



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**ACADEMIC REINFORCEMENT OF THE PRESENT PERFECT TENSE**

**GUANGALLI PEÑALOZA MELORY ALEXANDRA  
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GALLARDO GUANOLIQUE ANDY JOSUE  
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**MACHALA  
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# Tesis

*por* Guangalli- Gallardo

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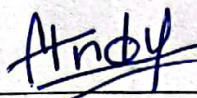
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## **DEDICATORY**

I dedicate all my heart to my God, who has guided me throughout my college career to achieve my goals, but also to my mother, my husband and my brothers for always worrying about me and for the motivation they gave me every day, I love them very much.

**MELORY ALEXANDRA GUANGALLI PEÑALOZA**

I want to dedicate this work to my parents, my professors at the university, my thesis tutor who knew how to help me and God, who has been the most important thing during this process.

**ANDY JOSUE GALLARDO GUANOLIQUE**

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First of all, I want to thank God for giving me the intelligence and wisdom to complete this research work and for giving me the strength to move forward despite the difficulties, I also want to thank my mom because since I was very young she instilled in me the good and to have my goals very clear, for being a fundamental pillar throughout my student process, also thank my father, my husband, brothers and my aunt Nancy for all the effort they have made to support me, and finally to Dr. Odalía for helping us in the completion and writing of thesis for the patience she had with us until the last day.

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ANDY JOSUE GALLARDO GUANOLIQUE



## **SUMMARY**

The following research work aims to improve the learning of the present perfect tense in the students of 8th grade class “C” at Carmen Mora de Encalada school through virtual classes and the use of digital tools such as slides, images and the Kahoot! platform, the use of these digital platforms will increase the motivation of students towards the English language because they are dynamic strategies with which students feel identified, that is why this type of initiative was adopted. This research aims to analyze the shortcomings that students present at the time of receiving classes and what aspects can be improved or redesigned, that is why a qualitative paradigm and a participatory action research approach were used, as well as the use of different techniques such as the interview, participant observation and evaluations, which will allow us to know the main inconveniences that students have in the classroom. Once the problems of the students are analyzed, an action plan and strategies will be made that cover the needs of the students, this is how the learning of the same will be improved, through dynamic and spontaneous techniques that result in a motivating, flexible and effective class.

**KEY WORDS:** Digital tools, participatory action research, qualitative paradigm.

## RESUMEN

El siguiente trabajo investigativo tiene como finalidad mejorar el aprendizaje del presente perfecto en los estudiantes de 8vo año paralelo “C” del colegio Carmen Mora de Encalada a través de las clases virtuales y el uso de herramientas digitales como diapositivas, imágenes y la plataforma de Kahoot!, el uso de estas plataformas digitales permitirán aumentar la motivación de los estudiantes hacia el idioma inglés debido a que son estrategias dinámicas con las cuales los alumnos se sienten identificados, es por ello que se accedió a este tipo de iniciativas. Esta investigación tiene como objetivo analizar cuáles son las falencias que presentan los estudiantes al momento de recibir las clases y cuáles son los aspectos que se pueden mejorar o rediseñar, es por esto que se utilizó un paradigma cualitativo y un enfoque de investigación-acción participativa, así mismo como la utilización de diferentes técnicas como lo son la entrevista, observación participante y evaluaciones, las cuales nos permitirán conocer los principales inconvenientes que tienen los estudiantes en el salón de clase. Una vez que los problemas de los estudiantes son analizados, se procederá a realizar un plan de acción y estrategias que cubran las necesidades que tienen los alumnos, es así como se mejorara el aprendizaje de los mismos, mediante técnicas dinámicas y espontáneas que den como resultado una clase motivadora, flexible y eficaz.

**PALABRAS CLAVE:** Herramientas digitales, investigación-acción participativa, paradigma cualitativo.

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## INTRODUCTION

The English language is considered one of the languages of greater coverage and relevance in the world, its intercultural character allows it to open doors to an endless number of possibilities. In addition, it should be noted that most of the information found on the internet is written in English, as well as countless websites.

Globalization has increased the use of the English language in all areas, so that anyone can relate through this lingua franca that allows us to understand the content of journals, scientific and academic documents, witness films or understand lyrics of songs whose melodies are to our liking, according to (Sa & Chunlin, 2020) "the level of demand that the English language has reached is critical, and therefore its study and preparation will follow a process of expansion in the following decades." (p. 27), therefore, it is vital to consider English as a second language of priority.

In our environment, sufficiency in the English language is a requirement in multiple areas: social, educational, political, sports or professional. Although it is difficult to admit it, the main reason why many people are interested in learning this language is because of its possibilities in a number of fields, but not because of an intrinsic motivation.

Therefore, the teaching-learning process of the English language requires the incorporation of elements based on academic reinforcement in order to achieve satisfactory academic performance. Next, the relevance of academic reinforcement as school support in a virtual modality teaching is established.

Currently, teaching in a virtual environment is governed by information and communication technologies such as: the internet, applications and other technological tools that make their instruction more flexible for the adaptation of a new way of learning. However, an inadequate selection or use of digital tools and teaching materials leads to poor performance in students, being one of the main causes of school dropout. Therefore, the consideration of the

learning needs of the students must be established as a priority, as well as the rhythm of each student when obtaining new knowledge. For this reason, academic

reinforcement aims to enrich learning to implement new activities that facilitate the development of connectivity. The necessary methodology to encourage students is not limited to the traditional use of texts but through a dynamic adaptation of them, making activities and contents that are reflected in a virtual information system more flexible, adapting teaching to authentic situations experienced by students in real life so that in this way they feel committed and connected to the teaching-learning process and obtaining promising results, in this regard, (Njma & Behbood, 2020) it points out "the obligation on the part of teachers and educational authorities to make curricular adaptations that recognize and integrate the role of ICT in the teaching-learning process of a foreign language." (p. 15)

On the other hand, it is of great significance that the teacher acquires essential knowledge in the management of the software governed by his profession to demonstrate that his classes are methodologically organized and designed to excite, motivate and thus obtain a bond of trust between the teacher and his disciples establishing a positive impact on virtual education.

Motivation has been defined as an internal state or condition that activates, directs and maintains a behavior, for (Jian & Xuesong, 2019) "motivation is a force of impetus that leads the individual to achieve his goals. Undoubtedly, an organized and attractive teaching process for students will obtain great benefits when achieving the proposed goals." (p. 4)

Educators have to be compelled to teach constructively leaving aside traditional methodologies that no longer produce the desired results, considering that under this model the instructor was the center of the pedagogical process and the only imparter of knowledge under a unidirectional communicative context that limited the student's abilities.

In Ecuador, academic reinforcement is mandatory for students with learning difficulties, which many teachers must do at the beginning of the school year before taking exams, either in individual or collective classes. This modality intensified before the health emergency due to COVID-19.

Article 347 of the Constitution of the Republic stipulates that it is the responsibility of the State to incorporate information and communication technologies into the educational process, thus promoting the link between education and productive activities.

Consequently, there is controversy in the educational field, since the actors of the educational process being "minds of different worlds" have different ways of handling the instructive practices of language teaching. To begin, it is best to subdivide its study into five language skills: *speaking, writing, listening, reading and language*, which combines grammar and vocabulary. The theme of this research focuses on the formation of grammatical structures used to exchange knowledge.

Within the grammar of the verb tenses of the English language is the present perfect tense, in which its correct use expresses experiences or memories that occurred in the past, but which still have relevance in the present.

Obviously, reaching a level of abstraction that connects actions or facts of the past with the present requires a constant practice of grammatical structures and the acquisition of an extensive vocabulary encompassing regular and irregular verbs, as well as their forms in past tense and past participle.

The conjugation of the present perfect is "*have*" and "*has*" because normally students are taught that the meaning of these two words is "to have" being a main element to confuse them as verbs and forget that they work as an auxiliary which is totally different, another factor that often influences learning is the verb in its third form.

During the pre-professional practices carried out with students of the eighth basic year at Carmen Mora de Encalada school in the Pasaje canton, factors that hinder the teaching-learning of the English language are evidenced, which are:

- Scarce teaching material
- Incorrect expression of verbs in past participle.
- Confusion of verbs in the different verb tenses.
- Lack of motivation for learning the English language.
- Limited practice of the present perfect tense topic in English.
- The relationship between students and their teacher is not good.
- Unwillingness of the students, few participate in class, while most have a passive or indifferent attitude.
- Repetitive and monotonous sessions.

Therefore, the basis of this project is the reinforcement of deficiencies in the verbal and written use of the present perfect tense in the teaching-learning process through innovative practices that attract the interest of the student and promote the mastery of this English language skill of the theme of the present perfect tense and transfer this effect to the other language skills.

Estimating the difficulties presented by the mastery of this grammatical tense, the following **scientific problem** is generated: How to improve the learning of the use of the present perfect tense of the students of eighth year "C" of basic education at Carmen Mora de Encalada school?

Having as an **object of study** the process of teaching-learning the English language in basic education.

The causes involved in the question of the problem that arises are the following:

- There is no academic reinforcement in complex and difficult to understand topics.



- The teacher does not motivate the student to participate in classes and work during asynchronous hours.
- There is no correct use of verbs in past participle.
- Vocabulary shortage.
- Lack of didactic resources used by the teacher.
- Limited use of technological tools that facilitate educational practice.
- The teacher does not adapt the teaching to real-life situations, for a better understanding of the subject.

The **general objective** of this research is: To implement a system of practical exercises based on the use of digital tools to improve the learning of the use of the present perfect tense in the students of 8th year of class basic education "C" of the Carmen Mora School of Encalada.

As a field of research, digital tools are determined as didactic resources. On the other hand, the scientific questions taken into account for the development of this research work are:

1. What are the fundamentals of using digital tools as teaching resources?
2. What is the level of mastery of the grammatical theme of the present perfect tense of the students of 8th year of Basic Education of the Carmen Mora School of Encalada?
3. How to improve the learning of the present perfect tense of the students of 8th year of Basic Education of the Carmen Mora School of Encalada?
4. How effective is the system with practical exercises based on the use of digital tools in improving the present perfect tense of the students of 8th year of Basic Education of the Carmen Mora School of Encalada?

The following **specific objectives** are proposed in the research:

- Provide a theoretical base for the learning of the use of the present perfect tense in English through the use of digital tools in the students of 8th year of basic education of the Carmen Mora School of Encalada.
- Diagnose the current state of mastery of the present perfect tense topic in the students of 8th year of basic education at Carmen Mora de Encalada school
- Implement a system of practical exercises based on the use of digital tools to improve the learning of present perfect or in the students of eighth year of basic education at Carmen Mora de Encalada school
- Describe the results obtained from the application of the system of practical exercises based on the use of digital tools to improve the learning of present perfect in the students of the eighth year of basic education at Carmen Mora de Encalada school

This research aims to implement academic reinforcement sessions to deal with cases of low performance in students, teachers will use different methodological resources in the classroom either face-to-face or in virtual mode to obtain favorable results that facilitate and improve the mastery of the present perfect tense topic.

The research focuses on a population between 11 and 12 years of age of 8th Year of Basic Education of the "Carmen Mora de Encalada" School.

Given the above, interpretative research carried out from the qualitative paradigm, with a non-experimental design, using empirical methods such as interviews and participant observation, is proposed.

The practical contribution of the research consists of the implementation of a system of classes sessions of academic reinforcement with emphasis on the practice of reading-writing exercises, oral communicative practice and practical exercises using digital tools for students

with low performance so that they can achieve the mastery of the topic present perfect tense, both in the management of grammatical structures and their holistic understanding.

The present study is made up as follows, with an introduction where the theoretical design of the research and three chapters are presented, the first presents the necessary theoretical bases that support the research, the second chapter presents the methodological framework that circumscribes the type of research, the objectives, different methods and techniques used for the collection of information, in the last chapter the analysis, interpretation and results obtained in the study are shown.

The research work closes with the presentation of conclusions and recommendations supported by a relevant bibliography.

## **CHAPTER I: USE OF DIGITAL TOOLS WITHIN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE**

This section focuses on the theoretical foundation regarding the use of digital tools as a resource for the improvement of the teaching-learning process of the English language, both historically, conceptually and contextually, in order to provide credibility to the work in development. Subsequently, the place where the investigation was carried out and the diagnosis that allowed to justify the problem are described.

### **1.1 Historical background of the evolution of digital tools for academic reinforcement in English language teaching.**

The use of digital tools within the life of the human being was born along with the digital revolution many years ago, during the twentieth century where the technological boom arose; a great leap for man and a great improvement for his quality of life; however, it is recently that technology has been spoken of as a truly fruitful tool for all aspects of life that involve man and his development. In education, the integration of Information and Communication Technologies (ICT) has had a long history being used for the first time in the seventeenth century. In the opinion of (Billore & Rosén) "technology has been developing robust roots in the fields of education and pedagogy so they will hardly be able to distance themselves." (p. 23)

From birth, man wants to learn, to acquire significant knowledge that allows him to develop and function in the best way, thus guaranteeing subsistence. Learning is part of man, so day by day people seek to improve this process of acquiring knowledge.

Education has manifested changes over the years from traditional teaching to constructivist teaching which have allowed it to reinforce the contents to improve learning and respond to the needs of the student.

Teaching means allowing the student to learn, that is, fostering the conditions for him to freely express his needs in a favorable affective climate, of understanding, acceptance and respect. Learning, on the other hand, is attributing meaning to the experience that makes it possible to satisfy needs.(Rodriguez, 2013, p. 36)

For a long, the teaching-learning process has been evolving, educators have been adapting themselves to the transitions that have been taking place over the years within the classroom. To achieve a fruitful educational practice, the tutor has always implemented all the tools at his disposal in order to improve the educational experience.

Innovation within the teaching-learning process provides a great opportunity to improve the educational experience, allows learners to feel comfortable and have sufficient motivation to develop in the best way within the school environment. That is why it is important to explore new contexts within the classroom, with new methodologies, tools and strategies that allow us to leave aside everyday life, (García & Muñoz, 2016) "digital resources offer new opportunities in the teaching and learning processes by incorporating image, sound and interactivity as elements that reinforce the understanding and motivation of students" (p. 1)

For a long time, digital tools have been implemented as another resource, without relevance and often as a simple activity to have something to do within the classroom; however, within the teaching-learning process they can play a main role in achieving the previously established educational objectives.

When used correctly, digital tools allow to dynamize the classes, vary the educational practice allowing the student to exploit their abilities while developing in a correct learning environment and acquiring real knowledge thanks to ICT, "the incorporation of information and communication technologies (ICT) in the classroom is a process that is increasing rapidly worldwide, is a global expression of education" (Díaz Barriga, 2013, p. 5)

Students learn in a better way when they are the creators of their own knowledge, when they are the main actors within the teaching-learning process; therefore, the implementation of digital tools allows students to develop their creative, cognitive, social and cognitive abilities.

Traditional teaching has meant a great problem within education, its rigorous and severe methods have not allowed a correct construction of knowledge for students, so, after changes in education and teaching methods, humanistic teaching or better known as constructivist, focused on meaningful student learning, appears. Through constructivist teaching, a teaching reform emerged that facilitates the educational process for both learners and students

During the construction of knowledge there will always be situations of difficulty present in the student, although constructivist education focuses more on the student as a generator of their own knowledge, the participation of the teacher as a facilitator and support of the student in the face of any adversity that may arise is also highlighted.

The teacher is in charge of monitoring the learning process, providing guidelines, directions, solutions and reinforcements if necessary. These types of activities called academic reinforcement, allow to complement the school activity and deepen in the themes that are usually complex, in search of satisfying the educational needs in their entirety.

Since traditional teaching academic reinforcement was considered an act of obedience, teachers when they observe an inappropriate behavior of the student establish a punishment for which this teaching did not help to develop an ideal learning, with several repetitions of activities they only sought that the student is afraid of the teacher, so said reinforcement was not intended to explore new ways to acquire meaningful knowledge.

Implementing academic reinforcement as a proposal in search of obtaining quality education, is a task of analysis and effective application, to establish the relationship between academic reinforcement and school lag it is necessary to understand and analyze them in detail. (Mendoza & Arroba, 2021, p. 58)

Through changes in education and teaching methods, with the appearance of humanistic or better known as constructivist teaching, reinforcements can be defined as a complementary activity of vital importance and not a punishment for students, "from this it is inferred that academic reinforcement is a set of strategies that teachers use to complement, consolidate and enrich students... " (Ganchozo & Salguero, 2019, p. 15)

The correct use of the available materials, added to the correct planning of the activities to be developed during the classes allows to motivate learners, improve the educational practice and develop in the disciples significant knowledge. Children from birth are familiar with technology, for this reason the correct selection and implementation of digital tools generate a plus when obtaining better results while the teaching-learning process is developed. In the same way, these resources can be used to develop content feedback and thus respond to the needs of learners.

## **1.2 Conceptual foundations of the use of digital tools for academic reinforcement in the teaching-learning process of the English language**

The teaching-learning process of the English language has been changing over time, day by day the new adaptations in educational practice are evident, all in order to achieve educational objectives.

During the learning process of English, difficulties in the acquisition of knowledge may be evident; therefore, the teacher must be prepared to meet the needs of their students through activities that complement previous learning.

Educational reinforcement is an educational measure which is designed by the teacher and directed towards language trainees in order to help them in their school difficulties. It can be understood thanks to this definition to the pedagogical reinforcement as a strategy for the construction of learning typical of the didactic daily life, "it is important to reinforce the knowledge of the students and this will be done with the academic reinforcement through a

content channel where they can find enough material to improve their knowledge" (Alvarado & Veloz, 2021, p. 8)

Academic reinforcement can also be defined as a support action that is aimed at a small and specific group of students who are increasingly numerous. This should be of great concern to educational institutions, as more and more learners need support because they do not achieve academic achievement in the established time.

Academically reinforcing learners will allow them to improve the learning process, so they will obtain better results and for the teacher it will mean a simpler way to execute their classes.

### **1.2.1 Types of academic reinforcements**

There are several types of academic reinforcement that language instructors can propose to students to facilitate their understanding by seeking a better way to learn and develop their cognitivity.

#### **Individual Academic Reinforcement**

The student can learn inside or outside the classroom with the help of the teacher, for effective learning a system of activities such as allowed and personal homework is used. Similarly, in its subjection to the implementation of digital resources, (Maldonado, 2015) it points out "the imperative of designing synchronous and asynchronous activities to favor the accessibility of students to online reinforcement tasks." (p. 54)

#### **Group Academic Reinforcement**

Language trainees have learning difficulties in the subjects, teachers must focus on individual, personal and group attention, also be organized with their study group and like the individual reinforcement can do it inside or outside the classroom.

#### **Academic Reinforcement Tutorial**



It is based on tutorials in which it can be developed in a group or individualized way the teacher allows the growth of initiatives of the apprentice, but in students of very low performance it is relevant to include parents.

Generally, academic reinforcement arises from the identification of shortcomings in the student and is coupled to the evident needs, through the structuring of mechanisms, resources and instruments.

There is also feedback which is divided into the following sections:

**Execution feedback:** Where their teaching must be informative, confirmative and corrective in order for the student to achieve learning through simple questions.

**Motivational feedback:** The teacher must be present throughout the student's learning process especially when faced with cognitive difficulties to improve.

**Attributional feedback:** Teachers can train with other teachers to make changes in their teaching methods either due to factors of little effort of self-efficiency and skills or the inappropriate use of methodological strategies.

**Strategy feedback:** Improves learning self-efficiency , so it needs to be combined with attributional feedback.

In order to develop these complementary activities correctly, it is important to know how to identify what tools allow the teacher to cover the needs presented by the students.

Within the process of acquiring a foreign language, it is necessary to implement all available resources by the teacher; because it is necessary to work dynamic, authentic and innovative activities to reach students in the best way and thus impart knowledge correctly.

The use of technology can favor the practice of different learning styles (visual, auditory and kinesthetic), with the incorporation of tools that promote correct school performance. Similarly, the use of these technological tools allows the teacher to develop multiple intelligences and reinforce topics considered more difficult for students.

(Venzal, 2012) In the teaching of English, the teacher has used the use of new information and communication technologies, in order to gain a direct knowledge of the foreign language and its customs of the different English-speaking countries.(page 10)

If technology is incorporated in the classroom in an integral way, learners will be given the opportunity to develop correctly, starting from the acquisition of significant learning that is the application of the knowledge acquired in the classroom with a reason for being and a practical applicability that will successfully face the challenges that are presented to them in the future.

Without a doubt, technology has changed the development of the teaching-learning process, students respond in a better way when they work in dynamic classes, out of the everyday and above all creative, allowing students to exploit their maximum potential.

With regard to digital tools, social networks can be cataloged in this way, since they allow to communicate and often learn during the process; however, with a greater focus on education, there is a wide variety of digital platforms for different types of learners and according to their needs. Some examples are listed as follows:

**Lyrics Training:** It is a website where there is a wide variety of music videos to improve writing and listening comprehension through songs.

**Duolingo:** Application/website that allows the learning of English. It works interactively with all the macro skills of the language and allows it to advance at the pace that the user requires.

**Storynory:** Website with a variety of stories, fables, songs and poems for children.

**Educaplay:** Platform where you can create games, activities and multimedia classes for students.

**ESL Games Plus:** Web with interactive games and activities according to the levels and themes that pupils need. Perfect for practicing vocabulary, spelling and grammar.

**Funland:** Ideal mobile application for children to learn through play, it is set in the fairground attractions.

**Fun English Games:** Page with games, videos, virtual or printable activities, lessons according to specific topics and other dynamic activities to practice reading, speaking and grammar in English.

**Groove to English:** Platform with games and hobbies for the reinforcement of various Topics of English, such as reading comprehension, correct use of verbs and grammar.

**Kahoot:** Gamified education website, where you can perform tests, tests, scored practices based on a ranking. Known as a reinforcement tool.

There is a wide variety of digital tools that can be implemented within the learning process, due to their form, functionality, typology they can be adapted without problems to the chair. For students studying a second language it is important to be able to learn through real, dynamic and fun situations with the teacher, so Kahoot stands out as the best option for the academic reinforcement of the English language.

Kahoot is a digital tool at no cost that allows you to implement gamification without major difficulty within the classroom, all with a mixture of play and motivation due to the competitiveness generated by this tool. Students feel motivated, listened to, develop their creative competencies while learning and reinforcing previously seen themes.

One of the most striking features of this tool is its simplicity, since school children do not need to create accounts or accept terms, simply with a PIN provided by the teacher they can already be participants in the activities. Once the code is entered, the name is placed and the questions are answered , at the end of a ranking it shows the winners of the game according to how many questions were answered correctly in the shortest possible time.

This digital tool allows to change the monotony of the reinforcement and control activities, it is important to correctly plan the implementation of this tool; because, like a normal class, it requires a structuring of what will be done before, during and after.

Through the implementation of the appropriate tools, the correct control of the activity and the evaluation of the results respectively, Kahoot can provide a great contribution to the teacher, allowing to combat the difficulties that arise in the students and the academic gaps that require reinforcements.

### **1.3 Contextual characteristics of the learning process of the present perfect tense**

The learning of grammar plays a pivotal role within students, grammatical structures are a fundamental part of the process of acquiring a language, it is impossible to master a language without having an idea of the correct grammar, "the set of rules or norms that govern a language, which includes morphology and syntax and phonology." (Pardo, 2019, p. 36)

The process of learning the present perfector within the classes of the English language is characterized by being a verb tense that explains what develops from a point of the past to the present moment, life experiences and recent events that influence the present; therefore it is important to verify that a correct learning of the use of this grammatical tense is carried out, based on the following aspects: form, temporal reference, appearance and action, "the learning of grammatical structures comprises more than the simple learning of rules out of context, grammar is the basis of communication because it helps the development of productive skills such as speaking and writing" (Núñez & Medina, 2020, p. 136)

The acquisition of foreign language for Spanish-speaking learners is a challenge, due to the influence that their mother tongue has during the learning process, which causes difficulties when applying the knowledge of the present perfect tense language skills in day-to-day situations, "the main difficulty in conjugating this compound tense is due to the

circumstance of referring to an event or action that occurred in the past, and which, however, is relevant today. " (Susanti, 2019, p. 83)

In other words, this verb tense generates confusion with the simple past which refers to concrete actions in the past but does not influence the present as the present perfect tense does. Similarly, Hedge (2000) agrees with the principles expounded by Stephen Krashen, who suggested that " foreign language learners can hone their grammatical proficiency through acts of natural interaction in the classroom rather than a focus on the correct forms of the language under study."(Krashen, 2020, p. 819)

Faced with this situation, in the Ecuadorian educational field, article 347 of the Constitution of Ecuador emphasizes the use of ICTs to achieve quality education, while in 2013 MINEDUC with its curricular proposals called Strengthening the English language focuses on designing, implementing and monitoring a new language curriculum based on the quality standards of the Common European Framework, with the purpose of guiding students to develop meaningful learning.

However, despite the changes made by the Ministry of Education, the results have not been favorable and as expressed by the study of the journal EF Education First English Proficiency Index (2018) Ecuador is among the countries with the lowest level of English in Latin America and the world because it is ranked number 90 of the total of 112 countries or regions, "the introduction of technology in the teaching-learning process has evolved education through the creation of both face-to-face and virtual spaces designed to meet the needs of students to promote autonomous and collaborative learning" (Medina, 2018, p. 7)

Therefore, it is essential to work with a pedagogical model, where the use of digital tools help to energize traditional classes in the process of English language acquisition through approaches known as b-learning, or blended learning, which mixes asynchronous hours with face-to-face meetings, giving pupils more flexibility, personalized learning while the role of

the teacher is transformed into a guide, providing academic reinforcements through online resources such as Moodle, learning platforms, digital applications among others.

#### **1.4 Diagnosis of the current state of mastery of the grammatical theme of the present perfect tense of the students of eighth year class "C" of basic education at Carmen Mora de Encalada school**

Below are the results obtained based on the diagnosis applied to the learning of the English language in the grammatical time of the present perfect to the students of 8th year of basic education at "Carmen Mora de Encalada" school. The instruments used for the veracity of information in data collection are: (ANNEX 1) participant observation and (ANNEX 2) open interview addressed to the teacher.

#### **Analysis of the results**

The first instrument applied was the participant observation guide, which allowed the demonstration of the difficulties that affect the learning of the present perfect tense, later the following results are obtained:

- Students confuse the grammatical order of the present perfect tense.
- The teacher does not raise her voice, thus affecting the students in the back to hear clearly the explanation of the subject exposed.
- They have little motivation to participate, so they do not use teaching materials to employ a more interesting and interactive class.
- Students confuse verbs with the simple past.
- Students have difficulty employing the auxiliary with the correct subject.
- Few students take note of the class in their notebooks.
- Students do other activities within the class, such as conversing with their peers, eating, or even doing homework in other subjects.

In addition, a semi-structured interview was conducted for the teacher of the English subject, with the aim of knowing the difficulties that school children present when learning the English language.

- The teacher was able to explain that students do not feel the need to learn the English language, since they consider that it is not important or will not be useful to them when they are professionals. But the writer Daniel Welsch does not believe the same and explains "Knowing English can change your life in many ways" (p, 91).
- Students do not feel enough motivation to drive them to study and learn the English language, they do not believe it is important in their lives.
- There are many students who get frustrated when they do not understand something about English, and instead of looking for a way to solve that problem, what they do is give up and not inquire more about the subject, they are not motivated to develop their research skills.
- The same happens with the homework sent by the teacher, the students simply solve it but do not seek more information on the subject, that is, they limit themselves to doing only what their teacher knew how to send them.
- The teacher explained that the books are not suitable for the skills of young students, that is; many of the subjects they study are far superior to what they should learn, in a nutshell, the books the government offers to educational institutions are irregular.
- The teacher mentioned that most of the students do not know the basic topics of English, such as the verb "to be" or the regular and irregular verbs, which is something that they should already master.
- More than half of the students in the classroom do not pay enough attention to the subject and are distracted in other activities that have nothing to do with the subject.

- The teacher firmly believes that dynamic activities should be implemented in the classroom in order to attract the attention of students and create an appropriate environment for the teaching-learning process.
- Students confuse the grammatical tense of present perfect with other tenses such as the past, future or simple present.

Based on the instruments applied, it can be evidenced that students have a low level of English, which is due to their lack of motivation and their belief that the English language will not serve them at all in the future.

The results indicate that there is a low level of mastery of the present perfect tense, due to which strategies must be established to improve the situation of students, contributing to their mastery of these contents.



## **CHAPTER II: METHODOLOGICAL FRAMEWORK**

This chapter details the different methodological aspects implemented in order to achieve a correct process in the research work, such as the paradigm and type of research, the design, the methods both theoretically and empirically and the chosen population. Likewise, the techniques for the analysis of the data from the application of the instruments are shown.

### **Paradigm and type of research**

This research has been carried out under the qualitative paradigm, since it seeks to find solutions to different problems that develop in the educational environment, in the same way it seeks to know opinions and analyze situations, "qualitative research is an interdisciplinary, transdisciplinary and often counter disciplinary field" (Serrano, p. 7)

### **Research design**

"Research design is of great importance as it is a plan for the researcher in the process of selecting, examining, and interpreting the observations he or she has achieved"(Dulce, 2019, p. 1)

Due to the time for the realization of the research work this is carried out through a non-experimental explanatory design.

When the researcher is limited to observing the events without intervening in them, then a non-experimental investigation is developed.(Grajales, p. 3)

#### **2.1 Population and sample or object of study**

The selected population is made up of the total of 10 students, distributed in 5 women and 5 men of the 8th Year of Basic Education class "C" at "Carmen Mora de Encalada" school.

#### **2.2 Research methods**

The method in scientific research enables the collection and search of information essential to conduct research, "the method of research describes in good detail the way in which research has been conducted." (Abreu, 2019, p. 195)

The present study is carried out with the use of methods of the theoretical level and the empirical level, which have been raised taking into account the methodological paradigm assumed and the type of research.

### **2.3 Methods of the theoretical level**

Through theoretical methods, different concepts can be developed that help to organize the aspects that will be investigated below.

Theoretical methods are used repeatedly from the elaboration of the research design, from the study of the state of the art on the scientific problem, to the interpretation of the data and facts found and the corresponding conclusions and recommendations.(Ortiz, 2020, p. 2)

#### **2.3.1 Analytical and synthetic**

This method was used to detail the elements that are part of this research in such a logical way that they complement each other by establishing their existing relationships, "the analysis occurs by the synthesis of the properties and characteristics of each part of the whole, while the synthesis is carried out on the basis of the results of the analysis." (Rodriguez, 2017, p. 186)

#### **2.3.2 Logical History**

This method is used to intertwine the history that has occurred over time with the logic of an event, that is, both events must be related to each other so that they have coherence.

#### **2.3.3 Inductive-deductive method**

The inductive method is used to achieve general conclusions that are obtained from particular premises. In this method you can distinguish four essential phases:

Observation of facts, classification, inductive derivation and contrast.

The inductive method consists of the generalization of facts, practices, situations and customs observed from particular cases. "It has the advantage of encouraging the research subject or contacting the object investigated" (Tena Suck & Rivas, 2007, p. 28)

## **2.4 Empirical methods**

Empirical methods help in the collection of information on the environment in which the researcher is located and at the same time the collection of information depends on the correct design of the instruments, "the application of empirical methods for scientific research in the educational field requires instruments that guide the verification in practice of the object investigated and guarantee the necessary information to reach scientific conclusions."(Rojas, 2018, p. 1)

Therefore, the empirical methods applied to the present research are:

### **2.4.1 Participant observation**

The method of participant observation consists of analyzing the determined behavior of a group of individuals, that is why, in this research, participant observation was used for researchers to collect accurate information based on what they observe within the activities carried out, that is, they analyze their environment and draw conclusions from the development of day to day. In the same way, you must have a guide that allows you to write the information found in an orderly way to obtain better results.

### **2.4.2 Interview**

The interview is addressed to the teacher in charge of the research course, which was used to investigate in more detail about the participation of students in the school environment related to the English language and identify problems in students, in addition to allowing communication through dialogue for feasible information.

## **2.5 Techniques for data processing**

After putting into practice the techniques of data collection, the researcher seeks to analyze and discern the results obtained from learning. The following technique is detailed below.

### **2.5.1 Content analysis**

Due to the use of content analysis, the results obtained were interpreted, consequently from the techniques applied for the collection of information because, "researchers require to search and identify sources, compile and organize information in a systematic way, interrogating is also required, reconstructing, deconstructing, describing, analyzing, explaining or interpreting such elements in the same way."(Jiménez & Torres, 2022, p. 120)

## **2.6 Working with research analysis units**

The units of analysis constitute entities that will be soon investigated and analyzed, it constitutes what and who is being studied, this must be defined correctly since the researcher obtains valuable information from these units, corresponds to a representative entity of the object to be studied. "Content analysis is a systematic and objectified methodology because it uses procedures, variables and categories that respond to defined and explicit study designs and analysis criteria."(Lucas & Noboa, p. 194)

Current research focuses on the unit of analysis about the improvement of the present perfect tense, and its categories of analysis.

### **2.6.1 Working with the analysis unit: Learning the present perfect tense**

CONCEPTUAL DEFINITION	OPERATIONAL	UNITS OF ANALYSIS	CATEGORIES	INDICATORS	SCALE
<p>The role played by the student in his process of learning the English language, is fundamental, mainly because of the need that is generated to solve the task, which makes the student aware of his participation, this makes it the student himself who must analyze the situation, the problems that could arise, and how you should solve them. (Beltrán, 2017, p. 5)</p> <p>The present perfect is one of the most complex verb tenses, requiring a series of conjunctions to work, so students do not always manage to discern their learning. It consists of the different ways of expressing ideas in the present perfect tense, showing the affirmative, negative and affirmative forms, basically it is the structure to be able to</p>	<p>Set of basic skills to determine easily through writing in the corresponding verb tense, for the execution of activities that require the present perfect tense in the English language.</p>	<p>APRENDIZAJE DEL PRESENTE PERFECTO</p>	<p>Grammatical structures in the development of sentences in affirmative, negative and interrogative.</p>	<p>* Student's understanding of grammatical structures or rules.</p> <p>* Knowledge about the verb tense of the present perfect tense</p>	<p>Ordinal scale in three levels:</p> <p>HIGH</p> <p>MIDDLE</p> <p>LOW</p>

<p>express the different uses of this verb tense. (Leonardo-Almaraz, 2021)</p>					
			<p>Capture of the student in terms of the functions of the present perfect tense, its structure and the development of correct writing.</p>	<p>* Correct use of regular and irregular verbs explaining their purpose and their differences in their base form. * Correct use of auxiliaries taking into account the difference between have/ has. * Difficulty of the correct order of grammatical rules based on questions, affirmative and</p>	

				negative sentences.	
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### 2.6.2 Representation of categories in the instruments used.

Categories	Participant observation	Teacher interview	Analysis
Grammatical structures in the development of sentences in affirmative, negative and interrogative.	Category 1/ Unit of analysis 1		<p><b>GOOD:</b> The student is able to differentiate sentences into their different categories and formulate sentences.</p> <p><b>REGULAR:</b> The student is able to differentiate certain grammatical tenses and formulates incomplete sentences.</p> <p><b>INSUFFICIENT:</b> The student is not able to recognize verb tenses or formulate sentences.</p>

<p>Capture of the student in terms of the functions of the present perfect tense, its structure and the development of correct writing.</p>	<p>Category 2/ Unit of analysis 2</p>	<p><b>GOOD:</b></p> <p>The student perfectly understands the use of the perfect present and is able to perform correct sentences.</p> <p><b>REGULAR:</b> The student has a hard time understanding the use of the present perfect, therefore, he cannot perform sentences.</p> <p><b>INSUFFICIENT:</b> The student does not understand the use of the perfect present and is not able to perform sentences.</p>
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## CHAPTER III: PROPOSAL FOR INTERVENTION

This chapter demonstrates the system of practical exercises based on the use of digital tools for the improvement of the use of the present perfect tense, carried out as a proposal for research intervention, applied to the students of 8th year 'C' at Carmen Mora school.

### **3.1 Foundation of the system of practical exercises based on the use of digital tools to improve the learning of the present perfect tense**

The purpose of this research is to create a system of practical exercises based on the use of digital tools to improve the use of the present perfect tense in the students of 8th year 'C' at Carmen Mora de Encalada school.

First of all, it is necessary to know what the practical exercises are based on, what is their structure and how to apply them in relation to the objectives set, "the practical exercises constitute activities for the learning of methods and techniques and determination of properties" (Caamaño, 2004, p. 2)

The development of a system based on practical exercises allows students to learn the language, specifically the present perfect tense, the use of the auxiliary, regular and irregular verbs, among others; applying these practical exercises will be of great help when teaching classes through the online modality.

However, this does not mean that online reinforcement classes will be effective in their entirety, there will be students who are complicated to learn through the use of this technique, there will be other students who do not feel motivated in the class, and it is to them that they should pay main attention and adapt to their needs. "Some authors consider that the feelings that students experience during the teaching-learning process of a foreign language are fundamental factors that can enhance or block their results."(Santos & Coello, 2018, p. 3)

This is the reason why teachers should focus more on those students who fail to understand the subject, they can do so by creating different methods that help them to be on

par with the class, in this way they avoid falling behind in the subject and certain episodes of demotivation.

For the realization of a pedagogical practice, certain requirements must be met.(Avila, 2022, p. 13)

- Implement assertive communication with those involved in the learning process and training accompaniment.

- Lead activities aimed at improving academic and training performance.

- Apply the guidelines and activities proposed to improve academic quality in the area of English

- Update the ICT knowledge in the use of English learning pages for the implementation of digital tools.

The aforementioned points are fundamental to ensure the quality of the class and thus have an assertive teaching with the students, ensuring that everyone understands the topic to be treated. It is of utmost importance to know the subject well and what will be the objective of the class to avoid a sudden deviation that can confuse the students, only in this way will a quality teaching be achieved, not to mention that the results will be visible quickly thanks to the dynamics of the class.

A very important point is the use of the planning of each class, that is, to create a system that allows us to follow a specific order of the activities to be developed within the class, this technique helps us to previously develop everything that will be done, the materials to be used and will be a guide that will allow us to meet the main objective and the secondary objectives proposed in each class.

Here are some benefits of digital tools in the educational community:

- Give a practice of works with a better quality;

- Exercise a very independent learning with a properly own rhythm
- Replace traditional methods with new things.
- Increase the pace of work;

Provide motivation for the realization of both individual and group work, for a quality behavior.

In the same way, it indicates the classification of digital tools most used in educational processes:

**Didactics:** Promote student interaction.

**Educational platforms:** Ensures the creation of environments for student-teacher interaction that can be similar to social networks.

**Videoconferencing:** Allows the elaboration, transmission and editing of several videos for educational purposes.

**Support:** Execution of contents and documents.

In this research the digital application called Kahoot! was used, which helped us to check the effectiveness of each class that was carried out to the students of 8th year of class basic education "C" at Carmen Mora de Encalada school, "in its application as a learning medium, the game Kahoot! can serve to broaden and clarify the message or information presented in order to smoothen and improve the learning process and results. "(Jusuf, Serpara, & Crystle, 2022, p. 256)

### **3.2 System of practical exercises based on the use of digital tools to improve the learning of the present perfect tense**

This sub-heading details the planning of each class and the practical exercises to improve the knowledge of the present perfect tense verb tense emphasizing the understanding of the grammatical rules and their derivations that are presented in each one as the verbs in past

participate, their correct auxiliary through the use of digital tools that will be developed with the group of students of 8th Year of Basic "C" at Carmen Mora de Encalada school which were carried out with a total of 3 practical exercises specifically on Monday 08, Wednesday 10 and Monday 15 August 2022.

### **Exercise 1**

Título: Daily Routines

Objective: Students will be able to say what they have done during the day and do exercises embodied by the teacher.

Procedure: The teacher will give exercises based on correctly changing the verb from its base form to regular and irregular in its daily routine.

Didactic material:

- PowerPoint Presentation
- Worksheets
- YouTube Video
- Pictures
- Kahoot!

### **Exercise 2**

Title: Sports

Objective: Students will be able to speak or describe their favorite sports at the same time correctly using the auxiliaries of the present perfect tense and solving the exercises performed by the class tutor.

Procedure: The teacher will give exercises for the students to solve, in which he focuses on completing sports sentences with the correct form of the auxiliary verb that will be in parentheses improving the present perfect tense.

Didactic material:

- PowerPoint Presentation.
- Worksheets
- YouTube Video
- Pictures
- Kahoot!

### **Exercise 3**

Title: ¡A nice party!

Objective: Students will be able to talk about their experiences at parties to develop the use of the present perfect tense and perform an exercise embodied by the teacher.

Procedure: The teacher will give exercises for students to practice the present perfect tense in what is based on correctly ordering sentences and questions about the party.

Didactic material:

- PowerPoint Presentation.
- Worksheets
- YouTube Video
- Pictures
- Kahoot!

The students make an online game through the platform 'Kahoot' They use what they have learned about the theme of the present perfect tense.

### **3.3 Practical application of virtual classes through the use of didactic tools for the improvement of students in the present perfect tense.**

The results acquired once the system of practical exercises based on the use of digital tools for the improvement of the present perfect tense to the students of 8th class year "C" at Carmen Mora de Encalada school has been applied, in which it was exercised during the days Monday 08, Wednesday 10 and Monday 15 August 2022.

#### **Exercise 1**

The first exercise was carried out on a Monday in which it began with a brief introduction of 10 minutes in which a warm-up activity called warm up was developed that and at the same time an interactive video was played, therefore it was followed with the explanation of the regular and irregular verbs through the use of slides and images, then a practice exercise was carried out in which it was based on putting the verb in its correct form (worksheets), and to conclude the students were asked if they had doubts about the subject and at the same time making an online game called Kahoot.

#### **Exercise 2**

The second exercise was carried out on a Wednesday in which it began with a brief introduction of 10 minutes in which a warm-up activity called warm up was developed that and at the same time an interactive video was played, therefore it was followed with the explanation of the auxiliary verb through the use of slides and images, then a practice exercise was carried out in which it was based on completing sports sentences with the correct form of the auxiliary verb (worksheets), and to conclude the students were asked if they had doubts about the subject and at the same time performing an online game called Kahoot.

#### **Exercise 3**

In this last exercise was given on Monday in which it began with a brief introduction of 10 minutes in which a warm-up activity called warm up was developed and in showing an

interactive video, therefore it was continued with the explanation of the grammatical rule of the present perfect tense through the use of slides and images, then a practice exercise was carried out in which it was based on correctly ordering the sentences and questions (worksheets), and to conclude a small test was carried out through the use of the Kahoot! platform, an online game in which they showed us the learning acquired.

## CHAPTER IV: DISCUSSION OF THE RESULTS

Based on the results obtained in this research, whose objective is that students master the present perfect tense topic through the support of digital tools, it will be analyzed what were the results obtained throughout this process to the students of 8th grade class “C” at Carmen Mora de Encalada school.

On the first day of school the attention of the students was attracted thanks to the tools used as an aid, the class aimed to allow all students to find it easy to understand the main topic. At the beginning everyone showed a high level of concentration to the class, however, later it could be evidenced that certain students were still complicated the subject, for that reason we took the time to explain and solve all their doubts, as the final point of this class the students solved some exercises based on the topic, and most knew how to do it correctly.

At the beginning of the second class the students seemed to be more motivated than the previous class, they showed a higher level of participation and mastery of the subject due to the dynamics with which the class was handled, in the same way some doubts were cleared that certain students had and then a series of exercises, and as expected, most solved them correctly and assertively.

Consequently, the third day and like the previous class the students were attentive to all the explanations, you can show their excitement to learn the theme of the class, it was possible to carry it out in a dynamic way and without losing the rhythm of it, this helped us to relate better with the students and solve all their doubts, however; at the end of class a small activity was carried out on the Kahoot! platform, most of the students solved it well but the few who failed it or solved certain exercises badly, their doubts were clearly resolved.

Throughout the process it took to teach the classes through the use of digital tools, it was evident that students feel more motivated when virtual classes have a dynamic and constant rhythm.



## CONCLUSIONS

- Books and texts found in Google scholar were of great help for the elaboration of the research, which contributed in a very effective way, since very relevant information was found and many factors were found of help and also to discourage a student, and also to understand more deeply what to do so that the student obtains an optimal development.
- The diagnostic test allowed us to know the difficulties in the learning of the students and to realize certain factors that did not favor their proper student training, therefore, it is very important to take into account this type of test to publicize the intellectual learning of the student and in this way respond to their needs.
- Through the application of digital tools there is the great advantage of reducing traditional classes in the teaching of the English language, since it is very important that students feel motivated and generate in themselves that confidence they need to develop their skills and activities in an autonomous way, allowing them to feel sufficient to seek information and thus generate in them that desire for self-formation.
- It was possible to show that most of the students learned more quickly and easily so they are attracted by a dynamic and spontaneous teaching, because making a class with this type of characteristics always encourages students to want to learn a little more, contributing to effective learning.

## RECOMMENDATIONS

- Conduct more classes with a dynamic theme that allows students to feel motivated, that is, implement techniques that develop their full potential and feel able to learn the English language by themselves.
- Allow students to be able to choose different teaching methods with which they feel identified and can function to the maximum, in this way a good teaching-learning strategy is obtained.
- At the end of each class ask the students if they understood the topic correctly and if that is not the case, solve all their doubts by taking the time necessary to explain them properly.
- Teachers apply in their classes certain techniques that awaken the attention of their students such as, for example, using interactive platforms such as Kahoot!, making use of tools, audiovisual implements, images, allowing them to work in groups, in a few words using those tools that awaken in students a self-interest in learning the English language.

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## ANNEXES

### Annex 1

#### Guía de observación

Nombre de la institución	Colegio "Carmen Mora de Encalada"
Ubicación de la institución	Pasaje, El Oro, Ecuador
Población a observar	Estudiantes de 8vo año paralelo "C"
Nombre del observador	Guangalli Peñaloza Melory Alexandra Gallardo Guanolique Andy Josué
Fecha:	2022

N	ASPECTOS A EVALUAR	SI	NO
1	LOS ESTUDIANTES DOMINAN EL PRESENTE PERFECTO		
2	LOS ESTUDIANTES PARTICIPA EN CLASES Y UTILIZAN MATERIALES DIDACTICOS		
3	LOS ESTUDIANTES CONFUNDEN LOS VERBOS CON EL PASADO SIMPLE		
4	LOS ESTUDIANTES TIENEN DIFICULTAD PARA EMPLEAR EL AUXILIAR CON EL SUJETO CORRECTO.		
5	LOS ESTUDIANTES TOMAN NOTA DE LA CLASE EN SUS CUADERNOS.		
6	LOS ESTUDIANTES REALIZAN OTRAS ACTIVIDADES DENTRO DE LA CLASE, COMO CONVERSAR CON SUS COMPAÑEROS, COMER O INCLUSO HACER TAREAS DE OTRAS ASIGNATURAS.		
7	EL TONO DE VOZ DEL DOCENTE ES ADECUADA PARA LOS ESTUDIANTES		

## **Annex 2**

Semi-structured interview addressed to the teacher

**Objective:** To know what are the main difficulties by which students find it difficult to learn the English language.

**Unit of analysis 1:** General difficulties of students to learn the English language.

- What do you think is the main reason why students do poorly in English?
- Do you think that the online modality has affected student learning? Why?
- Do you consider that students study English out of obligation but not out of self-interest? Why?

**Unit of analysis 2:** Difficulties in learning the present perfect tense grammatical tense.

- As observed, do you think students lack motivation to improve the grammatical tense of the present perfect tense? Why?
- What are the problems or difficulties that students present in learning the present perfect tense?

**Unit of analysis 3:** Possible solutions to the problems found.

- Do you think it would be convenient to implement didactic materials or methodological strategies to improve student performance? Yes/No Why and which ones?
- Do you think electronic devices have influenced students' English language learning?