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**Text Editing as Strategy to Enhance Grammar Tenses Usage in  
Seventh Graders at José Figüeres Ferrer Experimental Bilingual  
High School during the Second Quarter 2020**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

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## **Dedication**

**Thank God for giving me the opportunity to grow and improve every day.**

**I want to dedicate this work to my wife Carol and my daughter Valentina**

**for motivating me to keep working hard day by day.**

**To my parents and siblings for inheriting a fighting spirit.**

**I couldn't have achieved this career if it wasn't for you,**

**you are my inspiration always.**

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## **Abstract**

The following research seeks to identify grammatical problems in students of group 7-4 of the José Figueres Ferrer Experimental Bilingual High School, since it has been observed that in this institution the variety of schools and communities origin affects the collective performance at the beginning of the course school, so it is necessary to establish a concept unification strategy.

This group of students (from the communities of El Tejar, Paraíso, Dulce Nombre, Agua Caliente, Cantón Central de Cartago, among others) worked for a month doing different activities of a virtual nature. Covid 19 pandemic forced teachers and students from all over the country to a social distancing and therefore to a modification in aspects such as methodology and evaluation. During the months of June and July 2020, six activities were carried out using different platforms and resources such as: Google Forms and the virtual platform Cloud Campus. Although, at the beginning, virtuality could have been seen as an obstacle, it ended up been an opportunity to explore and learn new aspects by giving added value to research.

In the end the results were positive and the students showed that with the use of grammatical exercises they can improve their level of knowledge in English; however, the study also showed that aspects such as the use of denial and the elaboration of questions in the verb tense of the Simple Present.

## Resumen

La siguiente investigación busca identificar los problemas gramaticales en estudiantes del grupo 7-4 del Liceo Experimental Bilingüe José Figueres Ferrer, por cuanto se ha observado que en esta institución la variedad de escuelas y comunidades de procedencia afecta el rendimiento colectivo al iniciar del curso lectivo, por lo que se hace necesario establecer una estrategia de unificación de conceptos.

Este grupo de estudiantes (provenientes de las comunidades de El Tejar, Paraíso, Dulce Nombre, Agua Caliente, Cantón Central de Cartago, entre otros) trabajó por espacio de un mes realizando diferentes actividades de carácter virtual. La pandemia del covid 19, obligó a docentes y estudiantes de todo el país a un distanciamiento social y por ende a modificación en aspectos como metodología y evaluación. Durante los meses de junio y julio del 2020 se realizaron un total de seis actividades utilizando diferentes plataformas y recursos como: Google Forms y la plataforma virtual Cloud Campus. Si bien la virtualidad en un inicio pudo valorarse como un obstáculo, terminó siendo una oportunidad para explorar y aprender nuevos aspectos y darle un valor agregado a la investigación.

Al final los resultados fueron positivos y los estudiantes demostraron que con el uso de ejercicios gramaticales pueden mejorar su nivel de conocimientos en el inglés, sin embargo, el estudio también demostró que deben mejorar aspectos como el uso de la negación y la elaboración de preguntas en el tiempo verbal del Presente Simple.

## CHAPTER I

### INTRODUCTORY FRAMEWORK

Twenty-five year ago, the Government of Costa Rica created a new system called experimental bilingual high schools (Consejo Superior de Educación, act 19-95, March 7<sup>th</sup>, 1995). The goal of the government was to design a real possibility of learning, in which English as a second language, was the main point. During this period institutions have had success in several academic aspects. For instance, according to Ministerio de Educación Pública (MEP, 2015) and the magazine EKA (2019 May-June and July), the José Figueres Ferrer Experimental Bilingual High School actually occupies the 9<sup>th</sup> place in national performance; therefore, this institution represents one of the most important examples that it is possible to reach high level educational system in Costa Rica, with the help of private administration and the correct using of public money.

José Figueres Ferrer Experimental Bilingual High School was created in 1995. It was the first effort of the government to Experimental Bilingual high school. Moreover, this institution is administrated by Hospicio de Huérfanos de Cartago. It has 750 students, 46 teachers, and 17 people in administrative and other functions (cleaning and maintenance). This institution maintains a system of income through an admission test prepared by MEP's Office of Quality Control.

For the present school year (2020), the institution had a request of 750 students, but it is only permitted an enrollment of 160 students in 7<sup>th</sup> grade, who were divided in five

groups. Each of these groups has characteristics in common; as for example, the geographical origin, the student population comes from many places of the province of Cartago, Curridabat, and Desamparados (San Cristobal Norte). Such information shows that the student population is very eclectic; in other words, students in José Figueres Ferrer Experimental Bilingual High School are composed by different social classes and types of students. That is to say, the student population's diversity produces an interesting context in this institution; nevertheless, it is a risk, because it deals with different levels of learning. Students come from different public and private institutions, as well as from rural and urban primary schools; even, some students live next to the high school and others must travel for 90 minutes to arrive and then 90 minutes to return to their houses. All these elements produce an effect in the efficiency and quality, as this can hinder the student's academic performance.

In addition, all these students must make a test to assess their English level; if the result is less than 80 points, they must take a leveling course during January, which is taught two days a week for three weeks. This course has the goal of improving the students' knowledge regarding the English language and avoiding any kind of academic problems during the school year. To put it differently, the leveling course pretends that the majority of the students have a minimum knowledge on the introductory topics taught in 7<sup>th</sup> grade. Likewise, the intention of the institution is good; however, sometimes the results are negatives and an important percentage of the students have problems not only with the English language, but also in others subjects like Mathematics, Science, and/or Social Studies. In the like manner, they will receive 14 lessons more than in other high schools;

consequently, their course load is not easy, so every student must be disciplined and organize their activities.

### **1.1 Problem Statement**

The transition from primary to high school is an important element that affects academic performance in the Costa Rican educational system. According to San Fabian (as cited in Ruiz, 2010), “Level changes in the education system act as rites of passage; put it differently, the student makes transit within a culture and that means "change of environment, opening new possibilities and change of status sense of progression, therefore, this rite is characterized as a time of crisis.” Added to this, the learning of a second language could be affected by this process if the students do not have the necessary tools to assimilate this academic challenge.

In addition, Berlinger (as cited by Tonkin and Watt, 2003) states that the self-concept students is adversely affected by the transition because

(...) Once students reach the transition point, the size of the school becomes significantly larger than in primary school, the academic standards are more stringent, the social circles and group pressure changed deeply, discipline is more steeply treated and students often believe that their performance is assessed publicly and has implications for life (p. 5).

Through experience in this institution, it has been demonstrated that 7<sup>th</sup> graders have problems with English writing because 45% had as core below 70 (minimum score) in the

placement test. For that reason, the researcher decided to analyze the combination of elements that more likely affect their academic performance. The researcher has been working in education for twenty-one years and during the last six years, he has had in his charge the academic coordination at José Figueres Ferrer Experimental Bilingual High School. In his daily routine, he must supervise the teacher's work and check the academic performance of all the students. In that process, he has noticed important problems in the students' performance regarding English writing in 7<sup>th</sup> level.

During the first part of the year, the students did not prove to have the necessary tools to improving their performance and the teachers probably did not take the necessary methodological variables to change this situation. Attributable to possible academic shortcomings from the elementary school, the production of mistakes in verb tenses in seventh grade students is quite common, and, the same time, it affects the students' performance in other English skills. For this reason, text editing to enhance grammar tenses usage is a good strategy that permits a better academics achievement in a short run.

Since March 16<sup>th</sup>, students in the whole country are studying in virtual environment due to Covid-19, which is a situation that came to change in part the present project, but it still keeps it's the main objective. Fortunately, José Figueres Ferrer Experimental Bilingual High School has a learning platform called Cloud Campus that permits an efficient communication among teachers and students. The learning platform Cloud Campus is going to be an important learning tool in this project.

According to Merriam (as cited by Díaz 2010), this study can be categorized as qualitative and descriptive-interpretative as it investigates a class situation under study meaning. This paper descriptive data about the 7th graders' performance when carrying out several text editing exercises, highlighting as a main goal the improvement of grammatical verb tenses; for that reason, the investigator designed the next research question: What is the effectiveness of using text editing as a strategy for improving grammar tenses usage?

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objective**

- To investigate the use of verb tenses through text editing usage in the José Figüeres Ferrer Experimental Bilingual High School During Second Quarter 2020

### **1.2.2 Specific Objectives**

- To identify common mistakes in grammar tenses usage in Writing in seventh graders at José Figueres Ferrer Experimental Bilingual High School
- To use grammar text editing as strategy for improving verb tenses with the seven grader of the school year 2020
- To evaluate the outcomes of using text editing as strategy for improving verb tenses in seventh graders students during the second quarter 2020

### 1.3 Justification of the Study

This research will allow new students to know their main shortcomings. In addition, new learning will allow them to improve their possible errors when using English verb tenses in a short term. The use of text editing will be the selected didactic strategy because it allows, in a simple way, the use of resources and previous knowledge of the students. Text editing is an easy tool to work in the virtual room, either individually or in pairs. Moreover, analyses realized for several years have shown that the different 7th grader groups have specific academic performance problems, and although, variables provide possible causes, these data is not sufficient; therefore, the researcher needs additional information to enable him to discover new causes and possible solutions. Due to this situation, it is necessary to establish additional information that permits to improve the performance of the students with a low level of English.

Text editing is an everyday tool used both, in old and in new teaching-learning second language approaches. According to University of Leicester (2009), the term editing “refers to the broad intellectual task of raising the overall academic standard of a piece of writing, via an iterative process of critique and revision. Editing can take care of the critical attention and refinement that will ensure your writing reaches the required standard.” Moreover, text editing usage requires conscious effort and much practice in the virtual room. When the students learn to write in a second language, they are also faced with social and cognitive challenges related to second language acquisition (Myles, 2002, para.1).

In others words, the creation of a methodological strategy is a task that requires many details because it includes social and cognitive factors. The social factors includes the role of the family and the teachers, as both represents main sources of motivation; in others words, learners who are instrumentally motivated are interested in learning the language for a particular purpose, such as writing, literature, among others. In addition, regarding the cognitive factor, Myles said that “Text editing is believed to be cognitively complex. Acquisition of academic vocabulary and discourse style is particularly difficult. According to cognitive theory, communicating orally or in writing is an active process of skill development and gradual elimination of errors as the learner internalizes the language (para.20).”

An adequate atmosphere in the virtual room allows teachers and students, not only a better use of time, but also a better assimilation of information. According to Montero (2002), “A new methodological proposal requires the combination of not only the cognitive factor, but also an appropriate classroom atmosphere.” Put it differently, the proposal needs to implement new techniques related to the learning process, as well as the commitment of teachers and students to improve the negative results and, at the same time, they must eliminate possible prejudices and create a new context in the classroom, where the combination of new and varied methodological resources and a better relationship among teachers and students permits obtaining academic results at the end of the school year. A methodological strategy is hard work that requires a deep analysis of all possible causes that are affecting the group's performance; on the other hand, it is necessary to identify what would be the best resources and techniques to allow students to gradually improving

their qualifications. If the analysis is incorrect, students could get even more negative results because they probably use inadequate methodologies.

#### **1.4 Antecedents**

In this section, the researcher intends to consider a search on possible sources at the national scale; unfortunately, the results were not the expected ones; however, the researcher will analyze various international sources that serve as a reference for the research topic. In addition, the present research topic usually is confused with the writing process; for these reason, the different researches about text editing usually make a comparative chart with the differences between both approaches. Some researches carried out on this subject will be mentioned below.

The writing process and the edition of texts include different actions. According to University of Leicester (2009), for example, the writing process can be relatively free and expansive, while editing can take care of the critical attention and refinement that will ensure the writing reaches the required standard. Brookes and Marshall (as cited by University of Leicester, 2009) summarizes a list of particular aspects of the use of text editing, such as: criticality adding and removing elements, improvement, revision, objectivity, a subsequent refined product, and tidying it up later. Teamwork will always provide better results in any context because collaborative work allows to take full advantage of each person's abilities, and education is not the exception. Díaz (2010) developed a study in the city of Bogotá, Colombia, which highlights not only individual work, but also the editing of text in pairs. This author mentions that classroom work in

pairs can allow progress that is more significant, since students who have better academic performance can help peers with less knowledge of the English language.

About Building relationships when peer editing, Oxford (cited by Díaz, 2010) describes the following information:

“...the learner must develop competence, and the ability to manage exchanges despite limited language development. Personality, motivation, and cognitive style may all play a role in influencing the learner's willingness to take risks, openness to social interaction and attitudes towards the target language and users of it. Additionally, students develop socio-affective strategies that deal with social-mediating activity and transaction with others. These strategies involve asking questions, cooperating with others, and empathizing with others (Oxford, 1990).”

Moreover, the author mentions that a key component of the writing process is peer editing. In this process, students read each other's papers and provide feedback to each other. In addition, students face new roles as authors and collaborators. This activity creates further opportunities for students to work together constructively and develop their collaborative skills. An investigation similar to the previous one allows to be enriched with the ideas of Winarto (2018), in which individual and peer textual edition allows to enhance better levels of performance and success in the classroom. In this point, the author describes,

Peer and self-editing strategies are social strategies and met cognitive strategies (O'Malley & Chamot, 1990; Oxford, 1990). They are commonly

used by students in the process of writing, in the phase of sharing, revising, editing, or evaluating. As social strategies, peer editing strategies are strategies that facilitate interaction with others, often in a discourse situation. These strategies, such as asking questions or clarifications, cooperating, and empathizing, help students learn through interaction with others. In other words, peer editing strategies are social strategies of asking questions or clarifications and cooperating with peers.

Another important investigation that allows to expand the knowledge on this subject, was elaborated by Abas (2018). In her research entitled *Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners*, she highlights three fundamental elements in a student who is learning the writing process in a foreign language. These elements are:

Writing is considered a lifetime skill that serves three essential aims for the students: 1) to write as a form of communication to express ideas, plans, recommendations, values, and commitment; 2) to write as a form of critical thinking and problem solving, where writing helps students to think critically and confront values; and 3) to write as self-actualization, where writing is used as a way of discovering and developing students. (Stapa, 1998)

In summary, an efficient way of editing texts to improve the use of grammatical verb tenses can be developed individually or in peers; however, when the learning process is complemented by effective socialization, academic results can be better. In other words,

text editing usage is a learning strategy that will not only allow an improvement in the use of grammar tenses, but will also benefit the writing process and the development of other English skills.

### **1.5 Scope**

This research tries to identify the main problems in the use of grammatical tenses in seventh grade students at José Figueres Ferrer Experimental Bilingual High School during first quarter 2020. Moreover, this paper will use text editing as a strategy to improve the use of grammar tenses and virtual learning is going to be the main pedagogical resources among teachers and students. In addition, the students in the group 7-2 will work with different text editing activities with the goal of improving their writing process.

The group will work in five virtual sessions, so they can find and fix will enhance errors in the use of grammar tenses. At the beginning of each lesson, the students will combine exercises from their textbook and, additional copies will be assigned for text editing. Moreover, the learning strategy in this research seeks to combine peer and self-editing strategies to improve students' writing skill. In summary, learning is a social process, as students with better performance can help classmates with problems in the writing process. Finally, a diagnostic evaluation, at the end of the five work sessions with the seventh-grade students, will allow comparing the true results obtained.

## CHAPTER II

### THEORETICAL FRAMEWORK

In this section of the research, the investigator analyzes different proposals elaborated in several countries in which the English language is taught as a second or a foreign language. The goal of this project is to describe the structure of the experimental bilingual high school. In addition, the researcher will explain the process dealing with the transition from elementary school to high school. Additionally, this project will take into consideration several constructivist theories of learning: Piaget's Stages of Cognitive Development, Ausubel's Significant Learning, and Vygotsky's Social Interactionism. Finally, the investigation will advocate the application of communicative theories that permit to improve the process of writing and reading in English language for students of 7<sup>o</sup> grade using a virtual mode.

ESL is used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis. Second, ESP are those students who study English for a particular or specific purpose, for example their job in business or medical services, as both require specific vocabulary. Finally, EFL is generally applied to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. In that case, EFL is the most important concept mentioned above, due to it represents the real situation in our educational system.

## 2.1 Antecedents

The topic presented by the researcher is a common situation in many countries in which English is not the source language and the students in the high school must learn a foreign language. There are some theses that cover this topic from different angles. For example, Jaramillo (2012), who prepared a set of methodological proposals for improving English language and analyzed new approaches about the role between the teacher and the student, states that:

Nowadays, the role of the teacher is to be aware of the students' potential and interest. Therefore, students are recognized for their knowledge and experiences that they have acquired through interaction with others and the physical world. This new pedagogical position leads the teacher to organize the learning process according to the students' interests and needs. Thus, the learner is the starting point when making choices about what and how they learn. (Jaramillo, 2012, p. 40)

Based on this methodological purpose, the students have become the center of the educational process because they are participants in the construction of their own knowledge. In other words, the research proposes a learner-centered classroom, which focuses on students building up and improving to their learning. In addition, the role of the teacher is not passive or without responsibilities, he/she is a guide that permits the connection between theory and practice. The teacher must create autonomous students, so learners will become critical thinkers, active participants, and constructors of their knowledge rather than receptors of the teacher's ideas. Jaramillo added that, "approach

based in learner-centered classroom, foreign language acquisition is facilitated since the student is gradually provided with more and more opportunities for interaction through the introduction of motivating classroom activities” (Jaramillo, p. 45)

This research was made in María Auxiliadora High School, which is a private school located in Cuenca, the main city of Azuay province, Ecuador. This institution uses a program based on “Saint Bosco Prevention System.” The investigator added that this approach pretends to give the students a comprehensive education based on academic excellence with high moral values and Christian commitment. Equally important to say said, the research was made with a sample of 44 third year students during a six-month study in which at the end of the process, the results achieved in the post-test demonstrated that the use of communicative activities in the speaking and writing lessons yielded a significant improvement in the students’ productive skills in terms of accuracy and fluency.

An interesting point of view, about this topic, was described by El-Fiki (2012) in his work regarding teacher’s perspectives in Cairo, Egypt, where the field of English Language Teaching (ELT) has growing rapidly. The main aim of this research was to describe the experiences of local and native teaching approaches; it focused on teachers’ perspectives on their professional development experiences. In addition, the investigation included public and private institutions and explored how a group of English as a foreign language (EFL) teachers faced the new educational demands. Moreover, the research used a quantitative and qualitative approach that included data from a teacher’s survey and notes from observations and documents.

The investigation analyzed the economic and social situation in Cairo and the importance of the English language in modern Egyptian society. Likewise, the author included a deep analysis on the Egyptian Education System, which studies the basic structure of the system from kindergarten, primary stage, preparatory to secondary school programs (high school). Inside the investigation, the author included a very important parallelism with the institution that was studied in the project; the researcher mentioned the Experimental Language Schools and he explained its structure, budget, and importance in the process of EFL.

The project related the shortcomings of the public education system to motivational problems with respect to students, parents, teachers, and supervisors. For example, “the lack of good quality public education and low teacher remuneration has led to an ever-growing market of private tutoring” (El-Fiki, 2012). For this reason, many students would have acquired English (formally or informally) depending on their academic level and socio-economic condition. Finally, there search pretended to demonstrate that English is a great tool that requires not only an excellent educational system, but also a better methodological approach that permits to develop the bilingual skills of the students. Once the students have improved their second language, it must be used in parallel form as a complement in the teaching-learning process, due to English language is a starting point for learn other topics in subjects like science, mathematics, and computer; in other words, English is a medium for the learning of new educational skills.

The usage of grammar for people who are learning a foreign language, can represent a challenge that generates certain problems in written skills. For such reason, Holešinská (2006) analyzed this topic specifically to students with learning difficulties, his approach is very interesting, as the investigator said that when children acquire the new foreign language, they have many reactions, due to it is more or less unlike their native language. Sometimes, the learning process of a foreign language can present problems for children because the different structures of grammar or rules, could be complicated. Consequently, the researcher proposed an approach in which the teaching process and methods that were practiced with children with learning disabilities could be adapted to support the students with learning difficulties. This method pretended to improve the teaching-learning process of EFL.

The author divided his theoretical research in two subcategories: the first one mentioned the process of learning of young learners, and the other one was centered on the teaching's methodology. For the first part, he said that learning a foreign language is an important process of communication, in which the body language gives children a set of clues and helps in the meaning of a new sound and, it at the same time, improves the learning of ESL. Moreover, the author mentioned a set of strategies that are used when someone is learning a foreign language, as for example: imitation, repetition, formulaic speech (short phrases that are attached to certain everyday-life situations), and incorporation.

The peer working is an excellent tool that allows to enhance not only the socialization process, but also the accompaniment in the learning processes. Consequently, Davila (2006) analyzed the importance of teaching speakers others languages; for instance, in her previous research on written language in the ESL, she focused on the best ways to teach reading and writing skills. The investigator used an approach based on Vygotskian theory that investigated the social interactions as a basis to learning and development. In addition, Vigotsky enfaced the importance of teaching strategies based on the interaction in the classroom like collaborative writing, face-to-face connections, and the development of literacy skills. The practice in the classroom is not just used to teach written language skills, but also to foster language skills in general form; therefore, this set of activities permits to obtain an excellent use of the time in the classroom and good results with the students in a short time.

The researcher pointed out that language, in social interaction, depends not only on the pedagogical task, but also on learners' situated enactment of the task. Roebuck (as cited in Davila, 2006) said that "subjects involved in the same *task* are necessarily involved in different *activity*, since they bring to the task their unique histories, goals, and capacities" (p. 79). From this theory, the investigators needed knowledge on the way to facilitate the interaction among learners, as well as the fact that they must have a basis on socio-cultural theories of second language learning theories of ESL learning to address some of the social and contextual elements of interaction.

Davila, added other important examples of Storch about the socio-cultural approach, she analyzed that (p. 31)

The pattern of pair interaction in its totality, noting the traits that characterize the way the pairs worked". She focuses on 1) linguistic features (especially pronouns and imperatives), 2) text construction behavior and 3) met a talk. Storch uses these three analytical categories to characterize learners' orientation to the activity on a continuum from non-collaborative to collaborative. She analyzed the written texts produced and found that those pairs who worked more collaboratively produced written texts that were more accurate than those produced by non-collaborative pairs. This study provides evidence that the nature of learner interaction 1) is not pre-determined by task design and 2) is linked to the quality of written language that is produced. Storch's study suggests that collaborative dialogue leads to improved linguistic outcomes and it provides evidence for a link between interaction and second language acquisition.

The investigator suggests that the co-construction of linguistic knowledge in dialogue is an important part of the language learning process. In other words, interaction is a wonderful tool that helps to learn the use of socio-cultural perspectives based on the work of Vigotsky because this concept is the key to understanding the process internalization. Moreover, the Vygotskian theory contends that the ability to use signs as basic tools for thinking develops out of social interaction. These complex systems are learned in different forms, but the interaction is the most important. This theory provides a set of several tools. In the first place, all tools and signs are culturally and historically situated; therefore, sign systems are specific to a given social context. Second, the author added that social interaction facilitates the development of additional sign systems because it provides

opportunities for scaffolding and learners are guided by their interlocutor in the use of tools and signs. Consequently, the logical conclusion from recognizing the paramount importance of using signs in the development of all higher mental functions, is to include in the system of psychological concepts, the external symbolic forms of activity (speech, reading, writing, counting, drawing).

Our society develops in the era known as Globalization 4.0, where communication plays a leading role; for this reason, Strohman (2012) points out nowadays the importance of the ESL and EFL are a necessity around the world; therefore, teaching both, as a second language and as a foreign language, has become an essential aspect to education. Other important argument added by the author is the importance of training the teachers because they must satisfy the needs of their students. Specialized teachers use the different cultural backgrounds of their classroom and pedagogical techniques according to the characteristics of their students.

The Strohman's investigation is very interesting due to it was elaborated with Hispanic students from Texas, California, and New York, and the characteristics of the target population of this research. For example, the problems encountered by the researcher could be very similar to the problems students at José Figueres Ferrer Experimental Bilingual High School have. The different mistakes in the cases of grammar, punctuation, and spelling have similar patterns because the students' native language is Spanish. On other hand, the different techniques that the author recommended could be used as a reference in this research. Several approaches, like transitional bilingual programs, text editing usage, the communicative approach, the silent way method, grammar-translation

approach, direct approach, audio-lingual approach or using the web, are an interesting set of activities that permit to develop the skills of the students that need to learn ESL or EFL. In this investigation, the researcher used the approaches mentioned above, as he combined the best elements of each technique.

The researcher points out that “Teaching English in a Hispanic country is more difficult on the teacher, but the students are still learning the same language, just in a different setting.” Students who are learning English for the first time while in the United States are surrounded by English speakers all day long, so this gives them added motivation to understand the new culture that they are immersed in (Strohman, 2012. p. 25). This idea could be a possible limitation at the end of this research, but it does not represent an excuse or limit that permit to learn a new language.

This method is not easy, and it may be hard to settle on, but Smith (as cited in Strohman) suggests that the best way to make sure the students are learning, is practicing all the time. Teachers have to continually make their students practice and hold conversations using the skills that they are learning. In other words, if the method is unfamiliar or uncomfortable, the final result will not be the best. Teachers can prepare an excellent lesson with the best resources, but the teacher needs to motivate the students because if the motivation is not an important goal in the lesson, the class activities (practices, tests, oral presentations) do not develop the necessary skills of the students for a correct learning of a second language.

Recent studies, conducted around the world, analyze a variety of approaches to how to teach a second language in the best way. According to Kasap (2005), the task-basic

approach is an excellent tool that improves the academic instruction of learners. The author said that “some researchers suggest that the traditional methods include prescribed steps that provide teachers with a clear schedule of what they should do; other researchers emphasize the importance of task-based approaches to communicative instruction, which leave teachers and learners freer to find their own procedures to maximize communicative effectiveness” (p. 1). In other words, the task-based approach can be defined as a method which provides students with a learning context that requires the use of the target language through communicative class activities, and in which the process of using language carries more importance than only the production of correct language result.

The researcher added that “Task-based instruction (TBI) is regarded as an alternative method to traditional language teaching methods because it favors a methodology in which functional communicative language use is the aim” (Kasap, p. 12). Consequently, TBI is considered as a pattern of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communication as the primary characteristic of language learning. In addition, TBI is an important tool in language teaching because its activities will be completed while using the target language communicatively by focusing on meaning to reach an intended outcome. Moreover, TBI is considered an excellent approach that improves the learning environment in which the students are free to choose and use the second language techniques in all circumstances.

The meaning of the term 'task' is one of the key concepts of task-based learning and teaching. It is defined as the commonplace goal-directed daily activities such as reading a letter, cooking dinner, driving a car. Under those circumstances, in second language

education, the concept of 'task' is defined as an activity that emphasizes on meaning what the students undertake while using the target language with the purpose of obtaining an specific goal at the end of the classroom activities. Ellis (as cited in Kasap, 2005) said that

Pedagogic tasks are similar to authentic tasks, but they do not necessarily aim to have interactional patterns that take place in the real world. These real world and pedagogic tasks are called goal-oriented but they are “form-unfocused” tasks that promote comprehension and production of language for communicative purposes. Focused tasks, unlike unfocused tasks, are designed to draw learners' attention to specific linguistic forms. (p. 14)

The TESL from dynamic interaction among the students and materials that improve written skills in the art class, was analyzed by Gail (2006). For this research, the author studied different ways to each writing skills based on Vygotskian theory, which sees social interaction as the foundation of learning and development. Furthermore, she added examples like the connection face-to-face social interaction in the classroom and the development of literacy skills; both are important tools that permits to increase step by step second language skills.

The researcher described how and when students incorporated written materials into dyadic interactions in the ESL classroom (Gail, p. 4). Moreover, the author considered spoken and written language as powerful instruments through which learners can represent meaning and foster communication. An adequate educational process, in turn entails an efficient and practical socialization system in the classroom. Ellis (as cited in Gail, 2006) pointed out that, “Language use in social interaction depends not only on the pedagogical

task but also on learners' situated enactment of the task. Given the same task, two pairs of learners may construct entirely different activities." From this perspective, for the investigator not only it is necessary to investigate about task types to facilitate interaction, but also how learners interpret and construct the task. In other words, second languages address some of the social and contextual factors of interaction.

Research studies Vygotsky's socio-cultural approach because it suggests new forms of cognitive activity. In this approach, social interactions are internalized as individual process. According to the author, "In Vygotsky's view, physical tools (a hammer, a stick) and psychological signs (mathematical formulas, theoretical concepts) mediate human action and human thought. Mediation is essential because certain complex actions are not possible without the mediation of a tool." In addition, according to Vygotsky's approach mediation through physical tools (signs) enables more complex actions (abstract thought), produces change in the external environment, and functions to exert control over the surrounding environment of the learner. One example of a higher mental function is logical memory.

Another important research is presented by Albalawi (2014). This investigator elaborated a proposal to help teachers understanding how they can teach grammar rules through the use of various media- both in the classroom and for homework. He explained that probably the most relevant difficulty in Saudi Arabia is the educational method depends on memorization and the same time it produces that learners face problems in achieving a high level of English. The researcher added that there are modern methods that could be adopted for English curriculum and this approach intertwining grammar

instruction with other aspects of language learning. For example, one of these methods is to teach grammar through writing.

The investigator explained that this method is widely used in United States because students learn to use grammar rules correctly in the context and it helps them to write well. According to Albalawi, “while non-native speakers may need to first understand grammar rules, their successful application can only be learned through writing.” A similar point of view is added by Mulroy (as cited in Albalawi, 2014), as he says, “the competence in grammar is essential to understanding the language at every level”. Both authors defends that writing is an excellent tool that permits grammar and, the same time, it will the basis for the learning of a correct English skills, like listening and speaking.

The researcher commented that the use of modern media technology and sources is one route to improving the teaching of English skills. This approach is more innovative and it can help learners to understand grammar rules in their own context. Moreover, these resources increase a positive and pleasant interaction among the students and teacher because it encourages better self-confidence in the case of the students. Finally, Albalawi emphasized that teachers can create activities using media that can help their students engage in collaboration and interaction, due to the learners share in the classroom life experiences, and it also motivates them to learn more.

## **2.2 Literature Review**

A methodological proposal is a work plan which aims to improve the grammatical skills of the English language. In this investigation, the researcher pretends to answer four

basic questions: What difficulty is necessary to identify and strengthen? What can the teacher do?, Why is it necessary? and What will be the final result? This project will take into consideration two important constructivist theories of learning: Vygotsky's Social Interaction perspective combined with the Construction of Knowledge and Ausubel Significant learning. Additionally, the research will be developed in light of the communicative approach.

The educational system in Costa Rica is centered on the teacher and puts emphasis on content; in other words, the role of the teacher is fill up the minds of the learners with too many ideas during the school year. In the same way, the teacher is a point of reference that always chooses the topics of the lesson, sets the rules, knows, and speaks. On the contrary, the student has a passive role; in other words, in the practice, the educational model in our country is based on Conductivism. This research pretends to show the current pedagogical approaches, principally TEFL and TESL. According to these approaches, the role of the teachers is to be aware of the capacity and interest of their students. Consequently, learners are valued for their experiences and knowledge and the teacher can organize the teaching-learning process using as basis the needs and interests of the students.

Nowadays e-learning is a very important topic; the current situation around the World changed the original goals of this project. The researcher had to carry out a complementary teaching strategy due to Covid-19 pandemic. This situation was a great opportunity for developing a novel teaching-strategy. The e-learning mode was not a problem; on the contrary, it was an important tool that promoted creativity and innovation. The Blog Apex Learning (2015) points out that, "...While flexibility is one of the greatest

benefits that virtual programs can provide, setting clear expectations in regards to participation, pacing, and progress is a key component to ensuring student success.” For our particular case, the institution has a virtual platform called “Cloud Campus”, which is a private service that allows send messages and tasks to the students, and the teachers have the necessary tools for virtual rooms and evaluation.

### 2.2.1 Relevance and Implications of Vygotsky’s Sociocultural Theory in the Second Language Classroom

The most important theorist about the Social Interaction Theory is Lev Vygotsky’s. Williams and Burden (as cited in Ducken, 2014) point out that, “children are born into a social world, and learning occurs through interaction with the people.” Others theorists, like Piaget, puts emphasis on the fact that each person creates their own understanding from his/her own experience in the context. Vygotsky emphasizes that knowledge is not something out there to be learned; it is constructed through interaction and dialogue. The most important concept in Vygotsky’s approach is ‘the zone of proximal development’.

The zone of proximal development is... the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, p.10)

In the Vygotskian theory, there are two developmental levels. The first one is the ability of the child to solve tasks set by an adult, but that the child tackles on his own. The second one shows the skills the child has not yet mastered, but he or she is working on

now. Jaramillo (2012) adds that, “this idea of learning through interaction with others has led teachers to reflect on their own role which is not simply to act as transmitters of knowledge, but to be more like facilitators” (p. 42). Moreover, Vygotsky said that the role of teachers is to work like an assistant for the students in the teaching-learning process; it means that, teachers provide the students with the necessary tools so they can perform different activities in a successful way. Bruner (as cited in Jaramillo, 2012), called this assistance “scaffolding.” The meaning of this concept is essentially a way to push the student up toward a higher level of performance.

### 2.2.2 Ausubel’s Significant Learning Theory

The psychologist David Ausubel created an important theory of constructivism called Theory of Significant Learning. This theorist proposed that an individual acquires new knowledge when he or she relates it to prior knowledge. Ausubel adds that Significant Learning (SL) is the result of the interaction of prior knowledge with new knowledge and its adaptation to the context. This approach is related with many activities inside the classroom. The SL has the origin from the student’s own interest and it permits to encourage the interest for learning new skills, which in this research are writing and reading. The theory of Significant Learning contains three important aspects. The first one is the Logical Significance, which refers to the internal structure of the content. The second one is the Psychological Significance that refers to the non-arbitrary relationship that may coexist between prior a new knowledge. Finally, Motivation refers to the fact that students must be willing to learn.

This project analyzes several writing purposes, for example: English as a Second Language (ESL), English for Specific Purpose (ESP), and English as Foreign Language (EFL). According to this writing purpose, the most effective way of learning writing skills is likely to take place when students are writing a real message for real audiences. The meaning to these categories of learning is considered in the next list. The use of English as a second language is important, due to the type of student population selected has three main characteristics: first, it is a non-native population; second, the vast majority of them are beginning their studies in the English language in a formal way in a bilingual experimental system; and third, a large part of the group suffered the consequences of a strike that took place during the previous year, together with Covid-19 pandemic situation. The use of ESL theory through grammar editing exercises can help to improve the English of students who have theoretical bases. On the other hand, students with weak or non-existent bases could have a starting point to level with the rest of their classmates.

### **2.3 Communicative Approach for Foreign Language Learning**

“The language and its manifestations either oral or written, or by signs, is the main instrument of communications between individuals within a society” (Williamas cited in Ducken, 2014). In other words, the language for each society is an important tool that permits interaction. For this reason, language is an integral part of the identity of each person and it is used as an important tie in the interaction with the people that interact every day. In the classroom, there are produced many interactions that permit to find micro learning processes in several directions among the teacher and students, as well as

combined elements such as: diversity of culture, intergroup attitudes, the climate of the classroom, among others. Therefore, teachers must understand their practice from “multivariate” perspective.

The teaching-learning process of a foreign language considered the first language as a system of elements encoded structurally and related to meaning. Richard and Rogers (as cited in Jaramillo, 2012) point out that the first objective is the learning of the system, which is a set of phonetic rules, morphosyntax, and lexical items; secondly the teacher has an active role and the student, a passive role; and thirdly, the activities in the classroom are based on memory and repetition. Based on these considerations, the researcher shows a starting point in which the structural approach does not help students to internalize structures nor does it promote meaningful learning in the classroom, since there is no record of what is learned in the long-term memory. That situation produces that, when the students need to express their own ideas or hold a simply conversations, they cannot do it because they do not know how. Therefore, a foreign language for communicative purpose involves an entirely different language perspective and considerations.

### **2.3.1. The Communicative Approach**

It was developed in the decade of 70s, and its goal was originally to establish an opposition to approaches based on structural language theories, namely the situational teaching of language and the audio-lingual method; these were criticized and questioned by British American methodologists because they could not support the natural use of language.

Theorists as John Searle, Paul Grice, Noam Chomsky, John Firth, Mark Holliday, and Dell Hymes, among others; have contributed with their ideas to development of the Communicative Approach. Nevertheless, this approach is rooted in the criticism of Chomsky's structural linguistic theory. According to Richard and Roger, Chomsky presents language as grammatical knowledge; he refers to it as language competence with which a native speaker is born and allows the speaker to make grammatically correct sentences in that language. Thus, his theory supports the ideal speaker-hearer interacting in a linguistically homogeneous community.

Hymes (as cited in Ducken, 2014) points out that language learning is a set of abilities and skills on part of the language user. He combines several elements (speaker-hearer-writer-reader), and considers that they produce a learning process appropriate in the context, which is more formal. Jaramillo (2012) adds that "communicative competence, as well as socio-cultural, sociolinguistic, discursive and linguistic knowledge will be the set of skills and knowledge that enable members of a community to interact through language." As a result, the concept of communicative competence means the ability of someone to analyze, interpret, and use in society as an answer to a specific situation. Regardless the situation, English teaching must provide the necessary tools that permit learners to acquaint themselves with appropriate language use according their specific needs and skills. The Common European Framework (CEFR) defines communicative language competences as "those which empower a person to act using specifically linguistic means" (CEFR, p.9).

### 2.3.2. Oral and Written Communication Strategies

In the teaching-learning process of ESL and EFL, teachers and students use several strategies that permit to improve little by little the four basic skills (listening-speaking-writing-reading). In the specific case of learners, they use consciously or unconsciously the new information through their own devices to express something meaningfully when faced with some difficulty. There are several strategies that permit to improve communication; according to Stern (as cited in Gail, 2006), the most common communication strategies are as follow:

- Paraphrasing: This refers to learners using different words or phrases to express their intended meaning. For example, if they do not know the word “grandma” they may paraphrase it by saying “my mother’s mother.”
- -Substitution: Learners may avoid a difficult word by using a different one. For example, a learner will overcome the difficult word without losing much of the meaning by substituting the word “however” with “but.”
- Coining new words: This refers to learners creating new words or phrases, instead of using words that they do not know. For example, learners might refer to a church as a “pray place.”
- Language switch: Learners insert a word from their first language into a sentence. For example, learners might write “In the last century, many people learned how use the computer.”

- Clarification: This strategy consists of asking as interlocutor for the correct word. It is an oral communication strategy.
- Non-verbal strategies: The use of gestures and miming to convey meaning.
- Avoidance: Learners often avoid talking about topics they do not know or they do not have the necessary vocabulary or other language skills in the foreign language. There are other times when language learners might start to talk about a topic, but abandon it because they discover that they lack the language resources needed to complete the message.

Written activities, specifically for this research, are very important because they have a close relationship with the students' context; at the same time, it means that the written activities give learners relevance as individuals. For these reasons, they must be personalized, due to they will permit to express ideas and feelings. Two examples of written activities are summarizing (picking out the more important part of the story, text, film, etc) and note-taking (students take general information and synthesize it by using their own words). Both activities demand the integration of knowledge by the students through the use of strategies like outlines, graphic representations, key words, use of synonyms, and antonyms, among other.

The practices will be posted on the Cloud Campus platform. Each of the work sheets takes as a reference the information that has been previously analyzed by the teacher. Each of these work sheets will be completed with Google form documents, or sheets that students must print and make by hand and return in pdf format through the Cloud Campus

platform. There will be five practices in total, made in five work sessions. Each worksheet or form in Google forms is done individually by each student. The teacher will make a record with the statistics in each of the practices carried out and will prepare statistics with the demonstration of progress or lack of it of each student.

### **2.3.3. The Student's Role in the Communicative Approach**

Many times, the educational system in Costa Rica promotes the passive role of the students, and their interaction generally is with other students. The interaction between the teacher and learner may be absent or infrequent; therefore, such situation does not permit the correction of mistakes during the learning process of a foreign language. Students must comprehend that failed communication is a part of the process; they must be aware that they are learning a foreign language with other grammar rules and pronunciation; for this reason, it is necessary to apply oral and written strategies. In addition, they need to know that authentic and meaningful communication is the goal of classroom activities and that fluency is an important aspect of it. Students must integrate the four skills to use the language for communication through a process of creative construction, which involves trial and error.

## **2.4 Designing the Task**

The design of communicative tasks for this research is based on to the communicative approach for teaching the language. Nunan defines this concept as “ a piece of classroom

work which involves learners in comprehending manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (1989, p.10). Moreover, the author adds six important components for the concept mentioned above; they are: goals, input, activities, teacher’s role, learner’s role, and setting. At the same time, they have a direct relation to the syllabus design and teachers must prepare their classroom activities according these contents.

On the other hand, communicative tasks fulfill two important learning needs. The first one is that they prepare students for real-life language use; and second, they encourage the automatization of language knowledge. In this stage, the element of motivation is an important support because students can use their own experiences into the classroom. Moreover, communicative tasks are characterized by the following features: the activity must achieve some outcome, use EFL through the interaction of participants, and it is not predictable; the activity takes places in the real time: there is no restriction on the language use.

The teaching-learning process requires a strict method; for this reason, if the teacher does not prepare a correct sequence of phases, probably the final result will be wrong. To put it differently, the communicate EFL task must to be organized in a three-phase instructional sequence; that is, preparation (it activates the prior knowledge of the students), presentation (the topic is presented and explained to the whole class), and practice (during this stage, students will interact through oral and written activities in groups or in pairs).

For a writing task, Brown (as cited in El-Fiki, p.144) says that the guided task is the best option; “guided writing loosens the teacher’s control, but still offers a series of stimulators. For instance, the teacher might get students to tell a story just viewed on a video by asking a series of questions.”Gower, Phillips, and Walters (as cited in Gail, 2006), consider that for writing and speaking tasks, the best option is the free production; it means that the teacher prepares creative activities to improve the general fluency of a second language. Both activities have advantages and disadvantages; in the case of speaking task, it is informal with too many redundancies, interruptions, pauses, and it is less organized or structured; contrary, the writing task is complex and needs to be concise and a writer does not share an immediate environment with their readers and has to make explicit references to people and objects.

## **2.5 Information and Communication Technologies for Teaching Writing Skills**

Nowadays, the use of Information and Communication Technologies (ICT) is a blend of need, fashion, and lifestyle. Even though, a high percentage of teachers are not native inside the ICT, 100% of the students are native in it. Social Networks like Facebook, Instagram, Twitter, Skype, YouTube, WhatsApp, among others, are a new form of communication because they are easy, fast, and people can share information with many people around the world and, at the same time, they are informed about the current events in and out of their country.

UNESCO (2014) points out that the teachers need to be adequate to implement an ICT curriculum; for this reason, it is necessary to introduce new curriculum with emphasis on

preparation, management, resourcing, and continuous support. In addition, it is important to analyze the different features for each country with its advantages and disadvantages, economic problems, and systematic contradictions. Another key point is the capacity and the necessity that students have regarding the use of ICT every moment and every place. If the ICT are an everyday tool for our students, why teachers do not use them in the classroom? The government and, specifically, Ministerio de Educación Pública (MEP) must create different bridges that facilitate the use of these instruments. Consequently, it is necessary to change the system of evaluation because El Reglamento de Evaluación de los Aprendizajes does not permit to evaluate the use of ICT in the classroom; in other words, the Costa Rica educational system is obsolete and it must change according the current necessities of our students.

ICT is a different strategy of teaching grammar; many times, the traditional approach could be boring for the students. In contrast, the use of ICT is more interesting and faster, and it allows to connect with other media resources to produce a better meaningful learning. Therefore, learners can feel a close relationship with this kind of media resource. Vannestål (as cited in Arnell, 2012) says that ICT have several benefits,

First of all, ICT helps to create more variation in the classroom, which might lead to increased motivations in the pupils and thus better conditions to learn the target language. What is more, the Internet is full of free of charge authentic and up-to-date material that language teachers can use in their teaching....The use of ICT also gives the pupils an opportunity to write for others rather than only for their teacher or peers. If

their production is posted on a blog, it has the potential to be read by a large audience, and this could help assure that the pupils put more effort into their work.

The researcher adds that the lack of computers or the fact that computers are old and slow, as well as the lack of technical support, could be limitations. Specifically, for the population of this research both aspects mentioned above not are a problem because the institution has the necessary equipment. For this reason, the investigator points out that use of ICT in the classroom for teaching grammar is a significant element that increases the motivation of the students and, as a result, produces a better performance in learners.

## **2.6 E - Learning**

The education system in our country and the rest of the World had to change methodologies, evaluation, and interaction among teachers and students due to Covid-19 pandemic. For this reason, e-learning was the most effective alternative for continuing with the lessons during this sanitary emergency. E-learning at José Figueres Ferrer Experimental Bilingual High School was the best option to continue the academic year. Abernathy (2019) defined e-learning as electronic media used for various learning purposes ranging from conventional classroom add-on functions to online substitution for face-to-face meetings with online encounters. In the same way, Clark and Mayer (cited by Abernathy, 2019) defined E-learning as instructions delivered through digital devices. In conclusion, the Information and Communication Technologies (ICT) provide the teacher with advantages and disadvantages depending on the context and abilities of the students of your institution.

The virtual sessions will be held on Monday and Wednesday, each of the sessions is approximately 40 minutes. The theory will be explained, and then the teacher will send the corresponding practice to be carried out at home asynchronously. The students have to send the sheet to on the platform before 4:00 pm, so that it could be checked by the teacher and thus measure the progress of the students.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

The consolidation of an objective research method has been a topic that has generated multiple analyzes and discussions for many years. However, the results have shown that qualitative and quantitative approaches are basically the reference line of scientific research today. On the other hand, the research design for this project must have an objective proposal that allows to determine how the text editing usage could contribute to enhance the use of the written skills in seventh grade students at José Figueres Ferrer Experimental Bilingual High School. Moreover, some aspects that will be taken as a reference in the development of this chapter are the sources of information, categories of analysis, data collection instruments, and the process of data collection and data analysis. This set of elements establishes the guidelines to be followed in order to objectively analyze the future results that will be obtained in the classroom work with the students of group 7-4.

#### 3.1 Research Approach

According to the objectives of this research, the quantitative and qualitative approach coincides in some elements in its basic structure. Grinnell cited by Hernández, 2014) describes five common strategies for these methods.

1. They carry out the observation and evaluation of phenomena.
2. Establish assumptions or ideas as a result of the observation and evaluation made.

3. Demonstrate the extent to which assumptions or ideas are grounded.
4. Review such assumptions or ideas on the basis of evidence or analysis.
5. Propose new observations and evaluations to clarify, modify, and base the assumptions and ideas or even to generate others.

Each approach has its own characteristics. In the case of the quantitative approach, Hernández (2014, 316) establishes characteristics based on the premise that

It is sequential and probative. Each stage precedes the next and we cannot "jump" or bypass steps. The order is rigorous, although of course part of an idea that goes narrowing down and once delimited, research objectives and questions are derived, review the literature, and build a theoretical framework or perspective. Of the questions -task hypotheses are established and variables determined; a plan is drawn up to test them (design); variables are measured in a given context; the measurements obtained using statistical methods are analyzed, and a series of conclusions are drawn.

The research proposal establishes that due to the nature of this investigation, the approach that best fits the work methodology will be the qualitative. This idea is based on the arguments of Hernández (2014), since according to this author,

The qualitative approach is also guided by areas or significant research topics. Nevertheless, instead of clarity about research questions and hypotheses precede collection and data analysis (as in most quantitative studies), studies qualitative can

develop questions and hypotheses before, during or after the data collection and analysis. Often, these activities serve, first, to discover what are the most important research questions; and then, to perfect and answer them. The investigative action moves dynamically in both directions: between the facts and their interpretation, and it is a further process circular in which the sequence is not always the same, because it varies with each study.

While a quantitative study is based on previous research, the qualitative study is based primarily on itself. The quantitative is used to consolidate beliefs (formulated logically in a theory or a theoretical scheme) and accurately establish patterns of population behavior; and in the qualitative one, the researcher forms his own beliefs about the phenomenon studied, as it would be a group of unique people or a particular process. A high percentage of qualitative research hypotheses are not tested, but throughout the process they are perfected as more data is collected. They are a result of the study.

In addition to the above, it is important to establish that this approach, according to Hernández (2014), is based on non-standardized or predetermined data collection methods completely. Such collection consists in obtaining the perspectives and points of view of the participants (their emotions, priorities, experiences, meanings, and other rather subjective aspects). The interactions between individuals, groups, and communities are also interesting when using a virtual learning approach, because their activities are different from those carried out in face-to-face learning and, therefore, the results may vary, for this research in particular the final results may that are affected.

For this research, in which the researcher will work with a small sample of seventh grade students, through the use of practices based on the text editing usage, the e-learning approach is the most appropriate. According to the nature of the data, it is intended to generalize in a probabilistic way the results to broader populations or necessarily obtain representative samples; even, they do not regularly intend to repeat their studies. In summary, the qualitative approach mainly seeks the "dispersion or expansion" of data and information, while the quantitative approach intends to "intentionally" limit the information (measure with precision study variables, have "focus") (Hernández, 2014).

### **3.2 Research Design**

In any investigation process, the strategy that allows solving the problem requires the characteristics of said design to be adjusted as best as possible to the nature of the project that is intended to be carried out. For this reason, since this is a qualitative research, the design of the research will be experimental. The experimental research design is the one that will allow a better answer to the research question. According to Hernández (2014),

A particular meaning of experiment, more harmonious with a scientific sense of the term, is refers to a study in which one or more independent variables are intentionally manipulated (alleged background causes), to analyze the consequences that manipulation has one or more dependent variables (supposed consequential effects), within a control situation or the researcher (Fleiss, 2013; O'Brien, 2009 and Green, 2003).

This research contains several variables; for example, the researcher will work in a bilingual experimental high school with seventh grade students in their second trimester. The majority of this population (group 7-4) come from different schools in the sectors of Cartago, El Tejar, La Pitahaya, El Molino, Quebradilla and Guadalupe. In other words, the challenge of this research comes from the total number of students in group 7-4, since there is a wide variety of rural and urban schools, as well as public and private schools, for which the level of English of the students is likely to be very varied. The researcher and the students will work in five sessions of 40 minutes during the first period, in order to unify a better learning of English, through the use of practices of this category of text editing usage.

Due to Covid-19 pandemic, the methodology for this investigation must change; therefore, online learning was the first option. Fortunately, the high school has an online platform called Cloud Campus. This platform is SaaS in other words, it is a software distribution model in which both, the software and the data handled, are centralized and hosted on a single external server. Cloud Campus permits an easy communication among the institution, the students, and the parents. In addition, the teachers can send different kind of tasks, short test, forums, and teach in a virtual room. It is hoped that within the results obtained, young people may have improved the use of tenses by editing texts. The use of these resources will allow the researcher to better establish a series of guidelines where the correct use of a second foreign language will be of better quality.

### 3.3 Information Sources

The researcher will use a pretest and five virtual activities (asynchronous), which will allow him to know both the starting point and the progress regarding the use of grammar. Finally, a post test will be carried out. All these elements together will be the information base for the development of the research. Moreover, the textbook used by the students in the virtual room will be an important reference to define the level of difficulty and from there; the researcher will be able to better select the books and theses that will support the results obtained from the tasks. The results will allow designing figures and tables, which will be primary sources of the analysis of results.

### 3.4 Analysis Categories

In this research, one of the most important variables is the concept of text editing. According to Alishahi (n.d.), it is the ability to change text by adding, deleting, and rearranging letters, words, sentences, and paragraphs. His investigation pretends to evaluate the goals of a particular type of form-focused teaching in second language writing, as well as, how to analyze a form-focused on individual task type, namely text-editing. The combinations of activities will help to improve the learning of a foreign language.

An important reference about this topic was commented by Burrough-Boenisch, J. (n.d., para. 4):

The specifically “non-native” characteristics of the writing can be grouped into two categories: language-learner features and linguistic and cultural transfers. Persons tasked with editing non-native English must therefore remedy not only the run-of-

the mill textual problems but also the language-learner shortcomings (not only the errors missed by grammar- and spell-checking programs, but also features such as limited vocabulary and inappropriate register) and the transfers.

According to this information, by text editing mistakes, through the use of practices such as filling blanks with verbs, learn new vocabulary; use of grammatical rules in English, among others, students can develop grammatical skills, which will be useful in the development of other skills in the English language. Daffern and Mackenzie (cited by the Victoria State Government, 2019) mentioned that text editing is very important for students, due to previously developed skills such as text structure, grammar and sentence structures, vocabulary and choice of words, spelling, punctuation, and writing/ readability. In this way, text editing is an important tool for teacher's feedback, as the use of tasks on specific topics allow them to measure the individual progress of each student. As noted by Christie (2016, n.p.), "As teachers and students together initiate writing activities in school, so too they engage in writing processes, shaping meanings, working towards purposes and creating different texts, or 'products.'"

Another important element in this research is that section 7-4 is composed by thirty students. As mentioned in another section, the group comes from different sectors of Cartago and they faced a teachers strike in the year 2019 and migrated to a virtual modality due to the Covid-19 pandemic (the study of topics without the presence of the teacher could affect learning); both situations mean that this generation of students may present some problems of theoretical foundations in all subjects in the future.

### 3.5 Data Collection Instruments

This research will use data collection instruments. In the first instance, students will complete an online form (pretest), as well as five tasks that will be sent in virtual form through the online platform Cloud Campus; finally, an online form will be sent (posttest). Basically, the selection criteria for these data collection instruments was determined by the fact that three important factors that partially modified the original objective of this research must be taken into account: the students did not work in person in the classroom with the teacher, work sessions and interaction with the group were reduced, and finally, virtual task requires working with simple documents and direct instructions, so that the student can carry out their tasks individually.

The pre-test will be an online diagnosis (Google forms) that will combine elements of single selection and multiple choice. This document will seek to explore the use and frequency of the English language in first-time students. Additionally, the results obtained from the different tasks posted on the online platform will be analyzed to measure progress in students. These instruments will be short exercises based on the level of difficulty presented in the textbook. The posttest will be an instrument with design and format with similar characteristics to the pretest.

The posttest will be a document prepared in Google forms and will have a total of ten selection questions, such as: Do you use English at home to review the contents learned in virtual mode? Do you communicate in a better way with your teacher now? Do you communicate in a better way with your classmates? Is your level of English better when

you work individually or in groups? Do you use English better in virtual lessons than in classroom lessons? Do you consider that your learning of English has stagnated due to virtual learning? Do you consider that your learning of English has improved in the last months? Do you think that virtual learning will help you to have a better basis for learning English in the future? What English skills do you consider you still need to improve? and What kinds of practices help you improve your English grammar?

### **3.6 Collection Data Process and Data Analysis**

The instruments used as pretest and posttest will be carried out in Google forms, the analysis of the data will be done using the Google Drive tool called Advanced Summary, and the responses will be covered in a group way. According to G Suite Marketplace (n.d.), Advanced Summary of responses takes advantage of table to quickly build a summary of form responses; this option is important because the researcher has limited time for developing the investigation. The results obtained from the tasks in the virtual classroom will be analyzed individually and in groups, by means of figures and comparative tables, with the main objective of measuring the progress or lack of if of the students in section 7-4. The set of results will be the fundamental base to establish the conclusions and recommendations for this educational project.

The activities will be held in sessions corresponding to June 10<sup>th</sup>, 15<sup>th</sup>, 17<sup>th</sup>, 22<sup>nd</sup>, and 24<sup>th</sup>. Basically the activities will be of two types: synchronous and asynchronous sessions. In the first instance, a small reference will be made orally or in writing on the subject. When the activities are synchronous, the explanation to the group may take a space

of 20 minutes, then a space for questions and comments is provided. Subsequently, the task is explained, which will always be carried out asynchronously, either by posting the information on the Cloud Campus platform, or by assigning a link for students to complete the task on Google Drive.

If the task is posted on the Cloud Campus platform, students must send the result in a pdf document and the teacher will have eight days to review and provide feedback to the students. When the activity is done in Google forms, the feedback and the result will be provided instantaneously. All the tasks carried out have a percentage within the heading of daily work or work in the classroom; therefore, the students must strive to complete the activities and deliver the tasks by the time requested by the teacher. It is important to explain that the teacher will always rate the process and lack of it of the product; in other words, no mistakes will not be punished because the students are in a learning process.

## **Chapter IV**

### **Data Analysis**

In any investigation, the analysis of data is important, due to it demonstrates the results obtained during the study process. Each record of information obtained, each table and figure designed from the data of the tasks carried out by the students through the virtual modality will be important, since they will demonstrate the progress regarding the use of the grammar of the English language. This chapter will show the results obtained from the different tasks performed during six work sessions in the virtual room. Moreover, for this investigation, a sample of 30 students from section 7-4 at the José Figueres Ferrer Experimental Bilingual High School was selected; the activities were coordinated with the group's teacher, Mr. Steven Garita Calderón.

It has to be stated that due to the Covid-19 pandemic, all the activities carried out with the students were done in a virtual mode, which greatly changed the original proposal of this research and therefore, the interaction with the group could have been affected. The first activity was a pretest. It had as an aim to know some general conducts regarding the use of English by students. Then, the students completed five tasks. First, they learned the contents and a task was assigned to be carried out and forwarded to the teacher for their respective grade. Finally, the students performed a post-test to inquire about a better performance regarding the use of English, after completing the practices of text edition. These activities, loosely described, were the basis for obtaining the research data for this

chapter and then, these data will be taken as a reference for the conclusions and recommendations in Chapter V.

#### **4.1 Analysis and Interpretation of the Results**

The following section takes as reference the data collected through the instruments applied to the students. The instruments used were: a pretest, tasks, and a posttest. The analysis of the information will consist of the elaboration of tables and pie charts to graphically illustrate and comment the results obtained. At the end of the data analysis, the objectives set for this investigation will be verified. In addition to the above, the evaluation rubrics used for grading each of the tasks done by the students in section 7-4 will be exposed.

##### **4.1.1 Observation.**

To carry out this research, the group 7-4 was used as a sample. Such group is comprised 30 students from different geographical areas of the province of Cartago. Moreover, this group of students could come from public and private schools, so the level of English within the group could be uneven. At the beginning of the school year, the group was selected, and a short interview was conducted with the main teacher. He commented that this group seemed a good option to work on this research, mainly for two aspects, discipline in the classroom and the variety of economical and geographical origin of the group.

Furthermore, it has to be stated that due to the Covid-19 pandemic situation, the researcher was not able to meet the group in person; therefore, the interaction with the

group always was through the virtual classroom using the Cloud Campus institutional platform. Additionally, it should be mentioned that all the activities carried out had a summative assessment, which will be reflected on the grade of the students, this high school is a private institution, in consequence it has the possibility of adjusting its evaluation regulations. The adaptation to a virtual model, in part, came to change the original structure of this project because the interaction among the students was going to be an important element within tasks related to text editing in English. However, in virtual format became a different learning process, it allowed the researcher the possibility of applying another variable within the research.

This group of students comes from several communities from Cartago such as El Tejar, San Isidro, Quebradilla, Tobosi, Dulce Nombre, Agua Caliente, Paraíso. The schools of origin of these students are 60% public and 40%private; consequently, before entering to seventh grade, students can take a leveling course, but it is not mandatory. For this reason, regardless of the level of English these students have, when they start the academic year, teachers have to retake the content starting from the most basic level; in other words, while for some students the content may be basic and boring, for others, it may be just the opposite. Moreover, an important detail that should be mentioned before analyzing the tasks, is that due to the short time that the students spent in the institution, at the beginning of the academic year, a very high percentage of them did not know how to use the Cloud Campus virtual platform and its tools, situation that limited the assignment and the subsequent forwarding of tasks from the students to the teacher.

Entering seventh grade marks a new stage in the academic training of adolescents, since the transition from elementary school to high school can sometimes generate adaptation processes that are not entirely positive. The José Figueres Ferrer Experimental Bilingual High School, in addition to emphasizing the teaching of English, also highlights the teaching of Mathematics. Due to this reason, it has been noted that sometimes the level of English and Mathematics needs the process of adaptation to be faster and more demanding than the rest of the subjects. Moreover, seventh grade students come from all parts of the province of Cartago, covering an average among 50 to 55 primary schools; therefore, the social and economic characteristics, as well as the academic level of the students is varied. This variety has allowed to detect that not all students have the same level and that it is necessary to carry out a leveling process every year at least during the first half of the school year to strengthen such after the summer holidays, and thus, in the following years, to improve in level of difficulty and take a language proficiency test in the last year to certify the command of English as a second foreign language.

#### **4.1.2 Evaluation rubric**

The evaluation rubric used at José Figueres Ferrer Experimental Bilingual High School is attached below. This instrument is used by all the teachers during the activities they carry out. Moreover, despite the situation resulted from the Covid-19 pandemic, all the activities have a summative nature and are taken into account for the quarterly average in the heading under "independent work strategies." The different criteria established seeks to measure in a clear and objective way, the performance of students in each of the tasks.

Table 1

*Classwork Evaluation Sheet.*

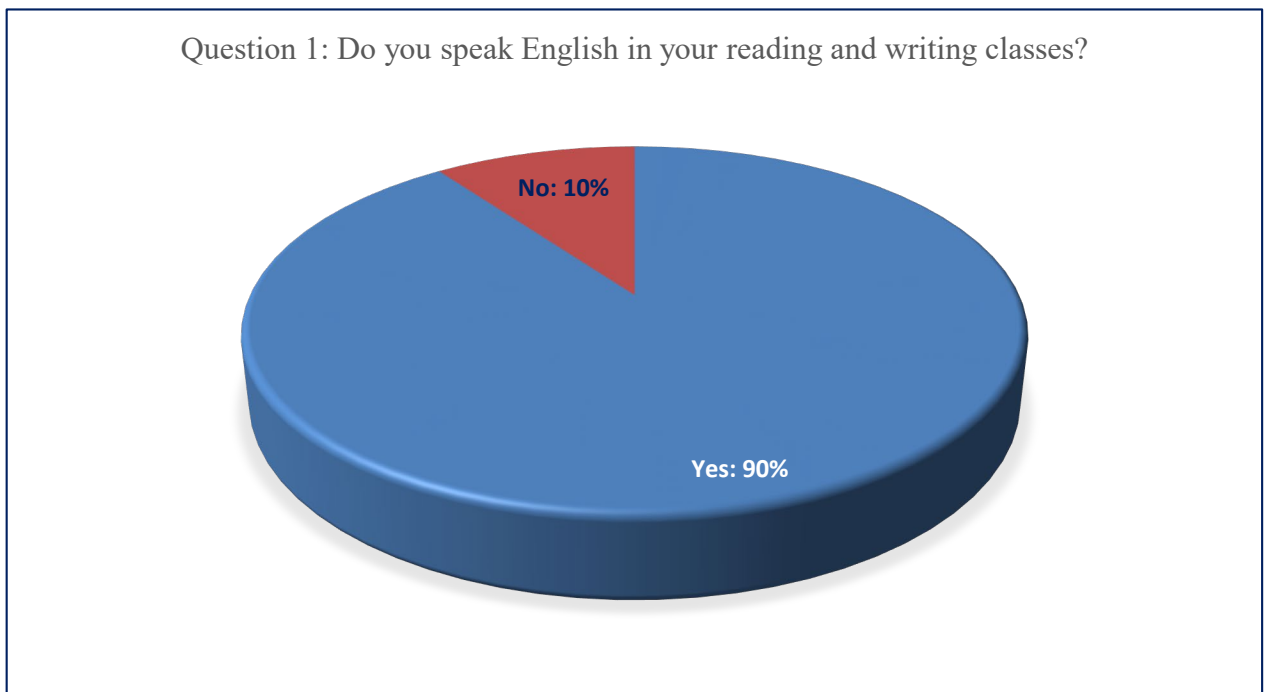
<b>Criteria</b>	Excellent 4	Proficient 3	Adequate 2	In process 1
<b>Class time efficiency.</b>	Consistently uses class time wisely	Regularly uses class time wisely	Often does not use class time wisely	Does not use class time wisely
<b>Preparation</b>	Always prepared for class with assignments and required class materials	Often prepared for class with assignments and required class materials	Sometimes prepared for class with assignments and required class materials	Never prepared for class with assignments and required class materials
<b>Structure</b>	Excellent organization of topic sub topic	Satisfactory organization of topic sub topic.	Acceptable organization of topic sub topic.	Bad organization of topic sub topic
<b>Grammar</b>	Always using correct grammar in statements	Often using correct grammar in statements.	Sometimes using correct grammar in statements.	Never using correct grammar in statements
<b>Terminology</b>	Always using precise technical term	Often using precise technical term	Sometimes using precise technical term	Never using precise technical term
<b>Content</b>	Always present concrete facts with evidence	Often present concrete facts with evidence	Sometimes present concrete facts with evidence	Never present concrete facts with evidence

*Table 1 illustrates the Rubric of Writing English Department, José Figueres Ferrer Experimental Bilingual High School*

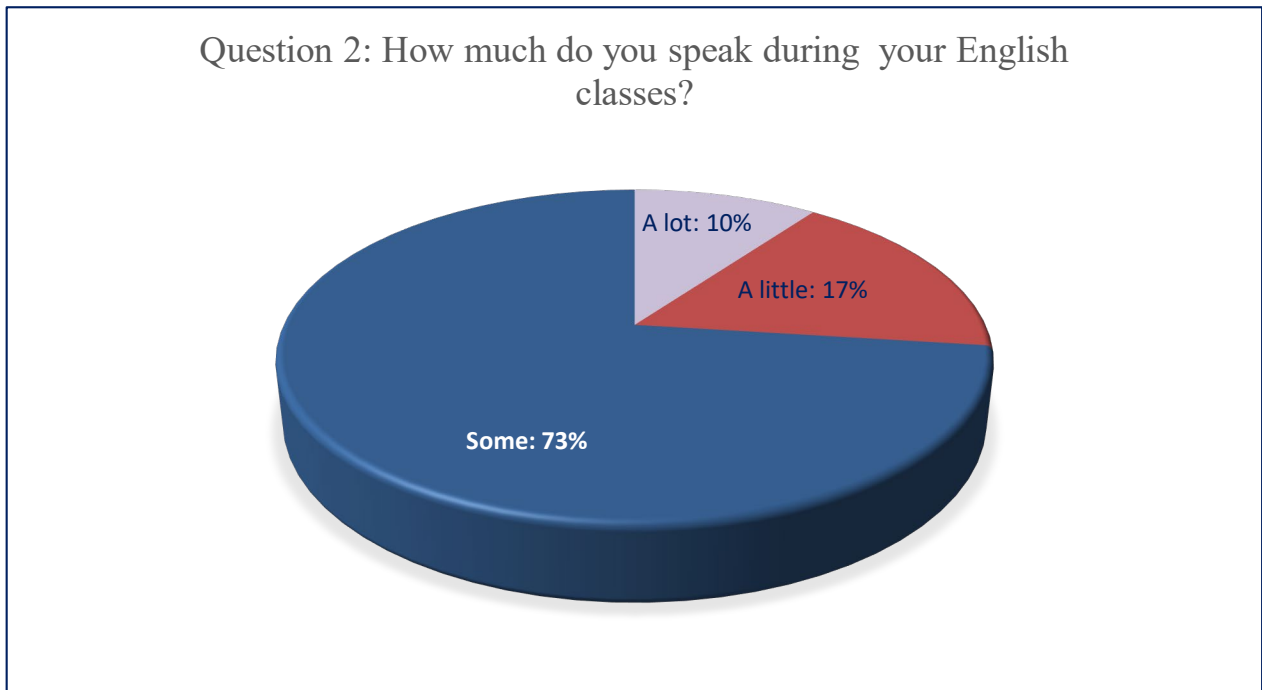
### 4.1.3 Pretest

The pretest contained a total of ten questions. This document was made in Google Forms, since the time that students had to work with the group was limited and the answers were needed in a short period of time. For this reason, a link was sent to the students through the Cloud Campus platform. The students took the pretest on June 8<sup>th</sup> of the current year; one week after the researcher introduced the topic to the group. All the students in the

group answered the questions, the information will be shown in the following figures and tables.

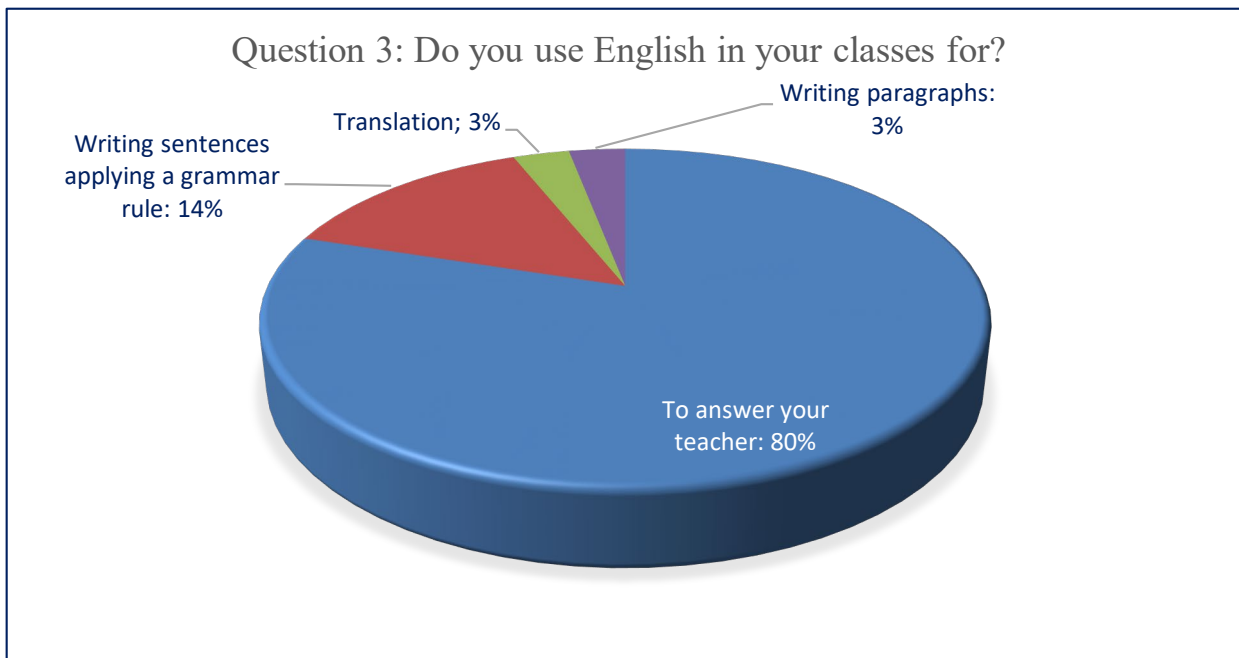


*Figure 1: The figure above shows the use of English in the classroom by students at the beginning of the academic year. Researcher's creation.*



*Figure 2. The figure above shows the frequency of the use of English by students in their English lessons. Researcher's creation.*

In the first two figures, the students stated that during the lesson period they use English. However, its use is not generalized in the group, since in the second figure it is shown that 73% of the students do it occasionally and only 10% make frequent use of English during the lessons, 17% of the group admit that they rarely use of English during the lessons. There is a big difference in the use of English, which could be due to self-confidence or a weak academic level. In addition to this statement, the students had very little time to interact in groups at the beginning of the school year, and they did not have time to get to know their English teacher better.



*Figure 3. This figure tries to illustrate some of the most common uses of the English language in written documents produced by students. Researcher's creation.*

The third figure complements the previous ones, due to it shows that the majority of students (80%) use the English language in their classes mainly when the teacher requests direct student participation; in other words, students state that they occasionally participate in class on their own initiative. Another important point in this analysis shows that the second most important activity regarding the use of English is writing activities (14%); however, this is a low percentage to improve the use of English grammar. On the other hand, the translation of texts and paragraph writing have an extremely low percentage within the priorities of the students. The constant habit of using English must be part of the students' process of acquiring academic discipline; unfortunately, the Covid-19 pandemic

significantly affected this process in seventh-year students. It is possible that some negative effects of this situation will affect the entire seventh grade generation in coming years.

Table 2

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*Question 4: How often do you write compositions such short stories, letters, descriptive articles, opinion articles?*

---

	Always	Sometimes	Rarely	Never
Short stories	1	10	16	3
Descriptive articles	4	12	11	3
E-mails	10	9	7	4
Letters	1	13	14	2
Opinion articles	2	16	9	3

---

*Note: The table above shows what are some of the most frequent activities that students do in English writing. Researcher's creation.*

Table 2 records the data for the question "How often do you write compositions such as short stories, letters, descriptive articles, opinion articles?" This question shows a consistency with the previous queries, since it shows that students must improve their habits regarding the use of English in the medium term; for example, it can be seen that the options offered by students deal with personal interests or situations, such as the use of e-mails. Consequently, it must be said writing emails are the activity in which students use in the English language the most. Secondly, the activity they do most is opinion articles,

letters, and descriptive articles. On the other hand, students state that the activities they do the least is writing short stories. Lack of writing practice may be one of the aspects that affect new students the most, especially since they come from public schools where the level of English taught is more limited.

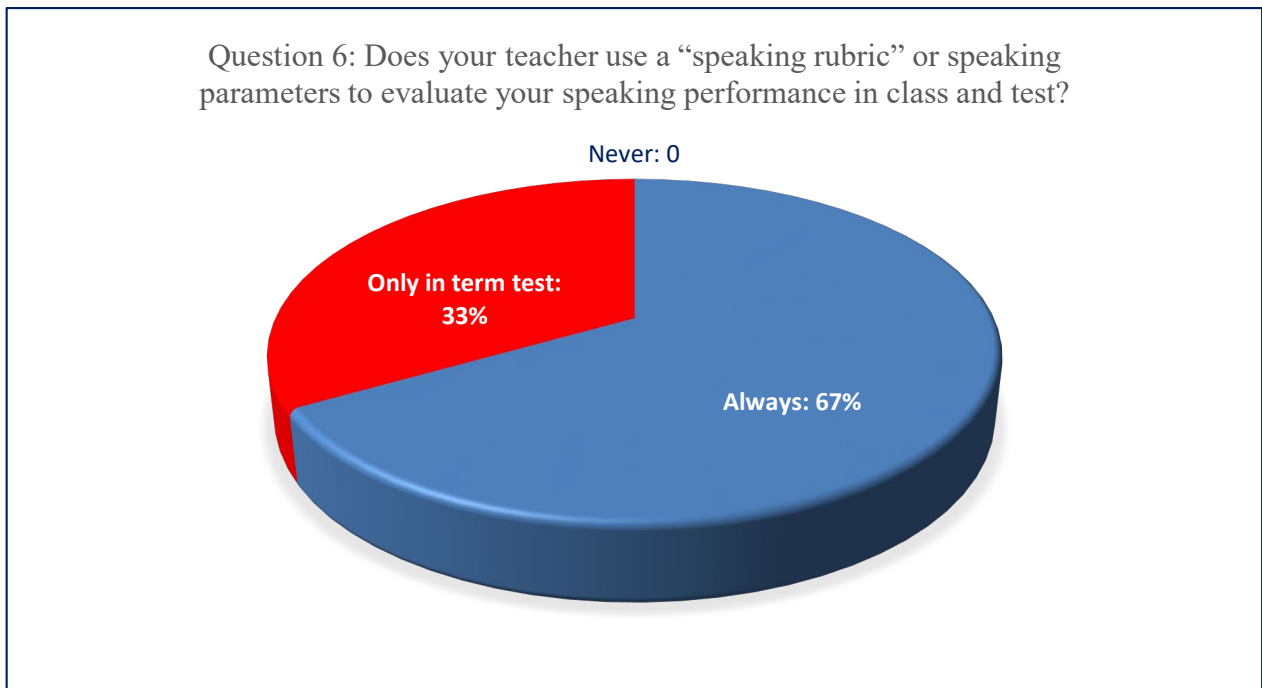
Table 3

<i>Question 5: In your English writing classes, how often do you work individually, in pairs and in groups?</i>				
	Always	Sometimes	Rarely	Never
Individually	13	13	3	1
In pairs	3	16	9	2
In groups	3	10	12	5

*Note: The table above shows examples of the frequency of activities that students do in the classroom individually and in groups. Researcher's creation.*

In relation to Table 3, the data shows that due to the short time it was possible to work in the classroom in person, the tasks were carried out individually over group work. Furthermore, when moving to the virtual mode all assigned tasks have been individual; this is due to several reasons, such: students have not yet mastered the virtual platform Cloud Campus, little experience in high school group work makes it difficult to form groups, several students have presented problems with Internet connection, students did not have enough time to interact as a group in person. Due to the educational situation that we are

experiencing, the tasks of an individual nature allow us to have a better control of the progress. In turn, this situation requires a long time of qualification by the teacher.



*Figure 4. This figure tries to illustrate the previous knowledge of the grading instruments that the teacher uses in the classroom to measure his progress in the use of the English language. Researcher's creation.*

In figure 4, it can be seen that 67% of the students indicated that the teacher showed them the evaluation rubric, the rest of the students said that it was only mentioned during the application of the first test. In relation to this topic, it could be shown in writing that the José Figueres Ferrer Bilingual High School, at the beginning of the school year, gives each student the evaluation by means of a document called "Reglamento de orden, comportamiento, disciplina, evaluación y promoción de la comunidad educativa." In addition, in the first week of lessons, the teacher must give each student in writing a letter

with all the information on how they will be graded in their respective subject, as well as the rubrics and evaluation criteria.

#### **4.1.4 Tasks.**

To carry out this research, a total of four tasks were designed. These were posted in the virtual classroom of the institutional platform. All the activities carried out with the students covered the topic of sentences in simple present. For this reason, each of these activities aimed to improve the use of grammar through text editing.

##### **4.1.4.1. Task 1: Identify verbs in Simple Present in the third person singular**

The work carried out with the students included the explanation of the use of the simple present tense in the third person; therefore, for the first text editing task, a table that summarized the uses of the simple present tense with its "tch" endings "ch, sh, ss, o, x, y," was prepared. Subsequently, the students were assigned a text with one hundred words and fourteen verbs; of the total of verbs only one was written correctly, the rest had to be identified and written correctly.

Table 4.

*Simple Present + Third Person singular: With most verbs, simply add '-s'. However, you should add '-es' to the following kinds of verbs*

	w <u>a</u> t <u>ch</u> es TV.	● Verbs ending in '-tch' or '-ch'
	te <u>a</u> ch <u>e</u> s English.	
He	w <u>a</u> sh <u>e</u> s his/her/its clothes.	● Verbs ending in '-sh'
She	mi <u>ss</u> es his/her/its friend.	● Verbs ending in '-ss'
	g <u>o</u> es to school.	● Verbs ending in '-o'
It	d <u>o</u> es exercise.	
	fi <u>x</u> es broken bicycles.	● Verbs ending in '-x'
	stud <u>i</u> es English.	● Verbs ending in a <b>consonant</b> + '-y' change to '-i' before adding '-es'
	pl <u>a</u> y <u>s</u> tennis.	● Note that verbs ending in a <b>vowel</b> + '-y' just add '-s'

*Note: The table above shows the chart attached to the task, in which you can see examples of verb endings*

*in the present simple in the third person singular. Researcher's creation.*

Table 5

*Results obtained in task 1 by student.*

	Number of students	Grade Obtained
13 correct verbs	10	100
12 correct verbs	12	92
11 correct verbs	3	73.33
10 correct verbs	1	66.66
9 correct verbs	2	70
8 or less correct verbs	0	-

*Note: La table de arriba muestra los resultados de efectividad obtenidos por los estudiantes en la tarea 1.**Researcher's creation.*

The first task was carried out by 28 of the 30 students that make up the 7-4 group, as two of the students did not complete the task and did not present a justification by the legal manager to the teacher or the high school that informed why the assigned task was not carried out. A week before teaching these contents to the group, the students had an introduction by the teacher Steven Garita, this situation, together with the table of contents review, probably influenced the task to be quite easy to carry out. Moreover, according to the data obtained from this assignment, 22 students (78.57%) out of a total of 28 answered 12 or 13 of the assigned verbs correctly. One aspect that could have influenced the positive results of this practice was that the students received the verb without conjugation and they knew beforehand that it should only be conjugated in the third person, so their highest

requirement was to be aware of the verb ending and for this they had a table that very well summarized each example.

Table 6

*Mistakes realized by students.*

	Verbs used	Number of mistakes by verb	Examples of mistakes
1.	get	2	get
2.	wash	1	wash
3.	brush	3	brushhis, brush
4.	go	0	-
5.	study	0	-
6.	pass	5	pass, passhis,
7.	hurry	2	hurry
8.	do	4	do
9.	watch	0	-
10.	play	0	-
11.	read	3	read
12.	have	4	haves, have
13.	teach	1	teach

*Note: The table above shows examples of the results of the errors made by the students in task 1, in which they had to write verbs in the simple present in the third person singular. Researcher's creation.*

Table 6 shows the quantity and some of the most common examples in this exercise. The data shows that the errors were very few and that the verb "to pass" was probably the one that gave more problems. One of the students, who has shown the most problems on the task, added a possessive pronoun (even misspelled). The most common error of all was with the verb "to have" in the third person singular, since on several occasions students only wrote an "s" (haves). On the other hand, regarding the rest of the verbs, the most common error was to omit adding "s" or "is" at the end. Moreover, in the analysis of this task, it was possible to determine that some students omitted the conjugation of verbs, probably because they do not know that it is a verb itself; likewise, it was possible to determine that several students conjugated other words that are not verbs, such as: breakfast, back, job, around, and dinner (an "s" was added to the end of all these words). However, due to the structure of the practice, these errors are not reflected and do not influence the final grade, but they show that many students need to expand their vocabulary and grammar skills.

Other verbs that attracted attention were "to do" and "to go" because they are very similar in structure; however, while with the verb "to go" there were no errors, with the verb "to do" there were four, this may be an indicator that the use of do and does generates some confusion in students due to its variety of uses, such as denial and interrogation. Finally, the researcher observed that with a short activity, a series of interesting variables could be analyzed and that they show that students must improve the use of text editing to reinforce future conjugations of other verb tenses.

#### 4.1.4.2. Task 2: Conjugate verbs in Simple Present in the third person singular.

The second activity carried out with the students was a task posted on a Google forms and its purpose was to serve as a reinforcement to the task; for this reason, a list of 15 sentences with their respective verbs without conjugation was selected and the students had to choose the option with the third person ending of the simple present tense.

Table 7.

*Statistic*

Average	Median	Rank
13.95/15	14/15	11-15

*Note: The table above shows the statistical averages obtained by the students in task 1. Researcher's creation.*

The results obtained from this second task were very positive, due to the grades obtained by the students. For this particular activity, all the students in group 7-4 could be counted on. The data obtained shows that the average per student was 13.95, which is very high. The range of results was quite short, as it was between 11 and 15; this means that all students reached a score equal to or greater than 73.33. In this second task, several of the verbs from the first activity were repeated in order to observe the students' evolution. Moreover, they were added with other verbs mainly ending in vowels and the letter "y," as well as consonant ending and letter "y." The verb "to go" showed that it is easily mastered by the students, since all of them reached the maximum score. In relation to this topic, some improvement was observed in the verb "to do," as in this opportunity, it obtained a total score, unlike practice 1.

Table 8

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*Choose '-s' or '-es' or 'ies' to change the verbs in the sentences below*

---

<b>Sentences</b>	<b>s</b>	<b>es</b>	<b>ies</b>
1. Thomas really [ <b>like</b> ] to draw pictures in his free time.	26*	2	2
2. My father [ <b>work</b> ] in a big office downtown.	28*	0	2
3. My classmates always [ <b>pass</b> ] her English test with a high grade.	0	30*	0
4. My friend [ <b>study</b> ] at a college near his home.	0	0	30*
5. David sometimes [ <b>play</b> ] tennis in the afternoon.	24*	0	6
6. Mariam always [ <b>try</b> ] to help people when they have a problem.	4	0	26*
7. Troy always [ <b>watch</b> ] football games on TV.	2	28*	0
8. Patrick has an interesting hobby. He [ <b>fix</b> ] old cars.	0	30*	0
9. My baby brother [ <b>cry</b> ] when he doesn't see his mother.	1	0	29*
10. Sarah [ <b>go</b> ] to school very early in the morning.	0	30*	0
11. I bring my lunch from home, but William [ <b>buy</b> ] his lunch at work.	16*	2	12
12. John is a great student. He always [ <b>do</b> ] his homework after class.	0	30*	0
13. My friend should relax more. He [ <b>worry</b> ] too much about the future.	0	0	30*
14. My sister usually [ <b>get</b> ] up at about six o'clock in the morning.	30*	0	0
15. Our teacher [ <b>say</b> ] that we should study hard.	20*	0	10

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*Note: \* correct answer. The numbers represent the number of students who used each of those verbal endings.*

Table 9

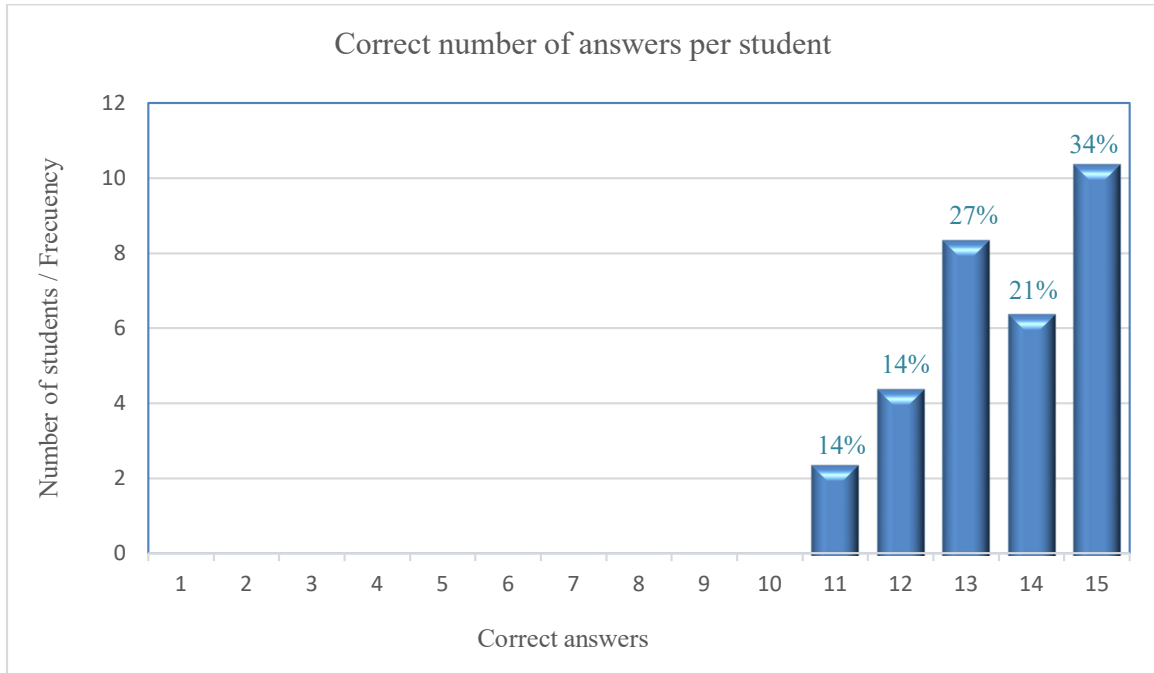
*Effectiveness percentage per verb.*

<b>Verb</b>	<b>Correct answers</b>	<b>Effectiveness Percentage</b>
pass, study, fix, go, do, worry, get, say	30	100
cry	29	96.66
work, watch	28	93.33
like, try	26	86.66
play	24	80
buy	16	53.33

*Note: The table above shows a comparison of the best and worst results results obtained by students in task number 2. Researcher's creation.*

The students improve in the use of other verbs, such as "to get;" however, the one that showed the best results was the verb "to pass." On the other hand, the verbs "to watch" and "to play" presented a slight drop compared to the previous task. According to the data obtained, it can be seen that some verbs ending in vowel and letter "y" are the ones that presented the greatest difficulty for the students, even so the error percentages are still relatively low. Therefore, it is to be supposed that with more practice emphasizing this type of endings, it could be corrected with some ease. Furthermore, the results obtained from the verb "to buy" were not positive (only 53.33% effective); for this reason, it was decided to evaluate it again in a future exercise to observe some improvement in relation to conjugation. In general terms, the results obtained in this second task are positive because they have served to reinforce the previous activity and, at the same time, as the basis for the

third task, in which it is expected to increase the level of difficulty a little and to observe possible advancement in students.



*Figure 5. The figure tries to group the number of students and the number of correct answers in the task 2; the largest possible number of correct answers was 15. Researcher's creation*

Figure 5 illustrates that a third of the students obtained all the correct answers, which from a percentage point of view is very good. On the other hand, a group of 6 students obtained 14 correct answers; in other words, a 53% of the students obtained a grade equal to or greater than 93.33. This confirms the previous comments about the good results obtained in task 2. Regarding this topic, 14 students obtained between eleven and thirteen correct answers. Based on the results obtained this time, it can be seen that the students are assimilating the contents analyzed in the synchronous sessions on Monday

very well, since this day according to the institutional schedule is assigned to explain the contents in the virtual session on the Cloud Campus platform.

#### **4.1.4.3. Task 3: Identification of sentences and elaboration of questions in Simple Present**

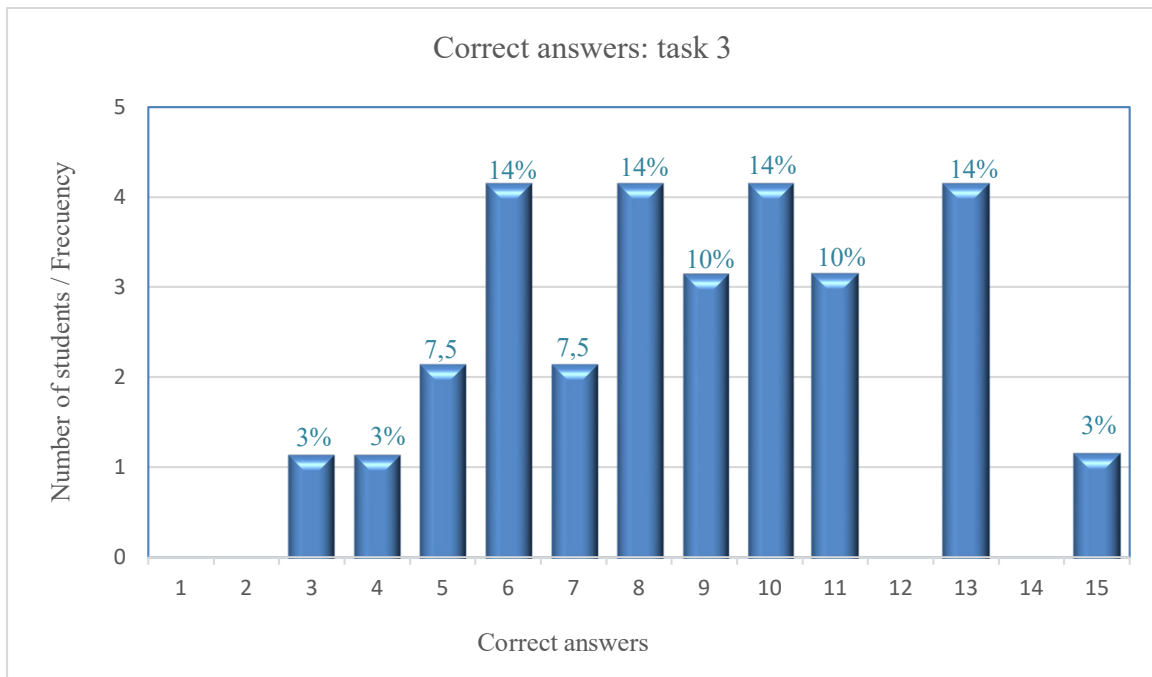
As mentioned in previous paragraphs, task 3 has a higher level of difficulty than the two previous activities. First of all, the activity was posted on a Google form, so it was very easy for the students to answer and besides, they managed to get immediate feedback on the results obtained. Moreover, task 3 unlike the previous ones is made up of two parts. The first part corresponds to ten items of multiple choice; however, this time, the verbs in the present simple were conjugated in all types that English grammar allows, additionally they could be sentences and questions. In the activity, the students had to discriminate from four options, the correct use of the present simple.

The second activity consisted on-forming questions with *wh*; the students were given an element previously indicated in the sentence, which will allow them to form the corresponding question. In total, there were five questions. This would be the first activity in which the students must write a sentence, so not only the-correct use of the present simple will be observed, but also the grammatical structure.

Table 10.

<i>Statistic</i>		
Average	Median	Rank
8.75/15	9/15	3 – 15

*Note: The table above shows the statistical averages obtained by the students in task 2 . Researcher's creation.*



*Figure 6: The figure tries to group the number of students and the number of correct answers in the task 3; the largest possible number of correct answers was 17. Researcher's creation*

Task 3 had an average of 8.75 / 15, which is much lower compared to the two previous activities. Its median is 9 and its range is very wide, since it lowers from 3 to 15. For this reason, it can be seen that the distribution of results is broader. Only one student obtained the perfect grade, while the rest of the students failed two or more items.

Moreover, three students failed at least 12 items, which shows that they require extensive short-term feedback. Regarding the number of participating students, it is important to mention that only 29 out of 30 students participated. One of these students did not participate in Task 1 either, and again their parents did not present any kind of justification to the English teacher or the high school. In the following section, several tables with the results of each of multiple-choice items and their respective analyzes, will be presented.

#### **4.1.4.3.1 Multiple choice.**

The analysis of the third task in the multiple-choice section showed varied results. For example, the students continued making mistakes regarding the modal verb "can," both in a question and in a simple sentence. The observed data shows that in the case of the questions, the students added the modal verb (can) and additionally, added the auxiliary verb "do" and "does" (item 9, table 19). Regarding this topic in item 1 (table 10), the students, in addition to adding the modal verb, added the ending with "s" to the main verb. Furthermore, based on the analysis of the tables, it is observed that item 1 obtained the lowest percentage of effectiveness in the entire practice (41.38%) and item 9 was the second item with the most failures (48.27%). These data demonstrate that some of the students must reinforce these details because in the future they will learn other modal verbs (should, could, must, among others) and they could make the same mistakes if they are not corrected in time.

Table 11.

---

*No. 1: Which sentence is in the Simple Present?*

---

	Marks	Percentage
He can a bikeride.	0	0
He can ride abike.*	12	41.38
He can rides abike.	13	44.82
He cans ride abike.	4	13.79

---

*Note: Results question N° 1: \* correct answer. /multiple choice.*

Table 12.

---

*No. 2: Which sentence is in the Simple Present?*

---

	Marks	Percentage
He has read abook.	0	0
He is reading abook.	2	6.9
He read abook.	1	3.45
He reads abook.*	26	89.66

---

*Note: Results question N°2: \* correct answer. /multiple choice.*

Table 13.

---

*No. 3: Which negative sentence is in the Simple Present?*

---

	Marks	Percentage
He do not reads abook.	3	10.34
He does not read abook.*	24	82.75
He is not reading abook.	2	6.9
He not read abook.	0	0

---

*Note: Results question N°3: \* correct answer. /multiple choice.*

Table 14.

<i>No. 4: Which negative sentence is in the Simple Present?</i>		
	Marks	Percentage
We do'nt work in abank.	2	6.9
We does not work in abank.	1	3.45
We don't work in abank.*	25	86.2
We do not works in abank.	1	3.45

*Note: Results question N°4: \* correct answer. /multiple choice.*

In the simple present sentences in third person singular, the researcher could observe that they were easy to identify for most of the students. These examples can be seen in items 2, 7, 8 (89.66%, 93.10%, and 86.20% effectiveness respectively). These percentages were very high. Item number 7 was the one with the highest average of effectiveness, as only 2 students of the total failed it. The other two items obtained the second and third place of effectiveness in this task. It can be seen that some of the mistakes made by the students in these three specific items, were due to carelessness or reading errors.

The lessons that were taught in the synchronous sessions, in addition to the two previous practices, may have influenced in a very positive way the students to improve items like the previous ones; however, the use of modal verbs must still be reinforced. Probably, these two subgroups of items showed the greatest contrast so far observed in the different exercises. In the same way, a third interesting block of sentences was made up by

sentences in the negative form, such as items 3, 4, and 10. The results for these three items were positive, since most of the students exceeded 82% effectiveness. The objective was to observe the analysis capacity of the students, so examples with and without contraction were added.

It is interesting to observe how in items 3 and 10, the students, despite observing the auxiliary verb for the third person singular which in this case would be "does," still continue to add an "s" at the end of the main verb. Items in which pronouns such as: I, you, they, we are used, seemed to generate more difficulty, since they were not identified and errors were made.

Table 15.

*No. 5: Which question is in the Simple Present?*

	Marks	Percentage
Do she work in anoffice?	3	10.34
Do she works in anoffice?	1	3.45
Does she work in anoffice?*	25	86.20
Work she in anoffice?	0	0

*Note: Results question N° 5: \* correct answer. /multiple choice.*

Table 16.

*No. 6: Which question is in the Simple Present?*

	Marks	Percentage
From where do youcome?	1	3.45
Where do you comefrom?*	22	75.86
Where does you comefrom?	5	17.24
Where dos you comefrom?	1	3.45

*Note: Results question N°6: \* correct answer. /multiple choice.*

Table 17.

<i>No. 7: In which sentence is the Simple Present used correctly?</i>		
	Marks	Percentage
Gerald clean the bathroom.	1	3.45
Gerald cleans the bathroom.*	27	93.10
Gerald cleanes the bathroom.	1	3.45
Gerald cleaned the bathroom.	0	0

*Note: Results question N°7: \* correct answer. /multiple choice.*

Table 18.

<i>No. 8: In which sentence is the Simple Present used correctly?</i>		
	Marks	Percentage
Andrew wash thedishes.	3	10.34
Andrew washes thedishes. *	25	86.20
Andrew washs thedishes.	1	3.45
Andrew washsses the dishes	0	0

*Note: Results question N°8: \* correct answer. /multiple choice.*

Table 19.

<i>No. 9: Which question is in the Simple Present?</i>		
	Marks	Percentage
Can Steven speak English?*	14	48.27
Can do Steven speak English?	2	6.9
Can does Steven speak English?	4	13.79
Can do Steven speaks English?	9	31.03

*Note: Results question N°9: \* correct answer. /multiple choice.*

Table 20.

---

*No. 10: In which sentence is the Simple Present used correctly?*

---

	Marks	Percentage
Sandy doesn't wash her hair.*	24	82.75
Sandy do not wash her hair.	1	3.45
Sandy don't washes her hair.	2	6.9
Sandy does not washes her hair.	2	6.9

---

*Note: Results question N° 10: \* correct answer. /multiple choice.*

The results have been slow but effective. They have demonstrated that the objectives at institutional level are positive in relation to seventh-grade students. The use of the present simple had been budgeted to be studied in the first quarter, but due to the situation of Covid-19 pandemic, the professor is two months behind in the program; therefore, probably this and another topic in particular will be covered in a good way until the month of November. However, the use of the simple future will be pending for next year. For the second part, five sentences were included. For this part, an element was underlined in order to attract the student's attention. That word could be a name, a place, an object, among others. Next, the results obtained will be presented.

## 4.1.4.3.2 Questions.

Table 21.

*Instructions: Write questions in simple present using question words (Who, Where, How, When, What, Why, How, among others)*

	<b>Sentence</b>	<b>Questions</b>
1.	They usually go on holiday <u>in July</u> .	When do they usually go on holiday?
2.	Mel works <u>in an office</u> .	Where does Mel work?
3.	<u>Pamela</u> does not like squash.	Who does not like squash? Who doesn't like squash?
4.	The child plays <u>the trumpet</u> .	What does the child play?
5.	Lisa talks about <u>Danny</u> .	Who does Lisa talk about?

*Note: The table above shows one of the correct answers of the second part of task 3, in which the students presented more failures of all the exercises assigned in this investigation. Researcher's creation.*

In this section, the second part of Task 3 is compared to all the activities previously carried out. For this task, students had to write a question completely based on the information requested; in other words, the level of demand was much higher, since it required the students to elaborate the question. Therefore, they had to pay attention to the grammatical structure to be able to correctly what was requested. In relation to the previous section, the students not only had to distinguish when to use "do" or "does" in the present simple, but they also had to correctly add the question word. As it can be seen, the process of adding the question word, the auxiliary verb, and the rest of the question, generated a higher level of difficulty and this could significantly affect the results obtained.

The five sentences that were given to the students with their respective answers can be found in Table 21. The question words such as "when," "where," "what," and "who" were needed to ask the right questions; however, the results obtained were not the expected ones. For this reason, this type of activities should be reinforced in future tasks with this particular group and with the other seventh grade students at this institution.

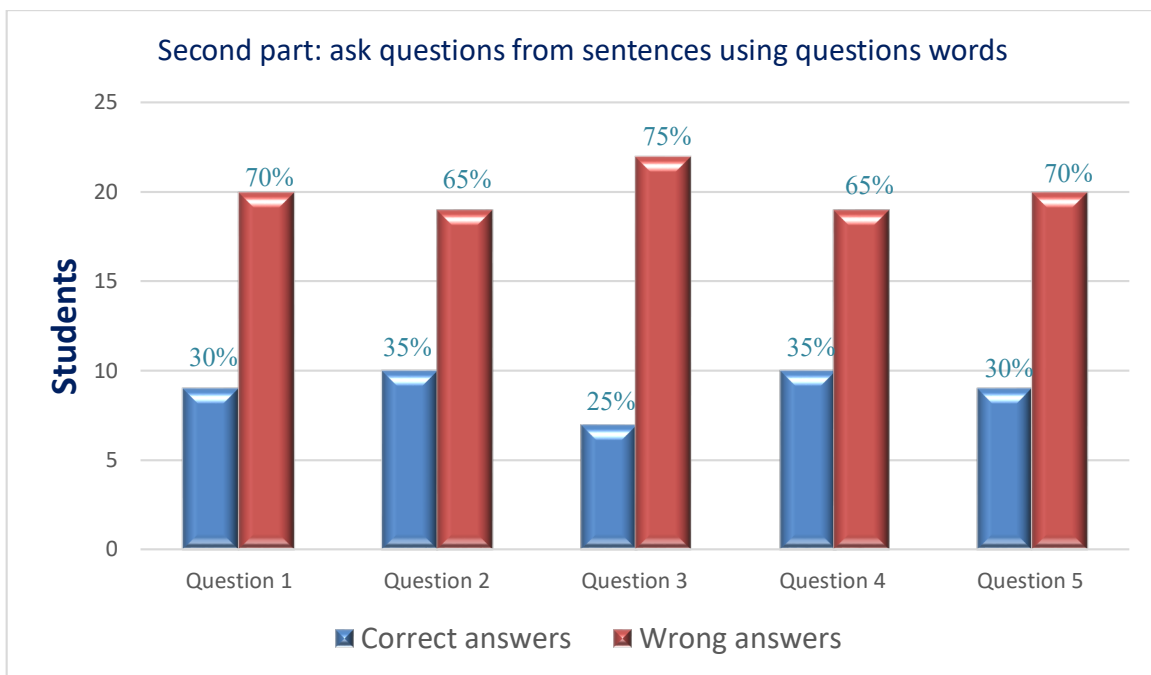


Figure 7. Comparative graph of responses.

As it can be clearly seen in Figure 7, which compares the correct and incorrect answers, in the five exercises that students had to do, only an average of 33% correctly asked the questions. For this reason, to create questions and to add the word question, implied a challenge that 67% of the students did not know how to solve. Among the most recurring errors in this exercise, the following can be mentioned:

- Word question or "Wh" not added.
- Questions started with the verb "to be" and an "ing" was added to the main verb.
- It was not used an auxiliary and the students added an "ing" to the main verb.
- The words' order did not follow a logical structure.
- The auxiliary verb "Does" was used and "s" was also added to the main verb.
- The students asked about things or people that were not mentioned in the base sentence; that is, they made up the information.

The general results of task 3 allowed to contrast of the information obtained in these weeks; therefore, it is necessary to carry out a similar task in the future to compare the results and thus reinforcing or reconsidering the results obtained so far. The exercise in which the students had to write a sentence using the appropriate grammatical structure on their own, showed that the students had significant gaps regardless of whether they come from a public or a private school; therefore, this will require a significant reinforcement.

#### **4.1.4.4. Task 4: Verb conjugations and negative sentence elaboration in Simple Present**

Table22.

<i>Statistic</i>		
Average	Median	Rank
16.4 / 20	19 / 20	6 – 20

*Note: The table above shows the statistical averages obtained by the students in task 4 . Researcher's creation.*

Task 4 was also carried out using Google forms. The activity consisted of 20 sentences and students had to identify the correct form of negation using "don't" or "doesn't." This exercise was simple and easy. In addition, the verb "to buy" was taken up again, as some students had some problems with it in task 2. Moreover, it is important to mention that the task was carried out by 29 students, as in three of the four tasks and the pre-test, one student did not participate and no justification was ever received from the parents or legal representatives to the Experimental Bilingual High School José Figueres Ferrer. Another significant aspect is that although, a history of disciplinary problems from previous years is known, it is likely to affect the students' performance in virtual lessons.

For this activity, there was an average, a median, and a range with many variables; in general terms, the average is very good (16.4) as it is 1.9 points. Based on the results obtained, it could be observed that 34% of the students obtained a perfect grade, while 31% obtained 19 correct answers. For this reason, it can be affirmed that the results are very good; however, a group of four students got low grades, as two of them got 9 points, one got 7, and finally the student with the lowest score only got 6 correct answers. On this last point, the analysis shows the case of a student who in practices 1, 3, and 4 always obtained the lowest grades in the group; nevertheless, the researcher wants to highlight the effort made and the responsibility of the students to comply with all the requested activities.

Table 23

---

Select the correct answer by checking “don’t” or “doesn’t”.

---

Sentences	don’t	doesn’t
1. Rebecca _____ drink coffee.		X
2. We _____ wear jeans.	X	
3. These boys _____ play golf.	X	
4. I _____ teach Italian.	X	
5. Your brother _____ smile.		X
6. This car _____ run fast.		X
7. They _____ go to the cinema.	X	
8. My mother _____ like rats.		X
9. My dog _____ eat apples.		X
10. Linda and I _____ work today.	X	
11. I _____ play the guitar.	X	
12. You _____ tidy your room.	X	
13. She _____ buy meat.		X
14. He _____ sing rock.		X
15. A snail _____ fly.		X
16. We _____ live in Egypt.	X	
17. You _____ have a boat.	X	
18. They _____ clean the bathroom.	X	
19. This girl _____ go to the disco.		X
20. Bats _____ lay eggs.	X	

---

*Note: The table above shows what the students had to do in task 5. Researcher's creation*

Table 24.

---

*Mistakes for each sentence.*

---

	<b>Sentences</b>	<b>mistakes</b>
1.	Rebecca _____ drink coffee.	4
2.	We _____ wear jeans.	6
3.	These boys _____ play golf.	6
4.	I _____ teach Italian.	3
5.	Your brother _____ smile.	6
6.	This car _____ run fast.	4
7.	They _____ go to the cinema.	5
8.	My mother _____ like rats.	5
9.	My dog _____ eat apples.	2
10.	Linda and I _____ work today.	5
11.	I _____ play the guitar.	3
12.	You _____ tidy your room.	3
13.	She _____ buy meat.	2
14.	He _____ sing rock.	4
15.	A snail _____ fly.	4
16.	We _____ live in Egypt.	4
17.	You _____ have a boat.	2
18.	They _____ clean the bathroom.	5
19.	This girl _____ go to the disco.	6
20.	Bats _____ lay eggs.	10

---

*Note: The table above shows the correct answers for task number 5 and shows the number of students who made mistakes in each of the sentences. Researcher's creation.*

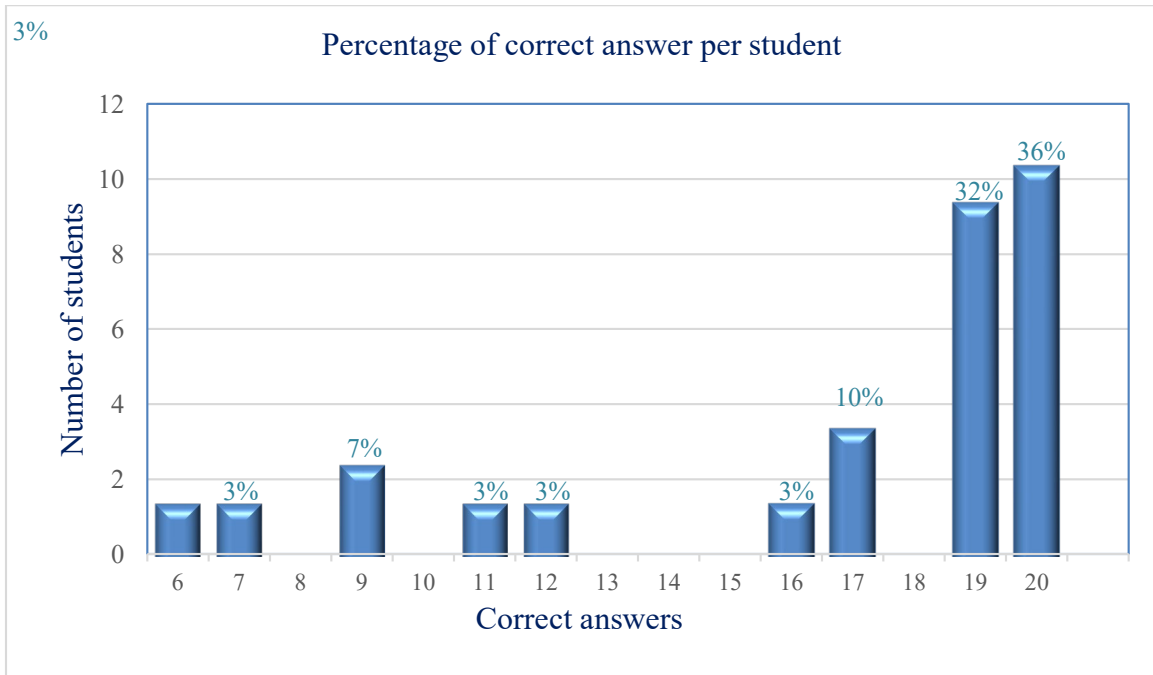


Figure 8: The figure tries to group the number of students and the number of correct answers in the task 3; the largest possible number of correct answers was 20. Researcher's creation

The data obtained from the analysis of Table 24 show that all sentences have at least 2 or more errors; for instance, sentences 2, 3, 5, and 19 stand out with five errors each and sentence 20 accumulated the majority of incorrect answers with a total of 10. In other words, one in three students failed this sentence. In relation to this task, sentence 13 had as main verb "to buy;" nevertheless, this time it was not one of the verbs with more errors. This is proof of progress thanks to the recommendations made to the students. This sentence only got two errors.

In general terms, each one of the tasks tried to cover different variables regarding the use of the simple present, such as: simple present sentences in the third person singular, questions, and negation. The original objective of this research was to study topics and carry out entertaining classroom activities; however, the virtual classes limited the time to

interact with the seventh grade students and the type of activity that can be carried out. Moreover, the final data demonstrated that text editing exercises allowed to objectively measure the level of grammar that a student has, as well as to create a reference on their weaknesses. This will allow the researcher and the teacher to create-a plan of improvements in the short and medium term and improve their skills regarding the use of the English language.

#### **4.1.5 Post Test.**

The main objective of this research was to know the grammar level of the students in group 7-4 and to establish a series of tasks that would reinforce their knowledge. For three weeks, four activities related to the use of simple present sentences were worked on. These tasks covered aspects such as memory and analysis, with the goal of improving English grammar through text editing. It is important to add that, as a way to check the true progress obtained by the students, a fifth activity called posttest was carried out. This task was more extensive and had a higher level of difficulty than the previous four tasks, so in this way progress or the lack of it in the academic performance of the group studied, could be observed. This activity was posted in Google Forms and contained the following activities in Simple Present: multiple choice with the identification of conjugated verbs (10 points), make negative sentences (5 points), form questions (5 points), and multiple choice identifying sentences in present simple (5 points); the total value of this task was 25 points.

Table25.

---

<i>Statistic</i>		
Average	Median	Rank
18.3 / 25	19 / 20	9 – 25

*Note: The table above shows the statistical averages obtained by the students in the post test .  
Researcher's creation.*

The tasks allowed to observe an improvement in the performance of the students, especially in the application of verbs in the third person singular. At the beginning of the activities, failures were observed as a result of small oversights when using third-person verbs ending in "s," "es," and "ies." However, when performing the first part of the posttest, the results were very positive as all the participating students (29 in total) obtained a performance equal to or greater than 83% in the ten assigned exercises. Additionally, the researcher can verify in this section that the multiple-choice exercises that discriminated the use of a verb are mastered by the students, regardless of the general grade they have obtained at the end of the posttest.

On the other hand, the results obtained in parts 2 and 3 of this post-test show that students make serious mistakes when writing; therefore, their knowledge regarding grammar must be improved. Although the topic under study of this research is related to sentences in the simple present, other grammatical errors could be observed; consequently, since they are part of the correct use of English grammar, they should be corrected in a prompt and timely manner. Among errors, it can be mentioned: starting sentences without a capital letters, ending sentences without using the end point, asking questions without adding the question mark, incorrect grammatical structure when forming sentences and questions, and sometimes students confused adverbs or nouns with verbs

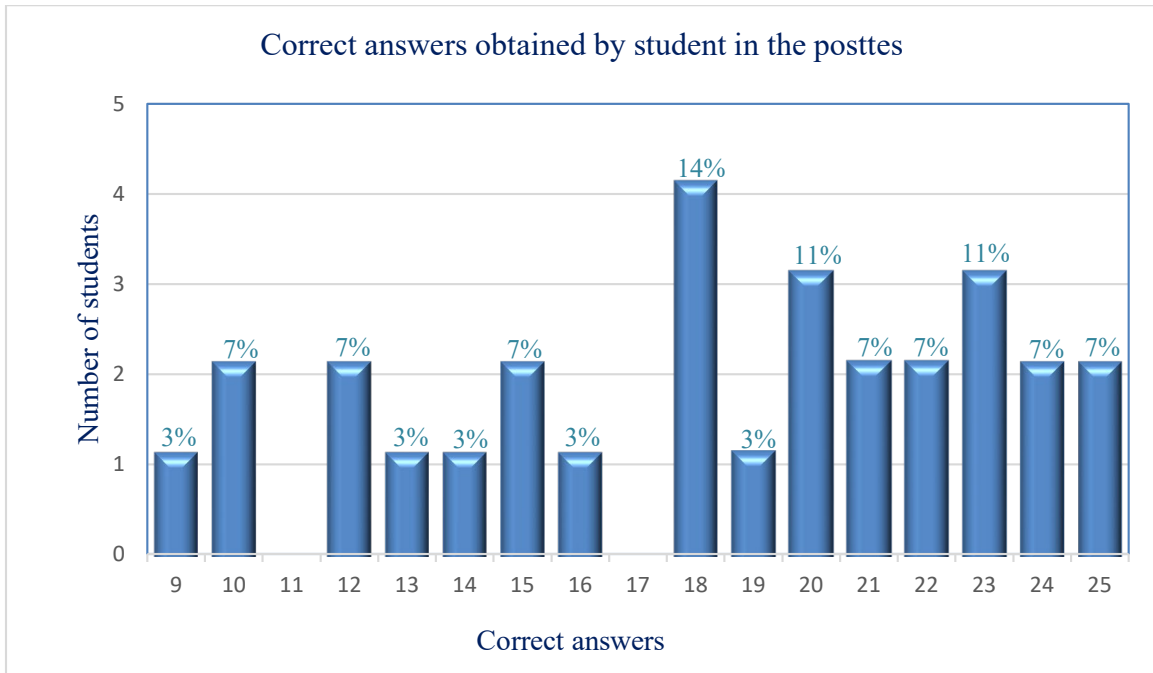


Figure 9: . The figure tries to group the number of students and the number of correct answers in the post test; the largest possible number of correct answers was 27. Researcher's creation

Figure 9 confirms the information analyzed in a previous paragraph, as the results obtained are quite good in general terms; however, it is important to make a description of each of the parts evaluated in the posttest, since in the second and third sections, the results were different and it could be seen that writing or restructuring a sentence continues to be for students. The second part of the posttest consisted of a group of five sentences in the present simple and the students had to transform each of the sentences in to negative. Although, the activity was simple, the final results could be classified as regular, since the range of effectiveness for the sentences was between 62% and 83%, with an overall average of 72%.

The general result of this second part obtained a minimum percentage to qualify it as positive; in addition, it is important to remember that besides failing to transform the sentence in to a negative form, the students continued to fail in small details such as starting with a capital letter and end with a period. Nevertheless, the most recurrent error occurred in sentences with the third person singular, as students correctly added the negation "does not" or "doesn't," but continued to the ending "s," "es," or "ies" at the end of the verb.

Table 26.

*Percentage of effectiveness in the second part of the posttest.*

Simple present	Negative form	Percentage
She wants to become a superstar.	She doesn't want to become a superstar.	72%
Steve can make breakfast.	Steve can't make breakfast.	72%
The sun goes around the earth.	The sun doesn't go around the earth.	62%
The banks close at 2 o'clock.	The banks don't close at 2 o'clock.	83%
Dave believes in ghosts.	Dave doesn't believe in ghosts.	69%

*Note: Students should use simple present sentences in negative form. Researcher's creation*

In the third part of the posttest, the students were assigned a group of five exercises. They had to structure a question using different words in a logical order and separated by vertical lines. Moreover, the students had to identify if the sentence began with the auxiliaries "do" or "does" or what "Wh" question word would be needed. In this exercise, a range between 38% and 72% was covered; therefore, the activity got the lowest percentage. However, it comes to ratify the information of Task 3, as an exercise to create questions

also obtained unexpected results. Table 25 illustrates the information provided to students, the structure of the correct answer, and the percentage of effectiveness achieved.

Table 27.

<i>Form questions in the Simple Present.</i>		
structure	Question	Percentage
Frank / to read / comics	Does Frank read comics?	48%
you/to speak/any Roman language	Do you speak any Roman language?	55%
where / she / to live	Where does she live?	62%
what/can/we/to do/ to find/ the stolen bike	What can we do to find the stolen bike?	72%
to be / Peter / from Austria	Is Peter from Austria?	38%

*Note: The table above shows the percentage of effectiveness in the third part of the post test, in which the students had to write questions using the simple present. Researcher's creation*

The last part of the posttest contained a total of five multiple choice items, in which four options were provided, but only one was written in the present simple. In this section, the results were regular, since the effectiveness range was between 45% and 65%. One of the details that could be identified is that the students discard forming questions in the present simple using the verb "to be", since item 2 of this section is similar to item 5 of the previous section. The analysis of each of these items are described in tables 28, 29, 30, 31 and 32.

Table 28.

---

*No. 1: Which sentence is in the Simple Present?*

---

	Marks	Percentage
I doesn't usually have lunch at school.	4	14
We have two cars.*	21	72
Martin has been to Montreal.	3	10
Peter will go to Panamá.	1	4

---

*Note: Results item N° 1, part IV: \* correct answer. /multiple choice. Researcher's creation.*

Table 29.

---

*No. 2: Which question is in the Simple Present?*

---

	Marks	Percentage
Are you German?*	13	44
Does you have a brother?	4	14
Did you come here?	1	4
Do Steven buy a burger?	11	38

---

*Note: Results item N° 2, part IV: \* correct answer. /multiple choice. Researcher's creation.*

Table 30.

---

*No. 3: Which sentence is in the Simple Present?*

---

	Marks	Percentage
Kattia and María are science teachers.*	17	60
Kattia and María goes to Canada.	7	22
Kattia and María went to Canada.	2	8
They works in my high school.	3	10

---

*Note: Results item N° 3, part IV: \* correct answer. /multiple choice. Researcher's creation.*

Table 31.

---

*No. 4: Which question is in the Simple Present?*

---

	Marks	Percentage
Do you do the homework?*	19	66
What did they make?	5	16
Where does your from?	4	14
Is they from China?	1	4

---

*Note: Results item N° 4, part IV: \* correct answer. /multiple choice. Researcher's creation.*

Table 32.

---

*No. 5: Which sentence is in the Simple Present?*

---

	Marks	Percentage
Susan is 25 years old.*	17	60
He have 25 years old.	3	10
Susan haves 25 years old.	4	14
She does have 25 years old.	5	16

---

*Note: Results item N° 5, part IV: \* correct answer. /multiple choice. Researcher's creation.*

The results obtained in the post-test showed an improvement; since although, the results are not numerical, the level of difficulty and the extent of the practice was much greater than the other exercises assigned in tasks 1, 2, 3, and 4. As a second aspect that is important to mention, is that only 29 students carried out the activity. This students has never participated in the scheduled activities and his father never justified his absences from the activities, which could be interpreted that the mastery of these contents will be disadvantageous in relation to his classmates.

The third element to highlight is that this posttest was performed on Monday, July 13 and served as a review for the test that the students are going to take on Thursday, July 30. Moreover, as a last point, it should be mentioned that although the other seventh grade students were not taken into account in this research, the main professor assigned them the same activities carried out by the researcher, so it was possible to compare results and it was observed that the ratings were very similar to section 7-3 and lower than section 7-5. Nevertheless, section 7-4 outperformed sections 7-1 and 7-2.

The virtual classroom allows students to continue with curricular content; however, the results are not as efficient as in other higher levels. Therefore, based on the results obtained, these groups must continue reinforcing contents. Furthermore, a strategy must be created to retake and improve the learning process of these students regarding the English language.

## CHAPTER V

### Conclusions and Recommendations

This project has compiled data from a series of tasks assigned to group 7-4 at José Figueres Ferrer Experimental Bilingual High School during the second quarter of the 2020 academic year. This high school, located in the province of Cartago, was selected for its excellent academic performance, not only in the English area, but also in the remaining fifteen subjects that make up its academic block. During the month of June and part of July, a series of activities were developed in order to carry out six virtual work sessions, which included pretest, 4 tasks, and a posttest. For this reason, the results obtained and analyzed in Chapter IV will be taken up in the conclusions and recommendations.

#### 5.1 Purpose of the Conclusion

The purpose of these conclusions is to demonstrate whether or not the objectives proposed at the beginning of this investigation meet the initial goal. To develop these conclusions, each of the specific objectives will be provided, as well as the research question. This analysis will demonstrate the real scope of the original ideas and whether there was a need to make any kind change in the general objective. All of these aspects mentioned above are directly related to the use of texting as a strategy to improve the use of English grammar as a second language for non-native speakers. Moreover, in the recommendations, the researcher will talk about possible improvements that can be made to

correct the academic foundations that primary school students bring. In addition, the researcher will also try to state how the covid-19 pandemic could affect in a certain way the work and direct interaction with students.

## **5.2 Conclusions**

### **5.2.1 To identify common mistakes in grammar tenses usage in Writing in seventh graders at José Figueres Ferrer Experimental Bilingual High School.**

The seventh grade students at José Figueres Ferrer Experimental Bilingual High School come from a diverse number of schools throughout the province; consequently, throughout the 25 years of history of this institution, it has been observed that the level of English of the students is varied and that there is a significant academic gap between students who come from public and private institutions. At the beginning of the school year, a diagnosis test was made to all new students, and it was observed that about 55% of students needed to reinforce basic concepts in English. An interesting aspect is that the more rural the student's area of origin, the greater their difficulty with this language. Precisely, the group chosen for this research comes from a diverse area in the province of Cartago and therefore, the level of knowledge in English is uneven.

Through the pretest and initial activity, the researcher realized that the group 7-4 had basic knowledge regarding the use of the simple present tense, Moreover, in the case of five students, it was observed a lack of management of the concepts under study, as perhaps

they had not learned this topic in primary school. All these situations demonstrate that the variety of schools of origin has always been a determining factor to unify the initial concepts regarding English, as students from public schools feel limited and intimidated and students from private school feel bored. It will be until the second half of the year where real progress is felt by both sectors of students. In conclusion, it is determined that the great variety of schools from which seventh grade students come from, can become a strong constraint to standardize learning concepts. Therefore, the first half of the year covers content not studied or that students do not master. As a complement, in the pretest, it stands out that the students have very limited use of English, their activities focus on classroom tasks, and that they do not feel confident when using the language orally.

### **5.2.2 To use grammar text editing as strategy for improving verb tenses with new students of the school year 2020**

Text editing tasks allowed to improve the grammar skills of seventh grade students. However, after completing the tasks, it could be observed that students still have difficulties when working with long sentences in the negative form and in the formation of questions. Consequently, this topic must be reinforced and work harder on these contents. Moreover, the tasks carried out during tried to combine both, the variety of uses of the simple present and the level of difficulty of the exercises. Based on this, it was observed that a group of

approximately six students maintained the level between very good and excellent during all practices, and the rest of the students must improve in the short term.

Each one of the activities was carried out following the advice of the professor of the class; hence, during the virtual classes, the researcher tried to reinforce to the maximum of each subtopic, unfortunately due to institutional policies and the MEP, the students cannot be forced to turn on their camera and thus the teacher cannot ensure that he is in control of the activities he is doing or at least, to be sure that the student is in front of his device paying attention. As a Result, it is possible that aspects such as these can affect the level of concentration, especially with seventh grade students.

The results were positive because it was possible to demonstrate that students require more practice regarding the use of negation and the elaboration of questions in the simple present, as they still do not master the topic. Even though, the researcher carried out practices that adjusted to the level of difficulty; it is possible that the quality of the materials showed limitations that previously were not manifesting themselves in a better way. For this reason, the measurement is valued as positive, since it is giving the tenured professor and the students a clear reference of what may be some aspects that can be improved in the short term; in addition, to take into account that many of the curricular contents they must be taken up again in the 2021 academic year. Hence, the need to correct these grammatical errors.

### **5.2.3 To evaluate the outcomes of using text editing as strategy for improving verb tenses in seventh graders during the second quarter 2020**

The evaluation was carried out following the guidelines of the English Department, as well as that of the institution. For this purpose, the practices were met with the quality level of this school and the evaluation criteria of the rubric provided. In addition to this, it is important to mention that each of the practices carried out had to comply with a summative record within the grade of the daily work of each student. The total value of these tasks in the quarterly average of each student is 25%, which projects that the fulfillment of each activity represents approximately 2%. Moreover, it is important to clarify that this type of tasks measured the process and not the product. Each of the activities was evaluated in an objective way and regarding the overall performance of each practice and exercise, so each student is considered. In this way, the results obtained by the students could be objectively measured to obtain a suitable analysis, comparisons, and conclusions that fit the reality observed in the tasks.

As mentioned before, from the numerical point of view, the results are good as it can be concluded that the measurements were objective, the tasks complied with the topics, and they evolved in quality and level of difficulty. Consequently, the results show that 7-4 students must still improve their grammar through text editing and as they progress in their academic performance, they will also be able to continue with more complex tenses or tenses in the past and future. In summary, the number of tasks may not have been sufficient

due to the time and format of the virtual sessions; however, this does not detract from the broad and objective measurement of each activity.

### **5.3. Restatement of the Research Question**

This research has as main objective to establish a proposal to help seventh graders at José Figueres Ferrer Experimental Bilingual High School to improve the use of English grammar through text editing in, based on such approach and the specific objectives of the next research question: What is the effectiveness of using text editing as a strategy for improving grammar tenses usage?, which was the research question posed in Chapter 1 of this research remains. The results measured in the different tasks allowed to demonstrate that text editing allows to determine in an objective way the level of knowledge that students have and from there, to develop a better methodological strategy for mastering the curricular content.

This question emphasizes the concept of the effectiveness of the results; based on this, all the text editing activities given to the students of the group 7-4 at José Figueres Ferrer Experimental Bilingual High School, presented an adequate level of difficulty and, therefore, the results made clear that there were aspects that limited a better development of the results, as well as illustrating what requirements are necessary to correct and improve grammatical flaws in students in the short term. According to the question and the results obtained in the activities carried out, the use of text editing to improve grammar in seventh grade students is an efficient and practical tool that allows to measure, in an objective way,

the true level of knowledge of the students, as well as to establish some parameters to improve the different skills regarding the use of English as a second foreign language, in the future.

#### **5.4 Unexpected Results**

The analysis of this research, rather than talking about unexpected results, needs to refer to a completely atypical school year. In several sections of this project, the researcher mentioned that the Covid-19 pandemic has affected the normal development of face-to-face lessons. The original design of this work intended to carry out at least five face-to-face sessions with the students of group 7-4, so the curricular contents would be explained, and the tasks would be subsequently carried out with their respective feedback. As a consequence, the President of Costa Rica made the correct decision of resorting to social distancing as a way to prevent the spread of this pandemic. Therefore, all the teachers in the country had to rethink their entire plan for work for the rest of the year: program content, ways of teaching in the virtual classroom, evaluation items, ways of communicating with students and parents, ways of providing feedback. All these activities had to change and make constant adjustments.

Although the José Figueres Ferrer Experimental Bilingual High School has a virtual platform (Cloud Campus Pro) and could pose a bit of an advantage at the beginning of the declaration of the pandemic, it was not the case. Unfortunately, many teachers still did not handle all the platform applications, and especially the seventh grade students, as they only

had been part of the institution for five weeks and an induction on the management of the platform never took place; in other words, the students had to learn on the go and many are still in a learning process.

The vast majority of teachers were not prepared to take a school year emphasized in information and communication technologies, and virtual courses have a structure in their content, evaluation, project design that is very different from the lessons in a regular classroom; although, this school never stopped its lessons and tried to adjust as quickly as possible to the situation, there was little time for training. However, this whole situation can be considered as unexpected, but not as something negative because it required the teachers to rethink their work and try to coordinate with the high school, Professor Steven Garita and with the students the mechanisms to carry out this research, and adding an innovative element to the virtual classroom. Moreover, another aspect that affected the process of the virtual classes is related to technical aspects. Sometimes a series of variables must be taken into account, as they usually do not happen in a lesson within the institution; as for example, lack of the electric fluid, lack of connection or poor Internet connection, electronic devices such as computers or tablets in optimal conditions. All these types of variables could affect the students and it was a constant at the beginning of virtual classes and they still continue to affect the students' performance in all subjects.

An element that influenced the quality of the information transmission was the tool used in the virtual classrooms, at the beginning the Big Blue Button (BBB) classroom was used; however, due to the load on the servers of the Cloud Campus Company Pro, this

caused that sometimes Power Point presentations and videos were not loaded or there were sound problems. Therefore, a change had to be made to the Zoom platform and from there the results improved considerably, as the quality of the lessons was better, as well as the use of time, and more efficient control of the students' attendance.

### **5.5 Recommendations**

As a first recommendation, it is important to refer to the evaluation in the virtual mode. The virtual lessons without a value in the quarterly average are not objective; one of the main aspects for the success of this research was based on the fact that each of the activities in the virtual classroom and the tasks assigned to the students had a percentage in the average of each student. In other words, despite the situation, this high school never proposed a model with a formative evaluation nature. This situation emphasized the teachers' commitment to perform quality tasks and the students' commitment to carrying them out in a timely manner, aspect that influenced the results to be positive. In summary, this type of results would not have been obtained with participatory tasks at the discretion of each student and where the teacher had no responsibility to keep a detailed control over the progress of their students.

The amount of time to work was an important limitation to improve results; for this reason, the researcher would have presented better results in the academic part with at least three more working sessions with students. This variable beyond the control of the researcher would have permitted more exploration activities and to know the true level of

grammar of a group. In addition, if in a future a student at Universidad Internacional de las Americas studying in the English major with an emphasis on teaching, should work with students for at least eight or ten sessions because time management and the measurement of academic results in the virtual classroom are totally different.

Conducting a larger number of sessions with the groups could have improved the interaction with all the students and it is probable that better feedback could have been given. Consequently, this would have improved the results of the elaboration of negative sentences with the Simple Present, as well as the elaboration of questions. It is important to recognize that due to the tightness of the weather and even the mid-term holidays, there was an impact that would have allowed to improve that feedback and create more materials and information, and review it with the students.

It is important to do a diagnostic test in the English language, preferably of a standardized character, such as TOIEC or Versant. This could allow the teacher to better know the entry profile of the students and thus, to know in which of the four English skills, students have more limitations and thus, better structured strategies could be carried out to improve grammar.

researches, it can be developed a virtual strategy; in other words, it is essential that the teacher and students know in detail all the tools offered by the institutional platform. In case the institution does not have a virtual platform, the teacher must know the tools that allow them to teach in the best way and ensure that their students know the proper use of such tools. This will allow them to better understand each of the lessons. Sometimes the

students did not carry out the activities properly, as they had to first learn to work on a platform tool. In relation to this, the future teacher must not only be an expert on the subject, but they must be experts in distance education and virtual education. Future teachers must know their virtues and skills to improve, since it is very possible that this modality will end up consolidating more than imagined.

According to his experience, the researcher had to rethink a good part of the activities, as there was some concern at the beginning; however, thanks to the support of my tutor and the program director of English, the researcher could take a new course of action and continue with the investigation. Moreover, the researcher was able to analyze the possibility of carrying out and exploring something new and different from what it has been little written so far the researcher can say that he learned to teach differently, to see education from a more solitary and human point of view, and that many times obstacles can become unique experiences to improve every day.

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## **Annexes**

## Pre Test

### José Figueres Ferrer. Experimental Bilingual High School

“Excelencia Académica y Disciplina”

Teacher: Gerardo Montero Brenes

Student’s Speaking Survey

Pre-test.



### Instructions:

- The next survey will take for you few minutes.
- The different data provide for the students will be appreciate, for this reason is important to be objective in each answer.
- The next survey is basically with academic objectives. The information that you provide is confidential.

### Question 1:

Do you speak English in your classes of reading and writing English?

Yes  No  Why not? \_\_\_\_\_

### Question 2:

How much do you speak in your English classes?

A little  Some  A lot

### Question 3:

Do you use English in your classes for? (tick only one)

- Writing sentences applying a grammar rule
- To answer your teacher
- Writing paragraphs
- Translation

**Question 4:**

How often do you write compositions such short stories, letters, descriptive articles, opinion articles?

	always	Sometimes	Rarely	Never
Short stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptive articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opinion articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 5:** In your English writing classes, how often do you work individually, in pairs and in groups?

	always	Sometimes	Rarely	Never
Individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Question 6:**

Does your teacher use a “speaking rubric” or speaking parameters to evaluate your speaking performance in class and test?

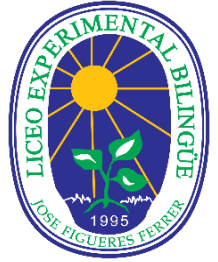
- Always
- Only in term test
- Never

**Thank you for your help.**

## Task 1



Liceo Experimental Bilingüe José Figueres Ferrer  
 "Excelencia Académica y Disciplina"  
 English Department  
 Writing 7°



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## GRAMMAR WORKSHEET

### ADD “-S” OR “ES” OR “IES”

Simple Present + Third Person singular: <b>With most verbs, simply add ‘-s’.</b> <b>However, you should add ‘-es’ to the following kinds of verbs</b>		
<b>He</b> <b>She</b> <b>It</b>	w <u>atches</u> TV. te <u>aches</u> English.	• Verbs ending in ‘-tch’ or ‘-ch’
	w <u>ashes</u> his/her/its clothes.	• Verbs ending in ‘-sh’
	m <u>isses</u> his/her/its friend.	• Verbs ending in ‘-ss’
	g <u>oes</u> to school. d <u>oes</u> exercise.	• Verbs ending in ‘-o’
	f <u>ixes</u> broken bicycles.	• Verbs ending in ‘-x’
	stud <u>ies</u> English.	• Verbs ending in a <b>consonant</b> + ‘-y’ change to ‘-i’ before adding ‘-es’
	pl <u>ays</u> tennis.	• Note that verbs ending in a <b>vowel</b> + ‘-y’ just add ‘-s’

**Editing Practice:** Correct the 13 verb forms below.

### **My Brother's Daily Routine**

My brother always get up at 6:00 a.m., and then wash his face, and brush his teeth. After breakfast, he go to college at 7:00 a.m. He study history and English and he always pass his exams with 100 points! Then, he hurry back home at around 4:00 pm and do his homework before he has dinner at 6:30 pm, and then he watch TV in the evenings. In his free time he play tennis an read magazines. He also have a part – time job two days a week: he teach English and Spanish at a local college!

**Task 2**

21/7/2020

Conjugate verbs in Simple Present in the third person singular.

## Conjugate verbs in Simple Present in the third person singular.

You must choose the correct option for each sentence, the result will be provided automatically.

Add '-s' or '-es' or 'ies'.

**\*Obligatorio**

1. Full name 6 puntos

---

Choose '-s' or '-es' or 'ies' to change the verbs in the sentences below

2. Thomas really [like] to draw pictures in his free time. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

3. My father [work] in a big office downtown. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

21/7/2020

Conjugate verbs in Simple Present in the third person singular.

4. My classmates always [pass] her English test with a high grade. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

5. My friend [study] at a college near his home. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

6. David sometimes [play] tennis in the afternoon. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

7. Mariam always [try] to help people when they have a problem. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

21/7/2020

Conjugate verbs in Simple Present in the third person singular.

8. Troy always [watch] football games on TV. \* 1 punto

Marca solo un óvalo.

- s  
 -es  
 -ies

9. Patrick has an interesting hobby. He [fix] old cars. \* 1 punto

Marca solo un óvalo.

- s  
 -es  
 -ies

10. My baby brother [cry] when he doesn't see his mother. \* 1 punto

Marca solo un óvalo.

- s  
 -es  
 -ies

11. Sarah [go] to school very early in the morning. \* 1 punto

Marca solo un óvalo.

- s  
 -es  
 -ies

21/7/2020

Conjugate verbs in Simple Present in the third person singular.

12. I bring my lunch from home, but William [buy] his lunch at work. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

13. John is a great student. He always [do] his homework after class. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

14. My friend should relax more. He [worry] too much about the future. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

15. My sister usually [get] up at about six o'clock in the morning. \* 1 punto

*Marca solo un óvalo.*

- s  
 -es  
 -ies

21/7/2020

Conjugate verbs in Simple Present in the third person singular.

16. Our teacher [say] that we should study hard. \*

1 punto

*Marca solo un óvalo.*

- s
- es
- ies

---

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**Task 3**

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

## Identification of sentences and elaboration of questions in Simple Present

Dear student, complete the following quiz, according to the type of item requested using the Simple Present

**\*Obligatorio**

1. Full name \*

---

2. Group \*

*Marca solo un óvalo.*

- 7-1  
 7-2  
 7-3  
 7-4  
 7-5

Multiple Choice

Which sentences/questions are correct?

3. Which sentence is in the Simple Present? \*

1 punto

*Marca solo un óvalo.*

- He can a bike ride.  
 He can ride a bike.  
 He can rides a bike.  
 He cans ride a bike.

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

4. Which sentence is in the Simple Present? \* 1 punto

*Marca solo un óvalo.*

- He has read a book.
- He is reading a book.
- He read a book.
- He reads a book.

5. Which negative sentence is in the Simple Present? \* 1 punto

*Marca solo un óvalo.*

- He do not reads a book.
- He does not read a book.
- He is not reading a book.
- He not read a book.

6. Which negative sentence is in the Simple Present? \* 1 punto

*Marca solo un óvalo.*

- We dont work in a bank.
- We does not work in a bank.
- We don't work in a bank.
- We do not works in a bank.

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

7. Which question is in the Simple Present? \* 1 punto

*Marca solo un óvalo.*

- Do she work in an office?
- Do she works in an office?
- Does she work in an office?
- Work she in an office?

8. Which question is in the Simple Present? \* 1 punto

*Marca solo un óvalo.*

- From where do you come?
- Where do you come from?
- Where does you come from?
- Where dos you come from?

9. In which sentence is the Simple Present used correctly? \* 1 punto

*Marca solo un óvalo.*

- Gerald clean the bathroom.
- Gerald cleans the bathroom.
- Gerald cleanes the bathroom.
- Gerald cleaned the bathroom.

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

10. In which sentence is the Simple Present used correctly? \* 1 punto

*Marca solo un óvalo.*

- Andrew wash the dishes.  
 Andrew washes the dishes.  
 Andrew washs the dishes.  
 Andrew whasses the dishes.

11. Which question is in the Simple Present? \* 1 punto

*Marca solo un óvalo.*

- Can Steven speak English?  
 Can do Steven speak English?  
 Can does Steven speak English?  
 Can Steven speaks English?

12. In which sentence is the Simple Present used correctly? \* 1 punto

*Marca solo un óvalo.*

- Sandy doesn't wash her hair.  
 Sandy do not wash her hair.  
 Sandy don't washes her hair.  
 Sandy does not washes her hair.

Ask for the  
underlined  
parts

Dear student you must to use questions with question words in Simple Present. Be carefully with the correct use of grammar.  
Use: Who, Where, How, When, What, Why, How, among others.

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

13. N°1 \*

1 punto

They usually go on holiday in July.

---

14. \*

1 punto

Mel works in an office.

---

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

15. \*

1 punto

Pamela does not like squash.

---

16. \*

1 punto

The child plays the trumpet.

---

21/7/2020

Identification of sentences and elaboration of questions in Simple Present

17. \*

1 punto

Lisa talks about Danny.

---

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## Task 4

21/7/2020

Verb conjugations and negative sentence elaboration in Simple Present

### Verb conjugations and negative sentence elaboration in Simple Present

1. Ful Name:

---

2. Group

*Marca solo un óvalo.*

7 - 1

7 - 2

7 - 3

7 - 4

7 - 5

Don't or Doesn't - Exercises

21/7/2020

Verb conjugations and negative sentence elaboration in Simple Present

3. Select the correct answer by checking don't or doesn't.

20 puntos

Marca solo un óvalo por fila.

	don't	doesn't
Rebecca _____ drink coffee.	<input type="radio"/>	<input type="radio"/>
We _____ wear jeans.	<input type="radio"/>	<input type="radio"/>
These boys _____ play golf.	<input type="radio"/>	<input type="radio"/>
I _____ teach Italian.	<input type="radio"/>	<input type="radio"/>
Your brother _____ smile.	<input type="radio"/>	<input type="radio"/>
This car _____ run fast.	<input type="radio"/>	<input type="radio"/>
They _____ go to the cinema.	<input type="radio"/>	<input type="radio"/>
My mother _____ like rats.	<input type="radio"/>	<input type="radio"/>
My dog _____ eat apples.	<input type="radio"/>	<input type="radio"/>
Linda and I _____ work today.	<input type="radio"/>	<input type="radio"/>
I _____ play the guitar.	<input type="radio"/>	<input type="radio"/>
You _____ tidy your room.	<input type="radio"/>	<input type="radio"/>
She _____ buy meat.	<input type="radio"/>	<input type="radio"/>
He _____ sing rock.	<input type="radio"/>	<input type="radio"/>
A snail _____ fly.	<input type="radio"/>	<input type="radio"/>
We _____ live in Egypt.	<input type="radio"/>	<input type="radio"/>
You _____ have a boat.	<input type="radio"/>	<input type="radio"/>
They _____ clean the bathroom.	<input type="radio"/>	<input type="radio"/>
This girl _____ go to the disco.	<input type="radio"/>	<input type="radio"/>
Bats _____ lay eggs.	<input type="radio"/>	<input type="radio"/>

21/7/2020

Verb conjugations and negative sentence elaboration in Simple Present

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Google Formularios

## Post Test

21/7/2020

grammar test (post test)

### grammar test (post test)

Dear student, the following practice is a summary of the activities carried out with the sentences in simple present.

Be careful with your work.

¡Have a nice day!

1. Full name

---

2. Group

0 puntos

*Marca solo un óvalo.*

7-1

7-2

7-3

7-4

7-5

I Parte: Put in the correct verb forms. 10 points

3. 1. Andy \_\_\_\_\_ the family car.

1 punto

*Marca solo un óvalo.*

wash

washes

washs

washies

21/7/2020

grammar test (post test)

4. 2. Every morning my mother \_\_\_\_\_ at 6 o'clock. 1 punto

*Marca solo un óvalo.*

- get up
- gets up
- get ups
- gettes up

5. 3. The museum \_\_\_\_\_ open on Mondays. 1 punto

*Marca solo un óvalo.*

- a) does'nt
- b) doesnt
- c) don't
- d) doesn 't

6. 4. Anne and Peggy \_\_\_\_\_ too late. 1 punto

*Marca solo un óvalo.*

- am
- are
- be
- is

21/7/2020

grammar test (post test)

7. 5. The lesson \_\_\_\_\_ at 8.30. 1 punto

*Marca solo un óvalo.*

- starts
- start
- startes
- starties

8. 6. Mandy and Susan \_\_\_\_\_ films every weekend. 1 punto

*Marca solo un óvalo.*

- watch
- watches
- watchs
- watchies

9. 7. Peter \_\_\_\_\_ exercise very mornings. 1 punto

*Marca solo un óvalo.*

- do
- does
- doies
- dos

21/7/2020

grammar test (post test)

10. 8. It \_\_\_\_\_ a beautiful day today. 1 punto

*Marca solo un óvalo.*

- am
- are
- be
- is

11. 9. Mr. Black \_\_\_\_\_ e-mails in the evenings. 1 punto

*Marca solo un óvalo.*

- writes
- write
- writ
- writs

12. 10. The girls \_\_\_\_\_ the shopping. 1 punto

*Marca solo un óvalo.*

- do
- does
- doies
- dos

II Part: Negate the sentences. 5 points.

Write the following sentences in negative form using the simple present.

13. She wants to become a superstar. 1 punto

\_\_\_\_\_

21/7/2020

grammar test (post test)

14. Steve can make breakfast. 1 punto

\_\_\_\_\_

15. The sun goes around the earth. 1 punto

\_\_\_\_\_

16. The banks close at 2 o'clock. 1 punto

\_\_\_\_\_

17. Dave believes in ghosts. 1 punto

\_\_\_\_\_

Form questions in the Simple Present. 5 points.

18. Frank / to read / comics 1 punto

\_\_\_\_\_

19. you / to speak / any Roman language 1 punto

\_\_\_\_\_

20. where / she / to live 1 punto

\_\_\_\_\_

21. what / can / we / to do / to find / the stolen bike 1 punto

\_\_\_\_\_

21/7/2020

grammar test (post test)

22. to be / Peter / from Austria

1 punto

---

Which answers are correct?. 5 points.

choose the correct answer.

23. Which sentences is in the Simple Present?

1 punto

*Marca solo un óvalo.*

- I doesn't usually have lunch at school.
- We have two cars.
- Martin has been to Montreal.
- Peter will go to Panamá.

24. Which questions is in the Simple Present?

1 punto

*Marca solo un óvalo.*

- Are you German?
- Does you have a brother?
- Did you come here?
- Do Steven buy a burger?

25. Which sentences is in the Simple Present?

1 punto

*Marca solo un óvalo.*

- Kattia and María are science teachers.
- Kattia and María goes to Canada.
- Kattia and María went to Canada.
- They works in my high school.

21/7/2020

grammar test (post test)

26. Which questions is in the Simple Present?

1 punto

*Marca solo un óvalo.*

- Do you do the homework?
- What did they make?
- Where does you from?
- Is they from China?

27. Which sentences is in the Simple Present?

1 punto

*Marca solo un óvalo.*

- Susan is 25 years old.
- He have 25 years old.
- Susan haves 25 years old.
- She does have 25 years old.

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Google Formularios

### Taks links in Google forms

Task 2	<a href="https://forms.gle/ivoXTYWxpTwohzoJ7">https://forms.gle/ivoXTYWxpTwohzoJ7</a>
Task 3	<a href="https://forms.gle/KVRU1hRUEMx2KEkE7">https://forms.gle/KVRU1hRUEMx2KEkE7</a>
Task 4	<a href="https://forms.gle/5hVT1P1qqB2T5NaM8">https://forms.gle/5hVT1P1qqB2T5NaM8</a>
Post test	<a href="https://forms.gle/MERexUF9iCdzFPq5">https://forms.gle/MERexUF9iCdzFPq5</a>

## **Tribunal Examinador**

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en enseñanza.

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MSc. Yanith Delgado Chacón  
Tutora

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Lic. Rigoberto Gutiérrez Albenda  
Lector

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Lic. Leslie Elizondo Mora  
Director de las Carreras de Inglés

San José, 23 de julio del 2020

Señores

Universidad Internacional de las Américas

Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Gerardo Antonio Montero Brenes, portador de la cédula de identidad no. 303420014, que ha titulado: Text Editing as Strategy to Enhance Grammar Tenses Usage in Seventh Graders at José Figüeres Ferrer Experimental Bilingual High School during the Second Quarter 2020

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

Lic. Leslie Elizondo Mora  
Director de las Carreras de Inglés

San José, 23 de julio del 2020

Licenciado

Leslie Elizondo Mora

Director de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

El estudiante Gerardo Antonio Montero Brenes, portador de la cédula de identidad no. 303420014, ha presentado para su lectura y corrección de estilo la tesina denominada Text Editing as Strategy to Enhance Grammar Tenses Usage in Seventh Graders at José Figüeres Ferrer Experimental Bilingual High School during the Second Quarter 2020. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

.....

Lic. Rigoberto Gutiérrez Albenda

Lector de Tesis

26 de julio del 2020

Licenciado

Leslie Elizondo Mora

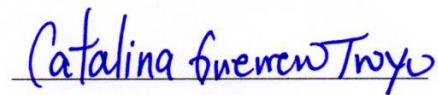
Director de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

El estudiante Gerardo Antonio Montero Brenes, portador de la cédula de identidad no. 303420014, ha presentado para la respectiva revisión la tesina denominada *Text Editing as Strategy to Enhance Grammar Tenses Usage in Seventh Graders at José Figüeres Ferrer Experimental Bilingual High School during the Second Quarter 2020*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo  
Cédula: 1-1012-0519



## Universidad Internacional de las Américas Código de Ética

El suscrito **Gerardo Antonio Montero Brenes**, número de carné: **303420014** graduado del grado de **bachiller** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

**PROBIDAD:** actuar siempre con rectitud y honradez.

**PRUDENCIA:** actuar con pleno conocimiento de la materia sometida a su consideración.

**JUSTICIA:** permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

**RESPONSABILIDAD:** cumplir con los deberes, tanto en calidad como en oportunidad.

**DISCRECIÓN:** guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

**INDEPENDENCIA DE CRITERIO:** no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

**DIGNIDAD Y DECORO:** actuar con sobriedad y moderación.

**TOLERANCIA:** evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

**EQUILIBRIO:** desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

**ACTUALIZACIÓN:** comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

**VOCACIÓN:** mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

**BUENA FE:** toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

**Gerardo Antonio Montero Brenes**

**303420014**