faculty such as Joselyn for her daily support and to MSc. Italo Carabajo for his advice and knowledge.

DEDICATION

I would like to dedicate this research project to all the people who have supported me during this process of university education.

To my parents who believed in my ability to start my university studies and always believed in me even when I felt I could not do it, especially to my mother Monica Plúas Pita who has supported me unconditionally at every stage of my life. My sisters who with their words encouraged me to make this possible, helped me to continue my studies and not give up.

I also dedicate all the people who made this possible, to the university professors and friends for their patience throughout my major.

With love

Adriana

ABSTRACT

The educational process has presented several changes, one of them is the adaptability to the use of ICT in the teaching-learning process, due to the social distancing that the country is going through, the virtual study modality has been opened and with it the opportunity to teach students using didactic resources making use of Internet tools. The present research project seeks to analyze the use of digital resources through cooperative learning in a competitive and individualistic manner within the classroom with the objective of demonstrating mastery of the subject matter that promote the improvement and performance of students in the learning process of A1 level grammar. As a result of the project it was obtained that the blog is a fundamental resource to learn and practice the grammatical structure through digital didactic activities, generating motivation to the participants. These indicators were defined based on the analysis of the results obtained through a semi-structured questionnaire with closed questions. After validating each of the results, it was obtained that learning through the use of an educational blog, is beneficial and helps in the training process.

KEY WORDS: blogs, didactic activities, digital resources, grammar, ICT.

RESUMEN

El proceso educativo ha presentado varios cambios, uno de ellos es la adaptabilidad al uso de las TIC en el proceso de enseñanza-aprendizaje, debido al distanciamiento social que vive el país, se ha abierto la modalidad de estudio virtual y con ello la oportunidad de enseñar a los estudiantes utilizando recursos didácticos haciendo uso de las herramientas de Internet. El presente proyecto de investigación busca analizar el uso de recursos digitales a través del aprendizaje cooperativo de manera competitiva e individualista dentro del aula con el objetivo de demostrar el dominio de la materia que promueva la mejora y el rendimiento de los estudiantes en el proceso de aprendizaje de la gramática de nivel A1. Como resultado del proyecto se obtuvo que el blog es un recurso fundamental para aprender y practicar la estructura gramatical a través de actividades didácticas digitales, generando motivación a los participantes. Estos indicadores se definieron a partir del análisis de los resultados obtenidos a través de un cuestionario semiestructurado con preguntas cerradas. Después de validar cada uno de los resultados, se obtuvo que el aprendizaje a través del uso de un blog educativo, es beneficioso y ayuda en el proceso de formación.

PALABRAS CLAVES: actividades didácticas, blogs, gramática, recursos digitales, TIC.

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INTRODUCTION

English language has been considered as a main language for being the most spoken around the world, so it is expected that later on the whole society will be able to master it achieving an effective communication.

In Ecuador, educative institutions have implemented this subject in their curriculum to improve the level of knowledge of Ecuadorians, according to statistics this country needs to improve the English language.

In the province of Santa Elena has sought to improve their mastery of the language, therefore it is required that students of all careers obtain at least a B1 and students of the career of Pedagogy of National and Foreign Languages a B2 endorsed by an international certification.

The present project of this educational problem was carried out due to the interest of improving the grammatical knowledge of the students using digital activities to enhance A1 level grammar, case 3th semester of Petroleum Engineering Major at Universidad Estatal Peninsula de Santa Elena.

The main characteristic of this project is presented due to the virtual modality in which the students are currently, it is necessary that teachers adapt to the changes that are presented as in this case the use of ICT that play an important role in educational teaching.

In order to analyze this problem, it is necessary to elaborate semi-structured questionnaires with closed questions focused on the research carried out that help us to know the facts or difficulties presented in a specific group of students, a sample of 15 participants to formulate a proposal by means of the results.

This research work consists of four chapters, which are detailed below:

Chapter I: This chapter contains relevant details of the topic and the importance of knowing the grammatical structure and how it can benefit us, this chapter also contains the objectives, justification, formulation of the problem to know the support of this research.

Chapter II: This chapter contains all the legal bases we have needed to carry out our research, the sources we used, and where we obtained them from. It is important to reflect in this chapter all of the material found, the most relevant information and the theories that help the researcher to base what the real problem.

Chapter III: Describes the methodology used, the techniques and instruments that allowed the researcher to collect the data and perform their analysis through the interpretation of the results, including the visualization of the results in tables and graphs.

Chapter IV: It is made up of the proposal, in this part you reflect the result of your investigation, providing a possible solution to the problem presented that gave rise to the investigation, this chapter includes the activities that help solve the needs, as well as include conclusions and recommendations based on the review of the results.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Digital activities to enhance A1 level grammar, case 3th semester of Petroleum Engineering Major at Universidad Estatal Peninsula de Santa Elena.

1.2 Problem Statement

El consejo de Educacion Superior Universitario de la Universidad Estatal Peninsula de Santa Elena, (2019) in its article 80 states that: “El aprendizaje de una segunda lengua será requisito para graduación en las carreras de tercer nivel, de acuerdo con los siguientes niveles de suficiencia tomando como referencia el Marco Común Europeo para lenguas: (…) b) Para el tercer nivel de grado se requerirá al menos el nivel B1”; based on these regulations, we realize that the teaching of English is an indispensable requirement in the academic training of students, that is why this subject has been implemented in the curricular design, the university seeks to improve the level of English language skills, all university students receive the English subject either established by the curriculum of their career or through English modules.

The methodologies to be developed are cooperative and communicative learning as students will develop the activities with the company of the teacher, who will guide the individual activities of each of the students, the digital didactic activities within the same help the acquisition of basic vocabulary based on English grammar.

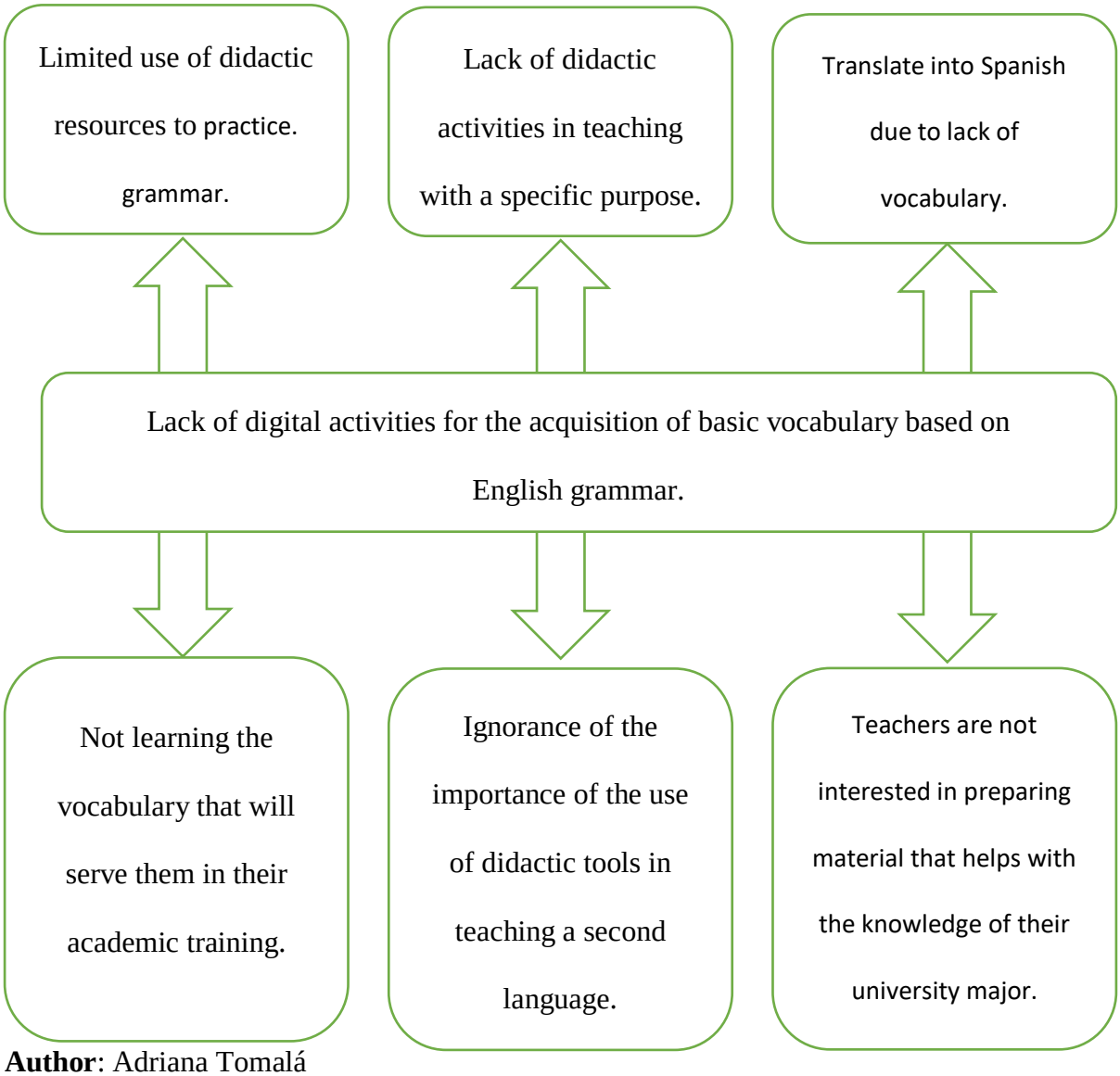
In the teaching of the English modules, it has been observed that students do not have elementary knowledge to start with the subjects and have presented some difficulty in the learning process, therefore it is necessary to know the opinions and the level of knowledge in which each one of them is. It is possible to implement didactic tools that are very useful in the teaching of a second language for it is important to know the needs of the students.

The educational process has presented several changes, one of them is the adaptability to new learning methods placing technology as the main constructive tool to improve the grammatical rules, these tools are the learning facilitator resources, however not all of them are focused on something specific and meet the required needs.

One of the main resources to learn a language is the use of an educational blog since it is a learning tool that facilitates the acquisition of a language, learning by this means is very accessible since students' can organize their time. Often, it is complicated to study because students need to cover other activities and these platforms are open twenty-four hours a day and they can find any kind of information. Many students take advantage of this tool as autonomous learning, it is necessary to have discipline and perseverance; however, for others, it can be a distraction because they spend it on social networks, they are easily distracted and it is easy to abandon it because there are no demands.

However, acquiring the knowledge of a language while studying another career can be a complicated process because it is not focused with their subjects many lose interest because they think that it will not contribute in their professional profile nothing and they only dedicate themselves to the other subjects leaving aside the English language and only see the subject by obligation, performing the activities only to comply and get their grade but not really to learn. English is a fundamental language for all people and for any carrier, to learn it is necessary to use English for a specific purpose, that an educational blog can be implemented as a facilitating learning tool to help students and teachers for the acquisition of English knowledge with vocabulary and communication skills. Teachers in charge of teaching English for a specific purpose should not only have English language skills but also have knowledge in this specific field.

1.3 Problem tree



Author: Adriana Tomalá

1.4 Problem Formulation

How can help implement a digital activity to enhance A1 level grammar, case 3er semester of Petroleum Engineering Major at Universidad Estatal Peninsula de Santa Elena?

1.5 Specific Research Questions

1.5.1 Why digital activities are important in the language teaching-learning process?

1.5.2 How does the use of an educational blog help in the acquisition of English grammar knowledge?

1.5.3 Do digital activities help to improve grammatical knowledge in Petroleum Engineering students?

1.6 Objectives

1.6.1 General Objective

To apply digital resources that promote improvement and performance's students in the learning process of A1 English level grammar of petroleum engineering major at Universidad Estatal Peninsula de Santa Elena.

1.6.2 Specific Objectives

1.6.2.1 To describe the current situation using digital activities to improve the learning process of English Level A1.

1.6.2.2 To create a digital resource with A1 level English grammar structure creating relation of petroleum engineering topics.

1.6.2.3 To design digital activities for practice and improve your knowledge of grammar.

1.7 Justification

This project aims to improve English skills using technological resources, the English language plays an essential role in the educational field, improve students' knowledge, language skills even improve the quality of life by generating job opportunities, it is necessary to evaluate the level of students as they must have an A1 level of knowledge in English, meet the standards stipulated by Universidad Estatal Peninsula de Santa Elena that all students of different careers must obtain a B1 at the end of their curricular period.

Many students find learning autonomously, surfing the net they enter different websites, blogger, videos, images, and different platforms to acquire the knowledge they need

to learn and reinforce different subjects. The teacher in charge of teaching a class with a specific purpose must have a mastery of knowledge in both fields as in this case the mastery of petroleum engineering and include in his professional profile pedagogical bases to teach effectively.

In this sense, it is necessary to use technological tools that are students' learning effective by acquiring knowledge of the grammatical structure and using it correctly.

(Delfino, 2022) "The greater part of the world's troubles are due to questions of grammar". Using the quote from the previous paragraph, we can say that grammar has been present for cycles and fulfills very important role in the life of the human being.

Grammatical structure is key in the process of teaching and learning a language, because by acquiring this knowledge one will be able to formulate sentences, questions and answer them effectively. When learning a new language, language usage skills are important, however, they are also important to learn English grammar, this part focuses on the structure of words, knowing the different combinations of sentences. The educational process has presented several changes, such as the use of an educational blog, one of them is the adaptability to new learning methods placing technology as the main constructive tool to improve students' grammar. The implementation of a didactic tool benefits the student to practice, acquire new knowledge and master the subject he/she wants to learn. Currently, technology has become a vital resource for the human being, and we must use it for meaningful learning, looking for tools that facilitate our daily learning, technology has advanced, and foreign language learning is semi-presential all students have access to internet and mobile devices such as cell phones, tablets, laptops, desktop computers, therefore teaching has been continuously revolutionized and many ways to learn online have been developed such as educational websites, blogs, tutorials, videos, audios, podcasts, among others.

1.7.1 Scope

Learning a new language is a complicated process since all skills are complicated especially English grammar due to a large number of grammatical rules, vocabulary acquisition, therefore it is important that in the process of teaching a new language within the lesson plans include topics related to the specialty or area that is being formed to arouse the interest of students and in turn develop the linguistic skills of students.

This research is aimed at oil students with the objective that through didactic resources using different platforms they learn and practice English grammar level A1 and at the same time acquire vocabulary with oil terms.

1.7.2 Delimitation

This research will be focused on the digital activities for improve grammar knowledge A1 level to the Petroleum Engineering Career, third-semester students parallel 3/1 at Universidad Estatal Peninsula de Santa Elena.

FIELD: Education.

AREA: English language and Petroleum Engineering

ASPECT: Didactic activities for teaching English grammar

TOPIC: "DIGITAL ACTIVITIES TO ENHANCE A1 LEVEL GRAMMAR, CASE 3ER SEMESTER OF PETROLEUM ENGINEERING MAJOR AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA".

PROBLEM: How can help implement a digital activity to enhance A1 level grammar, case 3er semester of Petroleum Engineering Major at Universidad Estatal Peninsula de Santa Elena?

1.7.3 Limitations

POPULATION LIMITATION: Faculty of Engineering Sciences, Petroleum Engineering Career, third-semester students parallel 3/1 with 47 students in the academic period 2021-2.

SPACE LIMITATION: Universidad Estatal Peninsula de Santa Elena.

CONTEXT LIMITATION: This research will be focused on the digital activities for improve grammar knowledge A1 level to the Petroleum Engineering Career, third-semester students parallel 3/1 at Universidad Estatal Peninsula de Santa Elena.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

In this section, the researcher will expose some key concepts to carry out this research project with the topic of Digital activities to enhance A1 level grammar, case 3er semester of Petroleum Engineering Major at Universidad Estatal Peninsula de Santa Elena, this research is carried out because of the need for students to acquire knowledge of the English language.

2.1.1 English Learning as a second language

There are different researches about the acquisition of the second language demonstrated that the learning of the first language is acquired of the natural manner it allows a necessary communication but the second language required effort and motivation, in research about the English as a Second Language (Alsamadani, 2017) wrote about the motivation: The intersection point of these two relations would be the motivation of the students as we can always enhance and improve students' willingness to acquire ESL learning through motivations that can always be provided by the school with the help of the teachers and the settings of the school.

In the process of teaching and learning a second language not only the motivation of students is needed, teachers must provide a dynamic class to arouse the interest of students, the teacher is a major factor to achieve meaningful learning, there are currently many varieties of activities, teaching methods, even digital tools that can help us in this process and thus achieve a real motivation and feel interested is to practice another language.

Language teachers ought to be aware of student personality as a factor, in order to try optimize their students' learning. Teachers can use a variety of activities and assessment methods to suit the various learning styles and strategies adopted by the students.

For this reason, the use of computers as an aid in teaching is also a highly encouraged and celebrated measure. A good amalgamation of these strategies and tools should be on its way to achieving effective language learning and effective language teaching, a goal we all want (Hoque, 2017).

The author (McLaughlin , 2013) says: "What must be learned (the product of learning), there is the question of how learning takes place (the process of learning)". The teaching and learning process is a role that involves teachers, students, content, and the environmental conditions offered by the institution, and when all these factors are aligned, effective learning can take place.

2.1.2 English skills

From infancy we acquire the mother tongue and the first acquisition occurs through listening, to continue with the imitation of what we hear which would be speech, then we begin to read and finally we learn to write; there are 4 English skills: listening, speaking, reading and writing. Based on (Hadijah & Shalawati, 2016) comments; listening activities do not only need the learners' ability in mastering basic language knowledge and knowing various issues, but they also have to prepare listening strategies in order to help them in figuring out some problems that they will face in the process of listening, for example; when

the learners get difficulties to complete some listening tasks that relate to the students' listening comprehension skill, they may apply a strategy that can support them in completing the task.

According to (Leong & Masoumeh Ahmadi, 2017) speaking is one of the most important skills to be developed and enhanced as means of effective communication. Many authors agree that speaking is one of the most difficult skills when learning a language.

In the research conducted by (Poursein Gilakjani & Najares Sabouri, 2017)reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies, reading-based language teaching strategies are important as correct planning with reading skills according to the level and knowledge of vocabulary that students have for a good reading comprehension.

(Iftanti, 2016) tells us that, it is believed that writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research results or member of society such as in a workplace issues. Writing is also taught in formal education considering the importance of having ability and good skills of writing.

With these opinions we can realize that all English language skills are important and necessary in the acquisition of a second language, the authors also demonstrate the importance of practicing each of them.

2.1.3 Grammar

Acquisition of grammar will probably involve explicit knowledge of grammatical concepts, categories, and rules, and teachers will need to decide which description of these to choose from those available, writer Michel de Montaigne (N/D) also tells us about this theory: "The greater part of the world's troubles are due to questions of grammar". Using the

quote from the previous paragraph, we can say that grammar has been present for cycles and fulfills a very important role in the life of the human being and should be considered.

Grammar has an approach with morphology and syntax since when we talk about morphology we refer to the linguistic part in charge of studying the grammatical rules and their derivation of each word, and syntax studies the order of each one of them, most of the research is focused on each one of them separately, however, at present, research is being carried out about morphosyntactic, (Haspelmath , 2017), says: "language structure that deals with sign combinations can be called morphosyntax, and for theoretical purposes this is currently best viewed as a unitary domain".

Grammar not only helps in the understanding of structural knowledge such as: verbs, adjective, prepositions, adverbs, conjunctions, and others basic knowledge, also includes grammatical principles, according to (Jacobs, 2017) says "Grammar teaching can follow the principles of deductive or inductive teaching. These two concepts serve as two opportunities for teaching grammar practically that includes aspects of the aforementioned theory, in a research conducted with students of similar knowledge in grammatical structure Benitez (Benitez-Correa et al., 2019) shows that the inductive approach had a slight advantage in terms of improving students' grammar knowledge. There was an effective rapport in the EFL classes in both groups. However, the rapport observed in the inductive approach group was slightly more effective, considering aspects such as the teacher being respectful, feedback being provided, students participating in class and interacting with teachers, enthusiasm, and confidence when asking for explanations in class.

2.1.4 Didactic resources

The meaning of didactic educational resources has been referred to in different ways, such as: didactic supports, didactic resources, educational means. According to (Espinosa

Izquierdo, 2019), They are a set of elements that facilitate the completion of the teaching-learning process. These help students achieve mastery of a certain content. And therefore, access to information, the acquisition of skills, abilities and strategies, as well as the formation of attitudes and values.

The didactic resources are the means or materials used by the teacher as pedagogical support where educational contents are designed to help in the teaching and learning process, their use helps to awaken the interest in the students because learning can be a fun way. There is a wide variety of content for each subject you want to teach and you can adapt them to your class to achieve optimal learning in students.

Didactic materials have been an innovation in the educational field, teachers when preparing their subject select the resources and didactic materials they will need in their class, it is essential to choose them properly because their tools can enrich the teaching-learning process of their students. These materials help to exercise and develop skills, awakening the motivation to learn, reinforcing key points, helping students to be participative and reflective.

The use of these resources is said to help motivate learning, one of the best-known theories of motivation is Maslow's (1956) Hierarchy of Human Needs.

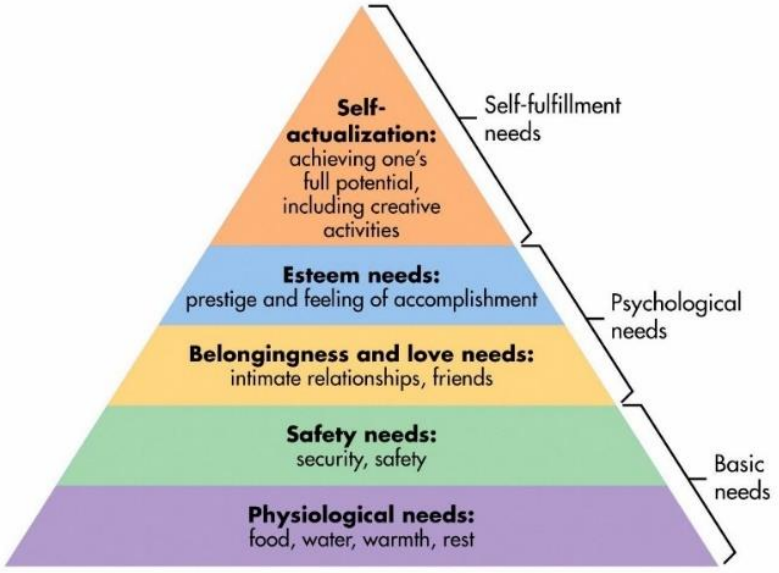


Ilustración 1Maslow's Hierarchy of Human Needs/Simply Psychology

Maslow's pyramid has 5 levels of basic needs that influence students' learning.

Physiological needs: this is one of the vital needs of students because it includes food, rest, health, water, among other daily needs.

Safety needs: it is the part that helps students feel protected both at school and at home. Social needs: this is a fundamental part of development, it helps them to share opinions and to be part of the society to which they belong.

Self-esteem needs: this part involves the personal development of recognition, confidence, respect and success that each person feels.

Self-realization needs: this is when a person is able to do things for him/herself, fulfilling each of the above.

2.1.5 ICT

"Innovation in education influences the appropriation of knowledge, placing technology in a scenario that poses how to implement it and how it has received by students or any person in society to improve their teaching-learning processes" (Basurto Velez y otros, 2020), what we can highlight is that technology has been involved in learning as a tool for the knowledge of students. In addition to this, (Serrano Quijije & Torres Romero, 2016) conducted techniques with a communicative teaching approach that help to increase the students' stimulation to improve their English language. They also stated that the activities are a complete presented in the books and activities that awaken the student's interest.

Some of the characteristics that ICTs provide us with for the development of for the development of competencies in the mastery of another language.

According to (Martínez-Moreno et al., 2019) says:

- Immediacy, allows communication.

- Great storage capacity of information in a small format, easily transportable and in the cloud.

- Facilitates the study of another language (such as English) thanks to its different pages, forums, blogs, among other educational resources.

- Allows access to different sources of information.

- Facilitates interaction with other people, which allows you to practice with native speakers' native speakers or people who have the same interest in learning a language

- It is possible to digitize information such as photos, videos, audios, among others.

- It globalizes the sources of information sources that favor our learning.

- It connects the sources of communication and teaching for the improvement of language learning.

Information and communication technologies is the use of information technology that facilitates the process of transmitting information, recording content, images, any type of information that we want to transmit to a receiver regardless of the distance, we only need an electronic device either cell phone, laptop, tablet, to make this possible. ICT are important in the educational system because in them we can store the information we need digitally, even a cloud storage that allows us to take the information we need anywhere we only need an electronic device to access.

2.1.6 Blog

With the research conducted by (Dogruer et al., 2011) due to the emergence of the Internet, it has become an important medium of communication as well as a research tool. The reason is that it provides many opportunities to many people around the world in different ways. Not only the Internet, but the other new digital technologies also took their places in the daily life. Blogs have become an important form of emotional and informational release for a growing proportion of the population.

Blogging is part of the use of ICT, one of the tools used in learning, when we refer to grammar we realize that these skills help us in writing, we can start writing in a blog and at

the same time practice grammar, based on (Hashem A., 2018) comments, blogging is a user-friendly platform that helps EFL teachers and learners to improve many of their writing skills. Generally, participants showed noticeable improvement in several writing components, such as content development, language mechanics, style, voice, word choice and other writing sub-skills.

It can be said that the blog can be of great help in the learning process, effectively modeling ways to use blogs as a teaching and learning tool is a useful skill for our students to have as they embark on their journey of life-long learning

2.1.8 Digital activities

Didactic activities serve for learning in a digital way, they are designed with a specific purpose adjusting to the topics previously seen, these should be focused with our objectives planned for our class.

With respect to the above (Grangeia Cardoso, 2021) says: states that didactics is a discipline that helps the training of educators in order to provide their students with quality education involving self-management, i.e. a goal or purpose achieved by our behavior.

General English teaching resources (N/D), claims to have teaching resources to use in the process of teaching students.

English classes should be taught in a didactic way where teachers begin to use updated resources to improve students' knowledge. For this reason, a different type of educational platforms has been selected among them:

Kahoot!

It is a website where students can learn in a fun way through quizzes and games that help them develop different language skills. Teachers can create their activities in a personalized way, they are free to create their own questionnaires. This platform is very useful because users can learn independently using these resources.

Learning English

It is a platform that offers a wide variety of dynamic and free activities, these resources can be used for assessments or for independent learning, the activities are loaded instantly, you choose the level, topic and activity you need and your work will be ready.

Penfriends

This platform helps you stay in touch with institutions around the world. You can exchange English learning materials, meet people abroad with the native English language, and thus make it easier for them to learn a second language.

Write & Improve

It is a free tool that helps you improve your writing, the platform itself is responsible for making corrections instantly, it evaluates vocabulary, the level of English by evaluating the time it takes to complete the activities, it is a good resource for students and teachers. Because this tool helps you prepare to obtain an international certification.

Quizlet

It is a tool that helps you learn vocabulary through flashcards, writing, combinations and quizzes. The teacher or student can create their own material according to the vocabulary they need, it is an excellent tool because images can also be added for better learning.

Wordwall

It is a didactic tool that allows us to interact through games and fun activities, hold contests among classmates and in it you can set a time limit to compete. This tool is used by teachers and students to learn in a fun way. The teacher can evaluate the students and know which topics should be reinforced.

Live worksheets

It is a platform that allows us to upload a document and turn it into a dynamic and fun activity for students. It is a very favorable tool for teachers because their students can carry

out the activity and the teacher is notified by email about the practices that their students have carried out. In addition, the system is responsible for grading the activities, facilitating the teacher's functions.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Methods

This project research is developed under a quantitative approach elaborating a proposal to meet the needs of the parallel 3/1, a questioner will be conducted with a considerable population to analyze the level of knowledge of the same and based on the result implement a solution.

3.1.2 Quantitative method

Quantitative research helps us obtain information about a research topic based on numerical data collection techniques.

“Quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how” (Apuke Destiny, 2017).

3.2 Type of research

The type of study to be conducted in the research project is non-experimental because the students will not participate in this project. However, the purpose of the study is to gather information to improve grammar in petroleum engineering faculty students.

3.3 Instruments

The study sample to be selected intentionally could belong to a group of 15 students, who belong to the course and are interested in improving their English level.

3.3.1 Questionnaire

The questionnaire used for this research is semi-structured because the information was collected through closed questions, with a small sample of 15 students, obtaining quantitative information

3.4 Techniques

3.4.1 Survey

This research has been based on surveys as a fundamental tool, technology has had great advances and that has made it possible that today we use different resources to collect information in a simple and effective way.

ANALYSIS OF DATA

Survey directed to students

Question Nº1: According to the following scale, how important is grammatical knowledge in learning English?

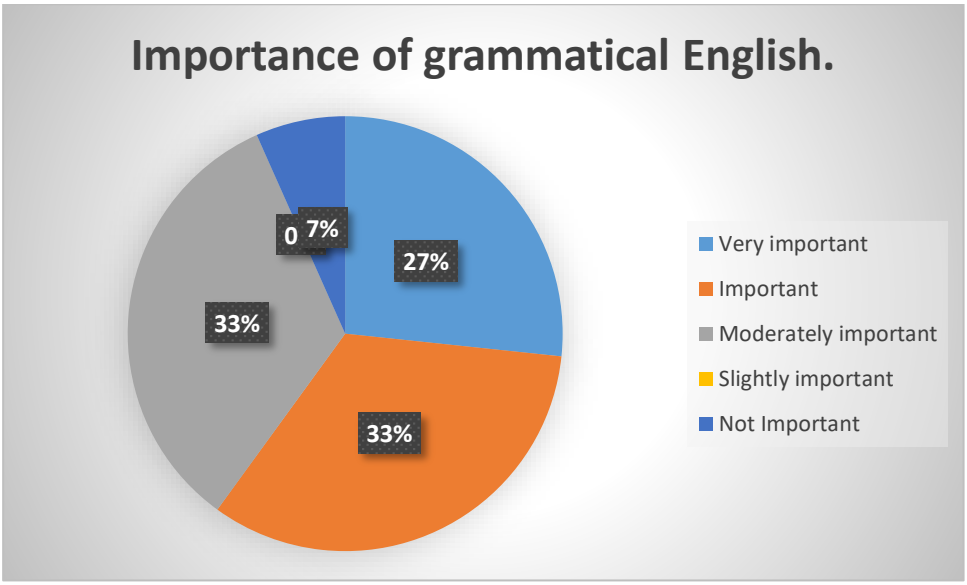
Chart 1: Importance of grammatical English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	4	26,7%
Important	5	33,3%
Moderately important	5	33,3%
Slightly important	0	0%
Not Important	1	6,7%
TOTAL	15	100%

Survey: Survey directed to students.

Author: Tomalá Adriana

Graphic Nº 1: Importance of grammatical English



Survey: *Survey directed to students*

Author*: Tomalá Adriana*

Interpretation: According to the data, 66% of the students who filled out the questionnaire agree that grammar is an important topic in the English language learning process. Therefore, it can be deduced that grammar is fundamental in their academic training process.

Question Nº2: Do you think that digital activities benefit second language acquisition?

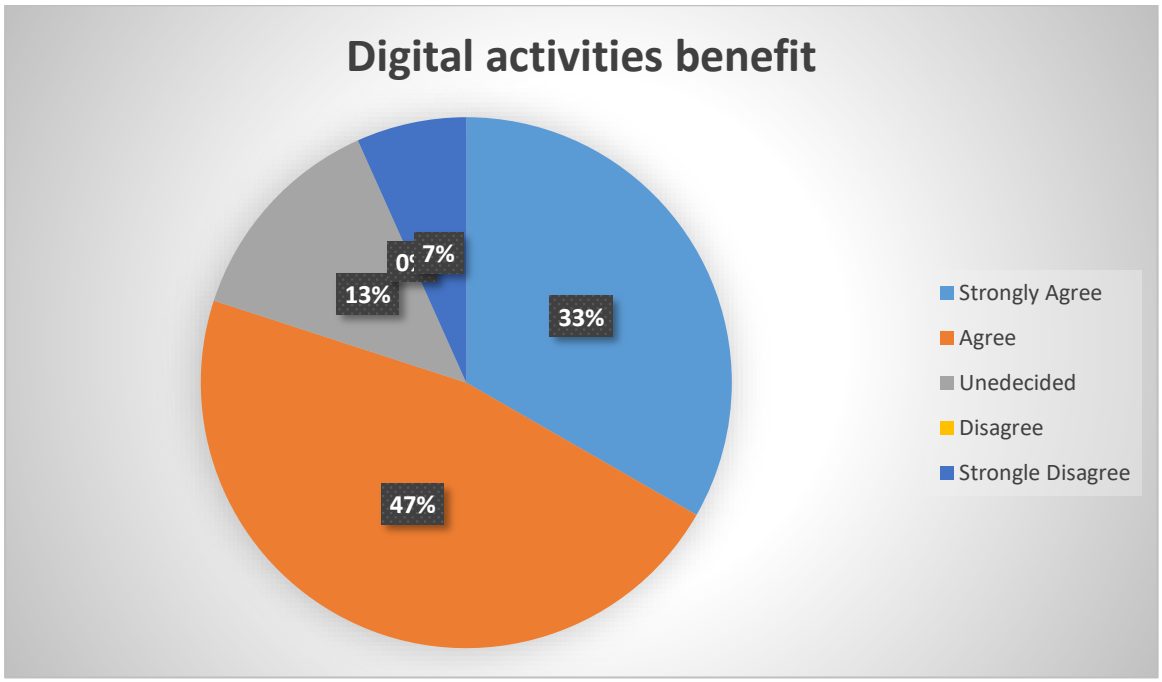
Chart 2: Digital activities benefit.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	5	33,3%
Agree	7	46,7%
Undecided	2	13,3%
Disagree	0	0%
Strongly Disagree	1	6,7%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 2: Digital activities benefit



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 47% of students agree that digital activities help in learning a language, followed by 34% who assure that their use has fundamental support for their classes.

Question Nº3: How important is the use of technology in education?

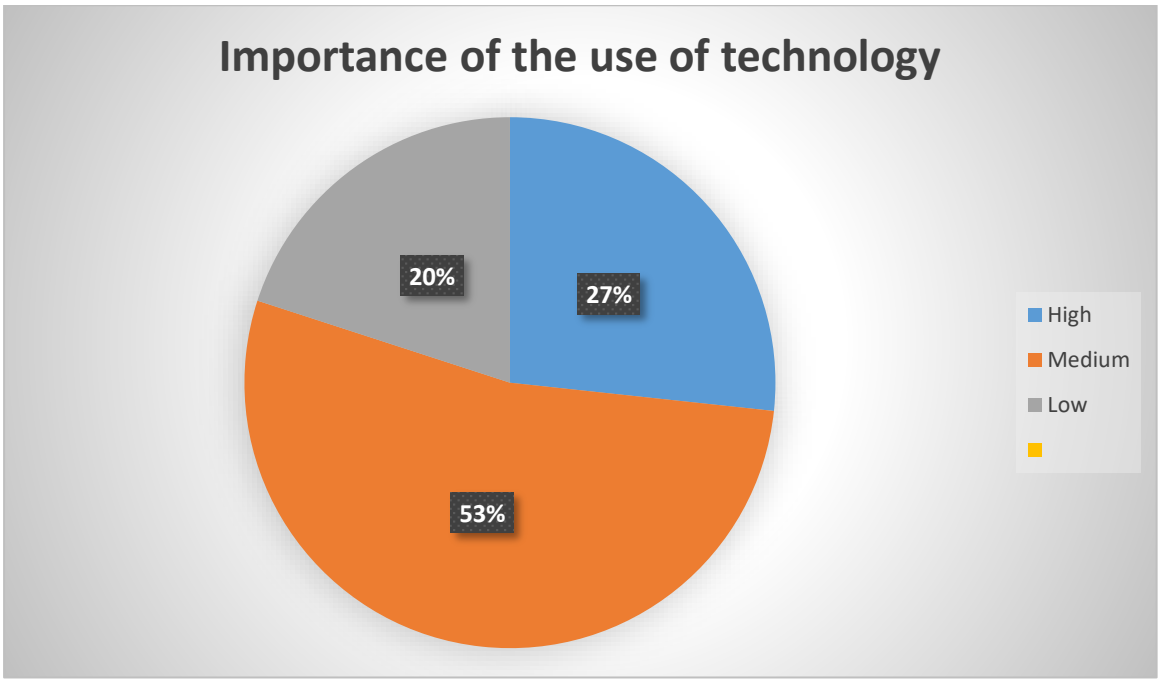
Chart 3: Importance of the use of technology

ALTERNATIVES	FREQUENCY	PERCENTAGE
High	4	26,7%
Medium	8	53,3%
Low	3	20%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 3: Importance of the use of technology



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 53% of students consider that the use of technology is moderately important in their academic training process, and 27% consider that it is highly fundamental in it, we can deduce that the student requires the use of technology. Technology in your education.

Question Nº4: Do you consider that the learning of grammar contributes to English language learning?

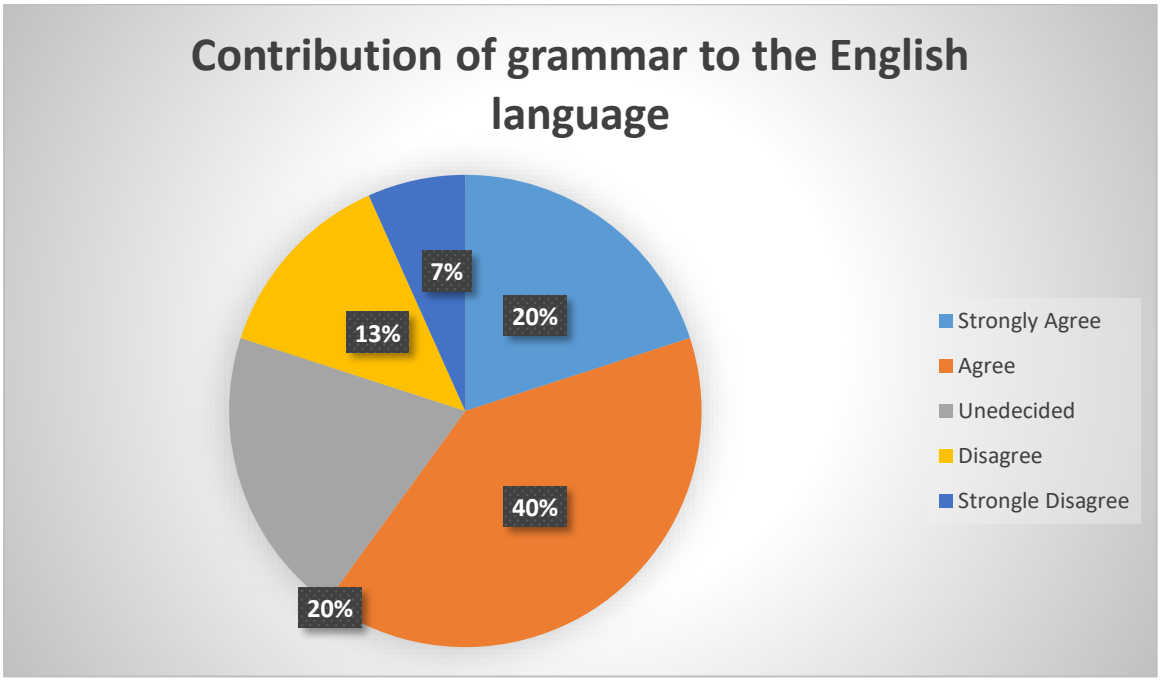
Chart 4: Grammar contribution to the English language

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	3	20%
Agree	6	40%
Undecided	3	20%
Disagree	2	13,3%
Strongly Disagree	1	6,7%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 4: Contribution of grammar to the English language



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 40% of students consider that learning grammar contributes to learning the English language, 20% also strongly agree that grammar plays a fundamental role in it, the other 20% are undecided. about the contribution to their academic training, based on these data it can be concluded that grammar is necessary in the process of acquiring a second language.

Question Nº5: Do you agree with the use of digital didactic resources for second language learning?

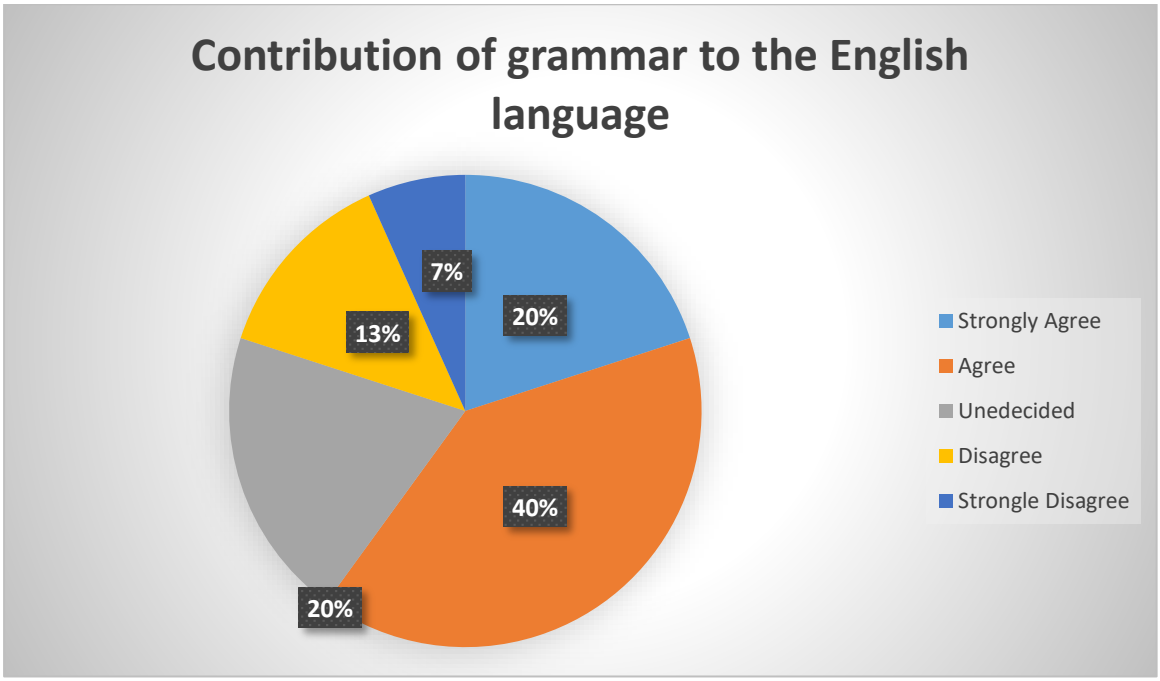
Chart 5: Digital didactic resources for second language learning

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	1	6,7%
Agree	7	46,7%
Undecided	3	20%
Disagree	3	20%
Strongly Disagree	1	6,7%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 5: Digital didactic resources for second language learning



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 47% agree with the use of digital teaching resources for learning a second language, 20% are undecided about their contribution to their academic training, on the other hand there are 20% of participants who do not agrees, so it is necessary to take this into account when carrying out some type of activities using digital teaching resources.

Question Nº6: From the following list of teaching resources, which of the following should a teacher use to teach grammar?

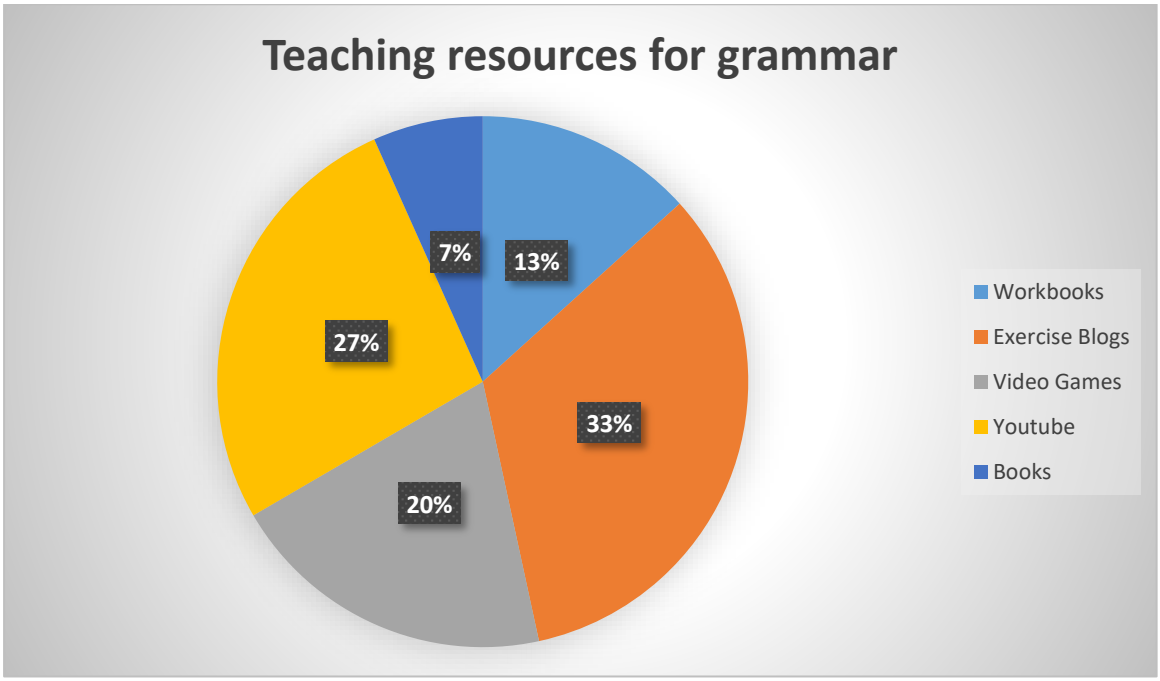
Chart 6: Teaching resources for grammar

ALTERNATIVES	FREQUENCY	PERCENTAGE
Workbooks	2	13,3%
Exercise blogs	5	33,3%
Video games	3	20%
Youtube	4	26,7%
Books	1	6,7%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 6: Teaching resources for grammar



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 33% of students believe that the teacher should use an educational blog to teach English grammar, therefore, given that students think this way, the creation of an educational blog can be a great tool for their academic training.

Question Nº7: Do you agree with the use of digital didactic resources for second language learning?

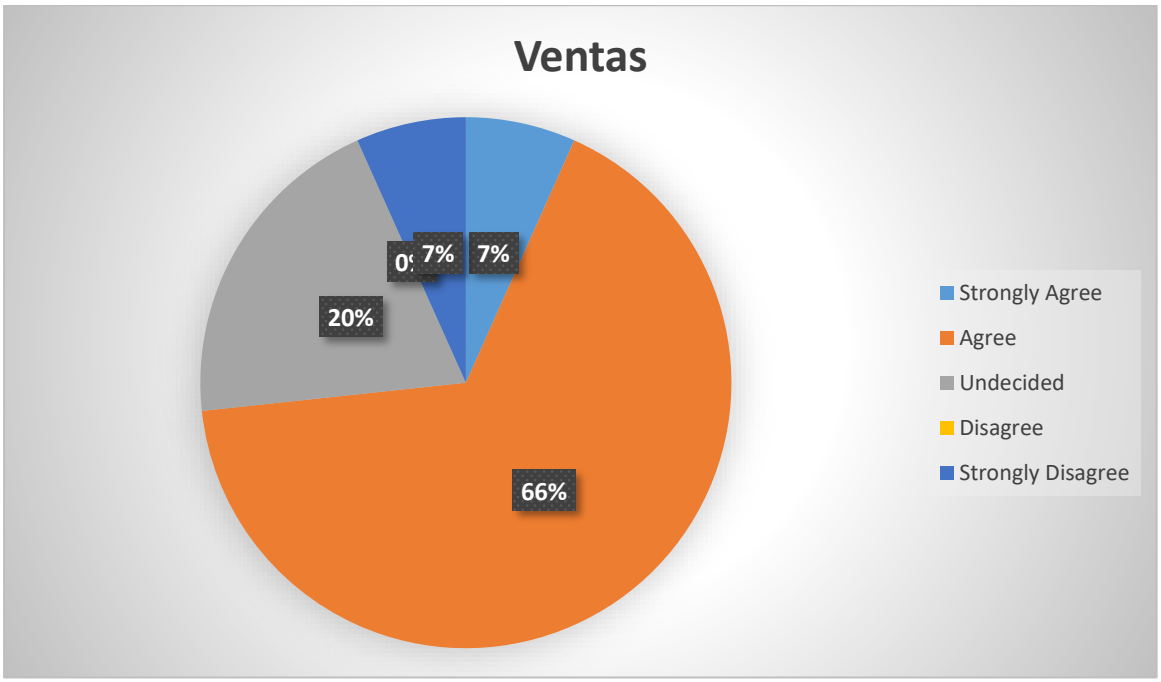
Chart 7: Digital didactic resources for second language learning

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	1	6,7%
Agree	10	66,6%
Undecided	3	20%
Disagree	0	0%
Strongly Disagree	1	6,7%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 7: Digital didactic resources for second language learning.



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 67% of students agree with the use of digital teaching resources for learning a second language. Technology has made great advances, for this reason, most people prefer to use teaching resources in education.

Question Nº8: Have you ever used a blog to solve a question you had?

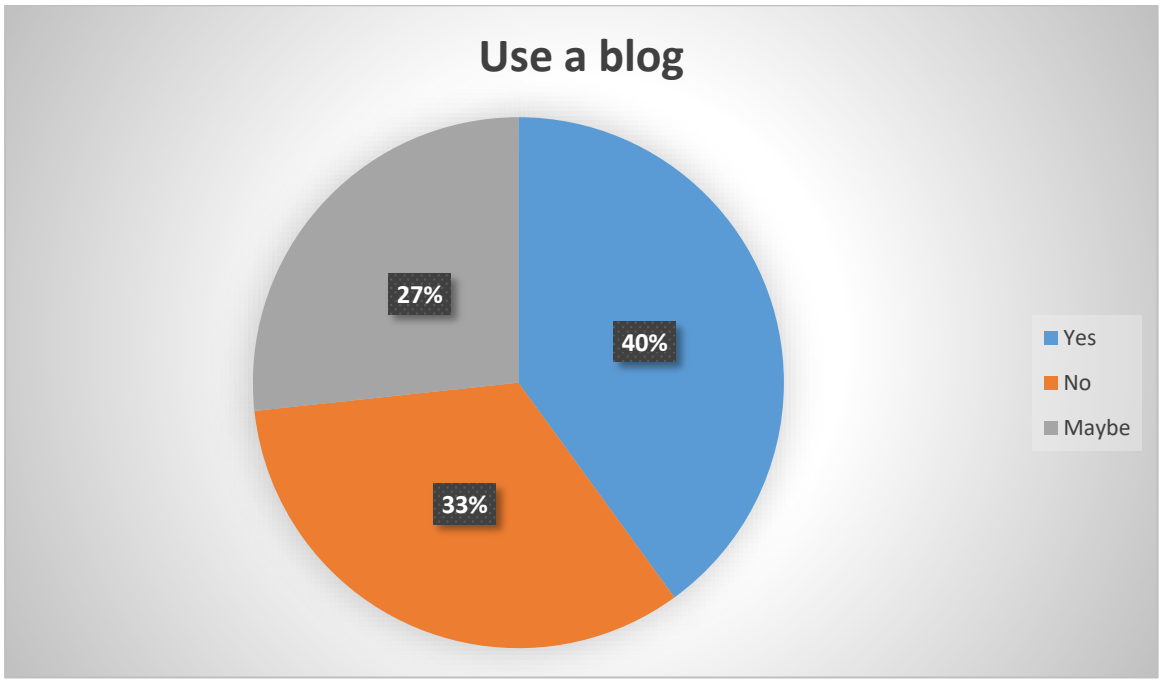
Chart 8: Use a blog

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	6	40%
No	5	33,3%
Maybe	4	26,7%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 8: Use a blog



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 40% of the participants have resolved some of their doubts through a blog, otherwise 33% have not done so. With the information obtained, it could be said that a blog would be a good research tool.

Question Nº9: Would you recommend the use of a blog for academic purpose?

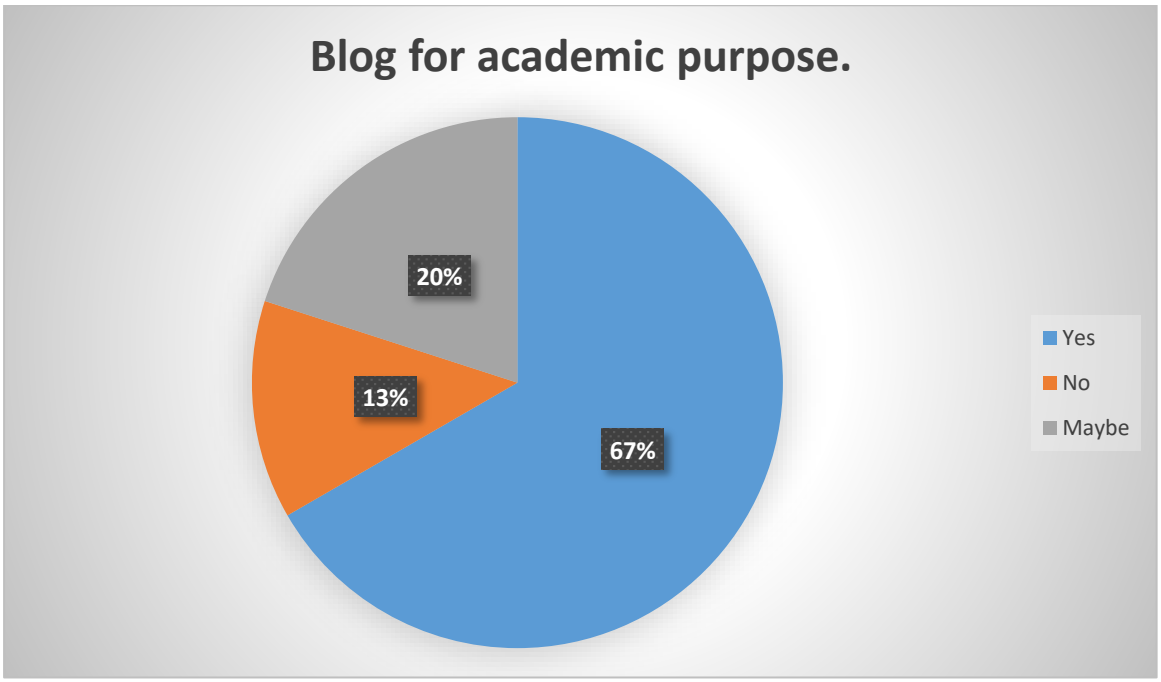
Chart 9: Blog for academic purpose.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	10	66,6%
No	2	13,3%
Maybe	3	20%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 9: Blog for academic purpose.



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 67% of the students would recommend using a blog for academic purposes, 20% maybe and 13% believe it is not necessary to use blogs for academic purposes. With the information obtained, the use of blogs has been an excellent resource. created for academic purposes.

Question Nº10: From this list, which digital activity do you consider necessary for grammatical language learning?

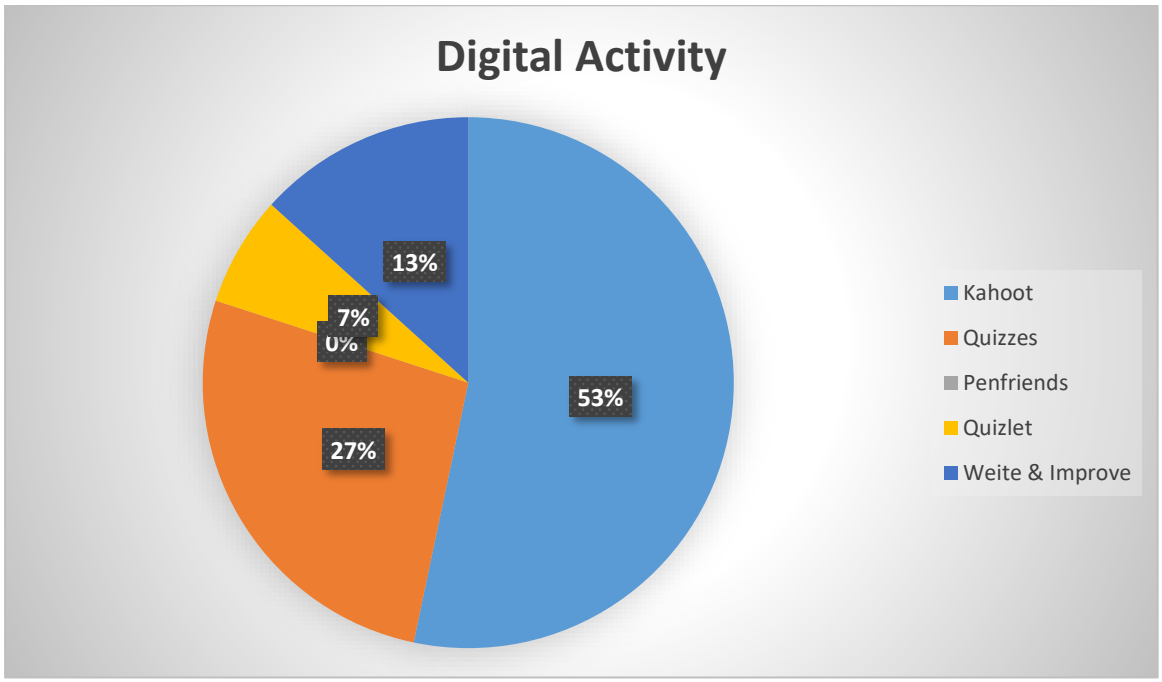
Chart 10: Digital activity

ALTERNATIVES	FREQUENCY	PERCENTAGE
Kahoot	8	53,3%
Quizzes	4	26,7%
Penfriends	0	0%
Quizlet	1	6,7%
Write & improve	2	13,3%
TOTAL	15	100%

Survey: Survey directed to students

Author: Tomalá Adriana

Graphic Nº 10: Digital activity



Survey: Survey directed to students

Author: Tomalá Adriana

Interpretation: According to the data, 53% of students consider that Kahoot and quizzes are necessary to practice English grammar, as another important resource is Quizzez with 26%, which means that digital activities are essential for learning the language grammar

CHAPTER IV

THE PROPOSAL

4.1 EDUCATIONAL BLOG FOR LEARNING GRAMATICAL STRUCTURE AND VOCABULARY ENGLISH LEVEL A1 FOR STUDENTS OF PETROLEUM ENGINEERING AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

4.2 INFORMATIVE DATA

Universidad Estatal Peninsula de Santa Elena, third semester Petroleum Engineering students, academic term 2021-2.

4.3 BACKGROUND

The surveys conducted gave us as a result that the blog is a fundamental resource for learning a language, and that on several occasions they have made use of it to solve their doubts. Based on the research we can realize the importance of the use of information and communication technologies in education, times are changing and the educational system must adapt to it and meet the needs of students in and out of class, since in this case the educational system has faced social distancing and have been forced to create digital technology tools to offer a quality class.

4.4 JUSTIFICATION

The main purpose of this research project is the use of didactic techniques and their importance in the acquisition of a new language in this case of petroleum engineering students, since there is a shortage of grammatical knowledge, it seeks to improve the quality of learning this language to make it effective. This work will benefit the third semester students of the Petroleum career, these students are interested in acquiring knowledge to prepare their English modules or knowledge exams.

Grammar is one of the most complex and confusing topics when learning a language, one of the problems is: not knowing which topic to start studying for that reason many abandon it, most students have this problem, and they find it difficult to write their ideas and formulate sentences, implementing a blog with a corresponding order will help the student to be guided where to start studying and due to this virtual modality it is necessary to make use of technological tools for students to learn effectively to acquire the knowledge of the grammatical structure and use it correctly.

5.5 RESEARCH OBJECTIVES

5.5.1 General Objectives

To use a digital blog trough didactic activity to support English language learning to improve students' academic performance in terms of grammatical development and vocabulary acquisition.

5.5.2 Specific Objectives

- To strengthen students' teaching-learning knowledge trough grammatical structure and vocabulary.
- To apply different didactic activities to enhance the English language skills.
- To reinforce knowledge of grammar rules and vocabulary through educative blog.

5.6 PROPOSAL DESCRIPTION

5.6.1 The proposal is based on the didactic guide focused on the development of grammar and vocabulary acquisition in English for petroleum engineering students of the Universidad Estatal Peninsula de Santa Elena.

Learning together is an educational blog that can serve as a guide for the teacher, as it contains information on various basic grammar topics accompanied by digital didactic activities, using the communicative methodology and cooperative learning since it is the teacher in charge who will impart the knowledge and who will guide them during the process.

For the creation of these didactic activities we have made use of several pages, among them are: Kahoot that according to the data obtained in the survey is the most used by students, we also have: Quizziz, Wordwall, Liveworksheets and Quizlet as additional vocabulary.

Unit	Grammar Focus	Objective	Content
1	Numbers	To recognize and identify the correct way to write numbers through didactic vocabulary.	Ordinal number Cardinal number
2	Personal Pronouns	To use the personal pronouns trough grammatical rules, to apply them into personal information.	Subject pronouns Vocabulary-oil terms
3	Object Pronouns	To apply object pronouns trough the grammatical structure to complete information related with the topic.	Pronouns
4	Demonstrative Pronouns	To draw demonstrative pronouns through grammar rules to use them with personal activities.	Singular Plural This, that, these, those
5	Verb to Be	To apply the verb to be through grammar to use in sentences through a blog as a digital resource.	Affirmative Negative Interrogative Contractions
6	Simple Present	To use the simple present tense trough grammar focus	Affirmative Negative

		reinforce it by practicing vocabulary related to their career.	Interrogative Contractions
7	Irregular Verbs	To use the irregular verbs trough grammar rules in order to relate them to the simple past tense	Verbs Regular and Irregular verbs
8	Past Simple (To Be)	To apply the simple past of verb to be, trough grammar to learn vocabulary focused on oil by relating facts to the simple past.	Affirmative Negative Interrogative Contractions
9	Past Simple	To use the past simple tense trough grammar and to learn vocabulary focused on oil terms.	Affirmative Negative Interrogative Contractions
10	Present Continuous	To use the present continuous trough grammatical structure and practice it with didactic activities.	Affirmative Negative Interrogative Contractions

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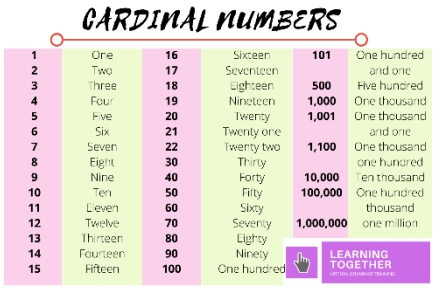
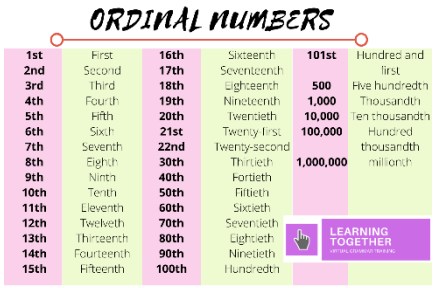
NUMBERS





RESOURCE:

https://wordwall.net/es/resource/29122973

https://es.educaplay.com/recursos-educativos/16062327-cardinal_numbers.html

https://wordwall.net/es/resource/28881798

https://wordwall.net/es/resource/28881864

Learning outcomes: Vocabulary about cardinal and ordinal numbers.

ACTIVITY 3

OBJECT: Practice ordinal numbers with the sequence on oil terms.

TIME: 3 minutes

GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR

GRAMMAR: cardinal number, ordinal number.

OBJECTIVE: To recognize and identify the correct way to write numbers through didactic vocabulary.

ACTIVITY 1

OBJETIVE: Identifies the spelling of ordinal numbers.

TIME: 3 minutes

INSTRUCTIONS: Drag and drop each keywork next to its definition.

ACTIVITY 2

OBJETIVE: Learn to write cardinal numbers correctly.

TIME: 8 minutes

INSTRUCTIONS: Use the clues to solve the puzzle. Tap on one of the words and write the answer.

INSTRUCTIONS: Drag and drop each keywork next to its definition.	
ACTIVITY 4 **OBJECTIVE:** Recognize the correct spelling of ordinal numbers. **TIME:** 5 minutes. **INSTRUCTIONS:** A multiples choice quiz with time pressure, lifelines and a bonus round.	

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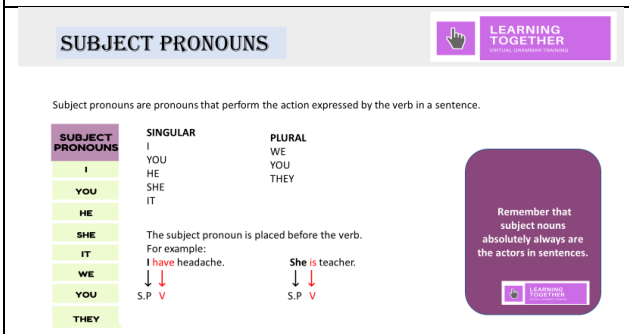
PERSONAL PRONOUNS	
	**GRADE:** 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR
ACTIVITY 1 **OBJECT:** To use the personal pronouns trough grammatical rules, to apply them into personal information. **TIME:** 3 minutes **INSTRUCTIONS:** Match according the sentences.	**GRAMMAR:** Personal Pronouns or Subject Pronouns **OBJECTIVE:** To use the personal pronouns trough grammatical rules, to apply them into personal information.

<table>
<tr><td>ACTIVITY 2

OBJECT: To use the personal pronouns trough grammatical rules, to apply them into personal information.

TIME: 3 minutes

INSTRUCTIONS: A series of multiple-choice questions, click on the direct answer to continue.</td><td rowspan="2">ACTIVITY 3

OBJECT: To use the personal pronouns trough grammatical rules, to apply them into personal information.

TIME: 3 minutes

INSTRUCTIONS: Learning outcomes: Vocabulary about cardinal and ordinal numbers.</td></tr>
<tr><td>ACTIVITY 4

OBJECT: To use the personal pronouns trough grammatical rules, to apply them into personal information.

TIME: 3 minutes

INSTRUCTIONS: A series of multiple-choice questions, click on the direct answer to continue.</td></tr>
<tr><td colspan="2">RESOURCE:

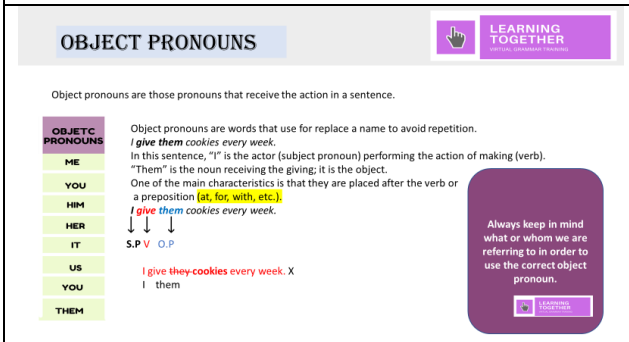
https://wordwall.net/es/resource/60417255

https://es.educaplay.com/recursoseducativos/16083718personal_pronouns.htmlhttps://es.educaplay.com/recursoseducativos/16087594fill_in_the_blanks_personal_pronouns_about_petroleum.html

https://es.educaplay.com/recursos-educativos/16087718petrolium_pronouns_quiz.html</td></tr>
</table>

Author: Adriana Tomalá

OBJECT PRONOUNS



GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR

GRAMMAR: Object Pronouns

OBJECTIVE: To apply object pronouns trough the grammatical structure to complete information related with the topic.

ACTIVITY 1

OBJECT: To use the object pronouns trough grammatical rules.

TIME: 3 minutes

INSTRUCTIONS: Test your knowledge of object pronouns using hydrocarbon terms with this quiz game!

Learning outcomes:

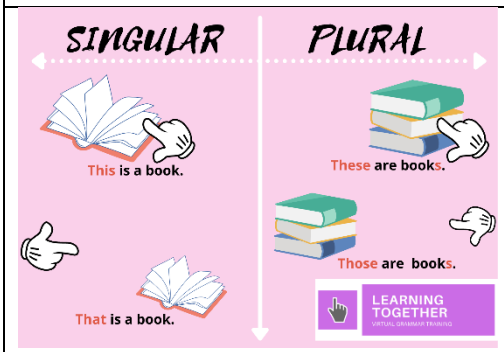
Vocabulary about object pronouns using hydrocarbon terms with petroleum terms and their history.

RESOURCE:

https://es.educaplay.com/recursos-educativos/16087762-hydrocarbon_object_pronouns_quiz.html

Author: Adriana Tomalá

DEMONSTRATIVE PRONOUNS



GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR

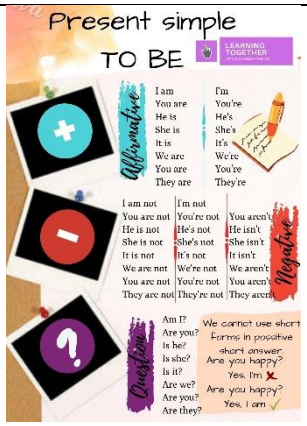
GRAMMAR: Demonstrative Pronouns

Singular (This, that)

Plural (these, those)

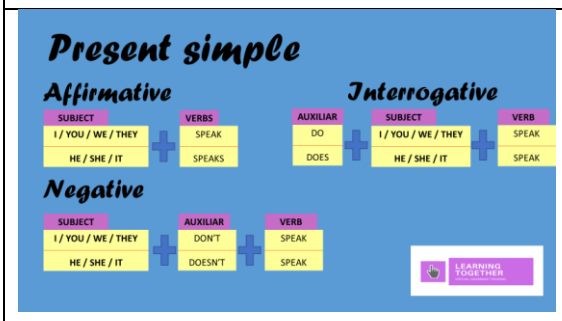
RESOURCE: https://es.educaplay.com/recursos-educativos/16087897-oil_terms_quiz.html	**OBJECTIVE:** To draw demonstrative pronouns through grammar rules to use them with petroleum terms.
ACTIVITY 1 **OBJECT:** Recognize when to use demonstrative pronouns and acquire vocabulary about oil. **TIME:** 3 minutes **INSTRUCTIONS:** Select the correct answer so that Froggy Jumps can reach the shore safely.	
Learning outcomes: Vocabulary about the oil terms using the demonstrative pronouns with the correct grammar use.	

Author: Adriana Tomalá

VERB TO BE	
  	**GRADE:** 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR **GRAMMAR:** Verb to be Affirmative Negative Interrogative Contractions

RESOURCE: **https://es.educaplay.com/recursos-educativos/11477171-present_simple_to_be_about_oil_terms.html** **https://es.educaplay.com/recursos-educativos/16069916-thermodynamics_to_be.html**	**OBJECTIVE:** To apply the verb to be through grammar to use in sentences through a blog as a digital resource.
	ACTIVITY 1 **TIME:** 5 minutes INSTRUCTIONS: A series of multiple-choice questions, click on the direct answer to continue.
Learning outcomes: Vocabulary. Definition of terms related to the subject of thermodynamics and oil terms using the verb to be.	ACTIVITY 2 TIME: 5 minutes INSTRUCTIONS: A series of multiple-choice questions, click on the direct answer to continue

Author: Adriana Tomalá

PRESENT SIMPLE	
 **RESOURCE:** **https://wordwall.net/es/resource/28283376**	**GRADE:** 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR
	GRAMMAR: Verb to be Affirmative Negative Interrogative

https://es.educaplay.com/recursos-educativos/16070604-hydrocarbon_test.html	Contractions
ACTIVITY 1 TIME: 5 minutes INSTRUCTIONS: Relate the two columns with the terms corresponding to hydrocarbons.	**OBJECTIVE:** To use the simple present tense trough grammar focus reinforce it by practicing vocabulary related to their career. ACTIVITY 2 TIME: 8 minutes INSTRUCTIONS: Drag and drop words to rearrange each sentence in its correct order

Author: Adriana Tomalá

IRREGULAR VERBS	
	GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR **GRAMMAR:** Verbs Regular Irregular verbs **OBJECTIVE:** To use the irregular verbs trough grammar rules in order to relate them to the simple past tense.

INFINITIVO	PASADO SIMPLE	PARTICIPIO PASADO	ESPAÑOL
Arise	Arose	Arisen	Surgir, Levantarse
Awake	Awoke	Awoken	Despertarse
Be/ am, are, is	Was / Were	Been	Ser / Estar
Bear	Bore	Borne / Born	Soportar, dar a luz
Beat	Beat	Beaten	Golpear
Become	Became	Become	Llegar a Ser
Begin	Began	Begun	Empezar
Bend	Bent	Bent	Doblar
Bet	Bet	Bet	Apostar
Bind	Bound	Bound	Atar, encuadernar
Bid	Bid	Bid	Pujar
Bite	Bit	Bitten	Morder
Bleed	Bled	Bled	Sangrar
Blow	Blew	Blown	Soplar
Break	Broke	Broken	Romper
Breed	Bred	Bred	Criar
Bring	Brought	Brought	Traer,Llevar
Broadcast	Broadcast	Broadcast	Radiar
Build	Built	Built	Edificar
Burn	Burnt / Burned	Burnt / Burned	Quemar
Burst	Burst	Burst	Reventar
Buy	Bought	Bought	Comprar
Cast	Cast	Cast	Arrojar
Catch	Caught	Caught	Coger
Come	Came	Come	Venir
Cost	Cost	Cost	Costar
Cut	Cut	Cut	Cortar
Choose	Chose	Chosen	Elegir
Cling	Clung	Clung	Agarrarse
Creep	Crept	Crept	Arrastrarse
Deal	Dealt	Dealt	Tratar
Dig	Dug	Dug	Cavar
Do (Does)	Did	Done	Hacer
Draw	Drew	Drawn	Dibujar
Dream	Dreamt /Dreamed	Dreamt /Dreamed	Soñar
Drink	Drank	Drunk	Beber
Drive	Drove	Driven	Conducir
Eat	Ate	Eaten	Comer
Fall	Fell	Fallen	Caer
Feed	Fed	Fed	Alimentar
Feel	Felt	Felt	Sentir
Fight	Fought	Fought	Luchar
Find	Found	Found	Encontrar
Flee	Fled	Fled	Huir
Fly	Flew	Flown	Volar
Forbid	Forbade	Forbidden	Prohibir
Forget	Forgot	Forgotten	Olvidar
Forgive	Forgave	Forgiven	Perdonar
Freeze	Froze	Frozen	Helar

ACTIVITY 1 **OBJECT:** A fun game to test your knowledge of irregular verbs. **TIME:** 10 minutes **INSTRUCTIONS:** A series of multiple-choice questions, click on the direct answer to continue.	**RESOURCE:** **https://es.educaplay.com/recursos-educativos/16088527-oil_verbs_fill_in_the_blanks.html** **https://es.educaplay.com/recursos-educativos/16088992-juego_de_pares_terminos_del_petroleo.html**
ACTIVITY 2 **OBJECT:** Test your knowledge of irregular verbs using thermodynamics terms with this fun and challenging quiz game! **TIME:** 10 minutes **INSTRUCTIONS:** A series of multiple-choice questions, click on the direct answer to continue.	

Author: Adriana Tomalá

PAST SIMPLE (TO BE)	
	GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR **GRAMMAR:** Verb to be Affirmative

OBJECTIVE: To apply the simple past of verb to be, trough grammar to learn vocabulary focused on oil by relating facts to the simple past.	Negative Interrogative Contractions
RESOURCE: **https://es.educaplay.com/recursos-educativos/11478394-past_simple_to_be.html**	ACTIVITY 1 TIME: 8 minutes INSTRUCTIONS: From a group of multiple choices, select the correct answer to move forward.

Author: Adriana Tomalá

PAST SIMPLE	
	GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR
OBJECTIVE: To use the irregular verbs trough grammar rules in order to relate them to the simple past tense.	**GRAMMAR:** Affirmative Negative Interrogative Contractions
	ACTIVITY 1

ACTIVITY 2 **OBJECTIVE:** Test your knowledge of irregular verbs using thermodynamics terms with this fun and challenging quiz game! **TIME:** 10 minutes **INSTRUCTIONS:** A series of multiple-choice questions, click on the direct answer to continue.	**OBJECTIVE:** Learn vocabulary about the history of oil in Ecuador and practice verbs in their past form. **INSTRUCTION:** Replace the verbs that are inside the parentheses in the past tense. **TIME:** 15 minutes **Learning outcomes:** Learning outcomes: Students will acquire knowledge about the history related to oil and will also be able to practice sentences in simple past tense.
RESOURCE: **https://es.educaplay.com/recursos-educativos/16088588-irregular_verbs_and_thermodynamics_quiz.html** **https://www.liveworksheets.com/w/en/petroleum/1842392**	

Author: Adriana Tomalá

PRESENT CONTINUOUS	
	GRADE: 3th SEMESTER OF PETROLEUM ENGINEERING MAJOR
OBJECTIVE: To use the present continuous trough	**GRAMMAR:** Affirmative Negative Interrogative Contractions

<table>
<tr><td>grammatical structure and practice it with didactic activities.</td><td rowspan="2">ACTIVITY 1

OBJECTIVE: Test your knowledge of the present continuous tense with a focus on oil industry vocabulary.

INSTRUCTION: Remove words from text to fill them by typing or clicking.

TIME: 15 minutes</td></tr>
<tr><td rowspan="2">ACTIVITY 2

OBJECTIVE: Test your knowledge of hydrocarbon terms with this fun matching pairs game!

TIME: 10 minutes

INSTRUCTIONS: Match the two columns with text elements to match them.</td></tr>
<tr><td>Learning outcomes: Learning outcomes: Students will acquire knowledge about the history related to oil and will also be able to practice sentences using present continuous.</td></tr>
<tr><td colspan="2">RESOURCE:

https://es.educaplay.com/recursos-educativos/16094392-fill_in_the_blanks_present_continuous_using_oils_terms.html

https://es.educaplay.com/recursos-educativos/16094545-hydrocarbon_terms_matching_game.html</td></tr>
</table>

Author: Adriana Tomalá

CONCLUSIONS

It is recommendable to learn grammar by practicing constantly. That is the best way to learn, so it is much more feasible to practice this subject with the use of an educational blog because it is an easily accessible resource, with a specific focus on what students need. The use of technological tools has become an indispensable part in the educational field due to social distancing, the educative system was forced to a virtual modality using ICT.

It is suggestable to implement this research depending on the students' proficiency level, grammar is used to communicate, write, even as in this case the creation of an educational blog, it is necessary to use the grammar both for the content and for the activities that are within it. This project does not simply focus on creating a blog to provide students didactics strategies to help them practical activities, there are several digital tools that are beneficial to their learning. A blog is a flexible resource that helps develop each student's self-learning, as they can access to platform as many times as needed to learn about a topic and practice.

The blog was established as a learning resource for the acquisition of vocabulary and grammatical terms that are obtained through a previous review accompanied by activities corresponding to each student. Grammar requires a lot of practice to master a specific topic, if students do not practice, they do not learn. According to the theoretical framework there are several platforms where students can find different didactic activities that will help them during their learning, one of web side is Kahoot!, it is a platform that helps student to learn in a fun way as games, tests, review concepts, it is used for students and teachers, within it to find a variety of interesting topics to perform even interaction with their classmates, friends, parents, and social environment.

The data obtained by the survey showed that a blog can be a good resource for teaching a language, that there are students who want to learn through didactic tools and digital activities that facilitate their academic training process to culminate with the B1 they need, the use of the blog, according to the authors, showed that its impact has been favorable in the educational field, whether it is a language or other topics because it is a tool that provides a large amount of content on specific topics.

RECOMMENDATIONS

- Didactic strategies are important for lesson plan to apply activity inside the class trough the teaching learning methodology.
- Educative institutions must carry out workshops or training for the use of these didactic resources, sometimes students can be a bit complicated to handle, however when they learn it, students can create original stories, building up colloquial and spoken vocabulary.
- It is suggestable to use digital learning activities more as a way to practice grammar and vocabulary, not just talk and focus on a text.
- On the web sites students and teachers can find a wide variety of activities but it is necessary to review them before applying, because many topics contain information that do not have connection with their personal profile.
- It is recommendable to apply didactic resources in their classrooms to reinforce knowledge of grammatical rules and vocabulary through didactic activities.

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ANNEXES

Student's survey

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

Facultad de Ciencias de la Educación e Idiomas

Pedagogía de los Idiomas Nacionales y Extranjeros

Survey of third semester students of the petroleum engineering major.

The objective of this questionnaire is to know their degree of satisfaction with the process of teaching and learning English for specific and academic purposes.

The third semester students of the Petroleum Engineering course have been selected to answer this questionnaire, so the opinion of the students is very important and will be considered. The results will be handled with strict confidentiality and your opinion will remain anonymous.

Please answer the questions based on your experience as a student of Petroleum Engineering at the Universidad Estatal Peninsula de Santa Elena.

READ CAREFULLY ALL THE QUESTIONS AND ANSWERS THEM

Question Nº1: According to the following scale, how important is grammatical knowledge in learning English?

a) Very important
b) Important
c) Moderately important
d) Slightly important
e) Not Important

Question Nº2: Do you think that digital activities benefit second language acquisition?

a) Very important
b) Important
c) Moderately important
d) Slightly important
e) Not Important

Question Nº3: How important is the use of technology in education?

a) High
b) Medium
c) Low

Question Nº4: Do you consider that the learning of grammar contributes to English language learning?

a) Strongly Agree
b) Agree
c) Undecided
d) Disagree
e) Strongly Disagree

Question Nº5: Do you agree with the use of digital didactic resources for second language learning?

a) Strongly Agree
b) Agree
c) Undecided

d) Disagree

e) Strongly Disagree

Question Nº6: From the following list of teaching resources, which of the following should a teacher use to teach grammar?

a) Workbooks

b) Exercise blogs

c) Video games

d) YouTube

e) Books

Question Nº7: Do you agree with the use of digital didactic resources for second language learning?

a) Strongly Agree

b) Agree

c) Undecided

d) Disagree

e) Strongly Disagree

Question Nº8: Have you ever used a blog to solve a question you had?

a) Yes

b) No

c) Maybe

Question Nº9: Would you recommend the use of a blog for academic purpose?

a) Yes

b) No

c) Maybe

Question Nº10: From this list, which digital activity do you consider necessary for grammatical language learning?

a) Kahoot

b) Quizzes

c) Penfriends

d) Quizlet

e) Write & improve

Facultad de
Ciencias de la Educación e Idiomas
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

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CC. MSC. ROSSANA VERA CRUZZATTI
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ASUNTO: APROBACIÓN DE ANTEPROYECTO DE UCI Y DESIGNACION DE TUTOR

FECHA: 06 DE DICIEMBRE DEL 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-025-2021, Sesión ordinaria del 25 de noviembre de 2021, fue aprobado el Tema de su Trabajo de Titulación: "Digital Activities To Enhance A1 Level Grammar, Case 3rd Semester Of Petroleum Engineering Major At Universidad Estatal Peninsula De Santa Elena"; siendo designado como tutor la docente:

APELLIDOS	CORREO	TELÉFONO
MSc. Rossana Vera Cruzzatti	rverac@upse.edu.ec	093 994 3806

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto. Recordarle que las tutorías deben ser registrarlas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Firmado electrónicamente por:
ROSA TATIANA GARCIA

Ing. Tatiana García Villao, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c Archivo

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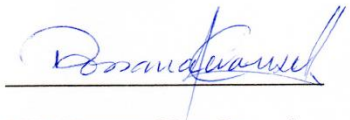
En calidad de tutora del Trabajo de Integración Curricular denominado "Digital Activities to enhance A1 Level Grammar, Case 3rd Semester of Petroleun Engineering Major" elaborado por la estudiante Adriana Antonela Tomalá Plúas, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



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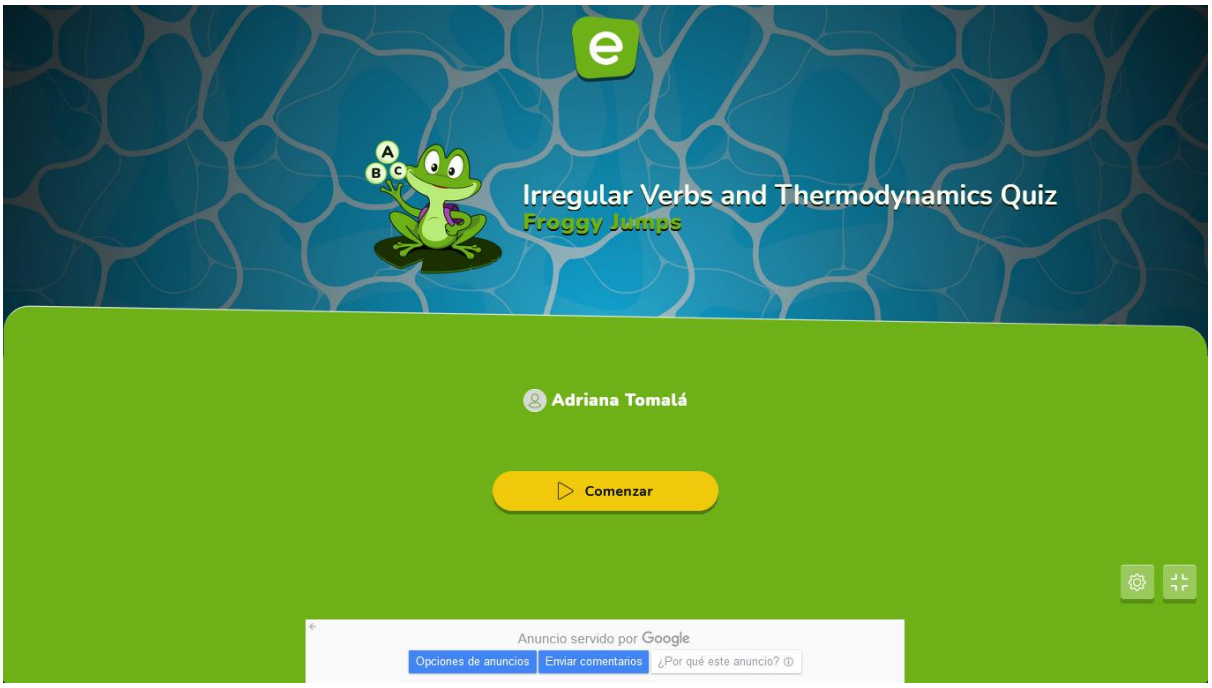
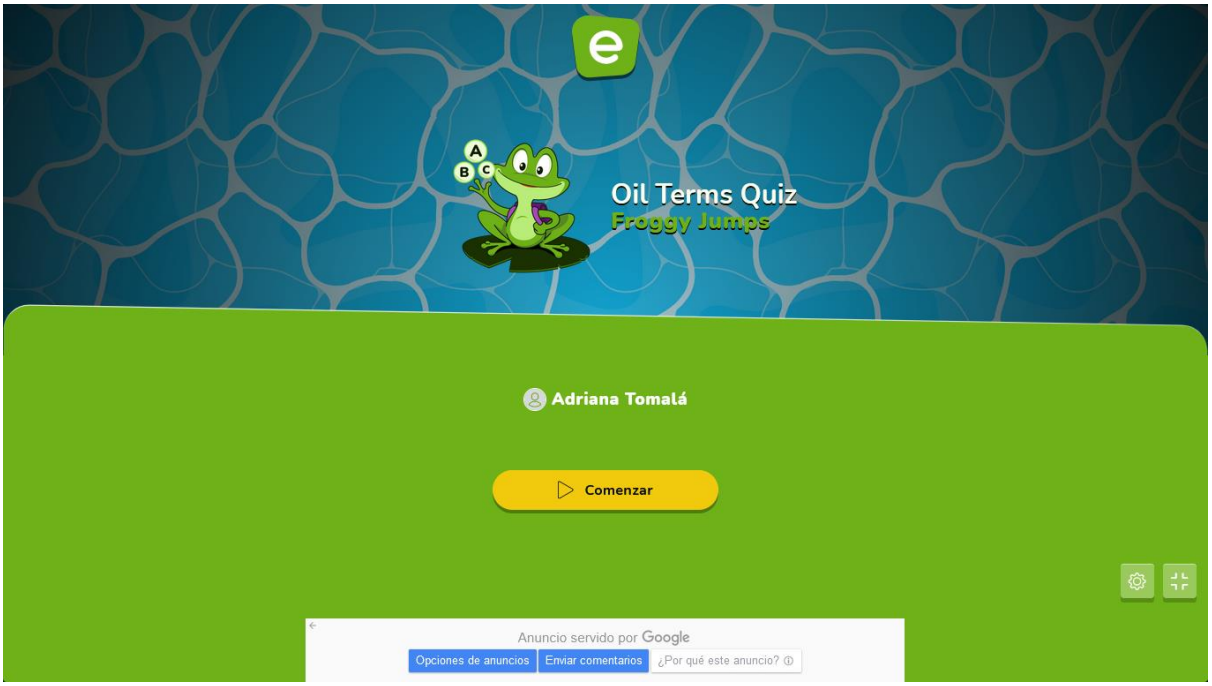
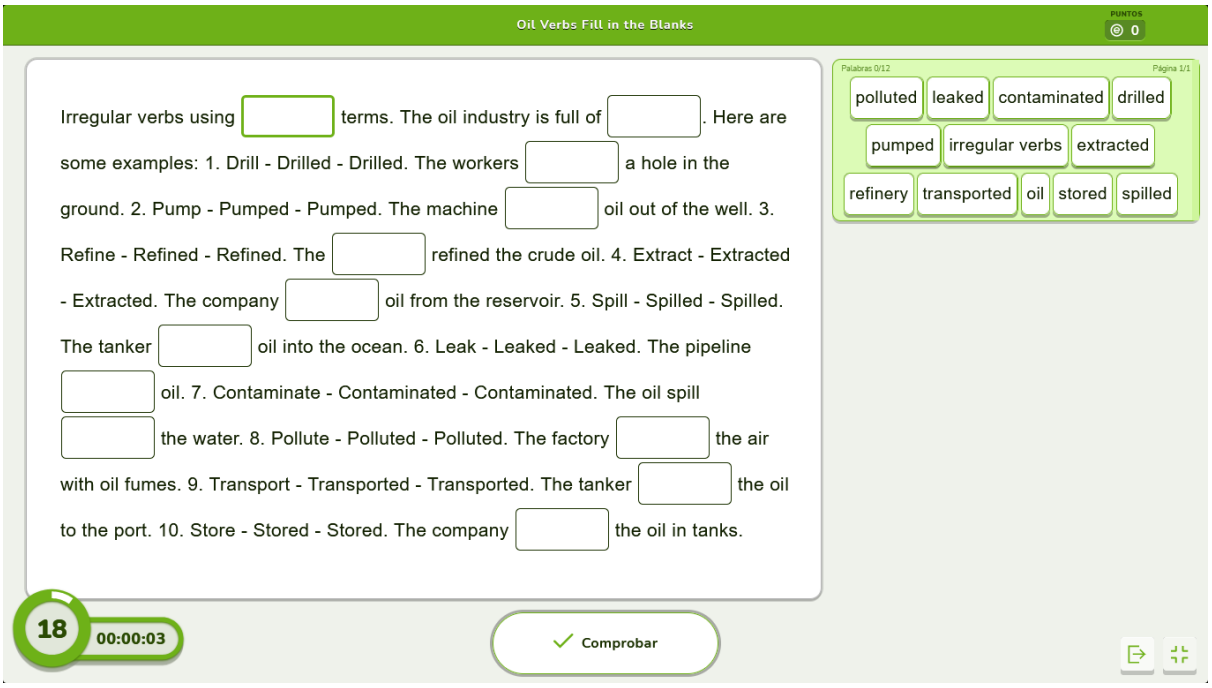



Oil Terms Quiz
Froggy Jumps
Adriana Tomalá
Comenzar
Anuncio servido por Google
Opciones de anuncios
Enviar comentarios
¿Por qué este anuncio?


Oil Verbs Fill in the Blanks
PUNTOS
0
Irregular verbs using [ ] terms. The oil industry is full of [ ]. Here are some examples: 1. Drill - Drilled - Drilled. The workers [ ] a hole in the ground. 2. Pump - Pumped - Pumped. The machine [ ] oil out of the well. 3. Refine - Refined - Refined. The [ ] refined the crude oil. 4. Extract - Extracted - Extracted. The company [ ] oil from the reservoir. 5. Spill - Spilled - Spilled. The tanker [ ] oil into the ocean. 6. Leak - Leaked - Leaked. The pipeline [ ] oil. 7. Contaminate - Contaminated - Contaminated. The oil spill [ ] the water. 8. Pollute - Polluted - Polluted. The factory [ ] the air with oil fumes. 9. Transport - Transported - Transported. The tanker [ ] the oil to the port. 10. Store - Stored - Stored. The company [ ] the oil in tanks.
Palabras 0/12
Página 1/1
polluted
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refinery
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oil
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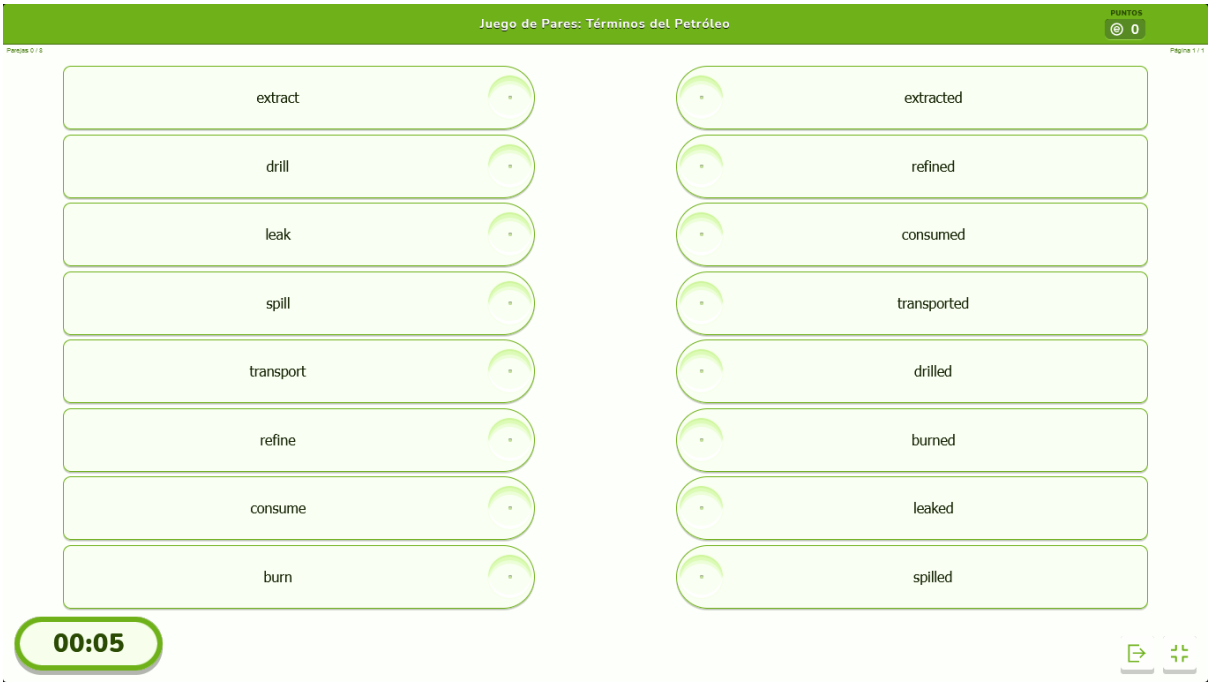
Juego de Pares: Términos del Petróleo
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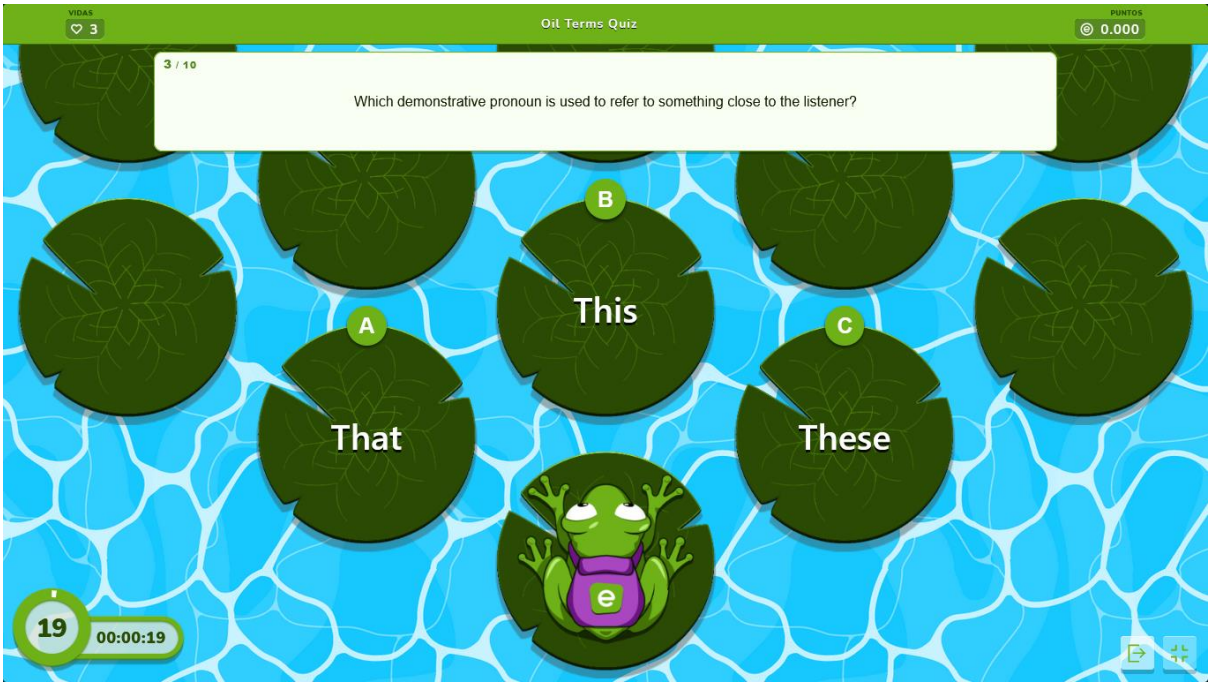
VIDAS
3
Oil Terms Quiz
PUNTOS
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3 / 10
Which demonstrative pronoun is used to refer to something close to the listener?
A
That
B
This
C
These
19
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