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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y**  
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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**TITLE OF RESEARCH WORK**

“WhatsApp application usage in the English learning process in the Students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsáchilas province of the School Year 2021 – 2022”

**Graduation Thesis for the Degree of Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.**

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**Riobamba, Ecuador 2022.**

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## **DEDICATION**

*This thesis project is dedicated first to God, who has given me the strength and faith to follow my dreams, to my Dad who is in heaven, I know he would have liked to be present in my graduation, to my beautiful mom and grandmother who always gave me their support and unconditional love, whose sacrifice and effort helped me to finish my career, to my dears aunts who always helped me in many times especially to one of them who was my inspiration in the whole trajectory of my student life, I am very grateful with my aunt Verito, and finally, to my boyfriend who helped me to do my thesis project and always gave me his support.*

**María Gabriela Alcívar Álvarez**

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**María Gabriela Alcívar Álvarez**

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## **RESUMEN**

Este trabajo de investigación tiene varios parámetros fundamentales que son de gran importancia en la enseñanza de la lengua extranjera como segunda lengua en estos días. Es por ello que los objetivos a alcanzar son analizar el uso de la aplicación WhatsApp como metodología de aprendizaje de lenguas extranjeras en los alumnos del Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia" en la ciudad de La Concordia - Santo Domingo de Los Tsáchilas provincia del Año Escolar 2021 - 2022. Por lo tanto, para lograr los objetivos propuestos fue necesario utilizar una metodología aplicada a la población de 45 del Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia". Esta metodología apoya el Marco Teórico ya que esto demuestra la importancia de incluir las Tics y la aplicación WhatsApp en el ámbito educativo, además ha cobrado fuerza como método de enseñanza y aprendizaje de la lengua extranjera. El diseño de investigación de este proyecto es cualitativo ya que busca obtener datos para demostrar si la aplicación WhatsApp es útil en la metodología de enseñanza aprendizaje de lengua extranjera en la modalidad virtual entre el docente y los alumnos. Por otro lado, el tipo de investigación es descriptiva ya que permite detallar los datos específicos de la población de los 45 estudiantes y también del docente que fueron analizados a través del método etnográfico, los instrumentos de investigación como la entrevista que se realizó al docente. y la encuesta que se realizó a los estudiantes para determinar el uso de la aplicación WhatsApp como método de enseñanza-aprendizaje en modalidad virtual. Todo fue reforzado por la observación directa en clases por parte de la profesora de inglés Verónica Alvarez a través de una guía de observación que obtuvo los datos sobre cómo se usa la aplicación WhatsApp en modalidad virtual. Los resultados de los instrumentos de investigación se detallan a través de gráficos estadísticos que reflejan en un gran porcentaje que la aplicación WhatsApp es utilizada por el docente y los alumnos como herramienta didáctica para el aprendizaje de un idioma extranjero en la modalidad virtual en comparación con la aplicación Microsoft Teams que fue designada. para impartir y recibir clases por parte del Ministerio de Educación.

**Palabras clave:** Uso, WhatsApp, enseñanza-aprendizaje, inglés, aplicación, comunicación, virtual, estudiantes.

## ABSTRACT

This research work has several fundamental parameters that are of great importance in teaching the foreign language as a second language these days. This is the reason that the objectives to be achieved are analyze the use of the WhatsApp application as a foreign language learning methodology in the students del Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia" in La Concordia city - Santo Domingo de Los Tsáchilas province of the School Year 2021 – 2022. Therefore, to achieve the proposed objectives was necessary to use a methodology applied to the population of 45 del Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia". This methodology supports the Theoretical Framework since this demonstrates the importance to include the Tics and the WhatsApp application in the educational field, also has gained strength as a method of teaching and learning the foreign language. The research design of this project is qualitative since looks for getting data to demonstrate if the WhatsApp application is useful in the teaching-learning methodology of foreign language in the virtual modality among the teacher and students. On the other hand, the type of research is descriptive since allowing to detail the specific data of the population of the 45 students and the teacher too who were analyzed through the ethnographic method, the research instruments such as the interview that carried out to the teacher and the survey that carried out to students to determine the use of the WhatsApp application as a teaching-learning method in virtual modality. Everything was reinforced by the direct observation in classes by the English teacher Verónica Alvarez through an observation guide that got the data about how the WhatsApp application is used in virtual modality. The results of the research instruments are detailed through statistical graphs that reflect in a large percentage that the WhatsApp application is used by the teacher and students as a teaching tool for learning a foreign language in the virtual modality compared to the Microsoft Teams application that was designated to teach and receive classes by the Education Ministry.

**Keywords:** Use, WhatsApp, teaching-learning, English, application, Tics, communication, virtual, students, English language teaching.

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## CHAPTER I

### 1.1 INTRODUCTION

The usage of a foreign language with an emphasis on English has gone from being a privilege to being a necessity in the productive sectors, due to the globalization process which has taken on greater force today (Zirene, 2012).

Information and Communication Technologies (ICT) is an advantage in the education as a teaching and learning methodology. In addition, the technology is being used as a support and mediation tool. A study was carried out in Costa Rica with students from 7 courses who were taught by the same teacher and who used WhatsApp application as an educational tool to promote communication and learning in the School of Librarianship and Information Sciences from the Costa Rica University (Rodriguez Valerio, 2020). In addition, students from University of Sao Paulo in Brazil consider that WhatsApp is an application that is part of people's routine and this application has been built with an Android operating system which allows to share images, videos, audios, links, contacts, locations, among other things.

According to a study in three different classes at Indonesia University showed that students who took WhatsApp application as a technological tool to support online learning process during the pandemic showed that the students and teachers felt motivated and connected to the classes. In addition, the learners noticed that this application was useful and satisfactory in the virtual education. (Mulyono, Suryoputro, & Ramadhanya Jamil, 2021)

Ecuador is a country where the usage of the WhatsApp application fulfills all expectations. Also, most of schools in Ecuador use WhatsApp as a principal tool to the proposed task due to this pandemic. At Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsáchilas Province, the WhatsApp application is used in virtual learning process because it is a free application and most students have WhatsApp application also because its consumes little data.

This project will observe the WhatsApp application usage in the English learning process during non-face-to-face classes in the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas Province of the school year 2021 – 2022. This research has been organized into three chapters.

Chapter I: This chapter is about Referential Framework which consists of Problem Research, Problem Statement, Problem Formulation, Guiding Questions, General and Specific Objectives, Justification.

Chapter II: This chapter refers to the Theoretical Framework.

Chapter III: This chapter contains the Methodological Framework which includes the Research design, Type of research, Population and sample, Techniques and instruments for collecting data, References and Annexes.

## **1.2 REFERENTIAL FRAMEWORK**

### **1.3 PROBLEM RESEARCH**

The effects of the worldwide pandemic in Ecuador have left an open gap in the teaching-learning of English, and due to the conventional modality, virtual classes have grown. The platforms that have been most used during the confinement stage have been Zoom, Teams and classroom platforms for online classes. Therefore, in the first place (since there was no advance planning), the most affected were the students by not having mobile devices, laptops, tablets, or in turn not having extensive internet coverage, which has caused instability in teaching (González Díaz & Cabrera Ruiz, 2010)

WhatsApp application works with minimal internet signal and data coverage and can be used most of the time. It is multifunctional, an alternative and complementary to helping other connectivity applications such as Zoom and Microsoft Teams. Students must use these platforms to access online classes. However, these platforms have some problems that make it harder for the students when they need to connect to their classes, such as low signal coverage. For this reason, the usage of WhatsApp application becomes as an educational tool. The learning of the students del Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia" are disadvantaged by the deficiencies already mentioned. It is also evident that students have the WhatsApp application but they only use it to send messages from text and voice, video, images, and documents for leisure or entertainment. They are not using it as a learning tool within the English language subject with the functions that this application offers in real time. (Carranza Alcántar, Islas Torres, & Maciel Gómez, 2019)

As well as the before mentioned and due to internet problems in the teaching learning process, the idea to use WhatsApp in the virtual class surges; as an English subject teaching tool because this application is accessible to the majority of students since it is cheaper than other platforms. In addition, the application allows a relationship and communication process between the teacher and the students. The Constitution of Ecuador and the Organic Law of Higher Education establishes the use of Information Communication Technologies (ICT) within the academic field in order to satisfy any need for education in virtual modality. As technology advances today education is increasingly influenced by digital tools and applications. They are replacing the traditional modality of teaching English. (Aceituno & Peña, 2013)

### **1.4 PROBLEM STATEMENT**

Information and Communication Technologies (ICT) advances have incorporated new tools and forms of mediation and interactivity that are reshaping the media space (García Gómez, 2016). These relationships and social or professional networks established and developed through the Internet place people before a new phase, (which are qualified as post-mediatic) with an accelerated service and in which attention appears more segmented, personalized, instantaneous, diluted, convergent, transparent, flexible, light, conversational, interconnected, aimed at collaboration, participation and trivialization.

The research arises as a consequence of the rise in emerging technologies and social networks in society, specifically in the field of education and reality shows; that the forms of communication between teachers and students vary. In the context of communication

channels, technological devices take on special relevance given the multiple applications that provide conversation in real time and that have spread throughout society such as WhatsApp, Telegram, Wechat, Tango, Textfree, Kik Messenger, among others. However, what must be taken into account is that, although WhatsApp is an instant messaging social network, it is also a technological tool that provides facilities in education if it is given a didactic use, within the teaching of the English language. (García Gómez, 2016)

Nowadays the digital age is encompassing all areas of human activity and, education is no exception, a clear example is Covid-19 virus. Education has had a transformation from face-to-face to the online classes. Therefore, it is relevant to mention that students are linked and have knowledge about the different digital applications that they use as tools. However, they do not use in the correct way these applications as WhatsApp. (Aceituno & Peña, 2013).

A great impact of the usage of WhatsApp is seen during the time of the pandemic and this fact is not recently noticed by students. They have not used it as a support tool in the learning process of the English language. Despite this, WhatsApp is used to resolve student concerns and it is a direct and permanent channel of communication, send workshops, questionnaires, images, videos, and pronunciation audios. However, the students are not making progress in practical terms, to give this digital tool a good use, as the experiences between the student and teacher are more efficient. (Aceituno & Peña, 2013)

Teachers consider students throughout the school period so that they can make substantial usage of this Information and Communication Technologies (ICT) which is WhatsApp as a digital tool. For this reason, this project pretends to solve the question; is the WhatsApp application a means of communication to learn English?

## **1.5 PROBLEM FORMULATION**

How is the WhatsApp application used by students in the English Learning Process del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city?

## **1.6 GUIDING QUESTIONS.**

How is the WhatsApp application usage for learning English language as a work tool in virtual modality by students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas Province of the school year 2021 – 2022?

What is the importance of the usage of WhatsApp application within the academic process in the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas Province of the school year 2021 – 2022?

How is the teaching learning process of English Language through the usage of the technological tool WhatsApp application for the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas province of the school year 2021 – 2022?

## **1.7 OBJETIVES**

### **1.7.1 GENERAL OBJECTIVE**

To analyze the usage of WhatsApp application as a tool for learning English language for the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas province of the school year 2021 – 2022.

### **1.7.2 SPECIFIC OBJECTIVES**

To determine the usage of the WhatsApp application in learning English language as a work tool in virtual modality by students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas province of the school year 2021 – 2022.

To identify the importance of the usage of WhatsApp application within the academic process for the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas province of the school year 2021 – 2022.

To observe the teaching learning process of English Language through the usage of the technological tool WhatsApp application by students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsachilas province of the school year 2021 – 2022.



## 1.8 JUSTIFICATION

The importance of teaching English in this globalized world lies in the fact that being a language used as an alternative for communication and socialization among people that also not only reaches the workplace, business, that also includes the educational sector being the base of teaching and learning the qualitative value of teaching English goes beyond integrating it as one more subject within the curriculum, but rather that the students obtain a solid bases of knowledge of the foreign language. As Beltran indicates: "That is, the student has the opportunity to develop the learning of the English language only during their training, when they are in educational institutions". According to the author, students have a greater probability of learning English within the classroom, but today homes have become the classroom where the virtual modality has been the support to reinforce the knowledge they acquire throughout the process. It must be taken into account that currently education is closely related to technology and digital platforms that have become the method of interaction and teaching of the English language subject (Beltran, 2017).

Always English has a greater influence at the international level, highlighting that currently more countries speak it and accept it as the language of communication between people from other countries, this making it the language of interaction and socialization. It should not be forgotten that some countries who were conquered, as in the case of the African continent, who inherited the language making it their own, after their mother tongue. Ecuador is one of the countries that has the academic subject of a foreign language; English within its curriculum from Preschool, Secondary and University levels. It is for this reason that English is of utmost importance: Firstly, because it is the alternate language of communications in most countries. Secondly, it encourages international commercial activities, in turn it promotes the development of educational communication through electronic devices and digital applications such as the WhatsApp application (Lingoda, 2021).

As it is emphasized, the highest progress of the globalized world community is the development of technology combined with education, which forces it to be embedded within educational programs on a permanent basis. The pandemic caused by Covid-19 left more than enough reasons to make it clear. It is necessary to implement alternative and adequate tools to support the needs of teaching a foreign language for the students del Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia". Reason for teaching the English language under the online mode is that its teaching is only subject to certain applications such as Zoom and Microsoft Team. It is here where WhatsApp enters as a substitute for other applications due to its easy functionality. It happens with the first mentioned applications that even with Wi-Fi coverage being heavy and if it is with data, the navigation availability package is quickly taken up. WhatsApp range coverage is good even in rural areas, the operator's data being sufficient, it also offers different functions such as messaging, voice audio, a compartment for audios, videos, documents, images, and also allows you to create rooms. Conversation in real time with the same coverage signal (Cevallos Vélez, Palma Cedeño, Cevallos Vélez, & Baquezea Ponce, 2020).

The arrival of virtual modality was only a matter of time, so little by little it will be replacing professions, activities, occupations, generating a new paradigm in national and local education. On the other hand, the virtual modality was not in the plans of the educational institutions, so many of them improvised plans in order to advance and not harm the student body, most of them without low economic resources, this was what led to what the teachers of the subject and English will look for alternatives to be able to teach the subject with an application that is easily accessible to students. Therefore, the WhatsApp application is the most efficient alternative for students to receive their English classes in virtual mode, because it offers easy-to-use tools without neglecting that Mark Zuckerberg owns most of the actions of this application, of Facebook, Messenger and Instagram, offers every time to improve it and thus give you a better advantage of its use (Vigil García, Acosta Padrón, Andarcio Betancourt, Dumpierrés Otero, & Licor Castillo, MOBILE LEARNING: EL USO DE WHATSAPP EN EL APRENDIZAJE DEL INGLÉS, 2020).

## **CHAPTER II**

### **2 THEORETICAL FRAMEWORK**

#### **2.1 WHATSAPP APPLICATION ORIGIN**

According to the creators Jan Koum and Brian Acton (2014), in which its creators indicate, the word WhatsApp is derived from a play on words with the phrase What's Up in the English language which means "What's new?" Its creators, to give it greater emphasis, changed the label "up" to the word app, which means application, to give it more formality by referring to its name as a more personalized messaging application. Nowadays, with the advancement of technology, the name WhatsApp covers a broader definition due to the faith created, being a free messaging application that combines email, text messages and multimedia.

In Penguin study (2016) it is determined that the WhatsApp definition as other applications are derived from phrases or colloquial words of everyday use, such as the phrase "What happened" in what you are expressly asking or want to know something, so it leads to a conversation. Together with the word App, which means application, it refers relatively to its operation through technology, that is, a communication, digital, online or virtual. Although, as Penguin (2016) affirms, its name is actually WhatsApp messenger since this application was sold by its founders to the creator of Facebook Mark Zuckerberg. Its name change is due to the fact that its main feature is the sending and receiving of instant messaging, which is also owned by messenger. This remains today, because the main function of WhatsApp has always been in the messages, either due to the use of data or the Wi-Fi network, this in place of mobile text messages. As Penguin (2016) explains in his research, citing Jan Koum and Brian Acton (2014), WhatsApp emerged as yet another alternative to text messages that initially only worked with data reloading. The two founders who initially worked for the company in charge of the Yahoo website for a period of 20 years separated from the company and paved the way for the creation of a new, versatile, multifunctional, secure, simple and easy-to-use website.

According to Salinas (2018) to keep the WhatsApp project current, Jan as the main founder requested financial help from his former colleagues at Yahoo and in this way to be able to pay Acton. In addition, so that it would also serve to develop the future application, although in the first years it did not have a notable increase. Once the problem of financial investment to make WhatsApp work had been solved, little by little several functions were integrated such as calls, sending documents and, its main feature, instant text messaging, which to this day remain among its tools like a cover letter.

#### **2.2 MAIN FEATURES OF THE WHATSAPP APPLICATION**

According to the information from the WhatsApp application, the application has characteristics that give it solvency and acceptance in users today, allowing an optimal way of working either by cellular connection or Wi-Fi signal. The main features that have given it approval among the public, remaining among the main applications are instant text and voice messages, calls and videos, national and international calls, uploading and downloading of documents, sending images and videos, thus providing security and

confidence in the user, even more so of the information of academic context. WhatsApp offers through its functional characteristics to the students to take advantage of this application, of course makes it easier for them to perform various activities in real time. (Orellana, 2021).

According to Calero (2014), WhatsApp as an application emphasizes its usage in text messages, but each time it has been updated and adjusting its characteristics to the variety of users and their demands, being part of them the academy in general, for the reason to the current digital trend that the country is experiencing. Sharing audios, videos, and even geographical location has allowed communication between one or more people to be more efficient and faster, due to the practicality of its installation that can be done on various smart devices, Smartphone, Android, IOS. Being a practical and simple application is what has led it to be chosen among students as a leisure and entertainment tool. Without taking into account that it can be applied as a support alternative for other applications in the educational system, improving the reality of the teacher with the students.

Acuña, (2017) establishes that WhatsApp allows effective communication, although it was not designed for educational purposes, it has proven to be effective in education. Currently, due to the influence of globalization, Information and Communication Technologies (ICT) have had a notable development in the educational field of teaching and learning in different subjects since it serves as a practical, motivating and innovative tool that allows the active participation of students more than or usual. WhatsApp, within the English subject, collaborative groups can be created in which students participate by applying their knowledge through virtually in a dynamic way.

### **2.3 USAGE WHATSAPP APPLICATION IN EDUCATION**

Author Rodríguez (2020), says that several studies have found the benefits of using WhatsApp in education, as most students own and use the application to work collaboratively with their peers, seek advice with teachers, reach agreements to carry out extra classes, activities, give announcements, share resources, create work groups. In addition, it favors permanent-direct communication between teachers and students, enables the construction of knowledge in groups, favors inclusion and its use with young people is more viable and there is considerable evidence of its educational use at the university level.

At present, science and technology are advancing by leaps and bounds and this has been seen because most of the activities have been transferred and developed virtually, especially due to the Covid-19 pandemic that has affected the different work areas. One of the sectors that has been most influenced by the virtual modality is education, in which they have made use of social networks and applications such as WhatsApp that are multifunctional and have a series of tools that facilitate their use to work at home. On the other hand, the WhatsApp application, due to its easy functionality, easy download, and its characteristics have made it an application that is simple and common in classrooms, making interaction between the teacher and the students (Suárez Lantarón, Whatsapp: su uso educativo, ventajas y desventajas, 2018)

## **CHAPTER III**

### **3 METHODOLOGICAL FRAMEWORK**

To demonstrate the respective analysis of this research, it has been strengthened with the following methods, this is in order to explain the theoretical compilation and to support the entire research process. According to this reference, the population regarding the use of the WhatsApp application will be analyzed as a method of teaching the English language by the students and teachers de la Unidad Educativa “Nueva Concordia”. In addition, an analysis about of need to promote the usage of WhatsApp will be presented, as an academic work tool even more when virtual education is in development and where in the future, many of the institutions will implement the use of digital applications to improve teaching learning process.

#### **3.1 RESEARCH DESIGN**

According to Guerrero (2016) determines qualitative and quantitative research as the one that serves to obtain data and information from different social groups of their reality and environment through the analysis of the qualities that they possess, it is supported by texts, discourse, drawings, graphics and images, that is, it seeks to extract results through the object or subject studied with well-founded arguments.

This design is used to observe the behavior of the teacher and the students regarding the use of the WhatsApp application in the virtual classes of the English subject of the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - Santo Domingo de Los Tsáchilas province of the School Year 2021 – 2022

Importantly, it will provide the guideline to analyze the constant participation that students have in the use of the WhatsApp application as a teaching-learning tool in the virtual mode, in addition to what methodology the teacher uses to make use of the application and how it takes advantage of its functions to teach the subject. On the other hand, through the information obtained through the observation that will be made to the students del Tercer año de Bachillerato de la Unidad Educativa “Nueva Concordia”, the interview that is carried out with the teacher, and the student survey will help us to see if it is feasible to use the WhatsApp application as a tool in the teaching-learning process of the English subject.

#### **3.2 TYPE OF RESEARCH**

For the author Sanca (2011) descriptive research is used to obtain data from a description of the population through its individual and group characteristics in order to these data can be studied by classifying, grouping and synthesizing them, then making a study of the topic and with the results make a correct interpretation about the facts.

Through this research, the population of 31 students who are in Tercer Año de Bachillerato de la Unidad Educativa "Nueva Concordia" will be observed during the development of online classes. It will be detailed that students through the virtual modality of classes to receive them and make use of the WhatsApp application for their learning of the English Language, because of its easy handle.

### **3.3 ETNOGRAPHIC METHOD**

As mentioned by Angrosino (2007) the ethnographic method studies the population, community, ethnic group and material objects or a part of their customs, beliefs and values. So, it focuses on the behavior that they have within their environment as a group in society. It means, from the population description and their coexistence traits, to obtain precise results of what they are and everything they do.

The ethnographic method is one that studies a certain population, and everything that this population does or performs, is a facilitator of obtaining data that allows studying their characteristics, customs and beliefs individually or in groups, and helps us to classify them for subject them to an analysis and thus obtain results that will also be studied and in this way how these results will serve us later.

The ethnographic method is intended to analyze the attitude and behavior of students during English Language class times through the WhatsApp application. In addition, students can be closely studied when they use the WhatsApp application as a teaching-learning tool, since this application is the most used after Microsoft Team and Zoom. This method allows to detail precise data regarding the teaching and learning of the English language by the virtual modality and likewise also allows to observe the development of the students and the teacher when they use the WhatsApp application as an alternative and substitute method of teaching and academic learning in front of to the other applications.

### **3.4 POPULATION AND SAMPLE**

Population corresponds to the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia”, the sample of study are 31 students. The population that is the subject of analysis and the sample that has been extracted will allow the extraction of specific data that will complement the argument of the theoretical framework. The sampling is intended to demonstrate through the analytical method and techniques with observation, interview and survey, the precise results of the analysis of WhatsApp application usage in the teaching-learning process of the English language.

Kawulich (2005) who mentions to Marshall and Rossman to establish that observation is a technique that consists of carefully observing the phenomenon, event or case, taking information and recording it for later analysis. The observation technique together with the analytical method, will allow the students in their daily development in learning the English language through the WhatsApp application. Observation allows collection data and ideas about the use of WhatsApp by students and how the teacher implements its use to get the most out of it, since it is an application that works with low signal coverage, it is the most used among the students, which has motivated them to use WhatsApp as a work tool through low-cost mobile devices.

Through the observation, it will be evident how the students use the WhatsApp application when the teacher is giving the class of the English subject through the virtual modality. This observation will be carried out by connecting through the WhatsApp application because this is the means used by students to receive their class.

## **3.5 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

### **3.5.1 SURVEY**

The survey is a research technique that facilitates the collection of data through a questionnaire that is made to two or more people, it always seeks to collect information through questions that respondents must answer under equal conditions in majority groups. The results are obtained through a number of questions that are the same for all respondents and thus a percentage of standardized responses is obtained for the entire population studied without making the procedure complex. (Quispe Pari & Sánchez Mamani, 2011). Through the survey it is intended to extract data from the population to be studied through the sample that corresponds to 31 students. There will be an individualized response but whose results will be analyzed as a group. Thus, with the questions that will be asked to the students and with the answers that they give, their attitude and behavior will be reflected in the face of the use of the WhatsApp application in the teaching-learning process in the English language.

### **3.5.2 INTERVIEW**

Acevedo & Lopez (2004) considers that the interview is a research technique in which the researcher (instead of an interviewer) asks the interviewee questions about a specific topic, where the main objective is to collect information through the questions that are asked of the interviewee and whose answers are spontaneous according to their personal criteria and knowledge of the proposed topic.

The purpose of the application of this technique is to find all the positive and negative possibilities that students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” can present with the usage of WhatsApp as a teaching-learning instrument. This will allow to reinforce the observation through the answers developed by the teacher. Therefore, it has greater foundations at the time of collecting and analyzing the data and in this way obtain the results proposed in the research.

### **3.5.3 OBSERVATION GUIDE**

Campos & Lule (2012) define an observation guide as a written format made on a chart in which data of specific daily activities can be collected in a certain time, this data offers a clear and precise vision of the facts and reality studied, they are always backed by a permanent technical observation in order not to overlook important details. In general, the observation guide allows to group the data obtained according to the need by the topic to be investigated, it is always focused so that these results give validity and reliability to the topic information.

It can be determined that the observation guide serves to collect data and establish them in writing to keep a record of the observed population and what they do during a certain time, the observation guide reinforces the results of other techniques such as the interview and the survey. In the present research work, the observation guide will be carried out during the hours of classes to the students del Tercer año de Bachillerato de la Unidad Educativa “Nueva Concordia” in the subject of English, which will serve to detail the data obtained and then compare them and reinforce them along with the interview and survey. This guide will allow the data to be specific and the results are not altered at the end of the entire

investigation and thus verifying that they meet the objectives that have been raised in this work.



## CHAPTER IV

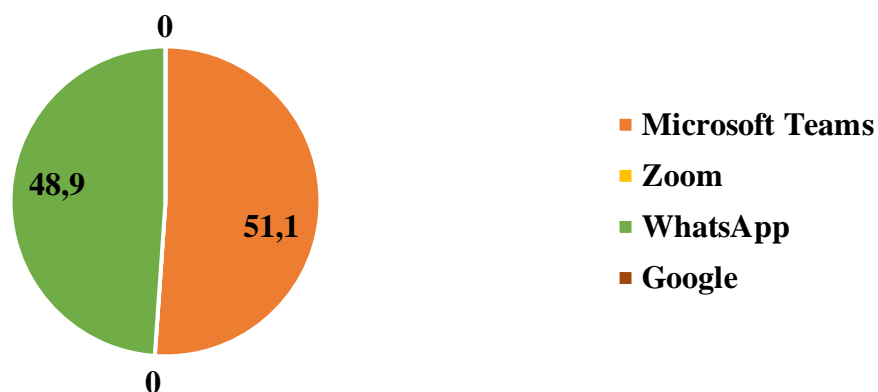
### 4 RESULTS

#### 4.1 RESULTS OF THE SURVEY

The survey technique through the questionnaire instrument with eight items was carried out to 45 students of the Tercer año de Bachillerato de la Unidad Educativa "Nueva Concordia" in La Concordia city - Santo Domingo de Los Tsáchilas province of the School Year 2021 – 2022.

The main objective of this survey is to obtain information about how the WhatsApp application has been used for teaching-learning the English language in the virtual modality.

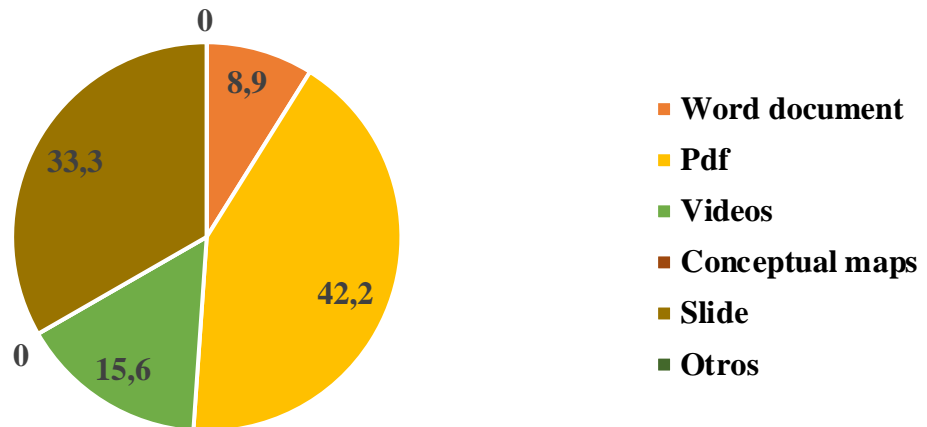
**Graphic 1. What would the digital application be in which classes on the subject of the English Language be received?**



**By: María Alcívar Álvarez**

As you can notice the difference is minimum between Microsoft Team application (51. 1%) and WhatsApp application (48.9%). WhatsApp is not the application has been designed to teachers for teaching their classes so it works as an optional resource. Teachers are using WhatsApp as a second option faced the other applications, despite WhatsApp offers a lot of options as academic virtual tool. It's evident that the majority of the students are using Microsoft Teams, secondly, WhatsApp application maintains as an academic virtual tool for the English teaching because the majority of the students can take their online classes in this application with an effective connectivity so this allows access to various academic instruments, these help to the learning of this subject (Pérez Cruz, Sánchez López, Cocón Juárez, & Zavaleta Carrillo, La Influencia del WhatsApp en la Educación Superior de la UNACAR, 2020)

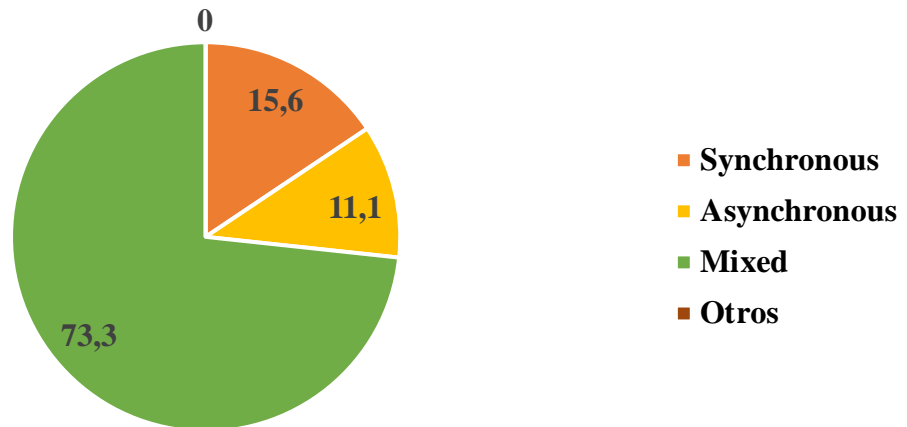
**Graphic 2. How are the virtual classes of the English subject taught by teacher?**



**By: María Alcivar Alvarez**

As you can see 42,2 % of the students affirm that the teachers are using WhatsApp application to share with them the pdfs that contains the planned class for each online session. Then we can notice 33,3% of the students establish that other academic virtual resource are the slides, these contain the grammar of the topic. Other resources are the videos represent 15,6 % and word documents 8,9%. These resources have the lowest percentage but they have been useful for the English learning because the teachers share with them these resources via WhatsApp so they are download query sources (Pérez Cruz, Sánchez López, Cocón Juárez, & Zavaleta Carrillo, 2020).

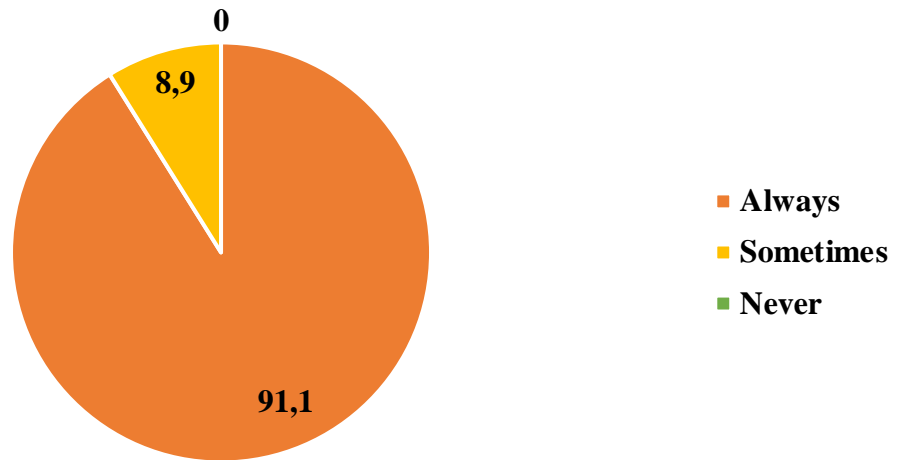
**Graphic 3. How are the English Language classes received?**



**By: María Alcívar Álvarez**

It's evident that 73,3% of the students affirm they worked in an asynchronous and synchronous classes, so they had to connect via the application Microsoft Team and WhatsApp, after they attended their regular virtual classes to continue doing their homework. The mix method that the teacher uses to teaching the subject (asynchronous and synchronous classes) These are really necessary so the students may attend to their classes and do their homework with various tools and digital applications, being one of them the WhatsApp application. (Cervantes Rosas & Alvites-Huamani, 2021).

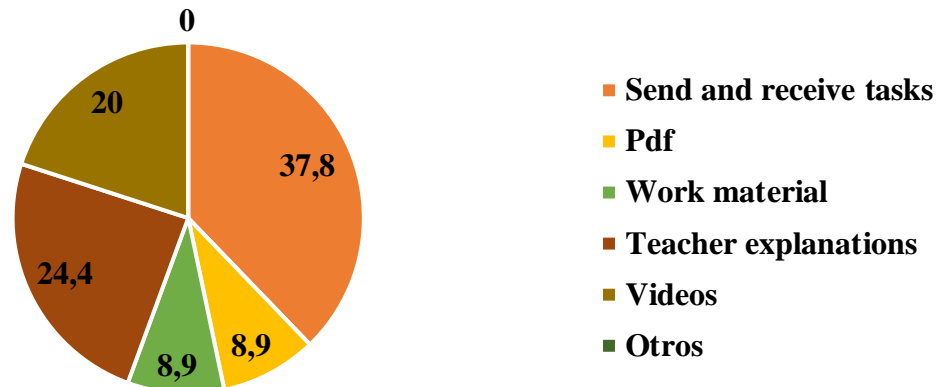
**Graphic 4. Has the WhatsApp application been used to receive online classes?**



**By: María Alcívar Álvarez**

The 91% of the surveyed students affirm that they use the WhatsApp application to take their online classes under certain parameters, though WhatsApp it's not the main application to take their online classes. The students face the difficult access to the Microsoft Team application timely so they choose WhatsApp to take their online classes in real time and only 8,9% of them manage to connect via Microsoft Team (Andújar Vaca & Cruz Martínez, Mensajería instantánea móvil: Whatsapp y su potencial para desarrollar las destrezas orales, 2017).

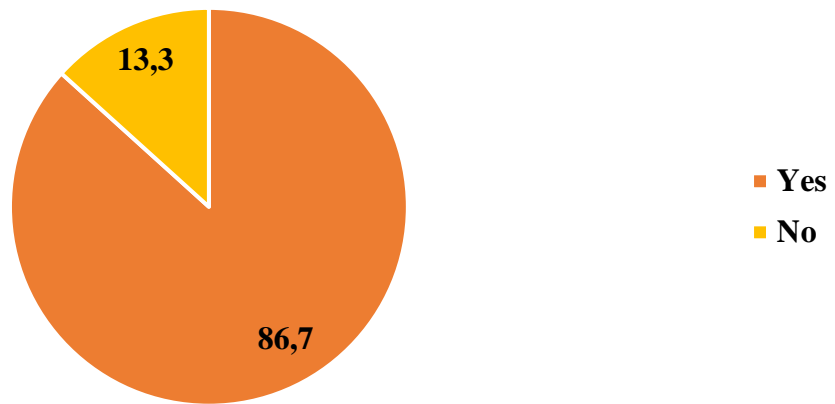
**Graphic 5. In which contexts is the WhatsApp application for your English language learning process been used?**



**By: María Alcívar Álvarez**

In the same way 37,8% of the students clarify that they are using the WhatsApp application to receive and submission their homework, this is related to the previous item because WhatsApp is the application that the most used for the students so this application is more optimal to fulfill the reception and submission their homework than Microsoft Teams. Next, we can notice 24,4% of the students affirm that the majority of explanations that they receive by English teachers are via WhatsApp. Then, 20% of the students establish that the tutorial videos are published via WhatsApp and this is because its easy access and download of the videos. Finally, 8,9% of the students affirm that they reinforce the learning through pdfs and online resources. (Montilla Polo, Whatsapp como herramienta educativa en la enseñanza aprendizaje, 2020)

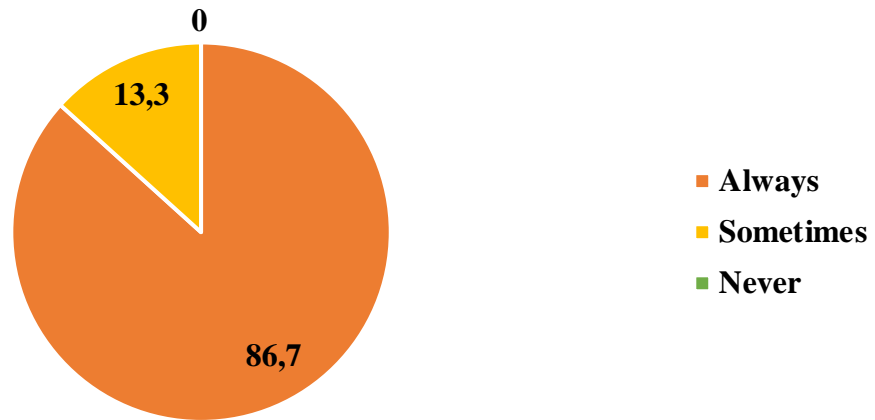
**Graphic 6. Would it be good to receive English classes through the WhatsApp application?**



**By: María Alcívar Álvarez**

The 86,7 % of the students determine that the WhatsApp application is necessary for English classes because this application has an easier connectivity and access than the Microsoft Teams application. Microsoft Teams is an application that requires a stable connectivity to function properly, this is why only 13,3% of the students prefer the Microsoft Team application instead WhatsApp (Vigil García, Acosta Padrón, Andarcio Betancourt, Dumpierrés Otero, & Licor Castillo, 2020).

**Graphic 7. How often is the WhatsApp application used to teach the subject of English during this virtual modality?**



**By: María Alcívar Álvarez**

With 86,7% the results show us that the students use the WhatsApp application despite that Microsoft Teams is the application destined to teaching the English subject. WhatsApp was very well received by the students to receive the English subject in the virtual mode this is due to Microsoft Teams demands greater consumption of data and megabytes through Wifi connectivity, you can notice this because 13,3 % of the students claim otherwise (Vigil García, Acosta Padrón, Andarcio Betancourt, Dumpierrés Otero, & Licor Castillo, 2020)

**Graphic 8. Would it be beneficial to use the WhatsApp application as a teaching-learning tool for the virtual English subject?**



**By: María Alcívar Álvarez**

It's evident that 91,1% of the students affirm that it's very important use the WhatsApp application as a tool of teaching of the English learning, this is related to the answers of the previous questions s where the results obtained by the students are high in comparison of 8,9% who consider that it is not useful for learning the English Language in virtual mode (Rrodríguez Valerio, 2020).



## **4.2 RESULTS OF INTERVIEW**

This interview technique was carried out with Verónica Álvarez English teacher, with a questionnaire of eight questions.

The main objective was to collect information about how the teacher uses the WhatsApp application in the teaching-learning of the English subject in the virtual modality with the students del Tercer año de Bachillerato de la Unidad Educativa "Nueva Concordia" in La Concordia city - Santo Domingo de Los Tsáchilas province of the School Year 2021 – 2022.

### **1. What have teaching methodologies been used during the virtual class modality?**

As you know in various education buildings, due to COVID -19 the teaching has been in a virtual mode. The Unidad Educativa “Nueva Concordia” the education system has been via the Microsoft Team application, but with a high incidence of the WhatsApp application, this is because WhatsApp is more efficient than Microsoft Teams; WhatsApp works great with a low connection so this is beneficial for the students that live in a rural area where the internet connection is not good.

You have to keep in mind that today the students are using the WhatsApp application as a main application to communicate each other so it has allowed to be used in the education as a learning and teaching method. This application is simple, agile and economical, it allows a communication between the teacher and students in the English subject. (Vigil García, Acosta Padrón, Andarcio Betancourt, Dumpierrés Otero, & Licor Castillo, 2020).

### **2. What is the teaching philosophy in the English subject during virtual classes?**

As an English Teacher, I'm teaching through the Microsoft Teams application but due to the different connectivity drawbacks, I have to use the WhatsApp application to teach my English classes because this application works in an agile and easy way either if the students are using mobile data or a Wi-Fi connection, for that I always try to give to them as much support as possible through digital tools like pdf, slides, videos, etc. These work as facilitator of education and personalized tutorial classes through the WhatsApp application.

The WhatsApp application has had a huge growing in the last years in the education area, this is the reason that it has been great acceptance by the students, allowing them an easy communication in the developing of school activities through linked content of word, pdf, images, video, text messaging, forum or internet resources. (Montilla Polo, 2020).

### **3. What are digital applications used to teach the English Language subject?**

I emphasize that, although it is true that the application designated to teach the classes is Microsoft Team, the reality is that the majority of the students can't take their online classes through this application because they face various of drawbacks for the lack of connectivity. Other obstacle that they face is that there's only one device for various members of the family so these obstacles obligated me to use the WhatsApp application, it works a low resource of money and it works very well in the places where the students reside. Secondly, the

Microsoft Team application consumes a large amount of data and needs a strong connectivity signal and it's impossible for them take their online classes through this application.

According with these authors Figueroa, Catuto, & Salazar (2021), the applications in the academic area help to the students learning environment because these bring to them storage tools as education entertainment and among these, the applications that have had the most notable development, contributing to the fact that virtual education encourages students to learn from the comfort of their home, being the following applications that have grown the most in virtual mode; Google Drive, WhatsApp, emails, Power Point, Prezi, and Slide Share, Educaplay, Edmodo or free applications and Microsoft Teams, Zoom or Google Meet. This confirms that WhatsApp continues to be widely accepted in the educational community from the moment of its creation to the present day.

#### **4. What other support application are used to teach the English subject in virtual modality?**

As I already mentioned, the application that has been appointed to teaching the English classes is Microsoft Teams but this application hasn't been accepted by the students so I chose WhatsApp as an alternative option and I can safely say that in my case it has become the main application because it's easy to use and also be the application with more reach of students for its effectiveness of connection.

According to Polo (2020) The WhatsApp application has been developed within the applications that offer meeting rooms and virtual classrooms after Microsoft Team, thus being one more resource for the teaching-learning of the students of the English subject.

#### **5. Would the WhatsApp application be the best as a permanent work tool?**

From my own experience, I think it would be better to use the WhatsApp application permanently because it's an application that offers a several of tools, it works so great with cellular data and Wi-Fi connection in rural areas, (where the most part of the students live). Also, a high percentage of the students has this application in their mobile devices, so it makes that the teacher-student interaction be optimal due to easy communication interface that the WhatsApp application has.

It's proven that the WhatsApp application has been used as a permanently teaching-learning tool because it has had a noticeable development in the education are, also used by the majority of the students around the world. This fact doesn't have to be an exception with the students del Tercer año de Bachillerato de la Unidad Educativa "Nueva Concordia" of the English subject, because this app facilitates communication through group and individual calls, normal calls, text messages, this ease of interaction between teacher and student or several of them. (Suárez Lantarón, 2018).

## **6. How often is the WhatsApp application used as a working tool in English Language teaching?**

My priority as an English Teacher is that my students keep learning and don't give up; for everything that I've mentioned, in my personal situation I use the WhatsApp application for teaching my classes every day because this application gives me the facility of reach to my students through voice recordings, callings, and video calls, all these tools allow me to clarify the doubts of the students in real-time.

It is mentioned that the interaction between the teacher and the student on a personal level is being affected, but also it is mentioned that the use of technology through digital applications allows them an optimal relationship and communication in real-time between teachers, students, and parents. For this reason, that the WhatsApp application, being a multi-platform with several functions, improves the English teaching environment inside and outside of the classroom. (Cambridge Blog, s.f.).

## **7. Have the students ever been told about the usage of the WhatsApp application as a teaching-learning tool?**

This is one of the various inconveniences that have been arising because being Microsoft Teams the one that has been designated to give classes, there is no training or socialization about the correct management of the WhatsApp application or other applications. It is necessary to training to students about the correct use of the WhatsApp application in teaching-learning in the English area since this application is one of the students use to connect to their classes for several reasons that have been manifested in previous questions. (Suárez Lantarón, 2018).

## **8. How could the WhatsApp application be used as a teaching learning tool in the virtual classes?**

For everything that has been manifesting, the WhatsApp application offers various options to teach to learners. Students can learn because the teacher is constantly sharing learning tools like videos, worksheet, slides, video calls, audio recordings, giving several materials to work and interact in a simple and immediate way with students who lack little data connection or Wi-Fi network or, who live in rural areas, this being the facilitator of academic communication between the teacher and the students in the English class.

At the same way Suarez (2018) explain that since 2013, WhatsApp was already using as a media and interactive between teacher and students through group chats and screenshots. Today WhatsApp application has become in a pedagogy tool. This is the reason that WhatsApp is considered as a learning personal tool to the student, also WhatsApp is a multi-platform because it has different options, its versatility in the real time must introduce it as an a priori application due to the number of users who use it, especially the students.

### **4.3 OBSERVATION GUIDE**

The observation technique was carried out in the virtual classes by the English Teacher Verónica Álvarez and the 45 students through the instrument of an observation guide to the 45 students del Tercer año de Bachillerato de la Unidad Educativa "Nueva Concordia" in La Concordia city - Santo Domingo de Los Tsáchilas province of the School Year 2021 – 2022.

The main objective of this technique was to visualize how the teacher and students interact and use the WhatsApp application in virtual English classes.

#### **1. WhatsApp application is used as a teaching-learning tool in the English Language subject.**

The observation technique helped to visualize and understand the use of the WhatsApp application given to the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” as a teaching-learning method of the English subject. This research technique is for checking how the WhatsApp application is used by the teacher and students, unlike Microsoft Team. The interaction of the teacher with the students was also verified during the virtual class in the English subject. In addition, allow observing the abilities and skills or weaknesses of the students in online classes. (Andújar Vaca & Cruz Martínez, 2017).

#### **2. WhatsApp application is used to receive, send tasks, information, documents, among other things.**

Therefore, the observation was that students use more the WhatsApp application in a positive way to receive and send tasks since is an easy application to use due to the functions such as video calls, voice notes, reading and downloading Word and pdf documents, because this application contains the necessary tools for explaining the homework in asynchronously and asynchronously way, at the same time WhatsApp becomes for the student the main communication with the teacher at the time to receive indications and send documents. (Padrón, 2013).

#### **3. WhatsApp application is used to watch videos about some topics during the English class.**

So, the information of the observation guide highlights that the use of English videos in virtual classes about interesting topics motivates learners to continue learning since the students relate the dialogues of the conversations with the pictures, gestures, movements, and sounds that people do in the videos. This teaching of a pedagogical and didactic way gets the attention and understanding of the students because this is how learners learn and repeat the dialogues in English with the teacher and classmates (Andújar Vaca & Cruz Martínez, 2017).

**4. The teacher works with the WhatsApp application to check the activities during the English class.**

Evidently, one of the advantages of the WhatsApp application is the teachers can check the tasks anytime, and also all the documents are saved in this application. Taking into account, the main characteristic of WhatsApp is sending, receiving tasks and slides being a big support for teachers and students. (Morató Payá, 2014).

**5. WhatsApp application is used to watch slides during English classes.**

So, the slides are an educational and creative tool that the teacher uses and send to learners in order to students can check and interact in the virtual class. Obviously, the WhatsApp application does not have the function to share slides while making a video call for that reason the way students can visualize the slides is by downloading the documents, videos, pdf, pictures in order to visualize during the virtual class. (Morató Payá, 2014).

## CHAPTER V

### 5 CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

1. Consequently, from the results, WhatsApp is the application which many people use since 2009 when this application was created, also is more used by young people, students, and teachers. Obviously, WhatsApp is used by the students of Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in La Concordia city - SANTO DOMINGO DE LOS TSACHILAS PROVINCE, spite of, the application that was designed for receiving class was Microsoft Team, the students more use the WhatsApp application for the English language learning process, due to the lack of financial resources, bad connection, students who live in rural areas. For that reason, the WhatsApp application is the priority for the teaching-learning process of the English language in the online classes since WhatsApp adjusts to the needs of students both synchronously and asynchronously.
2. In summary, the importance of the WhatsApp application is due to the spontaneity and multiple options that this application offers, strengthening the student's motivation to learn through functions such as text messages, voice notes, images and videos, Word and PDF documents, e-mail, and the internet making the English virtual classes dynamic and of this way avoiding student dropouts from the online school period. In addition, WhatsApp allows permanent communication between the teacher, students, and parents through calls, video calls, voice notes, and text messages, strengthening the academic relationship. Likewise, WhatsApp is evidenced that is asynchronous teaching tool due to the massive attendance of students in the virtual modality, which generated the biggest that Microsoft Team.
3. In conclusion, the students had more efficiency using the WhatsApp application in the virtual modality, making this application a multifunctional tool in real-time for teaching-learning in the English subject. Evidently, with this application students are more active and participatory in all the English classes, on the other hand, WhatsApp is an easier application than others in order to receive and send homework. In addition, the dynamics and versatility that the WhatsApp application provides asynchronously is useful to read documents and listen to audios from anywhere, not just from home. Therefore, the WhatsApp application has evolved and has become a teaching-learning tool for the English subject and continues to develop progressively in the educational field, and the WhatsApp technological changes are increasingly adapted to the disposition of students.

## 5.2 RECOMMENDATIONS

1. Consequently, is recommended to carry adequate planning by dates, jobs, and tasks in order to have a backup of all the activities that are carried out during the five months periods that make up the school year.
2. Therefore, is necessary to socialize the use of the WhatsApp application through workshops as a teaching tool for learning the English subject between teachers and students and of this way strengthen communication and academic participation during classes.
3. In summary, WhatsApp must be used as a teaching-learning tool to improve students' academic knowledge and not only be understood as a social network, also is necessary to maintain the dynamics and good attitude of teachers in order to create an excellent environment in the virtual modality and students participate and interaction among them, and to this way, the English subject, and in this way not only focus on traditional education, not only focus on traditional education, since the education continues to the advancement of society.

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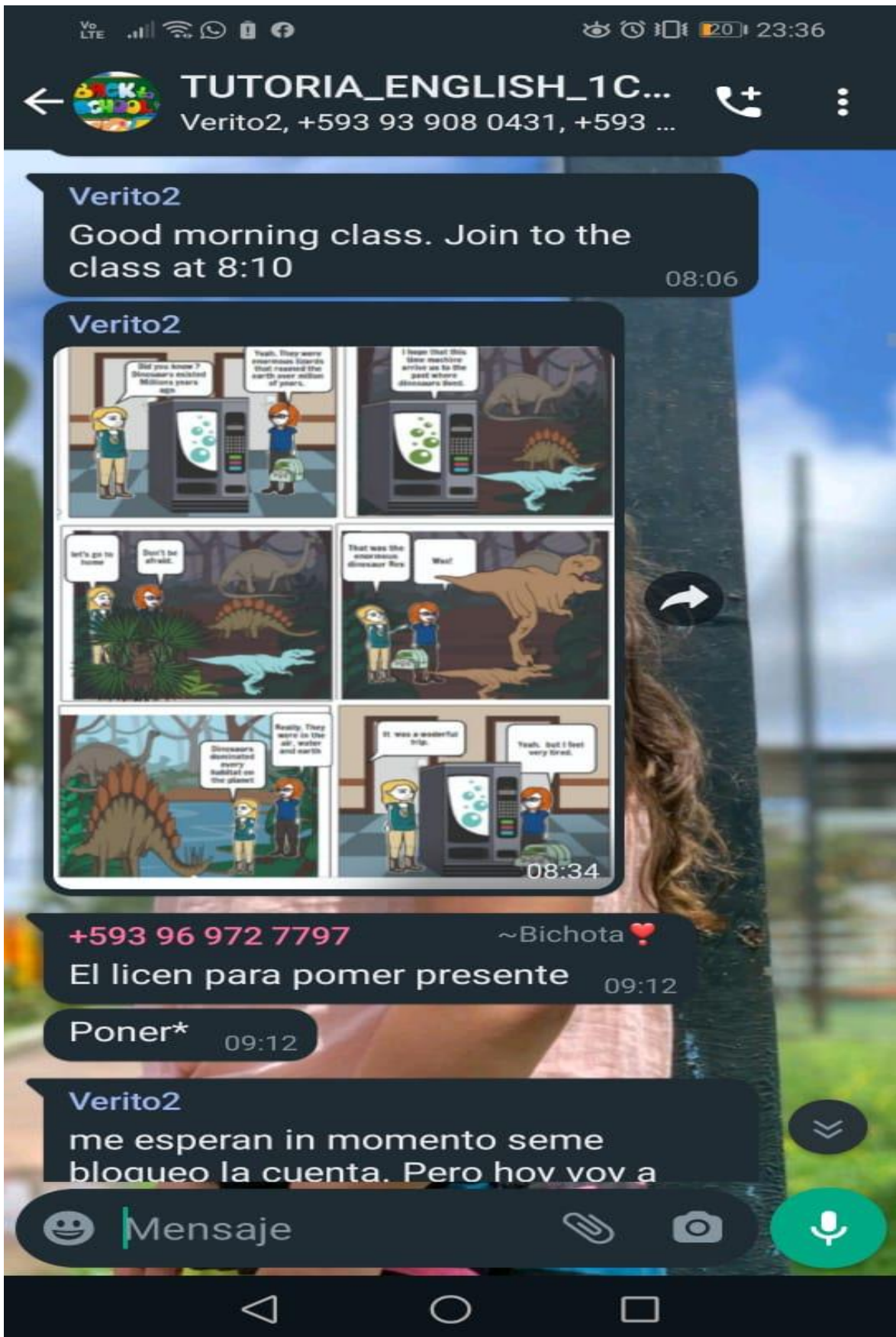


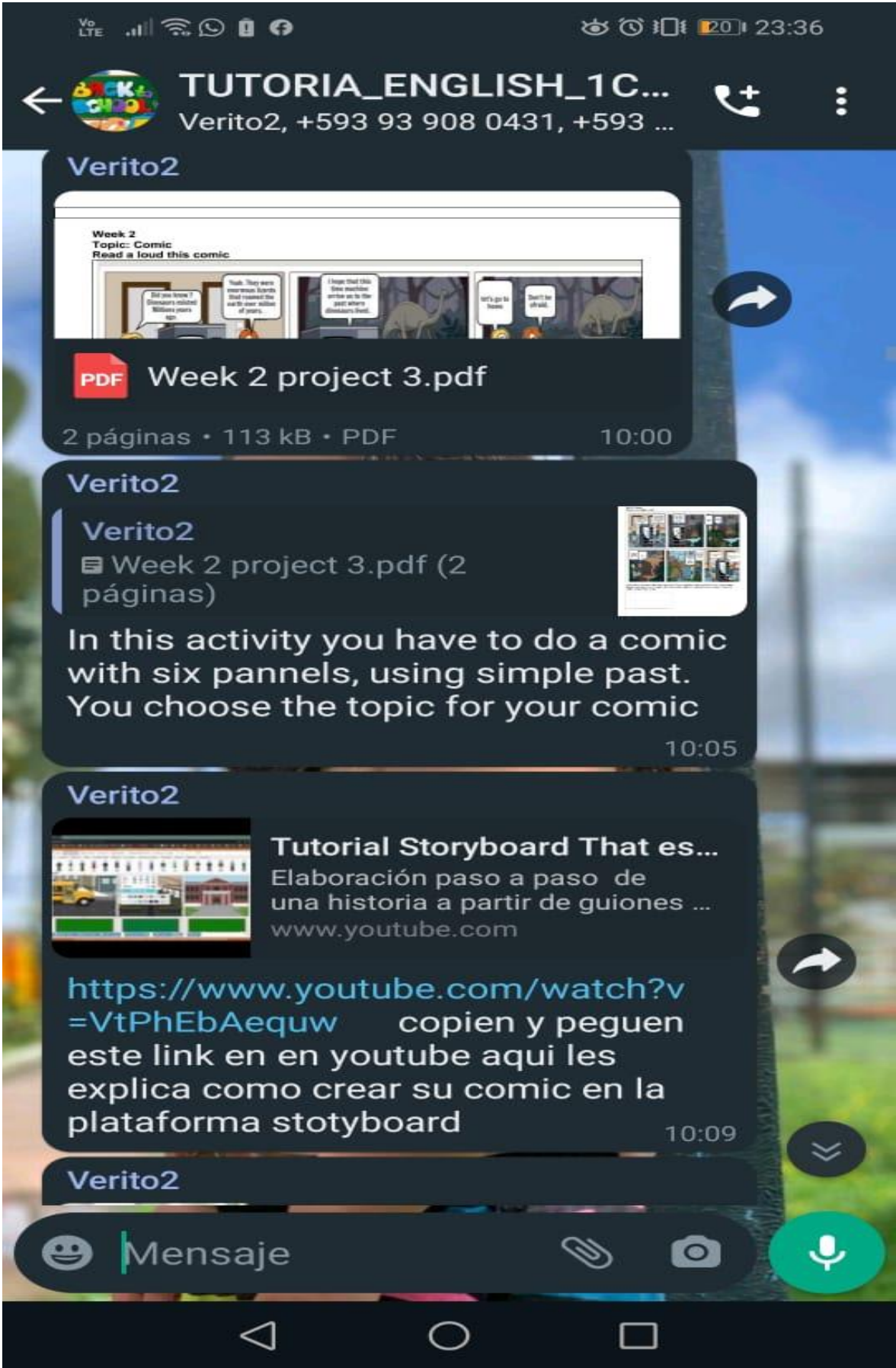
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ANNEXES









Vo LTE 09:26

1

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Panel 2: What places did you visit? I loved San Francisco Cathedral, parks, and delicious restaurants.

Panel 3: I ate enchiladas in the Mercado restaurant, it was delicious. Next I would like to visit that restaurant.

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VERONICA ELIZABETH ALVAREZ ORTIZ (Externo) ...

MACIAS G... BARRAGA... VERONICA EL... MA

Video call controls: Video off, Mute off, Speaker on, More options, End call

Android navigation bar

11:55 PM

100



+593 98 327 3981

últ. vez hoy a las 9:05 p. m.



11:06 a. m. ✓✓

16 de noviembre de 2021

BNS días Lic  
hay le mando la actividad de la semana  
pasada que usted dejó

José Damián Zambrano manzaba de 1  
agro c 

Gracias excelente día  
Dios lo bendiga siempre 😊

11:00 a. m.



 Ingles proyecto 4 semana 4...

4 páginas • 2.2 MB • PDF 11:03 a. m.

Lic BNS días Lic eso ..es del  
Proyecto 5 semana 1  
Me confundí en el nombre del proyecto

11:06 a. m.

+593 98 327 3981

BNS días Lic  
hay le mando la actividad de la semana  
pasada que usted dejó...

Thanks

10:21 p. m. ✓✓



Mensaje

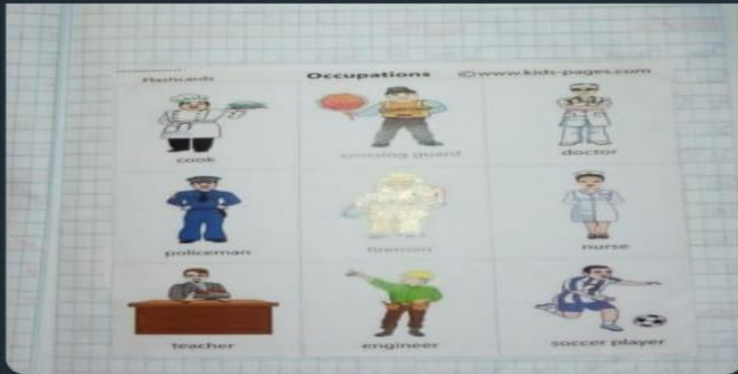






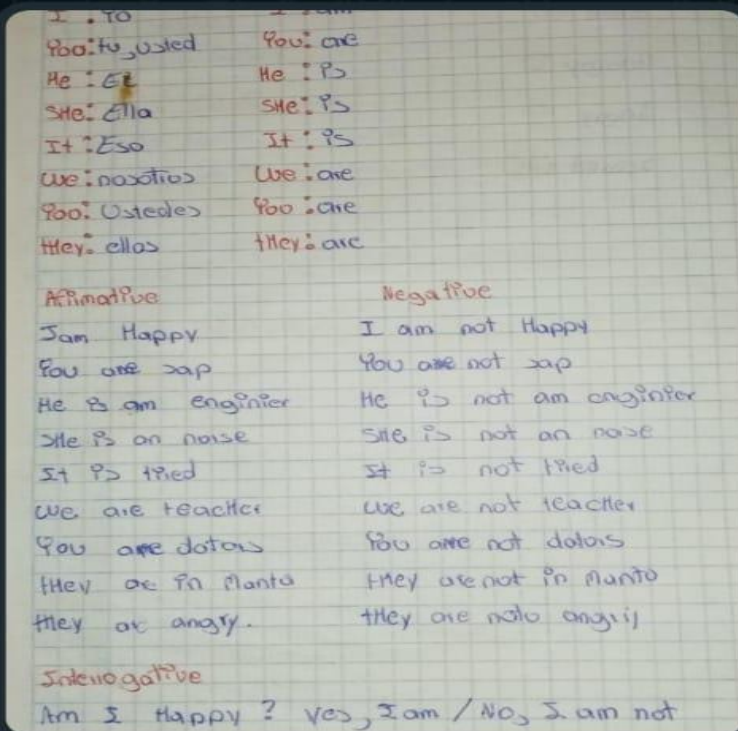
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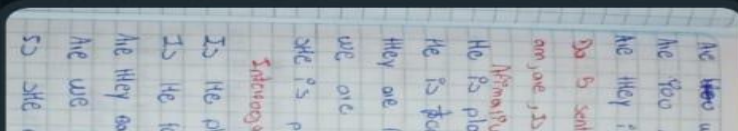
Evaluación

6:16 a. m.



Evaluación parte 2

6:16 a. m.



Mensaje





+593 96 406 3033



Falta proyecto 1 y 2 y el comic. 2:13 a. m. ✓✓

En el grupo envíe las actividades haga y me envía 2:14 a. m. ✓✓

Listo licenciada 6:55 a. m.

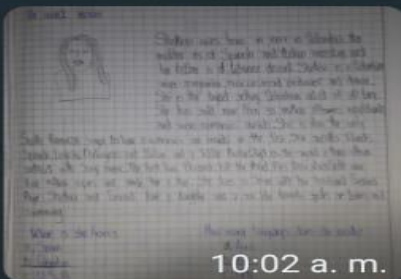
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Buenos días licenciada 8:11 a. m.

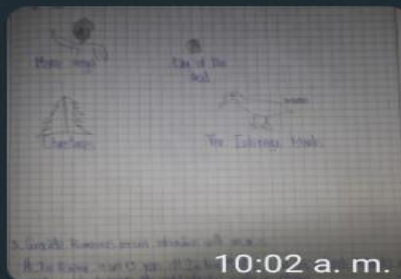
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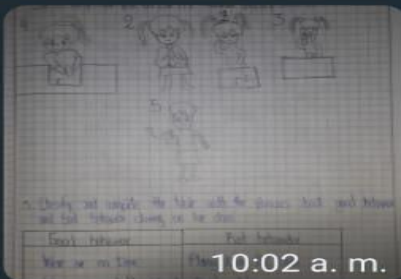
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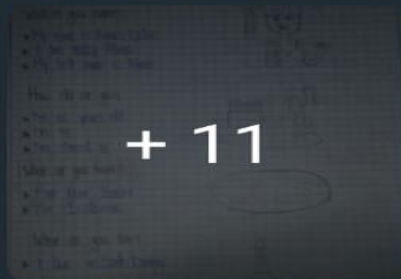
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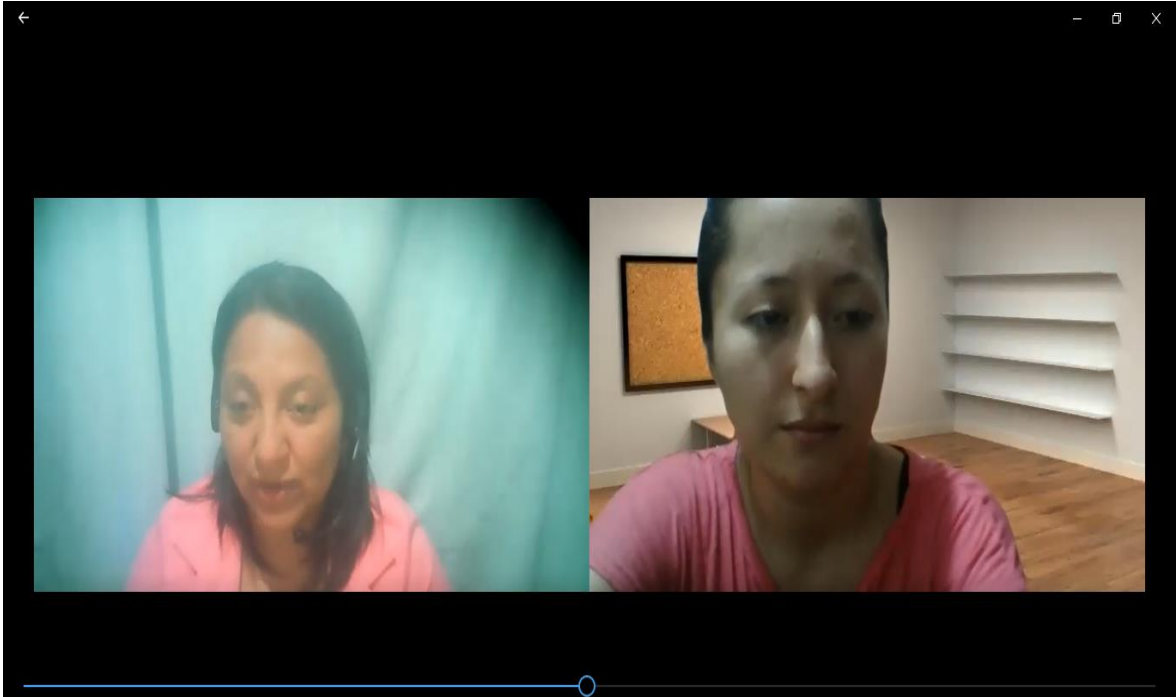


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Mensaje





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



**Objective:** To obtain data through an interview planned structure to teacher about the WhatsApp application as the alternative tool for the English Language teaching-learning process.

**INTERVIEW**

- 1. What have teaching methodologies been used during the virtual class modality?**
- 2. What is the teaching philosophy in the English subject during virtual classes?**
- 3. What are digital applications used to teach the English Language subject?**
- 4. What other support application are used to teach the English subject in virtual modality?**
- 5. Would the WhatsApp application be the best as a permanent work tool?**
- 6. How often is the WhatsApp application used as a working tool in English Language teaching?**
- 7. Have the students ever been told about the usage of the WhatsApp application as a teaching-learning tool?**
- 8. How could the WhatsApp application be used as a teaching learning tool in the virtual classes?**

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**EXTRANJEROS**



**SURVEY**

- **Read the questions carefully and answer according to your knowledge**
  - **In case of any doubt, ask the interviewer**
  - **Objective:** Collect group data about how use the WhatsApp application the students del Tercer Año de Bachillerato de la Unidad Educativa “Nueva Concordia” in the teaching learning in the English Language subject in the modality online.
1. What would the digital application be in which classes on the subject of the English Language be received?
    - Microsoft Teams
    - Zoom
    - WhatsApp
    - Google
  
  2. ¿ How are the virtual classes of the English subject taught by teacher?
    - Word document
    - Pdf
    - Videos
    - Conceptual maps
    - Slide
    - Others (specify)
    - .....
  
  3. How are the English Language classes received?
    - Synchronous
    - Asynchronous
    - Mixed
  
  4. Has the WhatsApp application been used to receive online classes?
    - Always
    - Sometimes
    - Never

5. In which contexts is the WhatsApp application for your English language learning process been used?
- Send and receive tasks
  - Pdf
  - Work material
  - Teacher explanations
  - Videos
  - Others (specify)  
.....
6. Would it be good to receive English classes through the WhatsApp application?
- Yes
  - No
7. How often is the WhatsApp application used to teach the subject of English during the virtual modality?
- Always
  - Sometimes
  - Never
8. Would it be beneficial to use the WhatsApp application as a teaching-learning tool for the virtual English subject?
- Yes
  - No

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**EXTRANJEROS**



**OBSERVATION GUIDE**

**Description:** The purpose of this observation guide is to collect data on the activities carried out in classes by students through the WhatsApp application

A= Always; U= Usually; O= Often; R= Rarely

*Table 1. OBSERVATION GUIDE*

Objective: To determine motivate through this daily observation guide will be evidenced the use of the W application in the teaching learning process in the English Language subject in students del Tercer Año d de la Unidad Educativa “Nueva Concordia”			
N°	Values to observe	Frequency	
		Always	Sometimes
1	WhatsApp application is used as a teaching-learning tool in the English Language subject.	<b>X</b>	
2	WhatsApp application is used to receive, send tasks, information, documents, among other things.	<b>X</b>	
3	WhatsApp application is used to watch videos about some topics during the English class.		<b>X</b>

4	The teacher works with the WhatsApp application to check the activities during the English class.	<b>X</b>	
5	WhatsApp application is used to watch slides during English classes.	<b>X</b>	