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TITLE:

THE IMPLEMENTATION OF A PORTFOLIO TO IMPROVE THE WRITTEN USE OF PRESENT PERFECT TENSE IN A CASE STUDY OF A 2ND YEAR STUDENT OF BACHILLERATO, IN PARALLEL “A” AT VICENTE ANDA AGUIRRE HIGH SCHOOL, ACADEMIC YEAR 2013-2014

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

AUTHOR: Ángela Cecilia Campoverde Jumbo

THESIS ADVISOR: Rosa Virginia González Zúñiga, Mg. Sc.

Loja- Ecuador

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CERTIFICATION

Rosa Virginia González Zúñiga, Mg.Sc

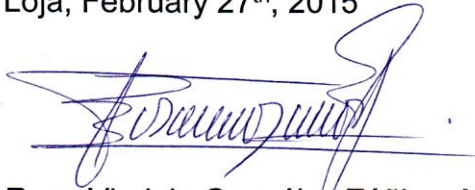
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Loja, February 27th, 2015



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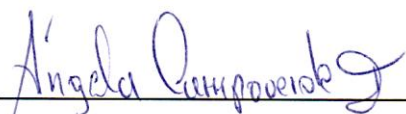
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Firma: 

Autor: Ángela Cecilia Campoverde Jumbo

Cedula: 1104360019

Dirección: Obra Pía

Correo electrónico: cecilia0410@gmail.com

DATOS COMPLEMENTARIOS

Director de tesis: Rosa Virginia González Zúñiga, Mg. Sc.

Tribunal de grado

Dra. M. Sc. Elizabeth María Sarmiento Bustamante. PRESIDENTA

Lic. M. Sc. María Patricia Rodríguez Ludeña. VOCAL

Dra. M. Sc. María Lorena Muñoz. VOCAL

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THE AUTHOR

DEDICATION

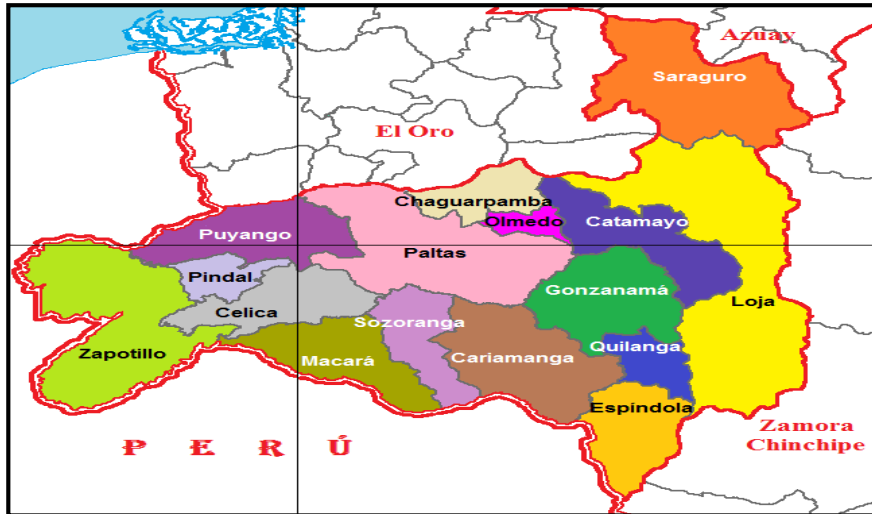
In dedication to my loving mother for making me be who I am.

Angela Cecilia.

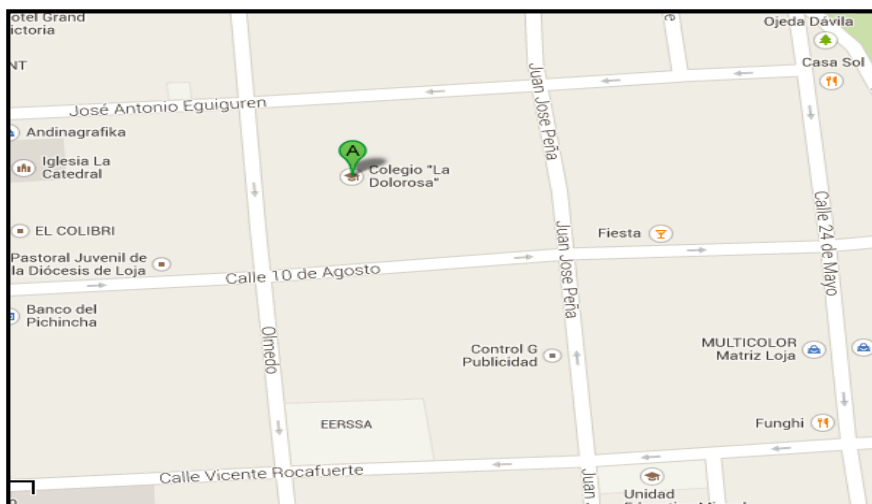
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MAPA GEOGRÁFICO Y CROQUIS



Source: Mapas Ecuador (2015)
Researcher: Ángela Campoverde J.



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THESIS SCHEME

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a. TITLE

THE IMPLEMENTATION OF A PORTFOLIO TO IMPROVE THE WRITTEN USE OF PRESENT PERFECT TENSE IN A CASE STUDY OF A 2ND YEAR STUDENT OF BACHILLERATO, IN PARALLEL "A" AT VICENTE ANDA AGUIRRE HIGH SCHOOL, ACADEMIC YEAR 2013-2014

b. RESUMEN

Este estudio de caso tuvo el propósito de mejorar el uso escrito del Presente Perfecto con la implementación del Portafolio, el mismo que se realizó con un estudiante de 2do Año de Bachillerato del Colegio Vicente Anda Aguirre. Un plan de intervención con ocho sesiones, diferentes pruebas hechas por el investigador fueron utilizadas para medir el progreso del estudiante. Instrumentos como diario de campo se utilizaron en cada sesión. Los resultados indicaron que el uso del portafolio facilitó de manera significativa el progreso del estudiante, que se refleja en el notable aumento de las puntuaciones post-test y la participación durante la intervención. Las notas registradas en el diario de campo confirmaron también el entusiasmo y la actitud positiva. Sería justo concluir que este estudio ayudó al estudiante a superar los problemas, al investigador a pulir sus habilidades de enseñanza y a la comunidad a tener un futuro maestro bien capacitado

ABSTRACT

This case study had the purpose to improve the written use of present perfect tense with the implement of portfolio with a 2nd year student of Bachillerato at Vicente Anda Aguirre High School. An intervention plan with eight sessions was carried out to improve the learning of present perfect tense. Researcher's-made tests were designed and used to measure the student's progress. Instruments like field diary were also used every session to see the student's progress. The results indicated that the use of portfolio facilitated meaningfully the student's progress which was reflected in the noticeable increase of the posttest scores. The notes recorded in the field diary also confirmed the enthusiasm and the positive attitude toward working with the portfolio. It is to concluded that this study helped the student to overcome the issues, the researcher to sharpen her teachings skills and the community to have a well-prepared candidate teacher.

c. INTRODUCTION

This thesis is the final step in obtaining a Bachelor's Degree in Educational Science, majoring in English language from the Universidad Nacional de Loja. This type of research project has not been done before within the English Language Degree Program at the Universidad Nacional de Loja. This thesis is divided into two sections. The first one, presents a student's case study concerning the difficulties with the written use of the present perfect tense. The second section concerns the implementation of a portfolio. The study considered the use of a portfolio as a strategy by means of the question: "How does the use of a portfolio improve the written use of the present perfect tense?"

In the first section, a 22 year old student demonstrated difficulties with the use of English grammar. She joined this particular school last year as she came from another institution where she was taught only Basic English. However, the English grammar in this new school was extremely demanding and she experienced difficulties. For this reason she needed to attend extra-curricular English lessons in order to improve her English. This case study focuses on an important grammar point which is the written use of the present perfect tense; how to use it and to recognize signal words. This case study was conducted over eight lessons in which the main objective was that the student carried out several activities in

order to comprehend, learn and identify different structures and signal words. At the end of the eighth lesson she complied with the tasks and goals set at the beginning of the course. It was a great success since at the end, the student managed to learn not only the written use of the present perfect tense but how and when to use it.

The second section focuses on the portfolio as means of a strategic tool which was implemented within the lessons with the objective of solving the learning issues. The portfolio work demonstrated how Tina improved during the eight extra-curricular lessons, the improvement in the scores from the pre and post-tests were evidence enough that confirmed the positive impact that the portfolio had had in this intervention.

The specific objectives of this study were to investigate the theoretical references using a portfolio as a strategy and then to diagnose the issues that limited the present perfect tense learning. Next, designing an intervention plan using the portfolio to improve the written use of present perfect tense in the English language was put in place. Finally, the intervention plan was applied as part of the classroom activities in order to solve the diagnosed limitations in the learning of the present perfect tense. As a conclusion, the effect that the portfolio had had on the student's learning of the present perfect tense was analysed.

From this research the data results from the application of the intervention plan were compiled. The following methods were applied with respect to descriptive research: scientific method, descriptive method, analytic-synthetic method and statistic method. The research utilized a number of tests during this period and a field diary to measure performance. Pre, mid and post tests were administered. The intervention was decided upon based on the student's cognitive process in order to build up her knowledge. The lessons were reinforced with activities that enabled the student to master the use of the grammatical structure, in affirmative, negative form and interrogative forms as well as using Wh-questions and signal words associated with the present perfect tense.

This written work was organized into five parts: literature review, materials and methodology, results, discussion and conclusions and finally recommendations. The literature review section describes the variables: the present perfect tense and the portfolio. Most of the present perfect tense literature was based on the contributions of authors like Nordquist (2012), Pill (2014), and information from similar researchers. The materials and methods part detailed the design of the investigation and action research. The methodology part that helped this study and the fine points were also considered in this study. In the results part of the research, the findings reported were based on the information gathered as a result of the methodology applied. The discussion and conclusions part as well as the

recommendations part were the last two sections within this thesis. The conclusions and recommendations are directly related to the triangulated data that was collected and analyzed.

d. LITERATURE REVIEW

This literature review was carried out to relay information related to the present perfect tense: how it is structured and when and how to use it. Additionally, it details the implementation of a portfolio, its purpose and its importance.

DEFINITION OF GRAMMAR

Grammar is an important part of any language and it is essential to learn it to speak the language correctly. According to Nordquist (2012), grammar is the systematic study and description of a language; a set of rules and examples dealing with the syntax and word structures (morphology) of a language. Analogously Kirkham (2004), defines grammar as the art of speaking and writing the English language with propriety.

THE IMPORTANCE OF GRAMMAR

Grammar is essential when learning a language since it is the basic structure used to master the language. Without it, speakers from other countries could not speak English or any other language properly. Sometimes it can be difficult and confusing but it is extremely important that students study grammar. When a student learns grammar in the right

way, the mistakes students could make decrease. As stated by Nordquist (2012),

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children--we can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences--that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. (p.40).

DEFINITION OF TENSE

Seely (2006), affirms that some grammarians define a tense as an inflection of the verb--a change of meaning you achieve by altering the form of the verb. So the past tense of win is won. In this sense, English has only two tenses, present and past. But for everyday use-especially for those who are studying foreign languages--this strict definition of tense is not very helpful. There is a broader use of the word [tense]: a form of the verb phrase which gives information about aspect and time.

According to one of Erichsen's articles, the definition of tense is: "A verb form that indicates, or can indicate, a relationship between the time

the action in a verb occurs and the time the verb is uttered. A verb tense can also give an indication of the duration of the verb's action and when or if it is completed" (p.30).

Nordquist (2012), defines a tense as the time of a verb's action or state of being, such as present or past.

TYPES OF ENGLISH TENSES

Tenses are extremely important when learning, writing and speaking a language, since they give the person a sense of time in which events happen. The most common tenses are present, past and future, and these three are subdivided into others such as present simple, present perfect, present continuous, past simple, future perfect and so on.

According to Smith (2010)

Table 1
Grammatical Tenses

Tense	Affirmative/Negative/Question	Use	Signal Words
Simple Present	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> • action in the present taking place once, never or several times • facts • actions taking place one after another 	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)

Present Progressive	A: He is speaking. N: He is not speaking. Q: Is he speaking?	<ul style="list-style-type: none"> • action taking place in the moment of speaking • action taking place only for a limited period of time 	at the moment, just, just now, Listen!, Look!, now, right now
Simple Past	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> • action in the past taking place once, never or several times • actions taking place one after another • action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday
Past Progressive	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> • action going on at a certain time in the past • actions taking place at the same time • action in the past that is interrupted by another action 	when, while, as long as
Present Perfect Simple	A: He has spoken. N: He has not spoken. Q: Has he spoken?	<ul style="list-style-type: none"> • putting emphasis on the result • action that is still going on • action that stopped recently • finished action that has an influence on the present • action that has taken place once, never or several times before the moment of speaking 	already, ever, just, never, not yet, so far, till now, up to now
Present Perfect	A: He has been speaking. N: He has not been speaking.	<ul style="list-style-type: none"> • putting emphasis on the 	all day, for 4 years,

Progressive	Q: Has he been speaking?	<ul style="list-style-type: none"> course or duration (not the result) action that recently stopped or is still going on finished action that influenced the present 	since 1993, how long?, the whole week
Past Perfect Simple	A: He had spoken. N: He had not spoken. Q: Had he spoken?	<ul style="list-style-type: none"> action taking place before a certain time in the past sometimes interchangeable with past perfect progressive putting emphasis only on the fact (not the duration) 	already, just, never, not yet, once, until that day if sentence type III (If I had talked, ...)
Past Perfect Progressive	A: He had been speaking. N: He had not been speaking. Q: Had he been speaking?	<ul style="list-style-type: none"> action taking place before a certain time in the past sometimes interchangeable with past perfect simple putting emphasis on the duration or course of an action 	for, since, the whole day, all day
Future I Simple	A: He will speak. N: He will not speak. Q: Will he speak?	<ul style="list-style-type: none"> action in the future that cannot be influenced spontaneous decision assumption with regard to the future 	in a year, next ..., tomorrow If-Satz Typ I (If you ask her, she will help you.) assumption : I think, probably, perhaps
Future I Simple (going to)	A: He is going to speak. N: He is not going to speak. Q: Is he going to speak?	<ul style="list-style-type: none"> decision made for the future conclusion with regard to the 	in one year, next week, tomorrow

future			
Future I Progressive	A: He will be speaking. N: He will not be speaking. Q: Will he be speaking?	<ul style="list-style-type: none"> • action that is going on at a certain time in the future • action that is sure to happen in the near future 	in one year, next week, tomorrow
Future II Simple	A: He will have spoken. N: He will not have spoken. Q: Will he have spoken?	<ul style="list-style-type: none"> • action that will be finished at a certain time in the future 	by Monday, in a week
Future II Progressive	A: He will have been speaking. N: He will not have been speaking. Q: Will he have been speaking?	<ul style="list-style-type: none"> • action taking place before a certain time in the future • putting emphasis on the course of an action 	for ..., the last couple of hours, all day long
Conditional I Simple	A: He would speak. N: He would not speak. Q: Would he speak?	<ul style="list-style-type: none"> • action that might take place 	if sentences type II (If I were you, I would go home.)
Conditional I Progressive	A: He would be speaking. N: He would not be speaking. Q: Would he be speaking?	<ul style="list-style-type: none"> • action that might take place • putting emphasis on the course / duration of the action 	
Conditional II Simple	A: He would have spoken. N: He would not have spoken. Q: Would he have spoken?	<ul style="list-style-type: none"> • action that might have taken place in the past 	if sentences type III (If I had seen that, I would have helped.)
Conditional II Progressive	A: He would have been speaking. N: He would not have been speaking. Q: Would he have been speaking?	<ul style="list-style-type: none"> • action that might have taken place in the past 	

There are several tenses used in the English language, but in this project the researcher is going to study the present perfect tense

THE PRESENT PERFECT TENSE

The present perfect tense is one of the most-used tenses in English. As Pill (2014), "This tense causes a lot of headaches to many learners as it is a tense that is not commonly used in many languages but used a lot in the English Language". In order to better understand this tense it is important to know the structure of it and when to use it. According to Nordquist (2012), an aspect of the verb expressing an action that began in the past and which has recently been completed or continues into the present. It is also known as the *present perfective*.

The present perfect is formed by combining *has* or *have* with a past participle (usually a verb ending in *-d*, *-ed*, or *-n*).

THE STRUCTURE OF PRESENT PERFECT TENSE

SUBJECT	+	AUXILIARY VERB	+	MAIN VERB
		Have		Past participle

In order to better understand this tense it is important to know its structure. As Nordquist (2012) demonstrates:

Table 2

Present Perfect Tense

Nordquist (2012), continues to illustrate that when we use the present perfect tense in speaking, we usually contract the subject and auxiliary verb. We also sometimes do this when we write:

		SUBJECT	AUXILIAR Y VERB		PAST PARTICIPLE	
Positive sentences	+	I	have		seen	ET.
	+	You	have		eaten	mine.
Negative sentences	-	She	has	not	been	to Rome.
	-	We	have	not	played	football.
yes / no questions	?	Have	you		finished?	
	?	Have	they		done	it?

Table 3

Contracted form of Present Perfect Tense

	I've
I have	I've
You have	You've
He has	He's
She has	She's
It has	It's
John has	John's
The car has	The car's
We have	We've
They have	They've

USE OF PRESENT PERFECT TENSE


When we use the present perfect tense, it puts emphasis on the result and not on the duration of the action. Crystal (2006) says that “basically there are three uses for the present perfect tense: experience, change and continuing situation” (pag.10)

❖ Present perfect tense for experiences

We often use the present perfect tense to talk about experiences from the past. We are not interested in when you did something; we only want to know if you did it:

Table 4

Time connection table

I have seen ET. He has lived in Bangkok. Have you been there? We have never eaten caviar.		
Past	present	future
	!!!	
The action or state was in the past.	In my head, I have a memory now.	

Connection with past: the event was in the past. Connection with present: in my head, now, I have a memory of the event; I know something about the event; I have experience of it.

❖ Present perfect tense for change

We also use the present perfect tense to talk about a change or new information:

Table 5

Time connection table

I have bought a car.		
Past	present	future
-	+	
Last week I didn't have a car.	Now I have a car.	

John has broken his leg.		
Past	present	future
+	-	
Yesterday John had a good leg.	Now he has a bad leg.	

Connection with past: the past is the opposite of the present.

Connection with present: the present is the opposite of the past.

❖ Present perfect tense for continuing situation

We often use the present perfect tense to talk about a continuing situation. This is a state that started in the past and continues in the

present (and will probably continue into the future). This is a state (not an action). We usually use *for* or *since* with this structure.



Table 6

Grammatical Tenses

I have worked here since June.

He has been ill for 2 days.

How long have you known Tara?

Past	Present	future
		
<p>The situation started in the past.</p>	<p>It continues up to now.</p>	<p>(It will probably continue into the future.)</p>

Connection with past: the situation started in the past. Connection with present: the situation continues in the present.

SIGNAL WORDS

Signal words are words that indicate which tense to use. There are many advantages for using signal words; however, they are not one hundred percent reliable. There are signal words that can be used in different tenses. As stated by Schlüter (2008), “never, for example, which EFL learners usually interpret as a ‘signal word’ for the present perfect can

also occur with other tenses including the simple past”. Therefore, it is important for students to identify which they can use.

Sashy (2011), states that some of the signal words are:

Table 7

Signal Words of Present Perfect Tense

Already	Never
Ever	Since
For	so far
Just	up to now

APPROACHES FOR TEACHING GRAMMAR

According to Puji (2006), in teaching grammar, there are two approaches that can be applied: deductive and inductive

Deductive approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles. Dealing with the teaching of grammar, the deductive approach can also be called <<ruledriven>> learning. In such an approach, a grammar rule is explicitly presented to students and

followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books Fortune (1992).

The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. Eisenstein (1987) suggests that with the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

In the case of the application of the deductive approach, outlines some guidelines for when the rule is presented. Among them are:

1. The rules should be true
2. The rules should show clearly what limits are on the use of a given form
3. The rules need to be clear;

4. The rules ought to be simple;
5. The rules needs to make use of concepts already familiar to the learners; and
6. The rules ought to be relevant.

Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule.

Nonetheless, the deductive approach has its own advantages and disadvantages as shown in Table 8 below.

Table 8

Advantages and disadvantages of the deductive approach to teaching grammar

ADVANTAGES	1. The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given.
	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
DISADVANTAGES	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not able to understand the concepts or

	encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) Felder & Henriques (1995). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept. In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples.

The presentation of grammatical rules can be spoken or written. Eisenstein (1987), maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their

own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

Similar to the deductive approach, the inductive approach offers advantages and disadvantages as seen in the Table 9 below.

Table 9
Advantages and disadvantages of the inductive approach to teaching grammar

ADVANTAGES	1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners' greater degree of cognitive depth is "exploited".
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners' pattern-recognition and problemsolving abilities in which particular learners are interested in this challenge.
	5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.
DISADVANTAGES	1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Finally the approach used in this research is deductive approach. In this case, rules, principles, concepts are presented first, and then their

applications are treated with examples. A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

PORTFOLIO

The purpose of this part is to introduce the portfolio commonly used in educational contexts. The following information is included: its definition, objectives, types of portfolios to be used, and advantages and disadvantages, organization of portfolio content

DEFINITION OF PORTFOLIO

According to Karadeniz (2007), nowadays portfolios are used in the assessment of students' performance they are used as a method by architects, painters, photographers and artists in showing their works. However, as portfolios have been used for different purposes, it may be different from that of artists. It is not possible to use only one definition for portfolio. The definition of portfolio may change according to users purposes and usage. Many researchers defined portfolio in order to explain its features. Some of them are as follows;

“The portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas”.

(Paulson, 1991, p. 40)

“The portfolio is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/or peers, to assess the student’s progress in the development of a competency”. (Simon and Forgette, 2000, p.36)

Also Barton and Collins (1997), cited by Baki (2007), state:

The portfolios should be multi- sourced, authentic, forms of dynamic assessment, explicit of purpose, establish a correspondence between program activities and life experiences, based on student’s ownership, and multi-purposed. Therefore, portfolios should be ongoing so that they show the students’ efforts, progress, and achievement over a period of time. (p.8)

THE IMPORTANCE OF A PORTFOLIO

Kimeldorf (1994) states that “The importance of the portfolio is that is a living and changing collection of records that reflect your accomplishments, skills, experiences, and attributes. It highlights and showcases samples of some of your best work, along with life experiences, values and achievements. The personal information that you incorporate into your portfolio can greatly reflect on your abilities as an individual as well as become a useful tool in marketing yourself to

employers, corporations, colleges and universities. A portfolio does not take the place of a resume, but it can accentuate your abilities and what you can offer in the chosen field. (p.44)

According to Paulson (1991), “they can be powerful educational tool for encouraging students to take charge of their own learning” p.61

The second comment is considered within the present research since the portfolio has been considered as a powerful educational tool for encouraging students to take charge of their own learning.

KINDS OF PORTFOLIO

According Danielson and Abrutyn (1999) there are three major types of portfolios:

1. Working portfolio. - This is a collection of works deliberately targeted at learning objectives. Its purpose is to be the repository of student work. It may be used to diagnose student needs and both student and teacher would then have evidence of strengths and weaknesses in achieving the learning objectives and this in turn would provide guidelines for designing future teaching strategies.

2. Presentation portfolio. - These portfolios are designed to exhibit the student's best work and demonstrate the highest level of performance attained. These portfolios are usually directed at important people and decision makers. They can include videos, papers, writings, projects and testimonials.

3. Evaluation portfolio. - The purpose of these type of portfolios is to document what the student has learned in relation to specific curricular objectives. This type of portfolio is designed to elicit objectives and questions that demonstrate knowledge and specific skills that have been learned in a particular area. These type of portfolios span any period of time, be it from one unit to the entire year and can be dedicated to one or more topics.

The third type of portfolio is considered in this research since the objective is to document what the student has learned in relation to the objectives of the work plan.

Baki (2007) points out the types of portfolios are varied according to their purpose and collected items in it. Therefore, many researchers define different types of portfolio. For example, Baki (2007) cites Melograno (2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of portfolios are not exhaustive and can be used

separately or in combination. These classifications are given below appropriately.

(a) **Personal portfolio**

For other students and teachers to form a more holistic view about students and to celebrate their interests, items may be included from within and outside school. The portfolio could contain pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.

(b) **Working portfolio**

The ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work products forms.

(c) **Record-keeping portfolio**

This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information (e.g., anecdotal notes, frequency index scales, narrative descriptors,

behavior checklists) and progress reports that supplement traditional report cards.

(d) **Group portfolio**

Each member of a cooperative learning group contributes individual items along with group items (e.g., samples, pictures, community project) to demonstrate the effectiveness of the entire group.

(e) **Thematic portfolio**

This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to "Rational Numbers", "Force" unit, this portfolio could reflect cognitive and affective skills and their views about these units.

(f) **Integrated portfolio**

To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.

(g) Showcase portfolio

A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included.

(h) Electronic portfolio:

Technological advances have made electronic portfolios. However, if they are simply software databases (storage for pictures, sound, or words) they are really no different from a hanging file or milk crate. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document Baki (2007) cites to Lankes (1995). Electronic portfolios offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios.

(i) Multiyear portfolio

Students would collect items from a cluster of grade levels over 2-, 3-, or 4-year intervals. The multiyear portfolio would be stored at the school.

For example, this portfolio can be use to follow students' progress periodically during primary and secondary school and university education.

OBJECTIVES OF USING A PORTFOLIO IN EDUCATIONAL CONTEXTS

The objectives of the portfolio can be organized in different ways according to Mora (2009), and can generally be set as follows:

- To serve as a means for the student to demonstrate their efforts, achievements and progress in a subject or course.
- To encourage the student to reflect on their activities and progress during the teaching - learning process.
- To develop analytical and problem solving skills
- To guide students in their training activity and perception of their own progress.
- To encourage students to not be satisfied with the first results, but concern themselves with the learning process from a holistic point of view.

- To emphasize the importance of individual development and integration of previous knowledge in the learning situation.

ADVANTAGES OF USING PORTFOLIOS

Many of the theoretical and empirical studies reported portfolio assessment as being superior to traditional assessment tools in education; for example Baki (2007) cites (Asturias, 1994; Baki & Birgin, 2004; Barton & Collins, 1997; Birgin, 2003; Birgin, 2006a; De Fina, 1992; Gilman et al., 1995; Ersoy, 2006; Klenowski, 2000; Kuhs, 1994; Mullin, 1998; Norman, 1998; Sewell et al., 2002). In the sense that they:

- Provides tangible evidence of the student's knowledge, abilities, and growth in meeting selected objectives which can be shared with parents, administrative staff and others
- Involves a considerable amount of student choice - student-centered studies
- Includes a student's explanation for the selection of products
- Places responsibility on the students by involving them in monitoring and judging their own work
- Encourages a link between instructional goals, objectives, and class activities
- Offers a holistic view of student learning

- Provides a means for managing and evaluating multiple assessment for each student. The portfolio mechanism provides the necessary mechanism for housing all the information available with respect to a student's learning. It includes a variety of entries including test scores, projects, audio tapes, video tapes, essays, rubrics, self-assessments, etc.
- Allows students the opportunity to communicate, present, and discuss their work with teachers and parents.

According to Karadeniz (2007) the portfolio has a potential to demonstrate students' learning process and learning a subject over time.

As a result, portfolios give detailed information about students' development in the learning process to teachers, parents and students themselves.

DISADVANTAGE OF USING PORTFOLIOS

Mora (2009) says that the use of portfolios has some disadvantages and hindrances. Thus, when it is developed and used, these disadvantages and burdens should be considered. Beside the disadvantages and burdensome of portfolios, the precautions which should be taken for overcoming these disadvantages and burdens of portfolios are explained below.

Scoring a portfolio may be seen as less reliable or fair than multiple choices test scores Baki (2007) cites to Cicmanec & Viecknicki (1994). When the specific, clear, and measurable criteria for each item are used in portfolios, the reliability of portfolios can increase. If the purpose and assessment criteria of portfolio are not clear, the portfolio can be just a miscellaneous collection of works that can't reflect students' growth or achievement accurately. Thus, the purpose and assessment criteria of portfolios should be explained detailed and clearly.

Another disadvantage of using portfolio is very time consuming for teachers to score students' works and to assess students' performance over time in the crowded classroom Birgin (2006) cited by Baki (2007) say that, it is suggested to use checklists, rubrics and digital portfolio form to reduce time for the assessment of it, like any other form of qualitative data, data from portfolio assessments can be difficult to analyze. To use checklists and observation lists can facilitate the analysis process. If it is possible, designing the computer-based portfolio and electronic portfolios for students make easier to examine the portfolios and to give feedback to students.

One of the problems of using portfolio is to store, to handle and to control the portfolios in the crowded classroom. Also, asking students to bring their portfolio materials to each class can be burdensome. To

overcome this problem, electronic portfolios (e-portfolios) which easily stored, handled and controlled can be used.

Another problem of portfolio assessment is parental or community support for such a new and unfamiliar system of assessment. Most parents are accustomed to their child receiving a letter grade on a report card at the end of a designated grading period. Such a change could be difficult for parents to accept or adjust to without considerable effort to educate them as to the nature and advantages of the new system Thomas (2005) cited in Baki (2007). Therefore, parents initially should be made aware of what is going to transpire with the new assessment method at the beginning of the school year. Also, at least once a month, parents should be invited in to discuss and view their child's portfolio with the teacher. Parents should be an essential part of this assessment process, and include as equal partners and stakeholders.

Thomas (2005) points out, the most important disadvantage of portfolios is that its low reliability of scores. To overcome this problem, rubrics should be used in the assessments of the students' works. Moreover, portfolio assessment place new demands on teachers such as professional development time to learn portfolio, preparation time to create new materials and lessons, to produce and refine portfolio pieces.

Teachers also need additional time for reviewing and commenting on students work. Such kinds of requirements force teachers to develop themselves in their fields. However, researches show that some teachers see portfolios as a worthwhile burden with tangible results in instruction and student motivation. This fact is very important in terms of the application of portfolio. To cope with the possible limitations or disadvantages of portfolios, teachers who tend to use portfolios should be educated before, assisted and supported in the portfolio application process by experts.

PORTFOLIO DEVELOPMENT PROCESS

According to Barberá (2005) there is some consensus among the authors who have worked on this issue, which identify the following stages in the development of student portfolios can be identified?

Collecting evidence

Some of this evidence may be: a) information from different types of content (conceptual, procedural, attitudinal or normative); b) work done in class or outside (concept maps, newspaper clippings, reviews, reports, interviews, etc.) c) documents in different media (digital, paper, audio, etc.). These evidences will be determined by the objectives and competencies embodied in the portfolio.

Selection of evidence

In this phase the best work performed or parts of those activities are chosen to demonstrate the development in the learning process which in turn are presented to the teacher or other colleagues.

Reflection on the evidence

This step is necessary because unless reflective processes, weaknesses, strengths and suggestions for improvement are included, the portfolio is deemed to be incomplete.

Publication of portfolio

At this stage the evidence is organized in an orderly and comprehensible manner highlighting creative and divergent thinking bearing in mind that it is a constantly evolving process.

PORTFOLIO ORGANIZATION

According to Mora (2009), the format of the student portfolio should include:

Title page. - The institution name, course name, student's name, teacher's name and date.

Introduction. - During this reflective process, the student will reproduce all their documents, interpret and evaluate them, so that they make sense, so that anyone can read them. The introduction of the portfolio must include the degree of success in terms of targets, intellectual growth and skills gained during the development of the module by the student, and of course, the meaning and possible applications of the collection of works. It is prepared as part of the reflective process and it is written after the completion of the portfolios.

Table of Contents. - Corresponds to the index of the document.

Student Profile and Goals. - Student presents personal data, areas of interest, work plan, course objectives, motives and purpose for the portfolio development.

Research papers, assignments, summaries. - This includes a selection of representative works with central themes that make up the body of the portfolio and which depicts the learning achieved in each of the selected topics by the student. Documentation may also be included in this section such as concept maps or other diagrams or theoretical ideas that depict the information.

Reflections and personal experiences. - This section reflects on the classes and work performed.

Example:

These reflections will be written. The intention is that students write lots of comments about their work. It is important that this process does not become annoying. It is important for students to write comments about their work in the portfolio, including negative comments from those parts of the portfolio and how to improve them.

So the student should ask himself the following: What skills do they need to work on in order to improve this work? What components seem more important and why? What components are hindered the most and why? What components do I not like and why? What skills and abilities did I develop during this work?

It is important to emphasize that students can freely comment on their achievements, limitations and make constructive criticism on their work.

This in turn will help thought development and they should also feel free to comment on their classmates work too. It can be done after each class.

Conclusions. – This section is where students should feel satisfied with what they have learned, recognize areas that they need to improve upon

and also recognize their limitations. It is important to emphasize that in this final section or general self-assessment, the student should try to ask: Did I learn something from this work? How can I use this knowledge or skill?

What are the areas I need to improve? What are the weakest parts? What areas of my work developed in this portfolio would I repeat? What do I not wish to repeat? What questions regarding knowledge and skills remain unanswered (or not practiced) at the end of this portfolio and the course?

Rubric. - Here the criteria for evaluation of the portfolio is specified. Aspects and assessment are optional and may depend on the consensus that is reached by the students. For example the following matrix is proposed. This matrix is developed at the end of the course by the teacher:

Table N° 10

Criteria for evaluation of a portfolio

CRITERIA	YES	NO	COMMENTS
<p>Pride and Effort The student has spent time and energy to make the portfolio meaningful, orderly, attractive, or creative.</p>			
<p>Content The content of the portfolio demonstrates not only mastery and competence, but an awareness of and striving for quality.</p>			

<p>Evidence of Progress</p> <p>The student has clearly learned and grown during the course of the instruction and the portfolio should reflect an increasing mastery, creativity, or complexity in the student work</p>			
<p>Evidence of Reflection/Self-Evaluation</p> <p>The student can articulately, rationally, and accurately describe her strengths and the weaknesses she needs to give further attention to, as well as giving concrete evidence and examples of how those strengths and weaknesses are manifest in her work.</p>			

Source: Mora (2009)

Another example is proposed by Pierette Pheeny (1998).

Sample Student Portfolio Rubric

Points	Required items	Concepts	Reflection/Critique	Overall Presentation
90-100	All required items are included, with a significant number of additions.	Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
75-89	All required items are included, with a few additions.	Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Items are introduced and well organized, showing connection between items.
60-75	All required items are included.	Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them.	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Items are introduced and somewhat organized, showing some connection between items.
40-59	A significant number of required items are missing.	Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.	Reflections illustrate a minimal ability to critique work.	Items are not introduced and lack organization.
0	No work submitted			

Based on Pierette Pheeney, in The Science Teacher, October 1998.

Teacher Area assessment. - This section is where the teacher will present a qualitative evaluation of the student performance during the course and of the portfolio. In addition the teacher may provide a record of the assessment and feedback to students regarding their evaluations. The teacher may develop guidelines or templates as follows:

Table N°11

Teacher Area assessment

Student: _____	Description: _____ _____	Task N° _____		
Teacher comments: _____ _____ _____ _____ _____ _____				
Assessment: _____ _____ _____ _____				
5	4	3	2	1

Source: Mora (2009)

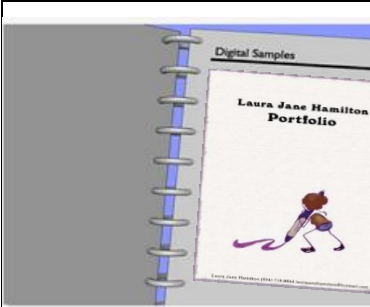
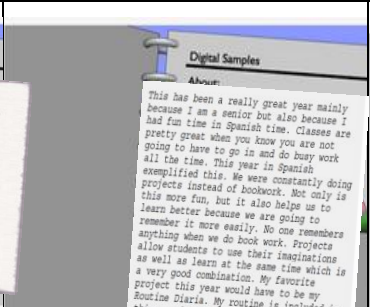
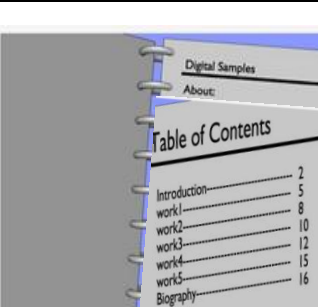
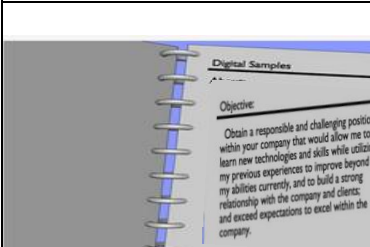
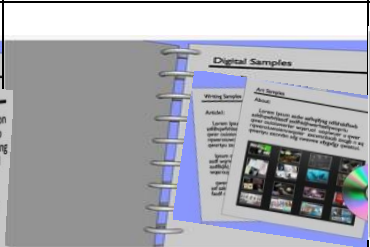
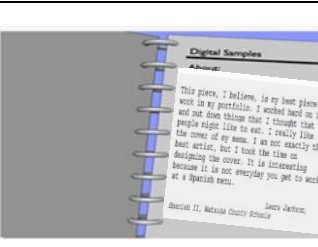
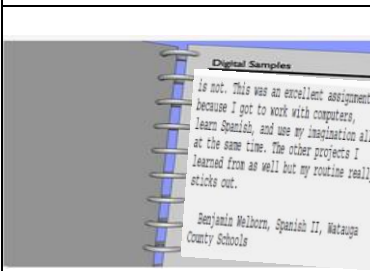
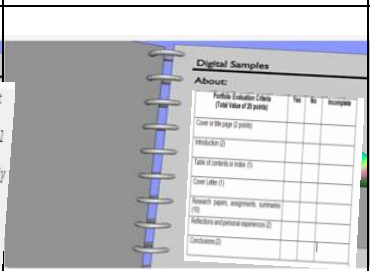
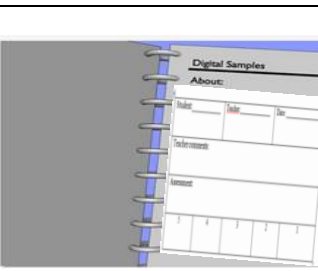
Teacher Area assessment

These guides may indicate the value of individual job rubrics.

LEVEL OF ACHIEVEMENT	DESCRIPTION
5	Demonstrates excellent performance and constant improvements in performance
4	It shows a good performance with improved performance
3	Demonstrates few good performances
2	Student performance worsens over time
1	No attempts or evidence of evolution and achievements

EXAMPLE:

Based on Barrett (2012)

 <p>Digital Samples Laura Jane Hamilton Portfolio</p>	 <p>Digital Samples About: This has been a really great year mainly because I am a senior but also because I had fun time in Spanish time. Classes are pretty great when you know you are not going to have to go in and do busy work all the time. This year in Spanish exemplified this. We were constantly doing projects instead of bookwork. Not only is this more fun, but it also helps us to learn better because we are going to remember it more easily. No one remembers anything when we do book work. Projects allow students to use their imaginations as well as learn at the same time which is a very good combination. My favorite project this year would have to be my Routine Diaria. My routine is included in this portfolio but my poster, regretfully</p>	 <p>Digital Samples About: Table of Contents</p> <ul style="list-style-type: none"> Introduction..... 2 work1..... 5 work2..... 8 work3..... 10 work4..... 12 work5..... 15 Biography..... 16 																																
<p>1.- Title page. - The institution name, course name, student's name, teacher's name, date</p>	<p>2. - Introduction.- During this reflective process, the student will synthesize all their documents, interpret and evaluate them</p>	<p>3. - Table of Contents.- Corresponds to the index of the document.</p>																																
 <p>Digital Samples Objective: Obtain a responsible and challenging position within your company that would allow me to learn new technologies and skills while utilizing my previous experiences to improve beyond my abilities currently, and to build a strong relationship with the company and clients; and exceed expectations to excel within the company.</p>	 <p>Digital Samples About: This piece, I believe, is my best piece of work in my portfolio. I worked hard on it, and put down things that I thought that people might like to see. I really like the cover of my menu. I am not exactly the best artist, but I took the time on designing the cover. It is interesting because it is not everyday you get to work at a Spanish menu. Benjamin Helborn, Spanish II, Watauga County Schools</p>	 <p>Digital Samples About: This piece, I believe, is my best piece of work in my portfolio. I worked hard on it, and put down things that I thought that people might like to see. I really like the cover of my menu. I am not exactly the best artist, but I took the time on designing the cover. It is interesting because it is not everyday you get to work at a Spanish menu. Benjamin Helborn, Spanish II, Watauga County Schools</p>																																
<p>4.- Charter submission.- Student presents personal data, areas of interest, work plan, course objectives, motives and purpose for portfolio development</p>	<p>5.- Research papers, assignments, summaries.- A selection of representative works with central themes that make up the body of the portfolio</p>	<p>6.- Reflections and personal experiences</p>																																
 <p>Digital Samples is not. This was an excellent assignment because I got to work with computers, learn Spanish, and use my imagination all at the same time. The other projects I learned from as well but my routine really sticks out. Benjamin Helborn, Spanish II, Watauga County Schools</p>	 <p>Digital Samples About: Portfolio Evaluation Rubric (Final Value of 20 points)</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Yes</th> <th>No</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Clear in the page of points</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reflection (2)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Table of contents or index (2)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Clear letter (2)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Research papers, assignments, summaries (8)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reflections and personal experiences (2)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conclusions (2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Criteria	Yes	No	Examples	Clear in the page of points				Reflection (2)				Table of contents or index (2)				Clear letter (2)				Research papers, assignments, summaries (8)				Reflections and personal experiences (2)				Conclusions (2)				 <p>Digital Samples About: Table: Date: _____ Title: _____ Date: _____ Task/Assignment: Assessment: Date: _____</p>
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<p>7. - Conclusions. - Where students stand satisfaction with what they learned, areas should improve and limitations</p>	<p>Rubric. - Here you must specify the criteria for evaluation of the portfolio</p>	<p>Area teacher assessment.- Section where the teacher will present the evaluation of student performance on the course and in the portfolio</p>																																

e. MATERIALS AND METHODS

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

Vicente Anda Aguirre public school was selected as the place for the present research work, and it is the school where the researcher is currently teaching and observing as a part of her teaching practicum; therefore, she has insight into the spectrum of English teaching within the

school. Vicente Anda Aguirre High School is located in the downtown of the city of Loja and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public high school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public schools is compulsory as it is for middle and high schools. In the case of Vicente Anda Aguirre high school, the treatment of English as a subject within the curriculum of the school is compulsory and this is reflected in the five class periods devoted to teach it. It has four English teachers as part of its teaching staff.

PARTICIPANTS

This research involved a single, 22-year-old female student in her 2nd-A year student of Bachillerato at Vicente Anda Aguirre high school during 2013-2014 school year. In this Institution she receives three classes a week for a total of five hours of English. In each class she works with the Top Notch 2 book, which has supplementary material and a CD that contains different types of dialogues and expressions.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the portfolio applied in the development of the written use of present perfect tense. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the situation or problem, planning a change, acting and observing the processes and consequences of the stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through, tests and field diary. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

The instruments applied in this study were:

- Students' works documentary evidence.
- 8 researcher's-made tests were used to recorder the student progress

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was a 2nd -A year student of Bachillerato, at Vicente Anda Aguirre high school. The cooperating teacher helped provide general information about this student and the thesis advisor supervised the development of the stages of the study.

The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations (annex N.2, p.108) of the English classes of the 2nd -A year students of Bachillerato, at Vicente Anda Aguirre high school in order to identify the issues that the student was facing. The analysis of observations, one test and conversation with the teacher, helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (annex N.3, p.109), organized in 8 lessons, was designed with the help of the literature framework. Then, the intervention plan was applied in March and April of 2014. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After collecting the data it was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminate

f. RESULTS

Quantitative Analysis

This section details the findings of the research. These findings are presented in tables and figures with the logical analysis.

Pretest Results

This table is organized according to the classification of Bloom's Taxonomy of learning domains, the question No. 1 and No. 2 corresponds to the category of remembering and questions N°3, N°4 and N°5 to the understanding.

Chart 8

Pre-test

	Remembering		Understanding			Total /10
	Q.1	Q. 2	Q. 3	Q. 4	Q. 5	
	/2	/2	/2	/2	/2	
Scores	1.2	0.4	0.8	0	0	2.4/10

Note. Q= question.

Table No. 8 shows the results of the pre-test (see annex 1) which was composed of five questions relating to the present perfect tense. Q1 looked at verbs in their base form, in both past and past participle formats. Tina did not have much trouble with the simple present tense. However, she did not complete correctly the simple past and present perfect tense column, obtaining a score of 1.2 out of 2. In Q2 Tina had problems identifying the signal words associated with the present perfect tense, scoring only 0.4 out of 2. Q3 was related to the grammatical structure of the present perfect tense in sentence format; Tina scored 0.8 out of 2. This result indicated that there was some confusion on how to structure the present perfect tense. In Q4 she did not get any answer correct, since she got confused with the negative form of the present perfect tense. Q5, the last question, was very difficult for Tina as she failed to recognize how to form questions, since she did not know when or how to use the "Wh-questions".

She did not use the present perfect tense at any moment in this exercise, and for that reason she scored 0.

Progress Test Results

The 6 scores showing in this table are intended to show the progress of the student and the fulfillment of the objectives of each lesson

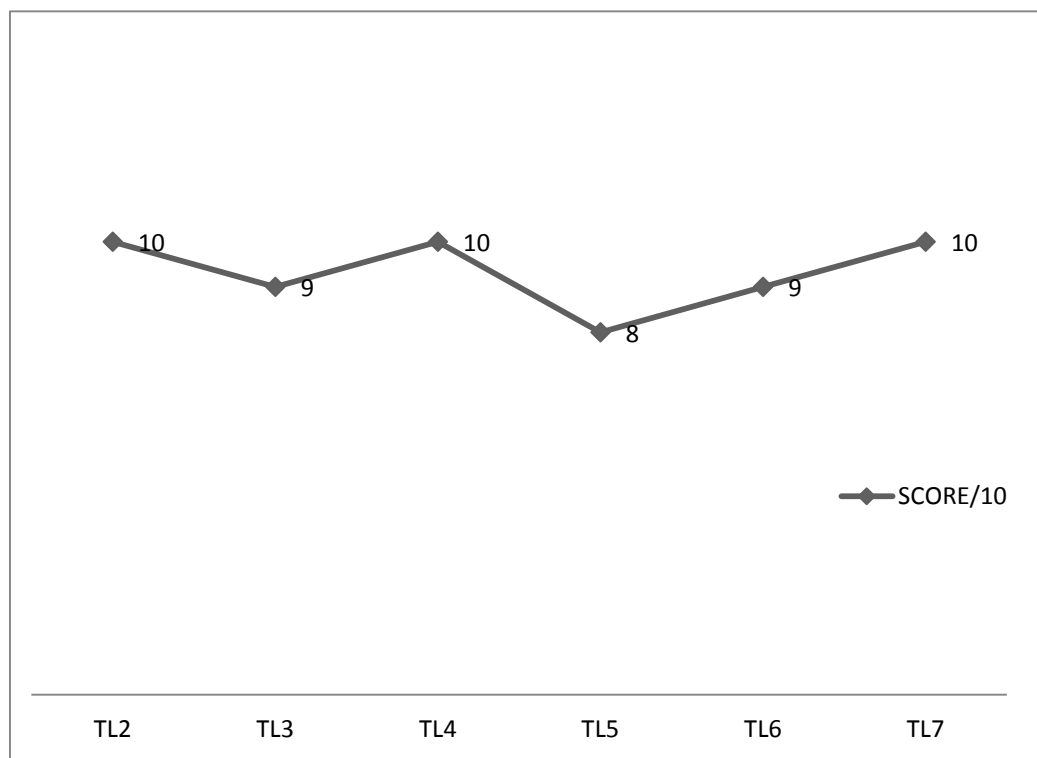
Chart 9

Progress Test Results

TL.N°	SCORE/10
TL2	10
TL3	9
TL4	10
TL5	8
TL6	9
TL7	10

Note. TL= Test lesson

Graphic 1



Source: Daily lessons

Researcher: Ángela Campoverde J.

Table 9 and figure 1 shows the progress of the student in each lesson. Three significant scores can be seen - 10/10 in TL2 -TL4-TL7 relating to the identification of verbs, structure and the use of Wh-questions in present perfect tense, indicates that the knowledge of present perfect in general was grounded.

Each lesson had a specific objective, and the tests were made according to the objectives and applied at the end of each lesson. It can be seen that in TL5 Tina scored 8/10, which was related to the use the signal words associated with present perfect tense Tina made some progress but not as much as in the other tests. Finally in TL3 and TL6 she scored 9/10. These tests were related to verbs and the negative form of present perfect tense. These results were satisfactory, since she used the simple past tense correctly on several occasions. However, there were a couple of mistakes with the verb “go” which should have been put in its past version “went” and also with number use she associated “people to was” which should have been “people to were”.

This is a common mistake since students usually do not realize that the word “people” refers to more than one person and they usually use “persons” as is often used in Spanish. In addition, within this test there was a number of errors with respect to word order and some misspelling. In addition, her writing still needs improvement since her ideas were not organized correctly.

Post Test Results

This section shows the final results obtained through a final test, like the pretest is organized according to Bloom's taxonomy.

Chart 10

Post-test

	Remembering		Understanding			Total /10
Questions N°	Q.1	Q.2	Q.3	Q.4	Q.5	
Score	2	2	2	1.5	1.5	9/10

Note. Q= question

Table 10 shows the result of the post- test, after eight weeks of practicing present perfect tense, Tina felt extremely happy about her progress. She had reinforced her knowledge of the verbs, positive and negative statements and she had learned to form questions and to recognize signal words. For her post-test, Tina had 45 minutes to complete it. However, she finished early and she got a good score (9 out of 10), which definitely showed a great improvement. This test contained five questions. In the first one, she had to write the verbs in the correct form, and she did not make any grammatical mistakes and got all of them correct. In the second question, Tina had to recognize the signal words she scored 2 out of 2, which showed her comprehension of signal words and how to use them. The third question was to unscramble and form the

correct structure of the present perfect tense. She scored 2 out of 2, which showed her understanding of the structure of the present perfect tense. The fourth question was putting sentences into the negative form; in this she scored 1.5 out of 2 which demonstrated a good command of present perfect tense in negative form. In question five she had to write questions using Wh-questions she obtained 1.5 out of 2 which also was a good score. However, in the last two questions it was made evident that she still needs to improve her spelling; there were still many errors in these questions.

Comparing Tests Results

In this section is established a comparison between the initial test and the final test, the scores obtained in each test show the quantitative result.

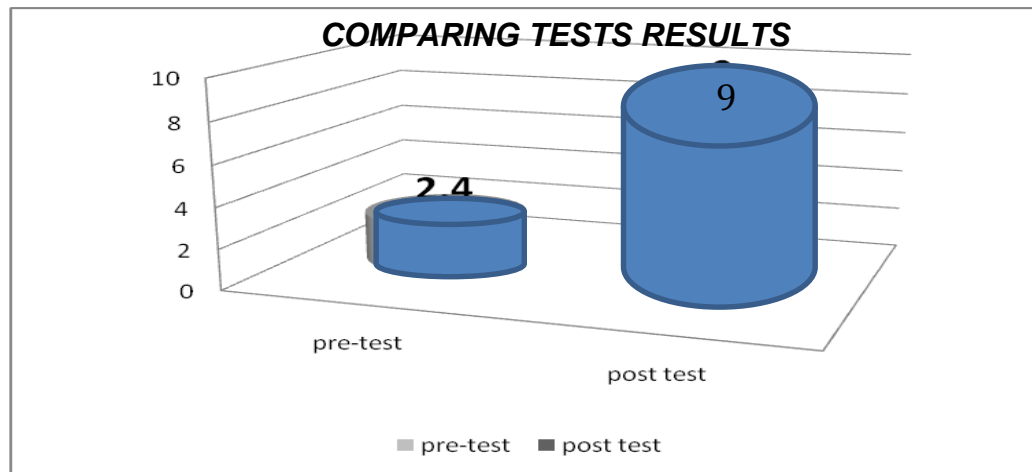
Chart 11

Comparing tests results

Student´s name	Pre test	Post test
	/10	/10
Tina	2.4	9

Note. ****Tina**** is a false name used in order to protect the identity of the student

Graphic 2



Source: Pretest and posttest
Researcher: Ángela Campoverde J.

Table 11 and figure 2 illustrate the score of pre-test with a score of 2.4 and the post-test with a score of 9/10. After comparison it was noticeable that there was significant progress in the written use of the present perfect tense, however it should be noted that the ideal score would have been to achieve the maximum grade possible, i.e. 10/10 though the score achieved was outstanding.

QUALITATIVE ANALYSIS

This section details the qualitative data of the conducted research, the analyzed information has been taken from the self-assessment section of the portfolio. This information has been collected from a survey of five questions (photography N.3, p.105) which the student has responded during the course of each lesson.

1. - What do you like about this work?

This question was aimed at finding out what the student liked about how the grammar was presented, and to highlight the items they liked best such as the grammar sheets, pictures, flashcard and videos.

2. - What do you think you did well?

In the initial test the student did not want to answer this question because there were many errors, but as the lessons progressed the student felt more confident especially in the use of verbs and in the signal words related to the present perfect tense.

3. - Were there things about this work that you do not like?

In this work the student didn't not like the topic related to Wh-questions, the student said, *"I felt insecure about the meaning of each word"*

4. - Are there things that you would like to improve?

The student said that she wanted to improve upon the topic related to the signal words. She said *"It is a difficult topic because I confuse the words and the place where it should go into the sentences"*

5. - How does this class help you in your classroom?

All lessons have helped the student. There has been an improvement mainly within class participation; the student's self-esteem is now balanced because she feels more accepted by her classmates.

From the student's self-evaluation, it can be seen that she feels happier and more confident about using the present perfect tense.

g. DISCUSSION

Based on the findings of this study, results reveal that using a portfolio as a strategy to improve the written use of present perfect tense had a significant impact on improving student learning. This research answers the main question posed before the intervention: “How does the use of a portfolio improve the written use of the present perfect tense for a 2nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre High School, academic year 2013-2014?” As mentioned by Paulson (1991), “the a portfolio can be powerful educational tool for encouraging students to take charge of their own learning” (P.6) and the data collected from this study indicated that the use of a portfolio had a great effect on the written use of present perfect tense. The research carried out with a 2nd year student of Bachillerato showed that student knowledge on the written use of present perfect tense showed change after the intervention. The findings in the pre and posttests indicate the significant progress the student achieved.

The results were based on the findings of the pre test, posttest and file diary. The pretest showed that the student had problems in use of grammatical structure, negative form, use of Wh-questions and signal words of present perfect tense. In the post test after the intervention the findings indicated that the knowledge of identifying and using the present perfect tense changed as shown by the increase in the average score from 2.4 in the pretest to 9 in the posttest. The improved use of the present

perfect tense shows that the use of the portfolio helped to improve grammar

In my case study, my student started with a great deal of difficulties and confusion with the present perfect. However, after the eight lessons we studied together, she could understand how and when to use the present perfect tense. Learning this tense has helped Tina to speak and write better and she is not afraid of making mistakes anymore; she feels more confident and comfortable when using present perfect tense. As it is shown, her progress during the eight extra-curricular lessons was satisfactory and of great help for her to completely understand. Thus she will be able to put it in practice and in the future hopefully master this grammatical point and the language itself.

A limitation to this study was the time. The student did not have time to attend lessons so often we had to reschedule the time, which was understandable because she was studying and working. This weakness made the work harder because with the passing of long periods of time I had to resume the previous lesson with many details. One positive aspect is that Tina was a very dedicated girl who was willing to learn, so she did not have problems in her daily English classes at school. Her goal still is to understand and try to be at the same level as her classmates. She realizes that being at the same level will take time and extra effort

The portfolio demonstrated how Tina improved during the eight extra-curricular lessons. Three types of portfolios were used to improve the written use of present perfect tense with Tina: group portfolio, thematic portfolio and working portfolio. The use of the thematic portfolio allowed her to remember the topic studied and reflected her cognitive skills and views about these topics. The group portfolio was the second type used. It allowed the student to receive the contributions given by the researcher (e.g., samples, pictures, flash cards, link's videos). The working portfolio was the last type used which allowed a systematic collection of student's work.

The improvement of the scores from the pre and posttests is relevant evidence that demonstrates the positive impact that the portfolio had in this intervention. It confirmed the student's collaboration to participate in each lesson and the progress she achieved performing her tasks.

As a trainee teacher, this research helped me to consolidate knowledge mainly in the pedagogical field, to learn more about the problems associated with learning English and to make personal commitments to the professional field.

This research promoted a greater engagement to the teaching profession because it required me to keep updated, to follow standards, to get trained, to plan my lessons and to evaluate their progress, among

others. The methods for collecting data allowed me to quantify the knowledge attained in each lesson from a student with diverse learning styles and educational backgrounds. More specifically, the tests indicated how the student is learning in the lessons. This action research is an open window for the future of new action research related to the study of the present perfect tense; it encourages and invites the educational community to help and service society. Teaching is not easy and it takes a great deal of time and patience; however, it is very rewarding at the end.

Finally, the action research as an approach allowed me to develop a process for problem solving, carefully collect data, search for solutions, take action on promising possibilities, and monitor whether and how well the action worked. I believe that this action research can revitalize the entire learning process, especially with students who have difficulties with specific topics, as well as aid teachers in changing or reflecting on their classroom practices. In addition, action research has the potential to generate the energy and knowledge needed to support healthy learning communities. Our challenge as trainee teachers or teachers in the field is to make this potential a reality.

h. CONCLUSIONS

In this case study all the research process and the use of portfolios was analyzed. According to observations, conversations with the teacher, and the student's performance before applying the strategy, it was evident that Tina struggled with the present perfect tense. This situation put her at a disadvantage with the rest of the group and resulted in her shyness, inhibition and lack of participation in English classes. The pre-test revealed that she had difficulties identifying structure, negative forms, the use of Wh-questions and recognizing signal words related to the present perfect tense. The only way to improve this was to apply this type of intervention strategy.

The eight sessions designed in the intervention plan were to address the issues the student had in learning present perfect tense. They were planned based on the student's cognitive process in order to build up her knowledge. Each lesson was prepared considering this approach, aided by the use of a portfolio as means of a strategy. The eight lessons were reinforced with activities that enabled the student to master the structure, negative forms, wh- questions and signal words related to the present perfect tense.

The student portfolio demonstrated how Tina improved during the eight extra-curricular lessons and three portfolio types were used to improve the written use of present perfect tense. These were: - a group portfolio, thematic portfolio and a working portfolio. The use of a thematic portfolio allowed the student to remember at all times the specific topics and cognitive skills as well as her views on these topics. The group portfolio was the second type of portfolio used. This type of portfolio was made up of materials given by the researcher (e.g., samples, pictures, flash cards, link's videos). The working portfolio was the last to be used as it showed a systematic collection of the student's work.

The use of a portfolio as a learning strategy meaningfully reduced the student's limitations. This was demonstrated in the student's collaboration in each lesson and the progress reached performing the tasks. The change of the scores from the pre and post-tests demonstrated the positive impact that the portfolio had had on this student.

In summary, the research presented dealt with the effect that the portfolio have on the improvement of the written use of the present perfect tense. The findings of the research showed that portfolios improved the use of the present perfect tense and made the student more relaxed and cooperative.

i. RECOMENDATIONS

These recommendations are applicable to students, trainee teachers, as well as teachers within any school. It is important that these recommendations are considered by both the researcher and the case study student. The recommendations arose from only one case study in this report, but they are also backed up by wider theory and field research.

- When students have issues with learning languages they should take extracurricular English lessons and reinforce these classes using the portfolio mechanism as a study strategy. This will increase their awareness of the language as they have time to reflect on the subject together with dialogue activities that are used as part of the portfolio. It is recommended that this system be used, if possible after each lesson, that so the teaching-learning process is ongoing and a motivator for both the student and the teacher alike.
- It is also important to try and improve class participation. At first, this may seem a little scary, but it's really the only way to develop and improve on language learning. This in turn will result in that the student exhibits a more secure and confident approach and any knowledge shared is knowledge gained.

- Teachers should develop a work plan tailored to respond to the specific needs of each student and agree on what is required in terms of media and material resources.
- It might be that it is not feasible to not apply the portfolio method with large groups since it is more of a custom type strategy based on dialogue and self-reflection between teacher and student.
- The portfolio method can be used as a tool for any area of learner knowledge as it is a strategy whose main characteristic is based on dialogue and motivation in order to solve difficulties and limitations with particular students within a classroom environment.
- Further investigation on action research as a viable model for educational improvement is still needed so that it could be used as a meaningful aid for students and teachers alike.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

THEME

THE IMPLEMENTATION OF A PORTFOLIO TO IMPROVE THE WRITTEN USE OF PRESENT PERFECT TENSE IN A CASE STUDY OF A 2ND YEAR STUDENT OF BACHILLERATO, IN PARALLEL "A" AT VICENTE ANDA AGUIRRE HIGH SCHOOL, ACADEMIC YEAR 2013-2014

Thesis project previous to obtain the Bachelor's degree in Sciences of Education, English Language Specialization

AUTHOR:

Ángela Cecilia Campoverde Jumbo

LOJA-ECUADOR

2014

a. THEME

THE IMPLEMENTATION OF A PORTFOLIO TO IMPROVE THE WRITTEN USE OF PRESENT PERFECT TENSE IN A CASE STUDY OF A 2ND YEAR STUDENT OF BACHILLERATO, IN PARALLEL “A” AT VICENTE ANDA AGUIRRE HIGH SCHOOL, ACADEMIC YEAR 2013-2014

b. PROBLEM

2.1. BACKGROUND

This research project will be developed at Viente Anda Aguirre high school. The Institution is located in the Sucre urban parish of the city of Loja. This institution was founded on June 22, 1973. It started with 10 teachers and 35 students but today the educational high school provides services to 553 students from the eighth year of Educación General Básica (EGB) until third year of Bachillerato.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

In the second year of Bachillerato, parallel "A" at Vicente Anda Aguirre high school, there is a young, 22-year-old student who henceforth I will call "Tina". She is struggling with the use of English tenses. She started at this school last year and came from a distance educational institution where she was taught Basic English.

The English students in second year of Bachillerato have an intermediate English level; therefore, the peers already have a command of some tenses such as present, past, future and present perfect tenses. According to the observations, chats with the teacher, and the student's performance, Tina struggles with the present perfect tense. This situation puts her at a disadvantage with the rest of the group and causes shyness and inhibition during the English classes.

2.3. RESEARCH PROBLEM

How does the use of a portfolio improve the written use of the present perfect tense for a 2nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre High School, academic year 2013-2014?

2.4. DELIMITATION OF THE RESEARCH

a) Temporal this action research will be carried out during the 2013-2014 academic period.

b) Spatial Vicente Anda Aguirre high school is the establishment I will carry out this project.

c) Observation Units

- ❖ The researcher
- ❖ A 2nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014

d) Sub problems

- ❖ What kind of theoretical references about portfolio and present perfect tense are effective to improve the written use of it with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014
- ❖ What are the issues that limit the present perfect tense learning with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014?
- ❖ What are the important phases of the intervention plan that address the current issues of the present perfect tense learning with the 2nd

year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014?

- ❖ Which kinds of portfolio are implementing to improve the written use of present perfect tense with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014?
- ❖ How does portfolio as part of the classroom activities improve the written use of present perfect tense with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014?

c. JUSTIFICATION

This action research of using a portfolio is carried out for three important aspects. The first is to help the student to improve the written use of the present perfect tense through the portfolio. The second is to gain practical professional experience using the portfolio and the last is to obtain the Bachelor's degree in sciences of education, English language specialization.

One important aspect of carrying out this project is to help a student who struggles with the present perfect tense. According to Lazema (2013), the grammar tenses is the backbone of any language and must be understood in order to communicate effectively. If the researcher has some gaps in the English tenses, this constitutes a big obstacle in the process of learning. In order to address Tina's difficulties, this study focuses on the student's portfolio that according to Baki(2007) is an important learning and assessment tool. On the other hand, the portfolio meets the assessment objectives of the teacher because according to Baki(2007), the aim of teacher using portfolio is to assess the progress of the student over a period of time, to determine the efficiency of the teaching. For that reason the researcher believes that the portfolio is one of the most appropriate tools for the teaching and learning process, especially in the present perfect tense.

The second aspect is to gain practical professional experience using the portfolio. The researcher can gain knowledge of the results of portfolio implementation in teaching the simple present perfect tense. Consequently, through action research the investigator can approve the portfolio's effectiveness in improving the written use of present perfect tense in the class.

The last aspect is to obtain the Bachelor's degree in sciences of education, English language specialization. The researcher holds that it is a vital aspect of study because a college degree demonstrates interest in a chosen field and ensures a professional future because candidates applying for jobs who have a degree hold the advantage over those without. When open spots are limited and candidates are plentiful, a university degree could make the difference.

In conclusion, though this research the investigator will resolve Tina's problems with present perfect tense, gain practical professional experience using the portfolio and obtain the Bachelor's degree in sciences of education, English language specialization.

d. OBJECTIVES

4.1. GENERAL:

To improve the written use of present perfect tense with the implement of portfolio in a case study of a 2nd year student of Bachillerato in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014

4.2. SPECIFIC:

- ❖ To investigate the theoretical references about portfolio as a strategy and present perfect tense in the English language to help the 2nd year student of Bachillerato in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014.
- ❖ To diagnose the issues that limits the present perfect tense learning with a 2nd year student of Bachillerato in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014.
- ❖ To design an intervention plan with the use of portfolio to improve the written use of present perfect tense in the English language with a 2nd year student of Bachillerato in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014.
- ❖ To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the present perfect tense with the 2nd year student of Bachillerato, in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014.
- ❖ To reflect upon the effect that the portfolio had on the student's present perfect tense with the 2nd year student of Bachillerato, in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014.

e. THEORICAL FRAME

This literature review was carried out in order to research the present perfect tense; how it is structured, when and how to use it. This information was collected in order to present the case study done to a student who struggling with the use of present perfect tense. In this literature review, different opinions from researchers are given and these are important to consider at the moment of teaching a second language.

In addition, this literature review also presents the implementation of a portfolio, certain definitions of portfolios and its importance, the purpose of the portfolio, the development of portfolio content and different types of portfolios, and finally advantages and disadvantages of the portfolio.

5.1 DEFINITIONS OF GRAMMAR

According to Nordquist (2012), the systematic study and description of a language. A set of rules and examples dealing with the syntax and word structures (morphology) of a language.

5.1.1 THE IMPORTANCE OF GRAMMAR

According to Nordquist (2012), grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children--we can all *do* grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences--that is *knowing about* grammar. And

knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.

5.1.2 DEFINITION OF TENSE

Tenses are extremely important when learning, writing and speaking a language, since it gives the person a sense of time in which events happen. The most common tenses are present, past and future, and these three are subdivided into others such as present simple, present perfect, present continuous, past simple, future perfect and so on. (Seely, 2006)

Some grammarians define a tense as an inflection of the verb--a change of meaning you achieve by altering the form of the verb. So the past tense of win is won. In this sense, English has only two tenses, present and past. But for everyday use--especially for those who are studying foreign languages--this strict definition of tense is not very helpful. There is a broader use of the word [tense]: a form of the verb phrase which gives information about aspect and time.

According to one of Erichsen's (n.d) articles, the definition of tense is:

A verb form that indicates, or can indicate, a relationship between the time the action in a verb occurs and the time the verb is uttered. A verb tense can also give an indication of the duration of the verb's action and when or if it is completed.

5.1.3. TYPES OF ENGLISH TENSES

According to Smith (2010),

Tense	Affirmative/Negative/Question	Use	Signal Words
Simple Present	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> • action in the present taking place once, never or several times • facts • actions taking place one after another 	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)
Present Progressive	A: He is speaking. N: He is not speaking. Q: Is he speaking?	<ul style="list-style-type: none"> • action taking place in the moment of speaking • action taking place only for a limited period of time 	at the moment, just, just now, Listen!, Look!, now, right now
Simple Past	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> • action in the past taking place once, never or several times • actions taking place one after another • action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday
Past Progressive	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> • action going on at a certain time in the past • actions taking place at the same time • action in the past that is interrupted by another action 	when, while, as long as
Present Perfect Simple	A: He has spoken. N: He has not spoken. Q: Has he spoken?	<ul style="list-style-type: none"> • putting emphasis on the result • action that is still going on 	already, ever, just, never, not yet, so far, till now, up

		<ul style="list-style-type: none"> • action that stopped recently • finished action that has an influence on the present • action that has taken place once, never or several times before the moment of speaking 	to now
Present Perfect Progressive	A: He has been speaking. N: He has not been speaking. Q: Has he been speaking?	<ul style="list-style-type: none"> • putting emphasis on the course or duration (not the result) • action that recently stopped or is still going on • finished action that influenced the present 	all day, for 4 years, since 1993, how long?, the whole week
Past Perfect Simple	A: He had spoken. N: He had not spoken. Q: Had he spoken?	<ul style="list-style-type: none"> • action taking place before a certain time in the past • sometimes interchangeable with past perfect progressive • putting emphasis only on the fact (not the duration) 	already, just, never, not yet, once, until that day if sentence type III (If I had talked, ...)
Past Perfect Progressive	A: He had been speaking. N: He had not been speaking. Q: Had he been speaking?	<ul style="list-style-type: none"> • action taking place before a certain time in the past • sometimes interchangeable with past perfect simple • putting emphasis on the duration or course of an action 	for, since, the whole day, all day

Future I Simple	A: He will speak. N: He will not speak. Q: Will he speak?	<ul style="list-style-type: none"> • action in the future that cannot be influenced • spontaneous decision • assumption with regard to the future 	in a year, next ..., tomorrow If-Satz Typ I (If you ask her, she will help you.) assumption: I think, probably, perhaps
Future I Simple (going to)	A: He is going to speak. N: He is not going to speak. Q: Is he going to speak?	<ul style="list-style-type: none"> • decision made for the future • conclusion with regard to the future 	in one year, next week, tomorrow
Future I Progressive	A: He will be speaking. N: He will not be speaking. Q: Will he be speaking?	<ul style="list-style-type: none"> • action that is going on at a certain time in the future • action that is sure to happen in the near future 	in one year, next week, tomorrow
Future II Simple	A: He will have spoken. N: He will not have spoken. Q: Will he have spoken?	<ul style="list-style-type: none"> • action that will be finished at a certain time in the future 	by Monday, in a week
Future II Progressive	A: He will have been speaking. N: He will not have been speaking. Q: Will he have been speaking?	<ul style="list-style-type: none"> • action taking place before a certain time in the future • putting emphasis on the course of an action 	for ..., the last couple of hours, all day long
Conditional I Simple	A: He would speak. N: He would not speak. Q: Would he speak?	<ul style="list-style-type: none"> • action that might take place 	if sentences type II (If I were you, I would go home.)
Conditional I Progressive	A: He would be speaking. N: He would not be speaking. Q: Would he be speaking?	<ul style="list-style-type: none"> • action that might take place • putting emphasis on the course / duration of the action 	
Conditional	A: He would have spoken.	<ul style="list-style-type: none"> • action that might 	if sentences

II Simple	N: He would not have spoken. Q: Would he have spoken?	have taken place in the past	type III (If I had seen that, I would have helped.)
Conditional II Progressive	A: He would have been speaking. N: He would not have been speaking. Q: Would he have been speaking?	<ul style="list-style-type: none"> action that might have taken place in the past 	

There are several tenses used in the English language, but in this project the researcher is going to study the present perfect tense

5.1.3.1 THE PRESENT PERFECT TENSE

This tense is one of the most-used tenses in English, and it also is one of the most confusing and difficult. In order to better understand this tense it is important to know the structure of it and when to use it. According to Nordquist (2012), an aspect of the verb expressing an action that began in the past and which has recently been completed or continues into the present. Also known as the *present perfective*.

The present perfect is formed by combining *has* or *have* with a past participle (usually a verb ending in *-d*, *-ed*, or *-n*).

5.1.3.2. THE STRUCTURE OF PRESENT PERFECT TENSE

According to Nordquist (2012),

SUBJECT	+	AUXILIARY VERB	+	MAIN VERB
		have		past participle

SUBJECT	AUXILIARY VERB		MAIN VERB		
+	I	have		seen	ET.
+	You	have		eaten	mine.
-	She	has	not	been	to Rome.
-	We	have	not	played	football.
?	Have	you		finished?	
?	Have	they		done	it?

5.1.3.3. CONTRACTIONS WITH THE PRESENT PERFECT TENSE

When we use the present perfect tense in speaking, we usually contract the subject and auxiliary verb. We also sometimes do this when we write.

I have	I've
You have	You've
He has	He's
She has	She's
It has	It's
John has	John's
The car has	The car's
We have	We've
They have	They've

5.1.3.4. USE OF PRESENT PERFECT TENSE

According to English Club's (1997) articles, there are basically three uses for the present perfect tense: Experience, change and continuing situation

❖ Present perfect tense for experiences

We often use the present perfect tense to talk about experiences from the past. We are not interested in when you did something; we only want to know if you did it:

I have seen ET. He has lived in Bangkok. Have you been there? We have never eaten caviar.		
past	present	future
—	!!!	
The action or state was in the past.	In my head, I have a memory now.	

Connection with past: the event was in the past. Connection with present: in my head, now, I have a memory of the event; I know something about the event; I have experience of it.

❖ Present perfect tense for change

We also use the present perfect tense to talk about a change or new information:

I have bought a car.		
past	present	future
-	+	
Last week I didn't have a car.	Now I have a car.	

John has broken his leg.		
past	present	future
+	-	
Yesterday John had a good leg.	Now he has a bad leg.	

Connection with past: the past is the opposite of the present. Connection with present: the present is the opposite of the past.

❖ **Present perfect tense for continuing situation**

We often use the present perfect tense to talk about a continuing situation. This is a state that started in the past and continues in the present (and will probably continue into the future). This is a state (not an action). We usually use *for* or *since* with this structure.

I have worked here since June.		
He has been ill for 2 days.		
How long have you known Tara?		
past	present	future
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

Connection with past: the situation started in the past. Connection with present: the situation continues in the present.

5.1.4. SIGNAL WORDS

Signal words are words that indicate which tense to use. They are not complicated to remember and put it in practice. There are many advantages; however, it is not one hundred percent reliable. There are signal words that can be used in different tenses. As stated by Schlüter (2008), “never, for example, which EFL learners usually interpret as a ‘signal word’ for the present perfect can also occur with other tenses including the simple past”. Therefore, it is important for students to identify which they can use.

Some of the signal words are:

Already	never
ever	since
for	so far
just	up to now

5.2. PORTFOLIO

The purpose of this chapter is to introduce the portfolio commonly used in educational contexts. The following information is included: its definition, organization of portfolio content, the types of portfolios to be used, and advantages and disadvantages.

5.2.1. DEFINITIONS OF PORTFOLIO

According to Karadeniz (2007), nowadays the portfolios are used in the assessment of student’s performance they are used as a method by architects, painters, photographers and artists in showing their works. However, as portfolios

have been used for different purposes, it may be different from that of artists. It is not possible to use only one definition for portfolio. The Definition of portfolio may change according to users' purposes and usage. Many researchers defined portfolio in order to explain its features. Some of them are as follows;

Paulson (1991) states that portfolio is a purposeful collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas. Baki (2007) cites Simon and Forgette-Giroux (2000, p.36) and states that a "portfolio is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/or peers, to assess the student's progress in the development of a competency". Also Barton and Collins (1997), cited by Baki (2007), says that the portfolios should be multi- sourced, authentic, forms of dynamic assessment, explicit of purpose, establish a correspondence between program activities and life experiences, based on student's ownership, and multi-purposed. Therefore, portfolios should be ongoing so that they show the students' efforts, progress, and achievement over a period of time.

5.2.2. ORGANIZATION OF PORTFOLIO CONTENT

Baki (2007) explains that portfolio is not a collection of a students' work haphazardly over time. Thus, in developing a portfolio it is important to decide its purpose, evidence consisting of portfolio, and its assessment criteria Barton & Collins (1997). There are three closely-related aspects, and these aspects affect each other directly. What should be considered during the organization of the portfolio contents explained in details as follows?

- (a) **Determining the purpose of the portfolio:** As mentioned by Baki (2007), the first and most significant act of portfolio preparation is to determine the purposes for the portfolio. The purpose of the portfolio directly affects the process by which the portfolio is created. Also, the purposes of portfolio determine what kinds of items should be in it.

Explicit purposes prevent the portfolio from becoming busy-work. Portfolios can be used for different purposes in education. The purpose of the portfolio can be shaped depending on the users' demands. The aim of teacher using portfolio is to assess the progress of the student over a period of time, to determine the efficiency of the teaching, to have connection with the parents of the students, to evaluate the education program, to enable schools to have contact with the commodity, to help students for self-assessment and to determine the students' weak points in learning process. During determining the purpose of the portfolio, it is very important for the teachers to consult his colleagues, students, parents and school administrations. In this way, it will help to appropriate and carry out the portfolio implementation.

- (b) **Determining the evidence including in portfolio:** Karadeniz (2007), considers the purpose of the portfolio, it should be determined which evidence should be collected, who will collect the works, how often they will be collected, and how they will be assessed. Consulting students during the selection of the studies which will be filled in a portfolio is important since it enable students to have responsibility and possession feelings Karadeniz (2007) cites to Kuhs (1994). It is suggested that there has been a caption that is a statement attached to each piece of portfolio evidence that describes what it is, why it is evidence, and of what it is evidence Barton and Collins (1997) cited by Karadeniz (2007) say that, the caption helps students become aware of their learning as they share what they can prove they know. There is not a strict rule for the portfolio content since portfolio has a different purpose in terms of its evidence. However, the quality of the portfolio has a variable quality depending on whether it is organized by teacher or student. This means that content of portfolio can be variable depending on its users or purposes. For instance, a portfolio

organized by a student can contain a lot of visual or activity materials such as individual or group studies, his/her best studies, tests, projects, presentations, control lists, problem solutions, questionnaire, teacher comment, reading list and reviews, self-assessment/peer-assessment checklist, interview notes, course note, cd and disks. However, instead of random selection of evidence in student's portfolio, selecting of evidences which reflect the performance and products of students during learning process have an important role in learning.

- (c) **Determining assessment criteria:** According to Schlüter (2008) The First purpose of portfolio is mentioned explicitly and then, assessment criteria of the each item in portfolio need to be explained. It is very important to determine the criteria for assessing the portfolio. Because an assessment criterion allows students to recognize, and select work that is considered high quality. It also allows and encourages discussions among teachers, students, and other concerning the outcomes and quality of outcomes. Assessment criteria which have been used to determine the quality of the student's performance should be clear and easy to understand. This is quite important in terms of student to assess his own works and to be able to fulfill his weaknesses. Rubrics should be used in order to determine quality of the evidence in portfolio and to make a reliable and valid assessment.

5.2.3. PORTFOLIO TYPES

As mentioned Baki, (2007) the types of portfolios are varied according to their purpose and collected items in it. Therefore, many researchers define different types of portfolio. For example, Baki (2007) cites Melograno (2000, p.101), who made more detailed descriptions, defines nine types of portfolios. These types of portfolios are not

exhaustive and can be used separately or in combination. These classifications are given below appropriately;

- (a) **Personal portfolio:** For other students and teachers to form a more holistic view about students and to celebrate their interests, items may be included from within and outside school. The portfolio could contain pictures, awards, videos, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing. **(b) Working portfolio:** The ongoing, systematic collection of student work samples and exhibits can be maintained in a working portfolio. This collection of daily, weekly, monthly, or unit work products forms.
- (b) **Record-keeping portfolio:** This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required (e.g., written exams, proficiency tests). It could also include observational information (e.g., anecdotal notes, frequency index scales, narrative descriptors, behavior checklists) and progress reports that supplement traditional report cards.
- (c) **Group portfolio:** Each member of a cooperative learning group contributes individual items along with group items (e.g., samples, pictures, community project) to demonstrate the effectiveness of the entire group.
- (d) **Thematic portfolio:** This portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks. For example, if a portfolio is constructed related to "Rational Numbers", "Force" unit, this portfolio could reflect cognitive and affective skills and their views about these units.
- (e) **Integrated portfolio:** To view the whole student, works from all disciplines showing connections between or among subjects would be included. Selected items, either required or optional, could be drawn from several or all subjects. For example, this portfolio can be prepared in math and science courses.

- (f) **Showcase portfolio:** A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included.
- (g) **Electronic portfolio:** Technological advances have made electronic portfolios. However, if they are simply software databases (storage for pictures, sound, or words) they are really no different from a hanging file or milk crate. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document Baki (2007) cites to Lankes (1995). Electronic portfolios offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios.
- (h) **Multiyear portfolio:** Students would collect items from a cluster of grade levels over 2-, 3-, or 4-year intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be use to follow students' progress periodically during primary and secondary school and university education.

5.2.4. ADVANTAGES OF USING PORTFOLIO

Many of theoretical and empirical studies in the literature were reported superiority of portfolio assessment to traditional assessment tools in education Baki (2007) cites (Asturias, 1994; Baki & Birgin, 2004; Barton & Collins, 1997; Birgin, 2003; Birgin, 2006a; De Fina, 1992; Gilman et al., 1995; Ersoy, 2006; Klenowski, 2000; Kuhs, 1994; Mullin, 1998; Norman, 1998; Sewell et al., 2002). Some of them are presented as follows.

- Portfolio provides multiple ways of assessing students' learning over time
- It provides for a more realistic evaluation of academic content than pencil-and paper tests.
- It allows students, parent, teacher and staff to evaluate the students' strength and weakness.
- It provides multiple opportunities for observation and assessment
- It provides an opportunity for students to demonstrate his/her strengths as well as weakness.
- It encourages students to develop some abilities needed to become independent, self-directed learners
- It also helps parents see themselves as partners in the learning process.
- It allows students to express themselves in a comfortable way and to assess their own learning and growth as learners.
- It encourages students to think of creative ways to share what they are learning
- It increases support to students from their parents and enhances communication among teachers, students and parents.
- It encourage teachers to change their instructional practice and it is a powerful way to link curriculum and instruction with assessment

According to Karadeniz (2007) the portfolio has a potential to demonstrate students' learning process and leaning product over time. As a result, portfolio gives detailed information about students' development in learning process to teacher, parents and students themselves.

5.2.5.DISADVANTAGE OF USING PORTFOLIO

Baki (2007) says that the use of portfolios has some advantages and benefits in education, it has some disadvantages and burdensome. Thus, when it is developed and used, these disadvantages and burdens should be considered. Beside the disadvantages and burdensome of portfolios, the precautions which should be taken for overcoming these disadvantages and burdens of portfolios are explained below. Scoring a portfolio may be seen as less reliable or

fair than multiple choices test scores Baki (2007) cites to Cicmanec & Viecknicki (1994). When the specific, clear, and measurable criteria for each item are used in portfolios, the reliability of portfolios can increase. If the purpose and assessment criteria of portfolio are not clear, the portfolio can be just a miscellaneous collection of works that can't reflect students' growth or achievement accurately. Thus, the purpose and assessment criteria of portfolios should be explained detailed and clearly. Another disadvantage of using portfolio is very time consuming for teachers to score students' works and to assess students' performance over time in the crowded classroom Birgin (2006) cited by Baki (2007) say that, it is suggested to use checklists, rubrics and digital portfolio form to reduce time for the assessment of it, like any other form of qualitative data, data from portfolio assessments can be difficult to analyze. To use checklists and observation lists can be facilitate to analyze process. If it is possible, designing the computer-based portfolio and electronic portfolios for students make easier to examine the portfolios and to give feedback to students.

One of the problems of using portfolio is to store, to handle and to control the portfolios in the crowded classroom. Also, asking students to bring their portfolio materials to each class can be burdensome. To overcome this problem, electronic portfolios (e-portfolios) which easily stored, handled and controlled can be used. Another problem of portfolio assessment is parental or community support for such a new and unfamiliar system of assessment.

Most parents is accustomed to their child receiving a letter grade on a report card at the end of a designated grading period. Such a change could be difficult for parents to accept or adjust to without considerable effort to educate them as to the nature and advantages

of the new system Baki (2007) cites to Thomas (2005). Therefore, parents initially should be made aware of what is going to transpire with the new assessment method at the beginning of the school year. Also, at least once a month, parents should be invited in to discuss and view their child's portfolio with the teacher. Parents should be an essential part of this assessment process, and include as equal partners and stakeholders. Consequently, the most important disadvantage of portfolios is that its low reliability of scores. To overcome this problem, rubrics should be used in the assessments of the students' works. Moreover, portfolio assessment place new demands on teachers such as professional development time to learn portfolio, preparation time to create new materials and lessons, to produce and refine portfolio pieces.

Teachers also need additional time for reviewing and commenting on students work. Such kinds of requirements force teachers to develop themselves in their fields. However, researches show that some teachers see portfolios as a worthwhile burden with tangible results in instruction and student motivation. This fact is very important in terms of the application of portfolio. To cope with the possible limitations or disadvantages of portfolios, teachers who tend to use portfolios should be educated before, assisted and supported in the portfolio application process by experts.

f. METHODOLOGY

1.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is a applied educational researcher work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of portfolio to improve the written use of present perfect tense and see the reflections of her intervention.

1.2. METHODS, THECNiques AND INSTRUMENTS

1.2.1. METHODS

This study will make a description of the data result from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the portfolio applied in the developing of present perfect tense. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from, interviews and teacher's diary.

This work will use the research spiral cycles proposed by Kemmis and McTaggart (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research

to collect first-hand information (McNiff, 1993; Atweb, Kemmis & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his/her students' language learning.

1.2. 2. TECHNIQUES AND INSTRUMENTS

❖ Data Collection

A pre and post test; a searcher's field diary, one test for each lesson will be used to collect data in this study. Quantitative data will come from the questionnaires and qualitative data will come from the researcher's field diary. All the data will be triangulated to confirm validity.

❖ Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of multiple choice questions will be used to collect students' answers about present perfect tense at the beginning and at the end of the intervention. This will allow the student to provide a wide range of responses. All questionnaires will be conducted in class so that researcher give a clear explanation to the student and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

❖ **Field Diary and notes**

The use of a research diary, or field notes as they are sometime referred to, this will use for keeping a record of what happens. The Diary entries need not be very long. The researcher will record significant events during your observations or particular situations and your feelings.

1.3. PROCEDURES

The action research work process will include the following stages:
The intervention plan will start and end with questionnaires. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. A variety of activities will be used to improve the written use of present perfect tense. After each lesson the researcher applies an assessment test. Afterwards, two semi- structure interviews will be conducted to see student's perception of the strategies used. And all the details of the process will be recorded in field diary and notes.

Finally, the second questionnaire will be applied to check the overall students' progress after the intervention plan. The Student's progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be disseminated among the teachers, the partners and the school.

1.3. 1. TABULATION

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

1.3.2. ORGANIZATION

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

1.3.3. DESCRIPTION

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

1.4. POPULATION SAMPLE

A student from class 2nd year of Bachillerato in parallel "A" at Vicente Anda Aguirre high school, academic year 2013-2014.

6.5. WORK PLAN

This intervention plan comprises 8 lessons based (The implementation of a portfolio to improve the written use of present perfect tense in a case study of a 2nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014)

		Objectives	Activities	Procedure	Techniques	Resources, Instruments	Field diary
One Week	Lesson One	To answer the questions about present perfect.	Pre-test Present tense Perfect	Individual test	pre-test	Questionnaire	
	Lesson Two	To identify regular and irregular verb	T. Shows some flash cards with the regular and irregular verbs T. Writes on the board regular and irregular verbs St. Makes some examples applying the regular and irregular verbs	With some flash cards the teacher has to show the action of the verb and the student has to recognize the different verbs irregulars and regulars. The student has to take a test about regular and irregular verbs.	Group portfolio	Cards Worksheet Test	

Week Two	Lesson Three	To identify the verb list which includes the simple past and past participle of each of them.	<p>T. draws on the blackboard a table with the verbs in present, past and past participle tenses.</p> <p>St. recognizes the verbs and writes 5 sentences using the verbs</p> <p>T. and St. Play a short game titled "Runner verbs"</p> <p>St. Makes a short test about the verbs in the past participle tense.</p>	<p>First teacher draws a chart on blackboard with verbs in present, past and past participle tenses, then the student recognizes verbs and writes five sentences using the verbs learned. To reinforce the knowledge the teacher helps to student to become familiar with the verbs through a game called "verbs Runner" finally the student takes a short test about the verbs in the past participle tense.</p>	<p>Group portfolio</p> <p>Thematic portfolio</p>	<p>Works heet</p> <p>Game "verbs Runner"</p>	
	Lesson Four	to write the present perfect tense	<p>T. Explains the structure of present perfect tense.</p> <p>Positive- negatives (sentences)</p> <p>yes no questions and W H Questions</p> <p>St. works on the worksheet</p>	<p>Through a powerpoint presentation the teacher explains about of the structure and use of present perfect tense.</p> <p>Positive- negatives (sentences)</p> <p>Yes no questions and W H quistiones</p> <p>The student works on the examples on the worksheet</p>	<p>Group portfolio</p> <p>Thematic portfolio</p>	<p>works heet</p> <p>Power point presentation</p> <p>Laptop</p>	

<p style="text-align: center;">Week Three</p>	<p style="text-align: center;">Lesson Five</p>	<p>To Identify the signal words</p>	<p>T. Explains the use of signal words</p> <p>St. Through the game “bingo” recognizes the signal words</p> <p>T. explains the video about the signal words</p> <p>St. The student watches a video about signal words and completes the worksheet.</p>	<p>First the teacher explains the use of signal words then through the game “bingo” the student recognizes the signal words, after that the teacher explains a video about the signal words and finally the student watches a video about signal words and completes the worksheet.</p> <p>http://www.youtube.com/watch?v=5vJOJrVlgek</p>	<p>Group portfolio</p> <p>Thematic portfolio</p>	<p>worksheet</p> <p>Video</p> <p>“bingo” game</p>

	Lesson six	To write sentences using the present perfect tense	T. explains and writes sentences using the present perfect tense. St. Writes sentences	T. Writes some sentences using present perfect tense and explain about it. According with the explanation the student has to write some sentences using present perfect tense. Using the following theme "Your New School" (how you feel about your classmates and teachers, etc) Finally the student takes a short test about the present perfect tense with sentences.	Thematic portfolio	Questionnaire bookmarks
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Week Four	Lesson seven	To use the Present Perfect tense in a TEXT	T. reads and explain a short text using the present perfect tense, and shows to student unfamiliar vocabulary St. Completes a short text using the present perfect	T. Talks about the context of the text and explain the new vocabulary then the student according with the example has to complete a short text using the present perfect.	Group portfolio Thematic portfolio	worksheet
	Lesson eight	To take a post test	Student evaluation	The student has to take a post test and finally gives her opinion about the lessons	Working portfolio	Questionnaire
			Post-test		Thematic portfolio	

Author: Angela Campoverde Jumbo.

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

7.1. RESOURCES:

Human
material
technical

7.2. BUDGET

This project has a budget of \$ 500

7.3. FINANCING

Own economic resource

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Annex N°2

OBSERVATION SHEET

Teacher's name: _____ High school: _____

Grade: _____

Rating Key: 1 = unsatisfactory 2 = fair 3 = satisfactory 4 = very good 5 = excellent

Attributes and Performance	Rating (circle)					Comments (if any)
IN COMPARISON TO PEERS						
Attention span	1	2	3	4	5	
Ability to concentrate	1	2	3	4	5	
Needs direction repeated	1	2	3	4	5	
organization skills	1	2	3	4	5	
Showed dynamism and enthusiasm	1	2	3	4	5	
Gesture and posture	1	2	3	4	5	
SUBJECT MATTER KNOWLEDGE (English Tenses)						
Simple Present: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Present Progressive: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Simple Past: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Past Progressive: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Present Perfect Simple: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Present Perfect Progressive: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Past Perfect Simple: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Past Perfect Progressive: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Future Simple: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Future Progressive: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Conditional Simple: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	
Conditional Progressive: Affirmative/Negative/Question; Use; Signal Words	1	2	3	4	5	

Annex N°3

6.5. WORK PLAN							
This intervention plan comprises 8 lessons based (The implementation of a portfolio to improve the written use of present perfect tense in a case study of a 2 nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014)							
		Objectives	Activities	Procedure	Techniques	Resources, Instruments	Field diary
One Week	Lesson One	To answer the questions about present perfect.	Pre-test Present Perfect tense	Individual test	pre-test	Questionnaire	
	Lesson Two	To identify regular and irregular verb	T. Shows some flash cards with the regular and irregular verbs T. Writes on the board regular and irregular verbs St. Makes some examples	With some flash cards the teacher has to show the action of the verb and the student has to recognize the different verbs irregulars and regulars. The student has to take a	Group portfolio	Cards Worksheet Test	

			applying the regular and irregular verbs	test about regular and irregular verbs.			
Week Two	Lesson Three	To identify the verb list which includes the simple past and past participle of each of them.	T. draws on the blackboard a table with the verbs in present, past and past participle tenses. St. recognizes the verbs and writes 5 sentences using the verbs T. and St. Play a short game titled "Runner verbs" St. Makes a short test about the verbs in the past participle tense.	First teacher draws a chart on blackboard with verbs in present, past and past participle tenses, then the student recognizes verbs and writes five sentences using the verbs learned. To reinforce the knowledge the teacher helps to student to become familiar with the verbs through a game called "verbs Runner" finally the student takes a short test about the verbs in the past participle tense.	Group portfolio Thematic portfolio	Worksheet Game "verbs Runner"	
	Lesson Four	to write the present perfect tense	T. Explains the structure of present perfect tense. Positive- negatives (sentences) yes no questions and W H Questions	Through a powerpoint presentation the teacher explains about of the structure and use of present perfect tense. Positive- negatives (sentences)	Group portfolio Thematic portfolio	worksheet Powerpoint presentation Laptop	

			St. works on the worksheet	Yes no questions and W H quistiones The student works on the examples on the worksheet			
Week Three	Lesson Five	To Identify the signal words	<p>T. Explains the use of signal words</p> <p>St. Through the game “bingo” recognizes the signal words</p> <p>T. explains the video about the signal words</p> <p>St. The student watches a video about signal words and completes the worksheet.</p>	<p>First the teacher explains the use of signal words then through the game “bingo” the student recognizes the signal words, after that the teacher explains a video about the signal words and finally the student watches a video about signal words and completes the worksheet.</p> <p>http://www.youtube.com/watch?v=5vJOJrVlgek</p>	Group portfolio Thematic portfolio	worksheet Video “bingo” game	

	Lesson six	To write sentences using the present perfect tense	T. explains and writes sentences using the present perfect tense. St. Writes sentences	T. Writes some sentences using present perfect tense and explain about it. According with the explanation the student has to write some sentences using present perfect tense. Using the following theme “Your New School” (how you feel about your classmates and teachers, etc) Finally the student takes a short test about the present perfect tense with sentences.	Thematic portfolio	Questionnaire bookmarks	
Week Four	Lesson seven	To use the Present Perfect tense in a TEXT	T. reads and explain a short text using the present perfect tense, and shows to student	T. Talks about the context of the text and explain the new vocabulary then the student according with the example has to complete a short text using the present perfect.	Group portfolio Thematic portfolio	worksheet	

			unfamiliar vocabulary				
			St. Completes a short text using the present perfect				
	Lesson eight	To take a post test	Student evaluation	Self-	The student has to take a post test and finally gives her opinion about the lessons	Working portfolio	Questionnaire
			Post-test			Thematic portfolio	

Author: Angela Campoverde Jumbo

Annex N°4



UNIVERSIDAD NACIONAL DE LOJA

English Language Career

PRE TEST

LESSON ONE

Objective: To assess how much knowledge the student has

1.- Fill in the chart with the correct verbs. Use the verbs in the box

Made	go	Gone
Took	came	Seen
Know	given	Find
think	showed	written

Base Form	Past Tense	Past Participle
say	said	said
make		made
	went	
take		taken
come		come
see	saw	
	knew	known
give	gave	
	found	found
	thought	thought
show	showed	shown
write	wrote	written

2.- Unscramble the sentences. Use the structure of the present perfect tense

subject	+	auxiliary verb	+	Past participle Verb	complement
I	+	have	+	seen	ET.

a) **have/i/said/truth/the**

b) **day /I / brother /thought /in/ my/ have / all /the/**

c) **letter /she/ written/ a/ has /**

d) **treasure /he/found/ a/ has**

e) **pizza /delicious /sister /has /made /a / my /**

3. Convert these sentences in negative form

a) **She has gone to the cinema**

b) **we have given our money**

c) **we have known our past**

d) **I have taken a taxi**

4. Write questions with Question Words in the Present Perfect Tense

a) _____
____?

I have seen a snake **three times**.

b) _____
____?

They have shown the same act **since 2009**.

c) _____
____?

He has gone **to Quito**

d) _____
____?

Simon has written the most of the letters

5. Recognize the typical signal words for the present perfect tense. Put a checkmark in the word

Now <input type="checkbox"/>	usually <input type="checkbox"/>	Never <input type="checkbox"/>
Ever <input type="checkbox"/>	Since <input type="checkbox"/>	At the moment <input type="checkbox"/>
every year <input type="checkbox"/>	Last night <input type="checkbox"/>	for <input type="checkbox"/>
Just <input type="checkbox"/>	Already <input type="checkbox"/>	often <input type="checkbox"/>

Annex N°5



UNIVERSIDAD NACIONAL DE LOJA

English Language Career

POST TEST

LESSON EIGHT

Objective: To assess how much knowledge the student has

1.- Fill in the chart with the correct verbs. Use the verbs in the box

Made	go	Gone
Took	came	Seen
Know	given	Find
think	showed	written

Base Form	Past Tense	Past Participle
say	said	said
make		made
	went	
take		taken
come		come
see	saw	
	knew	known
give	gave	
	found	found
	thought	thought
show	showed	shown
write	wrote	written

2.- Unscramble the sentences. Use the structure of the present perfect tense

subject	+	auxiliary verb	+	Past participle Verb	complement
I	+	have	+	seen	ET.

f) have/i/said/truth/the

g) day /I / brother /thought /in/ my/ have / all /the/

h) letter /she/ written/ a/ has /

i) treasure /he/found/ a/ has

j) pizza /delicious /sister /has /made /a / my /

3. Convert these sentences in negative form

e) She has gone to the cinema

f) we have given our money

g) we have known our past

h) I have taken a taxi

4. Write questions with Question Words in the Present Perfect Tense

e) _____
_____?

I have seen a snake **three times**.

f) _____
_____?

They have shown the same act **since 2009**.

g) _____
_____?

He has gone **to Quito**

h) _____
_____?

Simon has written the most of the letters

5. Recognize the typical signal words for the present perfect tense. Put a checkmark in the word

Now <input type="checkbox"/>	usually <input type="checkbox"/>	Never <input type="checkbox"/>
Ever <input type="checkbox"/>	Since <input type="checkbox"/>	At the moment <input type="checkbox"/>
every year <input type="checkbox"/>	Last night <input type="checkbox"/>	for <input type="checkbox"/>
Just <input type="checkbox"/>	Already <input type="checkbox"/>	often <input type="checkbox"/>

Annex N°6

Matrix

Theme: The implementation of a portfolio to improve the written use of present perfect tense in a case study of a 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014.

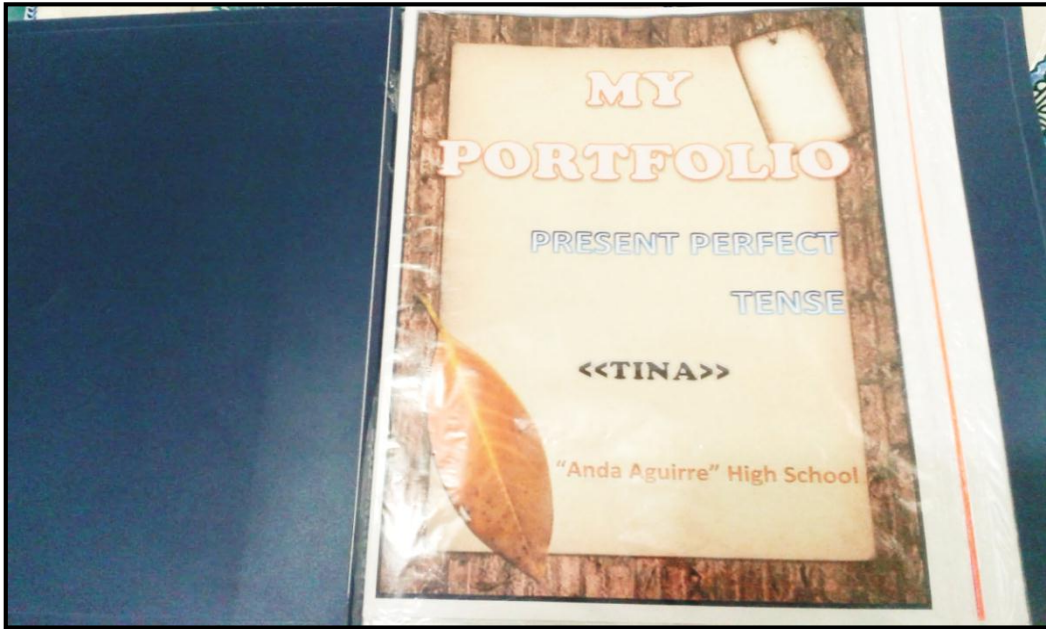
Problem	Objectives	Theoretical frame	Methodological design	Instruments
How does the use of a portfolio improve the written use of the present perfect tense for a 2 nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre High School, academic year 2013-	<p>General</p> <p>To improve the written use of present perfect tense with the implement of portfolio in a case study of a 2nd year student of Bachillerato in parallel</p>	<p>Present Perfect Tense</p> <ul style="list-style-type: none"> ❖ Definitions Of Grammar ❖ <u>The Importance Of Grammar</u> ❖ Definition Of Tense 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> ❖ Observing the English classes ❖ Stating the background of problem 	<p>Questionnaires</p> <p>Tests</p> <p>Diary</p>

2014?	"A" at Vicente Anda Aguirre high school, academic year 2013-2014	<ul style="list-style-type: none"> ❖ Types Of English Tenses ❖ The Present Perfect Tense ❖ The Structure Of Present Perfect Tense ❖ Contractions With The Present Perfect Tense ❖ Use Of Present Perfect Tense ❖ Signal Words 	<ul style="list-style-type: none"> ❖ Describing current situation ❖ Locating and reviewing the literature ❖ Creating a methodological framework for research ❖ Preparing an intervention plan 	Student logs
<p>Sub-problems</p> <ul style="list-style-type: none"> ❖ What kind of theoretical references about portfolio and present perfect tense are effective to improve the written use of it with the 2nd year student of Bachillerato, in parallel "A" at Vicente Anda Aguirre High School, academic year 2013-2014 ❖ What are the issues that limit the present perfect tense 	<p>Specific</p> <ul style="list-style-type: none"> ❖ To investigate the theoretical references about portfolio as a strategy and present perfect tense in the English language to help the 2nd year student of Bachillerato in parallel "A" at Vicente Anda Aguirre 	<p>Portfolio</p> <ul style="list-style-type: none"> ❖ Definitions Of Portfolio ❖ Organization Of 	<p>Intervention and observation</p> <ul style="list-style-type: none"> ❖ Applying, observing and monitoring students' 	

<p>learning with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre High School, academic year 2013-2014?</p> <ul style="list-style-type: none"> ❖ What are the important phases of the intervention plan that address the current issues of the present perfect tense learning with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre High School, academic year 2013-2014? ❖ Which kinds of portfolio are implementing to improve the written use of present perfect tense with the 2nd year student of Bachillerato, in 	<p>high school, academic year 2013-2014.</p> <ul style="list-style-type: none"> ❖ To diagnose the issues that limits the present perfect tense learning with a 2nd year student of Bachillerato in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014. ❖ To design an intervention plan with the use of portfolio to improve the written use of present perfect tense in the English language with a 2nd 	<p>Portfolio Content</p> <ul style="list-style-type: none"> ❖ Portfolio Types ❖ Advantages Of Using Portfolio ❖ Disadvantage Of Using Portfolio 	<p>performance according to the intervention plan</p> <p>Presentation of research findings</p> <ul style="list-style-type: none"> ❖ Reflecting, analyzing and answering the proposed inquiries ❖ Organizing the final report 	
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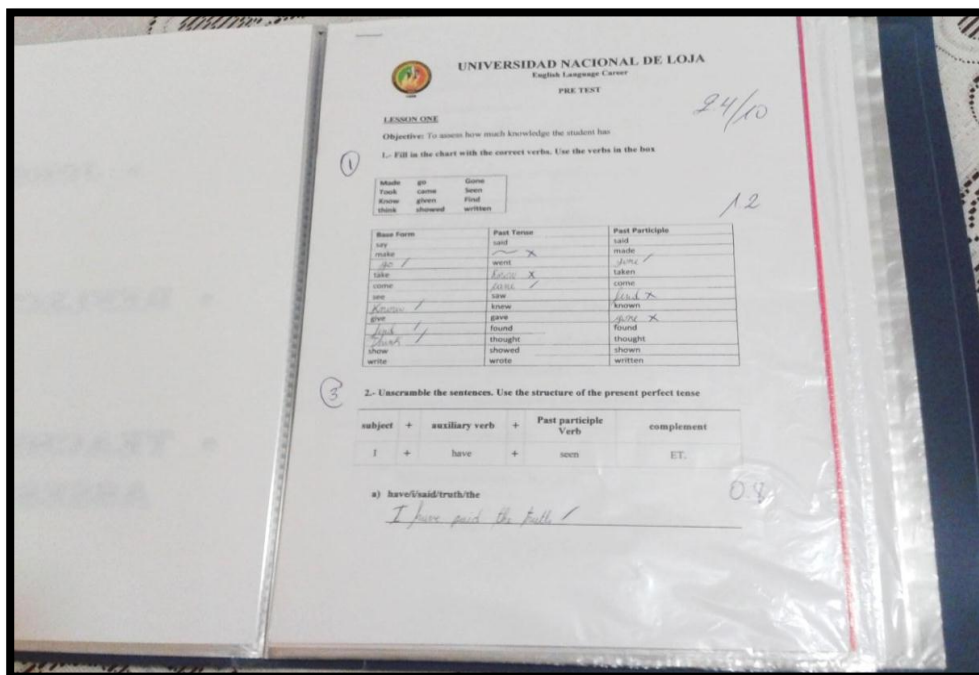
<p>parallel “A” at Vicente Anda Aguirre High School, academic year 2013-2014?</p> <ul style="list-style-type: none"> ❖ How does portfolio as part of the classroom activities improve the written use of present perfect tense with the 2nd year student of Bachillerato, in parallel “A” at Vicente Anda Aguirre High School, academic year 2013-2014? 	<p>year student of Bachillerato in parallel “A” at Vicente Anda Aguirre high school, academic year 2013-2014.</p> <ul style="list-style-type: none"> ❖ To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the present perfect tense. ❖ To reflect upon the effect that the portfolio had on the student's present perfect tense. 			
---	---	--	--	--

ANNEX N°7
PHOTOGRAPHY 1
 Cover Page



PHOTOGRAPHY 2

Pre Test



PHOTOGRAPHY 3

Student's Guide

Questions for Student Reflection

Reflections	
What do you like about this work?	Se me gusta porque me gusta cuando me dan un reto y cuando me dan un desafío y cuando me dan un reto y cuando me dan un desafío
What do you think you did well?	Me gusta porque me gusta cuando me dan un reto y cuando me dan un desafío
Are there things about this work you do not like?	Me gusta porque me gusta cuando me dan un reto y cuando me dan un desafío
Are there things you would like to improve?	Me gusta porque me gusta cuando me dan un reto y cuando me dan un desafío
How does this class help you in your classroom?	Me gusta porque me gusta cuando me dan un reto y cuando me dan un desafío
<p style="text-align: center;">COMMENTS</p> <p>Me gusta muy mucho al hacer otros cosas y aprender cosas nuevas y cosas nuevas</p>	

PHOTOGRAPHY 4

Area teacher assessment

Student:	Description:	Task N°:		
Eva	Catal (Dignificativa)	02		
<p>Teacher comments:</p> <p>In this first part the student was a little shy in the development of the class, she started expressed her interest to overcome her difficulties and is willing to cooperate in an active way.</p>				
<p>Assessment:</p> <p>Desarrolla sus good performances</p>				
5	4	3	2	1

Teacher area assessment

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