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Analyzing the Effectiveness of Teaching Past Tense Structures in Context

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**Analyzing the Effectiveness of Teaching
Past Tense Structures in Context**

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DEDICATION

This project is dedicated to my dear husband, José Vicente, who has been my permanent support since the first day I decided to go for this master's degree. I want to thank my lovely mother, Dilma, and my grandfather, Carlos, who have always believed in me, and since I was a child taught me through their example to be brave and perseverant.

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RESUMEN

Muchos años de estudiar reglas gramaticales no han sido suficientes para que los estudiantes las dominen apropiadamente, y esta fue la principal razón para realizar este estudio. El aprendizaje y enseñanza del inglés es una de las principales prioridades en todas las instituciones educativas de Ecuador, por esa razón, esta investigación es importante, en especial para los maestros de inglés, ya que les brindará evidencias que muestran que la enseñanza de la gramática en contexto incrementa la comprensión del idioma en los estudiantes mejor que enseñarla de manera aislada. El estudio se basa en una investigación cuantitativa, 24 estudiantes de una institución pública de la ciudad de Quito, Ecuador fueron parte en el estudio. Los participantes fueron divididos en dos grupos experimentales. El primero recibió instrucción de gramática aislada, y el segundo gramática en contexto. A los estudiantes se les enseñó oraciones afirmativas en pasado simple usando verbos regulares e irregulares. Después de una semana de instrucción, los estudiantes rindieron una prueba final. Los resultados indicaron que el grupo que recibió la instrucción en gramática en contexto alcanzó exitosamente mayores niveles de comprensión de estructuras gramaticales a lo largo de diálogos, análisis de oraciones, y en requerimientos de interpretación, que aquellos que recibieron la instrucción en gramática aislada. Sin embargo, la instrucción de gramática aislada les permitió tener éxito en ejercicios de identificación del verbo correcto. Por lo tanto, una recomendación para futuras investigaciones en este tema sería el hecho de tener ambos métodos trabajando juntos y no estancarnos en solo uno de ellos. Los estudiantes necesitan la efectividad de tener herramientas para comunicarse y producir el idioma, pero es también importante para ellos encontrar significado a través de las estructuras.

Palabras claves: gramática aislada, gramática en contexto, estrategias, metodologías, recursos de aprendizaje, reglas gramaticales.

ABSTRACT

Many years of studying grammar rules have not been enough for students to master them appropriately, and it was the main reason to do this study. The learning and teaching of English is one of the main priorities in all educational institutions in Ecuador, for that reason, this research is relevant, in special for English teachers because it will provide them with evidence that shows that teaching grammar in context increases learner's comprehension of the language better than teaching sentences structures in isolation. The study is based on a quantitative research design, 24 students from a public institution from Quito, Ecuador were part of it. Participants were divided into two experimental groups, the first one received grammar in isolation instruction, and the second one grammar in context. Students were taught affirmative sentences in simple past using regular and irregular verbs. After one week of instruction, students took a final test. The results showed that the group that received in context instruction reached successfully more levels of grammar structures comprehension among dialogues, sentence analysis, and interpretation requirements than those who received grammar in isolation method. However, grammar in isolation instruction allowed them to succeed upon correct verb choices. Therefore, a good recommendation for further investigations on this topic could be the fact of having both methods of instruction working together, and not to get stuck in just one of them. Students need the effectiveness of having the tools to communicate and produce the language, but it is also important for them to find meaning through the structures.

Key words: grammar in isolation, grammar in context, strategies, methodologies, learning resources, grammar rules.

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1.1 Overview

Teaching grammar in isolation has always been one of the most common practices among English teachers, especially in public schools in Ecuador where learning English is a mandatory subject. Being an English public teacher has allowed me to notice that teaching grammar rules has been part of a repeated process, where teachers teach the same way their teachers taught when they were at school. A series of standardized tests are given to the students at the end of each unit of work. Here, they have to demonstrate their grammar competencies acquired during the instruction period; these tests are usually presented with many multiple choice exercises where learners have to make correct grammar decisions.

The number of mistakes and successes tells the teacher if the student has reached the grammar level planned in the lesson. But this practice has not guaranteed students' success in grammar at all; when you work with large classes, in particular, you realize that the knowledge regarding grammar rules is still insufficient from students that come from previous years. Despite the fact that the teacher spent a considerable amount of time correcting their students' mistakes, the results were not satisfactory enough.

Many years of studying the language in schools have not been enough to master it appropriately, and, when it comes to confronting a real-conversational setting, they get stuck. Therefore, there is a need to change practices that are not giving results and look for alternatives that help students gain confidence while learning a second language.

The following study seeks to answer the question, do students learn the past tense better when its taught in context? This question helps teachers to find out how grammar in context make real connections with the meaning of texts, and at the same time, that helps to turn the grammar rules into a more straightforward practice, engaging students with the

target language better. Additionally, this question allows educators to reformulate their teaching practice and look for strategies where students feel motivated when learning a second language.

As a child, I just received private English classes from a friend who liked English. The public primary school where I studied did not have English as a subject in its curriculum; it was not only my institution's case but all the primary public schools in Ecuador. My first English classes were in secondary school. My English teacher, who was the same during my six years in high school, had a common way to teach and introduce the topic, for example, for the "Present Simple," he would draw on the board the patterns that would help us construct affirmative, negative, and questions. I was very good at following those rules.

Later, I planned to go to university and become a teacher of this language, I was not admitted because of my English level, and I asked myself, why? I was so good at this subject at school. At that moment, I realized that something was not working well. I had studied for years the same way, and in the end, it did not help me be apt for the career. Today, I realize that my story is still repeating, there are many students like me that feel frustrated when it comes to a mastery of the language. If this issue still continues, especially in the public sector, there is an emergent need to change not only the educational policies but the way students are being taught, including the strategies and methods applied in the classroom.

When students continue to show little mastery of the English competencies, teachers are blamed, sometimes, for their student's lack of skills. It seems that their methodologies and strategies lack effective activities that promote students' learning. In order to improve the teaching practices, in 2013, the government created the Go Teacher scholarship program, giving teachers the opportunity to learn new methodologies to teach the language in universities in the U.S.A. The questions are, did it work? How did the teachers actually

use these methodologies?

      The following chapters outline the significant steps of the project. In chapter two, I shall conduct a literature review taking an in-depth look at teaching grammar in context, but also, stating connections between traditional and modern teaching methods on grammar. The first central part of the study addresses the positive learning impact that context-based grammar has created in students in many other contexts. Chapter three has to do with the methodology of this study, in this section, I will concisely explain the action plan, which will describe the type of research, participants, the kind of data, and the context where it will take place. Chapter four will present the analysis of results. This section will describe the findings in detail. Finally, chapter five will address relevant discussions and conclusions based on the study results.

Chapter 2

Literature Review

This section looks to answer the question, *"Do students learn the past tense better when it´s taught in context?"* The review gives us an overall vision of the reasons for the effectiveness of teaching structures in context. Then it highlights the idea that grammar in a context not only involves students in the learning process better but in the integration of content too. This work will also address activities that teachers can include in their lessons as a way to guide students toward grammar discovery tasks. However, before starting to define what grammar in context is from the point of view of experts, it is important to revise some transcendental themes that will help us to have a better encounter with past and modern insights regarding grammar.

2.1 What is grammar?

To begin with, it is crucial that we can answer this question, that way, we can start by giving the teaching grammar insight a more understandable direction when looking for its teaching effectiveness. Janine Berger, professor at University of San Francisco in Quito, Ecuador and author of the book "Globosapien*s",* in one of her definitions of this term claims that: "It's a system: It´s not a series of rules to be learned in isolation; it´s an interconnected system of concepts that must be understood as such if students are to express original thoughts" (Berger, 2015, p.31). In addition, when talking about knowing a language*,* the following researcher maintains that: "knowledge of a language enables you to combine words to form phrases, and phrases to form sentences, because no dictionary can list all the possible sentences" (Fromkin, 2003, p.4). This clear vision of grammar allows us to understand its complexity at the moment of studying its structures.

Grammar is a standard structure that has to do with the selection and union of the words to give them sense; they take part in a meaningful function in linguistic instruction. If

grammar structures do not exist; language is not possible either. Likewise, lack of knowledge of language rules make speaking skills harder for students. As a result, it is not possible for teachers not to teach the foreign language rules.

Language has always given human beings the power of creating and interpreting, in other words, language changes and modernizes and so do grammar rules. Therefore, teaching grammar is important, but as teachers we need to be aware that there are many right ways to teach, but there are also many ways that do not work.

2.2 Language Teaching Methodology

According to Rodgers: "Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Theory statements would include theories of what language is and how language is learned" (Rodgers, 2001, p.3). These concepts are joined to different design characteristics of language teaching. These design characteristics can embrace goals, curriculum identification, kinds of events, teacher´s function, resources, etc. Design characteristics are step by step joined to modern instruction and knowledge domains as it is perceived in the place where instruction and knowledge acquisition come about. All these difficult characteristics describes language instruction methodology (Rodgers, 2001).

Every single teacher plans their classes based on the teaching context. For example, a public school teacher might believe that grammar is a matter of repeated rules that are going to help students gain enough knowledge to enter the university, it means that, for example, the more the students repeat that the past of the regular verb "work" is "worked" and "sing" is "sang" the more they are going to differentiate between regular and irregular verbs. Some of these teachers may assume that communicative, writing or reading skills are going to come later.

2.3 English Teaching Standards in Ecuador

Before analyzing which are the most popular methods or current teaching practices to gain effective results in grammar teaching, it is vital to take a look at the English Teaching Standards that the Ministry of Education in Ecuador requires from students at the end of their school years. English Language proficiency principles are the objectives learners are estimated to reach when finishing the competence levels regarding content and abilities developed during the learning progress.

English Teaching standards have to do with the Common European Framework of Reference for language: Knowledge, instruction, evaluation (CEFR) as they give the foundation for the clear explanation of goals, topics, and approaches.

The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The progression of the levels is the following:

2.3.1 Educación General Básica (sublevel Elemental and Medio)

- Level PREA1: at the end of 3rd year

- Level A1: At the end of 5th year

- Level A2: at the end of 7th year

2.3.2 Educación General Básica (sublevel Superior and Bachillerato General Unificado)

- Level A1: At the end of 9th year

- Level A2: At the end of 1st year

- Level B1: At the end of 3rd year (Educación, Estándares de Inglés, 2009)

In order to help students in this process of mastering the second language, researchers have provided teachers with a lot of alternatives to make it possible. In the following insights, I would like to mention some of them, but without forgetting the fact that if teachers do not center their teaching process toward acquisition as well as grammar rules learning, even the

best practices are going to fail. I am convinced that, acquiring a language is different from learning it, in the sense that the first one lets students express their ideas either written or spoken, on the country, learning a language permits a student to master its grammar rules, but it does not necessarily mean that this student is going to develop communicative competences as well. I It is good that students learn the language and their grammar implications, but it is going to be always better if they know how to use these tools to communicate effectively in many different situations. The following are some of the options offered by researchers concerning the best practices to teach grammar.

2.4 Grammar Teaching Methods

2.4.1 Traditional Approaches

Regarding language instruction, old-style methods provided more relevance to grammar structures aptitudes as the support of language mastery. These approaches based their principles on the idea that grammar structures can be acquired through the direct instruction and through an approach that produced a lot of practice of monotonous activities and rehearsing. The deductive method was one of the approaches to teaching grammar structures: students are presented with linguistic use rules and then provided with chance to put into practice these structures; conversely, in the inductive method, learners are set with examples of sentences having the language structure rule and required to construct the grammar rule (Richards, 2006).

This study will show findings regarding both ways of instruction; that way, we will determine the best practices for learners' needs.

2.4.2 Traditional versus Modern Teaching Methods

The manner grammar is imparted might be in a different way from old approaches. Instead of explicitly teaching grammar structures, then require from students to do rehearsals and practices in their books, teachers can associate language facts, sentence patterns, and

grammar practices toward the significant language usage in the learner's personal lives. For instance, a teacher might tell what he or she did last weekend when teaching the past tense, next ask learners to repeat the same. The focus would be on meaning as well as on structure. That way, instructors can help learners recognize that the ultimate learning English goal is to be capable of talking in English, rather than mastering all the structures and terminology for their own purpose (Hiep, 2000).

If you visit a public school in Ecuador, you will realize that many English teachers are including grammar in context methods in different activities, but why does not it give the results we would like to obtain? The thing is that if we want to have our students in the correct path of learning grammar, it is important to provide them with tools where they have the opportunity to experience meaning and form at the same time; we cannot separate both concepts while teaching, but it seems that we are giving more importance to form rather than meaning. Therefore, learning structures can be beneficial when students can use them as a path to express their own ideas when sustaining short conversations with a foreign speaker, or even more simple, when making short presentations in class.

2.4.3 Grammar Translation Method

Translation approach is a beneficial tool in the acquisition progress of ESL students. In addition, it helps improve second language competences. A facilitating function is taken in the conception of the second language by the grammar translation method. This approach gets a helpful function in second language acquisition, and permit students to be aware of the distinctions and things in common among the mother tongue and the second language that will allow learners to comprehend the language structure in a better way (Cagri, 2013). But, at what point can the translation method help students understand the second language grammar structures better? The translation is an innate approach; the problem is that it can give good results sometimes, but in other settings it cannot. Do not prevent students from

using the translation method; the teacher's role is to tell them when it works or not as a learning tool (Berger, 2015).

It is not surprising that students want to translate unknown words all the time, and of course, with the help of technology, students can get it as fast as they can. If a student looks for the Spanish meaning of that word, it is probable that they get confused about it due to the variety of concepts or similar words that might find. One example might be pronouns: the translator often doesn't know whether to translate "su" as his/ her/ your/ their because Spanish syntax does not do that.

2.4.4 Grammatical and Communicative Language Teaching Method

Communicative proficiency teaching is setting as the communicative language teaching objective. What does this term stand for? Maybe we are able to explain this phrase mainly by associating it with the definition of grammar skills.

Grammar skills have to do with the familiarity of the construction pieces of sentences (e.g., linguistic categories, verb tenses, expressions, paragraphs, sentence structures) and the way sentences are constructed. Grammar skills are the center of several structure training books, which naturally offer a grammar rule on one side, and give activities to put into practice the grammar rule on the other side. The sentence is normally the unit of exploration and rehearsal. Whereas grammar skills are a vital aspect of language acquisition, it is obviously not all the process that has to do with learning a language since a person is able to master the grammar rules of sentence construction in a language and even so not have enough success at being capable of managing the language for significant communication (Richards, 2006).

Teachers need to be aware that teaching grammar is not bad at all, but it is necessary to turn the page and start looking for the best practices to combine grammar approaches with the communication ones. In a public school classroom of Ecuador, many of our students

cannot establish an English conversation with someone else, even when these dialogues demand very basic vocabulary and structures. And one of the problems can be that many teachers are still so worried about giving the student a great number of grammar rules and avoiding giving them real language experiences where they can explore and live the language the way it is presented in real-life settings. Another problem is simply fear of losing control of the group; a third is the teacher's lack of confidence in their own knowledge beyond the structure.

2.5 Teaching Grammar through a Contextualized Process
2.5.1 Context-based grammar

Teaching grammar is a complicated topic in language instruction. Contextualized grammar instruction allows students to notice the grammar rules of the language successfully. If grammar rules are giving in context to students, they will be capable of mastering the language. Contextualized grammar teaching will support students in the acquisition of new grammar rules and procedures. If students learn grammar rules in context, they will apply them more efficiently in communication (Mart, 2013). A very necessary issue to solve among English instructors should be how to manage the most effective strategies to make these language rules help students go for not only mastering high levels of grammar competencies but to use these tools to extend toward their knowledge in regards to other skills as well.

Inappropriately, several programs break down the explanation of the connection between form and function. Forms are taught to students, but they are not taught about how to operate them to convey meaning. If the communication value of other grammar systems is not constructed for students clearly, they leave the classroom with the idea that other grammar systems occur only to make things complicated for them (Nunan, 1998). As teachers, we should truly recognize that any grammar structure that our students achieve must directly impact their communicative faculties. Many years of our kids studying the foreign language rules should start giving results; as teachers, there are tools we can provide them

and start having success in regards to their language needs.

2.5.2 Covert grammar

Teaching grammar in context help teachers develop higher -order thinking skills in students due to the analytical exigencies that their activities require. While students figure out the meaning of certain words and the rationale of the text presented, they have to deeply explore the answers. Covert grammar instruction has to do with hidden grammar rules from the students – although they are mastering the language. That is, the students might be required to complete an information gap activity or read content where grammar is applied or presented, but they will focus their attention on the activity or to the content rather than grammar. Through covert grammar, instructors support the learners to obtain and/or rehearse the language, but they do not pay attention to any of the grammatical rules of the language (Harmer, 1987, p.3).

About teaching grammar in context, the following author argues:

Grammar instruction is a difficult issue in language teaching. Teaching grammar through context will help learners perceive the structures of the language effectively. If learners are given grammatical structures in context, they will be able to master the language better. Teaching grammar in context will help learners to acquire new grammar structures and forms. Learners will use grammatical conventions more effectively in communication if they learn them in context (Tugrul, 2013, p.128).

With the correct guidance, students can successfully go for more analytical instruction regarding grammar. If teachers can combine activities that include meaning and form, it will not only help learners master structures better but explore communicative skills as well.

2.5.3 How is grammar contextualized?

Milica Vucadin answers the question, how is grammar contextualized? And provides teachers with some ideas to put into practice and allow students to explore instead of

explaining everything; that way, she offers alternatives through a contextualized based approach to grammar. The following are some basic steps that the author points out as a way to develop an exploratory grammar lesson.

2.5.3.1 Teach thematically- At this point, you might simply present modal verbs having students order in a restaurant and talking about the list of options with the server. It is specifically used with students that want to travel and they do not have enough time to learn grammar.

2.5.3.2 Contextualize- Reliable films, books, articles, and song usage. That way, we are introducing grammar as a means of language and communication, not only as a boring item that is mandatory for the assessment.

2.5.3.3 Incorporate all the skills- Through including the whole language abilities, grammar is put into practice instantly, and through reutilizing the similar grammar pattern among the whole four language skills, the learner will effortlessly attain the grammar pattern.

The same author also introduces three contextualized ways of introducing a new grammar form:

2.5.3.4 Using music and songs – The student's attention is certainly attracted by the ideas that come from a song, the rhythm, and for younger children, and even movements. That is, learners are able to learn the structures by themselves, and the structure converts into a discussion theme. Identify past perfect is a lot easier by linking it with a melody.

2.5.3.5 Short stories or books – For this occasion, you can select a short passage of a book or a short story. If students provide you with their favorite reading material, that's even better. Start by reading and discussing the content. You can then search for a specific grammar form and discuss how it is used in that sentence. You can finish

the reading by paraphrasing or reporting the sentence. This kind of grammar discovery is proven to deepen the understanding of the mother tongue as well as the foreign language.

2.5.3.6 Activities with films or videos clips- These are big tools for learners who do not like reading. The teaching might begin by seeing a small fragment of the movie, and then offering a transcript. Then, you can emphasize the grammar rules and see it again to catch the way they are used in real communication. Speaking events can embrace a role-play with a particular grammar rule. Making a storybook, blog post or even a blog can be included in writing activities. (Vucadin, 2019, n/p)

2.5.4. Learning Grammar through Rules and Diagrams

2.5.4.1 Questioning: Students can be taught to transform sequences of words into yes-or-no questions or "tag questions" to determine if the sequence is a complete sentence. The sequence "Jim and Sue can dance the tango," for example, can be transformed into the yes-or-no question "Can Jim and Sue dance the tango?" or the tag question "Jim and Sue can dance the tango, can't they?" and therefore the sequence is a complete sentence. (Noguchi, 2001, p.98)

2.5.4.2 Charts: The instructor writes a sentence such as "Those two big babies are crying" on the board and then asks questions such as "What question does the word 'those' answer?" (Sams, 2003, p.8). Students work through a series of sentences in this manner until they eventually realize how adjectives relate to subjects. Students record the steps of this analysis in a chart so that they have a visual display of the process. Students can also write the words of sentences from their drafts into a chart with classifications like "Preceding the Subject," "Subject," "Between Subject and Verb," "Verb," and "Following Verb" to learn about grammar through the structure of writing. (Devet, 2002, p.p 8-9)

The students' age in this study is appropriate to apply grammar exercises that require a detailed examination. For example, the questioning method has helped me clarify my students that a modal is also known as a modal auxiliary or modal verb, and when they see that the same modal that is used in affirmative sentences is also used to begin a question, they realize about its function easily. In addition, when working with one or more different modal verbs, this method helps learners realize that the same process is applied with all of them. In a different manner, charts are useful to help students break down a sentence into its parts to learn. When the aim is to teach students that adjectives in English take a different place than in Spanish, this visual support helps them identify their correct position in a sentence.

2.5.5 Learning Grammar through Contextualized Sentence Practice

2.5.5.1 Discovery approach*: Students can draw their own conclusions about sentence structure by analyzing groups of sentences, some of which are correct while the others contain a specific error. For a fragment lesson, for example, students can read a list of 8 related word sequences, of which seven are fragments and one is a complete sentence. The students can then be asked to identify the complete sentence. Each sequence of words is discussed in terms of how it is different from the previous sequence. When the students examine the complete sentence with a noun subject and a main verb, they can be asked to define a sentence in terms of its structural parts. (D'Eloia, 1987, p. 373)

Douglas, established the following appropriate grammar – focusing techniques:

- Are embedded in meaningful, communicative contexts,

- Contribute positively to communicate goals,

- promote accuracy within fluent, communicative language,

- Do not overwhelm students with linguistic terminology,

- are as lively and intrinsically motivating as possible. (Douglas, 2007, p.363)

To explain the implications of age when learning structures, the same author also mentions that:

> Young children can profit from a focus on form if attention to form is offered through structured input and incidental, indirect error treatment. Somewhat, older children may benefit as well from very simple generalizations (such as "This is the way it when we are talking about yesterday") and concrete illustrations. Adults with their abstract intellectual capabilities, can use grammatical pointers to advance their communicative abilities (Douglas, 2007, p.364).

With respect to the age of the participants, Kendra Cherry makes mention to Piaget's theory and states that 12 and up learners develop an increase in logic, the capacity to apply logical reasoning, and abstract ideas' understanding (Cherry, 2020). According to this theory and the age of the participants in this study, which is 13 to 14 years old; we can assume that, teaching grammar through isolation and in context process might do a good job when applied together due to the level of reasoning that both methods include. When students are taught through grammar in isolation, they are required to learn a considerable number of grammar rules forcing them to remember patterns correctly. When learning through the in context method, they are immersed in a deep analysis of discovering grammar rules.

Binary and matching activities, for example, can help young students to store grammatical structures more efficiently. The more the students exchange information, the more they are able to reach the specified knowledge and skills. Conversely, when talking about the level of proficiency, the same author believes that a forced use of grammatical forms in initial levels might stop students acquiring fluency in the target language. He also declares that grammar aspects lose their level of importance if they are the center of the class (Douglas, 2007).

With this in mind, the study of words in any language will always be the path toward

its correct use. Therefore, it is important to make sure, as teachers, which method is more suitable. The question included here is, should teachers teach grammar inductively or deductively? In order to ask this question, Douglas acknowledge that an inductive method is the most appropriate due to the following reasons:

- It is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus).

- It conforms more easily to the concept of interlanguage development in which learners progress, on variable timetable, through stages of rule acquisitions.

- It allows students to get a communicative "feel" for some aspects of language before possibly being overwhelmed by grammatical explanations.

- It build more intrinsic motivation by allowing students to discover rules rather than being told them. (Douglas ,2007 p. 365)

Despite the fact of giving the inductive method more credit, the author does not rule out the idea that the deductive approach is sometimes necessary. Indeed, he adds that both, inductive and deductive methods, can work together depending on the teacher´s lesson objective (Douglas B, 2007). The idea of working upon the teachers' goals does not only give them the faculty of choosing which method is better but allow them the opportunity of working according to the students' needs. In a group, we always realize who needs to reinforce more grammatical structures, with these group for example, an explicit teaching method can work better.

2.6 Advantages of a Deductive Approach when teaching Grammar

- Consequently, it might be time-saving and go direct to the point. Numerous rules, particularly rules of form, might be easier and rapidly clarifying than extracting from examples. It will permit extra time for rehearsal and implementation.

- It is respectful of the intellect, exclusively from adult students, and recognizes the function of mental process in language acquisition.

- It settles several students' beliefs regarding classroom learning, mainly for those students who own logical learning skills.

- It lets the instructor address language facts as they arise, rather than having to estimate the grammar points and plan them previously (Thornbury, 1999, p.30).

The author has highlighted important observations about learning grammar rules deductively, and he has stated that age does not matter when learning grammar rules. He assumes that this method brings advantages for all students' ages. However, it is important to be careful when teaching through this method because it is probably that in large or even small classes, you might find many students with whom logical activities are not part of their learning style.

Chapter 3

Methodology

This is an experimental case study, and compares teaching grammar in context or in insolation. It uses quantitative data analysis since the main purpose is to collect statistical information. In regards to this method, Bhandari (2021) states that: "Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations" (n/p). The experiment allowed me to establish group A that received instruction through grammar in context method while group B received instruction through grammar in isolation method. Preliminary results suggest that group A was better than group B combining meaning and form at the moment of doing their grammar choices. However, we can also determine that, even when group B performed less with regard to contextualized structures; they also did well when it came to working upon structures in isolation. Therefore, if the aim is to determine the effectiveness of each method, we cannot ensure that one is a hundred percent better than the other one due to the level of performance of both groups were almost similar in terms of demonstrating grammar structures understanding.

3.1 Participants

The study was conducted in a public school in Quito- Ecuador. Students between 13 to14 years old from the 9th year of E.G.B. took part in this experiment. There were two groups, group A, who received grammar in context instruction and was made of 12 students, and group B, who received grammar in isolation instruction, which was also made of 12 students. Both groups took part in one week of introduction, the time that the study lasted. Regarding the topic, which consisted of simple past tense structures, students did not have prior knowledge, which means that this topic was totally new for them.

3.2 Inclusion criteria:

- Students from 9th year of "EGB", morning schedule, class C-H.

- Students with internet access and permanent attendance to the zoom classes during the week of instruction.

- Students who accepted to be part of the study through the informed assent form.

   Exclusion criteria:

- Students who did not have internet access and technological resources (computer, cellphones, etc).

- Students who did not attend zoom encounters regularly; especially during the week that the study took place.

- Students who did not accept to be part of the study through the informed assent form.

   Students recruitment process:

- Two groups of students from 9th year of EGB.

- Students were informed about the study purpose and were given more details about the data collection process.

- Acceptance of being part of the study through the informed assent form.

3.3 Procedures

Both groups took the same test at the end of the teaching process. The instrument covered questions from both insights, grammar questions in isolation and in context. The timeline to carry out the teaching and learning and evaluation process was stated as the following: First, I designed two lesson plans based on affirmative sentences using regular and irregular verbs in Simple Past tense for both groups; one received grammar in context instruction, and the second one grammar in isolation instruction, these lessons took part in four academic hours. At the end of the period of instruction, both groups took a test, which consisted of thirty mixed questions based on both methodologies. Finally, I graded each student's test to analyze

the applied methodologies result and answer my initial inquiry regarding the better strategy

to teach grammar.

Table: Class design and schedule

Course	Schedule	Methodology and Topic	No of Students
Students from group A (class C)	Tuesday from 10h10 to 10h50 Thursday from 10h10 to 10h50	Grammar in context – Use of irregular and regular verbs in simple past, affirmative sentences	12
Students from group B (class H)	Monday from 7h00 to 8h20 Wednesday from 11h30 to 12h10	Grammar in isolation- Use of irregular and regular verbs in simple past, affirmative sentences.	12
Post- test group A	Tuesday from 10h10 to 10h50		
Post-test group B	Monday from 7h00 to 8h20		

The table above is detailing the group of participants that took part in the week of

instruction. The schedule is showing in the morning hours. Both groups received different

teaching methods under the topic "Use of irregular and regular verbs in simple past,

affirmative sentences". Coincidentally, both study groups consisted of the same number of

students; the number of participants was selected once the students accepted to be part of the

study, did not miss any class during the week of instruction, and took the final test. Finally, it

shows the schedule of the post-test for both groups, which took place after the instruction

week.

3.3.1 Week of instruction- Group A

First encounter

During the week of instruction, group A was taught through the grammar in context

method. It means that all the activities, tasks, and additional work were made under this

strategy. The rule discovery strategy accompanied the learners all the time during the development of the required activities. During the first encounter, to introduce them the use of irregular verbs in affirmative sentences in simple past, through a PowerPoint presentation, the students saw a picture where two friends were talking about the activities they did last week; open-ended questions were displayed and learners answered questions like, where were the people in the picture? What did they do? After that, students read a short story about "Camila and her busy day", this reading section was followed by a matching task where students had to remember the activities this girl did according to the text and join the main sentence with its complement.

The next activity consisted of a dialogue. In this section, students read a conversation between two friends and their activities from their previous week. Two volunteer students were invited to act out the dialogue presented. This activity ended with a fill-in- the- blank exercise where students had to remember the correct verb to complete each statement. This section was closed with a fill in the blank exercise, where students had to remember the correct verb in past and complete the paragraph. This topic was reinforced with a required task through the use of an interactive worksheet. Open-ended questions and clear instructions about the coming tasks were displayed during the entire session to have students engaged.

Second encounter

The session started with a brief review of the previous topic. We revised answers in the interactive worksheet sent as a task and checked for students' understanding. To continue, this lesson began with a short story about "Sabrina's funny week". Students took turns reading each section from the story, and then, they were called to answer some yes-no statements from the reading. For questions that required a "no" as an answer, the students had to reply with the true information. For example, the teacher´s statement was: "Sabrina prepared a delicious Ecuadorian soup" – students' answer: No, Sabrina prepared a delicious

Mexican soup. In order to reinforce this second encounter topic, students were required to complete an interactive worksheet as a task.

3.3.2   Week of instruction- Group B

First encounter

This group was taught through grammar in isolation method. The lesson started with a PowerPoint presentation with the title "Simple Past Tense of irregular verbs". A variety of verbs in their base form and simple past were shown. The students were taught thatirregular verbs change the writing in some cases. Students did a lot of drilling activities with the idea was that they could memorize the past of each verb perfectly. Then students were encouraged to tell the correct verb form, and in order to motivate their participation, a competition game was displayed where the ten first to write the answer in the chat box won extra points. After some minutes of practicing the past of each verb, students were taught thataffirmative sentences with irregular verbs in past, *S+V+C*. After explaining, they were required to order some sentences and put each word in the correct place. For example, a /dragon/the/ had/red/ apple = the dragon had a red apple. Finally, to finish the lesson, students were asked to complete some sentences with the correct verb form. For examples:

My mother _____a taxi yesterday   a. takes b. took c. take

* My mother took a taxi yesterday.

In order to reinforce this topic, the students had to work on the interactive worksheet designed with grammar in isolation activities.

Second encounter

The second session was presented with a PowerPoint presentation and the title "Simple Past Tense of Irregular Verbs". At first, students were taught that they need to add "ed-d" to these verbs in order to change them into past. With the aim of having students memorize the verbs, they completed an "online puzzle" which consisted of joining the correct

parts of the verbs in simple present. Then they were given the same list of verbs but this time they had to add *"ed-d"* to each one. The lesson ended with some application exercises. The first one consisted of a group of sentences where they had to choose the appropriate regular verb in past. And the next one, had to do with a rewriting activity where the students had to change from present into past some sentences. Examples:

1. Juan_____soccer at school.   a. plays   b. played   c. plaied

* Juan *played* soccer at school.

2. My father *paints* his car.

* My father *painted* his car.

Finally, students were required to work on an interactive worksheet designed completely with grammar in isolation exercises.

Due to the pandemic situation and since students are still taking online classes, this study was carried out entirely through online encounters. During the both meetings with both groups, in order to encourage students' participation, sessions were monitored all the time with the requirement of using the zoom chat box to interact with the teacher's questions and the activities designed.

3.4   Standardized Test as data collection instrument

With regards to the use of tests as a data collection method and their advantages, the Social Impact Navigator website argues that: "Tests often employ quantitative methods. Their advantages are: good at depicting changes over time, and they provide a high degree of comparability" (2017). In addition, to give it a more direct insight, the glossary of Education Reform mentions:

A standardized test is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to

compare the relative performance of individual students or groups of students. (The Glossary of Education Reform, 2014).

The Standardized test in this study, which was created by the researcher, consisted of 30 questions divided into multiple choices, fill-in-the- blank, editing, and interpretation options. Multiple choice and editing questions were designed to measure students' performance regarding grammar in isolation aspects. Contrariwise, fill in the gap and interpretation questions were elaborated with the aim to measure how well students answer questions with respect to grammar in context situations.

Due to the pandemic situation, the test was elaborated in the google forms tool, and it was taken via zoom. The test was timed with an online stopwatch, where the students had 30 minutes to answer the questions. It is important to clarify that giving the students a time limit helped me have them focus on the test all the time, avoiding distractions. Not to mention the term "test" with them, and clarify that their results are not considered in their final assessment report, made the students less stressed.

3.5 Test validity and reliability

Results obtained and the disposition of students when responding indicated that the instrument was well-designed taking into consideration the conditions where the learning process took place. Therefore, it was important to consider validity and reliability aspects in the test used as the data collection tool. Concerning validity and realiability, the test showed an adequate level of precision since according to the authors Heale and Twycross:

Validity is interpreted as the level to which content is exactly measured in a numerical study. Students could infer the required information accurately, and it demostrated that each item in the test was conneceted with the main content. *Reliability* has to do with the steadiness of a quantity (Heale & Twycross, 2015,p.66).

However, test results in this study were as reliable as they could be under the

circumstances on account of taking a test on zoom is obviously less reliable than taking it in person. Without the teacher's supervising, taking a test online can encourage students to trust their answers on the internet or any other kind of help. So, it can not be considered trustworthy enough.

3.6 Variables of the study and Analysis

The variable being measured in the study is comprehension of the simple past tense between two groups of students, those who receive grammar instruction in isolation and those who receive grammar structure in context. The variable was measured by examining the number of correct answers on tests administered to the two groups after receiving grammar instruction. A comparative statistical analysis was conducted on the test performance of the two groups of students, looking both at the number of correct answers on individual questions as well as overall performance regarding comprehension of the past tense.

3.7 Limitations of the study

Due to the pandemic situation, the lack of connectivity of the students was an obvious issue in this study. That is, students' attendance was affected by not having the resources to connect during the week of instruction that this research lasted. The fact of having students give their final test through a virtual session was an aspect that directly affected the reliability of the test. Even so, parts of these limitations were solved through students' good disposition for being part of this research.

Chapter 4
Results Analysis

4.1 Descriptive Test Results:

Figure 1 shows the standardized test results of both study groups. Group A, which is represented in orange color is showing the standardized test result in regards to teaching grammar in context method after receiving weeks of instruction with this approach, and Group B, which is in blue color, is showing the standardized test result after being taught through grammar in isolation method.
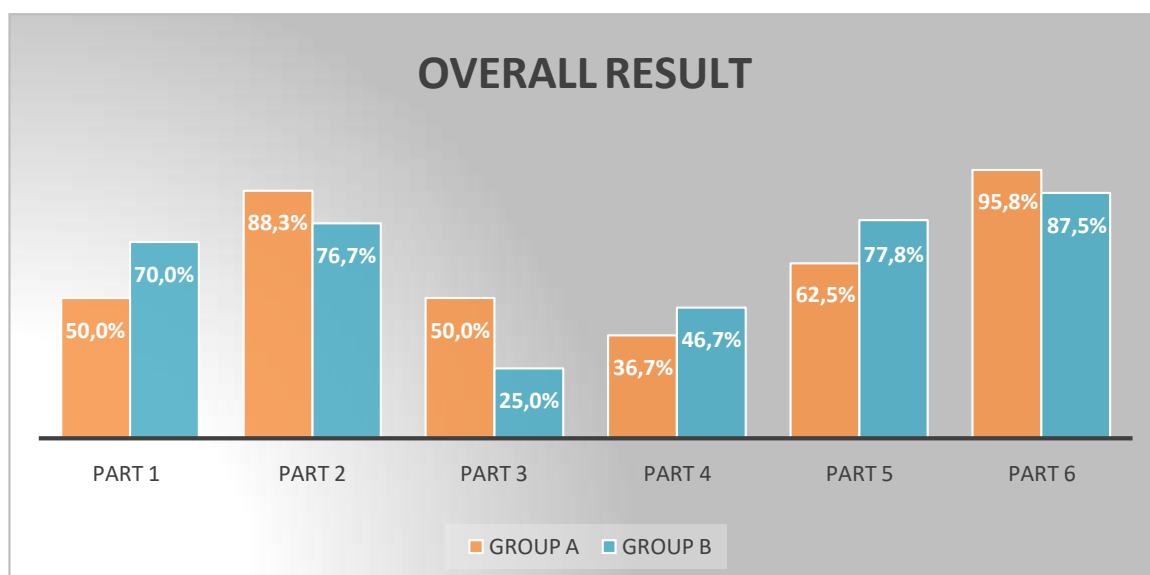
Figure - Overall standardized test results- Grammar in isolation and in context.

The standardized test was divided in six parts, and each part required from students to answer questions related to grammar in isolation and in context aspects. Simple past tense of affirmative sentences using regular and irregular verbs was the main focus.

The bar chart above shows the test result of *Group A and B* in part 1. This question consisted of a multiple choice exercise where students were required to select the most appropriate irregular verb to complete a sentence, isolation exercise based. Group B, clearly shows the higher amount of right answers; 70% of the questions were answered correctly by them, and just 50% of the questions were responded properly by group A. It means that students who received grammar in isolation structure were more likely to choose the verb form

and complete the sentences correctly.

In Part 2 students worked on split sentences exercises. In this section, 88.3 % of the questions were answered correctly by group A. However, the difference with group B was minimum, 76.7 % of the questions in this section were responded in a correct manner. It means that the majority of the participants in both groups of instruction could pick up the correct part of the sentence. This section basically used regular verbs.

Part 3 consisted of a gap-filling exercise. Student had to complete a dialogue using the correct irregular verb in past. This is how 50% of questions were answered correctly by group A and only 25% by group B. From this, we can assume that out of all questions on the test, group B presented the lowest level of performance with respect to the types of questions. Therefore, even when the level of performance is not the highest, participants which received grammar in context instruction, which is group A, reached the major number of correct answers.

Part 4 was set up by an entirely grammar in isolation exercise. Students changed some affirmative sentences in present into past, using irregular verbs. Therefore, from the figure, we realize that the difference between the level of performance in both groups are minimum. Group B indicates that 46.7 % of its responses were correct, and group A got 36.7 %. In this section, there is not a big difference on the test results, but it indicates that the group with grammar in isolation instruction got the majority of correct responses.

When it comes to the editing section, in part 5, students were asked to turn into past a group of verbs which were displayed in present tense and in isolated form. Both study groups did a significant job, but even so, group B shows an increase in the number of correct answers,77. 8 % of their answers were right; however, the difference with group A was minimum. It means that the group that received grammar in isolation instruction were more likely to change the verbs into past.

Finally, section 6 consisted of an interpretation task using visuals. The group of students who received grammar in context instruction was more likely to reach the majority of responses correctly, 95.8% on their answers were accurate. However, the group of students with grammar in isolation instruction did also a good job, 87.5 % of their answers were right. To end, as stated before, the standardized test was minutely designed with exercises in isolation and in context. By analyzing the graph, it is clear for us that the group where grammar rules were taught individually without connecting to content or writing and that were included in questions from part 1,4,5., was more precise in their answers. On the contrary, part 2,3, and 6, shows that the group where grammar rules were not taught as standalone activities reached a more significant level of performance in questions that included editing and interpretation aspects.

Chapter 5

Discussion and Conclusion

This chapter includes thoughts about the results between the two study groups. On the one hand, those who received grammar in context instruction and, on the other hand, those who were taught with the grammar in isolation method. These findings will answer the initial question in regards to the better strategy to teach past tense. And finally, conclusions and recommendations for future studies will be added.

5.1 Discussion of Findings for Research Question

This study seeks to look for the answer to the initial research question stated as following: Do students learn the past tense better when it´s taught in context?

5.1.1 Group A with grammar in context instruction

The results clearly stated that the group which was taught through grammar in context method reached successfully more levels of grammar structures comprehension among dialogues, sentence analysis, and interpretation requirements. Since the main purpose was discovering if this teaching method gives students a better understanding when learning, we might stablish that this kind of instruction was more effective in terms of giving grammar the level of significance that it deserves. That is, allowing the students to gain a more accurate use of past tense structures in communicative settings.

These findings are in accordance with what it has been said by Mart (2013): "To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances" (p.124). What can be infer from this is that discovery rules activities allowed the students to develop more critical thinking when selecting the most appropriate answers among context demands. It did not only help students to learn verbal forms better, but it also pushed

themselves toward more communicative and writing improvements. Indeed, the use of stories during the instruction process was vital to help students recognize contextualized verb forms more effectively. When it comes to the use of stories to teach grammar, these results are in agreement with what has been said by Sheena Gardner, where she establishes that a meaningful task is when the story creates in students the necessity for the target practice, which is thus forepart, and the session gives chances for working with emphasis on significance, structure, and then use (Gardner, 2008, p. 41). There is no doubt that having students work upon stories during the week of instruction helped them develop more analitcal skills regarding grammar choices, and for that reason, the level of performance in questions that requiered a more contextualized situation were more successfully completed in comparison with the other group.

5.1.2   Group B with grammar in isolation instruction

Having received grammar isolation instruction allowed this group of students to present a better performance on all the questions where they had to demonstrate the use of rules and the way of applying them; that is identifying the correct verb form and turning sentences into past. But when students had to recognize the correct verb form in dialogues, split sentences and interpretations of a text, they showed less performance than the other group. Therefore, these findings help us affirm what has been said by researchers that establish that teaching grammar as rules are not useful and consume classroom periods that can be better-occupied reading and writing. By saying that, I do not want to mean that group with grammar in isolation instruction did not perform well in any aspect of the exercises that required a more in-context analysis, what I want to state is that they did their major effort but still the group who received a more contextualized instruction presented less difficulty in recognizing grammar patterns among questions that included content understanding.

The study was carried out over an extremely short period of time. Maybe more

classes, perhaps with a blend of different approaches will help both groups in the long term.

5.2 Conclusions

This research aimed to discover whether the students learn the past tense better when it is taught in context. Based on a quantitative analysis through the results of a standardized test, grammar in context instruction helped students deal better with questions that included communicative settings as dialogues and interpretations. However, with respect to the other group, grammar in isolation instruction allowed them to work upon correct verb choices when identifying the right grammar pattern in isolation.

The results gathered from the group who received grammar in context instruction are in concordance with what has been inferred for years about this method. Teaching grammar in context helped students develop more critical thinking when they had to look for the correct choices. These sets included texts where they had to explore form and meaning at the same time. By doing so, participants demonstrated that they did not only learn how to write irregular verbs correctly, which are the most difficult ones to learn in students, but they also demonstrated that they were able to imply the significance of the text.

Even when the group from grammar in isolation instruction performed well in some exercises that required more contextualized situations, they still presented the need to make better interpretations among the tasks. Despite both groups presented convincing results through both instructional methods, and, even when the contextualized grammar instruction approach gave them a more communicative experience, the grammar in isolation method, helped them to understand grammar patterns better. Therefore, a good recommendation for further investigations on this topic could be the fact of having both methods of instruction working together, and not to get stuck in just one of them. Students need the effectiveness of having the tools to communicate and produce the language, but it is also important for them to find meaning through the structures

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APPENDIX INDEX

APPENDIX A

Certificado de exención

Señorita
Paola Noemí Córdova Elizalde
Investigadora Principal
Universidad San Francisco de Quito USFQ
Ciudad

Referencia: Protocolo 2021-022TPG
Informe de evaluación: IE01.E033.2021-CEISH-USFQ

De nuestra consideración:

El Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito (CEISH-USFQ), notifica a usted que analizó la investigación que se describe a continuación:

A. DATOS DE LA INVESTIGACIÓN			
Códigos USFQ	CEISH: 2021-022TPG Informe de evaluación: IE02-E033-2021-CEISH-USFQ		
Título de la Investigación	Analizando la efectividad de la enseñanza, en contexto, de estructuras gramaticales entiempo pasado. *Analyzing the effectiveness of Teaching Past Tense Structures in Context.*.		
Tipo de estudio	Experimental de caso, con metodología cuantitativa		
Área de Investigación	Ciencias de la Educación		
Investigadores + afiliación institucional	**Investigador**	**Institución**	**Rol en la investigación**
	1_Paola Noemí Córdova Elizalde	Universidad San Francisco de QuitoUSFQ	Investigadora principal
	2_Jannine Harriet Berger Mason		Director de tesis
Lugar de implementación	**Zona** | **Provincia** | **Ciudad**		**Centro de investigación**
	09 | Pichincha | DMQ		Instituto Nacional Mejía
Duración del estudio	Dos meses desde su aprobación		

Este estudio se cataloga como "*exento*", de acuerdo con las regulaciones internacionales que rigen las investigaciones en seres humanos.

El CEISH-USFQ otorga este certificado, toda vez que la investigación cumple con uno o más criterios elegibles para una exención:

Investigación con recopilación y/o análisis de datos anonimizados, obtenidos de registros existentes.	☐
Investigación in-vitro, con piezas dentarias extraídas previamente, donadas voluntariamente y anonimizadas	☐
Investigación con recopilación y/o análisis de datos disponibles públicamente.	☐
Investigación con recolección de datos de manera anonimizada.	☑
Investigación que evalúe anónimamente programas públicos o prácticas educativas.	☑
Investigación que evalúe anónimamente el sabor y/o calidad de alimentos, o estudios de aceptación del consumidor.	☐

USFQ

Documentos que sustentan y que se utilizarán en la investigación	Versión	Fecha	# pgs
1	Protocolo de investigación	E03	30 mar 2021	05
2	Formulario de asentimiento para menores 12-13 años	E01	19 feb 2021	02
3	Instrumentos a ser utilizados para el desarrollo de la investigación: Prueba estandarizada, 6 secciones	I01	17 feb 2021	03

Este certificado tiene una vigencia de dos meses, **desde el 19 de abril hasta el 18 de junio de 2021**, tomando en cuenta el período de duración del estudio especificado en el Protocolo de investigación presentado (versión E03).

Esta certificación aplica solo para las actividades descritas en los documentos revisados según el informe de evaluación **No. IE02-E033.2021-CEISH-USFQ**. Cualquier modificación a los documentos antes aprobados debe ser notificada a este Comité, para un nuevo análisis y determinación del nivel de riesgo.

El CEISH-USFQ deslinda cualquier responsabilidad en cuanto a la veracidad de la información presentada.

Iván Sisa, MD, MPH, MS
Presidente CEISH-USFQ
Correo electrónicos: comitebioetica@usfq.edu.ec

Adjunto: Informe de evaluación del estudio

cc. Archivo digital del estudio
IS/ammt

APPENDIX B

Revisión Exenta de protocolos de investigación

A. DATOS DE LA INVESTIGACIÓN				
Códigos USFQ	CEISH: 2021-0226TPG			
No. informe de evaluación	IE02-E033.2021-CEISH-USFQ	**Fecha**	19 abr 2021	
Título de la Investigación	Analizando la efectividad de la enseñanza, en contexto, de estructuras gramaticales en tiempo pasado. *Analyzing the effectiveness of Teaching Past Tense Structures in Context..*			
Tipo de estudio	Experimental de caso, con metodología cuantitativa			
Área de Investigación	Ciencias de la Educación			
Duración del estdio	Dos meses desde su aprobación			
Equipo investigador	**Investigador**	**Institución**		**Rol en la investiga**
	1_Paola Noemi Cordova Elizalde	Universidad San Francisco de Quito USFQ		Investigadora princip
	2_Jannine Harriet Berger Mason			Director de tesis
Lugar de implementación	**Zona**	**Provincia**	**Ciudad**	**Centro de investigación**
	09	Pichincha	DMQ	Instituto Nacional Mejía
Historial de la revisión	*Recepción dctos del IP*	V1.17 febrero 2021 V2. 30 mar 2021		
	Revisión dctos CEISH	V1.18 febrero 2021 V2.19 abril 2021		
	Envío dctos al IP	PR: 18 febrero 2021 IE01: 29 marzo 2021		
Revisores	AMM, YN, IS			
Breve resumen del estudio	OG: Compare the effectiveness of teaching past structures in context and isolation in secondary – students' level, and analyze which method gathers better results in students'understanding on grammar. Universo: estudiantes de 9no EGB de una escuela pública. Metodología: Grupo A, instrucción deductiva; Grupo B, instrucción inductiva con aplicación deprueba.			

Tipo de Investigación exenta	
Investigación con recopilación y/o análisis de datos anonimizados, obtenidos de registros existentes.	☐
Investigación con recopilación y/o análisis de datos disponibles públicamente.	☐
Investigación con recolección de datos de sujetos ADULTOS, de manera anonimizada.	☑
Investigación que evalúe anónimamente programas públicos o prácticas educativas.	☑
Investigación que evalúe anónimamente el sabor y/o calidad de alimentos, o estudios de aceptación del consumidor.	☐

B. DOCUMENTOS REVISADOS (las obsevaciones de la prerevisión están incluidas en los aspectos metodológicos y bioéticos del informe)	Idioma Versión	Fecha Doc	# Pgs	Evaluación
1	Solicitud de evaluación ética delprotocolo de investigación	**E**	17 feb 2021	01	Adecuado
2	Protocolo de investigación	I2.0 I03	19 feb 2021 30 mar 2021	05 05	No Adecuado
3	Asentimiento para menores 12-13 años	E01	19 feb 2021	02	Adecuado
4	Instrumentos a ser utilizados para el desarrollo de la investigación: Prueba estandarizada, 6 secciones	I01	17 feb 2021	03	Adecuado
5	Hoja de vida de los IP	E	Feb 2021	02	Adecuado
6	Certificados de capacitación o experiencia probada del investigador principal en bioética de la investigación: 6.1. CITI-HSP 6.2. CITI-RCR	I	Vencimiento16 oct 2021 07 feb 2025	01 01	Adecuado
7	Carta compromiso del IP	E	29 ene 2021	02	Adecuado
			Total	22	

C. ASPECTOS METODOLÓGICOS		
Criterio de evaluación	**Evaluación**	**Observaciones**
1. La solicitud incluye todos los documentos necesarios, firmas yfechas.	No adecuado	Todo nuevo documento o versión que se remita al CEISH-USFQ, deberá incluir como pie de página, en todas sus páginas: código asignado por este Comité, versión y fecha. Rpta del IP con V2 y V3: Acoge observación para protocolo mas nopara los demás documentos.
2. El protocolo incluye los datos deidentificación completos	Adecuado	Observaciones de la PR: Datos de identificación del protocolo: 2.1. Aclarar el rol de Glenda Peña en la investigación.Coinvestigadora? 2.2. Tomar en cuenta que la fecha de inicio es 22 de febrero, receptándose los documentos el 18 de febrero, lo que da al Comitéapenas tres días para la revisión de los documentos. Se recuerda que un estudio debe presentarse con por lo menos tres semanas de anticipación de su inicio, y los estudios se revisan en orden de llegada. Por lo anterior, se sugiere ajustar esta fecha para su inicio a partirdel 01 de marzo 2021, como consta en el cronograma. 2.3. Determinar el tipo de estudio. De manera tentativa se locatalogó como "estudio experimental de caso". 2.4. Llenar todos los campos del protocolo. Por ej: Campo 5,recursos humanos está vacío. Rpta del IP con V2 y V3: 1_Se elimina la coinvestigadora 2_Nueva fecha de inicio 12 abr 2021 3_Caso de estudio experimental (B4, p2) 4_Acoge observación y llena la tabla de recursos
3. El título describe claramente el propósito del estudio, el lugar, el período de ejecución y la población.	Adecuado	
4. El período de duración del estudio estábien especificado. Para la estimación de la fecha de inicio de ejecución de lainvestigación se tomó en consideración los tiempos de aprobación del CEISH.	Adecuado	Se debe ajustar el cronograma.
5. Se justifica la relevancia científica/social de la investigación.	Adecuado	
6. Las metas y objetivos son claros, de acuerdo con el problema de investigación. y medibles en el tiempoque dura el estudio.	Adecuado	
7. El tipo de estudio corresponde a lodescrito en el diseño de la investigación.	Adecuado	
8. Describe la población objeto (universo)del estudio, y la muestra mínima que requiere el estudio.	Adecuado	Estudio con muestra a conveniencia, se enrola a dos paralelos del 9 gradodel Instituto Nacional Mejía.

9. Describe los criterios de inclusión-exclusión y los procesos de reclutamiento de los participantes	No adecuado	No se observa aunque puede deducirse del contexto.
10. Describe las variables a analizar, y el procedimiento de análisis de datos.	Adecuado	No se especifica cómo se analizará la información recolectada. Por ejemplo,se utilizará algún tipo de estadística descriptiva o de regresión. Rpta del IP con V3: The data collection method will be a standardized writing test designed by myself and will be applied to both groups. The variable being measured in the study is comprehension of the simple past tense between two groups of students, those who receive grammar instruction in isolation and those who receive grammar structure in context. The variable will be measured by examining the number of correct answers on tests administered to the two groups after receiving grammar instruction. A comparative statistical analysis will be conducted on the test performance of the two groups of students, looking both at the number of correct answers on individual questions as well as overall performance regarding comprehension of the past tense. Furthermore, the test statistics will be examined within the context of existing scholarship and theories on the efficacy of grammar instruction in both teaching styles deployed in the study.
11. Se explica breve, pero claramente, el proceso de recolección de datos	Adecuado	Descrito en B4, p3
12. Describe todos los procedimientos que se realizarán durante la investigación.	Adecuado	Descrito en B5, p4
13. Describe los recursos humanos y materiales necesarios para alcanzar los objetivos del estudio.	Adecuado	Descrito en la tabla de la tabla de la p3 del protocolo.
14. Incluye un cronograma factible.	Adecuado	Se debe ajustar el cronograma. Rpta del IP con V3: Fecha estimada de inicio de ejecución, 12 de abril.

D. ASPECTOS ÉTICOS		
Criterio de evaluación	**Evaluación**	**Observaciones**
15. Se describe cómo se han tomado en cuenta losprincipios bioéticos para la selección de los participantes	Adecuado	Descrito en C1, p3
16. Los beneficios que ofrece el estudio justifican los riesgos que pudieran presentarse, y se describe elproceso para minimizarlos.	Adecuado	Riesgos mínimos descritos en C3, p4 Beneficios individuales descritos en C4 p4.
17. Detalla los beneficios para la población o comunidad.	Adecuado	Descritos en C5, p4
18. Explica claramente los procesos para asegurar la confidencialidad de los datos que se recolecten encada fase de la investigación.	Adecuado	Descrito en C2,p4.
19. Describe claramente el proceso para almacenar los datos en la fase postestudio, garantizando su seguridad y estipulando el tiempo que se guardará la información, lugar, custodios y qué se hará con lainformación al finalizar el tiempo estipulado de almacenamiento.	No adecuado	No se observa. Estudio educacional, exento de IRB.
20. Describe las medidas adoptadas para garantizar la autonomía y los derechos de los participantes.	Adecuado	Descrito en C6, p4.

		Al ser una intervención dentro de un ambiente escolar familiar a los participantes, no se requiere de consentimiento informado de los representantes de los menores. Sin embargo, se requiere un asentimiento de los estudiantes. Para esto se sugiere revisar el ejemplode asentimiento que anexamos a este documento, y lo comparen con la "declaración de asentimiento enviada", para que se complete la información clave. Esto requerirá llevar como evidencia, una lista de los menores que asienten en participar, codificando sunombre pero manteniendo la lista de nombres hasta elfinal de la investigación.
21. Justifica de manera sustentada las razones por las que el estudio NO requiere un texto de consentimiento sino de asentimiento para menores.	Adecuado	En su lugar aplica asentimiento informado. Debe especificar cómo lo va aaplicar, si es digital o físico. Por la pandemia, debería ser digital. Rpta del IP con V3: Due to the group of participants aged 12-13 years old, they will accept to be part of the study through a "formulario de asentimiento informado". Because of the pandemic situation, the application of this form willbe digital through the google forms tool. In the beginning, students will write their full names in the form and read all the implications included in the assent document; I will make sure they understand all the information provided. In the end, students will be required to select their choices under the following descriptions: *"Entiendo todo lo que me han explicado yacepto en participar en este estudio"* or *"No deseo participar en este estudio"*. All the information presented in the assent form is going to be in Spanish, which is the students' native language
22. Se evidencia la idoneidad ética del investigador principal.	Adecuado	Presenta certificado CITI en HSP y RCR vigentes
23. Se evidencia la experticia técnica del investigador principal.	Adecuado	Estudiante de posgrado con tutoría de docente-investigador.

D. ASPECTOS JURÍDICOS		
Criterio de evaluación	Evaluación	Observaciones
24. La investigación contempla y aplica la legislación y normativa nacional e internacional vigente.	No aplica	

RESOLUCIÓN Y JUSTIFICACIÓN		
Período de revisión: Desde 19 feb hasta 19 abril 2021		
Revisores	**Evaluación**	**Justificación de la resolución**
IS. Revisor de metodología de la investigación	Aprobado	Cumple con los estándares técnicos, metodológicos, éticos y jurídicos
YN y AMM. Revisor de aspectos éticos, bioéticos y jurídicos	Aprobado	Cumple con los estándares técnicos, metodológicos, éticos y jurídicos
Coordinación de Gestión		El IP responde a observaciones de la PR. El protocolo, a pesar de ser exento, requiere completarinformación clave que requiere este tipo de estudios.

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APPENDIX C

UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ

Asentimiento para menores de 13-14 años para que participen en la investigación "Analizando la efectividad de la enseñanza, en contexto, de estructuras gramaticales en pasado" *Analyzing the Effectiveness of Teaching Past Structures in Context.*

Nombre del investigador principal: Paola Córdova

Datos de localización del investigador principal : paola.cordova@estud.usfq.edu.ec

Patrocinador: Universidad San Francisco de Quito

Título de la investigación: Analizando la efectividad de la enseñanza, en contexto, de estructuras gramaticales en tiempo pasado. Analyzing the Effectiveness of Teaching Past Structures in Context.

Hola. Mi nombre es PAOLA **NOEMÍ CÓRDOVA ELIZALDE** y trabajo en el **INSTITUTO NACIONAL MEJÍA como docente de inglés.** Estamos realizando un estudio sobre: "Analizando la efectividad de la enseñanza, en contexto, de estructuras gramaticales en tiempo pasado." *Analyzing the Effectiveness of Teaching Past Structures in Context,* y para ello queremos pedirte que nos apoyes.

El objetivo de este estudio es determinar las actividades más adecuadas que un docente de inglés debe realizar para enseñar estructuras gramaticales en pasado. Se ha considerado dos cursos para que participen en este estudio, los cuales perteneces al noveno año de EGB, paralelos C y H, respectivamente.

Tu participación en el estudio consistiría en formar parte de dos semanas de clases en el horario normal que comúnmente recibes clases de inglés. La fecha se te dará a conocer de manera oportuna. Al final tomarás un test a través de la plataforma "google forms" para así conocer los resultados de este estudio.

Tu participación es voluntaria, es decir, si tú no quieres rendir el test al final o que los resultados de la misma sean tomados en cuenta en el estudio, puedes decir que no.

Toda la información que nos proporciones/las mediciones que realicemos nos ayudarán a analizar la mejor estrategia para enseñar estructuras gramaticales en pasado en el idioma inglés, y se utilizará sólo para fines de investigación científica-académica. El puntaje que adquieras en la evaluación, no será tomado en cuenta en el promedio de ningún parcial.

Esta información será confidencial, es decir, no diremos a nadie tus respuestas o compartiremos tus resultados de exámenes. Sólo lo sabrán las personas que forman parte del equipo de este estudio.

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Si aceptas participar, te pido que por favor pongas un visto (✓) en el cuadrito de abajo que dice "Sí quiero participar" y escribe tu nombre.

Si entiendes todo lo que se te ha explicado y aceptas participar en este estudio, debes decírselo al investigador, quien solo entonces iniciará las actividades planificadas para recolectar tus datos. Tu aceptación se tomará como tu consentimiento.

Si no deseas participar, no pongas ningún visto (✓), ni escribas tu nombre.
Si no deseas participar, debes también decírselo al investigador.

☐   Sí quiero participar   Nombre: _____

Nombres y apellidos de la persona que obtiene el asentimiento	Firma de la persona que obtiene el asentimiento
Cédula de Identidad:	Lugar y Fecha:
Declaración de la persona que obtiene el asentimiento • Se verificó la comprensión del menor. ☐ • Se entregó una copia al participante. ☐	

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APPENDIX D

INSTRUMENTO DE RECOLECCIÓN DE DATOS
PRUEBA ESTANDARIZADA

(Dependiendo del tiempo, es probable que no todas las preguntas sean utilizadas. Si este fuera el caso, aun así, la misma evaluación será aplicada en ambos grupos).

Student´s name: _____ Course/ Level: 9ᵗʰ EGB _____

Date: _____ Teacher´s name: _____

PART 1. MULTIPLE CHOICE

Choose the correct option. _Simple Past Tense_. (5 marks)

1. *That food _____ delicious!*

    a. smells

    b. smelt

    c. smeel

2. *I _____ time with my family.*

    a. spend

    b. spent

    c. spends

3. *I _____ a couple of books.*

    a. read

    b. reads

    c. reading

4. *I _____ my homework.*

    a. forgotten

    b. forgets

    c. forgot

5. *I _____ some flowers.*

    a. bring

    b. brought

    c. brings

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PART 2. SPLIT SENTENCES

Analyze and match the following information. Look for the complement that best fits the main sentence. (5 marks)

a. My bother played a video game	and painted her room last night.
b. My father liked that children's movie.	and played soccer together.
c. My mother cooked a delicious meal.	Last week, he saw "Rio 2" in the cinema.
d. I invited a couple of friends yesterday	She prepared pasta with vegetables.
e. My mother cleaned the house	called Super Mario Galaxy.

PART 3. GAP FILLING
Read the following dialogue and complete each space with the correct verb in past. (5 marks)

Pamela: Hi, Cristian. How are you?

Cristian: I am fine, thanks.

Pamela: What did you do last week?

Cristian: Well, I *made* a delicious cake, and you?

Pamela: I *1.* _____ shopping with my mother. She *2.* _____ a beautiful dress.

Cristian: That sounds funny! You and your mother *3.* _____ a very good time together.

Pamela: Yes! We also *4.* _____ guitar lessons and *5.* _____ a movie.

Cristian: Great! Ok. Pamela, it was nice to talk to you. Bye!

Pamela: Bye, Cristian.

PART 4. EDITING
Put the sentences into past. (5 marks)

1. My father drives a car.

   _____.

2. I drink soda.

   _____.

3. Martha writes letter.

   _____.

4. Julian sings a beautiful song.

   _____.

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5. Tomas speaks English.

_____.
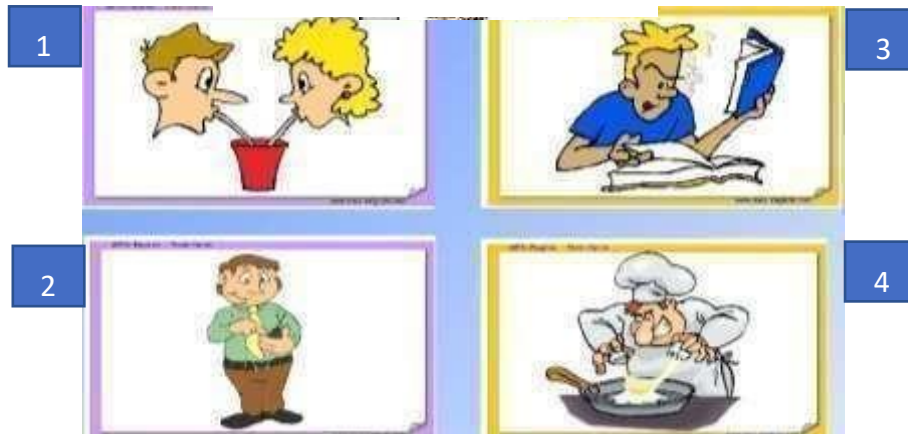
PART 5. EDITING
Turn the following verbs into past. (6 marks)

1. sell   _____
2. draw   _____
3. build   _____
4. swim   _____
5. win   _____
6. give   _____

PART 6. SENTENCES FROM PICTURES

Read about "Peter´s last week", look at the pictures and write the number with the corresponding action.

(4 marks)

Peter had a busy week. First, he woke up early and took a shower. Before going to school, he studied for an exam

a. (___). Then, he felt so hungry and prepared his breakfast **b.** (_____). Later, he decided to call one of his friends to

have lunch together **c.** ( ). When his friend arrived, they ordered their food. Finally, Peter wanted to share his drink with

his friend because he knew that it was her favorite one **d.** ( ).

Score:_____/30

Made by Paola Córdova

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