

**LATAM Revista Latinoamericana de Ciencias Sociales y
Humanidades, Asunción, Paraguay**

ISSN en línea: 2789-3855, 2026

El impacto de Gimkit en la adquisición de gramática A2 (adultos de English as a Foreign Language)

The impact of Gimkit on the acquisition of A2 grammar (adults of
English as a Foreign Language)

Saio Kamara

saio.kamara@uees.edu.ec
<https://orcid.org/0009-0004-5873-3079>
Universidad de Especialidades Espíritu
Santo (UEES)
Guayaquil – Ecuador

María Carolina Pesantes Duarte

mcpesantes@uees.edu.ec
<https://orcid.org/0009-0001-3803-8931>
Universidad de Especialidades Espíritu
Santo (UEES)
Guayaquil – Ecuador

DOI: <https://doi.org/10.56712/latam.v7i1.5503>

**Redilat**
Red de Investigadores
Latinoamericanos

**LATAM**

Revista Latinoamericana de
Ciencias Sociales y Humanidades

Artículo recibido: 06 de noviembre de 2025.
Aceptado para publicación: 13 de marzo de 2026.
Conflictos de Interés: Ninguno que declarar.

VOLUMEN VII

DOI: <https://doi.org/10.56712/latam.v7i1.5503>

El impacto de Gimkit en la adquisición de gramática A2 (adultos de English as a Foreign Language)

The impact of Gimkit on the acquisition of A2 grammar (adults of English as a Foreign Language)

Saio Kamara¹

saio.kamara@uees.edu.ec

<https://orcid.org/0009-0004-5873-3079>

Universidad de Especialidades Espíritu Santo (UEES)

Guayaquil – Ecuador

María Carolina Pesantes Duarte

mcpesantes@uees.edu.ec

<https://orcid.org/0009-0001-3803-8931>

Universidad de Especialidades Espíritu Santo (UEES)

Guayaquil – Ecuador

Artículo recibido: 06 de noviembre de 2025. Aceptado para publicación: 13 de marzo de 2026.

Conflictos de Interés: Ninguno que declarar.

Abstract

This study examines the impact of Gimkit, an interactive learning platform, on the acquisition of A2 grammar in adult English as Foreign Language (EFL) learners. The objective of the research is to investigate the potential for the integration of Gimkit into online EFL instruction to improve grammar proficiency. The improvement in grammar skills among participants was assessed using a pre-test and post-test method. The results indicated that there were significant improvements in the application and comprehension of grammar, particularly in the past simple tense. The participants expressed a high level of satisfaction with Gimkit, citing its engaging nature and effectiveness. This research enhances the field of educational technology by illustrating the potential of gamified learning tools to enhance the results of language learning. Comparative studies with other educational methodologies and long-term retention should be prioritized in future research.

Keywords: Gimkit, impact, grammar, learning, adults, boost, educational, anxiety

Resumen

Este estudio examina el efecto de Gimkit, que es una plataforma interactiva para el aprendizaje, en la construcción de la gramática inglesa del nivel A2 a través de los estudiantes adultos como segunda lengua. El estudio tiene como objetivo investigar cómo Gimkit se puede integrar en la enseñanza del inglés como lengua extranjera en línea para mejorar el dominio gramatical. La evaluación de las habilidades gramaticales antes y después se hizo mediante un método de prueba. Los resultados indicaron mejoras significativas en relación con el uso y comprensión de la gramática, especialmente, tiempo pasado simple. Gimkit obtuvo altos grados de satisfacción entre los participantes quienes hicieron hincapié sobre su poder atractivo y eficacia. Esta investigación mejora el campo de la tecnología educativa al destacar el potencial de estas herramientas para mejorar los resultados del aprendizaje del lenguaje en programas gamificados. Además, las comparaciones con otros métodos

¹ Autora de correspondencia.

pedagógicos y estudios futuros sobre retentividad también deben ser consideradas.

Palabras clave: Gimkit, impacto, aprendizaje gramatical en adultos, tecnología educativa, EFL, aprendizaje gamificado, adquisición de gramática

Todo el contenido de LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades, publicado en este sitio está disponibles bajo Licencia Creative Commons. 

Cómo citar: Kamara, S., & Pesantes Duarte, M. C. (2026). El impacto de Gimkit en la adquisición de gramática A2 (adultos de English as a Foreign Language): The impact of Gimkit on the acquisition of A2 grammar (adults of English as a Foreign Language). *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades* 7 (1), 3169 – 3189. <https://doi.org/10.56712/latam.v7i1.5503>

INTRODUCTION

The use of technology in English as a Foreign Language has grown in prevalence. The dramatic potential those innovations have on increasing the quality of learning are an ever-new field of research and discussion due to the changes they bring to education. According to the report by UNESCO, tailored tech solutions could improve learning outcomes and make learners more engaged. The current paper explores the impact of using the learning platform Gimkit to teach grammar to the A2-level adults learning English as a Foreign Language in an online context. This research is directly related to Educational Technology and Innovation in essence as it looks at the transformative potential of Gimkit within the traditional context of online learning environments in English as a Foreign Language (EFL).

Furthermore, the study enriches the ongoing debate about how educational technology can affect language acquisition. Indeed, this study examines innovative use of a technology tool known as Gimkit within conventional online EFL learning set ups. The main goal is to find out how integrating this online educational game into English as a Foreign Language (EFL) instruction can enhance the A2-level grammar skills of adult learners. It investigates the impact of Gimkit, an interactive learning platform, on grammar acquisition among A2-level adult learners of English as a Foreign Language in online learning environments. A2 level represents a basic understanding and usage of English grammar and vocabulary which makes it a critical stage in EFL learning.

Also, it is necessary to establish the background described below in order to set the stage for the discussion that follows. Cifuentes et al. (2019) highlighted in "Polo del Conocimiento" how Ecuadorian English Language Teachers feel about incorporating Information and Communication Technologies (ICTs) into their classrooms based on the Ecuadorian Curriculum Standards. The authors adopted the Ecuadorian curricular standards as a theoretical framework and through this research, they found that while ICTs have several educational benefits, the problem of teachers' readiness to use technology still exists. Moreover, there is the question of the availability of technology in their classrooms. On top of that, many instructors seem to have no time necessary for acquiring knowledge in regard to working with high-tech stuff.

Besides, more studies on the impact of Digital Game-Based Language Learning (DGBLL) on students' productive and receptive abilities are presented. Zou et al. (2019) reviewed the effect of digital games in language learning and showed that digital games enhance both the receptive and productive language skills. Additionally, Lee (2019) revealed in a qualitative study the effect of digital-game based learning on participants' writing skills. She used a digital game called Her Story. It enabled learners to use target language creatively. There were 25 Korean university students taking part in this study. The data was collected through the students' creative writing papers, reflection papers and by conducting a pre-project and post-project survey (ibid.). According to the study's results, Digital Game-Based Learning (DGBL) affected positively on students' creative writing skills, as well as student's motivation and engagement towards learning.

In addition, Uzho (2020) explained in the research paper that it was instrumental in the education community to grasp the significance of teachers undergoing training and having relevant digital skills to successfully integrate ICTs in education. More emphasis needs to be given on various problems that teachers undergo, this is amid an outbreak and it is vital to extend a helping hand for them to adapt their professional labor. In other words, the most important finding in this research was that during the pandemic the Ecuadorian authorities realized that many teachers weren't well prepared in terms of handling online classes due to the fact that they did not have enough technology experience. For this reason, teachers had to readapt their teaching styles. And the Ecuadorian government was wondering how they would make it possible for all students in the country to have access to the internet and to a technological device.

Likewise, Barre and Villafuerte (2021) highlighted in the Education First report that Ecuador has fallen off in the global English proficiency index from 80th place in 2011 to the 93rd position in 2020. The government of Ecuador has put in place some educational policies aimed at improving English as a foreign language teaching. This report is a literature review that examines Information Technology (TIC's) effect on teaching practices in Ecuador. It becomes clear from the report that prior to the pandemic, there was a rather slow implementation of TICs within the Ecuadorian educational system. However, upon the arrival of the pandemic, this evaluator of pedagogical work was filled with uncertainty. In sum, it can be concluded that in Ecuador, the impacts of TICS on teaching practice are more restricted to certain programs or localities or levels of education.

Equally important, it is essential that EFL teachers integrate technology tools such as the Gimkit platform in the learning process of English as a Foreign Language in order to develop and improve grammar skills of A2 level adult students. Furthermore, Saari and Varjonen (2021) revealed in the empirical joint thesis the uses of two educational games Kahoot! and Gimkit on second language vocabulary acquisition and the games' effect on learning motivation were examined. The result was that the experience was meaningful for the participants to learn the target words. Also, the importance of the games feature was highlighted because it influenced how enjoyable the experience could be and at the end of the results the researchers found that integration on these kinds of platforms in an ESL setting contributes to reduce the feeling of being overwhelmed because the students can work at their own pace.

Moreover, the research problem centers on the challenges of grammar acquisition, a fundamental aspect of learning English as a Foreign Language. Many educators recognize the value of online classes and believe that attending class positively impacts student performance. However, most online grammar classes are not interactive. This lack of interaction can lead to disengagement and poor academic performance" (Lewohl, 2023). Moreover, the needs of many students are not satisfied because they are not involved in the activities, especially grammar or they do not feel confident enough to ask the teacher for clarification. According to Amerstofe and Münster-Kistner (2021), positive interpersonal relationships enhance individuals' enthusiasm for learning, which benefits sustainable learning success and self-confidence. The relationships between students and teachers and the perceptions students have of their teachers seem to be particularly influential on students' engagement in academic undertakings.

Similarly, according to Saari and Varjonen (2021), educational technology has gained positive attention in language learning especially with the integration of gamification in EFL classrooms in recent years. These online platforms motivate students to engage in learning activities, especially grammar. At the same time, they help teachers to assess their students. Besides that, students can learn at their own pace and receive an immediate and positive feedback on their progress from both their teachers and platforms helping them to acquire self-confidence in the learning process. However, despite a growing body of research that supports positive effects of gamified platforms, there is still a gap in literature on how certain tools like Gimkit can influence A2 level grammar acquisition among adult EFL learners who are enrolled in the traditional online learning setting.

Besides that, the contemporary landscape of language education is witnessing a paradigm shift with the integration of educational technology. Consequently, the relevance of this issue lies in harnessing previous knowledge on how gamification boosts learning to explore the uncharted territory of Gimkit within conventional language teaching practices. In a bid to make education more technology-oriented globally, it thus becomes imperative to examine the intricate implications of platforms such as Gimkit for enhancing grammar proficiency specifically among adults studying English as a Second Language at A2 level. Filling this void not only contributes conceptually to the ongoing discussion on the benefit

of using games but also offers suggestions that are practically meaningful to educators who search for efficient techniques concerning online EFL teaching methods.

In the same way, it could therefore be deduced from this study that technology has some effects in acquiring languages and thereby suggest practical steps for teachers who need effective strategies within online EFL settings. However, to get through this research process, several questions should be answered such as: What are the technology-based learning experiences of A2 level adult EFL learners in the acquisition of grammar in English as a Foreign Language using Gimkit? To what extent does the use of the Gimkit platform improve grammar skills among A2 level EFL adults in online learning environments? and how effective is the Gimkit platform compared to traditional online teaching methods for improving grammar acquisition among A2-level EFL adults in an online learning environment?

The research questions mentioned above specifically explore Gimkit's unique contributions to the improvement of A2-level grammar skills within traditional EFL instruction, building upon the body of knowledge already available about the positive effects of gamification on the learning process. Moreover, this study also helps to promote "Ley Orgánica de Educación Intercultural" (LOEI, 2011) which states that "all people have access, permanence and can complete the Educational System with equity and inclusion, guaranteeing opportunities for communities, peoples, nationalities, and groups with special educational needs to promote values such as ethics and eradicate discrimination in learning". Therefore, the impact of Gimkit in the educational field to improve grammar acquisition of A2 adults with a focus in online learning environments has been a topic of great value in recent years.

Clearly, this study intends to avail insights on ways through which technology-based pedagogical interventions may be optimized in traditional classroom settings as well as online environments by leveraging on the knowledge about benefits of gamification according to specific characteristics of Gimkit. As revealed by Khaldi et al. (2023) in which the purpose of their paper is to examine the various ways in which online learning has utilized gamification to enhance learning outcomes and, on the paper, they highlight that many researchers have used different game elements and gamification theories in their studies; they have also tried several ways of combining these game elements and approaches. Furthermore, most recent reviews suggested that the literature has proposed a wide variety of approaches for transforming e-learning systems into games for higher education.

Moreover, the objectives of this study focus on investigating the impact of Gimkit, an interactive learning platform, on grammar acquisition among A2-level adult learners of English as a Foreign Language (EFL) in online learning environments. Specifically, the study aims to measure the level of involvement and engagement of A2-level adult EFL learners when utilizing Gimkit for grammar acquisition in online learning environments. Additionally, it seeks to assess the improvement in grammar skills among A2-level adult EFL learners after using Gimkit, comparing their initial grammar proficiency. Furthermore, the study aims to compare the effectiveness of Gimkit with traditional online teaching methods in enhancing grammar acquisition for A2-level adult EFL learners.

Additionally, regarding the scope and limitation of this research proposal the research will examine the effect of Gimkit on grammar acquisition for A2-level adult learners of EFL during online instruction. The research will evaluate the impact of the platform on grammar acquisition using pre-test and post-test methods. This information is important to educators, curriculum developers, and policy makers in determining which teaching approaches perform better in different EFL learning situations. This study also adds to a larger conversation about the role that technology plays in language learning and emphasizes the necessity of modifying teaching strategies to accommodate adult EFL learners' evolving needs.

Nonetheless, it is critical to recognize some possible restrictions on this research. These may include small sample sizes, participant engagement variations, external barriers such as inadequate technological equipment, lack of internet access, economic crises, insecurity, climate changes, lack of transportation means, workload issues; lack of experience with technology-based learning; unwillingness to give personal information. These limitations can affect generalizability and validity of findings; therefore, caution should be exercised when interpreting results. The article's structure consists of an introduction that outlines general and specific objectives followed by a literature review covering key topics such as interactive learning platforms' role in EFL instruction; task-based language teaching; online grammar exercises and assessments; A2-level grammar skills for adult learners; principles of Andragogy; student motivation, interaction between students and teachers; strategies for improving L2 and critical thinking abilities.

In the methodology section, the study will describe participants and selection criteria; pre-test and post-test procedures; data collection methods/tools used as well as data analysis techniques including statistical methods. The results section will present pre-test and post-test scores for the control group along with comparative analysis on improvement in grammar skills. The discussion section will interpret the results within the context of research objectives while comparing them with previous studies before discussing implications for EFL educators/learners. Finally, the conclusion will summarize key findings and offer recommendations for future research underscore the importance of this study in contributing to the field of EFL instruction and technology integration.

METHODOLOGY

According to Kumar (2019), methodological design is the process of creating a detailed plan for conducting research, which includes selecting appropriate methods for data collection and analysis to ensure the research findings are valid and reliable. This research proposal adopted a methodological design, including data collection instruments and the selected participant group to examine the effectiveness of the Gimkit platform in enhancing grammar acquisition among A2-level adult learners of English as a Foreign Language (EFL) in an online learning environment. The upcoming sections will explain the research design and methodology, detail the data collection instruments, and describe the sample group. By using both quantitative and qualitative approaches, the study aims to offer a thorough understanding of Gimkit's impact in contemporary education (Jones, 2021).

This chapter will also explore the utility of pre-tests, post-tests, and engagement surveys as primary data collection tools, offering a thorough view of the impacts of Gimkit technology on learning outcomes. Furthermore, the process of selecting participants will be explained, emphasizing the reasons for choosing a particular group of adult learners. This ensures the study's findings are relevant and applicable to wider educational settings.

Research Design

According to Hunziker and Blankenagel (2021), research design is a strategy or plan for a study, which outlines the methods for data collection, measurement, and analysis. They stress the importance of selecting a design that aligns with the research objectives and questions. This research proposal utilized a mixed method, with the qualitative aspect being designed to look at the technology-based learning experiences of around twenty-four A2 level adults EFL learners learning with Gimkit at English Academy Universal C.A., with the authorization of the said institution. It involved semi-structured survey as data collection tool. The study employed a one-group pre-test and post-test design to investigate the impact of the Gimkit platform on grammar acquisition among A2-level adult learners of English as a Foreign Language (EFL) in an online learning environment. For more information on the letter to the institution and their response, see Annexe 2 and Annexe 3.

Moreover, this design involved administering a pretest to measure participants' grammar skills before the intervention, implementing the Gimkit platform as the instructional tool, and then administering a post-test to measure any changes in grammar skills after the intervention. This approach allowed for the assessment of the effectiveness of Gimkit in enhancing grammar skills within the same group of learners, (Rogers et al., 2020). In addition, the intervention period commenced on June 1st 2024 and continued until June 24th with three classes a week, each class lasted 60 minutes. The post-test was administered on July 1st 2024. This approach enabled an assessment of effectiveness of Gimkit within the same group of learners.

Description of the instruments

A research instrument is described as a tool used to collect, measure, and analyze data related to the subject of a study (Editage Insights, 2020). The primary instruments used in this study were pre-test and post-test assessments designed to evaluate participants' grammar skills at A2 level. These tests were meticulously constructed to cover key grammar areas. They included basic tenses and simple clauses. This ensured alignment with common grammatical structures relevant to A2-level proficiency (Cambridge, 2020). The pre-test was administered before the intervention. It established a baseline of participants' grammar skills. The post-test, conducted after the intervention measured any improvements in grammar proficiency. The Gimkit platform served as the core intervention tool in this study. For more information on the common grammatical structures relevant to A2-level proficiency, see Annexe 9.

Similarly, this interactive game-based learning platform was designed to engage students through gamification techniques. Gimkit was used to create various grammar exercises. It also included quizzes tailored to A2 level. The platform's features, such as instant feedback customization options and collaborative elements, were leveraged to maximize learning outcomes. Moreover, a survey was administered to gather additional data on participants' engagement and motivation levels. It also evaluated their motivation levels while using Gimkit. Employing these methods, the study provided comprehensive evaluation. It focused on the Gimkit platform's effectiveness in improving A2-level grammar skills. Using both pre-test and post-test assessments alongside a semi-structured survey facilitates effective gathering and analysis of data.

Content Validity

Content validity is a form of criterion validity that shows how well a measure covers the construct it is meant to represent, (Nickerson, 2023). In addition, expert validation is the process of verifying the accuracy, reliability, and quality of results or judgments made by experts using empirical or systematic methods. Expert validation involves refining and confirming a standardized description through evaluations conducted by experts, (Goldberg, 2022). Similarly, the pre-test, post-test, and survey instruments were subject to a comprehensive content validity assessment. The tutor validation who is a specialist in EFL teaching and expert on research methodology assembled to review each question. The aim was to ensure that the questions align precisely with the research objectives, covering a spectrum of topics related to learners' experiences with the Gimkit platform. For more information on the content validity, see Annexe.

Construct Validity

Construct validity is the extent to which a test measures what it is proposed to measure. It assesses how well a test accurately evaluates the intended concept, (Chapman, & Gillespie, 2019). The survey instrument, designed to measure constructs such as learner engagement and the perceived effectiveness of the Gimkit platform, underwent rigorous validation for construct validity. Survey items were carefully crafted to align with established theoretical frameworks in educational technology and

language teaching (Li & Wang, 2020). For more information on the validation of instruments used to collect data, see Annexe 8.

Sample

The population for this study comprised 24 adult learners of English as Foreign Language (EFL). They were enrolled in an A2-level online course at English Academy Universal C.A., in Valera, Venezuela. The participants hailed from diverse backgrounds. They had varying levels of prior exposure to English. All participants were adults aged 18 and above. They undertook the course to improve their English proficiency. The sample used in this study is based on convenience sampling. Furthermore, this method involves selecting participants based on their availability and willingness to take part in research. Unlike probabilistic methods that use random selection from the entire population convenience sampling selects individuals who are easily accessible to the researcher. This makes it practical and efficient. It is especially useful for certain types of studies (Adams & McGuire, 2022). This method does not aim to be representative of entire population. However, it can provide valuable insights when conducting exploratory research or pilot studies.

In this research participants were selected from an ongoing A2-level online EFL class consisting of 24 adult learners. These learners volunteered to participate. This ensured that they were willing and motivated to engage in the study. All participants provided consent to be involved in various aspects of research. This included a pre-test and post-test. They also used the Gimkit platform during the intervention and completed the surveys. This voluntary participation aligns with principles of convenience sampling. It focuses on those available and willing to contribute. In addition, the study aimed to explore the use of Gimkit platform in enhancing EFL learning. The research provided insights into their experiences and outcomes.

It involved a specific group of learners. They were actively participating in an online class. Convenience sampling has limitations in generalizability. However, it offers a detailed examination of this particular context. It highlights how digital tools can be integrated into EFL teaching and learning practices. This approach allowed for an in-depth understanding. It examined participants' attitudes and practices. This contributed valuable information to the broader discussion on the use of technology in language education.

DEVELOPMENT

In this section, the role of interactive learning platforms in EFL instruction, impact of Gimkit platform, task-based language teaching, effectiveness of online grammar exercises, grammar skills for A2 adult students, engagement and involvement of students (Andragogy), constructivism's role in adult English language learning, increase active participation, motivation of students, interaction among students and teachers, improving L2 and critical thinking abilities and use of L2 in real life situations are the main variables to be developed.

The Role of Interactive Learning Platforms in EFL Instruction

Irzawati (2021) highlighted in a journal titled "Utilization of Digital Platforms in Online Learning: EFL Students' Perspectives" how interactive learning platforms such as LMS, WhatsApp and Google Meet have positively affected EFL instruction. The result of the study supports the point that digital platforms play a crucial role in enhancing English achievement and learning experience among students while urging for more studies to bring forth meaningful applications of these tools in teaching English as a foreign language (EFL). The study also showed that interactive learning platforms could be used for efficient EFL learning and making progress in language skills as well as acquiring vocabulary and lesson comprehension.

Impact of Gimkit platform

According to “The administrator of the platform” (2023), Gimkit platform is an online learning game made with educators and learners in mind. Learners can review material and practice skills by playing games on this free trivia-style learning app. Gimkit gives teachers the ability to make and modify tests, games, and exercises that are intended to reinforce classroom ideas and encourage cooperation and teamwork. Any classroom can use it to introduce or review material. In the same article, it is mentioned that Gimkit has one of the great advantages in that it can keep students involved through activities that are interactive and enjoyable. Gimkit turns education into a game-like environment, pushing learners to join learning events with their minds and hearts. Thus, this means that increased involvement makes learning more enjoyable while at the same time improving information retention.

Additionally, Gimkit gives immediate feedback. Students obtain insights into how they perform using simple steps instead of waiting for a teacher to mark assignments or tests. This culture of instant response encourages continuous learning which enables individuals to own their educational destiny. In addition, Gimkit offers customization options that enable educators to adapt activities based on their students’ particular requirements and preferences thereby enhancing personalized learning. Moreover, there is a collaboration feature in Gimkit that promotes teamwork and communication skills among students thus creating an atmosphere of support where a learner can acquire knowledge from others. For more information on impact of Gimkit, see Annexe 1 and Annexe 5.

Task-based language teaching

According to Handabura (2020), learning a foreign language, specifically English grammar through a task-based approach could be more effective than using a more conventional technique like PowerPoint (PPT) presentations. It is emphasized that task-based language teaching (TBLT) is a student-centered method that places an emphasis on using real language in meaningful tasks, like project-based assignments or real-world scenarios. This method not only speeds up language learning but also helps students acquire critical abilities like negotiating meaning, asking questions in a variety of tenses, and working in groups. Through group work, students learn how to solve problems collaboratively, become aware of other people's perspectives, and experience a variety of problem-solving techniques.

Furthermore, Huang and Gandhioke (2021) realized a study with the main aim of using TBLT approaches in teaching English vocabulary for EFL students in a Chinese University. The research results indicated that learners enjoyed participating in word games during their English lessons and this helped them with acquiring language and developing abilities. Therefore, the study recommends that teaching of English vocabulary should be done through TBLT which is pragmatic and can help learners acquire vocabularies at EFL. The researcher employed many technologies such as online questionnaires, Moodle word quizzes before and after tasks, and exam paper outcomes, to gather data for this study. After playing word games in class, students' ability to use the new vocabulary has grown, and their overall attitude towards learning new terms has improved noticeably.

Effectiveness of online grammar exercises and assessments

Kosimov (2022) highlighted the importance of developing a comprehensive assessment system that is relevant to students; designed for them and used according to their needs and levels. It is important to develop interactive grammar activities and at the same time choose the right assessment tools in language teaching, especially grammar because they have a direct influence on second language learning. Assessments can help teachers identify students’ competences, weaknesses and strengths and adapt instruction accordingly. They also give feedback to students regarding their learning activities. They also impact teaching methods, student motivation and the entire learning process.

Furthermore, Segaran and Hashim (2022) reviewed the Effectiveness of Online Quiz Tools in enhancing the learning of grammar among ESL learners. This study's findings show that different online quiz tools can greatly improve English grammar learning of EFL learners. It is worth mentioning that more improvements were recorded in post-test results than pre-tests implying the advantage of integrating these tools into grammar classes. Moreover, according to students' opinion, they perceived the use of online quiz tools as positive since they helped them grow intrinsic and extrinsic motivation vital for ensuring active and pertinent class sessions. This research provides valuable input for educators who wish to make interesting grammar exercises for young ESL students using technology.

Grammar skills for A2 adult students

The ability to use grammar effectively is a vital part of language proficiency. It deals with the structure rules and principles which guide how sentences are made and the usage of words in any language. In the same line, Abune (2019) emphasized how important it is to comprehend grammar concepts and rules in order to be proficient in any language because they have a direct bearing on the structure of sentences and the usage of words. For A2-level English as a Foreign Language (EFL) learners, building good grammar proficiency is crucial for their effective communication. Nordquist (2019) highlighted in the National Council of Teachers of English (NCTE) that "Grammar is important because it is the language that makes it possible for us to talk about language".

According to "Cambridge A2 Key Handbook for teachers for exams from 2020", the ability to apply grammatical rules consistently and accurately in order to communicate intended meaning is called grammatical control. This implies being able to use elementary grammar such as words, phrases, basic tenses, simple clauses and more complex structures which are like noun clauses, relative clauses and adverbial ones. ESL learners need to develop a strong competence in these grammar forms in order to be able express themselves well in everyday situations as recommended in the A2 Key handbook for teachers, with correct grammar knowledge the students will not only communicate precisely but also, they can flexibly adjust their language use in order or easily cope with different communication contexts that leads directly to ambiguity reduction in communication.

Engagement and involvement of students (Andragogy)

Andragogy is the method of teaching adult students. One of its main objectives is the exploitation of adult learners' inbuilt motivation and self-knowledge. Andragogy highlights the distinct traits and requirements of adult students (International Atlantic University). Bîrsanu (2020) reviewed the importance of considering the andragogic principles in terms to best suit a class. The study concluded that learner-centered approach is given more emphasis by andragogy as opposed to pedagogy, which highlights the learners' experiences, motivations, needs etc. In a learning context adult foreign language learners' success depends on such factors as positive beliefs, motivation, self-confidence and past learning experiences. Teachers must modify their instructional strategies to meet the specific needs, expectations and learning styles of adult learners.

Constructivism's Role in Adult English Language Learning

Constructivism is a learning theory that highlights the active role of learners in developing their own understanding. Instead of passively receiving information, learners reflect on their experiences, create mental representations, and integrate new knowledge with what they already know. This educational theory focuses on the importance of being actively involved, solving problems, and personal understanding, promoting deeper learning, (McLeod, 2024). According to Lev Vygotsky's social constructivism theory (1978, as cited in McLeod, 2024), learning is a collaborative process, and knowledge develops through individuals' interactions with their culture, society, and other people by observation, imitation, and modeling.

Furthermore, recent research highlights the significance of constructivism in adult English language learning. Constructivist approaches promote learner-centered, technology-rich environments and foster self-directed learning. Also, they enhance autonomy (Orak & Al-Khresheh, 2021). These methods align well with andragogical principles. Additionally, Khadimally (2019) emphasizes the importance of adults' past experiences and their self-directed approach to learning. In EFL instruction, constructivist-based pathways include stages such as conditioning, collaborative inquiry, and reflective examination. This enhances adult learners' engagement and skill development (Fitrianingsih, 2024). Vygotsky's social constructivist theory is applied in ESL classrooms, particularly through collaborative learning, scaffolding, and Zone of Proximal Development, which creates more inclusive and effective language learning environments (Chaudhary 2024).

Motivation of students

Cherry (2023) wrote in "Verywell mind" that motivation is described as the driving force behind human actions. It is the process that initiates, guides, and maintains goal-oriented behaviors. In terms of education, some of the factors that influence students' motivation are social aspects of their lives such as interactions with English native speakers, peer groups as well as parental support that enhance motivation. Conversely, some educational context factors such as poor English language teachers and physical learning environment influence negatively on motivation. Furthermore, the research revealed that the English textbook had a positive influence in terms of motivation. In conclusion, psychological variables and improvement of physical learning environments are important for enhancing students' motivation.

In essence, for effective learning to occur, one has to be motivated and manage their own behavior too. One's strong motivation is usually the cornerstone in achieving certain goals. For instance, weight loss or even smoking cessation. Teachers, just like any other goal-driven person should have a well-planned strategy plus they must be highly devoted towards their objectives. The influence that teachers' encouragement gives to learners by way of motivational aspects increases the chances of them being receptive towards new information. Given that students learn through different ways such as listening, writing and doing things around them; one size fits all approach cannot work here. Therefore, there are different methods needed for teachers who want to keep their learners interested as well as motivated throughout the study period. Teachers should motivate their students to use L2 in real life situations.

Interaction among students and teachers

Teachers' behavior plays an important role in the motivation and interaction of their students. For instance, Burroughs et al. (2019) highlighted in an article how teacher behaviors, such as the content of instruction and amount of time spent on tasks, affect students' motivation and academic performance. Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes. As a result, there has been a strong emphasis on improving teacher effectiveness as a means to enhancing student learning, interrelationship and interaction. A good relationship among students and teachers' facilitates effective learning process.

Improving L2 and critical thinking abilities

Critical thinking is the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you (Cambridge Advanced Learner's Dictionary & Thesaurus). Additionally, Birjandi et al. (2019) define critical thinking as "the art of analyzing how the human mind is engaged in thinking, the ability to analyze and evaluate the data the mind receives, and the capability to use thinking for educational purposes". According to them, critical thinking requires careful reasoning before accepting any claim as true; management of information that is available and finally create specific standards for

evaluation. They further bring to light the meta-cognitive aspect of critical thinking which encompasses self-reflection on mental processes. Developing critical abilities help to improve grammar skills and Proficiency of A2 adult students.

Besides, they talk about different mental elements that impact on how the mind works such as mental constructs, mental operations, abilities belonging to minds, dispositions of minds, conditions of minds, activities in minds. Thus, this paper gives a broad understanding of what entails critical thought. In this study, the teaching of critical thinking that is explicit has been known to enhance the critical thinking abilities of students who are studying English in colleges. The systematic review involved a critical analysis of international studies on the teaching of Critical Thinking (CT) skills to English Language Learners (ELLs) in higher education and found that general CT skills taught explicitly were the most promising approach in improving CT skills among ELLs. The evidence is not conclusive due to many small-scale and methodologically flawed studies, but the review shows that explicit teaching approaches of general CT can enhance CT skill among ELLs.

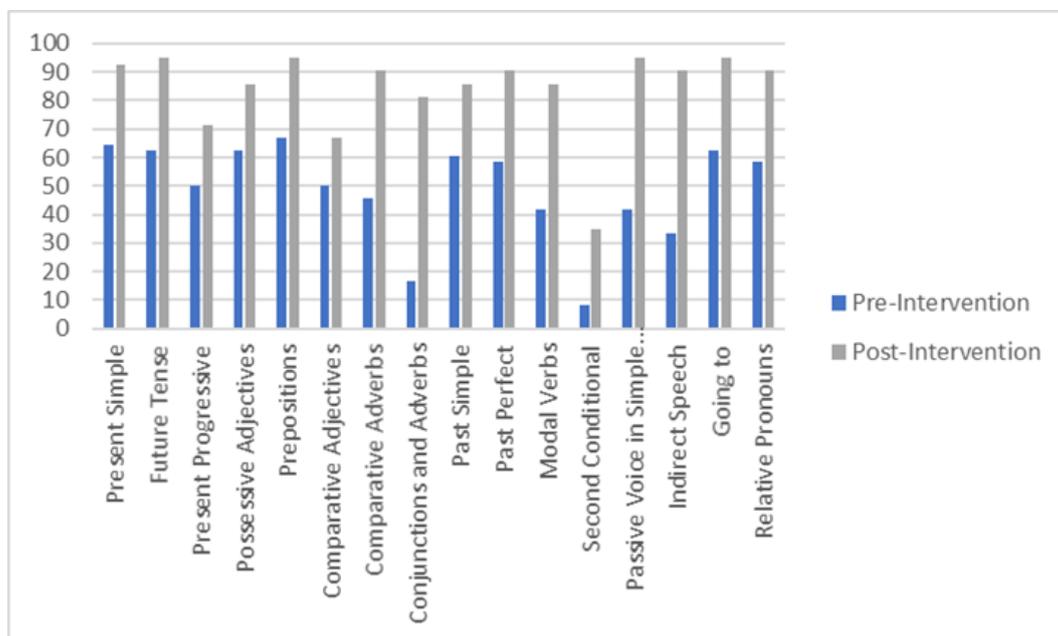
RESULTS

The impact of Gimkit on teaching. It comprehends different grammar topics in the context of A2 level grammar acquisition for students who are learning English as a foreign language.

Graphic 1

The impact of Gimkit on teaching

Note: from pre-grammar and post grammar test results: The impact of Gimkit to boost A2 grammar acquisition in adults in EFL learning by Pesantes Duarte and Kamara (2024).



The bar chart above illustrates the impact of Gimkit on teaching. It comprehends different grammar topics in the context of A2 level grammar acquisition for students who are learning English as a foreign language. The graph displays a scale ranging from 0% to 100%. Initially, the average score for the first topic (present simple) was 64.2%, with a range from 20.8% to 100%. Following the implementation of Gimkit, this average increased significantly from 64.2% to 92.6%, indicating a marked improvement in understanding this grammar topic. Another topic (the future tense), which scored 62.5% at the outset,

increased to 95.2%. This is a significant increase. Further, the present progressive tense demonstrated an increase from 50% to 71.4%. It suggests a moderate increase. The percentage of possessive adjectives also shows a slight change, from 62.5% to 85.7%.

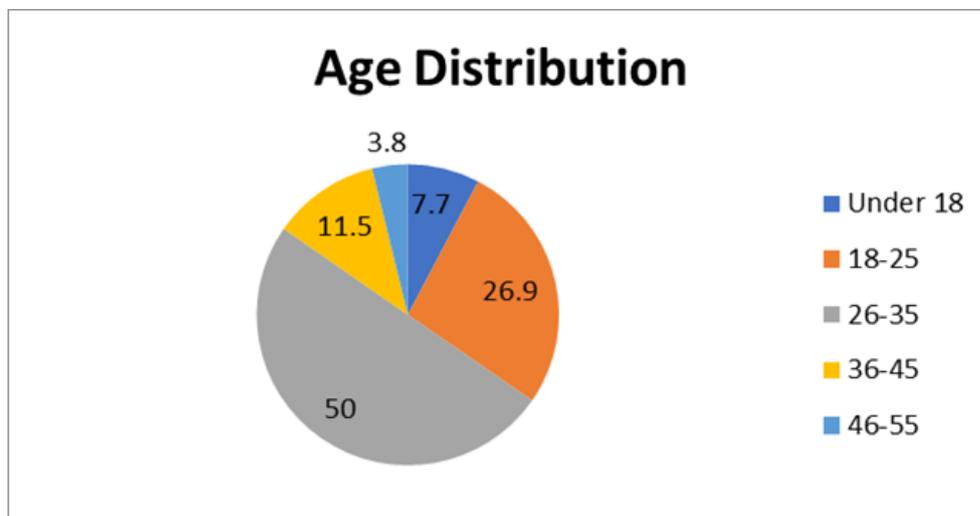
Besides that, the percentage of prepositions moved from 66.7% to 95.2%. This illustrates a significant enhancement. Not only prepositions showcased improvement, but also comparative adjectives and comparative adverbs did. The scores rose from 50% to 66.7% and 45.8% to 90.5%, respectively. Conjunctions and adverbs demonstrated a substantial increase, from 16.7% to 81%. In the same vein, the past tense experienced a moderate increase from 60.4% to 85.75%. The past perfect exhibited substantial improvement. Scores rose from 58.3% to 90.5%. Moreover, modal verbs demonstrated significant advancement. Scores increased from 41.7% to 85.7%. Despite the second conditional's modest increase from 8.3% to 35%, there was some progress. In addition,

The passive voice in the simple past has experienced a notable surge. It rose from 41.7% to 95.2%. Then, the percentage of indirect speech scores increased from 33.3% to 90.5%. This represented substantial progress. From 62.5% to 95.2%, the future tense of "going to" increased. The percentage of relative pronouns increased significantly, from 58.3% to 90.5%. For a detailed breakdown of the survey, pre-test and post-test, see Annex 5.

Graphic 2

Age Distribution

Note: From Survey results: The impact of Gimkit to boost A2 grammar acquisition in adults in EFL learning by Pesantes Duarte and Kamara (2024).

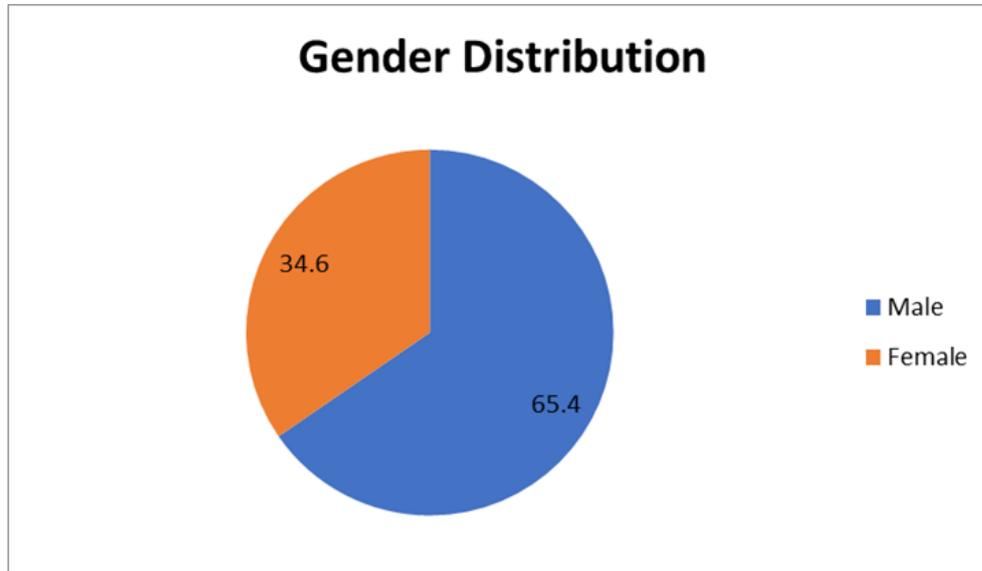


The age group of 26 to 35 comprised the majority of participants. They comprised 50.0% of the entire sample. Individuals between the ages of 18 and 25 followed closely behind. They comprised 26.9%. 11.5% of the participants were between the ages of 36 and 45. 7.7% were under 18 years old. The age group 46-55 was the smallest. It accounted for only 3.8%.

Graphic 3

Gender Distribution

Note: From Survey results: The impact of Gimkit to boost A2 grammar acquisition in adults in EFL



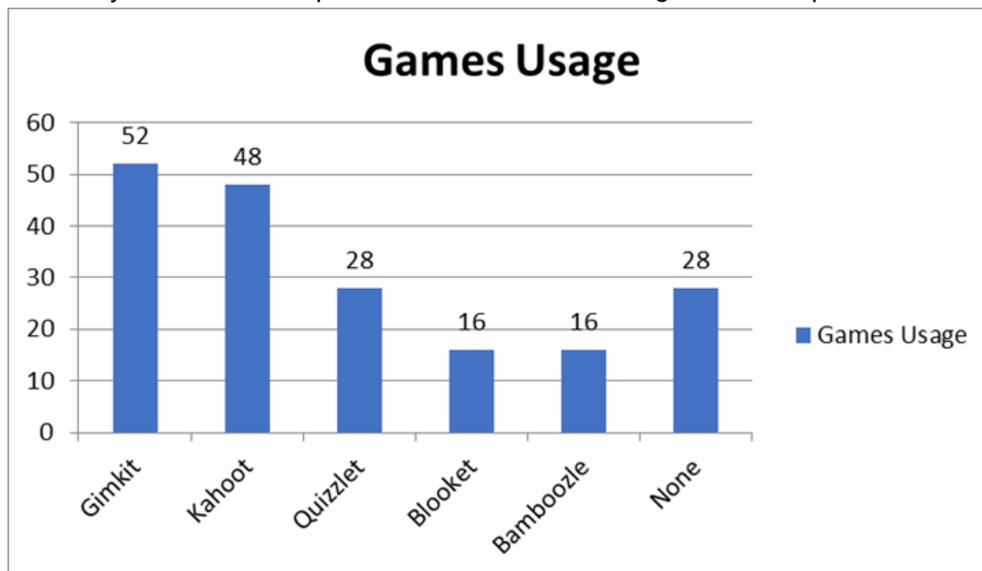
learning by Pesantes Duarte and Kamara (2024).

Males comprised a substantial majority at 65.4%, while females accounted for 34.6%.

Graphic 4

The utilization of games for the practice of grammar (EFL)

Note: From Survey results: The impact of Gimkit to boost A2 grammar acquisition in adults in EFL



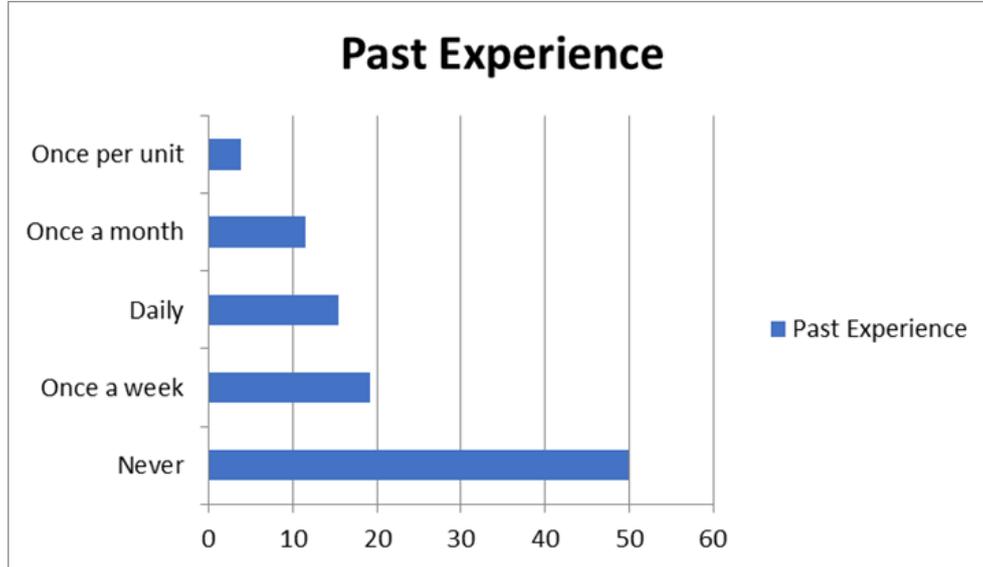
learning by Pesantes Duarte and Kamara (2024).

From the bar chart, 52% of respondents utilized Gimkit. This was for practicing English grammar. It was the most prevalent option. Kahoot followed closely with 48%. 28% of participants implemented a quiz. 16% of individuals employed Bamboozle. 16% of the respondents also wore a blouse. It is important to note that 28% of the respondents did not use any of these games.

Graphic 5

Previous experience playing online games with English teachers

Note: From Survey results: The impact of Gimkit to boost A2 grammar acquisition in adults in EFL

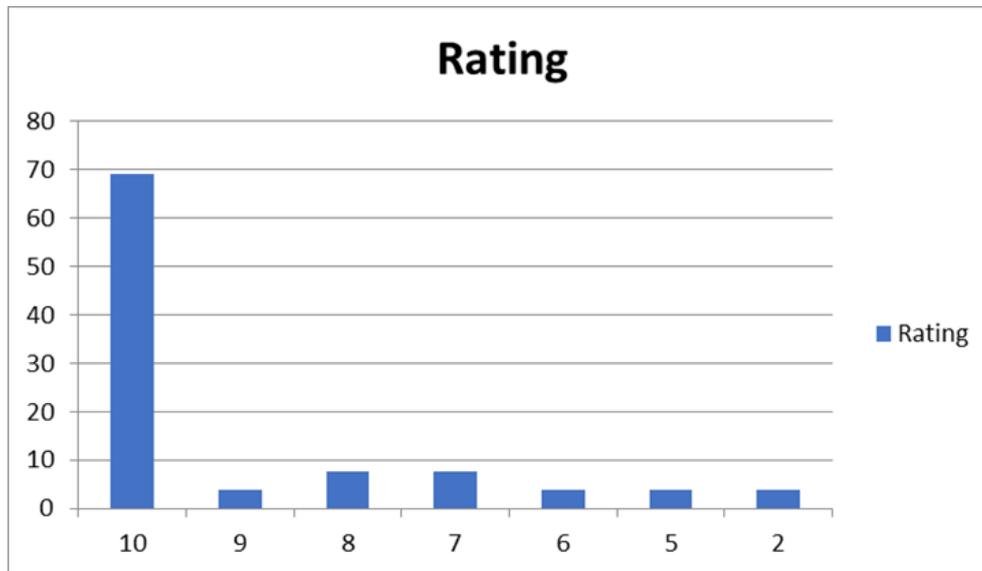


learning by Pesantes Duarte and Kamara (2024).

Half of the respondents (50.0%) never played online games with their English teachers. Nonetheless, 19.2% of the participants played a single game per week. Daily participation was recorded at 15.4%. The percentage of individuals who played once per month was 11.5%. The proportion of individuals who played once per unit was 3.8%.

Graphic 6

Perceived Advantages of Engaging in Online Games to Improve English Grammar



Note: From Survey results: The impact of Gimkit to boost A2 grammar acquisition in adults in EFL learning by Pesantes Duarte and Kamara (2024).

A significant 69.2% of respondents rated the perceived benefits of playing online games for learning English grammar at 10. They believed it significantly improved their grammar abilities. An additional 7.7% gave it a rating of 8. The same percentage assigned it a rating of 7; 3.8% of respondents provided ratings of 6, 9, and 2.

Furthermore, numerous respondents emphasized that online games provide an engaging experience. They offer an enjoyable learning experience. They believed that games facilitated a more comprehensive understanding. Games provide an engaging and entertaining approach to honing language skills. The grammar concepts are retained. Certain cognitive advantages were identified. Positive aspects of increased peer interaction.

DISCUSSION

The results of intervention demonstrated the substantial influence of Gimkit on the acquisition of A2 level English grammar among adult EFL learners. Additionally, both the pre-intervention scores, shown in blue, and the post-intervention scores, shown in lime green in the bar chart above clearly demonstrated Gimkit's effectiveness in addressing a variety of grammar topics. The comprehension of Present Simple experienced the most significant improvement, increasing from an average of 64.2% to 92.6%. This substantial increase suggested that Gimkit significantly improved students' comprehension of fundamental grammar structures. In the same vein, the Future Tense demonstrated a substantial increase from 62.5% to 95.2%, which emphasized Gimkit's efficacy in instructing more intricate grammatical concepts.

Moderate improvements were also observed in various topic such as Present Progressive, Possessive Adjectives, Comparative Adjectives, and Comparative Adverbs, among other areas. These findings indicated that Gimkit consistently enhanced grammar proficiency across a variety of subjects; however, the degree of improvement was inconsistent. Gimkit was identified as a promising tool when these findings were compared to the existing literature on educational technology and grammar acquisition.

Previous research had demonstrated the advantages of interactive and gamified methods in improving learning outcomes (Smith, 2020; Jones et al., 2021; Lee & Park, 2019). The present study contributed to this body of research by illustrating the efficacy of Gimkit on a diverse array of grammar topics.

Educators and learners alike were significantly affected by these findings. The significant enhancements in grammar proficiency indicated that the integration of platforms such as Gimkit into language instruction could result in significant improvements in comprehension and application. This discovery was especially pertinent for adult learners of English as a Foreign Language, as they required interactive learning methods and engagement to maintain their progress.

Although the results were favorable, it is important to recognize the existence of numerous constraints. The study's primary focus was on A2 level learners in a specific educational setting, which may restrict its adaptability to other proficiency levels or learning environments. Additionally, the study did not directly compare Gimkit with other educational tools or traditional teaching methods, despite the fact that Gimkit demonstrated substantial improvements in a variety of grammar topics.

Furthermore, the quantitative results were further supported by the survey findings, which underscored the widespread acceptance and perceived advantages of utilizing online games such as Gimkit for grammar practice among adult learners. The majority of participants expressed high satisfaction with Gimkit, recognizing its capacity to enhance grammar skills while simultaneously making learning enjoyable. This was consistent with prior research that demonstrated the efficacy and engagement of gamified learning environments in enhancing learning outcomes (Brown & Miller, 2019; Johnson et al., 2020).

The demographic breakdown indicated that the majority of participants were male and aged 26–35. The sample's potential bias toward younger adult males was indicated by this demographic profile, which could potentially affect the generalizability of the findings to other age groups and genders. In general, the survey results confirmed the effectiveness of Gimkit as a preferred tool for practicing English grammar, emphasizing its popularity and perceived benefits among adult learners.

Future research could further develop these findings by conducting longitudinal studies to evaluate the long-term retention of grammar knowledge acquired through Gimkit. Furthermore, comparing this educational game with others or different teaching methods could give us useful information about which methods work better. Moreover, studying what students and teachers think about using games in learning, like Gimkit, could give us valuable insights into why and how well these platforms are used.

CONCLUSION

This concluding chapter revisits the core focus of the research and answers the questions related to the research. The aim was to investigate and examine the impact of the Gimkit platform on grammar proficiency among A2-level EFL students. The study investigated the dependent variable of grammar proficiency. It also explored its relationship with the independent variable, the Gimkit platform. Several research questions were addressed. These aimed to gain insights into the technology-based learning experiences of A2-level adult EFL learners in the context of grammar acquisition using Gimkit. The research questions sought to determine the extent to which Gimkit improves grammar skills in online learning environments. The study also examined how its effectiveness compares to traditional teaching methods. The general objective was to observe the impact of Gimkit on grammar acquisition among adult EFL learners. This provided valuable data for educators and stakeholders in the field of language learning.

Additionally, the findings suggested that Gimkit significantly improved the acquisition of grammar across a variety of subjects. The learners demonstrated significant enhancements in their

comprehension and application of grammar rules, particularly in the areas of present Simple, Future Tense, Indirect Speech, and Passive Voice in Simple Past. Furthermore, the learners responded favorably to the technology-based learning experience that Gimkit offered. The majority of participants gave the platform high marks and credited it with helping them improve their grammar skills. This is consistent with the survey results, which indicated that a substantial number of participants believed that online games such as Gimkit enhanced the effectiveness and enjoyment of learning.

In terms of the degree of improvement, the data indicated that Gimkit resulted in substantial increases in post-intervention scores for all grammar topics studied. This implies that Gimkit not only captivated learners but also aided in the development of a more profound comprehension and retention of grammar concepts. The study discovered that the interactive and gamified approach of Gimkit was more effective in enhancing grammar acquisition among A2-level EFL adults when contrasted with traditional online teaching methods. Gamified learning platforms' advantages over conventional methods were emphasized by the substantial enhancements in test scores and the favorable feedback from students. The study was successful. For more information, see Annex 10.

Finally, the results indicate that Gimkit is an exceptionally effective instrument for improving the grammar skills of adult EFL learners at the A2 level. The platform's success in enhancing grammar proficiency was influenced by its capacity to engage learners and offer a fun, interactive learning experience. This research emphasizes the potential of gamified learning tools, such as Gimkit, to revolutionize language education, thereby increasing its effectiveness and enjoyment for students. These results could be further developed through additional research that compares Gimkit to other educational technologies and investigates long-term retention.

REFERENCES

Abune, A. A. (2019). Effects of peer scaffolding on students' grammar. Obtenido de proficiency development: <https://files.eric.ed.gov/fulltext/ED599080.pdf>

Adams, K. A., & McGuire, E. K. (2022). Research methods, statistics, and applications. Sage Publications

Amerstofe, C., & Münster-Kistner, C. (October de 2021). Student Perceptions of Academic Engagement and Student-Teacher Relationships in Problem-Based Learning. Obtenido de Frontiers: <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.713057/full>

Barre, P. &. (2021). English as a foreign language instruction in Ecuador: Implementation of the Content and Language Integrated-Learning during 2019-2021. Obtenido de English Language Teaching Educational Journal ISSN 2621-6485 Vol. 4, No. 2, 2021, pp. 99-112: <https://files.eric.ed.gov/fulltext/EJ1311546.pdf>

Bîrsanu, R. S. (2020). ANDRAGOGY AND FLT IN THE e-LEARNING CONTEXT. Obtenido de https://web.rau.ro/websites/jisom/Vol.14%20No.1%20-%202020/JISOM%2014.1%202020_7-21.pdf

Brown, A., & Miller, J. (2019). The impact of gamification on learning and retention. Journal of Educational Technology, 42(3), 456-472.

Burroughs, N., Gardner, J. & Youngjun, G. (2019). Obtenido de A Review of the Literature on Teacher Effectiveness and Student Outcomes: https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2

Cambridge Advanced Learner's Dictionary & Thesaurus. (s.f.). Critical thinking. Obtenido de <https://dictionary.cambridge.org/dictionary/english/critical-thinking>

Cambridge A2 Key Handbook for Teachers. (2020). Cambridge Assessment English. Obtenido de Cambridge A2 Key Handbook for Teachers: <https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

Chapman, H., & Gillespie, S. M. (2019). Construct Validity. Obtenido de ScienceDirect: [https://www.sciencedirect.com/topics/social-sciences/construct-validity#:~:text=Construct%20validity%20refers%20to%20the%20degree%20to%20which%20an%20instrument,0.7\)%20is%20indicative%20of%20a](https://www.sciencedirect.com/topics/social-sciences/construct-validity#:~:text=Construct%20validity%20refers%20to%20the%20degree%20to%20which%20an%20instrument,0.7)%20is%20indicative%20of%20a)

Cherry, K. (2023). Motivation: The Driving Force Behind Our Actions. Obtenido de <https://www.verywellmind.com/what-is-motivation-2795378>

Cifuentes, M. C. (October de 2019). Teachers' attitudes towards using technology vs analysis based on Ecuadorian . Obtenido de Polo del Conocimiento. (Edición núm. 38) Vol. 4, No 10: <https://dialnet.unirioja.es/descarga/articulo/7164392.pdf>

Cobern, W.W. and AJ Adams, B. (2020) Establishing survey validity: A practical guide, International Journal of Assessment Tools in Education. Available at: <https://files.eric.ed.gov/fulltext/EJ1272902.pdf> (Accessed: 23 June 2024).

Editage Insights. (2020). What is a research instrument? Retrieved from <https://www.editage.com/insights/what-is-a-research-instrument>

George, T. (2023). Mixed Methods Research | Definition, Guide & Examples. Obtenido de Scribbr: <https://www.scribbr.com/methodology/mixed-methods-research/>

Gimkit, A. o. (2023). Gimkit Advantages and Disadvantages: Exploring the Pros and Cons. Obtenido de <https://gimkitcode.com/gimkit-advantages-and-disadvantages/>

Goldberg, A. S. (2022). What is expert validation? . Obtenido de Scispace: <https://typeset.io/questions/what-is-expert-validation-20zs4t6b9w>

Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2019). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning*, 32(1-2), 41-70.

Handabura, O. V. (2020). TASK-BASED LEARNING AT TEACHING GRAMMAR. Obtenido de FOR PRE-SERVICE ENGLISH TEACHERS: http://www.pedagogy-journal.kpu.zp.ua/archive/2020/73/part_1/42.pdf

Hands, A.S. (2022) (PDF) integrating quantitative and qualitative data in mixed methods research: An illustration. Available at: https://www.researchgate.net/publication/359225057_Integrating_quantitative_and_qualitative_data_in_mixed_methods_research_An_illustration (Accessed: 23 June 2024).

Huang, Y., & Gandhioke, S. (2021). A Study Focusing on Applying Task-Based Language Teaching (TBLT) Methods into English Vocabulary Teaching for EFL Learners. Obtenido de https://ijhem.com/cdn/article_file/IJHEM-00034-Final-Copy.pdf

Hunziker, S., & Blankenagel, M. (2021). Introducing research designs. In *Research design in business and management* (pp. 1-25). Springer Gabler. https://doi.org/10.1007/978-3-658-34357-6_1

Irzawati, I. (2021). THE UTILIZATION OF DIGITAL PLATFORMS IN ONLINE LEARNING: EFL STUDENTS' PERSPECTIVES. Obtenido de <https://journal.uniku.ac.id/index.php/IEFLJ/article/view/4566/2696>

Johnson, L., Smith, R., & Lee, K. (2020). Gamified learning environments: A meta-analysis of effectiveness studies. *Educational Psychology Review*, 32(4), 779-802.

Khalidi, A. B. (January de 2023). Sppringer open. Obtenido de Gamification of e-learning in higher education: a systematic literature review: <https://slejournal.springeropen.com/articles/10.1186/s40561-023-00227-z>

Khadimally, S. (2019). Role of the Social Constructivist Theory, Andragogy, and Computer-Mediated Instruction (CMI) in Adult ESL Learning and Teaching Environments. Obtenido de IGI Global Publishing Tomorrow's Research Today: <https://www.igi-global.com/gateway/chapter/210749>

Kosimov, A. (2022). The importance of choosing appropriate assessment tools in language teaching and its impact to second language acquisition. Obtenido de <https://www.britishview.co.uk/index.php/bv/article/view/67/65>

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications.

Lee, S. (2019). Her Story or their own stories? Digital game-based learning, student creativity, and creative writing. Obtenido de Cambridge Core: <https://www.cambridge.org/core/journals/recall/article/abs/her-story-or-their-own-stories-digital-gamebased-learning-student-creativity-and-creative-writing/E4C8318EDB87EAC35AAE7538FD22796A>

Lee, S., & Park, N. (2019). Enhancing educational effectiveness through gamification: A systematic review and meta-analysis. *Computers & Education*, 136, 87-116.

Lewohl, J. (2023). Exploring student perceptions and use of face-to-face classes, technology-enhanced active learning, and online resources. Obtenido de International Journal of Educational Technology in Higher Education volume 20, Article number: 48: <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00416-3>

LOEI (Ley Orgánica de Educación Intercultural). (2011). Registro Oficial 417 del 31 de marzo de 2011. Obtenido de <http://www.wipo.int/edocs/lexdocs/laws/es/ec/ec023es.pdf>

McLeod, S. (2024). Constructivism Learning Theory & Philosophy Of Education. Obtenido de SimplyPsychology: <https://www.simplypsychology.org/constructivism.html>

Nickerson, C. (2023). Content Validity In Research: Definition & Examples. Obtenido de Psychology » Research Methodology: <https://www.simplypsychology.org/content-validity-in-research-definition-examples.htm>

Nordquist, R. (02 de August de 2019). Why Grammar Is a Timeless Subject to Study and Teach. Obtenido de <https://www.thoughtco.com/why-does-grammar-matter-1691029>

Pamela Barre-Parrales and Jhonny Villafuerte-Holguín. (2021). English as a foreign language instruction in Ecuador: Implementation of the Content and Language Integrated Learning during 2019-2021. Obtenido de fulltext/EJ1311546: <https://files.eric.ed.gov/fulltext/EJ1311546.pdf>

Saari, J. &. (2021). Digital Games and Second Language Acquisition: The Effect of Gimkit! and Kahoot! on Upper Secondary School Students' Vocabulary Acquisition and Motivation. Obtenido de Faculty of Humanities University of Turku: https://www.utupub.fi/bitstream/handle/10024/152962/MA_Thesis_Saari_Varjonen.pdf?sequence=1

Segaran, V., C., & Hashim, H. (2022). 'More Online Quizzes, Please!' The Effectiveness of Online Quiz Tools in Enhancing the Learning of Grammar among ESL Learners. Obtenido de <https://hrmars.com/index.php/IJARBSS/article/view/12064/More-Online-Quizzes-Please-The-Effectiveness-of-Online-Quiz-Tools-in-Enhancing-the-Learning-of-Grammar-among-ESL-Learners>

Uzho, S. (2020). Percepción de docentes acerca de educación en línea en el marco de la emergencia sanitaria Covid-19 Caso 22. Obtenido de Universidad Casa Grande Repositorio Digital: <http://dspace.casagrande.edu.ec:8080/handle/ucasagrande/2647>

Zou, D., Huang, Y., & Xie, H. (2019). Digital game-based vocabulary learning: where are we and where are we going? Obtenido de Research Gate: https://www.researchgate.net/publication/334693261_Digital_game-based_vocabulary_learning_where_are_we_and_where_are_we_going

Todo el contenido de LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades, publicados en este sitio está disponibles bajo Licencia Creative Commons 