

**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**



**FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER**

“WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR “ELOY VELÁSQUEZ CEVALLOS”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018.”

RESEARCH PAPER

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AUTHOR: LISETH VIVIANA TOMALÁ TOMALÁ

ADVISOR: ING. TATIANA GARCIA VILLO MSc.

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PENINSULA DE SANTA ELENA**



**FACULTAD DE EDUCACION E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

“WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR “ELOY VELÁSQUEZ CEVALLOS”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018.”

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LICENCIATURA EN INGLÉS

AUTOR: LISETH VIVIANA TOMALÁ TOMALÁ

TUTOR: ING. TATIANA GARCIA VILLO MSc.

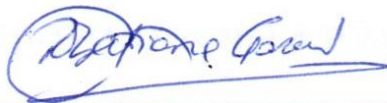
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ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title “WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018., prepared by Liseth Viviana Tomalá Tomalá, undergraduate student of the English Major, Faculty of Education and Languages at Peninsula de Santa Elena State University, I declare that after having guided, examined, and reviewed the project, I approve it in its entirety. It meets the academic requirements and I recommend its submission to be reviewed by the Tribunal Academy.

Sincerely



ING. TATIANA GARCÍA VILLO MSc.

STATEMENT OF AUTHORSHIP

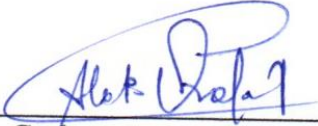
I, LISETH VIVIANA TOMALÁ TOMALÁ, with ID number 2400089476, undergraduate student of the State University Peninsula de Santa Elena, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's Degree in English, as author of the research paper title: "WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS", LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018.", I certify that this research work is of my authorship except for reflections and quotes used.



LISETH VIVIANA TOMALÁ TOMALÁ

I.D. #2400089476

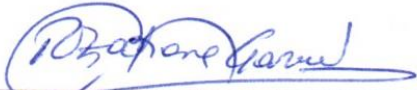
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DEDICATION

The present research work is dedicated mainly to my Lord, who has guided me throughout several difficult obstacles, offering me peace and strength to overcome after each one of them and to my daughter Andrea, the inspiration and motivation to become a better person.

To my grandfather, the man of my life, my protector, my influence, and my eternal model to follow, who has taught me the most important things a father can teach. To my grandmother and my mom, for giving me the necessary and unnecessary advises that I needed to face up the different complications that destiny has prepared for me. And also to my husband, the patience he has for me, demonstrates that all things we want are not always easy to obtain, but if you really desire them, these things will be worth it at the end of the day.

Finally, but not less important, I want to dedicate this project to all my professors, for all the hours they invested to train me in the acquisition of the English language commutative skills. For each single word they pronounced to motivate me to reach my academic and personal goals.

Viviana

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Once more, I need to thank God, for giving me the strength and the ability to finish this research project. To my grandparents for supporting my life projects, for making me see that nowadays society needs prepared people, for fighting unsparingly with the only gift of looking me as one of those prepared persons.

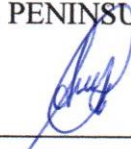
I want to thank my teachers and advisors for their comprehension, for orientating me in the context of this research. The advisement and recommendations I receive from them are references to my personal future development as a professional.

Finally, I want to thank Unidad Educativa “Eloy Velásquez Cevallos” Authorities, Teachers team, students, a general educational community, for giving me the opportunity to implement the proposed project in their installations, for facilitating the development of the mentioned work in order to scope my objectives.

Viviana

DECLARACIÓN

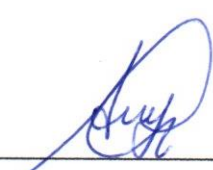
EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACION ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTADALL PENINSULA DE SANTA ELENA.



LISETH VIVIANA TOMALÁ TOMALÁ
AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL ASPECTS BELONG TO THE STATE UNIVERSITY PENINSULA DE SANTA ELENA, UPSE



LISETH VIVIANA TOMALÁ TOMALÁ
AUTHOR

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**STATE UNIVERSITY PENINSULA DE SANTA ELENA
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
ENGLISH TEACHING MAJOR**

“WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR “ELOY VELÁSQUEZ CEVALLOS”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018.”

**AUTHOR: LISETH VIVIANA TOMALÁ TOMALÁ
TUTOR: ING. TATIANA GARCÍA VILLAO MSc.**

ABSTRACT

The present research work used technological educational methods which promote ICTs use, in order to improve the teaching-learning process. At the same time, it is focused in the development of English learners skills, considering the vocabulary knowledge as an important factor to reach such developments, phrasal verbs conform parts of key vocabulary that learners have to manage, since native English communication includes them daily, with the combination of these facts, it is propose a web application as a tool that motivates tenth grade students from Colegio Particular “Eloy Velásquez Cevallos” to learn phrasal verbs, by performing online activities such as: karaoke, cards reading, games and similar exercises; to advance in their comprehension abilities and even other skills, as a consequence students get stronger foreign language comprehension as well as fluency. Finally, this work contributed to maintain the motivation and also assists in the learning-acquisition level that English Ecuadorian framework entails.

Key words: Phrasal Verbs, Blended Learning, Vocabulary, Fluency, foreign language comprehension.

INTRODUCTION

Today, it is well known, that English is the most learned foreign language in no native speaker's countries, where students learn to advance in their communicative skill. Most of the time, the system inducts to learn vocabulary first, as they are not used to the sound of this foreign language. If a beginner does not own a previous vocabulary, neither could apply the grammar rules that are second in sequence to learn. Phrasal verbs are the vital part of vocabulary that a student must recognize, they are essential to express and comprehend ideas, for this reason they are continuously used in the daily conversations.

On the other hand, we have to remember and remark the technologies and their potential presence in our daily life. There are in telecommunication, in electro domestics and hobbies; today, there is no activity with a technologic phase, for instance in Education, teachers and students time is too condensed and full, so, if we need academic preparation, we can take online lesson from our homes. In these manners technologies makes learning interesting as well as comfortable.

This current work is concentrated in both areas and has the objective to improve communicative abilities taking advantage from Networks (other phase of technology) for example the engagement produced in tenth grade students, also called sophomores,

when they listen to their favorite songs in English and search for the way to sing it. For this reason, a Web Application was developed, which offers entertaining activities, attractive to catch the learner's attention, thus they can build phrasal verbs in their daily vocabulary use.

Blogs, platforms, Web sites, Web Application, YouTube channels are effective as well, they contain suitable academic information and structure, nevertheless it is important to assess the correct managements of these kind of tools to overcome the learning deficiencies and difficulties such as comprehension, information retention, pronunciation, misunderstandings contexts and other significant skills.

This investigative study comprises relevant information which contributed to the mentioned problematic, but mainly focused in phrasal Verbs Comprehension. The chapters bellow offers a brief explanation.

Chapter I: this part of the study shows the background of the problematic to be studied, the students' difficulties to learn phrasal verbs, and even describes the objectives to solve this deficiencies.

CHAPTER II: Exposes the previous investigation related to the difficulties for building on phrasal verbs. It makes references to other researches and works which contribute to improve the understanding of them.

CHAPTER III: Includes the methods, technique and instruments used along the research and implementation, for example Deductive investigation, focus groups, interviews etc. and all technique equipment to collect information.

CHAPTER IV: Is about the implementation of the Web Application as the tool to recover the implied skill around the context of phrasal verbs. It exposes the backgrounds of benefitted population and their progress as well as conclusion and recommendations.

CHAPTER I

1. TITLE

Web Application to Build on Common Phrasal Verbs in Students of Tenth Basic Grade at Colegio Particular “Eloy Velásquez Cevallos”, La Libertad, Province of Santa Elena, School Year 2017-2018.

1.1. PROBLEM STATEMENT

The teaching and learning of vocabulary were, some years ago, neglected in any foreign language class. Mistakenly it was believed that a purely grammatical approach was primarily necessary when we know today that deeper knowledge of vocabulary makes the process of learning grammar and helps students to identify structures easily. Students gain confidence in writing or reading when they have more vocabulary. When there is a greater wealth of vocabulary it is easier to understand the different discourses to which a student is exposed. The structure and standard communication is ultimately the crucial and basic purpose of a language. This communicative approach places the student in real contexts and favors in the memory after studying a second language for several courses.

The mismatch between different linguistic disciplines in the field of teaching vocabulary, as well as the absence of clear-innovative techniques for defining and delimiting the same acquisition, contributed to ignore the existence of educational websites that could represent essential tools in learning and teaching English as a foreign languages, which is also one of the most required language in last decades.

To develop English language abilities, the student must first practice the four communicative skills, likewise the critical thinking. On the other hand, they cannot

be supplemented without a suitable vocabulary, since it constitutes the base to acquire those cited abilities. If the learner does not own a prior English vocabulary, neither could learn and use the infinite grammar rules which are the first aspects to be learned most of the time, for instance on public education. Phrasal verbs (P. Vs.) are a key part of the vocabulary that a student must handle. P. Vs. are really indispensable to express or to understand ideas, nevertheless, sophomore year students of high school find phrasal verbs difficult to remember, figure out or apply.

Despite of how much the four skills can be displayed: listening, reading, writing, and speaking they cannot be retained if learners do not understand the main vocabulary, and such vocabulary mainly includes P. Vs. These are used every day, in conversations or texts; some ideas are easy to express by using other words. However, other ones are quite different and even impossible to explain without composed verbs. P. Vs. conform an indispensable part of the English language, they are stated in almost every circumstance, and for this reason, it is essential to understand them.

There are many problems around the topic of P. Vs.; for instance, most learners misunderstand the dialogues and assignments. This absence of knowledge can generate big communication problems, which is the main objective of learning English. The four skills to improve in this language are based on contexts that include P. Vs. Learners who are not familiarized with them have serious drawbacks because in each step of practice there are at least 10 phrasal verbs to use; and definitively, the expression of the ideas would be more effective and fluent if they could apply them.

What it is taught first in any English class is a vocabulary based on simple verb, nouns, and some adjectives on the early education, and that is quite correct. Nowadays, this methodology starts on eighth grade. At this age students can become a positive point for the reason that learners can absorb more and faster.

Nonetheless, according to previous observations in this research, the problem arises two years later in tenth grade, generally when students are given a kind of phrasal verbs list, and their main mistake is the waste of time trying to memorize everything at once, without making any significant knowledge.

On the other hand, the presence of technologies in today's life represents an ally in the learning process, thus, it generates motivated students looking for ways to reinforce their learning autonomously by friendly, in other words, it removes the lack of motivation. As an effect, those interested learners are users of new media sources favorable to the growth of their linguistic skills. For this reason the appliance of ICTs (Information and communication technology) is compulsory and indispensable.

1.2. CONTEXT OF THE PROBLEM

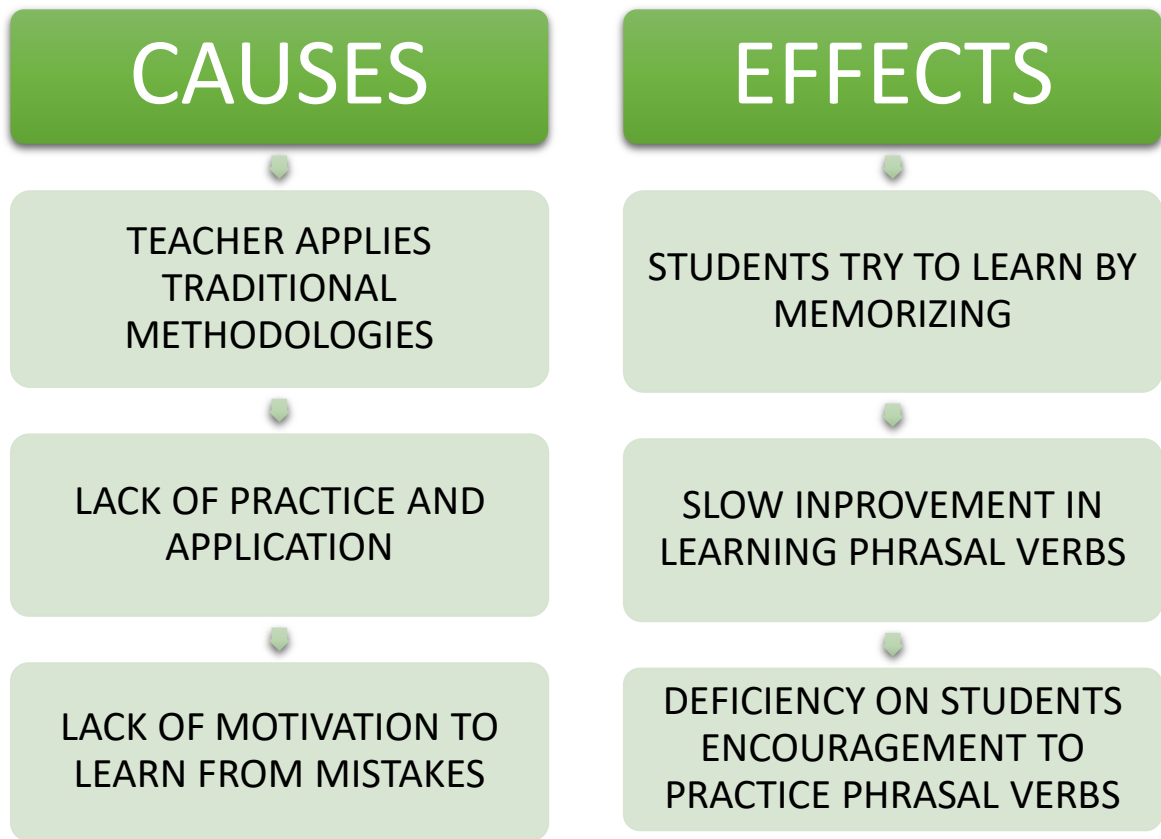
It is necessary to recognize and welcome that, in last decades, schools of all levels in Ecuador, especially the province of Santa Elena, have demonstrated their ability to face and get away with the digital transformation that is revolutionizing all aspects of contemporary life. The age of formation has released changes that involve the usage of ICTs on the educational process; then web applications mean the next step to solve the difficulties to learn P. Vs. in the English learning area.

Colegio Particular "Eloy Velásquez Cevallos", is an educational institution located in La Libertad, where there are many difficulties with the phrasal verbs learning, among these, there are hard techniques to supplement phrasal verbs to the vocabulary, lack of technology utilization, the lack of motivation to improve skills, technology utilization is not enough which is producing deficiency in the student's interest and confidence; these problems do not contribute with the effective

development of increasing vocabulary, in other words they induce slow progress; furthermore, the learners' engagement is restricted without technology.

Fortunately, the institution counts with enough technological resources for the Teaching-Learning Process. In addition, scholars have access to this by smartphones, tablets, PCs, laptops, essentially by Wi-Fi. This project proposes to take benefit of the technological devices which tenth Grade Learners own. The exploration challenges to promote the learning of phrasal verbs by the creation of a Web-Application specialized in the most common Phrasal Verbs, content, activities, according to the requirements of the learners in this school year 2017–2018.

Chart #1 Problem Tree



Author: Viviana Tomalá Tomalá

Source: Centro Educativo “Eloy Velásquez Cevallos”

1.3. RESEARCH QUESTIONS

1.3.1 Guideline questions.

- What are the major difficulties to learn phrasal verbs and what are the best techniques or approaches to solve them?
- How the utilization of ICTs will improve the learning of phrasal verbs?
- What kind of web application can the teacher apply to build on phrasal verbs as significant learning?
- What kind of activities are the most attractive for learners, how they can be applied to reinforce the use of phrasal verbs?
- What is the influence and effect of the web application in the learning of phrasal verbs?

1.4. RATIONALE

Creative ICTs strategies are important for teaching and learning, because now the Educational System aims to provide education with quality and warmth to children who are at public and private institutions. The system wants the student to become familiar with new technologies that nowadays society offers, since they advance in giant leaps helping to increase and develop the skills of students that are participating in the system.

The main point of this research is arguing under the current conditions of Colegio Particular "Eloy Velásquez Cevallos" in the Province of Santa Elena in the perspective of the use of ICTs in education: this will be a factor which affects the teaching and learning of students, they have technological resources that will allow them to interact in the classroom encouraging the growth of English language vocabulary, especially phrasal verbs.

The importance of this work is based on the use of ICTs in teaching-learning, transforming the motivation to increase the vocabulary by adding phrasal verbs; since Web applications will be established as a teaching implement which will provide students the options of information and activities that can be used in English class for Tenth Basic Grade students of Colegio Particular "Eloy Velásquez Cevallos"

The proposed tool will just offer the most common phrasal verbs used with the irregular verbs "get" and "take", but with their exact meaning, examples, and practical exercises. It will be better to focus the learning in solving significant exercises that the learner will find in the website. This tool will offer a friendly interface, a compilation of explicative videos, content and quizzes in order to improve the learners abilities. This tool will accomplish, strengthen and solve the troubles of adding phrasal verbs.

1.5. RESEARCH OBJECTIVE

- To identify what are the main difficulties that students have to learn phrasal verbs.

1.6. IDEA TO DEFEND.

A Web application will enable students of Tenth Grade at Colegio Particular “Eloy Velazquez Cevallos” to draw on the composed verbs and their exact meaning, this objective will be reached through exercises to improve on phrasal verbs and their correct use.

1.7. SCIENTIFIC TASKS.

1. To determine the best interface to design a Web Application for the promotion of learning Phrasal Verbs.
2. To recognize the existing methods, technics or approaches, focused on the teaching of Phrasal Verbs in tenth Grade students at Colegio Particular “Eloy Velásquez Cevallos”.
3. To discern and select appropriate information according to the phrasal verbs to promote in the Web Application tool for students of Tenth students at Colegio Particular “Eloy Velásquez Cevallos”.

CHAPTER II

2. THEORETICAL BASIS

2.1. PREVIOUS RESEARCH

In the educational framework, there are a variety of sciences and one of them is Computer Programming which introduces different software, and requires the use of ICTs, these currently are widely used in all areas such as economy, tourism, and also in education, in accordance with these epistemologies represented by the following alternative models of education:

Succeeding the paradigm stated in a degree on the implementation of methodologies based on ICTs, the behavioral - cognitive paradigm are the roots of study related to the behavior and the conditioning that occurs in the significant learning relationship whose result is applied in the study of human learning (VEGA, 2011). Nowadays, those roots are conditioned by the use of the technological tools in education, and the behavior depends on the correct application of those conditions, in this way the students learning will be significant. The epistemological foundations of this paradigm are based on pragmatism, realism and empiricism, which are regarded as subordinated teachings, they depends on the designed learning for each individual (VEGA, 2011). It means that the learning is subjected to the needs of learners, taking in count how practical this knowledge is for the learner, making emphasize in the importance, and principally the kind of experience that becomes significant the information to acquire. It concludes on ICT gathering the requirement of today learners.

"Blended learning is not a new concept, but it is remarkable to the impact and results. For years we have been combining lectures with exercises, case studies, role playing

and recording video and audio, not to mention the advice and interactive tutorial” (Brodsky, 2003). Therefore it is a reliable method to induce the use of the technologies in the learning of a second language, especially in the achievement of the vocabulary.

"A final point to note when analyzing the advantages of Blended Learning is scalability ... this is the ability of these innovations can be scalable to other teachers and other courses" (Murphy, 2003). Thus, the tool to solve the learners’ weakness can help to other teachers and students

According to Henry & Meadows (2008) “Online education involves experience on diverse areas. A skillful content is necessary, nevertheless, is not close to sufficient”. Comas-Quinn (2011) “If teacher does not understand enough the significance of tools, she/he will not upgrade it, (...). And learner’s reaction will be reduced” (p. 227-228).

"Students need to be able to find everything they need to be successful learners and how to easily do, in online courses" (Henry & Meadows, 2008); in other words, a suitable study conducts to lead student through course or a program and continuous feedback. "The blended group uses the web site containing instructional videos, screen captures, assessment simulations, reading texts, self-paced learning materials, synchronous and asynchronous communication tools and various other tools from information and communication technologies" (Uzun & Senturk, 2010, p. 203). Then, students employ synchronous and asynchronous communication to get their work done, synchronous means working together at the same time, and in the online learning world, chat rooms and online conferences are good examples of synchronous communication. In the same way, Adell (2002) claims that: "The basic lines of the project are not electronically reproduce teaching material which ideal support is printed, but take advantage of the enormous amount of information available on the

Internet". It makes emphasize to the large amount of information and applications offered on Internet employed in a single website, which the main objective is to provide quality of information available for the user in the most appropriate way and focused to efficient results. "A lesson consists of a series of texts or pages or sites that the student has to follow, (...). Like making Meaningful Learning in the classroom or even though online" VALIATHAN, P. (2002)

The most direct path to a successful Electronic Blended Learning initiative is to recognize that true performance improvement can only occur when you balance the e-Learning component with all others and take the time to do it right. If you assemble the puzzle with all the right pieces, chances are good you will achieve your desired end result (Brodsky, 2003). In other words, contemporaneous teacher has to recognize technology as a tool to improve the way to teach, and the more they combine the lessons with ICT the better results will achieve. Also their questions about low motivation and engagement can be answered, since "The problem must be solved with the application of technological resources, to thereby draw the attention of students to solve problems" (PUJOL, 2012) then achieving the implementation of technology students learn and develop some skills.

In conclusion, the analysis carried out by these researchers says that technology plays a vital importance role in contemporary education because the world connected with technological progress has not neglected the education, rather, it is committing both teachers and students to recover competitive tools, this learning is dynamic and appeals to what is taught within our educative system.

2.2. DEFINITION OF KEY TERMS

2.2.1. What is Vocabulary?

According to ABC-Definition, Cecilia Bembibre (2009), claims that it is understood by vocabulary to the more or less complex set of terms that compose a language. The vocabulary varies for each language and has the renovation as a significant characteristic, according to the time with the addition or desertion of some words. On the other hand, while vocabulary is a social invention which the main objective is communication between individuals, individual vocabularies can also be generated, it means the fact of generating personalized terms that only the subject can fully understand.

To understand the vocabulary of a language, it is necessary that student can understand it and use it. At the same time, it may also happen that some terms are understandable at mental level but it does not mean that the person can define it in words, since their use has to do more with the common usage of the term. However, recognizing the word only by phonetics or directly without knowing its meaning, does not imply that the term is part of a person's vocabulary.

It is important the enrichment of vocabulary since it's the main characteristic of the different languages, and so much more for learners of foreign languages because it's the linguistic tool the student has to communicate in the context and the good use made of it will benefit the interaction. For this case there are lots of ways to improve the acquirement of vocabulary, all of them oriented to reinforce in skills.

Nevertheless, it would be pretentious for a student to try to acquire all the lexicon of the foreign language, something that is not even possible for a native speaker, Welsch (2014) supports that "English native speakers have an overly huge vocabulary, but English learners can uphold theirs with a smaller amount than native". According to

Xiao (2015) “Some people can study for years and can also own a deep vocabulary, however it does not mean they can maintain good communication, so vocabulary is one stage that learners have to overwhelm by efficient methodologies”, therefore, in the early stages the first step, is to delimit what is the fundamental vocabulary that best suits the learner needs to reach fluent and good pronunciation. In addition to the essential terms for communication, some students require some lexical in some areas as work or personal matters; the clue is the improvement step by step.

2.2.2. What are Phrasal Verbs?

The SGPP Writing Center of Saint Mary’s University of Minnesota, has published in TC-Write Grammar foundations, that “Phrasal Verbs are verbs comprised of two parts: a verb and a particle, also called “helper”, this is usually a preposition, and adverb or a combination of both”

In the English Language there are composed verbs, also called Phrasal Verbs (Ph.Vs.) these idiomatic expressions are conformed by a base verb and a preposition or adverb, this mixture generates a new verb, which meaning could be far different from the meaning of the single verb, this particular aspect of the English lexicon conforms an important part in the vocabulary of a native speaker and even for a foreign language learner since they are applied daily as much spoken as written.

One important reflection cited in which cognitive scholars have, like Linder (1981), Tyler Evans (2003), and Rudzka-Ostyn (2003) is that the phrasal verbs meaning can change from their concrete to their abstract meaning, also metaphors are the link of them; in addition, the way to learn could be metaphorical and significant if is inserted by inventive techniques. In fact, the learning of phrasal verbs depends on the way that

their meaning comes to the learners mind, it is metaphorical and innovative; then, is compulsory and obligatory the implementation of a currently educative system, for instance ICT as educative tools.

Welsch (2012, 2014) claimed that “Composed verbs, as well as idiomatic expressions, conforms a very important part in English speaking and its comprehension... there is not mystery in the phrasal verbs use, they are applied like usual verbs. The conjugation, negation, and questions, are formulated like normal verbs in the same way”. He considers also that: “Most of English learners can do and express all they need with nearby 100 phrasal verbs, on the contrary a large phrasal verbs list without examples of their usage is a factor so disadvantageous, (...) more useful is to limit the amount of phrasal verbs to learn and spend more time listening to spoken English”. It is too important for students to understand basic common phrasal verbs and can use and practice them properly to acquire advantages in communication such as listening, comprehension, pronunciation, fluency etc.

2.2.3. What is Blended Learning?

Blended Learning (BL) is that faculty design in which use classroom technologies and physical non-attendance (virtual) are combined in order to optimize the learning process. A notable feature of the BL is focusing on modern technologic learning processes adapted to the weight that legacy of Psychology of learning has had in the Anglo world, in contrast to the teaching of the Latin area. So the concept receives other denominations as flexible education, blended, or hybrid model (Brodsky, 2003).

Among the forms of education, which is having more success in the XXI century is blended learning, for the effect to online training. Unlike traditional distance learning,

where students learn through books alone and have a teacher for questions, e-learning uses all the resources offered by computers and the Internet to provide students with a wealth of educational tools making learning more dynamic, easy to follow and intuitive.

Duran & Reyes (2005) authors in the study on the implementation of blended learning language learning, proposed the term virtual-face necessarily by referring to the use of ICT. It is targeting an educational model in which the use of these is essential for students to learn to process information in a generative and meaningful way. The benefits often attributed to this mode of learning are removing spatial barriers and temporal flexibility as to perform many of the activities, it is not necessary that all participants agree on the same place and time, besides the notable effect on the motivation of the participants, facilitates linkages, and offers the possibility of performing more complicated ways of purely virtual activities.

One of the key benefits that some authors have reported is the ability to take benefit from the large quantity of material available on the network, by sharing it openly. The Blended learning does not upload new materials on the Internet for the reason that such material is already available on the Internet. For example: the World Wide Web is not changing the media information, it is re-building on what exists; this is the advantage of the huge amount of material offered on the Internet.

The teaching model where the student hears the teacher does not help the development of communicative and critical thinking skills, as each student creates his/her own learning style. The model of online education fosters in students the development of these aids as part of their learning. The key role of ICTs is to make the teaching-learning process constitute a critical transformation of students, and help them in developing

their own skills: learning to learn. Since the corresponding virtual model of learning is very effective in the development of basic skills for student's autonomous learning.

2.2.4. What is Weebly?

According to EDUC@CONTIC, Weebly is an online platform dedicated to the creation of free and paid sites whose origins go back to 2006, as an application that allows achieving professional results. This virtual platform avoids downloading online installers it works with accounts registered by e-mails or Facebook, in order to facilitate the use of the multiple resources that it offers instead it can create several interfaces: educational, business, etc.

These online platforms conforms the innovative tool for this educational research work as it offers the possibility of creating web pages in which the developer can include all types of multimedia content. Weebly can add home pages and subpages to include fixed information. It is also possible to have blogs inside the web to make chronological publications of entries and articles. Among the tools that Weebly has, there is control of links, presentation of videos, contact between author, owner, administrator and the user of the site.

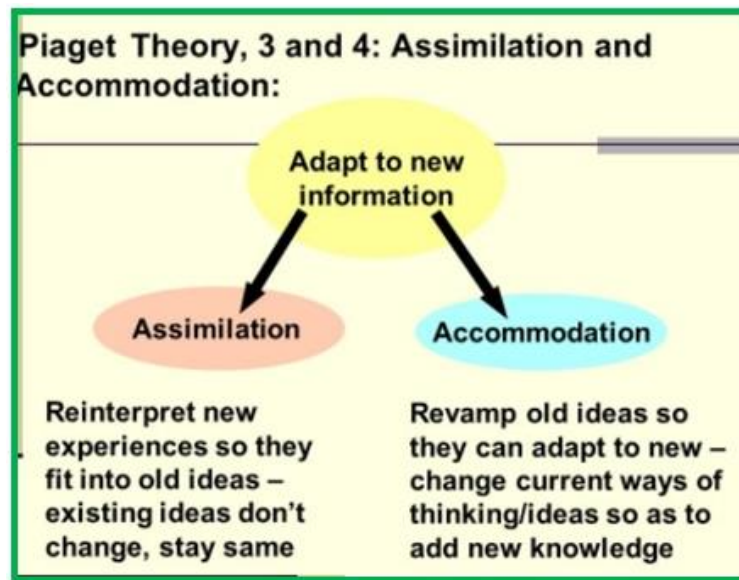
2.3. PHILOSOFICAL BASIS

It is essential for a teacher the knowledge of the biological, psychological and social characteristics of learners, since education and acquirement of information has to be adapted to their needs, in addition of the guaranteed efficacy; to obtain this objective is basic to know deeply the personality of learners . The principal authors and theories

are always analyzed on researches to agree with Rousseau principle: “Start by meeting your students because you do not know them” which concord principally with Piaget’s theory about Logical and Physical Causation, emphasizing the intelligence formation and its development.

Piaget’s master piece is enough to understand the formation and acquisition of learning. One of his theories is the Adaptation-Accommodation process, this intellectual procedure is accumulative, in which new experiences are inserted into the schemes already existing in the mind by developing them.

Illustration #1 Assimilation and Accommodation, Piagetian Theory



Source: Child Psychology, A Contemporary Viewpoint by Hetherington & Parke

This concept shares the way in which learning depends on the learners’ involvements. In other words, the brain assimilates the “asleep” information by technological reinforce experiences, and then they change into meaningful knowledge. This mechanisms made improved students in the context, who find the self- training.

Students can memorize the Phrasal Verb list, nonetheless it would be better if this

becomes to significant knowledge, and teacher can guide this learning by the manner to adapt this information. In this research a Web Application is the mechanism that better adapts the old information to substantial information, since it is demonstrated in this same research work that students and new educational standards prefer innovative and technological methods to impart the lessons.

The learners will work with the information they have in their books, but with dynamic activities from the website so that they reinterpret the information and become understandable to them. Once they have experimented the comprehension of these meanings, they will adopt and adapt them to their daily vocabulary, therefore they will understand the necessity of apply the knowledge and also increase it on their own.

2.4. EDUCATIONAL BASIS

2.4.1. Autónomos work

Autonomous work is a process that allows learner to be the author of their own development, by selecting the paths, strategies, tools and time it is deemed appropriate to learn and practice independently what he has learned. It is an intimate and highly personal form of human experience, which should be evidenced in the transformation and change.

The autonomous exercise enables and encourages creativity, the need for observation, but its work must be confronted by all players in the education community and even the society in which it interacts. Experience has shown that many teachers, when a student has a greater participation in decisions that affect their learning, increases motivation and facilitates the effectiveness of the educational process. The residence

time in an educational institution is relatively short compared to the development of knowledge. Each individual should be prepared and above all, open to the dynamics of the evolution of knowledge and the advancement of research in all areas, this is why, autonomous learning becomes one of the best tools of lifelong learning to keep up in the progressive evolution of standard life.

According to Palmero (2011) "It is not possible to develop meaningful learning if there is not an optimal learning attitude; without this, learning that occurs will be repetitive and mechanical" (p. 37). With the new knowledge of daily learning practices in the advancement of knowledge stands out as one of the bases for the human being is to develop a social, economic, scientific or any other activity knowledge is necessary because this increases through the search and research.

At present, the technological advances are located in a prominent place, young people today need to learn reflectively these technologies to understand, analyze and apply different innovations. The students no longer need to learn mechanically, or rote but a didactic and interactive way to find enthusiasm for the development of logical thinking that is cultivated to display the zeal to study through new parameters.

This need for teachers to put the challenge to research, consult and discover new teaching methodologies, without losing sight of one aspect of the output profile that the Ministry of Education has established saying: "Resolve, argue and applying the solution of problems from the systematization of numeric fields, algebraic, geometric and measurement models and even communication, based on a critical, creative and logical thinking in connection with everyday life "(Ministry of Education, 2015)

2.4.2. ICT (information and communications technology)

According to the website SERVICES TIC (2015), defined in context as follows:

The information and communications technology, also known as ICT, are a set of technologies developed to manage and send information from one place to another. They cover a very wide range of solutions. They include technologies to store information and retrieve it later, send and receive information from one place to another, or process information to calculate and report results.

The existence of technology deploys a high range of attributes that can be used for different tasks that humans through the operation is qualified to perform as only working tools or entrepreneurship but also educational use because the accuracy and speed the information obtained by the user is available, in addition to these advantages can be exploited in the field of teaching and thus ensure that the transmission of knowledge and development of criteria becomes interactive and dynamic.

“Educational model in which the use of ICTs to learn a foreign language became essential for students to learn, it promotes to process an increasing amount of related information” (Durán & Reyes, 2005). So it can be deduced that the information retrieved for online or even other technological source used with the purpose to learn would incentive to absorb additional vocabulary, in this case phrasal verbs.

2.4.3. LMS&BL.(Learning Management Systems and Blended learning)

The “nervous system” of online education is the digital network linking all its members together, by email, videoconference, and other simmilar tools that will make available technologies. The new information and communications technology avoid the

communication with fellow students, teachers, tutors and platform, synchronously, this means, at the time, or asynchronously, without limitations space or time.

There is software that allows you to manage, distribute, monitor, assess and support the several activities of a learning process. These are LMS (Learning Management Systems) that can be used as the core of distance learning or as a supplement to classroom learning. ODHIAMBO S (2010), in his article *The Impact Of E-Learning On Academic Performance* supports that LMS facilitate monitoring of the learning process of each student, conduct evaluations, produce reports and offer many communication tools such as forums, chat or even video conferencing; the teacher and learners can publish their works, and students can make investigations and collect various digital material from the web. Therefore the content based clouds will be integrated in a particular environment: content, and video information, the activity for students.

All these combined focus on learning rather than teaching to learners, institutions of basic education in the incorporation of information technology to get results include students with computers use that will allow them to expectations and better understand the kind of impact on education. (ECLAC, 2006)

2.5. LEGAL BASIS

This research is based on various parameters established by the laws, which are reinforced in the Constitution of the Republic of Ecuador, the Ecuadorian Constitution also found other frames such as the Code of Children and adolescence, because the goal of this research is to promote this sector of the Ecuadorian population.

CONSTITUTION OF THE REPUBLIC OF ECUADOR

According to the Constitution of the Republic of Ecuador (National, 2015) in Art. 26 discloses that, "Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantee equality and social inclusion and an indispensable condition for the life quality "That is, as Ecuadorian citizens not only look at the power of studying.

Besides the Constitution (NATIONAL, 2015) in Article 27 says that. "Education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy, be participatory, compulsory, intercultural, democratic, participatory and mandatory"

Turn on the Art. 347 of the Constitution (NATIONAL, 2015) states in its literal first among the state's responsibility is "Strengthening public education and coeducation, ensure ongoing quality improvement, expanding coverage, physical infrastructure and the necessary equipment of public institutions". This means that although this new educational system has been concerned with improving facilities and amenities to make students enjoy a quality in terms of infrastructure.

Within the Art. 348 (National, 2015) the following context is awarded "Public education is free and funded by the State in a timely, regular and sufficient manner. The distribution of resources for education is governed by criteria of social, population and territory equity, among others". It means that from the beginning of education delivered in state institutions have had no value because it was considered within the areas handled by the Government from certain other resources. While in Art. 350 says" The higher education system shall be aimed at academic and professional training with

a scientific, humanistic vision, and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country's problems related to the objectives of the development system.”

As a last item, the Constitution of the Republic in terms of education which literally states the following in Article 29: "The State shall guarantee freedom of education, academic freedom in higher education, and the right to learn in their own language and cultural sphere ", so, in compliance with the provisions of the regime of liberty, it is one of the factors that enable the implementation of new teaching methods.

Constitutional Rights for Children and Adolescents

One of the rules in which this research is also based are the Constitutional Rights for children and adolescence in which the state, family and society is to protect comprehensively children and adolescents living in Ecuador, so that they have the fullness of enjoying their rights based on a context of freedom, dignity and equality.

First, under Art. 60 of the Constitutional Rights for children and adolescence (OEI, 2015) expresses in its verses based liberated of thought, conscience and religion, "The State guarantees freedom of thought, conscience and religion, subject to the limitations prescribed by law and are necessary to protect the safety of the fundamental rights and freedoms of others". It means that within the parameters prescribed the government supports the children and young people for the length of his freedom to express it in a context of concepts and conclusions.

Also stated in Art. 37 of the (OEI, 2015) that "children and adolescents are enabled to quality education", this refers to learners can log privilege to an education that is significant based on the quality standards required worldwide in terms of teaching and learning.

CHAPTER III

3. METHODOLOGY

3.1. RESEARCH DESIGN

In this study it is necessary the application of direct methodologies of investigation to obtain the essential information to solve the actual problems sophomores year high school students have to learn phrasal verbs. The techniques of this methodologies allows to gather the main data related with the issues, as well as identify and report the variations along the research leaded at Colegio Particular “Eloy Velásquez Cevallos”, in students of tenth year.

3.1.1. Methods

This research is centered on the following methods:

3.1.1.1. Qualitative Method

The mentioned method provides the qualities of the phenomenon to analyze in this research: the difficulties to learn phrasal verbs, it manifests the strategies to figure out the facts or causes of the difficulties, processes to solve it, and even learner's behavior; the information obtained is well-defined and easy to work in the different processes.

It also avoids the measurement of some of the mentioned elements, since the solution of this problem stays in the causes and not in the quantities; it indicates the use of procedures that will characterize the observation of troubles for learning phrasal verbs, for instance focus group, interviews; these techniques will allow the exact data to identify the multiples deficiencies in sophomores and teachers.

3.1.1.2. Deductive Method

It will be important to apply this method for the reason that it allows to manipulate the situation and circumstances presented in the group of students of the institution where the research takes place, to obtain the necessary facts and bases in order to look for the solution of the researched issue.

This study will require the usage of investigative tools such as bibliographic study, descriptive investigation, pertinent surveys, annotations and consultations, founded in the particular trials and learning workouts about vocabulary acquisition, or phrasal verbs.

3.1.1.3. Observational Method

It is also necessary to collect data and evidence related to learning teaching phrasal verbs process, this method permits to analyze the problem scene, study the causes of the phenomenon, valorize the learner's difficulties, and consider the most appropriate way to improve the studied issue.

Before to induce any strategy to improve the acquisition of vocabulary, it was compulsory to discover the weakness in teaching-learning process, the techniques lead to find the problem directly, so the time is focused in solving the problem of tenth basic grade students. In the same way, it will help to realize about the effects and results in the problem related to this investigation.

3.1.1.4. Field Research

This sort of research was used to obtain and process the information at Colegio Particular "Eloy Velasquez Cevallos", the aim of this investigation was to influence the causes and circumstances of the problem studied in its own scene, in this way, discover the effects and required supplies to solve the students weakness.

It permits the control of the problem conditions, to check out the possible didactic content to solve the current difficulties to increase vocabulary, in order to diagnose and describe how the web application will be managed to develop the mentioned skill.

3.1.1.5. Bibliographic Research

It is the investigative process which provides the knowledge of existing studies related to the actual work, in a systematic way, it means, following techniques, methods, strategies, and essentially organization of the different materials.

The selected materials for the bibliographic research are objective and accurate, this background verifies and explains checked theories, real data from similar investigations, and efficient strategies. They are compared with the presented investigation to identify the problem magnitude, probable overlooked causes and consequences, as well as the manners in which web application can solve this kind of troubles in learning English.

3.2. POPULATION AND SAMPLE

3.2.1. Population

The population taken into account in this research work is made up by the specialist interviewed, the principal, English teachers and tenth grade students at Colegio Particular "Eloy Velásquez Cevallos"

Chart #2: Population

N°	Description	Quantify
01	Principal	1
02	English teachers	2
03	Students of Tenth Basic Grade	18
04	Specialists	2
TOTAL		23

Source: Colegio Particular "Eloy Velásquez Cevallos"

Author: Liseth Viviana Tomalá Tomalá

3.2.2. Sample

The population size of this research is completely able to be managed and achievable without any difficulty, in this manner the totality of it is included in the research development; for this reason no formula was applied for the sample size.

3.3. DATA COLLECTION

3.3.1. Techniques

The examination of the subject study is indispensable to discover the causes of the problem and ways of solution, to obtain this information the investigative tools and procedures have to extract the necessary information directly and immediately, therefore the techniques put into application for this work were: Focus group, interview and observation.

This mentioned sorts of techniques helped to compile data of different sources, to accumulate and analyze the information to accomplish a deep study of the problematic.

3.3.1.1. Interview

Due to multiples questions arising from the studied phenomenon, interview was used as a necessary collaborative tool. The interviews were directed to the subjects involved in this study, for instance: English teachers, students, principal and specialist, in order to collect confidential responses that showed causes, opinions, points of view, requirements and advice for the investigation and project to imply.

3.3.1.2. Observation

Observation is an instrument for collecting information that helps to analyze the problem and the situation in which it is mainly shown. It was compulsory to apply Direct Observation because it allows to make a contextualize study of tenth grade learners' behavior, at Colegio Particular "Eloy Velásquez Cevallos".

The classroom observation provided data about various aspects of the student: such as attention, motivation, performance, attention, motivation, skills, interpersonal relationship: teacher-student, student-classmate, as well as learning styles.

Therefore, this technique enables an adequate diagnosis about the real difficulties of the high school sophomores, even to realize about the stages conditions of the research: before, during and after the implement of solution strategies, it means to report the process of the researched phenomenon: learning improvement

3.3.1.3. Focus Group

Created by Robert Merton, focus group was designed to investigate troubles about

social issues, mainly in market researches and marketing, Due to its effectiveness with the passing of time it was implemented in various disciplines as communication, politics, sociology and the field to which this research work obeys: Education.

Since this research is qualitative, and according to the circumstances, the need for an efficient instrument, the best tool to implement at Colegio Particular "Eloy Velásquez Cevallos" was: focus group, this communicative technique allowed to interact with the group of study and, to know and understand deeply the attitudes, needs, interests and motivations of the participants.

Once the topic was established, the questions and discussions looked for information from tenth basic grade students, so the moderator insisted with the topic over and over again, until the different concepts were captured, for this purpose the sessions had at least 40 minutes.

3.3.2. Research Tools

The used instruments for this research work signify a supporting material, since they gather the information to process, and in the same way collect the evidence to support the multiples topic, activities and results of the investigation about the difficulties to learn phrasal verbs and the implementation of a web application to build on them in students of tenth grade at Colegio Particular "Eloy Velásquez Cevallos".

3.3.2.1. Camera, Video-Camera

The utilization of this resource is very important because it catches the pictures of significant moments during the investigation, as well as recorder the different prime events, for instance: the released interviews to specialist and authorities from Colegio

Particular "Eloy Velásquez Cevallos". The video and images that camera provides demonstrate the developed activities for tenth basic grade students in other words the camera was managed to recompile evidence.

3.3.2.2. Questionnaire

Based on the methodology used and the techniques it is compulsory to state questions following orders and requirements. Questionnaires provide an organized frame for such inquiries since it supports the information requested to subjects of study: specialists, principal, English teachers and sophomores from Colegio Particular "Eloy Velásquez Cevallos", furthermore it aids the interview because the well-structured questions optimize time, achieving a more professional research.

3.3.2.3. Notebook

The notebook as an investigative instrument, aids the recorder of significant essential and valuable events, taking notes directly from the real moment when are observed or released during the research and implementation of solution of the researched phenomenon.

3.3.2.4. Data Collection Plan

The application of a Data collection plan was necessary to organize the events and clarify the objectives according to subjects of study interviews and activities in order to present this research work.

Chart #3: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To build on common phrasal verbs
2. Subjects to be studied	Tenth basic grade students at Colegio Particular "Eloy Velásquez Cevallos"
3. About what aspects?	Web application of Phrasal Verbs
4. Who?	Liseth Viviana Tomalá Tomalá
5. To Whom?	Specialist, teachers and students
6. When?	2017-2018
7. Where?	Colegio Particular "Eloy Velásquez Cevallos"
8. How long?	3 month of second Quimester
9. How?	Individually
10. What data collection techniques with?	Interviews, Observation, Focus Group.
11. What resources were used?	Camera, Notebook, Activities, guides.

Source: Colegio Particular "Eloy Velásquez Cevallos"

Author: Liseth Viviana Tomalá Tomalá

3.4. DATA ANALYSIS

3.4.1. Interview Directed To Specialists

Specialist 1: Lcdo. Luis Iza MSc.

Institution: Universidad Estatal Península De Santa Elena

Specialist 2: Ing. Daniel Welsch MSc.

Institution: Canaan Valley Institute, Spain Public University System-Madrid College.

Information: The development of this research concerned different works and consultations, one of the authors cited is Daniel Welsch, whose articles, blogs and books have been guide for these investigation purposes. Welsch was born in Phoenix,

Arizona, United States, he has been Teaching-Blogging by almost a decade. In 2015 moves to Barcelona where continues his job as online entrepreneur and Spain Public University System professor. To obtain a deep understanding of his work and point of view he was contacted and interviewed by Facebook and e-mail.

Question 1:

What experiences and strategies have helped you to become a better English Professor?

Interpretation1: Lcdo. Luis Iza said that: “When I was a child, I remember English was not as important as it is today, but with the passing of time it became necessary for our society, later I could see English as the new way to improve the social and economic sector but I knew it could only be possible with formal Education, on the other hand, English language always caught my attention, it sounds to me so attractive”.

Interpretation 2: Ing. Welsch MSc. responded that: “My childhood dream has always been to travel around the world, but those facts of life drive my steps in the formal educational profession, something that really fascinates me. One thing leads to another one, for example, I used to love globetrotting, and also by this reason I can speak other languages such as Italian, but the more I use is Spanish, because I have been almost 5 years living in Barcelona. Actually I have been teaching English as a subject for just 10 years in different states of Spain, so these experiences are enough to say the best method is being committed with the goals, if yours is not to become a teacher, it will never work”.

Question 2:

What is your opinion about today’s English Education in Ecuador?

Interpretation1: Lcdo. Luis Iza claimed that: “In English education, we have to remark two important things: learning and acquisition of learning, the first is when it

switches on your devices to get information, the second one is the conscious way of learning when you are able to communicate in a second language. In Ecuador we are still working on acquisition”

Interpretation2: Ing. Welsch MSc. asserted that: “From my point of view, Ecuador is a country centered on reaching international standards, especially in Educational framework, I think English teaching-learning process is advancing along goals the system proposes, in order to promote a genuine achievement of learning of English as a foreign language”

Question 3:

How do you maintain the motivation in students?

Interpretation1: Lcdo. Luis Iza requested that: “Motivation is totally necessary in English Teaching. It is well known that not everybody likes to practice English, but they already know that English and other sophisticated subjects have a purpose in their lives; for this reason the teacher has to work with the lessons content to make it as attractive as possible, to give students a dynamic lesson and not a boring or exhausting one”.

Interpretation2: Ing. Welsch MSc. said that: “In every single class, motivation is quite essential, if the learner is not motivated, there is not attention, and consequently there will be no learning”.

Question 4:

What are the advantages of using ICTs during the Teaching-Learning of English?

Interpretation1: Lcdo. Luis Iza claimed that: “It depends on the teachers, if the teacher proposes students to use their cellphones in order to improve and advance the

learning and the motivation management is good, nevertheless in most cases learners are not centered on the class subject and social networking distracts them”.

Interpretation2: Ing. Welsch MSc. answered that: “The Internet quality, could be a disadvantage if it does not work properly, on the other hand, Internet and ICTs aid to use whichever online tool, since they allow to teach from different blogs and platforms, so the advantage is huge, teachers can give classes, upload videos, publish articles, and the most important fact: learner can obtain formal educational information at any moment and in any place”.

Question 5:

What strategies do you recommend to improve the ability of acquiring vocabulary?

Interpretation1: Lcdo. Luis Iza said that: “I consider that strategies and approaches have to be turned, all of them are well to practice, for example Blended Learning, promotes online learning and teachers have to search for the appropriate websites, pages, blogs with academic basements”.

Interpretation2: Ing. Welsch MSc. claimed that: “I think teachers should select methods that will best help their students to understand the content, including those attentions and learning issues, obviously, teaching strategies should be carefully matched with the objective lesson, for example, to fit the lecture works perfectly with Comprehension readings”.

Question 6:

How important do you consider phrasal verbs to learn vocabulary?

Interpretation1: Lcdo. Luis Iza thought that: “It depends on the student’s level, we are not native speakers so a beginner is not able to learn phrasal verbs, on the other

hand, advanced learners must know the most popular of phrasal verbs, because their use make learners communicative abilities stronger”.

Interpretation2: Ing. Welsch MSc. answered that: “On most of my books, I remark the importance to know at least 100 usual phrasal verbs, students should practice them to improve the fluency and comprehension of the real context of their use”.

Question 7:

Which are the common difficulties that you have found in students to learn phrasal verbs?

Interpretation1: Lcdo. Luis Iza claimed that: “Ecuadorian Students are used to traditional methods and most of the time they try to memorize new vocabulary, in other cases they misunderstand the verbs and use them wrongly. Another problem is the context in which they use them. Nevertheless, teachers must guide students to minimize mistakes and to encourage to reuse phrasal verbs over and over again.

Interpretation2: Ing. Welsch MSc. responded that: “I consider teachers should not focus on learners problematic, the main point is to solve them. However, in most of the cases, students show troubles like misinterpretation of the different context of phrasal verbs, wrong articulation, and other similar problems”.

Question 8:

According to your appreciation, what is the best technological tool to teach phrasal verbs to high school’s sophomores year students?

Interpretation1: Lcdo. Luis Iza considered that: “If the technological tool is well academic structured it will be appropriated for teaching, I prefer platforms, blogs and social media as Facebook or WhatsApp, the last two, are specially to maintain the

communication, share information, send or receive works, or give assessment to young students”.

Interpretation2: Ing. Welsch MSc. considered that: “For me, social media is the best way to gain teenagers’ attention, technology is the resource on demand nowadays, especially smartphones with social media applications”.

Question 9:

What kind of online activities have you implemented to teach - learn composed verbs?

Interpretation1: Lcdo. Luis Iza claimed that: “The most implemented activities are the ones that promotes the native speaking pronunciation, and other ones that give the correct answers to allow to double check the mistakes or their pronunciation. In YouTube there are didactic videos with talkative flashcards. It is recommended that these activities promote isolation and phrases”.

Interpretation2: Ing. Welsch MSc. answered that: “As a passionate teacher and books writer, I have used all kinds of online tools, blogs, journals, EBooks, Platforms, Social Media, and usually recommend to my readers and students activities to train their language skills for instance, readings and listening activities”.

Question 10:

What is your opinion about creating a web application to build on phrasal verbs such as “get” and “take”, based on the learners needs?

Interpretation1: Lcdo. Luis Iza MSc. exposed that: “It is a great idea, it is recommendable to remember that Phrasal verbs have different contexts, they have not to be generalized, it would be perfect to exemplify each one, and focus in any skill”.

Interpretation2: Ing. Welsch MSc. expressed that: “I consider it is an useful project, because the implementations of online devices, as web applications to upgrade the knowledge level, will develop the capacities of all educative community, especially if they are committed to strengthen learner’s difficulties, for instance, phrasal verbs comprehension”.

3.4.1.1. Analysis of the interview to specialist from UPSE and Madrid College.

Both specialists have shared their experiences. Both specialists concord that technological techniques contribute to the evolution of the teaching learning process of the English language and recommend the best approaches, methods, strategies and activities for the development of communicative skills at the same time building on phrasal verbs. They also supported the implementation of web applications tools since these upgrade the learning level of tenth basic grade students of Colegio Particular “Eloy Velásquez Cevallos”, and also the Santa Elena Province’s Educational framework.

3.4.2. Interview with the Principal of Colegio Particular "Eloy Velásquez Cevallos".

Principal: Lcdo. Eduardo Parrales Torres

Institution: Colegio Particular "Eloy Velásquez Cevallos"

Question 1:

What is your criteria about English education in Ecuador?

Interpretation: The principal Lcdo. Eduardo Parrales Torres MSc. asserted that: “I consider English as an important factor for the development of our country, especially

because Ecuador economy partially depends on tourism. The education of this language has been progressing in techniques and methods, currently there are new devices to learn faster, and students can improve their learning”

Question 2:

Do you consider technology as an important factor in Education?

Interpretation: Lcdo. Parrales MSc. claimed that “Technology frames the life of the human being, starting with the great inventions, the great achievements, such as the conquest of space, are thanks to the high technology which makes that humanity is constantly progressing, so it is deeply important in Education, applying this infinite science it is possible to reach the different educative areas objectives”

Question 3:

What are the advantages of using ICTs during the Teaching-Learning process?

Interpretation: The principal commented that “there are a lot of advantages, for example: it help us to save time and words, my father usually said “when words are missing, the example contributes” using ICTs helps us to exemplify and take advantage of all class time to the fullest, using ICTs is extremely important for this kind of cases”.

Question 4:

Do you think that websites provide significant didactic information to students?

Interpretation: The principal Lcdo. Parrales MSc. expresses that: “Not always, I mean, we have to know how to apply them, because there are a lot of waste information between the quality information, and the wrong one does not help students to follow a sane lifestyle. We, as teachers, have to know how to guide them in order to save them from vicious as social media or unbeneficial ones. Nonetheless there are a lot of positive points, and we have to rescue the sites of learning or training, or those sites to

discover new cultures”

Question 5:

Have you ever applied websites as tools to maintain the motivation in students?

Interpretation: The principal Lcdo. Eduardo Parrales Torres MSc. alleged that: “For the subject which I impart there are not enough websites, despite of this, I use different sites to research examples to maintain the motivation and attention of my students, it is necessary to surf the internet until we find the information that we need, for instance: the examples for lessons, and even messages about values, or ethic teachings that are founded only in the web”.

Question 6:

Do you agree web applications aid learners to develop English language skills?

Interpretation: Lcdo. Parrales asserted that: “Of course. The use of web applications become the learning teaching process stronger; there are cases in which students follow different techniques to improve their study on their own, for this purpose they search for information in different pages; furthermore English books are expensive than other subject books, in this way we can say that materials to learn English are not easy to reach for most of the students, on the other hand, it would be rentable to have access to free specialized websites”.

Question 7:

Do you think that using web application will build up vocabulary tenth grade students?

Interpretation: The principal Lcdo. Parrales MSc. affirmed that: “I consider that every applied tool is good and helpful specially to learn a new language and more when those

tools are well structured and simplified for students in order to reach optimum results. Web becomes English learning into easy for kids, young and older that want to learn this language”.

Question 8:

Would you support the implementation of a web application to build up vocabulary in students of tenth grade?

Interpretation: The principal Lcdo. Eduardo Parrales Torres MSc. claimed “Of course, I have to reinforce that all didactic tool which allows to reach the understanding of our students quickly, and promote the motivation, will aid the improvement of the learning-teaching process”.

3.4.2.1. Analysis of the Interview directed to Lcdo Eduardo Parrales Torres. Colegio Particular "Eloy Velazquez Cevallos" Principal.

The principal's words show his agreement with the advances of technology and the use of ICTs in education, especially in English teaching-learning process since the innovation that they purpose increment the motivation and engagement of learners, furthermore the knowledge acquires global measures thanks to the amount of approaches and information provided by the internet and even the teaching methods can be improved in order to contribute to education in Santa Elena province.

3.4.3. Interview to English Teachers of Colegio Particular "Eloy Velásquez Cevallos".

Interviewed teachers: Lcda. Helena Gordino and Teacher Manuel Marino Orrala.

Question 1:

What are the most common strategies to influence teenagers in the acquisition of

English language?

Interpretation: Lcda. Gordino mentioned that: "the most common strategies to influence teenagers are: using technology, innovative methods, face to face conversations, and all kind of interactive activities, because they found them more attractive than being just writing and repeating as in traditional ways of teaching".

Interpretation: Teacher Marino Orrala claimed that: "In English classes, It is necessary to apply interactive ways to teach, it would be digital, but most of the time I have to work with book content, so I try to apply total physical response, to gain the learners attention".

Question 2:

What strategies do you use the most in your English classes to build up vocabulary?

Interpretation: Lcda. Gordino mentioned that: "New words are given to students a brief explanation is provided, then as homework, they have to look for the synonym and antonym, write their own definition of the word; finally, students write a sentence according to the word".

Interpretation: Teacher Marino Orrala asserted that: "The strategy I use the most, is repeating the word during class as much as I can, trying to emphasize the meaning with sentences or commands and invite students to do the same, for me the more they use the word, the more they increase their vocabulary".

Question 3:

Do you consider ICTs as important factor in the teaching-learning of the English language?

Interpretation: Lcda. Gordino asserted that: "Yes, because nowadays it is an important part in our daily life and we have to take advantage of this innovative tool and more so, teenagers like working with all kind technology, furthermore technology offers a great amount of important information, it promotes the motivation because it's attractive for students".

Interpretation: Teacher Marino Orrala agreed that: "Yes, ICTs are part of Science's advances, and we as guide of our students, have the responsibility to focus them on teaching in order for students to get a significant knowledge. Ecuador has constantly growth, and the way in how technologies are implemented in education precede the future innovation and progress".

Question 4:

What are the advantages and disadvantages of using technology during the teaching-learning process?

Interpretation: Lcda. Gordino determined: "The use of technology within education has presented great advances, the way in which teachers teach and students learn, the common disadvantages are distractions, such as Facebook or social networks and games, when students are bored; nevertheless, there are more advantages, because with a good engagement learners could improve their comprehension, and with an appropriate control of social media students can also share knowledge around the world".

Interpretation: Teacher Marino Orrala mentioned that: "The advantages are the motivational and interactive way that ICTs facilitates, students can learn inside or outside the classroom, students can reinforce their knowledge wherever they are. Teacher can maintain communication with parents and send and receive information; on the other hand, Internet is still not available for everybody".

Question 5:

In your opinion, what is the best technological tool to teach English vocabulary to teenagers at present times?

Interpretation: Lcda. Gordino claimed that: "With ICTs students can learn English enjoyably with the different tools that we find online, for example: blogs, websites, applications, and also videos. But, applications are more dynamic and effective".

Interpretation: Teacher Marino Orrala answered that: "The best technological tools are video sites, especially music videos, because teenagers are always enjoying them, and to most students like listening to English music even though it is difficult to understand the lyrics and that is the engaging part, because they try to know what the lyrics mean".

Question 6:

Have you ever thought in using a specific website tool for your lessons?

Interpretation: Lcda. Gordino agreed that: "Yes, of course, because it is important to apply websites as a tool during the English lessons, for this reason, when I want my lesson to be more dynamic, I look for appropriate ones for the different objectives, but I have never found a specific one".

Interpretation: Teacher Marino Orrala mentioned that: "Just one specific website, no really, I have never thought in a specific website, I have always used different sites, because usually the content that I need is on different sites, internet is a constant searching of information".

Question 7:

Have you ever applied web applications to encourage students in the acquisition of English vocabulary?

Interpretation: Lcda. Gordino mentioned that: "Several times. Students enjoy it because they share funny activities, but sometimes the time is really short to discover the all attractive content of each page, so I prefer to focus on their own didactic material because they have to use it"

Interpretation: Teacher Marino Orrala answer that: "Yes, when I found an important lesson, and I know the book content is not enough, I look for web pages and recommend these online pages to the students to reinforce the objective of each class"

Question 8:

Do you think the use of phrasal verbs is an important tool to apply in an English class?

Interpretation: Lcda. Gordino asserted that: "Of course, It is an important complement in English class, because they are widely used in all environments, also they make the student acquire fluency when speaking, because a native person uses them always"

Interpretation: Teacher Marino Orrala claimed that: "learning phrasal verbs, is really difficult for students, many times they misunderstand the meanings, but students try hard to learn them, students know that sound more natural when they use phrasal verbs, it means phrasal verbs are fundamental to learn because they represent a constant use in native speaker vocabulary".

Question 9:

Do you believe that the use of web applications with phrasal verbs will aid students to build on vocabulary?

Interpretation: Lcda Gordino determined that: "Absolutely, it is a great tool to enhance students and as a consequence they will put all their effort to learn, especially if the web page is centered in the difficulties of the students, because they prefer to learn dynamically and technologically than by simple books".

Interpretation: Teacher Marino Orrala answered that: "Phrasal verbs are fundamental in vocabulary, web applications based on phrasal verbs will construct significant knowledge, more than reinforce it, students feel really attracted by technology, and they put more attention in content when it is presented on a screen".

Question 10:

Would you support the implementation of a web application with the most common phrasal verbs with "get" and "take"?

Interpretation: Lcda. Gordino asserted that: "Yes, of course, because both verbs provide important vocabulary aspects in English as a foreign language, these verbs are the most used in classes, for my students are the main aspect to learn in order to understand the content of lessons and build on their vocabulary".

Interpretation: Teacher Marino Orrala agreed that: "Yes, it is necessary to emphasize: students put more attention when the content to learn is presented by technology, a web application which builds on the verbs "get" and "take" is simple necessary, because these verbs are two of the most used when I teach vocabulary".

3.4.3.1. Analysis of the Interview directed to teachers of Colegio Particular "Eloy Velásquez Cevallos".

Teachers expressed the multiple benefits of using ICTs tools in English education. The motivation and enhances allowed by technology are quite considerable by the reason that students find more difficult to learn than when teachers do not apply ICTs. Both teachers totally agree with a phrasal verbs Web application implementation, because they recognize that students show deep interest in online contents since digital information and interactive activities promote significant learning; in this way the building on phrasal verbs will be assured in students.

3.4.4. Focus group with tenth grade students of Colegio Particular "Eloy Velásquez Cevallos".

Activity: Focus group with tenth grade students

Moderator: Liseth Viviana Tomalá Tomalá

Chart #4: Focus Group

QUESTION	STUDENTS	ANSWERS
What is your opinion about English as a foreign language?	Perez Vivar Sarah	“It is really important because tourism in our province grows each day”
	Ibarra Albuja María Paula	“It is necessary to make Ecuador grow because of the globalization”
	Comanicho Aguirre Liliana	“It is the most second language learned, sometimes news, and instructions are in English. We have to learn it”
Do you consider ICTs necessary in Education?	Saona Zamora Gianella	“Yes, it is necessary because as English, it helps to be updated”
	Ramírez Villon Angelo	“Before, people learn in schools the subjects, but today

		we have more things to know and software are increasing
	Rentería Rodríguez Alexa	“Yes, technology is advancing each day, we have to learn how to manage”
What can you tell me about Phrasal Verbs, do you need them?	Flores Moreno Jeremi	“Phrasal verbs are difficult because of the different meanings, but practicing students can learn”
	Zambrano Quimí Juan	“They are always in music, when I translate I can’t understand word by word, then I ask the teacher, and she tells me it is a phrasal verb”
	Posligua Imacaña Orly	“Phrasal verbs can be easy, the problem is: when to use it”
What do you think about online tools?	Almenaba Fernández Alexandra	“They have interesting information for learning”
	Flores Moreno Jeremi	“Some online applications are fun to learn, and I like that”
	Ramírez Villon Angelo	“They are good but sometimes the problem is the internet”
What kind of activities would you like to build on Phrasal Verbs?	Ibarra Albuja María Paula	“I like games for example to complete sentences”
	Almenaba Fernández Alexandra	“I prefer the meanings but with clear words that I can understand”
	Saona Zamora Gianella	“I like the links with questions to discover how much I have learned, when it shows me the correct answer I learn too”
What do you think about learning phrasal verbs with a web application?	Ibarra Albuja María Paula	“Wonderful!, it is really necessary because books are boring”
	Pérez Vivar Sarah	“It is a new and funny way to practice, I really enjoy working online”
	Ramírez Villon Angelo	“Web applications are amazing, we can spend time practicing”
	Almenaba	“Yes, I do it, they give scores

Do you think that online quizzes will help you to understand phrasal verbs better?	Fernández Alexandra	of my knowledge, so I can train it”
	Ibarra Albuja María Paula	“Yes, we can study the meanings, but quizzes show how much we know”
	Saona Zamora Gianella	“Yes, sometimes we learn more from mistakes than studying”
Why do you think phrasal verbs are difficult to learn?	Zambrano Quimí Juan	“I feel afraid, because I think I’m going to be wrong, and that blocks me”
	Ramírez Villon Angelo	“Because there are a lot of phrasal verbs, and they have similar sounds but different meanings”
	Almenaba Fernández Alexandra	“Because we have to learn them at once, and it is boring to look a paper all the time”
How do you prefer to build on Phrasal Verbs with "get" and "take"?	Comanicho Aguirre Liliana	“With technology, online games perhaps is”
	Saona Zamora Gianella	“I prefer to know the meanings with easy words to understand and clear examples”
	Rentería Rodríguez Alexa	“Sometimes I do not understand the teacher, I like to have another explication, and It can be repeated if I still don't understand”
If you achieve the objective of using those phrasal verbs correctly will you recommend this web application?	Comanicho Aguirre Liliana	“Yes, because teachers always recommend: what you know is to share it”
	Zambrano Quimí Juan	“Yes, I know is difficult, other people have to practice to learn without problems like “boring lessons”
	Saona Zamora Gianella	“Yes, to teachers because they have the opportunity to show it to more students”

Source: Colegio Particular "Eloy Velásquez Cevallos"

Author: Liseth Viviana Tomalá Tomalá

3.4.4.1. Analysis of the Focus Group with tenth basic grade students of Colegio Particular "Eloy Velásquez Cevallos".

Focus group as an investigative technique, it was considered because Students schedule was busy, and according to the type of research the facts to analyze were qualitative, because the solution of the problem phenomenon was found in circumstances, characteristics and not in the percentage of them.

By the mentioned reasons, 10 students from the tenth grade were randomly selected to participate in the focus group activity. They were questioned about difficulties, opinions, and preferences in English Learning.

Applying this type of technique, the information obtained showed that students like English and more so, they consider it indispensable to our province development, as same as the use of ICTs which raise motivation to learn with the discovery of new information and better ways of learning.

Sophomore year students' words demonstrated that old methodologies become learning content in boring and insignificant learning, the solution to this problem is technology, since they prefer to learn with online activities, such as videos, web dictionaries, and dynamic online quizzes.

Regarding Phrasal verbs, they mentioned that the real difficulties were the confusing definitions that books give, the lack of motivation with traditional methods. Finally, they faced the absence of a web application which brings together all the appropriate activities to build on the phrasal verbs they most use, for instance those which go with the infinitives: "to get" and "to take".

3.4.5. Observation Sheet.

Chart #5: Observational Rubric

Rubrics for the observation:	
Does Not applied	0
Unsatisfactory	1
Improved	2
Satisfactory	3
Good	4
Excellent	5

Chart #6: Observation Guide.

Observer: Liseth Viviana Tomalá Tomalá	Date: January 30 th , 2017				
Teacher Observed: Helena Gordino Mota	Time: 1 lesson hour				
ASPECTS	5	4	3	2	1
1. Teacher seems prepared for the lesson's objective	X				
2. Teacher proceeds according with lesson plan		X			
3. Teacher implies content appropriate to the lesson		X			
4. Teacher demonstrates command of subject matter	X				
5. Teacher uses active learning strategies (ALS)		X			
6. Teacher clearly explains the content and activities		X			
7. Teacher effectively uses class time		X			
8. The lesson content is organized and effective.			X		
9. Teacher promotes a positive environment	X				
10. Teacher motivates learner's participation		X			
11. Teacher promotes ICTs use		X			
12. Teacher appropriately clarifies students mistakes		X			
13. Teacher builds on phrasal verbs in learner vocabulary	X				
14. Teacher strategies are dynamic			X		

15. Teacher double checks learning activities			X		
16. Teacher properly speaks English		X			
17. Teacher provides students positive feedbacks		X			
18. Teacher promotes learners' autonomous work.			X		

Source: Colegio Particular "Eloy Velazquez Cevallos"

Created by: Spanish-American Institute

Conditioned by: Liseth Viviana Tomalá Tomalá

3.4.5.1. Analysis of the Observational Rubric applied in tenth grade class of Colegio Particular "Eloy Velazquez Cevallos".

This observation technique and source was compulsory because it allow considering the rank of quality that the English teacher was using in the lesson plan. This rubric offered more information because the characteristics were ready to verify, in this way the observer used the school hour to analyze the class performing and participation and after it to take notes about relevant events.

Regarding the results, they showed that the English teacher has an excellent domain of the English language as well as a correct addressing of English content and is able to guide and correct students' mistakes, the real problem of the English teacher is the time to apply all the multiple web directions prepared to achieve the objectives for a one hours lesson plan, in addition that these classes are most of the time imparted by traditional methodologies. In spite of the English level of the teacher, she has to speak Spanish because learners misunderstood the commands or contents; especially when they have to apply phrasal verbs, and most of the time they have to look for meanings and books and dictionaries to complete the lessons objectives in time.

The professor really strives to make her students acquire the communicative skills.

Nonetheless, most of the procedures demonstrate that didactic tools aren't enough to attract student's motivation and engagement. On the other hand, when the lesson had been guided by technology the time is availed at maximum, because students learn quickly and the amount of information they acquired is assured.

3.5. RESULTS AND DISCUSSIONS

3.5.1. Results

1. Students of tenth grade at Colegio Particular "Eloy Velásquez Cevallos" have difficulties to build on Phrasal Verbs into vocabulary because the methodology which introduces them become monotonous lessons, so learners do not gain the enough motivation to acquire and use phrasal verbs.
2. Phrasal verbs comprehension and utilization can be developed satisfactory through appropriate ICTs management in English classes of tenth grade
3. Web application improved such deficiencies for building on phrasal verbs in tenth grade learners

3.5.2. Discussions

1. It is advised to enhance the technology application to take the maximum advantage of the English class hour.
2. It is recommended to acquire different strategies to positive reinforce vocabulary in learners in order to develop their language comprehension and communicative skills, as well as attract students who do not feel attracted to the language.

3. It is suggested the implementation of a web application based on the phrasal verbs that students need to recognize and use the most to build on phrasal verbs in their vocabulary, this way students could increment their comprehension and usage in English speaking.

CHAPTER IV

4. THE PROPOSAL

4.1. NAME OF THE PROPOSAL

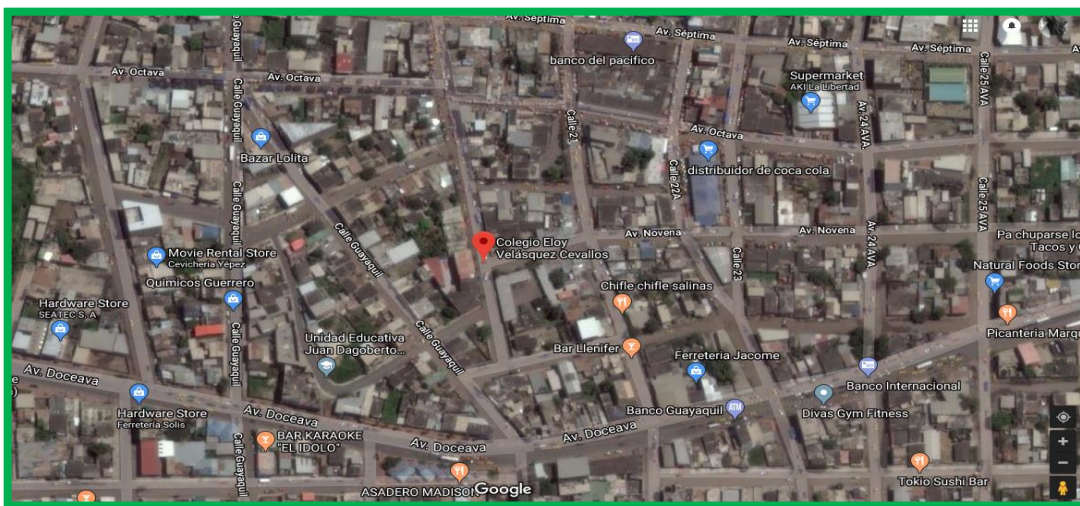
Implementation of a web application to build on common phrasal verbs used with get and take in students of tenth Basic Grade at Colegio Particular "Eloy Velásquez Cevallos", La Libertad, Province of Santa Elena, school year 2017-2018.

4.2. DESCRIPTION OF THE PROPOSAL

4.2.1. Information and Location

Colegio Particular "Eloy Velásquez Cevallos", today renamed: Unidad Educativa "Eloy Velásquez Cevallos" is located on 21 street and 9th Avenue, La Libertad Neighborhood, La Libertad, Province of Santa Elena.

Illustration #2: Location of Colegio Particular "Eloy Velásquez Cevallos"



Source: Google Maps

Author: Viviana Tomala Tomala

Illustration #3: Colegio Particular "Eloy Velásquez Cevallos" Installations



Source: Colegio Particular "Eloy Velásquez Cevallos"

Author: Viviana Tomalá Tomalá

4.2.2. Beneficiaries

Chart #7: Beneficiaries

INSTITUTION	BENEFICIARIES	TOTAL
Colegio Particular "Eloy Velásquez Cevallos"	Principal	1
	English Teachers	2
	Tenth Basic Grade Students	18
TOTAL		22

4.2.3. Responsible Technical Team

Author: Liseth Viviana Tomalá Tomalá

Advisor: Ing. Tatiana García. MSc.

4.2.4. Design And Development Of The Proposal

Weebly online platform provides the best devices to create greatest websites, offering friendly interfaces for all kind of users alike all kind of purposes. This tool was selected by the reason that websites compile information and sites from different directions in a single page which provides students the necessary links to avoid wasting time surfing the internet to find the desired ideal sites.

To use an educative web application has to assure educational requirements. As a didactic tool, it has to be detailed to learners by their professor, who prefers web pages only to practice grammar exercising, for this reason, this web application is based only in activities to reinforce phrasal verbs, and not to control passing grades or achievement results, nevertheless some of them are able to score the knowledge.

Therefore, the implementation of a web application based on common phrasal verbs could become a key resource to strengthen the learning of the common ones with the infinitives “to get” and “to take” in order to develop the communicative skills. Since it is an essential objective, the web application will allow learners to work out phrasal verbs throughout online activities such as: readings, karaoke videos, tasks, and readings, where they can improve the use of common composed verbs in order to upgrade their fluency and understanding of the English language.

4.2.5. Proposal Objectives

4.2.5.1. General.

To build on common phrasal verbs used with “to get” and “to take” through a web application, in students of tenth Basic Grade at Colegio Particular “Eloy Velásquez Cevallos” La Libertad, Province of Santa Elena, School year 2017-2018.

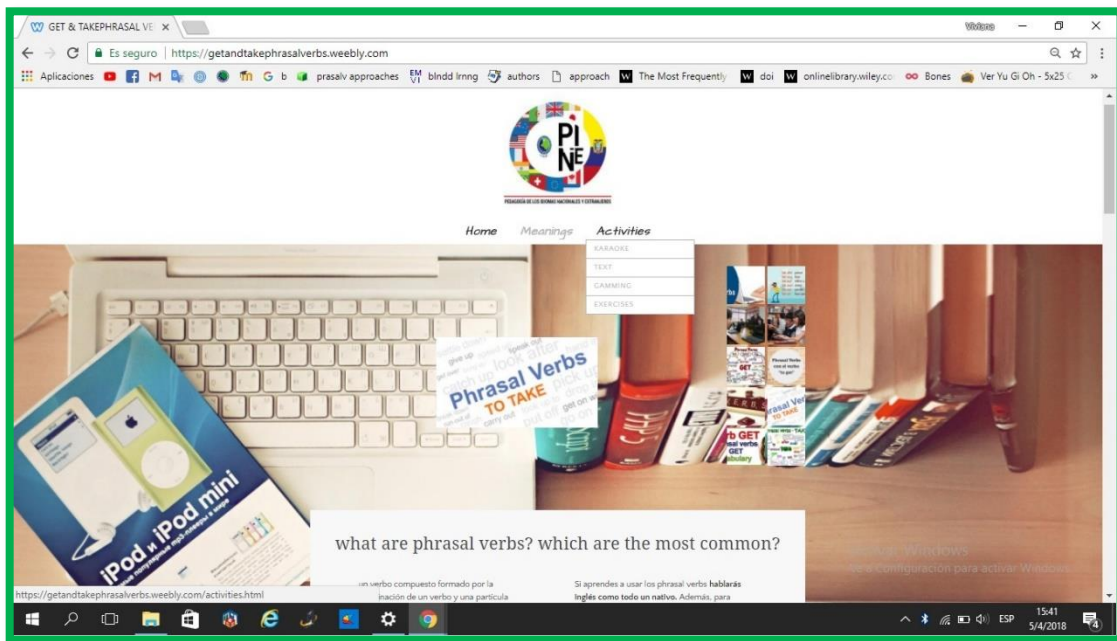
4.2.5.2. Specific.

- To strengthen the comprehension abilities by dynamic exercises and activities related to common phrasal verbs as well as their correct pronunciation.
- To guide students to acquire fluency in order to sound like a foreign dialect.

- To promote the interest for achieving phrasal verbs in students' daily vocabulary.

4.2.6. “Get” & “Take” Phrasal Verbs Web Application.

Illustration #4: “Get and Take” Phrasal Verbs Web Application



This is a web application for students in which they can practice the understanding about those common phrasal verbs along lesson hours or even at home. Therefore, the

usage of this online tool could mean a great resource because it involves communicative skills in order to gain fluency and to increase vocabulary.

This proposal is not only useful for students, it is also a great aid tool for English teachers that can take advantage of it by applying the different activities with learners in the web site, according to what they want to progress. This web site, or web application was designed to train the communicative skills around most common phrasal verbs, it contain exercises such as karaoke for listening, reading and pronunciation, or texts to train reading comprehension, and writing. This web site gives the opportunity to teach and learn wherever the user is, and whenever the user wants.

4.2.6.1. Educational benefits

“To get” and “to take” phrasal verbs web application provides different benefits, for instance: It provides teachers the alternative to explain and exercise the phrasal verbs lessons. Teachers have the knowledge and in spite of this, sometimes they cannot create a significant lesson plan for students. For this reason, this web application is more beneficial for teachers than it is for students. Even though, with the different activities students can increase their fluency or practice their pronunciation at the same time that they are learning common phrasal verbs.

4.2.6.2. How to use “Get and Take” Phrasal Verbs Web Application?

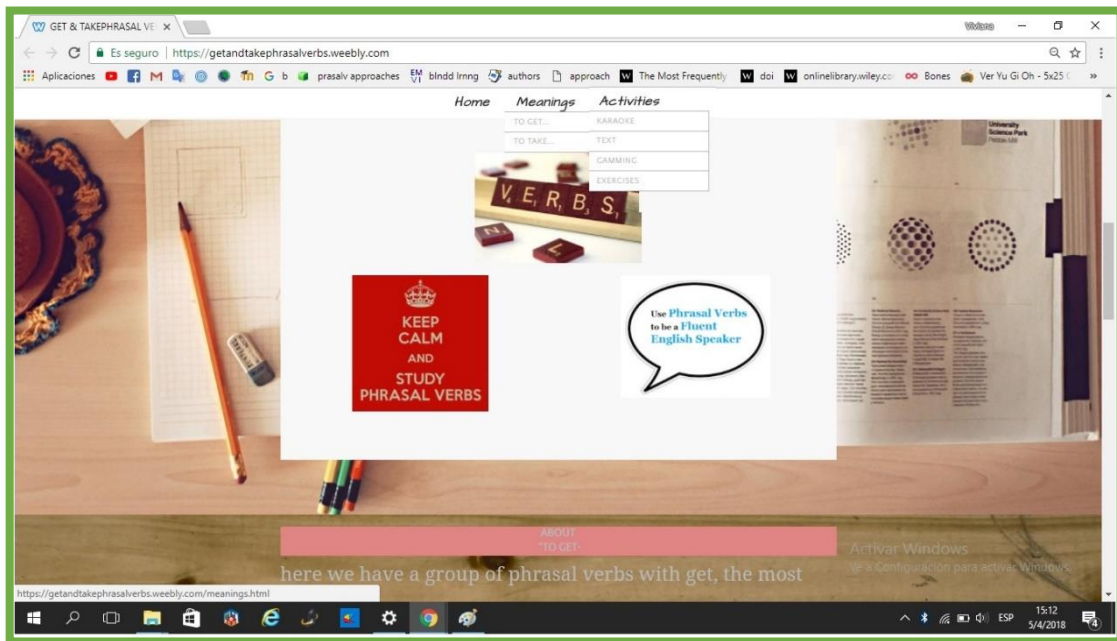
The web application also allows a friendly interphase, it depends on the user and the kind of menu selected, for instance: if the user selects verbs meaning, it will display the list of phrasal verbs with the infinitives “to get” and “to take” with a brief meaning and example. On the other hand, in training activities the student can find the different exercises according to the way they want to improve their learning: Cards reading,

karaoke, or quizzes. The same way there are different menus such as: “grade yourself” which link the page to quizzes provided from important organizations with explicative videos about the appropriate usage of the phrasal verbs.

4.2.6.3. Educational Utilities

This proposal offers information, exercises and activities which can be practiced in class or wherever the student prefers to, also this proposal could be combined with social media applications, since, according with the observational research, nowadays most of students has an account of this type. In other words, teacher can share the link of the homework from the website to their students.

Illustration #5: “Get and Use” Phrasal Verbs Web Application Activities Menu.



Students can choose several functions and commands which can be accessed in the ways explained below:

How to search for a phrasal verb meaning?

If the student wants to review the meaning of a phrasal verb starting with the infinitive “to get” or “to take” in this menu is also exemplified with sentences.

1. Place the cursor on “Meanings” in the main menu.
2. In the displayed options click “to get” or click “to take” depending on the verb desired.

What to do if “meanings” are not enough?

When the user requires other kinds of information or even explanation the “explicative videos” can be useful.

1. Click on “Meanings” in main menu.
2. In the charged page there is a section called “explicative videos”.
3. Click “to get” or “to take” depending on the needs.

What about other phrasal verbs?

In this situation, the Web application provides extra links to learn about other composed verbs aside from ones with the infinitives “to get” and “to take”.

1. Click on “Meanings”.
2. In the charged page there is the section “Review also”.
3. Click “coping with phrasal verbs” to obtain tricks to memorize them.

4. Click “Most common P.V.S.” on the other hand, to learn about the most used composed verbs.

How to improve the skills building phrasal verbs on vocabulary?

The requirements for users are different; for this reasons the Web application offers activities to improve comprehension and pronunciation while the user learns the use of composed verbs starting with the infinitives “To get” and “To take”. The menu “Activities” offers the free selection of the exercise the student wants to practice.

Karaoke

This section lists videos with lyrics, each one with a printable worksheet. The first aids to listen and read while the user is singing. The printable work contains a Filling gap activity with the lyrics.

1. In the main menu: select “Activities”.
2. Click “karaoke” option.
3. Click “video”.
4. To reinforce the understanding click “worksheet” option.

Reading cards

The reading understanding is recommendable to discover the way composed verbs are applied, and reinforce the recognition of phrasal verbs by Fill gap sentences based on online cards. Even with this activity the student guided by the teacher can improve the pronunciation by reading aloud the completed task. Those cards are also printable.

1. Select in the main menu the option “activities”.
2. Click on “Reading Cards”.

3. Click on card with “to get” or “to take” phrasal verbs depending on the user.

How to train with fun?

Another way to practice is “Gamming”, in some pages linked to the website, students can exercise through online games, without the sense of compulsion or the pressure generated for attempting tasks but acquiring significant knowledge.

1. Select “activities” in the main menu.
2. Click “gamming” option.
3. Click desired option.

How to grade knowledge?

The website links some pages with quizzes where the user can obtain the results by solving some Gap-Fills exercises. Those quizzes are also printable for the benefit of students.

1. In the main menu select the option “activities”.
2. Click on “exercises”.
3. Select “grade yourself” to solve online quizzes.

4.2.6.4. Web Application Activities:

The content of the of the web application has been selected from diverse online addresses as in the same way than activities, which have been redesigned to achieve different goals with a single objective which is to build on common phrasal verbs with the infinitives “to get” and “to take”.

Furthermore, to obtain advanced results some of the activities are supplemented with extra technological resources as overhead projector, amplifiers; it was also necessary to guide students even if they have a good ICTs control to get along with the exercises properly.

Chart #8: Web Application Activities Content

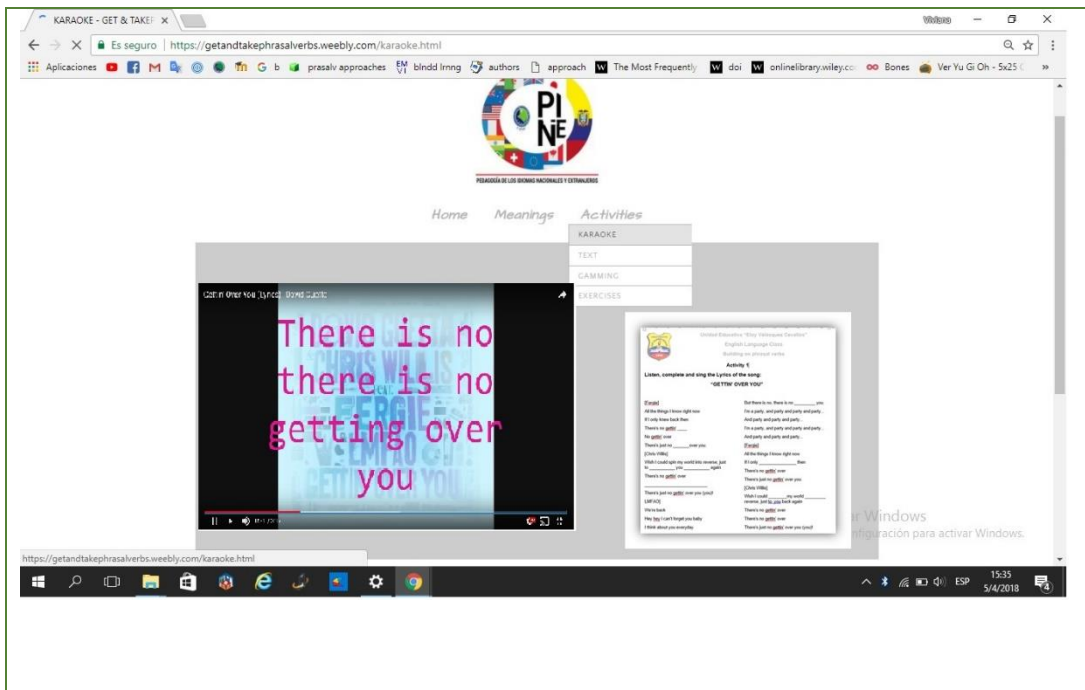
ACTIVITIES	TOPICS	RESOURCES
One	Singing “Getting Over You”	Overhead projector, tablets, laptop, C.P. V. web application, amplifier.
Two	Fill The Card With “Get” Phrasal Verb	Internet, tablets, laptop, C.P. V. web application, worksheet,
Three	Matching Phrasal Verbs 1	Tablets, laptop, C.P. V. web application
Four	Singing “Havanna- Camila Cabello”	Internet, tablets, laptop, C.P. V. web application, overhead projector, amplifier.
Five	Fill The Card With “Take” Phrasal Verb	Markers, internet, tablets, laptop, C.P. V. web application
Six	Matching Phrasal Verbs 2	Internet, tablets, laptop, C.P. V. web application
Seven	Singing “Let’S Get Loud-Jlo”	Markers, internet, tablets, laptop, C.P. V. web application, projector, amplifier.
Eight	Fill The Card With “Get” Phrasal Verb	Markers, internet, tablets, laptop, C.P. V. web application
Nine	Matching Phrasal Verbs 3	Internet, tablets, laptop, C.P. V. web application

Ten	Singing “Knocking On Heavens Door”	Internet, tablets, laptop, C.P. V. web application, amplifier, projector.
Eleven	Fill The Card With “Take” Phrasal Verb	Internet, tablets, laptop, C.P. V. web application worksheet.
Twelve	Matching Phrasal Verbs 4	Markers, internet, tablets, laptop, C.P. V. web application
Thirteen	A Quiz About “ To Get” Phrasal Verbs	Internet, tablets, laptop, C.P. V. web application
Fourteen	A Quiz About “ To Take” Phrasal Verbs	Markers, internet, tablets, laptop, C.P. V. web application
Fifteen	English Quiz: Mixed Phrasal Verbs	Markers, internet, tablets, laptop, C.P. V. web application, worksheet.

Author: Liseth Viviana Tomalá Tomalá

4.2.7. Activities

ACTIVITY 1	
SINGING “GETTING OVER YOU”	
Activity: Karaoke	Resources: Over Head Projector, worksheet
Organization: Group	Timing: 15 minutes
Skills/Values: Listening, Comprehension, Reading, Pronunciation	
Objective: To recognize phrasal verbs starting with “to get” and comprehend the use of them.	



Development (according to the activity):

- ❖ Teacher plays the video from website link.
- ❖ Students read the lyrics of the music from gap filling exercise.
- ❖ Students recognize phrasal verbs with “to get”.
- ❖ Students practice their pronunciation by singing.

ACTIVITY 2	
FILL THE CARD WITH “GET” PHRASAL VERB	
Activity: Reading Card	Resources: Overhead projector, Tablets, Laptop, Worksheet
Organization: Individual/Group	Timing: 15 minutes
Skills/Values: Reading, Comprehension, Pronunciation. Grammar	
Objective: To recognize phrasal verbs starting with “to get” and comprehend the use of them.	

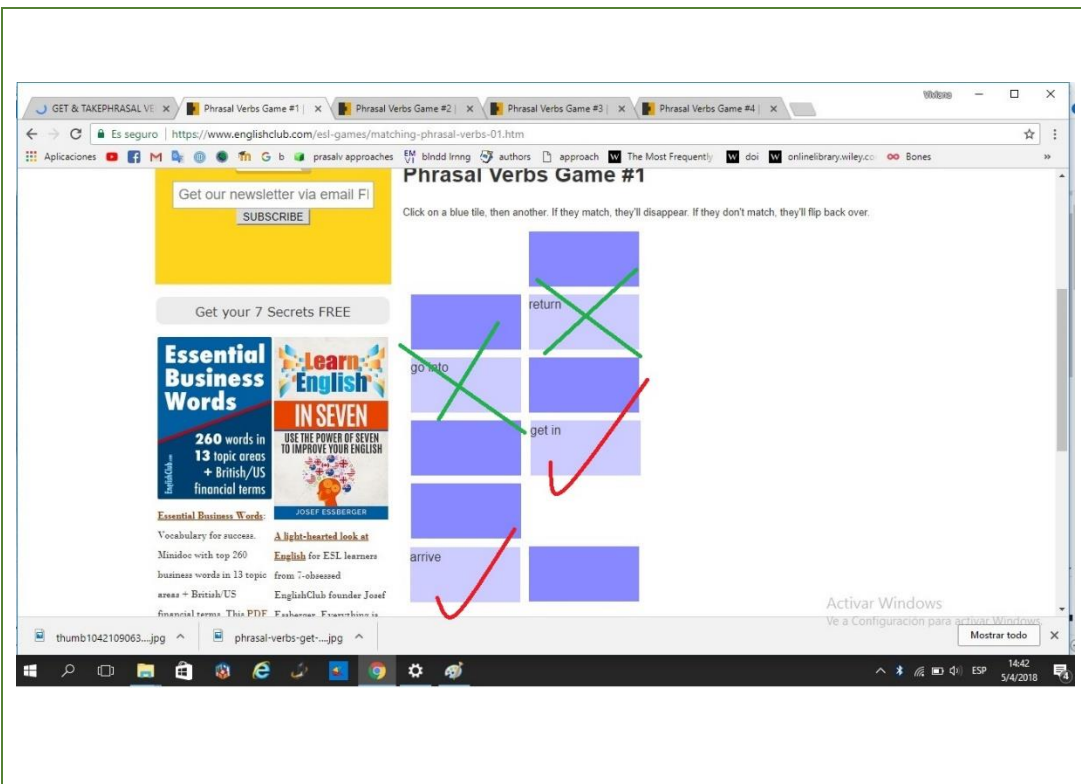
The screenshot shows a website page for 'Phrasal verbs - GET'. At the top, there is a logo for 'PIÑE' (Piedra de los Hornos Nacionales y Terratenientes) and navigation links for 'Home', 'Meanings', and 'Activities'. The main content is a mind map centered on the word 'GET' with various phrasal verbs branching out: 'up', 'through', 'over', 'out', 'on', 'off', 'in', 'down (to)', 'away', and 'by'. Each phrasal verb is accompanied by a brief definition or example. To the right of the mind map is a box with a list of sentences to complete using the phrasal verbs. The sentences are:

1. My daughter is an early bird. She gets _____ at 7 every day of the week.
2. How can Tom get _____ on his poor salary?
3. Pat usually fails to get her Jones _____.
4. Jim got _____ his exams without much effort.
5. You'd better get _____ the back seat. I've got my son's safety seat in the front.
6. I've never got _____ with my brother-in-law.
7. If this secret gets _____, you'll be in trouble.
8. We've climbed the fence easily, but now we can't get _____.
9. You should get _____ with your homework right now.

Development (according to the activity):

- ❖ Teacher indicates or shows by overhead projector the Card activity from website.
- ❖ Students analyze the explicative online card with “to get” context.
- ❖ Students complete filling the blank of sentences in their cards.(with markers on projected image)
- ❖ Students practice their pronunciation by reading aloud the solved task

ACTIVITY 3	
MATCHING PHRASAL VERBS	
Activity: Gamming	Resources: Tablets, Laptop.
Organization: Group / Individual	Timing: 15 minutes
Skills/Values: Listening, Comprehension, Reading, Pronunciation.	
Objective: To build on phrasal verbs starting with “to get” or “to take” and other ones, to comprehend the use of them.	



Development (according to the activity):

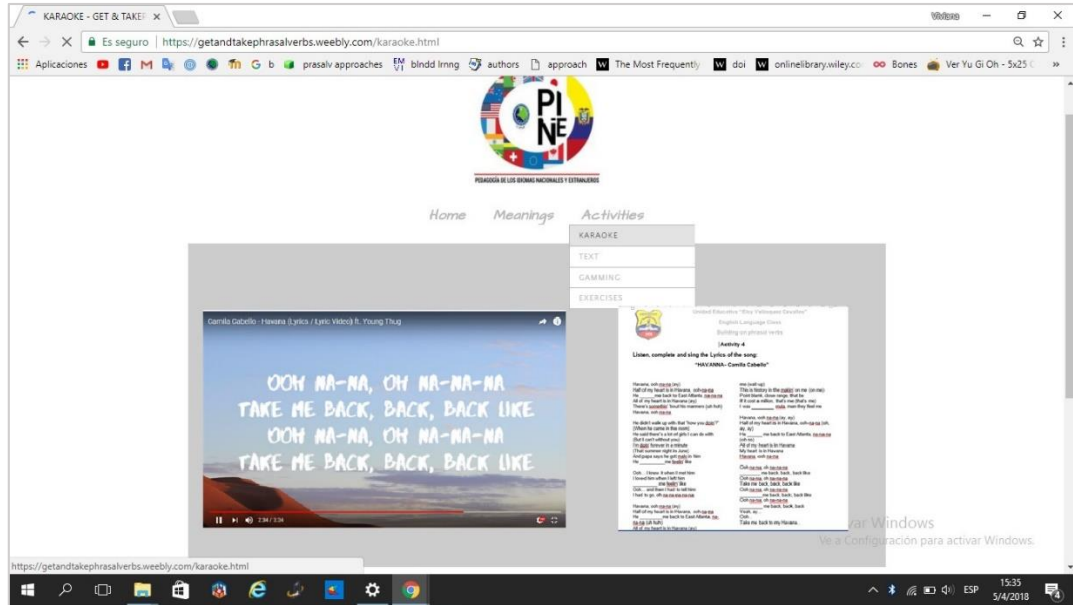
The user opens the link from Web application

This game consists on:

- ❖ Click on a blue tile, then another.
- ❖ If they match, they will disappear.
- ❖ If they do not match, they will flip back over.

ACTIVITY 4	
SINGING “HAVANNA- CAMILA CABELLO”	
Activity: Karaoke	Resources: Over Head Projector Speakers
Organization: Group	Timing: 15 minutes
Skills/Values: Listening, Comprehension, Reading, Pronunciation	

Objective: To recognize phrasal verbs starting with “to take” and comprehend the use of them.



Development (according to the activity):

- ❖ Teacher plays the video from website links.
- ❖ Students read the lyrics of the music from gap filling exercise.
- ❖ Learners recognize phrasal verbs with “to take” and complete the task.
- ❖ Students practice their pronunciation by singing.

ACTIVITY 5

FILL THE CARD WITH “TAKE” PHRASAL VERB

Activity: Reading Card

Resources: Tablets, Laptop, Worksheet

Organization: Individual/Group

Timing: 15 minutes

Skills/Values: Reading, Grammar, Comprehension, Pronunciation.

Objective: To recognize phrasal verbs starting with “to take” and comprehend the use of them.

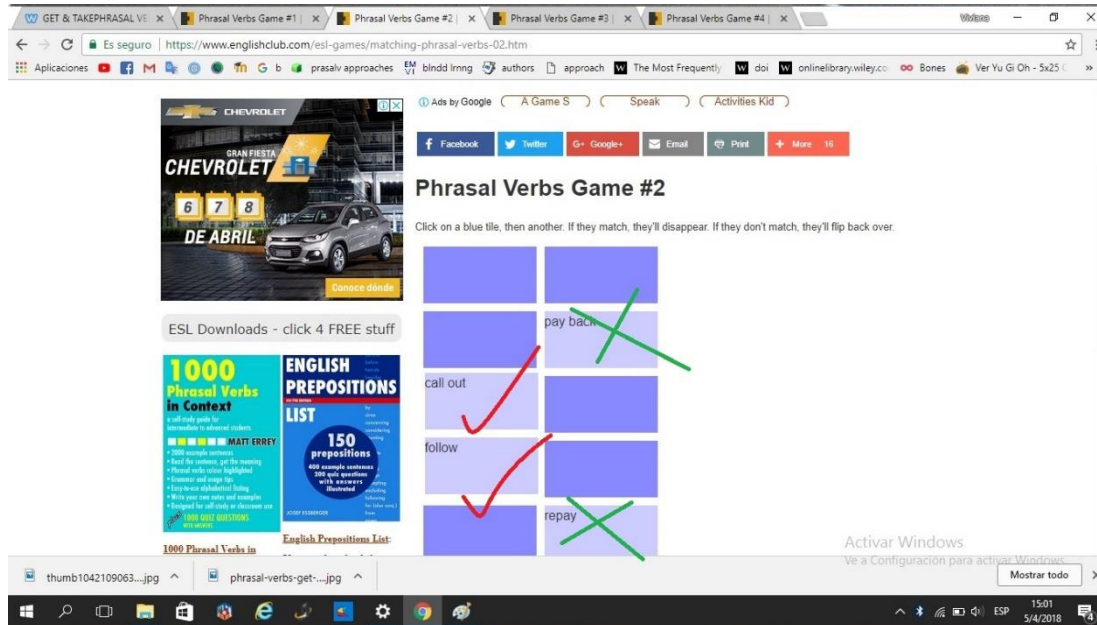
The screenshot shows a web browser window displaying a website. At the top, there is a logo for 'PIÑE' (Pensamiento de los Niños Nacionales e Internacionales) and navigation links for 'Home', 'Meanings', and 'Activities'. The main content area features a large graphic titled 'Phrasal verbs - TAKE' with a central 'TAKE' and various phrasal verbs like 'take to', 'take after', 'take away', 'take around', 'take back', 'take down', 'take over', 'take out', 'take on', 'take off', and 'take in'. To the right of the graphic is a text box with the instruction: 'Complete the sentences with across, along, away, by, down, east, in, off, on, out, over, through or up.' followed by nine numbered sentences with blanks for the phrasal verbs.

Development (according to the activity):

- ❖ Teacher indicates or shows by overhead projector the Card activity from website.
- ❖ Students analyze the explicative online card with “to take” context.
- ❖ Students complete filling the blank of sentences in their cards.(with markers on projected image)
- ❖ Students practice their pronunciation by reading aloud the solved task

ACTIVITY 6	
MATCHING PHRASAL VERBS	
Activity: Gamming	Resources: Tablets, Laptop.
Organization: Group / Individual	Timing: 15 minutes
Skills/Values: Comprehension	

Objective: To build on phrasal verbs starting with “to get” or “to take” and other ones to comprehend the use of them.



Development (according to the activity):

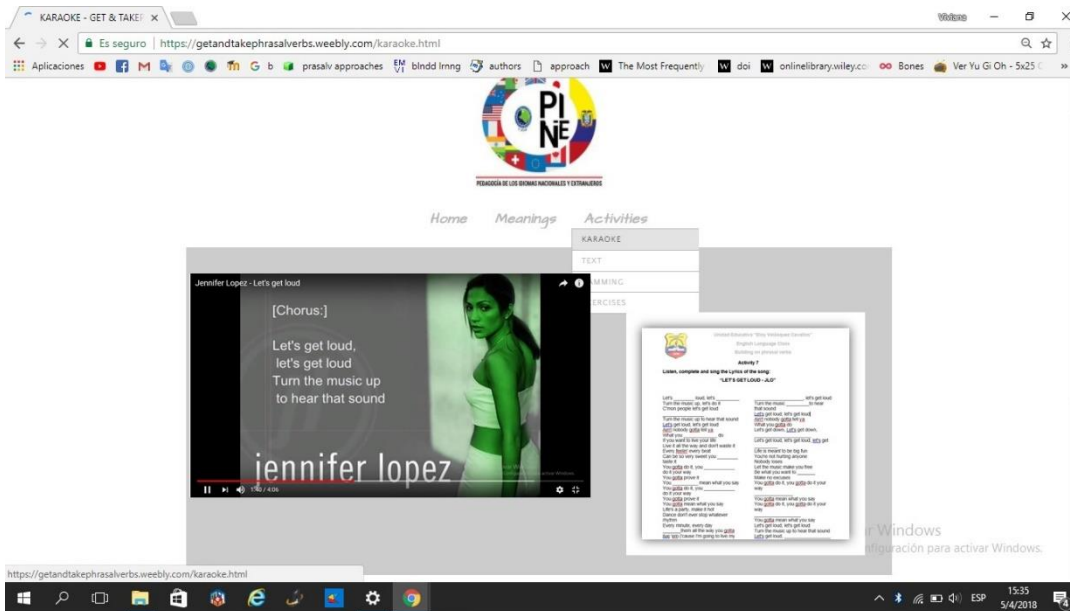
The user opens the link from Web application

This game consists on:

- ❖ Click on a blue tile, then another.
- ❖ If they match, they will disappear.
- ❖ If they do not match, they will flip back over.

ACTIVITY 7	
SINGING “LET’S GET LOUD-JLO”	
Activity: Karaoke	Resources: Over Head Projector
Organization: Group	Timing: 15 minutes
Skills/Values: Listening, Comprehension, Reading, Pronunciation	

Objective: To recognize phrasal verbs starting with “to get” and comprehend the use of them.



Development (according to the activity):

- ❖ Teacher plays the video from website link.
- ❖ Learners read the lyrics of the music from gap filling exercise.
- ❖ Learners recognize phrasal verbs with “to get”.
- ❖ Students practice their pronunciation by singing.

ACTIVITY 8	
FILL THE CARD WITH “GET” PHRASAL VERB	
Activity: Reading Cards	Resources: Tablets, Laptop, Overhead Projector, Worksheet
Organization: Individual/Group	Timing: 15 minutes
Skills/Values: Reading Comprehension, Pronunciation.	

Objective: To recognize phrasal verbs starting with “to get” and comprehend the use of them.

The screenshot shows a website with a central mind map titled "Phrasal verbs - GET". The mind map branches out into several categories:

- up**: get out of bed, rise to your feet, cause to be understood, have a friendly relationship.
- through**: succeed in finishing a task.
- over**: recover from an illness, overcome a problem.
- out**: become known (news, information).
- on**: start doing or continue doing an activity.
- off**: leave a bus, train, plane or a place.
- in**: go inside a car, room, house or arrive at a place.
- down (too)**: dismiss or dismissed, get serious about, topic.
- away**: have a holiday, escape, manage to survive in spite of difficulties.
- across**: have a holiday, escape.
- along**: have a holiday, escape.
- by**: manage to survive in spite of difficulties.

To the right of the mind map is a list of 20 sentences with blanks for phrasal verbs:

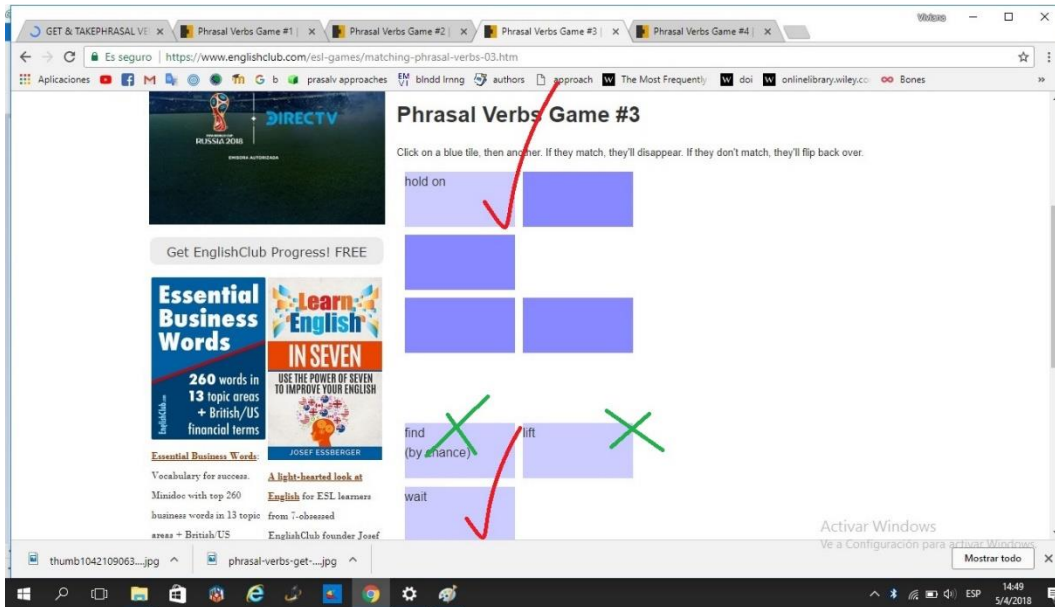
10. Kate hasn't got _____ her separation with Mark.
11. The burglar got _____ before we came back home.
12. When Molly got _____ the plane, she saw all her family waiting for her.
13. Liza's got _____ business.
14. Linda's been unemployed for six months. She's getting _____ thanks to her parents' help.
15. After the concert the audience got _____ and applauded for ten minutes.
16. Do Steve and Jess get _____?
17. Can you tell me where I should get _____?
18. We hope to get _____ for a few days at Easter.
19. How did Liz get _____ here? She hasn't got the key, has she?
20. It took me two weeks to get _____ the terrible flu.

Development (according to the activity):

- ❖ Teacher indicates or shows by overhead projector the Card activity from website.
- ❖ Students analyze the explicative online card with “to get” context.
- ❖ Students complete filling the blank of sentences in their cards.(with markers on projected image)
- ❖ Students practice their pronunciation by reading aloud the solved task

ACTIVITY 9	
MATCHING PHRASAL VERBS	
Activity: Gamming	Resources: Tablets, Laptop.
Organization: Group / Individual	Timing: 15 minutes
Skills/Values: Comprehension	

Objective: To build on phrasal verbs starting with “to get” or “to take” and other ones to comprehend the use of them.



Development (according to the activity):

The user open the link from Web application

This game consists on:

- ❖ Click on a blue tile, then another.
- ❖ If they match, they will disappear.
- ❖ If they do not match, they will flip back over.

ACTIVITY 10

SINGING “KNOCKING ON HEAVENS DOOR”

Activity: Karaoke

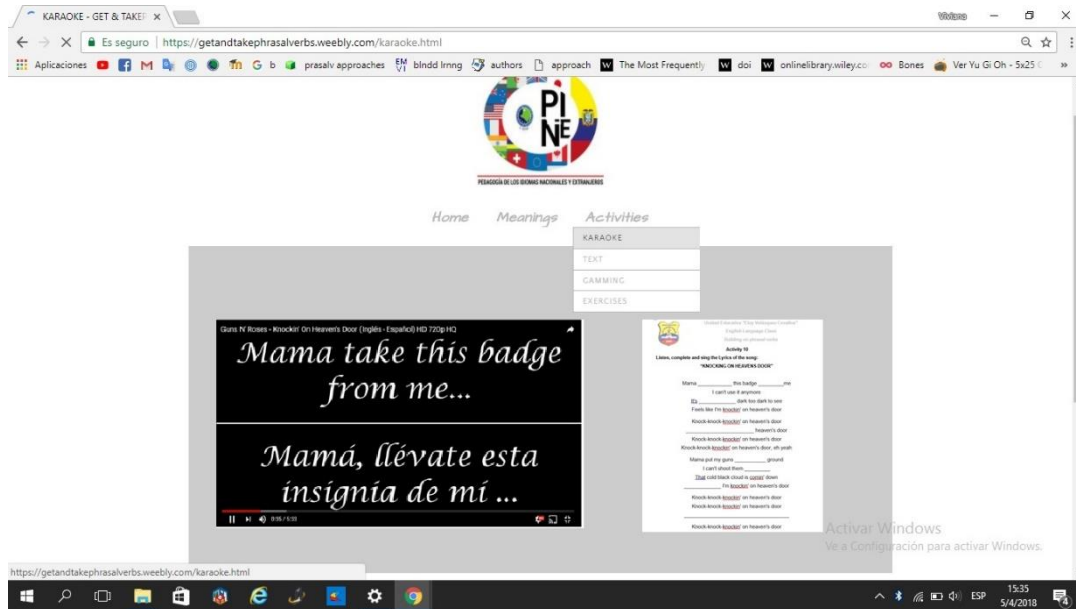
Resources: Over Head Projector

Organization: Group

Timing: 15 minutes

Skills/Values: Listening, Comprehension, Reading, Pronunciation

Objective: To recognize phrasal verbs starting with “to take” and comprehend the use of them.



Development (according to the activity):

- ❖ Teacher plays the video from website link.
- ❖ Students read the lyrics of the music from gap filling exercise.
- ❖ Learners recognize phrasal verbs with “to take” and complete the task.
- ❖ Learners practice their pronunciation by singing.

ACTIVITY 11

FILL THE CARD WITH “TAKE” PHRASAL VERB

Activity: Reading Cards

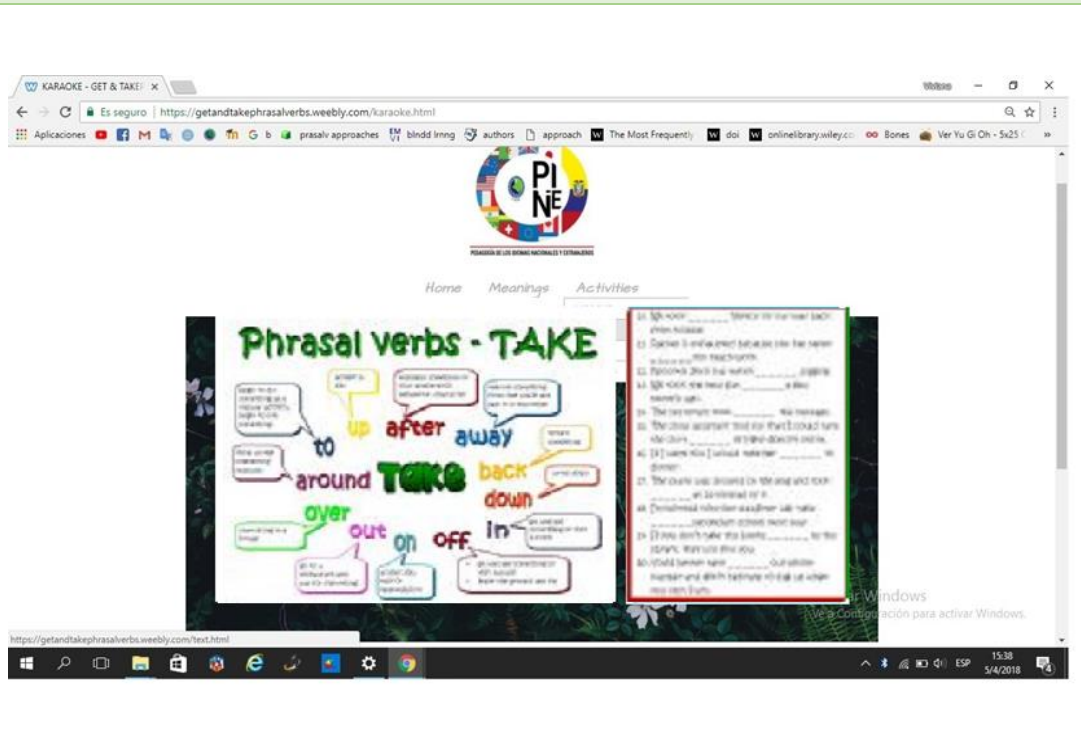
Resources: Tablets, Laptop, Overhead Projector or Worksheet

Organization: Individual/Group

Timing: 15 minutes

Skills/Values: Reading Comprehension, Pronunciation.

Objective: To recognize phrasal verbs starting with “to take” and comprehend the use of them.



Development (according to the activity):

- ❖ Teacher indicates or shows by overhead projector the Card activity from website.
- ❖ Students analyze the explicative online card with “to take” context.
- ❖ Students complete filling the blank of sentences in their cards.(with markers on projected image)
- ❖ Students practice their pronunciation by reading aloud the solved task

ACTIVITY 12

MATCHING PHRASAL VERBS

Activity: Gamming

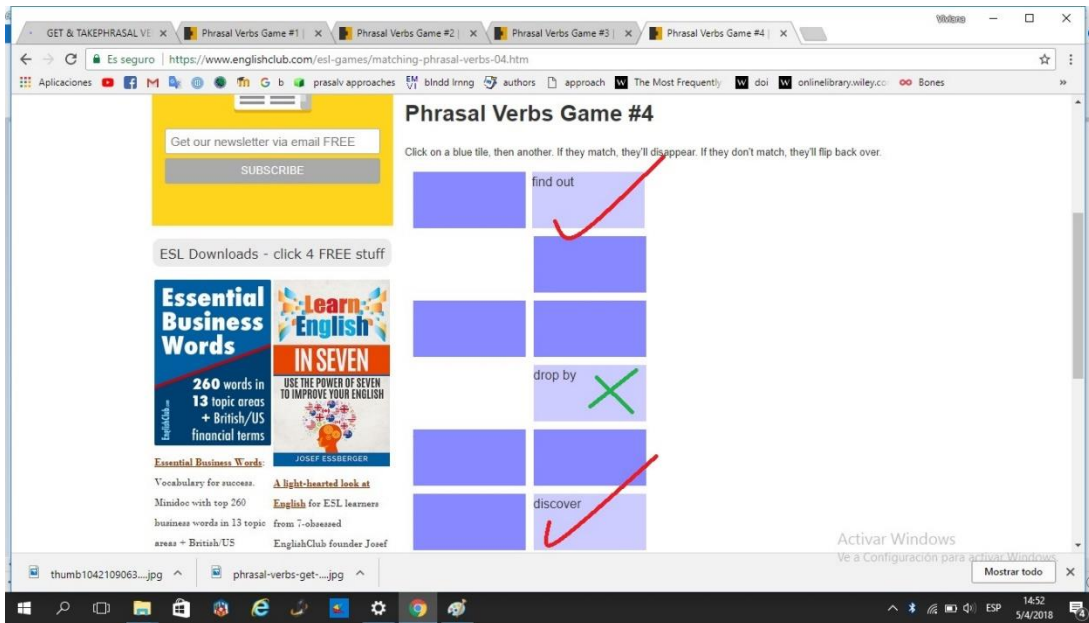
Resources: Tablets, Laptop.

Organization: Group / Individual

Timing: 15 minutes

Skills/Values: Comprehension.

Objective: To build on phrasal verbs starting with “to get” or “to take” and other ones to comprehend the use of them.



Development (according to the activity):

The user open the link from Web application

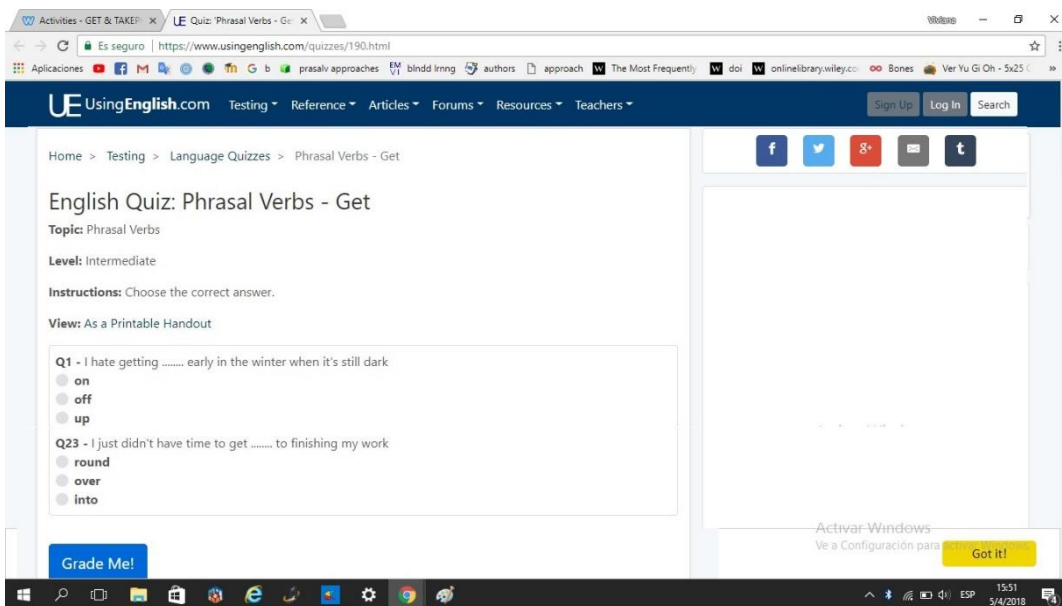
This game consists on:

- ❖ Click on a blue tile, then another.
- ❖ If they match, they will disappear.
- ❖ If they do not match, they will flip back over.

ACTIVITY 13

A QUIZ ABOUT “ To Get” PHRASAL VERBS

Activity: Quiz	Resources: Tablets, Laptop.
Organization: Individual	Timing: 15 minutes
Skills/Values: Listening, Comprehension, Reading, Pronunciation.	
Objective: To measure learning by working up phrasal verbs starting with “to get” and comprehend their use.	



Development (according to the activity):

- ❖ The students have to click the link in “Exercises”
- ❖ The retrieved direction offers a quiz about “to get” phrasal verbs
- ❖ First, it is recommended to read and analyze statements
- ❖ Choose the correct answer
- ❖ Double check the grade obtained
- ❖ Answers are available in a link below “Grade” button.

ACTIVITY 14

A QUIZ ABOUT “ To Take” PHRASAL VERBS

Activity: Quiz

Resources: Tablets, Laptop.

Organization: Individual

Timing: 15 minutes

Skills/Values: Listening, Comprehension, Reading, Pronunciation.

Objective: To measure learning by working up phrasal verbs starting with “to take” and comprehend their use.

English Quiz: Phrasal Verbs - Take
Topic: Phrasal Verbs
Level: Intermediate
Instructions: Choose the correct preposition, etc.
View: As a Printable Handout

Q1 - He looks like his mother; he takes her
 after
 to
 for

Q2 - Do you take me an idiot?
 after
 in
 for

Q3 - The plane couldn't take because of the snow
 off
 up
 to

Development (according to the activity):

- ❖ The students have to click the link in “Exercises”
- ❖ The retrieved direction offers a quiz about “to get” phrasal verbs
- ❖ First, it is recommended to read and analyze statements
- ❖ Choose the correct answer
- ❖ Double check the grade obtained
- ❖ Answers are available in a link below “Grade” button.

ACTIVITY 15

ENGLISH QUIZ: MIXED PHRASAL VERBS

Activity: Quiz

Resources: Tablets, Laptop.

Organization: Individual

Timing: 15 minutes

Skills/Values: Listening, Comprehension, Reading, Pronunciation.

Objective: To measure the learning by working up some mixed phrasal verbs and comprehend their use.

Home > Testing > Language Quizzes > Mixed Phrasal Verbs

English Quiz: Mixed Phrasal Verbs

Topic: Phrasal Verbs

Level: Intermediate

Instructions: Choose the correct answer.

View: As a Printable Handout

Q1 - The waiter asked us to drink ___ as the bar was closing.

off

to

up

Q2 - The shop was doing badly, so the owner closed it ___.

up

[Grade Me!](#)

Development (according to the activity):

- ❖ The students have to click the link in “Exercises”
- ❖ The retrieved direction offers a quiz about “to get” phrasal verbs
- ❖ First, it is recommended to read and analyze statements
- ❖ Choose the correct answer
- ❖ Double check the grade obtained
- ❖ Answers are available in a link below “Grade” button.

4.3. ACHIEVEMENTS AND EXPECTED RESULTS

4.3.1. Achievements

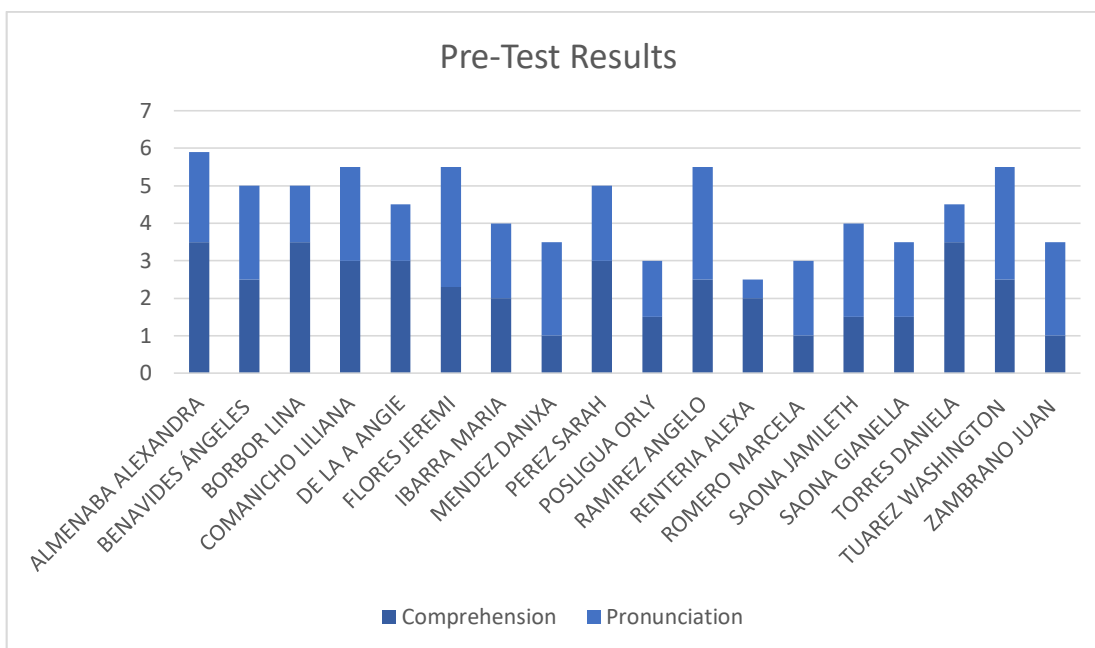
To measure the level of knowledge about common phrasal verbs of tenth basic grade students at Colegio Particular “Eloy Velásquez Cevallos”, it was considered a pre-test; it consisted on solving some exercises from the proposal web application, to research the students’ weakness and strength in the context of phrasal verbs learning, focuses mainly in comprehension and pronunciation.

- **Comprehension.** This test section considers learners understanding of most common phrasal verbs. In which phrasal verbs starting with “To take” and “to get” figure as ration from the total list of them, for the reason that they are the most used.
- **Pronunciation.** This section of the test reflects the appropriate articulation level that students have incurring also in listening-speaking skills.

Additionally, it was designed and implemented a rubric to determine the rank of word recognition, phrasal verbs identification, reading comprehension, pronunciation, and fluency. It was appropriate to develop this diagnostic test because the outcomes will reveal students’ weakness and difficulties learning phrasal verbs, additionally, the analysis will determine the intensity of trainings to solve the exercises.

It is also necessary to mention that this Diagnostic was applied to all students of tenth grade and not only to focus group participants, because the number of participants was manageable

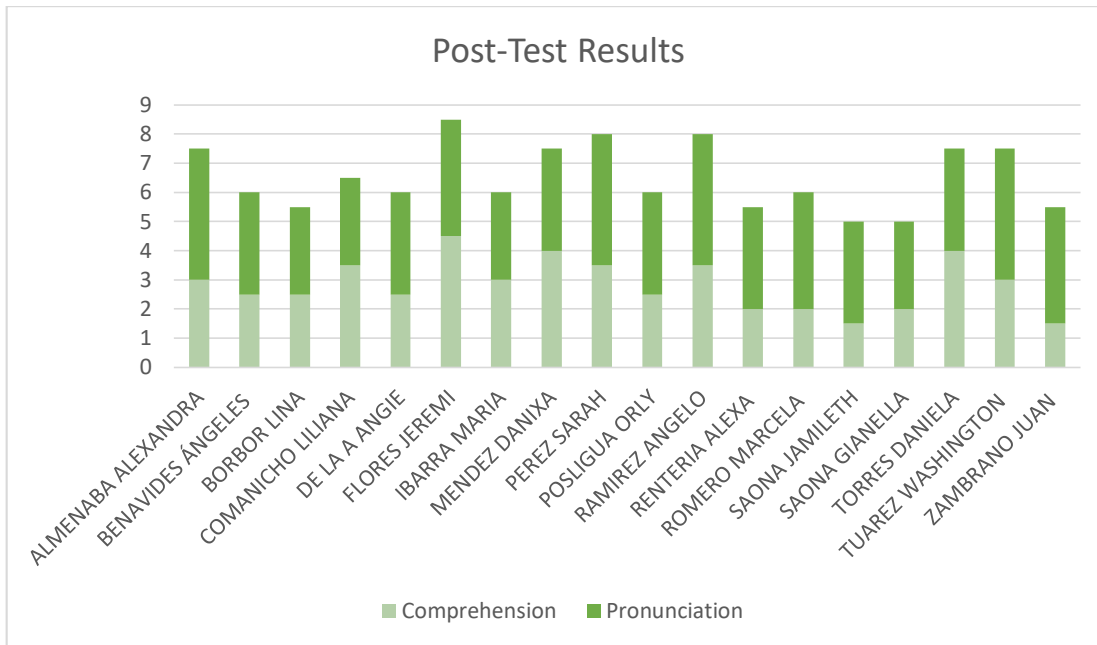
Graph 1: Pre-Test to Tenth Basic Grade Students



Source: Colegio Particular “Eloy Velásquez Cevallos”
Author: Liseth Viviana Tomalá Tomalá

The Post-Test involved the Web application implementation, in which Learners performed activities and exercises focused on comprehension and pronunciation in order to strengthen the most common phrasal verbs with the infinitives “to get” and “to take”. To verify the progress that students have gained, they solve the same quiz answered in Pre-Test that figures as activities 1 and 15. The improvement of the mentioned abilities are shown in the following graph:

Graph 2: Post-Test to Tenth Basic Grade Students



Source: Colegio Particular “Eloy Velásquez Cevallos”
Author: Liseth Viviana Tomalá Tomalá

4.3.2. Expected Results

The comparative analysis concerning Pre-Test and Post-Test revealed a significant progress in scores and consequently in skills and knowledge as well. So the use of a Web application based on common phrasal verbs was a proficient tool in this improvement since the main project purpose was to build fluency with verbs “to get” and “to take” on learners vocabulary and their comprehension and pronunciation, and maintaining also the motivation to increase this kind of knowledge. The outcome demonstrates that effective stimulus aids students to achieve their goals; for instance: the proper articulation of words or the understanding. Finally, the proposed technological instrument means a key tool in learning-teaching process of English language education in the Province of Santa Elena and in Ecuador.

Chart #9: Final Results Comparison

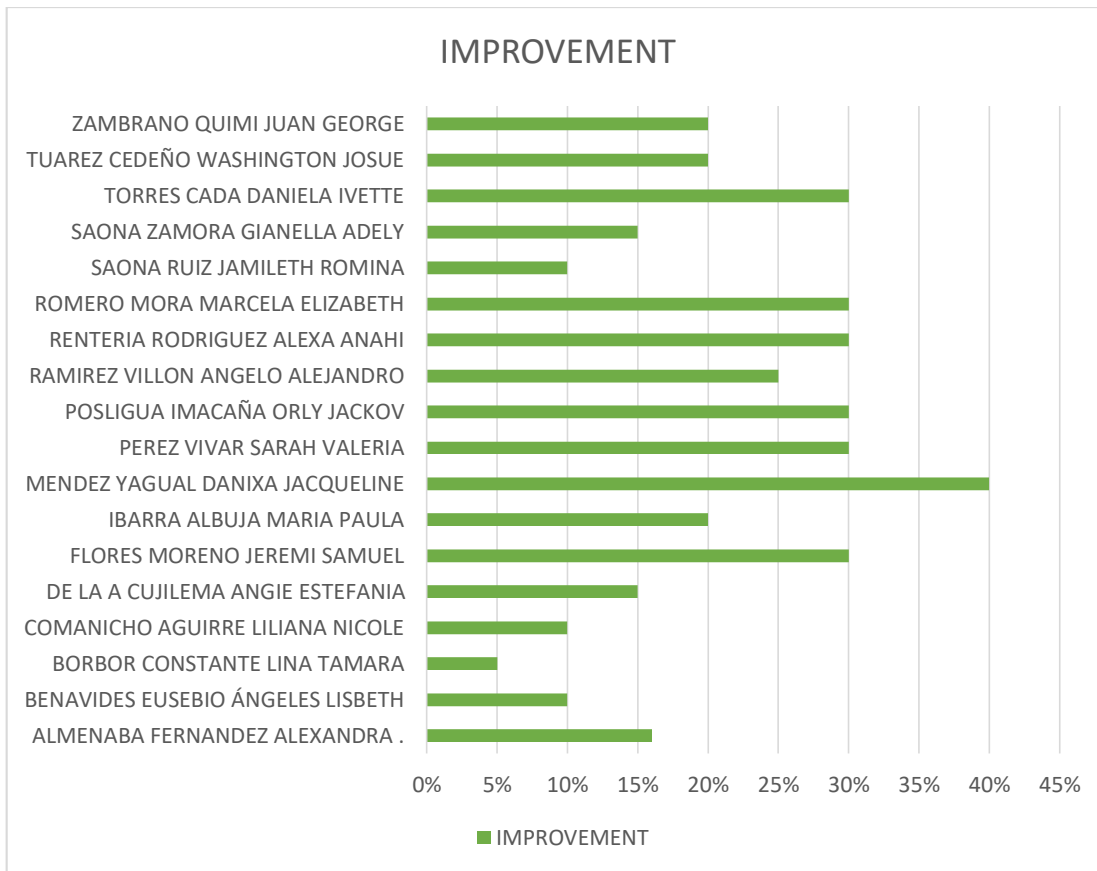
N°	STUDENTS	PRE-TEST	POST-TEST	IMPROVEMENT
1	ALMENABA FERNANDEZ ALEXANDRA .	5,9	7,5	16%
2	BENAVIDES EUSEBIO ÁNGELES LISBETH	5	6	10%
3	BORBOR CONSTANTE LINA TAMARA	5	5,5	5%
4	COMANICHO AGUIRRE LILIANA NICOLE	5,5	6,5	10%
5	DE LA A CUJILEMA ANGIE ESTEFANIA	4,5	6	15%
6	FLORES MORENO JEREMI SAMUEL	5,5	8,5	30%
7	IBARRA ALBUJA MARIA PAULA	4	6	20%
8	MENDEZ YAGUAL DANIXA JACQUELINE	3,5	7,5	40%
9	PEREZ VIVAR SARAH VALERIA	5	8	30%
10	POSLIGUA IMACAÑA ORLY JACKOV	3	6	30%
11	RAMIREZ VILLON ANGELO ALEJANDRO	5,5	8	25%
12	RENTERIA RODRIGUEZ ALEXA ANAHI	2,5	5,5	30%
13	ROMERO MORA MARCELA ELIZABETH	3	6	30%
14	SAONA RUIZ JAMILETH ROMINA	4	5	10%
15	SAONA ZAMORA GIANELLA ADELY	3,5	5	15%
16	TORRES CADA DANIELA IVETTE	4,5	7,5	30%
17	TUAREZ CEDEÑO WASHINGTON JOSUE	5,5	7,5	20%
18	ZAMBRANO QUIMI JUAN GEORGE	3,5	5,5	20%
TOTAL AVERAGE		4,38	6,53	21%

Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Liseth Viviana Tomalá Tomalá

In order to esteem the average improvement obtained by each student, it was necessary to supplement the following graph.

Graph 3: Post-Improvement Tenth Basic Grade Students



Source: Colegio Particular “Eloy Velásquez Cevallos”

Author: Liseth Viviana Tomalá Tomalá

4.4. CONCLUSIONS AND RECOMMENDATIONS

4.3.3. Conclusions

- Using a Web Application based on Common Phrasal Verbs, tenth grade students of Colegio Particular “Eloy Velásquez Cevallos” made the

understanding of basic phrasal verbs and their correct articulation stronger reaching 21% of improvement.

- From the percentage of improvement obtained the most benefited ability is pronunciation, in other words, a web application means a significant tool to develop speaking skill in learners. It helps to achieve some fluency because of the comprehension gained and correct pronunciations of reinforced vocabulary

- This proposal stimulates the interest for other common phrasal verbs, motivating the vocabulary growth and even autonomous work by their digital learning activities which motivate students.

- Online application promotes the learning of English as foreign language through the use of ICTs, because it involves the different technologies and communications with the skill that students should develop, in this way, advances the educative sector in the province of Santa Elena

- This Web application, is adapted to students' academic requirements and preferences, and aids to achieve their goals and to solve their vocabulary weakness, consequently it is scalable to other topics or courses.

4.3.4. Recommendations

- It is suggested that English teachers reinforce teaching-learning process through the use of Web Application Based on Common Phrasal Verbs with “To get” and “To Take” to progress comprehension, pronunciation and other communicative skills.

- It is recommended to maintain the implementation of didactic and technological resources in English classes. Web applications catch the attention of students and motivate them to learn and consequently help them to overcome their weakness.

- It is recommended that learners share their doubts and ideas about other lesson topics with classmates and professors to adapt the material and resources to this web application, in order to become English language knowledge attractive and easy to absorb.

- It is recommended that teachers keep on promoting the use of ICTs through Online application in teaching-learning process of English as foreign language, in order to impart dynamic-updated lessons

- It is recommended to scale web application to other subjects of the same area, for instance: English through Arts, in this manner, the students of other classrooms can improve their comprehension and other skills.

4.5. TIMETABLE

Chart #10: Timetable

ACTIVITIES \ MONTHS		JANUARY				FEBRUARY				MARCH				JULY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	PROPOSAL PROJECT WORK			X													
2	DELIVERY OF PROPOSAL OF PROPOSAL PROJECT WORK				X												
3	CHAPTER I					X											
4	CHAPTER II						X										
5	DELIVERY OF CHAPTER II						X										
6	CHAPTER III							X									
7	DELIVERY OF CHAPTER III							X									
8	CHAPTER IV								X	X							
9	DELIVERY OF CHAPTER IV										X	X					
10	PRELIMINARY PAGES, ABSTRACT, INTRODUCTION, ETC.												X				
11	DELIVERY OF FINAL PROJECT.													X			
12	MEMBERS' COURT DISTRIBUTION														X		
13	PROJECT DEFENSE															X	
14	GRADUATION																X

Author: Liseth Viviana Tomalá Tomalá

4.6. Resources

Chart # 11: Resources

MATERIAL RESOURCES			
DESCRIPTIONS	QUANTITY	UNIT PRICE	TOTAL
Pack of Paper	3	\$4	\$12
Markers Pack	1	\$10	\$10
Printer Ink	4	\$35	\$140
TOTAL			\$162
TECHNOLOGICAL RESOURCES			
DESCRIPTIONS	QUANTITY	UNIT PRICE	TOTAL
USB Memory	2	\$10	\$20
Laptops	3	\$500	\$1500
Tablets	2	\$100	\$200
Overhead Projector	1	\$500	\$500
Printer	2	\$300	\$600
TOTAL			\$2820
TOTAL EXPENSES			
Material Resources Expenses			\$162
Technological Resources Expenses			\$2820
TOTAL			\$2982

4.7. References

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Virtual Bibliography.

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=9092

proficiency masterclass

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=7989

Interaction I a listening/reading skill

http://bibliotecas.upse.edu.ec/opac_css=index.php?lvl=notice_display&id=9364 how

to teach Speaking

APPENDIXES



Unidad Educativa "ELOY VELASQUEZ CEVALLOS"

Telf. 2781378 - 2785061
eloy_velasquez_c@yahoo.com
La Libertad - Ecuador



Diciembre 4 del 2017

Señorita

MSc. Glenda Pinoargote Parra
DIRECTORA DE LA ESCUELA DE IDIOMAS DE LA UNIVERSIDAD
ESTATAL PENÍNSULA DE SANTA ELENA

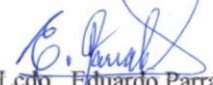
De nuestras consideraciones:

Es grato dirigirnos a usted para expresarle un cordial saludo y los mejores deseos de éxitos en sus importantes funciones.

En calidad de Rector de la U.E. Eloy Velásquez Cevallos me dirijo a usted para informar que la señorita LISETH VIVIANA TOMALÁ TOMALÁ, con C.I. 2400089476, egresada de la carrera de Idiomas de la Universidad Estatal Península de Santa Elena, realizó la entrevista al personal del área de Inglés, a los estudiantes de décimo año de educación general básica y a la autoridad de la Institución. Además realizó la implementación del proyecto "WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS WITH "GET" AND "TAKE" IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018", en la institución educativa que me honro en dirigir.

Particular que comunico a usted para fines legales pertinentes.

Atentamente,


Lcdo. Eduardo Parrales Torres
RECTOR





**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA DE INGLES
INTERVIEW DIRECTED TO ENGLISH LANGUAGE SPECIALIST
CANAAN VALLEY INSTITUTE, SPAIN PUBLIC UNIVERSITY SYSTEM-
MADRID COLLEGE.**

Dear Specialist, the following interview will provide important data for the research paper titled “Web Application to Build on Phrasal Verbs in Students of Tenth Basic Grade at Colegio Particular “Eloy Velásquez Cevallos”, La Libertad, Province of Santa Elena, School Year 2017-2018” please, take the time you consider necessary to answer each question sincerely and honestly. Each of them are completely useful for this work.

Question 1: What was your inspiration to become an English professor, what experiences and strategies have helped you to be better in your area?

Question 2: What is your criterion about nowadays English Education in Ecuador?

Question 3: Why is motivation important in teaching English, and how do you maintain it in your students?

Question 4: What are the advantages of using ICTs during Teaching-Learning process?

Question 5: What strategies or approaches do you recommend to improve the ability of acquiring vocabulary?

Question 6: How important do you consider phrasal verbs in learner's vocabulary?

Question 7: Which are the common difficulties that you have found in students to learn phrasal verbs?

Question 8: According to your appreciation, what is the best kind of technological tool to teach phrasal verbs to sophomores?

Question 9:

What kind of online activities have you implemented to teach - learn composed verbs?

Question 10:

What is your opinion about creating a web application to build on most common phrasal verbs, for example with: "get" and "take", based on the learners needs?

Thanks for your collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA DE INGLÉS
INTERVIEW DIRECTED TO ENGLISH LANGUAGE SPECIALIST
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Dear Specialist, the following interview will provide important data for the research paper titled “Web Application to Build on Phrasal Verbs in Students of Tenth Basic Grade at Colegio Particular “Eloy Velásquez Cevallos”, La Libertad, Province of Santa Elena, School Year 2017-2018” please, take the time you consider necessary to answer each question sincerely and honestly. Each of them are completely useful for this work.

Question 1: What was your inspiration to become an English professor, what experiences and strategies have helped you to be better in your area?

Question 2: What is your criterion about nowadays English Education in Ecuador?

Question 3: Why is motivation important in teaching English, and how do you maintain it in your students?

Question 4: What are the advantages of using ICTs during Teaching-Learning process?

Question 5: What strategies or approaches do you recommend to improve the ability of acquiring vocabulary?

Question 6: How important do you consider phrasal verbs in learner’s vocabulary?

Question 7: Which are the common difficulties that you have found in students to learn phrasal verbs?

Question 8: According to your appreciation, what is the best kind of technological tool to teach phrasal verbs to sophomores?

Question9:
What kind of online activities have you implemented to teach - learn composed verbs?

Question 10:
What is your opinion about creating a web application to build on most common phrasal verbs, for example with: “get” and “take”, based on the learners needs?

Thanks for you collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA DE INGLÉS
INTERVIEW DIRECTED TO PRINCIPAL COLEGIO PARTICULAR
“ELOY VELÁSQUEZ CEVALLOS”**

Dear principal, the following interview will provide important data for the research paper titled “Web Application to Build on Phrasal Verbs in Students of Tenth Basic Grade at Colegio Particular “Eloy Velásquez Cevallos”, La Libertad, Province of Santa Elena, School Year 2017-2018” please, take the time you consider necessary to answer each question sincerely and honestly. Each of them are completely useful for this work.

Question 1: What is your criterion about English education in Ecuador?

Question 2: Do you consider technology as an important factor in Education?

Question 3: What are the advantages of using ICTs during the Teaching-Learning process?

Question 4: Do you think that websites can give significant didactic information to students?

Question 5: Have you ever applied websites as tools to encourage students?

Question 6: Do you agree that the use of a web application will aid learners to develop English language skills?

Question 7: Do you think that using a web application will build up vocabulary in students of tenth basic grade?

Question 8: Would you support the implementation of a web application to build up vocabulary in students of tenth grade?

Thanks for your collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA DE INGLÉS
INTERVIEW DIRECTED ENGLISH TEACHERS COLEGIO PARTICULAR
“ELOY VELÁSQUEZ CEVALLOS”**

Dear English teachers, the following interview will provide important data for the research paper titled “Web Application to Build on Phrasal Verbs in Students of Tenth Basic Grade at Colegio Particular “Eloy Velásquez Cevallos”, La Libertad, Province of Santa Elena, School Year 2017-2018” please, take the time you consider necessary to answer each question sincerely and honestly. Each of them are completely useful for this work.

Question 1:

What is the most common strategy to enhance teenagers in the acquisition of English language?

Question 2: What strategies do you use the most in your English classes to build up vocabulary?

Question 3: Do you consider ICTs as important factor in teaching-learning process?

Question 4: What are the advantages and disadvantages of using technology during the teaching-learning process?

Question 5: What is the best technological tools to teach English vocabulary to teenagers at present times?

Question 6: Have you ever thought in using a specific website tool in your classes?

Question 7: Have you ever applied web applications to encourage students in the acquisition of English vocabulary?

Question 8: Do you think that phrasal verbs conform an important aspect to learn in English classes?

Question 9: Do you believe that the use of web applications with phrasal verbs will aid students to build on vocabulary?

Question 10: Would you support the implementation of a web application with the most common phrasal verbs with "get" and "take" to build on them in students of tenth basic grade?

Thanks for your collaboration

Assessment students' Accomplishment Rubric

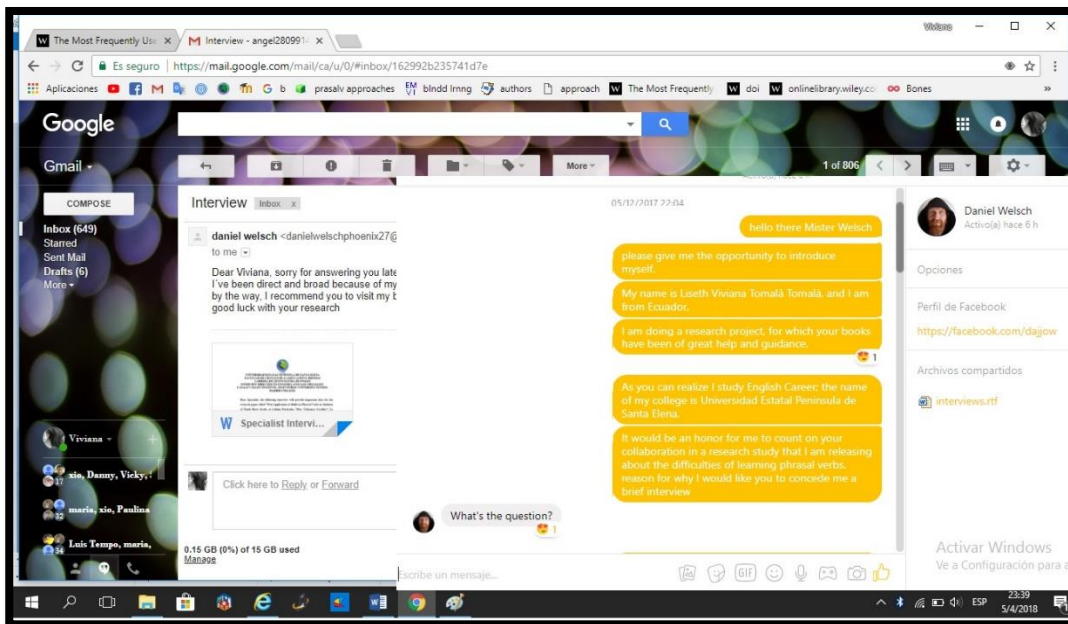
Descriptors	Excellent(9-10)	Satisfactory (6-8)	Acceptable (3-5)	Unsatisfactory(1-2)
PRONUNCIATION	Not pronunciation mistakes	Comprehensible pronunciation	Low comprehension of pronunciation	Many articulation mistakes
VOCABULARY	Rich vocabulary And expressions	Basic vocabulary words	Incorrect use of words	Poor vocabulary
FLUENCY	Good communication with continuous speech	Short pauses, good understanding in conversations	Incomplete thoughts and frequent pauses	Long periods of Psilence.
TASK ACCOMPLISHMENT	Correct completed task	Completed task with little mistakes	medium finished task	Incomplete task
	1	2	3	4

PICTURES

Figure 1: Interview to English Teaching Specialist, Universidad Estatal Peninsula de Santa Elena.



Figure 2: Captures from Messenger and G-mail. E-mail and Attached Interview



**Figure 3: Interview to Pincipal of Colegio Particular “Eloy Velásquez Cevallos”
Lcdo. Eduardo Parrales Torres.**



**Figure 4: Interview to Eslgish Teacher of Colegio Particular “Eloy Velásquez
Cevallos” Lcda. Helena Gordino Mota**



Figure 5: Interview to English teacher of Colegio Particular “Eloy Velásquez Cevallos” Teacher Manuel Marino Soriano



Figure 6: Meeting with Focus Group Tenth Basic Grade Students



Figure 7: Students Releasing Karaoke Activity using Overhead Projector



Figure 8: Student training by Exercises to grade her knowledge



Figure 9: Learners receiving teachers' assessment for the appropriate use of Web Application



Figure 10: Individual/groupal Activity. Solving exercises from Website, in Smartphones and tablets





Universidad Estatal
Península de Santa Elena

FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Oficio N° 030-PINE-UPSE-2017-OF
La Libertad, 27 enero 2017

Licenciado
Eduardo Parrales Torres
RECTOR UNIDAD EDUCATIVA "ELOY VELÁSQUEZ CEVALLOS"
Presente.

De mi consideración:

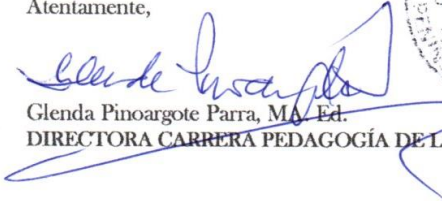
La Srta. TOMALÁ TOMALA LISETH VIVIANA, con C. I # 240008947-6, egresado de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
A WEBSITE TO PROMOTE THE LEARNING OF PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR "ELOY VELASQUEZ CEVALLOS", LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.	MSc. Jeannette Cevallos Alcívar.	RCA-SO-002-2016 (28 enero 2016)

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,


Glenda Pinoargote Parra, MA Ed.
DIRECTORA CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJERO



C.c Archivo.



FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS

Memorando n°: UPSE-FCEI-2017-111-M

La Libertad, abril 24 de 2017

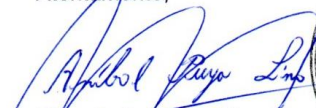
PARA: MSC. ROSA GARCÍA VILLAO
DOCENTE DE LA CARRERA DE LICENCIATURA EN INGLÉS

Asunto: Tutor de tema

En cumplimiento al Reglamento de Trabajo de Titulación, Arts. 9 y analizada la solicitud presentada, el Consejo Académico RCA-SO-005-2017 en sesión ordinaria del 20 de marzo del año en curso, RESUELVE designarlo como nuevo **TUTOR**, del siguiente tema de trabajo de titulación:

ESTUDIANTE	TEMA APROBADO
TOMALÁ TOMALÁ LISETH VIVIANA	WEBSITE TO LEARN PHRASAL VERBS WITH "GET" AND "TAKE" ON STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICUALR ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018

Atentamente,


MSc. Anibal Puya Lino
DECANO



APL/lq

RECIBIDO

APELLIDOS Y NOMBRES:

Tatiana Aguilar

FECHA: *25/04/2017*

HORA: *11:30*

RQ

FIRMA



FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS

Memorando n°: UPSE-FCEI-2017-110-M


La Libertad, abril 24 de 2017

PARA: TOMALÁ TOMALÁ LISETH VIVIANA
ESTUDIANTE DE LA CARRERA DE INGLÉS

Asunto: Asignación de Tutor

En cumplimiento al Art. 9 del Reglamento de Graduación y Titulación y analizada la solicitud presentada, el Consejo Académico RCA-SO-005-2017 en sesión ordinaria del 20 de marzo del año en curso, **RESUELVE** designar como nueva **TUTORA** del tema WEBSITE TO LEARN PHRASAL VERBS WITH "GET" AND "TAKE" ON STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018, a la **MSC. ROSA GARCÍA VILLO**.

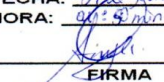
Atentamente,


MSc. Anibal Puya Lino
DECANO



APL/lq

RECIBIDO

APELLIDOS Y NOMBRES:
Tomalá Tomalá Liseth Viviana
FECHA: *24 de abril 2017*
HORA: *09:30 min.*

FIRMA



Unidad Educativa
"ELOY VELASQUEZ CEVALLOS"

Telf. 2781378 - 2785061
eloy_velasquez_c@yahoo.com
La Libertad - Ecuador



Diciembre 4 del 2017

Señorita

MSc. Glenda Pinoargote Parra

**DIRECTORA DE LA ESCUELA DE IDIOMAS DE LA UNIVERSIDAD
ESTATAL PENÍNSULA DE SANTA ELENA**

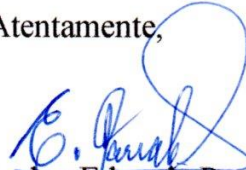
De nuestras consideraciones:

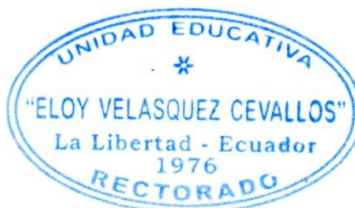
Es grato dirigirnos a usted para expresarle un cordial saludo y los mejores deseos de éxitos en sus importantes funciones.

En calidad de Rector de la U.E. Eloy Velásquez Cevallos me dirijo a usted para informar que la señorita LISETH VIVIANA TOMALÁ TOMALÁ, con C.I. 2400089476, egresada de la carrera de Idiomas de la Universidad Estatal Península de Santa Elena, realizó la entrevista al personal del área de Inglés, a los estudiantes de décimo año de educación general básica y a la autoridad de la Institución. Además realizó la implementación del proyecto "WEB APPLICATION TO BUILD ON COMMON PHRASAL VERBS WITH "GET" AND "TAKE" IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR ELOY VELÁSQUEZ CEVALLOS, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018", en la institución educativa que me honro en dirigir.

Particular que comunico a usted para fines legales pertinentes.

Atentamente,


Lcdo. Eduardo Parrales Torres
RECTOR



La Libertad, 19 de Abril del 2018

CERTIFICADO ANTIPLAGIO

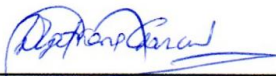
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En calidad de tutor del trabajo de titulación denominado **“WEB APPLICATION TO BUILD ON PHRASAL VERBS IN STUDENTS OF TENTH BASIC GRADE AT COLEGIO PARTICULAR “ELOY VELASQUEZ CEVALLOS”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017-2018”**.

elaborado por la estudiante **LISETH VIVIANA TOMALÁ TOMALÁ**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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for instance on public education. Phrasal verbs (P. Vs.)

are a key part of the vocabulary that a student must handle. The phrasal verbs are really indispensable to express or understand ideas, because they are always present in the daily dialogues. Despite of how much four skills can be displayed: listening, reading, writing, speaking, will not be retained if the learners don't understand the main vocabulary, and such vocabulary mainly includes phrasal verbs. They are used every day, in conversations or texts; some ideas are easy to express by using other words. However, other ones are quite different and even impossible to explain without them. They conform an indispensable part of the English language, stated almost always in whichever circumstance, by this reason it is essential

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#1 Activo

One important reflection which cognitive scholars have, like Linder (1981), Tyler Evans (2003), and Rudzka-Ostyn (2003) is that the phrasal verbs meaning can change from their concrete to their abstract meaning, also metaphors are the link of them, in addition the way to learn could be metaphorical and significant if is inserted by inventive techniques. In fact, the learning of phrasal verbs depends on the way that their meaning comes to the learners mind, it is metaphorical and innovative, then is compulsory and obligatory the implementation of a currently educative system,

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the implementation of a web application to build on them in students of tenth basic grade at Colegio Particular "Eloy Velásquez Cevallos".
3.3.2.1.

Camera, Video-Camera

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in students of tenth basic grade
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IN STUDENTS OF TENTH BASIC GRADE

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