

IMPLEMENTING ICT TO STRENGTHEN THE LEARNING OF ENGLISH LANGUAGE
GRAMMAR IN THE STUDENTS OF “CORPORACIÓN SANTO DOMINGO SCHOOL”

A RESEARCH PROJECT

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ABSTRACT

The knowledge of a foreign language involves the mastery of the communicative skills; besides its learning demands becoming familiar with the grammatical structures. However, when the students are acquiring a second language, the understanding of this issue is the most difficult for several causes such as the lack of teaching methods according to the students' needs, in addition to lack of updating in didactic strategies. For this reason, this proposal has been developed on how to strengthen the learning of English language grammar through the implementation of information communication technologies.

Keywords: pedagogy, didactics, technologies, methods, grammar

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CHAPTER I

INTRODUCTION

The use of ICT has become compulsory in the schools because it facilitates the educational processes through communicative means. With the implementation of computer tools, new models for English teaching have opened the possibilities to implement most effective methods in the learning of a second language; but whatever the approach, currently it requires the design, development, training, and use of ICT in learning processes. In the case of teaching English as a foreign language, these tools offer the necessary instruments to potentiate each communication skills through diverse means according to the interest and motivations of the students.

For years, the methodology in the English classes in some Colombian schools was teaching rules of grammar, vocabulary and sentence translation; likewise, most of the tools used in these classes are textbooks and photocopies. Nowadays these tools for the learning have presented changes from the innovation of technologies; however, the use of them in the educational contexts it is not evident many times for several reasons, mainly for not being updated on new developments in ICT, and the little training teachers have for their handling.

Nowadays, new technologies make possible to improve the learning of English language grammar for both students and teachers because there are system programs designed for this purpose. Undoubtedly ICT favor forms to interact with the topics and their practical exercises. Besides, it allows students and teachers access to more resources available in the network and it

facilitates the creation of virtual learning environments to have contact with different scenarios to acquire a foreign language, to speak it fluently and to study about its origins and structures.

An issue that is usually identified in students when they are learning English is the difficulty to understand the grammar of this language. The causes can be varied and range from the lack of understanding of the topic to the lack of interest in it. For this reason, it was considered to develop a research project proposal about how to strengthen the learning of grammar with the implementation of ICT in the students of “Corporación Santo Domingo School” whose main characteristic is to be a secondary education school by cycles, so students realize two grades per year.

The project was carried out under the research line pedagogy, didactics and curriculum, since it is a work whose realization was through classroom practice that implied the revision of the institutional educational project, the methods for language teaching, the didactic strategies, the design of activities and the technological tools to use. The fundamental idea of this work is to study what brings positive results for the further development of grammar skills in students with the implementation of ICT in English language teaching.

The implementation of the proposal in the selected school involved a study of the characteristics of the population according to the sample taken with a diagnosis of their initial level of language, the communicative skills with greater and lesser difficulty and dexterity, the studied years of the subject and the perception of them on the new methodology that was implemented with the proposal. The pedagogical and didactic strategies were planned following the topics established by the curriculum of the institution; in addition, the students' learning needs and the development of objectives fixed in the present project were also taken into consideration.

Significance of the Study

Considering that one of the research lines at UNAD is pedagogy, didactics, and curriculum, it is important to formulate a project that allows the implementation of ICT to strengthen grammar learning in a school system by cycles, in this case a type of education in which the student realizes two grades per year and where the use of the technology generates a redefinition of the teaching processes in this institution when employing strategies and methods different from those established in the curriculum.

The implementation of the present proposal involves the study about improving the acquisition of English language grammar for the students of this institution. In the same way, the problem considered suggests a pedagogical analysis of the educational process of the institution, and precisely the main objective of the research line is to orientate the reflection and review the teaching-learning processes of English as a foreign language in the model of education mediated by ICT; for this reason, the implementation of the ICT in English language teaching should be from the same educational institutional project.

The use of ICT in the classroom should be oriented for the pedagogical model, so the teachers can know how to implement the technology in their planning and which tools are more suitable to develop strategies in teaching English. In this issue, it is important the design of materials through different virtual media in order to adapt them to the students' needs, but to achieve the proposed objectives requires more training to the teachers in the use of ICT in their methodologies.

In the case of English language, nowadays internet offers new alternatives to strengthen the comprehension of its grammar, as well as the opportunity to improve the knowledge for its use, taking into account that the web offers different types of material for the learning and

practice of all the language skills. Similarly, the use of ICT in the traditional education system demands that the institutional curriculum adapts new pedagogies and didactics to strengthen foreign language teaching and learning.

Despite the advantages offered by technology, the selected school presents limitations related to the lack of updated tools for the use of materials in the classes that can offer alternatives to facilitate the study, understanding, and practice of English grammar. Besides, another observable issue is the demotivation that students have in order to acquire a second language caused by different factors as inefficient learning methods, outdated didactics in English teaching and lack of organization of the area plans according to the standards of the Ministry of Education.

Therefore, it is essential the implementation of a project that seeks to improve the abilities of students in the comprehension and use of English grammar rules so that their language level can be upgraded through the use of methods different from those used by the institution and practical exercises mediated by technology and applied to the students' needs and contexts in real communication situations.

Statement of the problem

Nowadays education has had great progress due to technological advances, and this has been a valuable contribution to strengthen teaching-learning processes since it is possible to develop new tools to facilitate students' acquisition of knowledge in the English language. The main advantage of technology for education is the design and creation of instructional materials which can be employed in the application of different teaching methods and also adjustable to different educational contexts.

From this perspective, it is fundamental to make emphasis on the implementation of ICT in the teaching-learning process of English language and in this way to search strategies that allow to improve the acquisition of knowledge and also to facilitate the mastery of this language, but the realization of these goals requires a curriculum that adapts the technological innovations through the use of materials directed to students' development of communicative skills.

Therefore, it is necessary to generate awareness in students about the importance of acquiring a second language as part of their personal and formative growth; moreover, the area plan of English subject must be structured according to the curricular guidelines emanating from the National Education Ministry, in this way to articulate the contents for an integrated study of the language.

Based on the above, it is essential to identify what difficulties students present when learning English and what pedagogical strategies can be implemented in the area to try to overcome them. For the case of this project, the question to be asked is how the implementation of ICT can contribute to strengthening grammar in the teaching-learning processes of English language of students of “Corporación Santo Domingo School”?

The selected institution is a secondary education school by cycles, the students enroll two grades per year, and the number of hours of the subjects is fewer with respect to the annual schools. In the case of the area of English, the time-intensity is two hours per week, a time that results insufficient to acquire major communicative skills in this second language. In addition, other difficulties in the English teaching process are notorious in the “Corporación Santo Domingo School” such as insufficient technological tools, limited access to the internet, and little English interaction in real contexts of learning.

According to this proposal, the question that must be asked here is about a study regarding the implementation of ICT as a strategy to achieve a greater understanding of grammar in the communicative practices of English language, and following the research line of Pedagogy, Didactics and Curriculum from the School of Education at UNAD. Such strategy can facilitate the comprehension of grammar structures in students since their main difficulty is the lack of understanding of them to use in real communicative situations.

Objectives

General Objective

To develop strategies associated with the use of ICT to strengthen the understanding of grammar in English language teaching and learning of students at “Corporación Santo Domingo School” in Tunja.

Specific Objectives

- To implement didactic strategies from the situations of learning generated in the classroom to improve students’ comprehension of English grammar.
- To use ICT in the development of practice exercises to foster students’ learning of English language grammar.
- To improve the level of English in the institution through new methods, strategies, and tools in the teaching and learning processes.

CHAPTER II

THEORETICAL FRAMEWORK

Methods in Language Teaching

Differences among approach, method, and technique

How to teach a foreign language? This is the main question to address the issue about the methods of language teaching and it involves the review of the current state of the methods, their change and innovation in the different periods and the discussions around them, all this product of the needs of the learners that appear from one period to another if taken into account that decades ago the schools, at least in the Colombian case, did not grant the English language the importance that is required today.

For a long time, there have been controversies about the methods employed in English teaching, directed in the discussions around the effectiveness of them, but the origin of these polemics lies in the first forms of language teaching whose paradigm was the study of Latin in the school from the sixteenth century and that later influenced notably in the teaching of modern languages since the main method consisted in the memorization of a series of grammar rules to translate sentences. Richards & Rodgers (1986) defines this process as follows:

As "modern" languages began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of

vocabulary, and sentences for translation. Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication. (p. 8)

It is fundamental to have clear three concepts such as approach, method and technique whose definitions allow the clarification and differentiation between what is language theory and learning theory since they are the base to establish the principles that theoretically sustain the development and design of language teaching programs included the lesson planning and the materials necessary to implement any pedagogical model.

Defining each of these terms and according with the model developed for the American applied linguist Edward Anthony in 1963, “approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.” (Richards & Rodgers, 1986. P. 15).

Equally, Anthony within the same concept of approach addresses theories related to the nature of language and language learning; in these aspects, the author announces three points of view. The first is the structural view; it considers the language as a system of elements structurally related to the coding of meaning. The second is the functional view; it has as an object of study the semantic, the categories and functional meaning. The third is the interactional view, whose researches are directed to the study of the interpersonal relations and social transactions between individuals.

The theories mentioned above are important because they constituted the basis of the teaching methods since when talking about learning theories it refers to approaches, methods, and techniques about how to learn a language; within of these three issues it has been developed knowledge as foundation for the learning theories such as natural approach, the silent way, total physical response, audiolingualism, among others.

The methods have been resulting from language theories and learning theories; in both cases these are routed to strengthen the communicative skills and to make more proficient the ability to express in a meaningful way in a foreign language; to achieve these objectives it is necessary to develop an instructional design which is defined within the pedagogical field as “the level of method analysis in which we consider, what the objectives of a method are; how language content is selected and organized within the method, that is, the syllabus model the method incorporates; the types of learning tasks and teaching activities the method advocates; the roles of learners; the roles of teachers; the role of instructional materials.” (Richards & Rodgers, 1986. P. 20)

The teaching activities should be designed according to the types of learning and they should reveal the method used and the objectives established in the syllabus; anyway, both methods and activities require to identify the roles of learners and educators to define the interaction between them, also it is important the role that the instructional materials perform according to the objectives, contents and learning activities based on the materials employed in the classes.

As for the role of students within an instructional system, they have an active part in the learning that allows them to assume the responsibility of the activities in the classroom with the planning of their own learning program and to evaluate the progress; on the other hand, the

pupils learn to interact with others. In the case of the role of teachers those will agree to the method employed since “Some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide and model for the learning” (Richards & Rodgers, 1986. P. 23)

The role of instructional materials understands the function of the design and implementation of tools for the development of the classes; for this reason, it is necessary a good proposal of planning in the syllabus that it should contain the topics, notions, the goals respect to the communicative skills and to define the linguistic content; another relevant aspect in the study of the methods is related to the procedures since these establish the classroom techniques, practices, and behaviors when the methods are used.

Language teaching approaches and methods.

Below is an explanatory analysis of some teaching methods of English that have had most transcendence over the centuries.

The grammar-translation method.

This method had its main peak between the years 1840s and 1940s and it does not have properly a theory that explains and justifies its use. It is defined as “a way of studying a language that approaches the language first through detailed analysis is of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.” (Richards & Rodgers, 1986. P. 3). One of its interests is the reading of literature texts and memorization of vocabulary; however, it presents the difficulty that the students are not very motivated and it is not very effective to learn a language because it leaves the oral and listening part aside.

In the mid-nineteenth century, a questioning and rejection about grammar-translation method appeared; these discussions focused mainly in giving more importance to the spoken

language with the objective of using it in real communication situations, it is so a group of scholars among which were C. Marcel, T. Prendergast, and F. Gouin of France, England and, Germany respectively, proposed some ideas that although it was not a proper method if they contributed a scientific analysis of language.

These ideas had the purpose to promote approaches for the language teaching and likewise, their reasoning contributed to the establishment of the phonetic (scientific analysis and description of the sound systems of languages) within the applied linguistics theory. Its main foundation is to develop an oral-based methodology that allows good pronunciation habits in the learners, the appropriation of new meanings and the conversational language. In all of the case, these first studies gave rises to new principles for language teaching and so the origin of later methods.

The direct method.

An important aspect of the nineteenth century is that the researches about language teaching and learning started from the observation of children in the classroom. For this time, the main interest in the studies of the theme was focused on a greater emphasis on oral communication and in how to use actively the language; so it appears the direct method whose principles are orientated in to encouraging the speaking, the correct pronunciation, the listening comprehension, the introduction of new vocabulary in association of ideas, demonstration of objects and pictures.

Nevertheless, despite this method was an advance in the foreign language teaching also it had difficulties in its implementation, especially in the public secondary school education “It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the

classroom. In addition, it lacked a rigorous basis in applied linguistic theory” (Richards, & Rodgers, 1986. P. 10)

Situational language teaching.

Towards the years 1920 and 1930 British applied linguists developed the basis of an approach to language teaching and they established a scientific foundation that allowed a systematic study of principles and procedures required for elaborating the planning of a language course; this refers to the oral approach which later became situational language teaching and whose interests were focused on the aspects of vocabulary, considered the most important issue in the language learning and grammatical contents as the relevant in a language course.

The situational language teaching approach has as characteristic the speaking as the first step in the language teaching, so the materials are submitted to strengthen the oral part and after it designed to be presented in its written form once a sufficient vocabulary and grammatical basis are established. According to Richards y Rodgers (1986):

The objectives of the Situational Language Teaching method are to teach a practical command of the four basic skills of language, goals it shares with most methods of language teaching. But the skills are approached through a structure. Accuracy in both pronunciation and grammar is regarded as crucial, and errors are to be avoided at all costs. Automatic control of basic structures and sentence patterns is fundamental reading and writing skills, and this is achieved through speech work. (P. 36)

Communicative language teaching.

The communicative language teaching constitutes other approach derived from changes in the educational models of Europe and for the increase of the interdependence of the countries of this continent and in view of the need for greater training of its inhabitants who speak a

variety of languages which they required to know for commercial and cultural reasons, the priority of the approach consisted in developing alternative methods in language teaching.

In the seventies, British linguistics as Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other contributed with a communicative definition of language to demonstrate the systems of meanings that lay behind the communicative uses of language. In this way, they formulated the proposal to develop language courses on a unit-credit system where the learning tasks are divided into units or components according to the learner's needs. The work of these linguists and the application of their ideas allow establishing the theoretical basis to create textbooks, to develop the curriculum of specialized in the training of language teachers.

The differences between the Communicative Language Teaching treated by the British and the Audiolingual method developed by the Americans consist in that the first the meaning is paramount, the language learning is to communicate and the writing and reading can start from the first moment; while in the second, it is more important the structure and form of the language that the meaning, language learning is learning structures, sounds, or words and the reading and writing are worked after to have speech mastery. In any case, both approaches coincide in to strengthen the four language skills and to goal greater communicate competences.

The natural approach.

The natural approach is a proposal based on the naturalistic principles research in second language acquisition developed for California applied linguistic Tracy Terrell and Stephen Krashen and it is also called "traditional" approaches to language teaching and having as definition "the use of language in communicative situations without recourse to the native language" (Richards & Rodgers, 1986. P. 128) since for these authors the communication is the primary function of the language.

It must be clarified that the natural approach is different from a natural method (also known direct method); the first does not focus on the grammatical analysis if not in the lexicon and there is emphasis on exposure and the use written and other materials as a source of comprehensible input, the important is the meaning and messages as elements to goal a good communication in real situation of learning in foreign language; instead the second consist in monologues between teacher and pupil of exchanges of question and answer.

Table 1

Differences of theories and roles in the teaching language methods and approaches

Method or approach	Theory of language and learning	Types of learning and teaching activities	Learner Roles	Teacher Roles	The role of instructional materials
The grammar-translation method	The main objective in the study of a foreign language is to learn it to read its literature. The method is approached in the study of a language through its grammar rules and translating sentences.	The grammar is taught deductively. The grammar rules are practiced through translation exercises.	The student's native language is the medium of instruction. Students are expected to attain high standards in translation.	The teachers are just guides because this method consists in the memorization of grammar rules It requires few specialized skills on the part of teachers because the test of grammar rules and translation are easy to construct and be objectively scored.	Reading and writing are the main skills developed. The reading text is used for vocabulary selection. It employs word lists, dictionary study, and memorization. The grammar rules are presented and illustrated.
The direct method	The language can be taught by using it actively in the classroom. The foreign language can	The grammar was taught inductively. The classroom instruction was conducted exclusively in	The students are active in exploring new words, expression, etc. in a target language.	The teachers must encourage direct and spontaneous use of foreign language in the classroom.	New teaching points were introduced orally. The concrete vocabulary was taught

Method or approach	Theory of language and learning	Types of learning and teaching activities	Learner Roles	Teacher Roles	The role of instructional materials
	be learned without translation or the use of learner's native tongue.	the target language. Progression in oral communication skills organized in questions-answers exchanges between teachers and students.	The students observe the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given.	The teacher replaced the textbook in the early stages of learning.	through demonstration, objects, and pictures. The abstract vocabulary was taught by association of ideas. Emphasis in correct pronunciation and grammar.
The situational language teaching	The speech was regarded as the basis of language. The knowledge of structures must be linked to situations in which they could be used. The learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented.	It employs techniques as guided repetition, dictation, drills, and controlled oral based reading and writing tasks. It makes use of concrete objects, pictures, and gestures to demonstrate meanings.	In the first stages, the learner only repeats what the teacher says and responds to question and commands. The students do not have control on the contents.	The teacher directs the lessons and sets the pace. The teacher is a model of learning. The students repeat the new structure.	It depends on textbooks and visual aids. It employs wall charts, flashcards, pictures, and sticks figures. The textbooks are a guide in the learning processes and it brings lessons planned with different grammatical structures.
Communicative language teaching	Its origin is a theory of language as communication and refers that the goal of language teaching is the development of	This approach allows the use of several activities types that involve the negotiation of information and sharing.	The learners have the role of joint negotiator in the classroom; this is with the group and with the activities to develop.	The teacher facilitates communication between all the participants in the classroom. He acts as an	The materials have a primary role in the use of communicative language. This method makes use of

Method or approach	Theory of language and learning	Types of learning and teaching activities	Learner Roles	Teacher Roles	The role of instructional materials
	<p>communicative competences.</p> <p>In the learning theory, it is described as a communication principle: Activities that involve real communication promote learning.</p> <p>Another element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning.</p> <p>A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process.</p>	<p>The communicative language teaching distinguishes between: Social interaction activities: conversation, debates, discussion, role plays, and others. Functional interaction activities: comparing a set of pictures and nothing similarities and differences, discovering the features of a picture, following of directions, complete schemas, and others.</p>	<p>The students learn in an interdependent way.</p>	<p>independent participant within the learning-teacher group.</p> <p>The teacher can have several roles as:</p> <p>Need analyst: he determines and responds to language learner needs.</p> <p>Counselor: he exemplifies an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.</p>	<p>three kinds of materials:</p> <ol style="list-style-type: none"> 1. Text-based: it uses text for pair work. A lesson can include tasks analysis about a theme, understanding the message, presenting information, asking the question to obtain more information. 2. Task-based: use of games, role plays, stimulation, exercises handbooks, activity cards, among others. 3. Realia: signs, magazines, advertisement, and newspapers, or graphics and visual

Method or approach	Theory of language and learning	Types of learning and teaching activities	Learner Roles	Teacher Roles	The role of instructional materials
The natural approach	<p>Communication is the primary function of language.</p> <p>The method is focused on teaching communication abilities.</p> <p>Language is viewed as a vehicle for communicating meanings and messages.</p>	<p>The teacher talk focuses on objects in the classroom and on the content of Pictures.</p> <p>The teacher talks slowly and distinctly, asking questions and eliciting one-word answers.</p>	<p>Learners' roles are seen to change according to their stage of linguistic development.</p> <p>The students participate in communication activities with other learners.</p>	<p>The teacher creates a classroom atmosphere interesting and friendly.</p> <p>The teacher chooses a variety of activities according to the contents and contexts.</p>	<p>sources.</p> <p>The main objective of the materials of the natural approach is to make classroom activities as meaningful as possible by supplying "the extralinguistic context that helps the acquirer to understand and thereby to acquire.</p>

The use of ICT in Education

The use of information and communication technologies in education is compulsory having into count the dependence of the society with respect to these means, and more when in any field prevail advancing technological tools with different purpose, for example, in the health sector its main objective is to help the patients in the treatment of their diseases, the business can be done through of internet and pedagogically there are more possibilities to interact between learner and teacher thanks to the software for education.

The systems have facilitated the emergence of new mechanisms to guide instruction, in many fields of knowledge; now it is easier to develop learning strategies to promote in the students the desire to learn; according to Al harbi (2014) "There are many benefits of using ICT in education. For example, research has suggested that using ICT in education enables students to take a more active role in their learning rather than be a passive observer or listener" (p. 1).

It is important to define what is meant by ICT, “ICT” is broadly defined as the combination of hardware, software, and communications technologies (telephones, Internet, radio, TV) that are used to create, distribute, store and manage information”. (Beschoner, Gaible, Hakim & Jamaludin, 2010, p.16). The use of these tools helps to improve education outcomes in key aspects not only the education community but also society in general.

Among these aspects, it can be found: reducing the extreme isolation of remote schools; using these communications networks to deliver teaching and learning materials and to transmit information on school performance, using computer equipment and communication networks to develop ICT skills for teachers and students, (Beschoner et al., 2010). So teaching becomes the meeting of various educational environments.

In language teaching, the technology has been a strong instrument because it allows a bigger interaction with a foreign language. Nowadays there are new programs developed to strengthen each communication skill; now it is possible to access faster all type of materials, the textbooks are within reach, the video helps improve the listening and speaking skills, now it is possible to find a meaningful amount of practice activities; furthermore, it is possible to have virtual meetings with natives located in a different geographic point.

Another aspect with respect to this issue is “ICT, which is also perceived as having many advantages in education including pursuing problem-solving skills, fostering collaborative learning, providing flexible learning opportunities and increasing productivity” (Al harbi, 2014, p.1). In these terms, and talking about virtual education, it could be said that its main advantage is to bring people to the knowledge society since in the past, the people living in remote areas found difficulties to access education.

Years ago, in Colombia the education system was geared to learn knowledge by memory, the students were formed in many cases with behavioral models, where strict rule compliance prevailed; the educational model was limited to the teacher's instructions in the classroom and the role of the learners consisted in following such instructions. However, this model limited the scope of education in terms of collaborative learning and coverage because in the case of teaching the English language, both the methodologies and the evaluation and deepening activities were not designed to develop learning rhythms aimed at developing all the communication skills.

The traditional system did not allow the students more interaction in the English language because the methodology employed was guided by the grammar-translation method, whose main characteristic was to learn vocabulary and some grammar rules and to practice this knowledge in the written and reading form. On the other hand, thirty years ago, in Colombia the English subject was not considered with a significant importance in terms of a communicative need with the world for its requirement in several knowledge fields and various professions.

In language teaching, the virtual systems have allowed greater use of online materials facilitating a more efficient acquisition of communicative skills and a better mastery of a foreign language as English, so with the distance education it is possible the access to forms of learning from any place, regardless of the time, the people can accommodate their study schedule according to their availability, also this form of education contributes to offering tools for the exchange of information among the members of a community learning.

As it had been mentioned previously, in Colombia there was a great distance between the traditional system and virtual system because until a few years ago the paradigm of education was teaching in the classroom, so that the possibility of an education by virtual means in all

levels of education was not contemplated until recently when the internet connectivity in the population increased and it facilitated the access to others educational forms.

This new educational modality brought novelty to make the classes more didactic, teachers and learners began to utilize technological tools in their classes and these, at the same time, became more dynamic, now the learning had the possibility to be funnier. According to Monsalve (2011) the use of ICT in education raises three benefits in teaching and learning processes as described below:

A first reason is economic, linked to the labor market, since it is intended that students domain ICT, easier access in any field of professional performance, the second reason is related to the social, whose goal is to use these tools for interaction and social integration, and the third reason it is educational, aiming to address the teaching and learning processes through ICTs. (p.22)

The use of technologies in the classroom can contribute to the social interaction of learners

The use of ICT in the classroom has become a necessity nowadays, since it offers great contribution to the actual contexts of education in several aspects such as a wider development of language abilities and in turn more thinking skills in students; nevertheless, the employ of technological tools involve an adequate implementation of them in the pedagogical practices and this is not only what concerns to the design of didactic materials through software, if not regarding the social-cultural perspective of the language.

The implementation of ICT does not mean an education more technical that leaves out the social-cultural aspect of the language, unlike it keeps an interest in inquiring how to use language to communicate effectively applying the technologies with informative purposes and facilitating the social interaction so that the learners acquire the capability in using the language in different

contexts, and also they allow them to generate a critical awareness about the reality and that they can expose their arguments to manifest their thinking.

In this way, the technology allows to generate in the learners a dialogue where they can manifest capacities to express themselves, to listen to others, and to be active part in the social construction of meaning sharing the reasoning and debating arguments with people of other places and cultures different and in this sense the digital technologies in the current times become in a good mediating tool to create and to participate in discussions about the new challenges in several knowledge fields proposed for the world.

The main objective of the application of technologies in the classroom should be to facilitate communication with others. As Adams y Brindley (2007) stated “Computer-based activities can be undertaken in ways which will increase opportunities for children to talk and work together, and develop their skills in both spoken and written language.” (p.14) But the development of activities through ICT demands that the teachers design strategies according to the kinds of language skills required by students so that learning for them is more effective.

To address the present project, it is important to consider some questions that allow inquiring into general issues but fundamental which lead the research to a search of the background of the subject until the contributions of the same, within these great concerns are: why the use of technology in English classes is so important? Can technology improve learning in the English language? In which cases technology results efficient and in which cases it does not? To answer this request, it is necessary to assess how the use of technology in the English classes has been and what tools have been used until now.

About twenty years ago, the tradition of the teaching in foreign language in Colombia was based in the grammar-translation method, in which the student had to learn grammatical

rules explained by the teacher and then put into practice that knowledge through the translation of sentences from one language to another, sometimes employing notebooks for this exercises, but checking how the implementation the ICT in Colombia has been, it is observable the existence of many limitations in the theme because this process has started delayed.

In the observations done in the field work of the present project was evident the lack of technological resources in the teaching-learning processes. In fact, the use of ICT in the classroom is almost null and there was a lack of interest and concern on the part of teachers and students to innovate the use of materials for the development of English classes, even though nowadays technology offers a number of programs that facilitate the way of learning a foreign language in all the communication skills.

These reasons make important to evaluate the contribution of technology in the English classes as well as the study of the technological innovations that have appeared recently and that are useful and effective for the subject; nevertheless, in which cases technology should be used in the classrooms and when it should be avoided? This is not exactly known. According to Adams y Brindley (2007), there is no evidence in this regard to constructing any kind of systematic theory that relates the capabilities of technology to the needs of English (P.50)

For teaching English in all the level it is fundamental to establish objectives in the use of the ICT, this is how to improve the learning of the students in the English subject through the use of Technological tools? Besides what are the language goals to achieve in the acquisition of a second language? This last question would require developing in the students a dialogue more formal with a critical discourse such as a complicit conversation and in turn to provide enjoyable encounters in the learners.

Following with the explanation of Adams y Brindley (2007) about the subject:

The computer can also be used to organize the process of joint activity more effectively than a conventional worksheet because software can require the children to provide a response before being allowed to continue, remind them of relevant information and provide feedback on their responses. Learners can be offered optional interactive routes through a narrative or informational text. Used in combination with the support and guidance of a teacher, ICT can 'scaffold' children's investigation of a text or problem while allowing them control over the pace of their activity. The powerful combination of computer technology and teacher guidance can thus provide unique opportunities for the development of children's spoken and written language capabilities. (P.17)

Relation Between Contents and Technology in English learning

Planning an academic course it is fundamental to establish the syllabus that involves the objectives of the class, the contents, the assessment and criteria for self-assessment, since they are the aspects that guide the development of the thematic during the time of the course; but this is not isolated features, there must be an articulation between what is taught and the way in which knowledge is transmitted to others and this situation demands the search for resources that are within the reach of each one of the actors of the teaching and learning processes and according to the roles that each one plays.

The above requires that teachers in their planning include the design of work materials according to the language goals, the needs of the students and the context of the classroom and it is at this point that relevance must be granted; in this case, the teachers should look for programs or software according to each learning situation and be more interested in using ICT in the classroom and better if they can design and develop the material for their own classes and having into account that "the planning of classroom activities using any kind of Internet connection

demands new and uncharted routines and skills on the part of the teacher.” (Adams & Brindley, 2007. P.56)

Although nowadays the teachers employ some kind of technological tool for the classes many times the material used by teachers is not good enough and it is also not adequate to stimulate interest in students besides there are activities not related with the objectives of the subject, then how the teachers use the internet to strengthen in the learners the acquisition of knowledge and also its mastery? It is for this reason that the technological material should be checked for its use and there must be reasons to evaluate and criticize it.

Adams y Brindley (2007) in this regard affirm the following:

Even material of variable quality need not be a problem if the students are orientated towards what they find insufficiently structured and critical ways. This, however, requires a considerable allocation of effort and time to the job of conceptualizing the search for material in the first place, especially in terms of learning to think about the questions that are worth asking of a search engine. (P.56)

How technology is used in the English classes? What can technology do for English?

There must be some objectives in the use of ICT for the teaching of English and skills are needed to search and identify the appropriate material, to evaluate and use it correctly, but these aspects take time for both teachers and students to perform, followed that the criteria that guide the serious search of material online must be specific and demanding so that digital technologies can help have a deep literacy in various subjects.

The power of technology for learning is undeniable and these resources should be used to the maximum in the educational field; however the quality of learning based on the internet depends in many cases on how the teachers employ these tools, and it is here where appears a

great number of failures because on the one hand, the teachers are not aware of the computer programs available according to the objectives of their class, and on the other hand, they do not have enough training on how to implement them in the classroom.

According to that, teachers need more training and experimentation in technology for educational purposes, likewise the role and place of new technologies in the work of teaching English, nevertheless this situation entails that the educators require extra time for the inquiry, consultation and design of materials; this is asserted by Adams y Brindley (2007) “Teachers need far more time than is normally allowed by their working lives, in order to search the Internet for the kinds of things they want their students to find: the Internet is definitely *not* a timesaver in this respect.” P.58

The main task of teachers in the English area should be to help students develop communication skills and facilitate cultural studies, “the English classroom as in part being a site for producing new forms of language and culture” (Adams & Brindley, 2007. P.99). This means that the teachers have a role of facilitators in the production of cultural forms.

CHAPTER 3

METHODOLOGY

Research Paradigm

The Research Paradigm of this study is the interpretative, as it is stated by Quiroga (2007) “this paradigm we can understand how dynamic and diverse reality is called qualitative, phenomenological-naturalistic or humanistic. His interest is directed to the meaning of human actions and social practice”. (p.4) given the type of problem to be investigated and the instruments to be used, this paradigm is appropriate because it seeks interrelation of elements resulting from the research, as well as, the engagement between the researcher and the object of study, in this case, the benefit in the learning of the students when is implemented the ICT to improve their knowledge of English grammar. On the other hand, with this paradigm, the relationship between theory and practice is established and the action constitutes a source of knowledge and transformation of reality.

Research Approach

The present research is of qualitative type because it is based on observational research in the classroom; it seeks to acquire information about the problem considered from the study of a social reality, having into account this investigation will be developed with a group of students of secondary education by cycles, and so to be able to analyze the data obtained and results when

new technological tools are implemented to promote the pedagogical processes to strengthen the understanding of English grammar.

The fundamental idea of this project consists in fomenting a new learning model in language teaching in a school where a traditional teaching system is focused on exercises from textbooks and where it is evident that this method is insufficient for the mastery of a second language; the main claim is to explore how the students adapt to a new type of tools allowing them to interact more with the English language and acquiring a greater ability to learn the grammar, through the design of strategies according to their needs; in addition, this study will analyze the teaching-learning processes of this institution in the English subject, likewise it will consider the methods of English used in the classroom and the impact of the implementation of ICT to improve the level of knowledge of grammar. A comparative study of the application and results of the methods employed will be done.

Research Line

The present project follows as line of research pedagogy, didactics and curriculum whose main objective of research is to strengthen the learning of grammar of English language through the use of information and communication technologies, in this case, different virtual means will be used as strategies to transmit the knowledge and also to facilitate its acquisition by learners.

On the other hand, it is necessary a study of institutional principles and philosophy, as well as the pedagogical model and methodologies referred in the institutional educational project, followed by the analysis of strategies used in the classroom when teaching English, characterizing students, identification of strengths and weaknesses, factors involved in implementing a new strategy, analysis of contexts, design and application of materials, data collection, evaluation and getting results.

Stages of Investigative Development

The present research project will be developed in five stages of investigation in which surveys as data collection instrument will be implemented, diagnostic tests and evaluation activities according to the needs of the population studied and the learning environment of the school. The first step to follow is the application of one survey to know certain aspects related with the grades of studying English, the time of studies interrupted among other issues that will be analyzed in the results chapter. Also, the diagnostic test will be applied to identify the level of English of the students to establish what methodologies are most appropriate for the context of the students and what strategies should be implemented to achieve the objective proposed in this project.

Once the survey and the diagnostic test are applied, the second step is the planning of activities to develop in the classroom and this involves preparing thematic, search and design of materials and the strategies of evaluation to be used. Straightaway as the third step, the learning strategies will be implemented according to the methods more appropriate to the situation of the students. Then, the analysis phase of the data obtained during the investigative process to verify the effectiveness of the project proposal will be developed and the last step will be the discussion of results.



Figure 1. Stages of the research.

Characterization of the Population

The proposal is applied in a cycling school where the students realize two grades per year; the hourly intensity of the subject is lower in relation to the annual schools. The learners who study at the institution “Corporación Santo Domingo School” are enrolled there for reasons of continuous failure of grades in the annual education system, years that have stopped studying, motives of time because some of them work.

For the present research, a sample of 43 students has been taken, distributed in two cycles:

- Cycle IV (day weekend): corresponding to the eighth and ninth grades of secondary. This group has 13 students and their range age is between 15 and 19 years old.
- Cycle VI (night): corresponding to the eleventh grade of secondary. This group has 30 students and their range age is between 16 and 39 years old.

CHAPTER 4

RESULTS

The obtaining of results in the present investigation is a product of the process developed in several stages for the application of the proposal and according to the methodology described in the project. The results exposed correspond to the different activities designed to identify the reaches and limits of the study and the effectiveness of the strategies employed in the pedagogical practice. During the research were used different instruments to obtain results as surveys and written and virtual tests in order to evaluate the student's learning pace according to the implementation of ways of teaching with the procedure of ICT. Below are the results of the research proposal.

The Result of the Survey

To begin with, the design and implementation of a work plan was necessary to inquire the student about what their learning in the English language has been in the previous years of education; for this case, a survey was applied whose objective was to have a better characterization of the population in features such as the level and degree of difficulty with the language that they consider to have, their perception of what has been the teaching-learning of English and how they project their study and practice of a foreign language in a recent future with pedagogical and didactic alternatives that technology offers. The results of the survey applied are exposed below:

1. Levels of schooling in which they have received English classes: from the sample taken, only five students have studied English from preschool, twenty-eight students from primary, nine students from secondary and one learner never took English classes.

2. Interruption of studies for an extended period of time: the students of this educational system have the peculiarity of enrolling in this type of school because in many cases they have interrupted their studies for some months or years and for different factors such as work, family or because they have had difficulties as failure of grades.

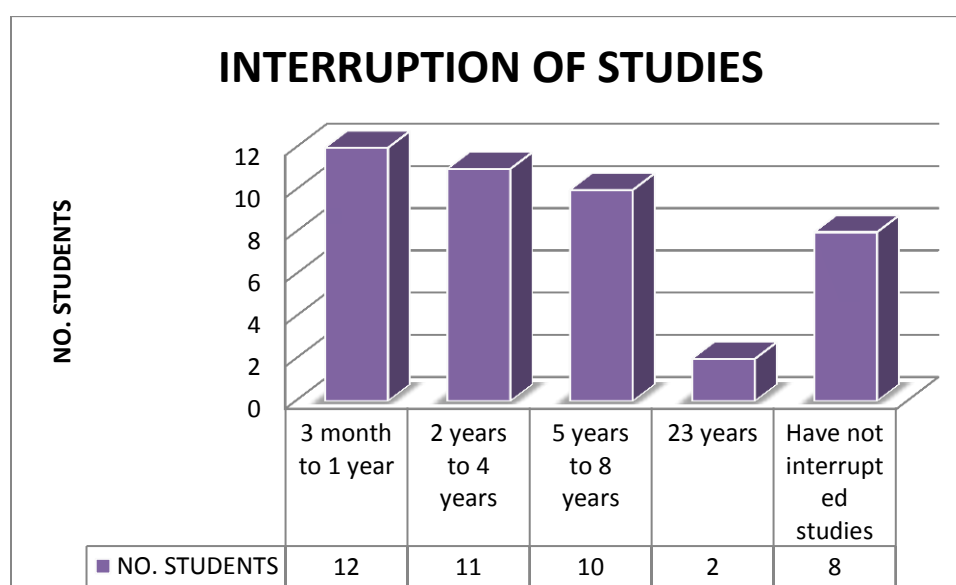


Figure 2. Interruption of Studies.

3. Difficulties to resume learning of English language after having interrupted studies: From the sample of 43 students, 65% of them argued to present difficulties for motives such as problems to understand the language since the themes are forgotten after leaving some time without studying and practicing the language, so it is hard to have to start studying again; besides there are some difficulties with the mastery of the four communicative skills, and the vocabulary has been forgotten; on the other hand, 35% of the students do not have problems at the moment

of resuming the learning of English because they have good foundations and they have practiced the language frequently.

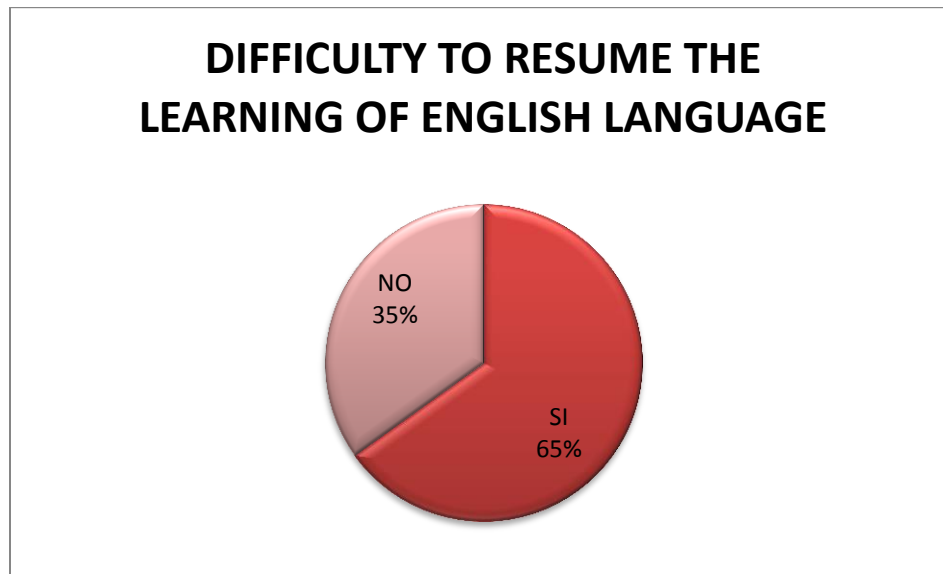


Figure 3. Difficulty to resume English language learning.

4. The level of English: In the survey applied, the students answered about their level of English and it can be observed in the table below that the majority of learners consider that their English level is between low and acceptable, only a minimum part of them consider to have a good performance and none considers that they have a high level.

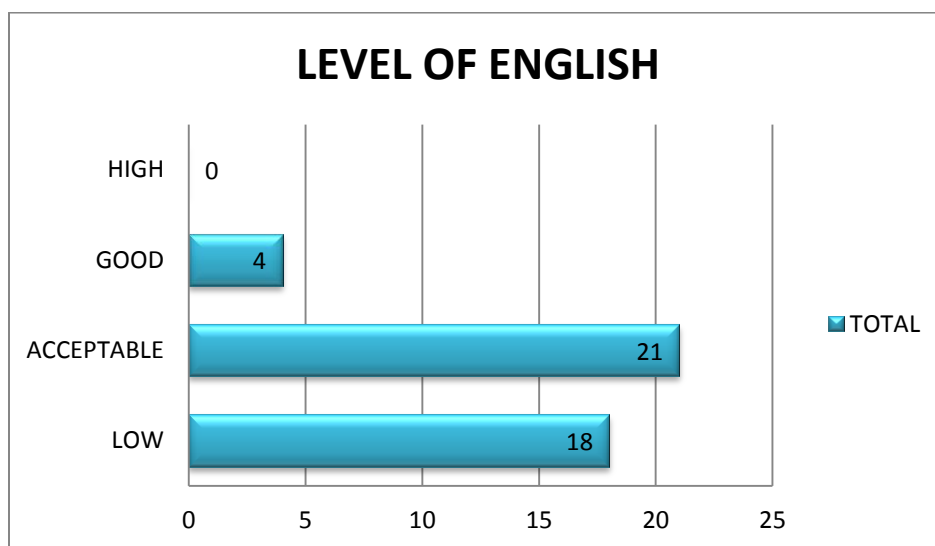


Figure 4. Level of English.

5. Teaching of English according to the needs of learning: the students were asked about if the grades coursed in the previous years in other institutions were according to their learning objectives. 67% answered affirmatively because they considered the topics were varied and there were activities to develop different skills, also it was possible to check the themes studied and these were explained according to the grade and level; on the other hand, 33% of the students argued that English learning was not according to their needs because the methodologies employed did not take into account the forms of learning, there were not enough explanations by the teacher for the development of activities, lack of technological tools and insufficient intensity of hours.

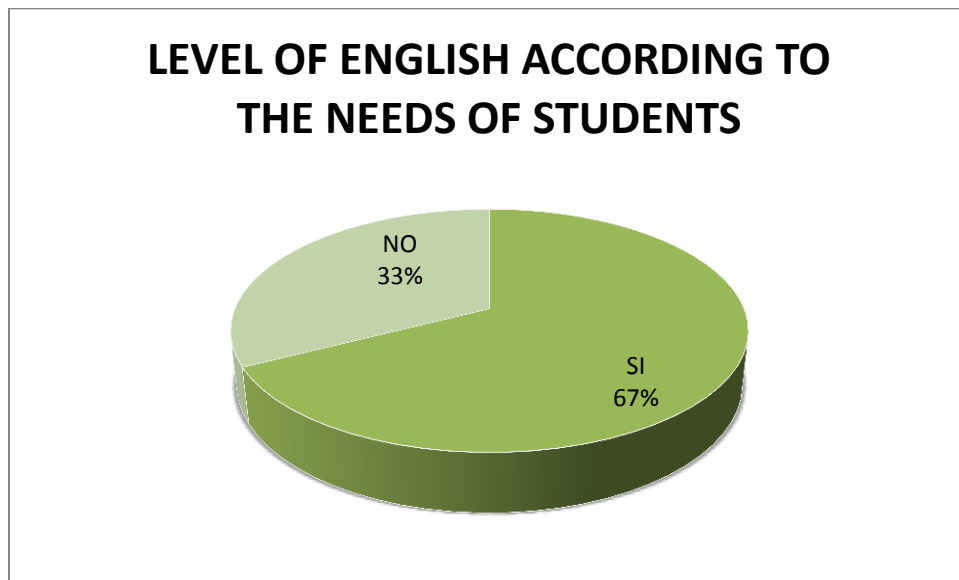


Figure 5. Level of English according to the needs of students.

6. Communicative skills with more ease and difficulties: in the sample taken of 43 students, they were asked about their ease and difficulties in the mastery of English; they could choose various abilities. In the first question, a great number of learners argued to have more ease in the listening while a similar number consider easier reading, writing, and speaking, only a small number of students said not to have mastery of the skills. In relation to the abilities with

difficulties, they expressed problems with the four skills, as it can be observed in the second figure, the majority of students stated troubles in all the skills included the listening whose great number indicated that they had ease for their mastery in the question of what skill they mastered best.

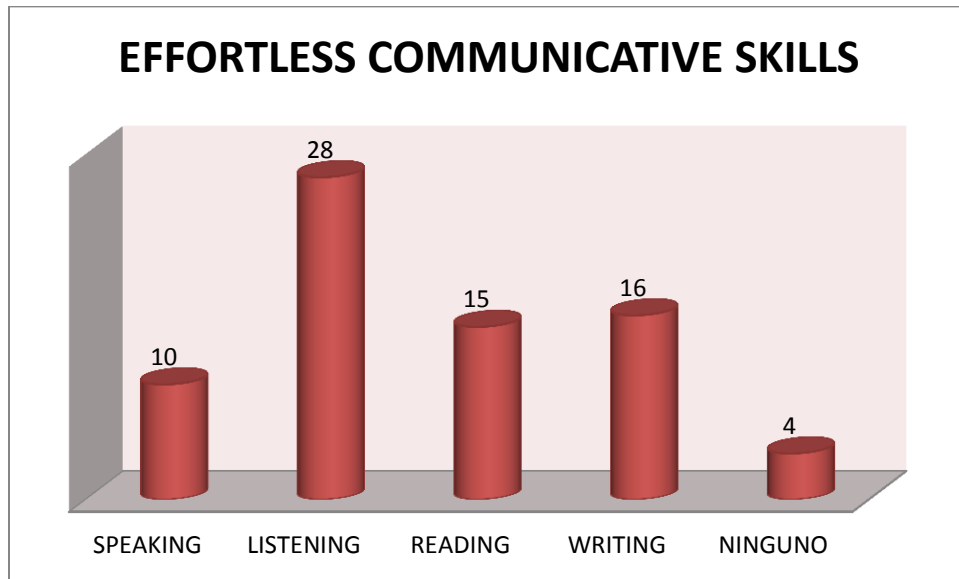


Figure 6. Effortless communicative skills.

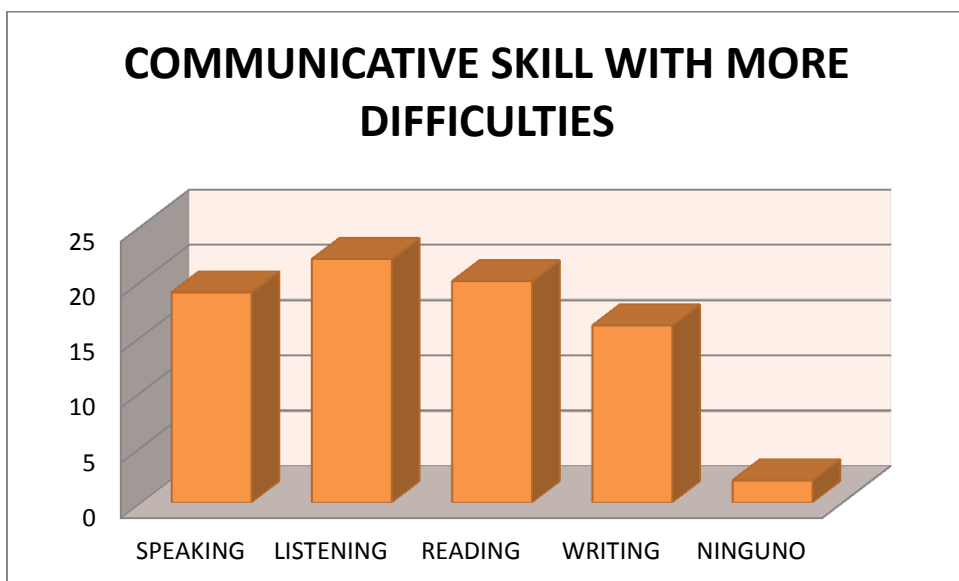


Figure 7. Communicative skills with more difficulties.

7. Goal proposed to improve the level of English: to the question: What goals do you propose to improve your level of English in the cycle you are taking? Students' answers were the following:

- Studying and practicing the language in and out of the classroom to improve its mastery.
- Learning to write the language and understanding it.
- To improve listening and pronunciation.
- To learn the language to have more work opportunities and to travel to other countries.
- To improve to get an advanced level of English.
- To use more technological tools to learn the language and to take another English course.

8. Use of ICT in the classroom: another question asked the students was: Do you consider that the use of ICT in the classroom is a great help to strengthen the teaching-learning processes? 95% of the students answered affirmatively since with the use of technologies in the classroom the learning would be easier because there is more employ of information of the language such as more tools to develop the four skills. Besides the technological tools facilitate the understanding of the subjects and the possibilities to interact with native speakers.

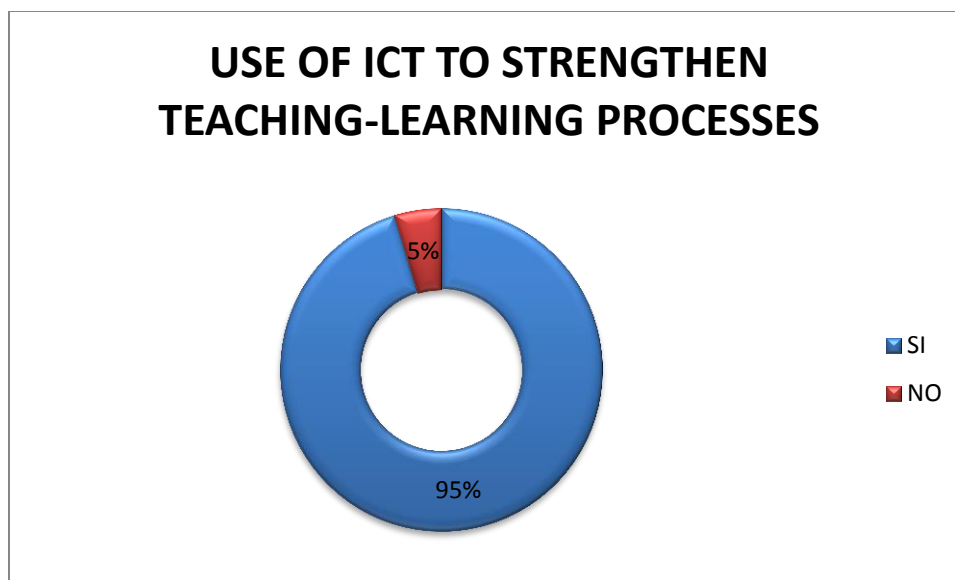


Figure 8. Use of ICT to strengthen teaching-learning processes.

Application of the Diagnostic Test

For both cycles, the first class was the presentation of the project and the application of a diagnostic test to identify the level of knowledge in the English language that students have. The test was designed to inquire in them the understanding of some expression and basic vocabulary.

The examination was divided into five parts:

Table 2

Results of the diagnostic test

Item	Cycle IV (total of students: 13)		Cycle VI (total of students: 30)		Observation
	Number of students with correct answers	Number of students with wrong answers	Number of students with correct answers	Number of students with wrong answers	
Translate sentences from English into Spanish	5	8	0	30	The first part of the test was composed by eight question items about greetings in English, the learners had to translate the

Translate sentences from Spanish into English.	2	11	8	22	<p>sentences. In the case of cycle VI, the 30 students did not answer this part of the test.</p> <p>The second part of the test consisted in translating 8 sentences from Spanish into English using the simple tenses. In cycle IV, only 2 students made the effort to solve the questions although not all the questions were correct, the other 11 learners left the point unanswered, while in the cycle VI, 8 students answered the exercises with some mistakes and the sentences were not translated correctly, since it had certain difficulty in the use of some grammar rules as for example the employ of the modal verbs. On the other hand, they showed certain vocabulary management.</p>
Personal information question.	Indeterminate.*	Indeterminate.*	Indeterminate.*	Indeterminate.*	<p>In this part of the test, the students should answer the basic question of personal information, such as: what's your name? Where are you from? How old are you? Among others. The result obtained in the cycle IV was a total unawareness of the questions, in general, the students of this grade do not know the questions. In cycle VI a small group of students identified some questions and answered them correctly, another group of students answered incorrectly and others left the point unanswered.</p>
Write the plural of the names.	Indeterminate.*	Indeterminate.*	2	28	<p>In this point students were given singular nouns and they had to form their plural. In cycle IV, some learners do not know the use of the rules of plurals and others did not understand what they should do with the exercise. In cycle VI, two students showed to have certain knowledge of some rules of plural, but most left this point unanswered.</p>
Exercise with the present simple or continuous.	Indeterminate.*	Indeterminate.*	Indeterminate.*	Indeterminate.*	<p>In the last part of the test, the learners had 10 sentences in English and every one of them had a verb in brackets, the students should write the verb in present simple or continuous as the case</p>

may be. In general, in both cycles, there is a total lack of knowledge in the conjugation of the verbs in the present times in the affirmative, interrogative and negative forms, as well as in the use of the personal pronouns.

Note: *Indeterminate: In the cases where there is not a specific number of students with right or wrong answers; it is a consequence from the fact that some students did not resolve completely every item of the test and others left the whole point without replying.

Implementation of Strategies and Activities Planning

After obtaining the results, a methodological strategy was designed, which consisted in addressing the proposed themes through technological media. Once the diagnosis was done and some difficulties were identified that the students present in the learning of English language, the planning of the most appropriate activities according to the needs of the class were implemented. As it could be observed in the diagnostic test, a great number of students have a low level of English; they do not have any knowledge of this foreign language. Therefore, it started with the most elementary English subjects such as greetings and simple tenses among others, with the aim of offering students a better introduction to the English language.

The phases with which the methodology was developed according to a didactic sequence in the classes are the following:

1. Explanation of the topic employing as tools presentation with slides and videos.
2. Online activities to practice the topic explained and to facilitate a greater understanding of the theme.

3. Evaluative exercises to measure the scope of the methodology used in the research project.

Analysis of the Data Obtained and the Effectiveness of the Methodology

For the analysis of the data obtained in the classroom practices, the research approach and paradigm observational and interpretative were taken into account. Each theme was explained employing, in first place, slides in which grammar rules were explained, followed by a video presentation to reinforce the thematic after the students were asked thorough oral questions to identify if they had understood the subject<, later they developed some online exercises such as writing the correct form of sentences, complete the sentence, write the corresponding word according to the context of the text, games, among others. After this phase, a lesson test was given to the students to assess the comprehension of the grammar rules studied in the class.

Evaluation of the Methodology

To evaluate the effectiveness of the methodology implemented, lesson tests in different moments were applied, according to the difficulties of the students in the comprehension of the topics at the time of submission of each test, in addition, the frequency of the mistakes in the different items of the test.

At first, the topic proposed was the same for both grades (cycles IV and VI) with the intention of identifying how the students initially assimilated the new strategy and how they reacted to it. In both groups, the learners had little knowledge about the theme, so it was necessary to start the topic from the concepts, definitions and more basic grammar rules. The results and analysis of the initial implementation of the methodology are shown below.

Table 3

First theme: singular and plural nouns. Cycles IV and VI

Description	Evaluation Activity	Explanation
<p>To begin the implementation of the proposal, the same subject was addressed for both cycles, in this case the singular and plural nouns; in first place, the explanation of the grammar rules was done employing slides, this theme was reinforced with videos to facilitate the comprehension and memorization of the rules by the students. After this stage, the students were asked orally about the rules seen in the class, to immediately develop some online exercises which included games, and finally an evaluative test was applied for the comprehension, mastery, and abilities of the students in this subject.</p>	<p>Practice exercises (online exercises) Exercises involving games made it easier for students to understand the issues</p> <p>Assessment test part I: in the first point, the students had to write the plurals of the nouns given according to the different grammar rules studied in class.</p>	<p>a) The learning in students of cycle IV was slower in understanding the subject. A possible cause is the low level of foreign language that some of them have and therefore generates apathy towards English.</p> <p>b) During the development of the online exercises, it was observable that the students understood faster the most complex plural rules to memorize; such as:</p> <ul style="list-style-type: none"> - “For nouns ending in f or fe, change f to v and add es”. - “For nouns that end in sh, ch, x, s, or ss, o sounds, add es”. <p>In the application of the test the learners evidenced difficulties in the following aspects:</p> <p>a) To learn the nouns with different plural forms or that do not follow any of the rules explained, for example, man, woman, child, goose, mouse, among others.</p> <p>b) Difficulty to learn the nouns that have the same singular and plural forms as sheep, deer among others.</p> <p>c) The students understood easily the rule: the names ending in Y preceded by a consonant, change the Y by the ending "ies". However, they had difficulty with the rule: the names ending in Y preceded by a vowel, only add “S”. The most frequent mistakes were:</p> <ul style="list-style-type: none"> - Day: They wrote “Daies” - Boy: They wrote “boies”
	<p>Assessment test part II: The second point consisted in translating sentences in addition</p>	<p>a) It was observable that most of the students do not know what the articles are and their use,</p>

to forming the plural of the nouns.	likewise other grammatical categories as the adjectives and the rules for its use. b) The first mistake that the students committed was the translation of the sentences but in many cases, they did not have into account adding the plural of the nouns. c) Difficulty to recognize that the adjectives do not have a plural. d) The most frequent error was to put the noun before the adjectives in sentences.
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After studying the same theme in both cycles, different topics were addressed by each cycle, following with the methodology proposed and the respective technological tools according to the area plan of the school. In the first place, the topic and assessment activity assigned for cycle four will be analyzed.

Table 4

Cycle IV. Theme: the simple future tense

Description	Explanation
<p>The theme for the class was the simple future tense. Following the methodology proposed, the topic was explained using slides, videos, and online links so that the students had all the options to review the contents and to improve their comprehension. Then, the learners came to the board to do some exercises in order to clarify doubts to continue developing online exercise.</p> <p>To evaluate the theme, a test was applied divided into four parts which consisted in transform affirmative, negative and interrogative sentences into simple future, complete sentences with expressions such as “will you join, will visit, will not, won’t” among others. The objective of the activity was to identify in the students the understanding of the</p>	<p>The test applied to the students showed the following results:</p> <p>a) In general, the learners understood the basic structure of the future simple in its affirmative and interrogative form. (Subject + will + main verb)</p> <p>b) In some cases, the pupils did not have into account that the main verb must be preserved in infinitive for the three forms, they made some mistakes like: “I will are here tomorrow” “Will are you at home this evening”</p> <p>c) The most frequent mistake was in the negative form, specifically in the use of the contraction “won’t” the students did not assimilate that the negation was already included in the word. Example: “Lauren won’t not go shopping, Lauren won’t not</p>

topic and their ability to develop exercises applying the grammar rules studied in the classes.

meet some friend”

In the case of cycle VI, at the time of beginning the second phase of the proposal, it was more notorious the characteristics that mark the differences among students, as the age, the years of schooling that they stopped studying, the minimum knowledge in the English, having into account that the learners remember some basic aspect of the language because they did not suspend at any time their studies, but other pupils interrupted studies for more than five years and besides they only studied English in the last years of secondary school; nevertheless, this last aspect was not a key factor that prevented the learning of the English language in any of its abilities.

The objective of the activity is to identify if the students understood the use of the simple past tense according to the methodology, that is, the explanation of the topic through technological tools such as practical exercises online. For the explanation of the theme, two classes were devoted to the study of three verbal forms. During the same explanation, the pupils were asked about how to do the sentences in accordance to the grammar rules taught, initially the learners presented difficulty to assimilate the use of the auxiliary verb “to do” in the negative and interrogative forms.

Table 5

Cycle VI. Theme: the simple past tense.

Activity	Analysis
Complete sentences: the students had five sentences; in brackets was a verb which had to pass it to past tense according to its affirmative and negative form.	In the exercise the students showed the ability to conjugate the verbs respect to the form; they understood the conjugation for regular verbs in accordance with the explication given.
Write the simple past of some regular verbs.	In this point the students should conjugate some regular verbs; in general, they identify the basic rule of adding “ed” to the verb to make the past.

Interrogative form of the past simple: the pupils should write the questions in the correct order having into account the grammar structure.

The comprehension of the interrogative form in the learners presented certain difficulty because they confused the use of the auxiliary verb “to do” when they had to employ the “wh” question so they forgot often to write the past “did” before the subject and main verb.

Correct the sentences: the exercise was compound of six wrong clauses in interrogative form; the learners should identify the mistakes and correct them.

The main mistake observed in this point is that the students did not take into account that the main verb must go in the infinitive, so the frequent errors found were: “Did he went to school yesterday? did she works today?”.

Complete the sentences with the past simple: according to the verbs given to complete the phrases but passing the verbs to past and writing the simple past of some irregular verbs.

The two last points of the exercise consisted in conjugating the irregular verbs given. How initially the knowledge in the English language of the students was very basic, it worked with an application installed in mobile devices on English verbs that allowed students to study each verb at different tenses. This tool was of great help because it facilitated the students the memorization of the past of some irregular verbs, such as the comprehension of some grammar structures of the language.

Final test

To evaluate the effectiveness of the methodology implemented until now, it was necessary to apply a final test to identify if the use of the information communication technologies in the English classes of both groups was appropriate to the needs of learning of the students and if they improved at least in a little percentage the level of this language. The test had as a purpose to assess the knowledge comprehended in class and the ability to remember them, even some topics that had not been evaluated.

The exam was designed for the cycle IV because with this group there was more practice time and it was possible to study more subjects while in cycle VI the main limitation was the lack of enough time to train in more topics. The quiz consisted of three parts and the students were not allowed the use of any help.

1. Singular and plural nouns: in general the students remembered most of the rule to form plurals of names, however, the difficulty in the use of the irregular plurals was maintained as “man, deer, foot” and the rule to form the plural adding “S” when the nouns end in “Y” but preceded by vowel.
2. Translate sentences from English into Spanish: in the diagnostic test applied initially it was observable a level of English very low since the students did not show knowledge of certain expressions which are fundamental to acquire this second language such as greetings and farewells, likewise personal information. With the test, they showed improvement in the domain of this topic, however, it was also discernible the need to continue deepening these issues with the aim of continuing to overcome difficulties.
3. Simple future tense: it was the last theme studied in this group, the pupils were able to remember the grammatical rules to use sentences in the simple future tense; the main difficulty in the students it was related to the use of the verb “to be” in this case the mistake more frequent consisted in keeping the verb conjugated and not in the infinitive form.

CHAPTER 5

DISCUSSION

Colombia is a country whose main pretension today is to be the most educated nation of Latin American and within this aspiration is the implementation of the information communication technologies (ICT) and the strengthening of English as a foreign language; the Colombian Ministry of Education has developed the National English Language Program “Colombia very well” for the years 2015-2025 according to the adoption of the European Framework Common Reference which seeks to promote better skills in foreign language, likewise it proposes initiatives for teacher training and institutional strengthening (p.7)

On the other hand, between the years 2010 and 2014 the Ministry of Education implemented the “Project to Strengthen the Development of Competences in Foreign Languages” and its objective was: "To develop communicative skills in foreign languages to citizens, in a way that favors the processes of insertion of Colombian human capital into the knowledge economy and the globalized labor market" (p.37), which indicates that one of the great challenges on the part of the bilingualism policies emanated by the government consists in not only to learn English to know other language if not to respond to market economies.

Undoubtedly the mentioned above make us think that in all these processes the implementation of the ICT becomes necessary as mandatory in the pedagogical field since it offers an assortment of tools that allows the enlargement of more strategies for learning and to

facilitate the acquisition of knowledge as well as a greater rapprochement to other ways of learning, as Isisag stated: “Information and Communication Technologies (ICT), as well as newer digital technologies such as computers and the internet, are more powerful tools for educational change and reform. They can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings as it enables access to information exponentially” (Korkut Uluc Isisag. P. 1)

In language teaching, the technology is very useful as instrument to apply a methodology because it allows the teachers to appropriate resources which may be available on the network or they can employ the virtual mean to design materials according to the needs of the class to establish different types of communication either at the synchronous or asynchronous level so that students have the possibility of more real practices with the English language and to make learning easier when they are involved in actual contexts.

In spite of the above, there is no indication that in Colombia you can find a total application of the ICT within the teaching-learning processes; on the contrary, in the real practices in the classroom, it is evident its lack of utilization, this due to multiple factors that go from the little investment in the technological elements till the deficiency of training in the use of them for the staff of an institution. Therefore, it is observable that in relation to new pedagogies that should be developed in the school, the colleges are forgetting the importance of updating in avant-garde educational models that use virtual means to access, to appropriate and to generate more knowledge and cultural exchange worldwide.

In the English teaching, in many cases, the classes keep on being taught with the same traditional methods from about 30 years ago, and this is summarized in the use of the dictionary to translate sentences, exercises about grammar rules; this is, building sentences applying the

subjects studied in class. In general, the communicative skills mostly worked are reading and writing, in some cases the exercises of listening and speaking were compound by song interpretation and dialogue completion, but with the limitation that these were not constant activities, so the students do not have enough practice to improve fluency in the English language.

English teaching in many schools in Colombia carries a series of problems implicit that start with an inadequate area plan that does not respond to students' needs according to the demand of bilingualism in several fields of society nowadays; some of them seem to be detained in time with teaching programs from about 30 years ago which do not allow innovation in the curriculum in terms of the development of new methodologies that favor the implementation of greater strategies for learning.

Reviewing how the teaching of English has changed in the last 40 decades in Colombia, some observable changes that have allowed to vary the importance of the subject in different senses, starting with the need to learn a second language and also to master it with the objective to respond to the demands of the globalized world and the market economies. On the other hand, the relevance that English has taken in schools today and the use of innovative technologies has raised new teaching models in the issue; however, there are limitations that do not allow to advance in the teaching-learning processes.

Within these limitations is the fact that approximately from the 1980s, many schools in Colombia taught the English subject only in high school and in many cases the intensity of teaching hours did not exceed two hours a week; in addition to this, teachers who taught this second language did not always have the required professional profile; in the survey applied in

the present project it can be seen that some students did not study English from primary education and a very small percentage started studying it from the preschool level.

The development of the present project has been preceded by some scopes related to the consecution of the objectives proposed and the obtaining of the expected achievements that, for this case, is the improvement in grammar management through the use of information communication technologies in the English classes. Students are expected to increase their level of English with other learning strategies and tools. Sometimes it is evident a break with a traditional system that did not favor the acquisition and comprehension of the foreign language to give way to other types of learning and the application of unknown language teaching methods by teachers in charge of the area in the institution where the project was implemented.

In the elaboration of this project, limits in the investigation were present since there were some external difficulties to the work that interfered in the practical realization of the proposal and in the obtaining of results. The main negative factor was the lack of internet connectivity and computer equipment, and on the other hand, a low hourly intensity of English subject that sometimes prevented the full development of activities. However, it was possible to implement the strategies designed for the established aims, likewise the assessment activities as a measuring instrument of the effectiveness at low or high scale of the research.

In the realization of the pedagogical practices of this research project, it was evident through the direct observation various aspects of the teaching methodology used within a traditional education system, which make difficult language learning; in first place, the fear of teachers to innovate their methods due to the lack of training to get updated about their classroom practices and to the low use of technological means by teachers and students; in

second place, in the study it was noticeable that there is no real awareness among students about not only learning a language, but also mastering and speaking it with more fluency.

In the institution where the practice application of this project was developed a low level of English was evident at the beginning of the pedagogical practices due to multiple factors considering that it is a high school by cycles whose students have dropped out from other schools for some kind of failure or disappointment in the traditional teaching system; in the case of English learning, it was observable that one of the difficulties in the study of this language is that in the previous grades, the teaching of foreign language did not respond to the learning needs of the students, mainly due to the lack of innovation in teaching methods by teachers.

Another issue identified in the research is related to the interruption of the studies of some students during their school life, whose estimated time ranges from three months to approximate twenty-five years ago, which affected some students in having difficulties in resuming their studies, implying a new adaptation to the school with new forms of teaching-learning and even educational system, added to this, that some of them in old curricula did not have established the subject of English from the most basic levels of education. As a consequence, the knowledge in English language results superficial.

Likewise, the learners do not have clarity about the communicative skills with more or less mastery since in the survey they responded in some cases to have ease in all the skills but at the same time, in the another question, they replied to have difficulties in those same skills; anyway, the students of “Corporación Santo Domingo School” were optimistic about the implementation of a new methodology in the English classes with the proposal of the research project because it meant the opportunity to improve the level of English through the use of technological tools as an alternative learning strategy.

At the beginning of the proposal, it was evident that the students were not aware of their level of English and how was the understanding of the communicative skills because initially a diagnostic test was applied, which evidenced that most of the students did not have the least elementary knowledge of English language such as information questions and greetings. Therefore, this writing test permitted the preparation of the topics established in the area plan with the use of available material in the web for the explanation, study, practice exercises and evaluation of contents.

Initially the activities proposed were developed with written exercises through workshops using the classes notes to make it easier for students to understand the grammar structures of the topics studied; the employ of dictionary was avoided at all times. One of the difficulties found was the lack of knowledge about vocabulary, so vocabulary lists were taught with the use of images in slides and websites; this same vocabulary was employed in the classes exercises to facilitate its memorization. After developing this part, the topics were reviewed again and then online exercises were developed for more interaction.

In the practical application of the project, it was observable that the students had good reception of the methodology implemented because it was something new for them and they also noticed another form to learn English in a more fun way allowing them to be motivated during the class, so at the end of the practice, they showed an improvement in their level of English according to the test applied periodically and to the final test where all topics seen were evaluated; however as it was mentioned previously, this project presented some limits related to external factors that generate a reflection about the difficulties of the education system in Colombia.

This reflection turns around the problems about the need of contemplating a national bilingualism program according to the educational contexts that characterize the country's schools and in this is involved geographical, economic and cultural aspects; these issues are doubtless reasons to take into account in the implementation of a method and in the methodological strategies in language teaching since they can be important in the design of curriculum and area plans because these should consider physical and human resources.

Any pedagogical proposal requires to characterize the population object of study, this analysis makes possible to trace a route on the strategies that should be used in the classroom to achieve the objectives; in this case, the sample taken were two groups of learners quite heterogeneous regarding ages, academic levels and learning rhythm that led to planning the classes with activities that were consistent with this varied context, this issue was important for the implementation of the project, nevertheless, this is the start point for more effective teaching-learning processes.

The difficulties in the classroom are also present in the lack of innovation of the methodologies as related to the implementation of the information and communication technologies (ICT). In this sense, it is indispensable that the schools start updating the institutional educational project with a pedagogical model that involves the use of technological means for educational purposes, which includes reviewing the tools, the programs according to the students' needs. Likewise it must be a priority the constant training of teachers in the employ of ICT in their teaching-learning processes.

In these terms it is emphasized that it should be a priority for the Colombian state to develop an educational policy of bilingualism through a national program in accordance with the educational reality of school contexts. For this, it requires efforts to invest more resources in

technological tools for pedagogy and also a great investment in continuous training of human capital to develop in each school the pedagogical model that guides the methods, methodologies, strategies and didactic tools to make the teaching-learning processes more effective in the classroom.

CHAPTER 6

CONCLUSION

The possibilities to innovate an educational system are varied and it could be said that currently, any type of training implies to incorporate the information and communication technologies in the teaching-learning processes. This issue required the review of the institutional educational project to structure the contents, methodologies, activities and the different assessment form to the pedagogical model established by the school.

The above is an arduous task in which the entire educational community should be involved, but it is indispensable to start from the reflection of strengths and weaknesses of the current state of this pedagogical model to look for the most appropriate strategies for its updating; first of all, it must be based on the physical and human resources that are within reach and how these can be used to improve the teaching in the classroom.

The education cannot be stopped in learning forms from a few years ago; undoubtedly society is being influenced in many cases by environments and virtual learning communities, and this situation makes other mechanism to arise, to access to greater sources of knowledge that are now available to everyone at any place, time and circumstance, shortening distances and eliminating certain barriers to learn.

English language is one of the knowledge subjects that most have benefited from the implementation of ICT, since the tools offered by these have allowed the utilization of programs

to develop more competences in the communicative skills and so to get a more fluent and advanced English level; however, despite that technology has provided enough material available on the network, there are still limitations in its use.

Many schools have not made great advances in terms of technology; this refers both to the implementation of physical tools and to the training of teachers and students in their use. Some schools can count with these tools, but the teachers do not know how to use them in the classes, and on the other hand students lack motivation to take advantage of them for their learning process.

In the elaboration of the present project, the main objective was the implementation of ICT as a mechanism to strengthen the understanding of grammar in English language of students of “Corporación Santo Domingo School”, so the proposal was routed to improve their knowledge in this field and to increase the level of the foreign language from situations of learning generated in the classroom.

The important aspect in this project was the initial strategy to characterize the population through a survey and a diagnostic test to identify the strengths and weaknesses in the students and their learning needs in the English subject, as well as the communicative skill with major and minor domain, having into account that the groups were heterogeneous in terms of age and study levels completed by each of them.

The knowledge of the students’ population in addition to the methodologies with which they had been studying the subject of English from years ago to the present, which in many cases were not the most efficient to learn this language, led to implementing this research proposal with the help of didactic materials available on web pages and other computer programs that in the end resulted to be a novel methodology for the students and titular professor of the area.

Based on the background that some students present apathy to the English language mainly because they find a lot difficulty to comprehend much of the grammar, the general idea in this project was to facilitate the understanding of some grammar rules as part of their foreign language learning through the use of didactic material available in technological means.

It is true that in the practical execution of the pedagogical proposal there are several limiting factor as the lack of time to develop more activities of the established to reinforce the knowledge studied in the classes, as well as in the use of more didactic material to approach the topics. Nevertheless, it was possible to improve a little the level of English in students besides to promote a methodology aimed at achieving the objectives with the implementation of the present research proposal.

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APPENDIX A: SURVEY FORM

Survey form applied to characterize the population in terms of educational level, years of learning English and language level.



COLEGIO CORPORACIÓN SANTO DOMINGO-TUNJA
 PROYECTO DE INVESTIGACIÓN: “IMPLEMENTING ICT TO STRENGTHEN THE
 LEARNING OF GRAMMAR SKILL IN THE STUDENTS OF “CORPORACIÓN SANTO
 DOMINGO SCHOOL”
 NATIONAL OPEN AND DISTANCE UNIVERSITY- UNAD

SURVEY FORM

La presente encuesta busca indagar sobre la percepción que los estudiantes tienen de los procesos de enseñanza- aprendizaje del idioma inglés, así como la importancia que ellos tienen en el uso de esta lengua en diferentes contextos.

1. ¿A partir de qué nivel de escolaridad usted ha recibido clases de inglés? (Según el nivel seleccionado indique específicamente el grado)

Preescolar ___ Primaria ___ Secundaria ___
 Grado _____

2. ¿Usted ha interrumpido alguna vez sus estudios por un tiempo prolongado? (En caso de que su respuesta sea afirmativa especificar cuánto tiempo)

Si ___ No ___ Tiempo _____

3. ¿Si usted ha interrumpido sus estudios por años ha presentado alguna dificultad para retomar el estudio del idioma inglés en el ciclo que se encuentra cursando?

Si ___ No ___ Por qué

4. Considera usted que su nivel de inglés es:

Bajo ___ Aceptable ___ Bueno ___ Alto ___

5. ¿Considera usted que en los grados cursados en otras instituciones educativas la enseñanza del inglés estaba acorde a sus necesidades de aprendizaje?

Si__ No__ Por qué

6. ¿Cuál habilidad comunicativa se le facilita más a la hora de aprender inglés?

Speaking__ Listening__ Reading__ Writing__

7. ¿Cuál habilidad comunicativa se le dificulta más a la hora de aprender inglés?

Speaking__ Listening__ Reading__ Writing__

8. ¿Qué metas se plantea usted para mejorar su nivel de inglés en el ciclo que se encuentra?
-
-

9. ¿considera usted que el uso de las tecnologías de la información y la comunicación (Tics) en el aula de clase son de gran ayuda para fortalecer los procesos de enseñanza aprendizaje en el aula?

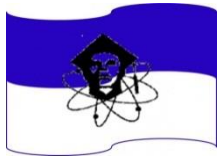
Si__ No__ Por qué

Gracias por su colaboración.

Elaboró: Ingrid Nathalie Zambrano Fúquene
Responsable del proyecto.

APPENDIX B: DIAGNOSTIC TEST

Diagnostic test applied to evaluate the English level of the students before implementing the proposal.



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DIAGNOSTIC TEST 1

OBJETIVO: Identificar el nivel de inglés de los estudiantes de acuerdo a sus conocimiento del idioma a estudiar.

1. Translate the following sentences from English into Spanish.

- a.) How _____ are _____ you?

- b.) Nice to see you _____
- c.) Take care _____
- d.) So long! _____
- e.) See you later _____
- f.) Have a nice day! _____
- g.) Pretty good thank you _____
- h.) what´s your profession? _____

2. Translate the following sentences from English into Spanish.

- a) Tengo un gato negro _____
- b) Buenas noches _____
- c) Voy a cenar esta noche a casa de mamá _____
- d) Ellos verán una película este sábado _____
- e) Susan no puede hacer la tarea hoy _____
- f) Peter no pudo jugar hoy el partido _____

- g) Usted no desayunó esta mañana _____
 h) Nosotros haremos una torta la otra semana _____

3. Answer the following personal information questions.

- a) What's your name? _____
 b) What's your complete/ full name? _____
 c) What's your last name/ surname? _____
 d) what's your nick name? _____
 e) Where do you live? _____
 f) Where _____ are _____ you _____ from?

 g) how _____ old _____ are
 you? _____
 h) What's _____ your _____ date _____ of _____ birth?

 i) When were you born? _____
 j) What's _____ your _____ marital _____ status?

 k) What's your address? _____
 l) what's _____ your _____ phone
 number? _____
 m) what do you do? _____
 n) what's your occupation? _____

4. Write the plural of the following names.

Knife Leaf
 Baby life
 Church Car
 City Bus
 Country Lady

5. Write the verb between brackets in the present simple or continuous.

1. you usually (eat) vegetables?
2. Sorry, I can't talk now. I (brush) my teeth.
3. Sandy (not drink) alcohol very often.
4. They..... (work) at the factory from Monday to Friday.

5. Listen! Somebody (shout).
6. He doesn't have time now. He (do) his homework.
7. How often she (go) to the dentist?
8. We (go out) for dinner every Saturday night.
9. Be quiet! I (study) for tomorrow's exam.
10. She's not at home at the moment. I think she (do) the shopping.

APPENDIX C: FIRST EVALUATIVE ACTIVITY

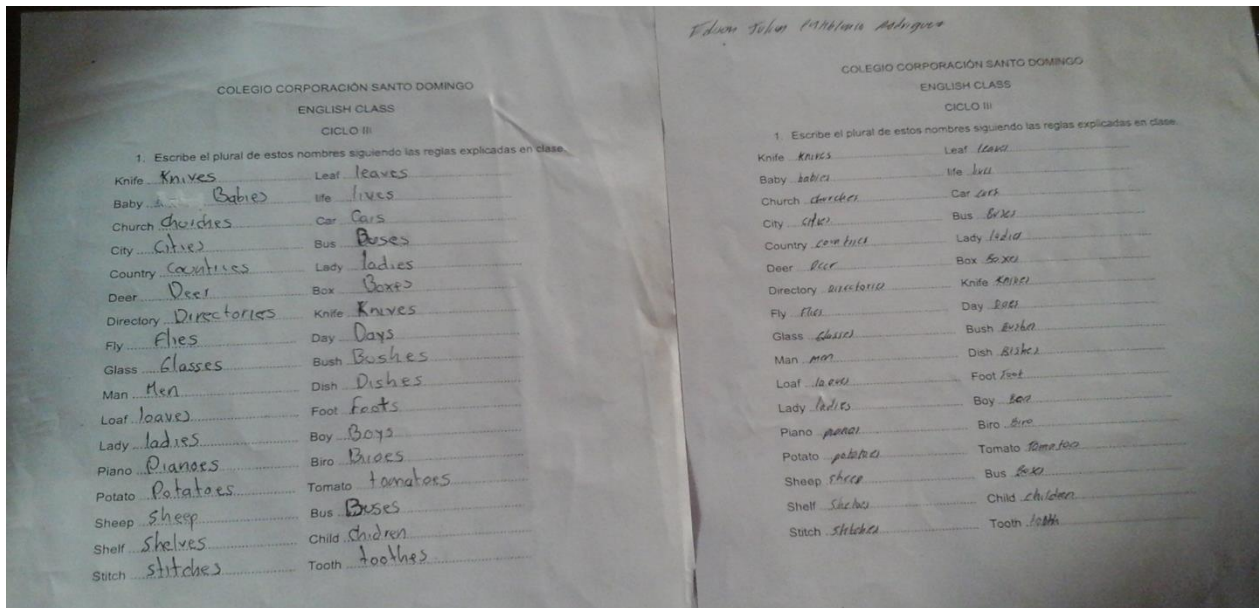


Figure 9. Evaluative activity first theme: singular and plural nouns numeral 1.

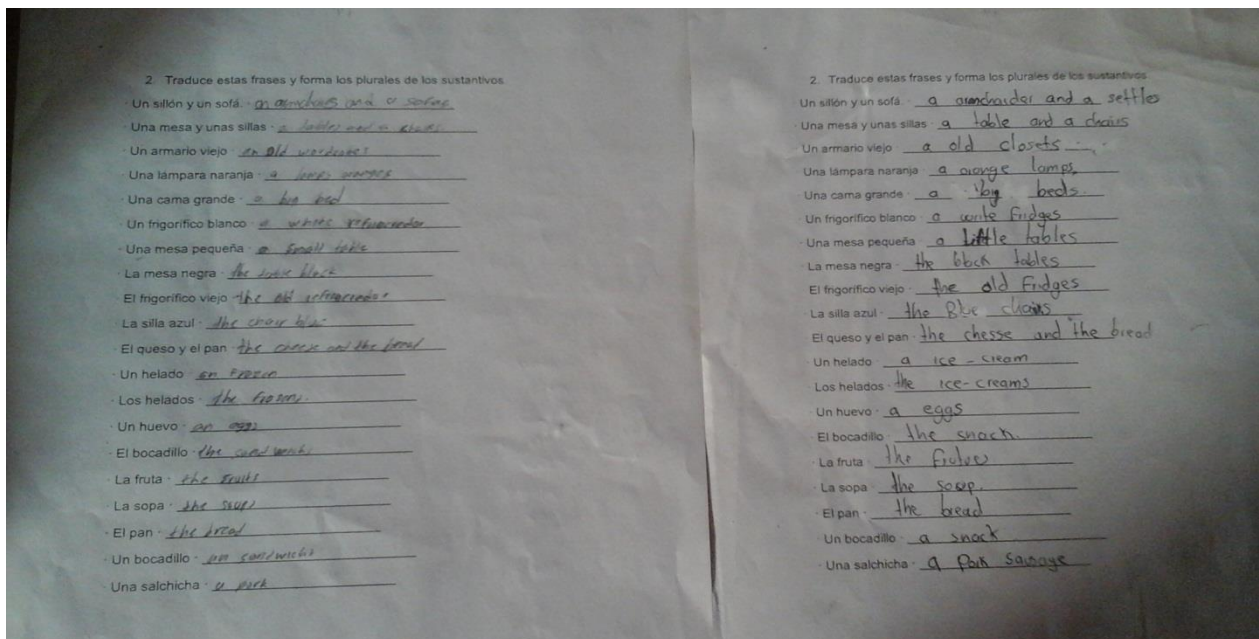



Figure 10. Evaluative activity first theme: singular and plural nouns numeral 2.

APPENDIX D: SECOND EVALUATIVE ACTIVITY

22/30 e 39 mas more



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 THE SIMPLE FUTURE

Actividad 1. Transform these sentences into the simple future.

- 1.- We have a party tonight. (afirmativa) *we will have a party tonight*
- 2.- I travel to Spain next week. (afirmativa) *I will travel to Spain next week*
- 3.- I'm sure Jeff gets the job. (afirmativa) *I will sure Jeff gets the job*
- 4.- The concert begins at 8.00 o'clock. (afirmativa) *the concert will begin at 8.00 o'clock*
- 5.- He is busy this evening. (afirmativa) *he will be busy tonight*
- 6.- She wins the election. (negativa) *she will not win the election*
- 7.- I think he is successful. (afirmativa) *I will be think he is successful*
- 8.- Are you at home this evening? (interrogativa) *are you at home this evening*
- 9.- Are you here tomorrow? (interrogativa) *will you be here tomorrow*
- 10.- I am here tomorrow. (negativa) *I will not be here tomorrow*
- 11.- I always love you. (afirmativa) *I will always love you*
- 12.- I forget you (negativa) *I will not forget you*

Actividad 2. Complete the blanks with the simple future of the verbs in brackets.

1. He *will be* (be) at home tonight.
2. Europe *will have* (have) one government in the year 2100.
3. Mary *will not* (not/phone) you tomorrow.
4. What time *will* we *meet* (meet)?
5. In the future, people *will* (travel) to other planets.

Actividad 3. Write sentences saying Lauren will ... or Lauren will not/won't....

1. Pack the cases affirmative
2. Go shopping negative
3. Meet some friends negative
4. Have a tea affirmative
5. Phone her grandmother negative

1. *Lauren will pack the cases*
2. *Lauren won't go shopping*
3. *Lauren won't meet some friends*
4. *Lauren will have tea*
5. *Lauren won't phone her grandmother*

Actividad 4. Complete the blanks with these expressions. Will you join will be Will you give will. Fry 'll get will pass will need will visit

1. It is very cloudy. I *will need* an umbrella
2. Don't eat all that cake. You *will get* sick
3. I am very hungry. I *will need* something to eat
4. Don't worry if it is broken. We *will pass* a new one
5. I am sure Peter *will be* his exam. He is very intelligent
6. We have a party tomorrow. *will visit* us?
7. I don't feel well. *will you give* an aspirin?
8. My grandmother is ill. *will pass* her tomorrow


Jorge Alvarado G. Co

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Figure 11. Evaluative activity cycle IV. Theme: the simple future tense.

APPENDIX E: THIRD EVALUATIVE ACTIVITY

Adriana Alvarado
Jennifer Cetina



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PAST SIMPLE: REGULAR AND IRREGULAR VERBS.

Exercises A.
Complete the sentences.
Ejemplo: I didn't watch TV last night.
1. On Saturday I played (play) computer games with my cousins.
2. My mum didn't cook (not cook) dinner last night.
3. I walked (walk) to school because there weren't any buses.
4. They did not dance (not dance) at the party.
5. My brother traveled (travel) to Ireland last summer.


B. Write the past simple of these verbs.
1. copy copied
2. revise revised
3. cycle cycled
4. listen listened
5. practice practiced
6. play played
7. like liked
8. move moved

C. Write the questions in the correct order.
Ejemplo: night? / meet / Did / you / them / last / Did you meet them last night?
1. film? / like / you / Did / the / Did you like the film?
2. you / many / did / ask? / How / people / How many people did you ask?
3. a / have / time? / they / Did / good / Did they have a good time?
4. did / weekend? / the / What / do / we / at / What did we do at the weekend?
5. she / DVD? / Where / that / did / buy / Where did she buy that DVD?
6. party / on / your / go / Saturday? / he / Did / to / Did he go to your party on Saturday?
7. did / yesterday? / Who / you / see / Who did you see yesterday?

D. Correct the sentences.
Who do you met on Saturday morning? X Who did you meet on Saturday morning?
Who did you meet on Saturday morning?
1. Did he went to school yesterday? X Did he go to school yesterday?
2. Why did you to go home early? X Why did you go home early?
3. Where you did learn English? X Where did you learn English?
4. Did she works today? X Did she work today?
5. What do you this yesterday? X What did you do this yesterday?
6. Did they last night phone you? X Did they phone you last night?

Figure 12. Evaluative activity cycle VI. Theme: the simple past tense.

APPENDIX F: FINAL TEST


 COLEGIO CORPORACIÓN SANTO DOMINGO-TUNJA
 PROYECTO DE INVESTIGACIÓN: "IMPLEMENTING ICT TO STRENGTHEN THE LEARNING OF GRAMMAR SKILL IN THE STUDENTS OF "CORPORACIÓN SANTO DOMINGO SCHOOL" NATIONAL OPEN AND DISTANCE UNIVERSITY- UNAD
 CYCLY IV
 FINAL TEST/ September 2017

TOPICS: GREETINGS, THE SINGULAR AND PLURAL NAMES AND THE SIMPLE FUTURE.

NAME: Edwin Ailey Aldana, Yulie Tatiana Avila

1. Write the plural of the following names:

Knife	<u>knives</u>	Leaf	<u>leaves</u>
Baby	<u>babies</u>	life	<u>lives</u>
Church	<u>churches</u>	Car	<u>cars</u>
City	<u>cities</u>	Bus	<u>buses</u>
Country	<u>countries</u>	Lady	<u>ladies</u>
Deer	<u>Deers</u>	Box	<u>boxes</u>
Directory	<u>Directorios</u>	Knife	<u>knives</u>
Fly	<u>flies</u>	Day	<u>days</u>
Glass	<u>Glasses</u>	Bush	<u>Bushes</u>
Man	<u>men</u>	Dish	<u>Dishes</u>
Loaf	<u>Loaves</u>	Foot	<u>Feet</u>

2. Translate the following sentences from English into Spanish.

a.) How are you? ¿cómo estás?

b.) Nice to see you! me alegro de verte?

c.) Take care! cuidate!

d.) So long! hasta pronto!

e.) See you later nos vemos mas tarde

f.) Have a nice day! que tengas un buen dia

g.) Pretty good thank you bastante bueno

3. what's your profession? ¿cual es tu profesion?

3. Transform these sentences into the simple future.

1.- We have a party tonight. will (afirmativa) we will have a party tonight.

2.- I travel to Spain next week. will (afirmativa) I will travel to Spain next week.

3.- I'm sure Jeff gets the job. will (afirmativa) I'm will sure Jeff gets the job.

4.- The concert begins at 8.00 o'clock. will (afirmativa) the will concert begins at 8:00

5.- He is busy this evening. will (afirmativa) he will is busy this evening

6.- She wins the election. will (negativa) she will not the election

7.- I think he is successful. will (afirmativa) I will think he is successful

8.- Are you at home this evening? will (interrogativa) will not are you at home this evening

9.- Are you here tomorrow? will (interrogativa) will are you here tomorrow

10.- I am here tomorrow. will (negativa) I will not am here tomorrow

11.- I always love you. will (afirmativa) I will always love you.

12.- I forget you. will (negativa) I will not forget you.

Figure 13. Final test.