PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

"TASK-BASED CENTERED ACTIVITIES FOR ENCOURAGING ADULTS TO LEARN ENGLISH, AT UNIDAD EDUCATIVA P.C.E.I MANUELA SÁENZ, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, ACADEMIC YEAR 2014-2015"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

Author: William León Ascencio Quimí
Advisor: Msc Sara González Reyes

La Libertad – Ecuador

2015

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE EDUCATION E IDIOMAS

ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLES

TEMA:

"TAREAS BASADAS EN ACTIVIDADES CENTRADAS A INCREMENTAR EL APRENDIZAJE DEL INGLES EN LOS ESTUDIANTES ADULTOS DE LA UNIDAD EDUCATIVA P.C.E.I MANUELA SÁENZ, EN BALLENITA SANTA ELENA PROVINCE OF SANTA ELENA, AÑO ACADEMICO 2014-2015"

TRABAJO DE INVESTIGACION
Previo a la obtención del título de:
LICENCIADO EN IDIOMA INGLES

Autor: William León Ascencio Quimí
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La Libertad – Ecuador

2015

La Libertad, May 15th / 2015

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "Task-Based Centered Activities for encouraging adults to learn English, at Unidad Educativa P.C.E.I Manuela Sáenz, academic year 2014-2015" prepared by William León Ascencio Quimí, undergraduate student of the English Teaching Career; Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

…………………………….

Msc Sara Gonzalez Reyes

Advisor

La Libertad, May 15th / 2015

STATEMENT OF AUTHORSHIP

I, William León Ascencio Quimí, with ID number. 0910700129, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Language, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "Task-Based Centered Activities for encouraging adults to learn English, at Unidad Educativa P.C.E.I Manuela Sáenz, academic year 2014-2015", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I want to dedicate this work to my lovely wife and children, because they have been my inspiration to finish my career and for supporting me, staying always by my side.

William

ACKNOWLEDGMENT

Infinitely thank God for giving me the opportunity to complete successfully my studies, to my family who has been always my support, to my teachers who have taught me their nice lessons and, were always willing to remove all doubt inside and outside the classroom.

I want to say thank you to headmasters Glenda Pinoargote Parra and Elsa Arrieta Morales, for having the strength and ability to create this beautiful career where I belonged; this change will benefit to the students and society.

William

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PENINSULA OF SANTA ELENA

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ABSTRACT

Nowadays institutions of education have been implementing technological equipment to increase teaching; allowing to develop new knowledge in English language. Teachers have produced interaction into class, creating rapport and warm environment in the learning process. Task-based learning activities, used as constructive method, has more interaction practicing new strategies including critical thinking for solving problems; so this research is focused on 9th and 10th Basic General Education students at Unidad Educativa P.C.E.I "Manuela Saenz". The objective is, to improve knowledge using a variety tools to teach this language. One of the advantages of this method is the technology with a variety of pedagogical resources; students catch up easily the lesson and comprehension. It is interesting because, there are a lot of adult learners, which have a good attitude to learn within a positive atmosphere sharing activities with enthusiasm.

Keywords: Creating rapport, task-based learning activities, constructive method, Unidad Educativa P.C.E.I "Manuela Saenz", pedagogical resources, catch up, adult   learners.

INTRODUCTION

People around the world have advanced, at the same pace as technology in different areas, in the educational field they have been adapting technological equipment, which introduces new resources to develop different strategies applied in educational process; they are used in order to ease all the acquired.

At high schools, teachers sometimes follow the traditional method, so rigid that the students do not participate expressing their own ideas, and they are involved in that education system. In the present time there are a variety of methods, which have been introduced at the teaching-learning process, allowing more interaction and opportunities inside the classroom.

Task-based learning activities are part of the methods with a diverse kind of activities, where students use language to achieve specific outcomes, where technology is integrated as a principal tool at Unidad Educativa P.C.E.I "Manuela Saenz". These activities will develop the strategies for improving language on students, and they can develop fluent communication, consolidating the knowledge learned in class; using their own language in everyday life.

This research contains five chapters; the first one describes the following: Title, statement of the problem, contextualization, critical analysis, and formulation of the problem, guideline questions, and delimitation of research object, Significance of the Research, general objective, and specifics objectives.

Chapter two is related to literature review containing previous research, philosophical basis, fundamental categories, legal basis, hypothesis, and variables of the study.

Chapter three contains methodology; research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results, conclusions and recommendations.

Chapter four refers to, proposal informative data, proposal background,

significance, objectives: general objective and specific objectives; design and development, charts, tablets, and graphs, interpretation of the results of the surveys.

Finally, chapter five is about the administrative framework, it contains the resources (institutional, human, material, and economic).

CHAPTER I

THE PROBLEM

1.1 TOPIC

"TASK-BASED CENTERED ACTIVITIES FOR ENCOURAGING ADULTS TO LEARN ENGLISH, AT UNIDAD EDUCATIVA P.C.E.I MANUELA SÁENZ, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, ACADEMIC YEAR 2014-2015"

1.2 Statement of the problem

1.2.1 Contextualization

English is the second language that people speak around the world. It's the mother tongue in the United Kingdom and United States of America and other countries, where people speak English, In Latin America governments through the Ministry of Education are trying to increase some methods of English, to develop the knowledge, and raise the level of English in students, especially in Elementary and high schools. To learn this language is too important in the daily activities and personal communication.

In Ecuador, many students don't have enough knowledge of this Language, because they don't have enough technological materials in the classroom in order to improve their abilities, so most of them need to learn the structure and strategies from this foreign language, and it's necessary to find the way to increase the level of English in the future professionals in the world.

1.2.2   CRITICAL ANALYSIS

In Santa Elena province there are some private High Schools, where the most of students are adults. They have a serious problem with English language, because they go to class only once a week.

The students need to cover their lack of knowledge in the English area, then it's very important to find specific activities for encouraging adults to learn English, because they don't have a specific English method for learning, It causes a serious difficult problem to learners, and they look it so hard to understand this language, because the principal disadvantage is the time, and they need to practice more activities, so it's necessary to apply other kind of materials, or methods in order to increase their knowledge.

1.2.3   FORMULATION OF THE PROBLEM.

1.2.4   Guideline questions

How will improve the level of English Language in adult learners at Unidad Educativa P.C.E.I "Manuela Sáenz"?

What method would you apply to the students at Unidad Educativa P.C.E.I "Manuela Sáenz"?

 How to analyze the activities from Task-Based Centered Activities for learning?

1.2.5   DELIMITATION OF RESEARCH OBJECT

This research will take place at Unidad Educativa P.C.E.I "Manuela Sáenz".

Field: Education.

Area: English Language.

Aspect: Teaching-Learning.

Title: Task based learning activities.

Problem: How to increase English language in adult learners at Unidad Educativa P.C.E.I "Manuela Sáenz".

Time Limitation: School year 2014-2015.

Population: Ninth, and tenth grade of basic education.

Spatial Limitation: around 60 students, it is about 25% of the population.

Nowadays all people around the world need to know about English Language, because it's necessary in the people's communication, especially in our tourism region.

It's too important to remember, adults learners have a big problem for a long time, because in this kind of Institutions the authorities don't have a specific material in the task, so it's necessary to improve other kind of projects, strategies and methods in order to generate their attention, and teachers can help them, because They don't have enough technological and audiovisual materials to increase the activities in class.

In our province there are a lot of adult learners, so the principal purpose in private schools should be to use other kind of resources in the classroom, because it helps develop the skills in adult learners, and a lot of them will understand all about English, it is very important, because they need to do interesting things.

1.3   SIGNIFICANCE OF THE RESEARCH.

Distance Education needs to teach and learn English, using other resources; is so well known according the new curriculum in our country it is necessary to increase the level of knowledge in order to get better results with students. However there is a good method called "Task-Based Centered Activities for encouraging adults to learn English" it could help the students to develop their abilities in classes.

In this situation, the task-based centered activities for encouraging adults to learn English. It's basically the method the students need, because it's oriented to develop the capacities and abilities of the learners, and they will know the principal English activities.

It's a good process for an interactive classroom, because through this method the students could benefit, and raise the level of knowledge, also teachers can change the way to teach.

We can help to find the solution to this problem applying correct strategies and techniques, developing and promoting teaching, according to the new globalization learning with English communicative curriculum. It will be able to permit the adequate level of knowledge in the English Language.

1.4   OBJECTIVES OF THE RESEARCH

1.4.1   General Objective.

1- To improve the knowledge on adult learners through "Task-Based Centered Activities for encouraging adults to learn English at Unidad Educativa P.C.E.I Manuela Sáenz". It is located in Ballenita,-Santa Elena province of Santa Elena. School Year 2014- 2015.

1.4.2   SPECIFIC OBJECTIVES.

- To identify the percentage of students with little knowledge in English language at Unidad Educativa P.C.E.I "Manuela Sáenz".

- To determine the causes of the little knowledge of English in students at Unidad Educativa P.C.E.I "Manuela Sáenz".

- To analyze the kind of methods and activities applied by the teachers at Unidad Educativa P.C.E.I "Manuela Sáenz".

- To select activities on Task-Based Centered Activities, for the improvement of English Language in students at Unidad Educativa P.C.E.I "Manuela Sáenz".

CHAPTER II

2. LITERATURE REVIEW.

2.1 Previous research.

Learning English is beneficial to the students, because they can learn this language, if teachers apply different methods in order to get the best comprehension. When people in our country try to communicate in English, they do not understand clearly, so it´s necessary to make a research about successful methods; and the activities can help them.

English teachers have been worried, because they do not find the way how to communicate effectively with learners; the problem is common in educational Institutions where students are adults, so it is necessary to practice with other resources.

2.2 Philosophical Basis.

Many years ago, there were some writers who invented different theories and methods; they have contributed to develop the principal skills that students need to increase in the education field; methods and strategies, have been practicing in teaching-learning activities, in order to help teachers to understand the English language, these are mentioned below:

Piaget´s cognitive development theory

Piaget. (1986) observed the Cognitive development on children, so he decided to study their behavior in order to get some important information about how they develop the mental structure, and biological process.

He separates two processes: Development and learning. Development is related to the mechanisms of action, and thoughts refer to intelligence. Learning is about the skills acquisition, specific data and the information storage. Related language, it´s used in order to communicate and contribute to the thinking action, but only in a

peripheral way. The difference between knowing a word, and understanding one situation, there is necessary a formal mechanism of thinking to master the difficulties on the linguistic environment.

In the other hand, cognitive adapting is a balance between assimilation and accommodation. The accommodation is the change that occurs in the knowledge structures, since people are babies to become adults; and the assimilation is the process which people keep and identify some kind of information during their growth.

The constructivism

Piaget and Vygotsky are eminent figures in the development of constructivist theories. They were believed that the classrooms must be constructivist environments.
Jean Piaget (1896-1980), explains the learning process by schemes, assimilation, accommodation, and equilibrium; creating new learning interactions. The motivation is the predisposition for adapting learner at the environment.

Piaget explores four sequential stages of the psychological development of the young learner, he believes that teachers should be cognizant of these stages. Sensory-motor Stage; refers the intuitive intelligence, in sensory experiences; and motor activities before two years old.

The preoperational stage is developed from 2 to 7 years old, and the Concrete Operational Stage, is where the intelligence is logical, conserved, and dependent on concrete references it is from 7 to 11years old; finally, the Formal Operational Stage; is when abstract thinking starts, and learner begins thinking about probabilities, associations, and analogies, it develops after the age of 11. The developmental theory of learning and constructivism, are based on discovery.

The constructivism by Lev Vygotsky (1896-1934), explains important points of view in his theory of social constructivism, he believed that learning and

development are a collaborative activity, and children are cognitively developed in the context of socialization and education.

The culture has provided vital cognition to the children, transforming their perceptual, attention, and memory capacities. In the learning process, the child first makes contact with the social environment; with interpersonal level and they can internalize experiences.

According to Vygotsky, the constructivism is known as social constructivism, because it implies, the significance of culture and social context; furthermore, the zone of proximal development, determines the independence for solving problems; and the level of potential development is determined through problem solving under adult guidance.

Motivational theory by Jeremy Harmer

Jeremy Harmer (1947) the motivation improves with activities; teachers should attempt to strike a balance between challenge and boring. Very simple activities will not motivate the students, and will cause effects to decrease.

The psychology of motivation has as objective to find out the causes of behavior, its long journey nowadays, so the planning and the calendar of targets, should be contents, procedures, and criteria of evaluation; in accordance with the pupils. This planning of the teaching practice, does not mean minimize the skills from the teacher that shows improvisation and creativity in classroom.

Teachers need to provide interesting and varied activities with a view to achieve clearly objectives defined, maintaining order and discipline in the classroom, but without leaving of side the students need to communicate and participate actively, motivation for organizing work in a relaxed atmosphere.

Chomsky`s Linguistic Theory.

According to Chomsky (1928), the language is designed to communicate an infinite range of messages, ideas and emotions. Therefore, the language is a construction that evolves constantly, subject to review by those who use it for writing or speech.

Children, in particular, often use language of creatively due to the fact, that they are not familiar with the proper way of using words and phrases.

This theory is derived from universal principles applied to human languages, concept known as Universal grammar. From a linguistically point of view, the language would be an autonomous school, separated from intelligence.

Chomsky on Language Acquisition

He postulated the mechanism on language acquisition derived from the innate processes. It is something that already stayed in the mind since birth. The theory proposed by Chomsky is proved by the children living in the same linguistic community. They are not influenced by the external experiences which bring about the grammar.

In 1977, he proposed his theory on language acquisition as: All children share the same internal constraints, which characterize narrowly the grammar, they are going to construct. He also proposed all of us live in a biological world, and mental world is not the exception; he believes that there are stages of development in other parts of the body.

Curriculum Approaches by Jack Richards.

Jacks Richards (1958), wrote about how to implement the language teaching programs in the curriculum design; they are described and compared the input and outcomes processes. The design starts with syllabus planning, by assessment of learning outcomes, Innovating methods and methodological focuses or implementing new strategies to the students.

The curriculum is the instrument that contains methodology and pedagogical techniques in a language classroom with specified materials, resources, and other activities that teachers are going to apply in the classroom so students can benefit with the learning-teaching process in this foreign language.

Grammar-translation method

The grammar translation method is known as one of the most traditional of teaching a language. It has been used in Europe in the 17ths, to 19ths in order to teach languages; as the Greek or Latin, focused more on the techniques of reading and interpretation and listening comprehension.

The grammatical translation method has an excess on the specific rules in English grammar to make translation words and phrases directly in the native language, students need to use a list of vocabulary and memorize. In this method the English written and literary language is more important than the speech, where reading and writing have the main priority; and the precision in the grammar having fluency.

Students who learn with the grammar translation method, have the capacity to translate texts without difficult, they have a thorough knowledge in English grammar including the verb tenses.

Total Physical Response (TPR)

The psychologist James Asher refers about this language teaching method, it´s built around the coordination of speech and action; he included the developmental psychology, learning theory, teaching procedures proposed by Harold and Dorothy Palmer in 1925. Additionally Asher discovered that adult and child learn in a parallel way, which they respond physically before child begins to produce verbal responses. Finally, Asher included an important factor to the school, it´s the emotional role with game like movements, because it´s positive in language learning.

The Silent Way

According Dr Gattegno (1972)   The role of the teacher is to monitor the autonomy student´s effort, because they are encouraged to participate in an active way, fundamentally practicing the pronunciation in each class, the principal facts in this method, is the functional vocabulary and a structural syllabus in order to avoid translation and repetition in the language. The silent way is used by teacher for multipurpose such as teaching materials, Cuisenaire rods, and evaluations.

Community language learning (CLL)

This method was developed by Charles Arthur Curran in (1970), He refers the roles of knower and learner, he compares both of them like a counselor and client, because they can help each other to understand their own problems.

Furthermore, it emphasizes in the interaction group and considers the student´s feeling as a priority, because it determines the contents in the conversations, and comprehension.

Communicative language Teaching

 Margie S Berns in (1984) described this method, like the necessity for the students´ and teachers´ communication using real-life. The audio-lingual method of language teaching, the motivation is important, because the students have interaction activities, and share meaningful topics with the society.

The roll of the teachers in communicative language teaching should be like active monitors, listening to the students during communicative speaking exercises; because sometimes the students´ participations are more active, and creatively.

Content-Based Instruction

Content-based instruction by (Brinton, Snow, Wesche, 1989), has learning objectives focus on the content school subject, and students need to learn content

linguistic elements in the second language, one of the features of the content-based is the focus always focused on the student. It gives to the student a linguistic, understandable and relevant input using authentic materials.

It provides to the students with many opportunities to use the second language, in a productive manner. This way is also beneficial, because students can develop the second language in an environment where they can negotiate.

Not only the language also the content, having a class in the environment, students can develop skills and have critical thinking, it is good to the teachers, because the students interact and exchange ideas and opinions to solve problems.

Competency-based education

The education world needs to be linked with the work world, the concepts take the competence-based education and proceed to adapt it, in concordance with their purposes in order to apply it properly. The competence-based on education emerges as a formative conception at work. Its purpose is related to productivity, engaged in their activities just complete a training program.

The adaptation goes through educational demands, taking into account the integrality, the disciplinary, attitudinal contexts and other, perhaps the most important, colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary.

Team-based learning

Team-based learning It´s based on interaction of small groups, in more substantial form, that probably used in education in any other instructional commonly strategy, work group is directed, to expose and improve the skills of the students to apply the contents in the classroom, with TBL most teaching time in class, is used for work group.

TBL, involves typically multiple activities and groups, tasks are designed to improve learning and promote development of self-managed learning teams. The role of the teacher changes from the general information to design and management the instructional process, and the students' role information is changing from passive recipients to be responsible for studying the contents in the classroom; as autonomous such a way they can be prepared for working groups in class.

Teaching adult learners.

Adult education is a specific kind of education because it assumes the equality of teachers and learners and the interchangeability of teaching and learning roles.

Education is no longer viewed as preparation for productive adulthood; it is increasingly being seen as a lifelong necessity for personal and social well-being. Adult's education play an important role in lifelong learning is becoming more prominent as the social context changes.

Brooks Doherty (2012), in his article "Tips for teaching adult students", refers to the non-traditional learners; many educators have discovered, adult learners are fundamentally different from their younger counterparts; most instructors have been in their own devices, to figure out how best to reach. They come to class with an entirely different set of challenges, demands and expectations, and generally with different levels of maturity. How can instructors better accommodate and encourage adult student succeed in a classroom setting?

Here are some ways, to create a better environment for adult learners, no matter the subject material.

Treat them like the adults; adult learners are generally more sophisticated and experienced than their younger counterparts and they benefit from realistic examples of skills they can use in "real life."

Adult learners will be empowered as they discover, and have a great deal to teach their younger classmates, and dynamic is mutually beneficial.

Thomas Lisack, an instructor at Rasmussen College in Wausau, recommends incorporating intergenerational discussions on issues that otherwise, have a generational divide as appropriate for the subject matter to engage learners in all ages. **Be aware their classroom skills may be "rusty."** Some adult learners have not been in a classroom for 30 years, so you may need to remind them of basic rules and etiquette, such as raising a hand if you have a question.

At the same time, reassure them, as the instructor, teachers should not be judgmental of their life experiences, or their perspectives; because they will be evaluated only on their mastery of the content.

Teachers need to be efficient with lessons and activities; Andrea Leppert, instructor at Rasmussen College in Aurora/Naperville, IL. Adult students have jobs, sometimes children and tons of responsibilities, so teachers can share some information in every class with useful activities in every class, Consider balancing instructional time with "lab" time, giving students the opportunity to do modeling work; or homework in class to give them a better chance of accomplishing all the requirements on time.

Task-based learning Language activities

According to Nunan (1989) task based learning in second language, is an important work element in the class, which implies the students to be understood, manipulated, produce or interact in the language, while they focus their attention more in the meaning than in the form. It is an innovative foreign language teaching theory; these are the best way to learn through a different process known as: presentation, practice, and production.

Based from the text book, planning a task to the students, teachers need to think in the language they are going to use, and the product they want to get; explaining clearly the task, giving the vocabulary and fulfilling different stages of the tasks process.

Teachers should make time to include tasks in our language classes; to adapt our texts to the tasks we can follow these guidelines:

There are different kinds of tasks: Doing lists they generate many conversations and exchange inside the groups like; brainstorming, fact-finding; the result is finished list or possibly a graph.

Order and Classify: To arrange the information in logical or chronological order; doing a ranking of the information following different criteria; categorize the information in groups under specific qualifications.

Comparing all kinds between similar elements, but from different points of view; connect specific points; find similarities or common things; find differences; reason and solve different level problems.

Sharing personal experiences, these activities make the students to exchange ideas and experiences to solve the task; projects, students work in groups to create their projects following the instructions, and they may include combinations in other tasks.

Evaluating activity in TBLL.

Worksheets

Describing posters

Homework's

Talking about themselves

Test written

2.3 FUNDAMENTAL CATEGORIES.

Task-based learning techniques

TBL methodology, offers to students the opportunity to learn in a different way, for example in the situation where they need to use oral communication in real life; it is an advantage to help them to achieve their goals because they understand that learn a new language is a necessity. TBL as a language teaching method, teachers should select different topics, to motivate learners engaging their attention, in order to develop the language efficiently.

Jack C Richards and Willy A Renandya (2002) in the book " Methodology in language teaching" refers to **the essential skills of teaching,** the science-research conception use the learner research, to validate selection of instructional task; and tend to support using specific teaching techniques and strategies. Teachers select, and monitor learners on tasks, generating the appropriate use of language. Theory-philosophy conceptions; require teachers need to understand the theory, underlying the methodology, and then teach in such a way the theory is realized in classroom practice.

Jane Willis (1996) presented a model for organizing a task based on three stages, the first one is the pre-task stage, where the teacher introduces and defines the topic; and engages learners in activities, and they need to help them in order to recall words and phrases used during the task. In the second stage students need to learn new words and phrases, essentials to the task. It is called "task cycle" by Willis; learners have to perform the task, it could be a reading or listening or a problem-solving exercises in pairs or groups.

Finally, they present their findings to the class in spoken or written form. The final stage is the language focus, with specific language features from the task and feedback to the learners; may also be appropriate at this point.

PPP is one of the common teaching methodologies ESL. It has three main stages: Presentation, practice and production.

Presentation stage; in this time teacher explains the aim of the lesson, includes the reasons, which the children will learn, and why, and teachers can use: songs, games or stories.

Practice stage; it has as a goal, to help children use new language, where teachers can produce asking and answering questions; and sentences in order to demonstrate they understand the language correctly.

Production stage; in this stage children can increase their motivation to communicate with new language, they should have the opportunity to experiment with the language; these activities including role plays, debates, discusses, problem- solving, narratives, descriptions, quizzes, and games.

The general structure of PPP is flexible, and important to control the structure speech, because children need to learn with an enjoyable and effective way.

TTT (Test- teach- Test technique). According to Fella Boudjema, it is an approach to teach, where students can complete a task or activity without help from the teachers.

Based on the problem seen, teacher plans and presents target language, the learners do another task to practice new language.

Benefits of TTT; first, students need to use their knowledge, teachers bases his/her target lesson on the results of the first test.

Students try to learn and practice the model, and they become aware their knowledge of the teaching learning.

TTT in the classroom; it is a useful approach to identify specifics needs of learners concerning a language area. It can be a particularly useful, where learners may have seen language before, but it has the problem to identify individual objectives.

Common European Frame References

(CEFR), It is a standard to measure the level of comprehension, expression, oral and written in a language, it´s part of the political linguistic project in Europe, which has unified the guidelines in teaching-learning.

It provides basis to develop languages, curriculum, test guidelines and manuals in Europe in order to use a language, where the students develop their knowledge and skills for defining the domain levels; they need to check the students´ progress at each learning stage.

Chart # 1

Common Europe Framework Reference (CEFR)

Levels of proficiency and application nowadays, in the school year in our country.

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┌─────────────────────────────────────────────────────────────────────┐
│   ┌──────────────────┐              ┌──────────────────┐             │
│   │   BASIC  USER     │              │  INDEPENDET      │             │
│   │                  │              │  USER            │             │
│   └──────────────────┘              └──────────────────┘             │
│                                                                       │
│      ┌──────┐            ┌──────┐            ┌──────┐                 │
│      │  A1  │            │  A2  │            │  B1  │                 │
│      └──────┘            └──────┘            └──────┘                 │
│                                                                       │
└─────────────────────────────────────────────────────────────────────┘
   ┌──────┐   ┌──────┐   ┌──────┐   ┌──────┐   ┌──────┐   ┌──────┐
   │ A1.1 │   │ A1.2 │   │ A2.1 │   │ A2.2 │   │ B1.1 │   │ B1.2 │
   └──────┘   └──────┘   └──────┘   └──────┘   └──────┘   └──────┘
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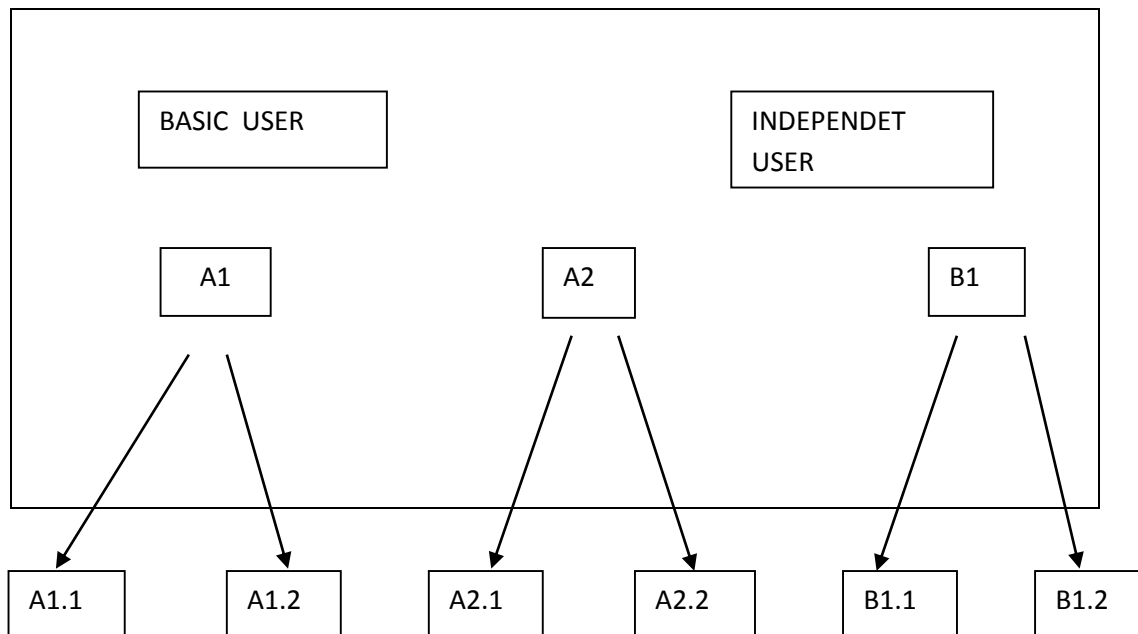
2.4 LEGAL BASIS.

Constitution of the Republic of Ecuador (2008)

In the Legislative National Assembly, and Committee section five; the content is about education in our Country.

Chart # 2

Articles of the constitution: 26, 27, and 28

Article	Description
26	According to this article, the Constitution of the Republic Establish; all the constitutional rights to the Ecuadorian citizens in the education area, including the guarantee, and social equality inclusion. It´s an unavoidable duty of the state.
27	This article establishes education must be developmental, within the respect framework; it will be participatory, mandatory, intercultural, inclusive, democratic, and diverse; stimulating critical sense, and art, promoting justice, solidarity and peace.
28	In this article the Constitution of the Republic establishes, education will respond to the public interest, ensure universal access, and mobility, without any discrimination; mandatory at initial level basic and secondary education. Public education will be universal, free, and secular at all levels, up to the third level including.

Chart # 3

Articles of the constitution: 29, 46.

Article	Description
29	According to this article, the State shall guarantee freedom of education, and people right to learn their own language, and culture. Where mothers and fathers will have the freedom to choose an education in accordance with their principles, and beliefs; to their daughters and sons.
46	According to this article, the State shall adopt, the following measures that ensure the girls, boys and adolescents: Numeral 1, care to children under six, to guarantee their education and rights. Numeral 2, the state will implement special protection and progressive eradication of child job; adolescents and teens jobs will be exceptional. Numeral 3, the state shall guarantee the inclusion, in regular education system and society integration. Numeral 7, public politic communication, will prioritize education and respect to their rights.

Chart # 4

Organic Law of Intercultural Education 2011(Ecuador), articles 1, 7, and 10

Article	Description
1	This law guarantees the right to education, determines the principles and general purpose that guide the Ecuadorian education within the framework of good living, constitutional guarantees in education field, and establishes the basic regulations for the structure, in education system.
7	According this article, students have the following rights: a. To be actors in the educational process. b. Receive comprehensive and scientific training, that contributes to development their personality skills, and potential; respecting their fundamental freedoms, rights; and promoting equality gender. c. Be treated with justice, dignity, without discrimination, respecting their individual, cultural, linguistic, sexual diversity, and religious convictions.

Chart # 5

Organic Law of Intercultural Education 2011(Ecuador), article 10

10	a. Teachers in the public sector, have the following rights: They have free access at professional development processes, training, updating, pedagogical and academic improvement in all levels and

	modalities, according to their needs.
	b. They will receive incentives, and relevant contributions from nature educational, academic, intellectual, cultural, and artistic, sports or citizen.
	c. They might be free and respectfully to express their opinion in all forms and manifestations, in accordance with the Constitution and law.
	d. They can do their constitutional right to due process, in case of alleged misconduct to the Constitution, the law and regulations.
	e. They will enjoy stability, and full recognition and fulfillment of their employment rights, in their duties and obligations.
	f. They will receive remuneration according to their experience, academic solvency and evaluation performance, in accordance with the laws and regulations.

Planning and Development of Ecuador, National Secretariat

National plan to good living 2013-2017 Ecuador, it´s intended to continue the history transformation in our country, it´s the most important reference in Latin America, the citizen revolution, permit share equity, integral development, cultural, urban, knowledge, and agrarian revolution.

Good Living is based on recognizing the importance increasing productive capacity in the economic development process, social justice in a fair society all people have same power to participate in the collective control of political

decisions, it affect their common destiny which means defending democracy, because we are principal responsible for building a fair and shared future.

National Secretary of planning and development is the public institution responsible for planning in a participatory inclusive manner, and the principal goal is, achieve the good life to Ecuadorian people.

The values like: Integrity, Transparency, warmth Solidarity, Partnership, Effectiveness, Respect, Loyalty Inclusive Mission Responsibility are the most important to the Ecuadorian citizens, managed and coordinated by National Decentralized System of participatory; planning as a means, and an integral development of the country at sectorial, and territorial level; establish goals and politic strategic, based on information process, research, training, monitoring and evaluation; focused on public investment, and to promote democratization of the State, through the active citizen participation, which will contribute to a transparent, and an efficient public administration.

2.5 HYPOTHESIS.

To encourage adults for English learning through Task-Based Centered Activities to adults for learning English, at Unidad Educativa P.C.E.I "Manuela Sáenz" located in Ballenita-Santa Elena province. School Year 2014- 2015.

Task Based Centered Activities will encourage adults for English Learning

2.6 VARIABLES OF THE STUDY.

DEPENDENT

Encourage adults

INDEPENDENT

Task Based Centered Activities.

CHAPTER III

METHODOLOGY

3.1 Research Approach.

This chapter describes how the study of this research has been carried out. It explains the research methodology, which consist on research subjects, design instruments, construction and effectiveness procedures, and data analysis of the study. The methodology were applied in qualitative and quantitative way, in order to know the level of English on students at Unidad Educativa P.C.E.I "Manuela Saenz", the model of materials designed, they were taken from different books which specify how to implement the strategies in the classroom.

The inductive and deductive method help to the students to analyze, and identify correctly each object, and situation, how they are aimed, and how to find the way for solving problems, it is important to obtain positive results to demonstrate the affectivity from this method.

Constructive method was select to the students with the purpose for using the interaction in each activity, such as: Role plays, work in pairs, games, quizzes, work in group, etc. All these actions help to improve the development of skills like speaking, vocabulary; reading, grammar, listening, and writing; so it is important include in the learning process.

 Additionally, the last part of this chapter presents the pilot study to illustrate how the results were obtained.

3.2 LEVEL OR TYPE OF THE RESEARCH.

Level:

A descriptive and comparative research was used in order to obtain information about some factors related to the Learning-Teaching of the English Language at Unidad Educativa P.C.E I "Manuela Sáenz".

Type:

Qualitative research

This kind of research is applied, in order to obtain results concerning the measurement the quality, and knowledge from the teachers, these situation were responding in the questions formulated on the survey about quality of teaching perceived by students, at Unidad Eduacativa P.C.E.I "Manuela Sáenz".

Quantitative research

This kind of research allows obtaining statistical data about the research made to the students, in order to know the information quantity received by the teachers during the teaching-learning process in English language in the last academic period at Unidad educativa P.C.E.I "Manuela Sáenz"

Documentary research

This kind of research allows the analysis of texts and documents related to the topic, with the purpose to know in a real and deep way of each content, then selecting one of them; for adapting it inside of our framework investigation, following step by step in order to develop the activities and target planned, and get the results expected by the researcher.

3.3 POPULATION AND SAMPLE.

This research was taken into Unidad Educativa P.C.E.I "Manuela Saenz" with students of general basic education, from ninth to tenth grade, they were 60 students 25% of the population, which have enrolled in the academic year 2014-2015.

Chart # 6

Population and sample

Population	Number	Total	Percentage
Students	60	60	25%

3.4 TECHNIQUES AND INSTRUMENTS.

In this research, it has used the servqual instrument service, this model of survey was applied to determine the quality of the Teaching-Learning English language applied at Unidad Educativa P.C.E.I "Manuela Sáenz".
It was applied a survey of 16 questions to students from ninth to tenth grades.

3.5 ANALYSIS AND INTERPRETATION OF THE RESULTS.

In order to obtain the results of the survey we have used the servqual instrument service, this quality model was developed by a group of American authors, 'Parsu' Parasuraman, Valarie Zeithaml and Len Berry, in 1988. It highlights the main components of high quality service. The model was developed to determine the perceived quality of the Teaching-Learning English Language at Unidad Educativa P.C.E.I Manuela Sáenz". The chosen answers are reflected in a Lickert scale, that ranges between 1 (totally agree) to 4 (disagree).

1. Totally agree.
2. Agree.
3. Partially agree.
4. Disagree.

Results of the survey realized to the students at Unidad Educativa P.C.E.I "Manuela Saenz", it is Located in Ballenita Santa Elena, the same ones that they are studying in 9th, and 10th grades GBE respectively in the present school year 2014-2015.

Quality of teaching in the English language teaching by English teachers.

Chart # 7

Are there activities that allow you practice the new knowledge?

Academic aspects:

1. Are there activities that allow you practice the new knowledge, that have you learned in class?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	12	9	
Agree	4	16	
Partially agree			
Disagree			
Total	16	25	41

Graphic # 1

Are there activities that allow you practice the new knowledge?
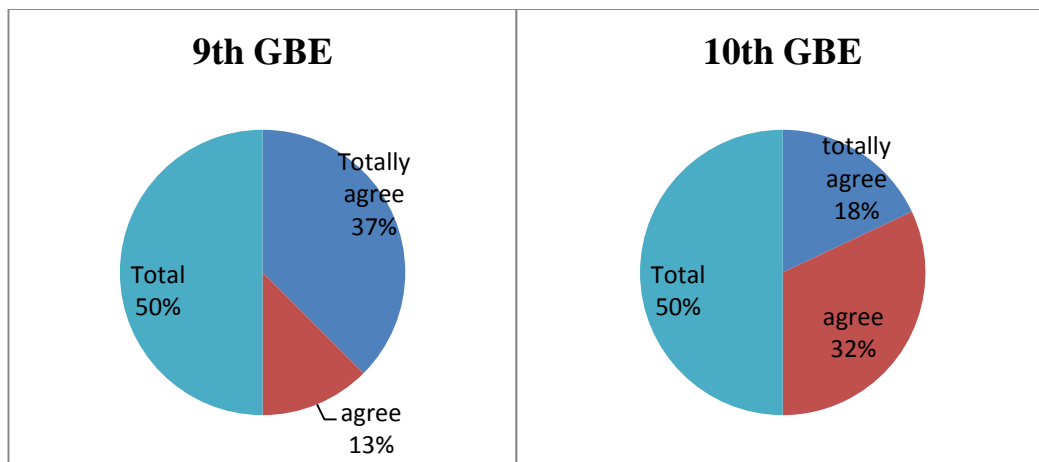
In the first question about the activities in class, the 55% of the students answered totally agree, and 45% answered agree with the question.

Chart # 8

Are there activities that enable students to practice skill?

Academic aspects

2. Are there activities that enable students to practice skills such as: speaking, listening, reading and writing?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	10	6	
Agree	6	17	
Partially agree		2	
disagree			
Total	16	25	41

Graphic # 2

Are there activities that enable students to practice skill?
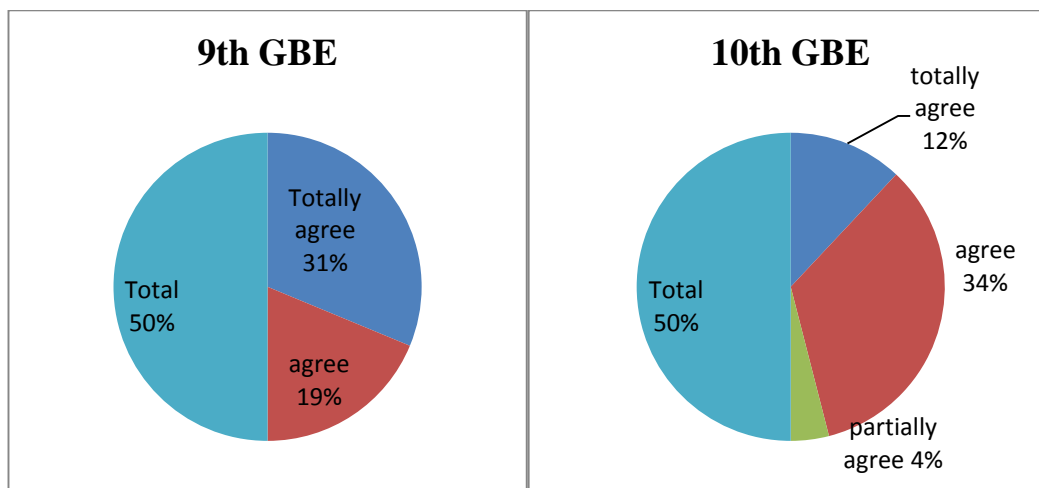
In the second question 43% of the students in both courses answered totally agree, 53% of the students agree, and 4% were partially agree; this is the result about the four principal skills developed in class by the teacher.

Chart # 9

Do all students pay attention, and take part of activities in class?

Academic aspects

3. Do all the students pay attention, and take part of the activities developed in class, inclusive in the last line?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	6	7	
agree	3	9	
Partially agree	4	9	
disagree	3		
Total	16	25	41

Graphic # 3

Do all students pay attention, and take part of activities in class?
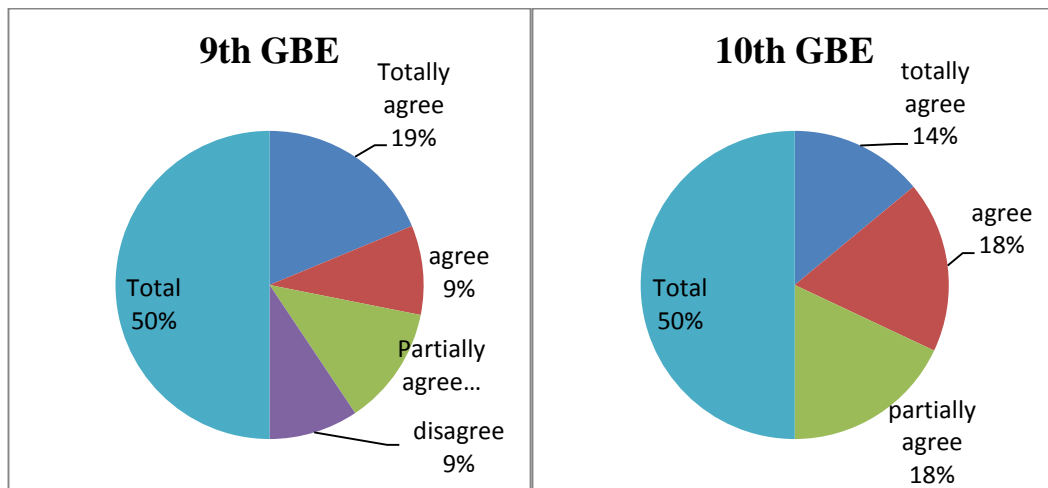
The question three refers to the attention to the students in class, 33% of the students in both courses, answered totally agree, 27% agree, 31% partially agree, and the 9% were disagree.

Chart # 10

Are there a varied activities within in class?

Academic aspects

4. Are there varied activities within the class; for example, in group, individual and couple?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	8	4	
agree	6	12	
Partially agree	2	9	
disagree			
Total	16	25	41

Graphic # 4

Are there a varied activities within in class?
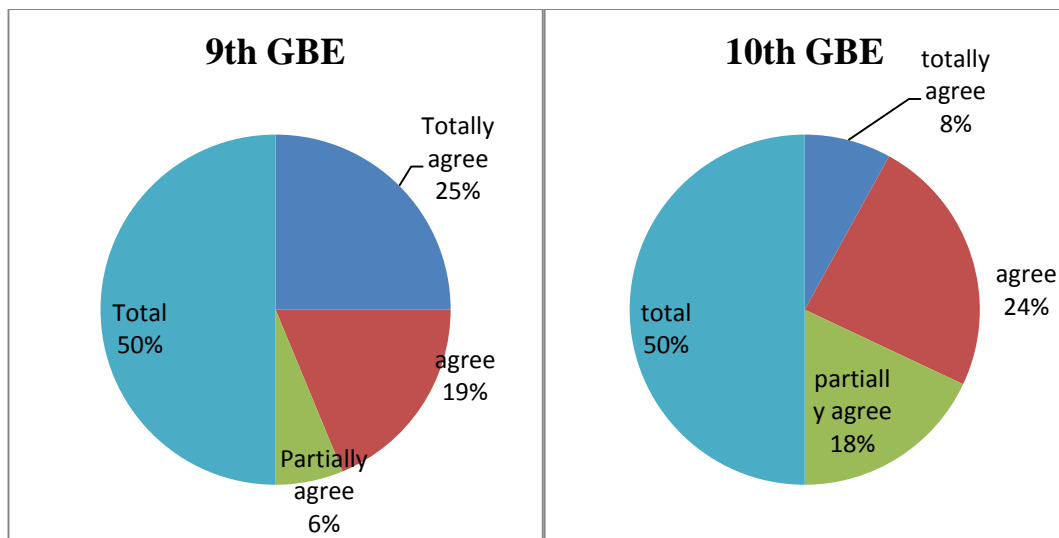
Question number four, it´s about the use of the strategies in the class. 33% of the students answered "totally agree" in both grades, 43% agree, and 24 % were partially agree.

Chart # 11

Are there activities in class such as: drama, and competitions?

Academic aspects

5. Are there activities in class such as: drama, competitions, discussions, games etcetera?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	1	1	
agree	6	6	
Partially agree	6	15	
disagree	3	3	
Total	16	25	41

Graphic # 5

Are there activities in class such as: drama, and competitions?
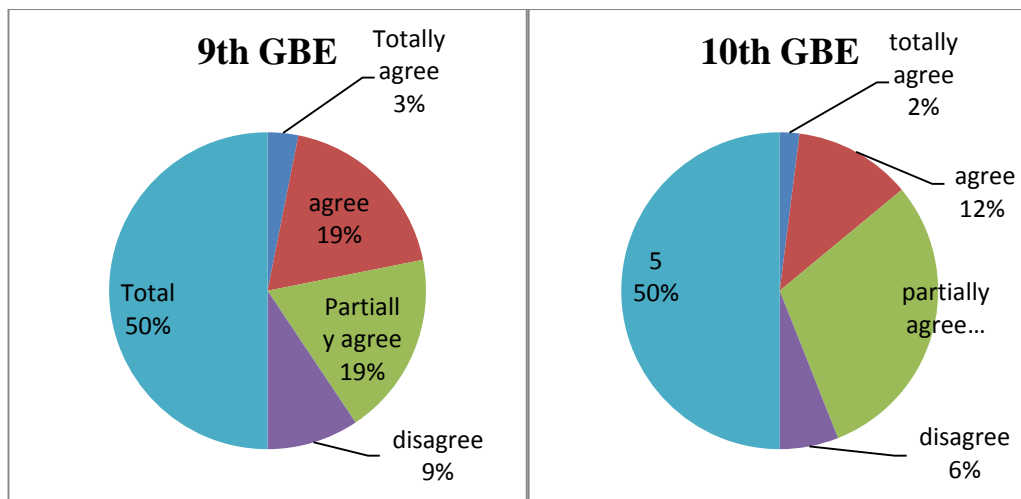
Question number five, refers to the role play in class. 5% of the students in both grades answered totally agree, 31% agree, 49% partially agree, and 15% were disagree.

Chart # 12

Do the students receive an adequate feedback by the teacher?

Academic aspects

6. Do the students receive an adequate feedback by the teacher, at the end of each class?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	3	1	
Agree	6	7	
Partially agree	4	4	
Disagree	3	13	
Total	16	25	41

Graphic # 6

Do the students receive an adequate feedback by the teacher?
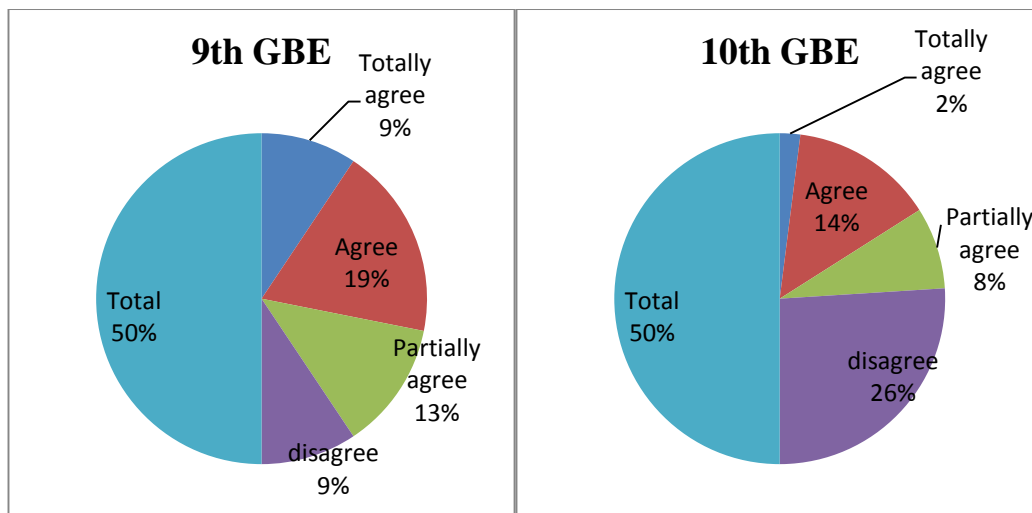
On question number six, about feedback by the teacher in class; 11% of the students in both answered totally agree, 33% agree, 21% partially agree, and 35% were disagree.

Chart # 13

Do you use technology in English class?

Academic aspects

7. Do you use technology in English class?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	2	3	
Agree	2	8	
Partially agree	4	14	
Disagree	8		
Total	16	25	41

Graphic # 7

Do you use technology in English class?
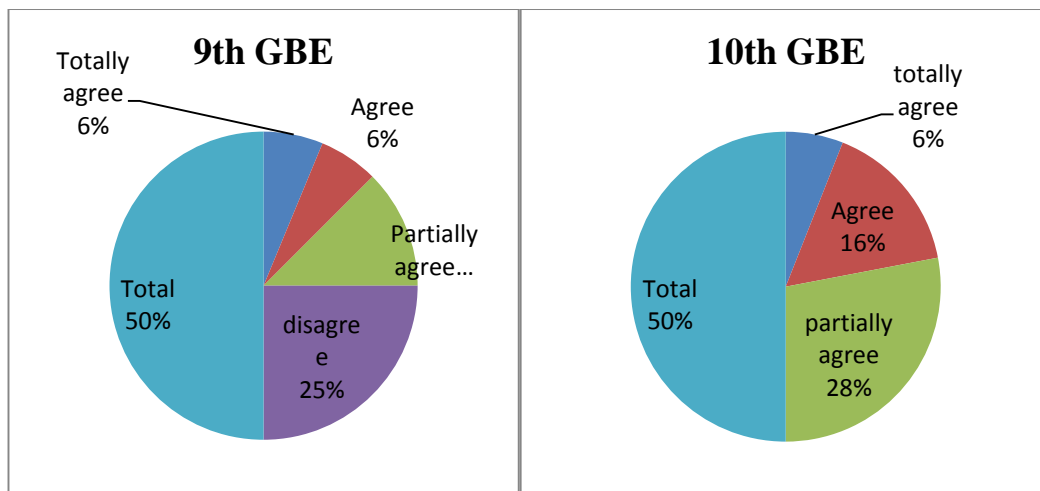
Question number seven, refers about the use of technology in class, 12% of the students in both grades answered totally agree, 22% agree, 41% partially agree, and 25% were disagree.

Chart # 14

Is there good interaction in class, between students and teacher?

Social aspects

8. Is there good interaction in class, between students and teacher?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	9	10	
Agree	3	14	
Partially agree	2		
Disagree		1	
Total	16	25	41

Graphic # 8

Is there good interaction in class, between students and teacher?
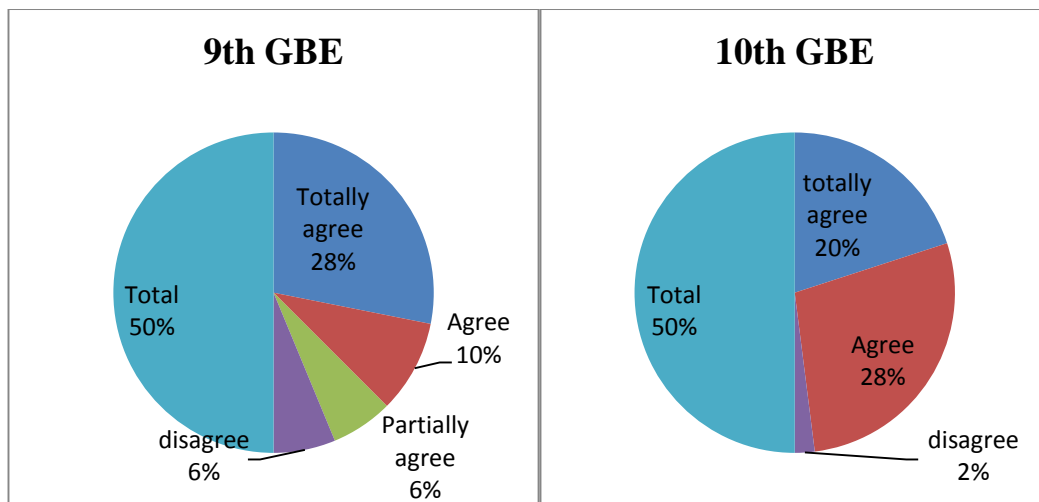
Question number eight, refers to social aspects about interaction in class; 48% of the students answered totally agree, 38% agree, 12% partially agree, and 2% were disagree.

Chart # 15

Do the students have the opportunity to interact in class?

Social aspects

9. Do the students have the opportunity to interact with other people in English class?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	4	5	
agree	11	11	
Partially agree	1	5	
Disagree		4	
Total	16	25	41

Graphic # 9

Do the students have the opportunity to interact in class?
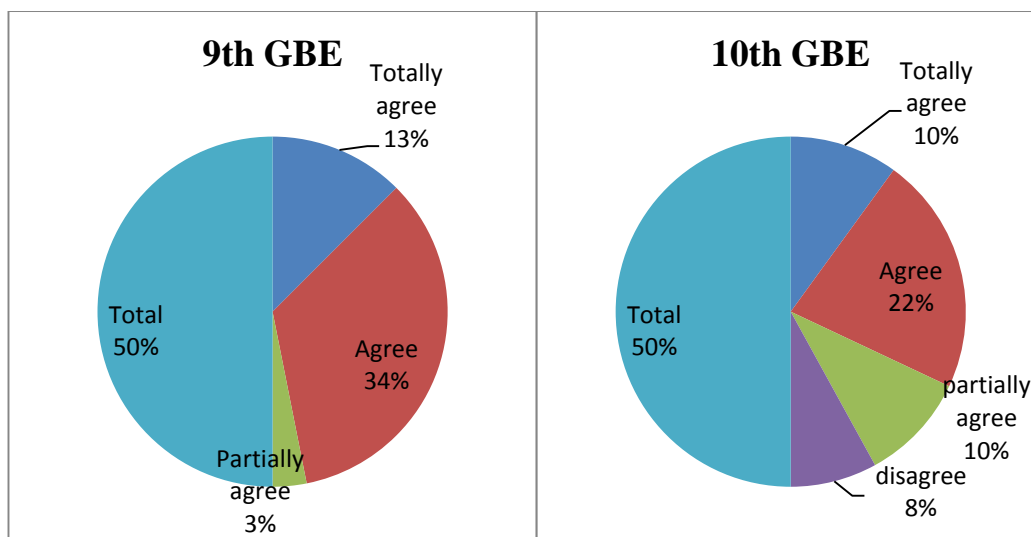
Question number nine, it´s about the relationship between students in class, 23% of them in both grades answered totally agree, 56% agree, 13% partially agree, and 8% were disagree.

Chart # 16

**Can I use my cell phone or other electronic device in class?**

Social aspects

10. Can I use my cell phone, or another electronic device, without being discovered by the teacher?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	1	1	
Agree	1	2	
Partially agree	5	7	
Disagree	9	15	
Total	16	25	41

Graphic # 10

Can I use my cell phone or other electronic device in class?
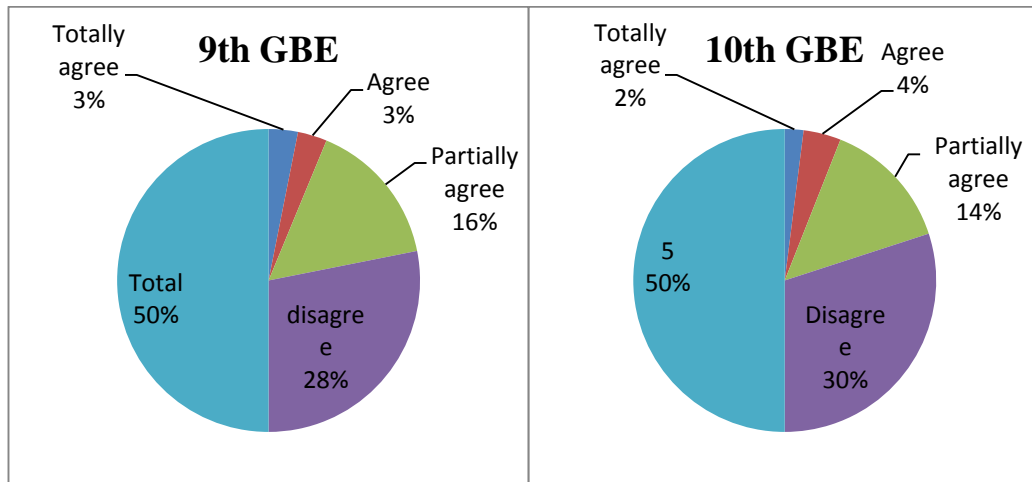
On question number ten, about the use of the cellphone, 5% of them in both grades, answered totally agree, 7% agree, 30% partially agree, and 58% were disagree.

Chart # 17

Have the students had an interesting atmosphere in the classroom?

Psychological aspects

11. Have the students had an interesting atmosphere in the classroom?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	6	10	
Agree	9	14	
Partially agree	1	1	
disagree			
Total	16	25	41

Graphic # 11

Have the students had an interesting atmosphere in the classroom?
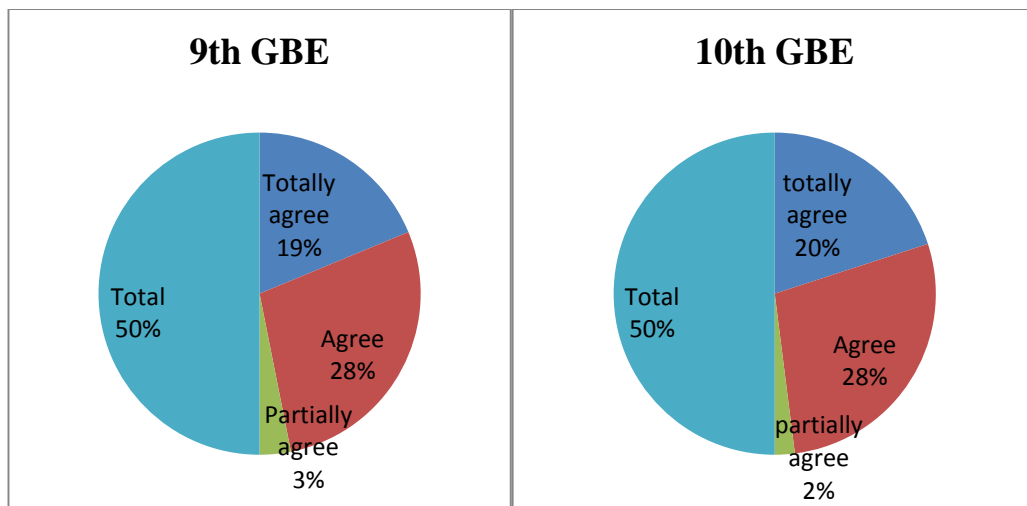
Question number eleven, it refers to psychological aspects, 39% of the students in both grades answered totally agree, 56% agree, and 5% were disagree.

Chart # 18

Do you feel uncomfortable when you speak English?

Psychological aspects.

12. Do you feel uncomfortable at the moment, when you are speaking English in front of your partners?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	4	1	
Agree	5	11	
Partially agree	2	13	
Disagree	5		
Total	16	25	41

Graphic # 12

Do you feel uncomfortable when you speak English?
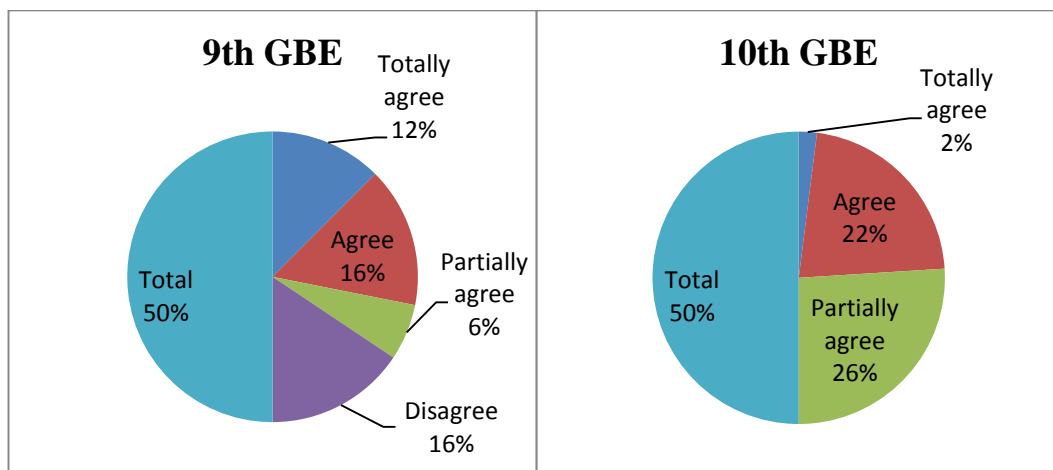
On question number twelve, it refers to the emotional state of the students in class, 14% in both grades answered totally agree, 38% agree, 32% partially agree, and 16% were disagree.

Chart # 19

Do the students have the opportunity to transmit their ideas?

Psychological aspects

13. Do the students have the opportunity to transmit their own ideas during the English class?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	10	9	
Agree	4	12	
Partially agree	2	2	
disagree		2	
Total	16	25	41

Graphic # 13

Do the students have the opportunity to transmit their ideas?
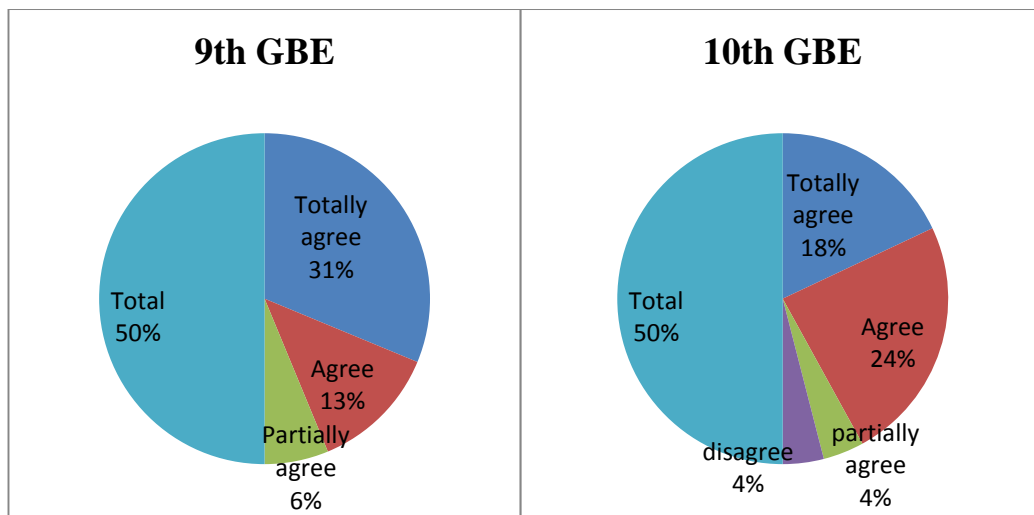
Question number thirteen, refers to the participation of the students in class, 49% in both grades answered totally agree, 37% agree, 10% partially agree, and 4% were disagree.

Chart # 20

Do the teacher pay attention, and monitoring all the students?

Psychological aspects

14. Do the Teachers pay attention, and monitoring all students in class?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	12	16	
Agree	4	9	
Partially agree			
Disagree			
Total	16	25	41

Graphic # 14

Do the teacher pay attention, and monitoring all the students?
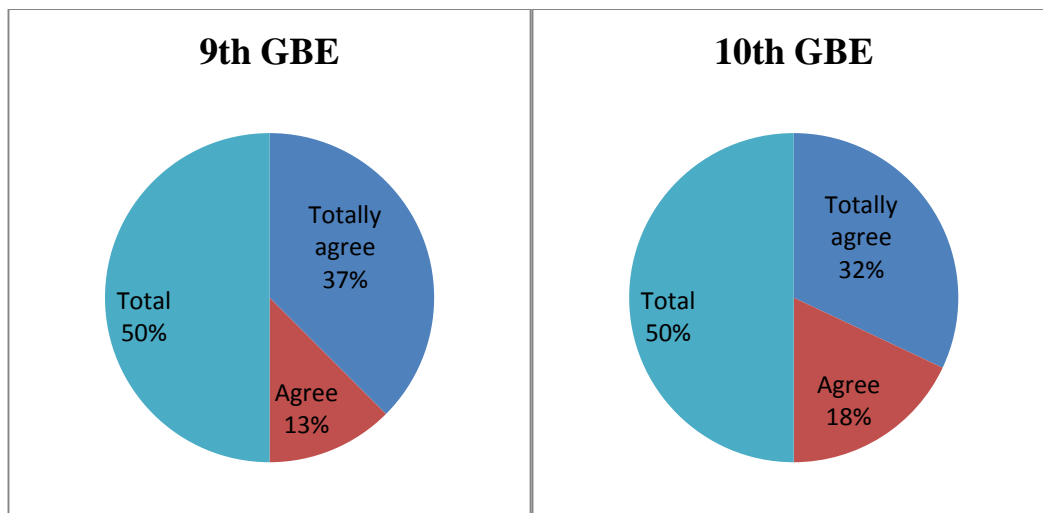
Question numbers fourteen, it´s about how the teacher monitor the students 69% in both grades answered totally agree, 31 % were agree, so teacher has a good monitoring.

Chart # 21

Would you like to have more interactive English class?

Psychological aspects

15. Would you like to have more interactive English classes?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	13	18	
Agree	2	5	
Partially agree	1	1	
disagree		1	
Total	16	25	41

Graphic # 15

Would you like to have more interactive English class?
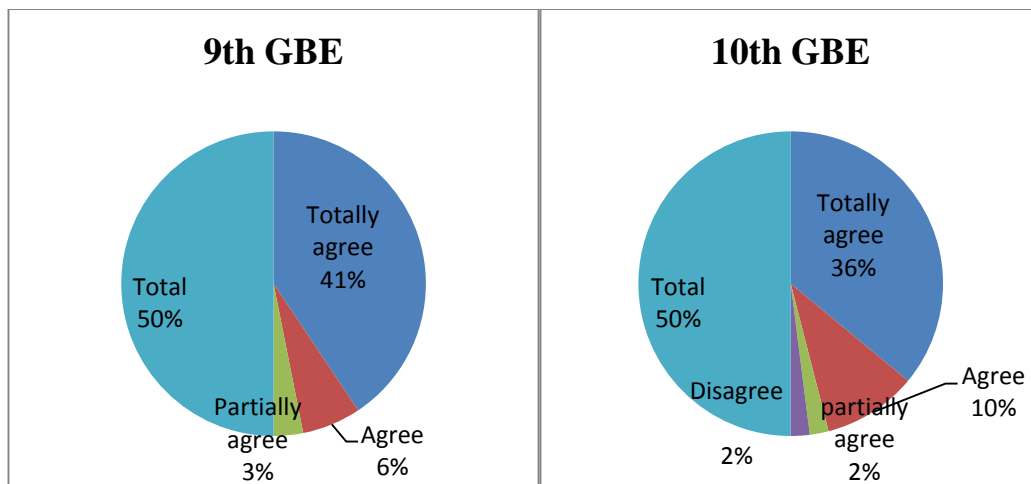
Question number fifteen, refers to different ways to teach by teachers, and classes could be interactive; 77% of them in both grades, answered totally agree, 16% agree, 5% partially agree, and 2% were disagree.

Chart # 22

Would you like to be frequently used technology in class?

Psychological aspects

16. Would you like to be frequently used technology in English classes?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	14	14	
Agree	2	8	
Partially agree		2	
disagree		1	
Total	16	25	41

Graphic # 16

Would you like to be frequently used technology in class?
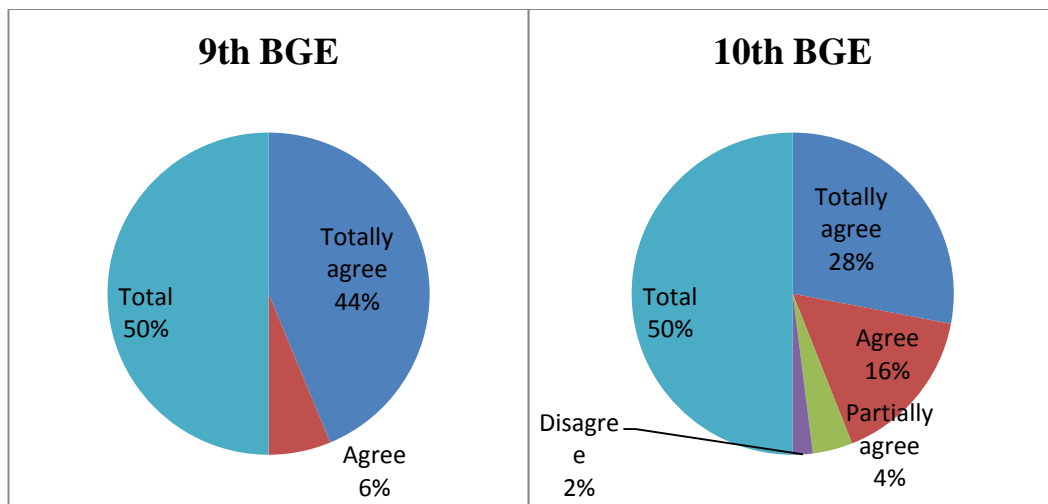
Question number sixteen, refers to the use of technology in class, 72% of them in both grades answered totally agree, 22% agree, 4% of them partially agree, and 2% were disagree.

3.6 CONCLUSIONS AND RECOMMENDATIONS.

Conclusions

1. In conclusion students of General Basic Education need to improve their knowledge in the English, all of them were agreed with the changes that teacher need to do in the learning process.

2. Practice and theory must be work together, in order to students develop new knowledge, putting in practice the exercises explained by the teacher.

3. All skills need to be practice in intensive way, because the students go only once a week at high school, and some of them need to have feedback because some of them don´t understand all the class.

4. All students in class, don´t have the opportunity to participate in class, because the time in class is short, and some of them like to work so much but the grades are numerous.

5. Definitely, Teachers need change their strategies implementing other kind of tool for teaching English Language; they should be talk with the authorities of the high school, in order to acquire new materials to help the students increase and develop their knowledge.

Recommendations

1. It is necessary to make some changes in the learning- teaching process at Unidad Educativa P.C.E.I "Manuela Saenz", because students need to increase their knowledge, but they don't have enough material to practice it, so it is important apply new strategies and innovate interactive activities in the classroom.

2. English classes should be developed, implementing: individual task, work in pairs, work in groups, role plays, because these activities help to students put in practice the theory learned.

3. It is important for the teacher to take seminars related with technological equipment, because these kinds of tools are necessary to apply in the classroom; it will benefit in English learning to the students.

4. It is necessary, look for activities that involve the participation of all students, with the purpose that none of them stop practicing what they have learned inside of the classroom.

5. Nowadays the technology is a good tool to apply in teaching process, it helps to understand in the best way all the activities that teachers practice in the classroom, the use of different resource; it allows to reach ideal results in the education of this foreign language.

CHAPTER IV

PROPOSAL

4.1 INFORMATIVE DATA.

This proposal was to introduce, at Unidad Educativa P.C.E.I "Manuela Sáenz" on basic education level ninth, and tenth grades, where most of the students are adults; and they have the opportunity to see how the teacher can make a new interactive class, some of the images were found in the internet sources, the information were taken from students book "Megatrends" two and three, and the photos are the students in the classroom, all of them were enrolled in school year 2014-2015.

4.2 PROPOSAL BACKGROUND.

Many years ago in educative institutions, students had always had a problem of learning with the English language; even in some private institutions which do not have the necessary equipment, they get bored in class and they do not understand clearly the information by the teacher.

So it is necessary to do changes in the way of teaching, using new strategies and appropriate methodologies, with the purpose of obtain the objectives proposed in each school year.

4.3 SIGNIFICANCE.

Assuredly, students need to improve the language abilities using other kind of strategies and, methodologies. So it is necessary to apply the tools given by teachers the task based learning, we can design activities, can design the way of teaching the English language.

Consequently, the students will be benefit from practicing these activities, which will strengthen the learning level, and develop on labor, social and familiar field; where continuously they interact.

4.4 OBJECTIVES.

General objective

To develop English Language in general basic education level, at Unidad Educativa P.C.E.I "Manuela Sáenz¨, school year 2015-2016.

Specifics objectives

To create interactive lessons, using the task-based-learning activities method, with technology focused on the students at Unidad Educativa P.C.E.I "Manuela Sáenz".

To analyze students performances, applying new strategies in the classroom, at Unidad Educativa P.C.E.I "Manuela Sáenz".

To recognize the results obtained with the implementation of this method, from the following school year, at Unidad Educativa P.C.E.I "Manuela Sáenz".

Chart # 23

Diagnostic test # 1 before the proposal 9th

DIAGNOSTIC TEST BEFORE THE PROPOSAL READING Students of 9th, and 10th grades	Reading comprehension 5 p	Fluency 5 p	Total 10 P
APOLINARIO VILLON FELIX MANUEL	2	2	4
CASTILLO BRITO KEVIN GEOVANNY	2	2	4
CEPEDA RUBEN	1	2	3
CEVALLOS QUIRUMBAY JONATHAN NICOLAS	2	2	4
CHAVEZ CHOEZ SANDY ESPERANZA	2	2	4
CRUZ LIMONES KELVIN	1	2	3
FRANCO COCHEA MARGARITA	1	2	3
GIL CRUZ ANGIE GABRIELA	2	2	4
GIL CRUZ KARINA	2	2	4
GONZABAY VITE RONALD EDUARDO	2	3	5
GONZALEZ MAGALLÁN LUIS AUGUSTO	2	2	4
GUALE DE LA O JANATHAN	2	2	4
LAINEZ TOMALA DARLIN STALIN	1	2	3
LOPEZ MACIAS LINDA KATTIUSKA	2	3	5
MALAVE REYES LIDIA MARLENE	2	2	4
MINAYA CANALES ALEXANDRA MARIA	2	2	4
MORALES MEJILLÓN MARÍA LEONOR	2	2	4
MUÑOZ PARRALES NESTOR EDISON	2	2	4
MUÑOZ VERA MARIUXI GISELLA	2	3	5
ORRALA LINO ROCIO ELIZABETH	2	2	4
POZO GUALE ANA ELIZABETH	2	2	4
POZO MAGALLAN JESÚS BERNABÉ	1	2	3
REYES VERA LISBETH KATIUSKA	2	1	3
RIVERA ORTEGA HERMEN STANLIN	2	2	4
RUIZ RUIZ JORGE	2	2	4
RUIZ RUIZ VERONICA	2	2	4
TOMALA CATUTO CANDIDA MARLENE	1	2	3
TOMALA KATHERINE	2	2	4
VERA MUÑOZ LIDER LEONARDO	2	2	4
YAGUAL MORALES JULY PAMELA	1	2	3

Chart # 24

Diagnostic test # 1 before the proposal 10th

ALARCON LADINES ALEX JOSE	1	2	3
BONE REASCO MARIA PATRICIA	1	2	3
DE LA CRUZ LAINEZ MARIA	2	2	4
DE LA ROSA CAMPOVERDE EDUARDO	1	2	3
ESPINOZA VERA GENESIS ROBERTA	2	2	4
EUGENIO RAMIREZ KLEINER STEVEEN	2	2	4
FIGUEROA BAQUE GLORIA GLENDA	1	2	3
FLORES CARLOS MERCY ARACELY	2	2	4
GABINO CHAVEZ LILIBETH PAOLA	2	2	4
GIL LUCAS JACINTA MERCEDES	2	3	5
GONZALEZ YAGUAL HECTOR ANDRES	2	2	4
JURADO GARCIA ANGELICA	2	2	4
MAGALLAN JOSE MODESTO ANTONIO	1	2	3
MONTES PISCO GABRIELA CECIBEL	2	2	4
MUENTES HIDALGO MARIBEL YAJAIRA	2	2	4
QUIMI CHAVEZ RICHARD JAIRO	1	1	2
QUIRUMBAY GUZMAN JHON FRANKLIN	1	1	2
RAMIREZ CRUZ KATHERINE MELISSA	2	2	4
REYES RODRÍGUEZ INGRID DANIELA	1	1	2
RICARDO TOMALA BETSY YESSENIA	1	2	3
RODRIGUEZ RICARDO ISABEL DEMETRIA	2	2	4
RODRIGUEZ ROSALES GILDA LILIBETH	2	2	4
SAA CHAVEZ MELISSA NICOLE	1	2	3
SORIANO CRUZ ROSIBEL JESÚS	1	2	3
SORIANO RODRIGUEZ GINGER	1	2	3
TOMALA DE LA ROSA MERCERDES	1	2	3
TOMALA RAMIREZ SHIRLEY GISSELA	1	2	3

Graphic # 17
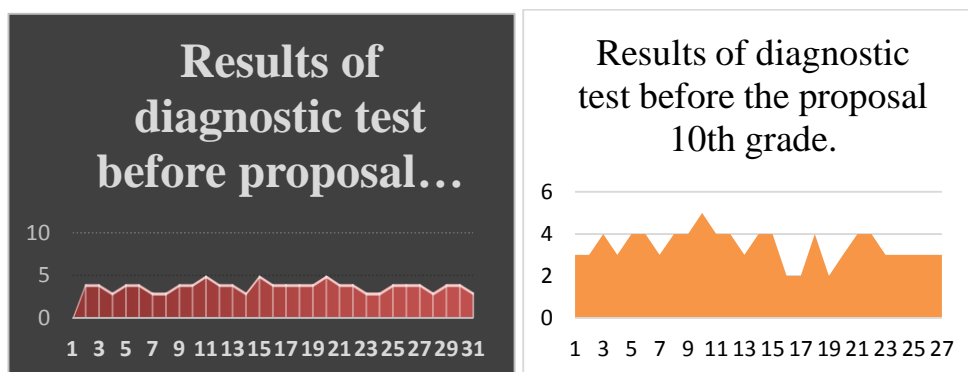
Chart # 25

Diagnostic test # 2 after the proposal 9th

DIAGNOSTIC TEST AFTER THE PROPOSAL READING Students of 9th, and 10th grades	Reading comprehension 5 p	Fluency 5 p	Total 10 P
APOLINARIO VILLON FELIX MANUEL	2	3	5
CASTILLO BRITO KEVIN GEOVANNY	2	3	4
CEPEDA RUBEN	2	3	5
CEVALLOS QUIRUMBAY JONATHAN	2	3	4
CHAVEZ CHOEZ SANDY ESPERANZA	2	3	4
CRUZ LIMONES KELVIN	2	2	4
FRANCO COCHEA MARGARITA	2	2	4
GIL CRUZ ANGIE GABRIELA	2	3	5
GIL CRUZ KARINA	2	3	5
GONZABAY VITE RONALD EDUARDO	3	3	6
GONZALEZ MAGALLÁN LUIS AUGUSTO	2	3	5
GUALE DE LA O JANATHAN	2	3	5
LAINEZ TOMALA DARLIN STALIN	2	2	4
LOPEZ MACIAS LINDA KATTIUSKA	3	3	6
MALAVE REYES LIDIA MARLENE	2	3	5
MINAYA CANALES ALEXANDRA MARIA	2	3	5
MORALES MEJILLÓN MARÍA LEONOR	2	3	5
MUÑOZ PARRALES NESTOR EDISON	2	3	5
MUÑOZ VERA MARIUXI GISELLA	3	3	6
ORRALA LINO ROCIO ELIZABETH	2	3	5
POZO GUALE ANA ELIZABETH	2	3	5
POZO MAGALLAN JESÚS BERNABÉ	2	2	4
REYES VERA LISBETH KATIUSKA	2	2	4
RIVERA ORTEGA HERMEN STANLIN	2	3	5
RUIZ RUIZ JORGE	2	3	5
RUIZ RUIZ VERONICA	2	3	5
TOMALA CATUTO CANDIDA MARLENE	2	2	4
TOMALA KATHERINE	2	3	5
VERA MUÑOZ LIDER LEONARDO	2	3	5
YAGUAL MORALES JULY PAMELA	2	2	4

Chart # 26

Diagnostic test # 2 after the proposal 10th

ALARCON LADINES ALEX JOSE	2	2	4
BONE REASCO MARIA PATRICIA	2	2	4
DE LA CRUZ LAINEZ MARIA	2	3	5
DE LA ROSA CAMPOVERDE EDUARDO	2	2	4
ESPINOZA VERA GENESIS ROBERTA	2	3	5
EUGENIO RAMIREZ KLEINER STEVEN	2	3	5
FIGUEROA BAQUE GLORIA GLENDA	2	2	4
FLORES CARLOS MERCY ARACELY	2	3	5
GABINO CHAVEZ LILIBETH PAOLA	3	3	6
GIL LUCAS JACINTA MERCEDES	3	3	6
GONZALEZ YAGUAL HECTOR ANDRES	2	3	5
JURADO GARCIA ANGELICA	2	3	5
MAGALLAN JOSE MODESTO ANTONIO	2	2	4
MONTES PISCO GABRIELA CECIBEL	2	3	5
MUENTES HIDALGO MARIBEL YAJAIRA	2	3	5
QUIMI CHAVEZ RICHARD JAIRO	2	2	4
QUIRUMBAY GUZMAN JHON FRANKLIN	2	2	4
RAMIREZ CRUZ KATHERINE MELISSA	2	3	5
REYES RODRÍGUEZ INGRID DANIELA	2	2	4
RICARDO TOMALA BETSY YESSENIA	2	2	4
RODRIGUEZ RICARDO ISABEL DEMETRIA	2	3	5
RODRIGUEZ ROSALES GILDA LILIBETH	2	3	5
SAA CHAVEZ MELISSA NICOLE	2	2	4
SORIANO RODRIGUEZ GINGER	2	2	4
TOMALA DE LA ROSA MERCERDES	2	2	4
TOMALA RAMIREZ SHIRLEY GISSELA	2	2	4

Graphic # 18
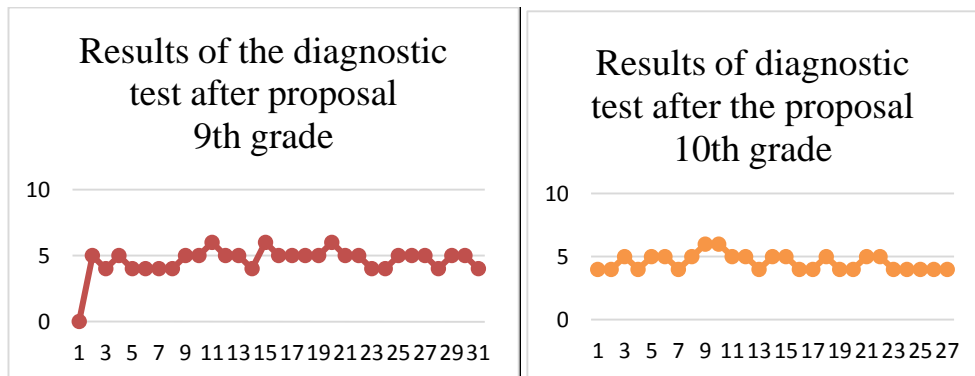
4.5   DESIGN AND DEVELOPMENT

TASK-BASED # 1
Objectives: Students will speak each other describing their daily activities.
PRESENTATION OF THE TOPIC: ALL THIS ACTIVITIES WILL BE PRESENTED AND DEVELOPED USING PPP APPROACH MODEL.

Flash cards representing daily activities.
In the pre-task teacher will hand out the flash cards refers to the topic, in order the students to know what it about.

PRACTICE

A group of students of tenthgrade are making the vocabulary presentation, in front of their partners, after that they can identify and select the sequence of daily activities, this work in group will help them to develop their knowledge and skills.

ACTIVITIES

Then teacher needs to explain how to do sentences using the adverbs of frequency such as: Always, usually, often, sometimes, and never.

Ex: I always take a shower at 7:00 am.

He usually walks to school.

Activity in the classroom.

Complete the sentences using adverbs of frequency in the brackets.

I take a shower before breakfast (usually)

He goes to school by bus (sometimes)

She has lunch at home (never)

We get home at 5:00 pm (rarely)

You do the homework in the afternoon (always)

They go to swim on weekends (often)

TASK-BASED # 2

Objectives: Students will identify the abilities from animals, and what they can, and can't they do.

PRESENTATION OF THE TOPIC.

Photos of different kind animals for presenting the vocabulary, they are: Tigers, parrots, eagle, turtles, elephants, lion, cheetah, zebras, horse, huacamayo, rabbits, bears, dog, kangaroo.

PRACTICE

The participant is Reading the information about animals in general, she is increasing her Reading skill, it is necessary that the students make participation in each class, which is too important to them adquire knew knowledge in the learning process.

ACTIVITIES

In this class students are going to practice the words pronunciation, repeating them to continue with the comprehension of the text, after that teacher needs to explain the abilities from the animals, and make some examples where the students can use the imagination about animal abilities, then they need make some exercises with the information about animals from the student book, and answer the question using (can) to affirmative form, and (can't) to negative form.

Ex:

Can birth fly?

Yes, it can

No, it can´t

1. Can cheetah run very fast?
2. Can dog swim?
3. Can parrot speak?
4. Can turtle run?

TASK-BASED # 3
Objective: Students will speak giving information about the position of the objects and places using preposition of places.

PRESENTATION OF THE TOPIC.

Teacher will introduce the topic with new words from the vocabulary, explaining how to say their names of them, repeating the pronunciation of the words.

Vocabulary: places of the city:

Airport, bakery, church, fire station, bookstore, school, café, post office, gas or petrol station, gallery, laundry, museum, pharmacy, or drugstore, school, bus station, train station etc…

PRACTICE

Students need to read some information about places of the city, from the student book in order to identify some of them, and they will give some information about location of the places.

ACTIVITIES

Speaking:

Teacher will make a question about some location of the places in the city, the example needs to be clear in order student understand correctly, so he is going to engage to the students to participate in pairs speaking in front of the class.

Example:

Where is the Pichincha bank?

It is located in the center in front of gas station.

The students will speak about other places of the city, making some questions each other increasing their speaking skill.

Finally, they will to do a homework ,taking information from the vocabulary Completing the sentences at home.

TASK-BASED # 4

Objective: Students will talk about fashion, identifying type of clothes that people like to wear.

PRESENTATION OF THE TOPIC: Teacher is presenting the topic using technology equipment, and slides which is easy to the students to catch up the information.
Vocabulary Clothes: Pants, dress, shirt, T-shirt, blouse, short, shocks, shoes, cap, jacket, sweater, blue jeans etc….

PRACTICE
After that, the teacher will show the grammar related at present continuous tense, and he needs to do some examples in order to the students complete the grammar exercises.
GRAMMAR:

ACTIVITIES

Students are filling the spaces in blanks participating one by one from the class.

TASK-BASED # 5
Objective: Students will select groups of food and drink describing and comparing all of them.
PRESENTATION OF THE TOPIC

Teacher will hand out some images about the vocabulary that refers to food and drink, and students need to identify all of them.

Example: Meat, cheese, bread, hamburger, eggs, chicken, juice, milk, yogurt, water, sugar, fish, flour, coke etc…….

PRACTICE

In this stage, teacher will explain writing on the board some examples using food and drink, and the students need to identfy all the products, in order to students begin to separate the countable and uncountable nouns.

ACTIVITIES

Writing:

Students need to work in groups, because they are going to share and select the groups of kind of food and drink, while teacher is monitoring all groups around the classroom. The information that students are going to show is like this example:

Countable nouns: **Uncountable nouns**

Singular	Plural	singular	Plural
An apple	some apples	Bread	some bread
A banana	some bananas	Butter	some butter
A hamburger	some hamburgers	Orange juice	some juice
An egg	some eggs	Cheese	some cheese

TASK-BASED # 6

Objective: Students will identify describing physical appearance, and personality of people.

PRESENTATION OF THE TOPIC.
Teacher shows the first part of the vocabulary with the words related to physical appearance: Tall, short, fat, thin, long hair, short hair, curly hair, bold, bearded, mustache, etc……
The students need catch up the information from the teacher, and memorize the new words.

PRACTICE

In the second part of the vocabulary we can find a group of the words such as: beautiful, handsome, friendly, shy, rude, intelligent, reserved, Smart, loyal, annoying, funny, etc…….

All these words called adjectives, can be use to describe the chárácter and personality of the people.

ACTIVITIES
ROLE PLAY

All members of the groups are going to describe Each other, the physical appearance using:
He / She is: Tall, medium height, short.
Hair and eyes colors.
Personality: Beautiful, hansome, strong, athlete.
Character: Friendly, loyal strick, reserved,
Funny, generous, etc…..

TASK –BASED # 7
Objective: Students will develop a conversation using some phrases learned in this lesson.
PRESENTATION OF THE TOPIC. **Before start the class is necessary make a little motivation, in order to the students have the best behavior in the class.** **Teacher shows new topic making pronunciation of the words from the vocabulary, and the students are going to repeat them. It refers to places in the mall such as: Clothes store, sport shop, butcher, fish market, pharmacy, book store, café, grocery store, theater etc……..**

PRACTICE

Teacher will explain how the students start a conversation, when they need to acquire food products, clothes, or other things that they want to buy in the stores, furtheremore they are going to learn how to ask about the costs.

ACTIVITIES

Speaking:
Students need to work in pairs asking and answering the questions, related to shopping in the mall.
Example:
What would you like?
I would like a chicken sandwich
How much is the notebook?
Its 5 dollars.
How much is that dress?
Its 20 dollars.

TASK-BASED # 8

Objective: Students will recognize the change of the weather, in different seasons, and they will talk about them.

PRESENTATION OF THE TOPIC.

Teacher makes the presentation of the topic with the vocabulary the weather, it has the following phrases: It´s cold, it´s warm, It´s cloudy, It´s windy, It´s sunny, It´s foggy, It´s snowing, It´s raining, there is going to be a storm listen to the thunder!, look at the lightning!
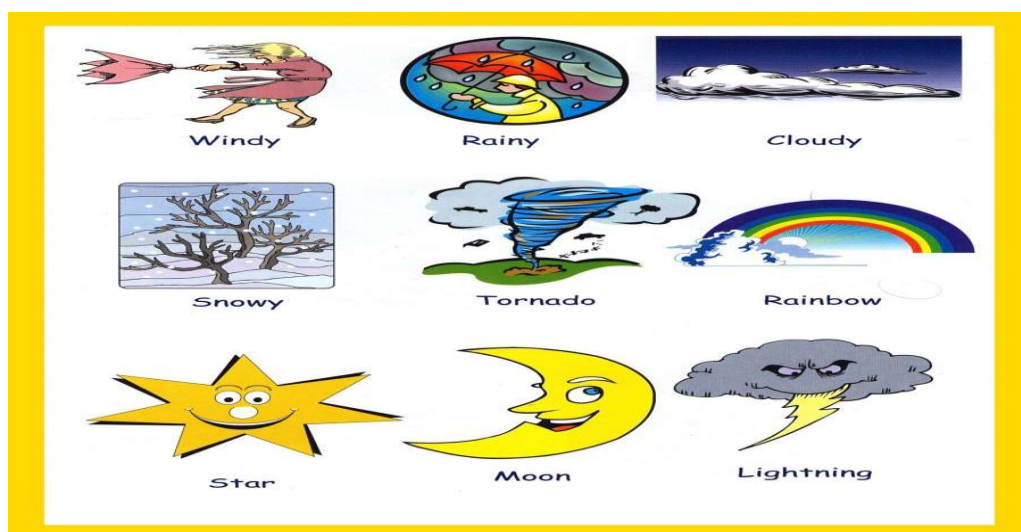
PRACTICE

The teacher is going to explain the weather behavior, the information could be taken from different sources, it's necessary to extend the topic, because the students need to share their own experiences, and ideas related to the weather. Finally all of us need to take concious about the pollution in our planet, because it is the principal cause for changing the weather.

ACTIVITIES

SPEAKING:

Students are working in pairs, sharing information about the weather with their classmates, in front of the class.

TASK-BASED # 9

Objectives: Students will identify geographical features making comparisons with them.
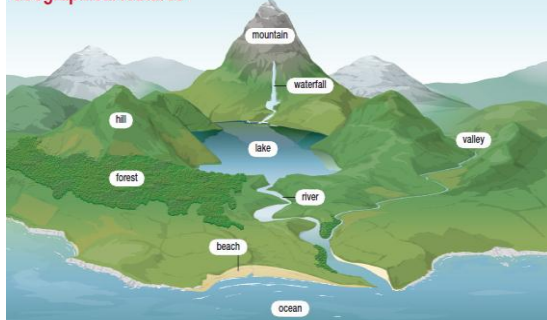
PRESENTATION OF THE TOPIC.

Teacher presents the new topic with some images related to geographical features such as: Ocean, river, waterfall, lake, field, trail, mountain, rainfoerst, cave, desert,

PRACTICE

Grammar focus:

In this stage the teacher is going to explain the grammar focus making some examples with comparatives and superlatives of adjectives, too + adjective

Adjective	Comparative	Superlative
Tall	taller (than)	the tallest
Short	shorter (than)	the shortest
Big	bigger (than)	the biggest
Small	smaller (than)	the smallest
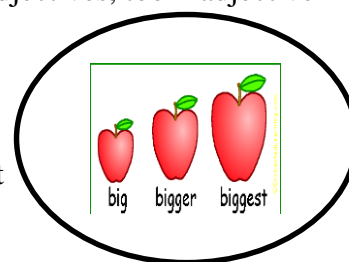
ACTIVITIES

GRAMMAR EXERCISES.
Students are going to complete this exercises in class, in order to demonstrate the comprehension of grammar rule, and teacher needs to monitor the task around the classroom.
Ex:
You are taller than me.
Make sentences with the comparative.
Guatemala / Alaska (cold)
Alaska is colder than Guatemala.
Brazil / Canada (hot)

_____.
Spain / the USA (big)
_____.
New York / Lisbon (old)
_____.
July / November (dry) in my country.
_____.
My hair / my mother´s hair (long).
_____.
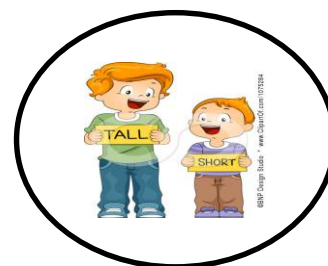
TASK-BASED # 10

Objective: Students will speak describing, and identifying different parts of the body.

PRESENTATION OF THE TOPIC

Teacher starts the presentation of the topic, making warm up with movements, where the students touch some parts of the body.
After that, he begins the pronunciation of the new words that students repeat such as: Head, hair, eyes, nose, ear, mouth, tooth, arm, elbow, stomach, hand, fingers, legs, etc….
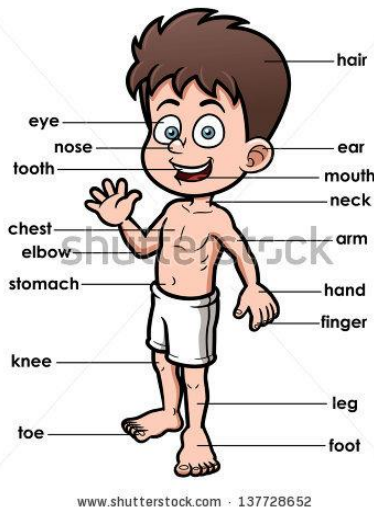
PRACTICE

Teacher is going to do some movements to demonstrate parts of the body, and students need to imitate repeating the movements.

ACTIVITIES

Writing:
Finally, students will write a list of parts of the body, in order to make a feedback the knowledge and students don't forget easily all things learned in class, after that they need to draw the body including the names of the parts.

4.6 CHARTS, TABLES AND GRAPHS.

Tablets and graphs of the results obtained from the survey made to the students after proposal presented at Unidad Educativa P.C.E.I "Manuela Sáenz", where they are studying at 9th and 10th grade GBE respectively, in the school year 2014-2015.

Chart # 27

Did the technology presented was interesting?

Academic aspects

1. Did the technology present by the teacher in class was interesting?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	11	9	
Agree	4	6	
Partially agree			
Disagree			
Total	15	15	30

Graphic # 19

Did the technology presented was interesting?
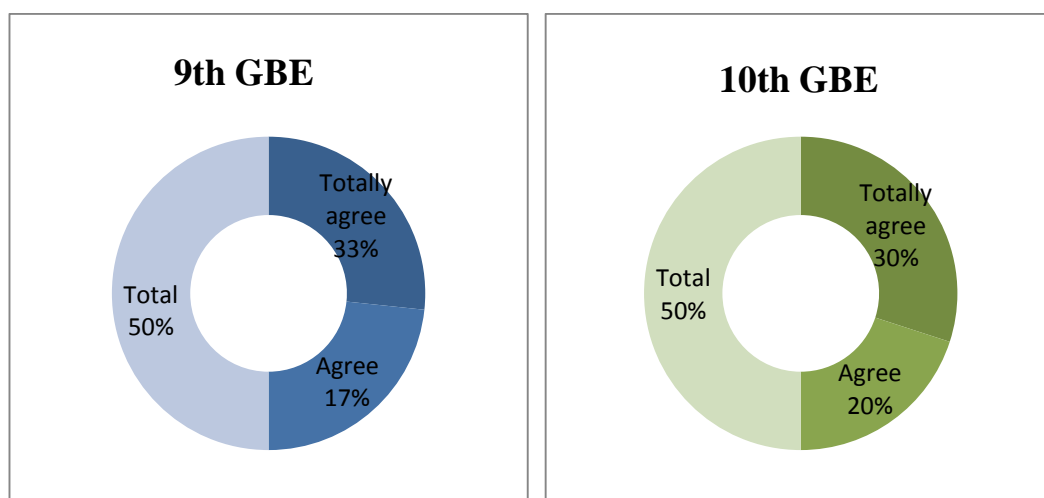
Chart # 28

Did the present topics evidence the knowledge by the teacher?

Academics aspects

2. Did the present topics evidence the knowledge about the language by the teacher?	Unidad Educativa P.C.E.I "Manuela Sáenz"		Total
	Grade:		
	9th GBE	10th GBE	
Totally agree	7	8	
Agree	7	7	
Partially agree	1		
Disagree			
Total	15	15	30

Graphic # 20

Did the present topics evidence the knowledge by the teacher?
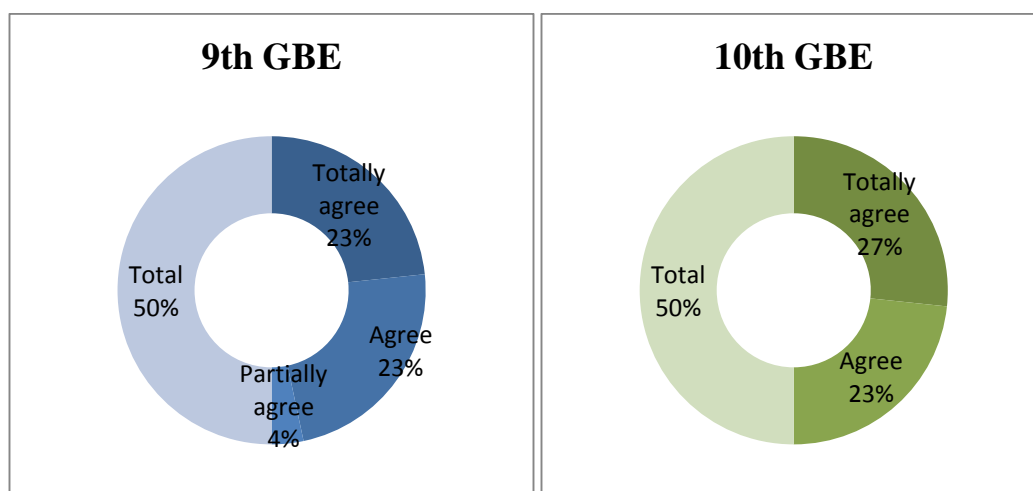
Chart # 29

Could the students understand easily the explanations?

Academic aspects

3. Could the students understand easily and clear the explanation that the teacher gave them in class?	Unidad Educativa P.C.E.I "Manuela Sáenz"		Total
	Grade:		
	9th GBE	10Th GB E	
Totally agree	13	12	
Agree	2	3	
Partially agree			
Disagree			
Total	15	15	30

Graphic # 21

Could the students understand easily the explanations?
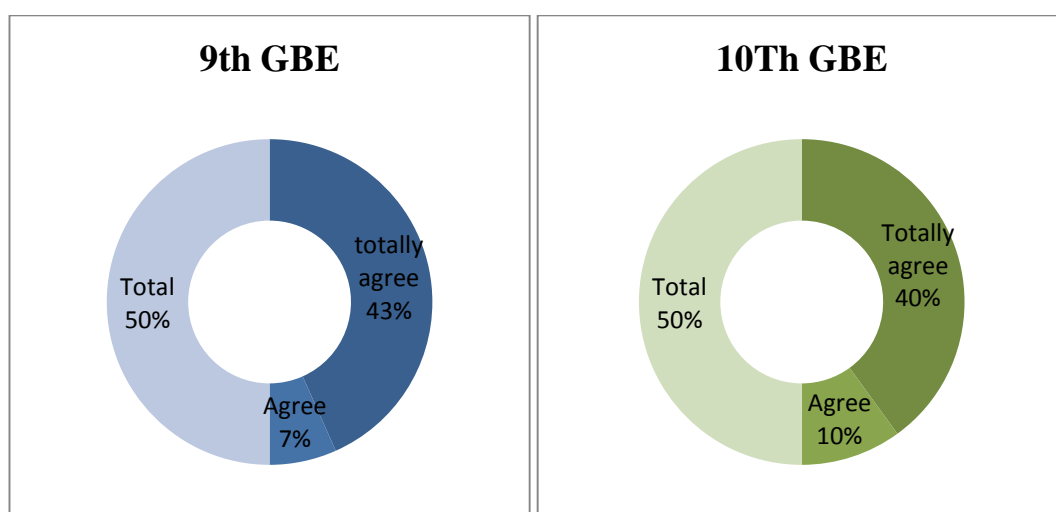
Chart # 30

Have the students enjoyed participating in class?

Academic aspects

4. Have the students enjoyed participating in this type of class?	Unidad Educativa P.C.E.I "Manuela Sáenz"		Total
	Grade:		
	9th GBE	10th GBE	
Totally agree	12	11	
Agree	3	4	
Partially agree			
Disagree			
Total	15	15	30

 Graphic # 22

Have the students enjoyed participating in class?
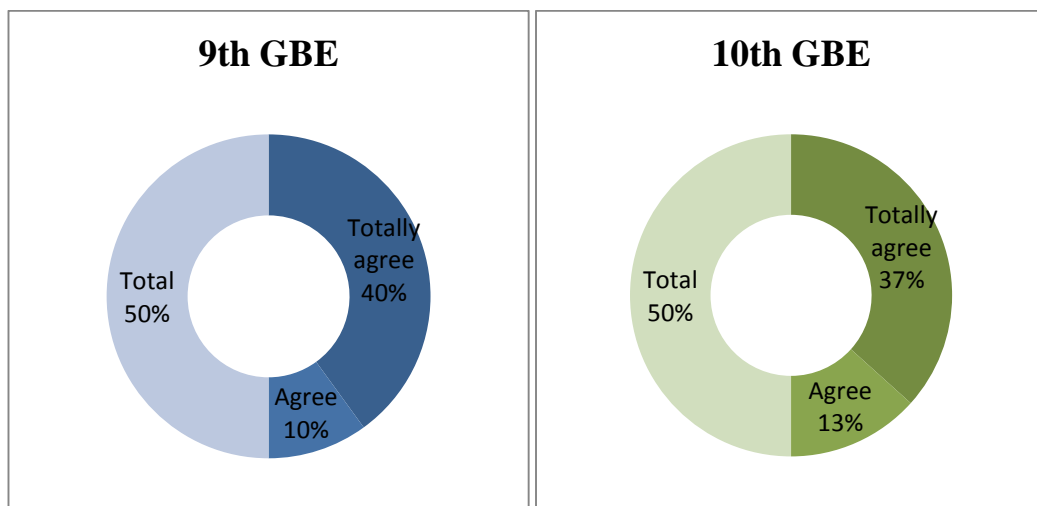
Chart # 31

Would you like to have frequenly this kind of class?

Academic aspects

5. Would you like to have frequently this kind of class at the high school?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	10	12	
Agree	5	3	
Partially agree			
Disagree			
Total	15	15	30

Graphic # 23

Would you like to have frequenly this kind of class?

9th GBE: Totally agree 33%, Agree 17%, Total 50%

10th GBE: Totally agree 40%, Agree 10%, Total 50%
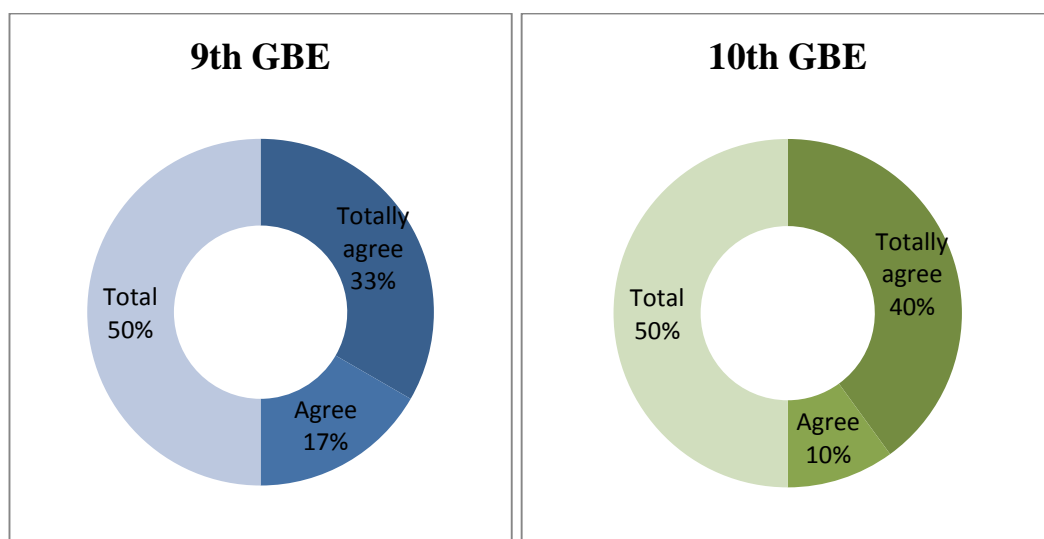
Chart # 32

Are role play, and individual participation in English learning?

Academic aspects

6. Are Games, role-play, individual participation and groups important in English learning?	Unidad Educativa P.C.E.I "Manuela Sáenz¨		Total
	Grade:		
	9th GBE	10th GBE	
Totally agree	8	9	
Agree	6	6	
Partially agree	1		
Disagree			
Total	15	15	30

Graphic # 24

Are role play, and individual participation in English learning?

67
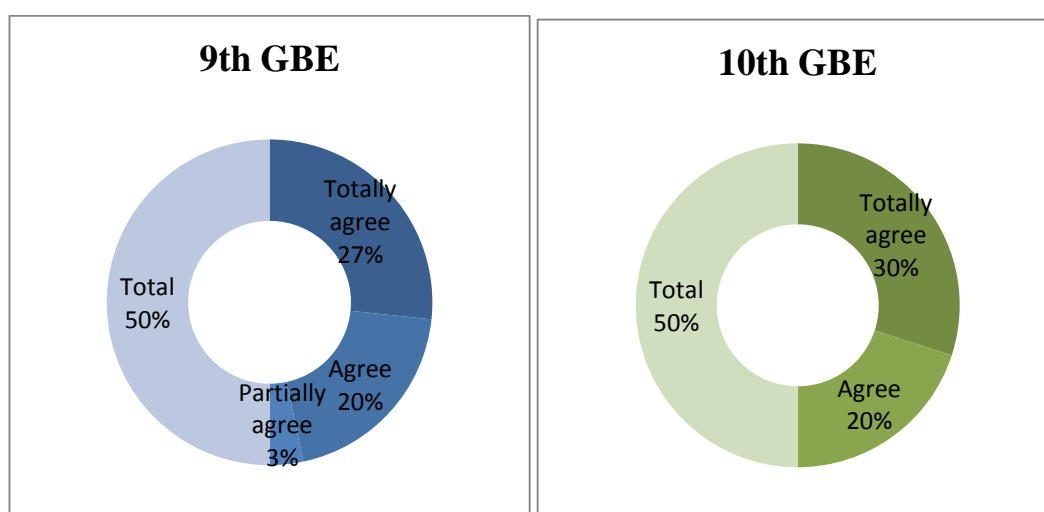
Chart # 33

Do you believe these type of classes, develop your skills?

Academic aspects

7. Do you believe that having this type of English class; can develop your skills in this language?	Unidad Educativa P.C.E.I "Manuela Sáenz" Grade:		Total
	9th GBE	10th GBE	
Totally agree	9	8	
Agree	4	6	
Partially agree	2	1	
Disagree			
Total	15	15	30

Graphic # 25

Do you believe these type of classes, develop your skills?

9th GBE
Totally agree 30%
Agree 13%
Partially agree 7%
Total 50%

10th GBE
Totally agree 27%
Agree 20%
Partially agree 3%
Total 50%
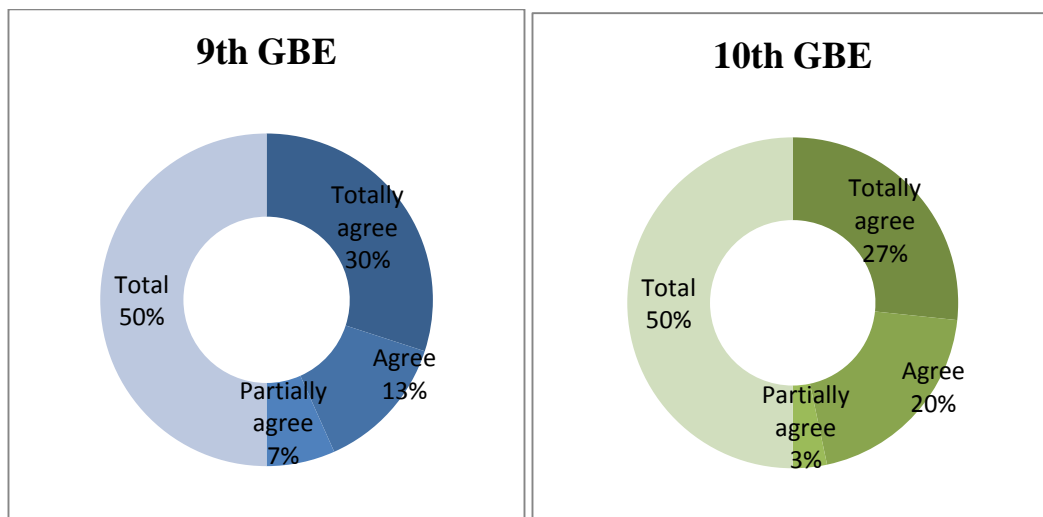
Chart # 34

If you send some task, would you like the teacher checks them by internet?

Academic aspects

8. If you have to send some task, and you cannot be present at class. Would you like the teacher checks them by Internet route?	Unidad Educativa P.C.E.I "Manuela Sáenz"		Total
	Grade:		
	9th GBE	10th GBE	
Totally agree	10	11	
Agree	4	4	
Partially agree	1		
Disagree			
Total	15	15	30

Graphic # 26

If you send some task, would you like the teacher checks them by internet?
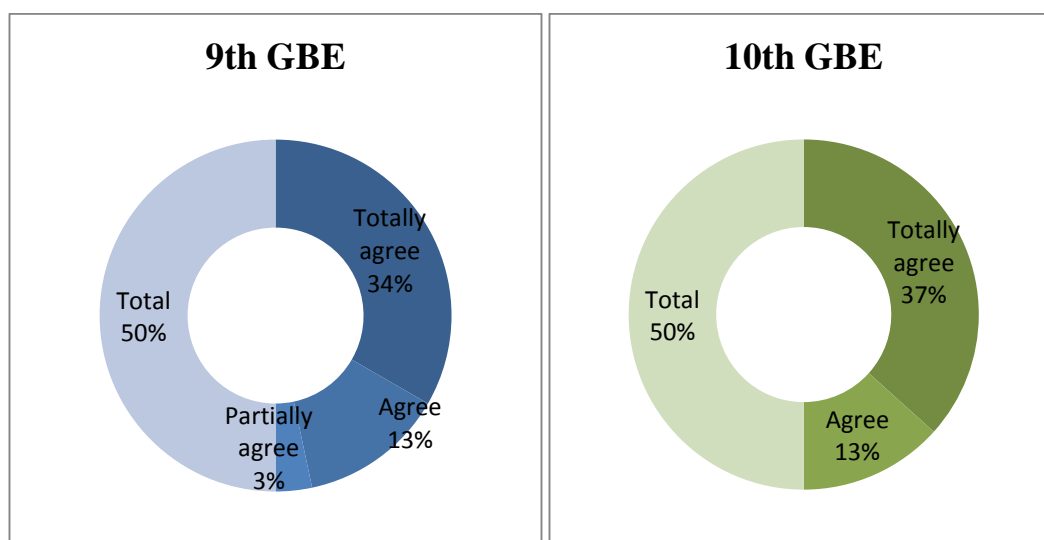
Chart # 35

Do you believe that using technology in class, is better?

Academic aspects

9. Do you believe using technology in class, you may have better score in the averages?	Unidad Educativa P.C.E.I "Manuela Sáenz"		Total
	Grade:		
	9th GBE	10th GBE	
Totally agree	9	7	
Agree	6	8	
Partially agree			
Disagree			
Total	15	15	30

Graphic # 27

Do you believe that using technology in class, is better?
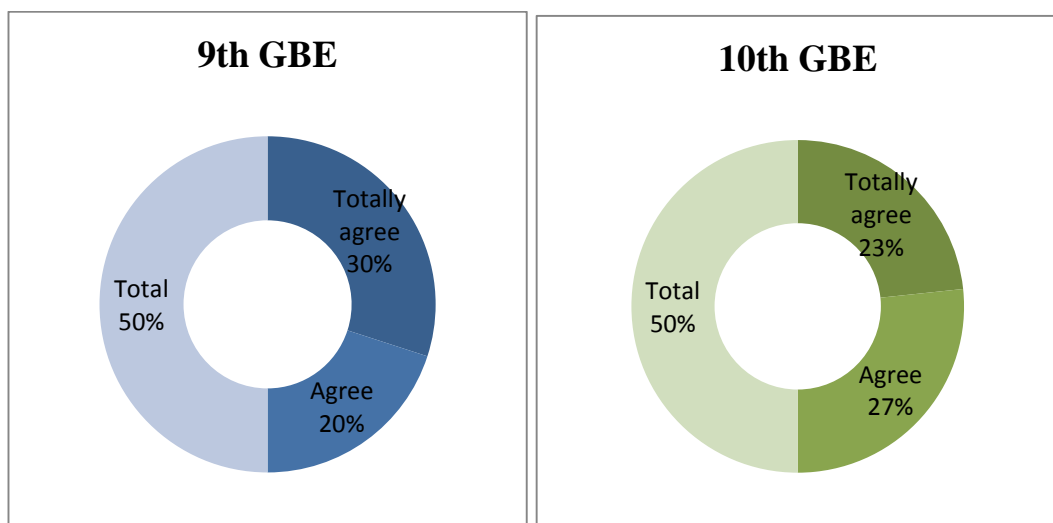
Chart # 36

Do you agree, with the use of technological equipment in class?

Academic aspects

10. Do you agree about the use of technological equipment in class such as: computers, tablets, phones, and etcetera?	Unidad Educativa "Manuela Sáenz"		Total
	Grade:		
	9th GBE	10th GBE	
Totally agree	12	13	
Agree	3	2	
Partially agree			
Disagree			
Total	15	15	30

Graphic # 28

Do you agree, with the use of technological equipment in class?
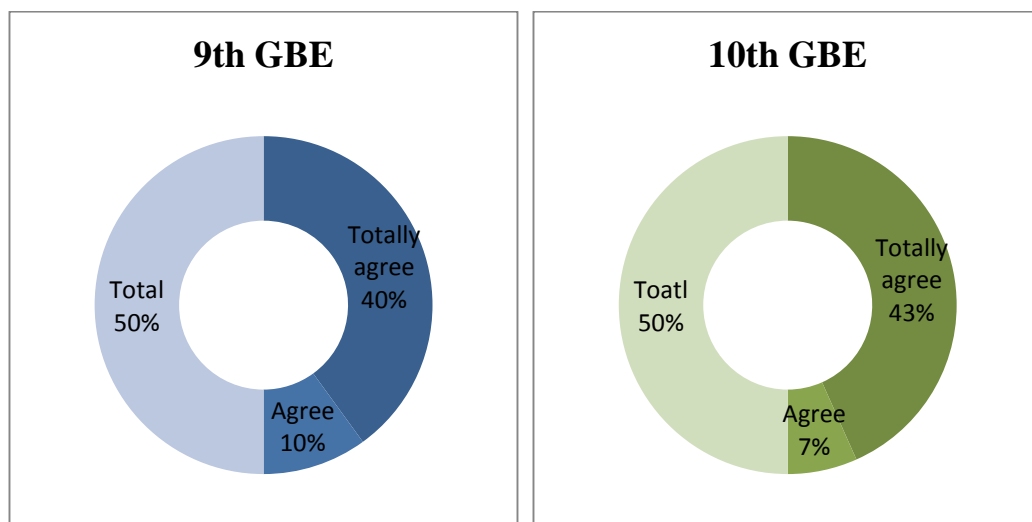
4.7 INTERPRETATION OF THE RESULTS OF THE SURVEY.

The results of the survey applied to the students at Unidad Educativa P.C.E.I "Manuela Sáenz", they were positive, most of the students were agreed with the new purpose of using technology in the classroom, they answered the topics presented evidencing the language satisfactorily; they indicated, that teachers´ explanation were easy to understand, and some of the activities were funny participating in class, because it was not common to develop the activities; this way might help for increasing students' abilities in language learning, teachers can complement the process using: Games, work in groups, role-play, these strategies will allow to develop critical thinking, and they might share their own ideas.

By the other hand, the Internet can be used as a principal tool on task revision, and they do not low their averages; so it is necessary to include with a positive way the use of technology in the classroom.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

Chart # 37

5.1.1 Institutional

Description	Unit cost	Total cost
Unidad educative P.C.E.I "Manuela Saenz"	$ 40.00	$ 40.00
TOTAL		**$ 40.00**

Chart # 38

5.1.2 Human

Description	Unit cost	Total cost
1 Teacher	$ 120.00	$ 120.00
TOTAL		**$ 120.00**

Chart # 39

5.1.3 Materials

Description	Unit cost	Total cost
Sheets	$ 4.00	$ 20.00
Prints	$ 0.10	$ 200.00
Copies	$ 0.03	$ 180.00
CD´S	$ 1.00	$ 9.00
Tint	$ 25.00	$ 75.00
TOTAL		**$ 484.00**

Chart # 40

5.1.4 Equipment and technology

Description	Unit cost	Total cost
Internet	$ 30.00	$ 240.00
Telephone and		
Communication	$ 20.00	$ 160.00
Computer	$ 700.00	$ 700.00
TOTAL		**$ 1100.00**

Chart # 41

5.1.5 Economic

Description	Unit cost	Total cost
Transportation	$ 40.00	$ 200.00
Unanticipated expenses	00.00	00.00
TOTAL		**$ 200.00**

TOTAL SUMATORY		$ 1.944

Chart # 42:   **TIMETABLE**

ACTIVITIES / MONTHS	AUG				SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APRIL				MAY				JUNE				JULY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approval of topic	■																																															
Appointment of tutors		■																																														
Tutoring work degree			■																																													
Development and chapter I					■	■	■																																									
Review and correction									■	■																																						
Development chapter II										■	■	■	■	■	■																																	
Review and correction																	■	■																														
Develop chapter III																			■	■	■	■																										
Review and correction																							■	■																								
Preparation of the proposal																									■																							
Development chapter IV																										■	■	■	■	■																		
Review and corrections																															■																	
Determining conclusions and recommendations																																■	■															
Submission of report																																		■														
Delivery academic peers																																			■													
Reporting handover																																				■												
Delivery of final report																																					■											
Thesis advisory																																							■									
Delivery of final report																																									■							
Distribution to members of the teacher board																																										■	■					
Thesis defense																																																■	
Incorporation																																																	■

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PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

APPENDIX OF THESIS OF GRADE

TOPIC:

"TASK-BASED CENTERED ACTIVITIES FOR ENCOURAGING ADULTS TO LEARN ENGLISH, AT UNIDAD EDUCATIVA P.C.E.I MANUELA SÁENZ BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, ACADEMIC YEAR 2014-2015"

By William Ascencio Quimi.

ATTACHMENT # 1

DIAGNOSTIC TEST BEFORE, AND AFTER THE PROPOSAL AT UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ" SCHOOL YEAR 2014-2015

Name: William Ascencio Quimí.

Carreer: Licenciatura en Inglés.

Estate Peninsula de Santa Elena University

This survey has the objective to know the influence in English class during Teaching-Learning process in reading skill. The information you provide below in this survey, will be used in academics and research works only; please answer honestly according to the following scale of reference.

Reading comprehension 5 points
Fluency 5 points

Informative dates.

Institution´s name:

_____.

Institution: Public (   )   Private (   )

Grade: 8th (   )   9th (   )   10th (   )

City: _____.

DIAGNOSTIC TEST BEFORE THE PROPOSAL READING Students of 9th, and 10th grades	comprehension 5 p	Fluency 5 p	Total 10 P
APOLINARIO VILLON FELIX MANUEL	2	2	4
CASTILLO BRITO KEVIN GEOVANNY	2	2	4
CEPEDA RUBEN	1	2	3
CEVALLOS QUIRUMBAY JONATHAN NICOLAS	2	2	4
CHAVEZ CHOEZ SANDY ESPERANZA	2	2	4
CRUZ LIMONES KELVIN	1	2	3
FRANCO COCHEA MARGARITA	1	2	3
GIL CRUZ ANGIE GABRIELA	2	2	4
GIL CRUZ KARINA	2	2	4
GONZABAY VITE RONALD EDUARDO	2	3	5
GONZALEZ MAGALLÁN LUIS AUGUSTO	2	2	4
GUALE DE LA O JANATHAN	2	2	4
LAINEZ TOMALA DARLIN STALIN	1	2	3
LOPEZ MACIAS LINDA KATTIUSKA	2	3	5
MALAVE REYES LIDIA MARLENE	2	2	4
MINAYA CANALES ALEXANDRA MARIA	2	2	4
MORALES MEJILLÓN MARÍA LEONOR	2	2	4
MUÑOZ PARRALES NESTOR EDISON	2	2	4
MUÑOZ VERA MARIUXI GISELLA	2	3	5
ORRALA LINO ROCIO ELIZABETH	2	2	4
POZO GUALE ANA ELIZABETH	2	2	4
POZO MAGALLAN JESÚS BERNABÉ	1	2	3
REYES VERA LISBETH KATIUSKA	2	1	3
RIVERA ORTEGA HERMEN STANLIN	2	2	4
RUIZ RUIZ JORGE	2	2	4
RUIZ RUIZ VERONICA	2	2	4
TOMALA CATUTO CANDIDA MARLENE	1	2	3
TOMALA KATHERINE	2	2	4
VERA MUÑOZ LIDER LEONARDO	2	2	4
YAGUAL MORALES JULY PAMELA	1	2	3

ALARCON LADINES ALEX JOSE	1	2	3
BONE REASCO MARIA PATRICIA	1	2	3
DE LA CRUZ LAINEZ MARIA AUXILIADORA	2	2	4
DE LA ROSA CAMPOVERDE EDUARDO	1	2	3
ESPINOZA VERA GENESIS ROBERTA	2	2	4
EUGENIO RAMIREZ KLEINER STEVEEN	2	2	4
FIGUEROA BAQUE GLORIA GLENDA	1	2	3
FLORES CARLOS MERCY ARACELY	2	2	4
GABINO CHAVEZ LILIBETH PAOLA	2	2	4
GIL LUCAS JACINTA MERCEDES	2	3	5
GONZALEZ YAGUAL HECTOR ANDRES	2	2	4
JURADO GARCIA ANGELICA	2	2	4
MAGALLAN JOSE MODESTO ANTONIO	1	2	3
MONTES PISCO GABRIELA CECIBEL	2	2	4
MUENTES HIDALGO MARIBEL YAJAIRA	2	2	4
QUIMI CHAVEZ RICHARD JAIRO	1	1	2
QUIRUMBAY GUZMAN JHON FRANKLIN	1	1	2
RAMIREZ CRUZ KATHERINE MELISSA	2	2	4
REYES RODRÍGUEZ INGRID DANIELA	1	1	2
RICARDO TOMALA BETSY YESSENIA	1	2	3
RODRIGUEZ RICARDO ISABEL DEMETRIA	2	2	4
RODRIGUEZ ROSALES GILDA LILIBETH	2	2	4
SAA CHAVEZ MELISSA NICOLE	1	2	3
SORIANO CRUZ ROSIBEL JESÚS	1	2	3
SORIANO RODRIGUEZ GINGER	1	2	3
TOMALA DE LA ROSA MERCERDES MARIA	1	2	3
TOMALA RAMIREZ SHIRLEY GISSELA	1	2	3

Results of diagnostic test before proposal…

Results of diagnostic test before the proposal 10th grade.

DIAGNOSTIC TEST AFTER THE PROPOSAL READING Students of 9th, and 10th grades	comprehension 5 p	Fluency 5 p	Total 10 P
APOLINARIO VILLON FELIX MANUEL	2	3	5
CASTILLO BRITO KEVIN GEOVANNY	2	3	4
CEPEDA RUBEN	2	3	5
CEVALLOS QUIRUMBAY JONATHAN NICOLAS	2	3	4
CHAVEZ CHOEZ SANDY ESPERANZA	2	3	4
CRUZ LIMONES KELVIN	2	2	4
FRANCO COCHEA MARGARITA	2	2	4
GIL CRUZ ANGIE GABRIELA	2	3	5
GIL CRUZ KARINA	2	3	5
GONZABAY VITE RONALD EDUARDO	3	3	6
GONZALEZ MAGALLÁN LUIS AUGUSTO	2	3	5
GUALE DE LA O JANATHAN	2	3	5
LAINEZ TOMALA DARLIN STALIN	2	2	4
LOPEZ MACIAS LINDA KATTIUSKA	3	3	6
MALAVE REYES LIDIA MARLENE	2	3	5
MINAYA CANALES ALEXANDRA MARIA	2	3	5
MORALES MEJILLÓN MARÍA LEONOR	2	3	5
MUÑOZ PARRALES NESTOR EDISON	2	3	5
MUÑOZ VERA MARIUXI GISELLA	3	3	6
ORRALA LINO ROCIO ELIZABETH	2	3	5
POZO GUALE ANA ELIZABETH	2	3	5
POZO MAGALLAN JESÚS BERNABÉ	2	2	4
REYES VERA LISBETH KATIUSKA	2	2	4
RIVERA ORTEGA HERMEN STANLIN	2	3	5
RUIZ RUIZ JORGE	2	3	5
RUIZ RUIZ VERONICA	2	3	5
TOMALA CATUTO CANDIDA MARLENE	2	2	4
TOMALA KATHERINE	2	3	5
VERA MUÑOZ LIDER LEONARDO	2	3	5
YAGUAL MORALES JULY PAMELA	2	2	4

ALARCON LADINES ALEX JOSE	2	2	4
BONE REASCO MARIA PATRICIA	2	2	4
DE LA CRUZ LAINEZ MARIA AUXILIADORA	2	3	5
DE LA ROSA CAMPOVERDE EDUARDO	2	2	4
ESPINOZA VERA GENESIS ROBERTA	2	3	5
EUGENIO RAMIREZ KLEINER STEVEEN	2	3	5
FIGUEROA BAQUE GLORIA GLENDA	2	2	4
FLORES CARLOS MERCY ARACELY	2	3	5
GABINO CHAVEZ LILIBETH PAOLA	3	3	6
GIL LUCAS JACINTA MERCEDES	3	3	6
GONZALEZ YAGUAL HECTOR ANDRES	2	3	5
JURADO GARCIA ANGELICA	2	3	5
MAGALLAN JOSE MODESTO ANTONIO	2	2	4
MONTES PISCO GABRIELA CECIBEL	2	3	5
MUENTES HIDALGO MARIBEL YAJAIRA	2	3	5
QUIMI CHAVEZ RICHARD JAIRO	2	2	4
QUIRUMBAY GUZMAN JHON FRANKLIN	2	2	4
RAMIREZ CRUZ KATHERINE MELISSA	2	3	5
REYES RODRÍGUEZ INGRID DANIELA	2	2	4
RICARDO TOMALA BETSY YESSENIA	2	2	4
RODRIGUEZ RICARDO ISABEL DEMETRIA	2	3	5
RODRIGUEZ ROSALES GILDA LILIBETH	2	3	5
SAA CHAVEZ MELISSA NICOLE	2	2	4
SORIANO CRUZ ROSIBEL JESÚS	2	2	4
SORIANO RODRIGUEZ GINGER	2	2	4
TOMALA DE LA ROSA MERCERDES MARIA	2	2	4
TOMALA RAMIREZ SHIRLEY GISSELA	2	2	4

Results of the diagnostic test after proposal 9th grade

Results of diagnostic test after the proposal 10th grade
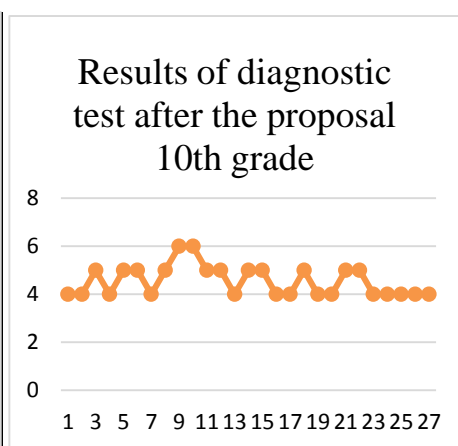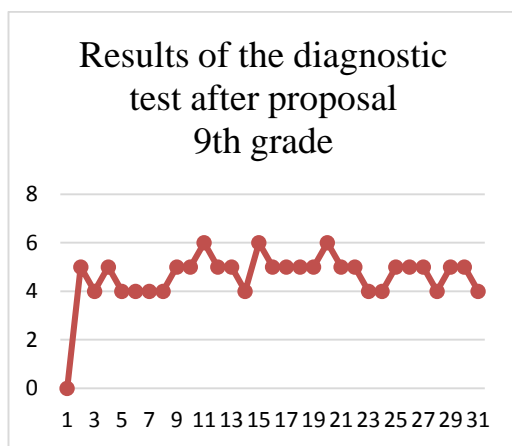
ATTACHMENT # 2
CONSTITUTION OF THE REPUBLIC OF ECUADOR (2008)

In the Legislative National Assembly, and Committee section five; the content is about education in our Country.

Article	Description
26	According to this article, the Constitution of the Republic Establish; all the constitutional rights to the Ecuadorian citizens in the education area, including the guarantee, and social equality inclusion. It´s an unavoidable duty of the state.
27	This article establishes education must be developmental, within the respect framework; it will be participatory, mandatory, intercultural, inclusive, democratic, and diverse; stimulating critical sense, and art, promoting justice, solidarity and peace.
28	In this article the Constitution of the Republic establishes, education will respond to the public interest, ensure universal access, and mobility, without any discrimination; mandatory at initial level basic and secondary education. Public education will be universal, free, and secular at all levels, up to the third level including.

Article	Description
29	According to this article, the State shall guarantee freedom of education, and people right to learn their own language, and culture. Where mothers and fathers will have the freedom to choose an education in accordance with their principles, and beliefs; to their daughters and sons.
46	According to this article, the State shall adopt, the following measures that ensure the girls, boys and adolescents: Numeral 1, care to children under six, to guarantee their education and rights. Numeral 2, the state will implement special protection and progressive eradication of child job; adolescents and teens jobs will be exceptional. Numeral 3, the state shall guarantee the inclusion, in regular education system and society integration. Numeral 7, public politic communication, will prioritize education and respect to their rights.

ATTACHMENT # 3

ORGANIC LAW OF INTERCULTURAL EDUCATION 2011(ECUADOR)

Article	Description
1	This law guarantees the right to education, determines the principles and general purpose that guide the Ecuadorian education within the framework of good living, constitutional guarantees in education field, and establishes the basic regulations for the structure, in education system.
7	According this article, students have the following rights: a. To be actors in the educational process. b. Receive comprehensive and scientific training, that contributes to development their personality skills, and potential; respecting their fundamental freedoms, rights; and promoting equality gender. c. Be treated with justice, dignity, without discrimination, respecting their individual, cultural, linguistic, sexual diversity, and religious convictions.

10	a. Teachers in the public sector, have the following rights: They have free access at professional development processes, training, updating, pedagogical and academic improvement in all levels and

	modalities, according to their needs.
	b. They will receive incentives, and relevant contributions from nature educational, academic, intellectual, cultural, and artistic, sports or citizen.
	c. They might be free and respectfully to express their opinion in all forms and manifestations, in accordance with the Constitution and law.
	d. They can do their constitutional right to due process, in case of alleged misconduct to the Constitution, the law and regulations.
	e. They will enjoy stability, and full recognition and fulfillment of their employment rights, in their duties and obligations.
	f. They will receive remuneration according to their experience, academic solvency and evaluation performance, in accordance with the laws and regulations.

ATTACHMENT # 4
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

Ministerio de Educación

GROUP: 9TH GBE	DATE: May 16 / 2015	TIME: 50 minutes	Nº OF STUDENTS:
SUBJECT AREA: English as a Foreign Language		TEACHER´S NAME: William Ascencio	
RECENT TOPIC WORK: Daily activities	RECENT LANGUAGE WORK: This is the first lesson of the course, students have a very basic level of English, so they need to practice vocabulary.		

OBJECTIVES: Students will remember the simple present tense. Students will learn the use of the frequency adverbs. Students will ask and answer questions related to daily activities.

ASSESSMENT: Workshop, oral test

MATERIALS: Poster, photos, student´s book, marker, slides

ANTICIPATED PROBLEMS:
If we can´t use slides, we can work with poster and photos

TIME	TEACHER´S ACTIVITIES	STUDENT´S ACTIVITIES	SUCCESS INDICATORS
50 min	-- Warm up. -- Present the topic -- Hand out some flash cards to the students. -- Explain new vocabulary. -- Explain the grammar: Simple present, auxiliary verb (do), and adverbs of frequency. -- Have students work in pairs talking about their activities -- Encourage students to role- play about their daily activities.	-- Look at the pictures and speak about them -- Ask your teacher´s questions. -- Identify the vocabulary of the pictures. -- Work in pairs and talk about his/her activities using the adverbs -- Role-play in front of the class your daily routine.	-- Students can use correctly the adverbs in a simple conversation, with their partners. -- They can develop speaking and listening skills in a short conversation.

ADDITIONAL POSSIBILITIES: Students if they finish first the activity, they might help to other students, the teacher can circulate around the class in order to help them if the activity is difficult.

HOMEWORK/ FURTHER WORK:
Complete some exercise at home.

ATTACHMENT # 5
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 9th GBE	DATE: May 30 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		**TEACHER´S NAME: William Ascencio**	

TOPIC WORK: Animals	RECENT LANGUAGE WORK: Vocabulary related to daily activities.

OBJECTIVES: Students will learn the auxiliary verb (can) for abilities. They will learn new words.

ASSESSMENT: Oral test, written lesson.

MATERIALS: Photos, student´s book, marker, slides

ANTICIPATED PROBLEMS:
Teachers need to give enough time to complete exercises because they can be hard for completing.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up activity -- Give some flash cards to the students. -- Introduce the topic. -- Explain the new vocabulary. -- Encourage students to participate speaking about animals. -- Explain the grammar: Use the auxiliary verb (can) for ability + be + adjective. -- Have students work in pairs. -- Ask some questions related to the topic.	-- Follow the instruction of the warm up. -- Speak about the pictures in the flash cards. -- Identify the kinds of animals. -- Give some information related to the places where animals live. -- Work in pairs doing some statements. -- Share his/her information with the other students.	-- Students can give their own opinions about kind of animals in a short conversation. -- Students can apply the grammar learnt correctly in a short conversation.

ADDITIONAL POSSIBILITIES:
If teacher have additional time, he should practice more conversations.

HOMEWORK/FURTHER WORK: Make a poster, putting a variety of animal's pictures, including their names.

ATTACHMENT # 6
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 9th BGE	DATE: June 13 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		**TEACHER´S NAME: William Ascencio**	
TOPIC WORK: Places in town	**RECENT LANGUAGE WORK:** Vocabulary related to different kind of animals		

OBJECTIVES:
Students will learn the use of preposition of places. Students will learn new vocabulary. They will identify directions and places in a town or city.

ASSESSMENT: Workshop, oral test

MATERIALS: Pictures, slides, student´s book, marker.

ANTICIPATED PROBLEMS: If students look tired, teacher has to give five minutes to rest, in order to move their bodies.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Introduce the new topic, -- Explaining the new vocabulary. -- Encourage students to participate in speaking about places, and address in a town. -- Explaining the grammar: imperative; affirmative and negative, object pronouns, preposition of place. -- Ask some questions related to the topic.	-- Follow the instructions of the warm up. -- Discuss about the short film. -- Identify the places, and addresses or landmarks -- Participate giving some information about places. -- Work completing some exercises. -- Complete the sentences using the correct preposition.	-- Students can produce some sentences related to landmarks in order to give some information to others. -- They can develop speaking skill, discussing the topic with someone.

ADDITIONAL POSSIBILITIES:
Additional grammar structures for some students, they might help to other students.

HOMEWORK/FURTHER WORK:
Draw a specific place of a town, including addresses.

ATTACHMENT # 7
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 9th GBE	DATE: June 27 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		**TEACHER´S NAME: William Ascencio**	

TOPIC WORK: Clothes	RECENT LANGUAGE WORK: Vocabulary related to places in a town.

OBJECTIVES:
Students will learn new vocabulary. They will describe all kind of clothes.

ASSESSMENT: Written lesson, oral test

MATERIALS: Slides, photos, student´s book, marker.

ANTICIPATED PROBLEMS: If the students' can´t complete the activity individually, teacher has to make groups of five.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute some photos to the students. -- Introduce the topic, explaining the new vocabulary. -- Encourage students to describe people, and clothes. -- Explain the grammar structure: Present continuous and demonstrative adjectives. -- Ask some questions related to the topic.	-- Follow the instructions of the warm up. -- Identify the photos. -- Memorize the vocabulary of the pictures. -- Describe people´s clothes and colors. -- Make some statements in present continuous using the new vocabulary. -- Answer your teacher's questions.	-- Students can talk with others in a short conversation about clothes -- They can form sentences in order to write a short description of someone.

ADDITIONAL POSSIBILITIES:
Teacher might circulate in order to help the students. Students might practice in extra classes out of schedule.

HOMEWORK/FURTHER WORK:
Students have to complete the exercises at home.

ATTACHMENT # 8
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 – 2016

GROUP: 9th GBE	DATE: July 11 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		**TEACHER´S NAME: William Ascencio**	
TOPIC WORK: Food and drink	**RECENT LANGUAGE WORK:** Vocabulary related to clothes.		

OBJECTIVES: Students will learn new vocabulary. Students will remember the simple present. Students will learn food and drinks.

ASSESSMENT: Oral test, written lesson.

MATERIALS: Flash cards, slides, student´s book, and marker.

ANTICIPATED PROBLEMS: If we don´t have enough time to complete exercises. The activities can be a little difficult.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute flash cards to the students. -- Introduce the topic and explain vocabulary. -- Encourage students to participate in speaking about food and drink. -- Explain the grammar: Simple present tense, compared with present continuous. Countable and uncountable nouns. -- Ask some questions related to the topic.	-- Follow the instructions of the warm up. -- Talk about flash cards. -- Identify the pictures. -- Participate explaining the kind of food and drink they like to consume. -- Make some sentences. -- Answer the questions asking by the teacher, and partners.	-- Students can produce a simple conversation about the topic learnt with their partners -- Students can develop writing skill, doing some sentences in an e-mail.

ADDITIONAL POSSIBILITIES:
Students, which finish first, might help other groups. The teacher might circulate in order to help the students

HOMEWORK/FURTHER WORK:
Make a poster, including names of different foods and drinks.

ATTACHMENT # 9
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 10th GBE	DATE: July 25 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		TEACHER´S NAME: William Ascencio	
TOPIC WORK: Physical appearance.	RECENT LANGUAGE WORK: Vocabulary related with food and drink.		

OBJECTIVES: Students will learn the modal verb should/ shouldn´t for obligation and prohibition. They will review the Simple present.

ASSESSMENT: Workshop, oral test

MATERIALS: Slides, photos, student book, marker

ANTICIPATED PROBLEMS: Speaking could be hard for some students or some students might complete quickly the activity.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute some photos to the students. -- Introduce the topic and explain the vocabulary. -- Encourage students to participate in speaking describing someone in then class. -- Explain the grammar: adjectives to describe physical appearance Adjectives to describe characters and personality -- Ask some questions related to the topic.	-- Follow the instructions of the warm up. -- Identify the photos. -- Practice the new vocabulary about the pictures. -- Talk about personality. -- Make some sentences using adjectives to describe physical appearance and personality. -- Make some questions using do or does. -- They will answer the questions asking by the teacher.	-- Students can describe a person in a short conversation between their partners. -- Students can develop use their knowledge anytime.

ADDITIONAL POSSIBILITIES:
Students, which finish first, might help others if the activity is hard.

HOMEWORK/FURTHER WORK:
Make sentences and questions using grammar learnt.

ATTACHMENT # 10
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 10th GBE	DATE: August 8 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		TEACHER´S NAME: William Ascencio	

TOPIC WORK: Shops	RECENT LANGUAGE WORK: Vocabulary related to physical appearance.

OBJECTIVES:
Students will learn the use of the auxiliary verb would, they will form questions with how much.

ASSESSMENT: Written lesson, oral test

MATERIALS: Flash cards poster, student book, marker, slides

ANTICIPATED PROBLEMS:
The students might be tired and The grammar might be hard to complete it.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute the flash cards to the students. -- Introduce topic and explain the vocabulary. -- Encourage students participate in speaking about going shopping. -- Explaining the grammar: object pronouns, would like + noun, how much. -- Ask some questions related to the topic.	-- Follow the instruction of the warm up. -- Identify the flash cards. -- Practice the new vocabulary. -- Talk about buying things in a shop. .. Write some statements. -- Answer the questions asking by the teacher.	-- Students can talk about shopping in a short conversation with their partners and others. -- Students can ask and answer questions in a simple conversation about shops.

ADDITIONAL POSSIBILITIES:
 Teacher might circulate to help the students if the activity is hard. Teacher might use a different place like yard in order to develop the class.

HOMEWORK/FURTHER WORK:
Make a poster including prices of different products.

ATTACHMENT # 11
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 10th GBE	DATE: August 22 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		**TEACHER´S NAME: William Ascencio**	

TOPIC WORK: Weather	RECENT LANGUAGE WORK: Vocabulary related to Shops.

OBJECTIVES:
Students will remember the present continuous. They will use the future going to in the statements.

ASSESSMENT: Oral test, written lesson.

MATERIALS: Slides, poster, photos, student´s book, marker

ANTICIPATED PROBLEMS:
The topic might be difficult for some students. The activity might be hard to develop.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute some pictures to the students. -- Introduce the topic and explain the vocabulary. -- Encourage the students to participate speaking about change of the weather. -- Explain the grammar: present continuous, future going to, let´s. -- Ask some questions related to the topic.	-- Follow the instructions of the warm up. -- Talk about the pictures. -- Identify the vocabulary of the pictures. -- Talk something about the weather. -- Develop some exercises. -- Answer the questions asking by the teacher.	-- Students can talk about weather in a simple dialogue, between their partners. -- They can develop writing skill, using new words learned in this lesson.

ADDITIONAL POSSIBILITIES:
Teachers might do extra activity related to the topic for some students or they might help other students.

HOMEWORK/FURTHER WORK:
Make a poster related to the weather using your imagination.

ATTACHMENT # 12

UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

LESSON PLAN

SCHOOL YEAR 2015 - 2016

GROUP: 10th GBE	DATE: September 5 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		TEACHER´S NAME: William Ascencio	
TOPIC WORK: Geographical features	RECENT LANGUAGE WORK: Vocabulary related to the weather.		

OBJECTIVES: Students will produce questions with comparatives, and superlatives in order to do comparisons.

ASSESSMENT: Workshop, oral test

MATERIALS: Slides, flashcards, student´s book, marker.

ANTICIPATED PROBLEMS:
If we can´t use slides, we can use the posters to illustrate the new vocabulary.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute flash cards to the students. -- Introduce the topic and explain the vocabulary. -- Encourage students participate making comparisons between cities. -- Explain the grammar: Comparatives and superlatives of adjectives, too + adjective -- Ask some questions related to the topic.	-- Follow the instruction of the warm up. -- Talk about flash cards. -- Identify the pictures. -- Practice speaking using comparisons between two things or people. -- Complete some exercises. -- Answer the questions asking by the teacher and partners.	-- Students can produce a simple conversation, with their partners talking about weather. -- They can increase writing skill practicing sentences in order to write an e-mail.

ADDITIONAL POSSIBILITIES:
Teachers might do a feedback out of classroom.

HOMEWORK/FURTHER WORK:
Complete examples of comparisons at home.

ATTACHMENT # 13
UNIDAD EDUCATIVA P.C.E.I
"MANUELA SAENZ"
LESSON PLAN
SCHOOL YEAR 2015 - 2016

GROUP: 10th GBE	DATE: September 26 / 2015	TIME: 50 minutes	Nº OF STUDENTS: 30
SUBJECT AREA: English as a Foreign Language		**TEACHER´S NAME:** **William Ascencio**	
TOPIC WORK: Parts of the body	**RECENT LANGUAGE WORK:** Vocabulary related to parts of the body.		

OBJECTIVES:
Students will learn new vocabulary. They will learn the use of the future will.

ASSESSMENT: Written lesson, oral test

MATERIALS: Slides, poster, photos, student´s book, marker.

ANTICIPATED PROBLEMS:
Students can be afraid in order to use the English language. The activities can be a little difficult for completing.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
50 minutes	-- Warm up -- Distribute some word cards to the students. -- Introduce the topic and explain the vocabulary. -- Encourage students to participate speaking about parts of the body -- Explain the grammar: future will for others predictions -- Ask some questions related to the topic.	-- Follow the instruction of the warm up. -- Talk about the word cards -- Identify the parts of the body. --Talk about your body -- Complete some exercises. -- Answer the questions asking by the teacher.	-- Students can produce a short conversation, between their partners about his/her bodies -- They can use the grammar learnt in order to write a short composition.

ADDITIONAL POSSIBILITIES:
Students might practice English language outside the classroom. Teacher might circulate in order to help some students.

HOMEWORK/FURTHER WORK:
Complete the exercises in your copies at home.

ATTACHMENT # 14

MODEL OF SURVEY TO THE STUDENTS AT UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

Name: William Ascencio Quimí.

Carreer: Licenciatura en Inglés.

Estate Peninsula de Santa Elena University

This survey has the objective to know the influence in English class during Teaching-Learning process in this foreign language. The information you provide below in this survey, will be used in academics and research works only; please answer honestly according to the following scale of reference.

| Totally agree |
| Agree |
| Partially agree |
| Disagree |

Informative dates.

Institution´s name:

_____.

Institution: Public (   )   Private (   )

Grade: 8th (   )   9th (   )   10th (   )

City: _____.

Instruction: Write an **X** in the box, according your criteria.

Academic aspects

		Totally agree	Agree	Partially agree	Disagree
1	Are there activities that allow you to practice the new knowledge, that have you learned in class?				
2	Are there activities that enable students to practice skills such as: speaking, listening, reading and writing?				
3	All the students pay attention, and take part of the activities developed in class, inclusive in the last line?				
4	Are there varied of activities within the class; for example, in group, individual and couple?				
5	Are there activities in class such as: drama, competitions, discussions, games etcetera?				
6	Students receive an adequate feedback by the teacher, at the end of each class?				
7	Do you use technology in English class?				

Social aspects.

		Totally agree	Agree	Partially agree	Disagree
8	Are there good interaction in class, between students and teacher?				
9	Do the students have the opportunity to interact with other people in English class?				
10	Can I use my cell phone, or another electronic device, without being discovered by the teacher?				

Psychological aspects

		Totally agree	Agree	Partially agree	Disagree
11	Have the students had an interesting atmosphere in the classroom?				
12	Do you feel uncomfortable at the moment, when you are speaking English in front of your partners?				
13	The students have the opportunity to transmit their own ideas during the English class?				
14	The Teachers pays attention, and monitoring all students in class?				
15	Would you like to have more interactive English class?				
16	You would like to be used frequently the technology in English class?				

ATTACHMENT # 15

STUDENTS OF 9TH AND 10TH GRADES ARE MAKING THE SURVEY, AND TEACHER IS MONITORING

ATTACHMENT # 16

QUESTIONS MADE IN AN INTERVIEW TO THE HEAD MASTER AT UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

Name: William Ascencio Quimí.

Carreer: Licenciatura en Inglés.

State Peninsula de Santa Elena University

This interview has the objective, to know the influence in English class during Teaching-Learning process in this foreign language. The information you provide below in this interview, will be used in academics and research works only; please answer honestly.

Informative dates.

Name:

Institution: Public (   )   Private (   )

City: Ballenita-Santa Elena.

Academic aspects

	Answer the following questions.
1	Have the teachers the program from the Ministry of education, in order to apply the new curriculum? …………………………………………………………………………

	……………………………………………………………………………………
2	What kind of method your teachers use, in the classroom? ………………………………………………………………………………… …………………………………………………………………………………
3	Have the teachers any difficulty to give their classes to the students? ………………………………………………………………………………….. …………………………………………………………………………………..
4	What time the students receive feedback by the teachers? ………………………………………………………………………………….. …………………………………………………………………………………..
5	Do you use technology in English class? ………………………………………………………………………………….. …………………………………………………………………………………..

ATTACHMENT # 17

PHOTOS AT THE MOMENT THAT THE HEAD MASTER OF UNIDA EDUCATIVA P.C.E.I "MANUELA SAENZ", WERE ANSWERING THE QUESTIONS OF INTERVIEW

ATTACHMENT # 18

AN INTERVIEW TO THE TEACHER AT UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

Name: William Ascencio Quimí.

Carreer: Licenciatura en Inglés.

State Peninsula de Santa Elena University

This interview has the objective, to know the influence in English class during Teaching-Learning process in this foreign language. The information you provide below in this interview, will be used in academics and research works only; please answer honestly.

Informative dates.

Name:

Institution: Public (   )   Private (   )

City: Ballenita-Santa Elena.

Academic aspects

	Answer the following questions.
1	Have you using the program from the Ministry of education? ……………………………………………………………………………

	……………………………………………………………………………………
2	What kind of method do you use in the classroom? …………………………………………………………………………………… ……………………………………………………………………………………
3	What strategies do you use, to teach English language? …………………………………………………………………………………… ……………………………………………………………………………………
3	Have you any difficulty to give your classes to the students? …………………………………………………………………………………….. ……………………………………………………………………………………..
4	What time the students receive feedback? …………………………………………………………………………………….. ……………………………………………………………………………………..
5	Do you use technology in English class? …………………………………………………………………………………….. ……………………………………………………………………………………..

ATTACHMENT # 19

LISTS OF THE STUDETS FROM 9th GRADE BGE OF THE. UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

SCHOOL YEAR 2014-2015

9th grade	LIST OF THE STUDENTS
1	APOLINARIO VILLON FELIX MANUEL
2	CASTILLO BRITO KEVIN GEOVANNY
3	CEPEDA RUBEN
4	CEVALLOS QUIRUMBAY JONATHAN NICOLAS
5	CHAVEZ CHOEZ SANDY ESPERANZA
6	FRANCO COCHEA MARGARITA
7	GIL CRUZ ANGIE GABRIELA
8	GONZABAY VITE RONALD EDUARDO
9	GONZALEZ MAGALLÁN LUIS AUGUSTO
10	GUALE DE LA O JANATHAN
11	LAINEZ TOMALA DARLIN STALIN
12	LOPEZ MACIAS LINDA KATTIUSKA
13	MALAVE REYES LIDIA MARLENE
14	MINAYA CANALES ALEXANDRA MARIA
15	MORALES MEJILLÓN MARÍA LEONOR
16	MUÑOZ PARRALES NESTOR EDISON
17	MUÑOZ VERA MARIUXI GISELLA
18	ORRALA LINO ROCIO ELIZABETH
19	POZO GUALE ANA ELIZABETH
20	POZO MAGALLAN JESÚS BERNABÉ
21	REYES VERA LISBETH KATIUSKA
22	RIVERA ORTEGA HERMEN STANLIN
23	RUIZ VERONICA
24	TOMALA CATUTO CANDIDA MARLENE
25	TOMALA KATHERINE
26	VERA MUÑOZ LIDER LEONARDO
27	YAGUAL MORALES JULY PAMELA

ATTACHMENT # 20

LISTS OF THE STUDETS FROM 10th GRADE BGE OF THE.
UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

SCHOOL YEAR 2014-2015

10th grade	LIST OF THE STUDENTS
1	ALARCON LADINES ALEX JOSE
2	BONE REASCO MARIA PATRICIA
3	DE LA CRUZ LAINEZ MARIA AUXILIADORA
4	DE LA ROSA CAMPOVERDE EDUARDO
5	ESPINOZA VERA GENESIS ROBERTA
6	EUGENIO RAMIREZ KLEINER STEVEEN
7	FIGUEROA BAQUE GLORIA GLENDA
8	FLORES CARLOS MERCY ARACELY
9	GABINO CHAVEZ LILIBETH PAOLA
10	GIL LUCAS JACINTA MERCEDES
11	GONZALEZ YAGUAL HECTOR ANDRES
12	JURADO GARCIA ANGELICA
13	MAGALLAN JOSE MODESTO ANTONIO
14	MONTES PISCO GABRIELA CECIBEL
15	MUENTES HIDALGO MARIBEL YAJAIRA
16	QUIMI CHAVEZ RICHARD JAIRO
17	QUIRUMBAY GUZMAN JHON FRANKLIN
18	RAMIREZ CRUZ KATHERINE MELISSA
19	REYES RODRÍGUEZ INGRID DANIELA
20	RICARDO TOMALA BETSY YESSENIA
21	RODRIGUEZ RICARDO ISABEL DEMETRIA
22	RODRIGUEZ ROSALES GILDA LILIBETH
23	SAA CHAVEZ MELISSA NICOLE
24	SORIANO CRUZ ROSIBEL JESÚS
25	SORIANO RODRIGUEZ GINGER
26	TOMALA DE LA ROSA MERCERDES MARIA
27	TOMALA RAMIREZ SHIRLEY GISSELA

ATTACHMENT # 21

STUDENTS MAKIG A LOT OF MOVEMENTS BEFORE, AND AFTER THE PRESENTATION OF THE PROPOSAL

ATTACHMENT # 22

PRESENTATION OF THE PROPOSAL AT, UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ" TEACHER IS EXPLAINING THE TOPIC PROJECTING SLIDES WITH TECHNOLOGY TOOL, IN THE OTHER PHOTOS STUDENTS ARE PARTICIPATING IN THE CLASS.

ATTACHMENT # 23

STUDENTS PARTICIPATING IN THE VOCABULARY PRESENTATION, SHOWING THE NEW WORDS IN FLASH CARDS, FOLLOWING A SEQUENCE OF ACTIVITIES.

ATTACHMENT # 24

STUDENTS AT THE MOMENT WHEN THEY ARE MAKING A READING SHARING INFORMATION FROM STUDENT BOOK

ATTACHMENT # 25

STUDENTS ARE WORKING IN GROUPS, THEY ARE DEVELOPING A WRITING ACCORDING THE TOPIC

ATTACHMENT # 26

MODEL OF SURVEY APPLY TO THE STUDENTS, AFTER THE PROPOSAL AT UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

Name: William Ascencio Quimí.

Carreer: Licenciatura en Inglés.

Estate Peninsula de Santa Elena University

This survey has the objective, to know the influence of the "Task-based learning activities", using the technology in English class during Teaching-Learning process, the information you provide below in this survey, will be used in academics and research works only; please answer honestly according to the following scale of reference.

Totally agree
Agree
Partially agree
Disagree

Informative dates.

Institution´s name:

_____.

Institution: Public (   )   Private (   )

Grade: 8th (   )   9th (   )   10th (   )

City: _____.

Instruction: Write an **X** in the box, according your criteria.

	Academic aspects	Totally agree	Agree	Partially agree	Disagree
1	The proposal presented by the teacher, using the technology in the classroom was interesting?				
2	The topic presented, it evidenced the knowledge of the language by the teacher?				
3	The students could understand easy, and clear the explanation that the teacher gave them in class?				
4	Has the students enjoyed to participate in this type of class?				
5	Would you like to have frequently this kind of class at the high school?				
6	Games, role play, participation individual, and groups are important in learning English?				
7	Do you believe that having this type of English class, you can develop your skills in this language?				
8	If you had to send some task, and you might not be present at class; would you like the teacher check them by Internet route?				
9	Do you believe, that using technology in class, you may have better score in the averages?				
10	Do you agree, about the use of technological equipment, in class such as: computers, tablets, phones, and etcetera?				

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA LICENCIATURA EN INGLÉS.

La Libertad, 15 de mayo de 2015
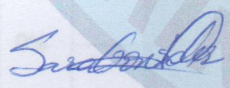
Para: Lcda. Glenda Pinoargote Parra. M.A.
Directora Carrera Licenciatura en Inglés.
De: Lic. Sara González Reyes. MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en el Trabajo de Titulación del señor: **William León Ascencio Quimí** una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el **1%** de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Idioma Inglés.

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

Lic. Sara González Reyes. MSc.
Docente

Documento: ascenciow@hotmail.com. docx (D14123543)

Alrededor de 1% de este documento se compone de texto más o menos similar al contenido de 59 fuentes consideradas como las más pertinentes.

La más larga sección comportando similitudes, contiene 22 palabras y tiene un índice de similitud de 100% con su principal fuente.

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Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor averiguando e interpretando el análisis, las fuentes y el documento original.

La Libertad, 15 de mayo de 2015

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN

SARA DOLORES GONZÁLEZ REYES, Magíster en Gerencia e Innovaciones Educativas, tutora del Trabajo de Titulación del egresado WILLIAM LEÓN ASCENCIO QUIMÍ de la Carrera Licenciatura en Inglés.

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación TASK –BASED CENTERED ACTIVITIES FOR ENCOURAGING ADULTS TO LEARN ENGLISH AT UNIDAD EDUCATIVA P.C.E.I. MANUELA SÁENZ. ACADEMIC YEAR 2014-2015, estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

LIC. SARA GONZÁLEZ REYES, MSc.

DOCENTE TUTORA

WRITING AND SPELLING CERTIFICATE

I, Magister, Lupe Mercedes Llangarí Morocho, I certify that I have reviewed the writing and spelling of the contents of the educational project: **"TASK-BASED CENTERED ACTIVITIES FOR ENCOURAGING ADULTS TO LEARN ENGLISH, AT UNIDAD EDUCATIVA P.C.E.I MANUELA SÁENZ, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, ACADEMIC YEAR 2014-2015"**, developed by William León Ascencio Quimí, previous to obtain the degree of **BACHELOR OF ARTS, MAJOR ENGLISH.**

To effect I proceeded to read and analyze the style and form of the content:

- Denote neatness in writing.
- Punctuation marks are used rightly.
- In all themes is avoided dictions mistakes.
- There are specificity and accuracy ideas.
- There are not errors in the use of letters.
- Handling of morphosyntax with knowledge and precision.
- English language is educational, academic, and straightforward, then it is easy to understand.

For these reasons and in exercise of my rights as a Magister in Educational Evaluation Models, I recommend the spelling validity of this thesis, previous to obtain the degree of Bachelor of Arts, Major English, I submit this certificate for relevant legal purposes.

Sincerely,

_____
Dra. Lupe Llangarí Morocho, Mg.
SENESCYT registration No. 1050-12-86029483
Fourth Level

UNIDAD EDUCATIVA P.C.E.I "MANUELA SAENZ"

La Libertad, 05 de Mayo del 2015

Msc.

Glenda Pinoargote Parra

DIRECTORA DE LA ESCUELA DE IDIOMAS

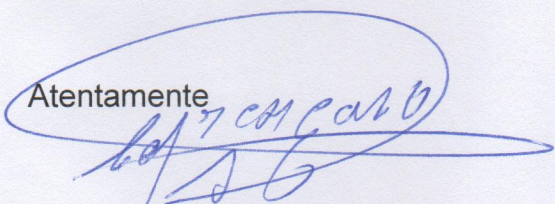**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**

Presente

Distinguida directora

Tengo a bien a dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro dirigir, a la vez para comunicarle lo siguiente: El señor William León Ascencio Quimí, portador de la cedula # 0910700129 ha solicitado realizar su tema de tesis en este plantel con el tema **"Task-Based Centered Activities for encouraging adults to learn English, at Unidad Educativa P.C.E.I "Manuela Sàenz"**, al mismo que se le ha brindado las facilidades necesarias, para llevar cabo dicho proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente

Lcdo. Danny Caiche Asencio.

RECTOR