



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

LIKE/LOVE/HATE + ING

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**


AUTHOR: Flores De La A Anthony Mauricio

ADVISOR: Lic. Carabajo Romero Italo Rigoberto **MSc.**

LA LIBERTAD – ECUADOR

2021

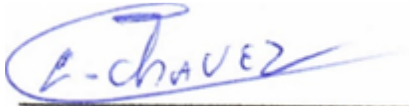
BOARD OF EXAMINERS



MSc. Tatiana Garcia Villao
PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CAREER



MSc. Italo Carabajo Romero
UIC PROFESSOR



MSc. Leonardo Chávez
SPECIALIST PROFESSOR

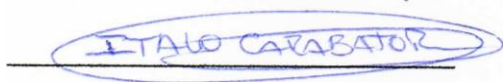


MSc. Eliana Leon Abad
COMMISSION PROFESSOR

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado "**Like/love/hate +ING.**" elaborado por el estudiante **Flores De la A Anthony Mauricio**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

A handwritten signature in blue ink that reads "ITALO CARABATOR" is written over a horizontal line. The signature is enclosed within a hand-drawn blue oval.




MSc, Carabajo Romero Italo Rigoberto.

TUTOR

Document Information

Analyzed document	TESINA FLORES DE LA A ANTHONY MAURICIO.pdf (D136244833)
Submitted	2022-05-11T23:56:00.0000000
Submitted by	
Submitter email	anthonymauriciofloresdelaa@gmail.com
Similarity	3%
Analysis address	icarabajo.upse@analysis.orkund.com

Sources included in the report

	UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / PEREZ CALERO MISHELL STEFANIA tesina.docx		
SA	Document PEREZ CALERO MISHELL STEFANIA tesina.docx (D135854976) Submitted by: mishell.perezcalero@upse.edu.ec Receiver: icarabajo.upse@analysis.orkund.com		1
W	URL: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Like,_love,_hate_%5E_ing/like,_love,_hate...(-ing)_le1337bo Fetched: 2022-05-12T00:36:00.0000000		1
	UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA / ALCIVAR MARQUEZ JESENIA Informe Examen Complexivo.docx		
SA	Document ALCIVAR MARQUEZ JESENIA Informe Examen Complexivo.docx (D135994356) Submitted by: jesenia.alcivarmarquez@upse.edu.ec Receiver: icarabajo.upse@analysis.orkund.com		1

INDEX

INTRODUCTION	6
PLANNING	7
The topic:.....	7
The objective:.....	7
The methodology:.....	7
The resources:	7
DEVELOPMENT	8
Activities.....	8
Group work	8
Class management	8
ASSESSMENT	9
Feedback	9
SELF REFLECTION	10
CONCLUSIONS	11
BIBLIOGRAPHY.....	12
ATTACHEMENTS	13

INTRODUCTION

A good teacher is one who guides his students on the right path. All students need a good teacher who is capable of teaching in different ways with the aim of transmitting their knowledge to the students.

The education of Ecuador and the whole world was affected by the pandemic, for this reason, future educators must have specialized, methodological-theoretical, and practical preparation in addition to having knowledge and good preparation in the use of ICTs and their tools that they execute what they have learned in real and current educational contexts seeking the improvement of education.

Teaching a second language is paramount in the world we live in, a world where English is no longer considered a luxury, but rather a necessity for better job opportunities and a prosperous future.

Demonstration classes are the best way to demonstrate that we are prepared to educate new generations in all environments such as class control, choosing a good methodology, good use of technology, being prepared for any unexpected situation, and above all looking for the best way for students to learn.

Furthermore, the demonstrative classes allow us to put into practice everything learned during many years of study where our mission was to learn and acquire skills and experiences that would serve us in the future as professionals.

Educational psychology, class management, teaching very young learners, Teaching adults, and Methodology, among others were some of the subjects we learned during the educational process, and the practical component allowed us to apply our knowledge, skills, and abilities acquired during years of study focused on teaching. of the English language as preparation for the work that we are going to carry out in the future.

PLANNING

Planning is the key to teaching effectively, it is the process that allows teachers to detail the activities that we are going to carry out and the way in which we are going to transmit our knowledge to the students.

In the planning, some factors that are important for effective learning are taken into consideration, such as the objectives, methodology, activities to be carried out, and anticipated problems that could happen in the classroom.

The topic: like/love/hate + Ing

We use the verbs like, love and hate to express positive feelings (love or like) or negative feelings (hate) about something.

The objective: By the end of the lesson, the students will learn how to use like/love/hate + Ing.

By the end of the lesson, the students will be able to use like/love/hate + Ing in sentences where they can express their likeness towards an activity or event.

The methodology: Student-centered / Thinking Based Learning Teacher

This methodology is focused on an active teaching method for the student, it is focused on the development of skills that the person can apply in real life.

It also aims for students to develop critical and constructive thinking

It is important for the teacher to establish solid foundations to avoid problems in the classroom and facilitate order and the teaching of students.

The resources: Online activities, PowerPoint slides, Top-Notch book, printed documents, live worksheets, and videos.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Like, love, hate %5E ing/like, love, hate... \(-ing\) le1337bo](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Like_love_hate_%5E_ing/like_love_hate...(-ing)_le1337bo)

Videos: <https://www.youtube.com/watch?v=Vt7jYkigiTA>

Top-Notch 1, <file:///C:/Users/antho/Downloads/Top%20Notch%20I%202nd%20Edition.pdf>

DEVELOPMENT

The connection within the classroom between the teacher and the student is essential to achieving a good teaching and learning environment. It is important that there is respect and trust between students and teachers, this will make it easier for problems to be resolved quickly and effectively, in addition to finding solutions for the benefit of the entire educational community.

Activities

- ❖ **Warm-up activity:** Students will express their thoughts and feelings using the verbs love-like-hate using them in real-life contexts.
- ❖ They are activities that help us review what we have seen previously or activities that help us introduce the topic that they are going to work on during the lesson.
- ❖ **Presentation of the topic:** Explanation of like love-hate +Ing.
- ❖ **Exercises for practice:** students work on examples using verbs like love-hate +Ing expressing what they think or feel.

Group work

The teacher divides the class into groups. Each group receives a set of images with different expressions in which the students must decipher which is the correct verb and form the sentences using the images.

Class management

Classroom management is based on students learning and using what they have learned in real-life contexts that help them cope with different situations in the future.

The demonstration class allowed me to show the control of the class and the different ways of handling the different problems that may arise in the classroom, in addition to achieving teamwork and the participation of all the students with different ideas. Through the activities, we achieve that all the students feel interested and are concentrated on developing the group work in an interactive way.

ASSESSMENT

Nowadays, education plays a very important role in society.

Technology is advancing very fast and teachers are better prepared to educate future generations.

Assessment is the best way to determine if students are learning or if the teacher needs to make changes to reach their students. Teachers aim to achieve educational goals, in addition to that, maintaining a good learning environment

Leading a large group of young people is not an easy task, it requires hard work, awareness, vocation, teaching skills, etc.

Feedback

As feedback, the teacher performs an activity in which he shows some words on the blackboard and the students must understand the context and say the correct answer, also at the end of the class the teacher gives feedback about everything taught during the class.

Autonomous work and assignments

An activity was provided to the students so that they can carry it out at home and continue practicing the content of the class.

the activity will be reviewed in the next class together with the students.

SELF REFLECTION

The complex exam consisted of two parts: the theoretical component and the practical component, the theoretical component consists of evaluating the mastery of the most important subjects that will help us in this process of becoming teachers and the practical component was the demonstrative class which was like my final exam where I was able to show everything I had learned during many years of study.

Carrying out an excellent demonstration class was the last requirement I needed to obtain my bachelor's degree in English and this was my greatest motivation, knowing that after so much time and effort I was going to get what I wanted.

The preparation for the class was very interesting because I focused on finding the best way for students to feel motivated to learn using everything that my teachers taught me in the student stage.

In my opinion, it is very important to create a good learning environment between the teacher and the student. As a student, I felt the need to impress the jury who were the highest authorities of the race and I wanted them to feel proud of the quality of students they had created.

For the demonstration class they gave us three different themes for the class with different levels of difficulty, on the day of the class, the jury members chose a theme at random and the theme was Like-love-hate+ing which is taught at a basic level, the class was 40 minutes, during the class I showed short videos and audios to make the class more interactive.

In the class, there were some problems outside the class which allowed me to show the jury that I was prepared to face any type of situation.

The jury asked questions during the class which I answered correctly with confidence and pride.

At the end of the class, the teachers were happy and congratulated me for the great work I had done and thus concluded my last adventure within the university.

This demonstrative class has given me the practice to understand what I am going to face in the workplace and to continue preparing myself every day to be a better teacher.

CONCLUSIONS

- The demonstration classes were the best way to evaluate the preparation that the students had during many years of study.
- The demonstration class allowed students to put into practice the knowledge acquired in a real context in the classroom.
- The demonstrative class helped to show the control that the teacher has in the class and how he deals with the different problems that occur during the class. In addition to that, the teacher's ability to reach their students and make them understand the class.

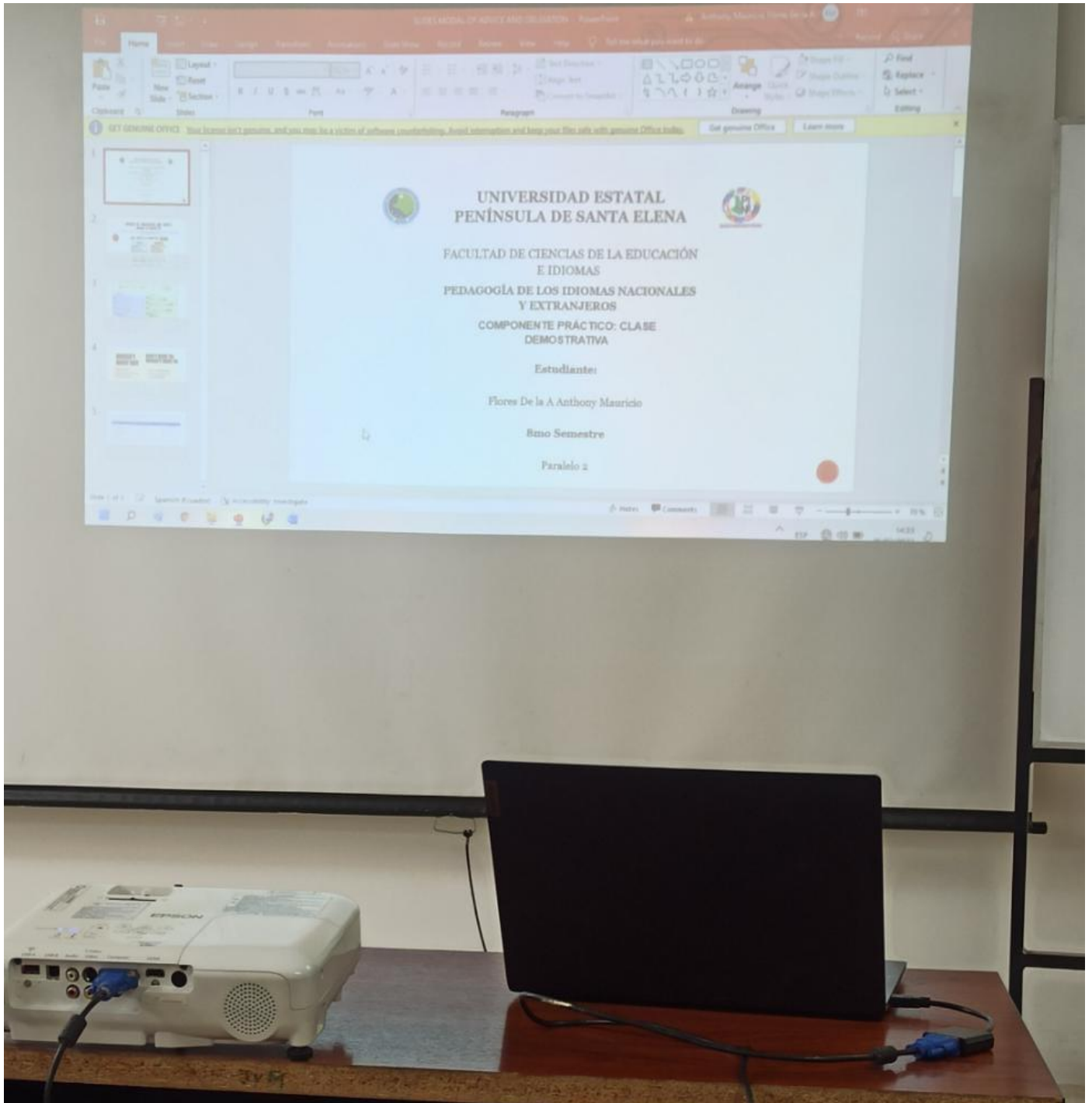
BIBLIOGRAPHY

Center for Teaching and Learning. (2022, Mayo 10). Retrieved from Center for Teaching and Learning: <https://ctl.iupui.edu/Resources/Documenting-Your-Teaching/Planning-a-Teaching-Demonstration>

Methods and Techniques of Teaching. (1985). In S. K. KOCHHAR., *Methods and Techniques of Teaching* (p. 343). Sterling Publishers Pvt.

National Center for Education Statistics. (2022, Mayo 10). Retrieved from National Center for Education Statistics: <https://nces.ed.gov/surveys/frss/publications/1999080/index.asp?sectionid=2>

ATTACHEMENTS



LESSON PLAN

Student's name: FLORES DE LA A ANTHONY MAURICIO	Date: 16/02/22	/Level A2
Venue: Universidad Estatal Península de Santa Elena	Lesson: ENGLISH	Lesson length: 30 m

1. Lesson context & Aims

CONTEXT:

like/love/hate + Ing

LEARNING OUTCOMES:

Circle A or B and the language System/Skill - My lesson's **main aim** is:

- A) Language (L): e.g. **grammar**, functions, vocabulary.
- B) Skills: (S): e.g. **Reading**, Listening, Speaking, **Writing**

My lesson's **secondary aim** is:

a) Vocabulary

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the lesson, the students will be able to use like/love/hate + Ing in sentences where they can express their likeness towards an activity or event.

Sub-aims:

The students will recognize how to like/love/hate + Ing activities that reinforce the topic. Students will relate the content to real-life situations.

Section 2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recent work done:

The teacher had worked with vocabulary related to verbs before presenting this lesson.

Profile of the learners and a description of their age and level, their linguistic and affective needs:

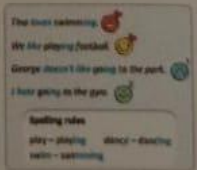
The teacher will work with A2-level students. This course follows the regular schedule. They receive classes on Wednesday, Thursday, and Friday from 2:40 to 3:40 PM, which means 6 hours a week.

The students attend class regularly, some of them feel uncomfortable because sometimes in the class there is new vocabulary but they are motivated to learn. students have to use their dictionary when they don't know the meaning of a word.

RATIONALE.- How the needs of the learners relate to the main aim, stage

The live worksheets I have chosen are suitable for A2 level students and are based on grammar development and the correct use of like/love/hate + Ing.

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Like_love_hate_%5E_ing/like_love_hate_ing](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Like_love_hate_%5E_ing/like_love_hate_ing)
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Like_love_hate_%5E_ing/Like_love_hate_ing](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Like_love_hate_%5E_ing/Like_love_hate_ing)
[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Like_love_hate_%5E_ing/Like_love_hate_ing](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Like_love_hate_%5E_ing/Like_love_hate_ing)

Time in Minutes	Description of Activity	Resources Needed and Other Notes
3	Greetings and ask the students how are you? use warm-up and stretching exercises to engage students' attention and eliminate laziness	round movements with the head Neck stretches Shoulder stretches Upper back stretch Side stretch
3	feedback from the last class Begin to introduce the new topic to teach Like/love/hate + Ing	Blackboard Slides PowerPoint Computer
10	<i>like/love/hate + Ing</i> • Explanation of the structure to form sentences and how to use them. • Explanation of the uses of each of the verbs <i>like/love/hate + Ing</i> • Video about like/love/hate + ing	Explanation: https://dictionary.cambridge.org/es-LA/grammar/british-grammar/hate-like-love-and-prefer https://open.books4languages.com/english-a1-grammar-es/chapter/like-love-hate/ https://www.youtube.com/watch?v=Vt7iYkigiTA Like, hate, love, don't like + gerund • I like reading books. • She doesn't like helping me. • He loves going to the cinema. • Do you like travelling? Yes, I do. • They hate playing games. 🎮 

Choose by the picture.

1 I like / hate rollerskating.

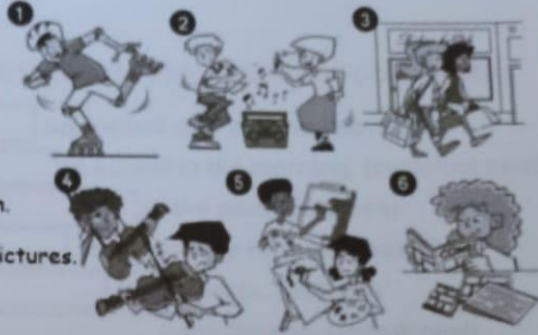
2 We love / like dancing.

3 They like / don't like shopping.

4 We love / hate playing the violin.

5 They love / don't like painting pictures.

6 I like / hate reading comics.



Match.

1 She	collecting stickers.
2 Do	like going to museums.
3 We like	like rollerskating?
4 Does	he like playing the violin?
5 I don't	doesn't like taking photos.
6 Do they	you like playing tennis?

Write love 😊😊, like 😊, does not like ☹️, hate ☹️☹️.

Tom likes 😊 painting. He hates ☹️☹️ dancing.
 Poppy doesn't like ☹️ shopping. She loves 😊😊 shopping on the internet.
 James loves 😊😊 going to the park. He does not like ☹️ taking photos.
 Kate likes 😊 collecting stamps. She hates ☹️☹️ collecting photos.