

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: “AUTOMATED LANGUAGE EVALUATION TOOLS AND THE
DEVELOPMENT OF GRAMMAR SKILLS”**

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

Autora: Licenciada Lili Fernanda Cáceres Zambonino.

Directora: Doctora Verónica Elizabeth Chicaiza Redín.

Ambato – Ecuador

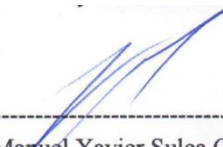
2018

A la Unidad de Titulación de la Universidad Técnica de Ambato.

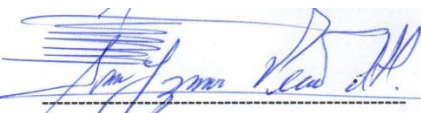
El Tribunal receptor del Trabajo de Investigación, presidido por el Doctor Héctor Fernando Gómez Alvarado, Presidente del Tribunal e integrado por los señores: Licenciado Manuel Xavier Sulca Guale Magíster, Licenciada Ana Jazmina Vera De La Torre Magíster, Licenciada Cristina del Rocío Jordán Buenaño Magíster, Miembros del Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptar el Trabajo de Investigación con el tema: “AUTOMATED LANGUAGE EVALUATION TOOLS AND THE DEVELOPMENT OF GRAMMAR SKILLS”, elaborado y presentado por la señora Licenciada Lili Fernanda Cáceres Zambonino para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.



Dr. Héctor Fernando Gómez Alvarado
Presidente y Miembro del Tribunal


Lcdo. Manuel Xavier Sulca Guale, Mg

Miembro del Tribunal


Lcda. Ana Jazmina Vera De La Torre, Mg

Miembro del Tribunal



Lcda. Cristina del Rocío Jordán Buenaño, Mg
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en Trabajo de Investigación, presentado con el tema: “AUTOMATED LANGUAGE EVALUATION TOOLS AND THE DEVELOPMENT OF GRAMMAR SKILLS”, le corresponde exclusivamente a la: Licenciada Lili Fernanda Cáceres Zambonino, autora bajo la Dirección de la Doctora. Verónica Elizabeth Chicaiza Redín, Directora del Trabajo de Investigación, y el patrimonio intelectual a la Universidad Técnica de Ambato.



Lcda. Lili Fernanda Cáceres Zambonino

cc: 0502307770

AUTORA



Dra. Verónica Elizabeth Chicaiza Redín

cc: 1715106322

DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.



Lcda. Lili Fernanda Cáceres Zambonino

cc: 0502307770

INDEX

Portada.....	i
A la Unidad de Titulación de la Universidad Técnica de Ambato.	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN.....	iii
DERECHOS DE AUTOR	iv
INDEX	v
LIST OF TABLES	viii
GRAPHIC CONTENTS	x
AGRADECIMIENTO	xi
DEDICATORIA	xii
INTRODUCTION	1
CHAPTER I	3
PROBLEM STATEMENT	3
1.1 Theme of the problem	3
1.2 Problem Statement	3
1.2.1 Contextualization of the problem.....	3
1.2.2 Critical Analysis	8
1.2.3 Prognosis.....	8
1.2.4 Setting of the Problem	9
1.2.5 Research Questions.....	9
1.2.6 Research delimitation	9
1.3 Justification	10
1.4 Objectives	11
1.4.1 General Objective	11

1.4.2 Specific Objective.....	11
CHAPTER II.....	12
2 THEORETICAL FRAMEWORK	12
2.1 Research background	12
2.2 Philosophical foundations	15
2.3 Legal basis	15
2.4 Key categories	24
2.4.1 Theoretical framework of the Independent Variable	25
Educational Technology	25
Computer Assisted Language Learning	26
Computer Assisted Evaluation	30
Automated Language Evaluation Tools	32
2.4.2 Theoretical framework of the Dependent Variable	42
English Language	42
Syntactic Constituents	44
Structural Language Process	49
Grammar Skills.....	51
How Grammar should be presented	53
Grammar Instruction	54
2.5 Hypothesis	60
2.6 Hypothesis variable Characterization	60
CHAPTER III	61
3. RESEARCH METHODOLOGY	61
3.1 Research Scope.....	61
3.2 Basic research methods	61
3.3 Level or type of research	62

3.4 Population and sample.....	62
3.5 Operational Definitions of Variables.....	63
3.6 Data Collection Plan.....	66
3.7 Data processing and analysis.....	66
CHAPTER IV	68
4 ANALYSIS AND INTERPRETATION	68
4.1 Analysis of Results	69
Survey for teachers:	69
Survey for Students:.....	77
4.2 Verification of the hypothesis	85
4.3 Analysis of Results of Pre-Test	88
4.3.1 Writing production of students in the pre-test in the control and experimental groups.....	88
4.4 Analysis of Results of Post-Test	92
4.4.1 Writing production of students in the post-test in the control and experimental groups.....	92
4.4.2 Grades of students in the control and experimental groups.....	98
4.4.3 Conclusion of Pre-test and Post-test	101
CHAPTER V.....	103
5 CONCLUSIONS AND RECOMMENDATIONS	103
5.1. Conclusions	103
5.2 Recommendations	104
CHAPTER VI	105
PROPOSAL	105
References	132
ANNEXES	137

LIST OF TABLES

Table 1 Types of fragments	48
Table 2 Grammar Instruction	55
Table 3 Population and Sample.....	63
Table 4 Variable Operationalization Matrix	64
Table 5 Plan for information collection	66
Table 6 Strategies or Techniques	69
Table 7. Problems to develop grammar skills.....	70
Table 8 Traditional Methods.....	71
Table 9 New Strategies	72
Table 10 Tools to develop grammar skills.....	73
Table 11 Facility to use the internet	74
Table 12 Automated Language Evaluation Tools (ALET).....	75
Table 13 Learn about Automated Language Evaluation Tools (ALET).....	76
Table 14 Strategies or Techniques	77
Table 15 Develop Grammar Skills.....	78
Table 16 Traditional Methods.....	79
Table 17 New strategies	80
Table 18 Tools for the development of grammar skills	81
Table 19 Internet in Classes	82
Table 20 Auto evaluation tools (ALET)	83
Table 21 Learn Automated Language Evaluation Tools (ALET)	84
Table 22 Frequencies Observed.....	85
Table 23Expected Frequencies	86
Table 24 Square Chi Calculated.....	86
Table 25 Simple Present of "To Be" Verb / Pre-test.....	88
Table 26 Simple Past of "To Be" Verb/ Pre-test.....	89
Table 27 Simple Present / Pre-test	90
Table 28 Simple Past/ Pre-test	91
Table 29 Future/ Pre-test.....	92
Table 30 Simple Present of "To Be" Verb / Post test	93

Table 31 Simple Past of "To Be" Verb / Post Test	94
Table 32 Simple Present / Post Test.....	95
Table 33 Simple Past / Post Test.....	96
Table 34 Future / Post test.....	97
Table 35 Grades of students in the control and experimental groups	98
Table 36 Methodoly Operating Model.....	115
Table 37 Administration of the proposal	131
Table 38 Forecast of the evaluation	131

GRAPHIC CONTENTS

Graphic 1 Problem Tree	7
Graphic 2 Key Categories	24
Graphic 3 Strategies or Techniques	69
Graphic 4 Problems to develop grammar skills	70
Graphic 5 Traditional Methods	71
Graphic 6 New Strategies.....	72
Graphic 7 Tools to develop grammar skills	73
Graphic 8 Facility to use the internet	74
Graphic 9 Automated Language Evaluation Tools (ALET).....	75
Graphic 10 Learn about Automated Language Evaluation Tools (ALET).....	76
Graphic 11 Strategies or Techniques	77
Graphic 12 Develop Grammar Skills.....	78
Graphic 13 Traditional Methods	79
Graphic 14 New strategies	80
Graphic 15 Tools for the development of grammar skills	81
Graphic 16 Internet in Classes	82
Graphic 17 Auto evaluation tools (ALET)	83
Graphic 18 Learn Automated Language Evaluation Tools (ALET).....	84
Graphic 19 Distribution grade.....	86
Graphic 20 Gauss Bell	87
Graphic 21 Simple Present of "To Be" Verb / Pre-test.....	88
Graphic 22 Simple Past of "To Be" Verb/ Pre-test.....	89
Graphic 23 Simple Present / Pre-test	90
Graphic 24 Simple Past/ Pre-test.....	91
Graphic 25 Future/ Pre-test	92
Graphic 26 Simple Present of "To Be" Verb / Post test.....	93
Graphic 27 Simple Past of "To Be" Verb / Post Test	94
Graphic 28 Simple Present / Post Test.....	95
Graphic 29 Simple Past / Post Test.....	96
Graphic 30 Future / Post Test.....	97

AGRADECIMIENTO

Agradezco a todo el personal administrativo, docente y estudiantes de la Unidad Educativa Gral. Eloy Alfaro Delgado quienes con mucho entusiasmo colaboraron y me brindaron todas las facilidades del caso para desarrollar mi trabajo de investigación.

A la Dra. Verónica Elizabeth Chicaiza Redín, tutora de mí trabajo investigativo, quien con sus aportes en el ámbito científico y personal, contribuyó para culminar el presente trabajo.

A la Universidad Técnica de Ambato, Alma Máter de la ciudad por su apoyo constante al mejoramiento del talento humano y profesional.

Fernanda

DEDICATORIA

Dedico el presente trabajo a Dios por ser quien siempre guía mi camino, dándome la fortaleza y valentía para poder terminar mi Trabajo de Investigación, a mis padres y mi hijo, quienes estuvieron siempre a mi lado apoyándome durante esta etapa de estudio, gracias con su comprensión, paciencia, y por alentarme día a día para culminar con éxito mi meta planteada.

Fernanda

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA
TEMA:
“AUTOMATED LANGUAGE EVALUATION TOOLS AND THE
DEVELOPMENT OF GRAMMAR SKILLS”

Autora: Licenciada Lili Fernanda Cáceres Zambonino

Directora: Doctora Verónica Elizabeth Chicaiza Redín.

Fecha: 23 de abril 2018

RESUMEN EJECUTIVO

Esta investigación muestra el análisis del uso experimental de las Herramientas de Evaluación del Lenguaje Automatizado y el Desarrollo de las Habilidades Gramaticales en la Unidad Educativa Eloy Alfaro. La metodología de este proyecto se basó en un enfoque cualitativo - cuantitativo, refiriéndose a las Herramientas de Evaluación Automática del Lenguaje porque se determinó cuál es la incidencia y la susceptibilidad cuando los estudiantes estuvieron expuestos a la nueva estrategia de enseñanza. Las herramientas que se utilizaron en la investigación fueron: investigación bibliográfica que permitió recopilar la información necesaria; también el proyecto se basó en datos estadísticos para apoyar la presente investigación; procedimientos y técnicas como las encuestas, T Student y entrevistas directas, Pretest y Posttest para un grupo de control y un grupo experimental para probar la hipótesis con los estudiantes de 1 °, 2 ° y 3 ° bachillerato y la investigación de campo con los profesores de Inglés de bachillerato de la Unidad Educativa Eloy Alfaro. Los estudiantes trabajaron con una página web que contiene las cinco herramientas más efectivas de evaluación automatizada del lenguaje (verificadores gramaticales) que los estudiantes trabajaron con ejercicios en tiempo presente, pasado y futuro, lo cual ayudó mucho para corregir sus errores de gramática, conocieron cuales fueron éstos y aprendieron de ellos para no volver a cometerlos. La investigación concluyó que

hubo un impacto de cómo el estudiante está familiarizado con la tecnología; por lo tanto, este proyecto es proactivo por la razón mencionada y también por cómo el uso de herramientas web en las clases les ayuda. Además, el proyecto indicó que los estudiantes mejoraron enormemente en su comprensión de la gramática, los estudiantes pudieron notar cuáles eran sus errores gramaticales y también pudieron corregirlos. Esta experiencia fue más lúdica, productiva y pueden retener las palabras y las correcciones. Así mismo, se usó la herramienta como una retroalimentación para los maestros y la escuela secundaria porque tienen otra herramienta de enseñanza que economiza tiempo, se puede usar en la institución o en el hogar y cubre el plan de estudios educativo.

Descriptor: ALET, CAE, CALL, corrección automática de errores gramaticales, desarrollo de la destreza gramatical, herramientas de evaluación gramaticales, herramientas tecnológicas educativas, herramientas web automáticas, herramientas del lenguaje automáticas, mejoramiento de la destreza gramatical.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA
THEME:
“AUTOMATED LANGUAGE EVALUATION TOOLS AND THE
DEVELOPMENT OF GRAMMAR SKILLS”

Author: Licenciada Lili Fernanda Cáceres Zambonino

Directed by: Doctora Verónica Elizabeth Chicaiza Redín.

Date: April 23rd, 2018

EXECUTIVE SUMMARY

This research involves the analysis of the experimental use of Automated Language Evaluation Tools and the Development of Grammar Skills in Unidad Educativa Eloy Alfaro. The methodology of this project was based on a qualitative – quantitative approach, referring to Automated Language Evaluation Tools because it determined what is the incidence and the susceptibility when the students were exposed with the new strategy of teaching. The tools that were used through the investigation: bibliographic research that allowed collecting the necessary information; also the project was based on statistical data in order to support the present research; procedures and techniques such as the surveys, T Student and direct interviews, pretest and posttest to a control and an experimental group to test the hypothesis with the students of 1st, 2nd and 3rd Bachillerato and the field research with the English teachers of Eloy Alfaro High School. Students worked with a web page that contains the five most effective automated language evaluation tools (grammar checkers) which students worked with exercises in present, past and future tense, which helped them a lot in order to correct their grammar errors, learn from them and be aware of them too so as not to commit them again. It concluded that there was an impact on how the student is familiarized with the technology; therefore, this project is proactive because it stated how students are familiarized with platforms of teaching like using web

tools in classes. It also stated that students improved enormously in their comprehension of grammar, students could notice which their grammar errors were and they could correct them too. This experience was more joyful, productive and they can retain the words and corrections. Moreover, it was used like a feedback to teachers and the High School because they have another tool of teaching that economizes time, can be used in high school or home and covers the educational curriculum.

Keywords: Automated correction of grammar errors, automated language tools, automated web tools, ALET, CAE, CALL, development of grammatical skills, educational technological tools, grammar evaluation tools, improvement of grammar skills.

INTRODUCTION

English has converted the official language of the globalized world. (Crystal, 2012) stated that English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. When it is investigated why so many nations have in recent years made English an official language or was chosen as their chief foreign language in schools, one of the most important reasons is always educational.

That is why this current research involves the importance of developing grammar skills through the help of automated language evaluation tools because technology is now widespread through English classrooms as students and teachers always are looking for more tools designed to improve education and in this case to enhance grammar students' performance.

Ecuador is one of 63 Latin American countries that are deficient in English proficiency (Education, 2016). This is the most important factor behind the official program of the Ministry of Education to improve the teaching of English as a foreign language, which includes the strengthening curriculum of English.

The majority of students have problems with grammar skills performance because they need tools to help them to correct, optimize and improve their grammar learning of the English language.

The students' grammar production has many errors because they do not know grammar rules or structures, verb conjugation, or grammar tenses. Nevertheless, their grammar production is not acceptable. Many issues influence this failure, but it is observed that the problem which currently exist is the development of grammar skills; it is taken into account that an adequate methodology of learning and teaching is the basis for a good development of grammar skills.

Therefore, this project proposed to improve the production of grammar skills with the help of automated language evaluation tools, so that students can feel comfortable and be learning in an interactive and funny way, which motivated me to carry out the present research which will be presented below:

Chapter I. The problem; Here is the topic of research, through the approach of the problem, also it is observed the contextualization of the problem, critical analysis, the prognosis, the formulation of the problem, questions guidelines, delimitation of the problem, justification, as well as the objectives the General Objective as the Specific Objectives.

Chapter II. The theoretical framework; constitutes the research background which was carried out with the help of scientific articles, categorization of variables with the collaboration of some books by different authors that provided information on the subject exposed to research, philosophical foundation, legal basis, hypothesis and finally signaling of variables.

Chapter III. The methodology; it covers the research focus, basic modality of research, level or type of research, population and sample, operationalization of variables, collection of information, plan for gathering information and the plan for processing information.

Chapter IV. Analysis and Interpretation; it includes the analysis and interpretation of results, the quantification of the results obtained through the survey applied to teachers and children through percentages and statistical cakes are formed, thus verifying the hypothesis proposed in the problem.

Chapter V. Conclusions and Recommendations; they are raised through the results obtained through the collection of information.

Chapter VI. Proposal; a web page with the best automated language evaluation tools like an experimental proposal of the project.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

Automated Language Evaluation Tools and the Development of Grammar Skills.

1.2 Problem Statement

1.2.1 Contextualization of the problem

In Ecuador, the ministry of education evaluated the performance of students in basic education and high school. The English Proficiency Index is one of the highest worldwide rankings for English assessment. In this year, 80 countries participated. Ecuador ranked 55th. That is, it has a low level, according to Education First (EF), entity in charge of the issue. The average English that was obtained in Ecuador is 49 out of 100. After an agreement with the Ministry of Education, the test reached the public schools. This was applied to 132 493 students. They scored a score of 49 points approximately over 100. That is, a low level, according to EF. (El Comercio, 2017)

Ministry of Education of Ecuador emphasizes the application of the curriculum "English as a Foreign Language" and puts it into practice after the third year of general basic education. Grammar, phonemes, vocabulary and expressions of the English language are used within the program (Marcial , 2017).

Likewise, the evaluations carried out in 2010 by the English curriculum reform project of the Ministry of Education, stated that with 5,022 teachers of this subject, the 74% of them were at an initial level and 25.6% at an intermediate

level. Students in basic education and high school were also evaluated, who obtained a general average of 13 out of 20 (El Telegrafo, 2012).

"The teaching of the English language is divided into two parts, one in the language and the other, the development of skills: grammar, writing, speaking, listening and reading," explained Emma Pedlye, director of the Center for Foreign Language at the Politécnica Universidad, which also has a Celtic certificate (Certificate in English, adult language teaching) from the University of Cambridge. "It is important to have a solid program of language study and this does not only depend on the competences of the teachers," said David Jarrín Zabala, of El Telegrafo (2012), Master in Languages and Modern Literatures, of the Free University of Brussels, a teacher interpreter and teacher of French, English and Russian as a foreign language.

It is important to count on didactic materials, that the teachers have every year, methods, seminars and updated materials that are used. Jarrín considers improving the teaching system: "All this is the responsibility of the system, not as one wants to make believe, of the teacher exclusively." David Estrella, a university professor who obtained the Celtic certificate from Cambridge, explains that it is important to look for strategies so that the student does not get bored in the classes, if the professor does not use that, starting the study of a second language with grammar can be catastrophic. (El Telegrafo, 2012)

Ecuador ranked 55 out of 63 as one of the countries with low English proficiency in accordance with the English Proficiency Index (EF EPI), 2017. To obtain these results, the data was used on 750 000 adults over 18 years of age. This is an annual report carried out by the global language training company Education First (EF), the only one to carry out these studies. The Ministry of Education presented the agreement in which it was established that the teaching of the foreign language (English) from 2016-2017 (Sierra regime) and 2017-2018 (Costa) will be mandatory from the second Degree of General Basic Education up to the third year of High School. This measure applies to all public, private and financial

institutions in the country. However, this language is still taught in the educational and private schools that have the conditions to do so. According to the fourth version of EF EPI, Ecuador is one of the rural areas with a depressed level of English, as well as Peru, Brazil, Chile, Colombia, among others. This is because adult English is still weak in Latin America. Of the 14 Latin countries included in the study, 12 are considered to have a low level of knowledge. (El Comercio, 2015)

In Tungurahua according to what the Ministry of Education, English language teaching will be resumed in public schools, from the current academic period starting in September 2016, with a time from 3 to 5 hours. Years ago, the teaching of the language was withdrawn from the schools, generating problems in the process of teaching-learning because the students did not have the necessary bases to continue studying English at school. (Jiménez Benavides , 2017)

There is much evidence of lack of strategies designed for the correct teaching English language. In Tungurahua, this conclusion arises from the observation made in the period of pre-professional practices conducted by a large number of students of the English language. There are institutions in which the same capacity to emphasize the study of basic grammar of English has not been found. Since a good teaching includes the application of strategies and tools that help the correct application of what has been learned in practice (Benavides , 2016)

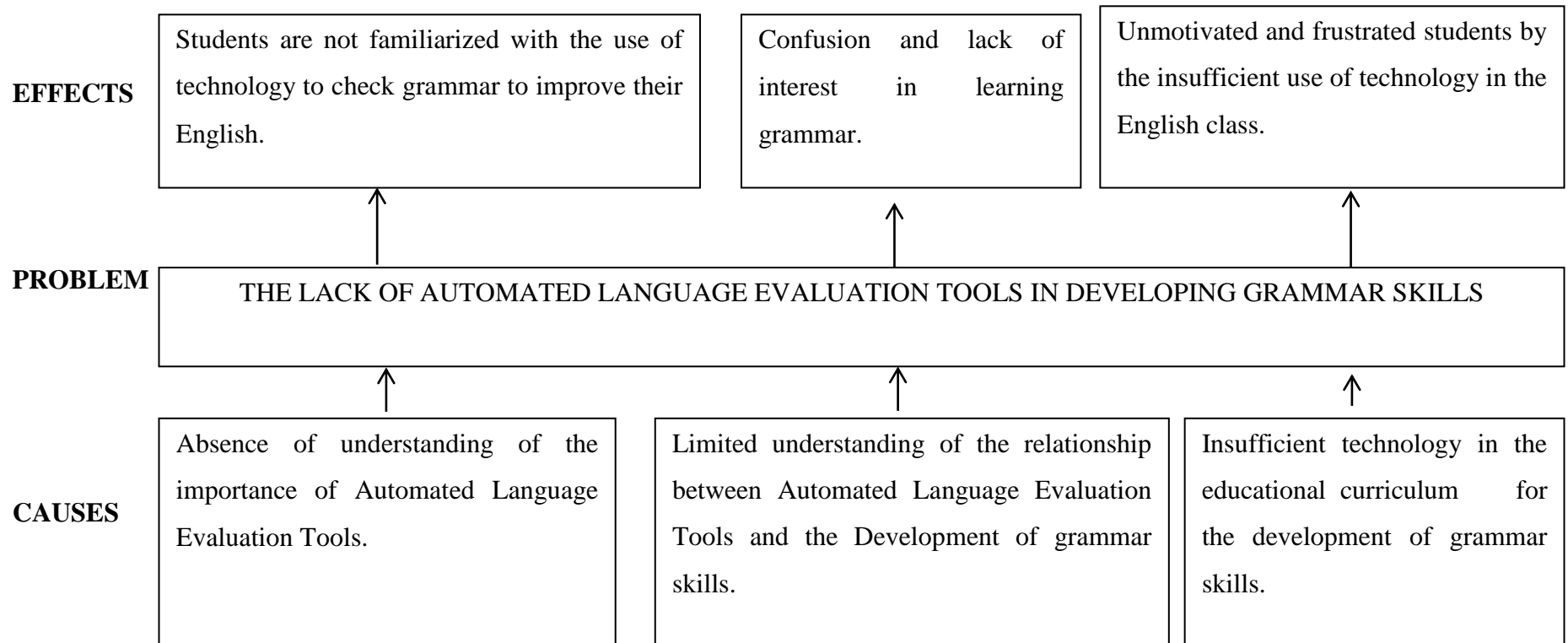
In Ambato, "Luis A. Martinez" High School considered that the English language is very fundamental and necessary in the curriculum of the students and teachers who are trained in the study techniques to provide better learning to students where they can develop the skill of writing since they still have problems to understand, analyze texts which help for cognitive development. The institution carries out their practices without any difficulty, because they have laboratories of: Physics, Chemistry, Computing, Audiovisual, among others that allow students to be up to date with the technology. However, one of the most notorious

weaknesses is the inadequate use of study techniques that help students develop reading skills in the English language. (Arboleda, 2016)

In English grammar, a research of the Pontificia Universidad Católica del Ecuador de Ambato determined that the use of didactic tools through computer media improves the relationship with the student during the teaching of grammar in the English language. The application of diagrams, in addition contributing to the training process as a learning technique, helped to maintain student motivation and the development of several linguistic competences. It facilitates the understanding of the grammatical rules of the English language; improve the learning of grammatical skills. As we have appreciated, the students scored higher than those of initial assessments did in writing, the selection of correct answers and in grammatical competence (Núñez , 2018)

In Ambato, according to field observation, Eloy Alfaro High School students had had the following causes to the problem such a grammar mistakes, lack of grammatical comprehension, syntaxes, do not know neither verb conjugations nor grammar tenses and sentence order in their class performance and homework, which decrease the level of English grammar skills of the institution.

Graphic 1 Problem Tree



Source: By the investigator

By: (Cáceres L., 2018)

1.2.2 Critical Analysis

The lack of automated language evaluation tools to develop the grammar skills evidences three main causes that contributed the mentioned problem and its effects on the study population.

The first cause of this problem is the absence of understanding of the importance of Automated Language Evaluation Tools because students are not familiarized with the use of technology to check grammar and improve their English and a set of rules that explained the way of how words are organized correctly. Students always said that Grammar is confusing and creates an apathy environment.

Another problem is the limited understanding of the relationship between Automated Language Evaluation Tools and the Development of Grammar skills, because sometimes students are confused and have a lack of interest in learning grammar. Students do not know or are not aware of the benefits of using technology to learn or improve their English level; they just continue learning on the traditional way.

At last, the insufficient technology in the educational curriculum for the development of grammar skills is another problem. Students just do their homework in a traditional way as using their dictionaries and, therefore, they are not improving their English grammar level, because they are unmotivated and frustrated by the insufficient use of technology in the English class.

1.2.3 Prognosis

Unless the automated language evaluation tools are used, the students will improve their development of grammar skills and they will also learn and interact with the programs, approaching the level that is needed in the school program. If the automated language evaluation tool is not carried out, the students will not be familiarized with the use of technology to check grammar and to improve their

English. It also generated a lack of interest in learning grammar, and they will be unmotivated and frustrated in the class because of the deficient knowledge of grammar skills. (Cáceres L., 2018).

1.2.4 Setting of the Problem

How do ALET affect the development of grammar skills?

1.2.5 Research Questions

- How the grammar skills of the students will improve when using Automated Language Evaluation Tools?
- What is the importance of Automated Language Evaluation Tools?
- What is the relationship between Automated Language Evaluation Tools and the Development of grammar skills?

1.2.6 Research delimitation

Content delimitation

Area of Research: Education

Line of research: Technology

Limit: Automated Language Evaluation Tools.

Spatial Delimitation

The research is going to be carried out at Unidad Educativa Gral. Eloy Alfaro Delgado of Ambato, in Tungurahua Province.

Temporary Delimitation

The research is going to take place in the academic year 2017-2018.

Observation of Units

- Teachers
- Students

1.3 Justification

(Alison, 2018) Stated that developing the English Grammar Skills means being able to express fluently and smoothly, exposing ideas with order and clarity to a native audience. Because it also means the understanding and assimilating the ideas of other people or communication as well as the texts written in English.

One of the basic reasons for learning English with an appropriate grammar skill domain is the access to a better education without limiting to the universities or training centers. In addition, it gives students access to more current and complete information, the latest advances to the majority of scientific, academic and technological texts, written in English

On the other hand, the teaching means are the mediating tools of the teaching-learning process used by teachers and students, which contribute to the active participation, both individually and collectively, on the object of the English grammar skill development. The media is not only use by teachers, but must be of real use to students for an interaction development and specific grammar skill advancement.

The **importance** of this project is based on the interactive educational strategies to comprehend the grammar. For this reason, it is imperative to know the implications of this investigation in the development of grammar skills with an automated language evaluation tool.

The **interest** in investigating this project is because it has been possible to demonstrate the lack of various strategies of teaching, which leads to inefficiency in carrying out this skill on the part of the students, especially in the English language. Therefore, the access to a better education using technology will also improve the cognitive analysis of the student and is a mediating tool of the teaching-learning process used by teachers and students

As for the **originality** of this project, it is based on a better and playful way of teaching strategy with free web pages that any student can use, and it has been successful in terms of the part of the development process of grammar skills because those tools show and correct the mistakes and the teacher explains the reason, interacting with technology, that is why it is original.

Moreover, there is **feasibility** of carrying out this project because it has the support of the institution such as: authorities, teachers and students that are part of this project. As well it is important to mention that a solution is being sought using strategies where students have activities inside the classroom and outside of it with the only objective of developing grammar skills.

The students who participated in this project can evidence the results in the medium and long term. In the medium term, it will be possible in the recognition of words and the grammar with the students. In the long term, the strategy can be implemented with people of any age that want to improve their grammar skills.

1.4 Objectives

1.4.1 General Objective

- To diagnose the impact of the use of Automated Language Evaluation Tools in the development of Grammar Skills

1.4.2 Specific Objective

- To identify how the grammar skills of the students will be improved when using Automated Language Evaluation Tools.
- To analyze the importance of Automated Language Evaluation Tools.
- To propose an alternative solution for the development of grammar skills in an English as a foreign language context.

CHAPTER II

2 THEORETICAL FRAMEWORK

2.1 Research background

Based on this investigation, we hope to find how ALET will help with the improvement of grammar skills. Conforming to the research, in virtual repositories of universities, national and international educational institutions and scientific papers via internet, it was determined that there are not similar projects like the present one. On that point, there are some researches with the similarity in the topic referring to grammar skills and some are based along the evaluation tools in different skills.

There are studies about how automated language evaluation tools influence on the development of grammar skills, like the project “Teaching of the Grammar and the use of grammatical corrector (Grammar Checker)” of (Sañudo, 2014), who reveals how grammar correction programs could help students to learn regular expressions, to locate and correct a high percentage of errors of their writings. Although, when the correction provides information about mistakes that students tend to make, rather than warnings about mistakes that really have committed, and in which the student must decide if what is written is right or wrong, involving in this way the student in the study favors of the pedagogical process.

This research concludes that spell checkers detect many of the errors of those compositions and provides adequate information about them, making it possible for students to make corrections without the help of a teacher. It is also clear that this corrector would have a great improvement through the incorporation of regular expressions that use these characters: more would be detected errors and with greater precision (Sañudo, 2014).

Based on this investigation, it helps us to study how the students can deliver compositions or sentences with fewer errors with the help of technology. How it also can develop a quality and succession of ideas in the grammar. And it will explain how auto evaluation tools will improve the interaction of students in class incorporating regular expressions that give them a better comprehension of English.

Pekka (2015) mentions that spell checkers study the context of the extensive student writing and it will greatly enrich the databases. It shows that the analysis of a student composition and the use of regular expressions to detect errors are a promising approach to challenge the problem to unsolvable, to allow EFL students to work independently to locate and correct their own mistakes when they write in English. The project wants to reach and improve the grammar skills of the students in a didactic way. It concludes that it is important because it will help to understand the mechanism of auto evaluation tools. How the students make a self-correct without teachers, but also those students who have teachers can deliver compositions with fewer errors and develop their grammar. In addition, it reveals that students will improve their vocabulary and regular expressions, which would develop their comprehension of the grammar skills and the language in context.

Therefore, in the project “Teaching Technical Writing Skills Using Web 2.0 Technology-An Experimental Study” of (Sofia, 2015) was focused on training students in technical writing skills with the help of Google Drive and Blog. In conclusion, students comprehend how to receive messages, develop grammar skills for academic and professional purposes, help students acquire the ability to write effectively in English in real -life situations, inculcate the reading habit and to develop effective reading skills, write letters and reports effectively without grammar errors in formal and business situations. Another perspective of teaching that helped us to understand the Automated Language Evaluation Tool was an experimental study. The students involved in this project testified the improving of their grammar skills and the interaction with the worldwide with technology.

Moreover, (Lillehaug Rasch, 2016) with her investigation “A study of the relation between students the perception of grammar instruction and their multiple intelligences”, presents the relation between students perception of grammar instruction and their multiple intelligences, concluding that in order to further improve the students perception towards grammar instruction in the English subject, it seems necessary to focus on the students different intelligences and adapt the teaching methods accordingly.

The investigation helps to comprehend the theory and to see the context of the grammar skills of the students and deduct the development of grammar skills with technology as a conductive strategy of learning. The process of data collection can be improved, and achievement should be operationalized, with new pedagogical work, like using new techniques as the auto evaluated tools.

In Latin-American, such as Colombia, according to the project “The acquisition of grammatical competence in English as a foreign language through work with technology by a group of teachers in training”, by Luz Dary Arias (2013), said that the processes of teaching and learning in all areas have revolutionized since the appearance of the World Wide Web, created by Tim Berners-Lee, who observing the need to share the results of their research, developed the structures fundamentals of the network. Likewise, the worldwide interest is improving the knowledge and Application of Information and Communication Technologies (ICT) in education. In the last ten years, great importance has been given to the integration of these to work in the classroom, both at the baccalaureate level and at the university level.

It concludes that the Ministry of National Education of Colombia (MEN), through the Program National of New Technologies, is using all its efforts to improve its policy of acting, training teachers from all areas including foreign languages. The objective is to assist in the construction of a quality technological infrastructure, for which exists a program of endowment of institutions with computers and connectivity; develop the quality content through the Educational Portal

Colombia; to learn in which is a space of information and knowledge in which they occur and tools, contents and services that are shared for the generation of knowledge in the educational community of the country, for preschool, basic education and a half and a half.

In conclusion, the teachers observed the changes in grammatical competence in students caused using technology. It affirms that this project will help us to guide the educational curriculum to use technology such as ALET because there was an improvement on the part of the students in the structure of grammar, in the vocabulary, in the use of signs of punctuation and in spelling in that research. These ALET encourage the use and manage of technology for which they have been implemented to develop models, support and accompaniment to teachers and managers in the use of new technologies and define quality standards for academic programs.

2.2 Philosophical foundations

To understand the process of English grammar skills development as a foreign language, it requires the support of two traditional positions in the broad constructivist framework: The first, the biological aspect, which is concerned with pointing out the neurological roots and the second one which deals with the linguistic information or social experience processing which is more focused on the clarification of the student-teacher roles, the teachers, the institution in teaching (Klinger & Vadillo, 2014).

2.3 Legal basis

Even though there is not a specific legal regulation for this research project development, the **Ley Orgánica de Educación Intercultural** (LOEI) (2015).

**LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL
NORMATIVA PARA LA IMPLEMENTACIÓN E
INSTRUMENTALIZACIÓN DE LA DISPOSICIÓN TRANSITORIA
CONTENIDA EN EL ACUERDO MINISTERIAL No. 041-14**

Artículo 2.-

DISPONER

Que las horas clubes establecidas en la malla curricular expedida mediante Acuerdo Ministerial 0041-14 de marzo de 2014 determinada para los segundos a séptimos años de educación general básica pueden ser usadas para la asignatura de inglés. En este caso, esta asignatura será evaluada tal como se determina en los artículos 193 y siguientes de Reglamento General de la **Ley Orgánica de Educación Intercultural (LOEI)**.

Artículo 3.- DISPONER que para la implementación de la asignatura de inglés las instituciones educativas públicas incorporen a su planta docente personal con calificación mínima de B2 de acuerdo con la escala del Marco Común Europeo de Referencia para las lenguas y pongan a disposición de los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada año lectivo la institución educativa deberá remitir a la respectiva Dirección Distrital un informe con el detalle de los grados que han sido incorporados a la enseñanza del idioma inglés.

Artículo 7.- DISPONER que todas las instituciones que se creen a partir de la expedición de esta normativa cuenten con la asignatura de inglés desde el 2do grado de EGB hasta el 3er curso de bachillerato.

**EL REGLAMENTO GENERAL A LA LEY ORGÁNICA DE EDUCACIÓN
INTERCULTURAL**

TÍTULO I

DEL SISTEMA NACIONAL DE EDUCACIÓN

CAPÍTULO II

DE LOS NIVELES DE GESTIÓN DEL SISTEMA NACIONAL DE EDUCACIÓN

Art. 3.- Nivel Distrital intercultural y bilingüe. Es el nivel de gestión desconcentrado, encargado de asegurar la cobertura y la calidad de los servicios educativos del Distrito en todos sus niveles y modalidades, desarrollar proyectos y programas educativos, planificar la oferta educativa del Distrito, coordinar las acciones de los Circuitos educativos interculturales o bilingües de su territorio y ofertar servicios a la n el objeto de fortalecer la gestión de la educación de forma equitativa e inclusiva, con pertinencia cultural y lingüística, que responda a las necesidades de la comunidad.

Cada Distrito educativo intercultural y bilingüe debe corresponder al territorio definido por el Nivel Central de la Autoridad Educativa Nacional, en concordancia con el Plan Nacional de Desarrollo.

El Nivel Distrital desarrolla su gestión a través de las Direcciones Distritales.

Las facultades específicas de este nivel serán determinados a través de la normativa que para el efecto expida el Nivel Central de la Autoridad Educativa Nacional.

Art. 4.- Nivel del Circuito intercultural y bilingüe. Es el nivel de gestión desconcentrado encargado de garantizar el correcto funcionamiento administrativo, financiero, técnico y pedagógico de las instituciones educativas que el Nivel Central de la Autoridad Educativa Nacional determina que conforma un Circuito.

La gestión administrativa y financiera de las instituciones públicas del circuito está a cargo del administrador del circuito; la gestión educativa está a cargo del Consejo Académico. Las facultades específicas de este nivel serán determinados a través de la normativa que para el efecto expida el Nivel Central de la Autoridad

Educativa Nacional.

CAPÍTULO IV

DEL BACHILLERATO

Art. 33.- Bachillerato Técnico. Los estudiantes que aprueben el primero o el segundo curso de Bachillerato Técnico pueden cambiar su opción de estudios e inscribirse en Bachillerato en Ciencias para el curso siguiente. Sin embargo, los estudiantes que se encuentren inscritos en Bachillerato en Ciencias no pueden cambiar su opción de estudios a Bachillerato Técnico. En lo demás, deben regirse por la normativa que expida la Autoridad Educativa Nacional.

Art. 34.- Formación complementaria en Bachillerato Técnico. La formación complementaria adicional al tronco común es de un mínimo de diez (10) períodos semanales en primer curso, diez (10) períodos semanales en segundo curso, y veinticinco (25) períodos semanales en tercer curso.

“El currículo del Bachillerato Técnico y del Bachillerato Técnico Productivo se basará en competencias laborales y su estructura será modular, la cual será definida por la Autoridad Educativa Nacional.”

Art. 35.- Figuras profesionales. Las instituciones educativas que ofrecen Bachillerato Técnico deben incluir, en las horas determinadas para el efecto, la formación correspondiente a cada una de las figuras profesionales, definidas por el Nivel Central de la Autoridad Educativa Nacional.

Art. 36.- Formación laboral en centros de trabajo. Como parte esencial de su formación técnica, los estudiantes de Bachillerato Técnico deben realizar procesos de formación laboral en centros de trabajo seleccionados por la institución educativa.

Art. 37.- Unidades educativas de producción. Las instituciones educativas que oferten Bachillerato Técnico pueden funcionar como unidades educativas de

producción de bienes y servicios que sean destinados a la comercialización, siempre y cuando cumplan con toda la normativa legal vigente para el ejercicio de las actividades productivas que realicen. Los estudiantes que trabajen directamente en las actividades productivas pueden recibir una bonificación por ese concepto. Los beneficios económicos obtenidos a través de las unidades educativas de producción deben ser reinvertidos como recursos de autogestión en la propia institución educativa.

“Las unidades educativas de producción se considerarán Entidades Operativas Desconcentradas y podrán administrar recursos de acuerdo a la normativa emitida por la entidad rectora de las finanzas públicas.”

Art. 38.- Bachilleratos con reconocimiento internacional. Las instituciones educativas que ofrezcan programas internacionales de Bachillerato, aprobados por el Ministerio de Educación, pueden modificar la carga horaria de sus mallas curriculares, con la condición de que garanticen el cumplimiento de los estándares de aprendizaje y mantengan las asignaturas apropiadas al contexto nacional.

**PROYECTO DE FORTALECIMIENTO DE LA ENSEÑANZA DE INGLÉS
SE ENCUENTRA ACTUALMENTE DESARROLLANDO ACTIVIDADES
ENCAMINADAS A LOS SIGUIENTES OBJETIVOS ESPECÍFICOS:**

1. Garantizar que tanto aspirantes a docentes de inglés como quienes se encuentran en servicio alcancen mínimo un nivel B2 de competencia en el idioma, de acuerdo al Marco Común Europeo de Referencia para las lenguas (MCER): aprendizaje, enseñanza y evaluación.
2. Garantizar que los bachilleres graduados de la secundaria alcancen mínimo un nivel B1 de competencia en el idioma inglés, de acuerdo al MCER.
3. Diseñar, implementar y monitorear un currículo del idioma inglés enmarcado en estándares de calidad internacionales para promover un aprendizaje efectivo y significativo en las aulas.

4. Contribuir al mejoramiento y desarrollo profesional de los docentes de inglés a través de programas continuos de capacitación para mayores oportunidades educativas.
5. Supervisar la política relacionada con los requisitos de ingreso al sistema educativo fiscal para los aspirantes a docentes de inglés.
6. Establecer estándares de calidad para la enseñanza y aprendizaje de inglés como referencia de lo que tanto docentes como estudiantes deben saber y deben ser capaces de realizar para elevar la calidad de la educación en el idioma.
7. Proporcionar recursos contemporáneos de apoyo para la enseñanza y aprendizaje del idioma inglés e informar a la comunidad educativa sobre las tendencias educativas actuales y sus políticas.

CURRÍCULO DE LENGUA EXTRANJERA 2016- 2017

El Ministerio de Educación, desde la Dirección Nacional de Currículo como parte de la política educativa ha diseñado un nuevo currículo de lengua extranjera inglés que responde a las necesidades de la realidad ecuatoriana. La propuesta curricular está diseñada para los alumnos de 2° a 10° grado de Educación General Básica y de 1° a 3° de Bachillerato General Unificado, cuya lengua materna no es el inglés. Dado que la población ecuatoriana se compone de grupos de diferentes orígenes culturales y lingüísticos, este plan de estudios reconoce que no todos los alumnos en el Ecuador son L1 hispanohablantes y hay diversos grados de bilingüismo en las comunidades. En consonancia con las necesidades de una población lingüísticamente y culturalmente diversa, esta propuesta presenta una justificación y un marco para el aprendizaje de inglés al tiempo que reconoce y facilita la inclusión educativa de los alumnos, independientemente de su Lengua materna (L1). La propuesta curricular es flexible, trabajada por subniveles, desarrollada en cinco (5) bloques curriculares alineados con el perfil de salida y los valores de justicia, innovación y solidaridad que promueve, así como con el Marco Común de Referencia para las Lenguas (MCER).

Los principios básicos de la propuesta curricular se pueden resumir en:

- El enfoque de lenguaje comunicativo: el lenguaje se aprende mejor como un medio para interactuar y comunicarse y no como un conjunto de conocimientos que se memoriza.
- Enfoque centrado en el estudiante: metodologías de enseñanza que reflejan y responden a las fortalezas y desafíos de los educandos, facilitando su proceso de aprendizaje.
- Habilidades de pensamiento: aprender una lengua extranjera impulsa el desarrollo del pensamiento, así como las habilidades sociales y creativas necesarias para el aprendizaje permanente y el ejercicio de la ciudadanía.
- Aprendizaje Integrado de Contenido para las Lenguas Extranjeras (AICLE): un modelo utilizado para integrar el aprendizaje de la lengua con aspectos culturales y cognitivos, de modo que la adquisición de este lenguaje sirve como motor para el desarrollo de los alumnos.
- Estándares internacionales: el plan de estudios se basa en los niveles y procesos de enseñanza reconocidos internacionalmente para el aprendizaje de idiomas. (MCER)
- Los objetivos principales del currículo de inglés como lengua extranjera son:
- Desarrollar la comprensión que los estudiantes tienen del mundo, de otras culturas y de la suya propia y su capacidad de comunicar sus puntos de vista a través de la Lengua extranjera.
- Desarrollar las habilidades personales, sociales e intelectuales necesarias para alcanzar su potencial y participar productivamente en un mundo cada vez más globalizado que opera en otras lenguas.
- Crear un amor por el aprendizaje de idiomas a partir de una edad temprana, a través de experiencias de aprendizaje interesantes y positivas, con el fin de fomentar la motivación del alumnado para seguir aprendiendo.
- Alcanzar el perfil de salida propuesto en el currículo nacional para EGB y BGU.



Información Legal del Ministerio de Educación

En la variable de información legal se organizarán los siguientes literales del Art. 7 de la Ley: A) Base Legal que la rige; Regulaciones internas aplicables a la entidad. Los parámetros de información aplicables a la información legal son: A1. Base Legal. - Listado de normativa que rige a la institución, que detalle:

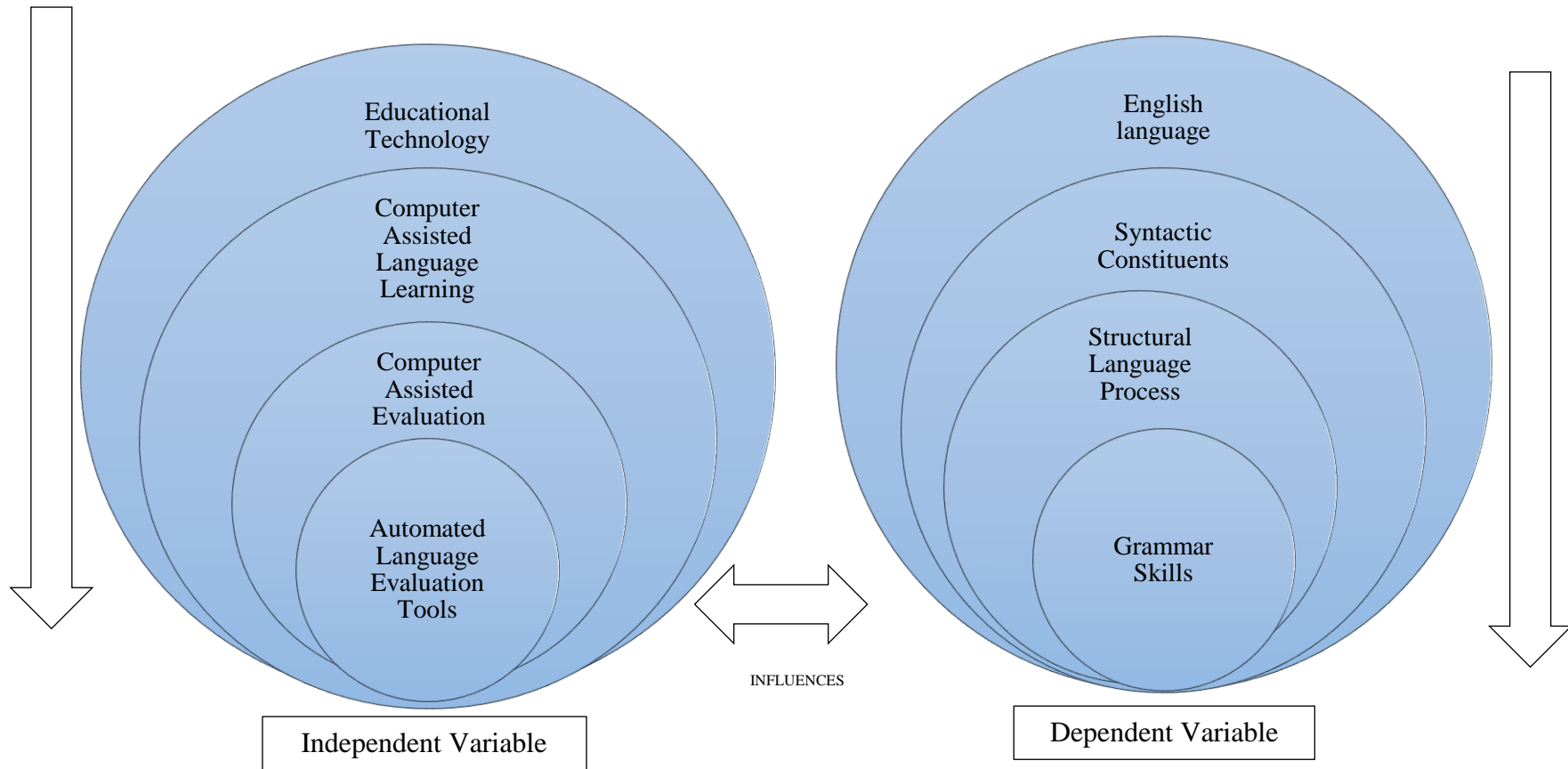
Art. 347.- Será responsabilidad del Estado:

1. Fortalecer la educación pública y la coeducación; asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas.
2. Garantizar que los centros educativos sean espacios democráticos de ejercicio de derechos y convivencia pacífica. Los centros educativos serán espacios de detección temprana de requerimientos especiales.
3. Garantizar modalidades formales y no formales de educación.
4. Asegurar que todas las entidades educativas impartan una educación en ciudadanía, sexualidad y ambiente, desde el enfoque de derechos.
5. Garantizar el respeto del desarrollo psicoevolutivo de los niños, niñas y adolescentes, en todo el proceso educativo.
6. Erradicar todas las formas de violencia en el sistema educativo y velar por la integridad física, psicológica y sexual de las estudiantes y los estudiantes.

7. Erradicar el analfabetismo puro, funcional y digital, y apoyar los procesos de post alfabetización y educación permanente para personas adultas, y la superación del rezago educativo.
8. Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.
9. Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.
10. Asegurar que se incluya en los currículos de estudio, de manera progresiva, la enseñanza de al menos una lengua ancestral.
11. Garantizar la participación activa de estudiantes, familias y docentes en los procesos educativos.
12. Garantizar, bajo los principios de equidad social, territorial y regional que todas las personas tengan acceso a la educación pública.

2.4 Key categories

Graphic 2 Key Categories



Source: By the investigator

By: (Cáceres L., 2018)

2.4.1 Theoretical framework of the Independent Variable

Educational Technology

Fenwick and Edwards, (2012) said that the educational technology is a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of human learning”

These authors defined Educational Technology as the solution of the problems during the teaching-learning process, taking account the learning resources that are designed to be as an aid to students as tools, devices, and settings, which will allow the learning process to be more enjoyable and meaningful.

According to Britland, (2013), the purpose of educational technology is for educators to utilize all tools that will enable learners to access more rigor and application in their education..Technology does have the power to customize education, and there are countless ways it can be used.

Referring to the above, it can be understood that technology has converted our lives in many aspects so that it is evidently part of education and the future of it is mainly based on the technology. In addition, educational technology provides new experiences to students, allowing the teachers to do over some of the old and traditional homework, activities, exercises or lessons into new online activities at schools.

Britland, (2013), the main purpose of educational technology is to use tools that will allow the learner to learn by becoming a key part of the lesson, instead of just an observer.”

The author states that educational technology tools help to improve people’s knowledge both personally and professionally, getting students involved directly

in the learning process. The tools that are going to be used in this research project for learning grammar are certainly going to change the students' perspective and view of learning grammar. With these automated language evaluation tools for improving students' grammar skills, they will be better prepared for new educating challenges, including them to achieve new goals, will feel more motivated and will have more opportunities in the future to improve their previous knowledge.

Upadhyay, (2013) stated in his research that "technology should also be sufficiently flexible to adapt to students on going instructional needs." One of the hallmarks of a master teacher is the ability to recognize and repair student's misunderstandings and misconceptions." This author mentions that when there are learning difficulties, technology should be flexible enough to adjust to students' perspectives and experiences. A role of technology is to build personal experiences and when learning difficulties appear, technology must be able to help them to solve these difficulties so that they can learn from their mistakes and improve their previous knowledge, feeling comfortable and knowing and feeling that they have a support in the technology.

Computer Assisted Language Learning

Davies, (2016), in the article "computer assisted language learning (CALL) may be defined as "the search for and study of applications of the computer in language teaching and learning." This author defined Computer Assisted Language Learning as a helping learning tool of procuring and showing systems upgraded by, or in view of, the PC innovation amid intelligent lessons of the second language.

Foundations

Chapelle (2008), "The use of computer technology for language learning crosscuts many of the topics and issues discussed in this handbook because

technology underlies forms of communication responsible for increasing language contact and globalization, which in turn affect language education.”

It could be highlighted some teachers describe technology as the answer to problems and others see it as a trick to redirect interest from the real pursuits of education, however, these today’s reality for teachers and students is that technology provides a few new chances and demanding situations.

Chapelle, (2008) stated that the computer-assisted language learning and language learning imply a more pointed kit of issues related directly to language teaching and learning and deal with how computer technologies could be used to help students to develop and improve their second language skills. It is also, focused on the issues of the usage of evaluating technology for language learning are fundamental to language teaching nowadays, especially when students arrive to the classroom with ideas about technology and its application for information and communication.

Core Themes

Chapelle, (2008), mentions the changes have directed attention to the issue of how learners can use technology beyond the classroom to develop their autonomy as language learners and learn autonomously beyond their exposure to formal classroom teaching. The author affirmed that the core themes arise from the investigation and practice in Computer Assisted Language Learning turns around the learning opportunities provided by the technology use, for instance, changes in learning chances and students’ needs produce a new series of demanding tasks and opportunities for teachers.

Configuring learning through technology

Chapelle, (2008), mentions that “Multimedia and other forms of interactive CALL provides focused input and interaction that can be selected to fit the learners’ level

and provide evaluation of learners' responses. It is stated that dictionaries and translation tools can be utilized by students to investigate answers to linguistic questions, looking for search tools particularly designed for language study.

It is highlighted that interaction takes place as the students agree to have an evaluated answer or to ask for more information as word definitions about the input. Elements as readings or videos with the computer interaction will give more controlled chances for linguistic input for the students (Chapelle, 2008).

These kinds of interactions connect students with knowledge about the exactitude of answers or help in understanding the language of the input, and they have to be beneficial to the learning process, thus the confidence in the student to build his or her own language is very important to his or her autonomy.

Learner autonomy

The majority of learners do not know how to work autonomously to their best advantage. Instead, they need guidance from appropriately designed learning materials and teaching, said (Chapelle, 2008). The author remarked that there are students who can work with autonomy, but there are others who need help to do their best, and it brought the idea of using an appropriate adapted individual instructional tool to help them to reach their goals and it is Computer Assisted Language Learning. In order to achieve the students' goals, it needs special attention to at these four areas:

- First, it is necessary to identify and customize accurately the linguistic difficulties that a particular group of students have.
- Second, the language has to be taught in the specific areas that are pertinent and useful to the students.
- Third, is about the importance of showing significant material to interact with the students promoting the improvement of their kind of learning.

- Fourth, is to assess students' abilities along the course in order to make them conscious of their previous knowledge and what they do not know to suggest details for further study.

Chapelle, (2008) also considered an important issue about CALL materials the development of the students strategies to help them to use the language and linguistic resources convenient from the Internet. It means if students used to use electronic resources in their language classes, they should at least be able to take advantage of the resources they have in Internet because students like to take examples from the Internet to answer their questions or clarify their doubts. However, she remarked that in language classes, if students are working with such data, they will be learning the approaches that will help them well forever. However, if students exploit their linguistic Internet strategies, teachers will have to extend their skills to help them to work better.

Teacher education

Hubbard & Levy, (2006) affirmed that with the changes in language learning brought about by technology have profound implications for the knowledge required of a language teacher and therefore the content of a teacher education curriculum. It is stated that in the majority of language teaching situations technology and imperatives are mixed with other teaching aspects, thus it is impossible that these teachers will teach with the same methods there were accustomed to learn languages.

Hubbard and Levy, (2006), also remarked that for this reason teachers must know how they are going to use technology in the classroom and to understand why they are going to work with it, so based on the above, immediately certain questions arise as:

- How should teacher include technological materials into what students are studying?

- What is the teacher's function when students are working with technological materials?
- What are the students' benefits through Internet tools?
- What structures should the teacher focus on to develop communication activities?
- How can the use of CALL materials in class help students to improve their grammar skills on the computer?

Hubbard, (2006), remarked that to answer these questions that teachers have about technology, teachers must be aware of the environment in which students develop and have some depth understanding of why they are using technology and if it is going to be meaningful and helpful for them at the end of their academic period.

Computer Assisted Evaluation

Johnson, (1992) stated that "The purpose of an evaluation study is to assess the quality, effectiveness or general value of a program or other entity." This author defined evaluation as the principal goal in order to make a decision on the real value of something because it proposes a system by which the teacher can get to have a coherent, communicated, strong and persuasive determination or judgement on the worth of a lesson, a practice, a task, a design or an approach.

Johnson, (1992) mentioned that evaluation is a method utilized by CALL promoters to get better their materials or by people to evaluate the efficiency of a CALL task. CALL software evaluations are commonly performed by teachers, journal critics and institutions or by a student evaluating the use of it. At the moment of adding CALL stuff, the efficiency of CALL evaluation is of very important.

The Object of Evaluation

Johnson, (1992) remarked that “the purpose of an evaluation study is to assess the quality, effectiveness or general value of a program or other entity.” According to the above, it could be stated that the object of the evaluation in CALL depends on what the teacher or tutor want to evaluate. CALL materials include tutors, websites, online courses, evaluation tools, learning management systems, tasks, activities, CDs, archives, word processors and so on. Thus, when the teacher wants to evaluate students with these materials, the teacher has to be careful and be conscious about what each CALL element is going to be evaluated so that teachers can be sure the evaluation is meaningful in order to avoid possible difficulties or confusion later.

Hubbard & Levy, (2006) remarked that CALL evaluation is also matters with pedagogy and methodology. It could be said that it is of vital importance to mention that CALL evaluation may also deal with the effect of using CALL on other educational aspects for example attitudes, motivation, and learning styles.

Levy & Stockwell, (2006), stated that their goal may be a personal reasonably process that tends to be a well satisfied approach or a design feature working as well as it should. These authors pointed that the teacher’s main goal should not be not just to evaluate the subject or topics during the evaluation process, rather should be focused on how effective and productive was the CALL evaluation tools and reflect or analyze how useful and meaningful were the tools and see if the learning requirements and expectations were achieved at the end of the task.

Types of Evaluators

There are two main types of evaluators according to (Levy & Stockwell, 2006): designer-oriented and third-party evaluators. He said that typically, the designer-evaluator has an intimate knowledge of the CALL materials involved in the evaluation, the nature and characteristics of the anticipated student audience, and

the learning environment or context in which the materials will be used. According to the above, the author stated that designed-oriented evaluators are related to the material and know it deeply. They also know the peculiar characteristics of the students and the conditions in which the material of evaluation will be put into practice. The designers-evaluators are familiarized with the objectives of their CALL tools. When they begin the process of evaluation, they know exactly what questions to be asked, thus like this they would promote the references to answer the questions they have interest.

By contrast, the third-party evaluators, language teachers, or software reviewers are working in the dark. They have not been closely involved in the design and development of the CALL materials, so they have to spend considerable time getting to know them first (Levy & Stockwell, 2006).

It is stated that third-party evaluators are ruled by an evaluator who has not contributed to the elaboration of the object of evaluation. This type of evaluations could include language teachers and learners evaluating new CALL statements. Third party-evaluators must employ the appropriate evaluation criteria to judge the applicability of CALL tools in different spaces with different kind of learners.

Formative and Summative Evaluation of CALL

Levy & Stockwell, (2006), defined in the ambit related to computer-assisted language learning formative evaluation is managed along the development of fresh materials and its main goal it is to improve or empower them.

In contrast, summative evaluation happens after finishing a project or task, so it is applied to the whole project or task.

Automated Language Evaluation Tools

Harper & Yesilada, (2008), mentioned that evaluation tools are also a key aspect of Web access which, when it is used appropriately, provide essential support for evaluators and developers, and thus significantly reduce the time and effort

required to carry out an evaluation. The author remarked the importance of using language evaluation tools because they give necessary assistance for teachers and students because it is essential to promote the upgrade and enhance the use of evaluation tools in order to help to integrate the students into the environment of the teachers or evaluators, optimizing the time at the moment of an evaluation.

Automated Language Evaluation Tools are characterized generally by being highly interactive proofreading programs to detect potential errors on grammar, vocabulary, spelling mistakes, mechanics and style. The goal of these tools is reinforcing and consolidating the grammar skill development for students to be more efficient in writing: increase satisfaction, reduce frustration and, ultimately, make the tasks that surround students more productive (Ivory M. Y., 2003).

Online Grammar Checker Evaluation

Carlberger, (2004) said that grammar checking is one of the most widely used tools within language engineering. Spelling, grammar and style checking for English have been an integrated part of common word processors for some years now. According to the above, a grammar checker in computing requirements is a program that intends to check written text mistakes in order to correct them for grammatical accuracy. For example, a word processor is added as a characteristic of an extended application online grammar checkers.

Grammar checkers, now a part of most word processing programs

The programs perceive the stylistic, grammatical, or mechanical problems in a document by highlighting or underlining them, and upon request comment on, explain, and sometimes suggest corrections for each problem. It is discovered that many of the students, no doubt concerned about their writing ability, were regularly using grammar checkers. A survey of three composition classes at the beginning of the 1999 fall semester revealed that 40 of the 51 students, nearly 80%, used the grammar checker when writing-16 always, 24 sometimes, only 11

never. Is using a grammar checker a constructive and appropriate response to eliminate error? Not according of many publications on the subject.

Several studies argue that, because grammar checkers have a low rate of identifying errors and because they erroneously flag and "correct" a number of already correct constructions, using them is, in fact, detrimental, especially for inexperienced or weak writers. These studies contend that the devices frustrate students, make them passive, isolate them from real human experience, distract them from the content of their papers, and teach them a little (Gerrard; Pennington; Fischer and Grusin). Apparently, the authors of these studies would advise students- and certainly basic writers- never to use the grammar checker.

To teach students about using the grammar checker, instructors must themselves understand the nature of the device and its resulting strengths and weaknesses. A number of sources provide material on this subject: a few of the more recent include Johnson (1992), Major (1994), Beals (1998), Hult and Huckin (1999), and the anonymous "Why Can't My Grammar Checker Automatically Correct My Mistakes?" (1999). Those sources plus my own experience yielded a number of insights. First, grammar checkers are fundamentally pattern matchers; hence they are most reliably helpful with formulaic problems, such as subject-verb agreement, active versus passive voice, excessively long sentences, fragments, comma splices, apostrophes. Sometimes they can also recognize such errors as pronoun agreement, semi-colon use, and parallelism. Second, checkers cannot catch errors that relate to content or meaning, because, of course, they cannot read for meaning (McAlexander , 2011).

Thus, they can do nothing with pronoun reference or modifier errors, and little with commas other than with formulaic "which-that" clauses and omitted commas after introductory transitional words and phrases. According to the above, checkers can flag correctly only about one third of a paper's problem-but that is not a bad percentage, given the complexity of language. Moreover, checkers usually offer some setting options that may actually increase this percentage. For

example, Microsoft Word can be set to catch the omission of the comma before the "and" in lists and the placement of commas or periods outside of quotation marks.

In addition, Word can be set to a particular level of 126 languages-such as standard or formal. The formal setting will flag "errors" traditionally associated with academic writing, such as contractions, while the standard setting does not. Thus, I advise my students to use the formal setting when writing college papers (McAlexander , 2011).

Overall, the students' efficiency and confidence grew as they became more familiar with checker behavior. The students had proved the articles on grammar checkers overly pessimistic in claiming that the devices make students passive, isolate them from real human experience, frustrate them, distract them from the content of their papers, and teach them a little. As the student comments show, these writers were not passive, but active, in applying the checker's advice. They certainly did not seem to feel isolated: when necessary, they turned to humans (like me) with questions. Further, as these students became more familiar with the grammar checker, its abilities, and its language, they experienced fewer episodes of frustration. (McAlexander , 2011)

There was no deterioration of content; the one definite change in the essays was that they had fewer errors. Learning was taking place: as the checker applied grammatical terms and rules directly to their writing, students recognized rules they had not recalled while composing, and were introduced as well to new rules and terms relevant to their work. In summary, by the end of the semester, the grammar checker project had increased the students' understanding not only of the grammar checker but of grammar in general. The project embodied the instructional technique recommended by Noguchi, for using the checker after a brief course of grammar instruction linked many aspects of that instruction directly to the writing process (McAlexander , 2011)

A study of the use of spell and grammar checker

This study was done in order to evaluate the didactic use of the spell and grammar checker in texts by second foreign language learners of Spanish at an upper secondary school in Sweden. Four students participated in the study. It was shown in the study that Microsoft Word 2010 detected about 40% of the mistakes found in the students' texts. Out of the by MS Word detected mistakes, the program gave the correct feedback on 69%. Thus, it is concluded that MS Word correctly detected, i.e. detected and provided the correct feedback, to 28% of the mistakes made by the students. Furthermore, it is understood that there was a difference between the efficiency of MS Word when detecting spelling and grammar mistakes. 59% of all the spelling mistakes found in the students' texts were detected correctly by MS Word, while no more than 15% of the grammar mistakes were correctly detected (Carolsson Godolakis, 2013)

The results of this study concluded that MS Word efficiently detects all types of spelling errors made by students of Spanish as a second foreign language, and that the program successfully gives correct feedback when the errors are therefore called performance errors. However, the program is not efficient enough in giving correct feedback on the competence errors. Furthermore, the program fails when it comes to detecting grammar errors. The program provides a high amount of correct feedback on the grammar errors that it does detect, though. These grammar mistakes, mostly concern agreement, excluding verb agreement though. It is concluded that MS Word fails to detect and correct verb errors, in general. Since verbs are considered one of the most important grammatical features in Spanish in order to communicate successfully, this is alarming (Carolsson Godolakis, 2013).

The proficiency of the students seems to affect the success of the program, since a more proficient user makes fewer mistakes, or of a simpler character, and thus these errors are more easily detected by MS Word. More complicated grammatical errors go undetected. According to this study, the beneficial use of

the program increase with the proficiency of the students both when it comes to errors detected and how to use the feedback. The students in general have an excessive belief in the ability of the program even though they state that they are critical in their use of it. To answer the general question of this study, it is concluded that the tool can be used beneficially by a student learning Spanish as a second foreign language when it comes to polishing up their texts. The didactic implications of this study would be to improve students' own ability to detect their own mistakes, e. g. the students should revise their own texts looking at for example agreement and verbs, these being their most frequent mistakes (Carolsson Godolakis, 2013).

Then, after scrutinizing their texts, they should be taught how to use the program more efficiently, using all feedback given by MS Word. However, when in need of a more thorough revision of a text, a teacher is more efficient than MS Word. In order for a second language learner to be able to rely more on MS Word, it is needed to develop it in order for it to detect more mistakes correctly, especially when it comes to grammar mistakes, and improve the program in order for it to increase the correct feedback on for example the competence errors that it detects but is unable to correct today. It would also be interesting to conduct further investigation on a larger scale, thus receiving a more complete picture of the mistakes made by second language learners and the mistakes detected and corrected by the program. Additionally, it would be interesting to investigate if working with MS Word can actually develop the students' grammatical awareness in or if it limits the students' way of expressing themselves in order to please the program (Carolsson Godolakis, 2013)

Three major approaches to use a spell checker and check text for errors

Each word is compared to a word in a given dictionary. A misspelled word is identified easily as long as the dictionary is large enough to contain the word. This is the simplest method and most spell checkers work like this. Some spell checkers also detect common grammatical errors through predefined rules. In this

kind of approach, a spell checker service will detect the wrong use of the indefinite article, like using an” instead of “a” before a word beginning with a vowel sound. Another example is to find homophones, words that sound more or less the same, but have been used in the wrong manner. An example is 'write' and 'right'. Especially, people with dyslexia know about this problem. For this to work, the spell checker needs to look at several words at the same time to get the context instead of just looking for one word after another (Carolsson Godolakis, 2013).

The third approach is to create rules based on statistical information. This approach needs many pre-computed data from a large text corpus (Wikipedia is too small for that). The collected data is too big to integrate them on a client computer, so this approach is normally not offered by most spell checkers. Usually a rule based spell checker has a solid base of grammatical rules, but as you may know, there is always an exception of an exception of a rule. Statistical grammar checker may find an error that a rule based spell checker does not (Carolsson Godolakis, 2013).

Our online spell checker can do more than most spell checkers

Spell checking and grammatical improvements of the text can be made using three different main approaches. The spell checker online converter uses all of them. Our servers are also quite powerful with lots of RAM to store the large corpus. They are also constantly updated and improvements are applied. There is no need to install software on every device the own to proofread the text. (Online Spellcheck, 2018).

Create their rules

That is just not possible with a machine only check. If others claim they can do this automatically, it is just not correct. The last resort is always a human (and even this person may fail from time to time). Nevertheless the online spell checker

will help the student to find most of the errors and will also make suggestions for grammatical improvements (Online Spellcheck, 2018).

It included with a feature where the student can tag words that have been marked as being spelled incorrect or grammatically wrong by our system, but is nevertheless correct (e.g. names). If you have registered with the system, that will allow the student to mark these words and add them to your own personal dictionary. We will use this information for your further checks. Furthermore, if you click on a word, we provide a dictionary entry with several possible meanings of said word. (Online Spellcheck, 2018).

Spell checking is important

Once the system has received and checked the text, the student will display the corrected text. During your manual review of the corrected text, the student has several options to handle the information that the program produces. You can revert a change made by the system, to find synonyms or rearrange sentences. It also gives some detailed explanation about why a word might be wrong and include examples. When the student is satisfied, the student can share the text with others by sending them the unique, non-guessable URL to your friends, download the file in various formats (like PDF, DOC, TXT or ODT) or send the text as an attachment to yourself. (Online Spellcheck, 2018)

Benefits from an online spell checker

To write a text without any errors is difficult, even for experts. The automated spell checker system can help professionals, students, website owners, bloggers and writers to deliver almost error free text. Especially users that write in a language that is not their mother tongue will benefit from our online tool. It will not only help them to correct the text, but they will also get information, why the use of a word is wrong in the given context (Online Spellcheck, 2018).

Grammar Checker

It is designed to identify many grammatical and stylistic issues that a simple spell checker cannot detect. Grammar Checker is an absolutely free online grammar check tool. It detects contextual mistakes in English, German, Polish, Russian, and more than 20 other languages via spell check and Grammar check (Grammar checker, 2018).

Features

Some features of Grammar checkers are:

- The Grammar Checker is Highly Secure and optimized for high speed.
- No Registration and No Signup Required.
- Forever and always free, with Unlimited Spell checking and Grammar checks.
- No additional software installation required.
- Grammar Check supports a wide variety of modern browsers and devices.

Ways to implement a grammar checker (Naber, 2003)

- Syntax-based checking. In this approach, a text is completely parsed the sentences are analyzed and each sentence is assigned a tree structure. The text is considered incorrect if the parsing does not succeed.
- Statistics-based checking. In this approach, a post-annotated corpus is used to build a list of post-tag sequences. Some sequences will be very common (for example determiner, adjective, noun as in the old man), others will probably not occur at all (for example determiner, determiner, adjective). Sequences which occur often in the corpus can be considered correct in other texts; or uncommon sequences might be errors.

- Rule-based checking. In this approach, a set of rules is matched against a text which has at least been post-tagged. This approach is similar to the statistics-based approach, but all the rules are developed manually.
- The advantage of the syntax-based approach is that the grammar checking is always complete if the grammar itself is complete, the checker will detect any incorrect sentence, no matter how obscure the error is. Unfortunately, the checker will only recognize that the sentence is incorrect, it will not be able to tell the user exactly what the problem is. For this, extra rules are necessary that also parse ill-formed sentences. If a sentence can only be parsed with such an extra rule, it is incorrect. This technique is called constraint relaxation.

However, there is a major problem with the syntax-based approach: it requires a complete grammar which covers all types of texts one wants to check. Although there are many grammar theories, there is still no robust broad-coverage parser publicly available today. In addition, parsers suffer from natural language ambiguities, so that usually more than one result is returned even for correct sentences.

Statistics-based parsers, on the other hand, bear the risk that their results are difficult to interpret: if there is a false alarm error by the system, the user will wonder why his input is considered incorrect, as there is no specific error message. Even developers would need access to the corpus on which the system was trained in order to understand the system's judgment. Another problem is that someone has to set a threshold which separates the uncommon but correct constructs from the uncommon and incorrect ones. Surely this task could be passed on to the user who would have to set some value between, say, 0 and 100. The idea of a threshold does however not really comply with the perception that sentences are – besides questions of style and constructed corner cases usually either correct or incorrect.

Due to said problems with the other approaches a strictly rule-based system will be developed in this thesis. Unlike a syntax-based checker, a rule-based checker will never be complete, there will always be errors it does not find. On the other hand, it has many advantages:

- A sentence does not have to be complete to be checked, instead the software can check the text while it is being typed and give immediate feedback.
- It is easy to configure, as each rule has an expressive description and can be turned on and off individually.
- It can offer detailed error messages with helpful comments, even explaining grammar rules.
- It is easily extendable by its users, as the rule system is easy to understand, at least for many simple but common error cases.
- It could be built incrementally, starting with just one rule and then extending it rule by rule.

2.4.2 Theoretical framework of the Dependent Variable

English Language

The essential factor for the establishment of a global language is that it is spoken by those who wield power. Crucially, English was the language of the powerful leaders and administrators and of the Roman military - and, later, of the ecclesiastical power of the Roman Catholic Church - and this is what drove its rise to (arguably) global language status. (The history of English, 2013)

Thus, language can be said to have no independent existence of its own, and a language only dominates when its speakers dominate (and, by extension, fails when the people who speak it fail). The influence of any language is a combination of three main things: the number of countries using it as their first language or mother-tongue, the number of countries adopting it as their official

language, and the number of countries teaching it as their foreign language of choice in schools. (The history of English, 2013). The intrinsic structural qualities of a language, the size of its vocabulary, the quality of its literature throughout history, and its association with great cultures or religions, are all important factors in the popularity of any language. However, at base, history shows us that a language becomes a global language mainly due to the political power of its native speakers, and the economic power with which it is able to maintain and expand its position. (The history of English, 2013).

Since 1945 of large international bodies such as the United Nations and its various offshoots - the UN now has over 50 different agencies and programs from the World Bank, World Health Organization and UNICEF to more obscure arms like the Universal Postal Union - as well as collective organizations such as the Commonwealth and the European Union, the pressure to establish a worldwide lingua Franca has never been greater. As just one example of why a lingua Franca is useful, consider that up to one-third of the administration costs of the European Community are taken up by translations into the various member languages. (The history of English, 2013)

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language because two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones. (Naved , 2015)

English is also essential to the field of education, because is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. (Naved , 2015)

Syntactic Constituents

The linguistic decisions are compliant to the periphrastic verbs annotation, auxiliary and modal verbs are the head of the structure. The constituent structure layer builds the syntax-oriented dependency, supported by linguistic rules. The core of the process is identifying the head of each constituent, along the lines. The dependent nodes can then be pointed to the identified head. (Kolz , 2014)

Complex nominal phrases illustrate the differences between a semantic and a syntactic approach. A coordination structure contains at least two elements which are coordinated by one or more conjunctions. In case of coordination with paired conjunctions like neither or nor, it has to be treated with the last conjunction as the head of both conjunctions and any former conjunction or comma. Subordinating conjunctions is the head of the subordinated clause, in full accordance with the surface syntactic structure. It identifies the verb of the subordinated clause as head and sees the conjunction as its dependent. (Kolz , 2014)

Relative clauses are also its head, while the relative pronoun is its dependent; this case has been treated differently than other subordinating structures given the double role of the relative pronoun. Moreover, the comparative structures depend on the adjective and at the same time are the head of the embedded phrase with commas and full stops are dependent of the higher constituent head. (Kolz , 2014)

The punctuation comes with commas and full stops that are dependent of the higher constituent head. Brackets, quotation marks, etc. are dependent of the head within their constituent range. The syntactic functions fulfill two requirements. It must be as informative as possible and must be of reasonable size to guarantee a successful automatic annotation. However, it has the problem of mixing dependency relations with part-of-speech and constituent structure tags. (Kolz , 2014)

- Dependency function tags: suj (subject), cd (direct object), ci (indirect object).

- Constituent structure tags: sn (nominal phrase), s.a (adjectival phrase).
- Part-of-speech tags: verb and noun.

The reasonable for an automatic annotation and the individual tags are a good choice to represent dependency relations information. In addition, tags are structured in a hierarchical way, thus allowing underspecified tags when required. Syntactic elements of a language are defined by means of rewrite rules that specify their smaller constituents or “a sentence may be rewritten as a noun phrase and a verb phrase” a large number of “obligatory” and “optional” transformations, and two levels of structure: a “deep structure,” where semantic interpretation takes place, and a “surface structure,” where phonetic interpretation takes place. These early grammars were difficult to contrive, and their complexity and language-specificity made it very difficult to see how they could constitute a solution to Plato’s problem. (Kolz , 2014)

(Kolz , 2014) indicates that the transformations during this transitional period were reduced to a single operation, “Move α ” (“Move alpha”), which amounted to “move any element in a derivation anywhere” within a system of robust constraints. Following the introduction of the “minimalist program” (MP) in the early 1990s, deep structure (and surface structure) disappeared altogether.

Significance of Prominence

There is only a shift in terminology in the comparison above. For one thing, when a one-prominent-syllable word uttered in citation form, is spoken as a tone unit, its stressed syllable is labeled tonic syllable. For another, if it has both a secondary and a primary stress, the syllable on which the secondary stress is laid is coined on set. However, the very fact that the tonic syllable is always the last prominent syllable in a tone unit seems to prevent further analogy between dictionary entries and tone units in terms of prominence. A speaker’s decision of

giving prominence to certain words seems to be dependent on the available choices in the existential paradigm (Hitotuzi, 2007).

The Significance of Tone

It refers to tones are chosen when the speaker wants to convey parts of his/her message as part of the shared knowledge with the listener, and that proclaiming tones are used as an indication of addition of new items to the area of shared knowledge. (Hitotuzi, 2007)

The assumption behind the pronunciation for advanced learners of English is that awareness of these systems is not only pivotal for the enhancement of aural/ oral fluency, but also for the development of skills in the field of semantics at an advanced level. (Hitotuzi, 2007)

Academic Writing

Academic writing differs from standard, non-academic writing since the former requires a thorough development and organization of content combined with an appropriate use of linguistic features such as vocabulary usage, mechanics, structure, and the like. (Navas, 2017)

It has four characteristics:

- Organize writing to convey major and supporting ideas.
- Use relevant reasons, vocabulary and examples to support a position.
- Demonstrate a command of standard written English, including grammar, phrasing, effective sentence structure, spelling and punctuation.
- Show awareness of audience needs and write to an audience or reader.

It also has five predominant tasks that writing teachers carry out throughout the writing process (Navas, 2017):

- Demonstrating: in this case student writers have to raise awareness towards the different types of genres and the useful language that each type requires.
- Motivating and provoking: the instructor must succeed in attracting, guiding, and keeping his or her student's attention and interest towards a writing task. This must be done through pre-writing activities. Students should not improvise or start writing on the spot without having appropriate introductory tasks.
- Supporting: instructors must be willing to aid in case students struggle with their writing task; obviously, formal evaluation is not included.
- Responding: before the student product is assessed or evaluated, instructors should read and respond to its content; recommendations and feedback are generated as well.
- Evaluating: although students as well as the educational setting do require and expect a grade, the evaluation of student product will give useful insights regarding the specific mistakes made and how to correct them.

Fragments

(Navas, 2017), mentioned that a fragment takes place when a dependent or independent clause attempts to function as a complete thought. It stands alone as a complete sentence. In some cases, a punctuation mark separates a fragment or phrase as if it were a complete idea. There are three most common forms in which a fragment is made into a complete sentence:

- The fragmented phrase like essay writing, the most difficult tasks for students.
- The fragmented dependent clause.
- The fragmented noun and phrase without the main verb.

Types of fragments

Table 1 Types of fragments

Type of Fragment	Description	Example
1. Prepositional phrase	This fragment begins with a preposition and ends with its object	<i>About college dropout statistics.</i>
2. Appositive phrase	Instead of having an appositive phrase that qualifies a noun within the same sentence, it stands separately.	<i>Amazingly accurate.</i>
3. Infinitive phrase	This fragment starts with a verb and its object of the infinitive. This has been separated from the sentence.	<i>In order to stay healthy.</i>
4. Gerund phrase	The -ing form of a verb and the object of this gerund.	<i>Walking five kilometers twice a week.</i>
5. Participle phrase	A participle and its object works as an adjectival in order to qualify a noun.	<i>Trying to succeed in school.</i>
6. Dependent clause	A subordinate clause stands without its independent clause.	While the college students were listening to the lecture.
7. Relative clause	A relative clause, which is introduced by a relative pronoun, has been cut off from the rest of the sentence.	<i>Who revises the documents.</i>

Source: (Navas, 2017)

By: (Cáceres L., 2018)

Comma

A comma splice occurs when two independent clauses are separated with a comma without having a coordinating conjunction. Comma splice is two independent clauses without proper punctuation. (Navas, 2017)

Run on Sentences

It occurs when two independent clauses are joined together without proper punctuation. In addition, the writer omits the use of coordinating or subordinating conjunctions. The writers can put into practice some basic corrections. First, they can use a period to separate the two independent ideas.

Therefore, they can use appropriate coordinating or subordinating conjunctions and punctuation. (Navas, 2017)

Structural Language Process

The knowledge and use of each language is not to be mixed with another and that in all cases the native speaker is the model. This is, on one hand a political stance, but at the same time it is anchored in a linguistic and cognitive perspective of language as an entity or structure strongly bounded, which is opposed to models of language. (Larrinaga, 2014)

In linguistics, major theoretical frameworks (Chomsky, 1965, 1989; Saussure, 1993) have conceptualized the object of linguistics (language in the case of Saussure and internal language, generative grammar, competence, knowledge of language for Chomsky from an abstract formal and idealized perspective, sustaining its homogeneity. The linguistic theorists have focused on explaining the mechanism of the language itself, and even the essence of it and, ultimately, what it means to be individuals with language. It is interesting to point out that when we said, “classically in linguistics”. (Larrinaga, 2014)

They conceive the phenomenon of “language” in its heterogeneity, with a set of abilities, or sub-phenomena involved that have to do with structural or syntactic aspects as well as with phonetic, motor, pragmatic aspects and other. Then it is possible to open the way to integrate varieties on the one hand, and to “deconstruct” the strategies and abilities that may need work (like the reading process), on the other. (Larrinaga, 2014)

Language Teaching

Language is not exclusively an object of teaching but a means of communication and interaction. Language use becomes an important topic of consideration, especially because language is used along with other modalities in the classroom. In English teaching materials and pedagogical resources, there seems to be an

abstract notion of standard English as the model of language teaching and learning without a clear understanding about what one's selection means. (Oliveira , 2014)

Multilingual Contexts

The language acquisition has increasingly focused on multilingual contexts; the acknowledging nowadays should be seen as the acquisition of multilingual and multicultural competencies, even if the object of instruction is one standard linguistic system. (Oliveira , 2014)

Multilingual contexts refer to contexts where more than one language is used in or out-of-school settings. The word multilingual in this issue as opposed to bilingual because even within a “bilingual” school there may be more than two languages or language varieties represented. The choice to use multilingual reflects the notion of multitude and goes beyond a focus on two languages to reflect the importance of a diversity of languages and language varieties.

Information and human language technology has crucial relevance in the current stage of development of human society. Natural language processing made use of a rationalist approach from the 1960's to the 80's, characterized by the belief that a significant part of the knowledge in the human mind is not derived by the senses, but is fixed in advance, presumably by genetic inheritance. (Strube de Lima , 2007)

Language Processing chain provides the core text annotation, a given language includes many existing tools, adjusted and/or fine-tuned to ensure their interoperability. In most respects a language processing chain does not require development of new software modules but rather combining existing tools. (Ogrodniczuk , 2011). The minimal set of annotation tools available across all integrated languages includes: tokenizer, sentence boundary detector, paragraph boundary detector, lemmatize, POS tagger, NP (noun phrase) chunkier, NE (named entity) extractor.

Natural language processing concerns with the evaluation of the developed systems and with large scale language processing are some of them. The insertion of the practical results of this area in daily systems has become a must. The demand for more concrete results is strongly connected to: the possibility of access in natural language to large knowledge bases over multiple domains, with suitable interfaces and intelligent search engines; the representation of concepts and vocabulary and the interoperability of the structures used for this representation; the automatic document indexation, summarization and categorization; automatic translation itself; and the several challenges arising from access universalization, and multilingualism. (Strube de Lima , 2007)

The theoretical and practical studies still need to be developed, and more than that, a union of efforts among several research fields is required, even if there are broader challenges to be answered by cognitive sciences, linguistics and neurosciences. In this context, the research in natural language processing is inserted under the denomination of information and human language technology. (Strube de Lima , 2007)

Grammar Skills

Grammar has been vastly defined by different authors. Someone considers that grammar may be roughly described as the way language manipulates and combines words (or bits of words) to form longer units of meaning. Another definition of grammar by Richards, Platt and Weber states that grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Harmer defines the way in which words change themselves and group together to make sentences. (Córdoba Cubillo , 2015)

The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to

make one sentence. Weaver defines grammar based on its meanings (Córdoba Cubillo , 2015):

- Grammar as a description of syntactic structure.
- Grammar as prescriptions for how to use structures and words.
- Grammar as rhetorically effective use of syntactic structures.
- Grammar as the functional command of sentence structure that enables us to comprehend and produce language.

A foreign language teacher, who have decided to employ more communicative and authentic approaches to help individuals develop competences, in order to use the second or foreign language. Even though the best shot is to apply a communicative approaches and virtual environments due to their innovation and realistic form to focus on language teaching, the students use the language not only fluency, but also accurately, regarding formal and explicit grammar instruction which provided the teacher with a positive view and therefore helped me change the viewpoints about grammar as an antiquated teaching practice. (Cruz Corzo, 2013)

(Cruz Corzo, 2013) explained that the resorts to various researchers including the importance of including explicit grammar in a second language acquisition process. The author explains that grammatical deficiencies may cause a breakdown in communication and interfere with an intended message, therefore, it is understood that language learners need to speak fluently, but they also need to speak accurately. Similarly, and based on the importance of speaking a standard language which is clear and coherent to the recipient, it can be suggested that explicit grammar instruction is essential in second language acquisition.

In addition (Cruz Corzo, 2013) affirms that grammar-based methodologies have been replaced by communicative approaches which give more importance to fluency than to accuracy. Due to this phenomenon, the teaching of grammar has been isolated from language acquisition and is causing a major issue. It explains

that there is a grammar-gap problem in the development of linguistic competence and he affirms that “what has been observed in language classrooms during fluency work is communication marked by low levels of linguistic accuracy” The teaching of linguistic forms is not only supported by theory but also by studies recently conducted. For instance, the author demonstrated that teaching grammar is appropriate and that it may make a difference in the results obtained in the language learning process.

The grammar instruction can be implemented in foreign language classes, but a major recommendation is to bear in mind specific factors or variables such as students’ age, proficiency level, or needs and goals they may have (Nassaji & Fotos, 2004). Therefore, the following section includes some important aspects to consider when making the decision of including grammar instruction when planning foreign language lessons. (Cruz Corzo, 2013)

However, grammar instruction can be presented from different perspectives in which learners play a more dynamic role and become active participants of their language learning process. To begin with, using guessing or discovery techniques is an opportunity for students to identify and understand linguistic forms on their own that can be used later in context; secondly, applying practice activities allows participants to put the language learned into practice; and lastly, using presentation techniques in which practice is not required but the full attention of learners is necessary. (Cruz Corzo, 2013)

How Grammar should be presented

(Cruz Corzo, 2013) recommended to “emphasize meaning-focused instruction to begin with and introduce grammar teaching later, when learners have already begun to form their inter languages” the teaching of grammar as a mechanism to enhance features that need to be developed with formal instruction. In consideration to the explanations offered before, it can be concluded that grammar should certainly be incorporated in language curriculum, but it is advisable to be

presented to those individuals who need or are prepared to receive formal grammatical instruction in the second or foreign language.

There are five important characteristics as follows:

- Forms that are embedded in meaningful, communicative contexts.
- Forms that contribute positively to communicative goals.
- Forms that promote accuracy within fluent, communicative language.
- Forms that do not overwhelm students with linguistic terminology.
- Forms those are as lively and intrinsically motivating as possible.

Grammar Instruction

The main characteristic of intensive grammar instruction is the opportunity that is given to the learner to put into practice what s/he has learned. Therefore, this type of instruction is presented with drills and task opportunities to practice the target structure. (Cruz Corzo, 2013)

A conscious mental process learner needs to overcome to internalize grammar rules and implicit instruction is aimed at promoting a further thinking process where learners infer and deduce the rules and accurate use of the language. “Implicit” instruction is directed at enabling learners to infer rules without awareness. Thus, it contrasts with explicit instruction in that there is no intention to develop any understanding of what is being learned.” (Cruz Corzo, 2013)

(Cruz Corzo, 2013), he explains to focus on meaning as an incidental or implicit learning that is sufficient for successful second or foreign language acquisition. Analytic approaches such as natural, communicative, and immersion are the best representation for this method. Conversely, extensive grammar teaching should be developed within learning activities that may be focused either on a form or meaning.

Table 2 Grammar Instruction

Implicit FFI	Explicit FFI
<ul style="list-style-type: none"> • Attracts attentions to target form • Is delivered spontaneously • Is unobtrusive. • Presents target forms in context • Makes no use of metalanguage • Encourage free use of the target form 	<ul style="list-style-type: none"> • Directs attention to target form. • Is predetermined and planned. • Is obtrusive. • Presents target forms in isolation. • Uses metalinguistic terminology. • Involves controlled practice of target language.

Source: (Cruz Corzo, 2013)

By: (Cáceres L., 2018)

Grammar Errors

The number of grammar rules is extensive, even for a rather simple language like English. Although English will be used for all example sentences, similar rules exist in other languages, too. The grammar rules described here are based on sentences from the corpus which violate these rules (Naber, 2003).

Subject-Verb agreement in English

Subject and verb has to agree with respect to number and person. This of course is a rather simple case. Taking the perspective of a rule-based checker, which interprets the text as a sequence of tokens with POS tags, there are several special cases as (Naber, 2003) said:

- Subject and verb are separated, i.e. the verb does not occur directly after the subject.
- The subject can be a compound subject.
- Book titles are singular.

Agreement between Indefinite Article and the Following Word

If the indefinite article is followed by a word whose pronunciation starts with a vowel sound, and has to be used instead of software can guess a word's pronunciation by looking at its first letter. If it is one of a, e, I, o, u, the word probably starts with a vowel, but there are exceptions (Naber, 2003).

Tag questions

A tag question is often used in spoken language to obtain affirmation for a given statement. It is built by attaching a negated form of an auxiliary verb and the sentence's subject to the end of the sentence. These tag questions are also used in email communication. For native German speakers who are not yet proficient in English they are difficult to master (Naber, 2003).

The Grammar Development Environment

It consists of two types of theoretical constructs: in one hand, there are syntactic rules, which are necessary for the construction of the syntactic tree; on the other hand, there are not derivable from the knowledge base information must be devised as well. Hence, the nodes corresponding to all the layers in our enhanced and the word tokens for function words encoding grammatical information require such type of feature-bearing structures (Cortés Rodríguez, 2016).

Syntactic rules are in charge of building the enhanced framework by spelling out the internal constituency of each of its node. The goal of syntactic rules is to convert into a computational format what we have in the enhanced. Lexical rules will provide the word tokens for function words with morph syntactic information and content words will be assigned the grammatical and semantic information as encoded in their corresponding entries in the Lexicon, which in turn are connected to the net of conceptual structures in the Ontology (Cortés Rodríguez, 2016).

Arguments about Grammar skills by (Sakshaug, 2007)

The three historic key arguments are:

- **The formal Argument:** This is the argument that (education in) grammar develops the intellect by exercising the ability to think logically through grammar, and that this ability can be transferred to other intellectual abilities.
- **The Foreign Language Argument:** This is the argument that grammar has a place in teaching the native language because this knowledge is needed in order to learn a foreign language. This argument is based on two main postulates: first, the more efficient to take the detour via the grammar of the native language than to go directly to the grammar of the foreign language; and second that it is apposite to describe different languages using the same grammatical model. These postulates are based on the fundamental postulate that the teaching of grammar in itself makes it easier to acquire a foreign language.
- **The Language Ability Argument:** This is an argument that being taught grammar makes the pupil better at expressing herself in her native language.
- **The General Education Argument:** If the teaching of grammar should turn out not to have a positive effect on pupils' writing skills, grammar is such a significant part of a person's skill and conduct that it is a vital part of a well-rounded general education. This argument is related to the formal education argument, but differs in some significant ways.
- **The Metalanguage Argument:** This is the argument that you need a language about language, a grammatical metalanguage. In first language Norwegian teaching, this is demonstrated by how grammar can be of use

in other topics, such as spoken language, Old Norse, and the second-choice form of the first language. If text linguistics might represent the future school grammar. On the one hand, text linguistics became established as an important new language discipline by pinpointing the incompleteness of syntactical analysis. On the other hand, it has never put forward an alternative to syntax, but rather widened the analysis of language to larger units, based on syntax. This way, text linguistics can be seen as the strongest argument for traditional grammar, amongst other things as a metalanguage.

Finally, the grammar is a subject that stresses many students out, as it can be quite confusing and complicated. However, correct grammar is important for your writing and success, both as a student and as a future employee. It is thus crucial to know some simple methods to improve your grammar skills.

Basic tips to improve grammar skills by (Varsity Tutors , 2014)

Reading

Reading may be the number one way the student can improve your grammar skills. When he or she read, they reinforce correct grammar in their mind. It can be particularly helpful to read out loud, as the combination of seeing, saying, and hearing assists in solidifying what you have learned. In addition to improving your grammar, reading will help with all aspects of your writing, from sentence fluency to increased vocabulary.

Get a grammar manual

It is useful to have a thorough reference book nearby that the student can consult when writing. This way, any time a grammatical question arises; they can quickly refer to the manual to obtain the answer. There are many high quality grammar and writing guidebooks on the market.

Review the basics

While classes in English linguistics and writing may not be something you are interested in, it is vital to spend a bit of time learning or reviewing the basic principles. Do some researches on the basic parts of speech, as well as on the common grammatical errors people tend to make.

Practice

There are many excellent resources, both online and in print, conducive to improving your grammar skills. A quick Internet search will reveal a multitude of websites that offer grammar games and exercises. If they know that grammar is an area they struggle with, set aside a few minutes each day to complete grammar exercises.

Listen to others

When instructors, writing lab staff, or writing tutors give you feedback, listen to them. Find out if the students have a consistent issue with any topics in particular. For example, do they frequently receive feedback regarding run-on sentences or have issues with subject-verb agreement. If so, it is necessary to proofread their assignments, and pay special attention to those details.

Proofread out loud

Sometimes re-read pieces that have written, the brain fills in the gaps of missing information. Every person does not always catch their own mistakes when we proofread. Reading what the students have written out loud, preferably to someone else, is an efficient way to evaluate whether or not you have used correct grammar. They are more likely to notice their errors if they read the content aloud.

Write

Just as it helps to read a great deal, it will also benefit the students to write more. The more they practice writing with proper grammar, the more naturally it will come to them. Students of any age can benefit from taking extra strides to enhance their grammar. Use the above methods regularly and they will greatly improve their grammar skills before they know it.

2.5 Hypothesis

Automated Language Evaluation Tools HAVE an influence on the Development of Grammar Skills applied to students of Eloy Alfaro High School in Ambato in the academic period 2017-2018.

2.6 Hypothesis variable Characterization

Automated Language Evaluation Tools: Academic programs such as Language Tool, and Grammar Checkers designed for an automated language evaluation of vocabulary, grammar, mechanics, spelling, sentence structure, style and plagiarism that develop the formative, instructive, and expressive function of the grammatical process.

Grammar Skills: Ability that studies the structural language process: principles, rules and precepts that govern the syntactic constituent composition such as clauses, phrases, and words categorized by different parts of the speech as content and function words in any given natural language from different grammar methods.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 Research Scope

The current study is based on a qualitative and quantitative approach, which is investigated to the students, referring of Automated Language Evaluation Tools and the Development of Grammar Skills, that determine what is the incidence and susceptibility of the students when they are exposed to the new methodology; and propose solutions to the improvement of grammar skills.

This research describes qualitatively each variable in the theoretical foundation as well it focuses also on a teaching model because it seeks to overcome the problem related to grammar learning with the use of ALET.

3.2 Basic research methods

The basic research methods were: field, documentary and bibliography.

Field research: the work was done in the place of the events, to show all aspects of the problem within the institution, Eloy Alfaro High School, in the city of Ambato, Tungurahua province, which will study the students' community involved.

Bibliographic-Documentary: the research work collected compares and explores data, information from different points of view through books, scientific articles, citations, theses, virtual documentation to collect reliable and concise information related to the problem investigated.

3.3 Level or type of research

Two types of research were determined for the project within the present investigation, like descriptive and correlational.

Descriptive research level

The research in progress had been developed on a descriptive level. Through this level, it had been possible to demonstrate the different characteristics of the researched problem. Thus, it describes the study variables through a direct observation of the current situation of Automated Language Evaluation Tools and the Development of Grammar Skills.

Correlational research level

This research level was determined by the relationship between the variables. How Automated Language Evaluation Tools affects the Development of Grammar Skills of the students of the first, second and third year of the Eloy Alfaro High School of Ambato city.

3.4 Population and sample

The population or analysis unit considered for this project was the first, second and third year of Bachillerato of Eloy Alfaro High School of Ambato city. The sample was the all population of the institution.

Table 3 Population and Sample ELOY ALFARO HIGH SCHOOL FIRST, SECOND AND THIRD YEAR.			
First A	33	Men:	21
		Women:	12
First B	34	Men:	16
		Women:	18
Second A	30	Men:	20
		Women:	10
Third A	27	Men:	15
		Women:	12
TOTAL	124		124

Source: Eloy Alfaro High school

By: (Cáceres L., 2018)

3.5 Operational Definitions of Variables

The Variable Operationalization Matrix determines the scope and sequence of the research. The table contains the Independent and Dependent Variables, their dimensions and indicators came out from the variable characterization.

Through the Variable Operationalization Matrix, designing activities will allow the academic software application in the grammar learning process.

In this process, the respective instrument was the collection of information based on the matrix indicators and the critical analysis was the alternative solution for the students with low English grammar learning.

Table 4 Variable Operationalization Matrix

Independent Variable:	Dimensions	Indicators	Ques.	Tech.	Inst.
AUTOMATED LANGUAGE EVALUATION TOOLS Academic web programs such as Language Tool and Grammar Checkers were designed to be automated language evaluators in vocabulary, mechanics, spelling, sentence structure, style and plagiarism, to develop the formative, instructive, and expressive function of the grammatical process . It attempts to verify written text for grammatical correctness. They are most often implemented with a word processor, but are also available as a stand-alone application that can be activated from within programs that work with editable text. (Grammar Checker, 2016).	Academic web programs	<ul style="list-style-type: none"> - Language Tool Style and Grammar Check - Instant Grammar Checker - Online Grammar Check Free - English Grammar Checking Tool Free - Online Editor – Grammar Checker - Grammar and spellchecker – English – Reverso 	<ul style="list-style-type: none"> - Do you know about tools to develop grammar skills? - Do you look for new strategies to improve grammar skills in your students? 	SURVEY	QUESTIONNAIRE
	Automated Language Evaluation Tools	<ul style="list-style-type: none"> - Vocabulary - Mechanics - Spelling - Sentence structure - Style - Plagiarism 	<ul style="list-style-type: none"> - Have you ever heard about ALET? - Would you like to learn what ALET are and how to work with them? - Do you have the facility to use the Internet in classes? 		
	Grammatical Process	<ul style="list-style-type: none"> - Formative function - Instructive function - Expressive function 	<ul style="list-style-type: none"> - Do you use traditional methods to teach grammar in classes? 		

Dependent Variable:	Dimensions	Indicators	Ques.	Tech.	Inst.
GRAMMAR SKILL This studies the structural language process like principles, rules and precepts which also studies the syntactic constituent composition such as clauses, phrases, and words categorized by different parts of the speech as content and function words in any given natural language from different grammar methods. It is the sound, structure, and meaning system of English language . People who speak the same language are able to communicate because they intuitively know the grammar method of that language, like the rules, the different ways of putting words together to make meaningful sentences. (Syntactic functions, 2017)	Structural Language Process	<ul style="list-style-type: none"> - English strategies - English techniques - Principles - Rules - Precepts 	<ul style="list-style-type: none"> - Which strategies or techniques do you use to teach grammar to your students? 	SURVEY	QUESTIONNAIRE
	Syntactic constituents	<ul style="list-style-type: none"> - Words - Phrases - Clauses 	<ul style="list-style-type: none"> - Do your students have problems to develop grammar skills? 		
	English Language	<ul style="list-style-type: none"> - Importance - Factors - Methods 	<ul style="list-style-type: none"> - Do your teachers use traditional methods to teach grammar in classes? 		
	Grammar Methods	<ul style="list-style-type: none"> - Normative grammar - Descriptive grammar - Traditional grammar - Functional grammar - Generative grammar - Formal grammar 	<ul style="list-style-type: none"> - Do you have problems to develop grammar skills in class? 		

Source: (Syntactic functions, 2017)

By: (Cáceres L., 2018)

3.6 Data Collection Plan

The technique used for data collection was the survey and the questionnaire. The survey was used in social and psychological research because it finds information that has been obtained from individuals and groups. It could range from asking a few targeted questions of individuals on a street corner to obtain information related to behaviors and preferences, to a more rigorous study using multiple valid and reliable instruments (Ponto, 2015). The research data was collected by the administrator of the survey to the 1st, 2nd and 3rd of Bachillerato level students at Eloy Alfaro High School in Ambato in the academic period 2017-2018, to describe the grammar skill development and the Automated Language Evaluation Tools to be utilized.

Table 5 Plan for information collection

Questions	Explanation
For what?	To determine the result of the experimental analysis by applying the ALET for the development of grammar skills of the students of 1 st , 2 nd and 3 rd Bachillerato of Eloy Alfaro High School of Ambato city.
What people?	To the teachers and students of first, second and third year of the Eloy Alfaro High School of Ambato city.
On what aspects?	Applying the ALET for the improvement of grammar skills of students.
Who?	Lcda. Fernanda Cáceres
When?	Academic Period 2017 – 2018
What is the place of information collection?	Eloy Alfaro High School
How often?	One time
What data collection techniques will be used?	Observation / Survey
With what?	Observation analysis

Source: By the investigator

By: (Cáceres L., 2018)

3.7 Data processing and analysis

The data had been collected and processed as follows:

- **Review and detailed analysis of the information gathered from the survey.**

The information collected was reviewed and analyzed to verify all the questionnaires that have been completed properly, and to simplify the completion of the tabulation process.

- **Tabulation process in contrast to the variables and the directing questions.**

To contrast of the results were classified and tabulated with the help of the Excel program, which will allow us to order and adequately detail of the information.

- **Process of analysis and interpretation of the results obtained.**

With the analysis and interpretation process, it was intended to order, classify and present the data obtained from the tabulation of the research, and related with the theoretical framework and the hypotheses, to establish the references and achieve the general and specific objectives.

- **Approach of the conclusions and recommendations.**

After having analyzed and verified aspects of technical interest for the present investigation, the argumentation and the final deduction of the investigative analysis. It also was considered the pertinent and necessary for the adequate development of the proposed objectives.

CHAPTER IV

4 ANALYSIS AND INTERPRETATION

The information gathered after the implementation of the quasi-experiment during the pre-test and post-test was presented and analyzed through descriptive and inferential statistics. In the first case, the data was used to demonstrate if students or teachers use technical methods like auto evaluation tools to improve their grammar skills as the inferential statistics was used to test the hypothesis.

4.1 Analysis of Results

Survey for teachers:

1. ¿Which strategies or techniques do you use to teach grammar to your students?

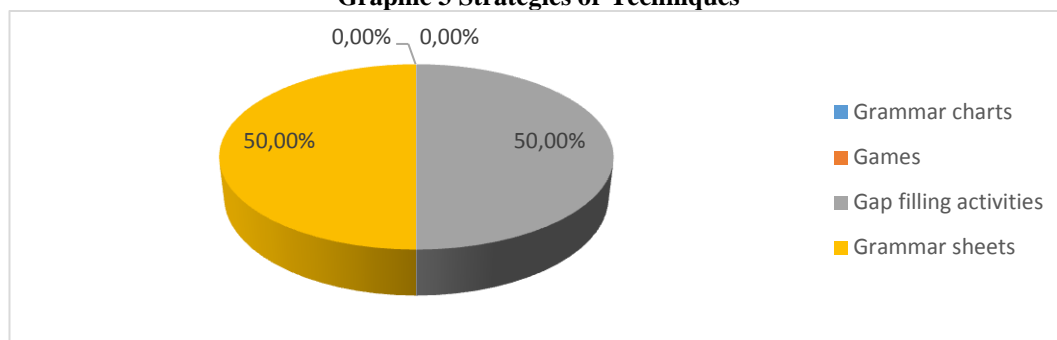
Table 6 Strategies or Techniques

Alternative	Frequency	Percentage
Grammar charts	0	0.00%
Games	0	0.00%
Gap filling activities	2	50.00%
Grammar sheets	2	50.00%
TOTAL	4	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 3 Strategies or Techniques



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 2 teachers which correspond to the 50%, use grammar sheets to teach while the rest, which is the 50%, stated that they use gap filling activities.

From the proposed survey, it is observed that half of the teachers use grammar sheets or gap filling activities to teach English grammar thanks to their pedagogical and professional experiences, which determines the traditional guideline methodology of the educational institution. There are many strategies and techniques for teaching grammar, but some virtual platforms will help to accelerate and improve the learning comprehension, like ALET.

2. Do your students have problems to develop grammar skills?

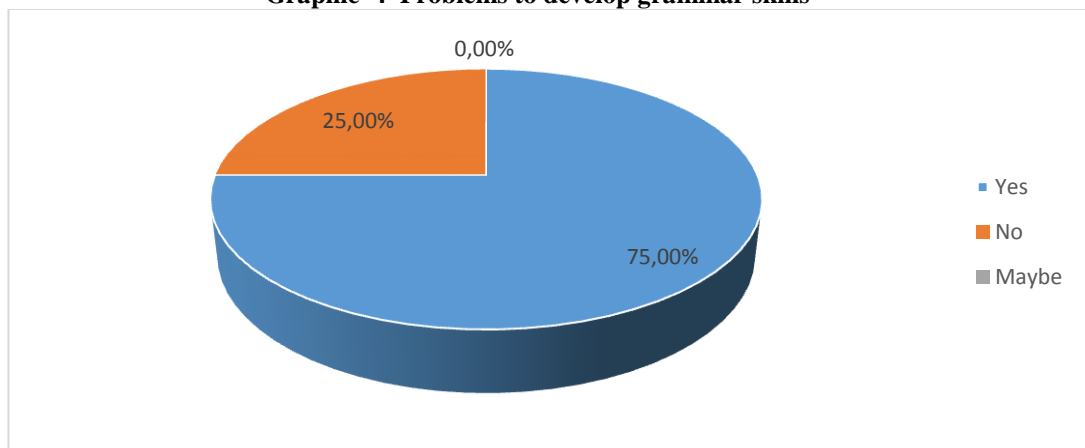
Table 7. Problems to develop grammar skills

Alternative	Frequency	Percentage
Yes	3	75.00%
No	1	25.00%
Maybe	0	0.00%
TOTAL	4	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 4 Problems to develop grammar skills



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it determines that 1 teacher that corresponds to the 25% stated that the students do not have problems to develop grammar skills, while 3 teachers, which correspond to the 75%, indicate that they have problems.

From the proposed survey, it is observed that most of the teachers indicate that the students have problems to develop grammar skills because they do not retain what they have learned in class and they forget. Therefore, the strategies of teaching and the educational curriculum do not work properly and it also determines that is needed to change the educational objective.

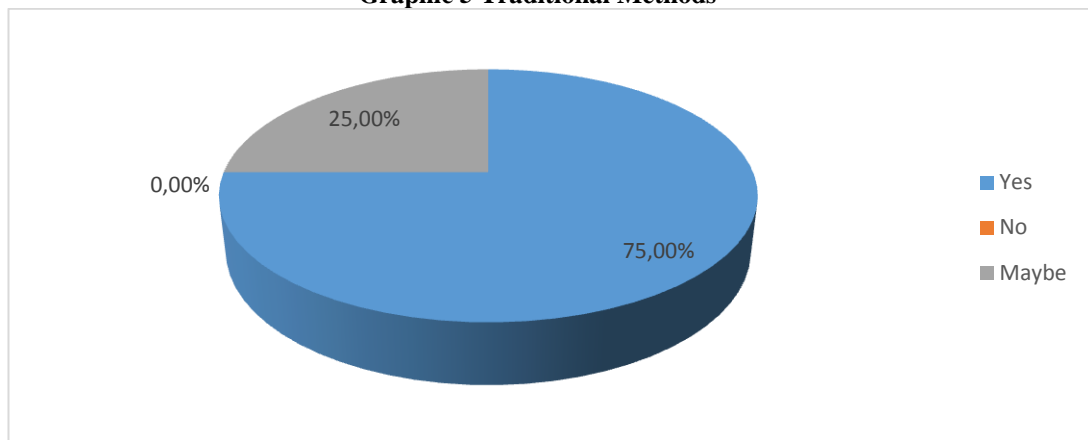
3. Do you use traditional methods to teach grammar in classes?

Table 8 Traditional Methods

Alternative	Frequency	Percentage
Yes	3	100.00%
No	0	0.00%
Maybe	1	33.33%
TOTAL	3	100.00%

Source: Survey
By: (Cáceres L., 2018)

Graphic 5 Traditional Methods



Source: Survey
By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, one teacher that corresponds to the 25% indicates that she maybe not uses traditional methods to teach grammar in classes, meanwhile, 3 teachers, which correspond to the 75%, affirm that they use it.

It is observed that most of the teachers use traditional methods because they have learned old teaching methodology and they assure that it helps to memorize vocabulary and the syntaxes. In one part, it is true, but it is important to search more teaching strategies with the help of technology, because it would help to obtain better results on the grammar comprehension.

4. Do you look for new strategies to improve grammar skills in your students?

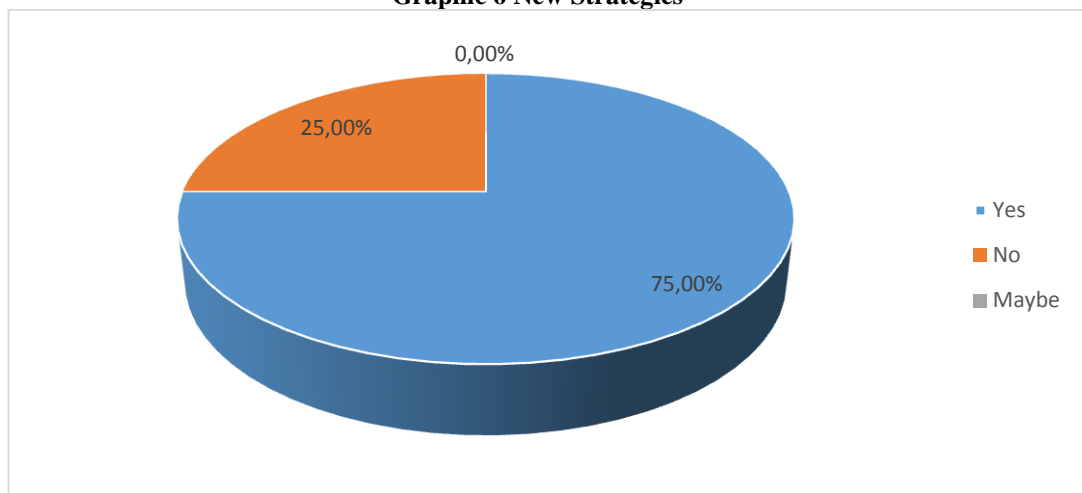
Table 9 New Strategies

Alternative	Frequency	Percentage
Yes	3	75.00%
No	1	25.00%
Maybe	0	0.00%
If yes, which one do you know? Videos		
TOTAL	4	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 6 New Strategies



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, one teacher that corresponds to the 25% indicates that she does not look for new strategies, meanwhile, 3 teachers, which correspond to the 75%, affirm that they use other strategies to improve grammar skills.

From the proposed survey, it is observed that most of the teachers look for new strategies to improve grammar skills in the students like videos, but it is not enough to develop their knowledge in that area. The old strategies had a purpose to teach in a mechanic way and the students learn in that way, thus the retain cognition or comprehension is limited.

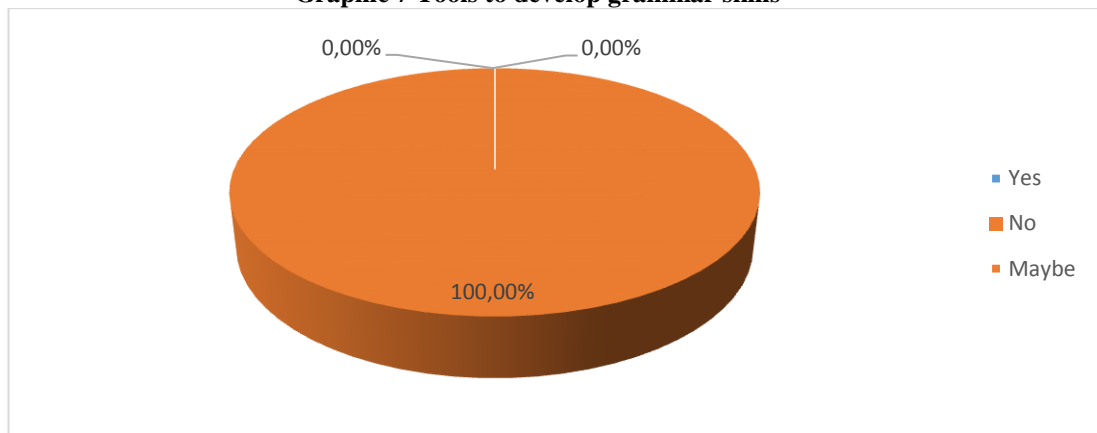
5. Do you know about tools to develop grammar skills?

Table 10 Tools to develop grammar skills

Alternative	Frequency	Percentage
Yes	0	0.00%
No	4	100.00%
Maybe	0	0.00%
TOTAL	4	100.00%

Source: Survey
By: (Cáceres L., 2018)

Graphic 7 Tools to develop grammar skills



Source: Survey
By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, all the teachers indicate that they do not know about tools to develop grammar skills.

It is observed that every teacher does not know about tools to improve the grammar skills because they testify that the traditional methods works on the students because they have to memorize vocabulary and syntaxes. However, they do not know that teaching methods transform according to the demands of the students, which is necessary to create new tools for teaching.

6. Do the students have the facility to use the Internet in classes?

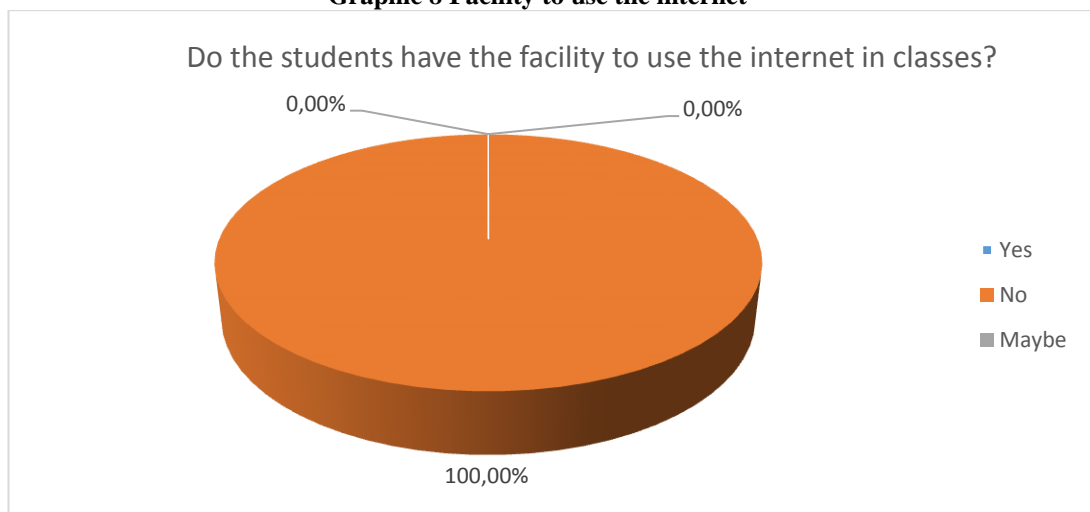
Table 11 Facility to use the internet

Alternative	Frequency	Percentage
Yes	0	0.00%
No	4	100.00%
Maybe	0	0.00%
TOTAL	4	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 8 Facility to use the internet



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, all the teachers indicate that students do not have the facility to use the internet in classes.

From the proposed survey, it is observed that every teacher affirms that students do not have the facility to use the internet. Even though, they do not have internet into the classes, they have internet in the computer lab. The educational institution has to reorganize the access to the internet to the students and see the needs of them so that they can feel more comfortable.

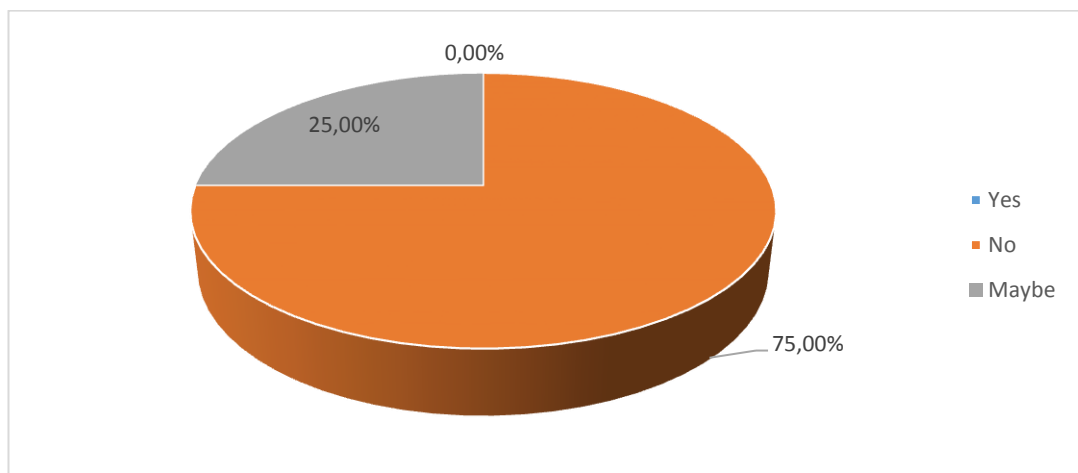
7. Have you ever heard about Automated Language Evaluation Tools (ALET)?

Table 12 Automated Language Evaluation Tools (ALET)

Alternative	Frequency	Percentage
Yes	0	0.00%
No	3	75.00%
Maybe	1	25.00%
if yes, which one do you know?		
TOTAL	4	100.00%

Source: Survey
By: (Cáceres L., 2018)

Graphic 9 Automated Language Evaluation Tools (ALET)



Source: Survey
By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, one teacher that corresponds to the 25% indicates that she knows about ALET, meanwhile, 3 teachers, which correspond to the 75%, do not know.

It is important to know that the teacher has to actualize their knowledge with other tools of teaching. The process of teaching is variable and it is imperative to create and work with new methods. The educational institution has to support to generate new strategies of teaching with technology.

8. Would you like to learn what Automated Language Evaluation Tools (ALET) are and how to work with them?

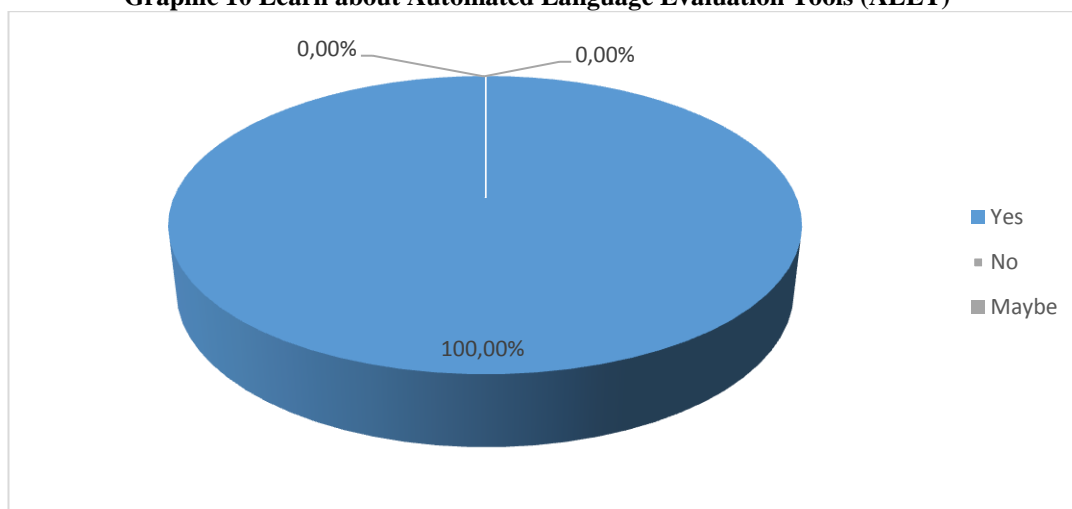
Table 13 Learn about Automated Language Evaluation Tools (ALET)

Alternative	Frequency	Percentage
Yes	4	100.00%
No	0	0.00%
Maybe	0	0.00%
TOTAL	4	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 10 Learn about Automated Language Evaluation Tools (ALET)



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, all the teachers indicate they would like to learn how Automated Language Evaluation tools works with them.

It is observed that teachers are willing to learn how Automated Language Evaluation tools works, because it is needed to involve other methodology of teaching for the good of the students and the institution.

Survey for Students:

1. Which strategies or techniques do your teachers use to teach grammar?

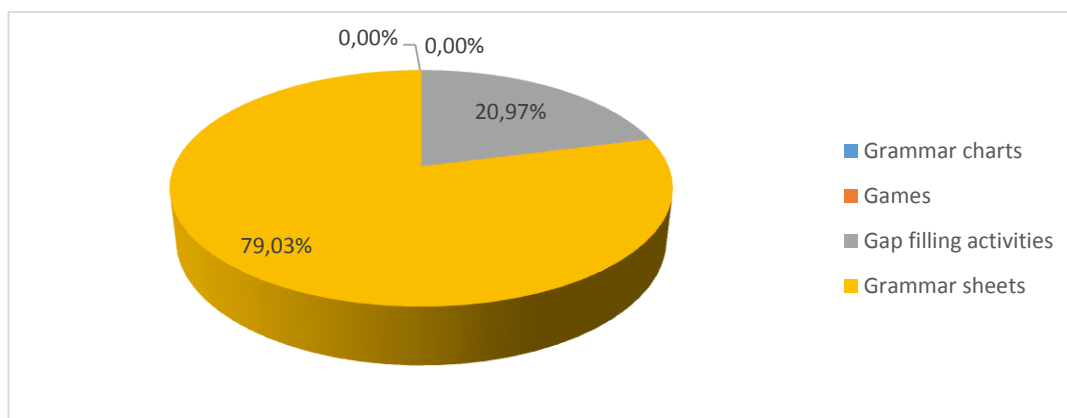
Table 14 Strategies or Techniques

Alternative	Frequency	Percentage
Grammar charts	0	0.00%
Games	0	0.00%
Gap filling activities	26	20.97%
Grammar sheets	98	79.03%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 11 Strategies or Techniques



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 26 students that represents the 20.97% mention that teachers use gap filling activities for develop grammar skills, 98 students which means the 79.03%, say that teachers use grammar sheets.

It is observed that most students say that teachers use grammar sheets which determine the traditional guideline methodology of the educational institution; however, it does not mean that is the best solution for learning.

2. Do you have problems to develop grammar skills in class?

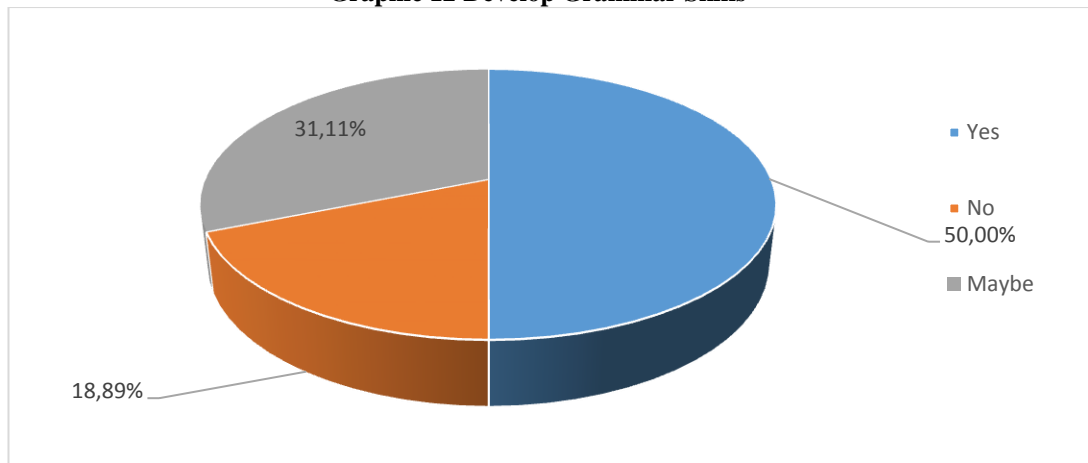
Table 15 Develop Grammar Skills

Alternative	Frequency	Percentage
Yes	90	72.58%
No	34	27.42%
Maybe	56	45.16%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 12 Develop Grammar Skills



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 90 students that represent the 72.58% mention that they have problems to develop grammar skills, 34 students, which means the 27.42%, say that they do not have a problem with that; finally, 56 students which represent the 45.16% say maybe.

It is observed that most students have problems to develop grammar skills which mean that the traditional methodology does not help enough in the comprehension and retain of the knowledge of grammar.

3. Do your teachers use traditional methods to teach grammar in classes?

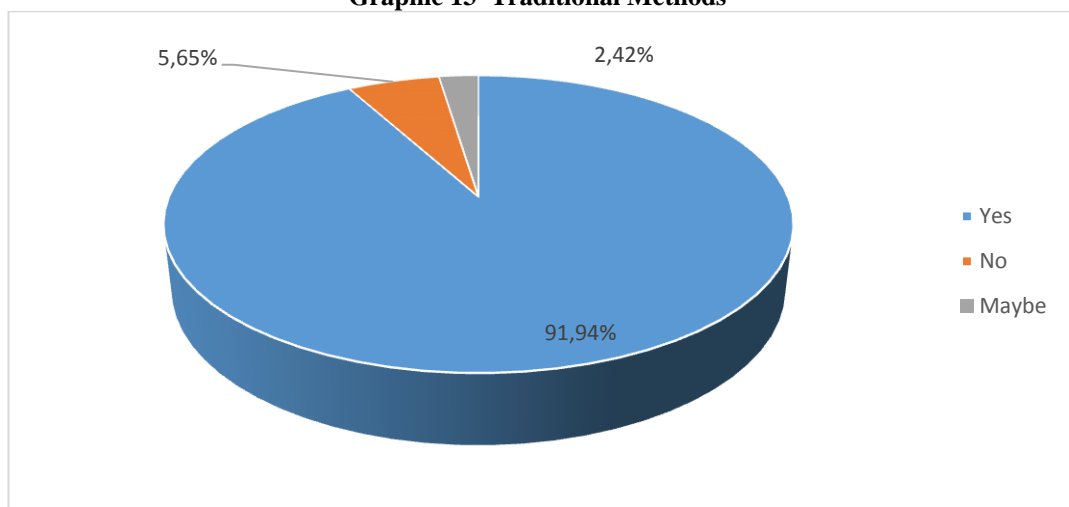
Table 16 Traditional Methods

Alternative	Frequency	Percentage
Yes	114	91.94%
No	7	5.65%
Maybe	3	2.42%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 13 Traditional Methods



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 114 students that represent the 91.94% mention that their teachers use traditional methods to teach grammar, 7 students, which means the 5.65%, say no and 3 students which represent the 2.42% say maybe.

It is observed that most students say that teachers use traditional methods to teach grammar in classes, while the rest are not sure or say no to that question, but it is a reality that teachers use the traditional methodology to teach grammar which is a no cognitive method to teach, because it does not help enough to retain the knowledge of grammar and improve it.

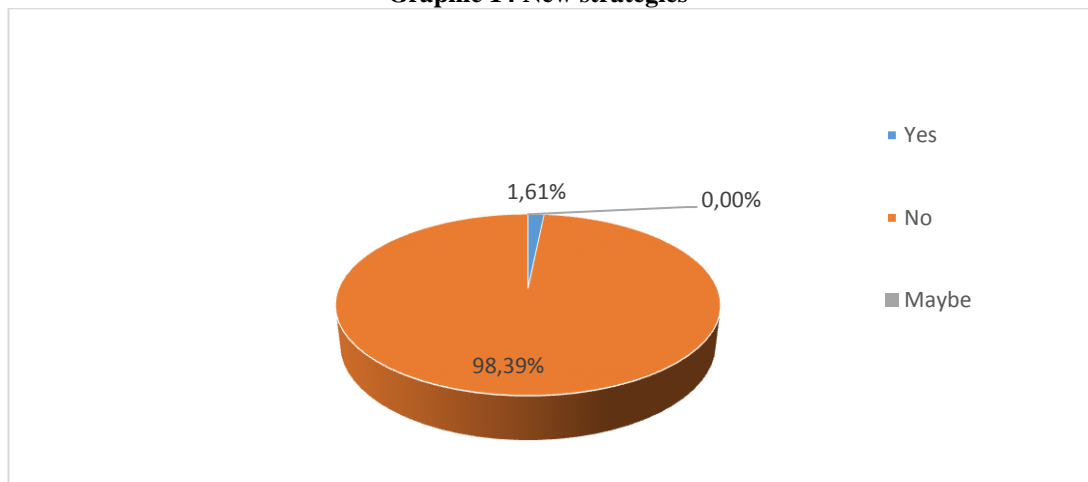
4. Do your teachers look for new strategies to improve your grammar skills?

Table 17 New strategies

Alternative	Frequency	Percentage
Yes	2	1.61%
No	122	98.39%
Maybe	0	0.00%
TOTAL	124	100.00%

Source: Survey
By: (Cáceres L., 2018)

Graphic 14 New strategies



Source: Survey
By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 122 students that represent the 98.39% mention that their teachers do not look for new strategies to improve their grammar skills, 2 students which means the 1.61%, say yes.

It is observed that most students say that teachers do not look for new strategies to improve your grammar skills, while the rest say yes. The question yields an alarming result because the students are aware of how the teachers do not strive to teach them grammar in a practical, dynamic and assertive way.

5. Do you know about tools for the development of grammar skills?

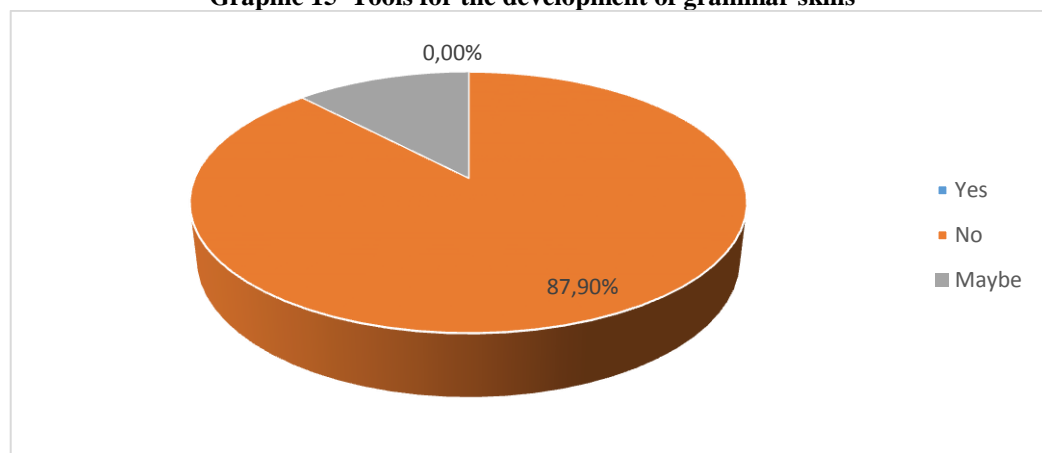
Table 18 Tools for the development of grammar skills

Alternative	Frequency	Percentage
Yes	0	0.00%
No	109	87.90%
Maybe	15	12.10%
if yes, which one do you know?		0.00%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 15 Tools for the development of grammar skills



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 109 students that represent the 87.90% mention that they know about tools for the development of grammar skills, and the rest, 15 students, which correspond to the 12.10% say maybe.

It is observed that most students say that they know about tools for the development of grammar skills in the Internet, using a Google grammar checker, but they are not sure if it is a tool for developing grammar skills because it only corrects the mistakes, therefore, they do not comprehend the structure or the syntax of the sentences, the only learn it in a mechanical way and no cognitive way to comprehend the language.

6. Do you have the facility to use the internet in classes?

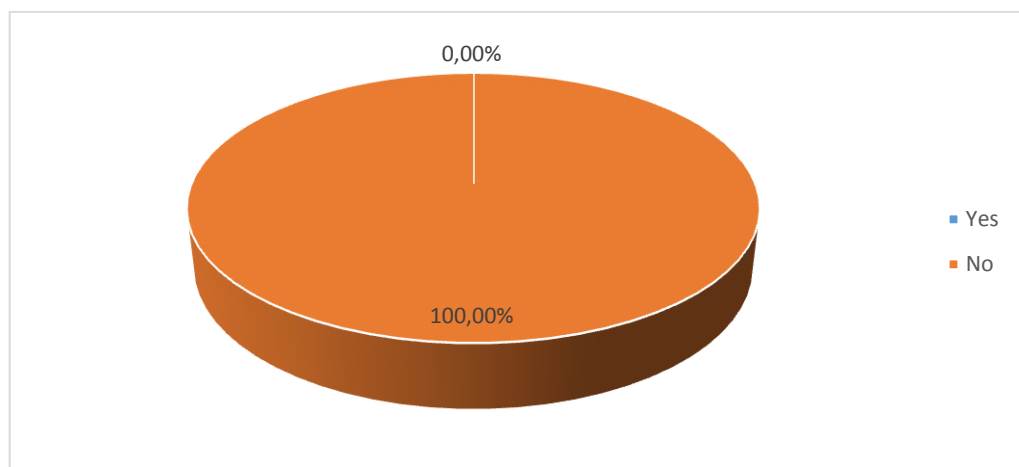
Table 19 Internet in Classes

Alternative	Frequency	Percentage
Yes	0	0.00%
No	124	100.00%
Maybe	0	0.00%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 16 Internet in Classes



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 124 students agreed that they do not have internet in classes.

It is observed all the students do not have internet access in classes only in the computer lab. Therefore, it is substantial to establish another mechanism of teaching with internet with the authorization of the High school. Today, the technology is very important in processing any knowledge. Therefore, some programs help to the students to joy how to learn and improve grammar.

7. Have you ever heard about auto evaluation tools (ALET)?

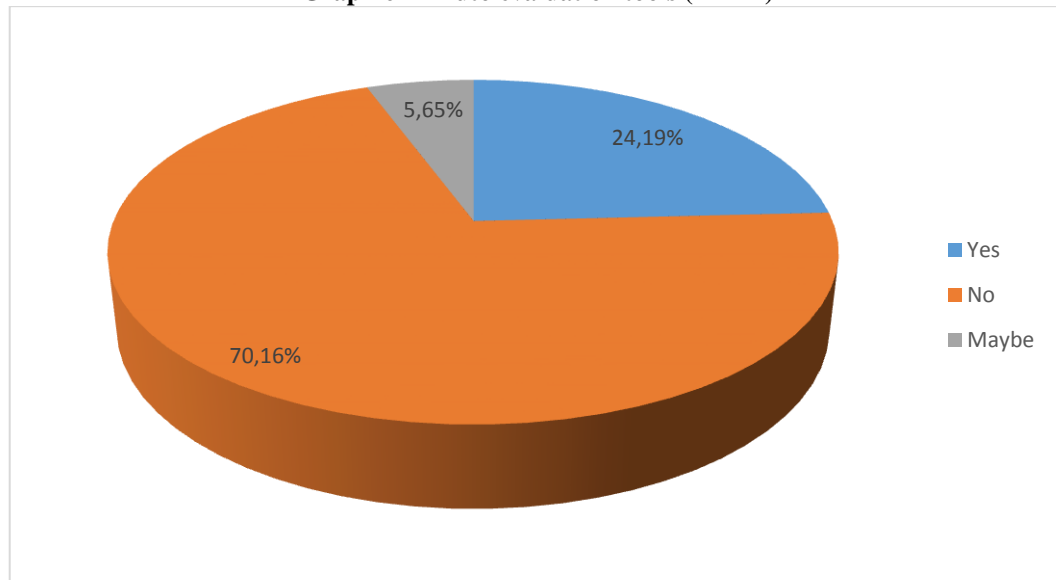
Table 20 Auto evaluation tools (ALET)

Alternative	Frequency	Percentage
Yes	30	24.19%
No	87	70.16%
Maybe	7	5.65%
If yes, which one do you know?		0.00%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 17 Auto evaluation tools (ALET)



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that 87 students do not hear about auto evaluation tools that represent the 70.16%, 30 students, which is the 24.19% heard about ALET and 7 students, which correspond to the 5.65% said no.

It is observed most of the students do not hear about auto language evaluation tools. The interaction with the internet in class is obsolete and the grammar checkers that many students know are only to correct vocabulary.

8. Would you like to learn what Automated Language Evaluation Tools (ALET) are and how to learn grammar with them?

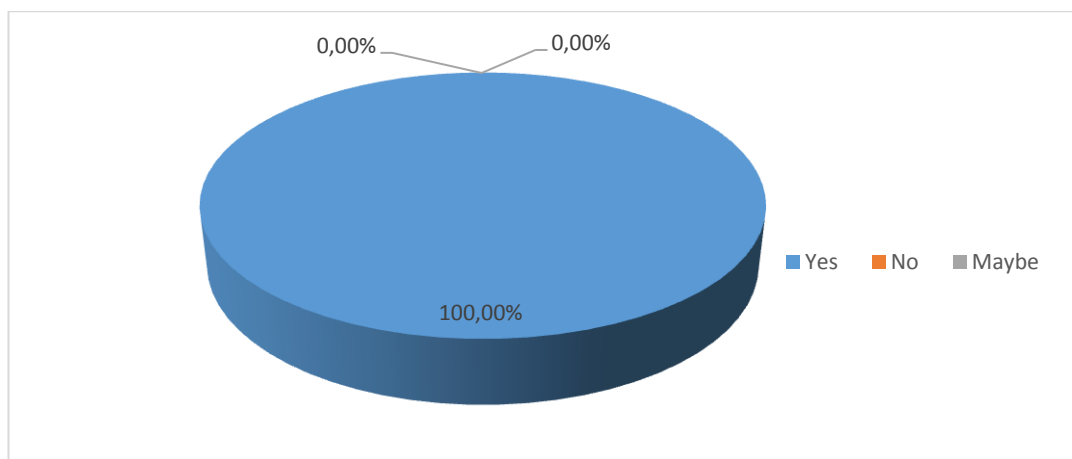
Table 21 Learn Automated Language Evaluation Tools (ALET)

Alternative	Frequency	Percentage
Yes	124	100.00%
No	0	0.00%
Maybe	0	0.00%
TOTAL	124	100.00%

Source: Survey

By: (Cáceres L., 2018)

Graphic 18 Learn Automated Language Evaluation Tools (ALET)



Source: Survey

By: (Cáceres L., 2018)

Analysis and interpretation

According to the results, it is determined that all students, which represent the 100% would like to learn what ALET are and how to learn grammar with them.

It is observed all the students are ready to learn grammar with another method, which is interacting with technology. The educational authorities must renew the educational curriculum and train the teachers according to new tendencies of teaching.

4.2 Verification of the hypothesis

Logical Model

H1: Applying the Automated Language Evaluation Tools DOES improve the development of grammar skills.

H0: Applying the Automated Language Evaluation Tools DOES NOT improve the development of grammar skills.

Statistical Method

Application of the Chi square

Degrees of freedom

$DF = (\text{columns} - 1) * (\text{rows} - 1)$

$DF = (3 - 1) * (3 - 1)$

$DF = (2) * (2)$

$DF = 4$

Degrees of Significance $\alpha = 0,05$

FREQUENCIES OBSERVED

Table 22 Frequencies Observed

QUESTIONS	YES	NO	MAYBE	TOTAL
Q3	114	7	3	124
Q4	2	122	0	124
Q8	124	0	0	124
TOTAL	240	129	3	372

Source: Direct Investigation

By: (Cáceres L., 2018)

EXPECTED FREQUENCIES

Table 23 Expected Frequencies

QUESTIONS	YES	NO	MAYBE	TOTAL
Q3	80	43	1	124
Q4	80	43	1	124
Q8	80	43	1	124
TOTAL	240	129	3	372

Source: Direct Investigation

By: (Cáceres L., 2018)

CALCULATION OF THE SQUARE CHI

Table 24 Square Chi Calculated

	O _i	E _i	(O _i -E _i)	(O _i -E _i) ²	(O _i -E _i) ² /E _i
QUESTION N:3 Y N M	114	80	34	1156	14.45
	7	43	-36	1296	30.1395349
	3	1	2	4	4
QUESTION N4: Y N M	2	80	-78	6084	76.05
	122	43	79	6241	145.139535
	0	1	-1	1	1
QUESTION N:8 Y N M	124	80	44	1936	24.2
	0	43	-43	1849	43
	0	1	-1	1	1
SQUARE CHI CALCULATED					338.9790698

Source: Direct Investigation

By: (Cáceres L., 2018)

Graphic 19 Distribution grade

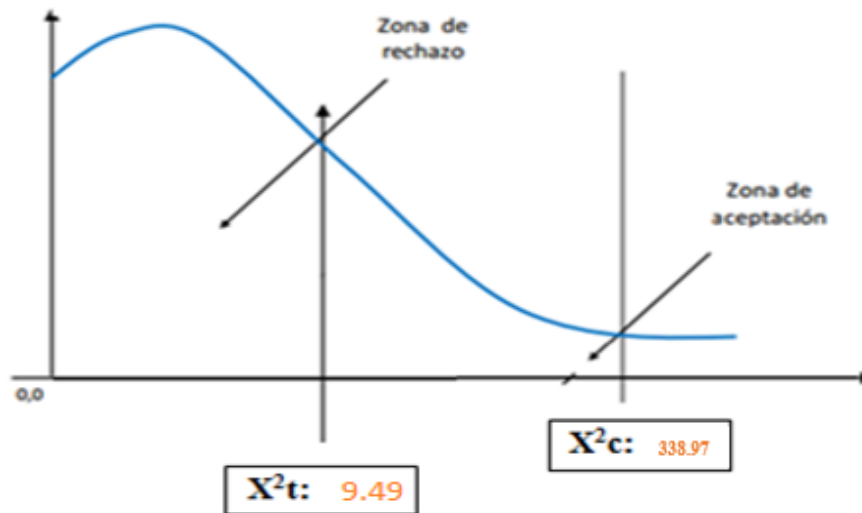
DISTRIBUCION DE χ^2

Grados de libertad	Probabilidad											
	0,95	0,90	0,80	0,70	0,50	0,30	0,20	0,10	0,05	0,01	0,001	
1	0,004	0,02	0,06	0,15	0,46	1,07	1,64	2,71	3,84	6,64	10,83	
2	0,10	0,21	0,45	0,71	1,39	2,41	3,22	4,60	5,99	9,21	13,82	
3	0,35	0,58	1,01	1,42	2,37	3,66	4,64	6,25	7,82	11,34	16,27	
4	0,71	1,06	1,65	2,20	3,36	4,88	5,99	7,78	9,49	13,28	18,47	
5	1,14	1,61	2,34	3,00	4,35	6,06	7,29	9,24	11,07	15,09	20,52	
6	1,63	2,20	3,07	3,83	5,35	7,23	8,56	10,64	12,59	16,81	22,46	
7	2,17	2,83	3,82	4,67	6,35	8,38	9,80	12,02	14,07	18,48	24,32	
8	2,73	3,49	4,59	5,53	7,34	9,52	11,03	13,36	15,51	20,09	26,12	
9	3,32	4,17	5,38	6,39	8,34	10,66	12,24	14,68	16,92	21,67	27,88	
10	3,94	4,86	6,18	7,27	9,34	11,78	13,44	15,99	18,31	23,21	29,59	
No significativo									Significativo			

Source: <https://cristina92sm.wordpress.com/2011/05/15/ejercicio-del-seminario-nueve-chi-cuadrado/>

By: (Cáceres L., 2018)

Graphic 20 Gauss Bell



Source: Direct Investigation

By: (Cáceres L., 2018)

Decision

According to this graph we can say that if:

Decision rule

Once the result of the Chi-square is obtained, the following is stated:

$$X^2_c = 338.97 > X^2_t = 9.49$$

For 4 degrees of freedom at a level 0.05 of the degree of significance is obtained in table $X^2_t = 9.49$ and since the value of $X^2_c = 338.97$ is outside the rejection region, then the null hypothesis H_0 is rejected, so it is accepted the alternative H_1 hypothesis that says: Applying the Automated Language Evaluation Tools DOES improve the development of grammar skills.

4.3 Analysis of Results of Pre-Test

4.3.1 Writing production of students in the pre-test in the control and experimental groups

After applying the pre-test, the students of the control group (1st A and 1st B), which means 67 students, produced the following mistakes while writing the proposed paragraph. The mistakes have been categorized in: verb tenses, conjugation, syntax, preposition, spelling, word order and eliminate words. After applying the pre-test, the student of the experimental group (2nd A and 3rd A), which means 57 students, produced the following mistakes while writing the proposed paragraph. The mistakes have been categorized in: verb tenses, syntax and spelling.

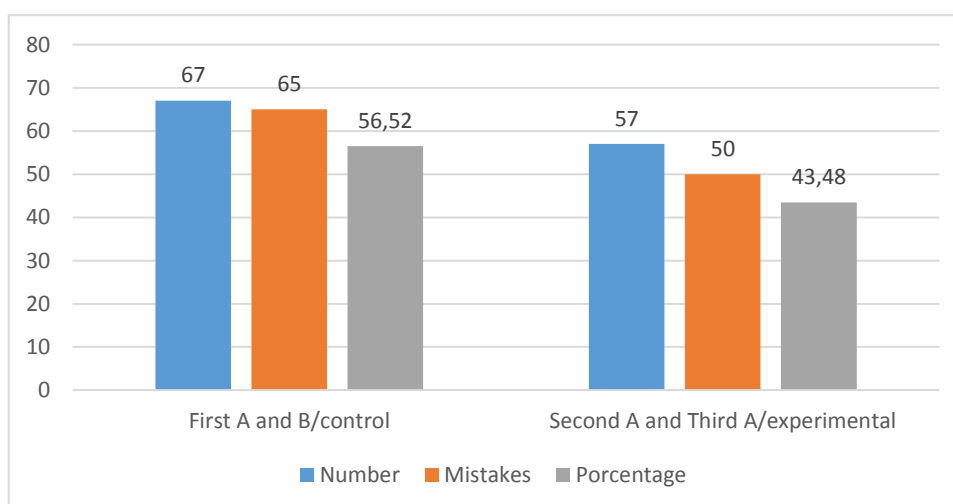
Table 25 Simple Present of "To Be" Verb / Pre-test

Simple Present of "To Be" Verb / Pre-test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	65	56.52
Second A and Third A/experimental	57	50	43.48
TOTAL	124	115	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 21 Simple Present of "To Be" Verb / Pre-test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students made a total of 65 mistakes when writing a paragraph, representing the 56.52%. The students of the experimental group made 50 mistakes, representing 43.48 % of the total.

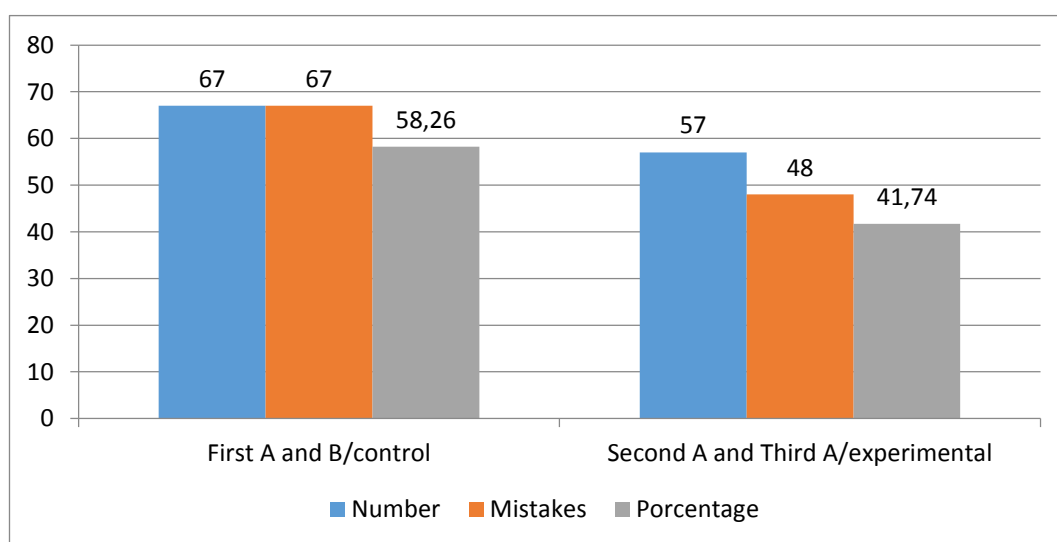
Table 26 Simple Past of "To Be" Verb/ Pre-test

Simple Past of " To Be" Verb/ Pre-test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	67	58.26
Second A and Third A/experimental	57	48	41.74
TOTAL	124	115	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 22 Simple Past of "To Be" Verb/ Pre-test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the group of control made a total of 67 mistakes on Simple Past, which represents the 58.26% and the experimental group made 48 mistakes in the same test, which represents 41.74%. All the students do not know how to use that tense.

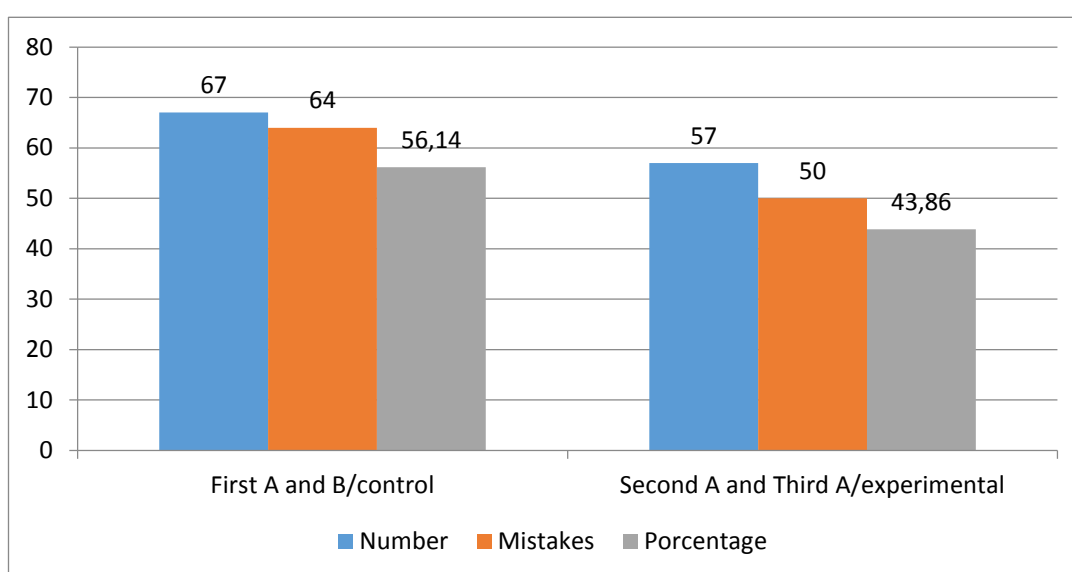
Table 27 Simple Present / Pre-test

Simple Present / Pre-test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	64	56.14
Second A and Third A/experimental	57	50	43.86
TOTAL	124	114	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 23 Simple Present / Pre-test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students made a total of 64 mistakes in simple present test, which represents 56.14% and the students of the experimental group made 50 mistakes, which represents 50%.

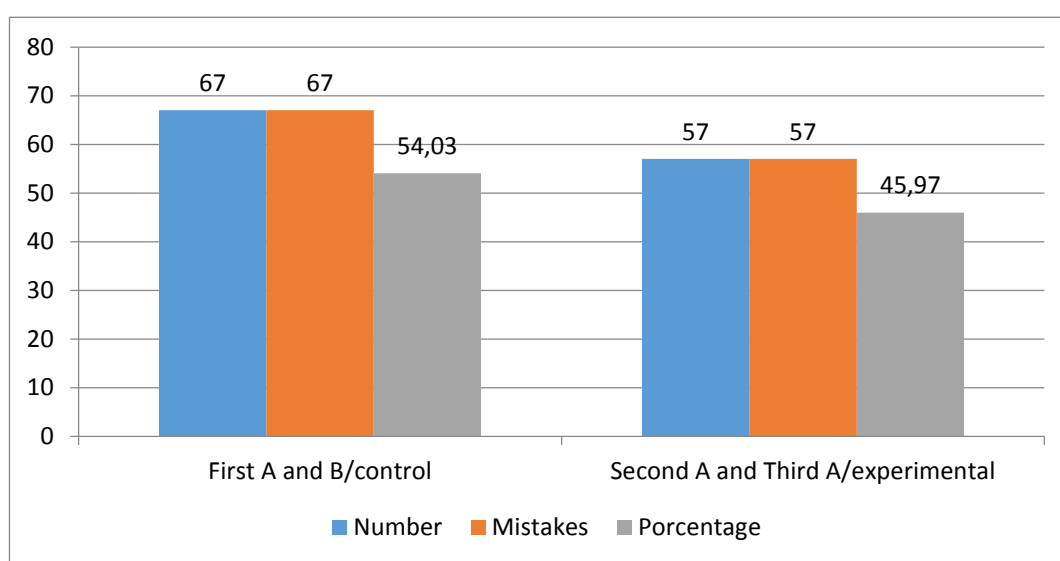
Table 28 Simple Past/ Pre-test

Simple Past/ Pre-test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	67	54.03
Second A and Third A/experimental	57	57	45.97
TOTAL	124	124	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 24 Simple Past/ Pre-test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students made a total of 67 in simple past test, which represents 54.03% in the control group. The students of the experimental group made 57 mistakes, which represents 45.97%. All the students do not know how to use this tense in sentences.

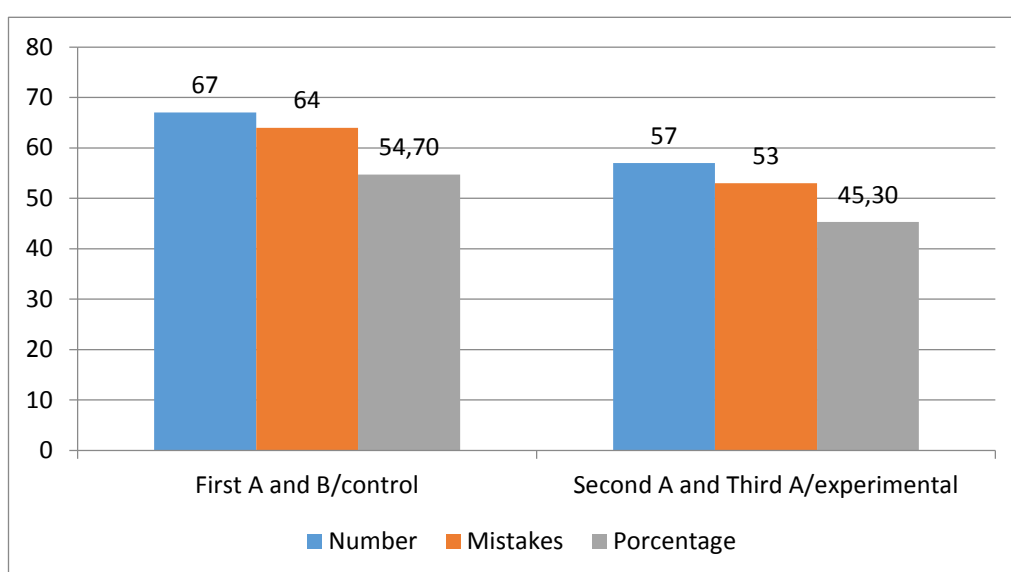
Table 29 Future/ Pre-test

Future/ Pre-test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	64	54.70
Second A and Third A/experimental	57	53	45.30
TOTAL	124	117	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 25 Future/ Pre-test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the control group made a total of 64 mistakes, which means 54.70% and the students in the experimental group made 53 mistakes, which means 45.30%, in future tense.

4.4 Analysis of Results of Post-Test

4.4.1 Writing production of students in the post-test in the control and experimental groups

After applying the post-test, the students of the control group (1st A and 1st B), which means 67 students, produced the following mistakes while writing the

proposed paragraph. The mistakes have been categorized in: verb “to be”, plurals, conjugation, syntax and preposition.

After applying the post-test, the student of the experimental group (2nd A and 3rd A), which means 57 students, produced the following mistakes while writing the proposed paragraph. The mistakes have been categorized in: verb tenses, syntax and Simple past was-were.

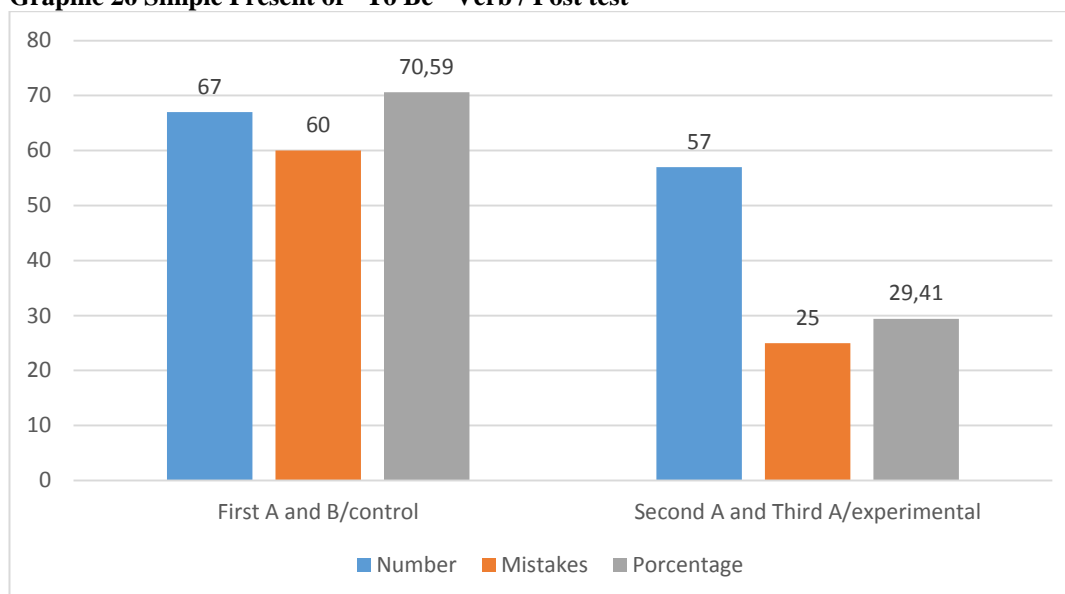
Table 30 Simple Present of "To Be" Verb / Post test

Simple Present of "To Be" Verb / Post test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	60	70.59
Second A and Third A/experimental	57	25	29.41
TOTAL	124	85	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 26 Simple Present of "To Be" Verb / Post test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the control group made a total of 60 mistakes when using simple present “to be” verb, which represents the 70.59%, while the experimental group made 25 mistakes, which represents the 29.41%.

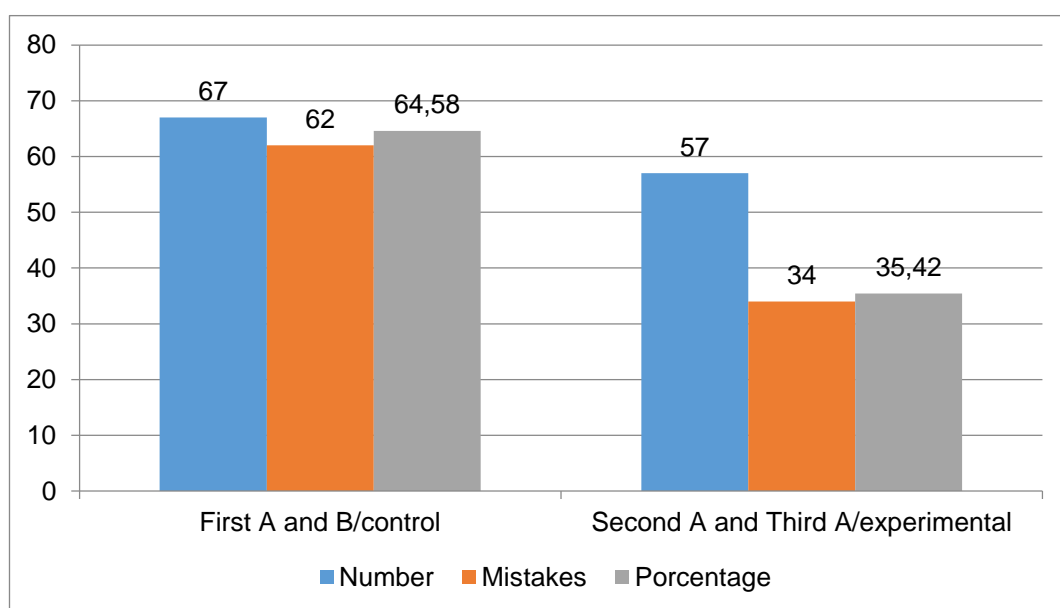
Table 31 Simple Past of "To Be" Verb / Post Test

Simple Past of "To Be" Verb / Post Test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	62	64.58
Second A and Third A/experimental	57	34	35.42
TOTAL	124	96	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 27 Simple Past of "To Be" Verb / Post Test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the control group made a total of 62 mistakes, which represents the 64.58%, while the experimental group made 34 mistakes, which represents the 35.42%.

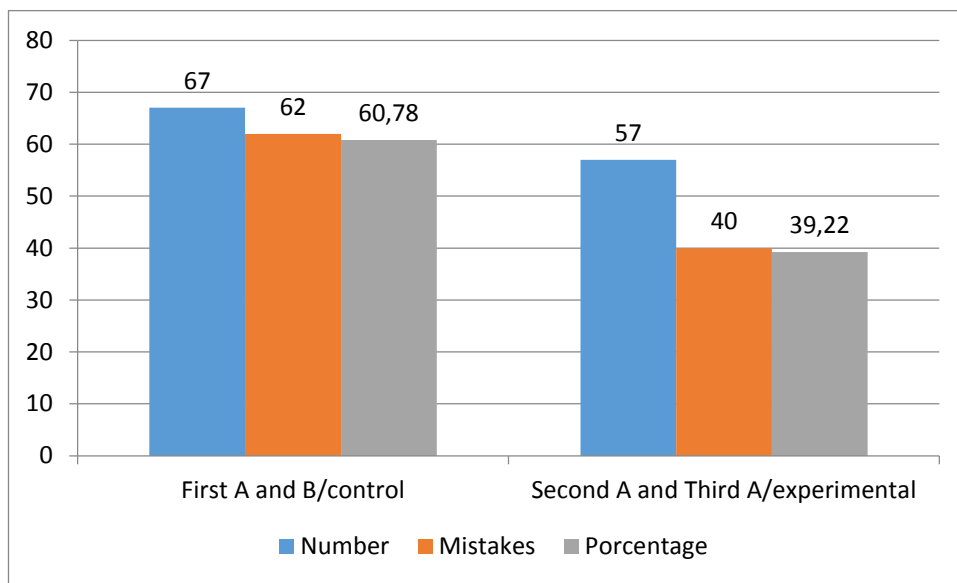
Table 32 Simple Present / Post Test

Simple Present / Post Test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	62	60.78
Second A and Third A/experimental	57	40	39.22
TOTAL	124	102	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 28 Simple Present / Post Test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the control group made a total of 62 mistakes in simple present, which represents the 60.78%, while, the experimental group made 40 mistakes, which represents the 39.22%.

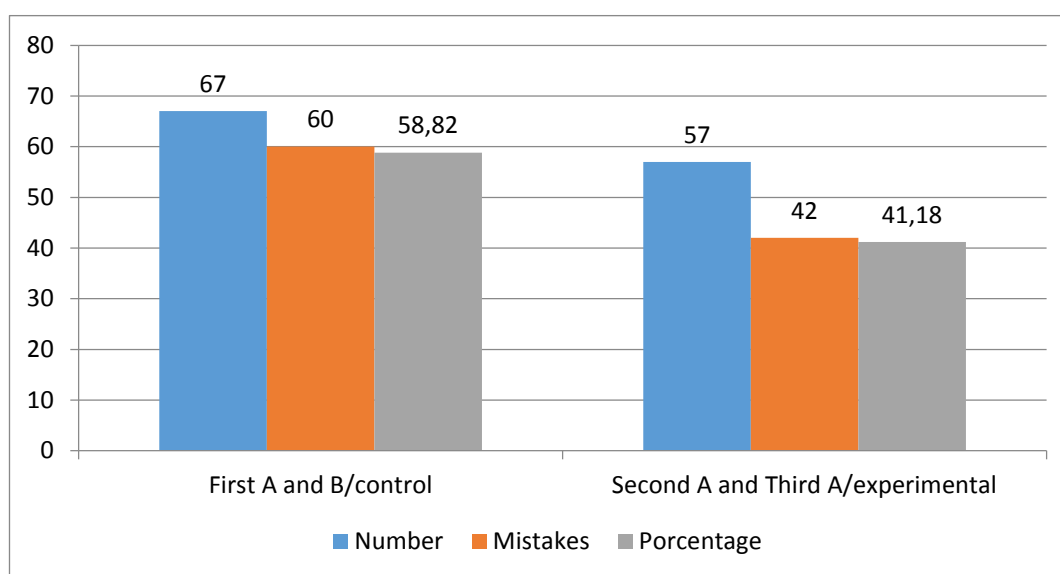
Table 33 Simple Past / Post Test

Simple Past / Post Test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	60	58.82
Second A and Third A/experimental	57	42	41.18
TOTAL	124	102	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 29 Simple Past / Post Test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the control group made a total of 60 mistakes on using Simple Past, which represents the 58.82%, while the experimental group made 42 mistakes, which represents the 41.18%.

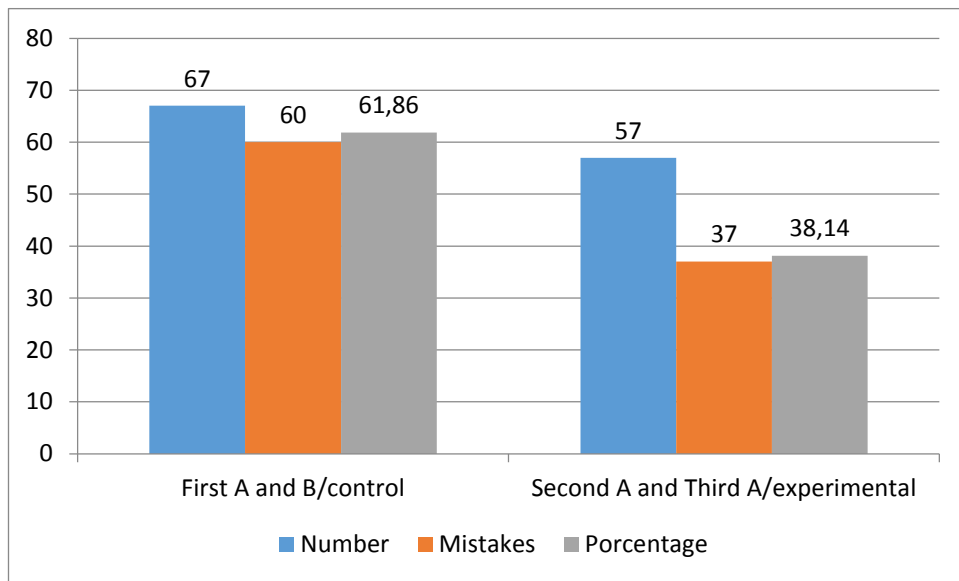
Table 34 Future / Post test

Future/ Post-test			
Alternative	Number	Mistakes	Percentage
First A and B/control	67	60	61.86
Second A and Third A/experimental	57	37	38.14
TOTAL	124	97	100.00

Source: Survey

By: (Cáceres L., 2018)

Graphic 30 Future / Post Test



Source: Survey

By: (Cáceres L., 2018)

Analysis: The students of the control group made a total of 60 mistakes, which represents the 61.86%, while the experimental group made 37 mistakes, which represents the 38.14%.

4.4.2 Grades of students in the control and experimental groups

The best grade is: 10 and the lowest is 0.

Table 35 Grades of students in the control and experimental groups

	Control		Experimental	
No.	Pretest	Posttest	Pretest	Posttest
1	5	8	2.5	5
2	7	5.5	4	8
3	2.5	4.5	1	6
4	1	7.5	1	5
5	2.5	5	2.5	7
6	4	5	4	8.5
7	1	3.5	1	5
8	3.5	8	3.5	6
9	0.5	3	5	8
10	1	3	7	9
11	3.5	6.5	2.5	4.5
12	5	8	2.5	5.5
13	3	8.5	1	6.5
14	1.5	5	2.5	7.5
15	4	8	4	9
16	1	3.5	3	7
17	5	8	6	9
18	3	6.5	2	7.5
19	2.5	5	4.5	6
20	3	3	0.5	5
21	5.5	9	3.5	5
22	2	2	5	8.5
23	1	6	5	9
24	4	6	7	8.5
25	1.5	2.5	2.5	7
26	1.5	1.5	1.25	6
27	2	3.5	5	8
28	4	6	6.5	9
29	1.5	1.5	5.5	7
30	1.5	6	4.5	6.5
31	1	1	0.5	6
32	1	1	3.5	7.5
33	4	6	5	9
34	1	7	5	10
35	5.5	9	7	8.5
36	2	2	2.5	8
37	1	6	1.25	4.5

38	4	6	5	6
39	1.5	2.5	6.5	9
40	1.5	1.5	3.5	7.5
41	4	5	5	8
42	1	3.5	7	8
43	3.5	8	2.5	4.5
44	0.5	3	2.5	7
45	1	3	0.5	6.5
46	3.5	6.5	3.5	8
47	5	8	5	8
48	3	8.5	5	7.5
49	2.5	4.5	7	9
50	1	7.5	1	7
51	2.5	5	2.5	6.5
52	4	5	1	6.5
53	1	3.5	2.5	7
54	3.5	8	4	8
55	0.5	3	1	7
56	1	3	4	7
57	2.5	4.5	2.5	8
58	1	7.5	1	6
59	2.5	5	2.5	7.5
60	4	5	4	9
61	1	3.5	1	7
62	3.5	8	3.5	9
63	0.5	3	0.5	5.5
64	1	3	1	6
65	3.5	6.5	5	7.5
66	5	8	7	9
67	3	8.5	2.5	6.5
68	1.5	5	2.5	7
69	4	8	1	7
70	2.5	4.5	2.5	5.5
71	1	7.5	4	9
72	2.5	5	1	6
73	4	5	3.5	8.5
74	1	3.5	0.5	7
75	3.5	10	1	5.5
76	0.5	3	2.5	7
77	1	3	1.5	6
78	2.5	4.5	5	8.5
79	1	7.5	7	10
80	2.5	5	2.5	7

81	4	5	1	8
82	1	3.5	2.5	6
83	3.5	8	4	7.5
84	5	8	1	9
85	7	5.5	3.5	7
86	2.5	4.5	0.5	9
87	1	7.5	1	5.5
88	2.5	5	3.5	6
89	4	5	5	9
90	1	3.5	3	8
91	5	8	1.5	7
92	7	5.5	3.5	8
93	2.5	4.5	0.5	6.5
94	1	7.5	1	5
95	2.5	5	2.5	7.5
96	4	5	1	6.5
97	1	3.5	2.5	8
98	1	7.5	4	8
99	2.5	5	1	6
100	4	5	2.5	7
101	1	3.5	1.5	5.5
102	3.5	8	2	6
103	5	8	4	9
104	7	5.5	1.5	5
105	2.5	4.5	1.5	5
106	2.5	4.5	1	6
107	1	7.5	1	6.5
108	2.5	5	4	8
109	4	5	1	7
110	1	3.5	3.5	8
111	3.5	8	6.5	9
112	0.5	3	5.5	7
113	1	3	4.5	9
114	2.5	4.5	0.5	7
115	1.5	1.5	3.5	9
116	2	3.5	5	8
117	4	6	5	8.5
118	1.5	1.5	7	9
119	1.5	6	3.5	7
120	1	1	5	9
121	1	1	7	7
122	4	6	2.5	7
123	1	7	2.5	8
124	3.5	10	6	9

Source: Survey
By: (Cáceres L., 2018)

4.4.3 Conclusion of Pre-test and Post-test

Pre-test

Control Group: this group had more mistakes than the other one, because the classes were made in a traditional way. Also, they had a lot of errors in verb tense. The students do not know about basic rules of grammar and syntax. For example:

- Are the was in Guayaquil.
- You am big.
- He are long.
- I am is intelligent.
- She was Ambato.
- She did cook rice
- They were dance.

Experimental Group: the students had the same mistakes like the control group. The majority made errors in verb tense and syntax. Example:

- She wos in class the math.
- They will go swimming.
- She do not read newspaper.
- I dont my homework.
- You are an play soccer.
- I wan not eat an orange.
- He doesn't was to school.

Post-Test

Control Group: In this group, the students improved the grammar syntax but not in a huge percentage. Also, they realized the verb tense errors in a minimum percentage like 10 or 20 percent. This is because the students are not familiarized with the language and they neither had good bases of learning English. The

traditional methods do not help them to improve their grammar skills and retain the knowledge.

Experimental Group: This group improves their grammar skills in a 40 and 50 percent, because the method is more constructive. The technology catches the attention of the student, therefore, he or she pays more attention on what it says while they are correcting their sentences and they retain the knowledge.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Once the relevant research has been carried out, the following conclusions have been reached:

- It is concluded that ALET will improve the development of grammar skills in a positive way, because the students will be familiarized with the technology and like this, they can work with other platforms of teaching like web pages in classes.
- It is determined the importance of ALET due to the fact that it helps students to learn English grammar with this useful and joyful program. This tool is extremely helpful in improving grammar skills. Therefore, they will be aware of grammar errors and consequently they will not commit them again.
- It is settled that English teachers and the High School do not have another tool of teaching that evaluates grammar and covers the educational curriculum; they just use an English book and a dictionary. In addition, there are not guidelines that include the use of web tools. Therefore, there are not ALET that improve their English grammar.

5.2 Recommendations

- The research demands to create a manual with the most effective ALET in the development of grammar skills, where the teachers and students can use it in an active way. The English teacher should choose the most assertive web tools of teaching English and the High School should elaborate an Internet schedule in order to use these tools in the English class.
- To use ALET in order improve students' grammar skills, which have helpful and beneficial tools that can be used in high school or at home in a funny and motivational way to learn English. Moreover, ALET will enhance the development of students' English in a foreign language context.
- The authorities should incorporate motivational strategies in the micro-planning level to enhance students' grammar skills, besides to implement a motivational strategy repertoire, not only for writing purposes, but also for other aspects of English language teaching.

CHAPTER VI

PROPOSAL

6. Informative Data

Topic: Manual of automated language evaluation tools webs to improve grammar skills.

6.1. Antecedents of the Proposal

Executing Institution:	Universidad Técnica de Ambato
Address:	Ambato
Province:	Tungurahua
Cantón:	Ambato
Beneficiaries:	Eloy Alfaro High School First, Second and Third Year of Bachillerato.
Estimated time:	Permanent
Responsible Technical Team:	Investigator Lcda. Lili Fernanda Cáceres Zambonino.

6.2. Background

In Tungurahua according to what the Ministry of Education, English language teaching was resumed in public schools, from the current academic period starting in September 2016, with a time from 3 to 5 hours. Years ago, the teaching of the language was withdrawn from the schools, generating problems in the process of teaching-learning because the students did not have the necessary bases to continue studying English at school (Jiménez Benavides , 2017).

In Ambato, "Luis A. Martínez" High School considers that the English language is very fundamental and necessary in the curriculum of the students and teachers who are trained in the study techniques to provide better learning to students where they can develop the skill of writing since they still have problems to understand, analyze texts which help for cognitive development. The institution carries out their practices without any difficulty, because they have laboratories of: Physics, Chemistry, Computing, Audiovisual, among others that allow students to be up to date with the technology. However, one of the most notorious weaknesses is the inadequate use of study techniques that help students develop reading skills in the English language (Arboleda, 2016).

Automated Language Evaluation Tools are characterized generally by being highly interactive proofreading programs to detect potential errors on grammar, vocabulary, spelling mistakes, mechanics and style. The goal of these tools is reinforcing and consolidating the grammar skill development for students to be more efficient in writing: increase satisfaction, reduce frustration and, ultimately, make the tasks that surround students more productive (Ivory M. Y., 2003).

Hence, generally the Automated Language Evaluation Tools allows an effective interactive evaluation with students, providing feedback and evaluating what has been done incorrectly, through which the problem can be demonstrated as such. Automated Language Evaluation Tools allows students to simulate complex processes, reducing the time that is available to impart a great amount of knowledge facilitating a differentiated work, introducing the student in the work with the computerized means (Ivory M. Y., 2003).

Automated Language Evaluation Tools develops the logical processes of thought, imagination, creativity and memory, permitting the transmission of large amounts of information in a shorter time, in a fun and regulated way by the teacher, facilitating the independent work and at the same time an individual treatment of the differences in correspondence with the diagnosis of the students. Besides it, the use of Automated Language Evaluation Tools by the teacher provides

enrichment on the field of Pedagogy by incorporating technology that revolutionizes language learning methods (Ivory M. Y., 2003).

6.3.Justification

The importance of this proposal is based on the interactive educational strategies to comprehend the grammar. For this reason, it is imperative to know the implications of the manual in the development of grammar skills with an automated language evaluation tool. The interest of this proposal is because it has been possible to demonstrate the lack of various strategies of teaching, which leads to inefficiency in carrying out this skill on the part of the students, especially in the English language. Therefore, the access to a better education using technology will also improve the cognitive analysis of the student and is a mediating tool of the teaching-learning process used by teachers and students. It is based on a better and playful way of teaching strategy with free web pages that any student can use, and it has been successful in terms of the part of the development process of grammar skills because those tools show the mistakes and the teacher explains the reason, interacting with technology, which is why it is original.

6.4.Objectives

6.4.1. General Objective:

To create a manual of Automated Language Evaluation Tools (ALET) in the development of Grammar Skills with a web page.

6.4.2. Specific Objective:

- To identify the programs to improve the grammar skills of the students
- To collect and analyze the automated Language Evaluation Tools
- To describe the use of the ALET.

6.5.Feasibility Analysis

Moreover, there is feasibility of carrying out this manual because it has the support of the institution such as: authorities, teachers and students that are part of this project. As well It is important to mention that are looking for a solution using strategies where students have activities inside the classroom and outside of it with the only objective of developing of grammar skills.

Strategy determines how organizational resources like ALET improve skills, and competencies that increase the effectiveness on teaching and learning.

The proposal presents the following resources:

Human: Investigator, Lic. Lili Fernanda Cáceres Zambonino.

Technicians: Computer, blackboard, physical equipment.

Economic: The investment demanded by the proposal will be made by the researcher and the institution.

6.6.Scientific basis

Manual

Definition

This manual is a textbook to be read and studied by students that want to know about five Automated Language Evaluator Tools and a web page where they can see all the best ALET, which instructs students on how to use them. It intended to be practiced, to have its instructions followed and its lessons performed.

Classifications of Manual by (Makoto, 2015)

- **Product Manual:** this is also called the “Instruction manual”. It is a manual that instructs users how to use the product.

- **Installation Manual:** this is a manual on how to set- up or install the product.
- **Troubleshoot Manual:** a type of manual used to fix parts of the product.
- **User Manuals:** a type of manual that focuses on different kinds of users- administrators, maintenance personnel, beginners, managers, or students
- **Operations Manual:** this is the manual for operations of the company or businesses. It is a set of standards and procedures for operations, work standards, and policies of the company.
- **Crisis Management Manual:** a manual on how to respond to crisis or tragedies such as earthquake, fire, storms, tsunami, or violence in the work premises.
- **Audit Manual:** this type of manual is a guide on how to do or make financial reports in relations to accounting and auditing matters.

The advantage of having the manual is as follows by (Makoto, 2015):

- **Reduced Time and Cost to Productivity:** we can improve the quality of our products and services. There will be lesser complaints and clarifications regarding how to use or how to install our products.
- **Shared Information:** we can share knowledge and wisdom which are compounded before to only one person or department. For new employees, this will also reduce the time for their training since the Manual would give them the standards and procedures they need to abide by. It will also give the employees a general overview of how the company operates and their respective roles and responsibilities.

- **Reduce and Minimize risks (Risk hedge):** businesses can avoid having misconceptions or misunderstandings; having a Manual sets the rules, guidelines and policies of the company operations.
- The manual also set the standards for the company to ensure profitability and growth.
- **Maximize potentials:** manuals are universal to the company. For example, when businesses outsource certain functions, a Manual provides consistency and quality assurance. Referring to a Manual increases the productivity and profitability of the company

Strategy

Strategy now constitutes an important weapon in the armory of the modern manager because strategy and planning have become inextricably linked. It is as an approach to establishing the long term future of an organization and then moving that organization in an appropriate direction. (Bell, 2010)

The strategic management process by (Lumen, 2013):

- **Strategic Objectives and Analysis:** the first step is to define the vision, mission, and values statements of the organization.
- **Strategic Formulation:** identify if the organization needs to find additional resources and how to obtain them. Formulate targeted plans to achieve the goals. Prioritize the most important tactics to achieving the objectives. Continue to scan the external environment for changes that would affect the chances of achieving the strategic goals.
- **Strategic Implementation:** Sometimes referred to as strategic execution, this stage is when the planning stops and the action begins. The best plans won't make up for sloppy implementation. Success in this stage depends upon employees being given the tools needed to implement the plan and being motivated to make it work.

- **Strategic Evaluation and Control:** because external and internal conditions are always changing, this stage is extremely important. Reexamine the goals or the measurement criteria, if it becomes apparent that the strategy is not working according to plan, and then new plans need to be formulated.

Educational Technology

The Educational Technology as the solution of the problems during the teaching-learning process, taking account the learning resources that are designed to be as an aid to students as tools, devices, and settings, which will allow the learning process to be more enjoyable and meaningful (Jonassen, 2010).

The dynamic interaction takes place as the students agree to have an evaluated answer or to ask for more information as word definitions about the input. Elements as readings or videos with the computer interaction will give more controlled chances for linguistic input for the students. The interaction takes place as the students agree to have an evaluated answer or to ask for more information as word definitions about the input. Elements as readings or videos with the computer interaction will give more controlled chances for linguistic input for the students.

Computer Assisted Language Evaluation

The evaluation is the principal goal in order to make a decision on the real value of something because it proposes a system by which the teacher can get to have a coherent, communicated, strong and persuasive determination or judgment on the worth of a lesson, practice, a task, a design or an approach. (Harper & Yesilada, 2008)

The evaluation is also matters with pedagogy and methodology because it also deals with the effect of using CALL on other educational aspects for example attitudes, motivation, and learning styles. It could be highlighted some teachers

describe technology as the answer to problems and others see it as a trick to redirect interest from the real pursuits of education, however, these today's reality for teachers and students is that technology provides a few new chances and demanding situations. (Grabe, 2002)

Evaluating technology for language learning are fundamental to language teaching nowadays, especially when students arrive to the classroom with ideas about technology and its application for information and communication.

Computer Assisted Evaluation

The teacher's main goal should not be just to evaluate the subject or topics during that evaluation process, rather should be focused on how effective and productive the evaluation tools and the reflector was analyzed on how useful and meaningful tools were there and see if the learning requirements and expectations achieved at the end of the task.

This type of evaluations could include language teachers and learners evaluating new statements. They must employ the appropriate evaluation criteria to judge the applicability of the tools in different spaces with different kind of learners. However, the teacher must be careful and be conscious about what each element is going to be evaluated so that teachers can be sure the evaluation is meaningful to avoid possible difficulties or confusion later with the assisted evaluation. (Grabe, 2002)

Automated Language Evaluation Tools

The importance of using language evaluation tools is because they give necessary assistance for teachers and students because it is essential to promote the upgrade and enhance the use of evaluation tools to help to integrate the students into the environment of the teachers or evaluators, optimizing the time now of an evaluation. Some programs intent to check written text mistake to correct them for

grammatical accuracy, but the true grammar checking is more complicated because a computer language program has a syntax and grammar. A person could write a complete formal grammar text in his or her natural language, but there is still a lack of shape in the real usage of it with a minimum help now of writing in a grammar checker. A dictionary is essential in the natural language grammar checker; taking accounts the part of speech every single word. (Ivory M. Y., 2003)

They are used as an aid for non-native speakers to correct or identify their writing errors. The text has to be carefully analyzed sentence by sentence and the grammar rules needed are applied to provide feedback at the end.

English Language

The intrinsic structural qualities of a language, the size of its vocabulary, the quality of its literature throughout history, and its association with great cultures or religions, are all important factors in the popularity of any language. Therefore, history shows us that an English language becomes a global language mainly due to the political power of its native speakers, and the economic power with which it is able to maintain and expand its position (Northrup, 2013).

English language is essential to communication in our current time. First, it is the most common foreign language because two people who come from different countries. It is a dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well (Northrup, 2013).

Language Process

On linguistic education in the formal education context and on how the relationships of the languages and the specific abilities taught are established clearly respond to different language ideologies that have prevailed in different socio-historical periods, which generally have a global character (Chapelle, 2008).

(Chomsky, 1965, 1989; Saussure, 1993) has conceptualized the object of linguistics (language in the case of Saussure and internal language, generative grammar, competence, knowledge of the language for Chomsky from an abstract formal and idealized perspective, sustaining its homogeneity. The linguistic theorists have focused on explaining the mechanism of the language itself, and even the essence of it and, ultimately, what it means to be individuals with language. It is interesting to point out that when we said, “classically in linguistics.

Language Processing chain provides the core text annotation, a given language includes many existing tools, adjusted and/or fine-tuned to ensure their interoperability. In most respects a language processing chain does not require development of new software modules, but rather combining existing tools (Chapelle, 2008).

Natural language processing concerns with the evaluation of the developed systems and with large-scale language processing are some of them. The insertion of the practical results of this area in daily systems has become a must.

Grammar Skills

Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Harmer defines the way in which words change themselves and group together to make sentences (Sargeant, 2007)

Grammatical deficiencies may cause a breakdown in communication and interfere with an intended message; therefore, it is understood that language learners need to speak fluently, but they also need to speak accurately. Similarly, and based on the importance of speaking a standard language which is clear and coherent to the recipient, it can be suggested that explicit grammar instruction is essential in second language acquisition (Sargeant, 2007).

Teaching grammar as a mechanism to enhance features need to be developed with formal instruction. In consideration to the explanations offered before, it can be concluded that grammar should certainly be incorporated in language curriculum, but it is advisable to be presented to those individuals who need or are prepared to receive formal grammatical instruction in the second or foreign language. (Sargeant, 2007).

6.7. Methodology Operating Model

Table 36 Methodoly Operating Model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE
Sensitization	- Present the strategies to improve grammar skills	Content selection Content integration Preparation of stages	Humans Materials Economic	Investigator
Planning	Systematize and regulate the strategies to promote attention and perception in the solution of practical academic situations.	Approach of the proposal to the teachers and students of the institution.	Humans Materials Economic	Authorities Teachers Investigator
Application	Apply the strategies correctly and ideally.	Practice of the proposal in the institution	Humans Materials Economic	Investigator
Evaluation	Evaluate the results of the application of the manual.	Evaluation of the proposal in the institution	Humans Materials Economic	Authorities Teachers Investigator

Source: The investigator

By: (Cáceres L., 2018)

A decorative border surrounds the central text area, featuring various computer-related icons such as a desktop tower, monitor, CD, folder, USB drive, mouse, printer, keyboard, and speakers, arranged in a repeating pattern.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

TOPIC:

“AUTOMATED LANGUAGE EVALUATION TOOLS MANUAL”

Autor: Lcda. Lili Fernanda Cáceres Zambonino.

Director: PhD. Verónica Elizabeth Chicaiza Redin.

Ambato-Ecuador

2018

A decorative border surrounds the central text area, featuring a repeating pattern of various computer-related icons in white and blue. The icons include a desktop tower, a mouse, a speaker, a monitor, a CD/DVD, a notepad with a pencil, a USB drive, a printer, a keyboard, and a power button.

INDEX

STRATEGY 1 WEB PAGE

STRATEGY 2 LANGUAGE TOOL

STRATEGY 3 GRAMMAR CHECK FOR SENTENCES

STRATEGY 4 NOUN PLUS

STRATEGY 5 GRAMMAR CHECK

STRATEGY 6 REVERSO SPELLER

CLASS ASSESSMENT

EVALUATION

STRATEGY 1: WEB PAGE

Objective:

To identify the ALET web pages

Procedure:

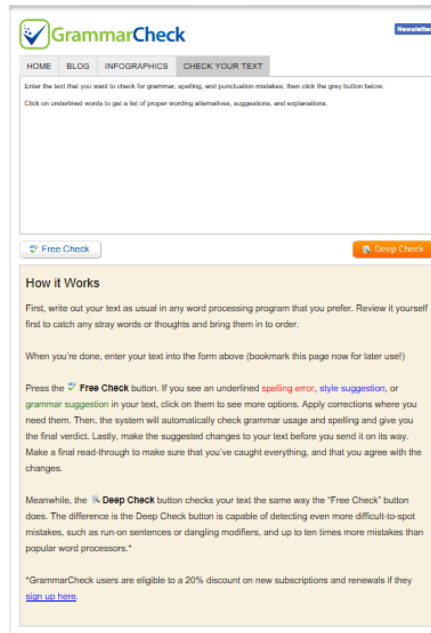
The student can choose which program he or she wants to work by **linking**:

<https://ferchislinda26.wixsite.com/misitio>

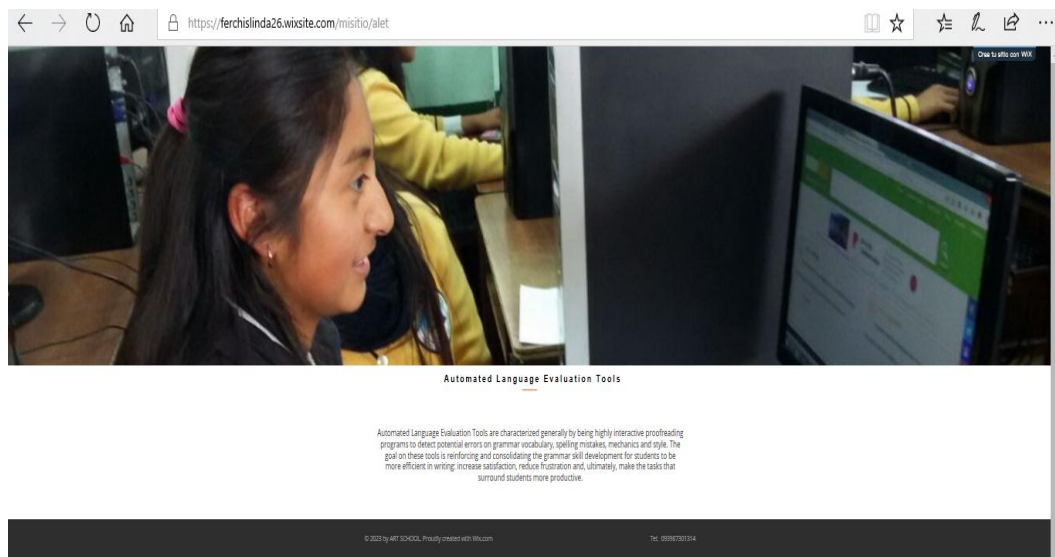


Activar Windows
Ve a Configuración para activar

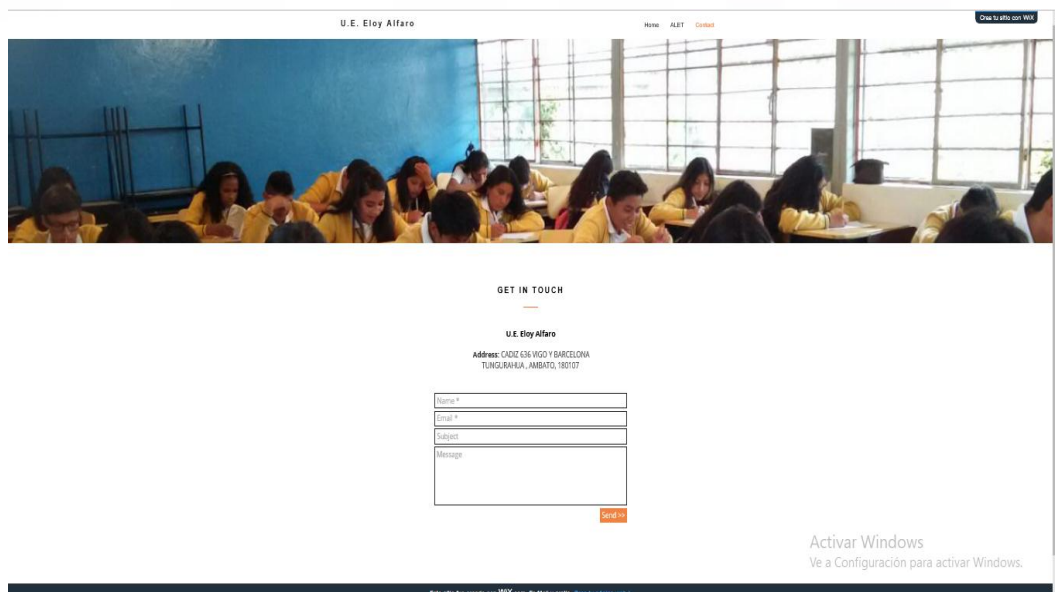
When you enter to this web page the student can click on whatever of the five best ALET to do their homework or classwork. You can work in every place you want at school or at home.



- The student can also see the theory of ALET



- The student can send messages to the email of the teacher to consult.



Duration of the exercise: Estimated time 5 minutes.

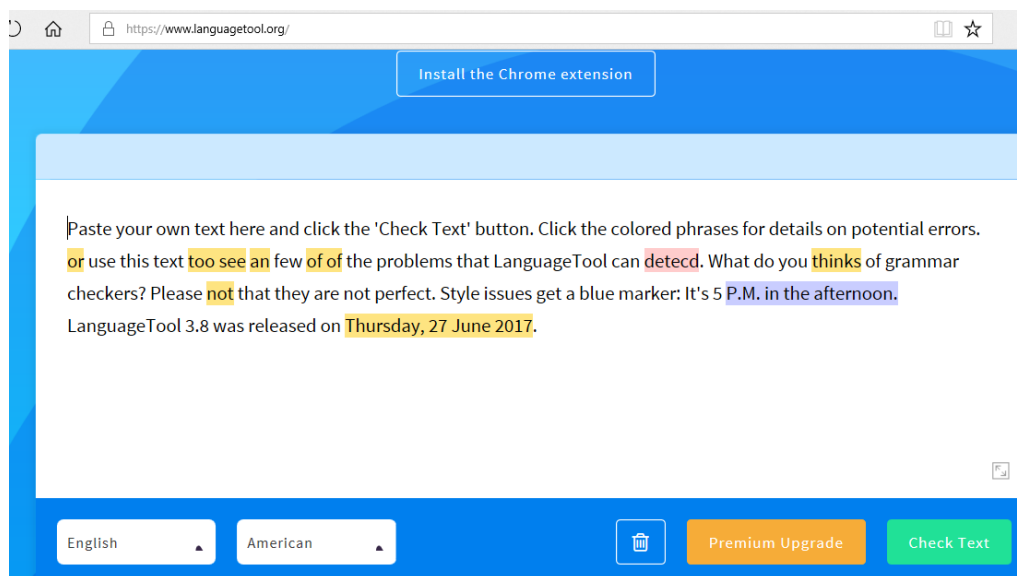
STRATEGY 2: LANGUAGE TOOL

Objective:

To identify grammar mistakes using the Simple Present of to Be Verb (am-is-are) with the **link**: <https://www.languagetool.org/>

Procedure:

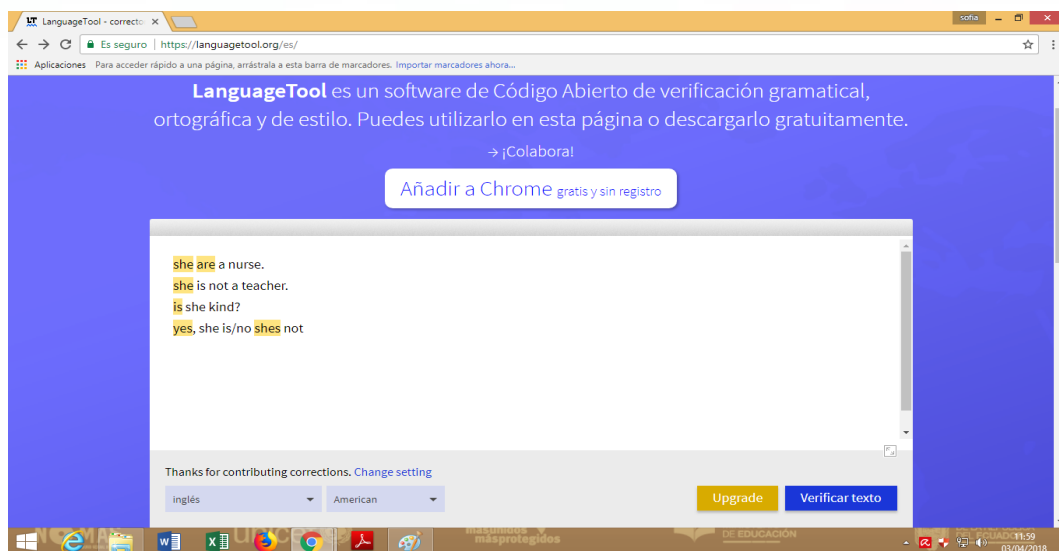
Enter to this link and you will find a chart like this.



Now in this box you can write for example sentences in affirmative, negative, yes-no question and short answers with the Simple Present of to Be Verb (am-is-are) and then click on “check” and the program will determine the grammar errors with colors.

Demonstration:

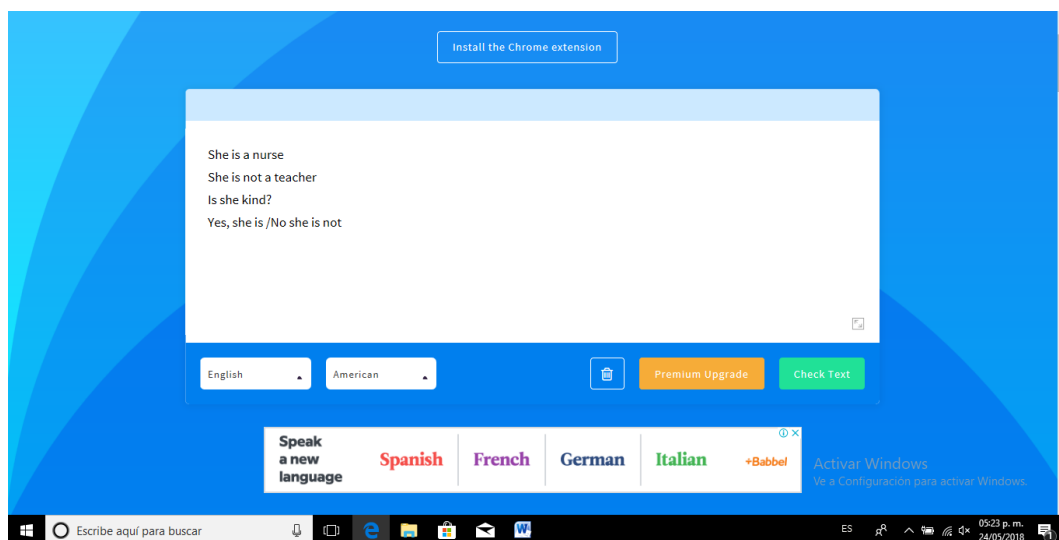
When you have finished the previous exercise and have clicked on checked, you will see the correct answers. Like this:



Duration of the exercise: Estimated time 5 minutes.

Corrected Sample

Once you have finished the exercise you will notice which the grammar errors found were so that you can notice them and correct them later.



STRATEGY 3: GRAMMAR CHECK FOR SENTENCES

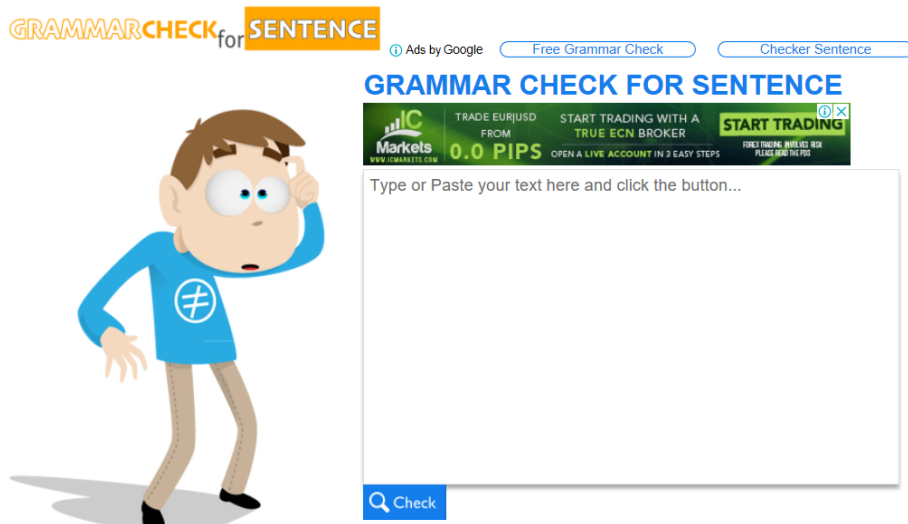
Objective:

Identify grammar mistakes while the student was using the Simple Past of to be verb to be (was-were) with the **link**

http://www.grammarcheckforsentence.com/?gclid=EAIaIQobChMIw5bYid2_2gIVwR-GCh1Y5wakEAAAYAiAAEgIXC_D_BwE#.WvyoXXtFzmS

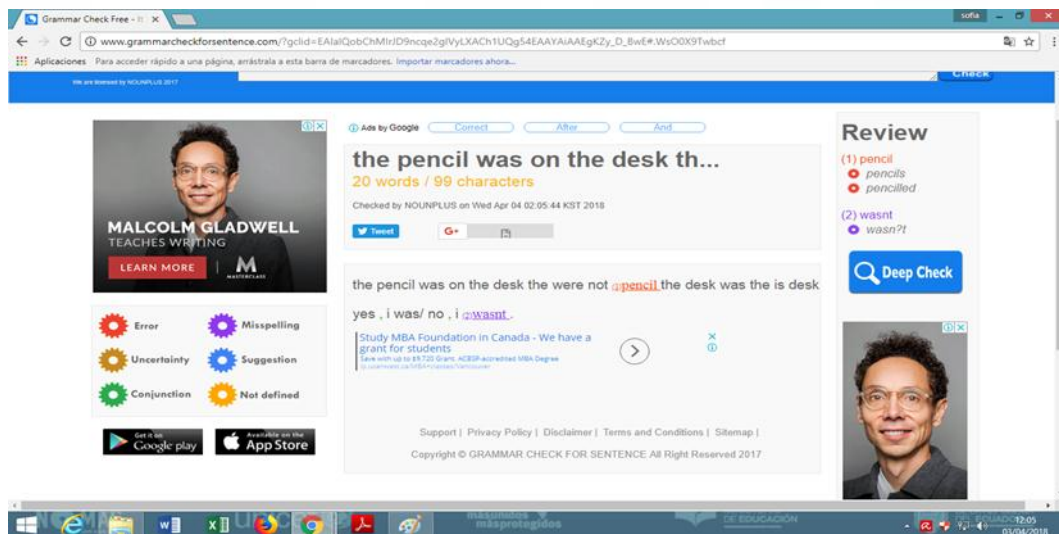
Procedure:

Enter to this link and you will find a chart like this. Now in this box you can write for example sentences in affirmative, negative, yes-no questions and short answers with the Simple past of the verb to be (was-were) and then click on “check” and the program will determine the grammar errors with different colors.



Demonstration:

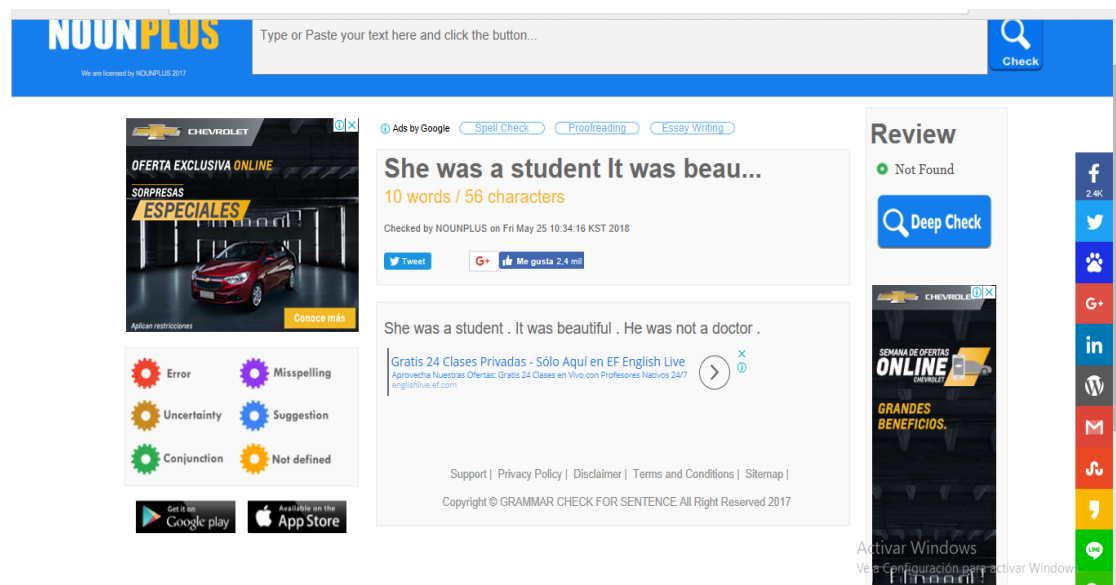
When you have finished the previous exercise and have clicked on “checked” you will see the mistakes you did on colors, each color determines the type of error that is beside the text like this:



Duration of the exercise: Estimated time 5 minutes.

Corrected Sample

Once you have finished the exercise you will notice which the grammar errors found were so that you can notice them and correct them later.



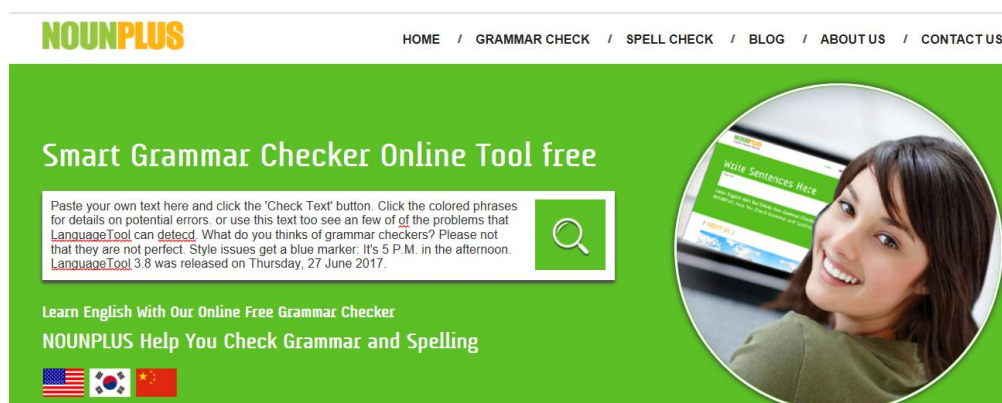
STRATEGY 4: NOUN PLUS

Objective:

Identify grammar mistakes of the sentences using Simple Present (do – does) with the link: <https://www.nounplus.net/>

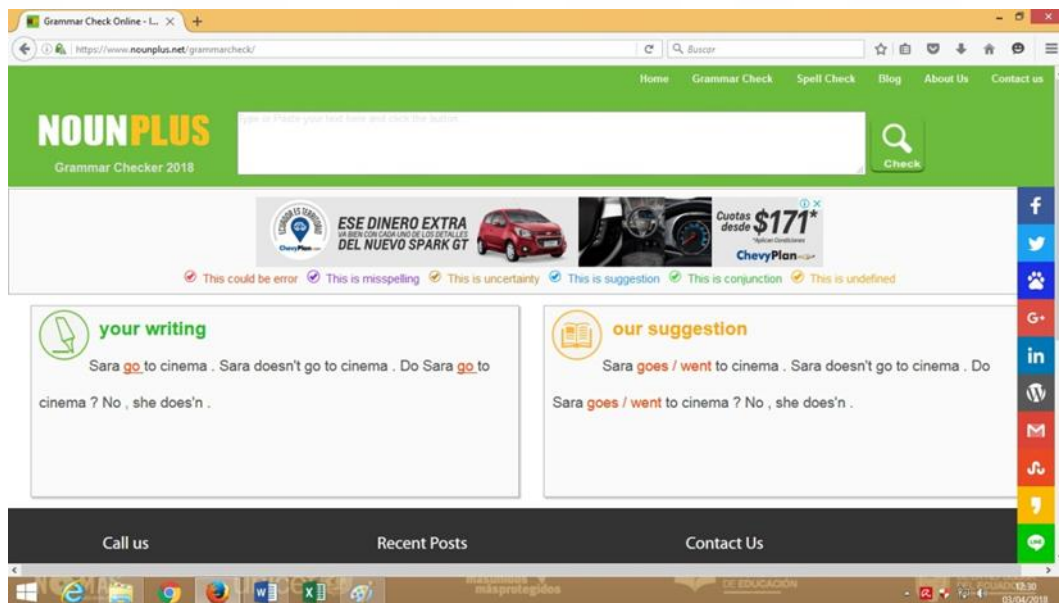
Procedure:

Enter to this like above and you will find a chart like this. Now in this box you can write sentences in affirmative, negative, yes-no questions and short answers using Simple Present (do – does) and click on “check”, it will determine the errors in another box.



Demonstration:

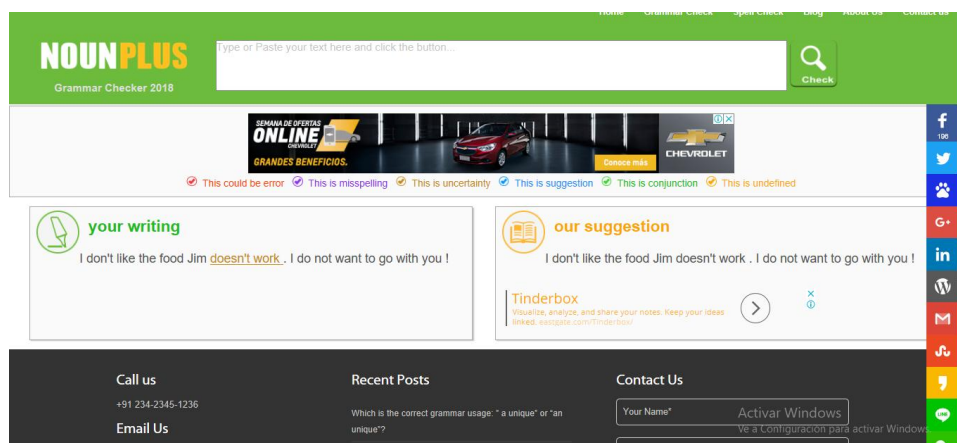
When you have finished the previous exercise and have clicked on “checked you can see the types of errors you did and beside the program is written the suggested answers like this:



Duration of the exercise: Estimated time 5 minutes.

Corrected Sample

Once you have finished the exercise you will notice which the grammar errors found were so that you can notice them and correct them later.



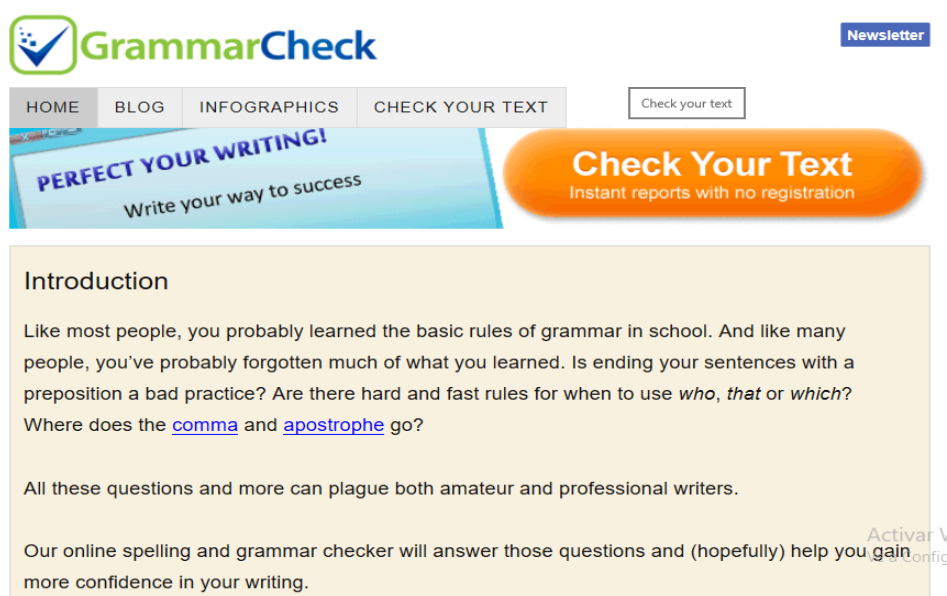
STRATEGY 5: GRAMMAR CHECK

Objective:

Identify grammar mistakes of the sentences using Simple Past Tense (did) with the **link:** <https://www.grammarcheck.net/editor/>

Procedure:

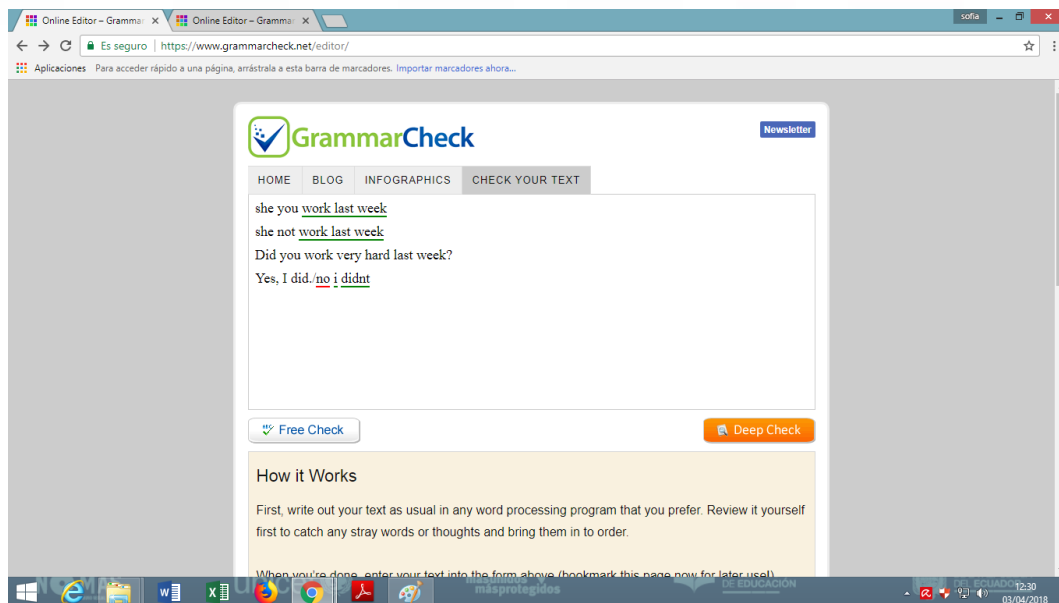
Enter to the link above and you will find a chart like this. Now in this box you can write affirmative, negative, yes-no questions and short answers using Simple Past Tense (did) and then click on “Check Your Text” In one box the student can write a sentence and click on “free check”.



The screenshot shows the GrammarCheck website. At the top, there is a navigation bar with links: HOME, BLOG, INFOGRAPHICS, and CHECK YOUR TEXT. A "Check your text" button is also visible. Below the navigation bar, there is a large orange button that says "Check Your Text" with the subtext "Instant reports with no registration". To the left of this button, there is a blue banner that says "PERFECT YOUR WRITING!" and "Write your way to success". Below the banner, there is a section titled "Introduction" which contains the following text: "Like most people, you probably learned the basic rules of grammar in school. And like many people, you've probably forgotten much of what you learned. Is ending your sentences with a preposition a bad practice? Are there hard and fast rules for when to use *who*, *that* or *which*? Where does the comma and apostrophe go?" Below this text, there is a paragraph that says "All these questions and more can plague both amateur and professional writers." and another paragraph that says "Our online spelling and grammar checker will answer those questions and (hopefully) help you gain more confidence in your writing." In the bottom right corner of the introduction section, there is a small text that says "Activar v" and "onfig".

Demonstration:

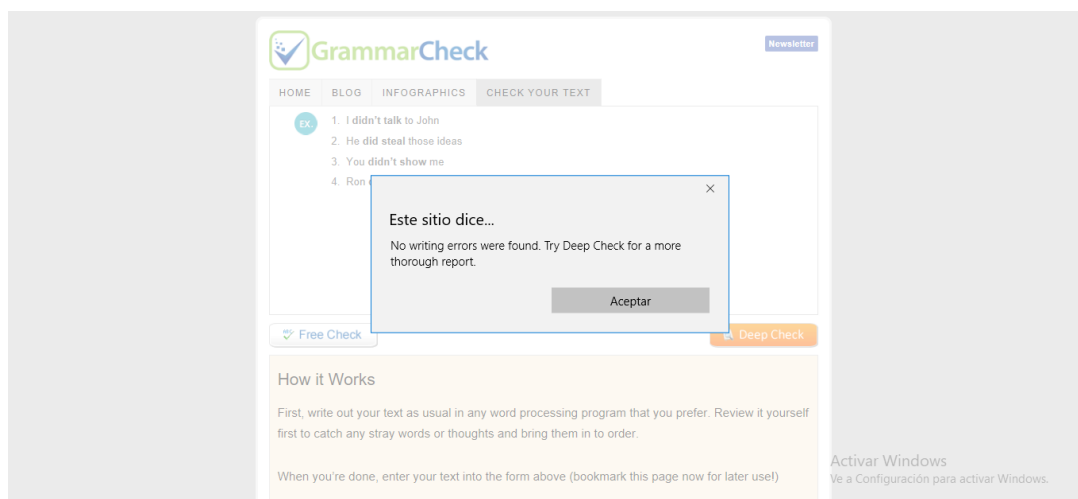
When you have finished the previous exercise and have clicked on “check your text” it will determine the errors with a red line below and the correct answer with another type of writing like this:



Duration of the exercise: Estimated time 5 minutes.

Corrected Sample

Once you have finished the exercise you will notice which the grammar errors found were so that you can notice them and correct them later. When there are no errors, it will send a message saying “No writing errors”



STRATEGY 6: REVERSO SPELLER

Objective:

Identify grammar mistakes of the sentences using in Future with the **link**:
<http://www.reverso.net/spell-checker/english-spelling-grammar/>

Procedure:

Enter to this link above and you will find a chart like this. Now in this box you can write affirmative, negative, yes-no question and short answer with Future (will-going to) and then click on “check”, it will determine the errors.

The screenshot shows the Reverso Speller website. At the top is a blue navigation bar with the 'Reverso Speller' logo and links for TRANSLATION, DICTIONARY, CONJUGATION, and CONTEXT. There are also social media icons and a language dropdown set to 'En'. Below the navigation bar, the main heading reads 'Spell checker: check grammar and spelling for English texts' with a 'Join Reverso' button. The central area is divided into three columns. The left column, titled 'Speller and grammar checker', features a text input field with the placeholder 'write here..', a language dropdown set to 'English', and checkboxes for 'Accept spelling: US' and 'UK'. A yellow 'Check' button is at the bottom right of this section. Below the input field, a box titled 'Proofread the examples below:' contains three bullet points: '«I couldnt tell there friends»', '«They dont now were Tom went»', and '«His much better then yesterday»'. The middle column, titled 'Proofreading tools', includes a search bar and buttons for 'Definition', 'Synonyms', 'Conjugator', and 'Grammar'. At the bottom of this column is a red button that says 'Add Reverso to Chrome'. The right column is an 'Advertising' section with four buttons: 'Seen this ad multiple times', 'Ad covered content', 'Ad was inappropriate', and 'Not interested in this ad'. At the bottom right of the page, there is a Windows logo and the text 'Activar Windows Ve a Configuración para a'.

Demonstration:

When you have finished the previous exercise and have clicked on “checked”, you will see the errors with a blue line below the word, click it and see the type of error and the correct answer like this:



Duration of the exercise: Estimated time 5 minutes.

Corrected Sample

Once you have finished the exercise you will notice which the grammar errors found were so that you can notice them and correct them later. When there are no errors, it will send a message saying, “No errors found”



Class assessment

1. Very good: Nine to ten
2. Good: Seven to eight
3. Regular: Twenty to Seven
4. Insufficient: One to three

Evaluation: It depends on the numbers of errors.

6.8 Administration of the proposal

The administration of the proposal will be in charge of the authorities of the Educational Unit and the researcher.

Table 37 Administration of the proposal

ACTIVITIES	RESPONSABLE
Planification	High School authorities and the investigator.
Socialization	High School authorities and the investigator.
Application	English Teachers and the investigator.
Evaluation	English Teachers and the investigator.

Source: Direct

By: (Cáceres L., 2018)

6.8 Forecast of the evaluation

Table 38 Forecast of the evaluation

BASIC QUESTIONS	EXPLANATION
Who requests the evaluation?	Authorities of the Educational Institution English Teachers
Why evaluate?	To know the results obtained from the application of the proposal
Why evaluate?	To obtain real data on the effectiveness of the strategies to improve the grammar skills of the students of the Eloy Alfaro High School
What to evaluate?	The effectiveness that the proposal showed as a solution or a reduction factor to the problem.
Who evaluates?	Investigator English Teachers Students
When to evaluate?	Permanent
How to evaluate?	Observation Academic performance
With what to evaluate?	Observation sheets Student notes
In what situation?	In the classroom and in the computer lab.

Source: Direct

By: (Cáceres L., 2018)

References

- Alison. (2018). English Language Skills Learning Path.
- Arboleda, W. (2016). *Las técnicas de estudio en el desarrollo de la destreza de lectura del idioma inglés en los estudiantes de décimo año de bachillerato general unificado de la unidad educativa "Luis A. Martínez"*. Retrieved from <http://repo.uta.edu.ec/bitstream/123456789/23183/1/Arboleda-%20Wilson-%20Tesis.pdf>
- Arias, L. (2013). *La adquisición de la competencia gramatical en Inglés*. Retrieved from <http://e-spacio.uned.es/fez/eserv/tesisuned:Filologia-Ldarias/Documento.pdf>
- Bell, L. (2010). *Inaugural Lecture*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.196.2086&rep=rep1&type=pdf>
- Benavides , G. (2016). *estrategias tecnológicas grupales y la destreza oral del idioma Inglés*. Retrieved from <http://repositorio.uta.edu.ec/bitstream/123456789/23239/1/Benavides%20Gloria%20-%20Tesis%20-%20Idiomas.pdf>
- Britland, M. (2013). *What is the future of technology in education?* Retrieved from <https://www.theguardian.com/teacher-network/teacher-blog/2013/jun/19/technology-future-education-cloud-social-learning>
- Cáceres L. (2018).
- Carlberge, J. (2004). The Development and Performance of a Grammar Checker for Swedish: A Language Engineering Perspective. *Natural Language Engineering*.
- Carolsson Godolakis, H. (2013). A study of the use of spell and grammar checker in texts by second foreign language learners.
- Chapelle, C. (2008). *Educational Linguistics*. USA: Blackwell Publishing Ltd.
- Córdoba Cubillo , P. (2015). The influence of grammar on English learners writing accuracy at the school of modern language. *Revista Káñina*, 107-121.
- Cortés Rodríguez, F. (2016). Building an RRG computational grammar . *Onomázein*, 86-117 .

- Cruz Corzo, C. (2013). Formal Grammar Instruction: Theoretical Aspects to Contemplate Its Teaching. *Profile Issues in Teachers' Professional Development*, 215-224.
- Crystal, D. (2012).
- Davies, G. (2016). *CALL (computer assisted language learning)*. Retrieved from <https://www.llas.ac.uk/resources/gpg/61>
- Educación, M. d. (2015, Enero 05). *Ministerio de Educación*. Retrieved from Ministerio De Educación: <http://educacion.gob.ec/wp-content/uploads/downloads/2016/03/LOEI-Actualizado.pdf>
- Education, E. M. (2016).
- El Comercio. (2015). *Latinoamericanos tienen bajo nivel de inglés y Ecuador no es la excepción*. Retrieved from <http://www.elcomercio.com/tendencias/ecuador-niveldeingles-latinoamerica-idiomasy-educacion.html>
- El Comercio. (2017, Noviembre 8). Ecuador alcanzó el puesto 55 de 80 en idioma inglés, según EF English Proficiency Index. *El Comercio*.
- El Telegrafo. (2012). *Lack of a text makes it difficult to learn English*. Retrieved from <http://www.eltelegrafo.com.ec/noticias/sociedad/4/falta-de-un-texto-dificulta-el-aprendizaje-del-ingles>
- Fenwick, T., & Edwards, R. (2012). *Researching Education Through Actor-Network Theory*. Wiley Black Well.
- Grabe, S. y. (2002, 10 09). *El Currículo organizado en Competencias Evaluación de los Aprendizajes en estudiantes universitarios*. Retrieved 08 07, 2014, from <http://www.uvg.edu.gt/facultades/educacion/maestros-innovadores/evaluacion/pdf>.
- Grammar Checker. (2016). *Level up your writing*. Retrieved from [https://www.grammarly.com/?q=grammar&utm_source=google&utm_medium=cpc&utm_campaign=Search%20\\$.10%20-%20\\$.20%20CPC%20-%20Poor&utm_content=28014499926&utm_term=sentence%20checker&matchtype=b&placement=&network=g&gclid=CjwKCAiAtdDTBRArEiwAPT4y-9X3P-PuHjleuZP](https://www.grammarly.com/?q=grammar&utm_source=google&utm_medium=cpc&utm_campaign=Search%20$.10%20-%20$.20%20CPC%20-%20Poor&utm_content=28014499926&utm_term=sentence%20checker&matchtype=b&placement=&network=g&gclid=CjwKCAiAtdDTBRArEiwAPT4y-9X3P-PuHjleuZP)

- Grammar checker. (2018). *Grammar checker*. Retrieved from <https://grammarchecker.net/>
- Harper, & Yesilada. (2008). *Web Accessibility: A Foundation for Research*. London: Springer.
- Hitotuzi, N. (2007). Some Relevant Aspects of the Constituents of the English Tone Unit for Formal Pronunciation Teaching. *Profile Issues in Teachers' Professional Development*, 165-178.
- Hubbard, & Levy. (2006). *Teacher Education in CALL*. Amsterdam/Philadelphia: Jhon Benjamins Publishing Company.
- Ivory, M. Y. (2003). *Automated Web Site Evaluation: Researchers' and Practioners' Perspectives*. Washington, USA: Springer Science+Business Media Dordrecht.
- Jiménez Benavides , M. (2017). “*Estrategias de Autoevaluación en la destreza oral del idioma Inglés en los estudiantes de la carrera de Idiomas de la “Universidad Técnica De Ambato”*”. Retrieved from <http://repo.uta.edu.ec/bitstream/123456789/25007/1/Jim%C3%A9nez%20Benavides%20Maribel%20Alexandra.pdf>
- Johnson, D. (1992). *Approaches to research in second language learning*. New York: Longman.
- Jonassen, D. (2010). *How Does Technology Facilitate Learning?* Retrieved from <https://www.education.com/reference/article/how-does-technology-facilitate-learning/>
- Klinger, C., & Vadillo, G. (2014). *Psicología cognitiva. Estrategias en lapráctica docente*. México: McGraw- Hill.
- Kolz , B. (2014). Constituents to syntax-oriented dependencies. *Sociedad Española para el Procesamiento del Lenguaje Natural*, 53-60.
- Larrinaga, A. (2014). Reading process and Language education Linguistic, educational and political aspects regarding two groups in Uruguay: Deaf students and University students. *Psicología, Conocimiento y Sociedad*, 62-88.

- Levy, & Stockwell. (2006). *CALL Dimensions Options and Issues in Computer-Assisted Language Learning*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Lillehaug Rasch, S. (2016). *A study of the relation between students' perception of grammar instruction and their multiple intelligences*. Retrieved from <https://munin.uit.no/bitstream/handle/10037/9736/thesis.pdf?sequence=2>
- Lumen. (2013). *Principles of Management*. Retrieved from <https://courses.lumenlearning.com/wm-principlesofmanagement/chapter/stages-and-types-of-strategy/>
- Makoto. (2015). *The Importance of Having a Manual*. Retrieved from <http://foundersguide.com/manual-of-operations-helpful-tool-for-business/>
- Marcial , E. (2017). Aprendizaje de Gramática. *Revista Atlante*.
- McAlexander , P. (2011). Checking the grammar checker. *journal of Basic Writing*.
- Naber, D. (2003). *A Rule-Based Style and Grammar Checker*. Retrieved from http://www.danielnaber.de/language-tool/download/style_and_grammar_checker.pdf
- Navas, C. (2017). Observing students' syntactic errors and the perceptions towards writing in the composition course. *Káñina, Rev. Artes y Letras, Univ. Costa Rica XLI*, 109-130.
- Naved , Z. (2015). *The Importance of the English Language in Today's World*. Retrieved from <https://owlcation.com/humanities/importanceofenglishlanguages>
- Northrup. (2013). *How English Became the Global Language* . New York: Palgrave Macmillan.
- Núñez , M. (2018). ESTRATEGIA METODOLÓGICA BASADA EN LOS DIAGRAMAS REEDKELLOGG PARA MEJORAR El aprendizaje de la gramática del Inglés como lengua extranjera. *Revista Órbita Pedagógica* .
- Ogrodniczuk , M. (2011). ATLAS – The Multilingual Language Processing Platform. *Procesamiento del Lenguaje Natural*, 241-248.
- Oliveira , L. (2014). Language Teaching in Multilingual Contexts. *Revista Brasileira de Linguística Aplicada*, 265-270.

- Online Spellcheck. (2018). Retrieved from <http://www.online-spellcheck.com/>
- Pekka, S. (2015). Grammar is the heart of language: grammar and its role in language learning among Finnish university students. *Bibliothèque Nationale de France* .
- Ponto, J. (2015). *Understanding and Evaluating Survey Research*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/>
- Sakshaug, L. (2007). Grammar and developing writing skills. *Grammatikk og skriveutvikling* .
- Sañudo, J. (2014). *Teaching of the Grammar and the use of corrector gramatical (Grammar Checker)*. Retrieved from <http://eprints.ucm.es/27320/1/tfm.pdf>
- Sargeant, H. (2007). *Basic English Grammar Book 2 for English Language Learners*. United States: Saddleback Educational Publishing.
- Sofia, H. (2015). *Teaching technical writing skills using web 2.0 technology*. Retrieved from file:///C:/Users/Javi/Downloads/Thesis_Sofia.pdf
- Strube de Lima , V. (2007). Introduction to the issue: From Natural Language Processing to Information and Human Language Technology. *Inteligencia Artificial. Revista Iberoamericana de Inteligencia Artificial*, 5-7.
- Syntactic functions. (2017). *Clauses and clause elements*. Retrieved from http://folk.uio.no/hhasselg/grammar/Week2_syntactic.htm
- The history of English. (2013). *English a Global Language*. Retrieved from http://www.thehistoryofenglish.com/issues_global.html
- Upadhyay, P. (2013). Education Technology A Blend of Product and Idea Technology. *Techno Learn*, 57-65.
- Varsity Tutors . (2014). *Varsity Tutors*. Retrieved from <https://www.varsitytutors.com/blog/7+tips+to+improve+your+grammar+s+kills>

ANNEXES

Annex 1: Documents



**UNIDAD EDUCATIVA
"GRAL. ELOY ALFARO DELGADO"**

Reg. N° 397-0282-0010
Calle 8 - 20 y 14to - Glla. Rosera - email: de@unidadeducativaambato.edu.ec
ambato - 5100000

AMBATO - 5100000

Ambato, 07 de Marzo, 2018

Dra.

Myriam Poveda.

RECTORA DE LA UNIDAD EDUCATIVA GRAL. ELOY ALFARO DELGADO.

Presente

De mi consideración:

Yo, Lili Fernanda Cáceres Zambonino con C.I. 0502037770, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito a usted muy comedidamente se digne en otorgar el respectivo permiso para realizar mi investigación de tesis la cual tiene como tema: **"AUTOMATED LANGUAGE EVALUATION TOOLS AND THE DEVELOPMENT OF GRAMMAR SKILLS."**

Por la gentil atención que se sirva dar a la presente, desde ya expreso mis más sinceros agradecimientos.

Atentamente:



Lili Fernanda Cáceres Zambonino.
DOCENTE DE INGLÉS.

UNIDAD EDUCATIVA
"GRAL. ELOY ALFARO DELGADO"

RECIBIDO

FECHA: 07-03-2018

HORA: 12:30

RESPONSABLE: 



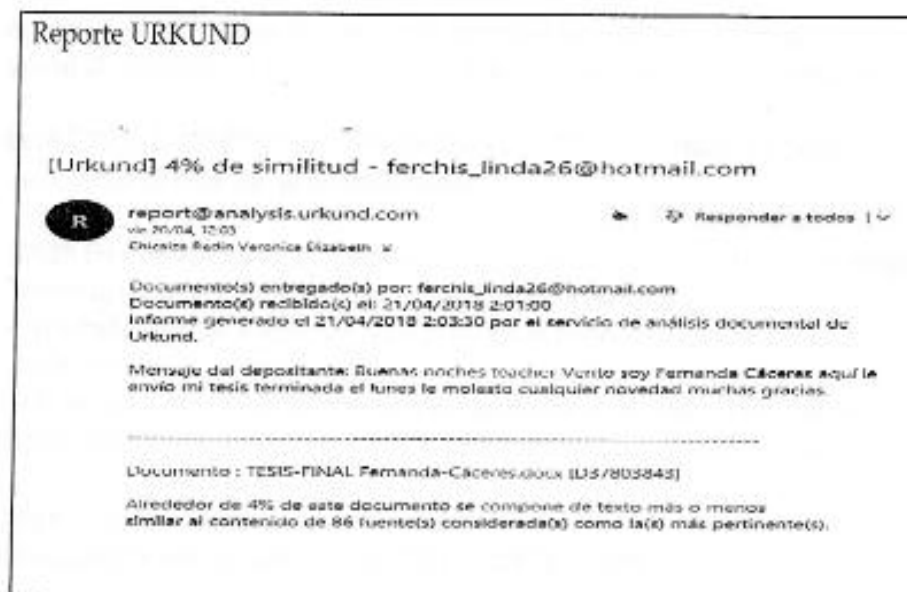


Ambato 23 de abril del 2018

Doctora
Adriana Reinoso
PRESIDENTA
UNIDAD DE TITULACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.

De mi consideración:

Por medio de la presente pongo en conocimiento el reporte del URKUND del trabajo de investigación con el tema AUTOMATED LANGUAGE EVALUATION TOOLS AND THE DEVELOPMENT OF GRAMMAR SKILLS, elaborado por la señora Lili Fernanda Cáceres Zambonino, estudiante de la Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera cohorte 2015, el mismo que evidencia un 4% de similitud, como se puede observar en la captura de pantalla siguiente:



Particular que comunico para los fines pertinentes.

Atentamente,


Mg. Verónica Chicaiza Redin Ph.D
Docente FCHE



UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (Encuesta a Docentes)

Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Optima (O)	Buena (B)	Regular ®	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	/			/					/		
2	/			/					/		
3	/			/					/		
4	/			/					/		
5	/			/					/		
6	/			/					/		
7	/			/					/		
8	/			/					/		
9	/			/					/		
10	/			/					/		
Datos del Validador			<i>Moncillo Fiallos Carlos Andrés</i>		<i>1802318145</i>			<i>Andrés Moncillo</i>			
			Apellidos y Nombres		N° de cédula			Firma			
			<i>Capacitado enseñanza superior</i>		<i>Capacitado</i>			<i>5-mar-2013</i>		<i>2448073</i>	
			Profesión		Cargo			Fecha		Teléfono	

Activar Windows

Fuente: Universidad Central del Ecuador (2017)



UNIVERSIDAD TECNICA DE AMBATO
DIRECCION DE POSGRADO

MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (Encuesta a Estudiantes)

Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Lenguaje		Observaciones
	Pertinencia (P)	No Pertinencia (NP)		Optima (O)	Buena (B)	Regular ®	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	/			/					/		
2	/			/					/		
3	/			/					/		
4	/			/					/		
5	/			/					/		
6	/			/					/		
7	/			/					/		
8	/			/					/		
9	/			/					/		
10	/			/					/		
Datos del Validador			<i>Korales Fiallos Carlos Andrés</i>				<i>1802318145</i>		<i>Andrés Korales F.</i>		
			Apellidos y Nombres				Nº de cédula		Firma		
			<i>Profesional enseñanza superior</i>				<i>Capacitador</i>		<i>5-mar-2018</i>		<i>2448013</i>
			Profesión				Cargo		Fecha		Teléfono

Activar Windows
Fuente: Universidad Central del Ecuador (2017)



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO
MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA.

Survey directed to the Teachers of Eloy Alfaro High School of Ambato city.

Objective: This survey was used to demonstrate if students or teachers use technical methods like automated language evaluation tools to improve their grammar skills like an inferential statistic to test the hypothesis.

Instructions:

- Select one of the proposed options by marking with an X.
- Being an anonymous survey requires being as honest as possible.
- Erases or amendments are not accepted.

Survey to Teachers.

#	Questions	Alternatives			
		Grammar charts	Games	Gap filling activities	Grammar sheets.
1	Which strategies or techniques do you use to teach grammar to your students?				
		Yes	No	Maybe	
	Do your students have problems to develop grammar skills?				
3	Do you used traditional methods to teach grammar in classes?				
4	Do you look for new strategies to improve grammar skills in your students? if yes, which one do you know?.....				
5	Do you know about tools to develop grammar skills?				
6	Do the students have the facility to use the internet in classes?				
7	Have you ever heard about Automated Language Evaluation Tools (ALET)? If yes, which one do you know?.....				
8	Would you like to learn what Automated Language Evaluation Tools (ALET) are and how to work with them?				

By: (Cáceres, 2018)

Gracias por su colaboración



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO
MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA.

Survey directed to the students of Eloy Alfaro High School of Ambato city.

Objective: This survey was used to demonstrate if students or teachers use technical methods like automated language evaluation tools to improve their grammar skills like an inferential statistic to test the hypothesis.

Instructions:

- Select one of the proposed options by marking with an X.
- Being an anonymous survey requires being as honest as possible.
- Erases or amendments are not accepted.

Survey to Students.

#	Questions	Alternatives			
		Grammar charts	Games	Gap filling activities	Grammar sheets.
1	Which strategies or techniques do your teachers use to teach grammar?				
		Yes	No	Maybe	
2	Do you have problems to develop grammar skills in class?				
3	Do your teachers use traditional methods to teach grammar in classes?				
4	Do your teachers look for new strategies to improve your grammar skills?				
5	Do you know about tools for the development of grammar skills? If yes, which one do you know?				
6	Do you have the facility to use the internet in classes?				
7	Have you ever heard about auto evaluation tools (ALET)? If yes, which one do you know?				
8	Would you like to learn what Automated Language Evaluation Tools (ALET) are and how to learn grammar with them?				

By: (Cáceres, 2018)

Gracias por su colaboración



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

PRE-TEST

CONTROL GROUP

The experiment will be carried out in the classrooms of Eloy Alfaro High School, it has the respective approval of the Principal's Institution and the students will have the presence of Teacher Fernanda Cáceres to guide and help them during this process.

Topic: "AUTOMATED LANGUAGE EVALUATION TOOLS AND THE DEVELOPMENT OF GRAMMAR SKILLS."

1. Using your English dictionary write a sentence in Affirmative, Negative, Yes-No question and short answer using the **Simple Present of To-Be Verb (am-is-are)**. (0,5x4= 2 points.)

Example:

You are tall.

You are not tall.

Are you tall?

Yes, you are /No, you are not.

2. Using your English dictionary write a sentence in Affirmative, Negative, Yes-No question and short answer using **Simple Past of To-Be Verb (was-were)**. (0,5x4= 2 points.)

Example:

I was in France.

I was not in France.

Was I in France?

Yes, I was / No, I was not.

3. Using your English dictionary write a sentence in Affirmative, Negative, Yes-No Question and Short answer using **Simple Present (do-does)**. It could be a regular or irregular verb. (0,5x4= 2 points.)

Example:

<i>We get up at six o'clock.</i>	<i>She goes for a walk.</i>
<i>We don't get up at six o'clock.</i>	<i>She doesn't go for a walk.</i>
<i>Do we get up at six o'clock?</i>	<i>Does she go for a walk?</i>
<i>Yes we do. / No, we don't.</i>	<i>Yes, she does / No, she doesn't.</i>

4. Using your English dictionary write a sentence in Affirmative, Negative, Yes-No Question and Short answer with **Simple Past Tense (Did)**. It could be a regular or irregular verb. (0,5x4= 2 points.)

Example:

You ate an apple.
You didn't eat an apple.
Did you eat an apple?
Yes, you did / No, you didn't.

5. Using your English dictionary write a sentence in Affirmative, Negative, Yes- No Question and Short answer using **Future**. It could be Will or Going to. (0,5x4= 2 points.)Example:

<i>They will travel to Spain.</i>	<i>He is going to school.</i>
<i>They will not travel to Spain.</i>	<i>He is not going to school.</i>
<i>Will they travel to Spain?</i>	<i>Is he going to school?</i>
<i>Yes, they will / No, they will not.</i>	<i>Yes, he is / No, he is not.</i>

By: (Cáceres, 2018)



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

POST-TEST

EXPERIMENTAL GROUP

The experiment will be carried out in the Computer Lab of Eloy Alfaro High School, it has the respective approval of the Principal's Institution and the students will have the presence of Teacher Fernanda Cáceres to guide and help them during this process.

Topic: "AUTOMATED LANGUAGE EVALUATION TOOLS AND THE DEVELOPMENT OF GRAMMAR SKILLS."

1. Using Language Tool Style and Grammar Check <https://www.languagetool.org> write a sentence in Affirmative, Negative, Yes-No question and short answer using the **Simple Present of To-Be Verb (am-is-are)**. (0,5x4= 2 points.)

Example:

You are tall.

You are not tall.

Are you tall?

Yes, you are / No, you are not.

2. Using Instant Grammar Checker. http://www.grammarcheckforsentence.com/?gclid=ChF2vXs_dQCFYgkhgodeCsAAg#.W WL-8bSGHo write a sentence in Affirmative, Negative, Yes-No question and short answer using **Simple Past of To-Be Verb (was-were)**. (0,5x4= 2 points.)

Example:

I was in France.

I was not in France.

Was I in France?

Yes, I was / No, I was not.

3. Using Free-English Grammar Checking Tool <https://www.nounplus.net/> write a sentence in Affirmative, Negative, Yes-No Question and Short answer using **Simple Present (do-does)**. It could be a regular or irregular verb. (0,5x4= 2 points.)

Example:

<i>We get up at six o'clock.</i>	<i>She goes for a walk.</i>
<i>We don't get up at six o'clock.</i>	<i>She doesn't go for a walk.</i>
<i>Do we get up at six o'clock?</i>	<i>Does she go for a walk?</i>
<i>Yes we do. / No, we don't.</i>	<i>Yes, she does / No, she doesn't.</i>

4. Using Online Editor Grammar Checker <http://www.grammarcheck.net/editor/> write a sentence in Affirmative, Negative, Yes-No Question and Short answer with **Simple Past Tense (Did)**. It could be a regular or irregular verb. (0,5x4= 2 points.)

Example:

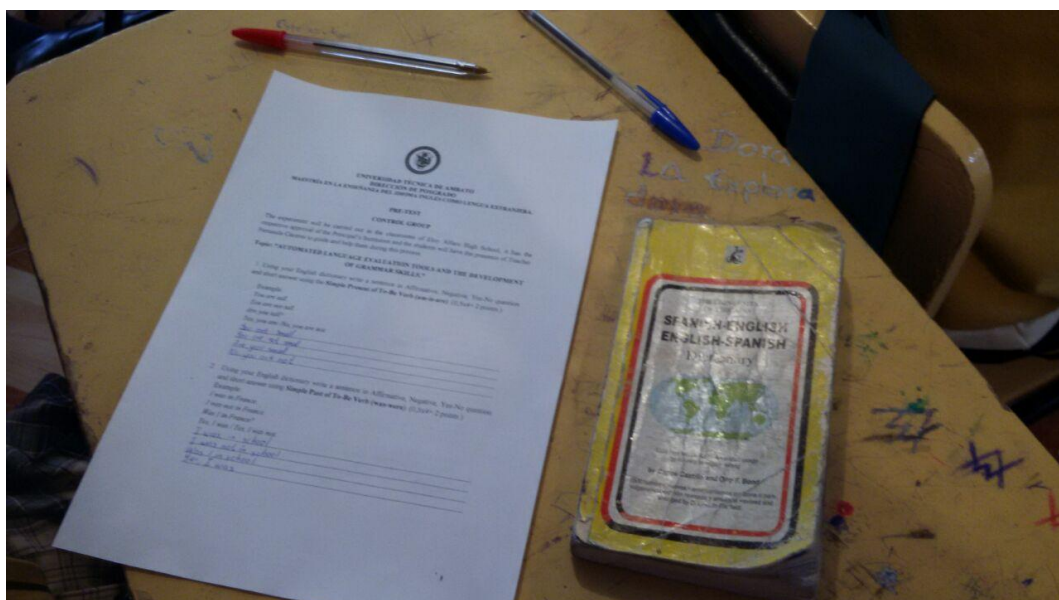
You ate an apple.
You didn't eat an apple.
Did you eat an apple?
Yes, you did / No, you didn't.

5. Using Grammar and Spellchecker English Reverso <http://www.reverso.net/spell-checker/english-spelling-grammar/> write a sentence in Affirmative, Negative, Yes- No Question and Short answer using **Future**. It could be Will or Going to. (0,5x4= 2 points.) Example:

<i>They will travel to Spain.</i>	<i>He is going to school.</i>
<i>They will not travel to Spain.</i>	<i>He is not going to school.</i>
<i>Will they travel to Spain?</i>	<i>Is he going to school?</i>
<i>Yes, they will / No, they will not.</i>	<i>Yes, he is / No, he is not.</i>

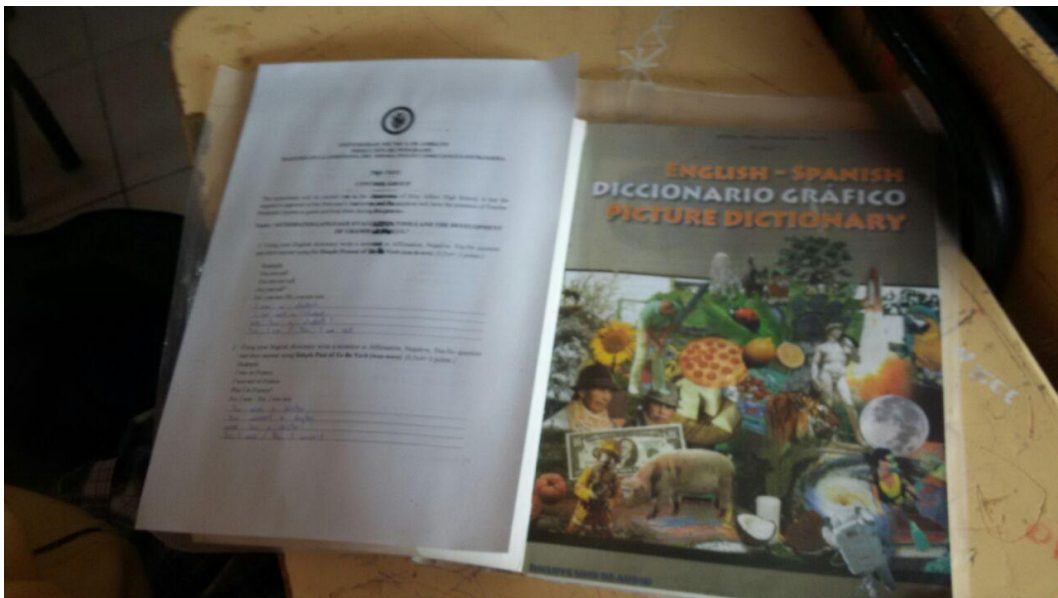
By: (Cáceres, 2018)

Annex 2: Photographs.









Source: Eloy Alfaro High School
By: (Cáceres L., 2018)