WhatsApp in the higher education teaching: English syntax development booklet

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WHATSAPP IN THE HIGHER EDUCATION TEACHING: ENGLISH SYNTAX DEVELOPMENT BOOKLET

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Dedicated to:

God, our light and guide

Our wonderful and darling daughter Amanda

Our family and friends

Our colleagues and students

The use of technology has revolutionized education in every single way. In particular, for language learning, it is vitally important that we take advantage of the potential that popular technological mobile devices offer through widely used applications such as WhatsApp. The aim of this article is to share how we have used WhatsApp as part of teaching the subject 'Level A2 English' at the Escuela Superior Politécnica de Chimborazo (ESPOCH- Higher Education), as a method for improving Syntax proficiency, with the overall goal being that this methodology can be used by other teachers and students for similar educational purposes.

The internet and mobile devices have developed significantly and become incredibly popular in recent years, which means that education practices also need to change significantly in order to keep up. Almost all students now have a cell phone or tablet that connects to the internet, so: Why not use these devices to help students improve their English? With the help of technology, activities, educational platforms and links, students can be motivated to achieve educational goals. In this project, the specific goal is to improve knowledge of English language syntax using WhatsApp in Level A2 students and to contribute to solving problems in this area. For example, a very common problem, is a lack of understanding of the location of syntactic categories within a sentence. The project is aimed at second semester level A2 students and is meaningful because it will improve English knowledge through attractive and motivating educational experiences for students as well as providing teachers with a simple and detailed guide to developing English classes using WhatsApp. In other words, it is time to stop fighting the influence of cell phones and WhatsApp, and instead to take advantage of them as useful learning tools.

The following is a BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP AT ESPOCH. This guide presents the activities needed to teach and develop simple grammatically correct sentences, using a set of resources, activities and applications, so that you can combine the English teaching-learning process with WhatsApp, taking advantage of an application that is widely used by students today. All the activities presented were tested with excellent results.

The methodology that was developed meets the recommendations stipulated in the Common European Framework of Reference for languages in relation to grammatical competence - Level A2 syntax: that an English student can use basic

syntactic structures appropriately and communicate through phrases, groups of words, and produce short and common expressions.

This Booklet can be replicated in similar contexts, including not only in higher education settings, but also in primary and secondary education settings. The majority of learners are familiar with mobile devices as well as specifically with WhatsApp, which is very popular among young people. By accessing the course link you can download all resources and activities for free. However, in order for teachers to implement these types of educational interventions, certain elements are required including training in the use of the application and/or a positive attitude towards self-education for the particular subject matter. It is also essential that education centers have a high speed internet connection and that students can easily access mobile devices.

The experience is documented in six chapters that are summarized below:

Chapter 1, which presents the Frame of Reference, the initial problem and the justification and objectives of the methodology.

Chapter 2, the Theoretical Framework, which describes the theoretical foundation for the two main variables.

Chapter 3, which explains the Methodology used in the study.

Chapter 4, which presents the BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP

Chapter 5, which presents the results of the evaluation of the applied methodology.

Chapter 6, which describes the research study's key conclusions and recommendations.

CHAPTER 1. FRAME OF REFERENCE

1.1 The problem: The limited use of educational technology.

This problem also occurs at the local level, in the city of Riobamba - Ecuador, as identified in previous research carried out by the authors of this booklet. Lara Olivo Lenin (co-author of this booklet), carried out a research project with English teachers in schools and found the worrying result that 97.14% of respondents, almost all of the teachers surveyed, were unaware of any technological tools they could use to develop learning tools to support their teaching practice (Lara, 2011, p.128).

Higher education faces a similar problem, a study on the impact of the Internet on teaching methods used by the teachers of the Escuela Superior Politécnica de Chimborazo (Higher Education); approximately fifty percent of teachers admitted that they only sometimes use tools such as web pages and browsers, mainly for literature searches. It was concluded that internet use is limited and that other technological tools that could be used in all areas of the educational process are not being taken advantage. (Veloz & Lara, 2017).

This research project's focus is part of a wider area of research focusing on the application of ICTs to effectively teach and learn foreign languages. In relation to the scope and depth of this study, this research limited itself to the application and evaluation of WhatsApp in order to contribute to the development of students' grammatical competence; specifically, Syntax

1.2 Justification

There is no doubt that technology is constantly and dynamically evolving and that this is turn is continuously revolutionizing education and teaching methods through applications, software, educational platforms and messaging. Computers and especially mobile devices have a big impact on everyone's life. All these resources must be used to innovate the teaching-learning process. With the technology we have today, students can satisfy their curiosity at any time and in any place just by touching their finger to the screen of a mobile device.

WhatsApp is a free application which is easy to install and use. It has transformed the experience of communicating synchronously and asynchronously

with text, images, emoticons, links, videos, and voice messages. All these inputs can also be harnessed for educational purposes since their attractiveness motivates the participation of the learning group members.

This project is considered to be relevant because it takes advantage of the popular WhatsApp application so that students, through a variety of activities, are stimulated and develop English language syntax: the ability to write simple grammatically correct sentences. In addition, the use of technology in education makes it possible to improve various competences in the learning of a language.

The methodology aims to contribute to the solution of a very common difficulty in learning English. Many students are unaware of the importance of the correct construction of simple sentences as a basic principle, with a sentence being the combination of words that express an idea or a complete thought. At times even good writers pause to decide how to express their ideas in sentences, so for students who are struggling to produce simple sentences, writing grammatically correct sentences is a real challenge. It is important to teach students, then, how to write sentences by combining syntactic categories with a clear understanding of grammar and its rules.

It is hoped that this feasible project contributes to English language teaching. English teachers in educational institutions (using the internet which is typically available) can use the WhatsApp activities and practical exercises for free, as a support and/or complement to their classes. The purpose of the booklet is to develop students' grammatical competences; in this specific case is aimed at improving the development of English language syntax.

For interested teachers, the design allows them to implement either the whole project or only parts of it, and it is adaptable to any level of English learning or any educational need. Above all, teachers can freely and easily access the resources and links that are available on the cloud.

1.3 Objectives

This educational methodology had the following objectives:

- Contribute to improving the level of knowledge of English language syntax in level A2 students.

- Provide English teachers with an easy guide that can be used in class by taking advantage of the educational potential of WhatsApp and the activities and resources on the application.

- Contribute to teachers and students recognizing the usefulness of mobile devices in the field of education.

CHAPTER 2. THEORICAL FRAMEWORK

The theoretical foundation for the key variables examined in this study is presented.

2.1 Mobile learning (m-learning)

According to Brazuelo & Gallego (2011) mobile learning can be defined as the educational modality that facilitates the construction of knowledge, the resolution of learning problems and the development of skills or diverse abilities in an autonomous and ubiquitous way, through the use of portable mobile devices.

Other useful contributions to this definition include: Fumero (2010), who states that Mobile Learning can be considered as a "school in the pocket". For O'Malley et al (2003), Mobile Learning is "any type of learning that occurs when the learner is not fixed to a specific location, or the learning that occurs when the learner takes advantage of the learning opportunities offered by mobile technologies" (as cited in Area & Adell, 2009, p.22). Sharples (2007, p.225) states that "the processes of coming to know through conversations across multiple contexts between people and personal interactive technologies." i.e., the definitions mainly emphasize flexibility and the possibilities of multipurpose dimensions of time and space to create learning environments, thanks to technology.

2.2 What can educational technology offer to education?

As Valero et al. (2012, p.19) conclude in their work, mobile technologies, through virtual education, allows knowledge to reach a greater number of people. The student plays an active role in the learning process, which supports a process of empowerment. The student makes the contents by their own, by participating in the production of information. These tools overcome the limitations that prevent assertive teacher-student and student-student communication. Communication is a fundamental component in the educational process, facilitating the virtual environment and in this way interconnections and social relations.

Brazuelo et al. (2017), point out that mobile devices are ubiquitous in the lives of young people who live in a digital society, this fact has inevitably gen-

erated new contexts that must be used for learning, especially in terms of the interaction that the ubiquity of these tools makes possible.

2.3. What is WhatsApp?

WhatsApp is an application for smartphones, which offers a set of systematic, technological, accessible and interactive elements that adapt to dynamism for learning. The app uses a combination of services including text, images, video, audio, and emoticons for communicative purposes, but also promotes the development of cognitive skills, such as: problem-solving, decision making, critical thinking, creative thinking, among others.

For Jimenez & Cirera (2014) WhatsApp is the exemplification of the theory of the global village, this is reflected in changes that even reach the spaces in which people live, urban physical spaces now coexist with a virtual space that allows social interaction to occur in a way that was unimaginable just decades ago.

WhatsApp also arouses interest for linguists, as Blanco (2002, p.79) states, it is a clear example of "the ability of human communicative competence to adapt and colonize in any medium" (as cited in Calero & Vigara, 2014, p.85).

2.3.1 What is the impact of WhatsApp?

The impact of WhatsApp is impressive, with the number of users already surpassing 500 million by 2014, with an estimated 700 million photos and 100 million videos being sent daily (Díaz, 2014).

The prevalence of the use of this tool was demonstrated in a study carried out by Rubio & Perlado (2015), on the phenomenon of WhatsApp in the context of personal communication amongst university students. The study concluded that: "WhatsApp is the most valued instant communication tool used by young people at this time. Its capacity, ease of use, gratuity, universality, mobility, and innovation seem to be some of its keys to success, putting it in first place in terms of new forms of current day communication" (p.14).

2.3.2 Elements

The literature related to m-learning methodology, allows us to infer that the associated applications; in this case, WhatsApp, have the following elements:

Systemic - allows the educational process to be continuous and sequential. When the barriers of time and space are overcome, the student can engage with study material anywhere, anytime. Even when face-to-face classes are over, young people can supplement or get more information about what is of interest to them.

Technological - M-learning is created from the combination of e-learning with the possibilities offered by the technology of smart devices or smart mobile devices with wireless internet connectivity, which in turn make possible: geographical mobility, virtual learning and access to any and all information required for learning. Also, the contents are technologically independent; that is, they can be used on any type of device.

Accessible - Carolina Izarra (2010) aptly describes the main features and capabilities of m-learning, highlighting in terms of accessibility: "<<Just in time, just for me>> (what the student wants, when the student wants it) and the ability to access all of the online activities in the training space (thousands) which are available for mobile devices. M-learning allows the contents to be easily navigated and adapted, taking into account the processor and the connection speed of these devices. It facilitates immediate access to data and notifications. Students can quickly access messages, emails, reminders, and news generated in real time. Students have access to online data that can support their field work.

Interactive - the services offered by mobile applications, such as the case of WhatsApp, facilitate unique educational experiences; support immediate learning with mobility, facilitating interactivity; and promote creativity and collaboration, thus becoming an invaluable motivational tool for teachers. Visual resources not only grab attention but also auditory resources, the use of headphones, can also be very powerful when it comes to learning.

2.3.3 Activities and Services

Activities

WhatsApp is a valuable means of mobile learning thanks to the activities it facilitates, such as:

- Sending screenshots.

- Sending documents.

- Sharing links.

- Study groups: virtual consultations, forum.

- Audio lessons.

- Visual resources: videos, graphics, photos to illustrate an abstract concept or provide information on a subject.

- Extend on information sources: list of bibliographic links.

Services

In order to facilitate these activities, the following services are used: text, image, video, audio and emoticons. Next, the pedagogical use of each of these services will be explained.

Text

Short text messages are best in instant messaging, so the teacher should orientate students to share precise contributions on a subject or ask specific questions about it. The lists of bibliographic links or resources allow the expansion of access to materials and facilitate active student participation. Teachers can create study groups to discuss and resolve doubts, sharing the criteria with everyone, like a forum.

Images

In today's world, images are fundamental; they awaken the senses. Photos and graphics will illustrate a wide variety of topics or provide information about them. It is known that data which are exemplified with images are easier to understand. In addition, young people are strongly attracted to create and modify images with technology.

Video

The current generation of students is accustomed to receiving information from a variety of audiovisual media, transmitted dynamically and interactively, through colors, music and striking images, thus; the use of video for educational purposes is vital due to its enormous visual impact. The production of this resource requires significant knowledge on the subject, technological skills, and a lot of creativity.

Bravo (2000, p.3), indicates that using educational videos in the classroom will change the teaching environment, but warns "if this is only used occasionally, video can become an element of distraction (...). If its use is widespread and continuous, it becomes one more element involved in the educational process".

Audio

Audio lessons, whether a teacher's original content or existing material, as support material save writing time and thus can be very efficient. Students can listen to them when they want the information and retain more details; they can also generate their own interventions that can encourage the exchange of ideas and reinforce knowledge.

Emoticons

WhatsApp encourages daily and ongoing use, it generates a connection which takes advantage of emotional and psychological needs. One example of this is that through emoticons, it is also possible to express thoughts and moods, obviously, all of this has a cognitive impact on the student.

2.3.4 Advantages and disadvantages

It is always important to examine the use of technological tools critically, so the advantages and disadvantages of WhatsApp are summarized below, according to Padrón (2013): the benefits of WhatsApp include: avoiding telephone conversations means avoiding how the oral expression is interpreted, the tone of voice for example, which can be misinterpreted. Allows us to chat for free. Student-teacher and peer-to-peer communication are immediate. Serves to resolve

doubts, by sharing workgroups you can share resources and exchange information and content.

The disadvantages are summarized as: it can be congested, there is no encryption, and thus unauthorized people can gain access, conversations can be hacked, photos and user data can be taken, the history is not saved in the same way as in an e-mail, the identifier is a number which means other people can access a group without permission (Padrón, 2013).

2.3.5 WhatsApp and risks of improper use

In terms of negative aspects, it is important to note that for WhatsApp, along with all communicative technological tools, there is the possibility of this tool being used as an instrument for an aggressor to subject a victim to harassment or violence.

A 2017/2018 research project conducted by Microsoft in 23 countries revealed worrying data, including that 65% of respondents considered that they had been exposed to at least one risk online. The Microsoft study concluded that young people who engage in more online interaction are more vulnerable to "trolling" (receiving messages intended to cause discomfort or dispute) and are also exposed to harassment which causes social and academic harm. The risks included in the study: Behavioral - Treated meanly, trolling, online harassment, cyberbullying, swatting, micro-aggressions. Reputation - Doxing, damage to personal reputation, damage to work reputation. Sexual - Receiving unwanted sexts, solicitation, sending unwanted sexts, sextortion, "revenge porn". Personal/Intrusive - Unwanted contact, hate speech, discrimination, terrorism recruiting, misogyny, hoaxes/fraud/scams.

In Spain, a study conducted by Sahuquillo (2013), called: "Sexism via WhatsApp", found disturbing results: 25% of the women surveyed said that their boyfriends controlled them in an ongoing manner through their cell phone. This research paper, in summary, states that: "Social networks affect intimate relationships (...) give more power to abusers (...) offer new ways to control the lives of their victims and condition their freedom. Therefore, gender violence can also be virtual" (p.4).

Another negative aspect that should be taken into account is the possibility of creating addiction. A study by Villegas et al. (2014, p.11) points out that "it is noteworthy that mobile phone dependence affects almost 20% of young people, manifesting a need for the cell phone, even when in company this figure reaches

12%". These authors also concluded that the cell phone has become a "transmission mechanism for sexist violence linked to sexist messages, with both SMS and WhatsApp being mechanisms used", with 20% of people indicating that they are controlled via their mobile device.

In response to this problem, UNESCO (2017) held a meeting in London, in March 2017, with the aim of promoting debate for the creation of a global campaign to prevent cyberbullying and promote the creation of a healthy online environment. Talking about a healthy environment is one of the essential functions of Public Health, which aims to promote the health and well-being of the population. Therefore, this issue should be of interest to the scientific community and society as a whole.

Currently, for the most vulnerable (children, adolescents and youth) traditional harassment and cyberbullying are related and affect the right to equal education in an assertive environment, as declared by the United Nations (UN) with the Sustainable Development Goal 4: "Guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all". By meeting goals related to the promotion of a culture of peace and non-violence, learning environments are safe, non-violent, inclusive and effective for all (UN, 2017).

The UN (2017) is promoting an interesting call to action, amusingly named: "The Lazy Person's Guide to Saving the World". In the section: "Things you can do from the couch" it suggests: "Report online harassment. If you see bullying on a message board or in a chat room, call out the author".

2.3.6 Dimensions of an educational model using WhatsApp

Area (2002, p.58) proposes a very interesting set of principles for a model that promotes literacy through the use of ICTs (Information and Communication Technologies), and who uses the term literacy in the following way: "The new illiterate: adults who do not use or understand digital technology and culture". The author proposes that an educational model should develop four formative dimensions; which adapted to the use of WhatsApp, can be understood as follows:

- Instrumental dimension: WhatsApp's technical domain, practical knowledge of hardware (mobile device: tablet and cell phone being the most common) and knowledge of software (tools and applications).

- Cognitive dimension: the management of information, applying knowledge and skills that allow for efficient searching, selection, analysis and understanding, in other words: using information intelligently.

- Attitudinal dimension: positive, rational mental predisposition to technology; neither technophobia (rejected as evil) or technophilia (uncritical use). It is necessary to consider that the use of a mobile device can support a student's participation by contributing to "overcoming psychological barriers that limit him/her to communicating personally and face-to-face (...) a more assertive communication with the teacher and classmates, it is even possible to exchange experiences with external stakeholders from other countries, which is fundamental in language learning" (Lara, 2018, p.7).

- Political dimension: analysis of social implications: cultural and political. The potential social implications of WhatsApp; especially in the case that it is used inappropriately, according to the time and place; for example, it could impact personal relationships if a person is <<dedicating more time on the phone than communicating with the person next to you>>, a very common accusation nowadays, especially between couples and which can cause serious arguments and serious problems.

2.3.7 Some considerations about WhatsApp

It is recognized that mobile devices, particularly smartphones, have been integrated into the daily lives of people and students, are checked continually and constantly, the last thing we do before falling asleep and the first thing we do when getting up, therefore: the educational potential is huge, mobile devices make connectivity, geolocation, applications for the production and management of educational and information content all possible. The ubiquity, 24 hours a day availability, at any time and in any place, while any activity is taking place, increases opportunities for learning across all fields.

The impact of WhatsApp is unquestionable; users exceed 500 million around the world, in Ecuador the number of active cell phone lines almost equals the total population; most of these lines belong to smartphones (preferred by young

people, precisely because of applications such as WhatsApp). All this places teachers in an inescapable reality: "It is not logical to prohibit cell phones in the classroom; we must take advantage of them". As several authors have noted, we no longer just live in a physical space, we also live in a virtual space. It has even been suggested that WhatsApp is a sign of human evolution; of the adaptation of communicative competence, taking advantage of advances in technology.

WhatsApp is an application that combines text, image, video, audio, and emoticons for communicative purposes. These services allow us to develop educational activities for the achievement of cognitive abilities; its effectiveness is due to the fact that it promotes a successful educational process by being systematic, technological, accessible and interactive. The didactic possibilities are innumerable when we consider that it allows us to share information and contents in a very attractive format, the learning objects that it permits us to use, which unquestionably positively impacts students, motivating them.

Although we recognize the multiple utilities and advantages that WhatsApp constitutes, we can not fail to mention a very important negative aspect, which is already occurring. As any technological communication tool can be used as a means for cyberbullying and so-called "trolling", it is necessary to promote responsible use and positive attitudes that help to prevent this serious social problem.

Based on the literature related to this theme, we can establish that the educational model under which WhatsApp is applied to teaching, should have four components: Instrumental dimension (knowledge of mobile devices, tools, and applications). Cognitive dimension (efficient and intelligent management of information). Attitudinal dimension (positive predisposition prior to use). Political dimension (analysis of social, family and interpersonal implications).

The above reaffirms the fact that university teachers must have a positive attitude towards technology, particularly the use of mobile phones and devices; therefore, we need to prepare ourselves to take advantage of the innumerable educational potentials that this technology offers and continue to investigate and experiment their pedagogical use. Thus, following this introductory chapter, an educational experience at the higher education level is presented as a practical case study: the implementation of an English language program with WhatsApp.

2.4 Syntax

2.4.1 Competency

Competence implies knowledge, skills, attitudes and practices. An individual is competent when he or she activates and practices knowledge in an efficient manner to solve problems or perform a given activity in a specific context. To be competent in something is to know what to do with what you know. According to Hymes & Bernal (1996), competence is the ability to do something: to use language. Grammatical knowledge is a resource, not an abstract cognitive configuration, existing in its own right as a mental structure.

2.4.2 Communicative Competence in Language

The basic skills of oral communication skills are speaking and listening. The basic skills of written communication are writing and reading.

Hymes (1974), who introduced the concept of communicative competence, refers to the grammaticality of sentences, and whether or not they are appropriate to the context in which they are used. Communicative competence also implies that there is an ability or skill applied to use knowledge.

According to Berruto (1979), it is the capacity to apply linguistic, grammatical abilities to produce well-constructed sentences, as well as to interpret sentences.

The aim of communicative competence as the use of language as a tool for oral and written communication in relation to knowledge, thinking, emotions and behavior.

Communicative competence includes a student's ability to use and understand language to communicate through well-constructed sentences or phrases using vocabulary, grammar rules, punctuation and spelling. It encompasses the use of techniques and activities as a strategy for learning.

According to the Common European Framework of Reference for Languages (2002), Communicative Competence includes linguistic, sociolinguistic and pragmatic competence.

The focus of this research study is limited to linguistic competence, as described below.

2.4.3 Linguistic Competence

Lyons (1970) states the following: "The ability to use language correctly in a variety of socially determined situations is as central a part of linguistic competence as the ability to produce grammatically correct sentences" (p.287).

According to Chomsky (1965), people have the possibility of producing and understanding grammatically correct sentences; this possibility allows them to establish if specific sentences are part of language, heard or never heard. All people possess some linguistic, fundamentally syntactic information, which allows us to grammatically produce a wide range of sentences. All this information is stored in our mind as nouns, verbs, adjectives, adverbs, prepositions and so on. Thus; linguistic competence is a complex knowledge system that has been assimilated by human beings.

Linguistic competence is linked to language knowledge that native monolingual speakers possess. Linguistic systems are very complex, therefore the language of a broad, diversified and advanced society never comes to be dominated by any one user, because language is in a continuous process of evolution in response to the demands of its use in communication.

According to the Common European Framework, linguistic competence can be broken down into six components of communicative competence: lexical, grammatical, semantic, phonological, orthographic and orthopedic.

The table 2.1 illustrates the development of the ability to use linguistic resources at the A2 level.

General Linguistic Competence	
A2	Has a repertoire of basic linguistic elements that allow them to deal with everyday situations with predictable content, although they usually have to adapt their message and search for words.
	Can produce short and common expressions in order to meet simple and concrete needs: personal information, habitual actions, needs and necessities, information requests.
	Can use basic syntactic structures and communicate through phrases, groups of words and memorized structures when referring to themselves and other people, to what they do, to places, to possessions, etc.
	Has a limited repertoire of short memorized phrases that includes predictable survival situations, often incurring misunderstandings and interruptions if it is an unusual communication situation.

Source: Common European Framework. 2002

Table 2.1 Linguistic Competence

2.4.4. Grammatical competence

In 1965 the term grammatical competence was wcoined by Chomsky. According to the Common European Framework of Reference for Languages (2002), grammatical competence is the knowledge of linguistic units, the grammatical rules of a language and the ability to use them. Grammatical competence implies the possession of knowledge regarding language sounds, words and the formation of sentences and grammatical rules.

Language grammar is a set of elements that directs the development of sentences to have meaning, be classified and relate to each other. Grammatical competence is the ability to recognize, understand and produce well-constructed phrases and sentences. In the Table 2.2. Outlines Grammatical Accuracy for Level A2.

	Grammatical Accuracy
A2	Can use some simple structures correctly but continues to make systematic basic mistakes; for example, often confuses verb tenses and forgets to maintain agreement; however, it is usually clear what they are trying to say.

Source: Common European Framework. 2002
Table 2.2. Grammatical Accuracy

2.4.5. Definition of Syntax

The word "Syntax" is derived etymologically from the Greek words sin (with) and taxis (order); in other words, the part of grammar that puts words into an order that creates a sentence.

According to Koerner & Hall (2014) syntax is a sub-discipline of Linguistics and a fundamental part of grammatical analysis, which is an area that studies the rules that guide how components are combined and superior units are formed, such as syntagmas and sentences. The authors emphasize that Syntax is a branch of Linguistics that deals with the orderly and correct use of words to form superior units.

The Common European Framework of Reference for Languages: Learning, teaching, evaluation (2002), conceptualizes syntax as: "It deals with the organization of words in the form of sentences as a function of the categories, elements, classes, structures, processes and relationships that it entails, and often it is presented as a set of rules." (p.112). The Common European Framework states that Syntax is the study of the rules associated with the formation of grammatically well-constructed sentences.

Syntax is the part of grammar which studies the rules and principles established by the combination of syntactic groups" (Vílchez, 2010, p 273). Bloomfield (1980) furthermore defined syntax as "the part of **grammar** that studies the way in which words are arranged and connected to form larger sequences, clauses and sentences and the function they perform within them" (p.426). This author also states that Syntax is the study of patterns of the formation of sentences and phrases from words.

For Portillo (2014), Syntax is the study of grammatical sentences, composed of a subject (person or thing regarding which something is stated), predicate (expresses the action or state) and complement (for the subject or the predicate). Syntax revolves around words, more specifically it is oriented to the order of words within a sentence, which may be regular or irregular for a variety of reasons. Syntax can be used to convey a simple message or a deeper, poetic meaning. For Portillo (2014), Syntax is the logical sequence in which words come together in order to form sentences.

In summary, the authors cited above all agree that Syntax is a branch of Linguistics that studies rules, patterns, logical sequences and the order of words to produce grammatically well-constructed sentences.

2.4.6. What is a word?

According to the Royal Spanish Academy dictionary (2017), a word is a linguistic unit that has meaning. A word is a graphic representation of the sounds that form a unit of meaning. In Greco-Latin grammar, a word was defined as the minimum unit for the structure of a sentence.

For *Thrax (1986), a word can be divided into eight categories: noun, pronoun, verb, adjective, preposition, adverb, conjunction and* interjection. A sentence consists of a sequence of structured words or minimal units of meaning and are classified into syntactic groups or categories.

2.4.7. What is a sentence?

A sentence is a grammatical unit consisting of one or more words that bear a relation to the words that precede or follow it and expresses a thought in the form of a sentence, question, instruction or exclamation. A sentence begins with a capital letter and ends with a period when it is written.

The Oxford Advanced Learner's Dictionary (2017) defines a sentence as a set of words that express a statement, a question or an order, usually containing a subject and a verb. Sentences in English begin with a capital letter and end with a period (.), a question mark (?) or an exclamation mark (!).

Based on these definitions, we can summarize that a sentence is a group of words that expresses a complete idea and includes syntactic groups which are part of a sen-

tence, and which start with a capital letter and may end with a period or question mark or exclamation mark.

2.4.8. Syntactic groups:

According to Pinto (1970) syntactic groups are also known as Syntagmas, which are a set of words (or a single word) that are combined to form and fulfill a function within a sentence.

Types of syntactic groups

Syntactic groups can be nominal, verbal, adjectival, adverbial or prepositional.

Nominal syntactic group

Nominal syntactic groups or noun phrases are also known as the subject, which could be a person, thing, city, country, animal or place.

According to Pyle (1991) the subject is the agent of the sentence in the active voice; it is the person or thing that does the action in the sentence, and usually follows the verb. Every sentence in English must have a subject. (In the case of commands in English or the imperative form, the subject is implied). The subject can be a single noun.

<u>Chocolate</u> is delicious.   <u>Cereal</u> contains protein.

The subject can be a noun phrase. A noun phrase is a group of words that end with a noun. (It cannot start with a preposition.)

<u>The computer</u> is on the desk.   <u>That new, black computer</u> is George's.

Verb syntactic group

A verb syntactic group or verb phrase is also known as a verb. According to Thurman & Shea (2003) a verb is a word that expresses action or existence; verbs

that express action are action verbs. Action verbs are divided into two categories: transitive and intransitive verbs.

Agreement of verbs with subjects

Subjects and verbs must agree in number (singular or plural). Thus, if the Subject is singular, the verb must also be in the singular; if a Subject is plural, the verb must also be plural.

In the simple present, verbs are conjugated according to the subject, for example:

<table>
<tr><td>**SINGULAR**</td><td>**PLURAL**</td></tr>
<tr><td><u>Silvia </u>develops a project.</td><td><u>Silvia and Martha develop</u> a project.</td></tr>
</table>

To conjugate the third person of singular with both regular and irregular verbs, the following Table 2.3. rules apply:

	1st rule	2nd rule ends Y / add **ies**	3rd rule s, sh, ch, x, z, o / **es**
3rd P. S.	I work You work He work**s** She work**s** It work**s** We work You work They work	I study You study He stud**ies** She stud**ies** It We study You study They study	I watch You watch He watch**es** She watch**es** It watch**es** We watch You watch They watch
	Ex. find, hit, keep, know, leave	Ex. fly, copy, study *2.1.* s**a**y, pl**a**y, p**a**y, dec**a**y, obe**y** – add **s example: sa*y*s**	Ex. teach, wash, fix, miss, go, do, fix

Source: Authors
Table 2.3 Rules for conjugating verbs

In the simple past tense, these rules do not apply to any verb.

SINGULAR	**PLURAL**

<u>Silvia</u> developed a project.   <u>Silvia and Martha </u>developed a project.

In present perfect, the rules of agreement do apply to the auxiliary verb when they are used with a main verb: *is-are, was-were, has-have, does-do*

SINGULAR	**PLURAL**

<u>Silvia has</u> developed a project.   <u>Silvia and Martha have</u> developed

a project.

Adjective syntactic group.

An adjective syntactic group or an adjective phrase is also known as an adjective. According to Azar & Hagen (2009), in grammar an adjective describes the noun. It can also be said that adjectives modify nouns. The word modify means "to slightly change". Adjectives make a small modification to the noun. In the Table 2.4. There are the most common adjective used in English.

For example: Big, beautiful, smart.

I like <u>cold</u> weather.   He is a <u>smart</u> man.

There are no plurals for adjectives. For example:

nices cars. (Incorrect)   nice cars. (Correct)

beautiful – ugly	good - bad	angry	hungry
big - little	happy - sad	bright	important
big - small	large - small	busy	intelligent
boring - interesting	long - short	delicious	kind
cheap - expensive	noisy - quiet	exciting	lazy
clean - dirty	old – new	famous	nervous
cold - hot	old – young	favorite	nice
dangerous - safe	poor - rich	free	ripe
dry - wet	sour - sweet	fresh	serious
easy - hard	strong - weak	healthy	wonderful
easy - difficult		honest	

Source: Azar & Hagen, 2006
Table 2.4 The most common adjectives

According to Pyle (1991), adjectives fall into two categories: descriptive and limiting. Descriptive adjectives are those that describe the color, size or quality of a person or thing (noun or pronoun). Determinants or determining adjectives restrict the words that they modify (quantity, distance, possession, among others). In other words, adjectives are used to describe something or give more details to the sentence, to make it more interesting. There are some adjectives examples given in Table 2.4.

DESCRIPTIVE	LIMITING	
beautiful	cardinal numbers	(one, two)
large	ordinal numbers	(first, second)
red	possessives	(my, your, his)
interesting	demonstratives	(this, that, these, those)
important	quantity	(few, many, much)
colorful	articles	(a, an ,the)

Source: Pyle, 1991
Table 2.4 Descriptive and Determining Adjectives.

Adverb syntactic group

The adverbial syntactic group or adverbial phrase is also known as an adverb. Adverbs modify or describe verbs, adjectives or other adverbs. Adverbs answer these questions: How?, When?, Where?, To what extend?, Why?.

Types of adverbs

There are different kinds of adverbs that express different meanings, the following are the most common: adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency, adverbs of quantity, Interrogative adverbs, Relative adverbs, Ordinal adverbs, adverbs of degree, adverbs of probability, adverbs of affirmation, adverbs of negation.

For the present research, only adverbs of frequency were chosen.

Adverbs of frequency

According to Murphy (2007) adverbs of frequency indicate how often something happens. These are: always, usually, often, sometimes, seldom, rarely, never.

Adverbs are located before the main verb, for example:

I <u>always</u> study for the exams.   Amanda <u>seldom</u> plays basketball.

Adverbs of frequency are located after the verb "to be" (am, is are), for example:

I am <u>always</u> happy.   They are <u>never</u> late for English
       classes.

Prepositional syntactic group.

A prepositional syntactic group or prepositional phrase is also known as a preposition.

According to Thurman & Shea (2003), a preposition is a word that links a noun or pronoun to any other word in a sentence.

The Oxford Advanced Learner's Dictionary (2017) states that prepositions are usually used in front of nouns or pronouns and they indicate a relationship between the noun or pronoun and other words in the sentence. According to these two references, it can be deduced that a preposition is a word that is used to link one or more words within a sentence.

In short, a preposition is a syntagma or word that demonstrates the relationship between two words and is followed by another noun to indicate place, time or method. For example:

I live <u>in</u> Riobamba   I get home <u>at</u> twelve o'clock

Types of prepositions

Prepositions can indicate origin, source, destination, address or place. The prepositions used in this research project relate to time and place. The inverted pyramid technique was used to facilitate the easy learning of prepositions. This takes into account the fact that many students are "visual learners"; that is, they learn in a visual way.

Prepositions of Time

In the Figure 2.1. An inverted pyramid of Prepositions of time is presented for a better understanding about the use.

Prepositions of time are: <u>IN</u>, <u>ON</u>, <u>AT</u>

1. The upper part of the triangle, which is larger and more <u>general</u> (<u>IN</u>)

2. The middle part of the triangle, which is smaller and <u>more specific</u> (<u>ON</u>)

3. The bottom of the triangle, which is the smallest and <u>most specific</u> (<u>AT</u>)

Use **in** for centuries, decades, years, seasons, months and weeks:

Use **on** for days, weekends: on Monday, on Tuesday, on Thursday, …

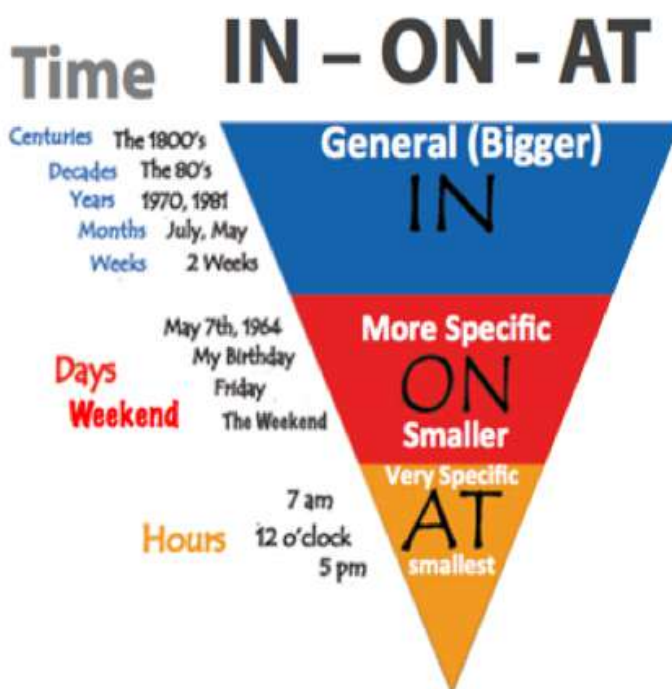Use **at** for times: at 4: 00 o'clock, at 11:30, at 12:45, …

Be careful with morning, afternoon, evening, and night!

        For example: **in** the morning

                                 in the afternoon

                                 in the evening

                                 At night

Source: http://vignette3.wikia.nocookie.net/classroom-management-preposition-of-place-and-time/images/d/d0/Prepositions.png/revision/latest?cb=20150510215400

Figure 2.1. Prepositions of Time

Prepositions of Place

In the Figure 2.2. An inverted pyramid of Prepositions of Location or Place is presented for a better understanding about the use.

Use **in** for countries, cities, Neighborhoods:

For example: **in** Ecuador.

                        in Riobamba.

                        in London.

                        in the summer.

Use **on** for streets, Avenues

For example: on Guayaquil Street.

                        on 10 de Agosto Street.

                        on Daniel Leon Borja Ave.

                        on 11 de Noviembre Ave.

Use **at** for Address, Specific Location

For example: at Guayaquil 23-45 and 10 de Agosto Street.

                        at the store.

Source: http://vignette3.wikia.nocookie.net/classroom-management-prep-
osition-of-place-and-time/images/d/d0/Prepositions.png/revision/lat-
est?cb=20150510215400
Figure 2.2. Prepositions of Location or Place

Complements and modifiers are also considered part of sentences.

Complement

According to Pyle (1991) a complement completes a verb, is similar to the subject because it is usually a noun or a nominal phrase; however, it usually comes after the verb when the sentence is in the active voice. Sentences do not require a complement. Complements cannot start with a preposition. A complement answers the question What? Or Whom? For example:

Wilson buys a <u>new computer</u>   (<u>What</u> does Wilson buy?)
in Riobamba.

Silvia wrote <u>a project</u> in   (<u>What</u> did Silvia write in the school?)
the school.

He saw <u>Janet</u> yesterday morning.   (<u>Whom</u> did he see yesterday morning?)

Modifier

A modifier indicates the time, place or manner of an action. It very often is a prepositional phrase. A prepositional phrase is a group of words that begins with a preposition and ends with a noun (Pyle, 1991). A time modifier usually goes at the end of the sentence if more than one modifier is present.

Examples of prepositional phrases:

<u>In the morning</u>, <u>at the university</u>, on the table

A modifier can also be an adverb or an adverbial phrase.

<u>Last night</u>, <u>hurriedly</u>, next year, <u>outdoors</u>, <u>yesterday</u>

Sentences do not require a modifier. A modifier answers the questions: <u>When</u>? <u>Where</u>? or <u>How</u>?

Examples:

Marcelo found the keys <u>at the store</u>.   (Where did Marcelo find the keys?)
modifier of place

Patricia ate lunch <u>at 9 o'clock.</u>   (When/What time did Patricia eat lunch?)
modifier of time

Pedro drives <u>very fast</u>.   (How does Pedro drive?)
modifier of manner

Amanda was drinking water <u>in the pool</u>   <u>yesterday</u>
modifier of place   modifier of time

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(Where was Amanda drinking water?)

(When was Amanda drinking water?)

Verb Forms

There are two verb forms: Simple and Compound verbs.

Simple verb forms

According to Pyle (1991) a verb follows a subject; it usually indicates the action of sentence. *Every sentence must have a verb.* A verb can be a single word.

Maria <u>studies</u> English.   They <u>wrote</u> an essay.

It can be deduced that simple verb forms are in sentences that are composed of a single verb.

For example: I study English everyday.

Compound verb forms

A verb can be a verb phrase. A verb phrase consists of one or more auxiliary verbs and a main verb. The auxiliaries follow the main verb.

For example: Amanda <u>will go</u> to New York next week.

Wilson <u>must have gone</u> to the School.

According to Quirk (1993), verb forms are constructed with the auxiliary verb "to have" and the past participle to create sentences known as present perfect and past perfect.

For example: Silvia <u>has written</u> the letter.

It can be deduced that compound verb forms consist of two words [Have/Has + Vpp].

For example: Valentina and Sofia <u>have broken</u> the windows.

Model of a normal sentence in English

Pyle (1991) posits the following model for forming a grammatically correct sentence in English, as well as a model to follow for constructing sentences.

For the present research study, this model given in the Table 2.5 was used as a simple model for the development of sentences in English.

Subject	*verb*	*complement*	*modifier*
Cesar and I	studied	English	last week.

Source: Pyle, 1991
Table 2.5 Model of a normal sentence in English

2.10. Types of Syntax

Syntax revolves around words and they are organized in a sentence. Words can be organized in a regular or irregular manner, for a variety of reasons and to fulfill a purpose.

Regular syntax

According to Justice and Ezell (2008) regular syntax are regular or basic sentences that comprise of a subject, a verb and a predicate or contain an independent clause.

For example: I have a computer.

In this sentence, you can change the person,

For example: You have a computer, He has a computer, We have a computer, and so on.

Regular syntax transmits simple messages because they are easier to understand for the average reader.

It is important to say that Regular syntax was used in this research project.

CHAPTER 3. METHODOLOGY

3.1. Location and timing

The present intervention project was implemented with a group of second semester students studying level A2 English at the Language Center at the Chimborazo Escuela Superior Politécnica, with a duration of eight weeks.

The implementation of this Booklet for English Syntax Development Using WhatsApp at ESPOCH lasted for 8 weeks with each session running for 60 minutes; all the sessions were delivered face-to-face. The sessions involved the use of a mobile device and the internet.

3.2. Educational Model

The project is framed by the Humanistic Technology Model, which was born and developed within the framework of ICTs, where technological support becomes the most important aspect in the educational process because it facilitates communication between the teacher and student and becomes the means of teaching that helps achieve the subject objectives.

This model, in turn, is based on the following approaches to Learning Theories, as follows:

Behaviorist: from the behavioral approach, which states that new technologies facilitate the process of "control" of the learning. The student is considered as a subject that responds to external and internal stimuli. This approach states that the representation of information through technological means facilitates the learning process.

Cognitive: this theory explains that the student must have a positive predisposition in order to learn. Students learn through doing and observing the behaviors of other students. This approach also explains that the teacher should use different methods to teach information in order to improve student comprehension.

Constructivist: this approach considers the role of the student fundamental to the learning process: it is the student who knows. The knowing subject plays an active role in the knowledge process. Such knowledge is not at all a copy of the world, but in fact is the result of a construction on the part of the subject insofar as it interacts with objects. The starting point for all learning is prior knowledge. Knowledge is the result of learning.

Cooperative: this approach requires support among students in groups, which, if complemented with technology, increases the likelihood that the learning process is more meaningful.

The Learning Styles

Learning styles are focused on this intervention are:

Visual/spatial, improved learning through using pictures, diagrams with drawings, figures, spatial understanding.

Verbal/Linguistic, use words, either written or oral.

Social/Interpersonal, prefer to learn in group and to work in a team to obtain better learning.

Logical/mathematical, benefit most from using work systems, logic and reasoning to reach conclusions.

Didactic Method

Due to the nature of this course, the main teaching method is the Audiovisual Method as it is based on the use of techniques that allow communication through images and sounds. WhatsApp communication options (text, image, video, audio and emoticons) allow students to receive information and content in multimedia formats which helps to motivate and engage them, indispensable elements in education.

Techniques

In the project the following techniques are considered, from which the activities are derived, these techniques are: Identify, answer the questions, memory match game, collaborative work, recognize, quiz, online games, missing words, describe a process, logic griddle puzzle, answer the questions, gap fill, sentence dictation, making sentences with QR code Apps, problem solving, illustrate a feeling, Correcting mistakes.

3.3. Proposal description

This proposal consists of a Booklet aimed at English teachers who want to incorporate this set of systematically developed activities in their classes. The Booklet is made up of 122 screens and 48 links to external sites. The grammatical structures addressed are: simple present, simple past and present perfect.

The metodology is based on the use of text, images, video, audio, emoticons and QR codes. All these elements have been combined pedagogically to develop the didactic material presented. Different learning environments are created that stimulate the educational process of students in general, and in particular motivates them to write grammatically correct simple sentences.

This Booklet will be very useful for teachers and students thanks to the wide range and variety of activities, applications and resources it contains that can be used by the teacher at any time. Teachers can use part or all of the resources and adapt them to their educational requirements and access them for free by simply downloading the templates and links available on the cloud.

3.3.1. Proposal stages

In the Figure 3.1 The proposal stages are presented.
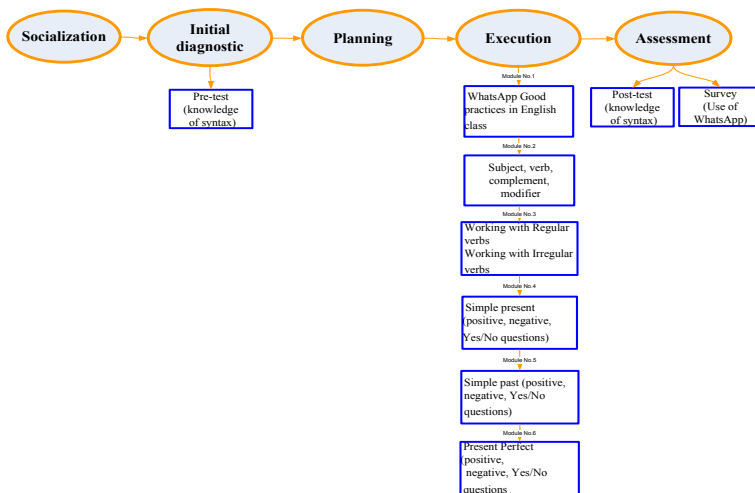
Figure 3.1. Proposal stages
Source: Authors

As shown in Figure 3.1, the methodology consists of five stages, which are described briefly below:

The first stage is the Socialization of the project with the objective of obtaining the support and collaboration of the authorities of the educational institution to guarantee the implementation of same. This stage requires meetings to explain the benefits students will get as a result of the implementation of the project. The project authors sent a letter to the Director of the Language Center requesting authorization.

The second stage consists in conducting an Initial Diagnostic based on the application of the Knowledge Pretest, in order to identify the areas of syntax that required educational intervention. As a result, it was identified that all areas could benefit from intervention: syntactic categories, forms and types of syntax.

The third stage is Planning, whereby the WhatsApp group English II "R" was created, along with folders in Google Drive. Activities, resources, and texts were selected and the six educational modules developed.

The sessions involved the use of a mobile device and the internet, the module themes are detailed in Table 3.1.

Module number	Topics
1	Apply Pretest
	WhatsApp Good practices in English class
2	Subject, verb, complement, modifier
3	Working with Regular verbs
	Working with Irregular verbs
4	Simple present (positive, negative, Yes/No questions)
5	Simple past (positive, negative, Yes/No questions)
6	Present Perfect (positive, negative, Yes/No questions
	Apply Posttest

Source: Authors

Table 3.1 Modules organization by topics

The screens in the Booklet were created in PowerPoint and saved as a jpg extension so that they can be handled and sent individually. The screens were

also saved with a pdf extension so that it is possible to activate the links and navigate external pages. All didactic material is presented against a black background to prevent eyestrain. The screens are stored in Google Drive and sent to the WhatsApp group English II "R". Assessment is periodic and undertaken through evaluating the participation of the students in the activities of both the WhatsApp group and the external links. There will also be an assessment at the end of each topic.

The fourth stage is the Execution of the project with the students where the educational modules are developed based on the programming described above. The photographic evidences are shown in Appendix 1.

Finally, the Assessment, the fifth and final stage, was applied with two instruments: The Post-test on syntax knowledge along with the application of a student Survey on the use of WhatsApp in the course.

The proposal was validated and evaluated through the application of a Survey, aimed at evaluating different pedagogical criteria related to the usability of WhatsApp in the domains addressed. These domains are: learning, communication, content, method, operability, attractiveness and user satisfaction. A Knowledge Test was also applied at the end of the project, as shown in the analysis of results in the corresponding section; this made it possible to verify whether the intervention had resulted in the stated objectives.

3.4 Applications to be used in this booklet

There are some applications to be installed and used in this Booklet (Table 3.2)

Icon	Applications	Software	Description
	WhatsApp	Freeware	Cross-platform instant messaging application.

	Docs	Freeware	Share and store an unlimited number of files as Word, Excel power point, Pdf documents.
	Google drive	Freeware	Store files anywhere through secure cloud storage.
	Moodle	Freeware	Moodle is a Learning Platform.
	QR Code reader	Freeware	Read and create QR codes.
	Unitag	Freeware	QR Code generator.
	PicsArt	Freeware	Make awesome pictures.

Source: Authors
Table 3.2. Application needed for this booklet.

CHAPTER 4. MODULE PLANS

4.1. Module plan No. 1: WhatsApp Good practices in English Class

In the following table, (Table 4.1) the general module about WhatsApp good practices is presented.

BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP	
TEACHER:	**DATE**: June 7, 2017.
LEVEL: A2	
TOPIC: WhatsApp Good practices in English Class	**SKILL**: Reading-Understanding
LEARNING STYLE: visual/verbal	
TIME PERIOD: 1 hour	
OBJECTIVES: • To know the WhatsApp Good practices in English Class. • To explain the WhatsApp Good practices in English Class • To prepare the mobile device for working in class.	
MATERIAL/RESOURCES:	**TECHNOLOGICAL RESOURCES**
File 1 Board Markers	Internet Google drive Mobile device Projector Computer
REQUIRED APPLICATIONS: WhatsApp Pdf reader	
LESSON PREREQUISITES: To create a WhatsApp Group with the name: *English II "R"*	

TIME	PROCEDURE
10'	Warm up
	Body language activity; Guess the initial Mood
	Students guess the initial Mood I make with my face. Ask students to do the same with his/her classmate. (happy, sad, worried, angry, optimistic).
30'	Send to the English II "R" file 1.
	There are 10 WhatsApp Good Practices in English Class;
	Teacher explains one by one. (it is very important to disable the WhatsApp message notification tone)
15'	Ask students to take out their mobile devices.
	Make sure to have enough storage space in their cell phones.
5'	During this time, the teacher will summarize the class.
POSSIBLE DIFFICULTIES/CONSTRAINTS:	
Low battery	
Poor signal Internet connection.	
Power supply.	
Assessment: Active participation in class.	

Source: Authors
Table 4.1. Module plan No.1

4.2 Module development No.1

	Body language activity; Guess the initial Mood.

Warm up:

The teacher says hello to the students and asks them to guess the initial mood, and (I make with my face) as the example given in (Image 4.1).

Image 4.1. Example of mood
(Taken from: http://feliciteca.com/wp-content/uploads/2016/02/
se%C3%B1ales.jpg

The answer is **happy**

- Ask students to do the same with his/her classmate with the following adjectives (happy, sad, worried, angry, optimistic). And send the picture to the WhatsApp group.

PRESENTATION

Objective: Students will be able to know the WhatsApp Good practices in English Class.

Materials: mobile device, Internet, google drive, file No 1, board, projector.

- Ask students to take out the mobile devices.
- Send to WhatsApp group English II "R": file No 1 "Good practices. jpg" (Figure 4.1.)

    Address:https://drive.google.com/open?id=0BxBSX30Ac-JkaNGVHM0F5VWFidlE

Figure 4.1. WhatsApp Good Practices

4.2.2. Objective: To explain the WhatsApp Good practices in English Class.

Expository method

Materials: mobile device, Internet, file No 1, board, projector, markers

1. Add your smiling photo to your WhatsApp profile.

    It is essential to smile with teeth, faces only. No family, friends, dogs, logos, etc.

2. Write in this space only when the teacher asks you to do so.

    In order to avoid a mess in the chat, the teacher asks students when to send something.

3. Use only for academic purposes not for personal matters.

    It is only for English Class; here you can access the material, links, activities, exams.

4. Check that you have spelled the words correctly before sending your message.

    Make sure to write the words well without mistakes. Do not use abbreviations. Please reread the messages because the meaning of the phrase could have to another sense.

5. Do not use the group for direct conversations with a single partici-
    pant in the group. Write to them in private.

    Use the private chat for direct conversations with your teacher or
    classmates.

6. All standards of decent behavior apply. Be careful with what you
    say and how you say it.

    Let's remember everything we write, say and publish has to be un-
    der the standards of decent behavior. If students ask for something,
    say: please and thank you.

7. Do not publish advertising, videos, images or other things that are
    not relevant to the rest of the participants.

    We can lose the concentrations when students send big boring
    messages.

8. Be sure to disable the WhatsApp message notification tone.

    To avoid a lot of noise in the classroom, it is recommended to turn
    off the message notification in the first class otherwise you will
    hear a lot of bees in the classroom.

9. If you have any questions for the teacher, ask him/her directly, Do
    not use the WhatsApp group.

    Please make questions to the teacher face to face or use private
    chat for something in particular.

10. At the end of the academic period, the group will be closed.

    Tell students after finishing the academic event/session/course the
    group will close.

4.2.3 Objective: Prepare the mobile device for working in class.

Checklist technique

Materials: mobile device

1. Ask students to:

Go to My files >

•   Check Space Availability (Figure 4.2) in your mobile device.

Figure 4.2. Space availability

2. Go Download history >

•   Check Download history (Figure 4.3.) in your mobile device.
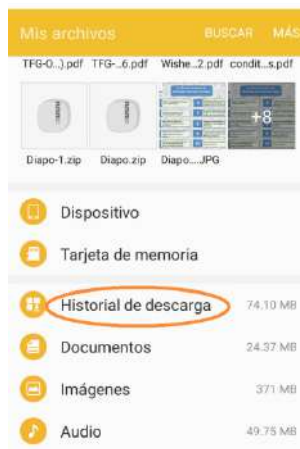
Figure 4.3. Download history folder

3. Keep pressed the file, select the old files not wished then, press MORE (Figure 4.4.)
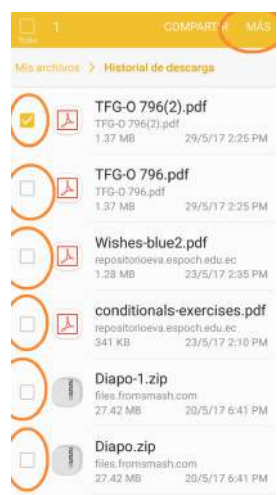
Figure 4.4. Selection of files

4. Press Delete to start deleting the old files not wished (Figure 4.5.)
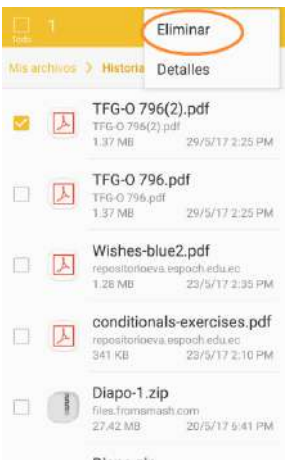
Figure 4.5. Deleting old files

4.3. Module plan No. 2: Subject, verb, complement, modifiers

In the following table, (Table 4.3) Parts of the Sentence is presented.

BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP	
TEACHER:	**DATE**: June 9, 2017.
LEVEL: A2	
TOPIC: Parts of a sentence	**SKILL**: Grammar Skill
LEARNING STYLE: visual/verbal	
GRAMMAR: Subject, verb, complement, modifiers	**TIME PERIOD**: 4 hours
VOCABULARY: names, things, places, cities, countries, animals.	
OBJECTIVES: 1. To recognize the subject. 2. To recognize the verb. 3. To recognize the complement. 4. To recognize the modifier.	
MATERIAL/RESOURCES:	**TECHNOLOGICAL RESOURCES**

File No. 2, File No.2.1.exercise1.jpg, File No.2.2.exercise2.jpg, file, FILE 2.2.1No.2.3.Verb.pdf, FILE 2.2.1.PARCTICE ONLINE file No 2.4. Exercise 3.jpg, File No 2.5. Complement.pdf, file No 2.6.exercise-Complement.jpg, File No. 2.7. Modifier.pdf, File No 2.8. Exercise_Modifier.jpg	Internet Google drive Mobile device Projector Computer Moodle earphones
Board	
Markers	

REQUIRED APPLICATIONS:

WhatsApp

Pdf reader

LESSON PREREQUISITES:

WhatsApp Group with the name: *English II "R"*

Vibrator/silence switch.

TIME	PROCEDURE
10'	Warm up Brain Gym
15'	The teacher asks students to take the mobile devices out. The teacher sends file No. 2. • The teacher will ask students to watch the video "What is a subject" (use earphones).
20'	The teacher sends file No. 2.1. • Ask students to do exercise 1. • The teacher sends file No. 2.2 "Exercise2.jpg" • The teacher asks students to practice those exercises online. • The teacher sends file No. 2.2.1. "Subject exercises1.jpg" and ask to Exercise 1. The teacher will ask the student to write one word only.

20'	The teacher sends file No. 2.3. • The teacher explains about Verb. • The teacher asks students to do "exercise 3.pdf" and ask them to say aloud the answers. • The teacher sends file No. 2.4.1. "Collaborative work.pdf" and asks students to do the activity about irregular verbs memory match. • The teacher asks students to develop a glossary with irregular verbs available in the Moodle.
20'	The teacher sends file No. 2.5. • The teacher explains about the complement and asks students to read. • The teacher sends file No. 2.6. "Exercise complement.jpg" • The teacher asks students to do Exercise 4, identify and write only the complement in the chat.
15'	The teacher sends file No. 2.7. • The teacher explains about the modifier. • The teacher sends file No. 2.8. "Exercise_modifier.jpg" • Ask students to identify and say aloud the modifiers.
10'	Checking for understanding
10'	During this time, the teacher will summarize the class.

POSSIBLE DIFFICULTIES/CONSTRAINTS:
Lost devices
Forgotten devices
Low battery
Poor signal Internet connection.
Power supply.

ASSESSMENT: Teachers apply Quiz once students have completed these topics.

Source: Authors
Table 4.3. Parts of the sentence plan

4.4.1. Module development No. 2

	Brain Buttons

- NLP technique: Brain Gym

Warm up:

Put one hand over your navel. (Image 4.2).

With the thumb and fingers of the other hand, feel for the two hollow areas under the collarbone, about one inch out from the center of the chest.

Rub these areas vigorously from left to right for 30 seconds to one minute, as showed in the Image 4.2.

Image 4.2. Example of brain buttons
(Taken from: https://brutallyfrank.wordpress.com/2011/07/05/brain-gym-simple-exercises-for-a-better-mind-and-body/)

PRESENTATION

4.4.2. Objective: To Recognize the subject.

Materials: mobile device, google drive, internet, file No.2.Subject.pdf, file No.2.2 exercise 1.jpg, file No.2.2.1. Practice on line.pdf, earphones.

- Send to WhatsApp group English II "R": file No.2.Subject.pdf (Figure 4.6).

  Address: https://drive.google.com/file/d/0BxBSX30AcJkaeTAzelR-YLTZZNzA/view?usp=sharing

- The teacher says hello and How are you today? And ask them to click and watch the video. It is recommended to use earphones.
- After watching the video ask a couple of students the following questions: What is a Subject?, What kind of subjects did you learn in the video?.
- Ask students to talk each other about the video.
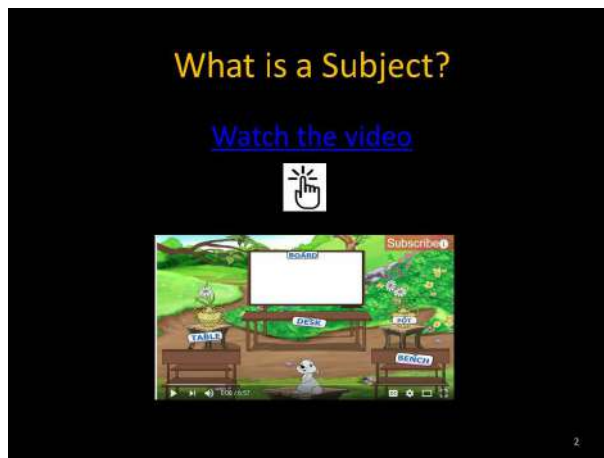
Figure 4.6. Watch the video about the Subject (Taken from: https://youtu.be/SyFdNyIqzoI)

- Scroll down to the next page, and this is the presentation of the Lesson 1. (Figure 4.7)
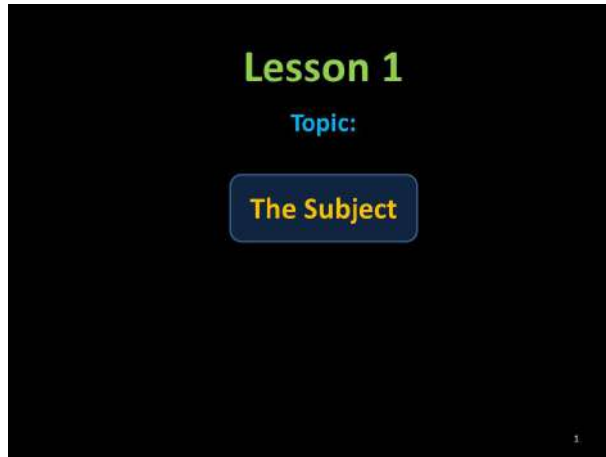
Figure 4.7. Lesson 1

- Scroll down to the next page and;
- Ask students to read about the subject and the Teacher explains What a subject is. (Figure 4.8)
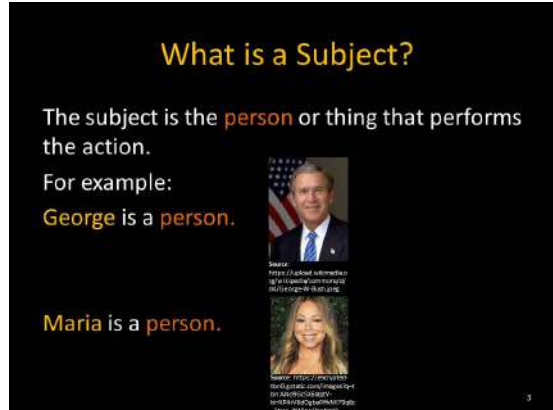
Figure 4.8. What is a Subject?

- Scroll down to the next page (Figure 4.9) and;
- Teacher explains to students that the subject can be a city.
- Teacher gives more examples of this kind of subject.
- Teacher asks students to write more examples in the WhatsApp group.
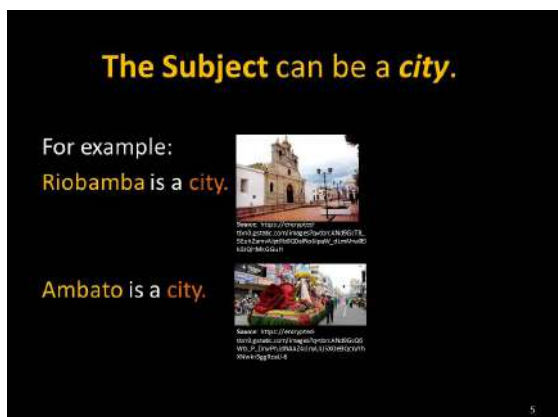
Figure 4.9. Subject as a city

- Scroll down to the next page (Figure 4.10) and;
- Teacher explains to students that the subject can be a country.
- Teacher gives more examples of this kind of subject.
- Teacher asks students to write more examples in the WhatsApp group.

Figure 4.10. Subject as a country

- Scroll down the next page (Figure 4.11) and;
- Teacher explains to students that the subject can be an animal.
- Teacher gives more examples of this kind of subject.
- Teacher asks students to write more examples in the WhatsApp group.
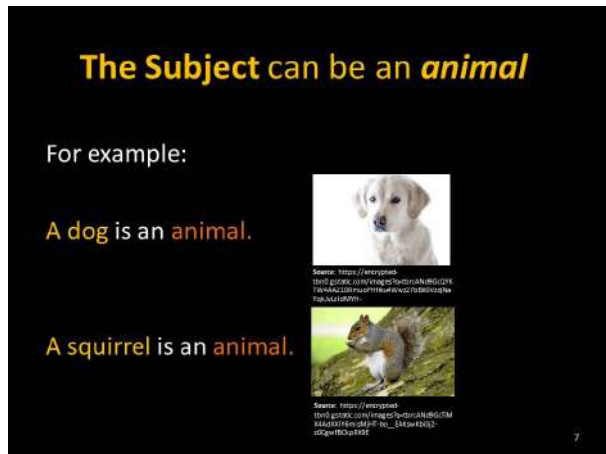
Figure 4.11. Subject as an animal

- Scroll down to the next page (Figure 4.12) and;
- Teacher explains to students that the subject can be a place.
- Teacher gives more examples of this kind of subject.
- Teacher asks students to write more examples in the WhatsApp group.
- There is a complementary information after clicking on the icon 👆 More nouns.
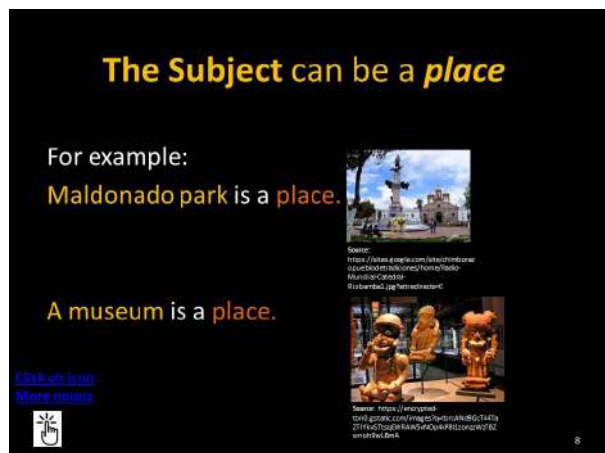
Figure 4.12. Subject as a place

Activity: Identify and write the subjects

- Send to WhatsApp group English II "R": file No 2.1. "Exercise1.jpg"
(Figure 4.13)

    Address: https://drive.google.com/open?id=12A78H6Sshm00h-qKy-ATh4QYknP9PFwHP

- Ask students to do exercise 1: identifying and writing the answers in the
WhatsApp group.
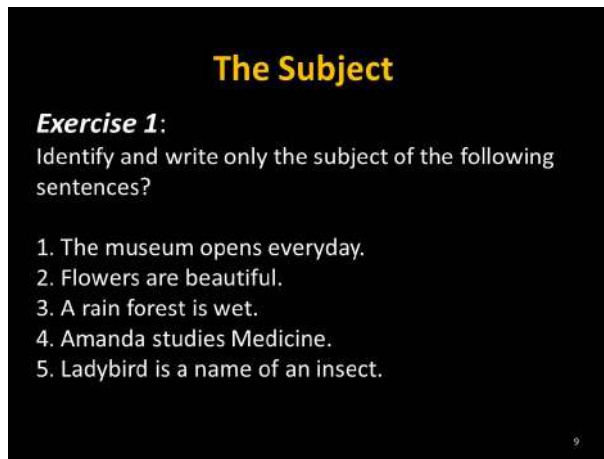
Figure 4.13. Exercise 1. Identify the subject

Answer Key:

1. The museum

2. Flowers

3. A rainforest

4. Amanda

5. Ladybird

Activity: Identify the subjects

- Send to WhatsApp group *English II "R"*: file No 2.2. "Exercise 1.jpg".
(Figure 4.14).

Address:https://drive.google.com/open?id=0BxBSX30AcJkaRWhz-TjlWMk4xYVE

- Ask students to click on Exercise A part 1 icon 👆 .

- Ask students to do Exercise A just the part 1.
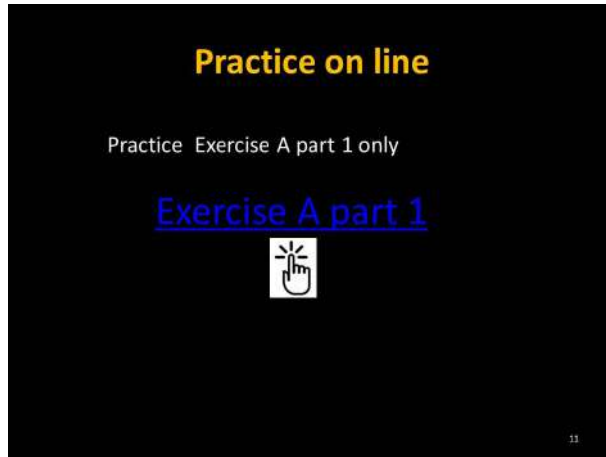
Figure 4.14. Practice online (Taken from: http://www.mhhe.com/socscience/english/langan/sentence_skills/exercises/ch04/p4exa.htm)

Answer Key:

1. Woman
2. Dentist
3. He
4. Puppies
5. Doctor
6. We
7. Boos, co-workers
8. Laces
9. Temptation
10. women

PRODUCTION

Activity: Answer the questions.

- Send to WhatsApp group English II "R": file No 2.2.1. "Subject exercise1.jpg" (Figure 4.15).

- Ask students to do The Exercise writing only one word. Answers can vary in each student. And the answer key is just a model.

- Walk around the class monitoring students.

- Ask students to read the sentences and correct if it is ~~incorrect.~~

PRACTICE

Address:https://drive.google.com/open?id=0BxBSX30AcJkaM0Y-5Q1p2M2ZxcnM

The Subject

Exercise :
Answer and write these questions with only one word.

1. What's your name?
2. Where are you from?
3. What kind of pet do you have?
4. What is your favorite place?
5. What is your favorite sport?
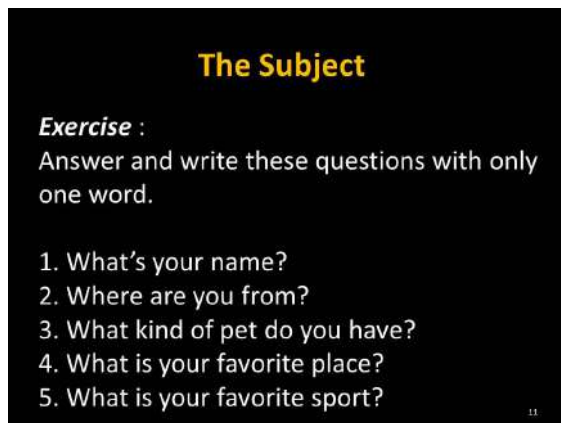
Figure 4.15. Subject exercises

Answer Key:

1. Lenin

2. Riobamba

3. Dog

4. Park

5. soccer

PRESENTATION

4.4.3. Objective: To recognize the verb.

Materials: mobile device, google drive, internet, file No.2.3.Subject.pdf, file No.2.3 exercise 3.pdf, file No.2.4. Exercise 3.jpg, file No.2.4.1. memory match.pdf, Moodle

- Send to WhatsApp group English II "R": file No 2.3.Verb.pdf (Figure 4.16).

   Address:https://drive.google.com/open?id=0BxBSX30Ac-JkaTlVreFBTZGhqTzg
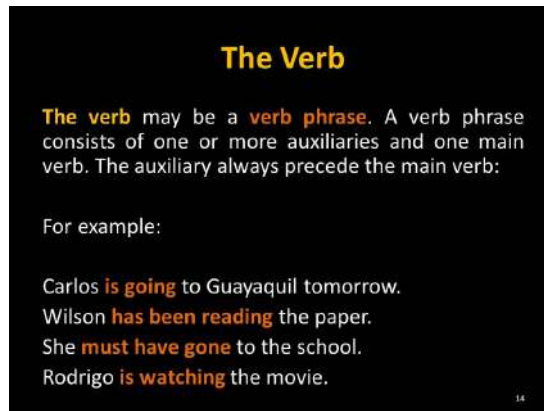
- Ask students to read about the verb and the Teacher explains What the verb is.

Figure 4.16. What is the verb?

- Scroll down the next page and;
- Ask students to read the second part of the verb. And the Teacher explains with more examples about verbs phrase (Figure 4.17).
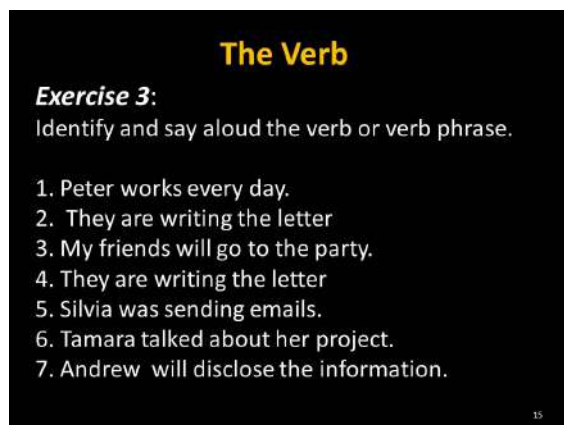
Figure 4.17. Verb phrase

Activity: Identify the verb or verb phrase

- Scroll down the next page and;

- Send to WhatsApp group *English II "R"*: file No 2.4.jpg Exercise 3. (Figure 4.18).

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaVTlP-djhhTTlxQ0k

- Ask students to do Exercise 3

- Ask students to identify and say aloud the verb or verb phrase.

- Walk around the class monitoring the students.

Figure 4.18. Identify the verb or verb phrase

Answer Key:

1. works

2. are writing

3. will go

4. are writing

5. was sending

6. talked

7. will disclose

Activity: Memory match game, Collaborative work

- Send to WhatsApp group *English II "R"*: file No 2.4.1.jpg. Memory match game (Figure 4.19).

  Address:https://drive.google.com/open?id=0BxBSX30AcJka-V25Pbmd2eGt0Q2c

- Ask students to click on the link <u>Let's play</u> 👆 and then play the game (Figure 4.20)

- Give students enough time to do this activity.

Figure 4.19. Irregular verbs game

Answer key:

Figure 4.20. Memory game (Taken from: https://matchthememory.com/irregu-
larverbs)

- Ask students to click on the link Glossary 🖑 . This activity works only
  from the ESPOCH students (Figure 4.21); for this activity, a username
  and password are needed.

- In the Verb-glossary there is an activity in the Moodle to be done. It is a
  cooperative learning activity.

- Walk around the class monitoring the students.

Activity: Collaborative work
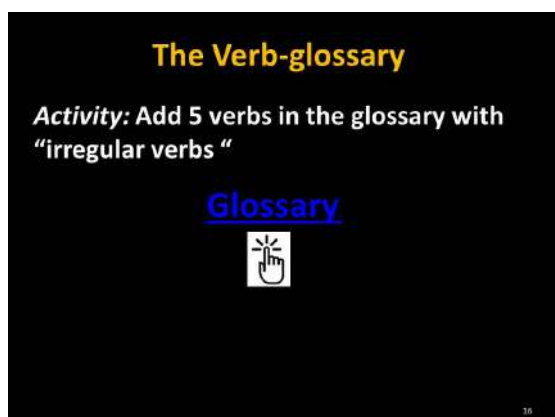
Figure 4.21. Verb glossary

- In the Moodle platform create a glossary, and ask students to read the example given. (Figure 4.22)

- If you are not a Student from the ESPOCH click on `Log in as a guest` to do the activity.

- Students will add five entries to the glossary. It is important not to repeat the verb.

- Give students enough time to do this activity.

Figure 4.22. Irregular verbs glossary(Taken from: https://repositorioeva.espoch. edu.ec/mod/glossary/view.php?id=234563)

4.4.4. Objective: To recognize the complement.

Expository method

Materials: mobile device, google drive, Internet, file No 2.5. Complement, file No 2.6. exercise 4, board, projector, markers.

- Send to WhatsApp group *English II "R"*: file No 2.6.Verb.pdf

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaOF-dUWE5TVnpNZmM

- Ask students to read about Complement and the Teacher explains what a complement is (Figure 4.23).

- Teacher explains the examples and how the complement can be found with *What* and *Whom* as the examples are given.
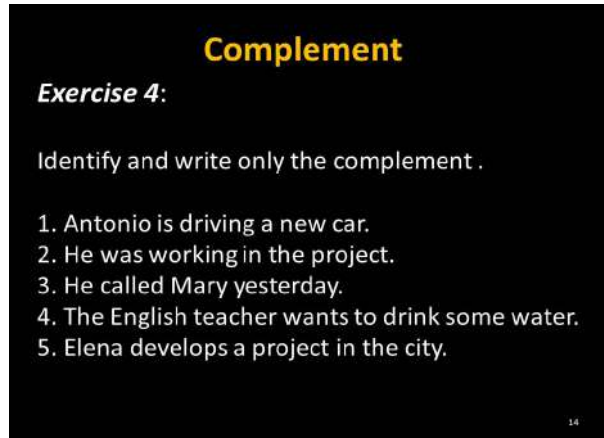
Figure 4.23. What is the Complement?

Activity: Identify the complement

- Send to WhatsApp group English II "R": file No 2.6.pdf Exercise complement (Figure 4.24)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaZnFp-QUh6ckx5S2M

- Ask students to do Exercise 4. Identifying and writing the complement in the WhatsApp group.

- Walk around the class monitoring the students.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Figure 4.24. Identify the complement

Answer Key:

1. a new

2. there is not a complement

3. Mary

4. some water

5. a project

4.4.5. Objective: To recognize modifier

Materials: mobile device, google drive, Internet, file No 2.7 Modifier.pdf, file No 2.8 exercise_Modifier.jpg, board, projector, markers.

- Send to WhatsApp group *English II "R"*: file No 2.7.Verb.pdf (Figure 4.25).

  Address:https://drive.google.com/open?id=0BxBSX30AcJkaNW-pzQTBJWklFdGc

- Ask students to read about Modifier

- Teacher explains students about the Modifier.

- Teacher gives more examples in the classroom.

Figure 4.25. What is a Modifier?

- Scroll down the next page (Figure 4.26) and;

- Teacher explains students about Modifier of place, manner, and time. And how to identify them with *Where*, *When*, *How*.

Figure 4.26. Examples of Modifiers

Activity: recognize the modifier

- Send to WhatsApp group *English II "R"*: file No 2.8.jpg "Exercise complement" (Figure 4.27)

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaZlFX-ZjBqVGtHQUk

- Ask Students to do Exercise 5, recognizing and writing the different types of modifiers in the WhatsApp group.

- Walk around the class monitoring the students.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Figure 4.27. Modifier exercises

Answer Key:

1. Sue was driving <u>very fast</u>.

<div align="center">Modifier of manner</div>

2. I have dinner <u>at 6:30 AM</u>.

<div align="center">Modifier of time</div>

3. Alicia is <u>at the university</u>.

<div align="center">Modifier of place</div>

4. She is reading a book <u>in the classroom</u>   <u>right now</u>.

<div align="center">Modifier of place   Modifier of time</div>

5. The students are <u>intelligent</u>.

Modifier of manner

	Assessment

Quiz

Identify and underline the subject in the following sentences.

1. Riobamba is a beautiful city.

2. Summer and spring are seasons.

3. The dog is big.

4. Write any subject. _____

Identify and underline the verb or verb phrase in the following sentences.

5. They are swimming in the pool.

6. The thinks about the exam.

7. Marco won the race.

8. Write any verb. _____

Identify the complement.

1. The chefs make a cake in the restaurant.

2. My mother has a car in the garage.

3. The people eat hamburgers in the park.

4. Write any complement. _____

Identify and underline modifiers in the following sentences.

1. Maria is beautiful.
2. He is at home.
3. The teacher will come tomorrow.
4. Write any modifier. _____

Answer key:

Identify and underline the subject in the following sentences.

1. Riobamba is a beautiful city.
2. Summer and spring are seasons.
3. The dog is big.
4. Write any subject. _____

Identify and underline the verb or verb phrase in the following sentences.

5. They are swimming in the pool.
6. He thinks about the exam.
7. Marco won the race.
8: Write any verb. _____

Identify the complement.

1. The chefs make a cake in the restaurant.
2. My mother and father have a car in the garage.

3. The people eat hamburgers in the park.

4. Write any complement. _____

Identify and underline modifiers in the following sentences.

1. Maria is beautiful. (Modifier of manner)

2. He is at home. (Modifier of place)

3. The teacher will come tomorrow. (Modifier of time)

4. Write any modifier. _____

4.5. Module plan No. 3: Regular and Irregular verbs

In the following table, (Table 4.4) Regular and Irregular verbs are presented.

<table>
<tr><td colspan="2" align="center">**BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP**</td></tr>
<tr><td>**TEACHER:**</td><td>**DATE**: June 19, 2017.</td></tr>
<tr><td>**LEVEL:** A2</td><td></td></tr>
<tr><td>**TOPIC:** Regular and Irregular verbs</td><td>**VOCABULARY**: Verbs</td></tr>
<tr><td colspan="2">**LEARNING STYLE:** visual/verbal</td></tr>
<tr><td>**GRAMMAR:** verbs</td><td>**TIME PERIOD**: 4 hours</td></tr>
<tr><td>**VOCABULARY:** Vocabulary related with verbs.</td><td></td></tr>
<tr><td colspan="2">**OBJECTIVES:**
To learn Regular verbs and vocabulary related with verbs.
To learn Irregular verbs and vocabulary related with verbs.</td></tr>
<tr><td>**MATERIAL/RE-SOURCES:**</td><td>**TECHNOLOGICAL RESOURCES**</td></tr>
</table>

File No. 3.4, "Working glossary.pdf", File No.3.5. "Install docs.", File No.3. "Collaborative work. pdf" Board Markers	Internet Google drive Mobile device Projector Computer Moodle Earphones

REQUIRED APPLICATIONS:

WhatsApp

Pdf reader

Docs

LESSON PREREQUISITES:

Students should

Be able to know the basic knowledge about verb, complement and modifier.

Be able to recognize verbs, complements and modifiers.

WhatsApp Group with the name: *English II "R"*

Vibrator/silence switch.

TIME	PROCEDURE
15'	Warm up Brain gym Working with verbs

50'	Teacher asks students to take the mobile devices out.
	Teacher sends file No. 3.4.
	• Teacher explains about regular and Irregular verbs.
	• Teacher asks students to go to: https://repositorioeva.es-poch.edu.ec/mod/glossary/view.php?id=234563
	• And start working in the glossary adding 5 regular and 5 irregular verbs.
	• Teacher sends file No. 3.4.1.
	• Ask the student to play with the following games: 1. Hangman and 2. Crossword. After playing print screen and send to the group
20'	Teacher sends file No. 3.5 "Install docs."
	Teacher asks students to install the application in the mobile devices.
50'	Teacher sends file No. 3.6
	• Teacher asks students to wear earphones.
	• Teacher asks students to do exercise 6, open Regular verbs.docs
	• And start filling out the document with the audio located on the next page.
50'	Teacher sends file No. 3.7 "Collaborative work.pdf"
	• Teacher asks students to wear earphones.
	• The teacher asks students to do exercise 7, open Irregular verbs.docs
	• And start filling out the document with the audio located in the next page
50'	Checking activities, watching regular and irregular verbs videos.
10'	During this time, the teacher will summarize the class.

POSSIBLE DIFFICULTIES/CONSTRAINTS:
Lost devices
Forgotten devices
Low battery
Poor signal Internet connection.
Power supply.
ASSESSMENT: Students will be evaluated playing hangman and crossword.
HOMEWORK: Complete the regular and irregular verbs with a related word. Make a video with three different verbs doing the action of the verb, before sending the video add a comment writing the verb.

Source: Authors
Table 1.4. Regular and Irregular verbs plan

4.7. Module development No.3

	Doing actions of the verbs

NLP technique: Brain Gym

Warm up:

- Teacher says aloud any verb for example *dance*.
- All Students start dancing as the example given (Image 4.3),
- Teacher says **STOP**, and everybody stops.
- Teacher says a new verb, and students do the action of the verbs mentioned.
- Verbs recommended (run, eat, sing, sit down, stand up, smile).

Image 4.3. Action verbs
(Taken from: http://4.bp.blogspot.com/-V7ZEWy4recc/UaMuGpVqQlI/
AAAAAAAABbE/C9vrsw66xpc/s1600/baile.jpg)

PRESENTATION

4.7.1. Objective: Students will be able to learn regular verbs and vocabulary related with verbs.

Materials: mobile device, google drive, docs, Moodle, earphones, internet, File No. 3.4, "Working glossary.pdf", file No.3.4.1."game-Irregular verbs.pdf", File No.3.5. "Collaborative work.pdf", File No.3.5. "Install es Documentos de Google.jpg"

- Send to WhatsApp group English II "R": file No.3.4.2. "Working glossary.pdf" (Figure 4.28)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkabzFM-WmJjaXJkV0U

- Teacher starts explaining the importance of the verbs into the sentence.
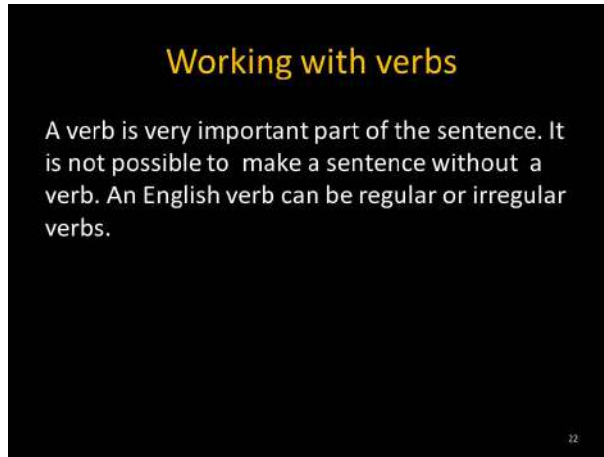
Figure 4.28. Importance of the verbs

- Scroll down the next page (Figure 4.29) and;

- Teacher explains the formation and pronunciation of Regular verbs with the Base form, past simple, past participle.

- Teacher gives more with Irregular verbs examples.

- Remember students the past, and past participle of regular verbs always end in *-ed*

Figure 4.29. Regular verbs forming

- Scroll down the next page (Figure 4.30) and;

- Teacher explains the formation and pronunciation of Irregular verbs with the Base form, past simple, past participle.

- Teacher gives more examples with Irregular verbs.

- Remember students the past and past participle of irregular verbs can vary.

Figure 4.30. Irregular verbs

- Scroll down the next page (Figure 4.31) and;

- The teacher asks students to click on the link 👆 and start working in the glossary available in Moodle.

- Walk around the class monitoring the students.

Figure 4.31. Irregular verbs glossary

- Students will log in with a username and password, and they will find this activity called Glossary (Figure 4.32), and students start adding new entries as the example given.

- Remember students not to repeat the verb.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.32. Glossary in the Moodle
(Taken from: https://repositorioeva.espoch.edu.ec/mod/glossary/view.
php?id=234563)

Activity: Online games, Collaborative work

- Send to WhatsApp group English II "R": file No.3.4.1. "game-Irregular verbs.pdf". (Figure 4.33)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaQTN-VcHI0QTViZEk

- Explain to students that there will be two games Hangman 🖐 and Crooword 🖐 and they have to play these game.

Figure 4.33. Irregular verbs game

- Ask students to play 1. Hangman 🖑 (Figure 4.34)

- If you are not a Student from the ESPOCH click on Log in as a guest to do the activity.

- After playing, ask students to print screen the game and send it to the WhatsApp group.

- The Moodle will give the score automatically after playing.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.34. Hangman with irregular verbs
(Taken from:https://repositorioeva.espoch.edu.ec/mod/game/view.
php?id=236276)

- Now ask students to play two times the crossword ⟨icon⟩ (Figure 4.35)

- If you are not a Student from the ESPOCH click on `Log in as a gues` to do the activity.

- After playing, ask students to print screen the game and send it to the WhatsApp group.

- The Moodle will give the score automatically after playing.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.
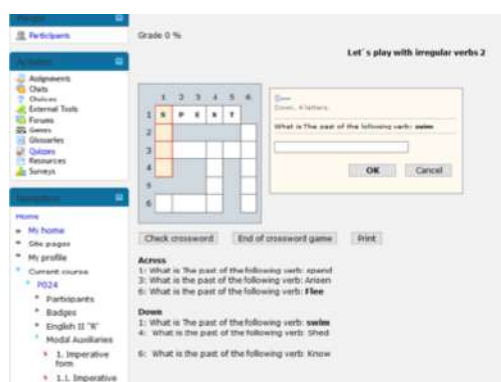
Figure 4.35. Crossword with irregular verbs
(Taken from: https://repositorioeva.espoch.edu.ec/mod/game/view.
php?id=236277)

Activity: Install the Application, Collaborative work.

- Send to WhatsApp group English II "R": file No.3.5. "Install Documentos de Google.jpg" (Figure 4.36)

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaX-25qdl9CbFc0d3M

- Teacher asks students to search the application called es Documentos de Google from Play Store.

- Once the application is located, please tell the students to install it.

- This application is really useful to edit in Word and start writing in collaborative work.

- Walk around the class monitoring the students.

- Give time to do this activity.
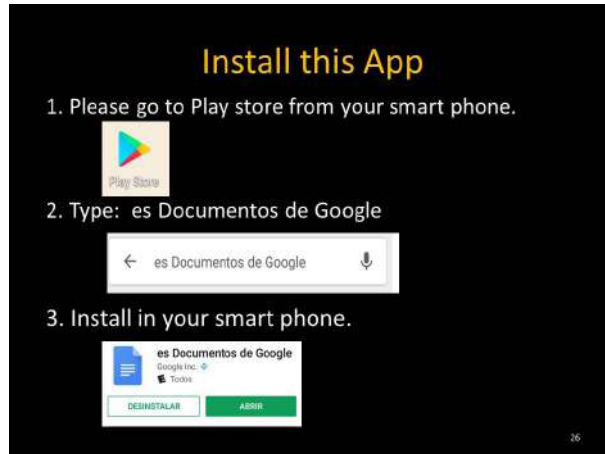
Figure 4.36. Install the DOC application

Activity: Missing words, collaborative work, learning verbs

- Send to WhatsApp group English II "R": file No.3.6. "Collaborative work.pdf" (figure 4.37).

    Address:https://drive.google.com/open?id=0BxBSX30AcJkadU-J0c1hpR1o2SUE

- Ask students to click on <u>Regular verbs docs</u> 👆 .

- Ask students to do Exercise 6.

Figure 4.37. Let's play with Regular verbs

- After clicking on the icon, the (Table 4.5) will be displayed.
- Ask students to complete Present, past, past participle, meaning and the related word as the example given in Listen Regular verbs (Figure 4.38)
- In the (Figure 4.38.) the student has the audios available for this activity.
- Students start writing the verbs according to the audio. Just one student will write the first five verbs (1-5), the second student will write the next five verbs (6-10) and so on. (Depending on the number of students).
- Walk around the class monitoring the students.
- Give students enough time to do this activity.

EXERCISE 6

REGULAR VERBS

	PART 1				
	En la mayoría de los verbos, este sufijo tiene la pronunciación [d]				
	PRESENT	**PAST**	**PAST PARTICIPLE**	**MEANING**	**RELATED WORD**
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
	PRESENT	**PAST**	**PAST PARTICIPLE**	**MEANING**	**RELATED WORD**
22.					
23.					
24.					

25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				
43.				
44.				
45.				
	PRESENT	**PAST**	**PAST PARTICIPLE**	**MEANING**	**RELATED WORD**
46.				
47.				
48.				
49.				
50.				
51.				
52.				
53.				

	PART 2			
	Los verbos regulares cuando terminan en una consonante sorda como: f, p, k, x, s, sh,z. tienen la pronunciación [t]			
54.				
55.				
56.				
57.				
58.				
59.				
60.				
61.				
62.				
63.				
64.				
65.				
66.				
67.				
	PRESENT	**PAST**	**PAST PARTICIPLE**	**MEANING**	**RELATED WORD**
68.				
69.				
70.				
71.				
72.				
73.				
74.				
	PART 3			
	Si la forma del verbo regular termina en-t, -d, tiene la pronunciación [id]			
75.				
76.				
77.				
78.				
79.				

80.					
81.					
82.					
83.					
84.					
85.					
86.					
87.					
88.					
89.					

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
90.					
91.					
92.					
93.					
94.					
95.					
96.					
97.					
98.					
99.					

Source: Authors

Activity: Missing words, collaborative work, learning verbs

- After opening the regular verbs file ask students to click on the link 👆 and listen the audio and start completing the blank spaces of the (Table 3) as the example given in (figure 4.38).

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.38. Listen regular verbs

Answer Key:

In the (Table 4.6) are the answers of the (Table 4.5)

<div align="right">

EXERCISE 6

</div>

REGULAR VERBS

PART 1				
En la mayoría de los verbos, este sufijo tiene la pronunciación [d]				
	PRESENT	**PAST**	**PAST PARTICIPLE**	**MEANING**	**RELATED WORD**
1.	Allow	allowed	allowed	permitir	smoking
2.	answer	answered	answered	responder	questions
3.	boil	Boiled	boiled	hervir	water
4.	border	bordered	bordered	Limitar en	land
5.	cage	Caged	caged	Enjaular	animals
6.	call	Called	called	llamar	a person
7.	capture	captured	captured	capturar	An insect
8.	care	Cared	cared	cuidar	The baby
9.	carry	Carried	carried	llevar	A book
10.	center	centered	centered	centrar	A painting

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
11.	chain	chained	chained	encadenar	a bike
12.	change	changed	changed	cambiar	the color
13.	clean	cleaned	cleaned	limpiar	The room
14.	close	Closed	closed	cerrar	the door
15.	compare	compared	compared	comparar	results
16.	conquer	conquered	conquered	conquistar	territory
17.	cover	covered	covered	cubrir	The tabe
18.	cry	Cried	cried	llorar	In the movies
19.	determine	determined	determined	determinar	The time
20.	discover	discovered	discovered	descubrir	A new road
21.	employ	employed	employed	emplear	personnel
	PRESENT	**PAST**	**PAST PARTICIPLE**	**MEANING**	**RELATED WORD**
22.	encounter	encountered	encountered	encontrar	A lion
23.	enter	Entered	entered	entrar	The password
24.	erase	Erased	erased	borrar	The board
25.	examine	examined	examined	examinar	Tha patient
26.	explain	explained	explained	explicar	The problem
27.	fail	Failed	failed	fallar	The test
28.	fear	Feared	feared	temer	spiders
29.	fill	Filled	filled	llenar	The spaces
30.	form	Formed	formed	formar	a group
31.	free	Freed	freed	Liberar	birds
32.	Improve	Improved	Improved	Mejorar	pronunciation
33.	level	Leveled	leveled	nivelar	The wall
34.	listen	listened	listened	Escuchar	music
35.	love	Loved	loved	Amar	life

36.	measure	measured	measured	Medir	The size
37.	Obtain	Obtained	Obtained	Obtener	Good grades
38.	open	Opened	opened	Abrir	The book
39.	order	ordered	ordered	Ordenar	The sentence
40.	place	Placed	placed	Situar/ubicar	The exact word
41.	play	Played	played	Jugar	basketball
42.	produce	produced	produced	Producir	knowledge
43.	prove	Proved	proved	Probar	The car
44.	receive	received	received	Recibir	news
45.	refer	referred	referred	Referir	something
46.	release	released	released	Soltar	The air
47.	remember	remembered	Remembereds	Recordar	The date
48.	smile	Smiled	smiled	sonreír	somebody
49.	solve	Solved	solved	Resolver	problems
50.	Travel	traveled	traveled	Viajar	To New York
51.	try	Tried	tried	Intentar	One more time
52.	turn	Turned	turned	Girar	around the house
53.	use	Used	used	Usar	The computer
PART 2 **Los verbos regulares cuando terminan en una consonante sorda como: f, p, k, x, s, sh,z. tienen la pronunciación [t]**					
54.	ask	Asked	asked	preguntar	questions
55.	base	Based	based	Basar	Of cristal
56.	block	blocked	blocked	Bloquear	The road
57.	Develop	developed	developed	Desarrollar	A project
58.	finish	finished	finished	Acabar	The class
59.	fix	Fixed	fixed	Arreglar	The car

60.	focus	focused	focused	Enfocar	The projector
61.	help	Helped	helped	Ayudar	Por people
62.	increase	increased	increased	Aumentar	savings
63.	lack	Lacked	Lacked	Carecer de, falta	opportunities
64.	like	Liked	liked	Gustar, querer	chocolates
65.	lock	Locked	locked	Cerrar con llave	The door
66.	look	Looked	looked	mirar	The map
67.	stop	stopped	stopped	Parar	smoking
68.	talk	Talked	talked	Hablar, charlar	A friend
69.	touch	touched	touched	Tocar	The screen
70.	walk	Walked	walked	Caminar	On the grass
71.	wash	Washed	washed	Lavar	Dishes
72.	watch	Watch	watch	Observar, mirar	A movie
73.	wish	Wished	wished	Desear	To work
74.	work	Worked	worked	Trabajar	Very hard
PART 3					
Si la forma del verbo regular termina en -t, -d, tiene la pronunciación id]					
75.	accept	accepted	accepted	Aceptar	The credit
76.	add	Added	added	Añadir	A botton
77.	blend	blended	blended	Mesclar	Concrete
78.	calculate	calculated	calculated	Calcular	The Surface
79.	conclude	concluded	concluded	Concluir	The research
80.	conduct	conducted	conducted	Dirigir, conducir	A survey
81.	consist	consisted	consisted	Consistir	Of five courses
82.	divide	Divided	dvided	Dividir	The group
83.	Empty	emptied	emptied	vaciar	data

84.	end	Ended	ended	Terminar	The story
85.	grant	Granted	granted	Otorgar	A permission
86.	indicate	indicated	indicated	indicar	A street
87.	insist	insisted	insisted	Insistir	
88.	locate	locate	located	Localizar	The route
89.	need	needed	needed	Necesitar	Extra money
90.	print	printed	printed	Imprimir	The document
91.	provide	provided	provided	Proveer	Help
92.	reject	rejected	rejected	Rechazar	Hate
93.	Support	Supported	Supported	Sustentar	People
94.	tend	tended	tended	tender	A trap
95.	treat	treated	treated	Tratar	A disease
96.	unite	united	united	Unir	States
97.	wait	waited	waited	Esperar	A moment
98.	want	wanted	wanted	Querer	Ice cream
99.	waste	wasted	wasted	Malgastar	time

Source: Authors
Table 4.6. Google Docs with regular verbs

PRESENTATION

4.7.2. Objective: Students will be able to learn Irregular verbs and vocabulary related with verbs.

Materials: mobile device, google drive, docs, Moodle, earphones, internet, File No. file No.3.7. "Exercise 7 Collaborative work.pdf

Activity: Missing words, collaborative work, learning verbs

- Send to WhatsApp group English II "R": file No.3.7. "Exercise 7Collaborative work.pdf" (Figure 4.39).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaZnJk-bWQ5THVKYTg

- Ask students to click on Irregular verbs docs 👆 .
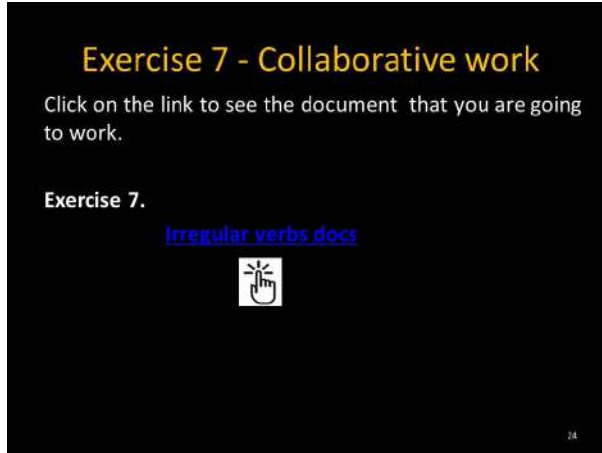
- Ask students to do Exercise 7.

Figure 4.39. Let's play with Irregular verbs

- After clicking on the icon, the (Table 4.7) will be displayed.

- Ask students to complete Present, past, past participle, meaning and the related word as the example given in Listen Regular verbs (Figure 4.38)

- In the (Figure 4.40) the student has the audios available for this activity.

- Students start writing the verbs according to the audio. Just one student will write the first five verbs (1-5), the second student will write the next five verbs (6-10) and so on. (depending on the number of students).

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

EXERCISE 7

IRREGULAR VERBS

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

26.					
27.					
28.					
29.					
30.					

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
31.					
32.					
33.					
34.					
35.					
36.					

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
37.					
38.					
39.					
40.					
41.					

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
42.					
43.					
44.					
45.					
46.					
47.					

48.				
49.				
50.				

51.				
52.				
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62.				
63.				
64.				
65.				

66.				
67.				
68.				
69.				
70.				
71.				
72.				

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
73.					
74.					
75.					
76.					
77.					
78.					
79.					

80.					
81.					
82.					
83.					

84.					
85.					
86.					
87.					
88.					
89.					

90.					

91.					
92.					

Source: Authors

Activity: Missing words, collaborative work, learning verbs

- After opening the regular verbs file, ask students to click on the link and listen the audio and start completing the blank spaces of the (Table 4.7) as the example given in (figure 4.40.)

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.40. Listen irregular verbs

Answer Key:

In the (Table 4.8) are the answers of the (Table 4.7)

EXERCISE 7

IRREGULAR VERBS

	PRESENT	PAST	PAST PARTICIPLE	MEANING	RELATED WORD
1.	Cost	Cost	Cost	Costar	A new car
2.	Cut	Cut	Cut	Cortar	your finger
3.	Hit	Hit	Hit	Golpear	a person

4.	Hurt	Hurt	Hurt	Doler, Lastiamar	A lot
5.	Let	Let	Let	Permitir	you go
6.	Set	Set	Set	Colocar	books
7.	Put	Put	Put	Poner	the cat out
8.	Shut	Shut	Shut	Cerrar	the door

9.	Lend	Lent (lend)	Lent (lend)	Prestar	money
10.	Send	Sent	Sent	Enviar	packages
11.	Bend	Bent	Bent	Doblar	Pictures
12.	Spend	Spent	Spent	Gastar	money
13.	Build	Built	Built	Construir	A house
14.	Burn	Burnt (burned)	Burnt (burned)	Quemar	Bread
15.	Smell	Smelt (smelled)	Smelt (smelled)	Oler	Delicious
16.	Learn	Learnt (learned)	Learnt (learned)	Aprender	The solar system
17.	Feel	Felt	Felt	Sentir	Bad
18.	Spill	Spilt	Spilt	Derramar	Wine
19.	Leave	Left	Left	Dejar, Salir	Your house
20.	Meet	Met	Met	Encontrar	A friend
21.	Dream	Dreamt (dreamed)	Dreamt (dreamed)	Soñar	Winning the lottery
22.	Mean	Meant	Meant	Quererdecir	What you say
23.	Keep	Kept	Kept	Guardar	Secrets
24.	Sweep	Swept	Swept	Barrer	Floor
25.	Sleep	Slept	Slept	Dormir	Well
26.	Lose	Lost	Lost	Perder	A ring
27.	Shoot	Shot	Shot	Disparar	The sheriff

28.	Get	Got	Gotten (got)	Obtener, lograr	Better at speaking English
29.	Light	Lit	Lit	Encender	The candles
30.	Sit	Sat	Sat	Sentar-se	down

31.	Bring	Brought	Brought	Traer	food
32.	Buy	Bought	Bought	Comprar	A coat
33.	Fight	Fought	Fought	Pelear	Is not a good idea
34.	Think	Thought	Thought	Pensar	Ideas
35.	Catch	Caught	Caught	Atrapar	A fish
36.	Teach	Taught	Taught	Enseñar	At the ES-POCH

37.	Break	Broke	Broken	Romper	A window
38.	Choose	Chose	Chosen	Escoger	colors
39.	Speak	Spoke	Spoken	Hablar	To your father
40.	Steal	Stole	Stolen	Robar	A car
41.	Wake (up)	Woke	Woken	Levantar-se	In the morning

42.	Sell	Sold	Sold	Vender	A washing machine
43.	Tell	Told	Told	Decir	Someone what to do
44.	Find	Found	Found	Encontrar	A four-leaf clover
45.	Have	Had	Had	Tener, haber	A toothache
46.	Hear	Heard	Heard	Oír	A joke
47.	Hold	held	Held	Sostener	In the hand-rail

48.	Feed	Fed	Fed	Alimentar	The dog
49.	Read	Read	Read	Leer	Books
50.	Spread	Spread	Spread	Expandir/Extender	The wings

51.	Say	Said	Said	Decir	Something
52.	Pay	Paid	Paid	Pagar	The bill
53.	Make	Made	Made	Hacer	Furniture
54.	Win	Won	Won	Ganar	The lottery

| 55. | Stand (up) | Stood | Stood | Ponerse de pie | To greet a person |
| 56. | Understand | Understood | Understood | Entender | What was said |

57.	Drive	Drove	Driven	Conducir	A car
58.	Ride	Rode	Ridden	Montar	A bicycle
59.	Rise	Rose	Risen	Subir	So high
60.	Write	Wrote	Written	Escribir	Letters
61.	Freeze	Froze	Frozen	Congelar	Meat
62.	Weave	Wove	Woven	Tejer	Sweaters
63.	Beat	Beat	Beaten	Golpear, vencer	An opposing team
64.	Bite	Bit	Bitten	Morder	From a dog
65.	Hide	Hid	Hidden	Esconder	treasures

66.	Eat	Ate	Eaten	Comer	pizza
67.	Fall	Fell	Fallen	Caer	down
68.	Forget	Forgot	Forgotten	Olvidar	things
69.	Give	Gave	Given	Dar	A present
70.	Forgive	Forgave	Forgiven	Perdonar	someone
71.	See	Saw	Seen	Ver	A bird
72.	Take	Took	Taken	Tomar	The bus

| 73. | Blow | Blew | Blown | Soplar | Out candles |

74.	Grow	Grew	Grown	Crecer	Plants
75.	Know	Knew	Known	Saber	English
76.	Throw	Threw	Thrown	Lanzar	A ball
77.	Fly	Flew	Flown	Volar	Away
78.	Draw	Drew	Drawn	Dibujar	Pictures
79.	Withdraw	Withdrew	Withdrawn	Retirar	money

80.	Show	Showed	Shown	Mostrar	An article
81.	Swear	Swore	Sworn	Jurar	Not to smoke any-more
82.	Tear	Torn	Torn	Rasgar	clothing
83.	Wear	Wore	Worn	Llevar puesto	A costume

84.	Begin	Began	Begun	Empezar	studying
85.	Drink	Drank	Drunk	Beber	A coke
86.	Swim	Swam	Swum	Nadar	With a friend
87.	Ring	Rang	Rung	Tocar-timbre	The phone
88.	Sing	Sang	Sung	Cantar	ballads
89.	Run	Ran	Run	Correr	In the park

90.	Sting	Stung	Stung	Picar, pinchar	By a bee

91.	Come	Came	Come	Venir	On the weekend
92.	Become	Became	Become	Convertirse en	A doctor

Source: Authors

Activity: Learning verbs reinforcement

Watch the videos.

- Send to WhatsApp group English II "R": the following link "Regular verbs.wmv as is showed in (Figure 4.41).

  Address: https://www.youtube.com/watch?v=qaxPv1TiYUo

- Ask students to watch the video and start completing the table of the verbs that they could not hear well given in Exercise 6 (Table 4.5).

- Walk around the class monitoring the students.

- Give students enough time to do this activity.
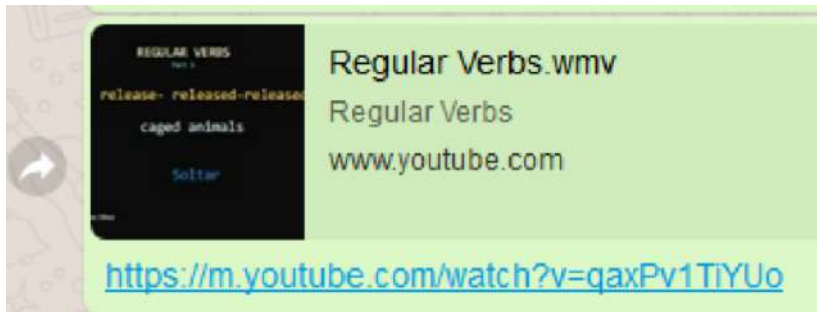
Figure 4.41. Regular verbs video.

Activity: Learning verbs reinforcement

Do this activity as feedback about regular and irregular verbs, both writing and pronunciation.

- Send to WhatsApp group English II "R": the following link "Irregular verbs.wmv as is showed in (Figure 4.42).

    Address: https://www.youtube.com/watch?v=zr5RLtW6FaE&t=57s

- Ask students to watch the video and start completing the table of the verbs that they could not hear well given in Exercise 7 (Table 4.7).

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.42. Irregular verbs video

After watching the videos the teacher explains the importance of the verbs into the sentences and also reminds the students every sentence must have a verb.

4.8. Module plan No. 4: Simple present tense.

In the following table, (Table 4.9) The Simple present affirmative, negative, and Yes/No questions plan is presented.

BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP	
TEACHER:	**DATE**: June 28, 2017.
LEVEL: A2	
TOPIC: Positive, negative, Yes/No questions.	**STRUCTURE**: Simple present tense.
LEARNING STYLE: Visual/spatial, verbal/Linguistic, Social/Interpersonal, logical/mathematical	
GRAMMAR: Routines and general truths. Prepositions of time and location, adjectives, frequency adverbs.	**TIME PERIOD**: 6 hours
OBJECTIVES: - To produce affirmative sentences in simple present using the first person of singular. - To produce affirmative sentences in simple present using the Second person of singular with the preposition of time and location. - To produce affirmative sentences in simple present using the Third person of singular. - To produce affirmative sentences in simple present using the plural. - To produce negative sentences in simple present. - To produce Yes/No questions in simple present. - To produce Simple present sentences with adjectives. - To produce Simple present sentences with frequency adverbs.	

MATERIAL/ RESOURCES:	TECHNOLOGICAL RESOURCES
File No.4, No.5, File No.6, File No.7, File No.8, File No.9, File No.10, File No.11, File No.12, File No.13, File No.14, File No.15, File No.16, File No.17, File No.18, File No.19, File No.20, File No.21, "Exercise 18. File No.22, File No.23, File No.24, File No.25, File No.26, File No.27, File No.28, File No.29, File No.30, File No.31, File No.32, File No.33, File No.34, File No.35, File No.36, File No.37, File No.38, File No.39, File No.40, File No.41, File No.42, File No.43, File No.44, File No.45, File No.46, File No.47, File No.48, File No.49, File No.50, File No.51, File No.52, File No.53, File No.54, File No.55, Board Markers	Internet Google drive Mobile device Projector Computer Moodle Earphones

REQUIRED APPLICATIONS:
WhatsApp Pdf reader

LESSON PREREQUISITES:
Parts of the sentence: Subject, verb, complement, modifiers. WhatsApp Group with the name: *English II "R"*

TIME	PROCEDURE
5'	Warm up Brain Gym activity: Fingers Fitness Students put their fingers together and start rolling the thumbs forward and then backward. Students keep doing with the rest of the fingers.

40'	Send to the English II "R" file 4.
	• Teacher introduces the grammar about simple present.
	• Teacher tells students I play tennis, I go to school, I take a shower and so on… In addition, start making the most common things that we do every day as a routine, habit, daily activities and general truths.
	• Teacher introduces the First person of Singular.
	• Teacher starts sending File 5, 6,7,8,9
	Send to the English II "R" file 10.
	• Teacher explains about modifiers of time (M.T) used in the simple present.
	Send to the English II "R" file 11.
	• Ask students to do exercise 14 adding a Modifier of time into the sentences.

60'	Send to the English II "R" file 2
	• Teacher starts motivating with the reflection given in the image.
	• Select one student to read and then ask them to give a reflection.
	• Ask students to reply this image with a like.
	Send to the English II "R" file 12
	• Teacher introduces the Second person of singular.
	• Teacher says I read El Comercio every day, walks around the class giving more examples.
	• Ask students to change those sentences given using the subject *You.*
	• Teacher starts sending File 13.and makes sure to add into the sentences a modifier of time (M.T.).
	Send to the English II "R" file 14
	• Teacher explains preposition of time and location with the image given, and gives some examples.
	Send to the English II "R" file 16
	• Explain to students the pattern before writing a sentence.
	Send to the English II "R" file 17
	• Ask students to do exercise 16, and remind them the prepositions of location.
	Send to the English II "R" file 18
	• Ask students to do exercise 16, and remind them the prepositions of time.

40'	Send to the English II "R" file 3 • Teacher starts motivating with the reflection given in the image. • Select one student to read and then ask the rest of the students to give a reflection. • Ask students to reply this image with a like. Send to the English II "R" file 19 • Teacher introduces the Third person of Singular. • Explain the rules for the third person of singular both regular and Irregular verbs. Give more examples making emphasizing tha we added the 3rd P.S at the end of the verbs. • Once the grammar rules for students are clear, ask students to do exercise 16 Snakes and Ladders. Send to the English II "R" file 21. • Ask students to do exercise 18 with the logic griddle puzzle given. Remember them to work in the 3rd P.S.
40'	Send to the English II "R" file 22. • Teacher introduces First, Second, Third person of plural. • Teacher says: I live in Riobamba. Then looking at all the students, the Teacher says: We live in Riobamba. And start giving more examples. • Ask students to do logic griddle puzzle 19. Send to the English II "R" file 23. • Teacher introduces Negative sentences. • Explain the grammar for negative sentences. • Make sentences explaining students the negative form: • I live in Riobamba. And then make negative; I don't live in Quito.

40'	• Make sure students understand the auxiliary added into the sentences.
	• Give more examples in positive form and then ask the students to turn them in negative form.
	Send to the English II "R" file 24.
	• Ask students to answer those questions in the negative form.
	Send to the English II "R" file 25.
	• Teacher introduces Negative in the Simple present with the third person of singular.
	• Explain the grammar for negative sentences with the third person of singular.
	• Make an example: Alex reads the message. Then ask students to make negative; Alex doesn't read the message.
	• Give more examples making positive and negative using the third person of singular.
	Send to the English II "R" file 26.
	• Ask students to do the logic griddle puzzle; exercise 21.
	• Give students enough time to do this activity.
	Send to the English II "R" file 4
	• Teacher starts motivating with the reflection given in the image.
	• Select one student to read and then the students to give a reflection.
	• Ask students to reply this image with a like icon.
	Send to the English II "R" file 27.
	• Teacher introduces Yes/No Questions and short answers.
	• Teacher explains the grammar about Yes/No Questions and short answers.

40'	• Make sentences explaining students the negative form: Send to the English II "R" file 28. • Make sentences explaining about Yes/No Questions • Make a sentence in the 1st person of singular; I walk to school. Ask students to add the auxiliary **Do** for questions. Do you walk to school? • Teacher walks around the class and starts making more questions and asks students to answer with. Yes, I do or No, I don't. Keep making questions with all subject pronouns except the third person of singular. Send to the English II "R" file 29. • Ask students to do exercise 22. • Give them time to do this activity. Send to the English II "R" file 30. • Ask students to record two questions and select two audio files and then answer. • Give them time to do this activity.
60'	Send to the English II "R" file 5 • Teacher starts motivating with the reflection given in the image. • Select one student to read and then ask them to give a reflection. • Ask students to reply this image with a like. Send to the English II "R" file 31 • Teacher introduces Simple present sentences with adjectives. • Teacher explains the adjective positions into the sentences. • Make examples asking students. Freddy Can you show me a rectangular object?, Walk around the class asking more questions; Can you show me a black object? And so on…

60'	• Make sure students understand the use of adjectives.
	• Ask students to click on the icon and read more adjectives.
	• Teacher explains about the most common adjectives.
	• Teacher starts explaining with the image displayed; ask students. What do you see? And then add a subject and a verb.
	Send to the English II "R" file 32
	• Ask students to write a sentence with the image and noun given.
	• Ask students to write in **bold** the adjective.
	• Ask students to send the exercise 24 at the same time.
	• Ask students to read the sentences and correct if it is ~~incorrect.~~
	• Ask students to do the same with the following files: 33, 34, 35, 36, 37, 38, 39, 40, 41.
	Send to the English II "R" file 42
	• Ask students to write a complete sentence with the image given.
	• Ask students to write in bold the adjective.
	• Ask students to send the exercise 34 at the same time.
	• Ask students to read the sentences and correct if it is ~~incorrect~~
	• Ask students to do the same with the following file: 43.
	Send to the English II "R" file 44
	• Ask students to identify and write the adjective in the image given.
	• Ask students to write in bold the adjective.
	• Ask students to send the exercise 35 at the same time.

60'	• Ask students to read the sentences and correct if it is ~~in=correct~~.
	• Ask students to do the same with the following file: 45, 46,47.
	Send to the English II "R" file 48
	• Ask students to complete the assessment adjectives.
	• Give students time to do the assessment.
	Send to the English II "R" file 6
	• Teacher starts motivating with the reflection given in the image.
	• Select one student to read and then ask them to give a reflection.
	• Ask students to reply this image with a like icon.
	Send to the English II "R" file 49
	• Ask students to use earphones and watch the video about frequency adverbs.
	• Ask them to take notes about the adverbs that they could hear.
	• Make on the board a brainstorm list of the frequency adverbs watched in the video.
	Send to the English II "R" file 50
	• Compare the list with the image displayed, and ask them to repeat the frequency adverbs.
	• Explain the grammar and position of the frequency adverbs using regular and irregular verbs.
	• Explain the questions asking for a frequency. How often do you…?
	• Explain the questions using the third person of singular. How often does…?

60'	• provide more questions and answers using all subject pronouns, both singular and plural

Send to the English II "R" file 51
- Ask students to write the logic griddle puzzle; exercise 38.
- Make a question to a classmate and then write the answer using the third person of singular as the example given.
- Walk around the class and make sure students make the questions and answers correctly.
- Give students enough time to do this activity.
- Ask students to write in bold the adjective.
- Ask students to send the exercise 38 at the same time.
- Ask students to read the sentences and correct if it is ~~incorrect.~~

Send to the English II "R" file 52
- Explain the grammar and position of the frequency adverbs using the verb "To be."
- Explain the questions asking for a frequency. How often are you…?
- Explain the questions using the third person of singular. How often is Maria…?
- Provide more questions and answers using all subject pronouns, both singular and plural.

Send to the English II "R" file 53
- Ask students to write the logic griddle puzzle; exercise 39. In positive form.
- Walk around the class and make sure students write correctly.
- Give students enough time to do this activity.
- Ask students to write in bold the adjective.
- Ask students to send the exercise 39 at the same time.

60'	• Ask students to send the exercise 39 at the same time.
	• Ask students to read the sentences and correct if it is ~~incorrect.~~
	Send to the English II "R" file 54
	• Teacher asks students to place the frequency adverbs into the sentence.
	• Ask students to write in bold the adjective.
	• Ask students to send the exercise 40 at the same time.
	• Ask students to read the sentences and correct if it is ~~incorrect.~~
	Send to the English II "R" file 55
	• Ask students to record two audio messages telling something you do on weekends?
	• Ask students to select two audio messages and answer. For example, I always study English in my house at 8:00 PM.
	• Ask students to write the message with the name of the student who recorded the message. For example, Fausto always studies English in his house at 8:00 P.M.
	• Ask students to send the exercise 41 at the same time.
	• Ask students to read the sentences and correct if it is ~~incorrect.~~
	• Give students enough time to do this activity.
5'	• During this time, the teacher will summarize the class.

POSSIBLE DIFFICULTIES/CONSTRAINTS:

Lost devices

Forgotten devices

Low battery

Poor signal Internet connection.

Power supply.

Assessment: WhatsApp Participation, games, exercises development, Yes /no Questions quiz, Adjectives quiz.
Homework: Students will have to read the files given by the teacher in the slides.

4.9. Module development No.4

	Finger Fitness

NLP technique: Brain Gym

Warm up:

- Put your hands together (Image 4.4) like the picture as there is an invisible ball (Image 4.5) between your hands roll your thumbs go forward and then backward (Image 4.6).

- Do the same with index, middle, ring, and pinky fingers.

Image 4.4. Finger fitness, step1/3
(Taken from: https://www.youtube.com/watch?v=sB4lXUhRfMU)

Image 4.5. Finger fitness, step 2/3
(Taken from: https://www.youtube.com/watch?v=sB4lXUhRfMU)

Image 4.6 Finger fitness, step 3/3
(Taken from: https://www.youtube.com/watch?v=sB4lXUhRfMU)

PRESENTATION

4.9.1. Objective: Students will be able to produce affirmative sentences in the simple present using the first person of singular.

Materials: mobile device, google drive, Moodle, earphones, internet, file "Motivation 1.jpg". File No.4 "Simple present.jpg,", file No.5. "Exercise 9.jpg. File No.6, "Exercise 10.jpg", File No.7, "Exercise 11.jpg". File No.8, "Exercise 12.jpg". File No.9, "Exercise 13.jpg". File No.10, "Modifier of time.jpg". File No.11, "Exercise 14.jpg".

- Send to WhatsApp group English II "R": file No.4 "Simple Present. pdf". (Figure 4.43)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkabHl-0REYzb3lhX0U

- Teacher introduces the use of The Simple Present.

- Make sure students understand the simple present and remember them the simple present is to describe routines, habits, daily activities, and general truths.

- Teacher tells students "I play tennis." and explains the context of the sentence.

Figure 4.43. The use of the simple present

Activity: Describe a process, missing words

- Send to WhatsApp group English II "R": file No.5 "Exercise 9.jpg" (Figure 4.44).

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaWn-g0UDdsSm9CV00

- Teacher starts explaining a list of the most common routines, habits, daily activities and general truths.

- Ask students to write a sentence with the image given.

- Make sure students write the sentence in the First person of singular (1stP.S) "I"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- After finishing the activity, send next exercise.

Answer Key:

I play soccer every week.

Figure 4.44. Simple present - Exercise 9

- Send to WhatsApp group English II "R": file No.6 "Exercise 10.jpg" (Figure 4.45).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaR1JQ-SEVUcHRBM3c

- Teacher says: Here there is another routine, habit, daily activity or general truths.

- Ask students to write a sentence with the image given.

- Make sure students write the sentence in the First person of singular (1stP.S) "I"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring students.

- After finishing the activity, send next exercise.

Answer Key:

I wake up in the morning everyday.
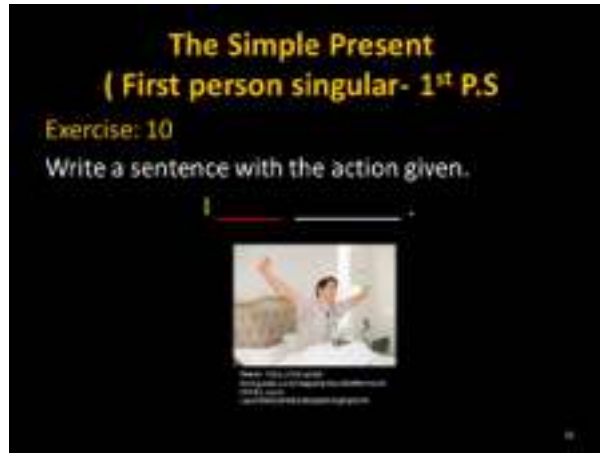
Figure 4.45. Simple present - Exercise 10

- Send to WhatsApp group English II "R": file No.7 "Exercise 11.jpg" (Figure 4.46).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaRF-9nZWc5YVRHZXM

- Teacher says: Here there is another routine, habit, daily activity or general truths.

- Ask students to write a sentence with the image given.

- Make sure students write the sentence in the First person of singular (1stP.S) "I"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring students.

- After finishing the activity, send next exercise.

Answer Key:

I take a shower every day at 7 o'clock.

Figure 4.46. Simple present - Exercise 11

- Send to WhatsApp group English II "R": file No.9 "Exercise 12.jpg" (Figure 4.47).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaVH-J4M3NlRkxfdkE

- Teacher says: Here there is another routine, habit, daily activity or general truths.

- Ask students to write a sentence with the image given.

- Make sure students write the sentence in the First person of singular (1stP.S) "I"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Answer Key:

I have breakfast every morning.

Figure 4.47. Simple present - Exercise 13

- Send to WhatsApp group English II "R": file No.10 "Modifier of time. jpg". (Figure 4.48)

    Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaY09udFhMeEtXQ3M

- Teacher explains some examples about Modifiers of time that can be added into the sentences in the Simple present.
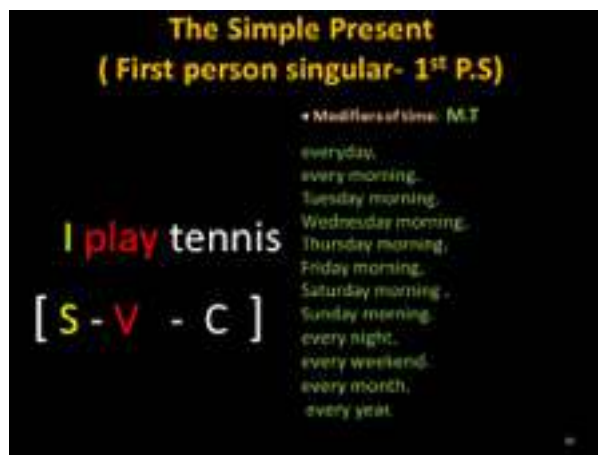
Figure 4.48. Simple present with modifiers of time

Activity: Making sentences

- Send to WhatsApp group English II "R": file No.11 "Exercise 14.jpg" (Figure 4.49)

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaLWx-WNXNNSkxkUTg

- Teacher asks students to do the 5 exercises given in the following slide.

- Ask students to follow the grammar rule.

- Ask students to write 5 sentences.

- Make sure students write the sentence in the First person of singular (1stP.S) "I"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Answer Key:

1. I wake up in the morning at 6:00.

2. I watch TV every night at 8:00 PM.

3. I have breakfast everyday at 6:30.

4. I go to school every day at 7:00

5. I listen to music every afternoon at 4:00 PM.
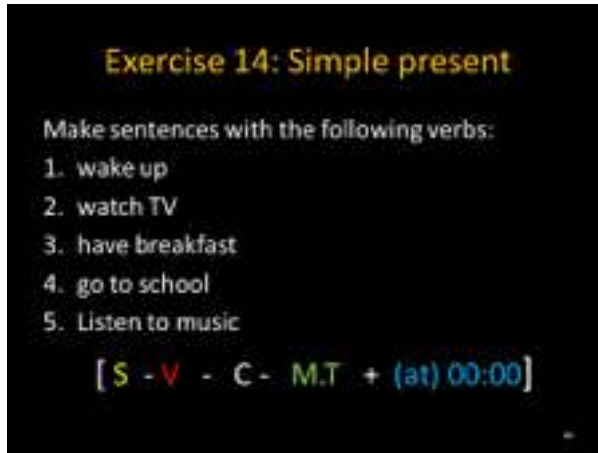
Figure 4.49. Simple present - Exercise 14

- Send to WhatsApp group English II "R": file No.2 "Motivation.jpg". (Figure 4.50)

    Address:https://drive.google.com/open?id=0BxBSX30Ac-Jkaa25fYVQ1dnNoMlk

- Teacher starts motivating students with the following reflection.

- Ask students to reply the image with a like after reading and reflecting.
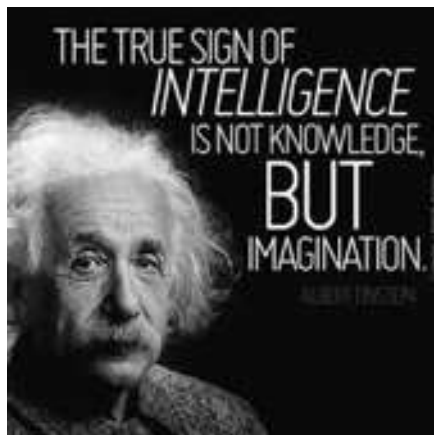
Figure 4.50. Motivation
(Taken from: https://i0.wp.com/picsmine.com/wp-content/uploads/2017/02/
Imagination-Quotes-the-true-sign-of-intelligence-is-not-knowledge-but-
imagination-1.jpg)

PRESENTATION

4.9.2. Objective: Students will be able to produce affirmative sentences in the simple present using the Second person of singular with the preposition of time and location.

Materials: mobile device, google drive, Moodle, earphones, internet, File No.12, "Second person singular.jpg". File No.13, "Exercise 15.jpg". File No.14, "Preposition time-place.jpg". File No.15, "Griddle modifiers place.jpg". File No.16, "Exercise 16.jpg". File No.17, "Exercise 16.jpg". File No.18, "Exercise 17.jpg".

- Send to WhatsApp group English II "R": file No.12 "Second Person Singular.jpg" (Figure 4.51).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaYzJD-UGRTOXpHajg

- Teacher introduces Second person singular

- Teacher says: I read El Comercio everyday. You go to the University.

- Walk around the class giving more examples

Make an example giving a general truth: "Mario, You live in Riobamba" Johana, You live in Riobamba too".
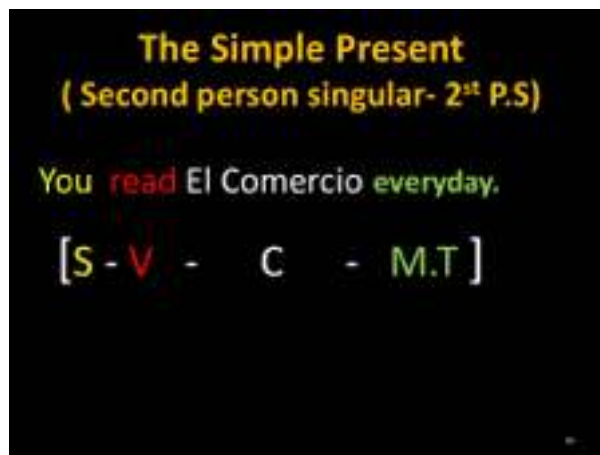
Figure 4.51. Second person of singular

Activity: Write a sentence.

- Send to WhatsApp group English II "R": file No.13 "Exercise 15.jpg". (Figure 4.52)

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaN2l-hU1ZBVFc0Yk0

- Teacher asks students to write a sentence in the second person singular following the grammar rule given.

- Make sure students write the sentence with a modifier of time. And use the Subject "You"
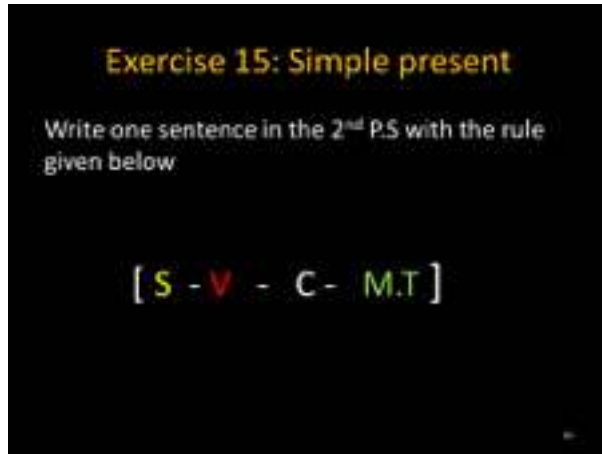
Figure 4.52. Simple present - Exercise 15

- Send to WhatsApp group English II "R": file No.14 "Prepositions time. jpg" (Figure 4.53).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaVn-VFbFM5elBMSUk

- Teacher explains the inverted triangle with prepositions of time and location.

- Make sure students understand when the prepositions are: General, More Specific, Very specific both Time and location.

Figure 4.53. Prepositions of time and location

- Send to WhatsApp group English II "R": file No.16 "Griddle modifier. jpg". (Figure 4.54)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaam-VXTGIwQ3JGZUU

- Teacher explains the logic griddle using the second person of singular.

- Explain students to follow the pattern when they write sentences in the simple present using preposition of time and modifier of time.

Figure 4.54. Logic griddle exercises

Activity: Missing words

- Send to WhatsApp group English II "R": file No.17 "Exercise 16.jpg". (Figure 4.55)

    Address: https://drive.google.com/open?id=0BxBSX30AcJka-Vl9qQ2h3VzItaHM

- Ask students to do Exercise 16.

- Remember them to add modifiers of location into the sentences.

- Make sure students write the sentence in the Second person of singular (2nd.P.S) "You"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect.~~

- Walk around the class monitoring the students.

Figure 4.55. Simple present - Exercise 16

- Send to WhatsApp group English II "R": file No.18 "Exercise 16.jpg". (Figure 4.56)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaRD-MzYlFUUzF6Y1E

- Ask students to do Exercise 17.

- Remember them to add modifiers of time into the sentences.

- Make sure students write the sentence in the Second person of singular (2nd.P.S) "You"

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

Figure 4.56. Simple present - Exercise 17

- Send to WhatsApp group English II "R": file No.3 "sucess.jpg" (Figure 4.57).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkadkRp-VDR5cl9pVGc

- Teacher starts motivating students with the following reflection.

- Ask students to reply the image with a like 👍 after reading and reflecting.

Figure 4.57. Motivation
(Taken from: https://media.licdn.com/mpr/mpr/AAEAAQA-
AAAAAAAPLAAAAJGMyMWE2OWJiLWQ3YWEtNGFhMC04Mj-
Y0LTllODlmN2E5ZWEwMQ.jpg)

PRESENTATION

4.9.3. Objective: Students will be able to produce affirmative sentences in the simple present using the Third person of singular.

Materials: mobile device, google drive, Moodle, earphones, internet, File No.19, "Third person of singular rules&game.pdf". File No.20, "Example.jpg". File No.21, "Exercise 18.jpg".

Activity: Online games

- Send to WhatsApp group English II "R": file No.19 "Third person-snakes game.pdf (Figure 4.58)

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaREx-1WjlVMUkyWVk

- Teacher introduces the Third person of singular.

- Teacher explains the rules for the third person of singular

- Make sure students understand that you have added –s, -ies, -es

- Give more examples with the verbs given in the presentation

- Ask students click on Snakes and Ladders game ✋ and do Exercise 16

Figure 4.58. The third person of singular

- After clicking Exercise 16, the following screen will be displayed (Figure 4.59)

- If you are not a Student from the ESPOCH click on `Log in as a guest` to do the activity.

- Ask students to play "Snakes and Ladders".

- After playing, ask students print screen the game and send to the WhatsApp group.

- The Moodle will give the score automatically after playing.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.
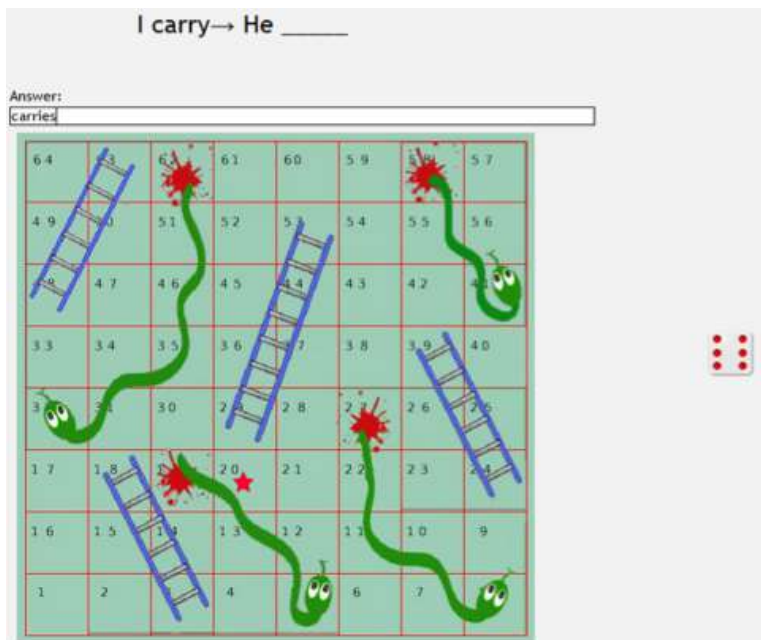
Figure 4.59. Snakes and Ladders game
Taken from: https://repositorioeva.espoch.edu.ec/mod/game/view.
php?id=236423)

Activity: Making sentences

- Send to WhatsApp group English II "R": file No.21 "Exercise 18.jpg" (Figure 4.60).

    Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaUDhMTUJRYVBSZEk

- Say: "I go to work every day". Manuel goes to school every day.

- Teacher makes more examples with other students.

- Ask students to give more sentences in class with the sentence pattern provided by the teacher.

- Ask students to reply and do logic griddle puzzle Exercise 18.

- Remember them to add modifiers into the sentences.

- Ask students to write in bold the verb.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

Figure 4.60. Simple present - Exercise 18

PRESENTATION

4.9.4. Objective: Students will be able to produce affirmative sentences in the simple present using the plural.

Materials: mobile device, google drive, Moodle, earphones, internet, File No.22, "Exercise 19.jpg".

Activity: Making sentences

- Send to WhatsApp group English II "R": file No.22 "Exercise 19.pdf (Figure 4.61).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaLW-FRUXRHdUpESlU

- Ask students Who lives in Riobamba?

- Point yourself and say: We live in Riobamba."

- Ask students Who studies in the Medicine School?

- Point to that group and say: "They study in the Medicine School".

- Ask students to reply and do logic griddle puzzle Exercise 19.

- Ask students to write in bold the verb

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Figure 4.61. Simple present - Exercise 19

PRESENTATION

4.9.5. Objective: Students will be able to produce negative sentences in simple present.

Materials: mobile device, google drive, Moodle, earphones, internet, File No.23, "Negative sentences.jpg". File No.24, "Exercise 20 Simple Present-Neg-

ative.jpg". File No.25, "Negative 3rd P.S.jpg". File No.26, "Exercise 21.jpg".

- Send to WhatsApp group English II "R": file No.23 "Negative sentences.jpg (Figure 4.62).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaT-jF1eGw5NDBtdmc

- Make an affirmative sentence, then make it in negative.

- Focus in the auxiliary do and the verb in the simple form.

- Ask students to make negative sentences with the sentences given by the teacher.

- Explain the grammar.
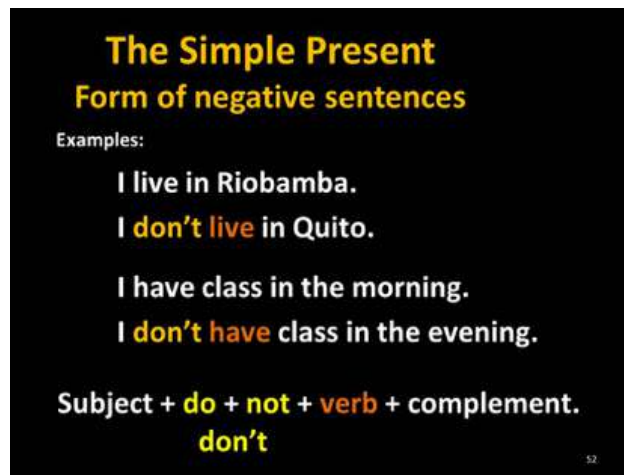
Figure 4.62. Simple present – Negative form

Activity: Answer the questions.

- Send to WhatsApp group English II "R": file No.24 "Exercise 20.jpg (Figure 4.63)

    Address:https://drive.google.com/open?id=0BxBSX30AcJka-Z1UzUTEzekN5bkk

- Ask students to do the logic griddle puzzle Exercise 20.

- Remember to answer in the long form negative sentences.

- Ask students to reply and do Exercise 24.

- Ask students to write in bold the auxiliary + negative

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.
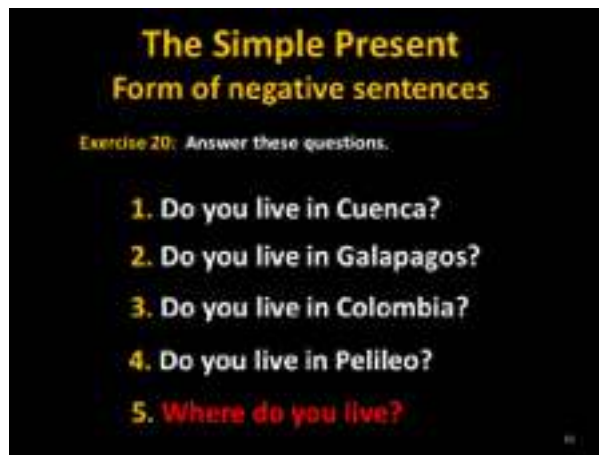
Figure 4.63. Simple present - Exercise 20

- Send to WhatsApp group English II "R": file No.25 "form of Negative.jpg (Figure 4.64).

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaU-2JKYVBJbU9TcnM

- Teacher introduces negative sentences with the third person of singular (3rd P.S).

- Make a positive sentence using the third person of singular. Then make it in negative using the auxiliary + not *"doesn't/ does not"*

- Ask students to produce more sentences orally.

- Explain the grammar.
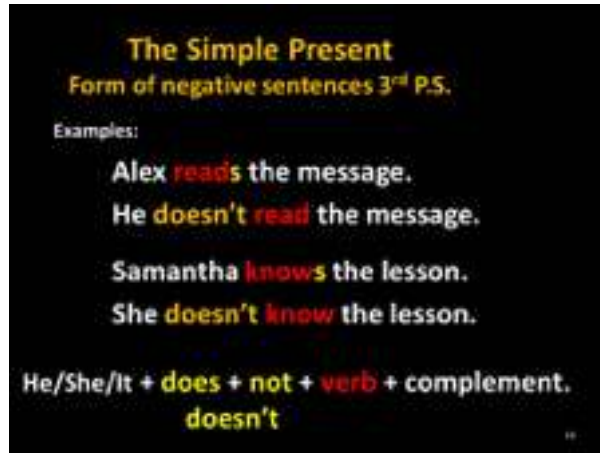
Figure 4.64. Simple present - Negative 3rd P.S.

Activity: Making sentences.

- Send to WhatsApp group English II "R": file No.26 "Exercise 21.jpg (Figure 4.65)

    Address:https://drive.google.com/open?id=0BxBSX30Ac-JkaOU9UQUJ0aDBNSEU

- Ask students to reply and do logic griddle puzzle Exercise 21.

- Ask students to write in **bold** the auxiliary + negative ***"does not/ doesn't"***

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentences.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

The Simple Present
Form of negative sentences 3rd P.S.

Exercise 21: Write negative sentences with the information given.

	invite me a dinner on Monday.	clean the car at 6:PM.	make a cake in the morning.	wear a nice jacket.	pay attention.
1. He			X		
2. Silvia	X				
3. Wilson		X			
4. Janet				X	
5. She					X

1. He ...
2.
3.
4.
5.

Figure 4.65. Simple present - Exercise 21

• Send to WhatsApp group English II "R": file No.4 "your -atittude.jpg". (Figure 4.66)

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaR-zhzY3YzS1h1Y0E

• Teacher starts motivating students with the following reflection.

• Ask students to reply the image with a like after reading and reflecting.

Figure 4.66. Motivation
(Taken from: http://img.picturequotes.com/2/37/36230/your-attitude-determines-your-direction-quote-1.jpg)

PRESENTATION

4.9.6. Objective: Students will produce Yes/No questions sentences in simple present.

Materials: mobile device, google drive, Moodle, earphones, internet, File No.27, "Yes/No questions.jpg". File No.28, "Yes/no questions-Examples.jpg". File No.29, "Exercise 22.pdf". File No.30, "Exercise 23.jpg".

- Send to WhatsApp group English II "R": file No.27 "Yes-No questions. jpg (Figure 4.67).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaR3B-fRFlJM2RGOWc

- Teacher explains the grammar about Yes/No questions and short answers.

- Teacher asks students to give more examples orally.

Figure 4.67. Simple present - Yes/No questions

- Send to WhatsApp group English II "R": file No.28 "Examples.jpg (Figure 4.68).

    Address:https://drive.google.com/open?id=0BxBSX30AcJkab-21kNHFYa0k1M28

- Make a sentence about yourself. Walk around the class and then start

asking question with **Do**.

- Ask students to answer with **Yes, I do** or **No, I don't**

- Start asking more questions and ask students to answer with Yes or **No.**
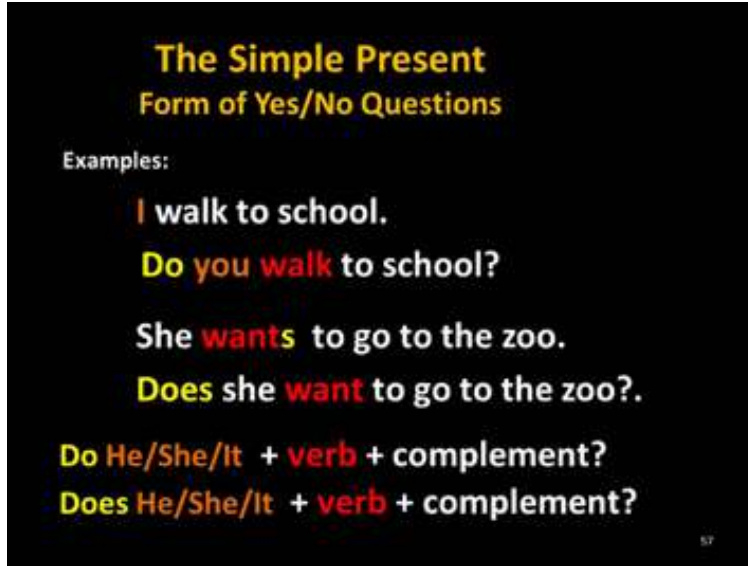
Figure 4.68 Simple present - Yes/No questions and answers

Activity: Gap fill

- Send to WhatsApp group English II "R": file No.29 "Exercise 22.jpg (Figure 4.69).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaTWI-ySmZ6R0Nsc2c

- Ask students to click on the link Quiz.
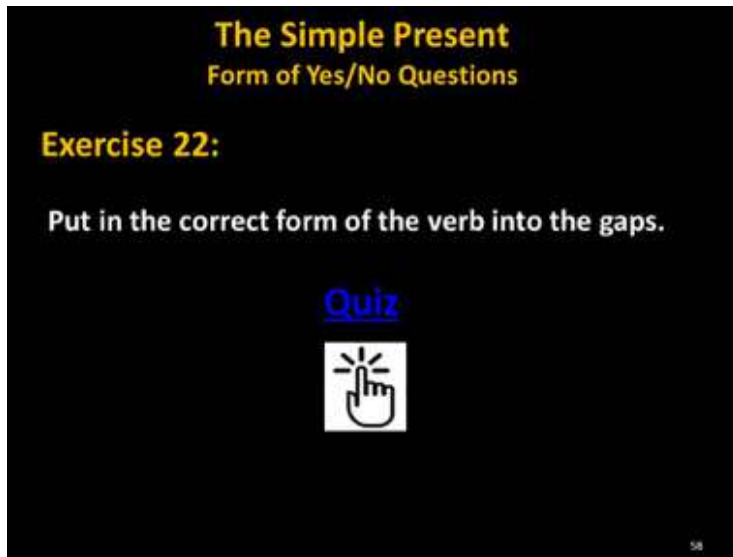
Figure 4.69. Simple present - exercise 22

- After clicking on the link Quiz students will get the follow display (Figure 4.70)

- If you are not a Student from the ESPOCH click on Log in as a guest to do the activity.

- Ask students to do the Quiz completing the gap fill.

- The Moodle will give the score automatically after doing the quiz.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.70. Simple present – Yes/No question quiz
(Take from: https://repositorioeva.espoch.edu.ec/mod/quiz/attempt.php?at-
tempt=110454)

Answer Key:

These are the answers (Figure 4.71) from the (Figure 4.70)

Figure 4.71. Simple present – Yes/No question quiz solution
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/attempt.php?at-
tempt=110454)

Activity: Sentence dictation.

- Send to WhatsApp group English II "R": file No.30 "Exercise 23.jpg (Figure 4.72).

  Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaU185YXBuRy1hTWM

- Ask students to record two Voice messages with Yes/No questions. With the name Whom you want to make the questions.

- Ask students to listen all the voice messages recorded

- Students will reply the voice messages answering questions with Yes, I do. No, I don't only if his/her name is pronounced.

- Give students enough time to do this activity.

- Ask students to read the sentences and correct if it is incorrect.
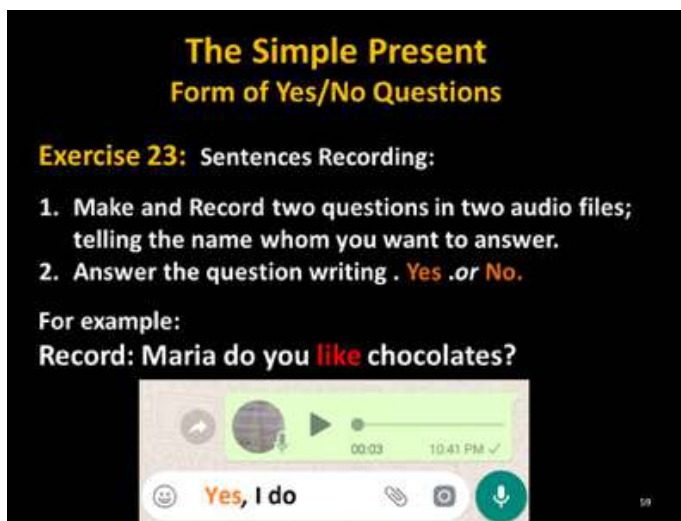
Figure 4.72. Simple present - Sentence dictation

- Send to WhatsApp group English II "R": file No.5 "Motivation 4.png" (Figure 4.73).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkabn-pHaXBTNHkzTzQ

- Teacher starts motivating students with the following reflection.
- Ask students to reply the image with a like 👍 after reading and reflecting.

Figure 4.73. Motivation
(Taken from: https://s-media-cache-ak0.pinimg.com/originals/54/e1/f2/54e-1f2e5034374a546add16415f76047.jpg)

PRESENTATION

4.9.7. Objective: Students will produce simple present sentences with adjectives.

Materials: mobile device, google drive, Moodle, earphones, internet, File No.31, "Adjectives.jpg". File No.32, "Exercise 24.jpg". File No.33, "Exercise 25.jpg". File No.34, "Exercise 26.jpg". File No.35, "Exercise 27.jpg". File No.36, "Exercise 28.jpg". File No.37, "Exercise 29.jpg". File No.38, "Exercise 30.jpg". File No.39, "Exercise 31.jpg". File No.40, "Exercise 32.jpg". File No.41, "Exercise 33.jpg". File No.42, "Exercise 34.jpg". File No.43, "Exercise 34.jpg". File No.44, "Exercise 34.jpg". File No.45, "Exercise 35.jpg". File No.46, "Exercise 36.jpg". File No.47, "Exercise 38.jpg". File No.48, "Assessment Adjectives.pdf

- Send to WhatsApp group English II "R": file No.31 "Adjectives.pdf (Figure 4.74).

    Address:https://drive.google.com/open?id=0BxBSX30AcJkaOGx-RcjVvSlBlN1E

- Teacher introduces and explains the grammar about Adjectives into the sentences.

- Make sure students understand the place of the adjectives.

- For example: I like **cold** weather.

- Ask students to give more sentences with adjectives orally.

- Remember students that adjectives make a sentence more interesting by giving details.

- Ask students to click on More adjectives 👆 and give them time to read.
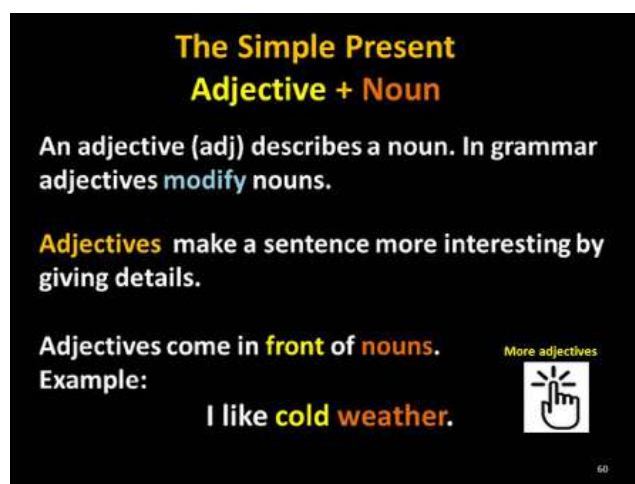
Figure 4.74. Simple present with adjectives

- Teacher scrolls down and presents the most common adjectives (Figure 4.75) that can be used into the sentences.

- Make sure students know the meaning of these adjectives.

Figure 4.75. Common adjective

- Teacher scroll down and presents another example using an adjective and a noun (Figure 4.76).

- Remember students about the position of the adjectives into the sentence.
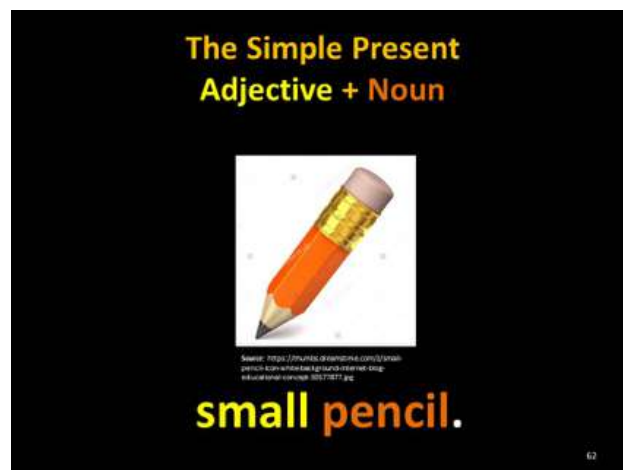
Figure 4.76. Simple present - adjective + noun

- Teacher scrolls down and presents the same example writing a complete sentence (Figure 4.77).

- Remember students the adjectives can be used for "to be" too.

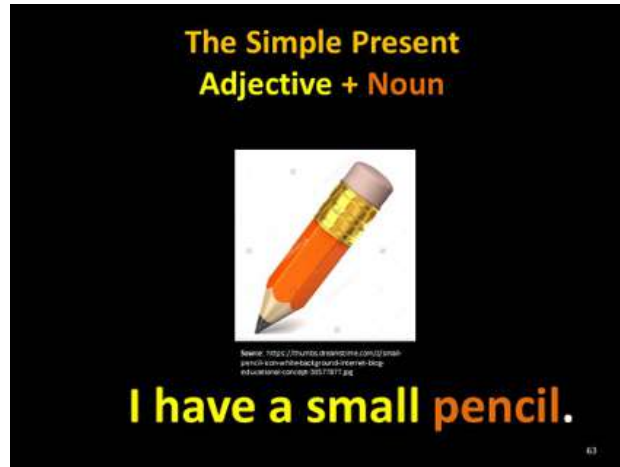- In the examples below, we are using adjectives with Regular and irregular verbs

Figure 4.77. Simple present - adjective + noun

Activity: Missing words

- Send to WhatsApp group English II "R": file No.32 "Exercise 24.jpg (Figure 4.78).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkabGR-JMU5xUzdPTDQ

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

Hot: agua caliente
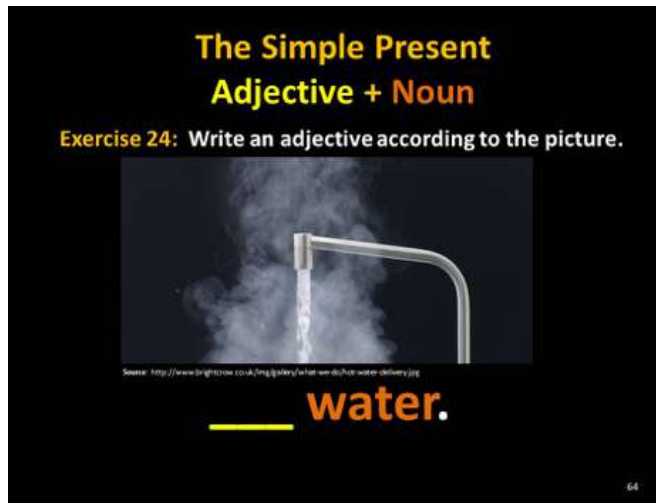
Figure 4.78. Simple present - Exercise 24

- Send to WhatsApp group English II "R": file No.33 "Exercise 24.jpg. (Figure 4.79)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaMV-V4dUhDS2RxQnM

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

Happy: cara feliz.

Figure 4.79. Simple present - Exercise 25

- Send to WhatsApp group English II "R": file No.34 "Exercise 26.jpg. (Figure 4.80)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaRlZ-3bjg1UUtYVDQ

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

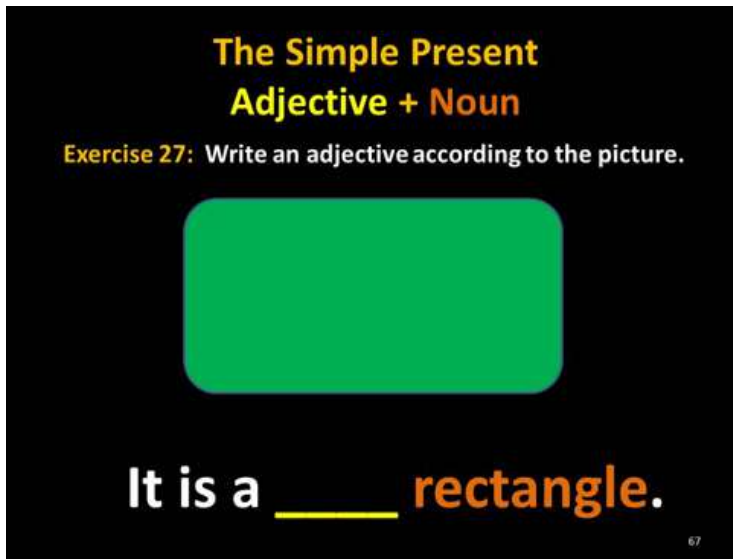Give students enough time to do this activity.

Answer Key:

New: It is a new car.

Figure 4.80. Simple present - Exercise 26

- Send to WhatsApp group English II "R": file No.35 "Exercise 27.jpg (Figure 4.81).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaSEZ-INGpKX0xFcFk

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Remember students that colors are adjectives too.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

Green: rectángulo verde.

Figure 4.81. Simple present - Exercise 27

- Send to WhatsApp group English II "R": file No.36 "Exercise 28.jpg (Figure 4.82).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkadl-92S29pNU1MT1k

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Remember students that colors are adjectives too.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

Orange: triángulo naranja.
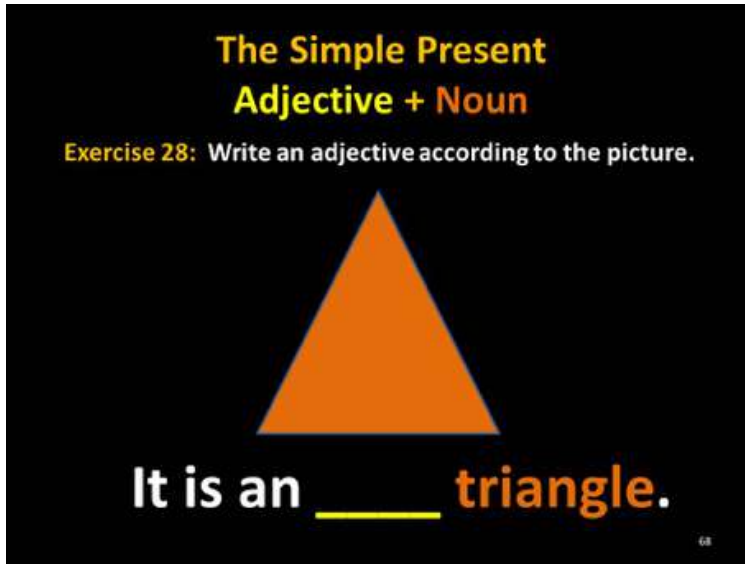
Figure 4.82. Simple present - Exercise 28

- Send to WhatsApp group English II "R": file No.37 "Exercise 29.jpg (Figure 4.83).

    Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaWElvbFRCM1hoMTg

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

rotten: Esta es una manzana podrida.

Figure 4.83. Simple present - Exercise 29

- Send to WhatsApp group English II "R": file No.38 "Exercise 30.jpg (Figure 4.84).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaMU-JUajQ1c0JIcFE

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

big: El León tiene dientes grandes.

Figure 4.84. Simple present - Exercise 30

- Send to WhatsApp group English II "R": file No.39 "Exercise 31.jpg. (Figure 4.85)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaUTd-1QUJJLVlKb3c

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

orange beautiful, nice, big: Esta es una casa hermosa, linda, grande.

Figure 4.85. Simple present - Exercise 31

- Send to WhatsApp group English II "R": file No.40 "Exercise 32.jpg (Figure 4.86).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaMEx-rOGlNTFpYMVE

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

small: Este es un árbol pequeño.

Figure 4.86. Simple present - Exercise 32

- Send to WhatsApp group English II "R": file No.41 "Exercise 33.jpg (Figure 4.87).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkadFBi-ZTVhWlBBQmM

- Ask the student to guess and write the adjective with the picture and noun given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

long: Ella tiene un vestido largo.

Figure 4.87. Simple present - Exercise 33

Activity: Describe a process, missing words

- Send to WhatsApp group English II "R": file No.42 "Exercise 34.jpg (Figure 4.88).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkacl-JZMDNoNVV3b28

- Ask the student to guess and write a sentence with the picture given.

- Make sure students know the meaning of the adjective and noun.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

It is an old house. Esta es una casa vieja.

Figure 4.88. Simple present - Exercise 34

- Send to WhatsApp group English II "R": file No.43 "Exercise 34.jpg. (Figure 4.89)

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaOUJs-NEFwYjBySmc

- Ask the students to guess and write a sentence with the picture given.

- Make sure students know the meaning of the adjective and noun.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

It is a crowded city. Esta es una ciudad saturada, congestionada.

Figure 4.89. Simple present - Exercise 34

Activity: Identify the adjective.

- Send to WhatsApp group English II "R": file No.44 "Exercise 35.jpg (Figure 4.90)

    Address: https://drive.google.com/open?id=0BxBSX30AcJka-VUNyUE90WE5YNU0

- Ask the student to identify and write the adjective with the image given.

- Make sure students know the meaning of the adjective and nouns.

- Remember students that numbers are adjectives too.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Answer Key:

Five, most, important . las cinco decisiones más importantes que se hacen en la vida.
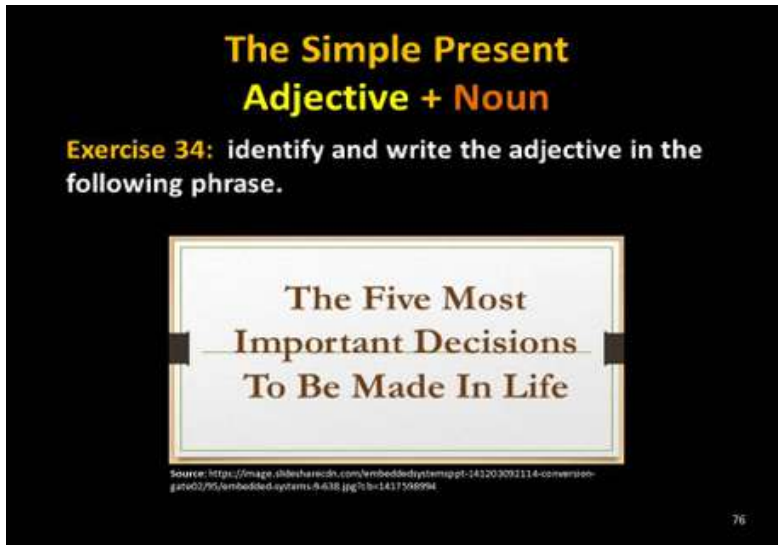
Figure 4.90. Simple present - Exercise 34

- Send to WhatsApp group English II "R": file No.45 "Exercise 36.jpg (Figure 4.91).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaT-3BUQ21UNnRDQ1E

- Ask the student to identify and write the adjective with the image given.

- Make sure students know the meaning of the adjective and nouns.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

- Walk around the class monitoring the students.

Answer Key:

Loud. Precaución Zona de música alta.
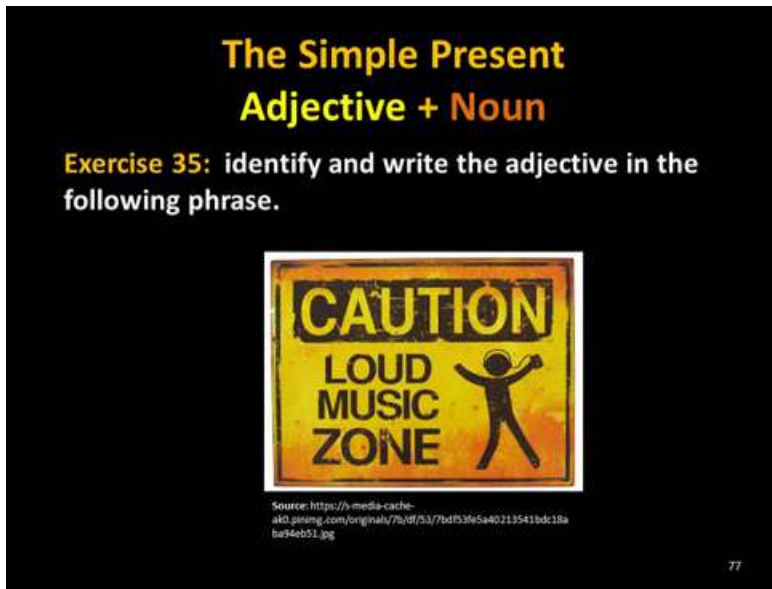
Figure 4.91. Simple present - exercise 35

- Send to WhatsApp group English II "R": file No.46 "Exercise 37.jpg (Figure 4.92).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkadU-dacElJRVoxcFk

- Ask the student to identify and write the adjective with the image given.

- Make sure students know the meaning of the adjective and nouns.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

Answer Key:

great. No te des por vencido las grandes cosas toman tiempo.
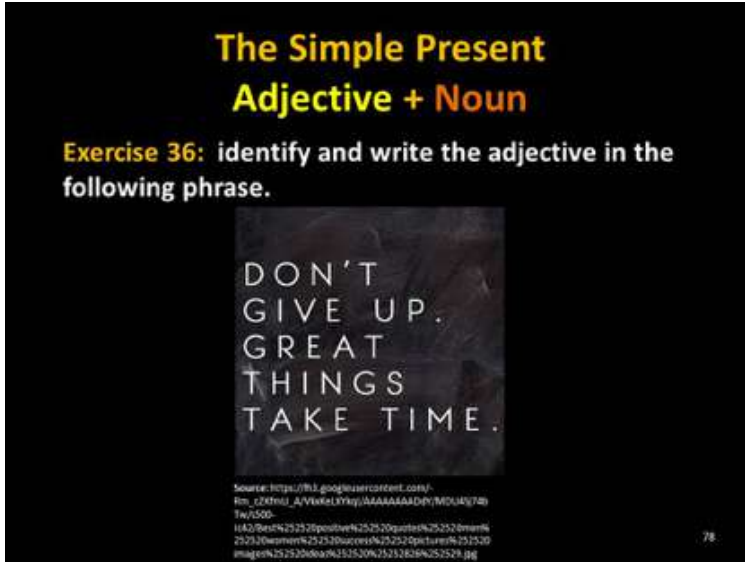
Figure 4.92. Simple present - exercise 36

- Send to WhatsApp group English II "R": file No.47 "Exercise 38.jpg (Figure 4.93).

     Address: https://drive.google.com/open?id=0BxBSX30AcJkaN-FZXTThJdjJJQ2s

- Ask the student to identify and write the adjective with the image given.

- Make sure students know the meaning of the adjective and nouns.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

Answer Key:

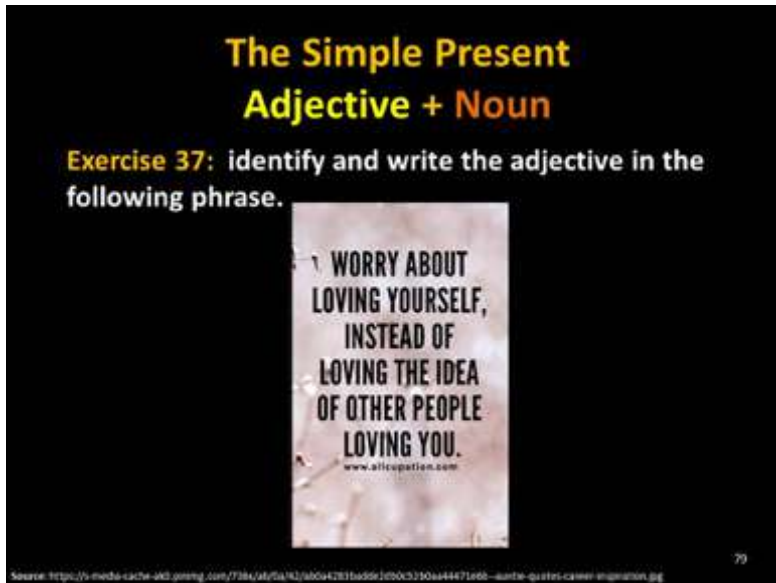**loving**. Preocúpate por amarte a ti mismo, no amar la idea de que otras personas te amen.

Figure 4.93. Simple present - Exercise 37

Activity: Quiz

- Send to WhatsApp group English II "R": file No.48 "assessment.pdf (Figure 4.94).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaaVhO-QXJFTERJTG8

- Ask the student to click on Assessment Adjectives 👆 and do the quiz about adjectives.
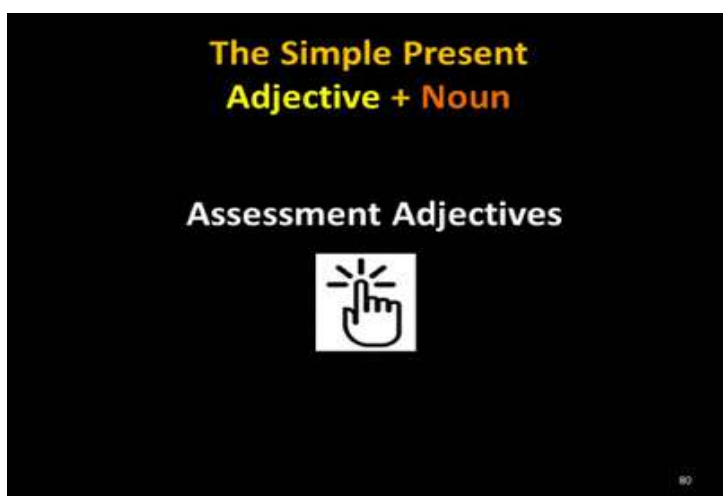
- Give them time to do this activity.

Figure 4.94. Simple present - Assessment

- When students click on the link the following screens will be displayed. (Figure 4.95), (Figure 4.96), and (Figure 4.97)

- If you are not a Student from the ESPOCH click on to do the activity.

- Ask students to identify and write only the adjectives.

Figure 4.95. Adjective quiz 1/3
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236439)

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

George likes American cars. [   ]

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

Sue has long hair. [   ]

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

You are a funny girl. [   ]

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

Cesar has a young son. [   ]

Figure 4.96. Adjective quiz 2/3
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236439)

Figure 4.97. Adjective quiz 3/3
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236439)

Answer Key:

The (Figure 4.98) is the solution of (Figure 4.95).

Figure 5.98. Adjective quiz 1/3-Solution
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236439)

The (Figure 4.99) is the solution of (Figure 4.96).

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

George likes American cars. | American |

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

Sue has long hair. | long |

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

You are a funny girl. | funny |

ADJECTIVES

Identify and write only the adjective in the following sentence.
For example "We went to a nice Cafeteria., ---> *nice*

Cesar has a young son. | young |

Figure 4.99. Adjective quiz 2/3- Solution
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236439)

The (Figure 4.100) is the solution of (Figure 4.97).

Figure 4.100. Adjective quiz 3/3-Solution
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236439)

- Send to WhatsApp group English II "R": file No.6 "Freedom.jpg" (Figure 4.101).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaY-3FjQXZKakdDZms

- Teacher starts motivating students with the following reflection.

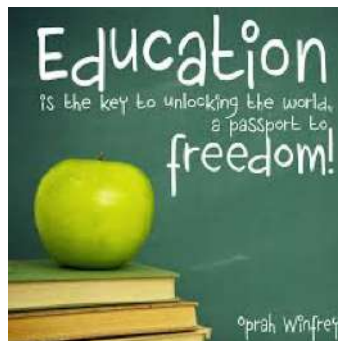- Ask students to reply the image with a like after reading and reflecting.

Figure 4.101. Motivation
(Taken from: https://s-media-cache-ak0.pinimg.com/564x/9f/e2/19/9fe-219a098b3b998939ff706bb15d546.jpg)

PRESENTATION

4.9.8. Objective: Students will produce simple present sentences with frequency adverbs.

Materials: mobile device, google drive, Moodle, earphones, internet". File No.49, "Video_Frequency adverbs.pdf". File No.50, "Grammar-Frequency adverb.jpg". File No.51, "Exercise 38.jpg". File No.52, "Frequency adverbs To-Be.jpg". File No.53, "Exercise 39.jpg". File No.54, "Exercise 40.jpg". File No.55, "Exercise 41.jpg".

- Send to WhatsApp group English II "R": file No.49 "Video_Frequency adverbs.jpg. (Figure 4.102)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkacmU-wSElrOHUwT3M

- Teacher asks students to click on the link and watch the video about frequency adverbs.

- Give them time to watch the video.

Figure 4.102. Simple Present - Frequency adverbs video
(Taken from: https://www.youtube.com/watch?v=mPZSojlMZn4)

- Send to WhatsApp group English II "R": file No.50 "Grammar-Frequency adverbs.jpg (Figure 4.103).

Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaUEd6OG91V3VoQXc

- Teacher explains the grammar and read the frequency adverbs.

- Explain the position of the frequency adverb with the example given.

- Start giving more examples on the board

- Teacher makes the question to the class, How often do you eat apples?

- Teacher points out the example given. I usually eat apples.

- Start making more questions to the students, and make sure they place the adverb after the subject.

Figure 4.103. Simple present - Frequency adverbs 1

Activity: Making sentences

- Send to WhatsApp group English II "R": file No.51 "Exercise 38.jpg (Figure 4.104).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkacFluT-mU0NVBrVEU

- Teacher makes the question to the class, How often do you eat apples?

- Techer points out the example given. I **usually** eat apples.

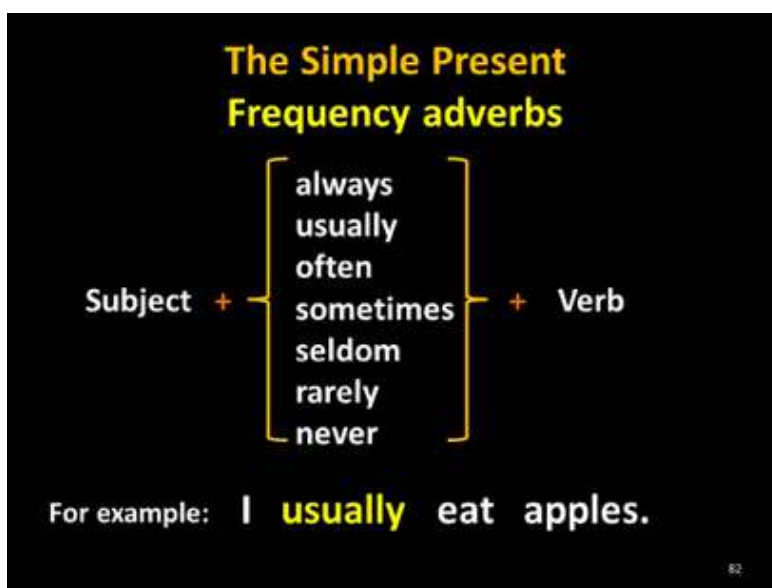- Start making more questions to the students, and make sure they place the adverb after the subject.

- Ask students to solve the logic griddle puzzle

- Allow them to make a question orally to another classmate write the answer.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1.David **sometimes** eats in a restaurant.

2.Jimena **always** takes the bus to school.

3.Marco **never** wins the lottery.

4.Dany **usually** eats cereal for breakfast.

5.Ronny **never** goes to Chimborazo mountain.

Figure 4.104. Simple Present - Exercise 38

- Send to WhatsApp group English II "R": file No.52 "Frequency adverbs To-Be.jpg". (Figure 4.105)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaQlY-4amo4bmtYMEk

- Teacher explains the grammar and reads the frequency adverbs using the verb "to be".

- Explain the position of the frequency adverb using the "to be" verb with the example given.

- Start giving more examples on the board

- Teacher makes the question to the class, How often is she happy?

- Teacher points out the example given. She is always happy.

- Start making more questions to the students, and make sure they place the adverb after the subject.
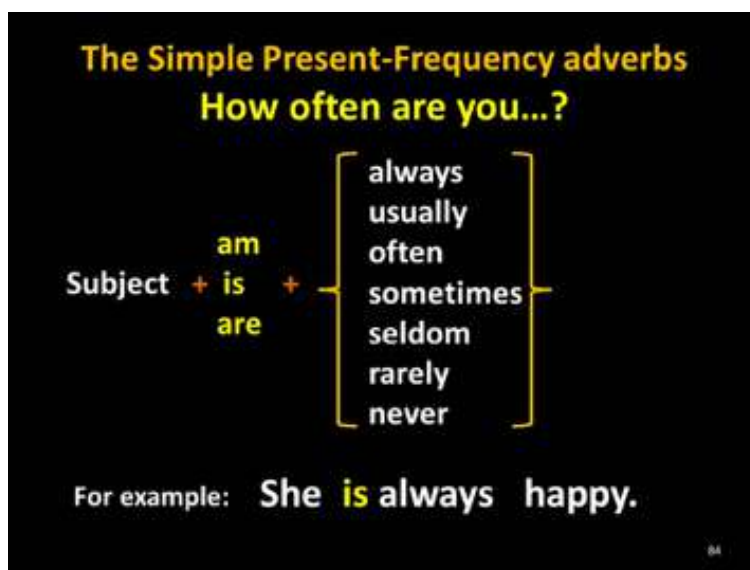
Figure 4.105. Simple Present - Frequency adverbs 2

- Send to WhatsApp group English II "R": file No.53 "Exercise 39.jpg (Figure 4.106).

Address: https://drive.google.com/open?id=0BxBSX30AcJkaam-FXZ3RHc1VUc00

- Teacher asks students to solve the logic griddle puzzle.

- Tell students to write affirmative sentences with the information and frequency adverbs given.

- Give them time to write the sentences.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. Adam is always very friendly.

2. We are rarely hungry.

3. I am seldom late for class.

4. They are usually in a good mood.

5. You are often on time for exams.

Figure 4.106. Simple Present – Exercise 39

- Send to WhatsApp group English II "R": file No.54 "Exercise 40.jpg (Figure 4.107).

    Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaRmFFY1VoODFfVDQ

- Teacher asks students to place the frequency adverb into the sentence.

- Tell students to write affirmative sentences with the information given.

- Give them time to write the sentences.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. Adam **is** always very friendly.

2. We are **rarely** hungry.

3. I am **seldom** late for class.

4. They are **usually** in a good mood.

5. You are **often** on time exams.

Figure 4.107. Simple Present -Exercise 40

Activity: Sentence dictation

- Send to WhatsApp group English II "R": file No.55 "Exercise 41.jpg (Figure 4.108).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaW-jI3empaUi1MMWs

- Ask students to record and publish two audio messages in the group using a frequency adverb.

- Ask students to reply and write two messages from the audio.

- Give them time to record and write the sentences.

- Listen the audio and then write your sentences adding a frequency adverb.

- Allow students to read the sentences and correct if it is ~~incorrect~~.

Figure 4.108. Simple Present - Exercise 41

4.10. MODULE PLAN NO. 5: PAST SIMPLE TENSE

In the following table, (Table 4.9) the Past simple module plan is presented.

BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP	
TEACHER:	**DATE**: July 12, 2017.
LEVEL: A2	
TOPIC: Positive, negative, Yes/No questions.	**STRUCTURE**: Simple past tense.
LEARNING STYLE: Visual/spatial, verbal/Linguistic, Social/Interpersonal, logical/mathematical	
GRAMMAR: finished actions.	**TIME PERIOD**: 4 hour
OBJECTIVES: • Students will be able to produce affirmative sentences in past simple using regular and irregular verbs. • Students will be able to produce negative sentences in past simple using regular and irregular verbs. • Students will be able to produce Yes/No questions sentences in past simple using regular and irregular verbs.	

WHATSAPP IN THE HIGHER EDUCATION TEACHING:
ENGLISH SYNTAX DEVELOPMENT BOOKLET

MATERIAL/RESOURCES:	TECHNOLOGICAL RESOURCES
File No.5 "motivation4". File No.56, "Simple Past.jpg". File No.57, "Exercise 43.jpg". File No.58, "Exercise 44.jpg". File No.59, "Exercise 45.jpg". File No.60, "Yes/no question. jpg". File No.61, "Install QR code reader.jpg". File No.62, "Exercise 46.jpg". File No.63, "Exercise 47.jpg". File No.64, "Exercise 48.jpg". File No.65, "Exercise 49.jpg". File No.66, "Exercise 50.jpg". File No.67, "Exercise 51.pdf". File No.68, "Yes/No questions Assessment. pdf". Board Markers	Internet Google drive Mobile device Projector Computer Moodle earphones

REQUIRED APPLICATIONS:

WhatsApp

Pdf reader

QR code reader

QR code Generator

LESSON PREREQUISITES:

Parts of the sentence: Subject, verb, complement, modifiers.

Knowing regular and irregular verbs in present form

WhatsApp Group with the name: *English II "R"*

TIME	PROCEDURE
5'	Warm up
	Send to the English II "R" file 5.
	• Teacher starts motivating the group with the reflection given in the image.
	• Select one student to read and then ask them to give a reflection.
	• Ask students to reply this image with a like.
60'	Send to the English II "R" file 56.
	• Teacher introduces the grammar about simple past by using regular verbs.
	• Remind students the past of regular verbs simply add –ed; very easy to remember
	• Ask students to add in the sentence a Modifier of place and time: I visited my friend in Quito yesterday.
	• Make sure students understand the past form is the same for all subject pronouns.
	• Give more examples using regular verbs with all subject pronouns.
	• Remind students the pronunciation of the –ed past form given in lesson plan 3
	• Ask students to do logic griddle puzzle exercise 42.

50'	Send to the English II "R" file 57.
	• Teacher introduces the grammar about simple past by using irregular verbs.
	• Remind students the past of irregular verbs are different, it depends on the verb.
	• Ask students to add in the sentence a Modifier of place and time: I spoke English in Quito the day before..
	• Make sure students understand the past form is the same for all subject pronouns.
	• Give more examples using irregular verbs with all subject pronouns.
	• Ask students to do logic griddle puzzle exercise 43.
50'	Send to the English II "R" file 58.
	• Teacher introduces the grammar about simple past in negative form; using regular verbs.
	• Give examples in affirmative sentences and ask them to change to negative sentences. I *danced* salsa yesterday. - I **didn't dance** bachata yesterday.
	• Keep doing more examples with all subject pronouns, both singular and plural.
	• Ask students to do exercise 44.
	Send to the English II "R" file 59.
	• Teacher introduces the grammar about simple past in negative form; using irregular verbs.
	• Give examples in affirmative sentences and ask them to change to negative sentences. I *had* breakfast at 11:00.- I **didn't have** breakfast at 11:00.
	• Keep doing more examples with all subject pronouns, both singular and plural.
	• Ask students to do exercise 45.

60'	Send to the English II "R" file 60.
	• Teacher introduces the grammar about simple past with Yes/No questions.
	• Walk around the class and ask them Did you study for the exam? Students will respond with a short answer. Yes, I did, or No, I didn't
	• Keep asking more Yes/No questions to the students.
	• Remind students to read and watch the videos about regular and irregular verbs given in the lesson plan 3.
	Send to the English II "R" file 61.
	• Ask students to install in their phones or tablets the QR code reader application.
	• Send to the English II "R" file 62.
	• Ask students to scan the code and write the question and answer it.
	• Do the same with the following files: 63, 64, 65, 66.
	Send to the English II "R" file 67.
	• Ask students to create their own QR Code Generator. With the link given in this presentation.
	• Ask students to scan the code and answer the questions.
15'	During this time, the teacher will summarize the class.

POSSIBLE DIFFICULTIES/CONSTRAINTS:

Lost devices

Forgotten devices

Low battery

Poor signal Internet connection.

Power supply.

Assessment: Quiz.

> **Homework:** Students will have to read the files given by the teacher in the slides.

Source: Authors
Tabla 4.9. Past simple plan

4.11. Module development No.5

• Send to WhatsApp group *English II "R":* file No.5 "Motivation 4.jpg (Figure 4.109).

  Address:https://s-media-cache-ak0.pinimg.com/originals/54/e1/f2/54e1f2e5034374a546add16415f76047.jpg

• Teacher starts motivating students with the following reflection.

• Ask students to reply the image with a like 👍 after reading and reflecting.

Figure 4.109. Motivation
(Taken from: https://i.pinimg.com/originals/54/e1/f2/54e-1f2e5034374a546add16415f76047.jpg)

PRESENTATION

4.11.1. Objective: Students will be able to produce affirmative sentences in Simple past.

Materials: mobile device, google drive, Moodle, earphones, internet". File No.56, "Simple Past.jpg". File No.57, "Exercise 43.jpg". File No.58, "Exercise 44.jpg". File No.59, "Exercise 45.jpg". File No.60, "Yes/no question.jpg". File No.61, "Install QR code reader.jpg". File No.62, "Exercise 46.jpg". File No.63, "Exercise 47.jpg". File No.64, "Exercise 48.jpg". File No.65, "Exercise 49.jpg". File No.66, "Exercise 50.jpg". File No.67, "Exercise 51.pdf". File No.68, "Yes/No questions Assessment.pdf".

Activity: Making sentences

- Send to WhatsApp group *English II "R":* file No.56 "Simple past.jpg (Figure 4.110)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaczAt-NmdGTGRxZzA

- Teacher introduces and explains the grammar about Past simple with Regular verbs.

- Remind students to use Modifiers of place and time.

- Make sentences in simple present and then ask students to change them in past simple.

- Give an example; I visit my friend in Quito every week. And then, change in past simple I visited my friend in Quito yesterday

- Start writing some Regular verbs in past form on the board and then ask them to make a sentence with those verbs.

- Make sure students understand the past form of Regular verbs is the same for all subject pronouns or people both singular and plural.

- Ask students to do Exercise 42.

- Ask students to write the verb in **bold** letter.

- Walk around the class monitoring the students.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. You **watched** T.V in my house the day before yesterday.

2. Rose **listened** music in the park last week.

3. We **walked** in the night yesterday.

4. They **worked** in the restaurant a month ago.

5. I **danced** at my school party in 2017.

Figure 4.110. Past simple- Exercise 42

- Send to WhatsApp group English II "R": file No.57 "Exercise 43".jpg (Figure 4.111).

   Address:https://drive.google.com/open?id=0BxBSX30AcJkadHN-0WW1fZ2dOOXM

- Teacher introduces and explains the grammar about Past simple with Irregular verbs.

- Remind students to use Modifiers of place and time.

- Make sentences in simple present and then ask students to change in past simple

- Give an example; I speak English in Quito everyday. Then change in past simple: I spoke English in Quito yesterday.

- Start writing some Irregular verbs in past form on the board and then ask them to make a sentence with those verbs.

- Ask students to do Exercise 43.

- Ask students to write the verb in bold letter.

- Walk around the class monitoring the students.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. You **wrote** a poem in the park yesterday.

2. Mary **drove** a car on the street last week.

3. We **ate** a lot of pizza in my house last month.

4. They **drank** an orange juice last year.

5. I **won** a medal in the stadium last year.

Figure 4.111. Past simple - Exercise 43

4.11.2. Objective: Students will be able to produce negative sentences in Simple past.

- Send to WhatsApp group *English II "R":* file No.58 "Exercise 44".jpg (Figure 4.112).

Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaY0FsZEMwMmdGcUU

- Teacher introduces and explains the grammar about Past simple negative forms with regular verbs.

- Teacher starts making examples with affirmative and negative sentences: I danced salsa yesterday. Then I didn't dance bachata yesterday.

- Make sure students understand the past simple in negative form for all subject pronouns or people both singular and plural.

- Ask students to do Exercise 44.

- Ask students to write the verb in **bold** letter.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Walk around the class monitoring the students.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. I didn't erase the board.
2. You didn't ask the question to the teacher.
3. Robert didn't wait the taxi.
4. We didn't cook lunch every afternoon.
5. They didn't close the book after finishing the class.

Figure 4.112. Past simple - Exercise 44

- Send to WhatsApp group *English II "R":* file No.59 "Exercise 45".jpg (Figure 4.113).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaYU-9uNTZnbGllZFE

- Teacher introduces and explains the grammar about Past simple negative forms with irregular verbs.

- Teacher starts making examples with affirmative to negative sentences: I had breakfast at 11:00. Then I didn't have breakfast at 11:00.

- Make sure students understand the past simple in negative form for all subject pronouns or people both singular and plural.

- Ask students to do Exercise 45.

- Ask students to write the auxiliary and verb in **bold** letter.

- Walk around the class monitoring the students.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. I **didn't do** the project last week.

2. You **didn't have** breakfast 5 minutes ago.

3.Carmen **didn't stand** up in the middle of the class last Tuesday.

4. We **didn't go** to the library three days ago.

5. They **didn't eat** rice and vegetables last night.

Figure 4.113. Past simple - Exercise 45

4.11.3. Objective: Students will be able to produce Yes/No questions sentences in Simple past.

- Send to WhatsApp group English II "R": file No.60 "Yes/no question. jpg". (Figure 4.114)

    Address: https://drive.google.com/open?id=19qU6yjz_dnzt-33Wl-1ZLF3VyiPTDR9ov

- Teacher introduces past simple- interrogative form.

- Teacher explains the grammar about Past simple – interrogative form.

- Make an example with the auxiliary Did. Did you study for the exam?

- Ask students to answer with Yes, I did. /No, I didn't.

- Give more examples asking with Did;

- Make sure students ask questions for all subject pronouns or people both singular and plural.

Figure 4.114. Past simple - Yes/No question

Activity: Collaboration and sharing

- Send to WhatsApp group *English II "R":* file No.61 "Install QR code reader.jpg". (Figure 4.115)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaa-i1MTTBLXzFRUnM

- Ask students to open Play Store from their cell phones: search, download and install QR code reader.

- Walk around the class monitoring the students.

- Give students time to install this application.

Figure 4.115. Download and Install QR code reader

Activity: Making sentences with QR code Apps.

- Send to WhatsApp group *English II "R":* file No.62 "Exercise 46".jpg (4.116).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkab1cx-OWRqNXZ1UWM

- Ask students to scan the following code with QR code reader, or teacher can print out the code before the class starts and tape the paper with the QR code in somewhere in the classroom and ask students to scan it. And then

- Ask students to read and scan the code (Figure 6.9), copy that question as is showed in (Figure 4.117), in the WhatsApp group and paste in the WhatsApp group and finally answer the Question with . *Yes.* or *No.*

- Give students enough time to do this activity.

- Walk around the class monitoring the students.

Figure 4.116. Past simple – Exercise 46

Answer Key:

Figure 4.117. QR Code Scan (Description: This is the Question after scanning the QR code.)

- Send to WhatsApp group *English II "R":* file No.63 "Exercise 47".jpg (Figure 4.118)

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaaVlN-Wk54OEkwazA

- Ask students to scan the following code with QR code reader, or teacher can print out the code before the class starts and tape the paper with the QR code in somewhere in the classroom and ask students to scan it. And then

- Ask students to read and scan the code (Figure 4.119), copy that question as is showed in (Figure 6.12), in the WhatsApp group and paste in the WhatsApp group and finally answer the Question with . *Yes.* or *No.*

- Give students enough time to do this activity.

- Walk around the class monitoring the students.

Answer Key:

Did you clean your room yesterday?

Figure 4.118. Past simple – Exercise 47

Answer Key:
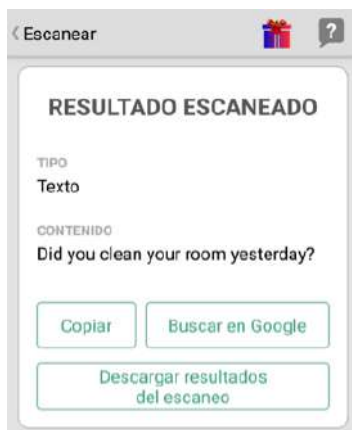
Figure 4.119. QR Code Scan
(Description: This is the Question after scanning the QR code.)

- Send to WhatsApp group *English II "R":* file No.64 "Exercise 48".jpg (Figure 4.120).

  Address: https://drive.google.com/open?id=0BxBSX30AcJ-kaeEVXVVN5NURzUHM

- Ask students to scan the following code with QR code reader, or teacher can print out the code before the class starts and tape the paper with the QR code in somewhere in the classroom and ask students to scan it. And then

- Ask students to read and scan the code (Figure 4.120), copy that question as is showed in (Figure 4.121), in the WhatsApp group and paste in the WhatsApp group and finally answer the Question with . *Yes.* or *No.*

- Give students enough time to do this activity.

- Walk around the class monitoring the students.

Answer Key:

Did you smile this morning?

Figure 4.120. Past simple - Exercise 48

Answer Key:

Figure 4.121.QR Code Scan (Description: This is the Question after scanning the QR code.)

- Send to WhatsApp group *English II "R":* file No.65 "Exercise 49".jpg (Figure 4.122).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaNW-JzRkVfazRZbEk

- Ask students to scan the following code with QR code reader, or teacher can print out the code before the class starts and tape the paper with the QR code in somewhere in the classroom and ask students to scan it. And then

- Ask students to read and scan the code (Figure 4.122), copy that question as is showed in (Figure 4.123), in the WhatsApp group and paste in the WhatsApp group and finally answer the Question with . *Yes.* or *No.*

- Give students time enough to do this activity.

- Walk around the class monitoring the students.

Answer Key:

Did you have breakfast?

Figure 4.122. Past simple - Exercise 49

Answer Key:

Figure 4.123. QR Code Scan (Description: This is the Question after scanning the QR code.)

- Send to WhatsApp group *English II "R":* file No.66 "Exercise 50".jpg (Figure 4.124).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaSkY-zOUI5RlAtMUU

- Ask students to scan the following code with QR code reader, or teacher can print it out the code before the class starts and tape the paper with the QR code in somewhere in the classroom and ask students to scan it. And then

- Ask students to read and scan the code (Figure 4.124), copy that question as is showed in (Figure 4.125), in the WhatsApp group and paste in the WhatsApp group and finally answer the Question with . *Yes.* or *No.*

- Give students time enough to do this activity.

- Walk around the class monitoring the students.

Answer Key:

Did your teacher come early today?

Figure 4.124. Past simple - Exercise 50

Answer Key:

Figure 4.125. QR Code Scan (**Description**: This is the Question after scanning the QR code.)

Activity: Problem solving, Collaborative work

- Send to WhatsApp group English II "R": file No.67 "Exercise 51".jpg (Figure 4.126).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaY19p-bWxMakM2UTg

- Teacher asks students to click on the link <u>QR Code generator</u> 👆.
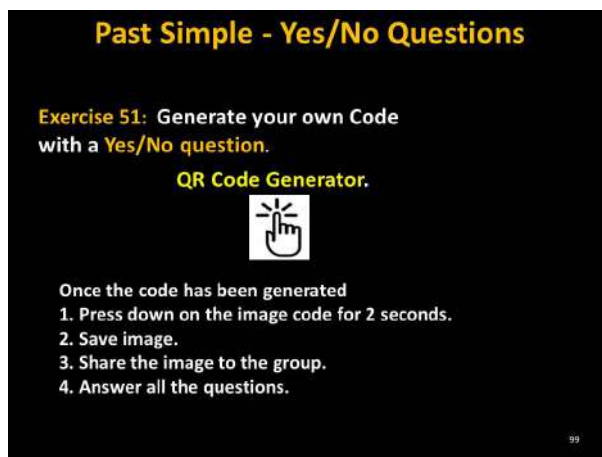
Figure 4.126. Past simple –Exercise 51

- Ask students to make their own questions to their classmates and generate a QR Code and select the type of the QR code (Figure 4.127).

Figure 4.127. Select the QR code generator

- Ask students to write any question or message to their classmates, then click on Validar 🖱 and Generate the QR code (Figure 4.128).
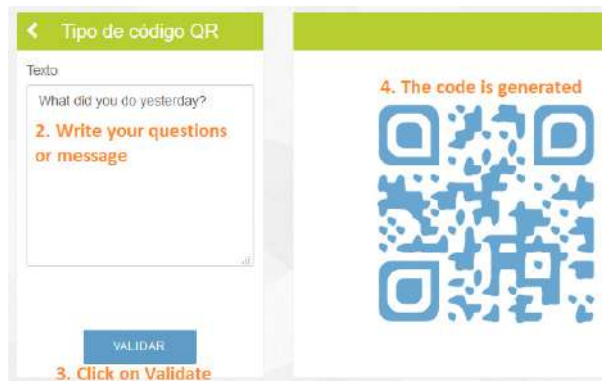
Figure 4.128. Generate your own QR Code

- Ask students to scan the QR code and answer the questions in the WhatsApp group.

- Ask students to read and answer the sentences (Figure 4.129) and correct if it is incorrect.

- Walk around the class monitoring the students.

- Give students enough time to do this activity and tell them Good Job!

Figure 4.129. QR Code Scan (Description: This is the Question after scanning the QR code.)

Activity: Quiz-missing words

- Send to WhatsApp group *English II "R":* file No.68 "Yes-no question assessment.pdf". (Figure 4.130)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaVUN-qN1lJWVlIQWc

- Ask students to click on the link Yes/No question assessment 👆 .
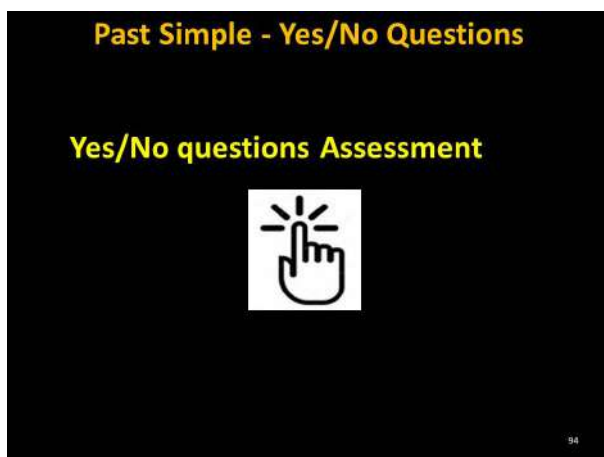
Figure 4.130. Past simple – Assessment

- The link will send students to the Moodle (Figure 4.131).

- If you are not a Student from the ESPOCH click on Log in as a guest to do the activity.

- After clicking on the link, the following screen will be displayed in the Moodle.

- Ask students to do the exam.

- The Moodle will give the score automatically after doing the exam.

- Give students enough time to do this activity.
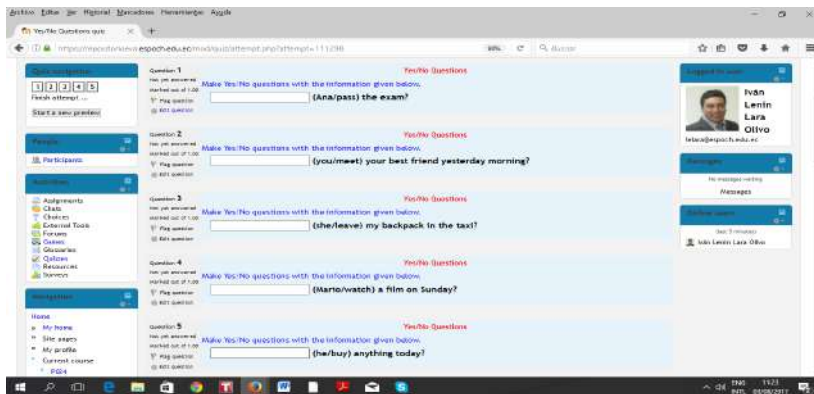
Figure 4.131. Simple past – Assessment
(Taken from: https://repositorioeva.espoch.edu.ec/mod/quiz/view.
php?id=236468)

Answer key:

This is the solution of the quiz given in (Figure 4.132)

Figure 4.132. Simple past- Assessment solution
Source: https://repositorioeva.espoch.edu.ec/mod/quiz/view.php?id=236468

4.12. Module plan No. 6: Present perfect tense.

In the following table, (Table 4.10) The Present perfect module plan is presented.

BOOKLET FOR ENGLISH SYNTAX DEVELOPMENT USING WHATSAPP AT ESPOCH	
TEACHER:	**DATE**: July 21, 2017.
LEVEL: A2	
TOPIC: Positive, negative, Yes/No questions.	**STRUCTURE**: Present perfect tense.
LEARNING STYLE: Visual/spatial, verbal/Linguistic, Social/Interpersonal, logical/mathematical	
GRAMMAR: Unspecified time	**TIME PERIOD**: 3 hour

OBJECTIVES:

- Students will be able to produce affirmative sentences in present perfect
- Students will be able to produce negative sentences in present perfect
- Students will be able to produce Yes/No questions sentences in present perfect

MATERIAL/RESOURCES:	TECHNOLOGICAL RESOURCES
File No.5 "motivation4". File No.56, "Simple Past.jpg". File No.57, "Exercise 43.jpg". File No.58, "Exercise 44.jpg". File No.59, "Exercise 45.jpg". File No.60, "Yes/no question.jpg". File No.61, "Install QR code reader.jpg". File No.62, "Exercise 46.jpg". File No.63, "Exercise 47.jpg". File No.64, "Exercise 48.jpg". File No.65, "Exercise 49.jpg". File No.66, "Exercise 50.jpg". File No.67, "Exercise 51.pdf". File No.68, "Yes/No questions Assessment.pdf". Board Markers	Internet Google drive Mobile device Projector Computer Moodle earphones

REQUIRED APPLICATIONS:

WhatsApp

Pdf reader

QR code reader

QR code Generator

LESSON PREREQUISITES:

Parts of the sentence: Subject, verb, complement, modifiers.

Knowing regular and irregular verbs in past form

WhatsApp Group with the name: *English II "R"*

TIME	PROCEDURE
5'	Warm up Watch the video
60'	Send to the English II "R" file 69. • Teacher introduces the grammar about present perfect using regular verbs. • Remind students the past participle of regular verbs adding –*ed*; very easy to remember. • Give an example in past simple: **I worked hard *last week***. Explain *last week* is a finished time, and read more examples of modifiers of time. • Make the same sentence in present perfect: **I have worked hard *this week***. Explain *this week* is an unfinished time and start reading more examples of modifiers of time used in present perfect. • Give more examples contrasting past simple and present perfect. Send to the English II "R" file 70. • Teacher introduces the grammar about present perfect using irregular verbs. • Remind students the past participle of irregular verbs is different depends on the verbs ending. • Give an example in past simple: **I wrote a letter *yesterday***. Explain *yesterday* is a finished time, and read more examples of modifiers of time.

60'	• Make the same sentence in present perfect: **I have written a letter** *today*. Explain *today* is an unfinished time and start reading more examples of modifiers of time used in present perfect.
	• Give more examples contrasting past simple and present perfect.
	Send to the English II "R" file 71.
	• Ask students to click on the icon and add 5 irregular
	• verbs in past participle form in the glossary located in the Moodle.
	• Ask students to read the irregular verbs added in the Moodle.
	Send to the English II "R" file 72.
	• Ask students to click on the icon and start playing with the crossword
	Send to the English II "R" file 73
	• Ask students to do Exercise 54, with the subject and verb given.
	• Remind students the grammar rule to follow.
	• Ask students to write in bold letter the main verb and modifier.
	• Walk around the class monitoring the students.
	• Ask students to read the sentences and correct if it is ~~incorrect~~.

45'	Send to the English II "R" file 74. • Teacher introduces the negative present perfect. • Start making a sentence with a sentence in past simple and then make it in present perfect. • Say: I **started** the English homework **last night**. I haven't **finished** it. • Remind student to add some modifiers of time in the sentence. • Remember give more examples contrasting positive sentences in past simple and negative sentences in present perfect.
60'	Send to the English II "R" file 75. • Teacher introduces Yes/No questions in present perfect. • Ask students to add *ever* in the sentences • Make a question with *Have*. *Have* you *ever* fallen in love? • Teacher introduces short answers in present perfect. *Yes, I have. No, I haven't.* • Make a question with *Has*. *Has* Peter *ever* studied French? • Give more examples both singular and plural. • Teacher introduces short answers in present perfect. *Yes, I have. No, I haven't.* Send to the English II "R" file 76. • Ask students to click on the link and take the quiz. • Send to the English II "R" file 77. • Ask students to do the logic griddle puzzle Exercise 58. Send to the English II "R" file 78. • Explain students the use of the adverb never in negative sentences. • Explain the same with file 79

60'	Send to the English II "R" file 75.
	• Teacher introduces Yes/No questions in present perfect.
	• Ask students to add ever in the sentences
	• Make a question with Have. Have you ever fallen in love?
	• Teacher introduces short answers in present perfect. Yes, I have. No, I haven't.
	• Make a question with Has. Has Peter ever studied French?
	• Give more examples both singular and plural.
	• Teacher introduces short answers in present perfect. Yes, I have. No, I haven't.
	Send to the English II "R" file 76.
	• Ask students to click on the link and take the quiz.
	Send to the English II "R" file 77.
	• Ask students to do the logic griddle puzzle Exercise 58.
	Send to the English II "R" file 78.
	• Explain students the use of the adverb never in negative sentences.
	• Explain the same with file 79
	Send to the English II "R" file 80.
	• Ask students to make a Yes/No question with the image given and then ask them to answer according to his/her experience.
	• Do the same with files: 80, 81, 82, 83.
	Send to the English II "R" file 84
	• Ask students to make a draw in a piece of paper and then take a picture and share in the group with the following questions: Have you ever been in love?

60'	Send to the English II "R" file 85
	• Search any application and draw yourself. Share yourdrawings in the group.
	Send to the English II "R" file 86
	• Ask students to make a question with a voice message and then ask them to write the answer.
	Send to the English II "R" file 87
	• Ask students to click on the link and create a question with a QR code generator and share in the group.
	Send to the English II "R" file 88
	• Ask students to scan the QR code and write a reflection about the video.
	Send to the English II "R" file 89
	• Ask students to take the quiz
10'	During this time, the teacher will summarize the class.

POSSIBLE DIFFICULTIES/CONSTRAINTS:

Lost devices

Forgotten devices

Low battery

Poor signal Internet connection.

Power supply.

ASSESSMENT: Quiz. Filling gaps and the ability to provide correct sentences in present perfect.

HOMEWORK: Students will have to read the slides given by the teacher.

Source: Authors

4.13. Module development No.6

	Watch the video

Warm up:

- Ask students to watch the video with earphones (Figure 4.133).

- Identify the objectives of the video.

- Students will write the most important parts of the video.

- Ask students to share their notes.

- Ask students to reply the video with a like 👍 after watching and sharing their notes.

Figure 4.133. Present Perfect video (Taken from: https://www.youtube.com/watch?v=5vJOJrVIgek)

PRESENTATION

4.13.1. Objective: Students will be able to produce positive sentences in present perfect.

Materials: mobile device, google drive, Moodle, earphones, internet", , file No.69 "Present perfect-Regular verbs.jpg", file No.70 "Present perfect-Irregular verbs.jpg" file No.71 "Exercise 52 glossary.pdf", file No.72 "exercise 53 –Crossword.pdf", file No.73 "exercise 54 –Crossword.pdf".

- Send to WhatsApp group *English II "R":* file No.69 "Present perfect-Regular verbs.jpg" (Figure 4.134).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaU-2JGVUtiOHBGUWc

- Teacher introduces Present perfect form using Regular verbs.

- Teacher explains the grammar how present perfect is composed. ***have/has+ Vp.p***

- Tell students the past participle from regular verbs is adding *–ed*.

- Give more examples contrasting *finished* (past simple) and *unfinished* time (present perfect)

- Teacher gives an example in past simple: I worked hard last week and then change to present perfect: I have worked hard this week.
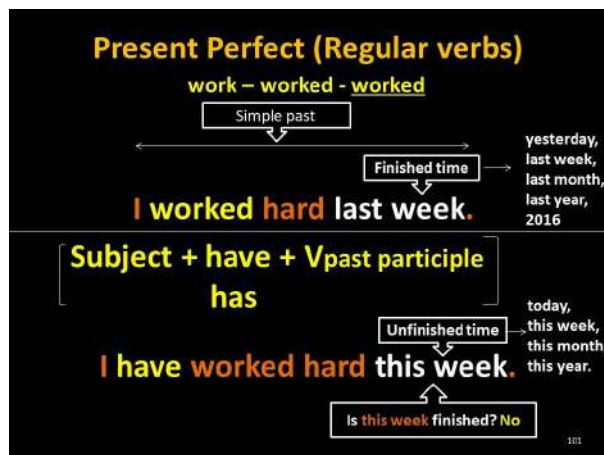
Figure 4.134. Present Perfect with Regular verbs

- Send to WhatsApp group English II "R": file No.70 "Present perfect-Irregular verbs.jpg" (Figure 4.135).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaMT-dUeVJydUd5UlU

- Teacher introduces Present perfect form using Irregular verbs.

- Teacher explains the grammar structure of present perfect is composed. have/has + Vp.p

- Explain students the past participle of irregular verbs: write-wrote-written. The past and past participle depend on the verb.

- Give more examples contrasting finished (past simple) and unfinished time (present perfect)

- Teacher gives an example in past simple: I wrote a letter yesterday, and then change to present perfect: I have written a letter today.
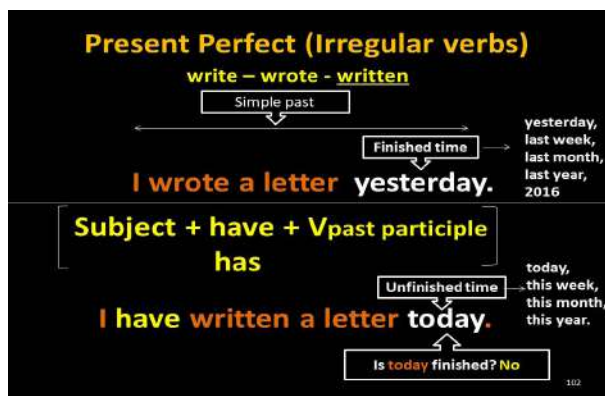
Figure 4.135. Present Perfect with Irregular verbs

- Send to WhatsApp group English II "R": file No.71 "Exercise 52 glossary.pdf" (Figure 4.136).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaMT-dUeVJydUd5UlU

Activity: The teacher asks students to click on 🖱 and do exercise 52 with Irregular verbs glossary.
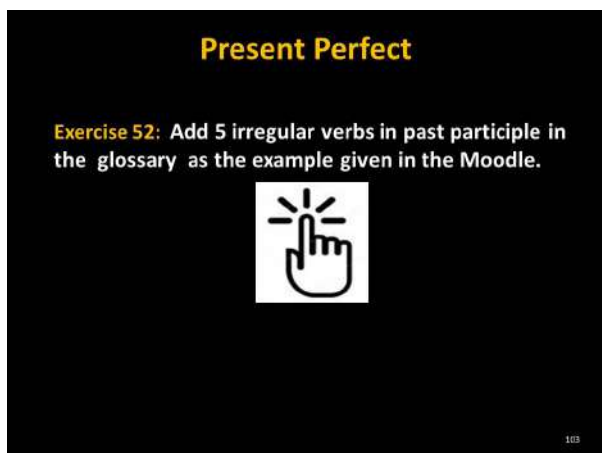
Figure 4.136. Present Perfect - Exercise 52
(Taken from: https://repositorioeva.espoch.edu.ec/mod/glossary/view.
php?id=236520)

- After clicking on the link, the following screen will be displayed (Figure 4.137).

- If you are not a Student from the ESPOCH click on Log in as a guest to do the activity.

- Once in the Moodle platform Ask students to read the example given and add 5 irregular verbs in past participle.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.137. Past Participle - Glossary

- Send to WhatsApp group *English II "R":* file No.72 "exercise 53 – Crossword.pdf" (Figure 4.138).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaaFBte-Go3d3NWcVE
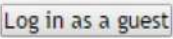
- Ask students to click on the link <u>Crossword past participle</u>

- Explain students that there will be a game to be done.

- Ask students to play the Crossword.

Figure 4.138. Past Participle - Glossary

- After playing, ask students to print screen the game and send to the WhatsApp group (Figure 4.139).

- If you are not a Student from the ESPOCH click on `Log in as a guest` to do the activity.

- The Moodle will give the score automatically after playing.

- Walk around the class monitoring the students.

- Give students enough time to do this activity.

Figure 4.139. Past Participle - Crossword
(Taken from: https://https://repositorioeva.espoch.edu.ec/mod/game/view.
php?id=236524)

Answer key

This is the solution of the crossword (Figure 4.140).
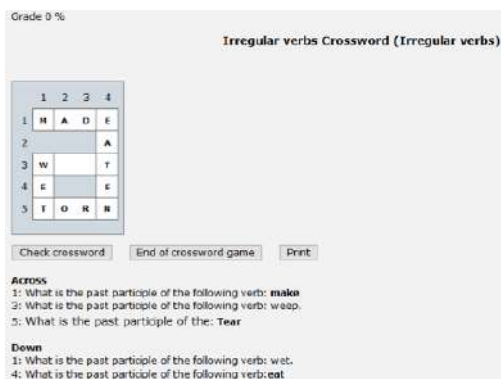
Figure 4.140. past perfect - Crossword solution
(Taken from: This is the solution after playing the Crossword)

- Send to WhatsApp group English II "R": file No.73 "exercise 54 –Cross-word.pdf" (4.150).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaWDN-4bEpscXdhcXM

- Remind students the grammar rule to form present perfect, and start making sentences with the verbs given below, and also

- Ask students to add a modifier of time into the sentences.
- Ask students to write in bold letter the verb and modifier.
- Walk around the class monitoring the students.
- Ask students to read the sentences and correct if it is incorrect.
- Give students enough time to do this activity.
- Walk around the class monitoring the students.

Answer Key:

1.- I have **seen** a movie **this week.**

2.- You have **started** the homework **today**.

3.- He has **known** the exam results **this week**.

4.- She has **waited** the T.V show during **this month**.

5.- We have **begun** the homework **today**.

6.- They have **traveled** around the world **this year**.

Figure 4.150. Present Perfect - Exercise 54

PRESENTATION

4.13.2. Objective: Students will be able to produce negative sentences in present perfect.

Materials: mobile device, google drive, Moodle, earphones, internet". file No.74 "exercise 56.jpg".

Activity: Making sentences

- Send to WhatsApp group *English II "R":* file No.74 "exercise 56.jpg". (Figure 4.151)

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaRnpx-MU9sSjMzMjg

- Teacher introduces negative sentences in present perfect

- Contrast past simple and present perfect: **I did the English homework last night**. *I haven't finished it.*

- Teacher gives more examples using past simple and present perfect.

- Give students affirmative sentences in past simple and then ask them to make in present perfect.

- Ask students to do exercise 56.

- Ask students to send the 4 sentences to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentences.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

Figure 4.151. Present perfect - Negative

PRESENTATION

4.13.3. Objective: Students will produce Yes/No questions sentences in present perfect

Materials: mobile device, google drive, Moodle, earphones, internet". file No.75 "present perfect-Yes-no question.jpg", ": file No.76 "Exercise 57.pdf", file No.77 "exercise 58.jpg", file No.78 "Example1.jpg", file No.79 "example 2.jpg", file No.80 "exercise 59.jpg", file No.81 "exercise 60.jpg", ": file No.82 "Exercise 61.jpg", file No.83 "exercise 62.jpg", file No.84 "Exercise 63.jpg", file No.85 "Exercise 64.jpg", file No.86 "Exercise 65.jpg", file No.87 "Exercise 66.jpg", file No.88 "Exercise 67.jpg", ": file No.89 "Quiz.pdf".

- Send to WhatsApp group *English II "R":* file No.75 "present perfect-Yes-no question.jpg". (Figure 4.152).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkab2N-zOHNPR0ZQT2M

- Teacher introduces Yes/No questions in present perfect

- Explain the grammar for questions.

- Make questions walking around the class to students, and then ask them to answer with *Yes* or *No*. for example: Have you ever fallen in love? *Yes, I have. No, I haven't.*

- Teacher gives more examples making questions and answers in present perfect.

Figure 4.152. Present perfect - Yes/No question

- Send to WhatsApp group English II "R": file No.76 "Exercise 57.pdf" (Figure 4.153).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaVjd-HUGxJdFNxN2c

- Ask students to click on the link 👆 and do Exercise 57.
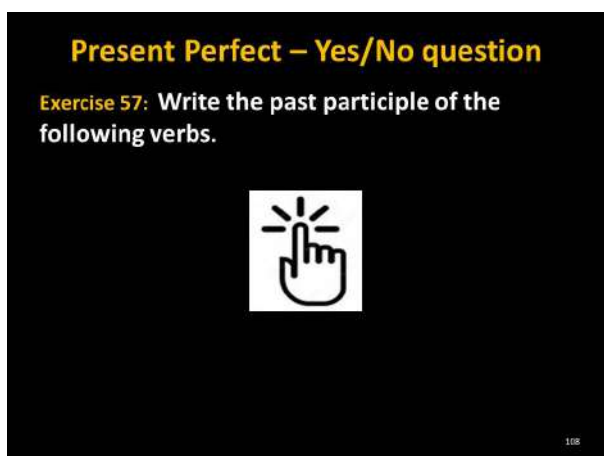
Figure 4.153. Present Perfect - Exercise 57

- After clicking the following screen will be displayed (Figure 4.154).

- If you are not a Student from the ESPOCH click on `Log in as a guest` to do the activity.

- Ask students to complete this activity.

- The Moodle will give the score automatically after doing the quiz.

- Walk around the class monitoring the students.

Figure 4.154 Past participle verbs quiz (**Description**: This is a quiz about past participle of the verbs.)

Answer Key:

1. do → done
2. draw → drawn
3. drink → drunk
4. feed → fed
5. feel → felt
6. build → built
7. find → found
8. fly → flown
9. do → done
10. forbid → forbidden

Activity: Making sentences

- Send to WhatsApp group *English II "R":* file No.77 "exercise 58.jpg". (Figure 4.155).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaN2N-SaGtQOWhpc2M

- Ask Students to reply and do logic griddle puzzle Exercise 58.

- Remember them to add modifiers into the sentences.

- Ask students to write in **bold** the verb. For example: I **have lost** my phone today.

- Ask students to send the 6 sentences at the same time.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Answer Key:

1. **Have** you ever **lost** your wallet?

Yes, I have.

2. **Have** you ever **sent** a fax?

No, I have never sent a fax.

3. **Has** he ever **swum** in the ocean?

Yes, He has.

4. **Has** she ever **caught** a fish?

Yes, She has.

5. Have we ever **touched** on a cactus?

No, We have never touched on a cactus.

6. **Have** they ever **eaten** garlic?

Yes, They have

Figure 4.155. Present Perfect - Exercise 58

Activity: Describe a process

- Send to WhatsApp group English II "R": file No.78 "Example1.jpg" (Figure 4.156).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaT-19NYUQxX1dpWlE

- Teacher gives more examples with Yes/No questions with short answers-long form.

- Teacher explains the adverb never into the sentences; is another possibility to make negative. **Have you ever been in Spain?**. Yes, I have been in Spain. No, I have **never** been in Spain.

- Ask students to write the question in Present Perfect and an answer as the example given.

Figure 4.156. Present Perfect – Example 1

- Send to WhatsApp group *English II "R":* file No.79 "example 2.jpg" (Figure 4.157).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaZ-kVGUmp3Q0EzVFk

- Teacher gives another example.

- Make sure students write the sentence according to the image.

Figure 4.157. Present Perfect - Example 2

Activity: Describe a process

- Send to WhatsApp group English *II "R":* file No.80 "exercise 59.jpg" (Figure 4.158)

Address: https://drive.google.com/open?id=0BxBSX30AcJkabzVo-OXNyQjBYR00

- Ask students to make a question with the image given, and then answer according to his/her experience.

- Ask students to do exercise 59.

- Give students enough time to do this activity.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is incorrect.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Figure 4.158. Present perfect - Exercise 59

- Send to WhatsApp group *English II "R":* file No.81 "exercise 60.jpg" (Figure 4.159).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaWU-V2RnVCR1UtNzg

- Ask students to make a question with the image given, and then answer according to his/her experience.

- Ask students to do exercise 60.

- Give students enough time to do this activity.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Figure 4.159. Present Perfect - Exercise 30

- Send to WhatsApp group *English II "R":* file No.82 "Exercise 61.jpg" (Figure 4.160).

  Address: https://drive.google.com/open?id=0BxBSX30AcJka-Vms2OVFtdml0ZDA

- Ask students to make a question with the image given, and then answer according to his/her experience.

- Ask students to do exercise 61.

- Give students enough time to do this activity.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Figure 4.160. Present Perfect - Exercise 61

- Send to WhatsApp group English II "R": file No.83 "exercise 62.jpg". (Figure 4.161).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkaUnZ-kOEYwUVBMQ3c

- Ask students to make a question with the image given, and then answer according to his/her experience.

- Ask students to do exercise 62.

- Give students enough time to do this activity.

- Ask students to send the exercise to the WhatsApp group at the same time to avoid copy and paste from other students who have already sent the sentence.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

- Walk around the class monitoring the students.

- After finishing the activity, send next exercise.

Figure 4.161. Present Perfect - Exercise 62

Activity: Illustrate a feeling

- Send to WhatsApp group English II "R": file No.84 "Exercise 63.jpg" (Figure 4.162).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaUWR-NaHZaODlYVm8

- Ask students **Have you ever been in love**?

- Ask students to start drawing with a pencil on a piece of paper (Image 4.7).

- After completing drawing, share the image or picture in the WhatsApp group.

- Give students enough time to do this activity.

- Ask students to send this activity at the same time.

- Walk around the class monitoring the students.

- Teacher replies with a like   with each image or picture done by students.

For example: In the (Image 7.1) there is an example written by students about feelings.

Image 4.7. Feeling- Example (Description: This is an example about a feeling)

Figure 4.162. Present Perfect - Exercise 63

- Send to WhatsApp group *English II "R":* file No.85 "Exercise 64.jpg" (Figure 4.163).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkab-mQzY2ZWOUc3Y3c

- Ask students **Have you ever been in love**?

- Ask students to download from PlayStore the application called: PicsArt which makes fantastic pictures.

- After completing drawing share the image or picture in the WhatsApp group, as given in the (Image 9)

- Give students enough time to do this activity.

- Ask students to send this activity at the same time.

- Teacher replies with a like. 👍 with each image or picture done by students.

For example: In the (Image 4.8) there is an example written by students about the question. **Have you ever drawn yourself?**

Image 4.8. Present perfect - Example 2
(Description: This is an example about the questions asked in (Figure 149).

Figure 4.163. Present Perfect - Exercise 64

Activity: Sentence dictation

- Send to WhatsApp group *English II "R":* file No.86 "Exercise 65.jpg" (Figure 4.164).

    Address: https://drive.google.com/open?id=0BxBSX30AcJkacjhQc-2cwXzE5RTQ

- Ask students to make a recording asking a question in present perfect (Figure 7.24).

- Say the name whom you want to ask. for example: Evelyn, **Have you ever thrown trash on the street?**

- Students reply the question and write the long form answer: **No, I have never thrown trash on the street.**

For example: In the (Figure 4.165) there is an example about a question with audio recording and an answer in a writing way, answers can vary in each student and this is only a model.
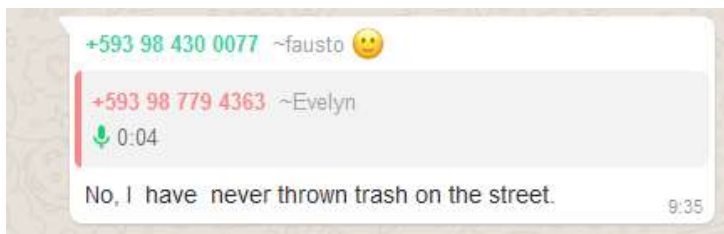
Figure 4.165. Present Perfect - Audio example *(Description: This is an example making a question with audio and answering with a writing way)*

- Ask students to send this activity at the same time.

- Give students enough time to do this activity.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

Figure 4.164. Present Perfect - Exercise 65

Activity: Problem solving, Collaborative work

- Send to WhatsApp group *English II "R":* file No.87 "Exercise 66.jpg" (Figure 4.166).

    Address: https://drive.google.com/open?id=0BxBSX30Ac-JkaWUliOFhUZU43UzA

- Teacher asks students to make a question using QR code clicking on

- *After clicking students will create QR code for his/her questions.*

- *Send the code to the WhatsApp group.*

- Ask students to reply the question and then answer in a writing way as the example given below (Figure 7.26).

- Give students enough time to do this activity.

- Ask students to read the sentences and correct if it is ~~incorrect~~.

For example: In the (Figure 4.167) there is an example about a question with QR code and answer in a writing way, Questions and Answers can vary in each student, and this is only a model.

Figure 4.167. Present Perfect – QR code questions
(Description: This is an example of making a question with QR code and answering in a writing way.)
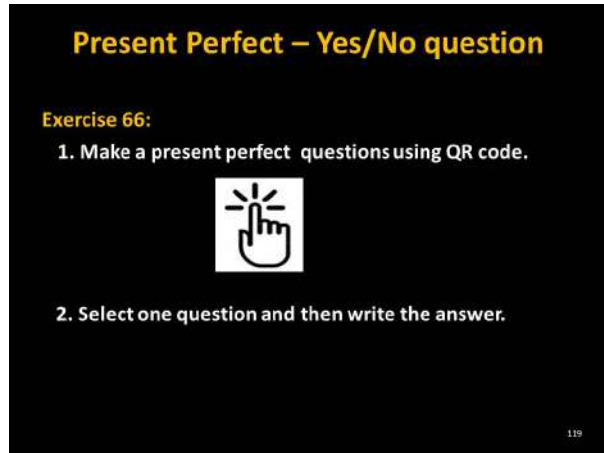
Figure 4.166. Present Perfect - Exercise 66

- Send to WhatsApp group *English II "R":* file No.88 "Exercise 67.jpg" (Figure 4.168).

  Address: https://drive.google.com/open?id=0BxBSX30AcJkaST-JITlJjWDE1bTA

- Teacher asks students to scan that code.

- After scanning the code, the following screen will be displayed (Figure 4.169).

- This is a link ask students to click on <u>link</u> then watch the video.

Figure 4.169. Scan results (Description: This is a QR code result where a link is displayed to watch a video in YouTube.)

- Ask students to watch the video.
- Ask students to write a short reflection about the video
- Give students enough time to do this activity.

For example: In the (Figure 4.170) there is an example of writing a reflection after watching the video. Reflection can vary in each student, and this is only an example.
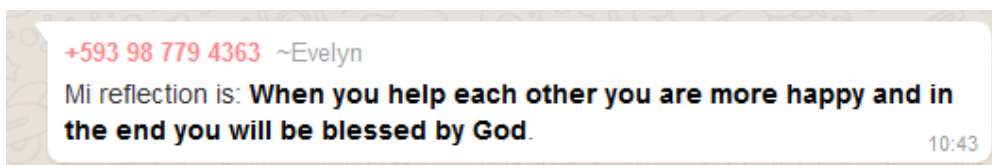
Figure 4.170. Example of reflection (Description: Example about a reflection of the video)

- Walk around the class monitoring the students.

- After finishing this activity send the quiz

Figure 4.168. present Perfect - Exercise 67

Activity: Multiple choice

- Send to WhatsApp group *English II "R":* file No.89 "Quiz.pdf" (Figure 4.169).

    Address: https://drive.google.com/open?id=0BxBSX30AcJka-ZEEzWU5WR3lVUW8

- Ask students to click on the link 👆 .

- After clicking on the following screen will be displayed (Figure 4.170)

- Teacher asks students to do this quiz.

5. Bill _____ a new house.

   ○ have just bought
   ○ have just buy
   ○ has just bought
   ○ has just but

6. That house _____ painted green for ten years.

   ○ have be
   ○ have been
   ○ has be
   ○ has been

7. The bus _____ down.

   ○ have broke
   ○ have broken
   ○ has broke
   ○ has broken

8. Susan _____ two pieces of cake.

   ○ have ate
   ○ have eaten
   ○ has ate
   ○ has eaten

9. I ____ three kilometers to get to work.

   ○ have rode
   ○ have ridden
   ○ has rode
   ○ has ridden

10. We _____ on the Glenmore resevoir.

   ○ has sail
   ○ has sailed
   ○ have sail
   ○ have sailed

Figure 4.170 Present perfect - Quiz 1/3 (Taken from: http://www.esl-classroom.com/grammar/presperf1.html)

• Walk around the class monitoring the students

Figure 4.169. Present Perfect quiz

• Ask Students to print Screen the quiz after finishing and send to the WhatsApp group the quiz.

• Give students enough time to do this activity.

Answer Key:

In the following (Figure 4.170) are the answers of the quiz.

1. Someone _____ my CD player.

  ○ have stole
  ○ have stolen
  ○ has stole
  ◉ has stolen

2. _____ a grizzly bear?

  ◉ Have you ever seen
  ○ Have you ever see
  ○ Has you ever seen
  ○ Has you ever see

3. I _____ sky diving.

  ○ has never try
  ○ never tried
  ○ have never try
  ◉ have never tried

4. He _____ hard this week at his job.

  ○ has work
  ○ have work
  ◉ has worked
  ○ have worked

5. Bill _____ a new house.

  ○ have just bought
  ○ have just buy
  ◉ has just bought
  ○ has just but

6. That house _____ painted green for ten years.

- ○ have be
- ○ have been
- ○ has be
- ◉ has been

7. The bus _____ down.

- ○ have broke
- ○ have broken
- ○ has broke
- ◉ has broken

8. Susan _____ two pieces of cake.

- ○ have ate
- ○ have eaten
- ○ has ate
- ◉ has eaten

9. I _____ three kilometers to get to work.

- ○ have rode
- ◉ have ridden
- ○ has rode
- ○ has ridden

10. We _____ on the Glenmore resevoir.

- ○ has sail
- ○ has sailed
- ○ have sail
- ◉ have sailed

Figure 4.170. Present perfect - Quiz solution
(Taken from: http://www.esl-classroom.com/grammar/presperf1.html)

- Teacher replies with a like 👍 with each image or picture done by students.

- And finally, teacher says. Congratulations you guys did a wonderful job!

4.14. Summary of the activities

It is presented a set of several tasks the activities carried out in this booklet in order to give a clear idea how to do some specific activities using WhatsApp.

4.14.1. Name of the activity: Identify

In the (Figure 4.171) there is an activity where students identify the adjective, they replay the message and start writing the adjective/s in **bold** in the WhatsApp group.
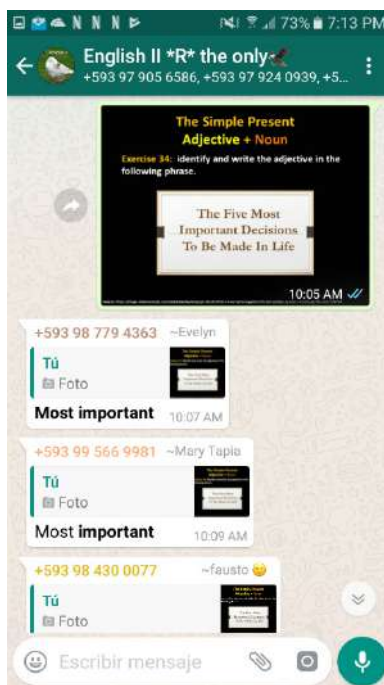
Figure 4.171. Identify (Taken from: WhatsApp activity Print screen)

4.14.2. Name of the activity: Answer the questions

In the (Figure 4.172) there is an activity where students answer the questions, they replay the message and start answering the question given. If the answer is negative students write in bold **don't** in the WhatsApp group.
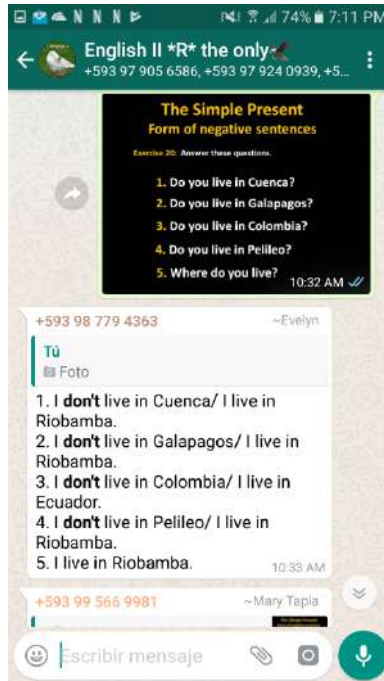
Figure 4.172. Answer the questions (Taken from: WhatsApp activity Print screen)

4.14.3. Name of the activity: Memory match game

In the (Figure 4.173) there is an activity where students start playing the game in an external link, after playing they Print screen the activity and send to the WhatsApp group.
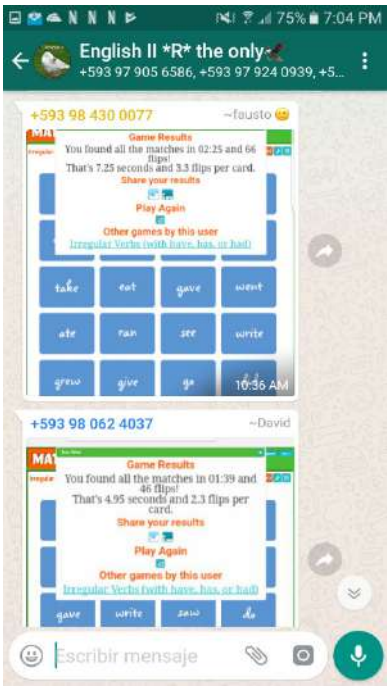
Figure 4.173. Memory match game
(Taken from: WhatsApp activity Print screen)

4.14.4. Name of the activity: Collaborative work

In the (Figure 4.174) there is an activity where students start working together with regular and irregular verbs using an application given for this exercise, they replay the message and start doing the exercise in the WhatsApp group.

Figure 4.174. Collaborative work
(Taken from: WhatsApp activity Print screen)

In the (Figure 4.175) there is an activity where students start working together a glossary with irregular verbs using Moodle, The Moodle registers the entries of the verbs as a database in order to create games. For example: hangman, crossword, snakes, and ladders.
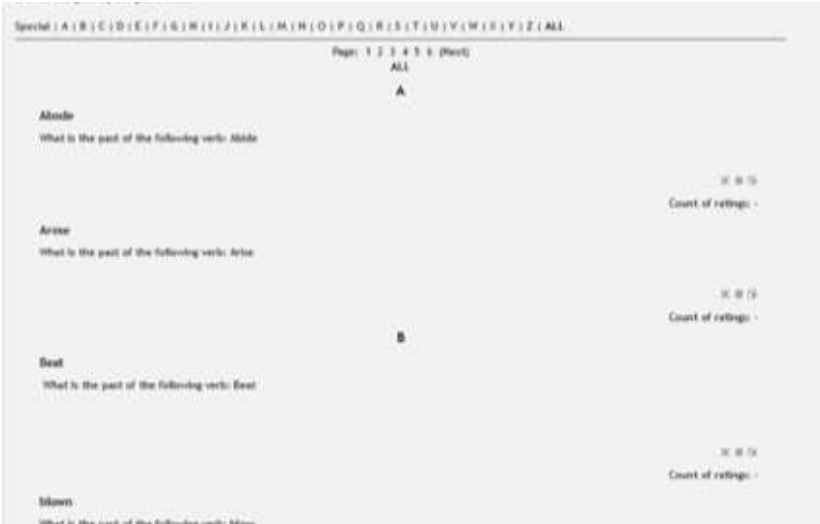
Figure 4.175. Irregular verbs glossary
(**Taken from**: Moodle activity Print screen)

4.14.5. Name of the activity: Online Game quiz

In the (Figure 4.176) there is an activity where students start playing a game called *hangman game quiz* in the Moodle. The Moodle after playing gives students the grade automatically. After playing the game students print screen the activity and send to the WhatsApp group.
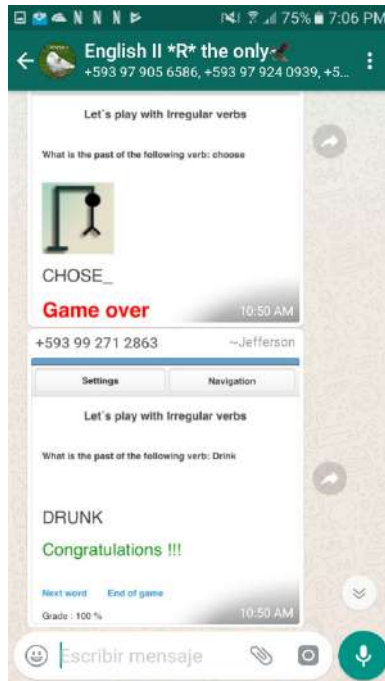
Figure 4.176. Hangman game quiz
(Taken from: Moodle activity Print screen)

In the (Figure 4.177) there is another activity where students start playing a game called *Snakes and Ladders* in the Moodle. The Moodle after playing gives students the grade automatically. After playing the game students print screen the activity and send to the WhatsApp group.
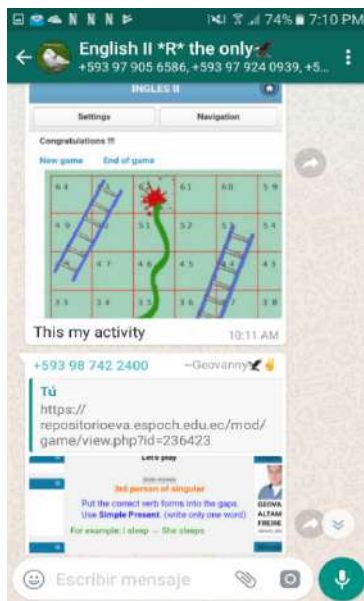
Figure 4.177. Snakes and Ladders game quiz
(Taken from: Moodle activity Print screen)

In the (Figure 4.178) there is another activity where students start doing a quiz in the Moodle. The Moodle after doing the quiz tell students the grade will be available automatically. After filling out the blank spaces, students print screen the activity and send to the WhatsApp group.
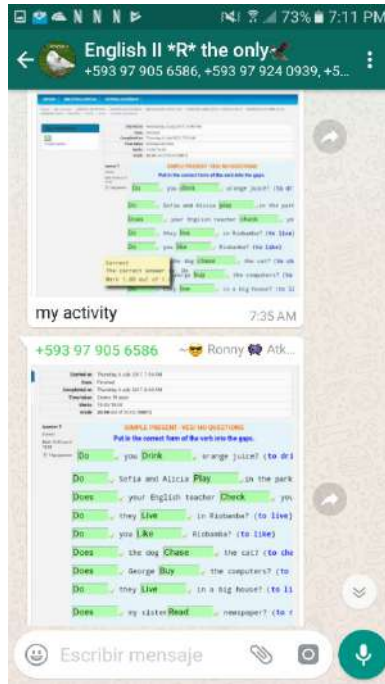
Figure 4.178. Quiz
(Taken from: Moodle activity Print screen)

In the (Figure 4.179) there is another activity where students start playing a game called *Crossword* in the Moodle. The Moodle after playing gives students the grade automatically. After playing the game students print screen the activity and send to the WhatsApp group.
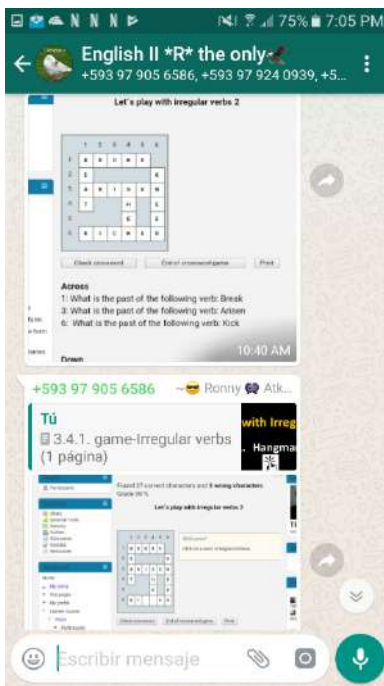
Figure 4.179. Crossword (Taken from: Moodle activity Print screen)

4.14.6. Name of the activity: Recognize

In the (Figure 4.180) there is an activity where students answer the question, they replay the message and start writing the answers, then students recognize the different kind of subjects sent by the classmates.
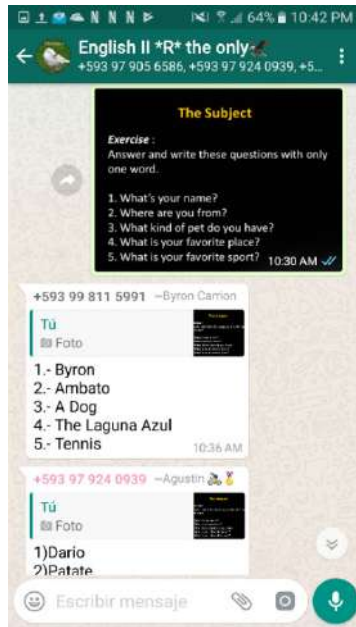
Figure 4.180. Recognize (Taken from: WhatsApp activity Print screen)

4.14.7. Name of the activity: Missing words

In the (Figure 4.181) there is an activity where students start completing the missing word given in the sentence with an image. Students replay the message, do the activity and write the **verb** in bold. Students send the sentence to the WhatsApp group.

Figure 4.181. Missing words
(Taken from: WhatsApp activity Print screen)

4.14.8. Name of the activity: Describe a process

In the (Figure 4.182) there is an activity where students write a sentence with the picture given. Students replay the message, do the activity and write the **adjective** in bold. Students send the sentence to the WhatsApp group.
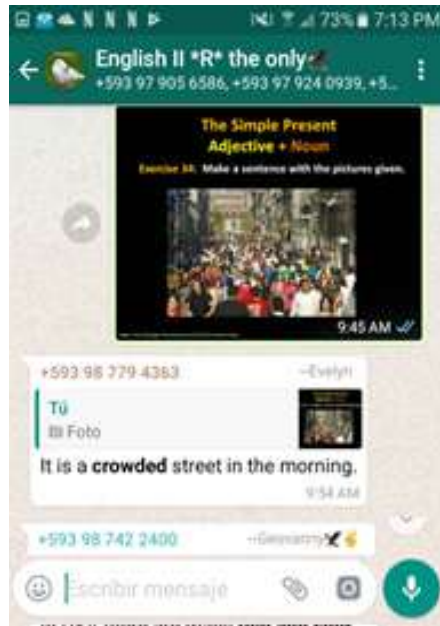
Figure 4.182. Describe a process
(Taken from: WhatsApp activity Print screen)

4.14.9. Name of the activity: Logic griddle puzzle

In the (Figure 4.183) there is an activity where students write sentences from the instructions given in the logic griddle. Students replay the message and start writing the exercises then students send the sentences to the WhatsApp group.
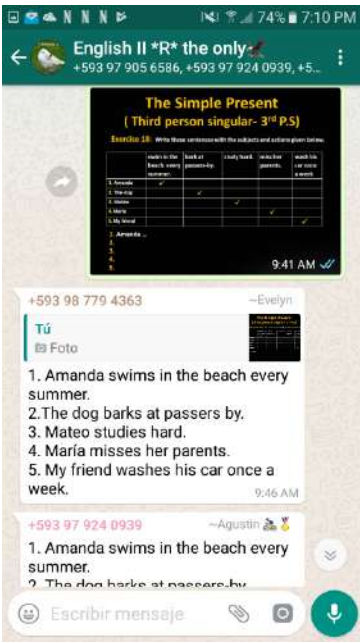
Figure 4.183. Logic griddle puuzle
(Taken from: WhatsApp activity Print screen)

4.14.10. Name of the activity: Gap fill

In the (Figure 4.184) there is an activity in the Moodle where students start filling out with the information required in the exercise. The Moodle after doing the exercise gives students the grade automatically. After completing the activity students print screen the activity and send to the WhatsApp group.


Figure 4.184. Gap fill
(Taken from: Moodle activity Print screen)

4.14.11. Name of the activity: Sentence dictation

In the (Figure 4.185) there is an activity where students start recording a voice message question and students replay the message writing the answer (Figure 4.186), then they send the sentence to the WhatsApp group.
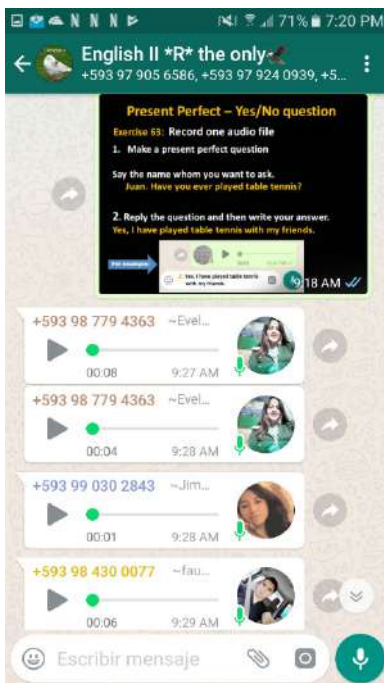
Figure 4.185. Sentence dictation
(Taken from: WhatsApp activity Print screen)

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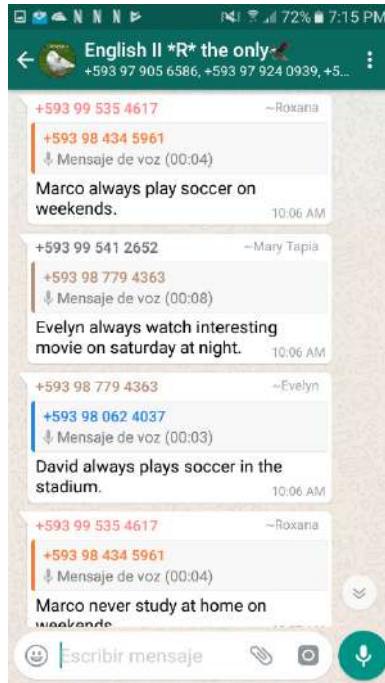
Figure 4.186 Writing the sentence
(Taken from: WhatsApp activity Print screen)

4.14.12. Name of the activity: Making sentences with QR code Apps

In the (Figure 4.187) there is an activity where students scan the code using QR code reader given in the instructions, reply the text message writing a sentence or answering the question then they send the activity to the WhatsApp group.

Figure 4.187. Making sentences with QR code
(Taken from: WhatsApp activity Print screen)

4.14.13. Name of the activity: Problem solving

In the (Table 4.11) there are some Applications to be installed in the cell phones there will be a lot of problems trying to install and working with these Apps. Let students to help each other in order to solve their own problems.

Icon	Applications
	Bold *Italics* ~~Cross out~~
	Docs
	Moodle
	QR Code reader

Tabla 4.11. Problem solving
Source: Play Store

4.14.14. Name of the activity: Illustrate a feeling

In the (Figure 4.188) there is an activity where students illustrate a feeling with the question given, reply the text message and start drawing in a piece of paper, take a picture and they send the drawing to the WhatsApp group.
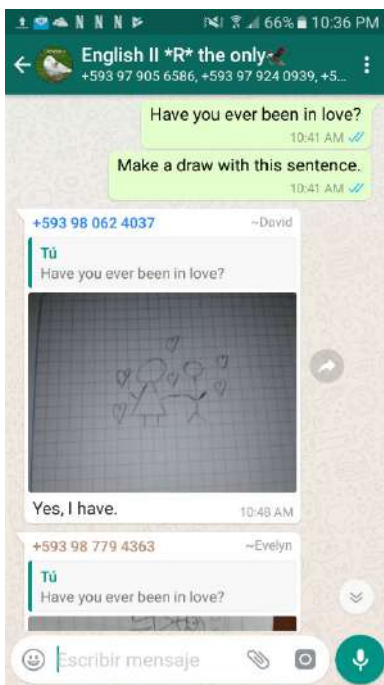
Figure 4.188. Illustrate a feeling
(Taken from: WhatsApp activity Print screen)

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In the (Figure 4.189) there is an activity where students illustrate a feeling with the question given, reply the text message with an image and write the answer allow students to use an application in order to draw themselves, and they send the picture to the WhatsApp group.
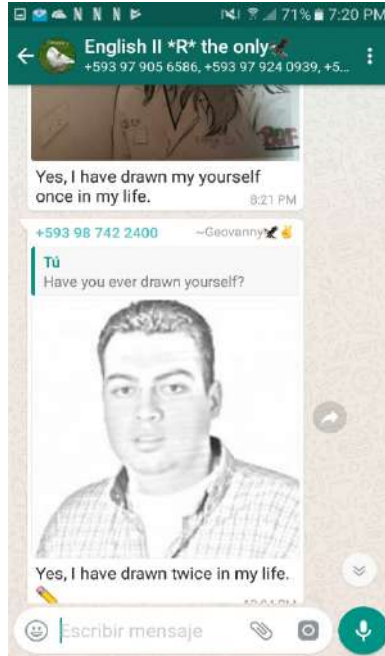
Figure 4.189. Draw yourself
(Taken from: WhatsApp activity Print screen)

4.14.15. Name of the activity: Correcting mistakes

In the (Figure 4.190) there is an activity where students correct mistakes from other students, reply the text message and read the sentences and correct if there is a grammar mistake.
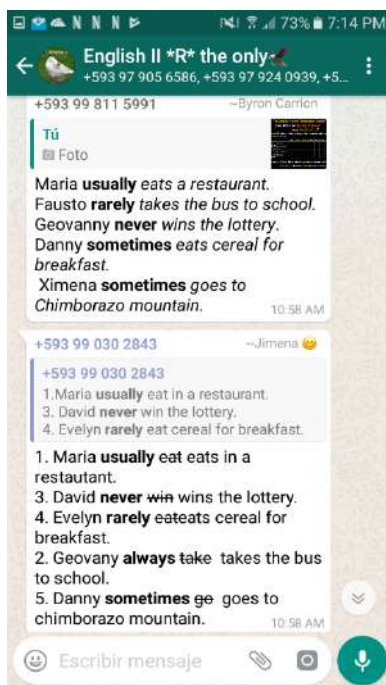
Figure 4.190. Correcting mistakes
(Taken from: WhatsApp activity Print screen)

5.1. Evaluation Methodology

The research design for the evaluation of the educational intervention was a Qualitative-Quantitative design. Firstly, it was qualitative because it sought to understand a social phenomenon, in this case the influence of WhatsApp on Syntax (a component of grammatical competence and an element of linguistic competence which in turn is a communicative competence). A quantitative approach was also used to examine the correlation or relationship between the two variables, quantifying and analyzing the data through statistical methods to test the working hypothesis.

The **working methodology** can be defined as quasi-experimental; the experimental and control groups were not randomized, meaning that the study does not fulfill the criterion to be considered an experimental study. The experiment was based on a comparison of the results of the relationship of the variables and their analysis for the different groups. That is, the student groups with whom we worked (experimental group and control group), were not selected at random, but were selected because they were enrolled in second level English and assigned to the teacher (also the principal investigator) after the enrollment process.

The **depth level** corresponds to correlational research, since the relationship between the two variables was analyzed using statistical methods: the independent variable (WhatsApp) and the dependent variable (Syntax). These relationships were quantified and subject to the research hypothesis test.

The **Research Area** is the socio-educational field; since through a systematic process the author's experience was combined with the rationale and analysis of the research results, to identify scientific answers to the research question posed; related to the level of influence of WhatsApp as a tool for developing Syntax competence in English teaching and learning. The objective of the intervention was to influence an educational reality, improve students' cognitive abilities (knowledge, understanding and application) in relation to Syntax; that is, the correct creation of sentences as an essential skill for learning the English language, which comes to be constituted as a goal; a social need to be responded to.

The sample population subject to the intervention and evaluation consisted of 54 students in total; 28 students in the control group and 26 students in the experimental group, all formally enrolled in the selected courses, level two En-

glish at the ESPOCH language center. Both groups were selected in a non-random and non-probabilistic manner, the two groups had the same characteristics and were selected for accessibility, as the main investigator was already the assigned teacher for both groups. The students in the research groups were 57.41% males and 42.59% female, with an average age of 20.2 years.

5.2. Evaluation techniques and instruments

5.2.1. Pre-test y Post-test

In order to measure the dependent variable Syntax and its dimensions and indicators, a Questionnaire technique was used, applying a Test that contained 20 closed questions with a single option, the Pre-test (Appendix 2) was applied before the intervention and the Post-test was applied afterwards. (Appendix 3).

The Test reliability was determined through Cronbach's alpha method, for which Oviedo & Campo's (2005) criterion was taken into consideration, which states: "The minimum acceptable value for the Cronbach alpha coefficient is 0.70; below that value, the internal consistency of the scale used is low" (p.577). That is, according to this criterion the coefficient is considered sufficient if it exceeds 0.70. The analysis of the test application gave a Cronbach's alpha coefficient of 0.77, therefore its consistency is considered acceptable.

5.2.2. Survey

The independent variable, WhatsApp, was analyzed based on the Questionnaire technique, with a Survey as an instrument, which contained closed questions to evaluate the application in general and its pedagogical use. (Appendix 4).

The Survey was developed based on the model presented by Obeso (2005) who published the doctoral thesis: Measurement Methodology and Evaluation of Usability in Educational Websites", Universidad de Oviedo - Spain. For Obeso (2005), evaluation from the point of view of pedagogical use is based on the parameters of learning, operability, content, attractiveness, satisfaction, communication and method. For each of these parameters, several attributes are established as indicators based on the author's extensive bibliographical review.

With the above, based on the model of Obeso (2005), a Survey was developed, validated and applied with the purpose of evaluating the use of WhatsApp according to the criteria of the users; that is to say, the students who were the beneficiaries of the educational intervention.

5.3. Results

5.3.1. Analysis of the pedagogical components of whatsapp, as used for learning english syntax

- In relation to how often students use WhatsApp, the results indicate that the majority of students (84.62%) use the application daily, and 15.38% weekly, with no responses for the categories monthly and annually. It is concluded therefore that most students use the application on a daily basis, so it is recommended that the application also be used for educational purposes, given it is evident that cell phones and applications such as WhatsApp are part of students' daily lives.

- In terms of preferences of use of WhatsApp for the students; it was found that:100% of participants identified that they use the application for leisure and entertainment and 100% of participants also prefer to use the application for study. Thus, WhatsApp can be considered to be a very important tool for young people, but one that does not need to be limited solely to recreational purposes, it is possible to take advantage of its significant potential for education and particularly the endless possibilities it offers for English learning.

- WhatsApp activities that were most used in the course according to the majority of the responses indicated the following: logic puzzles 96.15%, fill the gap exercises 88.46% and questions and answers 84.62%. These activities were incorporated into the modules and contribute to achieving the educational goals and facilitating a dynamic and participatory environment that captured the attention of students and helped to motivate them.

- The students indicate that the WhatsApp activities used in the training they liked the most were: sentences with QR codes (96.15%), online games (88.46%) and logic puzzles (84.62%). As the young people themselves explained, these results were due to the fact that the resources were innovative and original, they had never used them before and it was unexpected to see them used in the classroom, as would be the case for games and other recreational activities.

Student levels of acceptability in relation to the different pedagogical components are as follows:

Component: Learning

The Learning component was rated positively by the beneficiaries, whereby the majority 88.46% (averaging the responses for the items in this section) rated Learning as good, with questions being designed to measure the ability of students to learn to use the application relatively quickly and how easy it was to learn. The following elements were recognized: previous knowledge made it possible to complete tasks, help was available and documentation was sufficient, informative, brief and concrete.

Component: Communication

The majority of responses (92.31%) rated the element of Communication associated with WhatsApp as good. The messages were evaluated in terms of the form of message and the resources needed for it to be transmitted from the sender to the receiver. The criteria indicated that the students were able to communicate easily with their teacher and classmates. It is also noted that the messages were aesthetically pleasing, with visual language that facilitated understanding and with the right amount of appropriate information.

Component: Content

84.62% of the respondents rated Content related aspects as good. The Content or how suitable the topics were in relation to the educational objectives, as delivered in the intervention modules, were evaluated according to the following factors: accuracy, credibility, objectivity, pedagogical characteristics, audience and scope or social context. The answers indicated that the date and time was clear and the contents were up-to-date, accurate and focused on specific topics. The themes, materials and activities were adapted to the students' knowledge level. Information was provided that made it possible to use the content. There were exercises, complementary information and evaluation activities.

Component: Method

In the pedagogical evaluation of the use of WhatsApp, the analysis of the training Method used was indispensable, with 76.92% of students classifying the method as good. The Method was evaluated in positive terms, in response to questions relating mainly to how material was organized in terms of presentation and timing, as well as how adaptable the activities and educational objectives were to the characteristics of each student. Students noted that it was easy to move from one window to another and that the information was well organized.

Component: Operability

80.77% of students rated Operability as good; meaning that they considered the application to be operative. As such, this component reflects a general analysis of the application; that is, whether the student could operate the application. The questions measured ease of use and navigation, tolerance to error, personalization, accessibility and understandability. The responses indicate that these characteristics were met, as per the following: It was easy to send and/or receive information and understand it. It was easy to remember how to do activities. The functions were simple to use. Students could see when they had made a mistake, correct it and continue from where they were. Procedures and functions could be customized. The application notified students about links and download times.

Component: Attractiveness

The absolute majority, 96.15% of respondents rated WhatsApp's level of attractiveness as good. This component refers to the aesthetic and visual aspects of the different multimedia resources that were used and it was concluded that the interface presented an aesthetically pleasing combination of texts, images, colors and backgrounds, and that this combination helped people to understand and navigate the application. The ability to personalize the application was very attractive to the students, that is, different elements of the interface could be adapted to personal tastes and preferences.

Component: Satisfaction

The level of satisfaction with WhatsApp was rated as good by 92.31% of the participants. This component allowed us to analyze very important subjective elements regarding students' perceptions in relation to use and comfort or positive feelings that were generated, in the case of negative feelings, there would have been the perception of a negative impact on wellbeing or mental and physical health as a consequence of use. In summary, in this section, the following factors were evaluated: reliability, acceptability and physical satisfaction. The evaluation results for this dimension indicated that the young people felt comfortable and relaxed, with no physical discomfort. Participants expressed that they felt very satisfied at the end of the course and that they would like the opportunity to frequently use WhatsApp in their classes.

5.3.2. Evaluation of students' syntax knowledge and the relationship with the pedagogical use of whatsapp.

The results of the Syntax knowledge test for **the experimental group** (who were exposed to WhatsApp) before and after the intervention, were as follows: the average score out of a possible 100 points in the pre-intervention test was 40 and the average in the post-intervention test was 80.38, with a standard deviation of 19.94 and 12.15 respectively. These results are conclusive. It is evident that with this methodology, students' scores doubled, increasing from a regular level to a very good level of knowledge, with the initial average of 40/100 increasing to 80.38/100 at the end of the intervention, that is, scores more than doubled.

The results of the knowledge test before and after the intervention for **the control group** (in which WhatsApp was not applied) corresponded to an average of 38 out of 100 pre-intervention and 69.11 out of 100 post-intervention, with a standard deviation of 19.00 and 17.32 respectively.

The descriptive data mentioned above is displayed in Graph 5.1.

Graph 5.1: Descriptive statistical data for the Experimental Group and the Control Group in the pre- and post-intervention evaluation.
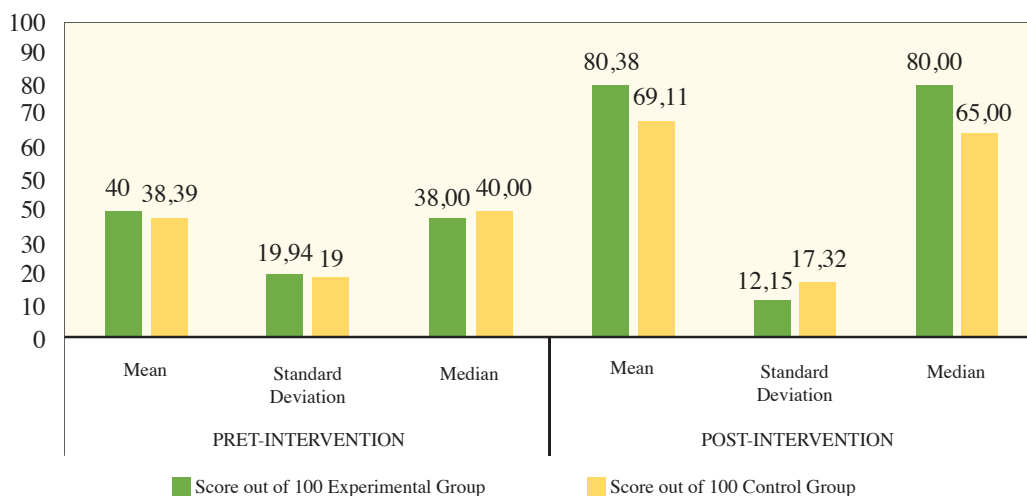
Source: Knowledge test
Developed by: The authors.

5.3.3. Hypothesis testing

With the descriptive data discussed (as represented in Graph 1), the following procedure was applied: Significance test of the difference between means when the variables are dependent.

The Hypothesis and the Decision Model

H_o : The use of WhatsApp does not influence the development of ESPOCH students' English Language Syntax.

H_1 : The use of WhatsApp influences the development of ESPOCH students' English Language Syntax.

$$H_o : \mu_2 \leq \mu_1 ; \qquad H_1 : \mu_2 > \mu_1 ;$$

Selection of the significance level

A significance level of 0.05 was selected.

Description of the population

The population consisted of a total of 54 students enrolled in second level English at the ESPOCH Language Center. A random parallel group was selected as a control group. The contents were taught using the traditional teaching-learning method. 38 students were enrolled in this group. The experimental group was a parallel group, also selected at random, with 26 students to whom the teaching-learning process incorporated the use of WhatsApp. The same English language syntax knowledge test was applied to both groups before and after the training in relation to the topics included in the analytical program for second level English at the ESPOCH Language Center.

The knowledge test consisted of 20 questions to evaluate knowledge in relation to Syntax variables; each question was scored at 5 points, giving a total of 100 points. The scores out of 100 for the experimental and control groups that were obtaining following the educational intervention were used to test the hypothesis. Henceforth the experimental group (WhatsApp applied) had an average score of 80.38 out of 100 points, with a standard deviation of 12.15. The control group (traditional method applied) had an average score of 69.11 out of 100 points, with a standard deviation of 17.32.

Statistics specifications

The Student's t-test was used.

Decision

With a significance level of 0.05 and with a directional hypothesis, the null hypothesis is not accepted when the result is found within the rejection region. Therefore, the working hypothesis is accepted: "**The use of WhatsApp influences the development of ESPOCH students' English Language Syntax**".

5.3.4. Interview with the teacher - facilitator who applied the methodology

It was important to obtain valuable feedback from the students in relation to the educational experience. In addition, feedback was also collected from the

teacher-facilitator of this educational intervention. The interview is presented below, as represented in The Table 5.1.

QUESTION	ANSWER
What was one of the main motivations for developing this intervention?	Technology, the internet, mobile devices: there is a true revolution happening right now in terms of access to information and the transmission and acquisition of knowledge which impacts education across all fields. We must exploit this in language learning, for English language learning particularly. There is infinite potential for educational technology.
Are there conditions or requirements that should be considered?	Bringing technology into the English classroom is not an easy task, developing new resources and methodologies to be used with WhatsApp requires prior knowledge of applications, use of technology, use of computer packages, ability to use mobile devices, and it is not only that the teacher must possess this knowledge, they must also possess an assertive and positive attitude to change and to overcoming difficulties. In addition, institutional support is required in terms of the provision of the necessary resources: mainly technological infrastructure and internet connectivity.
What has been challenging in this educational experience?	Applying these tools with simple content and activities that have been pedagogically designed has been a real challenge, with the goal being that students can apply what they learn and generate sentences in grammatically well-expressed English. It has been a significant challenge but one that can be achieved, as demonstrated in the results of the evaluation.
What is the most positive or enriching aspect of this work?	Implementing activities through WhatsApp has been a very enriching and motivating experience for both the teacher and the students. As a teacher you also never stop learning, you learn new ways of teaching, you are exposed to new ideas and more ideas were generated as the application was applied with the class contents.
What was the attitude or the reactions of the students?	Activities using mobile devices are really very motivating for the students since they create a collaborative work environment. This in turn also motivates the teacher of course, as you see how much the students are enjoying using their cell phones and learning through different kinds of activities, they were eager to use their cell phones, something that they are not typically allowed to do in their other classes.
Which activities had the biggest impact for the students?	The activities that the students liked the most were: Sentences with QR codes, online games, logic puzzles and drawing feelings, amongst others.

What were some of the difficulties?	There are also some limitations to consider, for example it could be distracting for students when they receive a text message, so it is important to monitor students at all times when they are working with WhatsApp. Other difficulties include a poor internet signal, low battery, electricity outages, these were the most relevant issues.

Table 5.1. Interview. Criteria related to the experience: The Teacher-Facilitator. Source: Interview.

CHAPTER 6. CONCLUSIONS AND RECOMENDATIONS

6.1. Conclusions

Based on the application of the methodology, the following conclusions were reached:

- The pedagogical components of WhatsApp were rated positively by the absolute majority of students. Learning, Communication, Content and Method were the criteria that allowed for a pedagogical analysis as such. Learning component: the time and ease with which students learned to use the application and the support resources provided were considered appropriate. Communication: the organization, resources and form of the messages were appropriate. Content component: the themes corresponded to the training objectives and finally the Method was apt in terms of: the methodology, the organization of the tasks and adaptation to the students' characteristics and knowledge.

- The components used to evaluate the application in general were: Operability, Attractiveness and Satisfaction; it was concluded that WhatsApp is considered to be Operative because the management and navigation of the application is straightforward and the execution of tasks is controlled, it is Attractive as it is aesthetically pleasing in terms of the combination of elements and the ability to personalize and adapt to the tastes and needs of the users and finally it qualifies as Satisfactory because it the application is considered reliable to work in, it produces physical satisfaction and the information is considered as acceptable; current and accurate.

- The pedagogical use of WhatsApp positively influences the development of students' knowledge in relation to Syntax—understood as the logical sequence of words to form grammatically correct sentences—which constitutes the structural basis for grammatical competence in communication and is fundamental in the process towards learning and mastery of the English language. Statistical processes demonstrated significant differences between the control group, which received conventional training limited to face-to-face classes, and the results of the experimental group; in which the face-to-face classes were complemented by WhatsApp activities, in this group the increase in the level of knowledge was significantly higher, almost double the average of the initial knowledge assessment score: from 40/100 to 80.38/100 at end of the intervention.

- The educational proposal was based on the design and implementation of a Booklet for the development of English Syntax using WhatsApp in face-to-face classes, which allowed for the following objectives to be met: to improve the level of knowledge in English Language Syntax in second semester Level A2 students attending the ESPOCH Language Center and to provide English teachers with a simple guide that can be used in classes by harnessing the educational potential, activities and resources of the WhatsApp application, with the vision of supporting teachers and students to recognize the usefulness of mobile devices in the field of education. The activities effectively complemented the face to face classes, meeting educational needs through efficient communication between teachers and students.

6.2. Recommendations

At the end of the project, and based on the conclusions established, the following is recommended:

- The present work demonstrated the influence of WhatsApp on Syntax development; which was the general objective of the present study; that is, the relationship between the use of a technological application and the development of an educational skill, thus it is recommended that educational authorities at all levels promote ongoing training and education in the field of educational technology. Furthermore, the use of technological applications in an academy is an important indicator to take into account for evaluation and accreditation purposes in higher-level educational institutions. It also requires a technological infrastructure that facilitates teacher and student access to mobile devices and optimal internet connectivity.

- The analysis of the pedagogical components of WhatsApp proved its usefulness in learning English syntax; therefore it meets the requirements for being a tool included in the classroom, for which it is necessary that teachers assume a new role, with the necessary knowledge and a positive attitude in order to recognize and take advantage of the enormous educational potential of mobile devices that are part of the daily life of the majority of the population and in particular of young people, applications such as WhatsApp as well as many others, through the didactic uses they provide which support the development of cognitive skills. The moment in which the teacher in the classroom changes the instruction from:

"Put away your cell phones" to a phrase that will surely engage their students: "Take out your cell phones, it's time to work" is an unavoidable and exciting one.

- The evaluation of Syntax knowledge and its relationship with the pedagogical use of WhatsApp which was addressed in this work, can guide the development of other research with other forms of evaluation. Language teachers must develop further research that produces other resources and activities using WhatsApp and other applications, which focus on improving not only Syntax as an element of grammatical competence; but that also contribute to the development of other linguistic competences that were not addressed in this study but that are equally important and necessary for language learning, such as: lexical, semantic, phonological, orthographic and corrective competencies.

- It is recommended that teachers replicate the educational proposal, presented as a Booklet, which constitutes the final product and the ultimate goal of this project. It is a free-access methodology, available on the internet and a valuable resource which has been made available to any teacher who wishes to take advantage of educational technology to successfully deliver educational outcomes; English language learning; fully accessible technology; with the majority of individuals in the educational community having access to the internet.

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APPENDIXES APPENDIX 1 PHOTOGRAPHIC EVIDENCE

STUDENTS PARTICIPATION

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

TEST

Name: _____   Date: _____

Directions: Read the instructions and write only one answer.

1. Identify and select the subject in the following sentence:

The students are in the classroom.

a) <u>The students</u>   b) are   c) in   d) the classroom

2. Identify and then select the subject of the sentence.

That new blue car is George's.

a) That   new   <u>b) That new blue car</u>

c) is   d) George's

3. Put the words in order and then conjugate the verb of the following sentence

/ the book / have / Maria /
a) Maria have the book   .   <u>b) Maria has the book.</u>
c) Maria haves the book. d) Maria havs the book.

4. Select the sentence in simple present with the correct conjugation of the verb of following sentence.

My brother wash the clothes.

a) My brother washes the book.   b) My brother washs the book

c) My brother wash the book.   d) My brother washed the book

.

5. Reorganize and Select the correct option of the following sentence.

go / We / to the English class / nice

a) We go to the nice English class.   b) We go to the English class nice

c) We go to nice the English class.   d) We go to the English nice class.

6. Identify and then select the Adjective of the following sentence in the box

Does loud music hurt your ears?

a) loud   b) music   c) hurt   d) your ears

7. Identify and then select the adverb in the following sentence.

The dog ate slowly.

a) the   b) dog   c) ate   d) slowly

8. Identify and then Select the correct position of the frequency adverb in the following sentence.

a) always I am happy

b) I always am happy

c) I am always happy.

d) I am happy always.

9. Identify and then Select the correct position of the frequency adverb in the following sentence.

a) Sue usually watches T.V. at night

b) Sue watches usually T.V. at night.

c) Sue watches T.V. usually at night.

d) Sue watches T.V. at usually night.

10. Select the correct preposition in the following sentence.

Ivette lives _____ Olmedo 68-54 and Daniel Leon Borja avenue.

a) on   b) in   c) at   d) from

Solve: a) Put the words in order in the following sentences in simple past.

b) select the correct option.

11. /a skirt / she/ wear /

a) She weared a skirt.

b) She worn a skirt.

c) She wored a skirt.

d) She wore a skirt.

12. / Sue / in the school / sing

a) Sue singed in the school.

b) Sue sung in the school.

c) Sue sang in the school.

d) Sue sanged in the school.

13. /the bicycle / ride / Rita and Eric/

a) Rita and Eric ride the bicycle. b) Rita and Eric rode the bicycle.
c) Rita and Eric rided the bicycle. d) Rita and Eric roded the bicycle.

14. Select the correct sentence.

a) My sister studys chemistry. b) My sister studies chemistry.

c) My sister studyies chemistry. d) My sister studies chemistry.

15. Select the correct sentence.

a) People work in the city everyday. b) People works in the city everyday.

c) People workes in the city everyday. d) People works in the city everyday.

16. Select which one is a compound verbal sentence?

a) We worked in the school. b) I walk on the street everyday.

c) She is Susan d) I have been in Quito for two days.

17. Select a sentence with the picture given.

a) He eat pizza. b) He ate pizza.
c) He is eating pizza. d) He ates pizza.

Examine and Classify whether the *underline* word(s) is the auxiliary verb(s) or main verb.

18. Andrew *is sending* a message right now.

<u>a) helping verb</u>   b) main verb

19. I *have thanked* them for the generosity.

a) helping verb   <u>b) main verb</u>

Reorder and select a positive sentence in Present Perfect.

20. / you / bring / the picture/

a) You brought the picture.   b) You has brought the picture.

c) You bring the picture   <u>d) You have brought the picture.</u>

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

POST-TEST

Name: _____   **Date: _____**

Directions: Read the instructions and select only one answer.

1. Identify and select the subject in the following sentence:

Riobamba is a city.

a) <u>Riobamba</u>   b) is   c) a   d) city

2. Identify and then select the subject of the sentence.

That new train is nice.

a) That new   <u>b) That new train</u>

c) is   d) nice

3. Put the words in order and then conjugate the verb of the following sentence

/ a project / develop / Peter / in the city

a) Peter develop a project in the city.   b) <u>Peter develops a project in the city.</u>

c) Peter develops in the city a project.   d) Peter develop in the city a project.

4. Select the sentence in simple present with the correct conjugation of the verb of following sentence.

a) My sister copies the address.   b) My sister copys the address.

c) My sister copyes the address.   d) My sister copied the address.

5. Reorganize and Select the correct option of the following sentence.

 eat / They / pizza / a big

a) They eat a big pizza   .   b) They eat a pizza big.

c) They big eat a pizza.   d) The eats a big pizza.

6. Identify and then select the Adjective of the following sentence in the box

Juan is an adorable boy.

a) Juan   b) is   c) adorable   d) boy

7. Identify and then select the correct position of the frequency adverb in the following sentence.

a) They are on time always.   b) They always on time.

 c) They are on always on time   d) They are always on time.

8. Identify and then Select the correct position of the frequency adverb in the following sentence.

a) She writes poems often.   b) She writes often poems.

c) <u>She often writes poems.</u>   d) She write poems often.

9. Select the correct preposition in the following sentence.

Wilson lives _____ Riobamba city.

a) on   <u>b) in</u>   c) at   d) from

10. Select the correct preposition in the following sentence.

George lives _____ Guayaquil and 10 de Agosto 20-76 street.

a) on   b) in   <u>c) at</u>   d) from

Solve: a) Put the words in order in the following sentences in simple past.

b) select the correct option.

11. /my friend / we/ visit / yesterday

a) We visited yesterday my friend.   b) We visited my friend yesterday.
c) We visitid my friend yesterday.   d) We yesterday visited my friend.

12. / Maria / become/ a doctor/ last week/

<u>a) Maria became a doctor last week.</u>   b)Maria become last week a doctor.
<u>c)</u> Maria became last week a doctor.   d) Maria last week become a doctor.

13. /a house / build / The engineer/

a) The engineer builded a house   b) The engineer builted a house

c) <u>The engineer built a house.</u>   d) The engineer buildt a house

14. Select the correct sentence.

a) The teacher explain the class.   b) The teacher explaines the class.

c) The teacher explainies the class.   <u>d) The teacher explains the class.</u>

15. Select the correct sentence.

a) Men studies very hard.   b) <u>Men study very hard.</u>

c) Men studys very hard.   d) Men studyes very hard.

16. Select which one is a compound verbal sentence?

a) We did the homework.   b) We do the homework.

c) Carol is tall   <u>d) We have developed a project.</u>

17. Select a sentence with the picture given.

a) He take a shower.   b) He take a bath.

<u>c) He takes a shower.</u>   d) He takes a bath.

Examine and Classify whether the *underline* word(s) is the auxiliary verb(s) or main verb.

18. Carlos *is watching* a movie now.

a) helping verb   b) main verb

19. I *have studied* for an important exam.

a) helping verb   b) main verb

Reorder and select a positive sentence in Present Perfect.

20. / Emily / buy / a nice house/

a) Emily has buyed a nice house   b) Emily bought a nice house.

c) Emily has bought a nice house   d) Emily have buyed a nice house

Evaluación del uso del Whatsapp en el aprendizaje de Inglés

Buenos días, el siguiente cuestionario permitirá tener importante información y conocer su valiosa opinión sobre diversos aspectos relacionados con el uso del WhatsApp aplicado por el docente en este curso y sus respuestas permitirán mejorar esta metodología. Le agradecemos su sinceridad y le garantizamos la confidencialidad al ser una encuesta anónima.

Datos de la o el estudiante

Edad: _ _ _ _ _ _ _

Género **:** Femenino ( )   Masculino   ( )

Frecuencia de uso de WhatsApp: (considere una sola opción)

Diariamente   ( )
Semanalmente   ( )
Mensualmente   ( )
Anualmente   ( )

Preferencia de uso de WhatsApp para: (considere una o más opciones)

Ocio   ( )
Trabajo   ( )
Entretenimiento   ( )
Estudio   ( )

Actividades del WhatsApp que más ha utilizado en este curso: (considere una o más opciones)

Identificación   ( )

Contestar preguntas   ( )

Juego de memorización   ( )

Trabajo colaborativo   ( )

Reconocimiento   ( )

Prueba   ( )

Juegos en línea   ( )

Describir un proceso   ( )

Rompecabezas de

razonamiento   ( )

Completar espacios vacíos   ( )

Dictado de oraciones   ( )

Oraciones con códigos QR   ( )

Solución de problemas   ( )

Ilustrar sentimientos   ( )

Actividades del WhatsApp que más le gustó en este curso: (considere una o más opciones)

Identificación   ( )

Contestar preguntas   ( )

Juego de memorización   ( )

Trabajo colaborativo   ( )

Reconocimiento ( )

Prueba ( )

Juegos en línea ( )

Describir un proceso ( )

Rompecabezas de

razonamiento ( )

Completar espacios vacíos ( )

Dictado de oraciones ( )

Oraciones con códigos QR ( )

Solución de problemas ( )

Ilustrar sentimientos ( )

EVALUACIÓN DE LOS COMPONENTES PEDAGÓGICOS DEL USO DEL WHATSAPP

En la siguiente tabla, para cada pregunta, seleccione según su criterio una sola opción de la valoración según nivel.

COMPONENTE	PREGUNTA	VALORACIÓN SEGÚN NIVEL		
		BUENO	ACEPTABLE	POBRE
APRENDIZAJE	1.- Lo que sabía le ayudó a completar las tareas.			
	2.- Había mensajes y opciones de ayuda.			
	3.- La documentación era suficiente, informativa, breve y concreta.			
COMUNICACIÓN	4.-Se podía trabajar y comunicarse con el docente o los compañeros con facilidad.			
	5.-Los mensajes tenían una presentación agradable, eran fáciles de entender y con la información precisa, no excesiva.			

CONTENIDO	6.-Se indicaba la fecha y hora de edición.
	7.-Los contenidos eran actuales, correctos y sobre temas específicos.
	8.-Los temas, materiales y actividades se adaptaban a su nivel de conocimientos.
	9.-Se indicaban los conocimientos necesarios para usar los contenidos.
	10.-Contenía ejercicios, información complementaria y actividades de evaluación.
MÉTODO	11.-Se podía mover de una ventana a otra con facilidad.
	12.-La información estaba organizada adecuadamente.
OPERABILIDAD	13.-Era fácil enviar y/o recibir información.
	14.-Era fácil entender la información proporcionada.
	15.-Era fácil recordar cómo se hacen las actividades.
	16.-Las funciones eran sencillas de usar.
	17.-Se podía notar cuando cometía un error, corregirlo y continuar donde estaba.
	18.-Se podía personalizar procedimientos y funciones.
	19.-La aplicación le avisaba sobre tiempos de enlace y descarga.

ATRACTIVIDAD	20.-La interface, los colores y fondos eran visualmente agradables.	
	21.-La utilización combinada de textos y gráficos permitían entender y ubicarse en la aplicación.	
SATISFACCIÓN	22.-Sentía comodidad, relajación, sin ningún malestar físico al trabajar con la aplicación.	
	23.-Sintió satisfacción al finalizar este curso con la aplicación del WhatsApp.	
	24.-Le gustaría usar WhatsApp frecuentemente en las clases.	

Observaciones:

MUCHAS GRACIAS POR SU COLABORACIÓN

This booklet aims to contribute to a didactic use of the popular WhatsApp application so that students are stimulated by a variety of activities and consequently, they develop their English language syntax; the ability to write simple sentences grammatically correct. In addition, the use of technology in education makes possible to improve various competences in the learning of a language. The grammatical structures addressed are: simple present, simple past, and present perfect.

Lenin Iván Lara Olivo nació en Riobamba provincia de Chimborazo, (Ecuador) es un apasionado de la tecnología, su inspiración se basa en la formación de magíster en Informática Educativa en la ESPOCH, experto en Procesos E-learning FATLA y magíster en Lingüística y Didáctica de la enseñanza de idiomas extranjeros en la UCE. El interés de publicar este libro se basa en el dominio de la tecnología para usar en las clases de inglés. También ha escrito algunos artículos científicos sobre temas de tecnología, lingüística, educación superior en beneficio de la ciencia y sociedad.

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