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**USE OF NEW TECHNOLOGIES IN ACQUISITION OF
TENSES IN FORM 6**

**JAUNĀKO TEHNOLOĢIJU IZMANTOŠANA DARBĪBAS
VĀRDU LAIKU APGUVĒ 6. KLASEI**

BACHELOR THESIS

Maksims Petruks

Matriculation Card No. mp17073

Adviser: assoc. prof. Monta Farneste

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Anotācija

Bakalaura darbs ir pētījums par jaunāko tehnoloģiju izmantošanas iespējām darbības vārdu laiku apgūvē 6. klasei. Pētījums tika veikts, pamatojoties uz ar datoru uzlabotu un ar mobilo telefonu uzlabotu valodas mācīšanas metodiku ar mērķi attīstīt un uzlabot skolēnu darbības vārdu lietošanas prasmi. Atsevišķa gadījuma izpēte tika pielietota kā galvenā empīriskās daļas izpētes metode un 14 skolēnu darbības vārdu zināšanas tika pārbaudītas, veicot pārbaudes darbus pirms un pēc mācīšanas tiešsaistes vidē un veicot anketēšanu. Iegūtie rezultāti pierāda, ka jaunāko tehnoloģiju izmantošana uzlabo skolēnu darbības vārdu lietošanas prasmi.

Atslēgvārdi: jaunākās tehnoloģijas, ar datoru uzlabota valodas mācīšana, ar mobilo telefonu uzlabota valodas mācīšana, darbības vārdu laiki, 6. klase

Abstract

The bachelor thesis is devoted to inspecting the possibility of using new technologies for acquisition of tenses in form 6. This research combines aspects of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) with the expectation that it will facilitate development and improve the students' verb tense proficiency. The intrinsic case study was applied as the main empirical research method and 14 students' verb tense proficiency was assessed through administering pre-revision and post-revision tests and post-revision questionnaires. The acquired results imply that use of new technologies in the classroom improves the students' proficiency of verb tenses.

Key words: new technologies, computer –assisted language learning, mobile-assisted language learning, verb tenses, form 6

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Introduction

Over the last couple of decades application of learning technologies started to play an essential role in supporting and enhancing language learning. Furthermore, the COVID-19 pandemic has resulted in a sudden shift to a strictly online environment, making experience with learning technologies a must for educators in all fields. As a direct result of this change in the educational system – the methodology used in each classroom has shifted and transformed. Given that face-to-face (FTF) classes are no longer a possibility, digital devices such as computers and mobile phones have to be incorporated into the learning process. Scholars such as Nunan (2007: 36) state that ‘technology transforms students from passive recipients to active learners which provides a variety of benefits.’ Thomas and Reinders (2010: 219) support the claim and state that ‘computer-assisted language learning [CALL] and mobile-assisted language learning [MALL] provide significant opportunities for learners to engage in exactly the kinds of authentic task-based activities focused on developing fluency, which are so often missing from conventional language curricula.’ Appropriately, because of the pandemic, the numbers of educators using CALL and MALL have increased drastically, with that the possibility and need to learn more about the approaches skyrocketed. Educators had to quickly adapt to the new learning environment, which resulted in studies being conducted through applications such as *Zoom*, *MS Teams*, *Skype*, *Google Meet*. Accordingly, in order to make sure that instruction is effective and that students are following, teachers have started using school and university systems like *E-classroom* and *E-studies*, and even applications like *Kahoot*, *Quizlet* and *Quizizz* more often.

According to Robinson and Gilabert (2019), use of new technologies is still a new area of study; therefore, the research agenda is wide open and case studies are welcomed, since they lead to development of new and improved ideas on the basis of theory and observation. They further state (ibid.) that new research on the affordances of emerging new technologies as well as research that revises language-learning theory and methodological choices that integrate the more transparent, everyday tools that now mediate our communication and learning are needed.

Thus, the **goal** of the research paper is to investigate the effectiveness of new technologies for the purpose of acquiring tenses in form 6.

The hypothesis is: If CALL and MALL are applied in the online learning environment, the students’ verb tense proficiency will improve.

In order to achieve the goal of the paper, these **enabling objectives** were set:

- 1) to analyse theoretical material concerning CALL and MALL;

- 2) to interview the group's teacher to decide how lessons for this study can be structured;
- 3) to develop lesson plans for the purpose of acquiring tenses in form 6;
- 4) to develop two separate questionnaires for the students and their teacher about their opinion on the effectiveness of online studies and technologies;
- 5) to conduct four lessons for revision of tenses through the *Zoom* application;
- 6) to carry out a pre-revision test and a post-revision test;
- 7) to carry out a post-revision questionnaire for the teacher and the students;
- 8) to summarize findings and draw conclusions.

The **research methods** are:

- 1) the theoretical method is analysis of chosen theories;
- 2) the empirical method is an intrinsic case study.

Semi-structured interviews, analysis of a coursebook, two questionnaires, observations of lessons and summative tests are employed as **data collection tools**.

The participants of the research are 14 EFL students of form 6.

The paper is divided into three separate chapters.

The first chapter is devoted to providing theoretical background on the technologies which will be employed in the empirical part of the paper. Specifically, the chapter focuses on the premise of CALL and MALL; it gives a brief overview of their benefits and drawbacks and specifies how they can be applied in the classroom. The chapter also aims to showcase what aspects of contemporary CALL should be paid close attention to and what should be monitored in online classrooms.

The second chapter aims to clarify what kind of tasks can be utilised in online learning environments with the help of CALL and MALL to facilitate acquisition of tenses. Furthermore, the chapter describes the outline that is preferred for task-based learning and clarifies what the overall requirements for EFL form 6 students in Latvia are in order to detail how the case study will be conducted.

Chapter three is devoted to describing methodology which was used to carry out the research paper; it provides the information on the empirical research methods, alongside information about the main data collection tools and the procedure of the empirical part of the thesis. The rest of the subchapters present and discuss the results obtained through following the steps mentioned in the procedure.

1. Application of New Technologies in Acquisition of Tenses

Technology is an essential tool, which plays a crucial role in most aspects of everyday life, including education and online learning, which, according to Gichobi, Dresser and Kraftcheck (2020), refers to ‘any form of learning that requires a network for delivery, interaction, or facilitation of the course’ and is the only option to for most establishments in Latvia at the moment. This chapter is devoted to providing theoretical background on some of the most commonly used technologies for online learning. Specifically, the chapter focuses on the premise of CALL and MALL; it gives a brief overview of their benefits and drawbacks and specifies how they can be applied in the classroom. The chapter also aims to showcase what aspects of contemporary CALL should be paid close attention to and what should be monitored in online classrooms.

1.1 Computer-assisted language learning

While Warschauer and Healey (1998) date the origin of CALL back to the late 1950s, over the course of time the popularity of said approach has been steadily increasing and reached its peak in popularity just now. Back in 2003, Bax hypothesized that ‘CALL technologies at some point would achieve a state of normalization’, he claimed that there would be a time and a phase where CALL would be incorporated in majority of everyday classroom environments. The hypothesis came to be true; however, in low-tech CALL contexts, in countries where such technologies are becoming more visible, there are still significant barriers to entry (Thomas, 2009). Because of the pandemic and the shift to online studies, the number of educators in Latvia using CALL has increased drastically, with that the need to learn more about the approach has also resurfaced. Thus, the purpose of this subchapter is to describe the premise of CALL, to give a brief overview of its benefits and drawbacks, to specify how the approach can be applied and to showcase what aspects of contemporary CALL should be monitored and paid close attention to in online learning.

1.1.1 Premise of computer-assisted language learning

When it comes to language learning, it is defined by Krashen (1981) as ‘the development of conscious knowledge of an L2 through formal study’. When discussing the concept of CALL, Beatty (2003: 7) stressed that CALL can be seen as ‘any process in which a learner uses a computer and, as a result, improves their language’. While the definition is clear, CALL has

evolved over the course of time, and in modern days it involves more modern strategies and technologies in the classroom than a simple computer. Nowadays scholars (Thomas, Reinders and Warschauer, 2014: 6) are building on Warschauer and Healey's (1998) and Bax's (2003) three phases of CALL. With the ever-growing popularity of contemporary digital media, they came to the conclusion that a completely new phase can be distinguished and identified. This particular shift towards social technologies is underpinned by developments in portable digital devices, from smartphones to tablets and e-readers, as well as by constructivist principles promoting collaborative learning on the social Web (Thomas, Reinders and Warschauer, 2014: 7). In the modern era there is a need to make the students the active agents and users of the target language. *The Common European Framework of Reference for Languages* (CEFR) devotes a whole chapter to interaction and emphasizes numerous times that the learner is supposed to be actively involved in each type of interaction (Council of Europe, 2020: 70-86).

Even though the approach is popular at the moment, there were certain researchers that expressed their indifference and even doubt when it came to use of technologies in classrooms. Cuban (2001) came to the conclusion that technology alone cannot improve the delivery of knowledge; a new computer cannot make a teacher better, nor can it provide a magic formula to improve learning. Warschauer (2011: 15) supported the idea and stated that technology does not bring about reform, but instead tends to amplify extant beliefs and practices.

In conclusion, computers can produce authentic learning environments utilizing a task-based approach in which learners have been given a much more productive rather than passive role in the process (Thomas and Reinders, 2010). The teacher must be attentive and careful when employing different technologies, since they do not guarantee success. Use of new technologies in the classroom has its own benefits and drawbacks which the educator should know about in advance.

1.1.2 The application of computer-assisted language learning

Before incorporating CALL into the classroom, it is crucial to distinguish how it can be employed and what tasks are typical for such classes. This paper focuses on tenses (CEFR entry proficiency level A1/A2 and exit level A2/B1); thus, the goal of this subchapter is to describe and outline how CALL can be used to facilitate acquisition of tenses in an online environment.

Thomas, Reinders and Warschauer (2014: 4) state that contemporary CALL is associated with a wide range of professional activities, they also support Levy and Stockwell's (2006) study where the scholars declare that contemporary CALL includes such processes as designing and developing appropriate environments for learners, innovating in terms of the format and style of pedagogy and developing a rigorous research culture grounded in an evidence-based approach. Contemporary CALL is based on the principle of providing interactive and collaborative learning environments in which both the students and educators use technologies to enhance the process.

When it comes to the applications of CALL, Beatty (2003: 52) provided a thorough list of the most commonly used types of applications. According to the researcher, word processing exercises, games, corpus linguistics, computer-mediated communication and use of internet resources were most commonly used (*ibid.*). The list was created back in 2003, however, so there was an abundance of innovation in the field of technology since then. According to Reinders (2012) one of the most popular new styles of technology-assisted teaching is the use of digital games; they state that such activities offer opportunities for collaboration and interaction difficult to achieve in other contexts. Additionally, in 2012, Bilton discussed the possibilities of using Google's augmented reality (AR) glasses in education. They believed that there was potential for language learners to experience hybridized perception in both their first language and desired foreign language by viewing the real world overlaid with digital information. However, use of AR glasses in education is still not common, as one of the drawbacks for it is that even in 2021 (almost a decade later) this technology has still not been perfected. In the end, while the technology will let the user play out different scenarios that will promote language acquisition – it is not helpful for autonomous learning.

For now, the most common utilisation for computers (CALL) and technologies like mobile phones and tablets (will be elaborated upon in chapter 1.2) is the use of such applications as *Zoom*, *MS Teams*, *Skype*, *Google Meet*, since it allows teachers and educators to start an instant meeting or scheduled meeting through the internet, which is the only way

classes can be conducted in countries like Latvia at the moment. According to Qustodio's 2020 annual report on children's digital habits (see Online 1) the Covid-19 pandemic brought education applications, especially classroom applications, into the mainstream. It is stated that among the supplemental applications that help children learn languages, *Duolingo*, *Kahoot* and *Quizlet*'s popularity increased drastically across the US, UK and European markets and that their popularity is expected to continue to grow.

In the end, the report proves that applications such as *Kahoot* and *Quizizz* are more popular than ever. The main benefit of them is that they allow students to study and learn various topics through use of games; additionally, the educator has the possibility to assign group works, record and review pre-tests, arrange unit tests and even exams. Reinders (2012) points out that underlying engagement with these social technologies is the potential for enhanced learner engagement, collaboration and learner motivation within more decentralized, democratic and learner-centric environments. Before him, Warschauer (2011) stated that these types of task-based and research-based applications help and require language learners to develop rich skill sets incorporating collecting and analysing data, evaluating results and solving problems as well as collaborating, sharing and disseminating information in ways that will be productive for others.

1.1.3 The benefits and drawbacks of computer-assisted language learning

CALL has become essential to language instruction because of the pandemic, and, as a result, professionals started noticing and acknowledging its benefits and drawbacks. As a whole, it was already established that this kind of instruction can produce authentic learning environments when utilizing a proper task-based approach, but it also poses a number of challenges, which each educator has to adapt to. Use of technologies requires precise instruction and in-depth planning, that is why the goal of this subchapter is to list the benefits and drawbacks of CALL and to suggest ways in which said drawbacks can be overcome.

When it comes to benefits (or affordances, as the authors refer to them) Reinders and White (2010) proposed to categorize them in the following manner:

1. Access

Reinders and White (2010) claim that the emergence of new and more advanced technologies has given learners the possibility of accessing resources that were previously inaccessible. This is ultimately true, given that even nowadays, despite the lockdown and overall situation with COVID-19 across the world, education is more accessible than ever before. Kukulska-Hulme and Traxler (2005) note that because of CALL and MALL learners in underprivileged

contexts now have better opportunities for access to materials, and that now they are less reliant on scarce or unavailable teacher support.

2. Cost efficiency

Reinders and White (2010) also point out that use of CALL and other technologies in general is believed to lower the cost of education for students. What is usually implied is the idea that the learner has to pay less, because they become less reliant on the teacher.

3. Interaction

Benson (2011) mentions that researchers that specialize in learner autonomy have spent a long time arguing about the importance of providing learners with opportunities to use the language, especially in settings outside formal education. CALL and computer-mediated communication (CMC) lets students interact with the language first hand, be it through email, chat or social networking sites – all learners have the possibility to connect with other language learners, teachers, and even native speakers, who can help with language acquisition.

4. New types of tasks

Moving on, Reinders and White (2010) point out the importance of coming up with new types of tasks. Thomas, Reinders and Warschauer (2014: 369) add that technology can offer new types of tasks that are difficult or impossible to replicate otherwise. The tasks they mention involve: drag-and-drop exercises which lead into discussions, Webquests, microblogging and social networking sites. According to the scholars such tasks offer opportunities for interactive language practice that can empower students to find authentic materials and interact with them without the constant intervention of teachers (ibid.).

5. Feedback

Finally, the last benefit of CALL and other technologies is feedback. New technologies make it easier for educators to provide immediate and personalized feedback to their students. According to Heift and Schulze (2007), CALL can provide feedback based on participants' prior language learning progress and their specific needs, which can help to decrease reliance on the teacher. Connected to benefit number three – feedback sparks interaction. Because of technology it is easier to provide feedback in a variety of different manners; Thomas, Reinders and Warschauer (2014: 369) clarify that it can be done through auditory, textual and visual means, and that because of technology it becomes easier for students to connect with other learners to obtain peer-feedback, encouraging them to consider alternatives for teacher guidance.

While all of the benefits sound spectacular to some researchers, certain individuals point out flaws and drawbacks for each of the before mentioned points. Firstly, there is a

massive negative potential that comes along with the concept of access of materials to all. The main issue with it is that such availability of learning materials for autonomous learning in particular is not sufficient whatsoever. Studies conducted by Reinders (2006) report that such materials frequently lack the necessary support structures, such as clear instructions or even answer keys, and do not explicitly encourage students to reflect on the learning process. Thomas, Reinders and Warschauer (2014: 367) emphasize that if learners are not trained for self-governing, no amount of surrounding them with resources will foster in them that capacity for active involvement and conscious choice – without an educator's involvement or prior training most materials will be useless. A reoccurring issue in schools, for example, in Latvia, at the moment is the decision of certain teachers to omit lessons and to focus on student autonomy. Such practices are not effective, instead teachers and developers need to begin by identifying efficient and effective techniques and procedures for using language materials or engaging in language learning tasks and activities mediated by technology (ibid: 370).

Regarding cost efficiency – many point out that the cost of education might become cheaper, because the prices for provided materials will be lower, but tend to ignore another problem that arises from this development. As Kukulska-Hulme and Traxler (2005) noted, because of MALL, learners in underprivileged contexts now have better opportunities for access to materials, so the use of free applications for mobile devices is becoming more and more common. People more often than not expect that because of the internet they can access everything for free and that everything should remain free or, in the case of apps, be cheap. The issue is that, as a result, the free materials are often picked out by not only such learners, but also teachers. Decoo (2010) points out that such materials lack not only systematicity, but also the limited quality control in much of its production. Additionally, use of technologies in the classroom is not more efficient or cheap for neither the students nor the institutions the students are attending. Thomas, Reinders and Warschauer (2014: 368) mention that institutions invest large sums of money into technologies, since there are costs for hardware, infrastructure, maintenance and training of staff. Furthermore, they mention that the learner also has to invest money into acquiring new technologies and that often such costs may be difficult for the autonomous learner to absorb away from the institutional setting.

When it comes to interaction and the provided possibility to connect with other language learners, teachers, and even native speakers – it is essential to stress that the interactions are still mediated by technology and thus may suffer from being inauthentic, leading to a distorted view of target language use. Thomas, Reinders and Warschauer (2014: 368) note that it also not uncommon for the interactions to be authentic, but, in most cases,

they are beyond the level of all but the more advanced learners. Even if the online interactions do happen in authentic settings and lead to successes for autonomous learners – unfettered interaction may not support sufficient focus on form, and the lack of systemization is likely to affect efficiency of learning as well as leave gaps in the acquired language system (Decoo, 2010).

When it comes to the new types of tasks being developed through technology – most of them are technology-driven (Godwin-Jones, 2004). What this means is that they do not come with a suitable pedagogical foundation, so majority of autonomous learners will be unaware of the full range of such tasks and will not be able to discover their uses on their own.

Finally, Reinders and Lewis (2006) argue that while technologies offer the opportunity for feedback, there is still an overwhelming majority of dedicated programs for language learning that offer very limited programmed feedback. According to them, learners tend to get feedback from programmed sources which may include information that is incomprehensible, inaccurate or irrelevant. While technologies are helpful to some extent, language learners should still strive to get feedback from humans when possible. Most of the time teachers can provide feedback, and that should be the more common approach of getting feedback even for autonomous learners.

Ghoshal (2020), after their recent study on advantages and disadvantages of online teaching and learning during the COVID-19 pandemic, stress some of the before mentioned drawbacks (ibid: 984) and mention even more additional drawbacks which have not been brought up before:

1. Lack of Interaction
2. Requirement of Self-Motivation
3. Frustration in students
4. Health-Related Concerns

First, it is stressed that because of the fact that majority of work is done near the computer, there is no possibility to have any FTF interaction with teachers and classmates and most of the time the interaction ends at exchanging emails. The researcher also stated (ibid.) that such an environment is taxing on the students' psyche and some cannot work in such an environment. This point goes hand-in-hand with the next point mentioned in their list.

Ghoshal (2020: 984) highlighted that because of the lack of interaction students are required to self-govern and stay disciplined and motivated. It is now essential that students learn to plan their day in an effective manner and stay focused on completing the set goals, since it is easy to get distracted while studying at home. The constant need to follow plans and

deadlines results in students becoming frustrated; further adding to the frustration is the lack of in-person communication with all the verbal and non-verbal expressions. The researcher declared (ibid.) that for those who struggle to communicate in writing, online learning has automatically become a bothersome activity. Lastly, it was concluded that bad posture, eyestrain and other health-related issues are also a major drawback for online learning.

In conclusion, as CALL becomes more widely incorporated and used in the future, it is crucial for educators and professionals in the field to focus on finding solutions for all of the drawbacks and problems that come along the way with it. Cuban (2001) clarifies that the first step should be adopting a more evenly balanced understanding of CALL's potential, one which rejects technological determinism as well as the overly optimistic tone adopted by many educational technology advocates. Selwyn, Potter and Cramer (2010) agree and add that this does not necessarily mean that each educator should adopt a pessimistic tone in contemporary educational technology, but it means understanding the history of technological and pedagogical innovation, rather than trying to avoid its challenges as every new technology appears. Thomas, Reinders and Warschauer (2014: 370) conclude that while CALL does promise significant advances in cross-cultural understanding, digital equity and collaborative communication, these remain potential gains which have yet to be realized.

Contemporary CALL is a step in the right direction and it emphasizes that it is important to listen to the opinions of the language learners; professionals that use it understand that contemporary CALL has not to do with replacing teachers with computers, websites or applications – it is just an additional tool that makes the learning process more interesting, exciting, and engaging. The teacher is now needed more than ever before, as Bax states (2011) 'CALL recognizes the importance of the teacher's role as a difficultator rather than a mere facilitator or guide on the side.'

1.2 Mobile-assisted language learning

Kukulska-Hulme (2013: 2) points out that ‘language learning nowadays increasingly traverses the classroom and learning takes place in virtual spaces and out in the world’, implying that MALL’s popularity, just like CALL’s, is steadily increasing. Pegrum (2014) supports the idea and states that ‘mobile-assisted learning is becoming increasingly more common, and mobile learning resources for supporting the teaching and learning of language are now widely available.’ On the other hand, another study by Kukulska-Hulme and Shield (2008) claims that ‘mobile applications have failed to reflect everyday curation and communication practices and communicative language teaching models.’ Burston (2015: 16), also expresses discontent over ‘the lack of innovation and failure of even the most recent MALL projects to exploit the affordances of mobile devices.’ The linguist in an earlier study (2013) also mentioned that there is ‘little research into the benefits of MALL.’ Thus, before applying the approach in the empirical part of the paper, the aim of this chapter is to provide a brief overview of what MALL is and what its benefits and drawbacks are.

1.2.1 The premise of mobile-assisted language learning

According to Valarmathi (2011: Online), MALL is ‘an approach to language learning that is assisted or enhanced through the use of a handheld mobile device.’ They further specify (ibid.) that ‘MALL is a subset of CALL.’ A study conducted by Pegrum (2014) provides both a broad analysis of what MALL is and how it is classified, and a guide on how it can be implemented to provoke learning and acquisition of languages.

First, Pegrum (2014) clarifies that there are two main ways to engage in learning with a mobile device:

1. Developing mobile activities, which are designed around websites, which have been optimised for mobile access;
2. Downloading content-specific applications from an app store.

When comparing the two, the author stresses (Pegrum, 2014) that mobile applications appear to be the more beneficial way to conduct a lesson, since they provide a smoother, more streamlined experience. Nonetheless, Pegrum (ibid.) also mentions that certain users often prefer the less streamline option, which websites provide. Regardless of which route is chosen, according to Burston’s study (2014: 344), the vast majority of available MALL

materials are underpinned by ‘a behaviorist, teacher-centred, transmission model of instruction.’

According to Kukulska-Hulme, Lee and Norris (2017: 226), mobile devices can be seen to play various roles in the classroom and the language-learning tasks. They state (ibid.) that mobile technologies provide potential opportunities for promoting communication and facilitate engagement in reading and viewing activities. Furthermore, the activities they mention (ibid: 227) are enabled by the features of mobile devices such as the camera, voice recorder, along with mobile internet tools that allow for mobile-assisted learning; the mobile-enhanced learning experience might be the use of a generic app to collaborate in the production of a group multimodal text or any other application. Thus, anything as simple as having a group discussion in breakout rooms through *Zoom* or working on tasks through *Quizizz* may qualify as ‘mobile-assisted learning’.

Finally, Thornton and Houser (2005) bring up that mobile phones can be naturally integrated in the CALL classroom and Jarvis (2015) supports their idea and agrees that ‘moving from CALL to task-based language learning with mobile-assisted language learning is possible.’ Technologies do, however, require in-depth planning and precise instruction; while the implementation of MALL into the CALL classroom is possible, it is crucial to compare the benefits of implementation against the drawbacks and possible investments of resources and time first.

1.2.2 The benefits and drawbacks of mobile-assisted language learning

Studies by Ally (2009) stressed the rapid increase of interest in using mobile devices for English language teaching and learning, while studies by Bull et al. (2005) have shown that mobile devices are useful for teaching English tenses to ESL learners and for enhancing language proficiency in general. MALL has a number of beneficial features that it shares with CALL; those features are access, cost efficiency, interaction, new types of tasks and also feedback. According to Kloper, Squire and Jenkins (2002), however, MALL has certain unique educational attributes which it has to offer for language learners. Thus, the goal for this subchapter is to elaborate on the benefits and drawbacks that come along with the application of MALL specifically.

When it comes to the benefits of MALL, Kloper, Squire, and Jenkins (2002) discussed multiple unique educational attributes of mobile devices in the classroom. Firstly, Kloper, Squire and Jenkins (2002) state that one of the most evident advantages of MALL in comparison to CALL is that mobile devices allow movability. When discussing this topic,

Sharples et al. (2005: 3) pointed out that ‘when using MALL, it is the learner that is mobile, rather than the technology.’ Many researchers approve of the feature; for example, Vate-U-Lan (2008) pointed out that ‘portability is an attractive feature, because it provides students the possibility of self-learning at their own pace, place, and time.’ Likewise, Wang and Ryu (2009) stated that ‘portability is the most important characteristic in the use of mobile devices for learning EFL, since it gives the students freedom to practice learning anytime, anywhere and maintains contact between students and lecturers outside the class.’

Next, it is mentioned that mobile devices facilitate and enhance the communication between users. According to Ally (2009), Wi-Fi technology in mobile devices allows learners to access supplementary learning materials and teachers can also use mobile devices to communicate and send learning materials to their learners at any time convenient to them. Khaddage et al. (2009) adds that mobile devices are designed to provide a lot of functionalities that can be used for supporting and enhancing teaching and learning; those functionalities consist of not only internet access, but also messaging, games, and multimedia convergence. According to Yedla (2013), development of technology and this possibility for social interactivity can enhance self-learning and thus may encourage the students to continue the learning process on their own in English language for their future.

In the end, despite all of the mentioned benefits and unique advantages, there are some limiting aspects that affect the potential of mobile devices in the classroom. Apart from the drawbacks that come along with CALL, which also occur with MALL, Franklin et al. (2007), point out that the main drawbacks of MALL are:

1. Screen size
2. Battery life
3. Limited storage
4. Limited downloading speed
5. Editing limitations

According to Bachfischer et al. (2008), small screen sizes cause viewing difficulties, eyestrain, and are difficult for vision impaired individuals; in addition to that, web pages are not always designed for small screens.

Shudong and Higgings (2006) mention that, apart from the limited battery life, limited storage and limited downloading speed, document editing capabilities may also limit mobile academic activities. According to the researchers (ibid.) small keyboard and screen size is not appropriate for document editing. Huang (2014) agrees with the statement and adds that ‘student learning activities via mobile devices with limited typing requirements may be ideal.’

In conclusion, both CALL and MALL have numerous benefits and drawbacks which have to be paid attention to when developing lessons. Both provide access to unlimited materials, offer new types of tasks such as WebQuests and others, and have a plethora of additional benefits. Use of this type of technology requires precise instruction and in-depth planning, but, when used appropriately, it can produce results in the classroom.

2. Teaching Tenses to Form 6 Students Through Technology-mediated Tasks

As it was established in the previous chapters, CALL and MALL can produce authentic learning environments utilizing a task-based approach to teaching, in which learners are given a more productive role in the process (Thomas and Reinders, 2010). Therefore, it is essential to establish how technology-mediated tasks should be sequenced and how they can be applied to provoke acquisition of tenses in form 6. Thus, the purpose of this chapter is to elaborate on the preferred sequence of technology-tasks in the classroom and to clarify what kind of tasks can be utilised in online learning environments with the help of CALL and MALL to facilitate acquisition and learning of tenses. Furthermore, the chapter will showcase what the requirements for form 6 students in Latvia are and will also describe how the case study for the empirical part will be conducted.

2.1 Sequencing and task design for online studies

When it comes employing technology-mediated tasks in the classroom – it has already been established by Hampel (2006) that sequence is of key importance. Nunan (2007) supported the idea and has even summarized seven crucial principles which have to be followed in the framework of a task-based approach to teaching, while Harmer (2015) went so far as to provide a sequence of how tasks and activities should be conducted in online learning environments with the implementation of CALL and MALL. This subchapter aims to introduce and make the reader accustomed with the principles Nunan (2007) mentions and it also aims to showcase how tasks should be sequenced in an online learning environment.

Nunan (2007: 35) has divided the typical framework of task-based approaches into seven different parts and principles: Scaffolding, Task dependency, Recycling, Active learning, Integration, Reproduction to creation and Reflection.

When it comes to scaffolding, which is the first principle, the teacher must ensure that they provide enough materials for the students to learn. Students have to be provided the language they need in order to complete the task beforehand, so that the process is more natural (Nunan 2007: 35). The educator should slowly add support and build upon the students' experiences and already existing knowledge so that they could continuously and seamlessly learn new skills. Moving on, the second principle is task dependency and it states that each task has to be connected with the one before as this sequence has to tell a pedagogical story (Nunan 2007: 35). The third principle mentioned by Nunan is recycling,

which students tend to do to facilitate language learning. According to this principle, students can understand how different parts of the language function in varying concepts (Nunan, 2007: 36). The fourth principle, active learning, implies that the student is a participant that actively works and interacts with other individuals or tasks instead of passively taking in the provided information. Nunan (ibid.) adds here that language learning is best guaranteed in environments where the target language is actively used instead of the learner's first language, additionally, the teacher should play a passive role and give students the opportunity to interact and express themselves. The fifth principle is integration and it implies that educators who tend to use task-based instruction have to ensure that semantic meaning, linguistic form and communicative function are well integrated into the language learning process. By doing so, the learners will be able to recognize the relationship between function, form and meaning (Nunan 2007: 36). The sixth principle is reproduction to creation and it implies that reproduction of language models should result in development of creative language use in students. Nunan (2007: 37) explains that this is crucial, because the students always tend to first reproduce the language provided by the teacher, next a tape or a text and as a next step, they become capable of using similar language items more creatively. Lastly, Nunan (ibid.) mentions that 'the learners should be given opportunities to reflect on what they have learned and how well they are doing.'

Regarding sequence, Harmer (2015) looked into various pre-existing theory and looked at many studies and came to the conclusion that sequence is crucial and that it directly affects how tasks are perceived by students. According to him, tasks should be conducted in the following manner.

1. The pre-task stage

In the first, pre-task, stage the main goal of the educator is to interest and engage the language learners. At this stage the task is introduced to students in an exciting manner. Once the students are invested – the educator might show them an example of a finished task to set expectations. Doing this in such a sequence is crucial, because helping already motivated students understand something complex is easier than calming down stressed students who are not as motivated to do work anymore because the complex requirements were introduced first. It is also recommended to provide students with additional materials beforehand, so they are more prepared with the tasks at hand.

2. The task stage

When it comes to the second stage, the students begin working on the task that the educator provides them with. It is not uncommon for these tasks to be done in pairs of two or even small groups, but bigger groups should always be avoided, because in those cases not all

students have the chance to learn, since they remain more passive than others. Ideally, the educator does not interfere with the way students go about completing the task, they only monitor the students, at most give them a hint if they are not managing. The goal for this stage is to bring about fluency, the teachers must make sure that students use all of the provided materials and hints to communicate with others without going back to their first language.

3. The language focus stage

The last stage is the language focus stage or to put it simply – the review stage. Once all of the tasks have been completed the educator can start the reviewing process. It can be done in various ways, but one of the more popular ways is to ask the learners to peer review each other's works. By doing peer reviews the learners will practice their critical thinking skills and will end up being more involved than if the educator were to simply point out and describe the errors, which are defined by Brown (1994: 205) as 'noticeable deviations from the adult grammar of a native speaker'. Reviewing the works this way can show the students' collective weak points, in that case the educator can approach those errors on the spot and find a way to correct the errors without any delay.

In conclusion, the structure of a lesson is crucial to its effectivity and MALL and CALL can produce effective results only with well-designed tasks and a proper lesson sequence. After establishing the proper sequence, it is essential that theory on types of tasks is analysed to develop appropriate materials. Thus, the next subchapter provides information on types of technology-mediated tasks that are suitable for use in online studies for acquisition of tenses.

2.2 Tasks for online studies

González-Lloret and Ortega (2014) state that for a full and effective integration of technology the first condition required is a clear definition of technology-mediated tasks to avoid simple translation of exercises and activities from face-to-face contexts into a computer platform.

González-Lloret and Ortega (ibid.) studied various pre-existing theories and decided to build upon them, as a result proposing that:

1. Technology-mediated tasks should primarily focus on meaning, rather than on grammatical forms;
2. They should be learner-centred, considering students' needs and wants for language, their technological applications, and digital skills;
3. Tasks should also be holistic and authentic, drawing on real-world processes of language use;

4. Tasks should bring reflection to the learning process; they should provide opportunities for higher-order learning as part of principles of experiential learning.

According to the researchers (González-Lloret and Ortega, 2014: 237), the most popular technology-mediated task types that appear in a online learning are:

1. Jigsaw

When it comes to the jigsaw technique, it is a type of activity that provokes student cooperation. It involves separating students into various small groups and giving each member of the group their individual assignment or problem, which is a part of an overarching theme or puzzle. Each student has to then leave their group and join a group with the same topic as theirs. In these small groups each student has the chance to share their opinion and learn something new through cooperation. In the end the students return to their own group and share their findings.

2. Dictogloss

Dictogloss focuses on teaching students the form of the target language through dictation and communication. Primarily used in task-based language teaching, dictogloss involves a teacher dictating a text for the students, who in return note down key words and then work as a team to recite and reconstruct the text.

3. Information-gap

When it comes to information-gap – it is a task with missing information, which students have to fill in. They can either be already chosen words, which have been simply removed to practice a language point like tenses, or they are missing information which has to be found out through communication with other students. They can be conducted in varying ways and depend on the goal of the lesson.

4. Discussion tasks

Discussion tasks are open-ended and have multiple correct answers. The main positive of this type of task is that all students have the possibility to contribute, since no predetermined correct outcome limits the varying types of thinking that might occur.

Nunan (2004) mentions that in task-based classrooms the emphasis is on learners to communicate through interaction in the target language. The before mentioned tasks introduce authentic conversations into the classroom and help learners focus not only on language but the learning process itself. Additionally, it makes the learners' own personal experiences important contributing factors to the classroom. In their opinion (ibid.) task-based learning is beneficial to the language learner, as the student is the focus of the lesson. Such environments and focuses lead to meaningful communication, and in return students not only learn the language, but also naturally acquire various practical skills necessary for real life

communication. Aside from these points, Nunan (2004) also mentions that a task-based approach can strengthen a plethora of principles and practices in the education field overall. They believe that the needs-based approach to content selection and the emphasis on learning to communicate through interaction in the target language led to the introduction of authentic texts into the learning situation. Because of this approach students are provided opportunities to focus on the learning process itself, not only on the language. The learner's own personal experiences lead to exciting discussions and materials in the target language and now are considered important contributing elements to learning in the classroom. In such environments students are more active and driven to study than ever before and eagerly participate in tasks and activities, since they are given the possibility to display skills, share knowledge with other students and create new bonds when working in groups.

These effective types of tasks were borrowed from traditional FTF classrooms and researchers who had proposed them state that they are optimal for language learning and that they work with new technologies in an online learning environment (Pica, Kang, and Sauro 2006). Additionally, jigsaw, dictogloss, and information-gap task types can be applied in the online classroom through *Zoom* and *Quizziz* to provoke acquisition of tenses in form 6 in a natural way. In the end, in order to decide whether or not these types of tasks can be employed in the study, it is crucial to establish what the requirements for the target group are. Thus, the following subchapters aims to describe the requirements set for form 6 students in detail by referring to multiple official documents.

2.3 Requirements according to form 6 curriculum

In order to develop appropriate materials for specific groups of students, it is essential to know what their level of proficiency in the target language is. The Council of Europe developed the CEFR to provide a comprehensive way of assessing learners' proficiency levels. Their six-level proficiency system is widely accepted as the standard across Europe; therefore, the CEFR will be used to decide what skills need to be observed and what themes have to be taught for the sake of the revision for the case study.

Table 3.1 The six common reference levels provided by the CEFR

C – Proficient User	C2 – Mastery or proficiency.
	C1 – Effective Operational Proficiency or advanced;
B – Independent User	B2 – Vantage or upper intermediate.

	B1 – Threshold or intermediate;
A – Basic User	A2 – Waystage or elementary.
	A1 – Breakthrough or beginner;

The CEFR divides speakers into three groups: the basic user, the independent user, the proficient user (see Table 3.1). Next, the CEFR provides various common reference levels under those groups. The CEFR also describes what each learner should be able to do when reading, listening, speaking and writing at each level. In order to know what requirements have to be met and what level of proficiency form 6 students must meet it is essential to look into regulations provided by the Cabinet of Ministers (Online 2).

Table 3.2 Hours devoted to languages in educational programs for national minorities (Online 2)

Subject	1-3 form (A1)	4-6 form (A2)	7-9 form (B1)
First foreign language	174 hours	245 hours	315 hours
Second foreign language	---		
*[Online 2] The Regulation of the Cabinet of Ministers, No. 747 (27 November 2018)			

According to The Regulation of the Cabinet of Ministers, No. 747, form 6 students are expected to study foreign languages for 245 academic hours over the course of three years (see Table 3.2) and fall under the A2 (elementary) level of English proficiency. The regulation also clarifies that the headmaster of each school has the rights to add additional hours or deduct them from the hours listed in the table. Level of each group may also vary, due to the fact that there are many variables that have to be taken into account with every group of students.

According to the CEFR, all A2 level students must learn the future time forms (will and going to), they must also know how to use past continuous, past simple, present continuous, and present perfect before moving on to the B1 level in form 7. They specify that students:

...must be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Furthermore, they should be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Finally, they should be able to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. (CEFR, Council of Europe, 2020)

The descriptors in the CEFR document support the ideas provided in chapters 2.1 and 2.2 and indicate that a communicative, task-based and learner-centred model of language and language learning will produce more adequate results. The document does not, however, provide any additional information on the themes that should be touched upon during lessons and does not mention anything about the sequencing of tasks and themes when teaching in online. Given that the provided theory does not provide enough specific information, which can be used for the case study and to develop materials that correspond to all of the requirements, a more in-depth analysis is needed. Thus, the empirical part of the research paper will showcase the results of the various interviews with the group's teacher and the results of the analysis of the coursebook *New Opportunities, Education for Life: Elementary*.

3. Use of New Technologies in Acquisition of Tenses in Form 6

The main goal of the bachelor thesis is to investigate the effectiveness of use of new technologies for acquisition of tenses in form 6, whereas the proposed hypothesis is that CALL and MALL will facilitate development and improve the students' verb tense proficiency if they will be applied in the classroom.

3.1 The research methodology

Having discussed all of the relevant theoretical background for the thesis, it is now appropriate to describe the methodology which was applied to research all of the necessary aspects for the study; additionally, the results acquired through application of said methods will also be described in this chapter. The first subchapter is devoted to describing methodology which was used to carry out the research paper; it provides the information on the empirical research methods, alongside the main data collection tools and the procedure of the empirical part of the thesis. The rest of the subchapters present the results obtained through following the steps mentioned in the research procedure.

3.1.1 Research design

A case study has been chosen as the empirical research method. According to Mitchell (1983: 192), a case study is a 'detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles.' Yin (1994: 13) elaborated that a case study is 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident...[and] relies on multiple sources of evidence.' Stake (1995) distinguished case studies into three different types: intrinsic, instrumental, and collective. According to him, a case study can be classified as intrinsic if the case itself is the central interest; thus, seen as the research paper at hand focuses on the experience and hardships of one specific group of learners, the case study which is being carried out can be categorized as an intrinsic case study. The data collection tools selected for the study are described in the following section.

3.1.2 Data collection tools

The first data collection tool was an interview. The type of interview selected for this study was a semi-structured interview, and it is defined by Easwaramoorthy and Zarinpoush (2006) as ‘an interview which uses a set of predetermined questions and the respondents answer the questions in their own words, not from a list of options.’

The second data collection tool was the analysis of the coursebook *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) and all of its 16 units; carried out in order to develop lesson plans for the purpose of acquiring tenses.

The third data collection tool was a non-participant observation (Gold, 1958) of four *Zoom* lessons, and it was carried out to determine the effectivity of use of technologies in online learning. The group’s teacher taught the lessons, while the author of this paper observed and recorded all the events.

The fourth data collection tool was a summative test, defined by Brown (2004) as ‘a test, which is intended to show the standard that the students have now reached in relation to other students at the same stage.’ A pre-revision summative test and a post-revision summative test were developed based on topics that had been already taught to students and were analysed to determine the outcome of the revision.

The fifth and last data collection tool was a post-revision questionnaire, conducted in order to draw conclusions about the effectivity of technologies and online learning for acquisition of tenses, and to assess the usefulness of the carried-out revision lessons.

3.1.3 The procedure

The empirical part of the research paper consists of the following research steps:

- 1) Various semi-structured interviews were carried out to collect information about the students’ background, to decide how lessons could be organized, and to arrange observation dates. After the interviews with the EFL students’ teacher it was concluded that the students were used to a specific coursebook and textbook.
- 2) The coursebook *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) was analysed for the purpose of simulating a similar theme and lesson sequence. This step ties in with the previous step and was taken to decide in what order the tenses will be revised during classes and how the classes will be structured.

- 3) Lesson plans for the purpose of acquiring tenses were developed. This step was taken after deciding on the lesson structure and was taken in order to develop various materials for the revision of the required verb tenses. Additionally, the pre-revision and post-revision tests, alongside the questionnaires, were developed.
- 4) Four *Zoom* lessons were observed. This step included the observation of the lessons that took place on 23 April and 30 April at 11:25 and 12:25. Observation of the 23 April classes focused the revision of modules 1-2 and 5-6, while the observation of the 30 April classes focused on the revision of modules 9, 10 and 13.
- 5) The results of the pre-revision and post-revision tests and the questionnaires were reviewed.
- 6) The hypothesis was verified and conclusion were drawn.

The following subchapter presents the analysis of the conducted interviews to establish how materials for the revision lessons could be developed.

3.2 The interview with the students' EFL teacher

As mentioned in the procedure, various semi-structured interviews were carried out with the goal to learn more about the student's background; to understand what they have already studied in the past, what is planned next and what materials could be useful for them. Given that the interviews were semi-structured, various questions were prepared in advance and the answers provided by the teacher reflected her experience with this specific group of students. After the interviews, the following conclusions were drawn:

- 1) When asked about prior studies, the teacher mentioned that all of the themes required by the curriculum have already been taught to the students and clarified that the last tense the students had studied was the present perfect tense. After being asked a follow-up question about the types of tasks that students were most accustomed to the teacher stated that the most common tasks for the group are information-gap tasks, matching tasks, which she organizes through the *Kahoot* application, and discussions in pairs and teams, which she organizes through the *Zoom* application.
- 2) During a discussion about lesson planning and a possible sequence of themes for the revision for this study, she clarified that she always uses each group's designated coursebook and textbook and that this group is no exception. She mentioned that because of the new environment, she generally stopped using textbooks; according to her it became difficult to track what students did in them during classes because it required the students to bring the textbook up to the camera or to send pictures, which

a lot of the students had problems doing. As a result, the teacher uses the *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) coursebook and simply follows the already developed lesson structures for each of her classes, adding other tasks and sources from the internet when needed. Her recommendation during the discussion was to copy the order of the themes for the revision and the sequence of the lessons from the coursebook. She additionally recommended to simplify the plan and to omit certain parts that are often included in the units.

- 3) Regarding the materials that could be developed for the future revision lessons, the teacher mentioned that her future plans are to slowly, over the course of the next academic year, revise the present simple, present continuous, present perfect, past simple and past continuous tenses to make sure that students use them properly. In regards to the materials themselves – it was stated that the developed tasks should promote comprehension, interaction and proper use of tenses in production of both written texts and verbal communication. She mentioned that she always uses a variety of different methods, tasks and activities for her classes so students develop proficiency in multiple skills. Furthermore, she added that she would prefer to have varying types of tasks developed for the lesson; specifically, tasks which involved group discussion and teamwork were highlighted. It was preferred that such tasks were to be developed, because students become more invested in learning when communication and information exchange is involved. Students practice their target language skills through discussion of various topics, they also develop critical thinking skills when they process the information received and they develop decision making skills when they conclude their discussions.
- 4) Regarding testing, she mentioned that she either carries out her tests through their school's management system, *E-classroom*, or through quiz applications like *Quizziz* and *Kahoot* to get the results automatically; she commonly employs multiple choice tests, because they are easy to grade, take less time than tests with open-ended questions and because they typically provide reliable results, which show the group's collective weak points.
- 5) According to her, the students' entry proficiency level next year will be closer to B1; thus, the developed tests can be carried out in a similar manner to the tests which the students used to do before the study, through an application like *Quizziz*. These tests will not affect the students' grade in school whatsoever, but they will help the teacher make relevant conclusions on her students' proficiency levels.

The interviews were conducted to find out more about the background of the group for the case study and to determine how the lessons plans for revision of verb tenses could be developed. In the end, it was concluded that technologies like computers and mobile phones could be used to carry out group discussions through the *Zoom* application and to carry out information-gap and matching tasks through applications like *Quizziz* and *Kahoot*. Regarding the sequence of themes for revision, the group's teacher recommended to copy the order of the themes and the sequence of the lessons from the coursebook that they use in class. Thus, it was decided that the structure of the lessons provided in the coursebook *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) would be analysed.

3.3 Analysis of the coursebook *New Opportunities, Education for Life: Elementary*

This subchapter of the paper provides the results of the analysis of the coursebook *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006); it mentions what the structure for lessons is in the coursebook and specifies how the structure from the coursebook was adapted for an online learning environment, the subchapter also gives an outline for the sequence in which verb tenses should be taught to students and clarifies what types of tasks are most commonly used to teach tenses in this form.

3.3.1 Lesson structure

The coursebook used in form 6 is *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006). The set consists of a Student's Book, a Workbook, a Teacher's Book and CDs. The book is divided into sixteen topic-based units with a focus on grammar and varying skills. Each unit is further divided into eight sections:

1. The 'Before You Start' section

The 'before you start' sections focus on introducing the students to the outline of the lesson through the module objectives. An introduction to the topic of discussion is provided alongside a list of key vocabulary related to the topic. The main goal of this section is to motivate students, therefore the early activities and tasks provided are primitive and are simply used to get the students thinking. At such an early stage the students are expected to listen to a speech or to read a text and focus on the meaning.

2. The 'Grammar Focus' section

When it comes to the 'grammar focus' section, it is always the first lesson of each module and comes after the 'warm-ups.' Before starting with the reading/listening activities, exercises, and tasks, the coursebook recommends providing context for language through discussions. The initial tasks provided are usually information-gap tasks which focus on form. Other tasks can vary, but their goal is to help students discover how certain parts of the language function and how they can be used. Next, the 'pronunciation' activities require the students to listen to the pronunciation of certain words in order to repeat them. The focus usually is on grammar points, like verb endings in tenses. Lastly, the 'practice' part can provide a variety of other controlled activities, exercises, or tasks like information-gap tasks and matching tasks.

3. The 'Skill Focus' section

Next, the main skill focus sections appear in every module in the coursebook. The goal for this section is to build reading, listening, and speaking skills by systematically focusing on various aspects of vocabulary.

4. The 'Communication workshops' section

The 'communication workshops' sections focus on providing various additional, carefully picked out, staged and controlled tasks to improve listening, speaking, and writing skills. These sections always provide examples of how tasks should be completed. For example, scans of letters are provided, since letter writing tasks are typical for this section. In order to make such tasks more engaging, the 'talkback' stage is incorporated into this section. There are plenty of ways to implement this stage into the lesson; for example, students can guess which letters belong to whom, they can roleplay and introduce themselves to their classmates, where they would be listing to true and false facts about themselves, and then the others could guess and discuss which information was false. Such communicative tasks not only provide students with support and practice, but also build confidence. If the students are having problems with writing, the 'communication workshops' sections always provide a reference for 'writing help' sections.

5. The 'Writing Help' section

The 'writing help' sections go hand-in-hand with the 'writing workshops' sections and provide samples of properly structured texts. This section focuses on giving advice, providing useful vocabulary, linking expressions and samples so that the students have the possibility to comprehend the norms better by comparing the structure and vocabulary of their works to the layouts and vocabulary of the works provided in the coursebook.

6. The 'Culture Corner' section

The 'culture corner' sections are uncommon and appear only in a couple of modules. They primarily focus on providing tasks related to the culture of the learner. This section is helpful and memorable and can be easily implemented into the 'lesson review' section of the lesson, which will be touched upon later.

7. The 'Language Problem' section

The 'language problem' sections focus on the practice of the more problematic aspects of the language. Usually, students become lost when vocabulary and grammar overlap, so this section brings attention to specific grammar points, which are often looked over, by providing theory and explanations alongside all of the tasks.

8. The 'Lesson Review' section

Finally, the 'lesson review' sections focus on the revision of the main language from the two previous modules.

As can be seen from the list, the focus in the coursebook is on constant activity and communication from the side of the students in order to increase their awareness of their skills in the target language. *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) also goes hand-in-hand with all of the CALL and TBI theory and the CEFR recommendations and objectives, which were previously mentioned in chapter 3.2. Imitating a similar learning environment through *Zoom* and *Quizziz* will be possible, because *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) presents all the theory, tasks, and overall practises within a task-based framework.

After the analysis of the coursebook, it was concluded that the overall structure of lessons for revision of tenses could indeed be simplified to produce a more natural lesson flow in an online learning environment. Parts of the lesson devoted to writing help could be incorporated in the task stage as feedback, while ‘language problems’ could be discussed during the review stage. In the end, an outline for lesson planning (see Table 3.1) was developed on the basis of the *New Opportunities, Education for Life: Elementary* (Harris, Mower and Sikorzynska, 2006) coursebook’s sequence for lessons and Harmer’s (2015) theory.

Table 3.1 The sequence of a lesson

The pre-task stage
Introduction to the topic and the outline of the lesson.
The task stage
1. Theory is presented and the students listen to the teacher’s presentation or read a text provided by the teacher.
2. Students are provided with a technology-mediated task and are asked to apply the revised knowledge of verb tenses to practice. The students are expected to use the context provided by the text to work out and formulate a statement or enhance in the proper tense. The practice activities are carefully graded and get students to apply the rules they have just discovered.
3. Freer oral and written grammar practice.
The review stage
The students peer review each other’s works to practice their critical thinking skills. The teacher observes the process and addresses the students’ collective weak points if necessary.

As mentioned in the outline (see Table 3.1), each lesson will start with an introductory part, with the aim to introduce the theme of the lesson to students in an exciting manner. During the task stage, the students will first be presented with topical information and theory, their goal will be to concentrate on the meaning of said theory by listening to the teacher’s presentation or by reading a text provided by the teacher.

Next, the extensive practice tasks and activities will be introduced. The students will begin working on an assignment provided to them by the teacher through the technology of their choosing: their computers, mobile phones or tablets. The first technology-mediated tasks

will be more primitive in nature, developed to ease the students into the flow of the lesson; the students will be expected to use the context provided in the task to formulate a statement or exchange in the proper verb tense. Afterwards, the students will move on to freer oral and written grammar practices by having discussions with each other.

Lastly, for the review stage, the students will either listen to the teacher while they comment on their performance or they will peer review each other's works to practice their critical thinking skills. If the second option will be chosen – the goal of the teacher will be to observe the process and addresses the students' collective weak points only when necessary. In conclusion, it was decided that this exact outline would be used for the lessons that would take place on 23 and 30 April.

3.3.2 Sequence of teaching tenses and types of tasks employed in the lesson plans

In order to develop lessons plans it was essential to analyse the sequence in which verb tenses were taught to students and to clarify what types of tasks were most commonly used to teach them. Thus, the subchapter focuses on describing the findings on the order in which tenses were taught, what tasks were most prominent for the purpose of teaching tenses, and what materials were developed for the lessons as a result of this analysis.

Table 3.2 Sequence of teaching tenses to A2 level students (Harris, Mower and Sikorzynska, 2006: 10-13)

Module	Focus on
Module 1-2	1 Present simple: affirmative and negative forms; 2 Present simple: the interrogative form; adverbs of frequency.
Module 5-6	1 Past Simple: the affirmative, negative and interrogative forms; 2 Present Simple: the interrogative form; adverbs of frequency.
Module 9-10	1 Present Continuous; 2 Present Simple and Present Continuous.
Module 13	1 Future with 'be going to'

After analysing the contents of the coursebook, an outline for the sequence in which tenses could be revised during the pilot lessons was developed (see Table 3.2). The table showcases that the present simple is the first tense that should be taught to the students; additionally, the book prioritises teaching students to form the affirmative and negative right away. The material developers also connect the first module to module 2, which focuses on teaching students about the adverbs of frequency and the interrogative form. Next, modules 5 and 6 focus on revision

of the present simple, but also introduce the past simple with the focus on teaching the affirmative, negative, and interrogative forms. Modules 9 and 10 focus on the present simple and present continuous tenses, while module 13 focuses on the future tense with ‘going to.’

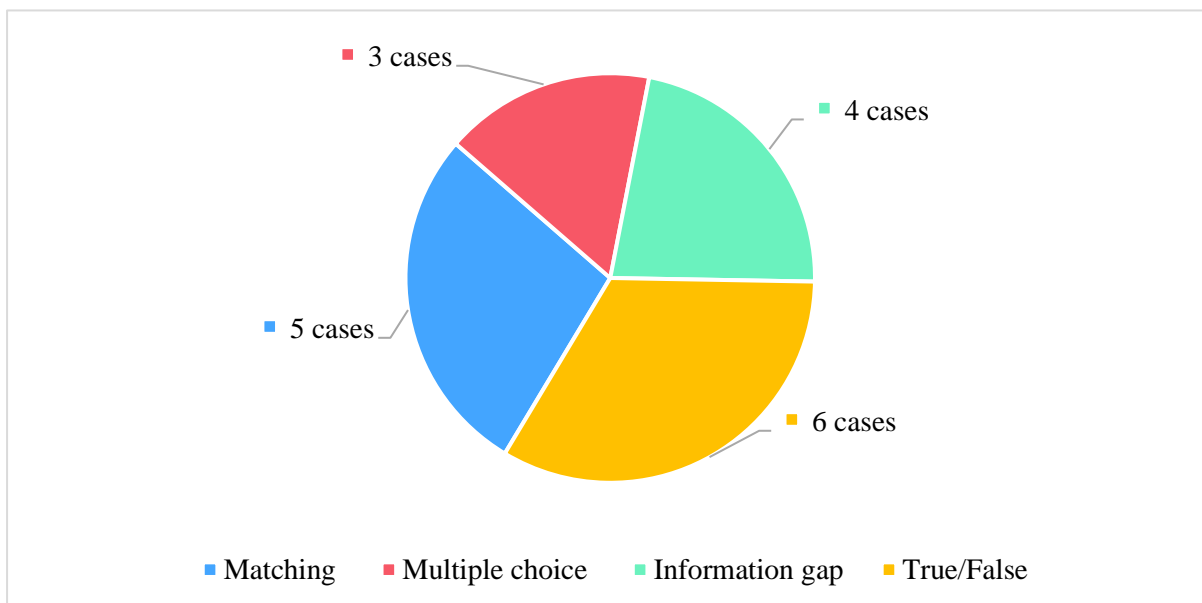


Figure 3.1 Frequency of task types used to facilitate tense acquisition in the *New Opportunities, Education for Life: Elementary coursebook*

When it comes to the types of tasks which were most commonly carried out and completed during lessons, the coursebook implemented a variety of different tasks and activities to facilitate acquisition and learning of verb tenses (see Figure 3.1). After the analysis it was decided that some of these task types would be used for testing, but it was also noted that more communicative tasks based around discussions and group work would be implemented for the lessons themselves in order to meet the needs of this particular group of students.

In the end, after finishing with the analysis and having multiple additional discussions with the group’s teacher it was concluded that the lessons would follow the outline mentioned in subchapter 3.3.1 (see Table 3.1) and that the tenses would be taught in a similar order as the one provided in the coursebook (see Table 3.2). Furthermore, it was concluded that multiple choice, information-gap, true or false and matching type tasks were most commonly used to teach tenses in this form, thus they would be employed in the lessons plans. Based on the results of the analysis, two lesson plans, including two presentations and two tests, were developed.

3.4 Results and Discussion

Having discussed the methodology which was applied to research all of the necessary aspects for the study, it is now appropriate to describe the results acquired through application of said methods and proposed research steps. The first four subchapters of this section focus on describing the outcome of the observation part of the research paper. The fifth subchapter is devoted to providing the results of the pre-revision and post-revision tests and comparing them. The aim for that subchapter is to see how the student's proficiency changed over the course of these revision lessons. The last subchapter focuses on providing the results of the two conducted post-revision questionnaires. The aim of that subchapter is to make conclusions about the effectiveness of use of new technologies for acquisition of verb tenses by comparing the teacher's answers about the experience to the student's answers.

3.4.1 Observation of lesson 1

The following four subchapters deal with the discussion of the observation of the piloted lessons. The two lessons which occurred on 23 April focused on the present simple and past simple tenses and majority of the lesson went according to the lesson plan, but there were various differences and variables which were not considered beforehand. Thus, the aim of the subchapters devoted to those lessons is to describe how exactly the first developed lesson plan translated into the online learning environment in *Zoom* and to share the successful and the unsuccessful aspects which were observed. The purpose for the observations was to monitor how the implementation of technology affected the online learning environment and student verb tense proficiency. As mentioned in chapter 3.1.2., all of the observations were non-participant, meaning that aside from a quick greeting and introduction the exchanges between the author of the paper and the students were kept at a minimum.

Table 3.3 Lesson plan for lessons 1 and 2

Lesson topic: Present simple and past simple Date: 23 April Time: 80 minutes Level: Beginner (A2) Grade: Form 6
The pre-task stage
1. Introduction to the topic and the outline of the lesson (5 minutes) Pre-revision test (see Appendix 1). (25 minutes)
The review stage
Students discuss the test contents with the teacher. Necessary theory gets explained. (10 minutes)
Students have a 20-minute break

The task stage
1. Listening to presentation on the present simple tense (see Appendix 4). (7 min)
2. Error correction task. (10 min)
3. Listening to the presentation on the past simple (see Appendix 4). (7 min)
4. Discussion task (5 min – discussion; 5 min - retelling)
The review stage
Summary of the lesson. Homework is assigned. (5 min)

The first lesson began at 11:25 through the *Zoom* application with an introduction to the topic and the outline of the lesson, just as planned in the developed lesson plan (see Table 3.3). The introductory part took approximately 6 minutes in total, since certain students joined the call later than anticipated. Afterwards, however, majority of the lesson went according to plan. A code was broadcasted through *Zoom* and the students were asked go to *joinmyquiz.com* to participate in the pre-revision test (see Appendix 1). This test was designed and carried out through the *Quizziz* application and the students were given the option to choose whichever technology they wanted to complete the test (e.g., computer, mobile phone, tablet). As mentioned in chapter 3.2., the students were most prepared for information-gap tasks, thus the developed test incorporated exactly that type of tasks. Both tasks in the test focused on grammar and required the students to choose correct verb tenses to complete the dialogues provided. While all of the tenses that appeared in the test corresponded to those taught by the coursebook, the vocabulary was more advanced than usual. Because the students had not revised all of the vocabulary for the pre-revision test beforehand, help with word translation was provided to students when it was needed (e.g., words like outcome, retire, applying). All in all, the use of technology for testing proved to be efficient; it took students 25 minutes to complete the test and then the application automatically provided the results.

The remaining time was devoted to the review stage. After students received their points and marks through the system, the teacher discussed one particular trouble area that she noticed: the lack of verb tense consistency in the students' answers (this topic will be elaborated upon in chapter 4.4.5.). After the review stage, at 12:05 the first lesson ended and the students left to have their break.

3.4.2 Observation of lesson 2

The second lesson was supposed to start at 12:25, however, the lesson got slightly delayed, because it took more time for everyone to connect to the call and then for the teacher to let everyone into the *Zoom* meeting. The lessons started at 12:29 and the students were given the task to listen to the presentation on the present simple tense (see Appendix 4). At this stage, they were expected to mostly concentrate on the meaning of the presented theory and to

answer the teacher's questions when she asked them to participate. The revision presentation on the affirmative, negative, questions, and adverbs of frequency was supposed to take approximately seven minutes, since the students did not have to learn any new, overly in-depth theory. In the end it took 2 more minutes than planned because of the interactions with the students.

After the presentation, students were given the opportunity to apply the rules they have revised to practice. They were provided with 16 sentences (see Appendix 4) in the present simple tense and their goal was to find the errors in each of the sentences. The teacher, in order to set expectations, provided various examples first by pointing out the errors in the first two sentences. 14 sentences were left and each of the students had to answer at least once. Even though it was planned to have everyone participate – not everyone managed to point out the errors and some students answered multiple times. This task was simple and took approximately 8 minutes to complete. Next, the students listened to their teacher's presentation on the past simple tense (see Appendix 4). Once again, at this stage they were asked to concentrate on the remembering and understanding the theory. Just as planned, there was less communication during this part, so the presentation took approximately 7 minutes.

For the last task, the students were provided with a list of topics for discussion (see Appendix 4), after which they were divided into breakout rooms in *Zoom* and given the time to discuss whatever topic they chose from the list. The teacher entered the breakout rooms and monitored the students, made notes of general language use issues (specifically issues related to use of tenses), but did not interrupt or correct them. Later, students came back to the group call and told each other about their partner's answers. This stage typically lasts for 15 minutes or more, but time was limited at that point. Not every student managed to speak and the whole task took approximately 13 minutes, which meant that the class lasted longer than it was supposed to.

Thus, the lesson was summarized, but the teacher did not address the students' collective weak points. Homework for the lesson on 30 April was assigned, students were expected to check pages 13-23 and 41-51 in the *New Opportunities, Education for Life: Elementary* coursebook.

In the end, even though technologies like computers, phones and tablets proved to be efficient for testing, problems with connection to the call caused a delay and resulted in certain plans being postponed for future lessons. It was concluded that the lesson plan for 30 April had to be slightly altered and that the general outline should be less packed to avoid issues with time in the future. The revised lesson plan had to take into account additional time for the discussion of collective weak points from the first two classes and additional empty

time for various other possible issues (e.g., technical issues). The next subchapter focuses on describing the outline of the next two lessons and what the outcome of the observation was.

3.4.3 Observation of lesson 3

The lesson plan for the 30 April lessons (see Table 3.4) included additional time for the discussion of collective weak points from last week’s classes, additional empty time for connecting to the call, various discussions and questions, and other issues. The two lessons focused on the present simple, present continuous, and the future tense with ‘be going to’. This time around the lesson went more smoothly and completely according to plan; the lesson ended at the appropriate time.

Table 3.4 Lesson plan for lessons 3 and 4

Lesson topic: Present continuous, present simple, the future tense with ‘be going to’ Date: 30 April Time: 80 minutes Level: Beginner (A2) Grade: Form 6
The pre-task stage
Introduction to the topic and the outline of the lesson. (5 minutes) Discussion of collective weak points from last week. (7 min)
The task stage
1. Listening to the presentation on the present simple and present continuous tenses (see Appendix 5). (7 min)
2. Information-gap task (see Appendix 5). (7 min)
3. Listening to the presentation on the future tense with ‘be going to’ (see Appendix 5). (3 min)
4. Discussion task (see Appendix 5). (5 min – discussion; 10 min - retelling)
Students have a 20-minute break + 5 minutes to connect to the call
The task stage
The students do the post-revision test (see Appendix 1). (25 minutes) The students do the post-revision questionnaire (see Appendix 3). (5 minutes)
The review stage
The lesson is summarized. (5 minutes)
Thanking the teacher and the students for their participation in the study.

Just as planned (see Table 3.4), the lesson began with the teacher reminding the students what was done last week and introducing them to the topic and the outline of the lesson. For the pre-task stage of the lesson, the students were asked whether or not they have looked through the provided materials in the *New Opportunities, Elementary* coursebook and whether or not they had any additional questions about the theory. The answer to the second part of the question was negative; thus, the teacher simply moved on to the next part.

When it came to the discussion of collective weak points from last week, the main issue that the teacher pointed out was the lack of coherence of the verb tenses between each of

the students' answers. She pointed out that verb tense consistency implies that a clause or an exchange generally stays in the same tense. It was noticed during the pre-revision test (see Appendix 1) that students generally had no problems with first task. Same could be said about the opening sentences in the second task; they started off picking correct answers, but forgot about the time lines by the end of the exchanges and, as a result, started describing the same time period in different tenses.

When it came to the structure of the lesson – it was kept the same as the week before. Similar to the first week, the students were expected to actively listen to the presentation on the present simple and present continuous tenses (see Appendix 5). The presentation focused on highlighting and refreshing last week's revised theory and also reminding students how the present continuous functions. The presentation compared the two tenses, but was very short and took approximately eight minutes, since the topic was not complex.

Next, the students were given the opportunity to apply the rules they have revised through participating in a simple and controlled task. They were provided with 6 information-gap sentences and their goal was to choose the correct tense for each sentence. This task was easy for the students to complete and took approximately seven minutes.

Afterwards, the students went back to actively listening to their teacher's presentation on the future tense with 'be going to' (see Appendix 5). There was not a lot of information to revise here, so this section only took 4 minutes.

The last task provided the students with the possibility of practicing oral grammar in a freer manner. The students were supplied with a list of 16 questions and were then divided into four groups of three students and one pair. The students were put into five breakout rooms and were expected to select questions which they would like their other group mates to answer. Similar to last week's lessons, the teacher went into all five breakout rooms to monitor the students, trying to listen to the conversations and encourage the students to ask follow-up questions they might be interested in. At this point the teacher noticed that some students only stated basic answers and facts, thus used mainly present simple. She made notes on the general language use and tried to make students tell stories. Later, during the final discussion after the lesson, she explained that her goal was to provoke the use of various tenses in the communication, not only present simple for simple ideas.

In the end, the students came back and were given the task to describe what they found out about their classmates to others. Many students spoke this time, but those who were not willing to talk were not pushed to do so. This stage lasted for 17 minutes, close to what was originally planned; the teacher concluded the lesson and warned the students in advance that

the next lesson would start with the final post-revision test and would end with the quick post-revision questionnaire.

3.4.4 Observation of lesson 4

After the first lesson of the day ended at 12:05 the students had a 20-minute break. The lesson was supposed to start at 12:25, but students were given some more time to join and only then the second lesson started. The lesson did not need a long introduction, the students instead joined the call and saw the code for the test being broadcasted through the *Zoom* application. The students were asked to go to *joinmyquiz.com* to participate in the post-revision test (see Appendix 1). Similar to the pre-revision test, this test was designed and carried out through the *Quizziz* application and the students were given the option to choose whichever technology they wanted to complete the test. Once again, both tasks in the test focused on grammar and required the students to choose correct verb tenses to complete the dialogues provided in the test. While all of the tenses that appear in the test correspond to those taught by the coursebook, the vocabulary remained advanced, resulting in a complex test. Not a lot of vocabulary related questions were asked this time around, but help with translation was once again provided when needed.

All in all, the students were given 25 minutes to complete the test and everyone managed it just in time. The students automatically received their points through the systems, and, as a result, were able to discuss the test contents with their teacher. Majority believed that the test was just as complex, but slightly more interesting because the story in the second task was more exciting and less serious.

After discussing the test, the students were once again shown a code and asked to go to *joinmyquiz.com* to participate in the post-revision questionnaire. The aim and the results of the questionnaire will be discussed more in-depth in chapter 4.4.6.

At the end of the lesson the teacher and the students were thanked for their patience, hard work and general participation in the study. Thus, the observation part of the study was concluded and all of the data was collected. The purpose for the observations was to monitor how the implementation of technologies affected the online learning environment and student verb tense proficiency. It was concluded that even though various drawbacks of technology were encountered, the implementation of computers, phones and tablets for completion of *Quizziz* tasks still felt natural and made for a more engaged environment. The next subchapter focuses on providing the results of the carried-out tests to see how student's proficiency levels changed over the course of the study.

3.4.5 The pre-revision and post-revision test results

After the observation of the lessons – all of the test results have been collected (see Appendix 6) and analysed. The goal of the following subchapter is to provide the results of the pre-revision and post-revision tests and then to compare them to see how the students' proficiency changed over the course of the four revision lessons.

Both of the conducted tests (see Appendix 1) were carried out during online classes through computers, laptops and phones and had the same structure: two information-gap tasks. These types of tasks were developed because of the limitations in possibilities and options in the *Quizziz* application. The first tasks were simpler than those coming afterwards, as they were used to ease the students into the writing process in cases of both the pre-revision and post-revision tests. The second tasks were the same types as the ones preceding them, but instead of giving students multiple simple exchanges the students were provided with long and dynamic dialogues. Said dialogues consisted of various exchanges and a story which moved along.

Even though the results imply that the outcome of the revision is positive, analysis of collected data highlighted numerous problematic aspects and grammatical inadequacies in the pre-revision tests and post-revision tests. Ten common errors were found; six in the pre-revision test and four in the post-revision test.

The main conclusion after analysis of the answers was that many errors were made by the students due to the limitation in the technology used. Since the students could not look at all of the cases at once, they could not compare the preceding and following tenses for each exchange. This led to most of the errors in the tests being made due to the lack of verb tense consistency in the students' answers and due to poor understanding of the sequence of tenses within the paragraph. The cases with this type of error are provided below:

e.g. 1) I believe the last time I saw you, you *worked* on your PhD in psychology. (see Appendix 1)

Correct form: I believe the last time I saw you, you *were working* on your PhD in psychology.

2) *Are you still residing* in Poland, with John? (see Appendix 1)

Correct form: *Do you still reside* in Poland, with John?

3) How long *are you* doing it for? (see Appendix 1)

Correct form: How long *have you been* doing it for?

4) *Did you ever participate* in any shows? (see Appendix 1)

Correct form: *Have you ever participated* any shows?

5) I *was finishing* my education years ago and now I *work* as a lecturer. (see Appendix 1)

Correct form: I *finished* my education years ago and now I *work* as a lecturer.

6) This morning, I *have looked* over my plans for this academic year and had many new brilliant ideas. (see Appendix 1)

Correct form: This morning, I *was looking* over my plans for this academic year and had many new brilliant ideas.

7) Constance and I *have went* out to look for gifts. (see Appendix 1)

Correct form: Constance and I *went* out to look for gifts.

8) Constance realized that she needed to get some cash, so she *has gone* to a cash machine. (see Appendix 1)

Correct form: Constance realized that she needed to get some cash, so she *went* to a cash machine.

9) What *is she doing* with the wallet? (see Appendix 1)

Correct form: What *is she going to do* with the wallet?

10) *Will you do* anything when you finish decorating? (see Appendix 1)

Correct form: *Are you doing* anything when you finish decorating?

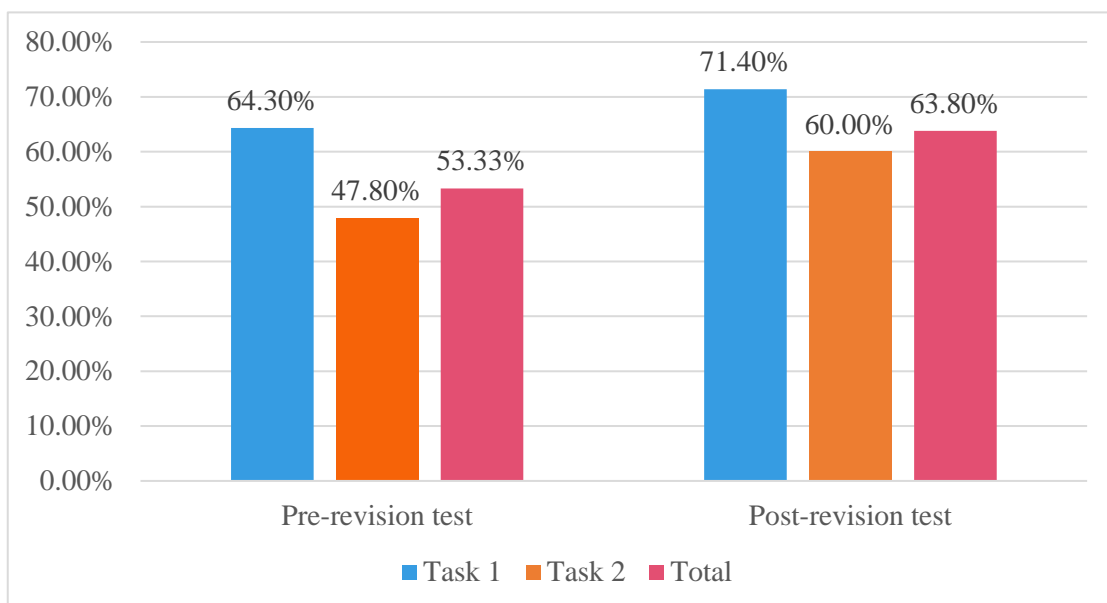


Figure 3.2 Comparison of student's average performance in the tests

Regardless of all the errors, the results of the two tests (see Figure 3.2) show that the completion of the first task has improved by 7.10 percent (from 64.30 percent to 71.40 percent), while the completion of the second task has improved by 12.15 percent (from 47.85 percent to 60 percent). The total score has improved by 10.47 percent. The biggest improvement can be seen in the results from the second task (the dialogue information-gap task).

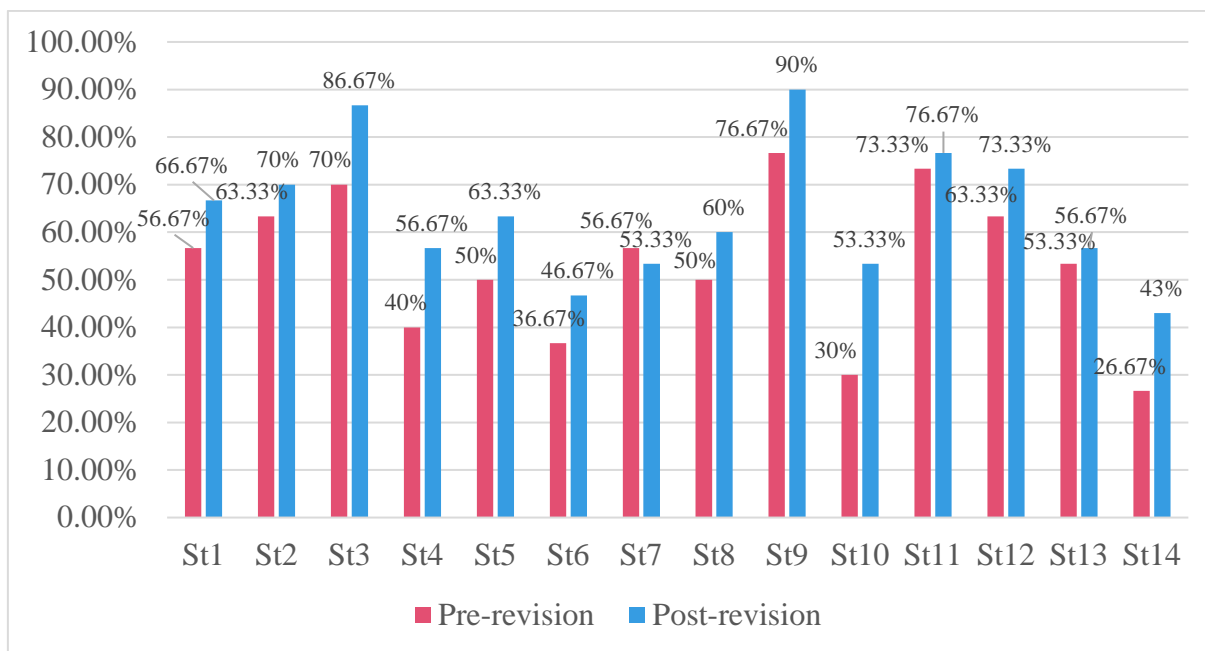


Figure 3.3 Comparison of students' average performance in the tests

Furthermore, it became apparent that each students' average performance was better in the post-revision test. The data provided (see Figure 3.3) showcases that while one student's grade became lower by 3.34 percent in the post-revision test, student performance on average improved anywhere from 3 percent (minimum) to 23.33 percent (maximum). Thus, even though there are apparent limitations that come along with technologies and online learning (such as limitations of task types for lessons and testing in *Quizizz*, issues in regards to connecting to lessons via *Zoom*, etc.), it can be concluded that acquiring tenses with the help of CALL and MALL in an online learning environment is possible and that use of technologies provides results.

3.4.6 The post-revision questionnaire results

The last step of the research was to conduct a post-revision questionnaire for the EFL teacher (see Appendix 2) and her students (see Appendix 3) to see their opinions about the effectiveness of use of new technologies for acquisition of verb tenses. The following subchapter focuses on providing the results of the two conducted post-revision questionnaires and comparing the teacher's observations and answers about the online learning experience to the student's answers.

The first question regarded the usefulness of new technology for acquiring tenses. This question was discussed with the teacher before the lessons that took place on 30 April and the response was overall positive. First of all, the teacher stated that technology was certainly useful when it came to not only acquisition of verb tenses, but also other skills. She added that the shift to online learning affected her approach to lesson planning for the better, as she started trying to find more effective ways of making sure the students participated and learned. Instead of carrying over the theory from FTF lessons to an online format and simply looking over it, she stated the students enjoy doing interactive tasks and discussing topical news during the classes. In the end, once a proper approach to conducting the online lessons was chosen by the teacher, the students started to develop all of the required skills.

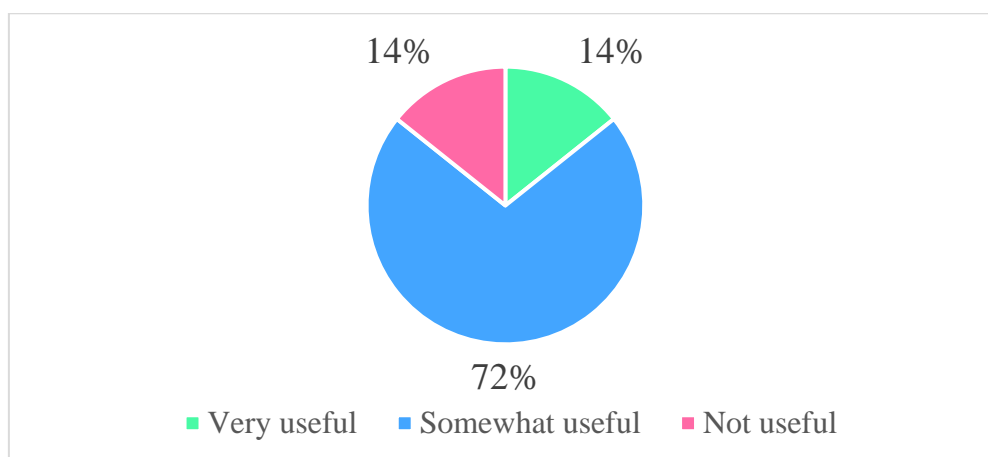


Figure 3.4 How useful do you consider new technology for acquiring tenses?

When it came to the students' response, the reaction was more mixed. It can be seen (see Figure 3.4) that the vast majority (ten students) voted that new technology was somewhat useful, while the remaining four students were split between *very useful* and *not useful*.

The results of the carried-out tests (mentioned in chapter 4.4.5) align with the responses from the teacher and the students. As mention before, the results propose that the students' performance after revision with the use of new technology became better by 10.47 percent overall; thus, the hypothesis of the paper has proven to be true.

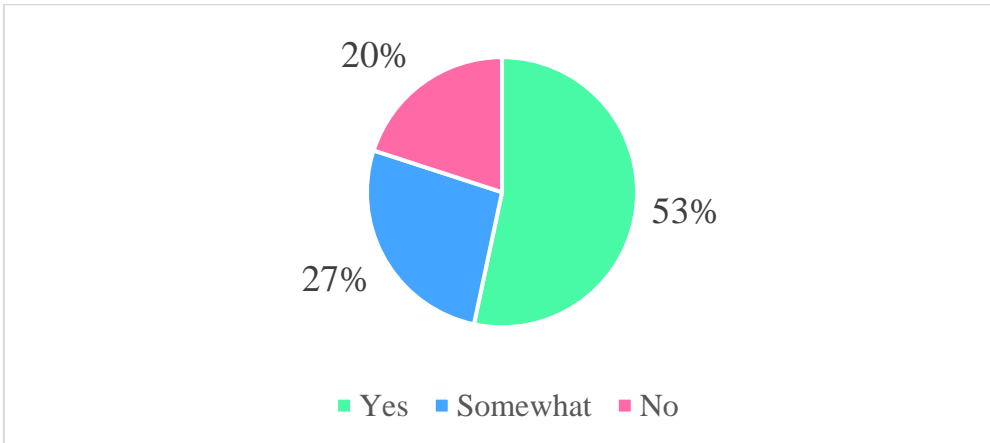


Figure 3.5 Are you invested in learning in the online environment?

The following question regarded student investment in the learning process in the online environment. According to the teacher, the students stayed as invested as they ever were. She believes that not a lot has changed when it came to this aspect, and that some students actually opened up more and started participating more often than in FTF classes.

When it came to the students’ responses, the reaction remained mostly positive (see Figure 3.5). Eight students stated that they were invested in the learning process and some even explained that they felt more invested in the online environment compared to the FTF environment provided in schools prior to the COVID-19 pandemic. The reasoning was that they felt less stressed during individual assignments and could plan out their day around these lessons in a more efficient manner, since they did not have to travel to school. The three students that voted *no* reasoned that they felt less motivated than ever before because of the lack of contact with the other students and also teachers.

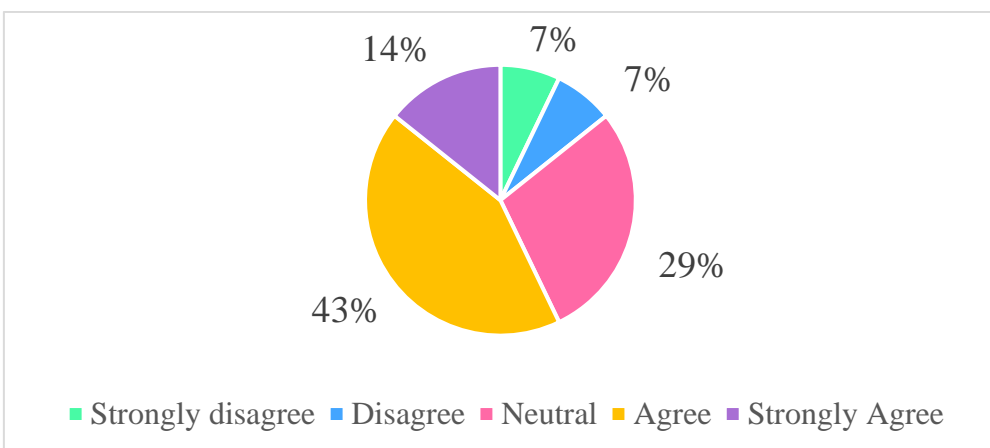


Figure 3.6 Is online learning just as effective as face-to-face learning?

The third question inquired whether or not online learning is just as effective as FTF learning. Both the teacher and the majority of the students agreed with the sentiment (see Figure 3.6);

six students said that they did not notice their results fluctuate as a cause of the change, while two other students even had strong positive feelings toward the new environment and preferred it to FTF learning.

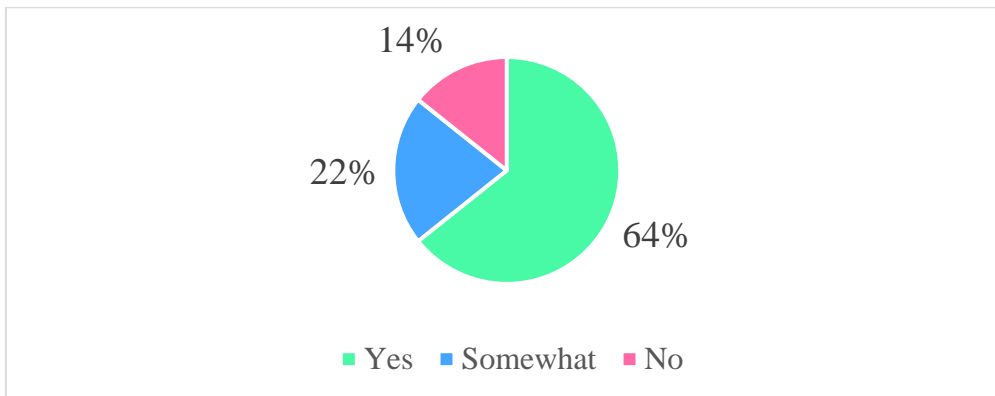


Figure 3.7 Did the developed materials (e.g., presentations and tasks) help you understand tenses more easily?

The fourth question inquired whether or not the developed materials were helpful to the learners. The teacher stated that she expected the materials to produce results and that they seemed like they would be helpful; the students shared her opinion (see Figure 3.7). Nine students answered *yes*, while three stated that they were somewhat useful. The remaining two students answered *no*.

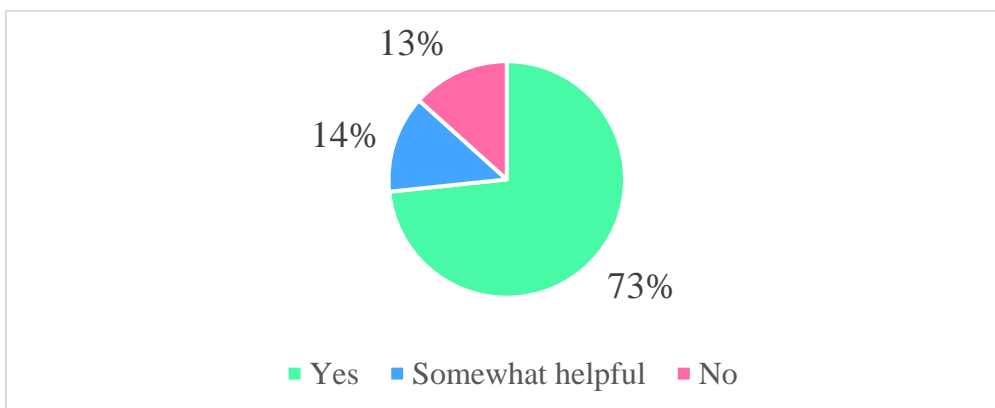


Figure 3.8 Did you find this revision helpful?

The final question inquired whether or not the organized revision was helpful. The teacher stated that for her this experience was helpful, since she managed to observe new details that she could work on and revise with the students next year. Eleven students also agreed that the experience was useful to them (see Figure 3.8) and some added that they would use the presentations and sources for theory in the future, when they feel the need to revise tenses. The two students that voted *no* explained that they had never gone through topics this quickly and they felt like they were not managing to keep up with the lesson because of that.

In conclusion, the carried-out post-revision questionnaires showed that the teacher and most of her students had positively assessed the effectiveness of the use of new technology and online classes for the purpose of acquiring and learning tenses. The collected data from the pre-revision and post-revision tests and the post-revision questionnaires proved that the application of technologies in online studies can produce results.

Conclusions

The goal for the bachelor thesis was to investigate the effectiveness of new technology for the purpose of acquiring tenses in form 6.

It has been established that technologies started to play an essential role in supporting and enhancing language learning. Furthermore, the COVID-19 pandemic has resulted in a sudden shift from traditional FTF classrooms in educational institutions to a strictly online environment, making experience with learning technologies a must for educators in all fields. As a direct result of this change in the educational system – the methodology used in each classroom has shifted and transformed. Because online teaching is still a relatively new field in Latvia, there is a need to conduct studies on the affordances of emerging new technologies as well as research that revises language-learning theory and methodological choices that integrate the more transparent, everyday tools that now mediate our communication and learning are needed. Thus, this research paper focused on informing the reader about the effectiveness of applying CALL and MALL in an online learning environment by conducting an intrinsic case study.

Chapter one concluded that as CALL becomes more widely incorporated and used in the future, it is crucial for educators and professionals in the field to focus on finding solutions for all of the drawbacks and problems that come along the way with it. Cuban's theory (2001) clarified that professionals should adopt a more balanced understanding of CALL's potential, one which rejects technological determinism as well as the overly optimistic tone adopted by many educational technology advocates. Thomas, Reinders and Warschauer (2014: 370) added that while CALL does promise significant advances in cross-cultural understanding, digital equity and collaborative communication, these remain potential gains which have yet to be realized. In the end, it was established that contemporary CALL is a step in the right direction and is just an additional tool that makes the learning process more interesting, exciting, and engaging.

The same chapter elaborated that mobile phones can be naturally integrated in the CALL classroom and it was mentioned that Jarvis (2015) supported the idea and agreed that 'moving from CALL to task-based language learning with MALL is possible.' It was concluded that CALL and MALL have numerous benefits and drawbacks which have to be paid attention to when developing lessons, but, when used appropriately, they can produce results in the classroom.

Chapter two concluded that jigsaw, dictogloss, and information-gap task types could be applied in the online classroom through *Zoom* and *Quizizz* to provoke acquisition of tenses in form 6 in a natural way. It also established that according to The Regulation of the Cabinet of Ministers, No. 747, form 6 students are expected to study foreign languages for 245 academic hours over the course of three years and fall under the A2 (elementary) level of English proficiency. The CEFR clarified that all A2 level students must learn the future time forms with ‘will’ and ‘be going to’, alongside the past continuous, past simple, present continuous and present perfect tenses before moving on to the B1 level in form 7.

After the various interviews with the teacher, it was recommended to copy the order of the themes and the sequence of the lessons from the coursebook that the students used in class. Thus, it was decided that the structure of the lessons provided in the coursebook *New Opportunities, Education for Life: Elementary* would be slightly altered and used for the four lessons that would be organized on the 23 and 30 April. When it came to the observation of the classes, there were a few technical and organizational issues encountered during the first two lessons; however, all important revision points were looked over and the lessons went well. After the encountered mishaps, all of the events were analysed and the lessons plans for the upcoming week’s lessons were adjusted accordingly to avoid encountering the same issues.

After the revision, the total score for the post-revision test improved by 10.47 percent and it became apparent that not only did the average group grade improve, but the average performance of majority of the students was better in the post-revision test. Furthermore, the analysis of the collected data highlighted numerous problematic aspects and grammatical inadequacies in the pre-revision tests and post-revision tests. The main conclusion was that many errors were made by the students due to the limitations in the technology used. For example, since the students could not look at all of the cases at once, they could not compare the preceding and following tenses for each exchange. This led to most of the errors in the tests being made due to the lack of verb tense consistency in the students’ answers and due to poor understanding of the sequence of tenses within the paragraph.

Lastly, the carried-out post-revision questionnaires showed that the teacher and most of their students had positively assessed the effectiveness of the use of new technologies and online classes for the purpose of acquiring tenses. The collected data from the pre-revision and post-revision tests and the post-revision questionnaires proved that acquiring tenses with the help of new technologies in an online learning environment is possible; moreover, use of CALL and MALL can amplify effective teaching and learning when all of the drawbacks that come along with them are taken into account.

In the end, the study showcases the effectivity of use of new technologies in an online learning environment and its results can serve as a foundation for future investigation of other various aspects of the use of CALL and MALL in the learning process. Future studies can track the development over a longer period of time and can take additional variables, such as student background, into account.

Theses

1. Technologies can produce authentic online learning environments utilizing a task-based approach in which learners have been given a much more productive rather than passive role in the process.
2. Task-based and research-based applications such as *Kahoot* and *Quizizz* have become more popular because of the pandemic and allow students to study, learn various topics, and develop rich skills through use of games.
3. As CALL and MALL become more widely incorporated and used in the future, it is crucial for educators and professionals in the field to focus on finding solutions for all of the drawbacks and problems that come along the way with them.
4. Students are more active and driven to study when they are given the possibility to display skills, share knowledge with other students and create new bonds when working in groups.
5. Students acquire and learn the target language more efficiently when the teacher plays a passive role and gives students the opportunity to interact and express themselves in the target language instead of the learner's first language.
6. Information-gap and other various task types can be applied in the online classroom through *Zoom* and *Quizizz* to provoke acquisition of tenses in form 6 in a natural way.
7. Many errors were made by the students in the pre-revision and post-revision tests due to the limitations in the technologies and quiz applications used.
8. Most of the errors which were made by the students occurred due to the lack of verb tense consistency in the students' answers and due to poor understanding of the sequence of tenses within the paragraph.
9. Various drawbacks of technology were encountered during the four observations; task types for lessons and testing in *Quizizz* were limited by the system, issues with connecting to the lessons via *Zoom* were encountered multiple times and no face-to-face interaction happened, because it was established that the students do not want to use cameras.
10. The results of the tests show that, despite the drawbacks and issues encountered, student performance on average improved anywhere from 3 percent (minimum) to 23.33 percent (maximum).
11. The carried-out post-revision questionnaires show that the teacher and most of her students had positively assessed the effectiveness of the use of new technologies and online classes for the purpose of acquiring and learning tenses.

12. Use of new technologies in an online learning environment improves the students' verb tense proficiency; moreover, use of CALL and MALL amplifies effective teaching and learning when all of the drawbacks that come along with the technologies are taken into account.

Word count:

17,178 words

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Appendix 1: Tests

The pre-revision test

Exercise 1

Choose the correct verb tenses to complete the dialogues below.

1.

A: "What (are you doing/did you do/do you do)? "

B: "I'm a dancer, but I ('m not working/don't work/haven't worked) at the moment, I broke my foot."

2.

A: "How many people (have participated/were participating/participated) in the questionnaire you conducted this morning?"

B: "I don't remember. I (have left/left/was leaving) all of the papers at home."

3.

A: "What (are you going to watch/do you watch/will you watch) on Netflix tonight?"

B: "I heard that the new 'Shadow & Bone' show is really good, so I ('ll check/'m going to check/check) it out."

4.

A: "Georgie (acts/has acted/has been acting) very strange lately."

B: "Is he? I ('m asking/ask/'m going to ask) him if he's needs to talk to us tomorrow, maybe he needs our help."

5.

A: " Pardon, (Do you read/Are you reading/Are you going to read) that book?"

B: "No, I have just finished reading it. It is not that good; you can keep it if you want."

A: "Really? Thank you so much, I ('ll take/'m going to take/take) it then."

6.

A: " (Do you sign/Have you signed/Did you sign) the contract with your new workplace yet?"

B: "Yes, I (have done/was doing/did) it last Friday."

7.

A: " (Were you being/Were you/Have you been) in the library when I called you yesterday?"

B: "Yes, I (was working/have worked/worked) in one of the private rooms."

8.

A: "Who do you think (is winning/will win/wins) Eurovision this year?"

B: "I cannot predict the outcome of the competition, but I think I already know who I (will vote/am going to vote/vote) for."

9.

A: "I heard that you already submit the report for the project, when (did you finish/have you finished/were you finishing) writing it? You never even mentioned that you started."

B: "I am really busy right now, so I plan everything in advance and try to finish it as soon as possible. I (did/was doing/have done) it as soon as we were given the assignment, that is why I (have not mentioned/did not mention/mentioned) anything."

10.

A: "At what time will you be home from school?"

B: "My mom (is picking me/pick me/picked me) up at 2 p.m., so I will be home at 3."

A: "Ok, I (am coming/'ll come/come) over to your place at 4 p.m. so we can play the new 'Monster Hunter' game."

B: "I will be waiting!"

Exercise 2

Choose the correct verb tenses to complete the dialogue below.

DEBORAH: Oh! Hello, Brianna! How are you doing?

BRIANNA: Wow, Deborah! It is such a pleasant surprise to see you again. I believe the last time I saw you, you 1. (worked/have worked/were working) on your PhD in psychology.

DEBORAH: Yes, I was doing just that. It's truly been such a long time since we last spoke, hasn't it? 2. (Have you still resided/Do you still reside/Are you still residing) in Poland, with John?

BRIANNA: Yes, but we 3. (moved/have moved/were moving) from Lublin to Warsaw last year, due to John's new position. He was moved to another facility. I decided to work in a similar field, so I 4. (had started/am going to start/was starting) studying to get my Bachelor's degree in Business Administration this year, I am very excited.

DEBORAH: That is amazing, I am so happy for you both! 5. What (are you thinking/do you think/have you thought) about the big city life so far?

BRIANNA: Well, the rent is really high, but John earns a lot, so I 6. (do not have/'m having/have) to stress about it too much. I still have time for ballet too!

DEBORAH: Wait, you still do ballet? How long 7. (are you/were you/have you been) doing it for? I remember you always going to rehearsals when we were younger.

BRIANNA: Yep, my mother is a professional ballerina, so she wanted me to start young. I think I was about four.

DEBORAH: 8. That is really young! (Did you ever participate/Were you ever participating/Have you ever participated) any shows?

BRIANNA: Well, I 9. (participate/participated/have participated) in many when I was younger, but I am about to turn thirty-five. It is about time I 10. (will retire/'m retiring/retire).

DEBORAH: Oh... That sounds quite sad, I am sorry.

BRIANNA: No, that is perfectly fine. I am ready to move on and start something new. What about you? What 11. (have you done/are you doing/do you do) these days?

DEBORAH: I am quite busy these days, to be honest. I 12. (finished/have finished/was finishing) my education years ago and now I 13. (have worked/working/work) as a lecturer. A lot of students 14. (were applying/applied/have applied) for university this year, so I am busier than ever.

BRIANNA: That is good though, right? I'm sure you 15. (are managing/manage/will manage).

DEBORAH: Oh, certainly. If anything – it is nice knowing that you do something that is so needed. This morning, I 16. (looked/have looked/was looking) over my plans for this academic year and had many new brilliant ideas.

BRIANNA: Really now?

DEBORAH: Yes, I've created a list of ideas that I 17. (propose/am proposing/am going to propose) for the research papers this year! I think it will be something fascinating.

BRIANNA: That is great!

DEBORAH: Anyhow, what 18. (will you do/do you do/are you going to do) Saturday evening? I 19. ('ll meet/'m meeting/meet) Angela and Fiona at 6 p.m. for a couple of drinks, and I'm sure they would be delighted to see you again.

BRIANNA: Oh! I think I am free that evening, I 20. (will meet/am going to meet/am meeting) you guys at 6 then!

The post-revision test

Exercise 1

Choose the correct verb tenses to complete the dialogues below.

1.

A: "When (did you finish/have you finished/were you finishing) writing the essay?"

B: "I (did/was doing/have done) it yesterday while I (have travelled/travelled/was travelling) back home from university."

2.

A: " (Do you drink/Are you drinking/Are you going to drink) that juice?"

B: "No, I hate tomato juice."

A: "I ('ll drink/'m going to drink/drink) it then."

3.

A: "What (are you planning to cook/do you cook/will you cook) for Thanksgiving dinner?"

B: "I am not planning to cook anything. I ('ll order/'m going to order/order) something from Postmates."

4.

A: "What (are you doing/did you do/do you do) for a living? "

B: "I'm a lecturer, I (have been doing/do/have done) it for many years now."

5.

A: " (Do you write/Have you written/Did you write) the email to Mrs Winters yet?"

B: "Today is Saturday, so I have not contacted her. I (have planned/am planning/planned) to write to her on Monday."

6.

A: "How many people (have attended/were attending/attended) the lecture last Friday? We have a test this week and I really need the notes."

B: "I was there. I (have attended/attended/was attending) the lecture. Give me a minute, I will send you my notes."

A: "Thank you so much!"

7.

A: "At what time do you finish football practice?"

B: "Somewhere around 7 p.m."

A: "Oh, that is very late. I (was planning/planned/plan) to come over to watch some shows, but I think we should do it some other time, you need to rest. "

8.

A: " (Were you being/Were you/Have you been) at home when I texted you this morning?"

B: "Yes, I (was writing/have written/wrote) in my diary."

9.

A: "Amanda (seems/has seemed/is seeming) so happy these days, I am genuinely happy for her."

B: "I know, she deserves the best. We should invite her to our family meeting next week, I ('m contacting/contact/'m going to contact) her later in the evening to see if she wants to come."

A: "That is a great idea!"

10.

A: "Who (is winning/will win/wins) this match in 'Mario Kart'?"

B: "So far Aaliyah is winning, but I am not sure that she (will win/is going to win/won) in the end. You know how unpredictable this game is."

Exercise 2

Choose the correct verb tenses to complete the dialogue below.

MOLLIE: Hello?

MARGARITA: Hi there, Mollie. It's Margarita calling.

MOLLIE: Oh, hi, Rita. Did you need something? Is everything okay? You usually never call.

MARGARITA: Everything is fine, I 1. (Called/Call/'m calling) to tell you about this crazy situation that happened to Constance. Do you know what 2. (was happening/has happened/happened) to her today?

MOLLIE: Not really, what happened?

MARGARITA: Well, Christmas is just around the corner, and you know how much our kids love presents. Constance and I 3. (have went/were going/went) out to look for gifts.

Constance realized that she needed to get some cash, so she 4. (went/has gone/was going) to a cash machine. I went in to start looking, since it gets crazy in there during the holiday season, I wanted to be gone as soon as possible. What happened is that, while I was in the store, she 5. (took/was taking/has taken) the money out and 6. (noticed/was noticing/has noticed) that there

was a wallet on the floor, right near the register. She 7. (opened/opens/has opened) it and found hundreds upon hundreds of euros!

MOLLIE: Seriously? 8. (Do you joke/Are you joking/Did you joke)?

MARGARITA: No! It's true.

MOLLIE: Did she find some sort of document so that she could contact the person that lost it? What 9. (is she going to do/is he doing/will he do) with the wallet? She must return it!

MARGARITA: There were no documents there. We 10. (aren't knowing/not know/don't know) what to do. The owner of the wallet 11. (is going/will go/is going to go) to the police to ask them about it though, right?

MOLLIE: Well, I don't know what will happen. What is Constance planning to do?

MARGARITA: She says that she 12. (returns/is going to return/is returning) the money back to the owner through the police.

MOLLIE: That is a good idea, just give them the wallet and tell them where you found it!

MARGARITA: But what if someone is going to try to fake and 13. (is reclaiming/reclaim/reclaims) it?

MOLLIE: That is not our problem. All we have to do is go and 14. (telling/tell/told) the police what happened!

MARGARITA: Yes, definitely! I agree about that, it is just sad that the owner might never get the money back, it is a serious sum. Anyways, what 15. (are you doing/did you do/have you done) right now?

MOLLIE: I 16. (am decorating/was decorating/decorated) the house.

MARGARITA: 17. (Do you do/Will you do/Are you doing) anything when you finish decorating?

MOLLIE: I am dropping the kids off at Janet's. Why are you asking? You have something in mind? Want to go out?

MARGARITA: Oh, that would be wonderful! Constance and I 18. (were going/went/gone) through so much stress... We 19. (were planning/have planned/plan) to go out for a drink either way, but your company would be greatly appreciated, dear.

MOLLIE: Alright, I 20. ('m going to pick/'ll pick/'m picking) you both up in the evening then.

MARGARITA: Perfect! See you later.

MOLLIE: See you!

Appendix 2: Post-revision questionnaire for the teacher

The following questionnaire is confidential and intended solely for the use of this individual research.

Dear Teacher, I am conducting a research paper, which primarily focuses on the effectiveness of use of new technologies for the purpose of acquiring tenses in form 6. I would be grateful if you answered the following questions/chose the most suitable descriptors for each statement.

1. How useful do you consider new technology for acquiring tenses?

- Very useful
- Somewhat useful
- Not useful

2. Based on your observation, are the students invested in learning in the online environment?

- Yes
- No

3. Would you say that online learning, with the help of new technologies, is just as effective as face-to-face learning?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4. Did you consider this revision helpful?

- Yes, I found it quite helpful
- It was somewhat helpful
- No, it was not helpful

Thank you for your input and participation!

Appendix 3: Post-revision questionnaire for the students

The following questionnaire is confidential and intended solely for the use of this individual research.

Dear Students, I am conducting a research paper, which primarily focuses on the effectiveness of use of new technologies for the purpose of acquiring tenses in form 6. I would be grateful if you answered the following questions.

1. How useful do you consider new technology for acquiring tenses?

- Very useful
- Somewhat useful
- Not useful

2. Are you invested in learning in the online environment?

- Yes
- Somewhat
- No

3. Would you say that online learning, with the help of new technologies, is just as effective as face-to-face learning?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4. Did the developed materials (e.g., presentations and tasks) help you understand tenses more easily?

- Yes, they did
- They somewhat did
- No, they did not

5. Did you find this revision helpful to you?

- Yes, I found it quite helpful
- It was somewhat helpful
- No, it was not helpful

Thank you for your input and participation!

Appendix 4: Materials developed for class 1

**REVISION OF
TENSES**
23 APRIL

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]

1

**PRE-REVISION
TEST**

QUIZZ

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Quizizz, 2021. Available from: <https://quizizz.com> [Accessed on 30 April 2021]

2

PRESENT SIMPLE AFFIRMATIVE

AFTER SCHOOL I TAKE MY BACKPACK AND GO HOME
↓
AFTER SCHOOL I **TAKES HIS** BACKPACK AND **GOES** HOME

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) Teaching English Grammar: What to Teach and How to Teach it. Imaning: Hueber Verlag GmbH.

3

PRESENT SIMPLE AFFIRMATIVE

AT NINE WE HAVE BREAKFAST
↓
AT NINE **THEY** HAVE BREAKFAST

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) Teaching English Grammar: What to Teach and How to Teach it. Imaning: Hueber Verlag GmbH.

4

PRESENT SIMPLE AFFIRMATIVE

IN THE AFTERNOON MY **PARENTS** COOK DINNER
↑
THEY

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) Teaching English Grammar: What to Teach and How to Teach it. Imaning: Hueber Verlag GmbH.

5

Important

PRESENT SIMPLE IS USED TO TALK ABOUT:

- Regular activities and routines
- General truth

Signal words:
Adverbs of frequency:
I often watch Netflix after dinner (morning, on Tuesdays, etc.)

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) Teaching English Grammar: What to Teach and How to Teach it. Imaning: Hueber Verlag GmbH.

6

Important

SIGNAL WORDS:
Adverbs of frequency:
I often watch Netflix after dinner (morning, on Tuesdays, etc.)

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) Teaching English Grammar: What to Teach and How to Teach it. Imaning: Hueber Verlag GmbH.

7

PRESENT SIMPLE NEGATIVE

I PLAY FOOTBALL
↓
I **DO NOT / DON'T** PLAY FOOTBALL

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) Teaching English Grammar: What to Teach and How to Teach it. Imaning: Hueber Verlag GmbH.

8

PRESENT SIMPLE NEGATIVE

I LOVE COOKIES

↓

I DO NOT / DON'T LOVE COOKIES.

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

PRESENT SIMPLE NEGATIVE

MY BROTHER STUDIES ON MONDAYS

↓

MY BROTHER DOES NOT / DOESN'T STUDY ON MONDAYS.

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

Important

PRESENT SIMPLE NEGATIVE:
To form negative sentences:
Split the main verb into
DON'T/DOESN'T + infinitive without to

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

PRESENT SIMPLE QUESTIONS

I WAKE UP AT SEVEN O' CLOCK

↙ ↘

DO YOU WAKE UP AT SEVEN O' CLOCK?

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

PRESENT SIMPLE QUESTIONS

ANDREW PLAYS GAMES ON THE PSS ON THE WEEKENDS

↙ ↘

DOES ANDREW PLAY GAMES ON THE PSS ON THE WEEKENDS?

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

PRESENT SIMPLE QUESTIONS

	I	TAKE	LOOK	DO + VERB
	YOU	LOOK		(INFINITIVE
DO	WE	RUN	LOVE	WITHOUT 'TO')
	THEY			
	HE	TAKE		DOES +
DOES	SHE	LOOK		VERB
	IT	RUN	LOVE	

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

FIND THE MISTAKES

1. He go to bed very early.
2. Does they live in Canada?
3. I am usually cook dinner for my family.
4. Are they have a meeting every week?
5. She don't like tennis.
6. Does John has enough money?
7. He know the answer.
8. Robert plays basketball on the weekend.
9. They has lots of free time.
10. Do they usually driving to work?
11. Jenny is not work at a restaurant.
12. She worrys too much about the exams.
13. My father wants to travels to Spain.
14. Why you study English?
15. He doesn't drinks tea.
16. They are start class in the morning.

1. 'Grammar error correction' worksheet. *All Things Grammar*. Available from <https://cutt.ly/L8Uy7RE> [Accessed on 7 May 2021].
2. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com> [Accessed on 7 May 2021].

PAST SIMPLE AFFIRMATIVE

INFINITIVE	PAST	PAST PARTICIPLE
Be	was/were	been
Become	became	become
Begin	began	begun
Bring	brought	brought

1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/r8L67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imaning: Hueber Verlag GmbH.

PAST SIMPLE AFFIRMATIVE

To write the affirmative form you only have to write the subject (I, You... Mary...) and then the verb in the past using the form from the second column.

Ex. I **wrote** a letter yesterday
Laura **bought** some bread



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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PAST SIMPLE NEGATIVE



WE WERE STUDYING YESTERDAY

WE WERE NOT STUDYING YESTERDAY



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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PAST SIMPLE NEGATIVE



I WAS NOT (WASN'T)
YOU WERE NOT (WEREN'T)
HE WAS NOT (WASN'T)
SHE WAS NOT (WASN'T)
IT WAS NOT (WASN'T)

WE WERE NOT (WEREN'T)
YOU WERE NOT (WEREN'T)
THEY WERE NOT (WEREN'T)



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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PAST SIMPLE NEGATIVE



DO -> DID

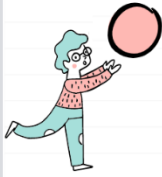
WE DID NOT (DIDN'T) EAT THE CAKE YESTERDAY.



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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PAST SIMPLE QUESTIONS



INTERROGATIVE:

WAS I?
WAS HE?
WAS SHE?

WERE WE?
WERE YOU?
WERE THEY?



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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PAST SIMPLE QUESTIONS



FORM INTERROGATIVE IN THE PAST:

'DID' - BEGINNING OF THE SENTENCE
REMEMBER -> MAIN VERB IN INFINITIVE

EXAMPLE:
DID YOU DO YOUR HOMEWORK?



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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DISCUSSION



WHAT ARE SOME ACTIVITIES YOU LIKE TO DO?
WHAT ARE SOME GOOD HABITS THAT YOU HAVE?
WHAT ARE SOME THINGS YOU DO EVERY DAY?
DO YOU HAVE ANY BAD HABITS?
WHAT IS SOMETHING YOU SHOULD DO EVERY DAY BUT DON'T?
WHAT IS SOMETHING YOU EAT ALMOST EVERY DAY?
WHAT DO YOU DO AT YOUR JOB?
WHAT IS YOUR MORNING ROUTINE? HOW ABOUT YOUR EVENING ROUTINE?
WHAT IS THE STRANGEST FACT YOU KNOW?
WHAT DO YOU DO IN YOUR FREE TIME?



1. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://cutt.ly/zbl3u67M> [Accessed on 7 May 2021]

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1. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Ismaning: Hueber Verlag GmbH.

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1. 'Grammar error correction' worksheet. *All Things Grammar*. Available from <https://cutt.ly/LbUy7RE> [Accessed on 7 May 2021].
2. 'Language school newsletter' presentation template. Slidesgo. Available from: <https://slidesgo.com/> [Accessed on 7 May 2021].

Platforms

1. Quizizz, 2021. Available from: <https://quizizz.com/> [Accessed on 30 April 2021].

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Appendix 5: Materials developed for class 2

**REVISION OF
TENSES**
30 APRIL

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].

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PRESENT CONTINUOUS
ACTION AT THE TIME OF SPEAKING
WE ARE STUDYING TENSES THIS WEEK.

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Inmaning: Hueber Verlag GmbH.

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PRESENT CONTINUOUS

YOU ARE
HE IS
SHE IS
IT IS
STUDYING
WE ARE
YOU ARE
THEY ARE

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].
2. Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Inmaning: Hueber Verlag GmbH.

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SIMPLE VS CONTINUOUS

According to the time table, the bus ... at 3 p.m.

leaves
Is leaving

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].

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PRACTICAL

Josh ... for breakfast every Friday

is coming
comes

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].

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PRACTICAL

What ... on Saturday evenings?

are you doing
do you do

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].

30

PRACTICAL

Andrea ... very strangely after the incident

Is behaving
behaves

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].

31

PRACTICAL

What ... this Tuesday?

do you do
are you doing

1. "Language school newsletter" presentation template. Slidesgo. Available from: <https://www.slidesgo.com/> [Accessed on 7 May 2021].

32

PRACTICAL

It never ... here in winter

snows

is snowing

- 'Language school newsletter' presentation template. *Slidego*. Available from <https://slidego.com/> [Accessed on 7 May 2021]

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FUTURE (BE GOING TO + INFINITIVE)

INTENTION:

- SMTH PLANNED BEFORE; SMTH YOU HAVE ALREADY DECIDED TO DO

EXAMPLE:
WHEN I FINISH SCHOOL, I'M GOING TO ENTER UNIVERSITY

PREDICTIONS:

- BASED ON EVIDENCE; WHAT YOU SEE NOW

EXAMPLE:
WATCH OUT, THERE IS A CAR IN FRONT OF YOU!

- 'Language school newsletter' presentation template. *Slidego*. Available from <https://cutt.ly/zbU67M> [Accessed on 7 May 2021]
- Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imsmaning: Hueber Verlag GmbH.

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PRACTICAL

- What are you going to do after class?
- What time are you going to go to bed tonight?
- What time are you going to get up tomorrow morning?
- What are you going to do tomorrow morning?
- What are you going to do tomorrow night?
- What are you going to do tomorrow afternoon?
- What are you going to watch on TV tonight?
- How are you going to get home from school after class?
- What are you going to eat for dinner tonight?
- Are you going to do homework tonight? Why? / Why not?
- What are you going to get your next haircut?
- What are you going to buy the next time you go shopping?
- Is anyone in your class going to get married soon?
- Are you going to see a movie next week? If yes, what movie?
- What are you going to do for fun next weekend?
- What are you going to do on your next long holiday?

- 'Future: Going To' worksheet. *All Things Grammar*. Available from <https://cutt.ly/xbUtdy> [Accessed on 7 May 2021]
- 'Language school newsletter' presentation template. *Slidego*. Available from <https://slidego.com/> [Accessed on 7 May 2021]

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POST-REVISION TEST

- 'Language school newsletter' presentation template. *Slidego*. Available from <https://cutt.ly/zbU67M> [Accessed on 7 May 2021]
- Quizizz, 2021. Available from <https://quizizz.com/> [Accessed on 30 April 2021]

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QUESTIONNAIRE

- 'Language school newsletter' presentation template. *Slidego*. Available from <https://cutt.ly/zbU67M> [Accessed on 7 May 2021]
- Quizizz, 2021. Available from <https://quizizz.com/> [Accessed on 30 April 2021]

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- Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it*. Imsmaning: Hueber Verlag GmbH.

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- 'Future: Going To' worksheet. *All Things Grammar*. Available from <https://cutt.ly/xbUtdy> [Accessed on 7 May 2021]
- 'Language school newsletter' presentation template. *Slidego*. Available from <https://slidego.com/> [Accessed on 7 May 2021]

Platforms

- Quizizz, 2021. Available from <https://quizizz.com/> [Accessed on 30 April 2021]

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Thank you for your attention!

↓ [Have questions?](mailto:petruksmaksims@gmail.com) ↓

petruksmaksims@gmail.com

You can download the presentation from:

'Language school newsletter' presentation template. *Slidego*. Available from <https://slidego.com/> [Accessed on 7 May 2021]

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Appendix 6: Test results

Table 3.5 Pre-revision test results

	Task 1 (10 points max)	Task 2 (20 points max)	Total points (30 points max)	Pre-revision test results
Student 1	6	11	17	56.67%
Student 2	9	10	19	63.33%
Student 3	7	14	21	70%
Student 4	5	7	12	40%
Student 5	4	11	15	50%
Student 6	4	7	11	36.67%
Student 7	8	9	17	56.67%
Student 8	6	9	15	50%
Student 9	10	13	23	76.67%
Student 10	4	5	9	30%
Student 11	9	13	22	73.33%
Student 12	8	11	19	63.33%
Student 13	7	9	16	53.33%
Student 14	3	5	8	26.67%
Average	6.43 / 64.3%	9.57 / 47.85%	16	53.33%

Table 3.6 Post-revision test results

	Task 1 (10 points max)	Task 2 (20 points max)	Total points (30 points max)	Post-revision test results
Student 1	9	11	20	66.67%
Student 2	9	12	21	70%
Student 3	9	17	26	86.67%
Student 4	6	11	17	56.67%
Student 5	8	11	19	63.33%
Student 6	4	10	14	46.67%
Student 7	4	12	16	53.33%
Student 8	5	13	18	60%
Student 9	10	17	27	90%
Student 10	8	8	16	53.33%
Student 11	9	14	23	76.67%
Student 12	9	13	22	73.33%
Student 13	7	10	17	56.67%
Student 14	4	9	13	43%
Average	7.2 / 72%	12 / 60%	19.20	64%

Dokumentārā lapa

Bakalaura darbs „Use of New Technologies in Acquisition of Tenses in Form 6” (Jaunāko tehnoloģiju izmantošana darbības vārdu laiku apgūvē 6. klasei) izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: Maksims Petruks

25.05.2021.

Rekomendēju darbu aizstāvēšanai

Vadītāja: Assoc. prof. Monta Farneste

14.05.2021.

Recenzents: Assoc. prof. Vita Kalnbērziņa

Studiju metodiķe: Ieva Melbārde

25.05.2021.

Darbs iesniegts Anglistikas nodaļā 25.05.2021.

Darbu pieņēma:

Darbs aizstāvēts bakalaura gala pārbaudījuma komisijas sēdē

2021. gada..... jūnijā, prot. Nr., vērtējums

Komisijas sekretāre: