EME5603

Formative Evaluation Report

**Name of Developer(s): Read Coburn Date: 12/02/2020**

PART 1 – OVERVIEW

**Program Title**

Perfecting the Past Perfect Tense

**Target Audience**

The target audience includes English as a Second Language (ESL) students at B2 (Upper-Intermediate) to C1 (Advanced) English language levels. Learners are native speakers of any language other than English. The target learners are adults who have formally studied English grammar for at least one year. They should have basic knowledge of past verb tenses, particularly the past simple and past perfect.

**Major goal**

*Purpose –* The module was created to address ESL students’ difficulty with using the past perfect independently in conversation and writing when describing past events.

*Instructional Goal –* After completing the module, learners will confidently describe past events using the past perfect in conversations. Learners will use the past perfect tense to explain events that preceded past simple events.

**Comments on Revisions**

After completing Report 2 and before creating the learning module materials, several significant changes were made to the module’s instructional analysis, medium of delivery, and assessment methods/questions.

One major change was made to the instructional analysis of Report 2: Objectives 1, 2, and 3 were reordered. The revised instructional analysis can be found below (see Table 1). In Report 2, Objective 1 tasked students with identifying the past perfect form and Objective 3 with forming the past perfect independently. Because Objectives 1 and 3 both dealt with the form of the past perfect, Objective 3 was moved to immediately follow Objective 1. Therefore, in the final instructional materials, learners identify and produce the form within the same information delivery framework. Each objective retains its own practice and feedback. Then Objective 2, focused on past perfect meaning, follows Objective 3. Objectives 4 and 5 remain in place.

\**Note: Objective 2 will henceforth refer to the final module’s revised objective (forming the past perfect). Objective 3 will refer to the final module’s revised objective (meaning of the past perfect).*

Instead of a print-based medium, the final module materials utilized the Articulate Storyline software to create a more interactive computer-based lesson. This adjustment was made considering the online delivery of the materials. The change of medium necessitated adjustments to the practice activities for Objective 1 and 3. Instead of underlining the incorrect forms in the example paragraph for Objective 1, learners selected the three incorrect past perfect verb forms from a list of verbs extracted from the paragraph. The practice for Objective 3 reverted to the original practice activity from Report 1; Learners click and drag events from a story into the correct order.

The final critical change can be found in the structure of the Pre-test. In Report 2, the Pre-test was supposedly absorbed by the first activities of the learning module. Upon reconsideration, this method seemed to outright preclude a Pre-test. For this reason, a formal Pre-test was designed similarly to the Post-test.

Table 1: Revised Instructional Analysis

*This table reflects the final version of the Instructional Analysis after revisions from Report 2.*

|  |  |  |
| --- | --- | --- |
| Steps | Sub-steps | Subordinate Skills  *\*Entry Behaviors underlined* |
| 1.0 Identify the incorrect past perfect tense form |  |  |
|  | 1.1 Skim read the dialogue for main idea |  |
|  | 1.2 Locate the main verb in the sentence | 1.1.1 Identify verbs |
|  | 1.3 Identify any auxiliary verbs supporting the main verb | 1.2.1 Identify auxiliary verbs  1.2.2 Recognize the auxiliary verb as modifying the main verb |
|  | 1.4 Select the incorrect past perfect verb forms | 1.3.1 Identify simple past verb endings  1.3.2 Identify past participles  1.3.3 Identify past perfect form *had + past participle*  1.3.4 Distinguish incorrect forms from correct  1.3.5 Click to select incorrect forms |
| 2.0 Form the past perfect |  |  |
|  | 2.1 Locate the base form of the verb at the end of the sentence |  |
|  | 2.2 Write “had” after the subject | 2.2.1 Identify “had” as the auxiliary verb for every subject in the past perfect  2.2.2 Determine auxiliary verb should follow subject and precede main verb |
|  | 2.3 If “not” precedes base form, write “not” after “had” |  |
|  | 2.4 Write the past participle of the base form verb after “had” | 2.4.1 Recall the past participle base form (verbal)  2.4.2 Determine past participle should follow “had” |
| 3.0 Identify the chronological order of events |  |  |
|  | 3.1 Identify the first event of the story | 3.1.1 Identify logical order of events  3.1.2 Read for comprehension  3.1.3 Identify verb tense  3.1.3 Recognize past perfect events as preceding simple past |
|  | 3.2 Identify the subsequent events | 3.2.1 Same as 2.1  3.2.2 State past perfect after past simple as an explanation  3.2.3 State past perfect as a condition that existed prior to an event |
|  | 3.3 Click and drag events into correct order | 3.3.1 Same as 3.2  3.3.2 Recognize top entry field as the first chronological event |
|  | 3.4 Check story for logical sequence | 3.4.1 Read for comprehension  3.4.2 Identify logical order of events |
| 4.0 Write a sentence in past perfect with relation to a simple past sentence |  |  |
|  | 4.1 Read past simple sentence for comprehension | 4.1.1 Reading Comprehension |
|  | 4.2 Imagine preceding event | 4.2.1 Recognize the response as preceding the past simple chronologically  4.2.2 Create a logical causal relationship |
|  | 4.3 Write the event using the past perfect | 4.3.1 Write the correct subject  4.3.2 Same as step 3.0  4.3.3 Write a complete sentence |
| 5.0 Write a response to a prompt in the past perfect |  |  |
|  | 5.1 Read the prompt for comprehension | 5.1.1 Reading Comprehension |
|  | 5.2 Write past simple sentences | 5.2.1 Form the past simple |
|  | 5.3 Write past perfect sentences | 5.3.1 Same as Step 2.0 – 4.0 |

## Instructional Objectives

* Objective 1 – After reading a sample paragraph, learners will identify the incorrect past perfect verb forms.
  + Pre-test items 1-3; Post-test 1-3
* Objective 2 – Given the incorrect past perfect form of a verb, learners will correctly write the past perfect form.
  + Pre-test items 4 & 5; Post-test 4 & 5
* Objective 3 - Given a sample paragraph in mixed past tenses, learners will chronologically order the events.
  + Pre-test items 6 & 7; Post-test 6 & 7
* Objective 4 - Given a context in a simple past sentence, learners will describe a preceding event in the correct past perfect form.
  + Pre-test items 8 & 9; Post-test 8 & 9
* Objective 5 (Terminal Objective) - Prompted by a question, learners will describe a past experience using the correct past perfect form. The description will use the correct form of the past perfect in the context of explaining events preceding the past simple.
  + Pre-test item 10; Post-test 10

PART 2 – FORMATIVE EVALUATION REPORT

**Materials**

The four materials of the module include a pre-test, post-test, attitude survey, and instructional module. The pre/post-test items are online quizzes created with Google Forms. The attitude survey was also created with Google Forms. The instructional module is a computer-based simulation created using Articulate Storyline. A short PowerPoint presentation was used to explain the purpose and procedure of the module.

**Participants**

The eight participants for this small group evaluation were selected from the evaluator’s regularly scheduled ESL classes at Miami International Language Academy. They have been students of the evaluator for two months in an Advanced (B2) level course. The participants were informed that they would be participating in the study one week prior to delivery. Because the evaluation was conducted as part of normal class, participation in the evaluation was mandatory. The participants are native Portuguese and Spanish speakers from Brazil and Venezuela. Their ages range from early twenties to late fifties. Although in the same course level (Advanced), learners fall slightly above, at, and below the Advanced (B2) language level. See Table 2 for detailed learner characteristics.

Table 2: Learner Characteristics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner** | **Age** | **Native Language** | **Nationality** | **English Level  (Compared to standard B2)** |
| Andreia | 27 | Portuguese | Brazilian | Low |
| Gaby | 35 | Spanish | Venezuelan | Low |
| Paula | 45 | Portuguese | Brazilian | At level |
| Paulo | 53 | Portuguese | Brazilian | At level |
| Carlos | 25 | Spanish | Venezuelan | High |
| Disleiny | 28 | Spanish | Venezuelan | High |
| Maria | 27 | Portuguese | Brazilian | High |
| Priscilla | 29 | Portuguese | Brazilian | High |

**Process**

As previously mentioned, the participants were notified of the evaluation delivery one week prior. On the day of the delivery, learners came to class as usual on the Zoom platform. After completing the first hour of normal class, they came back from a fifteen-minute break and began. The delivery started by reviewing a short PowerPoint presentation to explain the purpose of the activity, its structure, and instructions for procedure. In the presentation, learners were informed of what a formative evaluation was and how they could help with their feedback. They were told about the procedure to follow to complete the four parts (pre-test, instructional module, post-test, and attitude survey). They were told to take their time to complete the parts andto record their times for each section. Learners were informed that they should attempt to complete the module on their own and reserve questions or concerns for after completion.

After the introduction, the instructor sent the links to each part through WhatsApp and the Zoom chat. Learners were told to click the link for each part in succession to complete the self-guided lesson independently. Learners worked independently as the instructor stood by to solve any serious issues. One student had difficulty typing answers into the learning module practice. The student was advised to do their best to resolve the issue on their own and try refreshing the page. After finishing the entire module, students sent their times of completion and took a break.

**Data Sources and Collection**

To conduct this study, data were collected about learner characteristics, pre/post-module ability, learner perceptions about the learning module, and learner module completion time. Learner characteristics and entry behaviors were collected in two student interviews one month before delivery of the module. Two learners from the formative evaluation were interviewed about their perceptions/difficulties with the past perfect, background, and general information. The students were also tested on the anticipated entry behaviors of the learning module. These interviews were conducted via online video conferencing.

On the day of the module delivery, students were given a pre- and post-test to determine the initial behaviors and learning success. The pre-test was given before the learning module in the form of a link to a Google Forms page which tested them on all five learning objectives. The post-test was given after the learning module also in the form of a link to a Google Forms quiz which measured student achievement of all five objectives. After completing the Post-Test, students completed a third Google Forms page which presented an attitude survey. The survey gathered information about the students’ perceptions of and satisfaction with the learning module. Google Forms automatically recorded student answers for facilitator review.

Finally, after completing all parts of the lesson, students reported the time taken to complete each part. Directly before the module was delivered, students were requested to time themselves on each part. Therefore, student time required for completion was both student-measured and student-reported.

RESULTS

**Achievement Data – Pre-Test**

Pre-test data reveals that students were quite competent in Objective 1 and Objective 4 before performing the learning module. One learner answered all three questions in Objective 1 incorrectly. Every other learner answered Objective 1 questions correctly. Learners had difficulty forming the negative past perfect in Objective 2. Learners were moderately able to identify the order of events for Objective 3. Learners were only able to complete the Terminal Objective (Objective 5) of writing the past perfect in context with 54.17% average score. Collectively, learners were capable of completing the pre-test with 75% correct responses.

Table 3: Pre-Test Data

*This table shows the results of the pre-test delivered before the instructional module.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | | Max Points | Mean Score | % |
| Objective1 | Identify Past Perfect Form | 3 | 2.625 | 87.5% |
| Q1 | Identify Form | 1 | 0.875 | 87.5% |
| Q2 | Identify Form | 1 | 0.875 | 87.5% |
| Q3 | Identify Form | 1 | 0.875 | 87.5% |
| Objective2 | Write Past Perfect Form | 4 | 2.875 | 71.9% |
| Q4 | Write Form - Positive | 2 | 1.625 | 81.3% |
| Q5 | Write Form - Negative | 2 | 1.25 | 62.5% |
| Objective3 | Identify Time Order | 2 | 1.625 | 81.3% |
| Q6 | Identify First Event | 1 | 0.875 | 87.5% |
| Q7 | Identify First Event | 1 | 0.75 | 75.0% |
| Objective4 | Write Past Perfect Sentence | 6 | 5.625 | 93.8% |
| Q8 | Write Past Perfect - Positive | 3 | 3 | 100.0% |
| Q9 | Write Past Perfect - Negative | 3 | 2.625 | 87.5% |
| Objective5 | Write the Past Perfect in Context | 6 | 3.25 | 54.2% |
| Q10 | Write in Context | 6 | 3.25 | 54.2% |
|  | Total: | 21 | 15.75 | 75.0% |

**Achievement Data – Post-Test**

Post-test data shows that learners were able to complete Objectives 1-4 with higher than 80% accuracy. However, learners were only able to perform the Terminal Objective at 62.5% correct. One student answered almost every question incorrectly on the post-test. Significant improvements were made in learner ability to write the past perfect form correctly in Objective 2. Learners were able to form the past perfect with 87.5% accuracy. Learners still showed trouble with identifying time order (81.25%) and forming the past perfect of “to buy” (75%). Overall, learners achieved 80.4% of the total objectives.

Table 4: Post-Test Data

*This table shows the results of the post-test delivered after the instructional module.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | | Max Points | Mean Score | % |
| Objective1 | Identify Past Perfect Form | 3 | 2.75 | 91.7% |
| Q1 | Identify Form - buy | 1 | 0.75 | 75.0% |
| Q2 | Identify Form - forget | 1 | 1 | 100.0% |
| Q3 | Identify Form - leave | 1 | 1 | 100.0% |
| Objective2 | Write Past Perfect Form | 4 | 3.5 | 87.5% |
| Q4 | Write Form -Positive | 2 | 1.75 | 87.5% |
| Q5 | Write Form -Negative | 2 | 1.75 | 87.5% |
| Objective3 | Identify Time Order | 2 | 1.625 | 81.3% |
| Q6 | Identify First Event | 1 | 0.75 | 75.0% |
| Q7 | Identify First Event | 1 | 0.875 | 87.5% |
| Objective4 | Write Past Perfect Sentence | 6 | 5.25 | 87.5% |
| Q8 | Write Past Perfect - Positive | 3 | 2.625 | 87.5% |
| Q9 | Write Past Perfect - Negative | 3 | 2.625 | 87.5% |
| Objective5 | Write the Past Perfect in Context | 6 | 3.75 | 62.5% |
| Q10 | Write in Context | 6 | 3.75 | 62.5% |
|  | Total: | 21 | 16.88 | 80.4% |

**Attitude Data**

Results from the Attitude Survey reveal that students were mostly highly satisfied with the module. The total mean score of the survey was a 3.8, with the highest score a 4.0. Several of the learners had some difficulty using the software, as learners rated “the lesson software was easy to use” at a 3.3 (Agree). One student disagreed with this statement. One had no opinion. Some learners also were not completely confident in producing the past perfect independently (Q13).

According to the free-response questions, students appreciated the explanations, examples, and improvement of their understanding of the past perfect. Learners suggested improvements to the instructional module created with Articulate Storyline. They recommend adding multimedia (such as sound) and improving the free-response practice question format. One learner suggested adding more examples. A comment was also made about the amount of information on one page. It was suggested that minimal information be presented at first and then to have clickable pop-up items with further information.

Table 5: Attitude Survey

*This table summarizes the results of an attitude survey taken by learners after completing the Post-Test.*

*Perfecting the Past Perfect*

### SUMMARY OF STUDENT ATTITUDE SURVEY

A summary of 8 student responses.

Circle your answer for each statement based on the following key:

|  |  |
| --- | --- |
| **SA** – strongly agree | **D** – disagree |
| **A** – agree  **NO** – no opinion | **SD** – strongly disagree |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | SA (4) | A (3) | NO (2) | D (1) | SD (0) | Mean |
| 1. | This lesson was interesting. | 8 | 0 | 0 | 0 | 0 | 4.0 |
| 2. | This topic is useful to me. | 8 | 0 | 0 | 0 | 0 | 4.0 |
| 3. | The explanations were clear. | 6 | 2 | 0 | 0 | 0 | 3.8 |
| 4. | The examples were clear. | 5 | 3 | 0 | 0 | 0 | 3.6 |
| 5. | The instructions were clear. | 5 | 3 | 0 | 0 | 0 | 3.6 |
| 6. | The practice problems prepared me well. | 7 | 1 | 0 | 0 | 0 | 3.9 |
| 7. | The feedback on practices was helpful. | 7 | 1 | 0 | 0 | 0 | 3.9 |
| 8. | The lesson software was easy to use. | 5 | 1 | 1 | 1 | 0 | 3.3 |
| 9. | The design of the course looked good. | 7 | 1 | 0 | 0 | 0 | 3.9 |
| 10. | I felt confident before taking the post-test. | 6 | 1 | 1 | 0 | 0 | 3.6 |
| 11. | I feel confident about using the past perfect independently. | 4 | 3 | 1 | 0 | 0 | 3.4 |
| 12. | I am satisfied with this lesson. | 8 | 0 | 0 | 0 | 0 | 4.0 |
| 13. | The objectives (what you were expected to learn) of the lesson were clear. | 7 | 1 | 0 | 0 | 0 | 3.9 |
|  | Total: | 83 | 17 | 3 | 1 | 0 | 3.8 |

14. What about this course was most useful or valuable?

|  |  |
| --- | --- |
| * Understanding the past perfect better | (3) |
| * Good examples | (2) |
| * Clear explanations | (3) |

15. How would you improve this course?

|  |  |
| --- | --- |
| * Add sound | (1) |
| * Fix the free-response answer bars | (1) |
| * Improve the software | (1) |
| * Add more examples | (1) |
| * Less information on each screen | (1) |
| * It is perfect | (3) |

**Time Data**

Learners completed the entire module far under the one-hour limit of the assignment. The average time taken to complete each part was 8.6 minutes for the pre-test, 15.1 minutes for the instructional module, and 8.8 minutes for the post-test. The time taken to complete each part varies widely among the different students. The time taken to complete the entire module ranged from 21 – 53 minutes. The learner who required 51 minutes was a major outlier. This student required 20 minutes to complete the post-test. This time is far longer the second longest time of 11 minutes.

Table 6: Time Data

*This table shows the length of time required for learners to complete each part of the full module ordered by shortest total time to longest.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Pre-Test (min.) | Module (min.) | Post-Test (min.) | Total (min) |
| Maria | 7 | 10 | 4 | 21 |
| Disleiny | 7 | 10 | 7 | 24 |
| Paulo | 7 | 10 | 7 | 24 |
| Priscilla | 7 | 16 | 8 | 31 |
| Carlos | 10 | 20 | 5 | 35 |
| Andreia | 10 | 15 | 11 | 36 |
| Gaby | 8 | 20 | 9 | 37 |
| Paula | 13 | 20 | 20 | 53 |
| Average: | 8.625 | 15.125 | 8.875 | 32.625 |

**Other Observations**

While students were working through the instructional module, many of them complained that they had answered questions correctly but received negative feedback. The instructor assured students that the feedback of the instructional module practices was for their eyes only and results would not be recorded. The instructor also suggested that learners had neglected to add a period at the ends of their sentences. Many learners wrote sentences without punctuation.

One student was a significant outlier for the entire study. This student required the longest time to finish the module by about 15 minutes. The same student also achieved only 3 out of 21 correct answers on the post-test. Throughout the post-test, this student preferred past simple answers to past perfect.

Several of the participants were not performing the module in quiet, distraction-free environments. The learners had young children at home or were occupied with other tasks during the session.

DISCUSSION AND REVISIONS FROM SMALL GROUP EVALUATION

**Achievement Discussion**

As observed in the Pre-Test data, learners performed Objectives 1 and 4 with a high rate of success. In the revised module, Objective 1 will be considered an entry level skill. Instead of identifying and selecting incorrect forms in an example, learners will be given the incorrect forms underlined. Learners will be expected to perform the Objective 2 practice of writing the incorrect forms correctly. Objective 1 skills (now considered entry skills) will be reviewed as part of the information delivery for Objective 2.

The most important results collected from the Post-Test data suggest learners were unable to successfully complete the Terminal Objective (Objective 5). Therefore, the instructional goal was not achieved. Learners who failed to achieve the Terminal Objective on Q10 of the post-test made two errors. They neglected to use the past perfect even once in their answers, or they inappropriately used the past perfect for an event that did not precede a past simple event. Low performance on Objectives 3 and 5 provide insight into the potential explanation for low performance on the Terminal Objective.

Objective 3 focuses on the meaning and time order of the past perfect tense. The examples show how past perfect sentences follow past simple sentences in syntax but precede past simple events in time. In the revised module, another example will be included before the practice exercises which provides a mixed-past paragraph analyzed with a timeline and explanation.

In addition to extra examples and practice, another full objective will be added between Objective 3 and 4. This new objective will focus on the sequencing of sentences in syntax. This objective works as a reverse of Objective 3: learners will be given a list of past simple events and be expected to put mixed past sentences (past simple and past perfect) into the correct order. This new objective will provide learners with the practice of forming a syntactical sequence with the past perfect correctly.

Objective 5 in the learning module also requires additional revision. One possible explanation for the failure of Objective 5 is rooted in the nature of the practice exercise in the module. In this Objective 5 practice, learners were expected to write several sentences (using the past perfect at least once) in response to an open-ended question. A response was not required by the software to advance. Learners were asked to check their own answers by consulting a checklist. This self-graded exercise formed the feedback for the exercise. Based on intimate knowledge of learner motivation in the class, the conductor of this study supposes that some learners may not have completed this practice at all. However, performance data on the learning module was not collected and this supposition cannot be tested. Regardless, future variations of the module will require an answer on this Objective 5 practice before advancing. Feedback will be provided in the form of several possible correct answers.

The addition of another objective before Objective 5 will also serve to support the completion of the Terminal Objective. This new objective will task learners with revising incorrectly formed responses to questions. The incorrect sentences to be revised will focus on the incorrect use of the past perfect when not preceding the past simple. For example, one student wrote the following response on their Post-Test:

*The last time I lost something was two weeks ago. I had found my keys in my friend’s house.*

This type of sentence could be presented to the learner as an example of incorrect usage. Following the example, the error of the past perfect would be explained by showing how the event of finding the key does not precede a past simple event. An example of a possible revision will follow:

*The last time I lost something was two weeks ago.* ***I found*** *my keys in my friend’s house. I* ***had left*** *them in his kitchen.*

A timeline would then show how this answer is correct, as the past perfect event (had left) precedes the past simple (I found). An additional practice exercise with feedback would ask learners to revise an incorrect response with the correct past perfect. This added objective adds a scaffold to the activity of writing a response to an open-ended question. It also allows learners to see more examples of correct responses to open-ended questions.

The average total time taken to complete the full module (pre-test, instructional module, and post-test) supports the addition of the new objectives preceding Objectives 4 and 5. The average total time (about 32 minutes) falls well below the assigned hour for completion. Therefore, two added objectives with complete instructional units would fill out the remaining time gap.

One major outlier can be found in all of the data collected: one student required over 50 minutes to complete the full evaluation and finished the post-test with 3 out of 21 questions correctly answered. It would be valuable to hold a follow-up interview with this student to reveal any flaws in the instructional content and assessments.

A final possible explanation for poor performance on the Terminal Objective is located in the format of the test questions. The directions for completing the assessment items were included in a heading for each section. It is possible that students did not read the directions:

*Answer the question USING THE PAST PERFECT AT LEAST ONCE.*

*2 points for correct form*

*2 points for correct usage*

*2 points for a full answer (at least two sentences)*

That learners misunderstood or neglected to read these instructions can be seen in the following two responses from the post-test:

* *On my friend’s house and I didn’t find I think I forgot in his house*
* *I didn’t lost anything lately*

These two responses fail to meet any requirements from the checklist. In the revised post-test, the full directions and the checklist should be included under the question prompt instead of in the section heading.

**Attitude Survey Discussion**

For the most part, participants were satisfied with the module with 3.8 mean total response. Students appreciated the examples provided in a real-life scenario and thought the explanations and instructions were clear. However, some of the learners struggled with the instructional module as created with the Articulate Storyline software. In the software, the designer can add up to ten potentially correct answers for free-response questions. However, students were answering the questions without punctuation. This resulted in negative feedback when submitted. A simple solution to this problem would be to add a reminder about punctuation in the directions and in negative feedback responses.

One learner suggested that some sound could be added to the instructional module. Although this is not a critical revision, some simple sounds could be added for motivation after entering correct answers.

The instructional module should also be revised to address the comment about too much information on one screen. This comment most likely refers to the information delivery for Objective 3. The informational paragraph and timeline with a popup should be divided into two separate slides. Also, throughout the instructional module, the materials should be animated to appear one part at a time. This would reduce the cognitive load on each screen.

CONCLUSION

Formative evaluation in this small group study revealed several major flaws with the instructional and assessment materials. Several objectives must be added to address the correct usage of the past perfect in context. Incorrect usage of the past perfect in free response was the main needs gap that prompted the creation of the module. The addition of objectives to order sentences syntactically and revise incorrect sentences will support learners in their attainment of the Terminal Objective. Revision of the Terminal Objective assessment item format by relocating the directions will ensure that students know how to answer the item correctly. After revisions are made to the full module, it will be a viable self-paced option for learning the correct usage of the past perfect in context.

**APPENDIX 1 Participant Contact Information**

|  |  |  |
| --- | --- | --- |
| **Name** | **Phone** | **Email** |
| Andreia Benedita Campos Maroto | (857) 417-3726 | [deiamaroto@gmail.com](mailto:deiamaroto@gmail.com) |
| Carlos Jesus Canizales Torres | (646) 209-7166 | [cansales25@gmail.com](mailto:cansales25@gmail.com) |
| Disleiny Andreina Cardenas Fernandez | (407) 316-6529 | [disara\_10@hotmail.com](mailto:disara_10@hotmail.com) |
| Maria Fernanda Souzella Cabral | (863) 398-7381 | [mfscdias@gmail.com](mailto:mfscdias@gmail.com) |
| Paula Machado Vieira Batista | (407) 218-2482 | [paulamachado.vieira89@gmail.com](mailto:paulamachado.vieira89@gmail.com) |
| Paulo Vereza | (407) 490-5073 | [pauloverezapwlub@gmail.com](mailto:pauloverezapwlub@gmail.com) |
| Priscilla Bordon Santana | (407) 284-9414 | [pribordon@hotmail.com](mailto:pribordon@hotmail.com) |
| Veruscka Gabriela Carreno De Naranjo | (321) 888-5729 | [veruscka1@gmail.com](mailto:veruscka1@gmail.com) |
| Andreia Benedita Campos Maroto | (857) 417-3726 | [deiamaroto@gmail.com](mailto:deiamaroto@gmail.com) |