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FACULTAD DE COMUNICACIÓN, LINGÜÍSTICA Y LITERATURA  
ESCUELA DE LINGÜÍSTICA**

**TRABAJO DE  
TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA  
EN LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA DE  
LENGUAS**

**METHODOLOGICAL PROPOSAL FOR IMPLEMENTING WHATSAPP TO  
DISTRIBUTE STRUCTURED INPUT ACTIVITIES IN APPLICATION WITH  
THE *PLAN EDUCATIVO COVID 19* OF THE ECUADORIAN MINISTRY OF  
EDUCATION**

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**NOVIEMBRE, 2020**

**QUITO - ECUADOR**

## **Acknowledgments**

A mi grandiosa familia, que le debo todo y ha sido un apoyo enorme en este largo proceso. Su comprensión, enseñanza y amor me ayudó a superar todas las adversidades que vinieron en este camino de estudio y es gracias a ustedes que todo esto pudo realizarse. Nunca pararé de agradecerles por todo lo que hicieron y hacen por mí, este esfuerzo es dedicado a ustedes. Los amo.

A mi querida profesora, directora y guía Janine Matts, que sin su apoyo y ayuda no podría haber realizado esta disertación. Muchas gracias por inspirarme a siempre ser mejor y ayudar de la forma más admirable a las personas que lo necesitan en esta bella profesión de la enseñanza.

A Martín Hidalgo, por siempre estar presente a mi lado y en mi rescate durante todo este proceso de titulación. Sin tus constantes acciones, palabras y ánimo me habría perdido realizando todo el trabajo que significó graduarme. Eres simplemente impresionante y siempre te agradeceré por tu gran apoyo y cariño incondicional.

## Table of Contents

Abstract.....	iv
Resumen .....	iv
Introduction .....	1
I. Justification.....	1
II. Objectives .....	3
III. Antecedents.....	4
Chapter 1 .....	6
1. Literary Review .....	6
1.1 Teaching English as a Foreign Language (TEFL) .....	6
1.2 Language Acquisition Processes .....	6
1.2.1 Second Language Acquisition (SLA) .....	7
1.3 Communicative Language Teaching (CLT) .....	8
1.4 Input .....	10
1.4.1 Binding.....	11
1.4.2 Characteristics of Input for Second Language Learners.....	11
1.5 Structured Input Activities .....	13
1.5.1 Guidelines .....	13
1.5.2 Types of Structured Input Activities.....	13
1.6 Distance Learning .....	14
1.6.1 Education in Emergency .....	14
1.7 WhatsApp Instant Messaging.....	15
Chapter 2 .....	16
2. Methodology.....	16
2.1 Population and sample .....	16
2.2 Tools.....	16
2.3 Methodological Proposal.....	19
Chapter 3 .....	21
3. Data Analysis.....	21
Question #1 .....	21
Question #2 .....	22

Question #3 .....	23
Question #4 .....	23
Question #5 .....	25
Question #6 .....	27
Question #7 .....	29
Question #8 .....	30
Question #9 .....	32
Question #10 .....	33
Conclusions .....	34
Recommendations .....	35
Bibliography .....	36
Appendix .....	39
I. Survey Format (Google Forms).....	39
II. Participants' Answers .....	41
III. Instructional Guide .....	82
IV. Methodological Proposal (Structured Input Activities).....	85

## **Abstract**

In 2020, the pandemic disease COVID-19 affected the modality of education around the globe. Specifically, in Ecuador, public school English teachers have had major difficulties in continuing their educational plan through online teaching due to a lack of stable Internet connectivity from students. For that matter, the Ministry of Education implemented the *Plan Educativo COVID-19*, which provided the teachers with informational/pedagogical documents (*fichas*) to accompany the pedagogical modules the students have throughout their academic year and arrange their lesson plans in accord to this new modality. Therefore, this thesis aims to aid those teachers by the development of a methodological proposal based on the pedagogical modules from *Plan Educativo COVID-19*, using 20 structured input activities distributed through the mobile instant messaging application WhatsApp. After a quantitative and qualitative analysis of 140 surveys from public English teachers in Ecuador, the necessity was confirmed to be present for the methodological proposal and an instructional guide on how to create structured input activities through WhatsApp and the importance of input in class.

## **Resumen**

En el año 2020, la enfermedad pandémica COVID-19 afectó la modalidad de educación alrededor del mundo. Específicamente en Ecuador, profesores de inglés en institutos educativos públicos han tenido grandes dificultades al continuar su plan educativo enseñando en línea vía Internet debido a que sus estudiantes no tienen acceso a una conectividad estable de Internet. Por esta razón, el Ministerio de Educación implementó el Plan Educativo COVID-19, donde proveen a los profesores con fichas pedagógicas de información para acompañar los módulos educativos que los estudiantes tienen durante su año académico y para modificar sus planes de clase de acuerdo a esta nueva modalidad de educación. De este modo, este estudio tiene como objetivo ayudar a estos profesores con la realización de una propuesta metodológica basada en los módulos educativos del Plan Educativo COVID-19, con 20 actividades estructuradas de input distribuidas vía la aplicación de mensajería instantánea, WhatsApp. Al realizar un análisis cuantitativo y cualitativo de 140 encuestas de esta comunidad de profesores, se confirmó la necesidad de la propuesta metodológica mencionada y de un instructivo guía donde se explica cómo crear actividades estructuradas de input en WhatsApp y la importancia que debe tener el input en clase.

## **Introduction**

### **I. Justification**

There have been studies concerning the use, properties and effects virtual platforms offer to online education such as what Bañados (2006) published in relation with a pedagogical model for EFL Teaching and Learning; as well as studies addressing the use of WhatsApp as a tool for improving different learning skills (Gutiérrez-Colon et al, 2013) and as a complement of regular classes in different subjects from Language Teaching (Gon – Rawekar, 2017). However, there have not been publications of studies that take into account the necessity for a communicative approach's structured input activities used via WhatsApp as an emergent tool due to sudden change of class impartation to online learning. This study will contribute to the teaching literature concerned with higher necessity for online education in emergency using WhatsApp as main media to develop structured input activities and the importance of input.

This research will contribute to the community of English as a Foreign Language (EFL) teachers working with public academic institutions that are related to the Ministry of Education English pedagogical modules. The purpose of the contribution emerges from noticing the great difficulty for public English teachers to manage online teaching due to COVID-19 creating a sudden adaptation in education programs and forcing students to immediately have access to stable internet connections, which is not the general case in public institutions. This study will be donated to that community to help these teachers in developing an alternative teaching approach via WhatsApp as a tool.

During the years I have been studying Applied Linguistics, I have had the experience of teaching English and Spanish to children, adolescents and adults of different socio-economic classes in Quito, which has led me to confirm the difficulty in finding adaptable materials and activities for every group of students regarding their situation. The current situation of COVID-19 has forced students to have a broad internet connectivity in order to receive online classes, which becomes a great struggle for the majority of public school students. For that reason, I find it necessary to help other teachers with the methodological proposal in this study to make this new educational process easier for them and create more opportunities for all students to have a better understanding of their classes with the resources they have.

On December 2019, the pandemic disease COVID-19 (Coronavirus) was present in Wuhan, China. The spreading of this disease caused rapid growth of respiratory illnesses on the human body, which eventually led to the death of infected people in the majority of cases due to the rapidness of the spread (Ministerio de Salud Pública, 2019). On February 29th 2020, COVID-19 arrived to Ecuador and the infected cases started to grow exponentially. By March 11th, the government of Ecuador declared a state of emergency, that expresses the cessation of on-site work and education, confinement of the population and border closure (El Comercio, 2020).

Subsequently, a massive change in the provision of education globally occurred. The Minister of Education Monserrat Creamer, presented the Educational Plan Covid 19, which contains guidelines for all the educational authorities to continue the pedagogical activities via digital resources. According to Vohlonen (2020), UNICEF Ecuador specialist in education, 37% of homes in Ecuador do not have access to Internet, only 16% having connectivity in rural areas. Nevertheless, the majority of homes have access to television, radio and a mobile phone. As reported by El Universo (2020), there is a register of an increase of 9 449 826 active mobile lines with Internet connectivity since January 2020, most of them with basic internet data plans which include free use of WhatsApp. However, public school teachers admit those data mobile plans are not enough for students to download information or log into the Ministry's educational platform constantly.

In evaluation of this problematic, the committees of risk management alongside the Ministry of Education expanded this plan with the use of radio and television transmitting the same educational information as in the online platform proposed; as well as by creating what they refer to as *fichas pedagógicas*, which are informational/pedagogical documents for every *nivel* and *subnivel* BGU, that aim to help teachers, students and parents to broaden the educational process at home by showing the different instructions and proposals of how the lesson content can be followed in order for the student to have better guidance of it (Ministerio de Educación, 2020).

Nonetheless, there exists a problematic concerning the different activities that teachers can develop that would effectively help students facilitate their learning process taking into account this situation, which has imposed a difficulty in the apprehension of knowledge for students. For that reason, this study focuses on creating a methodological

proposal using input activities that can help public school English teachers in Ecuador to use the most available online tool, WhatsApp, to aid public school students to enhance their learning skills in this new education in emergency.

This study is considered descriptive and functional since it aims to analyze the characteristics of the situation public school English teachers are experiencing with their educational online tools in this pandemic; as well as proposing a methodological strategy using the functionalities WhatsApp can offer in precise activities, specifically with the implementation of structured input activities from a communicative approach.

This research nor will take into account the analysis of the situation of private school English teachers, since the problematic of Internet connectivity is not considered as co-current as in public schools; neither will examine the usage of alternative E-learning platforms such as Zoom, Skype, Google Hangouts, Microsoft Teams or others, since they depend on a stable Internet connection. The purpose of this study is not aimed for teachers to completely replace their current methodological tools in this situation, but to use this proposal as a complement in their teaching activities and as an option to consider the importance of structured input in their lessons.

## II. Objectives

The main objective of this study is to **develop a series of structured input activities using a communicative approach that can be executed through WhatsApp, in accordance with the contents of the English Pedagogical Modules of Ecuador's Ministry of Education for *subnivel Bachillerato General Unificado (BGU)*. Where the specific objectives concern to **determine the necessity of input activities that can be done through WhatsApp by designing and applying a diagnostic survey to public sector English teachers; create a collection of twenty structured input activities based on ten different grammatical structures from the modules of first, second and third *BGU* and to justify the usage of the proposed activities by developing accompanying guide to distribute to the teachers including instructions and information of the importance of input.****

The present study contains three chapters, where the first chapter deals with the Literature Review, which describes the theoretical and referential background of second

language acquisition and input. The second chapter describes the methodology applied to the participants in this study which, for matters of social distancing due to COVID-19 and in order to have a wider scope of participants throughout the country, was necessary to be developed by an online survey. Leading to the third chapter that deals with the data analysis obtained from the survey.

### **III. Antecedents**

There have been certain studies around the globe that have taken into account the importance of the instant messaging mobile application, WhatsApp as means or complement of online teaching education and the effects that has developed in students' successful learning process. The following studies establish a framework in which to situate the present investigation.

To begin, Gutiérrez-Colon et al. (2013) study the benefits and drawbacks of using WhatsApp as a short messaging system to improve students' reading skills in EFL. A previous model for methodology was used, where ninety-five students of EFL from two universities in Catalonia were provided with short reading texts through the mobile app with comprehension checks that they would have to reply to during a twelve-week period of time. The results of the study showed that the majority of learners agreed that their reading motivation and habits grew with the usage of this tool. However, teachers concluded that the creation of a teacher-independent application to send all the exercises to avoid relying on their constant availability was to be done.

Similarly, Amry (2014) investigates the impact of using WhatsApp learning activities reflected on the attitudes and achievement of online learners using mobile devices at Taibah University. The methodology for this study consisted on the comparison of an experimental group of fifteen students that were applied the e-learning process with WhatsApp, and the control group of fifteen students as well, receiving face-to-face regular classes. A t-test was used to obtain the results which concluded that there are higher achievements in the experimental group.

Subsequently, Gon and Rawekar (2017) analyze the affectivity and effectiveness of WhatsApp in the delivering and improving of knowledge to fourth semester MBBS students, who were divided into two groups that received the same topics. The first group

receiving e-learning through WhatsApp and the second one via didactic lectures. The results found pointed out that the constant availability of the teacher and the freedom of learning at any place and time for the students indicated that WhatsApp can be considered as a complement or replacement of the face-to face teaching method, since the results of the tests given to both groups were similar.

On the same matter, Akpan and Abe (2017) study the effectiveness of WhatsApp as a collaborative learning tool in the University of Uyo. This research was conducted to ascertain the difference in sixty undergraduate students' retention ability and academic performance using WhatsApp with the traditional teaching approach used in the university. The students were grouped in five different assignments (Biology, Chemistry, Physics and Mathematics) showing results that finally indicated the use of WhatsApp as an enhancement tool for retention during learning and foster interaction in comparison with the traditional method.

The previous studies show the different usages that WhatsApp can have as an online educational tool concerning the evaluation or improvement in the students' ability to maintain, acquire and develop different learning skills in relation with various subjects, as well as learning a second language.

# Chapter 1

## 1. Literary Review

The process of second language acquisition can denote several characteristics to be developed depending on various factors that the learners are experiencing or have had since they started learning another language than their own. In order to better comprehend this complicated process, it is crucial to address all of the theories and concepts that learning a second language can be related to and developed upon.

The first important aspect needed to be known is the form in which the pertained second language of this study, English, can be taught in, and all the different aspects and processes that relate to it being a second language, which is where this theoretical framework will begin with.

### 1.1 Teaching English as a Foreign Language (TEFL)

In order to restrict the scope pertaining to this study, it is important to start with what is known as **TEFL**. It refers to the process of teaching English to learners whose first language (L1) is not English, in a non-native English speaking country. It is necessary to address the difference with **Teaching English as a Second Language (TESL)**, which refers to the process of teaching English to non-native speakers in countries where English is the official first language, which helps the student be constantly surrounded by real life communicative contexts (Celce, 2001). According to Oxford TEFL (2020), these concepts are occasionally used interchangeably with **Teaching English to Speakers of Other Languages (TESOL)**, which in difference with the latter concepts mentioned, can occur either in non-native as in native English speaking countries.

### 1.2 Language Acquisition Processes

As stated by Krashen, (1981), the processes of **language acquisition** in the latter concepts mentioned require meaningful interaction in the language being studied, which is called the **Target Language (TL)**. In these processes, learning is concerned with the messages conveyed and understanding in natural communication. In contrast with what

is addressed as **conscious language learning**, that is thought to stress on the production of correct formation of utterances.

### 1.2.1 Second Language Acquisition (SLA)

The processes of **Second Language Acquisition (SLA)** involve the construction of an **implicit linguistic system**, that consists of various factors that interact with language use, such as a phonological system, a syntactic system that deals with the structure of sentences and a lexical system of words and inflections. They are said to be at least three sets of processes when referring to language acquisition, these being:

- a. **Input processing:** the form how learners get the linguistic data and meaning from the language they hear.
- b. **System change:**
  - **Accommodation:** the incorporation of grammatical structures into the implicit system
  - **Restructuring:** the way the incorporation of the structure can make other things change unconsciously.
- c. **Output processing:** the way learners are able to make use of the implicit knowledge acquired in order to produce utterances.

According to VanPatten (2003), SLA is dynamic in the sense that the implicit system that learners create constantly evolves; and it is slow because it takes years to construct a system similar to a native speaker's system.

SLA tends to have teaching methodologies which avoid direct error correction and explicit teaching of grammatical rules in order to make better acquisition of the language. (Brown & Hanlon, 1970). However, there are various other methodologies where the teaching of foreign or second languages was believed to be better developed by following the conscious language learning process previously mentioned.

Before the 1960's, Audiolingualism (the Aural-Oral Method) and the Structural-Situational Approach methodologies prioritized **grammatical competence** as a main aspect in order to reach language proficiency. Meaning that, grammar can be learned through direct instruction with the use of repetitive practice and mechanical drill

exercises, where learners are presented with grammar rules and practice them in isolated-utterance-repetition and memorization activities, and direct error correction in writing and mostly pronunciation was stressed in order to avoid for it to become a part of the student's speech (Narcis, 2012).

### **1.3 Communicative Language Teaching (CLT)**

Nonetheless, in the 1970's, traditional language teaching approaches as the ones previously mentioned received criticism from the teaching and learning community around the globe. This criticism arose from the questioning of grammar being the center in the language learning process, since it was argued that the learner's language ability should include other competences aside from the grammatical. Attention then was focused to the knowledge needed to use language appropriately for other purposes apart from grammar, which englobe communicative aspects such as giving or asking for advice, making suggestions or requests, expressing needs, among others. Thus, generating the need for a **communicative competence**, which gives origin to the **Natural Approach** and in consequence, the **Communicative Language Teaching (CLT)** as well (Littlewood, 1981).

The Natural Approach arose from a proposal to have a teaching methodology that based itself in the natural or traditional aspects that people use their language for, which are using the language in communicative situations without having to grammatically analyze every aspect of it and without having to require to their L1. This approach emphasizes more the exposure rather than the practice of language, and the emotional preparation of language for learners. Similarly, it accentuates a prolonged period of time for students to hear the language before producing it, and the use of materials such as different texts as a source of comprehensible **input**, which will be later explained in detail. The Natural Approach was considered as a communicative approach since it as well has as a main principle the communicative competence rather that grammatical. However, this approach takes into account the importance of meaning in language, which indicates that language is essentially its vocabulary and grammar its secondary, serving a role of determining how to exploit vocabulary to produce messages. Hence, differing from what years later will develop as Communicative Language Teaching (Richards & Rodgers, 2003).

The communicative competence becomes the basis and goal of the development of CLT, which as well as including the purposes mentioned earlier, must focus on the learner's knowledge on understanding and producing a variety of texts, what and how to say something appropriate based on a determined situation, the roles of the participants in the learner's conversation and their intentions, how to maintain communication even when having limitations in the language (using different communication strategies), among other functions. Therefore, leading the notion of said competence to be expanded in the discipline of Sociolinguistics. This approach turns the teacher in charge of providing opportunities for communication by guiding students to use the language to express real-life messages. Communication is considered a complex act that depends on context, varying in purpose, which involves more than just speaking (Celce, 2001).

Furthermore, according to Richards (2006), in the 1970's and 1980s teaching institutions globally started to rethink their syllabuses and materials without grammar being the starting point for the lesson, that is to say, with CLT in mind. There were different new types of proposals for CLT syllabuses but two main types were determined: a **skill-based syllabus**, which focused on the primary four skills of learning (writing, reading, speaking and listening) breaking them down to have a set of micro-skills; and a **functional syllabus**, that refers to the development of functions the student should be able to carry out, similar as the previous communicational purposes mentioned (offering apologies, saying their dislikes and likes, giving an explanation, etc.). For both syllabuses, grammar and vocabulary are chosen according to the skills or functions the learner should be able to develop. That is to say, the lesson is not focused on a grammatical form or vocabulary, these are seen later on according to the context of the skills and functions.

CLT has been widely used since the 1990's until this day. Hence, through the years it has evolved into an open approach where there is no agreed upon set of specific rules or practices that teachers should follow strictly. Meaning that, because it describes general principles that relate to emphasizing the presence of the communicative competence as the goal of foreign and second language teaching and draws from different paradigms, materials and traditions from other previous teaching methodologies, nowadays it can be considered as a communicative approach from the varieties it can hold. The application of this approach will depend on the context where the teaching is held, the level and age of the learners, their goals and so on (Richards, 2006).

## 1.4 Input

When there is development of grammatical competence in the learning process, there is development of the underlying system, called **processing instruction**, that is seen as a highlighted grammatical structure when presenting **input** to learners. To actually have language acquisition in learners, comprehensible **input** is needed according to the **Input Hypothesis**. This hypothesis states that language is acquired with meaning as its first interest and as a result, structure (grammar) of language is acquired. That is to say, that we understand language that contains structure that can be a bit more difficult than what we have known until the moment. Stating this hypothesis' representation as  $i+1$ , where  $i$  refers to the current competence a learner has and  $1$  the next level or stage from that competence (Krashen, 1982).

Therefore, it is important to address the significance of input. **Input** is the language embedded in a communicative interchange exposed to the learner, where it is crucial for it to be **meaning-bearing**. That is to say, it must contain a message that the student is supposed to attend to. If there is sustained comprehensible input, motivation and the right affective environment, there will be learning of a second language. The right affective environment refers to three different characteristics that address to the learner in performing in a better way in class: a) High motivation from the teacher, b) Learners with self-confidence and good self-image, c) Having low anxiety personally and in class. (Krashen, 1981).

Nonetheless, according to Krashen and Mason (2020), providing comprehensible input may not be enough for the student to understand language in a better way. They state that input should have four important characteristics aside of being comprehensible in order to be optimal to provide in class, hence presenting the **Optimal Input Hypothesis**. The hypothesis indicates that input should be:

- a. Comprehensible: input can sometimes not be totally transparent, meaning that the learner should not be required to understand every single part of the input he/she is receiving. There can exist certain incomprehensible bits of input and still be useful for acquisition.

- b. Compelling: where input is considered very interesting that learners can even forget that they are receiving it in another language than their own.
- c. Rich: where input has varied and wide language that contributes to the message and flow that the text conveys, therefore giving the learner opportunity to acquire new aspects of the language.
- d. Abundant: where every time the learner encounters a new item in a context, he/she acquires a small quantity of meaning and form gradually. Hence, in order to take advantage of those encounters, optimal input has to be as abundant as possible.

### 1.4.1 Binding

When dealing with vocabulary instruction, in order for students to receive meaning-bearing input they should make direct form-meaning connections. This process referred to as **binding** by Terrel (1986):

[...] describes the cognitive and affective mental process of linking a meaning to a form. The concept of binding is what language teachers refer to when they insist that a new word ultimately be associated directly with its meaning and with a translation. (p.214)

### 1.4.2 Characteristics of Input for Second Language Learners

According to Hatch (1983), input must have the following characteristics in order to turn language into an easier to process:

**Table 1: Characteristics of Input Simplified for Second Language Learners**

General Characteristic	Examples
------------------------	----------

<b>Slower rate</b>	<ol style="list-style-type: none"> <li>1. Fewer contractions and fewer reduced vowels</li> <li>2. Longer pauses</li> <li>3. Extra stress on nouns, half beat pauses following topic noun</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>1. High frequency vocabulary, less slang and idioms.</li> <li>2. Fewer pronoun forms</li> <li>3. Marked definitions</li> <li>4. Lexical information in definitions that provide extra information related to derivational morphology</li> <li>5. Use of gestures and pictures</li> </ol>
<b>Syntax</b>	<ol style="list-style-type: none"> <li>1. Short sentences, simple propositional syntax</li> <li>2. Restatement and repetition</li> <li>3. Less pre-verb modification, more modification after verb</li> <li>4. Expansion of learner's utterance</li> </ol>
<b>Discourse</b>	<ol style="list-style-type: none"> <li>1. Speaker gives the learner a choice of responses within a posed question</li> <li>2. Speaker uses tag questions</li> <li>3. Speaker offers correction</li> </ol>
<b>Speech setting</b>	<ol style="list-style-type: none"> <li>1. Repetition of scenarios</li> </ol>

*Source: From the adaptation of Making Communicative Language Teaching Happen (p. 30), by Lee & VanPatten, 2003, NY: McGraw-Hill*

The process of input leads to another important construct, which is **intake**. **Intake** refers to a filtered version of input, what the learners actually get to attend to and is processed in their working memory from the input they are receiving from the teacher. In order to create more intake opportunity for the learner, the teacher, aside from following the characteristics previously shown in the table above, is often indirectly asked to make specific modifications in his/her input by negotiation. Meaning that, learners negotiate the quality and flow of the input they are receiving when they are involved in a conversational interaction. The process concerned with the psycholinguistic mechanisms by which there exists derivation of intake from input is attributed as **input processing**,

which relates to the manner learners perceive and process linguistic data initially (VanPatten, 2014).

## **1.5 Structured Input Activities**

It is important for grammar instruction to be the first step to occur in processing input. As mentioned before, the grammatical competence is necessary to be developed through strategies of **processing instruction**, which is composed in three basic steps: 1) First, learners are given information about a particular linguistic form. 2) Then, they are informed about a processing strategy that could affect their grasping of the form given. 3) Learners need to process the structure in **structured input activities**, which refer to input manipulated to privilege the structure for learners to have better opportunity to attend it; and manipulated to push learners to depend on that form to obtain meaning (Lee & VanPatten, 2003).

### **1.5.1 Guidelines**

In pursuance of developing well-structured input activities, Lee and VanPatten (2003) argue that it is important to follow certain guidelines in the production of different types of structured input activities described below:

- Presenting one thing at a time.
- Keeping meaning in focus.
- Moving from sentences to connected discourse.
- Using oral and written input.
- Having the learner do something with the input received.
- Keeping the learner's processing strategies in mind.

### **1.5.2 Types of Structured Input Activities**

The types of structured input activities differ in two options: 1) **affective**, where students express their belief, opinion or affective response engaged in information processed about the world; 2) **referential**, where students rely on targeted grammatical information to get a right or wrong answer. What learners do with input can be classified

as activities based on response, which can include: Binary options, ordering and ranking, selecting alternatives, matching, surveys and supplying information.

Subsequently, it is also necessary to take into account the process of **output**, that complements the development of the language use ability. Among output there are sub-processes that are in charge of the production of foreign language, these being: **access**, that aims on the retrieval of correct forms or structures; **monitoring**, that refers to editing speech when something is thought to be wrong at the moment of speaking; and **production strategies**, which are the accommodation of words and forms together in order to create sentences. The next step being the development of **structured output activities** that promote accuracy and fluency in the production of language, addressing how learners develop the ability to use grammar for speaking or writing (Pienemann, 1998).

## **1.6 Distance Learning**

Taking into account the current situation in which teaching has been encountered due to COVID-19, it is important to mention the different modalities of teaching pertaining this study. Considering the confinement that people all around the world and specifically Ecuador had to undertake, teachers and students from all educational institutions had to suddenly approach to **distance learning**. **Distance** or **Online learning** refers to a form of education where physical separation of students and teachers occur during instruction that is facilitated over the use of technological applications by Internet connectivity through technological devices such as mobile phones or computers (Berg & Simonson, 2016).

### **1.6.1 Education in Emergency**

Nonetheless, as the preparation for distance learning had to be abrupt due to the rapid growth of the pandemic, this modality of teaching can be referred to as **education in emergency**. According to Grupo Faro (2020), education in emergency promotes frequent learning that allows students, teachers and educational institutions to access flexible learning at home adapted to their own social and cultural contexts. This comprises the adaptation from the Ministry of Education of the educational lesson content to a

situation of emergency with the guarantee of physical and emotional wellness for students and teachers.

### **1.7 WhatsApp Instant Messaging**

One of the technological tools that have been used in distance learning is WhatsApp, which is an instant messaging mobile and computer application created in 2009, that allows users to communicate by text, video-call and call to other users or groups of up to 256 users of the application. WhatsApp requires mobile data connectivity from 3G or wireless Internet connectivity (Wi-Fi). It provides users with the opportunity to send and receive different types of media such as audio, image, video and documents up to 100MB. This application allows specific tools for the composition of texts, in which include words or phrases being in bold print, italic, strikethrough and monospace, that allow texts being highlighted in certain parts (WhatsApp, 2020).

For that matter, structured input activities can be developed by the use of the mentioned compositional text tools, where processing instruction can be done by highlighting the grammatical structure in bold print in order for students to grasp the structure in context. The teacher can also send audio voice notes with instructions or reading the text he/she has previously sent for the lesson, for the student to receive audio and visual input in context.

## Chapter 2

### 2. Methodology

The following chapter describes the methodological procedures taken to develop what would turn into the analytical data; as well as the development of the methodological proposal of structured input activities using WhatsApp. The design of this study is descriptive and analytical since it aims to analyze the situation public English teachers are experiencing with the lower internet connectivity problematic most of their students have, and how it can be helped with the aid of the methodological proposal previously mentioned.

#### 2.1 Population and sample

The universe of this study takes into account public school English teachers in Ecuador, where the population is the teachers that have joined the Facebook group “Ecuadorian Public School English Teachers” since the year 2019 and 2020, that specifically work with the English Pedagogical Modules given by the Ecuadorian Ministry of Education. In this group there are teachers from every province of Ecuador from all of the levels of education established by the Ministry of Education, which are: *Elemental, Media, Superior and Bachillerato General Unificado (BGU)*.

The sample taken from this group is formed by 140 teachers who willingly agreed to participate in the study by answering the survey, which as previously mentioned teach in different parts of the country.

#### 2.2 Tools

This research was developed by the use of an online Google Form survey published in the Facebook group: Ecuadorian Public School English Teachers, where an overall and individual analysis of the participants’ answers is available at any time. In the survey, participants were informed that the data collected would be completely anonymous and that they could ask to be informed on any process or information about the research by giving them a reference email.

The survey was developed in Spanish in order for teachers to be able to fully understand and give the clearest and honest answers possible; as well as to broadly view the level of English they possess. Concerning the structure and content of the survey, it was developed in a total of ten questions, where: nine closed type questions included multiple choice answers, Likert scales and option check boxes where they are able to mark more than one option; and one open type question where the participants were able to type their experience.

The first question of the survey requests the participants' information of the academic level they teach to, where they can choose one or more options (*Elemental, Media, Superior* and *Bachillerato*) in the form of check boxes, depending if they teach multiple levels at the time. The aim of this question is to evaluate the most common academic levels that are having trouble with the impartation of the English pedagogical modules, as well as the other aspects mentioned that can impose a problematic in teaching.

Similarly, the second question requests as well for the participant's information regarding the province of the country where they teach their students, where they can choose from a list of the twenty-four provinces that exist in Ecuador. This question was placed in order to analyze the extension throughout the country and the most common provinces where the lack of internet connectivity problematic can exist, as well as the other previously mentioned aspects.

The third question analyzes the most common territorial zone where the teachers give classes, which can be chosen within two options: rural or urban zones; in order to gather more precise information about what is the highest percentage of territorial zones where the internet connectivity problematic exists the most.

Regarding the fourth question of the survey, it is asked for the teachers to estimate the percentage of the students in their classes that have stable internet connectivity, where they are given seven possible common percentages and one option where they can write the percentage they think best adapts their situation during the pandemic education in emergency. The seven percentages given as options are: less from 5%, from 5% to 10%, from 11% to 20%, from 21% to 30%, from 31% to 40%, 50%, more than 50%.

The fifth question requests for the teachers to mark from the options given or add a specific difficulty that they may had or have during all the process of education in emergency. The given options are three regarding: students' possibility of downloading files, activities proposed in the *fichas* are difficult to adapt to the students' situation and achieving constant communication with the students and their parents regarding the monitoring and realization of the *fichas* in the pedagogical modules.

In order to analyze the emergent tools that the teachers have had to recur to in this situation, the sixth question asks them to mark among six options of social media (WhatsApp, Facebook, Zoom, Google Hangouts, Microsoft Teams and Skype) or meeting online applications that they have most used, as well as an option for them to write other tools they have used that are not present in the options given.

For question number seven, it is asked for the participants to rate in a scale from one to five, how comfortable they feel using the instant messaging application WhatsApp in their lessons (five meaning total comfort). Thus, the aim of this question is to view the percentage of teachers who would feel the need and availability to create alternative approaches for their lessons, meaning that they could see the usefulness of the methodological proposal of this study.

Question number eight corresponds to the open type category questions since it requests for the participants to explain the form how they present the corresponding grammatical structure of the lesson found in the English pedagogical modules; in order to know the existence or nonexistence of correct input in context.

Correspondingly, the ninth question evaluates the importance for students to receive input activities, meaning grammatical structures in context that is real and useful for them, asking the participants to rate their opinion from one to five of their opinion about the grade of importance of that statement.

The final question requests for the participants to rate as well from one to five the level of comfort they have by developing structured input activities on their own for them to be distributed through WhatsApp. The aim of this question is to evaluate the knowledge of how structured input activities should be developed and if the participants are comfortable enough to do it via WhatsApp, which is an important tool regarding the lack of stable Internet connectivity.

## 2.3 Methodological Proposal

Having analyzed the problematic public English teachers are experiencing in their classes through the COVID-19 pandemic that can be noted in the results of the survey, it could be clearly seen that there is a need to explore the use of WhatsApp in a wider form for online learning or education in emergency; adding the fact that there either exists a lack of grammatical instruction in context (input) or there is minimum grammatical exposure in the lessons, as it will be later explained in depth in the next chapter.

In evaluation of said reasons, a methodological proposal was developed in order to help public English teachers with a set of exercises based on the Ministry's English pedagogical modules using WhatsApp as means of distribution of activities during class and homework, as well as for communication with students regarding the lesson. The set is formed by twenty structured input activities that take the context of modules number 1, 2 and 3 from the second and third course *BGU*. Along with the set, an instructive guide was also developed for teachers to understand how to use WhatsApp tools to send the activities and the importance of making their activities full of input in order to create structured input activities for better understanding of students.

The structured input activities of this proposal were developed taking in consideration the environment in which the students are surrounded, the topics addressed in the modules and the new reality we as humans have started to have due to the global pandemic COVID-19. Therefore, the context used is relevant and useful for the students to practice the grammatical structures they are studying according to the teacher's lesson plan. As structured input activities, these do not require for the student to produce the grammatical form immediately when taught.

As it can be seen in the Appendix, the phrases or sentences shown in the exercises already contain the grammatical form, where the student has to read, listen and understand it well in its context in order to carry out what it is asked to do in the instructions. The grammatical form is repeated in different types of structured input activities based on response (binary options, ordering and ranking, selecting alternatives, surveys and supplying information). The teacher has to make sure the students receive oral and written input for them to fully understand the structure use. For that reason, in the instruction guide given, there are directions on how to send the exercise either by using only voice

notes, or accompanied by written text where the structure is highlighted. However, the teacher can complement the activities by explaining in more detail any doubts or questions the students have, applying the structure input activities process seen, which refers to always giving real life use of the structure by oral and written input, as previously mentioned.

## Chapter 3

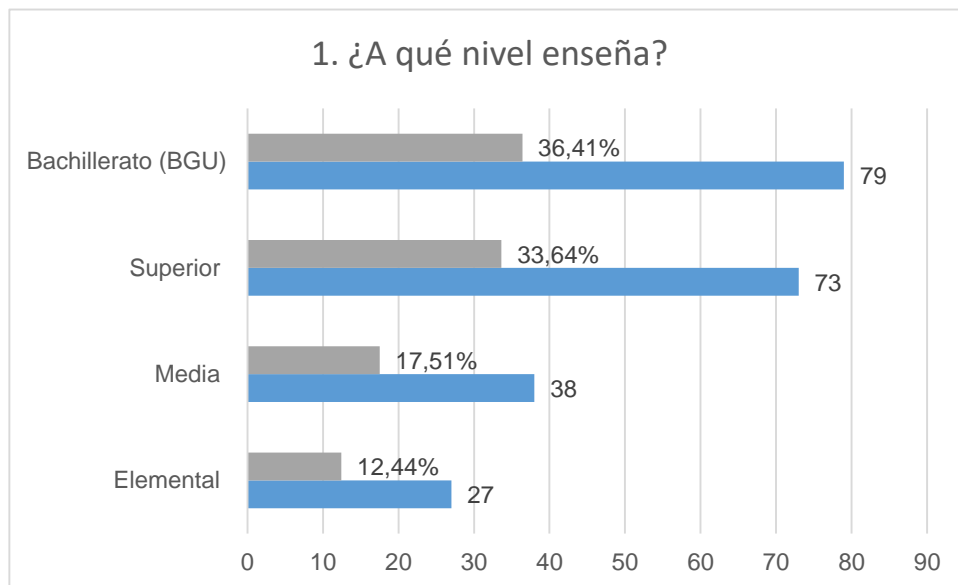
### 3. Data Analysis

After having posted the web link to the survey in the Facebook group for two weeks approximately, 140 participants were able to answer. The following analysis gives detail of each question that expresses the situation of the participants that are part of the group of public English teachers in the country.

#### Question #1: *¿A qué nivel enseña?*

The first question exposes a slight majority of choice for the academic level *Bachillerato* (students that are 16, 17 and 18 years old approximately) with 36,41%; where there is as well a high number of choice of 33,64% for the academic level *Superior* (13, 14 and 15 years old). Whereas the academic levels *Media* with 17,51% (10, 11 and 12 years old) and *Elemental* with 12,44% (7, 8 and 9 years old) have lower number of choice by the participants. It is important to take into account that each participant could have been teaching in more than one level, hence they would have selected more than one option. Thus, the total of times (217) they have chosen an option is considered in order to calculate the percentage of decision for the levels, instead of the total of participants.

**Table 2: Survey: What level do you teach?**



Therefore, the decision for creating a methodological proposal based on the pedagogical modules from *Bachillerato* was highly influenced by the results viewed in

the table above. However, as previously mentioned, the structured input activities in the proposal can benefit as a basis to create similar activities with different context in other academic levels.

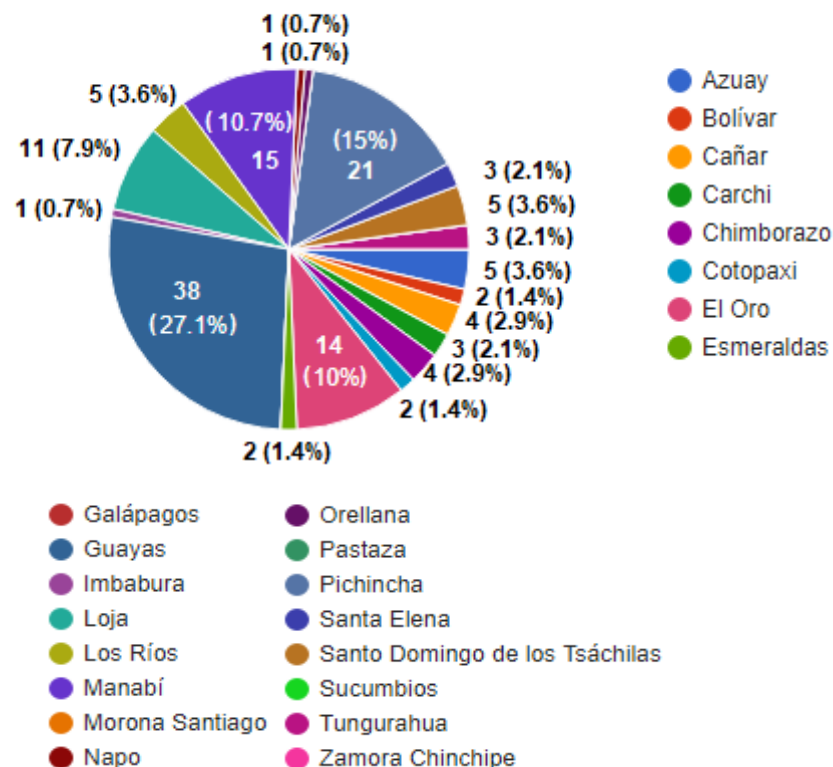
**Question #2: *¿En qué provincial del Ecuador enseña a sus estudiantes?***

The second question shows the different provinces where the participants were teaching their students, having as a majority of the group teachers from the province of Guayas, part of the coastal region, with 27%, meaning that 38 participants out of 140 teach in that province. The province of Pichincha in the highlands, follows with 15%, 21 participants. Thirdly, the province of Manabí is shown with 10.7% of the answers, which addresses that 15 participants teach in that part of the country, as it can be seen in the table below.

**Table 3: Survey: In what province of Ecuador do you teach your students?**

2. *¿En qué provincia del Ecuador enseña a sus estudiantes?*

140 respuestas



The provinces that had fewer participants teaching in them are Cotopaxi, Esmeraldas, Carchi, Bolívar, Cañar and Santa Elena from 4 to 1 teachers. In the provinces of Galápagos, Morona Santiago, Pastaza, Sucumbíos and Zamora Chinchipe there were

no participants from this study that were teaching in that area. However, it does not suggest that in those provinces the education in emergency does not impose any kind of problematic. As it can be observed in Table 3, participants from almost every part of the country are part of the group of public English teachers dealing with the parameters of education in emergency.

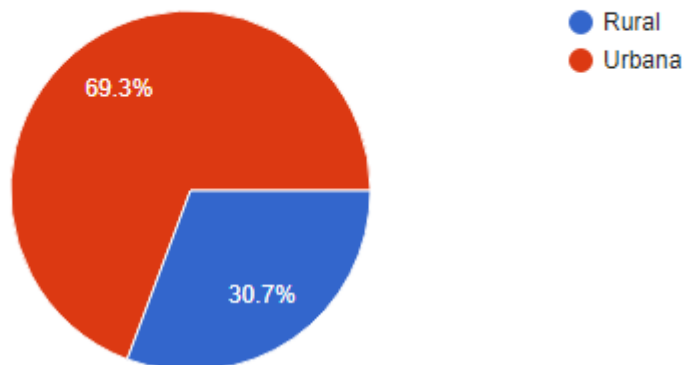
### **Question #3: *¿En qué zona territorial enseña a sus estudiantes?***

The following question, as it can clearly be noticed in the table below, demonstrates that most of the participants teach in urban zones, meaning that ideally students can have accessibility to stores or centers where they can access Wi-Fi or charge their internet mobile package with more data if necessary and most importantly, if possible. Nonetheless, there is a 30,7% of participants who teach in rural zones where there is not much access of what was previously mentioned and internet and mobile signal is not quite stable.

**Table 4: Survey: In what territorial zone do you teach your students?**

3. ¿En que zona territorial enseña a sus estudiantes?

140 respuestas



### **Question #4: *De acuerdo a la situación de sus estudiantes en esta pandemia, ¿qué porcentaje de sus estudiantes cuentan con conectividad estable a Internet?***

In this question, participants had to only select one percentage from the ones presented or write a percentage they found fitted better to their students' situation. Two different percentages were chosen as the case for majority of participants, meaning that

the 18.6%, 26 participants chose the option “More than 50%”, and other 26 participants, 18.6% as well, chose the option “From 31% to 40%”. 25 participants (17.9%) have indicated that half of their students have stable Internet connectivity, where 23 participants (16.4%) expressed that their case is approximately 21% to 30% that have that access. The 11.4% of participants indicated that their case deals with 11% to 20% of their students. Whereas 10 participants opted for the percentage option that illustrated the 5% to 10% of students in the previously mentioned situation. The participants that chose that their situation concerns less than 5% of their students consist on the 7.1% of the total.

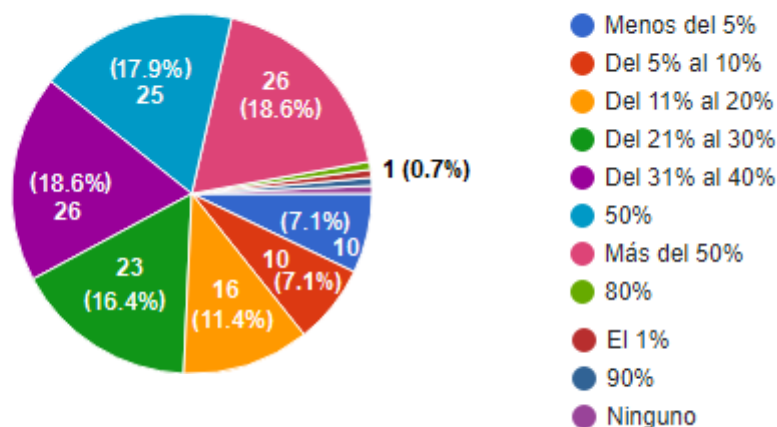
In Table 5, it can be analyzed that the four participants that chose to write their percentages according to their situation, expressed that either 90%, 80%, 1% or none of their students have stable Internet to properly connect in their lessons. Ideally, 100% of the students should have stable Internet connectivity in order to have a proper process and access to education despite having a global pandemic. However, it can be analyzed that most of the participants have situations where at least 30% of their students can properly receive classes via Internet, with the tool each participant has chosen. Nonetheless, the fact that no participants indicated the option of 100% in their students’ situation is alarming. For that reason as well, it was necessary to create a methodological proposal that can be sent via a common social media application in most of the mobile Internet data packages in cellphone companies in the country, in that way helping students that cannot access to platforms or other social media applications that consume much more mobile data.

According to the mobile and Internet main service companies in Ecuador Claro (2020) and Movistar (2019), most of their post and pre pay package plans include either having WhatsApp for free use included in their price, which means that the usage of this mobile application does not impose paying for more Internet data.

**Table 5: Survey: According to your students’ situation in this pandemic, what percentage of your students have a stable Internet connectivity?**

4. De acuerdo a la situación de sus estudiantes en esta pandemia, ¿qué porcentaje de sus estudiantes cuentan con conectividad estable a Internet? Escoja una sola opción que más cree se acerca a su situación aproximadamente.

140 respuestas



**Question #5: *¿Qué dificultades ha tenido enseñando a lo largo de esta educación en emergencia?***

The following question to analyze takes into account the different difficulties that participants in this study have had in their classes over the education in emergency. The percentages for each option shown in Table 6 are taken from the total of 140 participants. Next to the percentage figure, the number of participants that chose that option is presented, thus the percentages from each question, if added, do not complete a 100% since each question is calculated to analyze the most chosen option from the total of participants.

From the three previously mentioned options where participants could choose more than one, the option that was the most chosen having a 67.9% of participants opting for it, refers to the difficulty for the teachers of having constant communication with the student and his/her parents regarding the monitoring and realization of the *fichas* in the pedagogical modules. The following option that was mostly chosen was the difficulty that addressed that students are not able to download the documents the participant sends due to a lack of Internet, 62.1% of participants chose this option as well. The next highly marked option in this question was the difficulty that indicated that the activities proposed in the *fichas* are difficult to adapt for the students' situation, having a 40% of participants

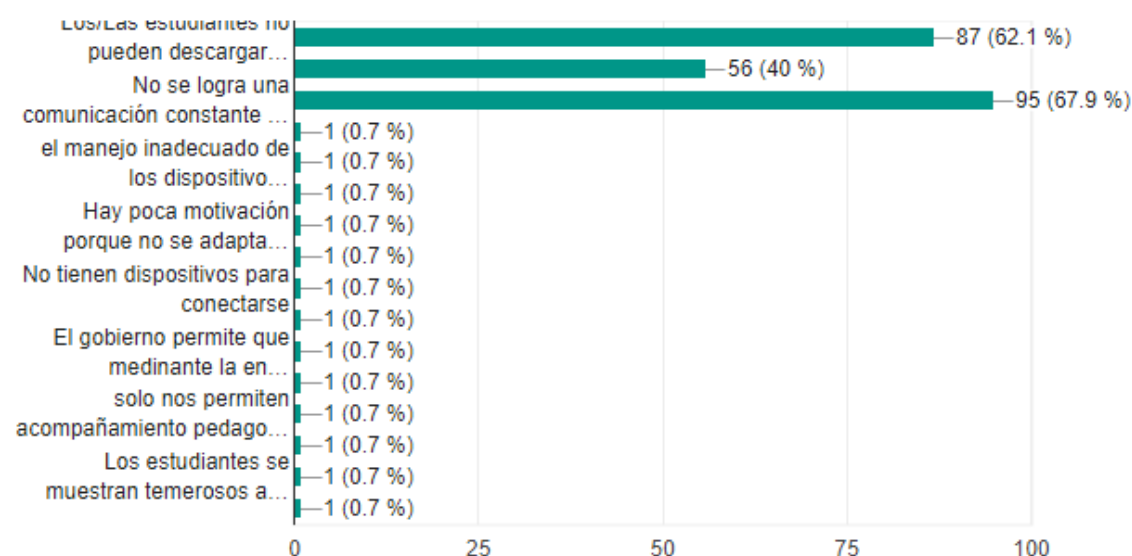
selecting it. Thus, the following 13 times the participants chose to write the following personal difficulties:

- Disregard of the students for the class. (Survey #25)
- They do not have mobile or computer devices to connect. (Survey #26)
- Not all the class can connect to receive synchronized classes and when they do very few participate and leave homework for the last weeks of the term. 10% of the parents do not supervise them to do their homework. (Survey #27)
- There might be unclear comprehension in class. (Survey #47)
- They do not have the budget to access the technological media. (Survey #56)
- There is little motivation from the students because they do not adapt to the system. (Survey #61)
- The parents' inadequate handling of electronic devices does not allow for it to be an effective communication channel. (Survey #67)
- The government allows that everything that has already been worked with the students gets erased just by handing over a portfolio at the end of the term. (Survey #102)
- Some students do not have a stable Internet connection and charge their data mobile plan by the dollar, a problem which does not allow the majority of students to connect. (Survey #103)
- They only allow us to do pedagogical accompaniment, not giving classes. (Survey #118)
- The schedule, we only teach one hour a week. (Survey #129)
- Students seem afraid to actively participate in this new virtual system of teaching and learning. (Survey #131)
- Parents complain because they want the instructions to be in Spanish not English. (Survey #138)

**Table 6: Survey: What difficulties have you had teaching in this education in emergency?**

5. ¿Qué dificultades ha tenido enseñando a lo largo de esta educación en emergencia? (Puede escoger más de una opción de ser el caso).

140 respuestas



**Question #6: ¿Qué herramienta ha utilizado frecuentemente para enseñar en esta pandemia?**

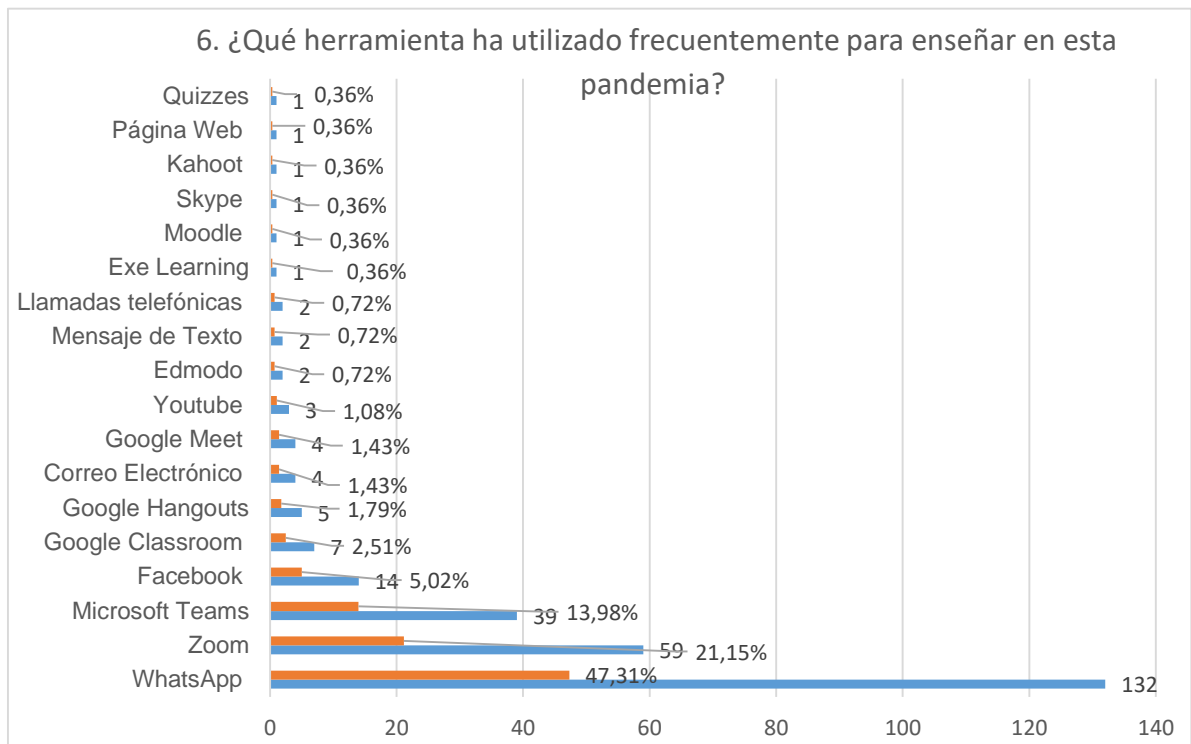
It is necessary to evaluate the following question in two views. Table 7 expresses the total percentage regarding the total number of times options were chosen which is 279 times, whereas Table 7.1 shows the percentage of the total of 140 participants in each option, which helps analyze what were the most and least used tools by the majority of participants.

It can be analyzed that the option mostly chosen for the tool more frequently used to teach was the mobile application WhatsApp, with a 94.29% of participants choosing it and 47.31% of times chosen. The online meeting application Zoom follows next with a 42.14% of participants' preference and 21.5% of times chosen. Assimilating the same functions as Zoom, the Microsoft Teams application has a 13.98% of times chosen meaning that 27.86% of participants agreed to use it. Subsequently, the social media application Facebook was chosen in a 5.02% and 10% of teachers, and the online meeting application Google Hangouts has a 3.57% of choice and 1.59% of participants.

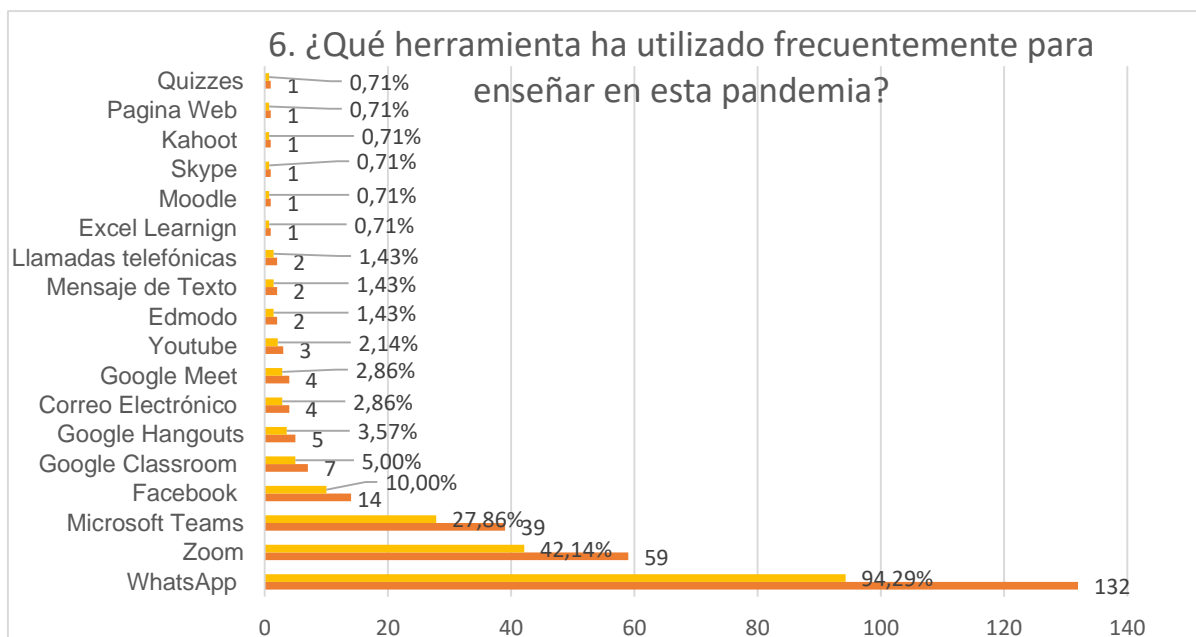
Nonetheless, as it can be examined in both tables, participants also opted to write the tool that best fits their teaching situation, with options such as Google Classroom, Moodle, Exe Learning and Edmodo that consist on educational online platforms that

benefit the teacher and student by having tools that helps the teacher keep track of the activities, homework among other functions. It can be analyzed as well that the video platform YouTube is also an option to be used in education, as well as using the email different platforms in order to send activities, instructions or information to students. The choice of a non-Internet use tool such as phone calls can also be noticed.

**Table 7: Survey: What tool have you frequently used to teach in this pandemic?**



**Table 7.1**



**Question #7: *En una escala del 1 al 5, ¿qué tan cómodo/a se siente utilizando WhatsApp para enseñar?***

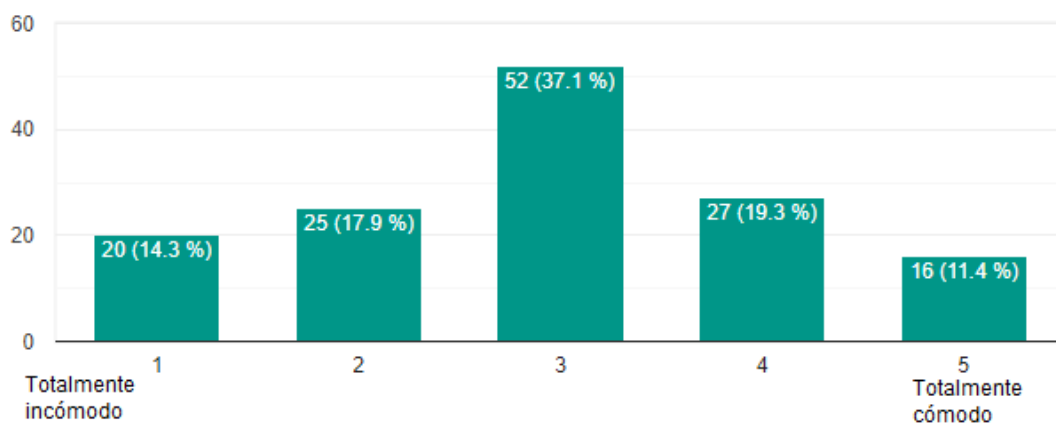
Question number seven indicates the level of comfort the participants have towards using the mobile application WhatsApp to teach. Most of participants (37.1%) indicated a level of three in a scale from one to five, which can be interpreted as more or less comfortable with the situation mentioned. Similarly, 19.3% of participants indicated a level of four in the scale, that can be understood as comfortable with the application.

However, 17.9% of participants marked a scale of two, which addresses a level of uncomfortableness with the use of the application. Moreover, 14.3% of teachers in this study believe that they are totally uncomfortable with using WhatsApp, and 11.4% express the opposite. As it can be seen in the table below, there does not exist an opposite of the scale from which the participants are more in favor of, which can indicate that teachers could need more instruction in the usage of WhatsApp for educational purposes, be that as it may for emergencies or complement of the lessons, or/and that they are able to use this application as a resource but are worried that the communicational boundaries may be broken among them and the students or parents. Basing these assumptions of course on the individual responses of the surveys.

**Table 8: Survey: In a scale from 1 to 5, how comfortable do you feel by using WhatsApp to teach?**

7. En una escala del 1 al 5, ¿qué tan cómodo/a se siente utilizando WhatsApp para enseñar?

140 respuestas



**Question #8: *¿De qué manera presenta a los estudiantes la estructura gramatical correspondiente al módulo de inglés en que se encuentre? Explique por favor.***

As mentioned before, this is the only open type question of the survey, which does not allow for a quantitative analysis. Thus, an overall interpretation of the answers that explain the manner in which teachers present the grammatical structure to students will be made. It can be said that most of participants present the grammatical form of the pertaining lesson through context, either by the use of videos, photos, audio, songs, dialogues, readings, among others. However, it is difficult to determine if students are asked to produce the structure immediately when taught, if what the participants refer as context is actually useful and real for the students and not isolated sentences where students have to mechanically fill the space with the structure asked or if there is really comprehensible input in the lessons.

It is interesting to notice that some participants do not teach the grammatical structure yet in their lesson, either because they feel their students will not pay attention if it is not a physical class, or because they think the *fichas* only contain vocabulary information to base the lesson to or do not have enough information to work with grammar. It can also be noticed that some participants have to translate and speak in their L1 (Spanish) when explaining the grammatical form to students and parents. In the following table some examples of the participants' answers are displayed.

**Table 9: ¿In what way do you introduce the grammatical form that corresponds to the module you are teaching?**

8. ¿De qué manera presenta a los estudiantes la estructura gramatical correspondiente al módulo de inglés en que se encuentre? Explique por favor.

140 respuestas

En contexto
In context
En contexto
Mediante videos explicativos
No se trabaja con estructura gramatical, ni los libros del año pasado ni las fichas proponen estructura gramatical, y como no se puede enseñar nada más que la ficha, es imposible.
En contexto, por ejemplo en los reading.
Ejemplos del contexto nacional, oraciones comparatives.
Según el plan covid aún no se debe dar contenidos específicos y el contenido de las fichas no se enfocan en la gramática por lo tanto no la estoy enseñando por el momento.
Enviándoles un video pequeño sobre la gramática que he buscado en facebook los niños son de segundo y tercero de básica.
No presento estructura gramatical. Solo actividades comunicativas
Estructuras gramaticales en contexto
diapositivas
Presentaciones Power Point
Luego de darles una lectura, les pido que busquen el verbo auxiliar que se esta enseñando en ese momento y observen de que palabras esta rodeado. En realidad les pido que descubran por si mismo la regla y me la expliquen. Lo hacen bien, y yo me siento bien sin tener que corregirles mucho. Me ha dado buenos resultados
Explicar en un contexto real
Forma generalizada
Por medio de un video que busco en Youtube
Llevo el proceso lo mas facil posible y tengo que presentarlo en espanol muchas veces porque los representantes no entienden

Yo casi no les doy estructura gramatical trato de hacerle mas real la clase de acuerdo a nuestro realidad y entorno nosotros hemos visto demasiada gramática y muy poco speaking

La gramática se presenta de manera contextual. En lecturas o canciones.

Actualmente en contexto, pero según los estudiantes les he difícil de comprender

No se puede enseñar gramatica porque las fichas están enfocadas a lectura.

No se ha presentado el caso

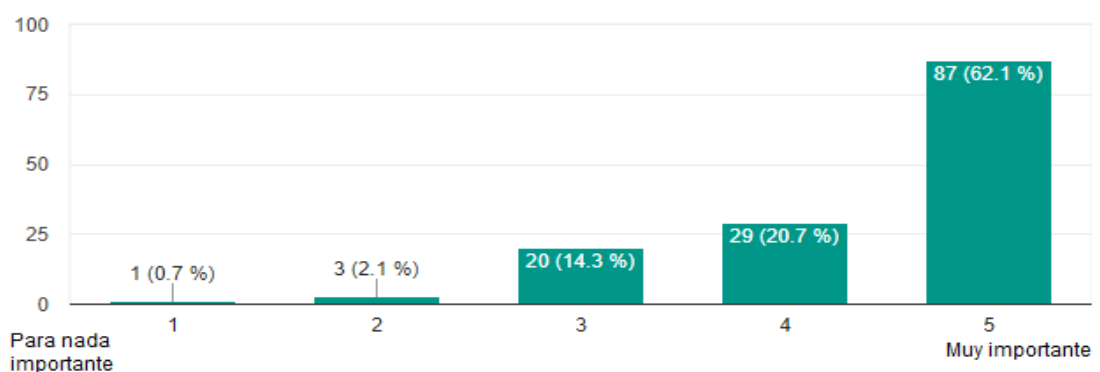
**Question #9: *En una escala del 1 al 5, ¿cuán importante es que los/las estudiantes reciban actividades de Input (es decir, ver la estructura gramatical en contexto real)?***

In this question, the majority of participants (eighty-seven) indicated a level of five in a scale of one to five of how important it is for students to receive input activities (grammatical form in real use context) in class. Subsequently, twenty-nine participants rated as important the previous statement. Whereas twenty participants expressed that it is more or less important to give input activities. The minority of participants indicated that it is not important or not at all important, as it can be interpreted in Table 10.

**Table 10: Survey: In a scale from 1 to 5, how important is for students to receive Input activities (seeing grammatical forms in real context)?**

9. En una escala del 1 al 5, ¿cuán importante es que los/las estudiantes reciban actividades de Input (es decir, ver la estructura gramatical en contexto real)?

140 respuestas



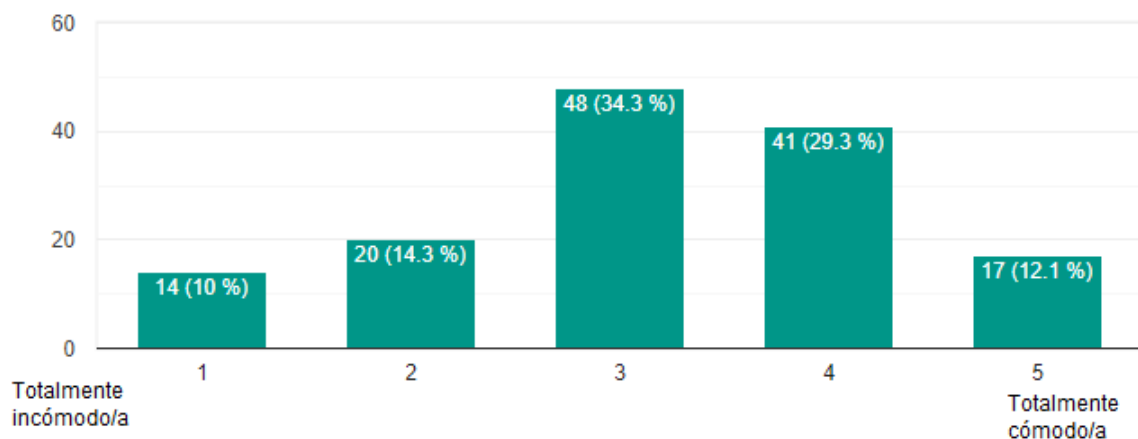
**Question #10: *En una escala del 1 al 5, ¿qué tan cómodo/a se siente de realizar actividades de Input por sí sólo/a para ser distribuidas a sus estudiantes por medio de WhatsApp?***

Similarly, the final question of the survey contains a rating scale, where forty-eight participants have agreed that they are more or less comfortable with developing structured input activities by themselves through WhatsApp. Likewise, 29.3% of participants are comfortable with the previous statement, yet 14.3% of participants indicated that they are uncomfortable. Only fourteen participants are totally uncomfortable with developing the activities and 17 are totally comfortable of doing so. It can be interpreted that the higher rate of teachers that are somewhat comfortable of doing the activities can be greatly helped with the instructional guide presented in this study, as well for participants that seem uncomfortable with the idea. Perhaps if they have a clearer idea of how to specifically use WhatsApp tools for structured Input activities they might be more convinced to do so.

**Table 11: Survey: In a scale from 1 to 5, how comfortable do you feel of developing structured input activities by yourself to be distributed to your students via WhatsApp?**

10. En una escala del 1 al 5, ¿qué tan cómodo/a se siente de realizar actividades de Input por sí sólo/a para ser distribuidas a sus estudiantes por medio de WhatsApp?

140 respuestas



## Conclusions

After completing this study and through the use of the survey as a methodological tool, the following conclusions were drawn:

One of the aspects that the COVID-19 problematic in education has arisen is the lack of stable Internet connectivity in a major part of students in a class. As it can be observed in the data analysis, there is never a complete class of students that do not have Internet connection problems, which is a great issue when dealing with the progression of the students' learning process. It does not get to be completed even for the students that do have the resources to be connected throughout the class and can normally receive homework later on the day. Most students find a way to be connected by buying rechargeable data cards for their mobile device which allows to mainly use the applications that do not require them to use a high quantity of Internet data, main of them being WhatsApp. Hence, teachers can find themselves in the need to use the methodological proposal from this study and/or base their activities in the application that all of their students can access to without requiring an online meeting session application for the hour of class, since it was required for the online education hour class to last less than normally.

Consequently, another aspect of the problematic that can be analyzed is the difficulty for teachers to adapt the content of the *fichas* to shorter lesson plans for an online format and to a context that is useful and real for the students. Therefore, confirming the necessity of the teachers to have an instructional guide to understand in a wider way the importance of input and input activities for students and how to develop them by having examples related to the English pedagogical modules. Taken into account that participants agreed that comprehensible input is important for students but some find it somewhat difficult to create activities by themselves.

It is important to address the unconformity of participants regarding the communication and commitment that parents should have in order to create a better online education in emergency process for students, which as it could be evaluated is sometimes not present at all or in other cases, boundaries are not met when parents ask for help to the teacher. Since WhatsApp is an application that allows instant messaging, it may appear that teachers can be considered as present and available twenty-four hours a day. In order to correct that misguidance, teachers would have to limit their time available for

students and parents the same manner as they would be in regular classes, setting a range of specific time in the day where they can be reached, including the class hours.

As it could be observed, most of teachers that participated in this study taught in the province of Guayas, part of the coastal region of Ecuador. However, there was an expanded participation from different provinces around the country, which leads to the conclusion that the problematic that the pandemic disease has brought can worryingly be considered as a type of impediment in the process of education in the country.

Finally, it can be said that the objectives proposed for this research have been met. The methodological proposal and instructional guide will be handed to the participants as well as it will be available to all teachers that are interested on acquiring it, along with the present thesis dissertation.

## **Recommendations**

In order to evaluate more closely the aspect of the presence of comprehensible input and the way grammatical structures are being presented to students in online teaching or education in emergency, an interview and/or class observation by online meeting platforms could be needed, taking into account the number of participants that would agree with those evaluations and the extension of time that the investigator would need.

A complementary study concerning the entire process of a communicative approach in lessons can be developed as well with teachers that participated in this study and already applied the structured input activities from the proposal (or other teachers that did not have the opportunity to participate previously), now complementing their lesson with an instructional guide and proposal of structured output activities that can also be distributed through WhatsApp if/when necessary.

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## Appendix

### I. Survey Format (Google Forms)

#### Situación Educativa de Inglés Sector Público por Covid-19

La presente investigación es conducida por Daniela Vásquez, estudiante de la Pontificia Universidad Católica del Ecuador. La meta de este estudio es conocer sobre la situación educativa con respecto a la materia de inglés en relación con el Plan Educativo Covid-19, implementado por el Ministerio de Educación del Ecuador.

La participación en este estudio es estrictamente voluntaria y anónima, y la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación.

\*Obligatorio

1. ¿A qué nivel enseña? (Puede escoger más de una opción de ser el caso). \*

- Elemental
- Media
- Superior
- Bachillerato (BGU)

2. ¿En qué provincia del Ecuador enseña a sus estudiantes? \*

3. ¿En que zona territorial enseña a sus estudiantes? \*

- Rural
- Urbana

4. De acuerdo a la situación de sus estudiantes en esta pandemia, ¿qué porcentaje de sus estudiantes cuentan con conectividad estable a Internet? Escoja una sola opción que más cree se acerca a su situación aproximadamente.

- Menos del 5%
- Del 5% al 10%
- Del 11% al 20%
- Del 21% al 30%
- Del 31% al 40%
- 50%
- Más del 50%
- Otros: \_\_\_\_\_

5. ¿Qué dificultades ha tenido enseñando a lo largo de esta educación en emergencia? (Puede escoger más de una opción de ser el caso). \*

- Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.
- Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.
- No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.
- Otros: \_\_\_\_\_

6. ¿Qué herramienta ha utilizado frecuentemente para enseñar en esta pandemia? (Puede escoger más de una opción de ser el caso) \*

- WhatsApp
- Facebook
- Zoom
- Google Hangouts
- Microsoft Teams
- Skype
- Otros: \_\_\_\_\_

7. En una escala del 1 al 5, ¿qué tan cómodo/a se siente utilizando WhatsApp para enseñar? \*

1      2      3      4      5

Totalmente incómodo/a                  Totalmente cómodo/a

8. ¿De qué manera presenta a los estudiantes la estructura gramatical correspondiente al módulo de inglés en que se encuentre? Explique por favor. \*

Tu respuesta

---

9. En una escala del 1 al 5, ¿cuán importante es que los/las estudiantes reciban actividades de Input (es decir, ver la estructura gramatical en contexto real)? \*

1      2      3      4      5

Para nada importante                  Muy importante

10. En una escala del 1 al 5, ¿qué tan cómodo/a se siente de realizar actividades de Input por sí sólo/a para ser distribuidas a sus estudiantes por medio de WhatsApp?

1      2      3      4      5

Totalmente incómodo/a                  Totalmente cómodo/a

**Enviar**

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## II. Participants' Answers

Fecha	No. Encuesta	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Pregunta 7	Pregunta 8	Pregunta 9	Pregunta 10
7/7/2020 13:35:35	1	Primero de Bachillerato (BGU)	Cotopaxi	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	5	En contexto	5	3
7/7/2020 13:35:51	2	Primero de Bachillerato (BGU), Segundo de Bachillerato (BGU), Tercero de Bachillerato (BGU)	El Oro	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Google Hangouts	1	fotos	3	1

7/7/2020 13:41:54	3	Primero de Bachillerato (BGU)	Pichincha	Urbana	Del 5% al 10%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	4	En contexto, mediante lecturas, diálogos, etc.	5	4
7/7/2020 13:44:37	4	Primero de Bachillerato (BGU), Segundo de Bachillerato (BGU)	El Oro	Urbana	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Zoom, Microsoft Teams	5	Videos	5	4
7/7/2020 13:45:18	5	Primero de Bachillerato (BGU)	Azuay	Rural	Del 5% al 10%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	Presentaciones Power Point	5	3
7/7/2020 13:45:46	6	Primero de Bachillerato (BGU), Segundo de Bachillerato (BGU)	Carchi	Rural	Menos del 5%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Llamadas telefónicas	2	Usos, ejemplos tanto oraciones como en textos	4	2
7/7/2020 13:49:15	7	Primero de Bachillerato (BGU), Segundo de	Chimborazo	Urbana	Del 11% al 20%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para	WhatsApp, Zoom	2	Mediante Ficha	2	2

		Bachillerato (BGU)				la situación de los/las estudiantes.					
7/7/2020 14:08:21	8	Primero de Bachillerato (BGU), Segundo de Bachillerato (BGU), Tercero de Bachillerato (BGU)	Pichincha	Urbana	Del 31% al 40%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, Microsoft Teams	3	Estructuras gramaticales en contexto	5	4
7/7/2020 14:10:04	9	Primero de Bachillerato (BGU), Segundo de Bachillerato (BGU)	El Oro	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp	5	Iniciando con el input luego con una lectura dejando que sean los estudiantes quienes observen y den sus opiniones	5	5
7/7/2020 14:24:55	10	Bachillerato (BGU)	Santa Elena	Rural	Del 11% al 20%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	Muy poca gramática...más información de datos siguiendo las fichas del mineduc.	3	3
7/7/2020 14:27:49	11	Superior	Bolívar	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Youtube	4	Mediante método flipped classroom creando video por youtube y en whatsapp, modificando las actividades, ya que no son acorde a la realidad actual de los estudiantes	5	3
7/7/2020 14:28:33	12	Media, Superior	Pichincha	Urbana	Del 31% al 40%	No se logra una comunicación constante con el/la estudiante y los padres	WhatsApp, Zoom	4	Busco imágenes relacionadas al tema y en	3	5

						de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.			dos o tres líneas lo explico		
7/7/2020 14:32:34	13	Superior	Esmeraldas	Urbana	Del 11% al 20%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Microsoft Teams	5	Dosificación de contenidos de acuerdo al nivel	5	5
7/7/2020 14:40:48	14	Superior, Bachillerato (BGU)	Cañar	Urbana	50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Zoom, Microsoft Teams	1	De manera directa, traduciendo el significado	5	2
7/7/2020 14:43:58	15	Elemental, Media, Superior	Azuay	Rural	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	3	Empiezo con imput, luego muestro imágenes y audios	5	4
7/7/2020 14:44:44	16	Superior, Bachillerato (BGU)	Manabí	Urbana	Menos del 5%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de	WhatsApp, Zoom, Microsoft Teams	3	Ahora no estamos trabajando con los módulos sólo nos enfocamos en las actividades de la ficha contextualizando las	5	3

						familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.			mismas a las necesidades de los estudiantes		
7/7/2020 14:45:53	17	Elemental	Loja	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Correo electrónico	3	No se trabajo con gramática. Difícil a través de medios digitales	4	3
7/7/2020 14:46:34	18	Bachillerato (BGU)	Napo	Urbana	Del 21% al 30%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Facebook, Microsoft Teams	3	La estructura gramatical se ve en contexto. El enfoque comunicativo tiene otra perspectiva para la enseñanza de una segunda lengua.	4	4
7/7/2020 15:01:17	19	Elemental, Media	Guayas	Urbana	Del 21% al 30%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, Google Hangouts	3	Por videos de youtube.. pero por el momento solo vocabulario aún no entramos a gramática porque no se puede dar clases sino solo acompañamiento en la instituciones públicas	5	3

7/7/2020 15:02:47	20	Superior	Guayas	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Mediante audios y videos	5	4
7/7/2020 15:10:03	21	Superior	Los Ríos	Urbana	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	3	De ninguna	5	4
7/7/2020 15:14:47	22	Superior, Bachillerato (BGU)	Loja	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp	5	Por el momento no estamos trabajando con los módulos, solo estamos trabajando con las actividades de las fichas	5	5
7/7/2020 15:15:57	23	Elemental, Media	Loja	Rural	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Facebook	4	Explicar en un contexto real	5	4
7/7/2020 15:19:08	24	Elemental, Media	Loja	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp	4	Short readings	4	4

7/7/2020 15:21:25	25	Elemental, Media	Los Ríos	Rural	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos., Desinterés del estudiante	WhatsApp	1	No se trabaja con estructura gramatical, ni los libros del año pasado ni las fichas proponen estructura gramatical, y como no se puede enseñar nada más que la ficha, es imposible.	5	1
7/7/2020 15:21:37	26	Bachillerato (BGU)	El Oro	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos., No tienen dispositivos para conectarse	WhatsApp, Microsoft Teams, Google classroom, edmodo	3	Con canciones, actividades recreativas	5	4
7/7/2020 15:25:28	27	Media	Pichincha	Urbana	80%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las	WhatsApp, Zoom, Google classroom	1	Tratando de hacer lo más corto posible y con ejemplos, usando Spanglish. Reduciendo al máximo el tiempo porque la atención de los estudiantes al trabajar vía	4	5

						estudiantes., No todos pueden conectarse a recibir clases sincronizadas y cuando lo hacen muy pocos participan y dejan las tareas para realizarlas las últimas semanas. Los Padres de familia en un 10% no supervisan que hagan tareas.			online se reduce a 20 minutos		
7/7/2020 15:28:49	28	Elemental, Media, Superior	Loja	Rural	Menos del 5%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	He diseñado actividades ayudándolos con vocabulario más que gramática	5	4
7/7/2020 15:30:48	29	Superior	Guayas	Urbana	Menos del 5%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	3	Videos.	5	3
7/7/2020 15:31:13	30	Superior	Guayas	Rural	Del 31% al 40%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para	WhatsApp	4	Imagen y audio	4	3

						la situación de los/las estudiantes.					
7/7/2020 15:31:59	31	Superior	Pichincha	Urbana	Más del 50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, CLASSROOM	3	Utilizando ejemplos relacionados al tema	4	2
7/7/2020 15:32:22	32	Bachillerato (BGU)	Santo Domingo de los Tsáchilas	Urbana	Más del 50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	2	Según el plan covid aún no se debe dar contenidos específicos y el contenido de las fichas no se enfocan en la gramática por lo tanto no la estoy enseñando por el momento.	5	2
7/7/2020 15:33:33	33	Media, Superior, Bachillerato (BGU)	Loja	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al	WhatsApp, Microsoft Teams	3	En el contexto	5	3

						seguimiento y cumplimiento de las fichas pedagógicas de los módulos.					
7/7/2020 15:34:28	34	Superior, Bachillerato (BGU)	Santo Domingo de los Tsáchilas	Urbana	Del 21% al 30%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, Microsoft Teams	3	En contexto	5	3
7/7/2020 15:34:49	35	Media, Superior	Tungurahua	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	3	Traducción	5	3
7/7/2020 15:36:46	36	Superior, Bachillerato (BGU)	El Oro	Rural	50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp, Zoom, Microsoft Teams, Mensajes de texto simple	2	Glossary	5	1

						de las fichas pedagógicas de los módulos.					
7/7/2020 15:40:29	37	Elemental, Media	Pichincha	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	Facebook, Zoom, Microsoft Teams, Correo, Exe learning, página web	1	La estructura en sí no se presenta, se inicia con actividades y ejemplos así los estudiantes asimilan conjuntamente con el vocabulario y es mucho más sencillo producir ejemplos, después de todo ese proceso se da la explicación gramatical pero ya los estudiantes saben cómo hacer es más como un refuerzo.	4	1
7/7/2020 15:41:39	38	Superior, Bachillerato (BGU)	Pichincha	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	Zoom, Classroom	1	No se puede enseñar gramática porque las fichas están enfocadas a lectura.	5	2
7/7/2020 15:42:20	39	Bachillerato (BGU)	Orellana	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una	WhatsApp, Microsoft Teams	4	En español. Analizando la lectura del módulo. Enseñando la fórmula y luego practicando con ejemplos reales.	5	4

						comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.					
7/7/2020 15:45:40	40	Superior	El Oro	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Microsoft Teams	3	No trabajamos mucho con estructuras gramaticales. Lo necesario para q desarrollen algun ejercicio. Doy los ejemplos propios y trato de q ellos den los suyos	4	3
7/7/2020 15:45:42	41	Bachillerato (BGU)	Guayas	Urbana	Del 21% al 30%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Facebook, Zoom, Microsoft Teams	3	En contexto	5	3
7/7/2020 15:48:25	42	Superior	Guayas	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	4	Aún no estamos trabajando los módulos ya que nos toca trabajar las actividades de Inglés de las fichas pedagógicas	5	4
7/7/2020 15:59:11	43	Superior, Bachillerato (BGU)	Guayas	Rural	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son	WhatsApp	1	No se la presento..no puedo hacerlo si no hay una clase en vivo..si se q los alumnos no revisan el pdf no escuchan	5	1

						difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.			audios..solo dicen presente y se van		
7/7/2020 15:59:22	44	Superior, Bachillerato (BGU)	Santa Elena	Rural	Menos del 5%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Facebook, Mensaje de texto	4	En contexto	5	4
7/7/2020 15:59:37	45	Media, Bachillerato (BGU)	Guayas	Urbana	50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	4	En una lectura, diálogo,ejercicios	4	4
7/7/2020 15:59:47	46	Elemental, Bachillerato (BGU)	Loja	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	4	Enviándoles un video pequeño sobre la gramática que he buscado en facebook los niños son de segundo y tercero de básica.	4	4

7/7/2020 16:03:06	47	Elemental, Media, Superior	Azuay	Urbana	Del 31% al 40%	Quizás que no se comprenda se forma clara.	WhatsApp, Zoom	4	Zoom y con ejercicios en línea.	4	4
7/7/2020 16:12:06	48	Superior	Guayas	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Zoom, Moodle	3	Videos pre-grabados	5	3
7/7/2020 16:17:27	49	Bachillerato (BGU)	Guayas	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	con ejemplos	5	2
7/7/2020 16:22:08	50	Media	El Oro	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, teams	1	en contexto, no grammar rules	5	2
7/7/2020 16:29:03	51	Elemental, Media, Superior	El Oro	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación	WhatsApp, Zoom, Microsoft Teams	1	Estamos aun con las fichas	3	3

						constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.					
7/7/2020 16:31:13	52	Superior, Bachillerato (BGU)	Guayas	Urbana	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	2	Forma generalizada	5	3
7/7/2020 16:34:19	53	Superior	El Oro	Urbana	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	3	Resaltando la estructura que se está trabajando	3	3
7/7/2020 16:47:25	54	Elemental, Media	Guayas	Urbana	50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Zoom, Microsoft Teams	1	Simplicada	5	1

7/7/2020 16:54:26	55	Elemental, Media	Pichincha	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	2	Antes que nada los estudiantes deben conocer cuáles son los pronombres, verbos, adjetivos, etc. Luego de eso se les explica mediante ejemplos la posición de cada elemento de la oración.	5	3
7/7/2020 16:59:23	56	Bachillerato (BGU)	Pichincha	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos., No tienen el presupuesto para acceder a los medios tecnológicos	WhatsApp, Zoom, Audios y mensajes de voz	1	Directamente y también en contexto	5	1
7/7/2020 17:10:13	57	Bachillerato (BGU)	Guayas	Urbana	Del 11% al 20%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	A través de problemática Real	5	3

7/7/2020 17:13:38	58	Superior, Bachillerato (BGU)	Manabí	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Facebook, Zoom	1	En contexto. Se realiza la lectura después se les pide que subrayen los verbos.	3	1
7/7/2020 17:37:50	59	Elemental, Media	Manabí	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp	3	Through reading, or looking pictures to Express their ideas. I mean in a real context.	4	4
7/7/2020 18:01:50	60	Elemental, Media, Superior	Guayas	Urbana	Del 31% al 40%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, Google Hangouts	5	Aún no se la aplica en la costa	3	4
7/7/2020 18:04:10	61	Media, Superior	Manabí	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., Hay poca motivación porque no se adaptan al sistema	WhatsApp	2	En contexto	5	3

7/7/2020 18:04:14	62	Superior	Guayas	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	2	Explicandoles con ejemplos	5	3
7/7/2020 18:09:39	63	Superior	El Oro	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams, meet	4	Se presenta de acuerdo al tema que esta en las fichas semanales. Por ejemplo en la ficha semana 5, se realizaron oraciones para predecir el futuro, se les hizo notar a través de oraciones que se utilizaría el auxiliar will y para suponer o dar ideas a través de un vídeo se practico el uso del modal would.	5	3
7/7/2020 19:14:29	64	Media, Superior	Loja	Urbana	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp, Zoom, Microsoft Teams	2	Estoy utilizando fflipclassrooms	1	2

						de las fichas pedagógicas de los módulos.					
7/7/2020 19:44:01	65	Superior, Bachillerato (BGU)	Cañar	Rural	Menos del 5%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	1	Mediante ejemplos: fotos o videos	3	1
7/7/2020 20:00:05	66	Bachillerato (BGU)	Guayas	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Se presenta por power point y se envía audios por wp explicando el contenido en español e inglés	4	2
7/7/2020 20:01:35	67	Elemental, Media	Pichincha	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de	WhatsApp, google classroom	1	lamentablemente se la presentaba a los padres, no a los alumnos y en español.	5	1

						los módulos., el manejo inadecuado de los dispositivos electronicos por parte de los padres, no permite que este sea un canal efectivo de comunicación.					
7/7/2020 20:03:57	68	Superior, Bachillerato (BGU)	Loja	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Facebook	1	A traves de ejemplos de la vida real	5	3
7/7/2020 20:09:13	69	Superior	Manabí	Rural	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Google Hangouts, Microsoft Teams	4	No estamos trabajando con modulos	3	4

7/7/2020 20:14:09	70	Bachillerato (BGU)	Cañar	Urbana	Más del 50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	4	La gramática se presenta de manera contextual. En lecturas o canciones.	5	4
7/7/2020 20:31:45	71	Superior, Bachillerato (BGU)	Guayas	Rural	Del 11% al 20%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Procuró cumplir la meta. Comunicative Approach. El problema es que vienen de recibir clases por parte de una docente que literalmente les traducían o les mandaba a traducir todo. Muy complicado y frustrante. Pero no me rindo.	5	2
7/7/2020 20:41:25	72	Bachillerato (BGU)	Guayas	Urbana	Más del 50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Edmodo	3	Guía de estudios	5	4
7/7/2020 20:42:48	73	Elemental, Media	Pichincha	Rural	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Zoom, Microsoft Teams	4	Video grabado o un video descargado de YouTube	5	2
7/7/2020 20:43:27	74	Media, Superior	Guayas	Urbana	Menos del 5%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación	WhatsApp, Zoom	4	Por medio de ejemplos	5	2

						constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.					
7/7/2020 20:54:33	75	Elemental, Media	Guayas	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Zoom	3	Diapositivas	4	2
7/7/2020 20:57:54	75	Superior, Bachillerato (BGU)	El Oro	Rural	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	Power points, vídeos educativos, pizarras interactivas.	5	4
7/7/2020 21:19:33	77	Bachillerato (BGU)	Manabí	Urbana	Más del 50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Zoom	3	Esto aún no consta en las fichas de la región costa . Aún no se está enseñando	4	4
7/7/2020 21:30:56	78	Bachillerato (BGU)	Pichincha	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las	WhatsApp, Facebook, Zoom, Google	1	Con ejemplos	5	1

						fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Hangouts, Skype				
7/7/2020 21:48:04	79	Media, Superior	Guayas	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Facebook	3	Llevo el proceso lo mas facil posible y tengo que presentarlo en espanol muchas veces porque los representantes no entienden	5	3
7/7/2020 21:50:15	80	Media, Superior	Manabí	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	3	-Bueno todavía no estamos utilizando los módulos, solo fichas y he dado poquita explicación de gramática	4	3

7/7/2020 21:56:47	81	Superior	Pichincha	Urbana	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	2	En contexto, las estructuras gramaticales están incluidas en las lecturas y luego se hace preguntas sobre las mismas, también se puede diseñar oraciones con la gramática sugerida y los estudiantes dan ejemplos para ello escriben en el chat.	5	4
7/7/2020 22:02:25	82	Elemental, Media, Superior	Loja	Urbana	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	1	Diapositivas	5	4
7/7/2020 22:04:40	83	Bachillerato (BGU)	Loja	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, Google meet y Google Classroom	2	Mediante PowerPoint, flash cards	3	3
7/7/2020 22:07:09	84	Bachillerato (BGU)	Chimborazo	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de	WhatsApp, Microsoft Teams	2	En contexto y este tiempo solo se ha revisado gramática ya aprendida en presencia	5	4

						familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.					
7/7/2020 22:15:40	85	Superior	Chimborazo	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	diapositivas	5	4
7/7/2020 22:16:59	86	Media, Superior	Tungurahua	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams, LLAMADA S TELEFÓNI CAS	4	EN CONTEXTO.	5	4
7/7/2020 22:17:00	87	Superior	Guayas	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	3	Por medio de un video que busco en Youtube	5	3

7/7/2020 22:19:51	88	Superior, Bachillerato (BGU)	Guayas	Rural	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Actualmente en contexto, pero según los estudiantes les he difícil de comprender	3	3
7/7/2020 22:19:56	89	Superior, Bachillerato (BGU)	Tungurahua	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Zoom	5	No se trabajó en gramática	5	5
7/7/2020 22:53:23	90	Superior, Bachillerato (BGU)	Cañar	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	Manera errónea	3	4
7/7/2020 22:56:56	91	Bachillerato (BGU)	El Oro	Urbana	Del 21% al 30%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp, Microsoft Teams, Kahoot	2	No se ha presentado el caso	3	3

						de las fichas pedagógicas de los módulos.					
7/7/2020 22:56:57	92	Superior	Manabí	Rural	El 1%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	2	Mediante readings	5	1
7/7/2020 22:58:25	93	Superior	Los Ríos	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Meet	2	Reglas gramaticales en diapositivas imagenes	3	3
7/7/2020 22:59:18	94	Bachillerato (BGU)	Pichincha	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Zoom, Microsoft Teams	1	Mediante diapositivas y ejemplos reales	5	1

7/7/2020 23:20:41	95	Superior	Santo Domingo de los Tsáchilas	Urbana	50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	4	Se realiza un video, el cual se les envía en el detalla la explicación con ejemplos..	4	4
7/7/2020 23:40:44	96	Elemental	El Oro	Urbana	Del 21% al 30%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	no doy estructuras gramaticales	2	3
7/8/2020 1:43:13	97	Superior, Bachillerato (BGU)	Guayas	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	1	No se puede presentar estructura gramatical	4	2
7/8/2020 2:10:02	98	Superior, Bachillerato (BGU)	Los Ríos	Rural	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp	2	Por medio de lecturas	5	3

						de las fichas pedagógicas de los módulos.					
7/8/2020 3:11:30	99	Elemental, Media, Superior	Carchi	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Correo Electrónico	3	Videos de Youtube y los que preparo	4	3
7/8/2020 4:41:41	100	Bachillerato (BGU)	Pichincha	Urbana	50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom, Microsoft Teams	3	Input	4	4
7/8/2020 5:11:22	101	Bachillerato (BGU)	Pichincha	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp, Zoom	5	Mapas o cuadros conceptuales	5	5

						de las fichas pedagógicas de los módulos.					
7/8/2020 6:03:11	102	Superior, Bachillerato (BGU)	Carchi	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos., El gobierno permite que mediante la entrega de un portafolio, todo lo trabajado desde inicios de la pandemia quede desdibujado simplemente con la entrega de una hoja en un portafolio	WhatsApp, Facebook, Zoom, Microsoft Teams	5	En contexto. A través del método deductivo, por cada estructura gramatical.	4	2
7/8/2020 6:21:19	103	Bachillerato (BGU)	Guayas	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Los estudiantes no tienen el recurso de internet estable, y trabajan con internet de tarjetas, problema que muchas veces no permite que se conecten la mayoría	WhatsApp, Zoom	2	Mediante el uso de diapositivas	5	3

7/8/2020 7:17:31	104	Bachillerato (BGU)	El Oro	Rural	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	4	Lo hago con las lecturas en donde hay oraciones completas. Tambien los estudiantes escriben sus propias oraciones y yo reviso si la estructura gramatica es correcta.	4	3
7/8/2020 8:05:35	105	Superior, Bachillerato (BGU)	Santo Domingo de los Tsáchilas	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Aun no utilizo los modulos	3	3
7/8/2020 8:09:39	106	Superior	Guayas	Rural	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Zoom	4	Con diapositivas les explico la gramática	5	4
7/8/2020 8:17:07	107	Media	Guayas	Urbana	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son	WhatsApp, Zoom, YouTube	2	Explaining the grammar very fast and then introducinh exercises based in input.	5	3

						difíciles de adaptar para la situación de los/las estudiantes.					
7/8/2020 8:20:26	108	Superior	Guayas	Rural	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Zoom	4	Forma didáctica	4	4
7/8/2020 8:35:25	109	Superior	Santo Domingo de los Tsáchilas	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp	3	Escribiendo mensajes a los estudiantes y mediante audio	5	3
7/8/2020 9:30:33	110	Elemental	Pichincha	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	1	Yo casi no les doy estructura gramatical trato de hacerle mas real la clase de acuerdo a nuestro realidad y entorno nosotros hemos visto demasiada gramática y muy poco speaking	3	3
7/8/2020 9:30:49	110	Bachillerato (BGU)	Manabí	Rural	Menos del 5%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp	3	Por audio , y mediante laminas fotograficas de donde esta la gramática para resaltar	5	3

						de las fichas pedagógicas de los módulos.					
7/8/2020 11:01:34	112	Elemental	Imbabura	Urbana	Del 31% al 40%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	4	Son pequeños sólo se les motiva a aprender vocabulario	5	4
7/8/2020 12:03:29	113	Media	Pichincha	Urbana	Del 31% al 40%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Facebook, Zoom, Quizzes	4	I try to use Realia examples most of the time	4	4
7/8/2020 13:24:07	114	Superior, Bachillerato (BGU)	Pichincha	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	Zoom, Microsoft Teams	5	Ejemplos del contexto nacional, oraciones comparatives.	4	4
7/8/2020 14:04:25	115	Media, Superior	Pichincha	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la	WhatsApp, Zoom, Mail	3	Mediante videos explicativos	5	5

						estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.					
7/8/2020 14:09:21	116	Bachillerato (BGU)	Bolívar	Rural	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	2	No presento estructura gramatical. Solo actividades comunicativas	5	4
7/8/2020 15:08:14	117	Bachillerato (BGU)	Cotopaxi	Urbana	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Con ejemplos de su uso	5	3

7/8/2020 15:21:29	118	Bachillerato (BGU)	Guayas	Urbana	Más del 50%	solo nos permiten acompañamiento pedagogico. No dar clases .	WhatsApp, Zoom, Microsoft Teams, Google Meet	2	Archivo adjunto: reading, video, audio relacionado explicando archivo de word por ej.	3	3
7/8/2020 16:41:06	119	Superior	Guayas	Urbana	Menos del 5%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	4	Mediantes ejercicios y audio	2	1
7/8/2020 20:53:36	120	Elemental, Media, Superior	Santa Elena	Rural	Del 31% al 40%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Zoom	3	Método inductivo, clarificación, ejemplos y práctica	4	5

7/8/2020 21:11:25	121	Bachillerato (BGU)	Los Ríos	Urbana	Del 11% al 20%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Zoom, Microsoft Teams	2	La estructura gramatical la presento en el momento dos cuando construyo el conocimiento de los chicos directamente con ejercicios de grammar repetición, pronunciación y con ejemplos dados.	3	2
7/8/2020 21:20:19	122	Bachillerato (BGU)	Manabí	Urbana	Más del 50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp, Microsoft Teams	3	En contexto	5	3
7/8/2020 21:40:37	123	Elemental, Media	Pichincha	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp, Facebook, Zoom	3	Flash cards	4	3
7/9/2020 0:33:26	124	Superior	Guayas	Urbana	50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	3	Se da opciones para que elija	3	3
7/9/2020 13:18:17	125	Bachillerato (BGU)	Guayas	Urbana	Del 11% al 20%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	2	Por ahora con la ficha no estoy enseñando gramática, me enfoco más con vocabulario a través de imágenes	5	2

7/9/2020 20:00:21	126	Superior	Manabí	Rural	50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	5	In context	5	5
7/9/2020 20:01:54	127	Superior, Bachillerato (BGU)	Manabí	Rural	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	5	In context	5	5
7/9/2020 20:47:15	128	Bachillerato (BGU)	Guayas	Urbana	Del 31% al 40%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Zoom	5	Por medio de una breve explicacion	5	5
7/9/2020 21:01:14	129	Superior	Guayas	Urbana	90%	El Horario. Damos solo una hora ala semana	WhatsApp, Facebook, Google, YouTube	5	Luego de darles una lectura, les pido que busquen el verbo auxiliar que se esta enseñando en ese momento y observen de que palabras esta rodeado. En realidad les pido que descubran por si mismo la regla y me la expliquen. Lo hacen bien, y yo me siento bien sin tener que corregirles mucho. Me ha dado buenos resultados	5	5
7/9/2020 21:21:44	130	Superior, Bachillerato (BGU)	Guayas	Urbana	Del 31% al 40%	No se logra una comunicación constante con el/la estudiante y los padres	WhatsApp	2	No usamos aún los módulos, pero en las fichas se lo hace con	5	3

						de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.			discreción, subjetivamente.		
7/10/2020 14:50:16	131	Bachillerato (BGU)	Azuay	Urbana	Más del 50%	Los estudiantes se muestran temerosos a participar activamente en este nuevo sistema virtual de enseñanza aprendizaje	WhatsApp, Microsoft Teams	4	Aún no estamos trabajando con los módulos. Estamos cubriendo los temas de las guías para las primeras ocho semanas (Trabajo en Azuay, pero bajo régimen costa) La gramática se la presenta en contexto, no de forma aislada.	5	5
7/10/2020 15:13:01	132	Superior, Bachillerato (BGU)	Chimborazo	Rural	Ninguno	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	5	Les explico la estructura en el documento con algunos ejemplos, antes de q inicien con la lectura	5	4
7/11/2020 20:45:06	133	Superior, Bachillerato (BGU)	Esmeraldas	Rural	Del 21% al 30%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento	WhatsApp, Facebook	5	Con imagenes detalladas sobre el tema que se ve	3	4

						de las fichas pedagógicas de los módulos.					
7/11/2020 21:07:12	134	Elemental, Media	Manabí	Urbana	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet.	WhatsApp	2	Se adapta según la necesidad	5	2
7/11/2020 22:34:14	135	Superior	Guayas	Urbana	Más del 50%	Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp	3	Mediante videos que me grabo en power point, pongo ejemplos adicionales y aplicables a los jóvenes, que ellos lo puedan entender.	5	4
7/12/2020 13:33:00	136	Bachillerato (BGU)	Azuay	Urbana	50%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., Las actividades propuestas en las fichas pedagógicas son difíciles de adaptar para la situación de los/las estudiantes.	WhatsApp, Microsoft Teams	2	En contexto	4	3
7/13/2020 20:13:02	137	Superior	Guayas	Urbana	Más del 50%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	Envío vídeos explicativos, luego trato ejercicio por ejercicio	5	5
7/15/2020 14:51:23	138	Elemental, Media	Guayas	Rural	Menos del 5%	Quejas de los padres porque no quieren en inglés sino en español	WhatsApp	4	Hago vídeos y audio en inglés y en español.	5	5

7/19/2020 20:17:21	139	Bachillerato (BGU)	Manabí	Urbana	Del 11% al 20%	No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	No hay como	5	5
8/11/2020 17:13:31	140	Media	Manabí	Urbana	Del 5% al 10%	Los/Las estudiantes no pueden descargar los documentos que envía por falta de Internet., No se logra una comunicación constante con el/la estudiante y los padres de familia con respecto al seguimiento y cumplimiento de las fichas pedagógicas de los módulos.	WhatsApp	3	En contexto, por ejemplo en los reading.	5	2

### III. Instructional Guide

#### Guía para Actividades Estructuradas de Input en WhatsApp

#### Módulos Pedagógicos de inglés del “Plan Educativo Covid-19”

#### La Importancia del Input

Input es el lenguaje integrado en un intercambio comunicativo expuesto al estudiante por el/la profesor/a. Este debe contener un mensaje útil y con significado para el/la estudiante. Un Input comprensible y sustentado, seguido de motivación de parte del/a profesor/a y un correcto entorno afectivo causará aprendizaje en la segunda lengua. (Krashen, 1982). De modo que, al exponer Input de una estructura gramatical, esta debe estar acompañada de un contexto que tenga significado para los estudiantes, en donde vean el uso de esta para su aplicación futura cuando ellos/ellas se encuentren en ese contexto comunicativo.

Existen ciertas características que describen cómo debería exponerse y verse el Input simplificado para los estudiantes de inglés como segunda lengua, las cuales son:

Característica General	Ejemplos
<b>Ritmo más lento</b>	4. Menos vocales reducidas y menos contracciones 5. Pausas más largas 6. Extra énfasis en sustantivos, pausas a mitad de tiempo seguidas de sustantivo principal
<b>Vocabulario</b>	6. Uso de vocabulario de más frecuencia, menos jerga y modismos 7. Menos uso de tipos de pronombres 8. Definiciones marcadas 9. Información léxica en definiciones que proporcionen información extra relacionada con morfología derivativa.
<b>Sintaxis</b>	5. Oraciones cortas, sintaxis proposicional simple 6. Reformulación y repetición 7. Menos modificaciones pre-verbo, más modificaciones pos-verbo 8. Ampliación del enunciado del estudiante
<b>Diálogo</b>	El hablante da al estudiante opciones de respuesta a la pregunta propuesta El hablante usa preguntas <i>tag</i> . El hablante ofrece corrección
<b>Escenario de habla</b>	4. Repetición de escenarios

*Fuente: Adaptado de “Making Communicative Language Teaching Happen” (p. 30), de Lee & VanPatten, 2003, NY: McGraw-Hill*

En las actividades estructuradas de Input se busca modificar el Input para que los estudiantes presten atención a las conexiones de estructura gramatical – significado/función, no que produzcan la forma o estructura gramatical, ya que al producir la estructura como primer paso no permitirá a los alumnos entender el contexto donde puede necesitarse o usarse, de manera que solo estarían usando la memoria para resolver los ejercicios y no existiría comprensión comunicativa.

Para desarrollar actividades estructuradas de Input es importante seguir la siguiente guía:

- Presentar una cosa a la vez, es decir evitar mezclar estructuras gramaticales ya que se hace más fácil para los/las estudiantes procesar una estructura en su contexto.
- Mantener el significado en enfoque, ya que la forma gramatical sin significado no permitiría aprendizaje de Input significativo.
- Moverse de oraciones a texto conectado, puesto que es más fácil para el/la estudiante procesar la estructura gramatical en oraciones primero que en textos largos.
- Utilizar Input oral y escrito para que los/las estudiantes puedan luego producirlo correctamente de ambas maneras.
- Hacer que el/la estudiante haga algo con el Input recibido, es decir, las actividades estructuradas de Input.
- Tener en cuenta las estrategias de proceso que tiene el estudiante, ya que estas pueden estar en dificultad al presentar muchas estructuras gramaticales en el Input.

Existen dos tipos de actividades estructuradas de Input:

1. Afectivas: donde los/las estudiantes expresan su opinión, creencia o respuesta afectiva hacia alguna información sobre el mundo.
2. Referenciales: donde los/las estudiantes dependen de información dirigida a la estructura gramatical para responder el ejercicio.

Donde se clasifican en actividades basadas en respuesta, que pueden ser:

- Opciones binarias (Sí/No, Falso/Verdadero, Probable/Improbable, etc.)
- Ordenar o clasificar
- Seleccionar alternativas u opción múltiple
- Combinar
- Proporcionar información
- Encuestas

Es importante que dentro de estas actividades, el/la estudiante no se le solicite producir la estructura o forma gramatical, y que la estructura esté resaltada cada vez que se la presente.

### **Objetivo de la Guía**

En la aplicación móvil WhatsApp, es posible resaltar, poner en cursiva y tachar el texto que se está escribiendo al seleccionarlo antes de enviarlo. Al ser la aplicación de mensajería comúnmente usada en caso de educación a distancia o emergencia, se propone su utilización como herramienta de complemento para poder tener una alternativa de envío, realización y comprensión de actividades estructuradas de Input.

Las actividades presentadas adjunto a esta guía son diseñadas en base a los módulos 1 y 2 de Primero de Bachillerato, y módulo 3 de Segundo de Bachillerato. Sin embargo, esta guía también está diseñada para realizar actividades estructuradas de input en otros niveles y módulos de igual manera.

### **Herramientas de WhatsApp e instrucciones**

En las actividades propuestas se encontrará texto entre paréntesis, el cual tiene como objetivo solamente indicar al/la profesor/a de qué estructura gramatical se trata el ejercicio. De ninguna manera debe ser enviado al estudiante en el mensaje.

De igual modo se encontrará texto en *cursiva*. Esto indica lo que el/la profesor/a debe realizar, no debe estar escrito para ser enviado al estudiante. Por ejemplo, en las instrucciones presentadas en cursiva se encontrará las palabras *Read (record)*, las cuales

indican que el siguiente texto (que no está en cursiva) debe ser leído y grabado en una nota de voz para ser enviado al estudiante. Puede de igual manera indicar la palabra *Text*, la cual expresa que el siguiente texto debe ser escrito y enviado en el mensaje.

La estructura que se encuentra resaltada debe ser igualmente enviada resaltada en el mensaje. El/La profesor/a debe enfatizar la estructura resaltada al momento de leer y grabar en una nota de voz.

Por ejemplo, la actividad 1 del módulo 1 de Primero de Bachillerato debería verse de la siguiente forma en la aplicación:



Como se puede observar, en este caso el texto previo que debe leer el/la profesor/a debe ser enviado en una nota de voz y luego lo que se indica que debe ser enviado como texto, de manera que el estudiante pueda tener input en audio y texto.

### **Bibliografía:**

Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: Pergamon Press Inc

## IV. Methodological Proposal (Structured Input Activities)

### First Course BGU

#### Module 1

##### 1. (Simple past)

*Read (record):*

##### **Taking care of our planet!**

Spending this quarantine in my house, we did some things to help our environment and some things we could not do. For example:

I **took** shorter showers to save water.

We **did not wash** our fabric masks.

I **threw away** my latex gloves every time.

I **re-used** our glass and plastic bottles.

*Read (record) and then text:*

**What did you do in this quarantine? According to your situation, write YES below whether you did do or NO if you did not do what the phrases indicate.**

YES/NO	Phrases
	1. We <b>re-used</b> the plastic bags we have.
	2. I <b>divided</b> the trash into paper, glass and organic.
	3. We <b>planted</b> something (fruit, trees, vegetables).
	4. I <b>threw away</b> my mask.
	5. I <b>used</b> latex gloves.
	6. I <b>washed</b> my hands for 20 seconds.
	7. We <b>used</b> hand sanitizer often.
	8. I <b>re-used</b> my old clothes to make something.
	9. I <b>avoided</b> single-use products.
	10. We <b>watched</b> or <b>heard</b> the news about the world every day.

1.1 *Read (record) and text:*

##### **Origin of the Universe and planet Earth**

**Based on what you have seen in this module, put the events of how the universe originated in chronological order.**

##### **Events**

##### **Order #**

- a. Matter **expanded** and **created** millions of galaxies, such as The Milky Way. \_\_\_\_\_
- b. The sun's gravity **attracted** the dust and gases and **made** them spin around it. \_\_\_\_\_

- c. Earth was **formed** by a liquid mantle, solid metal core and a hard crust. \_\_\_\_\_
- d. Clouds **formed** and **became** solids. \_\_\_\_\_
- e. A very hot and dense particle **exploded**. \_\_\_\_\_
- f. In The Milky Way, several planets **were** formed by our solar system rotating gases and dust. \_\_\_\_\_

2. (Simple past and past of the verb to be)

*Read (record):*

**Stories from quarantine**

I **was** so clueless! At first, I **thought** this quarantine would last for maybe three weeks at the most. But I **realized** after a few days that that **was** wrong. As an 80-year-old woman, I am in one of the high-risk groups and I have to be very careful.

The revelation **came** to me as I **stood** in front of the mirror. The problem **was not** my wrinkles, but the isolation due to a potentially deadly virus. I **examined** myself through the mirror. Will I stand being with me for months?

Since I **was** a child, I **dreamed** of being an artist. I **made** little cities out of cardboard, old newspaper and buttons. It **wasn't** until I **retired** that my artistic aspirations **came** back to me. I **bought** paints, brushes and canvas. Now I simply paint away in my isolation.

When the coronavirus **began** to spread, several of my new neighbors immediately offered to help me out. I **was** so happy when the family next to my apartment **rang** my doorbell on Sundays to ask if they can go shopping for me. But with two little boys who are only two hours-a-day in online school, we **were** sure they have enough going on. Ernest, a young designer who lives across the hall, also goes shopping for me. Sometimes he calls while he is in the shop to make sure that he **chose** the right brand. He **gave** me some of his shopping when things run out at the closest store.

Source: <https://p.dw.com/p/3bD3p>

*Text:*

**Select the phrase that best completes each statement about the woman.**

The woman's neighbors...

- **did not help** her because they had to deal with their sons
- **were** able to shop for her
- **were not** happy to help her

The woman...

- **liked** to create art with different materials.
- **dreamed** of having to paint her isolation.
- **was** an artist since her teenage years.

When the quarantine happened, she...

- **was** worried about her wrinkles.
- **knew** how much it would last.
- **was** concerned about what to do in isolation.

2.1 Read (record) and text:

**What has changed?**

According to what you have seen in this module, choose the best option from the box below that fits with the statement.

Dinosaurs	Brahma	fossil
pollution	Bacteria	Antibiotics

1. Gasoline **was** a \_\_\_\_\_.
2. \_\_\_\_\_ **were** a type of reptiles from million years ago.
3. \_\_\_\_\_ **was** the source of oxygen at the beginning of the creation of planet Earth.
4. According to the Hindu culture, \_\_\_\_\_ **was** the creator of the universe.
5. \_\_\_\_\_ **were** crucial to save many lives.
6. Decades ago, \_\_\_\_\_ **was not** considered a global problem.

3. (Future tense: Will)

Read (record) and text:

**What will the world be like 20 years in the future?**

Rank the following predictions from what you think would most likely happen (6) to what will be unlikely to happen in the future (1).

**Rank # Prediction**

- |       |  |
|-------|--|
| _____ | a. The human population <b>will be</b> lower than today.                     |
| _____ | b. People <b>will have</b> more hygiene products because of the coronavirus. |
| _____ | c. There <b>will be</b> more poverty in every country.                       |
| _____ | d. We <b>will drive</b> flying cars.   |
| _____ | e. Pollution <b>will increase</b> in the cities.                             |
| _____ | f. Robots <b>will exist</b> in every home.                                   |

3.1 Read (record) and text:

**What do you think will happen?**

Choose the answer to the phrases below based on your personal opinion.

1. Do you think houses **will be** more environmentally friendly in the future?
  - a. Yes, they **will have** solar panels to collect energy.
  - b. Maybe some houses **will have** some environmentally friendly appliances.
  - c. No, we **will not be** able to develop that technology.
2. Where **will** we get our energy when we run out of oil?
  - a. We **will get** energy from solar panels mostly.
  - b. We **will depend** on hydroelectric energy in the rivers.
  - c. We **will have** to invest more in wind energy.
3. What **will happen** if we continue to pollute the environment?
  - a. Many species **will lose** their homes.
  - b. We **will have** to live with plastic as trash all around us.

- c. We **will die** younger.
- 4. **Will** the climate **keep** changing so abruptly?
  - a. Yes, it **will still change** not only in Ecuador but all around the world
  - b. Maybe, it **will stop** if we stop contaminating.
  - c. No, it **will be** normal once we have all worked for a better environment.

4. (Future tense: be going to/ Present Continuous + future expression)

*Text:*

**What are you going to do to improve your future?**

**Choose TWO classmates for them to answer these questions about the actions they could or would not do to improve their future. Send them the questions and they should fill the gap with their information. Then, send both of your classmates' answered questions to your teacher.**

\_\_\_\_\_:

(name)

- 1. **is going to plant** \_\_\_\_\_ to have more forests in the future.
- 2. **is going to re-use** \_\_\_\_\_ to pollute less.
- 3. **is not going to buy** a lot of \_\_\_\_\_.
- 4. **is not going to take** \_\_\_\_\_ showers in the future.
- 5. **is going to wash** \_\_\_\_\_.
- 6. **is going to eat** \_\_\_\_\_.

4.1 *Read (record) and text:*

**Who is most likely to?**

**Think of your family and write their names on what you think he/she is most probably going to do or not to do in the future. Then, send your answers in a voice note answering why you chose that family member.**

Name	Probability
_____	<b>is going to travel</b> a lot.
_____	<b>is not going to save</b> water on everything she/he can.
_____	<b>is going to clean</b> the beach when the quarantine ends.
_____	<b>is not going to work</b> protecting the nature when she/he is older.
_____	<b>is going to create</b> works of art by using trash.
_____	<b>is going to work</b> as an archaeologist?

5. (Zero and first conditional)

*Read (record) and text:*

**Based on your experience and the information you have seen in this module, choose the answer that best fits the phrase.**

- 1. If you don't wear a mask in public places...
  - a. you will transmit or get coronavirus.
  - b. you will breathe worse.

- c. you will pollute the environment.
- 2. If we do not reduce plastic use...
  - a. we will live in the ocean.
  - b. our ocean animals will have no home.
  - c. it will get hard to breathe.
- 3. If human population growth keeps rising fast...
  - a. more animals will exist.
  - b. CO2 will not be produced.
  - c. there will not be enough food for everyone.
- 4. If you do not recycle and divide the trash...
  - a. we will have too much trash in the future.
  - b. you will help the garbage collectors.
  - c. you will be fined in Ecuador.

5.1 Read (record) and text:

**Complete the Covid-19 quarantine rules with the information necessary according to your experience and knowledge.**

1. If you go outside your home, stand \_\_\_\_\_ meters apart from another person.
2. If you touch something, wash your hands for \_\_\_\_\_ seconds at least.
3. If you feel a little sick, do not go straight to the \_\_\_\_\_ yet.
4. If you leave your home, always wear a \_\_\_\_\_ in your face.
5. If you buy your groceries wash them with \_\_\_\_\_.
6. If you have previous illnesses, avoid going \_\_\_\_\_ at all!

## Module 2

### 1. (Present Perfect)

Read (record) and text:

#### Have you ever?

There are many things I have done and a lot that I haven't been able to do so far in my life. I have ....., but I have not done... (*Mention what you have/haven't done*).

**a. Read the following phrases and write YES if you or your family has done that or NO if you have not so far.**

YES/NO    Phrases

- |       |   |
|-------|---|
| _____ | 1. I <b>have been</b> to a museum.                                |
| _____ | 2. I <b>have invented</b> something.                              |
| _____ | 3. I <b>have been</b> vaccinated.                                 |
| _____ | 4. We <b>have travelled</b> to another city.                      |
| _____ | 5. My father/mother <b>has used</b> a map to travel.              |
| _____ | 6. I <b>have discovered</b> something.                            |
| _____ | 7. We <b>have helped</b> in our community.                        |
| _____ | 8. My brother/sister <b>has studied</b> until he/she fell asleep. |
| _____ | 9. I <b>have built</b> something by myself.                       |
| _____ | 10. We <b>have watched</b> a space film or documentary            |

b. Provide information with what you, your family or classmates have never done. Then, send both exercises to your teacher.

- a. I **have never eaten** \_\_\_\_\_ in my life.
- b. My sister/brother **has never** got sick from \_\_\_\_\_.
- c. My friend **has never** had a \_\_\_\_\_.
- d. I **have never** painted a \_\_\_\_\_ before.
- e. My parents **have never used** a \_\_\_\_\_ before.
- f. My friend **has never travelled** to \_\_\_\_\_.

2. (Past Perfect)

*Read (record):*

**What happened?**

When Carlos opened the door of his apartment he was shocked. He **had just installed** a new lock and now was broken. There was glass all over the floor. His bookshelves were empty, he **had bought** those books a week ago. There was stuff lying everywhere. The bathroom was also a mess (he **had just cleaned** that up!): there was water on the floor, his colognes gone. He searched through his drawers and his money was missing. Carlos looked around and remembered that his friend Claudia **had entered** his apartment before he went to his parents for vacation and was the only one that had another key. He immediately knew what happened...

*Text and send the story and then this:*

a. Read the story if necessary, choose the best option that completes the story and then explain why. Record your explanation in a voice note and send it to your teacher.

**Options:**

- He **had left** the window open and forgot.
- He **had been** robbed by Claudia.
- The lock **had not been** well installed but he did not realize.
- Carlos' ex **had left** him taking her stuff (and more).
- The people that installed the lock **had robbed** him.

b. Based on the story, choose if the following events are true or false and why. Record your explanation in a voice note and send it to your teacher.

True/False	Events
_____	When he went to his apartment, Claudia <b>had</b> already <b>been</b> there before.
_____	His colognes <b>had been gone</b> before he arrived.
_____	He <b>had bought</b> the books years before moving to that apartment.
_____	When Carlos opened the door, he <b>had</b> already <b>installed</b> a new lock.
_____	His friend Claude <b>had</b> also <b>been</b> in his apartment when Carlos wasn't there.
_____	The bathroom <b>had</b> always <b>been</b> a mess.

## Second Course BGU

### Module 3

#### 1. (Passive voice: simple present)

*Read (record) and text:*

**Guess what it is!**

- a. **Based on what you have seen in this module, guess the object described by the following phrases. Choose the object from the box below. Then, read the phrases with your answers by recording it in a voice note and send it to your teacher.**

raft	Christmas	zoo
Quito	effigie	guagua de pan

- a. It is **made** from flour, eggs, sugar and margarine. It is a \_\_\_\_\_
- b. It is **burned** at the end of the year **by** Ecuadorians. It is an \_\_\_\_\_
- c. It is **populated by** many animals. It is a \_\_\_\_\_
- d. It is **visited by** many tourists because it is on the middle of the Earth. It is \_\_\_\_\_
- e. It is **used by visitors** to go down the river as a sport. It is a \_\_\_\_\_
- f. It is **celebrated** throughout the world in December. It is \_\_\_\_\_
- b. **Write TRUE if you think the phrase below is correct and FALSE if it is not. Base your answers on what you have seen in this module. Then, read the phrases with your answers by recording it in another voice note and send it to your teacher.**

**True/False**

**Phrases**

- \_\_\_\_\_ 1. The Sagrada Familia Church **is visited by** tourists from all around the world.
- \_\_\_\_\_ 2. Ceviche **is made** with shrimp.
- \_\_\_\_\_ 3. Flamenco **is mostly danced** in Africa.
- \_\_\_\_\_ 4. The song "All You Need is Love" **is sung by** The Rolling Stones.
- \_\_\_\_\_ 5. Secret Santa **is done by** Brazilians to celebrate Christmas.
- \_\_\_\_\_ 6. The Cemetery of Tulcan **is commonly visited** in New Year's Eve.

#### 2. (Passive voice: simple past)

*Read (record) and text:*

News have been usually transmitted through television, radio and Internet in the newspaper's online website. However, informational news websites have appeared constantly where some of them are not really taken as trustworthy; and because of that, fake news have appeared more commonly than before. Fake news are fabricated news that can be found in traditional news, social media or fake informational websites where they are presented as being factually accurate but have no basis or correct information.

Read the following newspaper headlines from all over the world. Some of them are fake and some are real. Write **FAKE** or **REAL** next to the headline according to your opinion and explain why in a recorded voice note. Then, send your answers and the voice note to your teacher.

Fake/Real	Headlines
_____	1. Virus spread to humans by computers
_____	2. North Korean cats rounded up sent south
_____	3. Seattle protester, 24, hit by car on closed highway
_____	4. Hillary Clinton deleted from Twitter by Michelle Obama
_____	5. 300 Elephants killed by possible poisoning from caretakers
_____	6. U.S Postal Service destroyed by four reckless teens in car
_____	7. Ecuador considered the highest polluted country in the world stated by president
_____	8. Weather man trapped by avalanche mid-report
_____	9. The town divided by Black Lives Matter movement
_____	10. Gym shut down by Covid-19 infected member

2.1 Read (record) and text:

### Ecuador, Spain or Brazil!

These countries have so much to offer to the world and so much we don't know! The following story of José who has visited these countries is not in order. Rank the following events in the order you think they happened, send your answers in a voice note to your teacher explaining why.

Phrases	Order #
a. The Andean Chocó was <b>considered</b> the best biosphere reserve from Ecuador <b>by</b> José. It was getting colder but he enjoyed the view.	_____
b. When he returned to Brazil he saw that a Panettoni <b>was eaten</b> as a dessert in Christmas. Which he also heard happens in Ecuador.	_____
c. He started his trip to Spain in the summer and they told him that sangria was the drink <b>drank by</b> tourists, so he had to do it.	_____
d. José loved nature, so he heard that the Pahuma reserve was the most <b>visited by</b> tourists because of its plenty hummingbirds and orchids. He went there too of course!	_____
e. He was very excited to try the <i>colada morada</i> . He knew it was <b>made by</b> most Ecuadorians there as a tradition.	_____
f. José also saw a flamenco performance <b>done by</b> Spanish people.	_____

3. (Used to)

Read (record) and text:

### Time flies!

There are so many things that used to be a way and then with time changed making us change our decisions, personality and way of thinking too. What has changed for

you? Complete this short survey by choosing the option that best fits your situation. Then, send the unanswered survey to another classmate for her/him to answer as well. Send both surveys to your teacher.

### Survey

Name:

Date:

1. What is a food you **used to hate** but now you like?
  - a. Pizza
  - b. Ceviche
  - c. Hornado
  - d. Locro
  - e. Other \_\_\_\_\_
2. Did you **used to eat** *guagua de pan* and *colada morada* every November 2nd?  
Yes  
No
3. What did you **used to do** with your family in New Year's Eve and don't do anymore?
  - a. We **used to buy** and **wear** yellow underwear for good luck.
  - b. We **used to eat** 12 grapes 12 seconds before midnight.
  - c. We **used to run** around the block carrying travel luggage to travel next year.
  - d. We **used to jump** the effigy when it was burning.
4. Where did you **used to travel** when you were in vacations?
  - a. Cuenca
  - b. The beach
  - c. Ibarra
  - d. Quito
  - e. Other \_\_\_\_\_
5. Did you **used to make** and **give** candy bags in Christmas?  
Yes  
No

3.1 Read (record) and text:

**What was life before ...?**

**Read the descriptions about how things were done before that invention. Choose the invention from the box below.**

1. Before the \_\_\_\_\_, people **used to write** and send letters through the Mail Service, now we send e-mails.
2. Before the \_\_\_\_\_, people **used to get** very sick quickly and **spread** the disease widely.
3. Before the \_\_\_\_\_, people working in newspapers **used to fabricate** stamps for each letter that was used in the newspaper's content.
4. Before the \_\_\_\_\_, sailors **used to guide** themselves looking at the stars.
5. Before the \_\_\_\_\_, people **used to ride** horses and carriages to travel and carry packages through a large distance.

6. Before the \_\_\_\_\_, people **used to listen** to music in a Discman or a portable cassette player.

vaccines	printer	compass
Ipod	engine train	Internet