



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**PAST SIMPLE ACADEMIC REINFORCEMENT  
IN A VIRTUAL ENVIRONMENT**

**VARGAS PEREZ DAYANA ESTEFANIA  
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**LEON QUITUISACA JHONSON BRYAN  
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**CHAMBA ZAMBRANO JONH MARCELO**

**MACHALA  
2021**

# REFUERZO DEL PAST SIMPLE

*por* Dayana Jhonson

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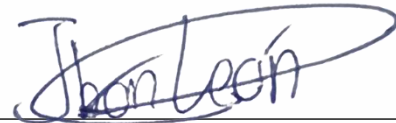
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## DEDICATION

I dedicate this project in a very special way to my family, who have always supported me during my career, also to Dr. Odalia Llerena Companioni for her patience and above all for sharing with us all her knowledge, for being our guide in these last months in this degree work but especially since the beginning of the career in the research department; finally, to our assigned tutor Mr. John Marcelo Chamba Zambrano, Mgs., for doing the corresponding follow-up and support in translation issues.

*Jhonson León Quituisaca*

This research work is dedicated in the first place, to God in a special way for the wonderful opportunity of life, health and for allowing our formation as future teaching professionals, then to my mother and family for their support and unconditional love that is the engine that drives me every day and to those people who have been influencing in some way my progress in the research and have been a great support in the process of graduation, also to Dr. Odalia Llerena Companioni for her guidance and attention given in the degree seminars, and finally to our translation tutor Mr. John Marcelo Chamba Zambrano, Mgs, for all his support in the translation of this work.

*Dayana Vargas Pérez*



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*Jhonson León Quituisaca*

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*Dayana Vargas Pérez*

## RESUMEN

Esta investigación tiene como propósito principal mejorar la enseñanza del past simple del idioma inglés en alumnos de bachillerato a través de un sistema de actividades basado en el uso de herramientas digitales que mejoren el aprendizaje en la nueva realidad educativa y la enseñanza debe ajustarse a los cambios que incluyen una nueva modalidad por necesidades que se han presentado, se pudo evidenciar insuficiencias en el uso de metodologías de enseñanza del idioma inglés, por lo que a través del empleo de herramientas digitales se pretende mejorar esta práctica educativa con la creación de actividades didácticas. La investigación responde a un paradigma interpretativo con enfoque cualitativo, diseño no experimental, con el objeto de estudio alineado según el Marco Común Europeo al nivel A2.2 correspondiente a 1ro de Bachillerato General Unificado (BGU), con un método descriptivo, haciendo uso de métodos teóricos y empíricos tales como: la entrevista, observación participante y pruebas pedagógicas de diagnóstico y evaluación final, que permitieron recopilar información y datos imprescindibles para diagnóstico inicial de la población en estudio conformado por los estudiantes de primer año de bachillerato del Colegio de Bachillerato “Carmen Mora de Encalada” de Pasaje. De esta forma se consideran las manifestaciones externas y necesidades de los alumnos aportando con una estrategia didáctica basada en el uso de herramientas digitales, que facilita el proceso de enseñanza-aprendizaje en los niños y que fue planificada para una unidad de estudio. Finalmente se sugiere hacer un seguimiento del tema y reforzar en caso de ser necesario haciendo uso de nuevas herramientas tecnológicas que se ajusten a la realidad educativa y demás necesidades que puedan ser identificadas en un futuro de tal forma que sea primordial el logro del aprendizaje.

**PALABRAS CLAVE:** Refuerzo académico, sistema de actividades, herramientas digitales, método, enseñanza-aprendizaje.

## ABSTRACT

The main purpose of this research is to improve the teaching of the simple past of the English language in high school students through an activities system based on the use of digital tools that improve learning in the new educational reality, and the teaching must adjust to the changes that include a new modality for needs that have arisen, it was possible to demonstrate insufficiencies in the use of methodologies for teaching English, so through the use of digital tools is trying to improve this educational practice with the creation of didactic activities. The research responds to an interpretative paradigm with a qualitative approach, non-experimental design, with the object of study aligned according to the Common European Framework at level A2.2 corresponding to 1st year of General Unified Baccalaureate (BGU), with a descriptive method, making use of theoretical and empirical methods such as: interview, participant observation and pedagogical tests for diagnosis and final evaluation, which allowed the collection of information and essential data for the initial diagnosis of the study population made up of first-year high school students of the "Carmen Mora de Encalada" high school of Pasaje. In this way, the external manifestations and needs of the students are considered, contributing with a didactic strategy based on the use of digital tools, which facilitates the teaching-learning process in children and which was planned for a unit of study. Finally, it is suggested to follow up on the topic and reinforce it if necessary, making use of new technological tools that adjust to the educational reality and needs identified in the future in such a way as to achieve learning.

**KEYWORDS:** Academic reinforcement, activities system, digital tools, method, teaching-learning.

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## INTRODUCTION

In the new educational reality, many changes have emerged within the teaching-learning process. Among these changes is that learning does not only take place in the classroom but other environments. Next, the value of such reinforcement in English language teaching in the new online modality is detailed.

It is essential to transmit new knowledge and classroom environments where encouraged empathy, cooperation, flexibility, creativity, commitment, innovation, and learning in action. For this reason, for the reinforcement of an important subject in English teaching, such as the simple past tense, it is necessary to create a virtual environment that facilitates the process and allows to achieve the established objectives and achieve successful learning, so academic reinforcement is the ideal complement for the student since if there are doubts, they are resolved and perfected.

Ganchoso Luis and Salguero Dave (2019) mention the advantages of academic reinforcement, which include: improving the skills acquired in the classroom, expanding vocabulary and language knowledge, helping students to progress faster and feel more motivated to learn, in other words, developing learning. (page 15)

Therefore, it is necessary to use digital tools such as information and communication technologies: the use of the Internet, among other applications, to reinforce the simple past with a series of virtual ludic activities to improve academic performance, improve a skill or review a lesson which will be applied to all learners in the process and consequently will fill in the academic gaps.

Learning the language only within the curriculum is usually not enough; it is necessary to reinforce specific topics, improve learning through gamification, use digital tools that facilitate the



process, and encourage creative and innovative learning showing the great contributions that a virtual environment offers significant knowledge.

According to what has been previously exposed in this document, academic reinforcement is a way of action to prevent school failure, and this idea is supported by Longás M., Civís Z., & Riera Romani (2013): *“es una de las acciones compensatorias de apoyo al éxito escolar más extendidas y aceptadas, aunque no por ello deja de ser controvertida.”* (page 109)

It is necessary to mention that although academic reinforcement is one of the most accepted actions, on the other hand it creates controversy in the educational field, due to different points of view about its application. From a positive perspective, the improvement in the grades obtained by students is a reality, on the other hand, this does not mean that they have learned, but that many students only study until they get a grade or pass a level.

From another point of view, academic reinforcement is considered as a fundamental part of the teaching-learning process, Ganchozo L., & Salguero D., (2019) explain that: *“El refuerzo académico ha sido una práctica paralela y constante asociada a los procesos de enseñanza y aprendizaje de los seres humanos”* (page 2) In other words, academic reinforcement is always necessary in the different schools because there is always at least one student who needs it.

According to article 208 of the LOEI and the ministerial agreement 122 of the ministry of education in article 26 stipulates that academic reinforcement should be included in the teacher's planning; despite this, many of them consider that reinforcement should not only be given in curricular hours but as additional work for the student or extracurricular ones.

Thus, Luna M., (2019) explains that:

“Academic reinforcement is an activity that takes place in addition or in a complementary way to the established classes, as it is carried out after the normal school day, and is based on the analysis of the students' academic weaknesses or needs for help.” (page 20).

Taking this author into account, it is affirmed that academic reinforcement should not necessarily be applied in a school environment, but can also take place at home and in extracurricular activities. It should be noted that the application of academic reinforcement in most cases is carried out within the institution, during classes or in extracurricular hours, in the same classroom or in a more appropriate place or adapted to the different groups, even individually depending on the educational needs of the students.

It is of great relevance to reinforce the simple past tense in a virtual environment, which is the new study modality, due to the fact that by overcoming the gaps that the students show in the English classes, they can advance with more complex and equally important topics within the language, in this way, the suggestion we put forward will encourage students to reinforce their knowledge through gamification in a virtual classroom environment so that the learning experience will be more motivating with the use of electronic devices, didactic resources, and activities that include digital tools that allow to reinforce, broaden knowledge and improve the experiences developed in class.

Taking into account what Barreto (2018) mentioned in his research, learning past simple is the acquisition of cognitive, procedural and evaluative skills with respect to the grammatical structure of past simple. In English grammar there is the past simple, a term used for past actions that have been completed recently or a long time ago. It is formed with the regular or irregular past of the

main verb plus the auxiliary "did" to express a negative or interrogative action, the past simple verb tense is equivalent in English to the preterite indefinite and the preterite imperfect.

The conjugation of a verb in the simple past tense is the same for all pronouns. The past tense of regular verbs is formed by adding -ed to the infinitive verb, and in the case of irregular verbs these are modified by another word. Negative and interrogative sentences are formed with the auxiliary verb do, which in the past tense takes the form did. Then, the main verb remains in the infinitive and the auxiliary verb did is the only one that is conjugated in the past tense, in some exceptional cases such as the verb be, it becomes was in the third person and were for plural pronouns such as you, we, they.

In affirmative sentences, they are structured by the subject plus the verb in the past form in the same way for all subjects. On the other hand, to make negative sentences in the simple past tense, we use the auxiliary 'did not' or 'didn't' and the base form of the verb, and to ask questions we use 'did' before the subject and the base form of the verb. It is also necessary to remember that in Spanish there is "*solía*" which in English is known as "used to" which is a way of expressing an action, condition or situation that was carried out in the past and which is not used in the present.

According to the level of the students with respect to this grammatical tense, the following research question arises: How to improve the learning of the past simple in a virtual environment in the students of 1st BGU of the Carmen Mora de Encalada de Pasaje School in the year 2021?

The **object of study** is the English teaching-learning process in high school.

Several causes are involved at the root of the problem:

- Inadequacy in English language teaching methodologies used.

- Teachers do not encourage student participation in intra-class activities.
- There is no academic reinforcement of subjects that need to be reviewed in order to achieve learning.
- Not enough oral and written practice in teaching activities.
- Deficiency of didactic resources to facilitate the development of language learning.
- Teachers do not plan training activities that allow for integrated work on verbal tenses such as past simple.

### **GENERAL OBJECTIVE**

The **general objective** of this project is "To apply a system of activities based on the use of digital tools that improve the learning of the simple past in the students of the 1st year "F" of the "Carmen Mora de Encalada" high school of Pasaje in the period 2021-2".

This objective is defined by the field of study, digital tools as didactic resources.

According to the information that was collected and the analysis carried out, the research takes into account two variables:

- Past simple learning.
- The use of digital tools.

### **DEFINITION OF VARIABLE:**

- Past simple learning.

Acquisition of cognitive, procedural, and evaluative skills concerning the grammatical structure of the past simple. The following variables are proposed for the study of the variables:

## **INVESTIGATION QUESTIONS**

1. How is learning the past simple in a virtual environment considered in the scientific literature?
2. How do the students of the Colegio de Bachillerato Carmen Mora de Encalada of Pasaje learn past simple?
3. What can activities based on digital tools improve the learning of the past simple in the students of the 1st year of the “Carmen Mora de Encalada” high school of Pasaje in the period 2021-2?

The investigation focuses on the following:

## **SPECIFIC OBJECTIVES:**

1. To support the use of digital tools for the improvement of the learning of the simple past theoretically.
2. To diagnose the condition of the learning of the past simple in the students of the 1st year of the “Carmen Mora de Encalada” high school of Pasaje in the period 2021-2
3. To elaborate a system of activities based on digital tools to improve the learning of the simple past in the students of the 1st year of the “Carmen Mora de Encalada” high school of Pasaje in the period 2021-2.
4. To verify the effectiveness of the activities system based on digital tools to improve the learning of simple past in the students of the 1st year of the “Carmen Mora de Encalada” high school of Pasaje in the period 2021-2.

This investigation work is carried out with a population composed of students in the 1st year “F” of the “Carmen Mora de Encalada” high school of Pasaje city, who are between 15 and 16 years old.

Based on the previously mentioned points, as researchers we conducted a sociocritical research with a mixed approach, non-experimental, explanatory design, using techniques such as: interview, participant observation and pedagogical tests.

This investigation has a practical contribution regarding the use of an activities system based on the use of digital tools that improve the teaching-learning process of the English language and creatively achieve understanding and reinforcement of the subject in discussion.

It is important to investigate this topic because as teachers; it is necessary to have this type of tools that allow the creation of an activities system that are interesting for students but also facilitate their participation and learning, which enhances the development of English language skills; consequently, the use of digital tools for academic reinforcement within language learning becomes novel.

This research is structured with an introduction where the theoretical design of the research is detailed, followed by a first chapter where the theoretical bases necessary for the performance of the work are presented, then the methodological framework is presented as the second chapter, where the type of research, the objectives pursued, and the different methods and techniques used for the collection of information, to analyze consequently the results obtained in response to the research problem. The investigation concludes by presenting the conclusions and recommendations supported by the bibliography.

## **CHAPTER 1. THE USE OF DIGITAL TOOLS AS TEACHING RESOURCES IN ENGLISH LANGUAGE TEACHING.**

This chapter is aimed at the theoretical foundation of the use of digital tools as didactic resources for the teaching of English, showing the process it has gone historically and detailing concepts, as well as offering a categorization of the digital tools that satisfy students' needs and their corresponding contextualization in current Ecuadorian education.

### **1.1 Historical background to the use of digital tools as English language teaching resources.**

The teaching process was not always as it can be perceived today; materials, resources, and other tools were used that were adjusted to the time and that today is inappropriate, and it is also public knowledge of the advances that technology has made.

From 1983, the year in which computers were not commonly used by people, to 1993, the year in which several technological advances were shown, such as the Windows operating system for computers, among others, until reaching its maximum attempt to make it portable and to invent the CD-ROM. The late 1990s saw the beginning of online learning and because of this organisations linked to the technology sector include the use of the Internet in their innovative approach.

SCORM appeared in 1999, in the laboratories of Advanced Distributed Learning (ADL) laboratories as a technological model that represented a new challenge. It was an initiative to integrate the first guides that allowed the implementation of the Internet. The content could be sent to virtual platforms, that can be exported to any other platform, and that integrated information for the educational training of students with a safe and trustworthy source of information.

Before the effective use of digital tools in education, there was a digital educational tool called “Encarta”; it appeared between 1993 and 2009, 2008 the complete edition was released in English under the name of “Encarta Premium”, it contained more than 62000 articles with public knowledge information on different topics such as history, geography, economics, and society. It is even possible to access information on art and health sciences.

Therefore, over the years, mobile devices and smartphones have evolved to give direct access to virtual platforms in education; E-learning begins with technological resources in the educational area where videos, audios and the Web are integrated.

The technological innovation has allowed teachers to take advantage of these resources to reinforce what is studied in the classroom, the way of communicating, and the quickness to carry out the teaching-learning process with programs and digital tools such as blog creation (1997), Microsoft.net (2001), Mozilla (2002), Moodle (2002), Wordpress (2003), Ubuntu (2004), Youtube (2005), Windows Vista (2006), Windows 7 (2009), Canva (2012), Kahoot (2013), Wikipedia (2016), among others that have appeared over time and that are used as tools in the teaching-learning process.

These new challenges proposed for the information century require tools and inputs that, alongside technological change, facilitate the processes of knowledge construction. Jonnassen (1996) says: “The computer is a tool, not a tutor” (p.72).

Years ago, the resources that used to be used for teaching English were audiovisual, with the use of textbooks and repetitive writing exercises. From the beginning, learning English was a complicated process for students because of how English was taught.



In the 20th century, much of language teaching was influenced by the use of the 19th century "grammar-translation" method, which consisted of identifying new vocabulary or a different grammatical structure, translating it and then memorising it. Teaching at that time consisted of following a syllabus word for word, in other words, only what teachers thought was right, whether it was appropriate to the needs of the pupil or not, and then these methods were progressively adapted.

During the last decades of the 20th century, the development of the communicative method meant an important change in the language teaching method. The communicative competence approach includes being able to communicate as the main objective of language teaching. These principles persist in the language teaching sector to this day, seeking to meet the needs of learners, rather than limiting them to following a strict syllabus. However, there is still a strong emphasis on reading, repetition, and memorization. Over time, these traditional methods and resources have been replaced by new teaching technologies (computers, the Internet, smartphones, etc.).

Information Technology improvement (ICT) and the Internet offer different alternatives as digital tools for the improvement of language learning skills through social networks, audio, video, websites, radio and TV channels, documentaries, educational and entertainment magazines, Office package tools (Word, PowerPoint, etc.), images, virtual worlds created as educational platforms, chats, videoconferences, etc. In any of their variations, educational technologies have been a valuable tool for language teaching since their inception.

At the beginning, the addition of the use of ICT in the teaching and learning of English often involved the use of cassettes, CDs, DVDs, and videos that were recorded beforehand by a native speaker and then played inside the classroom, where students listened and solved the questions asked by the teacher or the book, over time tools such as projectors, speakers and virtual

whiteboards were adapted, where teachers had to spend a lot of time learning how to use them correctly. Michael Orey (2010) mentions that: “Teachers need to integrate technology seamlessly into the curriculum and create a major shift in how students think about learning”. (page 18)

In the 21st century, we can find tools that adjust to nowadays’ educational needs, such as academic forums in different applications, including social networking, virtual environment, tutorial videos, Moodle teaching support platforms, chat, videoconferencing, and e-tutoring. This helps students to be able to learn the language in a more dynamic and entertaining way.

Nowadays, there are digital tools that can be used in real-time for free, and with the use of Web 2.0 that offers unlimited and interesting resources, guaranteeing significant learning, in addition, there is the option of free or paid online courses or seminars taught by professionals in English language teaching. The most commonly used tool for learning English today is YouTube, which hosts various English language learning videos such as films, music videos, videos recorded by native teachers, etc.

On the other hand, it should be emphasised that education is currently undergoing a process of continuous change that has modified the way students learn and as teachers they must adapt to other ways of teaching using digital media as a support strategy for the educational process.

In December 2019, the virus known as covid-19 appeared with an outbreak in Wuhan (China), which affected several sectors and in education meant a change of modality in the education system, moving from a traditional classroom to online classes, in other words, virtual modality because of a state of emergency throughout the country. As a result of the state of lockdown produced by COVID-19, from 2019 to the present, teachers have to look for strategies and digital tools for their students can continue, within the possibilities, with their education in

times of pandemic. In this situation, digital tools are especially significant for teachers. In today's virtual learning environment, technology is a valuable tool to complement good learning strategies.

The new educational reality has resulted in many changes within the teaching-learning process. The pandemic has instantly changed the way education is given, as the school and the home now become the same place after the necessary regulations have been made. This is why the government has implemented the "I Learn at Home" strategy to continue the proper development of teaching and learning.

The digital gap continues to widen while students in vulnerable sectors are left behind in their learning. This situation has caused changes in the way the educational curriculum is used, not only because of the use of platforms, but also because there are skills and competences that are more relevant in today's context. In the adaptation and contextualisation of the current curriculum it is necessary to consider different elements and actions such as prioritising learning objectives and content, incorporating aspects related to care and health, critical and reflective thinking, understanding of social and economic dynamics, and the strengthening of empathy, tolerance, and non-discriminatory behaviors, among others.

These new challenges proposed for the information century require tools and inputs that, come with technological change, facilitate the processes for the construction of knowledge. Mateo Samper, in his blog *The Transformation of Learning with the Use of Educational Technology* (2019), mentions that: "Technology also facilitates learner motivation and develops self-esteem and agency through games (gamification) or interactive applications".

Today, digital tools have become a motivating resource that can complement and improve students' learning. These tools can also be used to give great support in learning didactic content.

## **1.2 Conceptual characteristics of the use of digital tools as didactic resources in the English teaching-learning process.**

To integrate digital tools as didactic resources in the English teaching-learning process and motivate shy students to show how brilliant their ideas can contribute to the class. However, especially of all to lose the fear of participating actively in the lessons, on the other hand, it allows the interaction of the whole group encouraging collaborative work which facilitates learning.

Darrell M. West (2012) mentions that:

Digital technologies can transform education and offer opportunities to complement, enrich and transform educational practice to meet new challenges. In addition, information and communication technologies (ICT) are a key and important tool to facilitate an equal and inclusive process to education, close learning gaps, open new perspectives for teachers, and improve the quality and meaning of learning, on the other hand, improve the management of education. (page.8)

In today's virtual learning environment, technology is a valuable tool to complement good learning strategies. There are different digital educational tools; many are developed as interactive games for children, allowing students to learn through electronic games, which is a valuable pedagogical tool. Januszewski Alan y Molenda Michael (2013) "The tools and ideas of educational technology can help teachers and designers to be better performers, and they can help organizations reach their goals more efficaciously.". (page.7)

At present, the main benefits of implementing new pedagogical and technological trends are: a positive impact on students' motivation and improved academic performance, supporting not only students, but also teachers and parents in the teaching-learning process. Parents can now be

more involved in their children's education. In addition, the use of these tools increases the student's motivation factor through digital interaction.

LMS (Learning Management Systems) are virtual training platforms or virtual classrooms, which function as applications fundamentally designed to establish and manage teaching and learning processes in a web environment. They are increasingly being added to the existing virtual resources for the evolution of education.

Vargas Murillo G. in his scientific article *Estrategias educativas y tecnología digital en el proceso enseñanza aprendizaje* (2020) mentions:

*“La integración de las Estrategias Educativas y las Tecnologías de Información y Comunicación promueven el trabajo activo, colaborativo e interactivo de educadores y educandos, todo esto con el propósito de alcanzar objetivos académicos”.*

Educational digital tools are programs and/or platforms that allow teachers to create their own digital content like software that can easily produce interactive exercises on the Web for the development of educational activities; it is all non-tangible programs that are in a digital medium and can be viewed through computers or devices, in which teachers and learners can use them and perform various activities.

To improve the teaching of the past simple, reduce factors that do not facilitate the English teaching-learning process, it was decided to apply a series of activities based on the use of digital tools that improve the learning of the past simple in English, as a didactic strategy when teaching, since the use of these strategies encourages the students' participation and promotes learning.

When a digital tool is selected, the aim is to solve the challenges faced, to help to manage tasks, and promoting collaboration, which is why digital tools in the English language teaching-

learning process facilitate and make the study of this language more fun, as they allow the use of new techniques and teaching strategies to develop all the skills required, they aim to use technological resources to improve classes, making it possible to create new content according to the level that is being learned. These tools offer the possibility of practicing in more realistic situations, whether with native speakers or among students of the foreign language, thus introducing a more innovative way of teaching that motivates the student and uses this motivation as the main driving force for learning.

Digital tools make it possible to create a set of activities for English language teaching and form an environment of cyberspace in which the interactions that are part of the motivation for language learning take place. In this way, the process of teaching and learning a foreign language has undergone a great development in recent times, especially due to the great advantage of interactivity offered by current technological media.

On the other hand, they allow students to study, practice grammar and vocabulary, listen to audio and record their voices. Therefore, there is no doubt about their value, highlighting the role of the English teacher, who creates didactic activities using these tools to reinforce English language learning in a meaningful, dynamic and interactive way, enhancing the students' skills.

Due to the needs that this new modality presents, where the traditional classroom is changed by a virtual environment, where digital resources are the most important tool for the teacher, the researchers propose to classify the digital tools as follows:

- Content creation tools: These are used to create digital content (YouTube, PowerPoint, Google Docs, Powtoon, etc.).
- Content organization tools: Used to give order to the information filtered or created (Drive).

- Communication tools: These are used to work with information in learning communities (Teams platform).
- Content assessment tools: These are used to carry out questionnaires, tests, or pedagogical tests in real-time (Kahoot, Quizizz, Google Forms, Duolingo).

Within the academic reinforcement, an activities system was planned based on digital tools and the creation of didactic content; these activities are included in the classification of digital tools mentioned above.

The activities for reinforcing the simple past are created when selecting the digital tools to be used according to the classification depending on their use. These activities respond to the needs presented by the students, but above all are designed to meet the objective of achieving learning through reinforcement, established within the process, in the introductory part, the development of the class, and the evaluation of the content to verify progress in the development of skills and knowledge in the English subject.

For a virtual platform to be used for foreign language teaching, it has to provide the possibility of interaction between student-teacher and student-student, a high level of compatibility with multimedia files, so that teachers can carry out didactic activities and achieve student motivation. It also allows for the gamification of learning, where different and new ways of arousing learners' interest and motivation during their learning process can be considered. In virtual platforms, gamification includes: rewards for achievements or scores that are added to the learner's effort.

So the activities and platforms used are:

- Interactive videos using the Powtoon platform: these activities consist of creating strategic didactic material, in this case, interactive videos to improve the learning of the past simple, then these videos include a short presentation of the subject to stimulate the interest of the students, on the other hand, small tasks or activities using gamification through these digital tools, the objective is that the student to reinforce the contents to improve their academic performance through practice with different resources used during the reinforcement.
- YouTube videos: it is well known that we can find videos on various topics in this tool. In this research, these videos were already designed for a lesson as an introductory part of the class or to reinforce the explanation and improve learning; what is looking for is that the videos are short, clear, and easy to understand by the student.
- PowerPoint: this tool, which is part of the Office package, is handy for teachers as a resource for organizing activities, presenting the subject, and even creating short videos or presentations for practicing the subject.
- Use of drive: this tool is frequently used by many teachers for its versatility and simplicity of use; in this case, it helps to carry out shared activities between students and teachers, it allows activities to be performed in real-time from files uploaded to this site and which can be manipulated employing a link, it can be used to complete activities during class and also to review tasks and correct them by leaving comments.
- Kahoot and Quizizz: Similar to the previous applications are these platforms, where an English language teaching professional prepares their questions and gives a time limit for each question where the student can select or write the answer. Quizzes can also be made with a leaderboard to create a competitive environment among students in the classroom.
- Google forms: the creation of Google forms makes it easy to evaluate as well, the teacher can create a form with closed or open questions to know the level of learning of the student



during the class, or their progress in a particular topic, the same form can be sent to many people at the same time.

Microsoft Teams” digital platform is a work tool designed by Microsoft 365 on March 14th, 2017, to improve communication and collaboration between work teams, reinforcing collaborative skills alongside Microsoft’s cloud, becoming a digital tool that simplifies organizations, thus boosting companies’ digital transformation and was later adapted in schools and public colleges by the Ecuadorian government in a new teaching method due to covid-19, looking to integrate rooms and student learning courses, to motivate students to create learning, as well as encouraging collaborative learning, inclusive education and gamification.

As has been mentioned previously, to learn the English language, it is necessary to interact with other people; taking into account the tools mentioned above, the “Microsoft teams” platform stands out as it facilitates teamwork, allowing collaboration outside the teaching environment to learn a language it is not enough to learn in class but also to enrich ourselves outside it with extracurricular activities, in addition to the shared use of files with students where they can be corrected, edited and even commented on within the application.

So, by using the "Microsoft teams" application, this research is aimed at supporting the education of children and young people and that this tool favors students’ learning, as a resource in the improvement of English language skills, through the use of educational gamification. The key idea of this tool is to keep all documents, calls, meetings, and tasks in the same application and thus reduce search times and loss of information in the classroom.

“Microsoft Teams” is the tool that enables a large number of English multimodal configurations and allows interaction between teacher and student in a personal way; it is possible

to join the contents of the classes so that students can review the activities done in class, save videos, annotations, create meeting rooms for group work or to interact with students with low performance in the English language and live interaction between teacher and students.

English as a foreign language teaching is benefited by the fact that among the many available tools, some allow assessment and feedback. However, it should be highlighted that it is essential when selecting them to take into account that they meet specific requirements for use in the academic reinforcement of the English language:

- Knowledge of how to use it, how to edit and share it with the educational community.
- The tool should allow content to be created or adapted to the educational needs, topics, and learners' learning speed.
- It should be public knowledge, in other words, easily accessible and manageable by all education community members.
- It should be used for educational and learning purposes.
- It must have educational content only.
- Plan activities beforehand using these tools.

### **3. Contextual features of virtual platforms in English language teaching and their role in developing communicative English language skills.**

Since English became a compulsory subject in the curriculum in 1992, several aspects have changed in the teaching process to date. For instance, nowadays, the use of technology is predominant with applications and social networks that involve students in friendship networks, all of which contribute to creating learning environments that reinforce students' skills.

In 2011 the Ministry of Education made the teaching of foreign language obligatory in both state and private institutions, starting from the class 8th in Ecuador, previously it was optional, and on 17 February 2016, the government schools system assigned specific timetables for foreign language teaching from 2nd to 7th grade of general basic education, in the sub-levels: elementary and middle school, which the Ministry of Education established in the Curricular Reform.

The Ecuadorian Ministry of Education (MinEduc) from 5 September 2016-2017 in the Highland academic year, and by 2017-2018 in the Coast school year English was established as a compulsory subject within the curriculum from the second grade of Basic Education (EGB) to the third year of high school in all state school and private institutions in the country so that Ecuadorian students have more academic, cultural and economic opportunities.

Under this agreement, the aim is for Ecuadorian students to finish high school with a B1 level of English. This curriculum was implemented for the first time in the country and required it to be done step by step because children have no previous knowledge of English, starting with an A1 level in elementary and middle school, this includes the adaptation of the new English curriculum, with new student books that expand the levels of learning and leading continuous and quick progress based on the Common European Framework of Reference for Languages (MCER).

The English teaching-learning process has taken a significant turn in the Ecuadorian education system over the last two decades, and several measures have been implemented. According to the standardized international exams, which are different from what used to be done, have become the ways of accrediting and certifying the students' and teachers' proficiency in this foreign language at different levels of education.

Academic reinforcement within the Ecuadorian education system has been taken into account many aspects for its correct implementation, setting an objective and how to improve the students' academic performance, the enhancement of a particular skill or the review of a subject previously seen applied to all students in the group in extracurricular or intra-class hours, taking into account the students' preferences and needs.

This research takes place in "Carmen Mora de Encalada" High School located in the province of El Oro, in Pasaje city, on Ochoa León and Carlos Regalado streets. This institution is a regular education center. The modality is online for the moment due to the COVID-19 being in a national health emergency; the changes lie in the current modality of studies, of morning schedule, and educational level of EGB and high school, it has approximate 1675 students of different grades and 85 teachers, there are two parallel by level, dividing of 40 to 50 students by classroom.

### **1.3.1 Diagnosis of the current state of student participation in the 1st BGU year of general basic education.**

This section of the research presents an analysis of the current situation of the learning of the simple past in the students of 1st grade "F" of "Colegio de Bachillerato Carmen Mora de Encalada", for which empirical research methods were applied such as: participant observation (ANNEX 1), interview (ANNEX 2) and a survey of students (ANNEX 3). The results obtained are detailed below:

### **1.3.2 Analysis of the results gained from the application of the instruments.**

During the pre-professional practices carried out in the Colegio de Bachillerato "Carmen Mora de Encalada", through observation, some external manifestations were identified in the students of the first BGU "F" and once the grammatical rules of the past simple had been revised.

Participant observation ( ANNEX 2): carried out within the educational environment of the first year of Bachillerato General Unificado, during the activities of the subject of English, taught in the first year of Bachillerato "F", some points to be taking into account regarding to the teaching of English were identified, where the existence of difficulties related to the teaching-learning of English and specifically the past simple, in general, the results of the observation argue an insufficient level of knowledge, on the other hand, there is a deficit of motivation and attention of the students towards the classes. In addition, several deficiencies were identified in the students, among which the following can be highlighted:

- Learners' lack of interest in studying the simple past of the English language, which is necessary for correct writing.
- Past simple is rarely used, which has a negative influence on the correct use of grammatical structures.
- The number of students per classroom makes the teaching-learning process difficult.
- The systematic and responsible observation allowed us to identify the existence of failings related to the teaching-learning of English, and specifically of the past simple.
- Incorrect use of grammatical structures.
- In general, the observation results show a low level of knowledge.
- Students' motivation and attention to the lessons are lacking, and there is little participation.
- Students get short class sessions or pedagogical support in the English subject.

In addition, an interview addressed to the teacher was designed as an instrument to find out their perspective on the subject of students' learning of the past simple, with the following criteria:

Table 1 Table of teacher interview indicators

INDICATOR	QUESTIONS
1. Previous knowledge	1
2. Handling of the grammatical structure.	2-3-4
3. Use of the past simple verb tense.	5-6-7-8-9
4. Student's attitude when solving past simple exercises.	10-11-12-13-14-15

*Resource: Own elaboration*

The following information was obtained from its application:

### **Variable 1: Learning past simple.**

#### **DIMENSIONS AND INDICATORS OF ANALYSIS:**

##### **DIMENSION: Cognitive**

**Indicator:** Previous knowledge of the use of past simple.

- Students have an insufficient previous knowledge of the use of the past simple in their English language learning.
- Students have difficulty recognising the verb tense within the basic grammar of the English language.

**Indicator:** Making decisions about when to use the past simple.

- Students decide with difficulty when to use the past simple and its grammatical structure.
- Students select the wrong form of verbs when using the past simple verb tense.

**Indicator:** Management of grammatical structure

- Students use the grammatical structure of the past simple verb tense incorrectly.

- Students use the wrong auxiliaries when using the grammatical structure of the verb tense.

**Indicator:** Form of expressing past actions (past simple verb tense)

- Students express past actions with difficulty using the past simple verb tense.
- Students do not know the different ways of expressing past actions.

### **DIMENSION: Procedimental**

**Indicator:** Use of the past simple verb tense.

- Students do not have the ability to reproduce verb tense using appropriate grammar.
- Students have inaccurate skills in the production of the verb tense.
- Students do not have the ability to generalise the grammatical rules implicit in learning the past simple.
- Students have insufficient skills in creating and managing the grammatical structure of the past simple.

### **DIMENSION: Attitudinal**

**Indicator:** Student's attitude when solving past simple exercises.

- Students show a lack of interest in the teaching of the past simple.
- Students make too little effort and devote too little time to the activities planned for the academic reinforcement of the past simple.
- Students show a lack of responsibility in incorporating the past simple.

In addition, in order to start this project, a diagnostic evaluation process was carried out, the purpose of which was to provide academic reinforcement to students in 1st BGU (General

Unified Baccalareate)"F", who presented learning difficulties in the subject, as well as to improve the teaching-learning process of the English language.

All of the above was evidenced in the results obtained from the diagnostic test ( ANNEX 3) applied to all class groups where it is clear that the short class sessions or pedagogical accompaniment that the pupils receive in the subject of English are not sufficient for the pupils to learn the language, the students in general show a lack of knowledge when using the grammatical rules of the past simple, a shortage of vocabulary in regular and irregular verbs, a lack in the formulation of sentences in past simple, a deficiency in the correct use of the verb be in its past form, all of this identified during the academic reinforcement.

Finally, a survey was applied to the students as an instrument to find out the importance of learning the past simple within the teaching-learning process of the English language as active subjects in the process, which yielded the following results:

For the presentation of the results of both instruments (SURVEY-PEDAGOGICAL TEST), an analysis by dimension was carried out, giving the following values:

*Table 2 Values assigned to the student survey*

<b>Levels</b>	<b>Values</b>
Level of insufficient performance	1-3
Regular level of performance	4-7
Good performance level	8-10

*Resource: Own elaboration*



By representing the dimension with its corresponding indicator.

The value assigned to the answer is: good 8-10, regular 4-7 and insufficient 1-3.

The score assigned to each answer is made up of the following criteria:

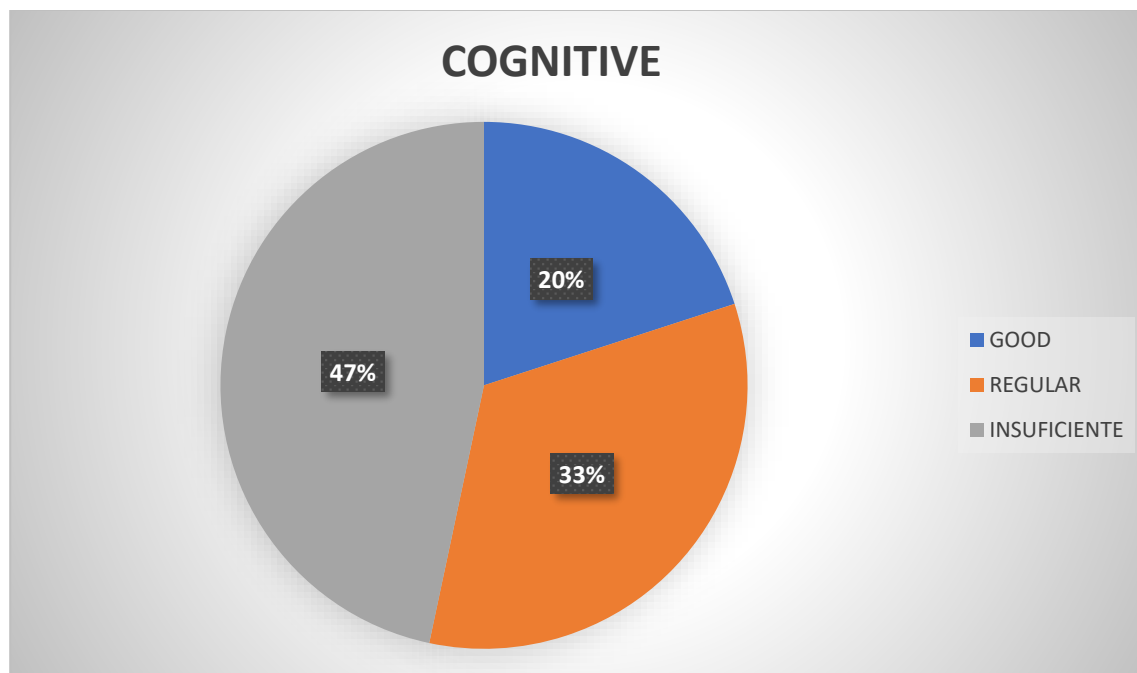
**Good:** The student mostly accomplishes what is stated.

**Regular:** The student accomplishes, but not totally, the above statement.

**Insufficient:** The student does not accomplish what is stated.

## DIMENSIONS

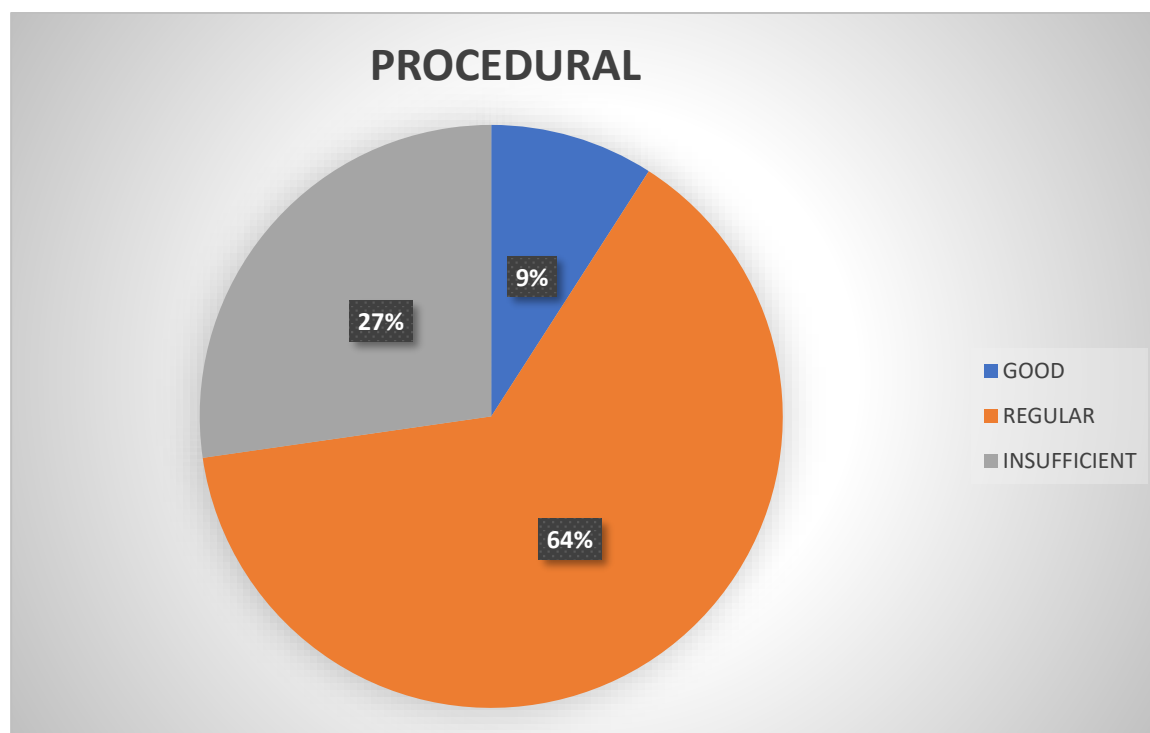
### Dimension 1. COGNITIVE



*Illustration 1. Diagnostic assessment: Dimension 1: Cognitive*

The results show that 20% of the students with a scale of 8-10 have previous knowledge and recognise the past simple verb tense within the cognitive dimension, on the other hand, 33% of the students with a scale of 4-7 students incorporate the past simple verb tense into their previous knowledge with difficulty, and 47% of the students on a scale of 1-3 are not able to use, handle and express the past simple verb tense and its grammatical structure. The result is that the students have a very low level in the cognitive domain, that is, they are not able to handle, use and express the simple past tense and its grammatical structure.

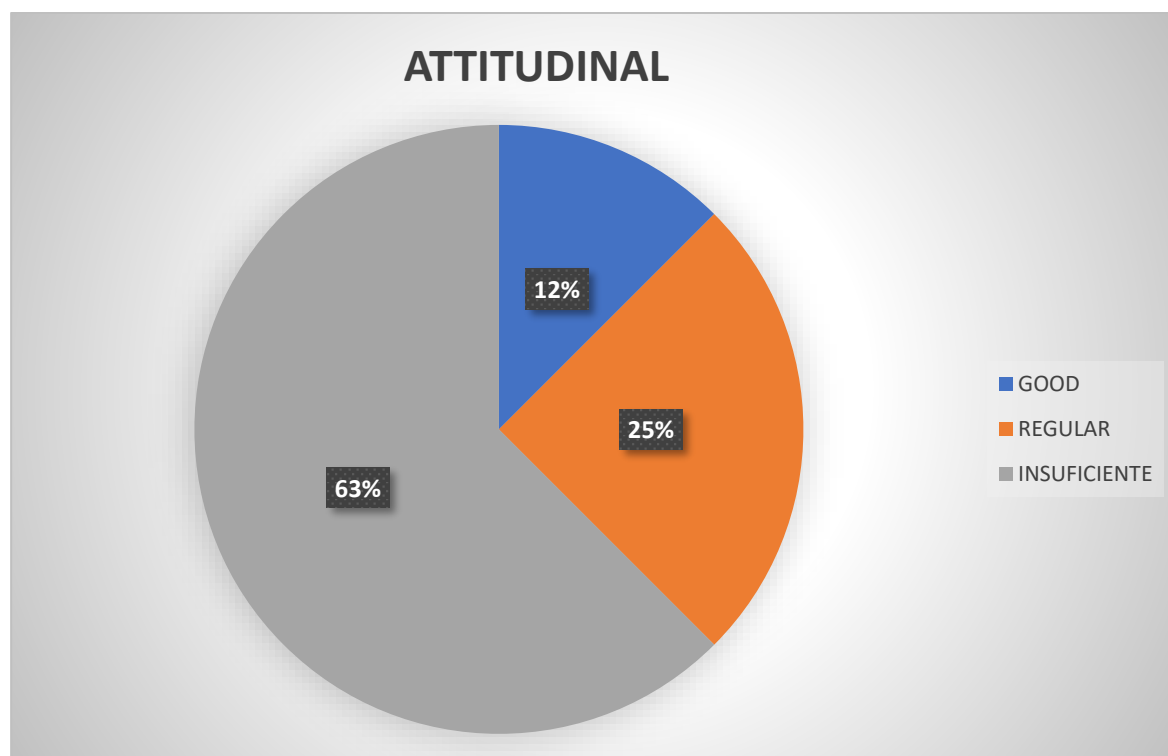
## Dimension 2. PROCEDURAL



*Illustration 2. Diagnostic assessment: Dimension 2: Procedural*

The results show that 9% of the students with a scale of 8-10 have skills to reproduce and produce the verb tense correctly, on the other hand, 27% of the students with a scale of 4-7 have insufficient skills in creating and managing the grammatical structure of the past simple, and 64% of the students on a scale of 1-3 generalise and use the past simple and its grammatical structure correctly with difficulty. Concluding that the vast majority of learners need to develop their skills in the procedural dimension of learning the past simple verb tense.

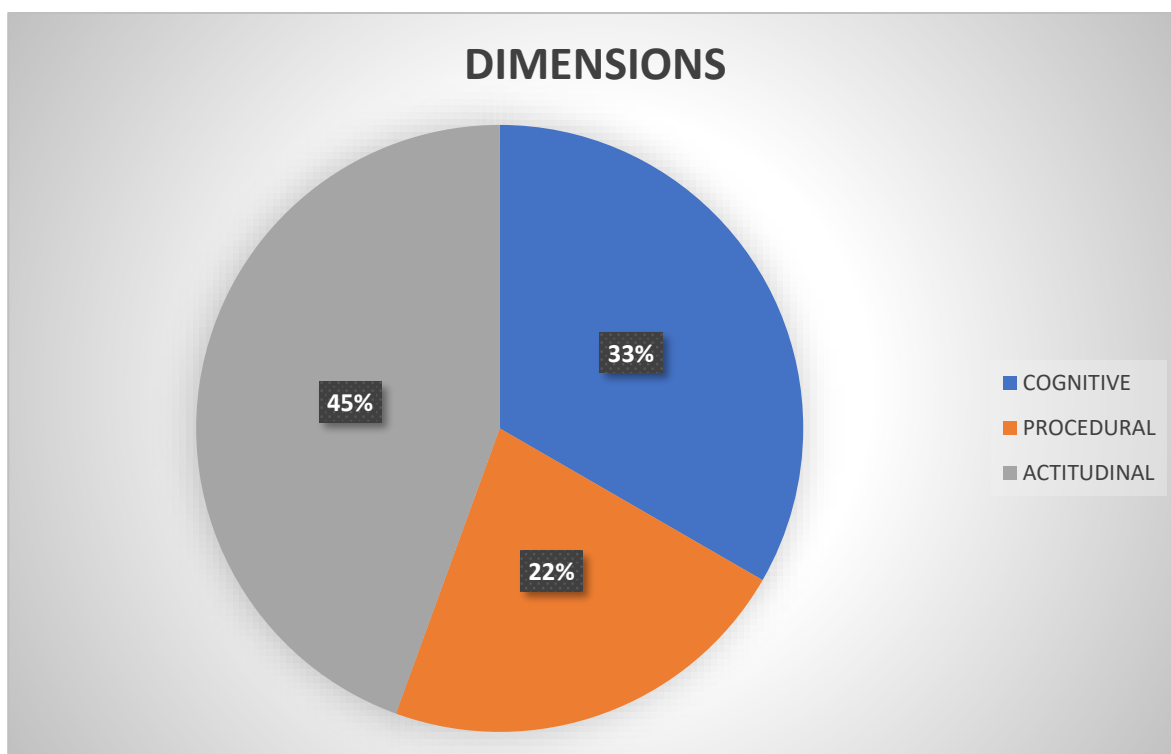
### Dimension 3. ATTITUDINAL



*Illustration 3. Diagnostic assessment: Dimension 3: Attitudinal*

According to the existing results, it is evident that only 12% on a scale of 8-10 of the students have a certain disposition and positive attitude towards learning the past simple verb tense, 25% on a scale of 4-7 have a responsible perspective on their learning and 63% on a scale of 1-3 show insufficient interest in learning and do not make an effort to develop their skills. This leads us to conclude that students do not show interest, nor do they make an effort to develop their skills through individual practice outside the school environment through classroom activities designed for academic reinforcement, they need motivation to awaken their interest and responsibility for their learning.

## DIMENSIONS



*Illustration 4. Diagnostic Assessment: Dimensions*

According to the results from the previous dimensions we conclude that 22% of the students, on a scale of 8-10 have skills to reproduce and produce the verb tense correctly within the procedural dimension; on the other hand 33% of the students, on a scale of 4-7 with respect to the cognitive dimension have insufficient skills of creation and management of the grammatical structure of the past simple, and 45% of the students, on a scale of 1-3 do not show a positive attitude, responsibility, interest, nor do they make an effort to develop their skills. As a result, the biggest problems presented by the students are in the attitudinal area with 45%, followed by 33% with respect to the cognitive area and 22% with respect to problems in the procedural area.

This means that students have greater difficulty in learning and developing skills in classroom activities, on the other hand, they need motivation and interest in learning the past simple verb tense and its grammatical structure in English language learning.

According to the results of the analysis corresponding to each instrument applied, there is an insufficient level with respect to the learning of the past simple within the teaching-learning process of the English language on the part of the students, difficulties that are influenced by the lack of practice in the school environment that strengthen their skills. All the difficulties evidenced indicate the need to elaborate a system of activities based on the use of digital tools in a virtual environment. For this reason, the following chapter presents in detail the methodology for the academic reinforcement of past simple.

## CHAPTER 2: METHODOLOGICAL FRAMEWORK

This chapter is addressed to the methodological design for the appropriate process of this research work, by detailing aspects such as the paradigm and type of research, both the empirical design and theoretical methods and the selected sample. In the same way, the data analysis techniques are specified, as well as the results of the application of the instruments and their dissemination.

### 2.1 Paradigme and type of research

Alvarado L., y Garcia M. (2008) state that the socio-critical approach “Tiene como objetivo promover las transformaciones sociales, dando respuesta a problemas, pero con la participación de sus miembros” (page.190).

The socio-critical approach exposes that the purpose of the research is to transform the structures of social relationships and proposes that based on social change, which is a way of knowing and understanding reality, linking theory and practice, works with the object of study in a similar way to the interpretative approach with an emancipatory interest.

According to Viteri N. (2012): “a través de los estudios mixtos se logra: una perspectiva más amplia y profunda del fenómeno: la investigación se sustenta en las fortalezas de cada método (cuantitativo y cualitativo) y no en sus debilidades” (page.22) In this sense, mixed research consists of the collection, analysis and integration of both quantitative and qualitative research; this type of research is employed because it requires a better understanding of the research problem, and cannot be obtained from each of these methods separately, to satisfactorily explain its results or complete the enquiry.

## 2.2 Research design.

In accordance with the type of research, it was decided to opt for a non-experimental transectional design which, according to Sampieri (2014)“no experimental se define como la investigación que se realiza sin manipular deliberadamente variables y en los que sólo se observan los fenómenos en su ambiente natural para después analizarlos.” (page. 152)

Taking into account what Sampieri stated (2014) non-experimental research is segmented into: the cross-sectional design, where data are collected at a single time, and longitudinal design, where data are collected over time in points or periods.

According to the type of research design, it is explicative, taking Sampieri's (2014) criterion, who argues that explanatory type studies go beyond describing concepts, phenomena or their relationships; in other words, that they are directed to answer for the causes of events and phenomena; their interest in explaining why phenomena occur and under what conditions the relationship of two or more variables is shown.

On the other hand, an explicative type of study according to Sampieri (2014)“Está dirigido a responder por las causas de los eventos y fenómenos físicos o sociales. Se enfoca en explicar por qué ocurre un fenómeno y en qué condiciones se manifiesta, o por qué se relacionan dos o más variables”. ( page.128)

Based on the previous mentioned features and according to the different authors, this type and design of research were selected, focused on the concepts of Sampieri (2014) as the main position for the elaboration of this second chapter in the process of data compilation and analysis.



## **2.3 Population, sample or object of study.**

When carrying out any research, some essential aspects must be taken into account when selecting the population under study, as well as when determining whether or not it is necessary to take a sample from the population. This is determined by the problem and the study objectives.

Víctor Niño Rojas (2011) sustains that: “Cuando se trata de especificar el objeto de estudio, es necesario partir de la identificación de la población que se va a estudiar, constituida por una totalidad de unidades”. (page. 55) Taking into account the previous statement, the research population was defined as: Students of Colegio de Bachillerato "Carmen Mora de Encalada" and as a sample: 45 students of 1st BGU parallel "F" of the aforementioned, which is intentional, as it was assigned by the institution.

## **2.4 Data recollection techniques**

### **2.4.1 Theoretical methods**

Theoretical methods make it possible to perceive the necessary relationships of the research object that are not directly observed, thus fulfilling an essential role in facilitating the interpretation of the empirical data found in order to build and develop theories, on the other hand, Toscano and Espinoza (2015) sustain that “son fundamentales para la comprensión de los hechos y para la formulación de la hipótesis de investigación”. (page. 42)

Based on these assumptions, the following theoretical methods were selected:

- **Analytical synthetic**

This method is used to search for and process information. It consists of breaking down a whole into its parts or elements to observe causes and effects, and then relating each reaction

through the elaboration of an overall synthesis of the phenomenon under study, Toscano and Espinoza (2015) sustain that “El análisis es un procedimiento mental que logra la descomposición de un todo en sus partes componentes y relaciones. Se complementa con el de síntesis que logra la integración a nivel mental de las partes constitutivas del objeto”. (page.42)

This method was used because it allows an analysis and classification of the information related to this research, for the processing of all the information obtained through the instruments to reach the conclusions of the research problem. By using this method, the object of study is broken down into parts to be studied individually to find out their nature, causes, and effects; this examination is carried out through observation of a particular event.

- **Inductive-deductive method**

This method consists of two inverse procedures: induction and deduction. Induction is a style of reasoning in which one moves from knowledge of particular cases to general knowledge, which reflects common characteristics in individual phenomena. While deduction is based on the repetition of facts and phenomena of reality, finding the common features in a defined group, to reach conclusions on the aspects that characterizes it as Toscano and Espinoza (2015) mention “El investigador transita de aseveraciones generales a características particulares del objeto”. (page 42)

This method was applied in the research since it allowed us to transform the existing knowledge about this particular problem into something much more general and to be able to relate it to facts and phenomena of the reality of our defined group and to be able to characterize the aspects.

### - **Logical-historical method**

This method studies the trajectory of the events through which the object of study goes through, as stated by Toscano and Espinoza (2015) “a partir del cual es posible estructurar la lógica interna, mediante el procedimiento lógico, que explica ese fenómeno”. (page.42) It was used in the research to establish the chronological order of events within the study to establish logic in the data collection and analysis procedures.

In the course of this research, the historical-logical method was used, and from a logical analysis it was possible to establish the necessary parameters to support the conclusions that were derived through generalisation. The historical and logical method of analysis: historical method studies the actual trajectory of phenomena and events through history, on the other hand, the logical method investigates the general laws of phenomena functioning and development, by referring to the historical method and the logical method separately is justified as the sum of two different methods.

#### **2.4.1 Empirical method**

Empirical methods are the tool of the researcher in the collection of information. Selecting instruments correctly and according to the type of research influences the collection of the information required to carry out the research and as Toscano and Espinoza claim (2015) “Constituyen un conjunto de acciones prácticas que realiza el sujeto con el objeto para determinar sus rasgos y regularidades esenciales sobre una base senso - perceptual”. (page.44)

Therefore, the empirical methods applied to the current research are:

- **Interview**

Interviews are instruments that involve a person in charge applying the questionnaire to selected participants, first asking questions to each participant and then recording their answers. The skill of the interviewer is important for the success of the research and data collection.

Víctor Niño Rojas (2011) sustains that “La entrevista es una técnica, fundamentalmente de tipo oral, basada en preguntas y respuestas entre investigador y participantes, que permite recoger las opiniones y puntos de vista de dichos participantes o, eventualmente, según objetivos, intercambiar con ellos en algún campo”. (page.64) So an interview is a conversation with a stated purpose, as well as its participants, a participatory process that includes aspects of communication beyond just talking or listening and other communicative behaviours.

The interview with teachers responsible for the English area or with the headteacher of the course with which the project is being carried out allows to grasp a clearer approach to all those involved, which makes it possible to take into account various aspects within the activity timeline and also by the resources to be used. (ANNEX 2)

- **The survey**

In accordance with Toscano Darwin y Espinoza Eudaldo (2015) “Es una técnica de adquisición de información de interés sociológico, mediante un cuestionario previamente elaborado, a través del cual se puede conocer la opinión o valoración del sujeto seleccionado en una muestra sobre un asunto dado”.(page.50)

Through this method, we are able to know much more about the student, their knowledge of the subject to be reinforced, their interests, among other indicators, which allow us to improve

the design of an action plan according to their needs, to carry out the necessary academic reinforcement (ANNEX 3).

#### - **Participant observation**

Víctor Niño (2011) sustains that “La observación es uno de los ejercicios más inmediatos del ser humano, la cual le permite acercarse al mundo cotidiano y conocerlo, orientarse en él, evitar los peligros y solventar sus necesidades. Es algo esencial para su vida.” (page.61)

Participant observation in accordance with Víctor Niño (2011) “se da cuando el investigador hace parte de la comunidad o se sumerge en ella.”. (page.62) Based on this technique, an observation guide was elaborated as an instrument that facilitates the observer to situate himself in the object of study for the research; it is also the means that leads to the collection of information on a fact or phenomenon under study. It allows teachers to identify various aspects of teaching practice and the teaching-learning process. (ANNEX 1)

### **2.5 Data analysis techniques and interpretation of results**

#### • **Multimodal model (Triangulation)**

In this investigation, the triangulation technique was used for data analysis and interpretation of the results, based on the aforementioned by the authors, this technique allows the researcher to carry out an analysis through a compilation of the methods and instruments used in information collection.

Aguilar, S.& Barroso, J, sustain that “la triangulación hace referencia a la utilización de diferentes estrategias y fuentes de información sobre una recogida de datos que permite contrastar la información recabada.” (page 74)

- **Working with the variables under study in the research**

Taking into account the criteria of several authors when working with the study variables in this research, they can be defined as observable characteristics, subjected to change, and can be expressed in categories. On the other hand, it is explained that every variable has a name, a definition, and categories which must be clearly related to the objectives of the research and are determined according to the specific objectives. More specifically, a variable is understood as each of the characteristics of the object studied in a research project, which can take on different values.

#### VARIABLES IN STUDY:

According to the information collected in our research and the in-depth analysis that was integrated, it was possible to identify the following variables that remain present within the research and that will guide us in its process are:

- Learning past simple in a virtual environment.
- The use of digital tools.

#### DEFINITION OF THE VARIABLE:

Taking into account what Barreto (2018) mentioned in his research, learning past simple is the acquisition of cognitive, procedural and evaluative skills with respect to the grammatical structure of past simple.

Table 3 Working with the past simple learning variable.

<b>Dimensions</b>	<b>Indicators</b>
COGNITIVE	<ul style="list-style-type: none"> <li>• Previous knowledge of the use of the past simple.</li> <li>• Making decisions about when to use the past simple.</li> <li>• Managing the grammatical structure.</li> <li>• Ways of expressing past actions (past simple verb tense).</li> </ul>
PROCEDURAL	<ul style="list-style-type: none"> <li>• Ability to reproduce the past simple verb tense using appropriate grammar.</li> <li>• Ability to produce texts by using the past simple tense appropriately.</li> <li>• Ability to generalize implicit grammatical rules within past simple learning.</li> <li>• Ability to create and manage the grammatical structure of the past simple.</li> <li>• Use of past simple in grammatical structure.</li> <li>• Use of the past simple verb tense.</li> </ul>
ATTITUDINAL	<ul style="list-style-type: none"> <li>• Student's attitude to solving past simple exercises.</li> <li>• Student's interest in teaching past simple.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student's effort and dedication in the activities proposed for the academic reinforcement of the past simple.</li> <li>• Responsibility in incorporating the past simple. Responsabilidad al incorporar el <i>past simple</i>.</li> </ul>
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*Resource: Own elaboration*

*Table 4 Representation of the categories in the used instruments*

Dimensions	Participant observation	Teacher interview	Student survey	Analysis	
COGNITIVE	INDICATORS DIMENSION 1			<p><b>Good:</b> When learners can incorporate, manage, use and express the past simple tense and its grammatical structure with ease.</p> <p><b>Regular:</b> When learners can incorporate, handle, use and express the past simple tense and its grammatical structure with difficulty.</p> <p><b>Insufficient:</b> When students cannot incorporate, manage, use and express the past</p>	<p><b>GOOD:</b> 8-10</p> <p><b>REGULAR:</b> 4-7</p> <p><b>INSUFFICIENT:</b> 1-3</p>



		simple verb tense and its grammatical structure.	
PROCEDURAL	INDICATORS  DIMENSION 2	<p><b>Good:</b> When students are able to reproduce, produce, generalize, create and correctly use the past simple and its grammatical structure.</p> <p><b>Regular:</b> When learners are able to reproduce, produce, generalize, create and correctly use the past simple and its grammatical structure with difficulty.</p> <p><b>Insufficient:</b> When learners are not able to reproduce, produce, generalize, create and use correctly the past simple and its grammatical structure.</p>	<p><b>GOOD:</b> 8-10</p> <p><b>REGULAR:</b> 4-7</p> <p><b>INSUFFICIENT:</b> 1-3</p>

<p>ATTITUDINAL</p>	<p>INDICATORS</p> <p>DIMENSION 3</p>	<p><b>Good:</b> When students demonstrate a positive attitude, responsibility, effort in learning simple past, and interest in developing their skills through individual practice outside the school environment through in-class activities designed for academic reinforcement.</p> <p><b>Regular:</b> When students demonstrate a positive attitude and responsibility towards learning simple past, but show little interest and effort in developing their skills through individual practice outside the school environment through in-class activities designed for academic reinforcement.</p> <p><b>Insufficient:</b> When students</p>	<p><b>GOOD:</b> 8-10</p> <p><b>REGULAR:</b> 4-7</p> <p><b>INSUFFICIENT:</b> 1-3</p>
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		do not demonstrate a positive attitude, responsibility, interest, nor do they make an effort to develop their skills through individual practice outside the school environment through in-class activities designed for academic reinforcement.	
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*Resource: Own elaboration*

### **CHAPTER 3. SYSTEM OF ACTIVITIES BASED ON THE USE OF DIGITAL TOOLS TO IMPROVE THE LEARNING OF THE SIMPLE PAST IN A VIRTUAL ENVIRONMENT.**

Language learning involves the acquisition of receptive and productive skills, and learning the past simple as one of the basic verb tenses for English language learning which involves the acquisition of cognitive, procedural and evaluative skills with respect to the grammatical structure of the past simple, and requires precision in the selection of didactic resources and the adaptation of objectives and content as a means of teaching based on the interests of the students.

This chapter is aimed at the theoretical foundation of the system of integrative activities based on the use of digital tools that improve the learning of the past simple in a virtual environment in students who are part of the selected sample in order to achieve the ideal model of learning the past simple verb tense within the teaching-learning process of the English language.

#### **3.1 Foundation of the system of integrative activities based on the use of digital tools that improve the learning of simple past in a virtual environment in the students of 1st BGU "E" of the Colegio de Bachillerato "Carmen Mora de Encalada".**

The learning of the past simple tense is achieved when students are able to incorporate, manage, use and express the verb tense and its grammatical structure with ease, they are able to reproduce, produce, generalize, create and use the past simple correctly and when students demonstrate a positive attitude, responsibility, make an effort towards learning, and are interested in developing their skills through individual practice outside the school environment by means of the activities carried out in class and designed for academic reinforcement.

The contributions of Bruner and Vygotsky to education are considered with their theory of scaffolding and the zone of proximal development. In reference to Jerome Bruner, scaffolding is the way in which teachers give support to students so that they can construct the concepts and objectives of the activity they are carrying out. When the teacher fulfilling the role of scaffolding achieves its purpose; the student support is progressively reduced so that they can be able to carry out the activities autonomously.

Scaffolding is based on Lev Vygotsky's theory of the zone of proximal development which was about the learner moving from a level of actual development referring to what the learner can do on his or her own to a level of potential development which sought to enable the learner to acquire more skills through the help of teachers guiding the teaching-learning process.

In this analogy, the teacher becomes the "scaffolding" that supports the student and guides them during the process of acquiring knowledge and developing skills so that he can move from a ZDP (zone of proximal development) to a zone of real development where he is able to use what he has learned in real life.

Based on these previously established premises, the authors propose the creation of a system of integrative activities based on the use of digital tools that improve the learning of the past simple and contribute to the development of skills in a virtual environment, so that students can demonstrate their mastery of the verb tense (past simple).

First of all, it is necessary to know the meaning of system, which is why this research is supported by Gutiérrez Gómez, Gonzalo (2013) "La Teoría General de Sistemas es la historia de una filosofía, una metodología de análisis, el estudio de la realidad y el desarrollo de modelos". (page 9)

### 3.1.1 Pedagogical and didactic foundation of the system of activities.

Taking into account what is mentioned by Chávez (2010), which suggests that the pedagogical foundation in the systematisation of the educational proposal begins with the curriculum as the main factor in the educational process and the dimension of planning as an element that allows us to minimise problems and maximise results.

The system of activities has the following characteristics:

- Consisting of elements that are related to each other and are integrated according to set objectives.
- They are framed within an environment.
- They must trigger activities to continue the process.
- They must respond to the needs of the learners and be aligned to the level of the learners.
- A delimited set of interrelated components.
- Organised in an orderly fashion and with criteria that enable the objectives to be achieved.
- It is a set of elements that are closely related to each other.
- It must be innovative, didactic and respond to current needs (virtual environment).
- The exercise system is the realisation of planned and designed actions that pursue previously established objectives with conscious control and evaluation.
- Planned, taking into account indicators that relate to the variable under study.
- It must have organised activities with specific times and detailing resources and participants.

According to the definition of the system of integrating activities, the authors agree with Martínez González (2011) “*Conjunto de actividades relacionadas entre sí de forma tal que*

*integran una unidad, y contribuyen al logro de un objetivo general como solución a un problema científico previamente determinado*". (page 10-12).

From a pedagogical point of view, the system of integrative activities seeks to improve the learning of the simple past in a virtual environment, where each of them cannot be seen in isolation, but must be integrated in order to achieve the expected product.

On the other hand, from the didactic point of view, Torras (1998) mentions "la didáctica busca relacionar la lengua con los contextos sociales en los que se usa, ... Crear contextos comunicativos en la clase, estimular a los alumnos a usar la lengua extranjera y, siempre que sea posible, fomentar contactos con nativos" (page 81)

Characteristics of didactics in English language teaching:

- Encourage students to learn
- Be simple and increase as the process progresses.
- Study the learning difficulty and, based on the findings, use different methods, strategies or techniques.
- Effective for foreign language learners
- Flexible and adaptable to the characteristics of the acquisition context of a school setting.

Based on these characteristics, the system of integrative activities includes components of the teaching-learning process: objectives, contents and methods, resources, and their appropriate evaluation, where the personal components of the process also intervene, the group of students and teachers, the former is the one who assimilates the knowledge and the latter who guides and directs the learning.

### 3.1.2 Sociological foundation of the activity system.

From the sociological point of view, the system of activities is sustained by taking into account sociology which, according to Antonio Flázquez (2010) “La sociología proporciona una perspectiva nueva, diferente, que nos permite ver lo humano con significados nuevos”. In education, sociological concepts, models and methods are used to understand education in its social dimension.

Taking into account the relationship between education and society, the role of the teacher as a guide in the process and the different agents in society who contribute to and influence the preparation of man for life, the relationship between the teacher and the students in the process of teaching and learning English is also implied.

Based on the previous discussion, we also take into consideration Alicia Ortega (2019), who states that:

*“se establece al inglés como una herramienta esencial, cuyo aprendizaje se convierte en una necesidad imperiosa para cualquier persona. Un individuo con conocimiento de este idioma puede ser competitivo en el mundo actual y estar a la vanguardia de los avances científicos y tecnológicos”.* (pág 24)

The activity system represents a social need because it responds to the needs of the learner with regard to their learning. Sociology in education is a perspective for the analysis of the educational phenomenon that uses the concepts, methodologies and theories of sociology to understand education in its social dimension. This branch helps to understand the interactions that children have with educational environments.



### **3.1.3 Psychological foundation of the activity system**

From the psychological point of view, the system of integrative exercises is based on several theories that must necessarily be taken into account for this proposal, such as: Gardner's theory of multiple intelligences, Piaget's learning theory, since it is vital to take into account psychological aspects that cannot be avoided.

The multiple intelligences of Gardner (2004) recognise the different potentialities and ways of learning that students possess, which is why it is important to recognise them from an individual and learner perspective, in order to find the right way to enhance their abilities.

On the other hand, Piaget (1976), in his theory of learning explains that learning occurs as a product of change. Our perception of the world changes as we grow up. It is a process made up of schemas that we mentally arrange in knowledge structures and organise them in a differentiated way. Psychology is central to the teaching-learning process because through it we can understand how we learn, through what and at each stage of development.

Psychology is fundamental to the teaching-learning process because through it we can understand how we learn, through which, at each stage of development, knowledge of this science allows the teacher to identify and act in the face of different adversities that may arise.

### **3.1.4 Technological foundation of the system of activities based on the use of digital tools for the academic reinforcement of the simple past in a virtual environment.**

The use of tools within the teaching-learning process contributes as a main tool within the process, for students and teachers, the wide variety of resources and applications make up the set of digital tools that can be used in education, allow connectivity between students and teachers to continue the educational process. For all these reasons, we propose the creation of a system of

integrative activities based on the use of digital tools in a virtual environment to support student learning in English classes.

As Tatiana, K., Ramos, M., Montañés, V. M., Julián, O., & Forero, R (2021) mention:

*“El avance de las herramientas tecnológicas obliga a las instituciones a adaptarse a ellas para obtener un máximo potencial en las clases, especialmente en el inglés, ya que estas captan la atención de los niños y transmiten nuevos conocimientos, ya sea por medio de juegos, videos, imágenes y textos llamativos”*. (page 4)

In accordance, in the new educational reality it has been decided to implement strategies that include the use of digital tools to facilitate the teaching-learning process of the English language, as the main tools in the process.

### **3.2 Characterisation of the system of integrative activities based on the use of digital tools that improve the learning of simple past in a virtual environment in the students of 1st BGU "E" of the Colegio de Bachillerato "Carmen Mora de Encalada".**

The proposed system of integrative activities has a functional structural systemic approach that, according to Renan García, Mercedes De La Caridad and Sergio Latorre (2018):

*“Se conforma en un sistema de procedimientos e indicaciones que guían este proceso y que, si son aplicados conscientemente por los sujetos de acuerdo a la naturaleza del objeto, a los presupuestos epistemológicos, a la hipótesis que elabora y a la diversidad de las tareas que se realizan, permiten la construcción del conocimiento de manera coherente y rigurosa”*. (page 35)

In addition, it presents a general objective that integrates the skills of: reproduction, production, generalisation, creation, management and use of the simple past tense, which the

teacher will use to achieve the objective. With regard to the contents, these were selected taking into account the level, subject and age of the students, as well as their interests, needs and motivations.

The system of integrative activities must guarantee the valuation of the teacher's activity, the development of English language skills on the management of verbal time, in addition, it must allow interaction between the components of the system and between the members of the group, it must join the cognitive, procedural and attitudinal from the structural and functional systemic approach from the applied content.

The ideal form of organisation for carrying out the activities within the teaching-learning process will be the lessons developed week after week and triggered one after the other, integrating the learning acquired with the following learning experiences and thus achieving the objectives set.

The evaluation will be carried out in such a way that the students can assume their potential and therefore develop their skills. At the end of the system of activities, the integrating activity allows corroborating the contribution of each one of the activities presented previously in the classes and according to the planning directed to improve the learning of the simple past in the students of 1st BGU; this system is characterised for being sustained in the General Theory of the Systems.

The general objective of the system of integrative activities is to improve the learning of the simple past in a virtual environment in the students of 1st BGU of the "Carmen Mora de Encalada" School of Pasaje in the year 2021.

### **Methodological concerns of the integrative activities system**

In order to design the system of activities, the academic programme corresponding to the year of study was taken into account and in accordance with the national curriculum established according to the level and methodological guidelines and the didactics of the components of the English language teaching and learning process.

The exercises are aligned with the units within the programme of the subject and from a didactic point of view the system of activities responds to the following:

#### **Specific objectives:**

1. Incorporate, handle, use and express the past simple verb tense and its grammatical structure with ease.
2. Reproduce, produce, generalise, create and use past simple and its grammatical structure correctly in everyday situations.
3. Demonstrate a positive attitude, responsibility, effort in learning simple past, and interest in developing their skills through individual practice outside the school environment through the activities carried out within the subject.
4. Appropriate learning strategies or tools that are provided to them during the process, adapt them to their learning style for their progress and development of communicative skills within English language learning.

**Content system to enhance learning of the simple past in a virtual environment.****Knowledge system:**

Grammatical structure of the past simple verb tense

**Skill system:**

Learning the past simple verb tense:

This research is aimed at improving the learning of past simple according only to its grammatical structure without focusing on a skill, but in a more general way focusing on the management of the grammar of the language, without neglecting that while the mastery of grammatical structures is enhanced indirectly, work is done in terms of both receptive and productive skills of the language, since if the student masters basic grammatical structures within the language, they will be able to communicate orally and in writing and perform excellently within the existing sub-skills.

**Values system:**

Ethical values such as responsibility, respect, fellowship and accountability are manifested through student participation, their academic performance, their response to classroom activities, their views and ideas on different topics discussed in class, in their attitude towards their learning.

**Methodological details for the implementation of the system of integrative exercises:**

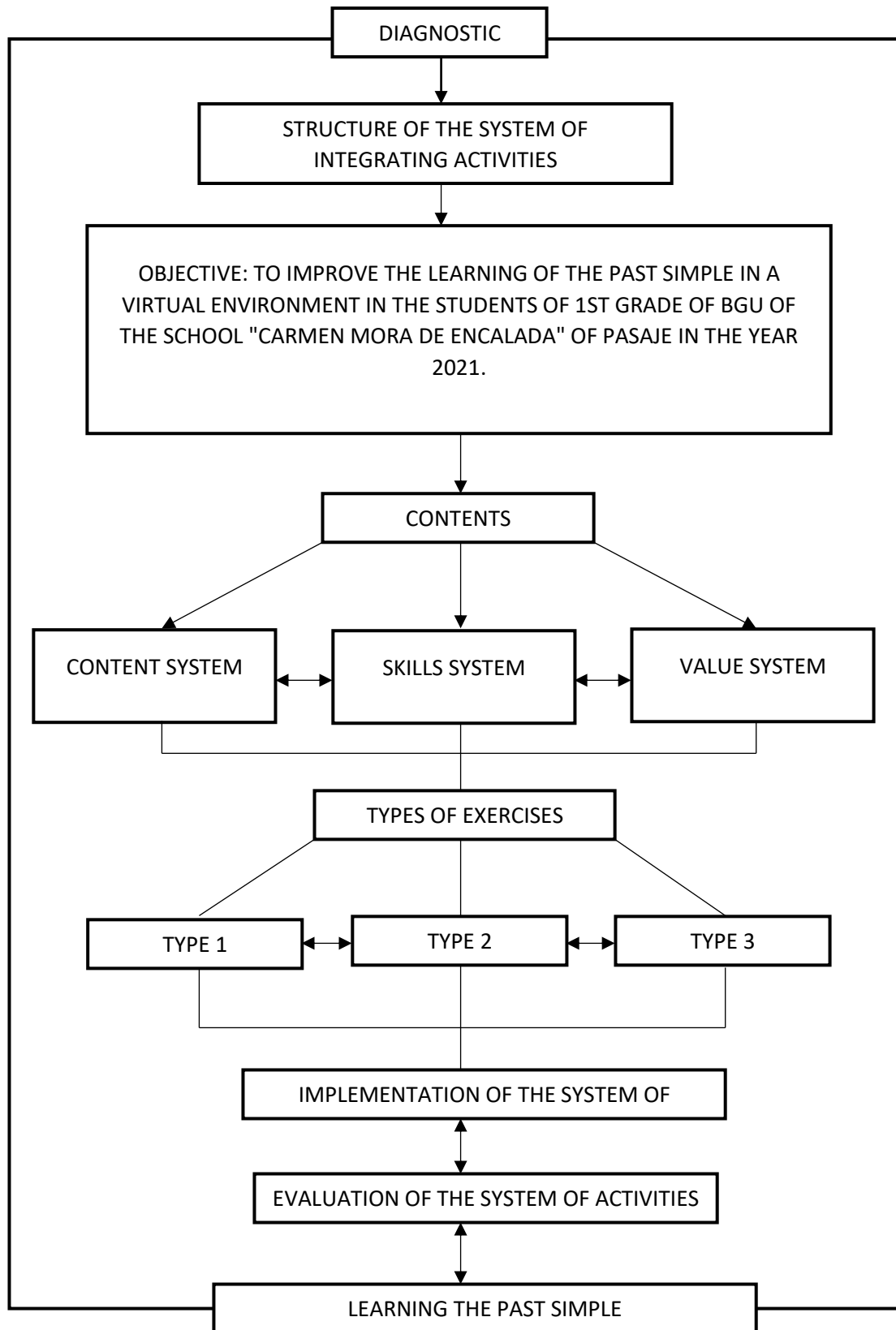
The contents will be developed with an integrative approach that responds to the needs and motivations of the students to achieve their interest in learning English in an active, creative and innovative way.

Activities 1, 2, 3 and 4 are those with a lower degree of difficulty, because these activities allow the teacher to introduce the subject so that the students can adapt this learning to their mental structures, manage them and deepen their learning, where the student carries them out under the guidance of the teacher.

Activities 5 to 7 are organised in a top-down hierarchy with a higher degree of complexity where the teacher guides the whole process and plays a fundamental role.

Activity 8 being the last one, the one that integrates all the learning and practice with the previous activities of the system, presents the highest degree of complexity where the students have to use the acquired knowledge to achieve the proposed objective with respect to their learning of the English language, they also allow the teacher to evaluate the learning achieved by the student during all the activities as a result of the academic reinforcement.

Illustration 5 Model representation of the system of integrative activities for learning past simple:



### 3.3 Functional structure of the system of integrative activities based on the use of digital tools.

Table 5 Systematisation of the components of the intervention proposal

	<b>Objetivo</b>	<b>Contenido</b>	<b>Método</b>	<b>Recursos</b>	<b>Evaluación</b>
The use of digital tools in a virtual environment for learning the past simple	To improve the learning of the simple past in a virtual environment in the students of 1st year of BGU of the "Carmen Mora de Encalada" School of Pasaje in the year 2021.	Past simple: to be	Interactive participatory method	<ul style="list-style-type: none"> <li>• YouTube platform</li> <li>• Live worksheets</li> <li>• Power Point presentation</li> </ul>	Students are able to express actions in the past tense to talk about past habits and past events, and make correct use of regular and irregular verbs with respect to verb tense.
		Regular and irregular verbs			Students are able to differentiate regular and irregular verbs related to the past simple verb tense.



		Past simple: affirmative, negative and interrogative forms.		<ul style="list-style-type: none"> <li>• Microsoft teams</li> <li>• Pictures</li> <li>• Laptop</li> </ul>	Students are able to communicate and express themselves in the past tense with the theme of past habits and know how to talk about past actions using verbs and the modal used to correctly.
		Used to			

*Resource: Own elaboration*

This concludes the chapter on the theoretical foundation of the system of integrative activities based on the use of digital tools, with a sociological, psychological, didactic, pedagogical, methodological and technological foundation, as well as a model representation of the system of integrative activities for learning simple past and its functional structure.

### 3.3.1 Activity system description

This chapter details in a precise and clear way the planning corresponding to a unit divided into 8 classes with a system of activities that is applied in two classes per week, the activities that the students must carry out in the subject of English in the 1st BGU "F". The system is designed to be taught on Mondays and Wednesdays as academic reinforcement of the English subject, in which the contents to be developed belong to unit N° 2. It should be noted that all the different activities are described, as well as the time to develop them because the set of all these actions together make up the system of activities according to the stated objective, where each lesson plan is designed for two sessions in a week of academic reinforcement.

#### WEEK 1

##### Class 1 and 2:

**Content:** *Past simple: verb to be*

**Objective:** To analyse the structure of the past simple of the verb to be and its grammatical function.

##### During the class

**Time:** 40 minutes per session (two sessions)

- **“Warm up”** (*where were you yesterday?*) 10 min

Dynamic activity to attract students' attention.

- **Introduction:** 10 min

Questions about past situations (routines) as a brainstorming exercise using the verb *to be*.

- **Topic introduction:** 20 min

Topic presentation with the use of PowerPoint presentation and interactive video on the verb *to be*.

- **Development and practice:** 15 min

Exercises related to the topic of the lesson, students carry out a picture activity. Students read a short text about past events, identify the form of the verb to be in the past tense and enclose it.

- **Production:** 15 min

Students apply the grammar they have learnt and use the verb to be to create a short text about past actions in their lives.

- **Conclusion:** 10 min

Through the virtual platform Live Worksheets, students are assessed and must select the correct answer to each sentence.

**Assessment:** Students are able to express actions in the past tense to talk about past routines, and make correct use of the verb to be with respect to the verb tense.

#### **Detail of activities using digital tools:**

##### **Activity 1:**

- Watch the video about the past tense verb to be.

**Activity 2:**

- The student reads a short text about past situations and encircles the past form of the verb *to be*.

**Link:**

- [https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Past\\_simple/Was\\_or\\_were\\_iv53769vo](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Was_or_were_iv53769vo)
- <https://www.youtube.com/watch?v=uQWgJGHwFOY>

**Resources:**

- Microsoft word presentation
- “Nubesdepalabras.es”
- Online Worksheets (Live Worksheets)
- Youtube video
- Worksheets

**WEEK 2****Class 3 and 4:**

**Content:** Past simple: regular and irregular verbs.

**Objective:** To analyse the structure of the past simple, its grammatical function and regular and irregular verbs.

**During the class**

**Time:** 40 minutes per session (two sessions)

- “Warm up” (*The memory circle game*) 10 min

Each student says a verb, at the beginning the roulette wheel is turned to select the student who starts the activity, in order each student will repeat all the verbs he/she has heard until it is his/her turn.

- **Introduction:** 10 min

Questions about past actions such as brainstorming with regular and irregular verbs.

- **Topic introduction:** 20 min

Topic presentation using Power point presentation and interactive video on regular and irregular verbs (Powtoon), students write down the verbs identified in their notebooks. Students are given worksheets with a list of basic verbs and their respective classification: regular and irregular verbs.

- **Development and practice:** 15 min

Students organise the correct form of the verb in the past tense and listen to the correct pronunciation according to the classification of regular and irregular verbs.

- **Production:** 15 min

Students fill in the gaps in a story about events in the past with the correct form of the corresponding verb.

- **Conclusion:** 10 min

Through the virtual platform Quizizz, learners are tested by means of a game of choosing the correct answer with respect to regular and irregular verbs.

**Assessment:** Students are able to express actions in the past tense to relate past events making use of regular and irregular verbs and recognise the correct pronunciation according to their classification with respect to the past simple verb tense.

Detail of activities using digital tools:

**Activity 3:**

- Watch the video on regular and irregular verbs to identify them, students write down all the verbs they could see. Students then do a picture activity, matching the picture with the corresponding verb.

**Activity 4:**

- Students select the correct form of the past tense verb on their worksheet and listen to the correct pronunciation according to the classification of regular and irregular verbs.
- Students listen to an audio and fill in the blanks of a story based on past events with the correct form of the corresponding verb.
- The learner differentiates the pronunciation of the suffix "-ed" for voiced and voiceless verbs.

Link:

- <https://app-sorteos.com/es/apps/la-ruleta-decide>
- <https://www.powtoon.com/ws/gkwTKHIfcTv/1/m>
- [https://www.youtube.com/watch?v=UzBqy\\_BBZyo](https://www.youtube.com/watch?v=UzBqy_BBZyo)
- <https://quizizz.com/admin/quiz/5b5b3840fe29170019c32525>

Resources:

- Microsoft word presentation
- Power Point Presentation
- Online Worksheets
- Appsorteos
- Powtoon video
- Pictures
- Worksheets
- Quizizz
- Youtube

### **WEEK 3**

#### **Class 5 and 6:**

**Content:** Past simple: affirmative, negative and interrogative forms.

**Objective:** To analyse the structure of the past simple in its affirmative, negative and interrogative forms.

#### **During the class**

**Time:** 40 minutes per session (two sessions)

- **“Warm up”** (*What I did yesterday?*) 10 min

Dynamic activity to attract students' attention.

- **Introduction:** 10 min

Brainstorming questions with the use of the past simple.

- **Topic introduction:** 20 min

Topic presentation with the use of power point presentation.

- **Development and practice:** 15 min

Exercises related to the topic of the lesson. Students select the affirmative, negative and interrogative form of the verb in the past tense.

- **Production:** 15 min

Students apply the grammar learnt and use the verbs to create a role play about past actions in their lives using the affirmative, negative and interrogative form of the verbs learnt.

- **Conclusion:** 10 min

Through the virtual platform Kahoot, students are evaluated by means of a game of choosing the correct answer.

**Assessment:** Students are able to express the past tense by making correct use of the affirmative, negative and interrogative form with respect to the past simple verb tense.

Detail of activities using digital tools:

### Activity 5:

- Exercises related to the topic of the lesson. Students select the affirmative, negative and interrogative form of the verb in the past tense.



- Students look at a group of images and describe the action performed using the microphone on the platform.

#### **Activity 6:**

- Students apply the grammar learnt and use the verbs to create a role play about past actions in their lives using the affirmative, negative and interrogative form of the verbs learnt.

Link:

- <https://create.kahoot.it/details/b7954b19-9f99-4c01-bace-5382b0e501f8>

Resources:

- Power Point Presentation
- Online Worksheets
- Images
- Worksheets
- Kahoot

#### **WEEK 4**

##### **Class 7 and 8:**

**Content:** Past simple: used to.

**Objective:** To analyse the structure of the past simple with the use of the modal verb used to and its grammatical function.

**During the class**

**Time:** 40 minutes per session (two sessions)

- **“Warm up”** (*Kim’s Game*) 10 min

Dynamic activity to arouse students' attention. Students memorise the verbs in order according to the roulette wheel, then try to repeat the correct order of as many verbs as possible.

- **Introduction:** 10 min

Questions about past habits, things the learner used to do in earlier times such as brainstorming.

- **Topic introduction:** 20 min

Topic presentation with the use of power point presentation.

- **Development and practice:** 15 min

Exercises related to the topic of the lesson, students make a list of things they used to do and now no longer do. Students select the correct form of the verb in the past tense.

- **Production:** 15 min

Students apply the grammar they have learnt and write sentences about past habits in their lives using the modal used to.

- **Conclusion:** 10 min

Final evaluation of the activity system.

**Assessment:** Students are able to express actions in the past tense to talk about past habits and past events, and make correct use of the modal verb used to with respect to verb tense.

Detail of activities using digital tools:

**Activity 7:**

- Students select the correct form of the verb using the modal used to.
- Students apply the grammar they have learnt and write sentences about past actions in their lives using the modal used to.

**Activity 8 ( Integrative activity):**

- The students are evaluated by means of the zoom platform on all the contents studied during the academic reinforcement, they will enter a link for the evaluation, they will be separated in rooms and will share screen during the realization of the integrating activity, they will work on an editable document, when they finish answering all the questions, they will download the file and will send it to revision.

Link:

- [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Used\\_to/Used\\_to\\_Multiple\\_Choice\\_za1063499cu](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Used_to/Used_to_Multiple_Choice_za1063499cu)

**Resources:**

- Worksheet test
- Zoom Platform
- Worksheets
- Live worksheets

## **CHAPTER IV: DESCRIPTION OF THE RESULTS OF THE IMPLEMENTATION OF THE SYSTEM OF INTEGRATIVE ACTIVITIES.**

This section details the results obtained from the application of the system of activities in Carmen Mora de Encalada High School with the students of the 1st BGU parallel "F", which was applied on Mondays and Wednesdays from December 6, 2021 to January 12, 2022.

### **4.1 Results and discussion of the application**

Here the description on how the system of integrative activities was applied through the sessions given as part of the academic reinforcement and the results obtained from its application.

**Classes 1 and 2:** Present simple: verb to be.

These two classes were held on Monday 6<sup>th</sup> and Wednesday 8<sup>th</sup> December, each class lasted 40 minutes and covered the past simple topic, specifically the verb to be. It was decided to carry out a "warm up", the introduction of the topic and the practice in the first session corresponding to Monday, to conclude with the production, conclusion and evaluation in the second session on Wednesday, thus complying with the planning, it should be emphasised that this is the best way of reinforcing the topic and achieving the learning of the content taught, taking into account not to overload the student in a single session, on the contrary, by distributing the activities in two classes, students were able to adapt the new knowledge to their mental structures.

Classes 1 and 2 correspond to the first week of reinforcement, and were developed as follows: the class started with a "warm up", a dynamic activity called "where were you yesterday?", introducing the topic of the past simple of the verb to be, detailing the activities and resources in the lesson plan 1 (ANEXX 4) planned for two sessions per week, with the support of a Power Point

presentation through which the grammar and use of the verb to be was explained through the approach of sentences in this verb tense.

Finally, the rules involved in the use of the verb to be, were explained using examples and images. In order to achieve learning, a series of exercises were carried out applying the grammar and a practice with the help of online worksheets (Live Worksheets) where practical exercises are detailed so that students can understand better through practice and a reading skill (Reading skill) of a short text about past events, where the student identified the form of the verb to be in the past tense and selected the verb in past tense.

At the end of the second session, students developed their production skills regarding the use of the verb to be in the past simple tense, by creating a short text about past actions in their life, with appropriate instruction for the activity. It was concluded with an assessment via the Live worksheets virtual platform.

#### **Lessons 3 and 4:** Past simple: regular and irregular verbs.

These two classes were held on Monday 13<sup>th</sup> and Wednesday 15<sup>th</sup> December, each class lasted 40 minutes and covered the topic past simple: regular and irregular verbs. It was decided to carry out a "warm up", the introduction of the topic and the practice in the first class corresponding to Monday, to conclude with the production, conclusion and evaluation in the second class on Wednesday, thus complying with the planning.

Classes 3 and 4 correspond to the second week of reinforcement, and were developed as follows: the first session began with a "warm up", a dynamic activity called "memory circle game", introducing the topic of past simple on regular and irregular verbs through questions about past routines as brainstorming, detailing the activities and resources in the lesson plan 2 ( ANNEX 5)

planned for two classes per week, with the support of a Power Point presentation through which the grammar was explained.

In addition, the use of worksheets with the classification of verbs in their three forms: the base form, past simple and past participle. Then a video was presented on the POWTOON platform for the students to identify the verbs and make a list. Another activity was provided for them to organise the correct form of the verb in the past tense and they listened to the correct pronunciation according to the classification of regular and irregular verbs.

At the end as the second session, the students developed their production skills, selecting the correct form of the verb in the past tense on their worksheet by listening the correct utterance of words (listening skill) according to the classification of regular and irregular verbs. It was concluded with an activity which allowed assessment, students fill in the blanks of a story based on past events with the correct form of the corresponding verb, the student distinguishes the pronunciation of the suffix "-ed" of sound and deaf verbs.

**Classes 5 and 6:** Past simple: affirmative, negative and interrogative forms.

These two classes were held on Monday 3<sup>rd</sup> and Wednesday 5<sup>th</sup> January, each one lasted 40 minutes and covered the past simple: affirmative and interrogative forms. It was decided to carry out the "warm up", the introduction of the topic and the practice in the first class corresponding to Monday, to conclude with the production, conclusion and evaluation in the second class on Wednesday, thus complying with the planning.

Classes 5 and 6 correspond to the third week of reinforcement, and were developed as follows: the first session began with a "warm up": "What I did yesterday?", introducing the topic of past simple with a brainstorming session, detailing the activities and resources in lesson plan 3

(ANNEX 6) planned for two classes or sessions per week, with the support of a Power Point presentation through which the grammar was explained. Students selected the affirmative, negative and interrogative forms of the verb in the past tense, then looked at a group of images and described the action (speaking skill) performed in each image using the application's microphone.

In the second session, the students developed their production skills, applying the grammar that was learnt, besides they used several verbs to create a role play (speaking skill) about past actions using the affirmative, negative and interrogative form of the verbs learnt, at the end of which they were evaluated using the Kahoot platform.

**Lessons 7 and 8:** Past simple: used to.

These two classes were held on Monday 10<sup>th</sup> and Wednesday 12<sup>th</sup> January, each one lasted 40 minutes and covered the past simple: affirmative and interrogative forms. It was decided to carry out the "warm up", the introduction of the topic and the practice in the first class corresponding to Monday, to conclude with the production, conclusion and evaluation in the second class on Wednesday, thus complying with the planning.

Classes 5 and 6 correspond to the fourth week of reinforcement and were developed as follows: the first session began with a "warm up": Kim's game, where students memorise the verbs according to the roulette, then try to repeat the correct order of as many verbs as possible, the topic of past simple was introduced with a brainstorming, detailing the activities and resources in the lesson plan 4 (ANNEX 7) planned for two classes or sessions per week, with the support of a power point presentation through which the grammar was explained. Students carried out a writing skill activity, writing sentences about past habits in their lives using used to.

In contrast to the others, this second session of lesson plan 4 includes the integrating activity of the system of activities, which consists of an evaluation by means of the zoom platform, where the students are evaluated on all the contents studied during the academic reinforcement (8 sessions), the students entered a link for the evaluation, they were separated into rooms and shared screen during the realization of the integrating activity, they worked on an editable document, when they finished answering all the questions they downloaded them and sent them for qualification.

#### **4.2 Corroboration of the results of the implementation of the activity system through a teacher interview**

Once the application of the intervention proposal in the institution was completed, the results of the research were corroborated through a discussion, in order to give greater validity to the system of activities and demonstrate its great contribution to English language learning. For this process, a semi-structured interview with the teacher was designed (ANNEX 10).

Through the interview it was possible to find out whether the system of activities proposed was adequate for learning past simple in a virtual environment, and the teacher was also asked about what changes he could observe from his point of view in the students after applying the system of activities, to which he responded that before applying the system, the students still had academic gaps, but as the sessions went by, they improved many aspects of their learning, such as: participation, attitude, responsibility and interest in learning.

In addition, the teacher was asked if he/she would recommend the use of digital platforms to be applied in the area of English for academic reinforcement, to which he/she responded positively in favour of introducing more innovative ideas or new forms and tools in the educational area to facilitate the teaching-learning process.



At the end, some recommendations were suggested regarding aspects that the teacher considers might be improved or implemented so that the use of virtual platforms gives a better result, his response was that according to the time available as a teacher, of course the system could be improved because more and more applications and tools are being created for education and for students, so that the process is not monotonous and the student's interest is achieved.

#### **4.3 Analysis of the results obtained from the application of the instruments.**

The application of the system of activities were carried out in 8 sessions in 4 weeks at the Colegio de Bachillerato "Carmen Mora de Encalada", by means of the participant observation carried out within the educational environment, some external manifestations were identified in the students of the first BGU "F".

Several aspects were identified among the students, from which the following ones can be highlighted:

- Lack of interest on the part of some students towards the study of the past simple of the English language.
- Some students do not participate actively during the past simple practice activities, which have a negative influence about the proper use of grammatical structures.
- Some students attend irregularly or arrive late with respect to the timetable of the academic reinforcement sessions, which hinders their learning of English and specifically of the past simple.
- Some students continue to misuse past simple grammatical structures.

- In general, the results of the observation argue for an improvement in learning and that most of the students participated in the planned activities with some exceptions.
- There is still a deficit of motivation and attention to the lessons on the part of some learners.
- The activities that the students received according to the planning were appropriately distributed according to the time set for each session.

In addition, a semi-structured interview was designed as an instrument (ANNEX 2) addressed to the teacher to find out his or her perspective on the academic reinforcement applied and its influence on the students' learning of the past simple, with the following criteria:

*Table 6 Values assigned to the semi-structured teacher interview*

<b>INDICATOR</b>	<b>QUESTIONS</b>
1. Previous knowledge	1
2. Command of grammatical structure.	2-3-4
3. Use of the past simple verb tense.	5-6-7-8-9
4. Student's attitude when solving past simple exercises.	10-11-12-13-14-15

*Resource: Own elaboration*

In addition, to conclude the application of the system of activities, a final evaluation process was carried out with an integrative activity, the purpose of which was to find out how much progress the students had made in terms of their learning of the past simple, evaluating all the

content taught during the academic reinforcement sessions. All of this could be seen in the results obtained from the final evaluation (ANNEX 7) applied to all the class groups, where:

For the presentation of the results of both instruments (interview-pedagogical test), an analysis by dimension was carried out, giving the following values:

*Table 7 Values assigned to the presentation of both instruments (interview-pedagogical test)*

Levels	Values
Insufficient level of performance	1-3
Regular level of performance	4-7
Good level of performance	8-10

*Resource: Own elaboration*

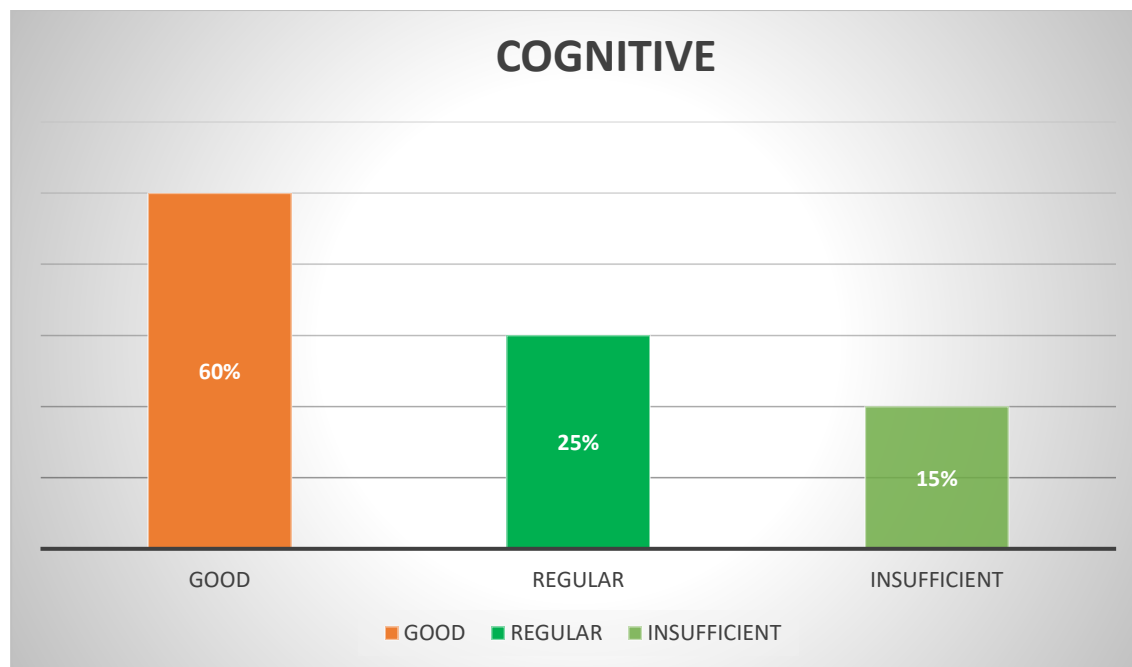
Representing the dimension with its corresponding indicator. The value assigned to the response is: good 8-10, fair 4-7 and insufficient 1-3.

The score assigned to each response is made up of the following criteria:

- **Good:** The student mostly complies with the statement.
- **Regular:** The student complies, but not fully with the statement.
- **Insufficient:** The student does not comply with the statement.

## DIMENSIONS

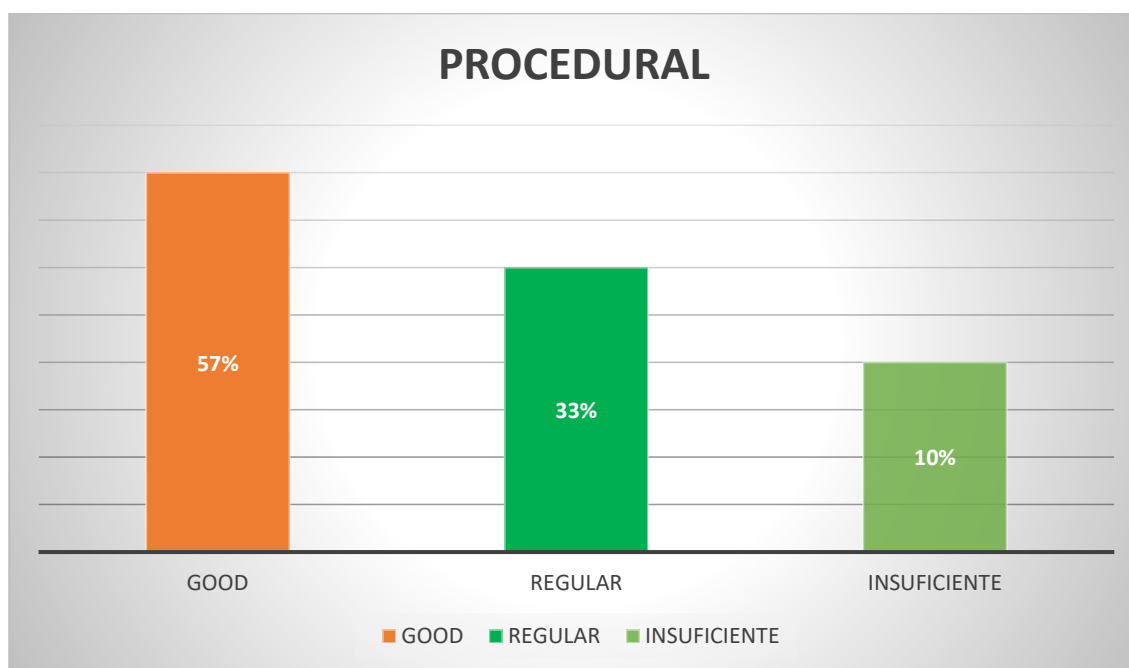
### Dimension 1. COGNITIVE



*Illustration 6. Cognitive Dimension*

After the application of the system of activities, the results show that 60% of the students with a rating scale of 8-10 recognise the verb tense and its grammatical structure, on the other hand, 25% of the students with a scale of 4-7 incorporate the past simple verb tense into their previous knowledge with difficulty, and 15% of the students on a scale of 1-3 are not able to use, handle and express the past simple verb tense and its grammatical structure. As a result, most of the students improved their learning, because 60% responded favourably to the activities and 25% did so, but not in the best way, and only 15% of the students did not acquire the knowledge imparted with the academic reinforcement.

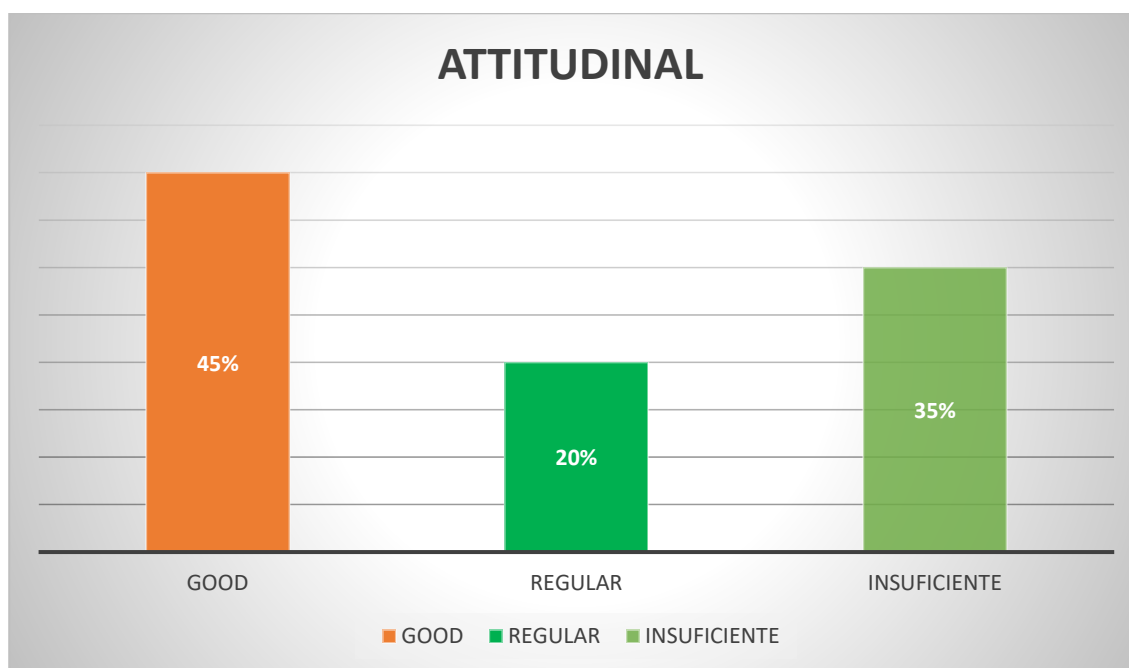
## Dimension 2. PROCEDURAL



*Illustration 7. Procedural Dimension*

After the application of the activity system, the results show that 57% of the students with a rating scale of 8-10 have skills to reproduce and produce the verb tense correctly, on the other hand, 33% of the students with a scale of 4-7 have insufficient skills to create and manage the grammatical structure of the past simple, and 10% of the students on a scale of 1-3 generalise and use the past simple and its grammatical structure correctly with difficulty. Concluding that the vast majority of the students developed their skills in the process of learning past simple, a minority, 33% of the students still need academic reinforcement to improve their skills of generation, creation and production, 10% of the students need to develop their skills in the procedural dimension of learning past simple verb tense.

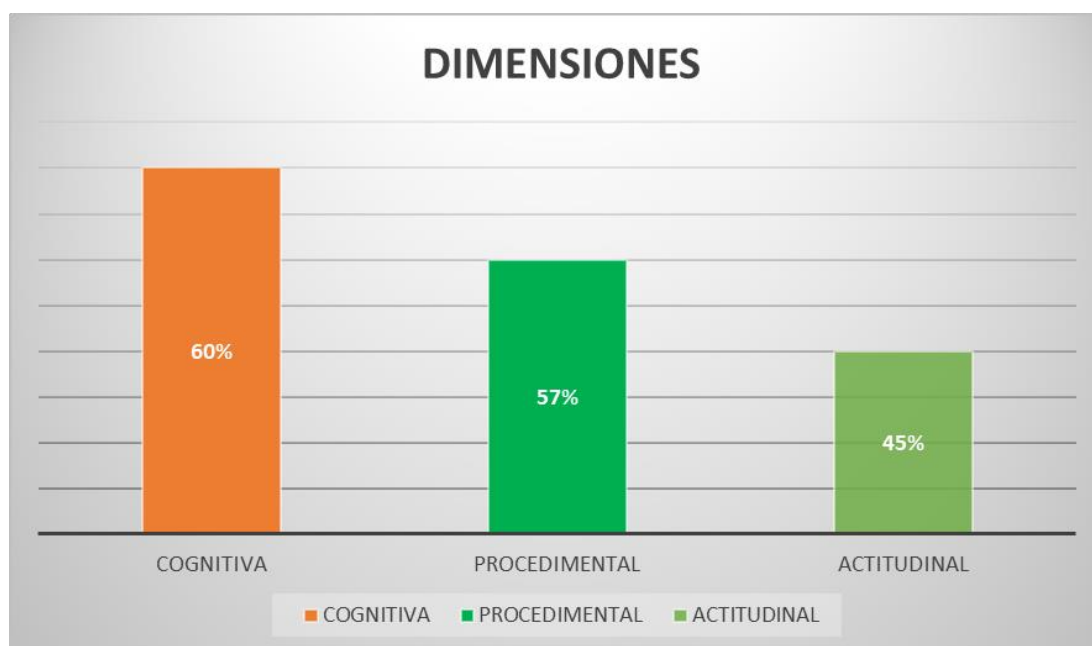
### Dimension 3. ATTITUDINAL



*Illustration 8. Attitudinal Dimension*

According to the existing results, it is evident that only 45% on a scale of 8-10 of the students have a positive disposition and attitude towards learning the past simple verb tense, 20% on a scale of 4-7 have a responsible perspective on their learning and 35% on a scale of 1-3 show insufficient interest in learning and do not make an effort to develop their skills. This leads us to conclude that most of the students do not show interest, nor do they make an effort to develop their skills through individual practice outside the school environment by means of the activities carried out in class and designed for academic reinforcement, they need motivation to awaken their interest and responsibility with respect to their learning, however, 45% reflect that there are students who are predisposed and responsible for their learning.

## DIMENSIONS



*Illustration 9. Dimensions*

In accordance with the results obtained from the previous dimensions, It can be concluded that 60% of the students on a rating scale of 8-10 within the cognitive dimension, 57% of the students on a scale of 8-10 within the procedural dimension and 45% of the students on a scale of 8-10 within the attitudinal dimension responded favourably to the academic reinforcement given by means of the system of activities, In other words, they have the ability to reproduce and produce the verb tense correctly in the procedural dimension, on the other hand, in regards with the cognitive dimension, they have the ability to create and manage the grammatical structure of the past simple, and they show a positive attitude, responsibility, interest, and make an effort to develop their skills. As a result, the lowest number of students is in the attitudinal dimension, so it is in this dimension that the biggest problems persist. This means that students need motivation and interest in learning the past simple verb tense and its grammatical structure in English language learning.

Based on the results of the analysis corresponding to each instrument applied, there is a good level with respect to the learning of the simple past within the teaching-learning process of the English language on the part of the students. With respect to the cognitive dimension, a fair level in regards to the procedural dimension and an insufficient level with respect to the attitudinal dimension, resulting in 54% of the total number of participating students. It is concluded that due to external factors mentioned above there is a percentage of more than 50% of effectiveness in learning, so it is necessary to work much more on the attitude of the student, responsibility and interest in their learning (attitudinal dimension).

To end up as summary, considering what the teacher said above, it can be said that the system of activities promoted a change in the participation of the students, as well as the development of their skills in English classes. On the other hand, it is always important to innovate so that students do not lose interest and to improve the teaching-learning process.



## DISCUSSION OF THE RESULTS

At the end of the research, it is important to contrast the results obtained with previous research focused on the same subject and area regarding to the use of digital tools in a virtual environment within the teaching-learning process of the English language.

The results obtained show that academic reinforcement in the educational process is very useful for improving skills in the use of the past simple in English language teaching. In his research Aguirre (2015) agrees that academic reinforcement increases school performance and that this should be continuous so that students manage to develop skills and overcome the obstacles that occur in the classroom through feedback.

On the other hand, Vargas Murillo G., (2020) in his scientific article *Estrategias educativas y tecnología digital en el proceso enseñanza aprendizaje* confirm that integrating educational strategies and technological tools promote active work and allow academic objectives to be achieved.

Focusing the academic reinforcement on the acquisition of foreign language skills, contributed to students learning through more dynamic activities and not only focused on the use of the book, which is related to what Romero (2019) states about using strategies that are different from those used in the classroom to solve problems or doubts that arise in class, motivating students to learn and understand in another way.

Likewise, it was found that the correct planning and organisation allows a good use of time and that it can be used to the maximum to achieve the objectives at the time of academic reinforcement and that students understand the benefits of receiving a complement to what they have seen in the classroom. The same issue is mentioned by Agudelo, Bohorquéz & Morales (2009)

when they state that it is necessary to plan, verify and evaluate before carrying out academic reinforcement, with the aim of organising the time in which it will be carried out and thus avoid the monotony of the content given in class and the overload of work causing disinterest and boredom in the students.

Also, an increase in student participation was evidenced in the use of digital tools in learning English, achieving that student acquire a more committed character when performing activities in academic reinforcement, as corroborated by Belda (2020) in his research that the use of digital tools facilitates greater participation by students, in addition corrections making is allowed and thus achieve reinforcement at that moment.

The use of digital tools helped to foster cooperative learning between student and teacher, which is essential for the student to feel motivated when working with the activities given in the academic reinforcement, as indicated by Pérez (2020), corroborating that the implementation of digital tools allows us to have a joint interaction between the guide and the learner, achieving significant learning of the English language.

With respect to learning after the academic reinforcement of the past simple of the English language, an improvement of 54% was observed in the first year of high school students of the "Carmen Mora" Educational Unit, with few students still presenting a certain degree of difficulty in the use of regular and irregular verbs in their past form.

It is concluded that due to the external factors mentioned above there is a percentage of more than 50% effectiveness in learning, with respect to the initial analysis contrasted with the analysis of corroboration of results carried out, it was obtained that 33% as a result of the cognitive dimension with respect to the initial analysis, and after the application of the system of activities

an improvement of 27% was achieved, reaching 60% of the students, within the cognitive dimension, 22% as a result of the procedural dimension with respect to the initial analysis and after the application of the system of activities and improvement of 35%, reaching 57% of the students, within the procedural dimension, 45% as a result of the cognitive dimension in relation to the initial analysis and after the application of the system of activities an improvement of 0% was achieved due to the fact that in the end 45% of the students were obtained within the attitudinal dimension, which means that the number of students is recidivist, so it is necessary to work much more on the attitude of the student, responsibility and interest in their learning (attitudinal dimension).

## CONCLUSIONS

- A bibliographic search was carried out in order to define concepts and to understand their evolution within the process.
- By means of the instruments applied before the academic reinforcement, it was possible to obtain information about the students' level of learning of the past simple.
- The elaboration of the system of activities was carried out based on the contents of Unit 2, corresponding to the English syllabus for 1st BGU, for which integrating activities were centred on the past simple as planned.
- A system of planned activities was designed and used in 4 classes taught in two sessions, where digital tools were used for learning the verb to be, regular and irregular verbs in the past form, the modal used to and the correct grammatical structure of the past simple.
- After the application of the system of activities, the respective corroboration was carried out with an interview with the teacher and a data analysis where a considerable change in the learning of the past simple was verified in the students, who showed a significant improvement in the level of knowledge about the past simple.

## RECOMMENDATIONS

- Implement the use of digital tools to increase students' skills in the English teaching-learning process.
- Apply academic reinforcement to those students with low academic performance, or within a subject programme that has been affected and has not been completed for some reason.
- Train teachers in the use of different digital tools so that they can adapt them to the contents and teaching methodologies and not limit them to the use of a single virtual platform.
- Continue with the investigation, monitoring and evaluation of students who still have difficulties in learning English.

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## ANNEXES

## ANNEX 1

## OBSERVATION GUIDE

<b>DIMENSION 1: COGNITIVE</b>	
The student <b>always</b> makes use of the past simple tense.	
The student <b>sometimes</b> makes use of the past simple tense.	
The student <b>rarely</b> uses the past simple verb tense.	
The student <b>always</b> incorporates the past simple in the expression of past actions.	
The student <b>sometimes</b> incorporates the past simple in the expression of past actions.	
The student <b>rarely</b> incorporates the past simple in the expression of past actions.	
The learner <b>always</b> recognises the different ways of expressing past actions.	
The student <b>sometimes</b> recognises the different ways of expressing past actions.	
The student <b>rarely</b> recognises the different ways of expressing past actions.	
<b>DIMENSION 2: PROCEDURAL</b>	
The student <b>always</b> uses verbs correctly in the past simple verb tense.	

The student <b>sometimes</b> uses verbs correctly in the past simple tense.	
The student <b>rarely</b> uses verbs correctly in the past simple verb tense.	
The learner <b>always</b> understands the instructions given by the teacher, audio playback, etc.	
The learner <b>sometimes</b> understands the instructions given by the teacher, audio playback, etc.	
The learner <b>rarely</b> understands the instructions given by the teacher, audio playback, etc.	
<b>DIMENSION 2: ATTITUDINAL</b>	
The student <b>always</b> intervenes voluntarily in activities proposed by the teacher.	
The student <b>sometimes</b> voluntarily intervenes in activities proposed by the teacher.	
The student <b>rarely</b> intervenes voluntarily in activities proposed by the teacher.	
The student <b>always</b> asks questions about the topics developed in class.	
The student <b>sometimes</b> asks questions about the topics developed in class.	
The student <b>rarely</b> asks questions about the topics developed in class.	
The student is <b>always</b> actively involved in the activities proposed by the teacher.	

The student is <b>sometimes</b> actively involved in the activities proposed by the teacher.	
The student is <b>rarely</b> actively involved in the activities proposed by the teacher.	
The student <b>always</b> cooperates with peers in solving past simple verb tense exercises.	
The learner <b>sometimes</b> cooperates with peers in solving language-related exercises.	
The student <b>rarely</b> cooperates with peers in solving past simple verb tense exercises.	
The student <b>always</b> shows interest in taking part in simple pastoral school activities.	
The student <b>sometimes</b> shows interest in taking part in simple pastoral school activities.	
The student <b>rarely</b> shows interest in taking part in simple pastoral school activities.	

## ANNEX 2

### SEMI-STRUCTURED INTERVIEW WITH THE TEACHER

#### **DIMENSION: Cognitive**

**Indicator:** Previous knowledge of the use of past simple.

Taking into account that 0 is the lowest and 10 is the highest.

On a scale of 1 to 10, how do you rate the previous knowledge of students with regard to the use of past simple?

On a scale of 1 to 10, do students have difficulties with the verb tense of basic English grammar?

**Indicator:** Making decisions about when to use the past simple.

On a scale of 1 to 10, how would you rate the students' use of the past simple and its grammatical structure?

**Indicator:** Handling of grammatical structure.

On a scale of 1 to 10, how do you rate when students use the past simple and its grammatical structure?

On a scale of 1 to 10, how would you rate the students' handling of grammatical structure when using the past simple?

**Indicator:** Form of expressing past actions (past simple verb tense)

On a scale of 1 to 10 how do you rate students when they express past actions?

#### **DIMENSION: Procedural**

Taking into account that 0 is the lowest and 10 is the highest.

**Indicator:** Use of past simple verb tense.

On a scale of 1 to 10, does the student possess the ability to reproduce the verb tense using appropriate grammar?

On a scale of 1 to 10, do students possess regular skills in the production of the verb tense?

On a scale of 1 to 10, how do you rate the student's ability in creating the grammatical structure of the past simple?

On a scale of 1 to 10 How do you rate the student's ability to generalize implicit grammatical rules in learning the past simple?

**DIMENSION: Attitudinal**

Indicator: Student's attitude when solving past simple exercises.

Taking into account that 0 is the lowest and 10 is the highest.

On a scale of 1 to 10, how is the student's attitude when solving past simple tasks?

On a scale of 1 to 10, how is the student's interest in teaching past simple?

On a scale of 1 to 10, how much effort does the student put into the activities proposed for academic reinforcement?

### ANNEX 3

#### STRUCTURED STUDENT SURVEY

**OBJECTIVE:** To know the perception of the students towards the importance of learning the past simple verb tense within the learning of the English language and their role within the process.

#### Valuation table

Level	Student response
Good	7-10
Regular	4-6
Insufficient	1-3

#### DIMENSION 1: COGNITIVE

**INDICATOR:** Previous knowledge about the use of past simple.

1. According to your criteria, please rate from 1 to 10, with 1 being the lowest and 10 being the highest. **How much prior knowledge do you have regarding the use of past simple in your English language learning?**

1	2	3	4	5	6	7	8	9	10

**INDICATOR:** Handling of grammatical structure.

2. According to your criteria mark from 1 to 10, with 1 being the lowest value and 10 being the highest. **How well do you handle the grammatical structure of the past simple verb tense?**











## ANNX 4: LESSON PLAN 1

<b>LESSON PLAN N°1</b>			
<b>School:</b> Carmen Mora de Encalada	<b>Subject:</b> English	<b>Grade:</b> 1 <sup>ST</sup> year BGU “F”	<b>Academic period:</b> 2021-2022
<b>Didactic Unit: II</b>	<b>Topic:</b> Simple past: verbo to be.	<b>Time:</b> 40 minutes.	<b>Date:</b> 06/12/2021 to 08/12/2021
<b>Teacher:</b> Jhonson León.			
<b>Class objective:</b> Students Will be able to use the structure of the past simple of the verb to be and its grammatical function.			
ACTIVITIES	PROCEDURE	RESOURCES	TIME
<b>WARM UP</b>	where were you yesterday?	Worksheets	10 MIN
<b>QUESTION</b>	Questions about past situations (routines as a brainstorming exercise using the verb to be.	Nubesdepalabras.es	10 MIN
<b>TOPIC INTRODUCTION</b>	Presentation of the topic using PowerPoint presentation and an interactive video about the verb to be.	Power Point presentation Youtube	20 MIN
<b>PRACTICE</b>	Activity with pictures. Students read a short text about past events, identify the past form of the verb to be and circle it.	Worksheets	15 MIN
<b>PRODUCTION</b>	Students apply the grammar they have learnt and use the verb to be to create a short text about past actions in their lives.	Worksheets	15 MIN
<b>CONCLUSION</b>	Through the virtual platform Live Worksheets, students are assessed and must select the correct answer to each sentence.	Live Worksheets	10 MIN

# WARM UP



# QUESTION



## VIDEO



VERB TO BE (SHORT AND CLEAR EXPLANATION)

## POWER POINT PRESENTATION



Verb To Be in Past		
Affirmative	Negative	Interrogative
I was	I was not	Was I?
You were	You were not	Were you?
He was	He was not	Was he?
She was	She was not	Was she?
It was	It was not	Was it?
We were	We were not	Were we?
You were	You were not	Were you?
They were	They were not	Were they?

## READING ACTIVITY

Carmen mora de encalada high school


**Yesterday Debbie had a job interview.** She went downtown to the company. The interview was for an accounting job. Debbie graduated university 3 months ago.

Her interview was at 10:00 am. She woke up at 7:00 am and left her house before 8:00 am. She waited for the bus, but it was late. She was very worried because she did not want to be late for the interview. She tried to phone the company to warn them, but her phone battery was dead.


When the bus arrived, it was almost 9:00 am. Then the bus was slow because there were many other cars. The bus finally arrived at Debbie's stop at 9:45 am.

Debbie ran from the bus stop to the office building. When she entered, she saw a sign that said the company was on the 24th floor. The elevator ride took almost 5 minutes because many people stopped at different floors.

## LAST ACTIVITY



Carmen mora de encalada high school



3.- WRITE YOUR DAILY ROUTINE FROM LAST WEEK (USE SIMPLE PAST)

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## EVALUATION

### Was or were

- 1. Write **was** or **were****

Olive..... at school yesterday.  
 They .....at the toy shop.  
 We ..... at the hotel.  
 Megan and Simon ..... at the swimming pool.  
 I ..... in the park yesterday.  
 You ..... tired on Sunday.
- 2. Write **wasn't** or **weren't****

She ..... at the café on Monday.  
 I ..... at the museum on Tuesday.  
 Miss Fairy ..... at the hospital on Saturday.  
 Chan ..... at the market yesterday.  
 You ..... at the hotel on Thursday.
- 3. Write questions and short answers.**

..... you at the cinema? Yes, I .....

.....they at the go-kart track? No, they .....

..... Robin at the beach yesterday? No, he .....

..... Olive and Megan at the restaurant? Yes, they .....

..... you in the school yesterday? No, I .....



## ANNEX 5: LESSON PLAN 2

## LESSON PLAN N°2

<b>School:</b> Carmen Mora de Encalada.	<b>Subject:</b> English	<b>Grade:</b> 1 <sup>ST</sup> year BGU “F”	<b>Academic period:</b> 2021-2022
<b>Didactic Unit:</b> II	<b>Topic:</b> Past simple: regular e irregular verbs.	<b>Time:</b> 40 minutes.	<b>Date:</b> 13/12/2021 to 15/12/2021
<b>Teacher:</b> Dayana Vargas.			
<b>Class objective:</b> Students Will be able to use the past simple tense, its grammatical function and regular and irregular verbs.			
ACTIVITIES	PROCEDURE	RESOURCES	TIME
<b>WARM UP</b>	The memory circle game.	Appsorteos	10 MIN
<b>QUESTION</b>	Questions about past actions such as brainstorming with regular and irregular verbs.	Worksheets	10 MIN
<b>TOPIC INTRODUCTION</b>	Power Point presentation and interactive video on regular and irregular verbs (Powtoon), students write down the verbs identified in their notebooks. Students are given worksheets with a list of basic verbs and their respective classification: regular and irregular verbs.	Power Point presentation Powtoon	20 MIN
<b>PRACTICE</b>	Students organize the correct form of the verb in the past tense and listen to the correct pronunciation according to the classification of regular and irregular verbs.	Worksheets Youtube	15 MIN
<b>PRODUCTION</b>	Students fill in the blanks of a story about events in the past with the correct form of the corresponding verb.	Worksheets	15 MIN

<b>CONCLUSION</b>	Through the virtual platform Quizizz, learners are tested by means of a game of choosing the correct answer with respect to regular and irregular verbs.	Quizizz	10 MIN
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# WARM UP



## PAST ACTIONS

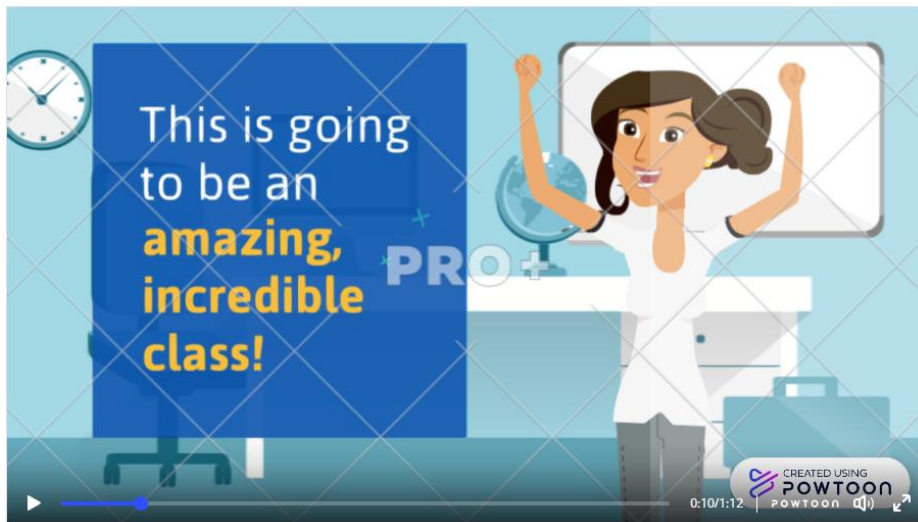


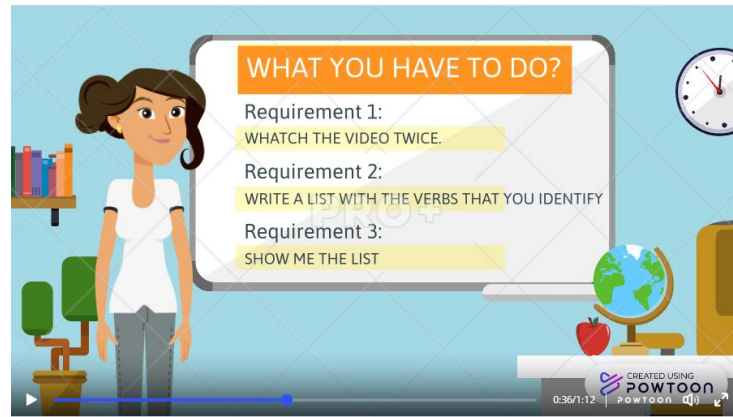
## QUESTIONS

**REGULAR AND IRREGULAR VERBS**

The illustrations show: 1. A boy sitting at a table eating a sandwich and drinking. 2. A man and a woman in formal attire dancing. 3. A man singing into a microphone. 4. A woman performing a bicep curl with a barbell. 5. A person sleeping in a bed with a lamp and a clock. 6. A person swimming in a pool.

POWTOON VIDEO





**WHAT YOU HAVE TO DO?**

- Requirement 1: WATCH THE VIDEO TWICE.
- Requirement 2: WRITE A LIST WITH THE VERBS THAT YOU IDENTIFY
- Requirement 3: SHOW ME THE LIST

0:36/1:12

CREATED USING POWTOON

This slide shows a female teacher in a white shirt and grey pants standing in a classroom. She is pointing towards a whiteboard. The whiteboard has a title 'WHAT YOU HAVE TO DO?' and three requirements listed. The classroom background includes a clock, a bookshelf, a globe, and a desk with a red apple.



**PAST SIMPLE TENSE**

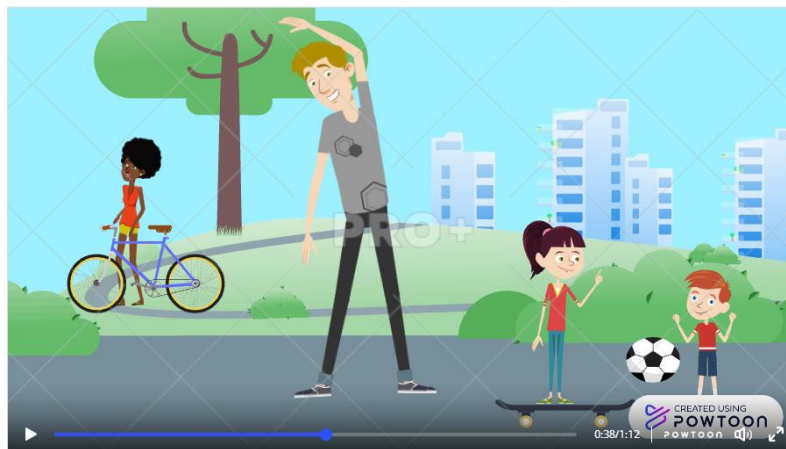
WHAT IS IT?

WHAT DO YOU REMEMBER?

0:24/1:12

CREATED USING POWTOON

The teacher is now pointing to a whiteboard with the title 'PAST SIMPLE TENSE'. Below the title are two questions: 'WHAT IS IT?' and 'WHAT DO YOU REMEMBER?'. The background is the same classroom as the first slide.



0:38/1:12

CREATED USING POWTOON

An illustration of a park scene. A man in a grey t-shirt and black pants is stretching. In the background, a girl is riding a bicycle, a girl is on a skateboard, and a boy is playing soccer. There are trees, a path, and buildings in the distance.



0:44/1:12

CREATED USING POWTOON

An illustration of an elderly woman with white hair sitting on a bed. A young woman with blonde hair is standing and serving a meal on a table. The room has a window with a green tree outside, a lamp on a nightstand, and a pink rug.







<https://www.powtoon.com/ws/gkwTKHlfcTv/1/m>

## WORKSHEETS

### Irregular Verbs

BASE FORM	PAST FORM	PAST PARTICIPLE	BASE FORM	PAST FORM	PAST PARTICIP.	BASE FORM	PAST FORM	PAST PARTICIPLE
arise	arose	arisen	get	got	got	shut	shut	shut
awake	awoke	awoken	give	gave	given	sing	sang	sung
bear	bore	borne	go	went	gone	sink	sank	sunk
beat	beat	beaten	grind	ground	ground	sit	sat	sat
become	became	become	grow	grew	grown	slay	slew	slain
begin	began	begun	hear	heard	heard	sleep	slept	slept
bend	bent	bent	hide	hid	hidden	slide	slid	slid
bet	bet	bet	hit	hit	hit	sling	slung	slung
bind	bound	bound	hold	held	held	sow	sowed	sown
bite	bit	bitten	hurt	hurt	hurt	speak	spoke	spoken
bleed	bled	bled	keep	kept	kept	spend	spent	spent
blow	blew	blown	know	knew	known	spin	spun	spun
break	broke	broken	lay	laid	laid	spread	spread	spread
breed	bred	bred	lead	led	led	spring	sprang	sprung
bring	brought	brought	leave	left	left	stand	stood	stood
build	built	built	lend	lent	lent	steal	stole	stolen
burst	burst	burst	let	let	let	stick	stuck	stuck

REGULAR VERBS			
Infinitivo	Pasado Simple	Pasado Participio	Significado
Accept	Accepted	Accepted	Aceptar
Add	Added	Added	Agregar
Admit	Admitted	Admitted	Admitir
Agree	Agreed	Agreed	Acordar
Allow	Allowed	Allowed	Permitir
Answer	Answered	Answered	Contestar / Responder
Arrive	Arrived	Arrived	Llegar
Ask	Asked	Asked	Preguntar
Believe	Believed	Believed	Creer
Belong	Belonged	Belonged	Pertenecer
Brush	Brushed	Brushed	Cepillar
Burn	Burned	Burned	Queimar
Call	Called	Called	Llamar
Cancel	Cancelled	Cancelled	Cancelar
Change	Changed	Changed	Cambiar
Clean	Cleaned	Cleaned	Limpiar
Close	Closed	Closed	Cerrar
Complain	Complained	Complained	Quejar
Complete	Completed	Completed	Completar
Cook	Cooked	Cooked	Cocinar
Copy	Copied	Copied	Copiar
Count	Counted	Counted	Contar
Cry	Cried	Cried	Llorar
Dance	Danced	Danced	Bailar
Decide	Decided	Decided	Decidir
Decorate	Decorated	Decorated	Decorar
Destroy	Destroyed	Destroyed	Destruir
Drop	Dropped	Dropped	Dejar caer
Dry	Dried	Dried	Secar
Enjoy	Enjoyed	Enjoyed	Disfrutar
Escape	Escaped	Escaped	Escapar
Explain	Explained	Explained	Explicar

## PRACTICE

Past tense regular verbs pronunciation

Regular verb	Past tense	Past tense Pronunciation
Work	Worked	work -T
Need	Needed	need -ID
Smile	Smiled	smile -D

0:34 / 4:27

Adblock de Youtube™ [Share](#)

Past Tense pronunciation



## WORKSHEET

**Activity** . Write the past simple of the following verbs in the right place.

Ubique los verbos según las reglas de formación del pasado simple en el cuadro correspondiente.

_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Verb + ed	Verb + d	Double consonant +ed	Consonant + y = ied	Vowel + y + ed

Jenny <sup>1</sup>was (be) very happy. It <sup>2</sup>\_\_\_\_\_ (be) the first day of her holiday. She <sup>3</sup>\_\_\_\_\_ (pack) her suitcase and <sup>4</sup>\_\_\_\_\_ (put) her ticket and passport in her rucksack. She <sup>5</sup>\_\_\_\_\_ (leave) the luggage in the hall and <sup>6</sup>\_\_\_\_\_ (phone) for a taxi. Then she <sup>7</sup>\_\_\_\_\_ (wait), but the taxi <sup>8</sup>\_\_\_\_\_ (be) late. When the taxi finally <sup>9</sup>\_\_\_\_\_ (arrive), Jenny <sup>10</sup>\_\_\_\_\_ (rush) to the door. She <sup>11</sup>\_\_\_\_\_ (forget) that her suitcase and rucksack <sup>12</sup>\_\_\_\_\_ (be) in the hall. She <sup>13</sup>\_\_\_\_\_ (trip) over them, <sup>14</sup>\_\_\_\_\_ (fall) and <sup>15</sup>\_\_\_\_\_ (break) her arm. The taxi driver <sup>16</sup>\_\_\_\_\_ (not take) Jenny to the airport. He <sup>17</sup>\_\_\_\_\_ (take) her to the hospital. So Jenny <sup>18</sup>\_\_\_\_\_ (not go) on holiday. She <sup>19</sup>\_\_\_\_\_ (stay) at home for two weeks. And the weather <sup>20</sup>\_\_\_\_\_ (be) terrible. It <sup>21</sup>\_\_\_\_\_ (rain) every day. Jenny <sup>22</sup>\_\_\_\_\_ (not be) happy.

## EVALUATION


1. Opción multiple
[⚠ Informar de un problema](#)
[🕒 10 seconds](#)

Q. the past of drive

— answer choices —

<input type="radio"/> drived	<input type="radio"/> druw
<input checked="" type="radio"/> drove	<input type="radio"/> drew

2. Opción multiple
[🕒 20 seconds](#)




Q. What did you do after school yesterday?

— answer choices —

<input type="radio"/> I play the piano	<input checked="" type="radio"/> I played the piano
<input type="radio"/> I pliyed the piano	<input type="radio"/> You played the piano.

3. Opción múltiple 20 seconds



Q. Last Wednesday after school I \_\_\_\_\_ home

answer choices

- walk
- walked
- talked
- talk

4. Opción múltiple 20 seconds



Q. Last Sunday the film \_\_\_\_\_ at twenty-five to seven in the evening.

answer choices

- walk
- walked
- start
- started

QUIZZZ
UNIR CÓDIGO  
**291 385**
Temas
Fin

10

30%

Precisión

23

Tabla
Preguntas

40/45 done
Mostrar solo los mejores cinco

Clasificación	Nombre	Puntos
1	Isacc 🏆	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 50%;"><div style="background-color: #28a745; height: 10px; width: 100%;"></div></div> <div style="width: 50%;"><div style="background-color: #dc3545; height: 10px; width: 100%;"></div></div> </div> 2760 ✕
2	Alexandra	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 50%;"><div style="background-color: #28a745; height: 10px; width: 100%;"></div></div> <div style="width: 50%;"><div style="background-color: #dc3545; height: 10px; width: 100%;"></div></div> </div> 2390 ✕
3	FERNANDO	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 50%;"><div style="background-color: #28a745; height: 10px; width: 100%;"></div></div> <div style="width: 50%;"><div style="background-color: #dc3545; height: 10px; width: 100%;"></div></div> </div> 1850 ✕
4	Jhanely	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 50%;"><div style="background-color: #28a745; height: 10px; width: 100%;"></div></div> <div style="width: 50%;"><div style="background-color: #dc3545; height: 10px; width: 100%;"></div></div> </div> 1830 ✕



**ANNEX 6:**  
**LESSON PLAN 3**

**LESSON PLAN N°3**

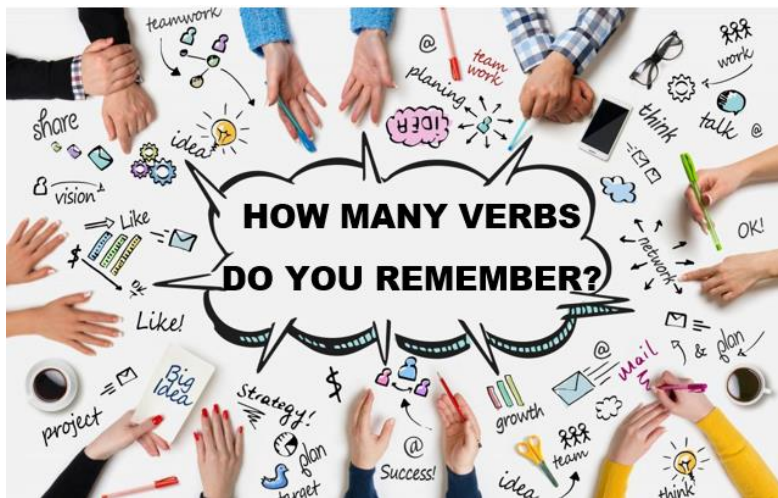
<b>LESSON PLAN N°3</b>			
<b>School:</b> Carmen Mora de Encalada.	<b>Subject:</b> English	<b>Grade:</b> 1 <sup>ST</sup> year BGU “F”	<b>Academic period:</b> 2021-2022
<b>Didactic Unit: II</b>	<b>Topic:</b> Simple past: affirmative, negative and interrogative form.	<b>Time:</b> 40 minutes.	<b>Date:</b> 03/01/2022 to 05/01/2022
<b>Teacher:</b> Dayana Vargas.			
<b>Class objective:</b> Students will be able to Analyse the structure of the past simple in its affirmative, negative and interrogative forms.			
<b>ACTIVITIES</b>	<b>PROCEDURE</b>	<b>RESOURCES</b>	<b>TIME</b>
<b>WARM UP</b>	What I did yesterday?	Worksheets	<b>10 MIN</b>
<b>QUESTION</b>	Brainstorming questions with the use of the past simple.	Worksheets	<b>10 MIN</b>
<b>TOPIC INTRODUCTION</b>	Presentation of the topic with the use of Power Point presentation.	Power Point presentation	<b>20 MIN</b>
<b>PRACTICE</b>	-Students select the affirmative, negative and interrogative forms of the verb in the past tense. -Students look at a group of images and describe the action performed using the microphone on the platform.	Worksheets	<b>15 MIN</b>

<b>PRODUCTION</b>	Students use the verbs to create a role play about past actions in their lives using the affirmative, negative and interrogative form of the verbs learnt.	Worksheets	<b>15 MIN</b>
<b>CONCLUSION</b>	Through the virtual platform Kahoot, students are evaluated by means of a game of choosing the correct answer.	Kahoot	<b>10 MIN</b>

## WARM UP



## BRAINSTORMING



## POWER POINT PRESENTATION

Affirmative	NEGATIVE	INTERROGATIVE
<p>General rules: add - d / - ed / - ied</p> <p>My dad <b>played</b> tennis last week.</p> <p>Mi papa <b>jugó</b> tenis la semana pasada.</p>	<p><b>Did not = didn't</b> + main verb (verbo sin -d / - ed / - ied)</p> <p>My dad <b>did not play</b> tennis.</p>	<p><b>Did</b> + subje<b>t</b> + main verb...? (Verbo sin -d / - ed / - ied)</p> <p>Did my dad <b>play</b> tennis?</p>

**1.1. Pasado Simple. Oraciones Afirmativas e Interrogativas**  
*En la mayoría de los verbos el pasado simple se forma añadiendo -ED. Examples: play – placed; rest – rested; work – worked; type – typed. Pero existen otras reglas que implican un cambio.*

Verbs ending in	Past Tense is formed by	Examples
e	Add -d	Live – lived, die – died.
One vowel + one consonant but not ending in w or y	Double the consonant + -ed	Commit – committed Wrap – wrapped
Consonant + Y	Change the y to i and then add -ed	Study – studied Marry – married, cry - cried
Anything else	Add -ed	Spoil – spoiled work - worked

*La estructura gramatical más común es la siguiente. Affirmative form gramatical structure.  
 Forma afirmativa estructura gramatical.*

Subject or personal pronoun	+	Verb in past(ed/d)	+	Complement
I Yo		worked trabaje		all afternoon yesterday toda la tarde, ayer.
You Tú		cooked cocinaste		in my house en mi casa.

## WORKSHEET

In pairs create a role play about past actions in their lives using the affirmative, negative and interrogative form of the verbs learnt.

**Student A:** who asks the questions.

**Student B:** who answers the questions.

.....

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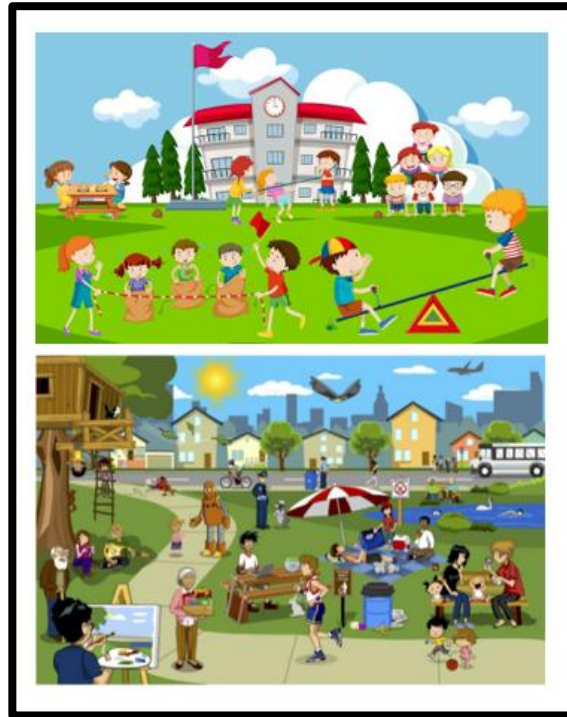
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## WORKSHEET PRACTICE

- |  |   |
|--|---|
| <p><b>1. My family and I ... in London when I was young.</b><br/>a) lived<br/>b) live<br/>c) was live</p>                    | <p><b>7. Did you ... lots of interesting photos on your holiday?</b><br/>a) took<br/>b) take<br/>c) takes</p>             |
| <p><b>2. We ... some sandwiches and fresh fruit to eat for lunch yesterday.</b><br/>a) buy<br/>b) buys<br/>c) bought</p>     | <p><b>8. We had a great time and we ... lots of fun and exciting things.</b><br/>a) did<br/>b) do<br/>c) was did</p>      |
| <p><b>3. They wanted to ... the new action movie but there were no more tickets.</b><br/>a) see<br/>b) saw<br/>c) seeing</p> | <p><b>9. Why ... your classmates finish their math homework last week?</b><br/>a) didn't<br/>b) wasn't<br/>c) weren't</p> |
| <p><b>4. (A) Did you have a good time? (B) Yes, I ....</b><br/>a) had<br/>b) did<br/>c) have</p>                             | <p><b>10. He ... see a dentist yesterday because he had a toothache.</b><br/>a) has to<br/>b) have to<br/>c) had to</p>   |
| <p><b>5. He didn't ... me because I was behind the tree.</b><br/>a) saw<br/>b) see<br/>c) sees</p>                           | <p><b>11. I wanted to ..., but I couldn't. I had to stay and help my friend.</b><br/>a) went<br/>b) go<br/>c) going</p>   |
| <p><b>6. (A) ... you a good student in school? (B) Yes, I was.</b><br/>a) Did<br/>b) Were<br/>c) Was</p>                     | <p><b>12. ... Michael and Steven late or on time for work yesterday morning?</b><br/>a) Were<br/>b) Did<br/>c) Was</p>    |

## SPEAKING PRACTICE



## EVALUATION

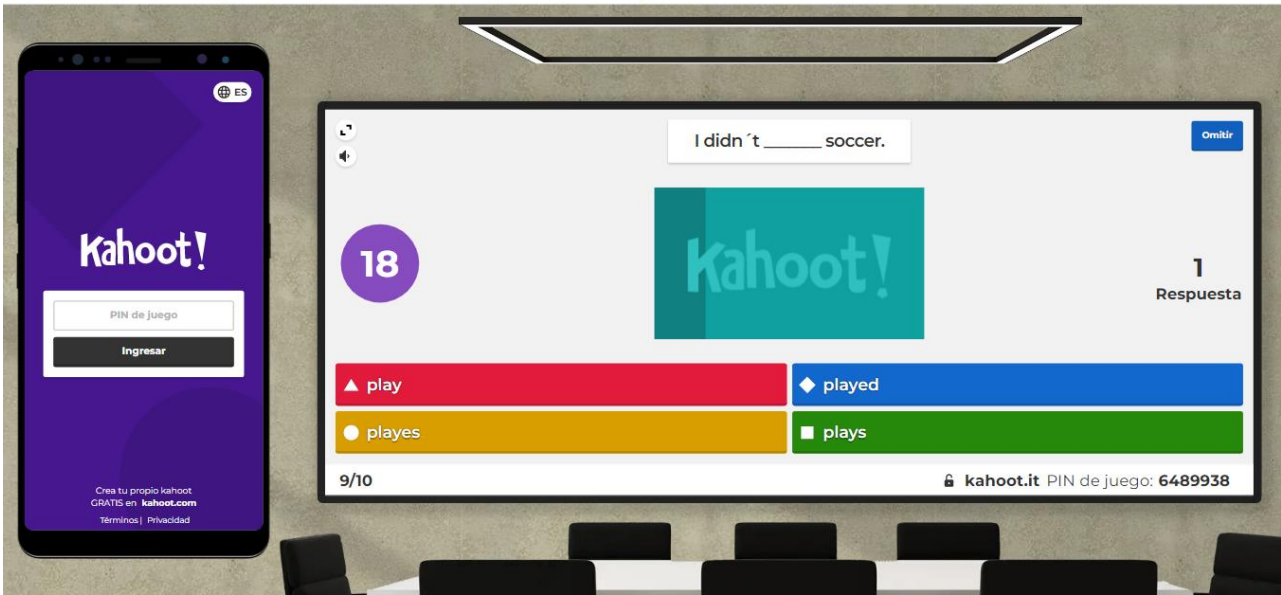
create.kahoot.it/preview/b7954b19-9f99-4c01-bace-5382b0e501f8

Aplicaciones (1) WhatsApp Recibidos (581) - da... EFOT - Modulo Asp... Recibidos - athovar... Mis reuniones - Zo... LIVEWORKSHEETS Vocaroo | Grabador... Lista de lectura

The screenshot shows a Kahoot! evaluation screen for a quiz titled "EVALUATION PAST SIMPLE". The screen displays the scores for three participants: ADRIÁN (2nd place, 4983 points, 6 de 10), Carla (1st place, 7236 points, 8 de 10), and NOELI (3rd place, 3354 points, 4 de 10). The screen is decorated with confetti. A smartphone on the left shows the Kahoot! login screen with a PIN de juego field and an Ingresar button. At the bottom of the screen, there is a disclaimer: "Esta edición de Kahoot! está limitada a un uso personal. Actualiza para usuario con fines comerciales."

Participant	Rank	Score	Questions Correct	Total Questions
ADRIÁN	2	4983	6	10
Carla	1	7236	8	10
NOELI	3	3354	4	10





**ANNEX 7:**  
**LESSON PLAN 4**

<b>LESSON PLAN N°4</b>			
<b>School:</b> Carmen Mora de Encalada	<b>Subject:</b> English	<b>Grade:</b> 1 <sup>ST</sup> year BGU “F”	<b>Academic period:</b> 2021-2022
<b>Didactic Unit: II</b>	<b>Topic:</b> Simple past: used to.	<b>Time:</b> 40 minutes.	<b>Date:</b> 10/01/2022 to 12/01/2022
<b>Teacher:</b> Jhonson León.			
<b>Class objective:</b> To be able to use of the past simple tense and how to express past habit and talk about situations in the past using regular and irregular verbs and the modal use to.			
<b>ACTIVITIES</b>	<b>PROCEDURE</b>	<b>RESOURCES</b>	<b>TIME</b>
<b>WARM UP</b>	Kim´s Game	Appsorteos	<b>10 MIN</b>
<b>QUESTION</b>	Questions about past habits, things the learner used to do in earlier times such as brainstorming.	Worksheets	<b>10 MIN</b>
<b>TOPIC INTRODUCTION</b>	Presentation of the topic with the use of Power Point presentation.	Power Point presentation	<b>20 MIN</b>
<b>PRACTICE</b>	Students select the correct form of the verb in the past tense.	Live Worksheets	<b>15 MIN</b>



<b>PRODUCTION</b>	Students apply the grammar they have learnt and write sentences about past actions in their lives using the modal used to.	Worksheets	<b>15 MIN</b>
<b>CONCLUSION</b>	Final evaluation of the activity system.	Zoom Worksheet	<b>10 MIN</b>

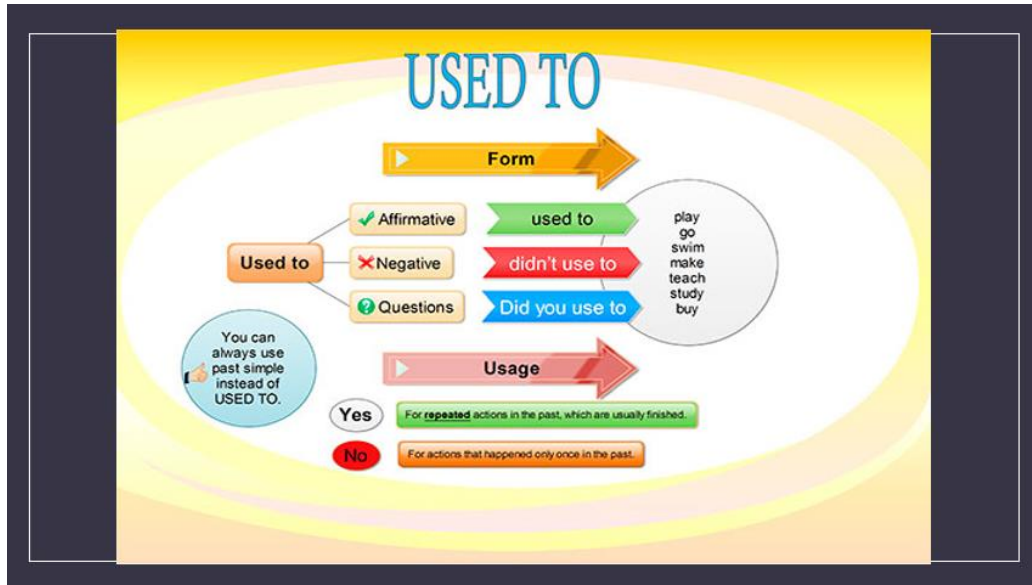
## WARM UP

The screenshot shows the AppSorteos website interface. At the top, there's a navigation bar with 'AppSorteos' logo, 'Aplicaciones', 'Precios', 'Ayuda', 'Ingresar', and 'Crear cuenta'. Below the navigation, there's a large circular wheel with the word 'STUDY' in the center. To the right of the wheel, there are buttons for 'Editar Opciones', 'Editar Colores', and 'Guardar'. Below these buttons, there's a 'Seguir' button for the app. A 'Resultados' section shows a list of words: 1. EAT, 2. DRY, 3. DO, 4. GIVE, 5. WATCH, 6. STUDY. On the far right, there's a promotional banner for 'COMPRANDO Y CERELAC EN PRESENTACIONES DE 400g O MAS' with images of cereal boxes.

## QUESTION



## POWER POINT PRESENTATION



## LIVE WORKSHEET PRACTICE

**Used to**

Click on the correct form of the verbs.

- I \_\_\_\_\_ skinny when I was young.  
a. used to be    b. used be    c. used to
- We \_\_\_\_\_ in New Jersey.  
a. used be living    b. used live    c. used to live
- Lisa speaks English now, but she \_\_\_\_\_ it when she was young.  
a. didn't used to speak    b. not used to speak    c. didn't use to speak
- People \_\_\_\_\_ to the radio more in the old days.  
a. used to listening    b. used listen    c. used to listen
- Can you believe that Grandpa \_\_\_\_\_ tennis when he was young?  
a. used to play    b. used play    c. used to be playing
- I \_\_\_\_\_ much years ago, but now I read every day.  
a. didn't used to read    b. didn't use to read    c. used to not reading
- My brother and I \_\_\_\_\_ a lot when we were young.  
a. used to fought    b. used to be fighting    c. used to fight
- I \_\_\_\_\_ in Santa Claus when I was little.  
a. used to believe    b. use to believe    c. used believe
- My father \_\_\_\_\_ a mile to school every day when he was a boy.  
a. used to walk    b. used walk    c. used to walking
- My mom \_\_\_\_\_ me a bedtime story every night.  
a. used read    b. used to read    c. used to reading

**LIVEWORKSHEETS**

# WORKSHEET

**Write 5 sentences about past actions in your life using the modal used to.**

**For example:** When I was a child, I used to play soccer with my father.

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

## FINAL EVALUATION

### PAST SIMPLE QUIZ

STUDENT: \_\_\_\_\_

SCORE: .....

DATE: \_\_\_\_\_

#### PART 1

#### CHOOSE THE CORRECT ANSWER

1. I \_\_\_\_\_ to the mall after school.  
a) goed b) gone c) went
  
2. My brother \_\_\_\_\_ a bear an hour ago.  
a) seen b) saw c) sees
  
3. \_\_\_\_\_ Mike visit his grandmother last night?  
a) Did b) Are c) Does
  
4. Alex did not \_\_\_\_\_ last weekend.  
a) working b) worked c) work
  
5. \_\_\_\_\_ Judy and Liz at last month's meeting?  
a) Was b) Were c) Are
  
6. We \_\_\_\_\_ not happy after the sad ending.  
a) were b) was c) did
  
7. \_\_\_\_\_ you see Jody's new dog yesterday?  
a) Are b) Did c) Do
  
8. Sorry, I \_\_\_\_\_ hear you at the door.  
a) wasn't b) didn't c) am not

9. I \_\_\_\_\_ English for two years.

a) studying b) study c) studied

10. What \_\_\_\_\_ you eat for lunch yesterday?

a) do b) did c) were

## PART 2

1. Write the past forms of the irregular verbs.

1. go →

2. come →

3. buy →

4. have →

5. do →

2. Complete the table in simple past.

positive	negative	question
Jane was tired.	<input type="text"/>	<input type="text"/>
<input type="text"/>	Sean did not work.	<input type="text"/>
<input type="text"/>	<input type="text"/>	Did I have a cat?
<input type="text"/>	Mary did not sing.	<input type="text"/>
<input type="text"/>	<input type="text"/>	Did she see us?

3. Put the sentences into simple past.

1. We open the door. →
2. You write poems. →
3. Richard plays in the garden. →
4. Kerry does not speak English. →
5. Do you see the bird? →

4. Write sentences in simple past.

1. you / cards / play
2. I / a car / want
3. we / the game / lose
4. not / I / early / get up
5. not / Jeff and Linda / home / cycle

5. Write Was or Were

1. I  hungry.
2. You  in Australia last year.
3. She  not there.
4. Charly Chaplin  a famous actor.
5. Lisa and James  at home.

6. Choose the correct forms to complete the sentences below.

- 1 What music  to like when you were a child?
- 2 I  listen to music when I was a child.
- 3 We  to the cinema at weekends.
- 4 They  in the country, but now they live in the city
- 5 I  the cake you made me last week.
- 6  have long hair when you were younger?

- 7 She  very tall when she was in school.
- 8 I  to bed very late on Fridays and Saturdays.
- 9 Robert  in a band.
- 10 I  my right arm in a skiing accident when I was 21.



## ANNEX 8

### DIAGNOSTIC TEST

#### CHOOSE THE CORRECT ALTERNATIVE:

1. Lucas **visited** / **visit** his grandparents two months ago.
2. Andrea and Paul **went** / **go** shopping yesterday.
3. They **haved** / **had** a cookout last weekend.
4. I **getted** / **got** home at 10:00. There **wasn't** / **weren't** taxis.
5. My sister **liked** / **likes** pasta two years ago. She likes hamburgers now.
6. I **taked** / **took** a shower last night.
7. Sandra **did** / **doed** homework yesterday. She is free today.
8. My brother **were** / **was** bored yesterday so he **plaied** / **played** soccer in the afternoon.

#### COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERB.

0. Mery cooked (**cook**) pasta last Saturday but she didn't clean (**not/ clean**) the house.
1. Percy            (not/take) a shower yesterday. He            (go) swimming.
2. My mother            (work) last Friday.
3. They            (not/kick) the ball. They            (play) chess.
4. It was late so Gaul            (not / have) lunch. She            (eat) some hamburgers.
5. Vianey and Lucy            (go) to bed at 11:00.
6. I            (not/get) up early last Sunday. I            (get) up at 9:00.
7. My parents            (not/ send) me an e-mail. They            (write) a letter.

#### READ THE QUESTIONS AND COMPLETE THE ANSWERS

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. <b>Did</b> he study English?<br/>Yes, <u>he</u> <u>did</u> .<br/>No, <u>he</u> <u>didn't</u> .</li> <li>2. Did Paola go shopping to Tottus?<br/>Yes, <u>          </u> <u>          </u> .<br/>No, <u>          </u> <u>          </u> .</li> </ol> | <ol style="list-style-type: none"> <li>3. Did Paolo and Lucy do homework?<br/>Yes, <u>          </u> <u>          </u> .<br/>No, <u>          </u> <u>          </u> .</li> <li>4. Did you have a picnic last week?<br/>Yes, <u>          </u> <u>          </u> .<br/>No, <u>          </u> <u>          </u> .</li> </ol> |
|---|---|

#### CHOOSE THE CORRECT ALTERNATIVE:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. A: Where did you <u>          </u> yesterday?</li> <li>2. A: Did Paola <u>          </u> Ceviche?</li> <li>3. A: What <u>          </u> he <u>          </u> last night?</li> </ol> | <ol style="list-style-type: none"> <li>B: I <u>          </u> to the supermarket.</li> <li>B: No, she <u>          </u> . She <u>          </u> pizza.</li> <li>B: He <u>          </u> at home.</li> </ol> |
|---|---|

## ANNEX 9

## ACADEMIC REINFORCEMENT CLASSES

Microsoft Teams

Buscar

Affirmative	NEGATIVE	INTERROGATIVE
<p>General rules: add - d / - ed / - led</p> <p>My dad <b>played</b> tennis last week.</p> <p>Mi papa <b>jugó</b> tenis la semana pasada.</p>	<p>Did not = didn't + main verb (verbo sin - d / - ed / - led)</p> <p>My dad <b>did not play</b> tennis.</p>	<p>Did + sujet + main verb...? (Verbo sin - d / - ed / - led)</p> <p>Did my dad <b>play</b> tennis?</p>

+26 BA CR CJ

La grabación se inició. Esta reunión se está grabando. Al unirte, das tu consentimiento para que se grabe. Política de privacidad Descartar

11:23

Editar

COLEGIO CARMEN MORA DE  
ENCUENTRO  
WEEK ENCLAVADA  
LEVELING

English!

01:51 Herramientas Reproducir Compartir Editar en PC

MICHELLE MEDINA (invitado)

MACIAS ... MORA AGUIRRE C. ... MOLINA SAGIBAY A. ... CABRO OBELLANA F. ... MICHELLE MEDINA (invita...

Microsoft Teams

La grabación se ha iniciado. Esta reunión se está grabando. Al unirse, da su consentimiento para que se grabe. Política de privacidad Descartar

En esta reunión (20) Silenciar a todos

Verb To Be In Past		
Affirmative	Negative	Interrogative
I was	I wasn't	Was I?
You were	You weren't	Were you?
He was	He wasn't	Was he?
She was	She wasn't	Was she?
It was	It wasn't	Was it?
We were	We weren't	Were we?
You were	You weren't	Were you?
They were	They weren't	Were they?

CONTACTOS

Compartir invitación

Actualmente en esta reunión (27)

- CARPIO ORELLANA FERNAN...
- CASTRO CALVA DARANER A...
- CEVALLOS VARGAS KARLA E...
- CHAVEZ ARMIJOS JOSTYN ...
- CORDOVA AGUIRTO DAMAR...
- CUENCA CUENCA JOSSE J...
- Dayana Vargas (Invitado)
- Diego Lopez (Invitado)
- ESPINOZA ARMIJOS JOSEN...
- GUAMAN ILLAGACA KERLY ...
- GUERRERO AYALA NAYELY D...
- WAGLAZO LIDA DANIELA E...
- Kenny Noblecilla Brivi...





CARMEN MORA DE ENCALADA HIGH SCHOOL  
WEEK UNIT 2  
TOPIC: PAST SIMPLE: VERB TO BE

LET'S LEARN ENGLISH together

CR RE CA AR CJ GY MM

La grabación se inició. Esta reunión se está grabando. Al unirse, das tu consentimiento para que se grabe. Política de privacidad

Quizizz 291 385

10 30% Progreso 25

Tabla Preguntas

40/45 done

Clasificación	Nombre	Puntos
1	Isaac	2760
2	Alexandra	2390
3	FERNANDO	1850
4	Jhanely	1830

RE AR KL BA DS CJ LS

BELTRAN MENDEZA ... Davis sazon (Invitado) LEON ORELLANA F... CARPIO ORELLANA F... LEON OQUIRISAC Betsy ...

## ANNEX 10

### Proposal corroboration interview

**Objective:** To provide greater validity to the system of activities applied from the perspective of the teacher in charge.

#### Teacher interview questions

1. On a scale of 1 to 10. ¿Do you consider that the system of activities proposed for academic reinforcement was adequate for the students?
2. On a scale of 1 to 10, after academic reinforcement Do students present difficulties with the past simple verb tense of basic English language grammar?
3. On a scale of 1 to 10, how do you rate students when employing the past simple and its grammatical structure after academic reinforcement?
4. On a scale of 1 to 10, how do you rate students when using auxiliaries in past simple verb tense grammar after academic reinforcement?
5. On a scale of 1 to 10, how would you rate the students' handling of grammatical structure when employing the past simple after academic reinforcement?
6. On a scale of 1 to 10, how do you rate students when they express past actions after academic reinforcement?
7. On a scale of 1 to 10, did the student develop the ability to reproduce and create with the use of verb tense using grammar appropriately?
8. On a scale of 1 to 10, do you consider that the use of digital tools within the academic reinforcement contributed to the students' improvement?

9. On a scale of 1 to 10, how would you rate the student's ability to generalize implicit grammatical rules within past simple learning after academic reinforcement?
10. On a scale of 1 to 10, how was the student's attitude when solving simple past tasks during the academic reinforcement?
11. On a scale of 1 to 10, how was the student's interest in the teaching of past simple during the academic reinforcement?
12. On a scale of 1 to 10, how hard did the student work on the academic reinforcement activities?