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OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES
MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**Opportunities for immersion in English language
learning at the CENID of the Technical University of
Babahoyo.**

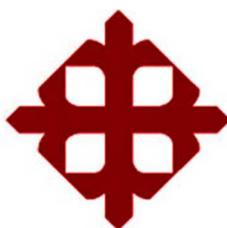
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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE DEGREE OF MASTER IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**PROJECT ADVISOR:
Rivadeneira, Sara**

**Guayaquil, Ecuador
2018**



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
OFFICE OF GRADUATE STUDIES
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CERTIFICATION

We certify that this research Project was presented by **Cecilia Elizabeth Dahik Solis and Cecilia Isabel Cáneppa Muñoz**, as a partial fulfillment of the requirements for a **Master's Degree in Teaching English as a Foreign Language**.

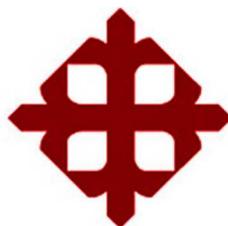
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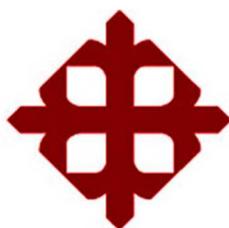
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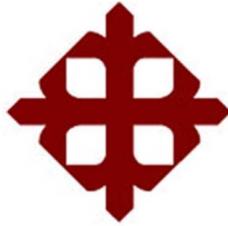
Dedication

First at all, we would like to dedicate this research work to God for giving us courage and motivation to go forward every day of our life.

We also express our heartfelt gratitude to our family, our husbands and children, for their understanding our absences and moral support in our hard times.

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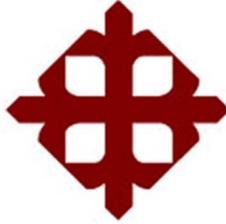
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ABSTRACT

For many years learning English as a Foreign Language in Ecuador has been considered a controversial issue within the institutional policies and, in the undergraduate curriculum, it is not regarded as a mainstream subject. Since English has for long been taught in a traditional way, the opportunities to involve students in the real use of the language in class, as well as, the promotion of it outside the classroom were also lessened. As a consequence, students' learning and society attitudes have been discouraged towards the learning of English. Nowadays, the results of these situations can be evidenced in the rates of students' dropouts and the percentage of students who fail the modules at the Language Center (CENID) of the Technical University of Babahoyo. Thus, this research project attempts to promote the English language among the students and community providing opportunities for immersion through the involvement of appealing and creative activities inside and outside the classroom. It means that some of them are disseminated with the use of a platform where the Babahoyo society can have an experience of immersion into English. Based on literature review, the findings demonstrated that the students are reluctant to learning English because of the influence of the learners' experiences during the schooling time. Motivation is the main key to encourage students to learn a language, and the use of authentic activities and materials in the classroom appeals their interests and shifts their expectations about the learning process. In addition, parents, friends-classmates, teachers and university officials can make the learners aware of the importance of English as a fundamental factor to be a competitive professional in any international workplace.

Key words: Motivation, Opportunities for immersion, authentic activities, learning process, schooling time, learners' experiences.

INTRODUCTION

It is known that English is the language used for communication around the world. Thus, throughout time, many different approaches have appeared in an attempt to upgrade the teaching and learning of English as a Foreign Language. Nevertheless, learning a foreign language is a complex issue that has adopted different shifts in the educational field in countries where English is not the native language to make the acquisition of the skills to communicate in that language attainable. According to Gomaa (2010) (as cited in Vopava, Douda, Kratochvil, and Konecki, 2016), it has been said that “we cannot really teach a language, we can only create conditions in which it will develop spontaneously in mind in its own way.” (p.1).

Having said that, it is necessary to consider the learners' background to provide a creative environment, due to English as a foreign language in Ecuador was seen as an optional subject in the students' academic school year since 1963. Indeed, it was not remarkably important in the district and private schools, high schools and universities for whom were in charge of the management of the organizational policies and instructional practices in the curriculum. Nowadays, the Ecuadorian educational standards and policies have changed since the government of Economist Rafael Correa. Therefore, the purpose of this research project is to provide a draft of opportunities for immersion in English language learning at the Language Center CENID of the Technical University of Babahoyo. Regarding the university policies, the students learn English through modules in a mandatory basis to get their bachelor's degree, which produces a reluctant attitude towards the learning process.

In addition, the students are unwilling to learn the language because of the thought “unimportance” of the language in their surroundings, even though the government policies demand its language acquisition as part of the output profile of the students to be competitive with international standards. These circumstances are not the only wants that affect the learning acquisition of English language, the students' varied background also implies that the English classes have students with different levels and mixed-abilities which worsen the difficulties in class for students and teachers. Hence, the rate of students who drop out the English courses, and fail is high and even when the students pass the English course, they cannot communicate in English neither.

Given these issues, this research project was conducted with the students of the English courses of the Language Center at the Technical University of Babahoyo to help them to get immersed in English Language learning through motivational and authentic activities inside and outside the classroom. The activities have the intention to foster a new perception of the English learning in the students to make possible they be active and willing participants and not only passive students who are part of a class because they have to do it. Besides of that, the opportunities for immersion in this proposal attempts to cover up the society attention and involves it in the process of English learning promotion.

To provide accurate and effective findings for this study, it is necessary to develop four sections. In the first part, it is detailed the core of the problem in which this research is focused on, specific objectives, and research questions. The second part provides reliable information concerning many research studies and action research conducted in previous contexts to support the findings of this research. The third part develops the methods to be applied to collect the appropriate evidence throughout the overall study. The last part will be focused on a proposal to involve students in real use of English.

CHAPTER 1

I. Problem

1. Problem description

Students of the language center, CENID, are reluctant to learning English for the sake of it. There are many reasons why difficulties emerge, and these make students feel unwilling to be involved in the language learning process. Recent research has identified motivation as a primary factor in a student's learning experience. For instance, "the course, teaching methods, instructional materials, influences of family, friends, learning activities and even individual tasks can affect the learners' motivation, achievement, effort, and develop positive or negative feelings" (Chambers, 1998; Dörnyei, 1994, 2002; Dörnyei, 2008; Donitsa-Schmidt, Inbar & Shohamy, 2004; Egbert, 2003; Ellis, 1985; Inbar, Shohamy & Donitsa-Schmidt, 1999, 2001; Julkunen, 1990, 1994, 2001; Mihaljević, 1990, 1994; Ozek & Williams, 1999; Williams & Burden, 1999; Williams et al, 2001, as cited in Ghenghesh, 2010). Hence, the educational system implemented in Ecuador in 1963, which sees English as an optional subject to be learned, has triggered problems concerning the importance of English language learning for the professional profile of the students. This could be one of the reasons why students are unwilling to learn the language and why they show low English skills.

University policies is another factor that hinders students' opportunities for immersion in the English language as only four forty-hour English courses are available for students to be trained in the language and reach B1 level (CEFR) in a year. Nevertheless, this demand is out of reach since, according to the Cambridge English Support site, 350 to 400 hours of guided learning are required for such an accomplishment. This is why the rates of students' failure are raising every term, whereas the learners who pass the courses do not continue studying English once they are out of the CENID modules. Ghenghesh, 2010, argues that Institutional norms in Schools could decrease the students' motivation and expectations because of the application of poor pedagogical resources and materials which are created by untrained teachers. It means that although, they have the goal to apply strategies to develop

students' learning achievement in the English learning process, those teachers' issues yield weak learning outcomes. Therefore, it is necessary to take into account such aspects to make students' immersion possible through the "Components outlined in framework of L2 motivation", based on Dörnyei's 1994, (as cited in Ghenghesh, 2010).

Teacher training and attitude influence students' immersion mostly when teaching is approached with unattractive topics which make the students lose interest in being involved in learning a foreign language. Furthermore, student's attitude to learn can decline when the strategies used by the teacher are not applied in accordance with the student's learning styles. Peacock, 2001, as cited in Gabillon, 2010 noted that "a discrepancy between teaching and learning styles might cause serious learning failure, frustration and demotivation". He suggested that "EFL teachers should teach by using various strategies in order to accommodate different learning styles". Also, the feedback given to students can generate negative or positives feelings being one of the reasons why students avoid involvement in classroom activities so their classmates or even friends do not make fun of them making them seem silly (Chamber's, 1999, as cited in Ghenghesh, 2010).

Furthermore, the lack of familiarity with the language culture and life experiences can make students reject the immersion in English language learning. In small communities or towns such as Babahoyo, it is very unusual to have a close contact or experience with native speakers to make citizens aware of the significance of learning a foreign language. Hence, the community in this area sees English as a superficial issue to survive in a non-native context, as a prerequisite to get their bachelor's degree. In 2005, Dornyei (as cited in Uribe, Gutierrez, & Madrid, 2011) confirmed that "cultural contact, by and large, promoted positive language attitudes." Some of the evidence of this research problem is that even some authorities in the local university prefer an interpreter to make deals with English native speakers. This situation has hindered opportunities for immersion, and chances for the learners to internalize the importance of this language. In a situation like this, the University Headmaster can be a model to be followed by other authorities and students, who could be an example of immersion into English.

2. Problem statement

There are few opportunities for immersion in English language learning in the Language Center “CENID” at the Technical University of Babahoyo.

3. Justification

Addressing opportunities for immersion in English Language learning at CENID is quite important to lessen the rate of failure and the drop out of the English modules. It would work as a means to encourage learners to be involved in real use of the English language and in the learning process through the application of a program available online. Through this component, the students will be interested in learning English lessening their reluctance to learning the language. In addition, the immersion of learners in this program would be a meaningful and influential factor in students’ beliefs and expectations which would make it possible for students to see a foreign language as a purposeful tool in life. In 1985, Gardner (as cited in Uribe, Gutierrez, & Madrid, 2011) maintained that motivation refers “to the combination of effort plus a desire to achieve the goal of learning the language plus favorable attitudes toward the learning of the language.”

According to Purcell-Gates, Degener, Jacobson, & Soler, 2000 (as cited in Waterman, 2008) “Learning is likely to be most effective when the instruction of discrete skills is integrated into holistic, process-driven activities that are relevant to the daily lives and goals of adult students”. Additionally, “integrating authentic goals into instruction often increases student motivation to practice new skills outside of class, which then fosters increased skill development” (Purcell-Gates, 2000, as cited in Waterman, 2008). For those reasons, an immersion program developed with the help of cooperative, integrative and interactive teaching strategies would give opportunities for learners to see English language learning from another viewpoint which would be transmitted to other members of the community.

This immersion program will help authorities realize the importance of English through the students’ interests in learning this language. It would make it possible that the university board thinks about investing on resources and academic improvements such as the number of English modules. These shifts

would help students to benefit from the Language Center, the University and the community of Babahoyo.

4. General Objective

To design specific opportunities for the students to be immersed in real use of the English language through the implementation of a program available online to encourage students of the CENID so they become truly interested in learning the language.

5. Specific Objectives

1. Observe the current opportunities for immersion that students have in the community of Babahoyo.
2. Examine students' interest.
3. Determine the elements to be included in an extra-curricular program.
4. Analyze the university policies related to English language study.
5. Gather information on the rate of failure and success through the CENID reports.

6. Research Questions

1. What opportunities of immersion do students currently have?
2. What are CENID's students interested in?
3. What elements should be included in an extra-curricular program?
4. What university policies are related to English language study?
5. What is the rate of failure and success at the CENID?

7. Delimitation

This study will be conducted among students of the English courses at the CENID of the Technical University of Babahoyo which is demographical located in the North of Babahoyo city on University street.

8. Definitions of terms

CALL: Computer-Assisted Language Learning, is the search for and study of applications of the computer in language teaching and learning.

Communicative competence: Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas, words and rules, Appropriacy, cohesion and coherence, use of communication strategies (British Council & BBC World Service, 2017).

E-learning: the delivery of learning training or education program by electronic means. (Feng and Chang, (2013).

Language Immersion: the intentional and exclusive use of a second language as medium of instruction. Where the home language is not well supported in the education system, this type of education is called submersion (Trudell, 2016, p.4).

MOOCs: massive online platforms that allow students to access to the content of a course. It will change many of the ways higher education institutions manage formal learning (Badrul H. Khan, Mohamed Ally, 2015, p.59).

QR codes: a machine-readable code consisting of an array of black and white squares, typically used for storing URLs or other information for reading by the camera on a smartphone (Oxford Dictionary, 2017).

CHAPTER 2

II. Literature Review

2.1 English history in Ecuador

“One language sets you a corridor for life. Two languages open every door along the way.” (Frank Smith, 2016 as cited in Molineros, Anaguano, & Soto, 2015, p.13). Since the implementation of the new policies in Ecuadorian education which have been applied with the Correa Government, Learning English as a foreign language has been seen as a key to open the door to get a better professional life. Before this new perspective, English was seen as a subject to be instructed in many schools in rural areas and urban areas, where students’ parents had to pay “special teachers” throughout the school year until the year 2007. This means that English was only a subject in the curriculum with no importance to be learned.

The consequence of this way of teaching English in Ecuador can be seen in the English proficiency Index (EPI) as posited by The Ministry of Education (2014). In the EPI, Ecuador is rated 35th in the list of 63 countries with the lowest level of English, according to the English Proficiency Index (EF EPI) of 2014 and according to Gordon (2015), a journalist from the Comercio newspaper, wrote an article where information about the Latin-American countries with low level of English was exposed. One of the factors triggering such indexes is the fact that the majority of students who have low economic resources are not given the opportunity to learn, at least, basic things or get an awareness of the English Language and its culture.

One of them is Roberto Calderón (2010), twenty-three-year-old student of Industrial engineering who had difficulties in understanding some books read at university, which were written in English, so he had to look up a translated version online or have them translated. He remembers that since he was a child he wanted to learn English, but in elementary and high school English teachers taught him just basic things. According to Stornaiolo (2015), coordinator of Marketing ‘online’ in EFL Education, English teaching methods should be one of the main issues that influence the learning and acquisition of the language, which is often neglected.

In 1992, Ecuador acknowledged that “English language teaching at a secondary school in the public area had to be given real and lasting improvement” so they applied the CRADLE project in the Curricular Reform of English which was based on the bilateral agreement between the Ministry of Education and Culture (MEC) and the British Council to build a strong foundation in English by using a series of textbooks developed within Ecuadorean contexts and offer technical assistance to teachers (British Council, Education Intelligence, 2015). Although the application of the CRADLE project was an attempt to make a change in the methodology and strategies used by teachers in class, the change of mind was also a quite relevant factor to make the shift possible.

Research conducted by Calle, A.; Calle, S. and Argudo, J. and other researchers (2012) in Cuenca, showed that English literacy performance of high school students is negatively affected by the use of traditional teaching strategies, a teacher-centered approach, lack of interaction with and among students in the target language, and teachers’ lack of training for applying different communicative strategies. Reluctance towards applying a communicative methodology instead of the traditional method centered on the teacher was also identified. As it was found in this research, one of the possible causes for this reluctance was the lack of effective training of the teachers not only in the methodology of task-based Instruction, but also in the level of English they possessed.

Another important aspect was that the teachers, who were used to a traditional methodology like the Grammar translation method, had to focus much more on communication leaving behind the teaching of grammar. This abrupt shift stimulated opposition of teachers to the new methodology. Nevertheless, in the study was also found that a group of teachers applied a more communicative methodology although it was not used accurately due to the fact that they lacked the training needed to focus more in the methodology than in the way the tasks were carried out in the book.

To know how to use a communicative and interactive methodology would have upgraded the teaching process making it possible for the teachers to apply much more communicative activities in class and extra activities in order to develop interactive communication. It is a need to avoid the students be

guided only by the book whose answers are known beforehand by them because most of the books were second hand.

According to the Ministry of Education (2010), in 2009, the first evaluation to English teachers was made at the beginning of the government of Rafael Correa. The evaluations made by the Ministry of Education in the years 2009-2010 showed that the English level of over 50% of teachers, according to the European Framework, was A2, which represents a basic level. These results boosted the creation of the TEFL strengthening project.

2.1.1 EFL policies in Ecuador

Hence, the current situation of EFL policies in Ecuador has caused important changes to be implemented so as to overcome this deficiency in public schools in both rural and urban areas. Those changes are needed to survive in this globalized world that requires that Ecuadorian students have an acceptable English language level to be able to opt for international scholarships to compete efficiently in any work field. Mendoza(2015) in a comparative research among some countries in Latin America said that countries like Colombia, Costa Rica, Uruguay, and Mexico have implemented programs for teaching English in the Elementary Level of Education. This is because people need to be able to speak another language to face the requirements of business and tourism (p.124).

This is one of the reasons why, since 2016, the Ecuadorian government made the teaching of English mandatory from Grade 2 to senior high school. Peñafiel, Subrogate Minister of Education (agreement 0052-14) posited that a foreign language like English should be fostered from early ages to help people to communicate and gain access to supplying for the demands of global issues such as technology and scientific research. Thus, the Minister considered of key importance to include English as a subject in the curriculum of primary schools in the new National English curriculum designed based on the Communicative-Functional Language Approach and CEFR which is administrated by a newly formed English section within the Ministry to enhance the quality of English Language teaching and learning.

The guidelines established English as an optional subject for Grades 2-7 and mandatory for Grade 8 in 2012 so that students from secondary school

achieved a minimum of B1 and in that way, build up learners' competence in the four skills. But from 2016-2017 English will be mandatory from Grade 2° which indicates that secondary school students should reach B2 as stated by UNESCO Institute of Statistics (as cited in British Council & Education Intelligence, 2015). This is a fundamental element that would transform English learning outcomes because learners will be exposed to the English culture since the beginnings of their school lives and learn insights naturally. Nevertheless, how advisable is it to expose children to the learning of another language at the Elementary level? A study conducted in Taiwan by Ya-Chen Su (2006) yielded some positive and negative sides of this policy. As it is known one positive side is that the student learns the language earlier and develops the language skills more easily as well as the cross-cultural understanding and appreciation as it is stated by Genesee (1978) and Hatch (1983). On the negative side, this occurrence could reduce students' motivation to learn other languages or even the Taiwanese local dialects (p.281). Crystal's (2000) as cited in Ya-Chen Su (2006) agreed and said that "The global spread of English might impact other languages and facilitate the demise of minority languages" (p.281).

Additionally, in many countries such as Japan, although English is mandatory to students of the fifth grade of primary school (age 11), the curriculum especially omits the teaching of English literacy. According to Suzuki, in 1995 (as cited in Rich, 2014), Kokusaika, Minister of Education Culture, Sports, Science and Technology (MEXT), "is concerned with spreading Japanese culture and values internationally so that the foreign 'other' can see the world from a Japanese perspective". However, in 2007, Liddicoat (as cited in Rich, 2014) says that Kokusaika addresses that English as a foreign language makes it possible for Japanese and English-speaking nations to communicate for political and economic issues. In contrast, in South Korea, the four skills of listening, speaking, reading and writing are taught to students from the third grade (age 9). Whilst, in France, students start learning English at the age of 5 and in Italy, at the age of 6. EFL policies of each country make the distinction among them.

It is important to emphasize that the government has worried to keep the culture and the old languages like Quechua alive. So, the impact of another

language in children would not affect the interest in learning the local language or even perception of identity, so this policy would have more positive than negative influence in Ecuador. Another relevant factor for the future success of this policy in Ecuador is the training of teachers in the methodology to be applied to teaching English according to the age and stage of the students. English teachers need to know not only about the language which is quite important for appropriate learning, but also the techniques and strategies to make it possible for children to feel motivated and not frustrated within the learning process. Research conducted by Nunan(2003) in some countries of Asia-Pacific Region showed that Countries like China, Japan, Taiwan invest many resources in this process, but the goals are not being achieved. So, the recommendation was to review the policies and to provide adequate training to teachers in Methodology related to the range of age and stage of the learner.

2.2 Sociocultural issues

Society should spur children, youngsters and adults to learn a foreign language as a means for reaching better opportunities in life providing a change of vision in the future where through English students get goals in the professional and personal life. Without this collaboration, the process can turn more challenging but not impossible. According to Gholami, R., in 2012 (as cited in Montero, R. L., 2014, p. 437) “the social context is believed to have an influence on students’ attitude and motivation by providing learning opportunities that will enhance learners’ outcomes”. It means that the influence of culture within the society can encourage students to learn a foreign language or change their minds.

Ecuadorians must understand that many opportunities become available insofar as they learn English as a foreign language in Ecuador or abroad. René Ramírez (2012) said that EFL Teaching in Ecuador should not only be empowered to get meaningful and accurate learning achievements, but also to spread on socio-cultural issues which are part of the changes of the global world.

On the one hand, they are wise words that each government and people who are in charge of making rules, norms, agreements and laws in the education system of a country must take into account so their nation can compete with

others, keeping their identity like Japanese people. On the other hand, the EFL policies launched by President Rafael Correa attempt to make real shifts and improve English teachers' professional development and language instructional practices with the aim of shaping a nation that can compete with international standards.

In 2009, Hashimoto (as cited in Rich, 2014) characterized that "the teaching of English should be based on a policy of economic utility, one that 'focus(es) less on the educational needs of the individual learners, and more on how TEFL contributes to the nation's economic success". Nevertheless, getting Ecuadorian citizens to accept these changes could take time and even more for them to recognize that English would offer a better opportunity in life everywhere around the world because it is considered a lingua franca to make economic and political deals, agreements, international policies, and so on. Nowadays, education has new teaching expectations, and the learning of the Lingua Franca which is English, would suit these expectations. But students' immersion in the learning of English needs the influence of some elements such as the society; however, changes are not always accepted by the society in general, thus in some cases students have demanded from the Ecuadorian government to keep the old model in order to be able to graduate without the need to learn a foreign language. This traditional point of view comes from differences in the social and cultural aspects in a country like Ecuador.

2.2.1 Factors that influence the learning of a foreign language

These differences in socio-economic sectors also affect how a foreign language is seen as relevant or not to be learnt. Dr Yeung, Siu May (2011) in a research conducted in Hong Kong about motivational factors for English Language Learning of vocational students found that society, specially, teachers, parents and peers influenced the English learning process. Other factors were the social and personal variables like the socio-cultural background where the students live, and the personal family background.

In 1985, Gardner (as cited in Yeung, 2011) suggested that "when parents have positive attitudes towards the community, they would serve to support an integrative motive in the student." Parents have an important role in the building of a positive attitude in children towards the need of a foreign language

to increase professional and social opportunities in life. According to the findings of this research, teachers become motivators creating an active learning environment, changing passive learning to active learning where the students take responsibility and are immersed in the learning process.

Teachers create a motivational environment not only for the students, but also for the community around since the strategies applied in the teaching process make it possible for the students to learn and attain an awareness of the importance of learning a language. This knowledge is conveyed to the whole community through students 'outcomes, expectations and performance. In 2000, Ryan (as cited in Yeung, 2011) said that Peers influence members' academic motivation and boost opportunities for interaction and are models in activities helping each other in the participation and selection of activities. Peers are part of the community and help to transmit the effectiveness of the strategies applied in class and how students improve their performance an immersion in the English leaning process.

Students' motivation grows and their attitude towards English changes when they realize the usefulness of using English. Confidence also increases when English is used as a means of communication and self-expression. From this learning experience, the society in which they live becomes an important element, although there are other constraints like the opportunities to use English as a means of communication with speakers from other language backgrounds which can be affected by socio economic factors. In a research conducted in Chile about the role of socio-economic factors in motivation to learn English as a foreign language, it was found that the socioeconomic aspect influences in a great measure the attitude and choice of studying a foreign language.

In 2006, Dörnyei, Csizér and Németh's (as cited in Kormos, J. & Kiddle, T. 2013) said that "geographical location which was interrelated with the socio-economic status of the students exerted a considerable influence on students' and parents' choice of foreign languages, and consequently on goal orientation". (p.5). Carr and Pauwels (2006) in Australia and Gayton (2010) in Scotland (as cited in Kormos, J. & Kiddle, T. 2013) found that students from lower social classes who had no opportunities to travel abroad showed almost no interest in foreign language learning attitudes.

A recent study conducted by Lamb (2012) in Indonesia revealed that students in rural areas had a quite lower level of international orientation than learners of English in provincial and metropolitan areas. This study conducted in Chile revealed that there are significant differences in learners from different geographical areas. People from rural areas see English as something that lacks importance due to deficiencies in the educational system related to English in those areas. Although urban areas are growing very fast and the level of classes are also growing from low to more middle class, it would be very important for the adoption of English to see this language as a door to a better personal and professional life.

On the other hand, regardless the social classes, the participants in this study from secondary level showed a low average in English performance.

The learners do not make efforts to learn English. The use or application of resources like technology to learn or practice English as autonomous learning is infrequent. As it was found, the reason was a teacher-centred methodology with activities that are not very enjoyable and which do not allow students to apply or learn English in a different way but the traditional one. The results showed that the socio-economic status influenced motivation to learn a foreign language where the upper class is much more motivated to learn English than the low social class due to the availability of resources and opportunities which are not available to the low classes.

2.3 Immersion in the language

2.3.1 Motivation

Motivation is of great importance in the learning process as one of the fundamental points to encourage students to learn a foreign language not only for their professional development, but also for generating an influence on the learner's attitude (Masgoret, A., & Gardner, R. 2003). According to a study focused on cross-nation differences in attitudes of Secondary English learners', both ESL and EFL depend on learners' attitudes towards the learning of the language and its culture. It can be oriented in integrative or instrumental motivations through the learners' interests, behaviors, feelings and beliefs.

Dornyei (2005) confirmed that “cultural contact, by and large, promoted positive language attitudes” (p.10). To promote L2 learning, the learners should be in close contact with the culture of the target language or have experience talking with native speakers so their desires to acquire this language are activated. Findings reveal that learning a language relies on the learners’ expectations due to the fact that the English learning contexts are different.

In English as a foreign language (EFL) learners are involved in superficial language achievement goals depending on the academic programs which are implemented for specific educational purposes and also teachers are often non-native speakers. Whereas in ESL contexts the learners are intrinsically motivated for the pure interest of becoming able to communicate with the community where they are immersed thus they will gain cultural awareness and fluency following an integrative orientation.

Most researchers have also agreed that motivation has been integrated in 3 elements as “effort, desire and affect” (Gardner, 1982, and a 2001 as cited in Norris-Holt J, 2001). For this research, “effort” can be seen as the one put by students when they study or reinforce the weak points during the learning process through tutorials or involvement in extracurricular activities. “Desire” implies interest in learning more about the language as well as improving their proficiency class-by-class and “affect” involves students’ emotional reaction when they are participating in the building of their own learning.

Despite the fact that motivation is a major issue in all learning processes, if students are not willing to learn a foreign language they will not do even when there is the mandatory requirement to enrol in English classes. On the basis of these theories, Motivation has been classified into two kinds (Kavaliauskiene, G., & Petrović, V., 2009), extrinsic and intrinsic. Extrinsically motivating factors are the ones that come from outside of the language study for instance external rewards, job prospects where people get a higher salary or promotion on the condition that they speak a foreign language. In that case, the purpose of language acquisition becomes more utilitarian than meaningful. On the other hand, intrinsically motivating factors occur in the learning processes when students are personally involved in their environments and

their reactions are emotional. The only reward is the love towards the language and the learning process.

Aimin's study, which is based on Vygotskian Socio-Cultural Theory (SCT), posits that learning an L2 implies continuous reciprocal interaction of cognitive, behavioral and environmental factors (Ehrich, 2006 as cited in Aimin, L., 2013), and that Social-Cultural surroundings play a fundamental role on students' cognitive development. This research is also focused on motivation and on these grounds, it states that motivation is triggered or hindered by the attractiveness and relevance of the contents, which, in the case of the learners in the Language Center at the University of Babahoyo, posits a drawback.

"Interaction can be seen as a window to view important aspects of the L2 learning process and as a facilitator of many of the processes". (Mackey, & Gass, 2006, as cited in Bassiri, 2011. p.63.). For that reason, interaction concerns should be conducted by the teacher through motivational input and output activities which keep learners learning an L2 in an enjoyable context.

Motivation is a remarkable factor to stimulate ESL and EFL learners in second language acquisition as it helps learners become identified with short-term goals and reflect on their progress and achievements.

Other study conducted to students from the International School in Tripoli examined the factors that discourage learners to learn English as a foreign language at the beginning of high school stage (Dörnyei, 2001, as cited in Ghenghesh, P., 2010, p. 128) When the length of learners' motivation is no longer provided, learning a second or foreign language does not make any sense for the learners. It is because motivation should not be given as a continuous process. It is also added that "the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation" (p. 129). The findings of this study highlight that the attitude towards learners' achievement in learning a second/ foreign language decreases with age because learners' do not see the need to value a target language when the teaching and learning have not been developed within encouraging contexts which keep the learners motivated. Also, parents, friends and teachers' encouragement is regarded as one of significant influence in learning a second/foreign language since supplying motivation

could be seen as a negative or positive input and output to increase learners' orientation.

2.3.2 English Teaching and Learning process

When William A. Foster, 2008 (as a cited in George, 2008) said that "Quality is never an accident, it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives", he assured that high teaching and learning quality is a commitment shared by Universities around the world. Teaching and learning have to be faced on students' needs to maintain quality, so the activities and strategies applied in class must be creative, with up to date information technology, having in mind different resources for good practice.

Quality teaching implies training students to become effective and confident language users, cooperative and integrative thinkers. What does skill and expertise in teaching English as a second language consist of? Core components of teacher knowledge include the following: a) practical knowledge: the teacher's repertoire of classroom techniques and strategies; b) content knowledge: the teacher's competence of grammar, phonology, second language acquisition, teaching theories; c) contextual knowledge: familiarity with the school context, norms, cultural and other relevant information; d) pedagogical knowledge: ability to restructure content knowledge for teaching purposes and to plan, adapt, improvise; e) personal knowledge: the teacher's personal beliefs and principles, and his/her individual approach to teaching; f) reflective knowledge: the teacher's capacity to reflect on and access his/ her own practice.

2.3.2.1 Methodology for communicative approach

Since many years ago, the development of activities in class has normally been carried out following the communicative approach. This way of teaching emphasizes the learning of a foreign language through communicative strategies which are focused on cooperative learning, learning for specific purposes, inductive strategies to teach grammar task-based activities, different kind of topics, and so on. The methods applied have been the same in some aspects like the reinforcement of the four skills in meaningful

situations, but different in the strategies used in class. These approaches and methods have done the best efforts to make the strategies meaningful for students and to catch the students' motivation. However, something meaningful is something that is got in a comprehensible way, so the key point is a comprehensible input. Gersten (1998), "Comprehensible input means that students should be able to understand the essence of what is being said or presented to them." (P.72). Methods which provide a creative and dynamic strategies where students communicate in a natural way; similarly to the communication based on students' needs where the language acquisition is through meaningful interactions instead of an enforced learning in a simple way, are the best for a comprehensible input.

Comprehensible input requires presentation of background and context, explanation and rewording of unclear content, the use of effective techniques as graphic organizers, besides through context or visual cues, and asking for clarification, students enhance their English knowledge. In the development of a comprehensible input new methods have emerged with very similar tasks, activities and strategies focused on skills, content and language.

The learning process needs an environment where students feel confidence and part of the activities proposed by the teacher. Nowadays, there are many strategies and methodologies to make students acquire the language, but the most important ingredient in any teaching process is the motivation of students. Immersion of learners is a task that teachers have to accomplish with a motivational and interactive process. Prensky (2011) supported the trend that "overemphasized the role of games as a form of fun which gives learners enjoyment and pleasure. Besides, games are form of playing that gives intense and passionate involvement in the process." P.17. In a Study conducted by Mahmoud & Tanni (2014) in Palestine, it was found that tasks applied in class with playful activities influence more positively students' achievements than the traditional teaching.

2.3.2.2 Teachers' role

Teachers also play a meaningful role in the learning process in order to help students get the skills they need to acquire the language. He/she should be dynamic, fruitful and challenge-oriented as a way to keep students engaged in

the process despite they might seem reluctant to learning. Thus, immersion of students in English language learning requires the teacher to focus on students' experiences and preferences such as appealing topics, creative activities, and real language environment.

In addition, teachers need to emphasize on methods of study, strategies and techniques that integrate language communication, thinking about the different outcomes of learning, the ways students learn and students' perceptions of teaching. It helps to have a clear and closer idea of students' feelings monitoring their progress. Accordingly, an empirical study developed at the University of French Polynesia by Gabillon (2012), shows that there are differences between teacher and learner perspectives in L2 teaching and learning in the classroom which could make most of the learners unwilling to be part of the learning process. Although, teachers' intentions are approached they do not always get successful achievement, due to the fact that the learners are not involved in the teacher's belief.

"It is recommended that teachers use instruments to identify their students' needs and classroom activity preferences and develop self-awareness in their students to encourage changes in their behaviors". (Savignon, 2002, as cited in Gabillon, 2012, p.97). Thus, the teacher should be trained in order to be capable of identifying learner's expectations in learning a foreign language, which would help to raise learner's satisfaction and confidence. Regarding the findings, first, the teacher should identify learner's beliefs in order to promote learner's interest in learning a foreign language since learners could have dysfunctional beliefs which could inevitably influence learners negatively.

Furthermore, the teacher should take into consideration the learner's expectations and needs and ease the application of authentic and enthusiastic strategies to achieve the learning outcomes. The Encyclopedia of the Sciences of Learning, by Seel (2012) shows that

Playful describes the attitudes toward learning as well as the nature of participation in that environment. Learning activities design contents of playground activities, playing games on the playground and engagement both indoors and outdoors and other creative and playful learning activities enhanced by technological tools. (p. 2653)

The activities that teachers use in class should include a fun environment where students feel engaged. These activities can be done outside the classroom to make a change in the way teaching is done and to make it possible for students to feel a different experience from the ones learners usually have in class. Cauja (2016) conducted research in Chimborazo about the analysis of playful activities where it was found that among the advantages there are the promotion of communication, the production of confidence, the socialization of students, development of vocabulary, imagination and creative thinking.

The study established that playful activities are useful strategies which help to learn and to achieve the programmed objectives. According to the research, playful activities such as music, outdoor exercises, games and role-plays are very important to make it possible for students to see learning as a significant and relevant way of getting the acquisition of language that will remain in the learners' memories.

2.3.3 Technological tools and digital culture

Technological tools can provide a modern option in the teaching and learning process of a language, hence, for many years, a lot of schools have applied them in planning their activities to help boost students' knowledge and proficiency, since students love being involved in the technological world. Digital educational activities also make students keep up their interest to learn any sort of information. In 2007, Harman, Dzubian, & Brophy-Ellison, (as cited in Hunt, Huijser, & Sankey, 2012).

“While many faculty members are technologically literate, routinely using computer resources in research a teacher, most did not grow up in the digital culture common to many of their N-GEN students. As a result, while N-Gens interact with the world through multimedia, online social networking and routine multitasking, their professors tend to approach learning linearly, on task at a time, and as an individual activity that is centered largely around printed text”.

Therefore, it is important as teachers to be awarded of the bridge between technological tools and digital tasks to catch students' attention and engage them in the learning process.

In 2003, Fisher in Lawrence, McNeal & Yildiz, 2009, (as cited in Yunus, M., Nordin, N., Salehi¹, H., Amin, M., & Mahamod, Z., 2013. p.224) indicated that “Adolescents engage in many literacy practices outside the school”. In fact, there are many ways to get the ESL students constantly exposed in academic learning activities after class which are available everywhere, especially in the use of social networking tools such as Facebook, twitter, Whatsapp and others, creating a group to encourage academic sharing and discussion among the learners which can be monitored by the teacher. The findings discovered that managing problems of using ICT could be avoided if teachers provide rules and clear explanation to students. In regard to the influence in the use of ICT tools to perform the activities in the classroom, the teacher could make students go beyond new cognitive environments.

Regarding research about the use of quick response codes in the classroom based on MALL approach (Mobile-Assisted Learning Language), it was revealed that mobile technologies have created a gap between traditional learning and the current learning, promoting a new learning style which appeals students’ interest. The purpose of the study was to analyze students’ learning response through the QR codes uses in class. Thus, this research was based on Rikala’s theory (2012) that says, “the core characteristics of mobile learning are personalization, authenticity, and collaboration”. (p.1).

In addition, “The authenticity feature can promote learning scenarios such as contextualized, participatory and situated learning” (Kearney, Schuck, Burden & Aubusson, 2012, p.1). By designing effective activities with QR codes, this research provides meaningful evidence, which should be taken into account, for instance, in trail or treasure hunts, outdoor or field activities, paper-based tasks, learner-generated content and working instructions. The findings of this study point out that QR codes are an emerging digital tool which must be understood by the teachers before applying them in educational environments. Perhaps, it could be one of the reasons why there are not enough activities available. Nevertheless, this study shows that with the QR codes usage, learning can happen in individual and collaborative forms in different contexts and it is also possible to design authentic materials embedded in QR codes to encourage and engage students.

In addition, Susono and Shimomura (2006) from the University of Mie, Japan conducted research concerning the use of mobile phones and QR codes to improve their formative class. The research showed that those communication tools appeal young students' interest, due to the fact that they use them daily and all the time to send and receive emails, as well as chat and surf for pleasure. The role of both mobile phones and QR codes in this study is to provide meaningful feedback to the scholars about the teaching and learning achievements in each class; hence surveys are handed out to college students in the middle of the class to answer them and write comments for class improvement.

Those answers should be displayed on a web server where students' works are stored. The findings of this study address that on one hand, QR codes are an easy-to-use app available for everyone because students only need to have a cell phone with a camera to be able to scan the information; nevertheless, some old mobile phones could have difficulties because of the brightness, focus, and size. On the other hand, QR codes app allows teachers to evaluate their classes easily and make students-teachers analyze weaknesses and strengths. To sum up, the findings of this study address that for obtaining a summarized evaluation, this app will be effective and accurate for formative assessment. Additionally, this study reveals that this app is used to make students get interested in what their classmates wrote with their mobile phones and how to utilize that information for better learning. Another's study also reveals that the use of technological tools have a meaningful role in learning foreign languages since it appeals students' interest.

This study is focused on the use of multimedia task-based teaching and learning environment in EFL adult learners' which is assessed in terms of accuracy, fluency, and complexity in oral L2 language production.

It is important to consider that different task-based activities on language teaching could provide students with a variety of resources and opportunities to enable a wide diversity of input inside and outside the classrooms in order to enhance learners' L2 proficient.

(Moreno and Mayer, 2007, as cited in BavaHarji, M., Gheitanchian, M., & Letchumanan, K. 2014, p. 12) believed that multimedia recitation and graphical illustration pro-create visual and mental models that integrate with learners'

prior knowledge to produce new knowledge. The use colorful materials and pedagogical resources get ESL learners' attention in the language teaching and learning as it highlights what is wanted in the classroom. Also, instructions to perform an activity could be understood easier or language grammar structure could be teachable. The findings point out that the incorporation of multimedia in teaching can be used in a variety of contexts with increasing degrees of complexity, as students appear to be able to produce more accurate language and develop fluency in Oral L2 production. Additionally, performing simple tasks at the first phase of the study with the use of multimedia tools, the students' oral L2 production showed considerable improvement in accuracy.

Above all mentioned before, a new e-learning approach has been empowered the Higher Education worldwide since 2008 which bases on Massive Open Online Courses (MOOCs). This is seen as a "revolution in education" by many experts; however, it is said by other experts that it is too soon to assure concrete meaning. Gaebel (2013), defines MOOCs as "online courses with no form or entry requirement, no participation limit, and free of charge", and Oxford online dictionary says that they are "a course of study made available over the Internet without charge to a very large number of people".

MOOCs were developed to provide a free widening participation of millions of international audiences, who not only need high-quality education, but also one that should not be luxurious with unpredictable schedules. These online platforms allow the students to get an open access to meaningful and accurate content relevant to a specific field through the authenticity of educational resources.

Furthermore, they let the learners be continuously trained without attending a face-to-face class which is enticing because it is not like the traditional online courses. Nevertheless, since a few years ago there have been some misconceptions about MOOC principles: people say they are costly and not available for everyone.

A study made in the Universidad de Educacion a Distancia, in Madrid indicates that there are a different kind of MOOCs and they can be differentiated by the Language, due to the fact they focus on the development of oral communication skills as a means for students to transfer a message clearly

and professionally across particular activities about social and working life subjects, meeting, job interview, and other topics relate to the labor world. In contrast to MOOCs for other disciplines, the students enrolled in this platform should have a basic or intermediate level of proficiency to be able to handle advanced educational resources available there. (Martín-Monje, Bárcena and Read, 2014). Therefore, this research was based on Lane's classification of MOOCs (2012), which involves network-based or connectivist MOOCs where the learning is built on actions and experiences through a network of connections; content-based MOOCs focus their content on the community needs, and task-based MOOCs are a mix of instructivism and constructivism. In addition, to analyze peer-peer interaction, some key strategies and mechanism were considered; they have helped improve students' oral and written production since the last couple of years such as the use of CALL (Computer-Assisted Language Learning), social networks, web 2.0 tools, and discussion boards as well. The use of free social media tools like Google Hangout or Skype is part of Language learning MOOCs and peer feedback through videos are also very attractive assessment strategy to be fostered in Language MOOCs in order to pose the challenge of both instructor and students. The findings show that peer-to-peer interaction helped students be immersed in continuous practice that made them feel motivated and quit the idea of dropping out of the course.

Learners' communicative skills can be developed through the use of MOOCs due to the fact that they focus on the same methodology which is content-based instruction and CLT approaches.

These are designed to foster classroom activities relevant to the real needs of the learners. Additionally, Task-based and Network-based should enhance students' language learning skills integrating peer-to-peer interaction and peer-to-peer assessment through blogs and tasks. All of these processes can be seen as the main learning drivers in the acquisition of a foreign language.

CHAPTER 3

III. Methodology

1. Research Methodology

a. Description of Methodology

The present study is a project research which is conducted to immerse students in English language learning in the CENID at the Technical University of Babahoyo. Thus, it is based on a mixed method in which is quite helpful and useful to provide a holistic and efficient analysis of the data gathered. This approach covers qualitative and quantitative meaningful aspects which will be taken into account to get a convergent validation of the data. Both methods qualitative and quantitative can deliver interesting, valid and informative findings. According to Selltitz, et al. (1965, p.2) (as cited in Davies & Hughes, 2014, p.9 quantitative research

“discovers an answer to questions through the application of scientific procedures. These procedures have been developed in order to increase the likelihood that the information gathered will be relevant to the question asked and will be reliable and unbiased”.

Whereby, Denzin and Lincoln (2012, pp. 6-7 as cited in Davies & Hughes, 2014, p.9). point out that qualitative research implies the involvement of a set of interpretative and material practices through interviews, records, photo, and so on to make visible the world in a naturalistic approach.

Therefore, both methods will allow the involvement of the researcher into students' participations exposed in a natural way by discovering, describing, analyzing and interpreting the students' viewpoints, and explaining the findings. That is why the information gathered must be related to the students' social-cultural context, EF teachers, authorities and students' viewpoints which will be performed through the implementation of a survey and an interview. Besides, the analysis will involve recorded videos and classroom tasks about the students' work in the learning process.

b. Context

This research was carried out with beginners in the Language Center at the Technical University of Babahoyo which is demographically located in the North of the Babahoyo city on the University Street.

The Learners at this center "CENID" come from middle-class families to very low-income families. Some of the students who come to the CENID are from other Provinces like Guayas, Esmeraldas, Bolivar, and Tungurahua. Many other students are from other cities of Los Rios Province, so the diversity in the cultural and economic background is quite marked.

The Language Center CENID is in charge of providing English courses to the Technical University of Babahoyo community. In this educational center, students have to accomplish four English levels to get a certificate to continue the process to be awarded a bachelor's degree according to the Higher education system in Ecuador. (University Regulation, art 44)

c. Participants

The subjects selected for the study are students from the "CENID" at the Technical University of Babahoyo, which provides the English courses to students who are studying in this higher education center. Those students must take four English courses in total to be able to graduate from the University except those students, who are studying "Degrees in Languages." The total student population at the Technical University of Babahoyo is approximately 5000 students enrolled, and only 1750 students are currently studying English, 770 of these students are on the first level and constitute the population for this study. The majority of these students are from rural areas outside the city, but in the same province, thus, this group of students travels daily to attend the class in different schedules. Meanwhile, the minority of students live in Babahoyo, so they are located in a close place. It is also valid to indicate that these learners come from Public schools where the teaching of English has been different. It means that most of them have a very low level of English knowledge, and most of these students have not studied English for more than a year for many reasons. Therefore, the English background is very low. On the other hand, the English classes at the CENID have students with

different levels and mixed-abilities. It is worth indicating that the class size is usually between 35 to 45 students whose ages range from 18 to 55.

d. Sample

A sample of 50 students was taken to conduct this study. Those students were selected based on the report of the highest grades getting from the entry-exam to determine their English level of proficiency facilitated by the EFL teachers in charge of evaluating this process. They are in two courses of the first level of the English modules in the Language Center at the Technical University of Babahoyo. In addition, this level was chosen due to the fact that even though students were reluctant to study English, it was noticed that they in these English courses show a predisposition to be part of the learning process in the first lesson. So, it could be ideal to immerse them in the first steps of this process through the help of motivational extracurricular activities in class and outside the classroom through the use of dynamic digital tools. It would lessen the rate of failure and the drop out of the English modules and raise students' motivation towards learning English for pleasure.

2. Data Analysis

The instruments and techniques were chosen in relation to the objectives determined from the analysis of the problem statement. For the analysis of data, this study used a triangulation procedure to analyze and interpret the students' perception towards learning English as a foreign language, authorities and teachers' viewpoints, as well as, students' social-cultural context. Regarding triangulation, the survey was passed to get the collection of data about students' learning preferences and citizens' viewpoints before implementing the extracurricular activities. The purpose was to select what strategies and activities can be designed concerning students' needs for immersion in learning the English language through the use educational digital tools which are detailed and available on the online platform.

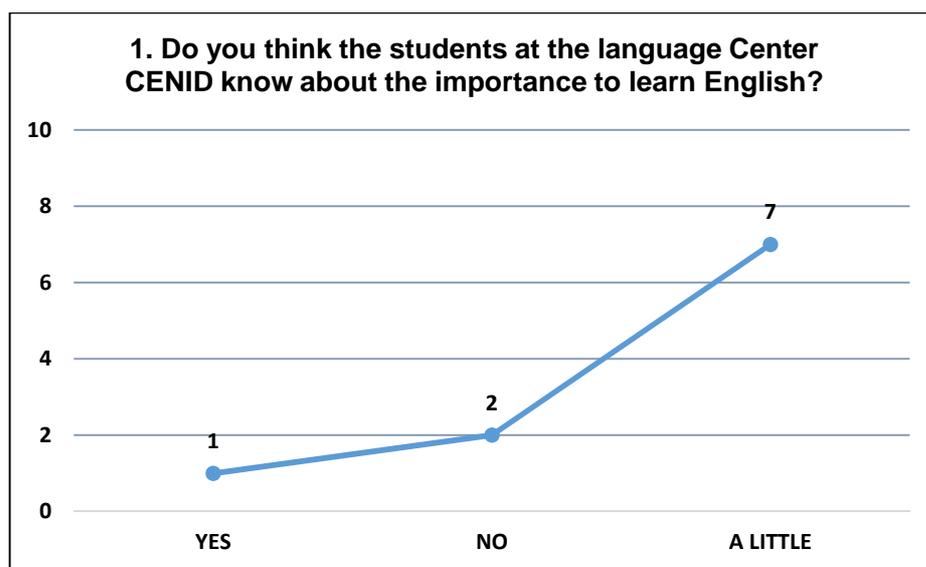
In the second stage, an interview was administered to the teachers of the language Centre to analyze the difficulties that the students face at the first module of English according to the teachers' viewpoints. Besides this, an

interview performed to the authorities of the University to analyze the policies and future investment to immerse students in learning the English language. In the last stage, another survey was administered to the community to analyze their perception and perspectives towards learning a language. The instruments used in each stage are in detailed below to facilitate the comprehension of analysis of this study.

Teachers' interview

This evaluation instrument helps to understand the teachers' viewpoints about the learning of English. It was administered to 10 teachers out of 17 because they are academic coordinators and sub-coordinators who are actively involved in the students' language proficiency, but also for their experience as EFL teachers at the CENID. The questions provided were taken from a prior theme of thesis about methodology applied in two local universities, and also contrasted with the students' survey and so, to get a wider perspective of the triangulation analysis.

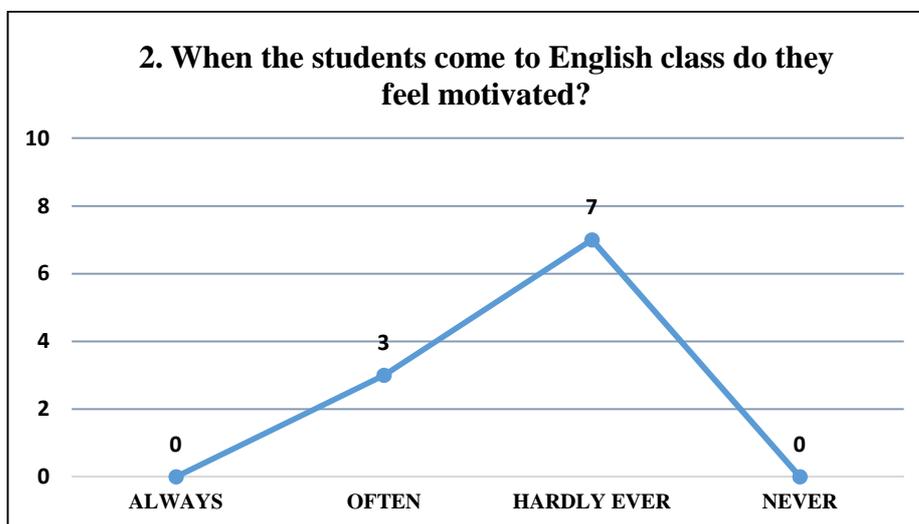
Teachers' perception in the following graph shows that students do not know about the importance of learning English. 7 out of 10 teachers considered the learners know a little, whereas 2 of them think that they do not know it, and only one teacher felt that they know it.



Graph1: Interview administered to English teachers at the CENID.

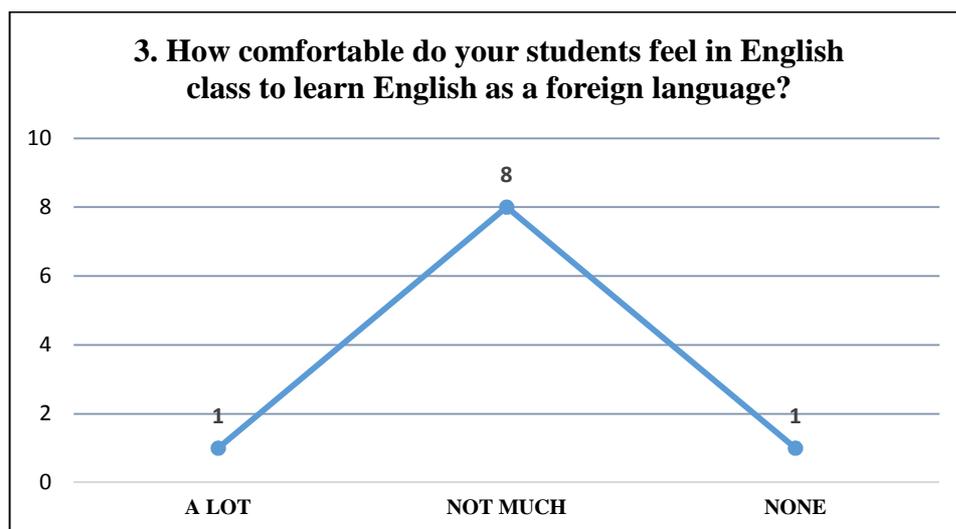
Graph 2 shows that learners at the CENID hardly ever feel motivated since seven out of ten teachers chose this option for the question, two teachers think

that learners often feel motivated and only one believes that students are motivated. This implies that students in the class do not always have the predisposition to be part of the learning process, so this process turns more difficult for the students and the teacher.



Graph 2: Interview administered to English teachers at the CENID.

Graph 3 shows that eight out of ten teachers think that the learners do not feel so comfortable to learn in the English class, while one thinks that they do feel comfortable and another teacher thinks that none of the students feel comfortable. It means that students need English classes with more engaging elements which increase their interest and desire to be part of it.

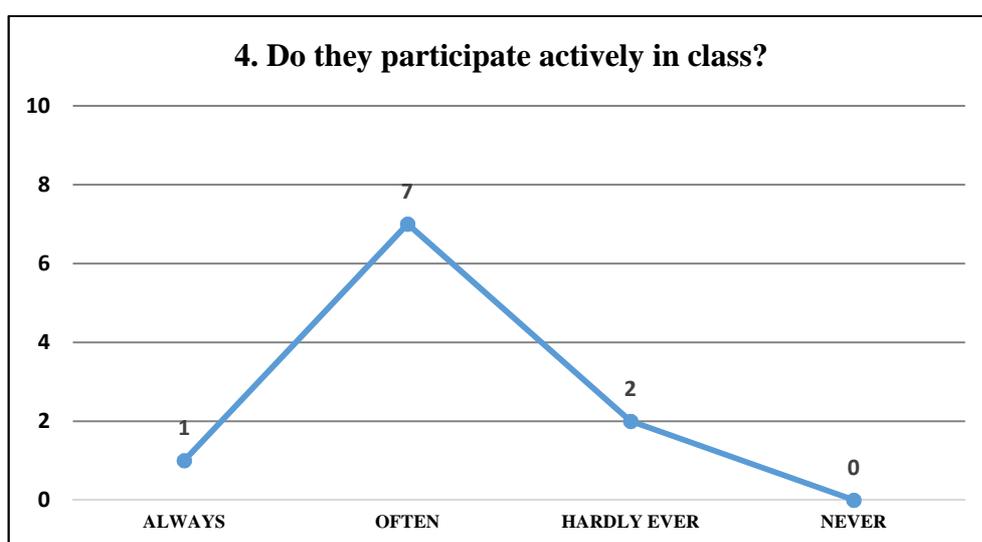


Graph 3: Interview administered to English teachers at the CENID.

The following graph shows that learners often participate actively in class since seven out of ten teachers chose this answer, while two teachers agreed that

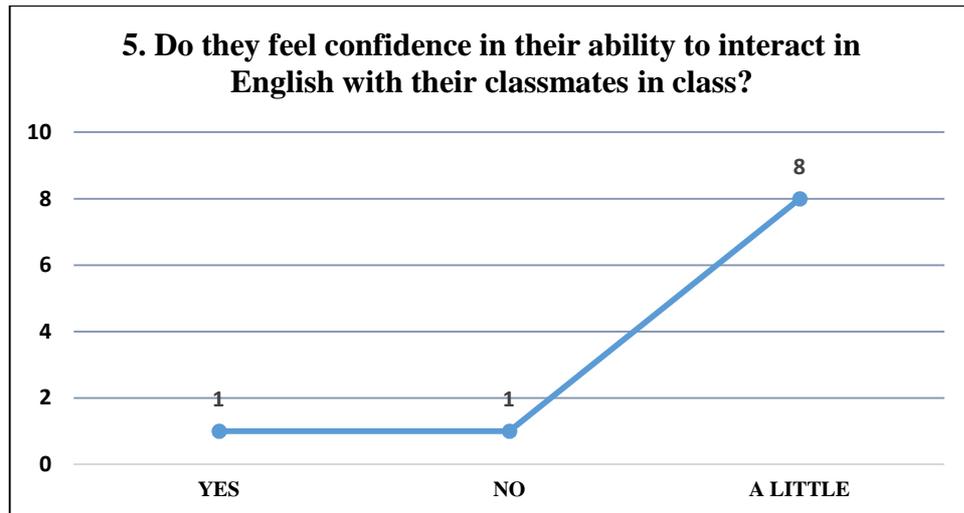
hardly ever the students participate actively and only one teacher expressed that the students always participate actively.

The results show that students, in spite of the fact that they do not feel so motivated as it was stated in questions two or they do not feel so comfortable in the English class, they participate in the activities. They are also part of the learning process according to the teachers' answers, although it can be seen that it is contradictory with the results in question two and three, it is possible that students participate in class because they have to but not because they really have the feeling to do it.



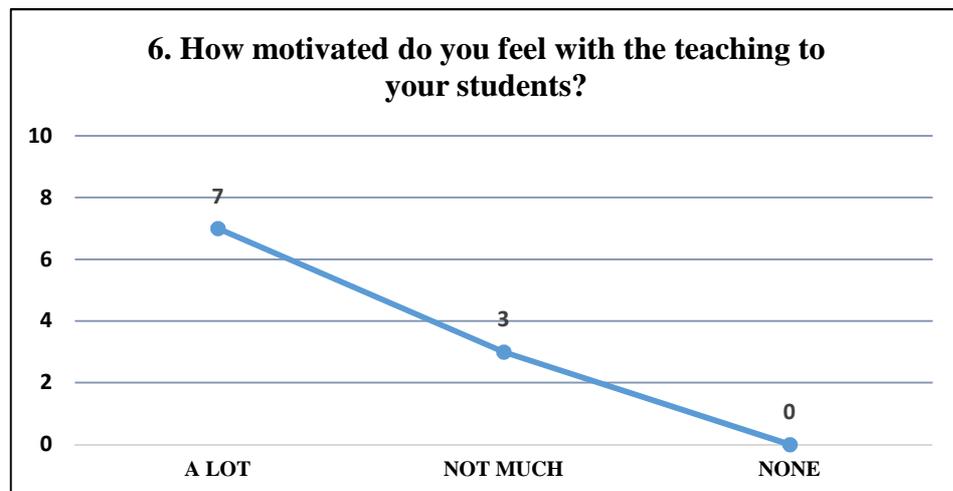
Graph 4: Interview administered to English teachers at the CENID.

Through the graph below, it is seen that eight teachers out of ten agree with the idea that students feel a little confidence in their ability to interact in English with their classmates. One teacher expressed they feel confident, and the other teacher expressed that they do not feel confident. The results show that students need to be integrated into activities where they can talk and interact in English to increase the level of confidence to use English in class.



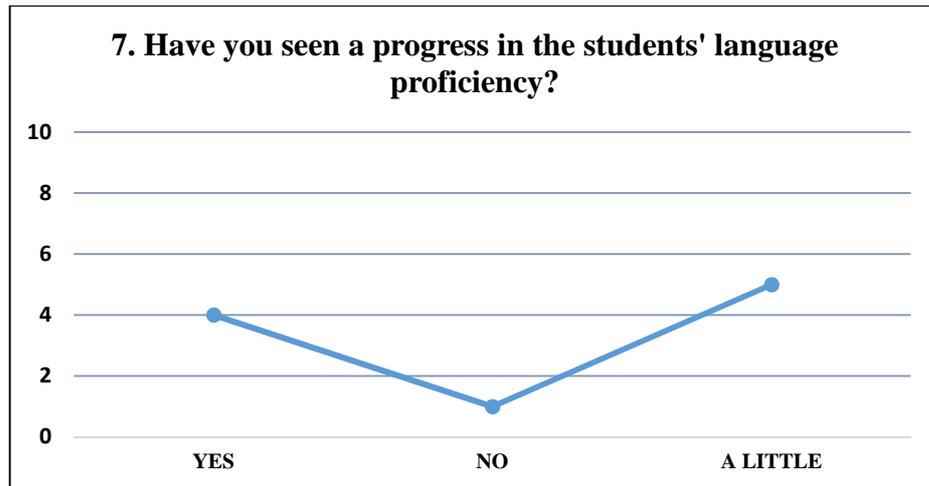
Graph 5: Interview administered to English teachers at the CENID.

Graph 6 shows that the teachers feel a lot motivated with their teaching since seven out of ten chose this option and three teachers were not so motivated with their teaching. It implies that most of the teachers at the CENID have the predisposition to work with different activities and strategies to make their classes more interesting and allow students to be motivated too.



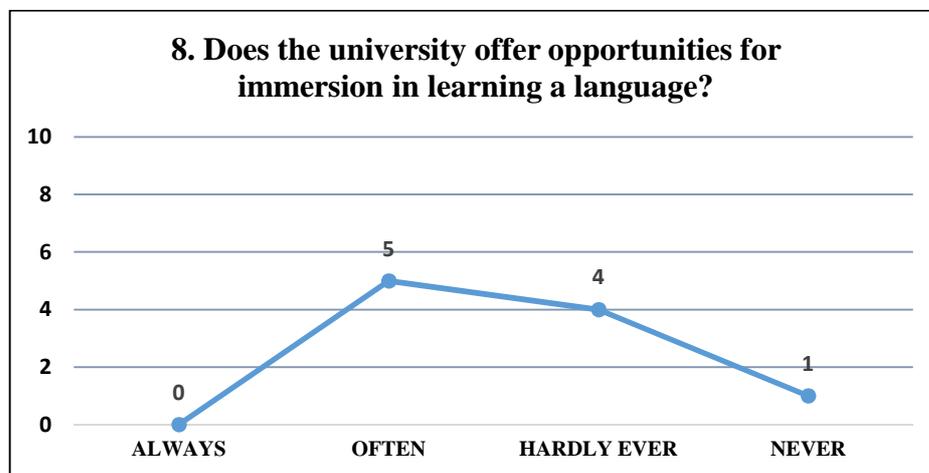
Graph 6: Interview administered to English teachers at the CENID.

It is shown in graph 7 that five teachers out of ten agree that they have seen little progress in their students' proficiency while four have seen progress. On the other hand, only one teacher has not seen any progress. According to these results most of the teachers have achieved a little progress in their students despite the difficulties they face in class.



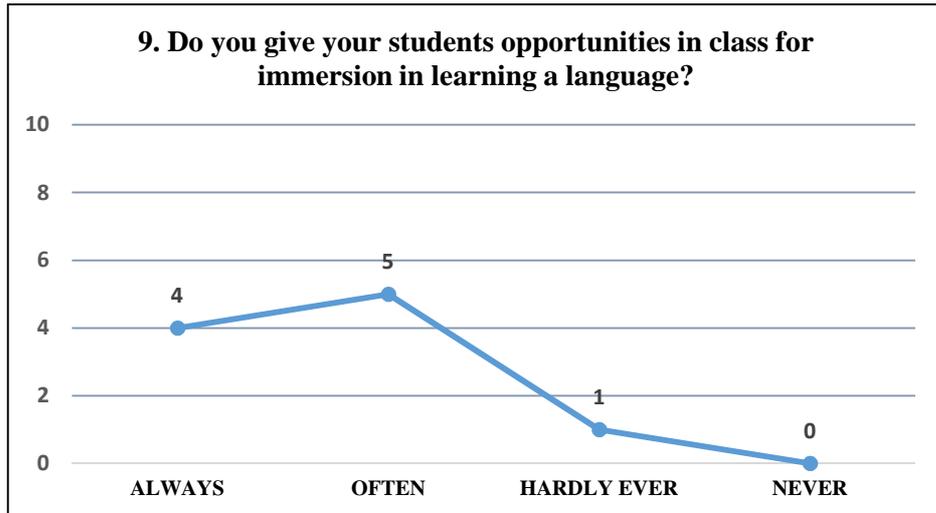
Graph 7: Interview administered to English teachers at the CENID.

In question number 8, five teachers out of ten agreed that the University always offers opportunities for immersion in learning a language, four teachers agreed that the university hardly ever provides this kind of opportunities and only one teacher expressed that the university never offers opportunities for immersion. This implies that teachers in most of the cases perceive that the University supports and helps the process of teaching and learning English. However, much more work is needed to increase the level of immersion among students.



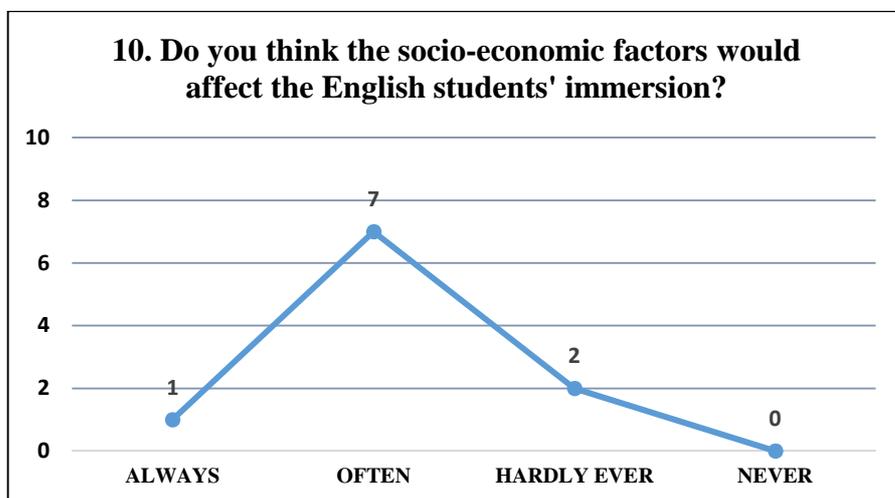
Graph 8: Interview administered to English teachers at the CENID.

Graph 9 shows that five teachers out of ten offer students opportunities in class for immersion in learning a language, whereas four teachers always do it, and one hardly ever does it. The results indicate that teachers are aware of the importance of giving students opportunities to be immersed in the English learning process, although one teacher almost never does it; this could be for the teacher's lack of motivation to teach.



Graph 9: Interview administered to English teachers at the CENID.

According to the teachers' answers to this question, seven out of ten teachers agreed that the socio-economic factors would affect the English students' immersion. Two of them expressed that these factors hardly ever affect the students' immersion and one teacher agreed that this actor always affects. It means that a work of motivation would be suitable for the community in order to decrease the effect of these factors in students' immersion.



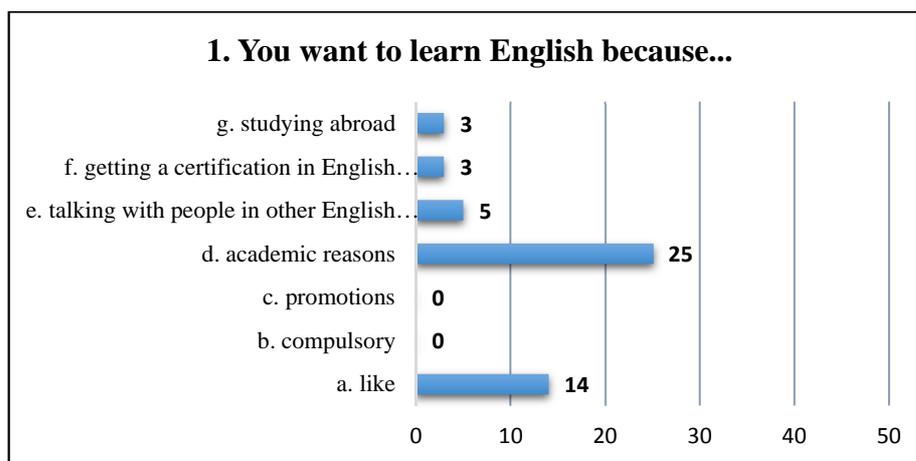
Graph 10: Interview administered to English teachers at the CENID.

Students' survey

The survey was administered to 50 students who are currently in first English module to analyze the learners' expectations in learning the English language at the CENID. The questions administered in the survey were adapted from a

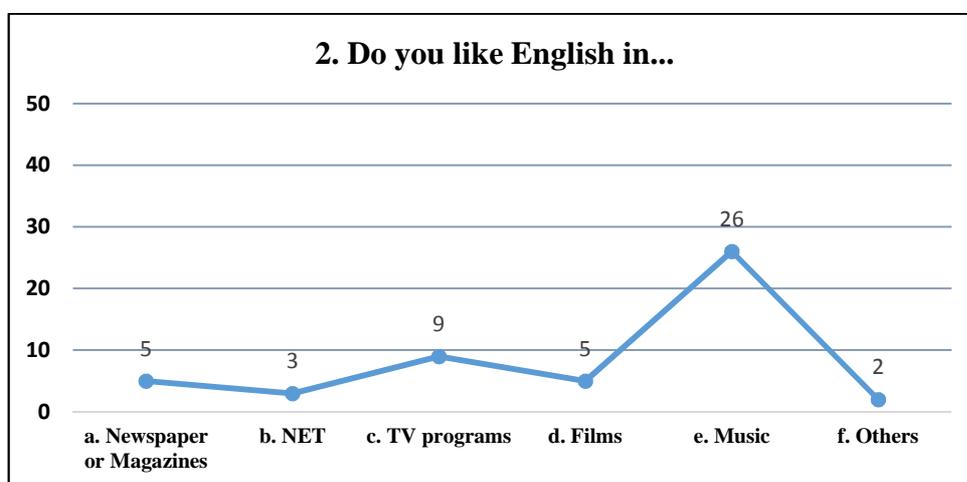
survey taken from Nunan, (1985) socialized in the curriculum design module in the M.A. TEFL program by Mgs. Rebecca Vera.

The graph below shows that the highest number of students in this question expressed that they want to learn English because of educational purposes with a total of 25 marks out of 50, while 14 of the learners think that they like English. A total of 3 learners in this survey said that they want to study abroad and three more to get an international certification of their English proficiency, whereas 5 of them are interested in talking with native people.



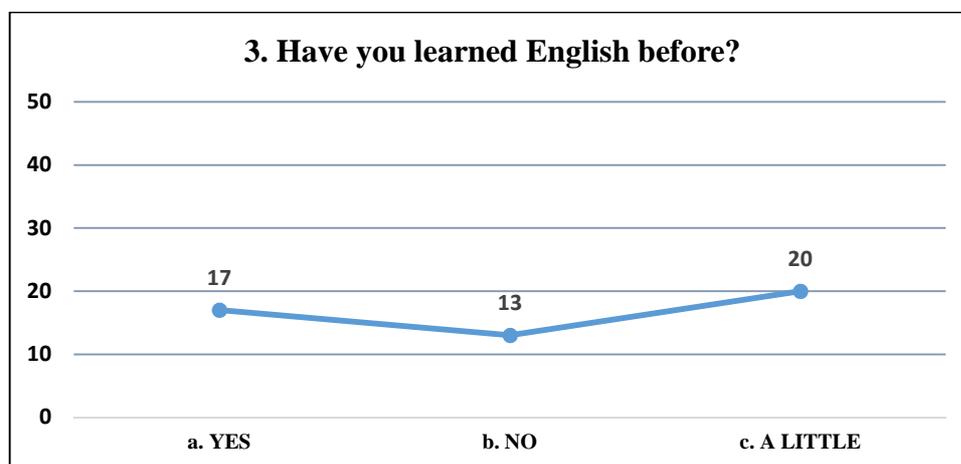
Graph 11: Survey administered to students of first English module at the CENID.

It is seen in the chart below that the students would like to learn English through the involvement of music in their activities according to 26 learners' replies, and just nine students are interested in learning with the use TV programs. Net use is attractive for three learners, whereas five indicated that they prefer films and newspaper or magazines.



Graph 12: Survey administered to students of first English module at the CENID.

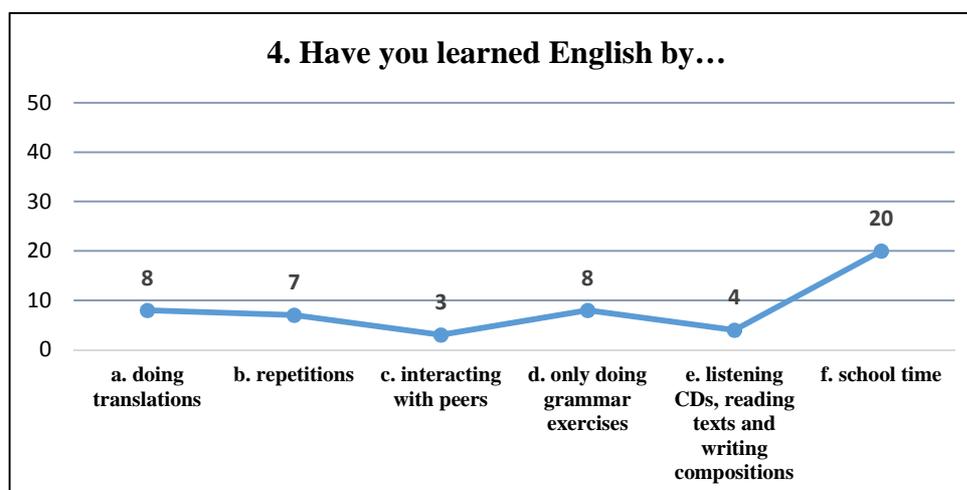
Graph 13 indicates that 13 students have not taken English before while 17 learners answered they had already learned English. However, the highest number of learners said that they know just a little about English which means a class with mixed abilities students.



Graph 13: Survey administered to students of first English module at the CENID.

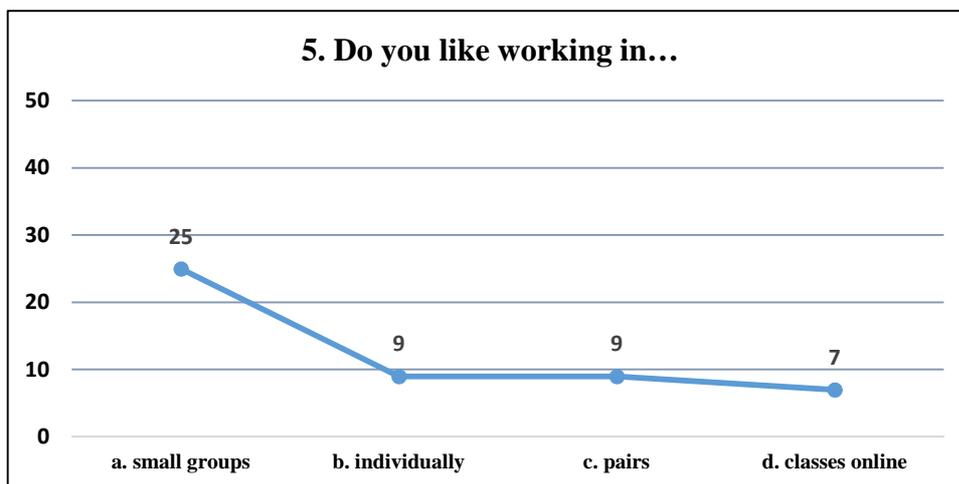
According to Graph 14, school time was when 20 students learned English, whereas eight said they learned to do grammar exercises and eight more just by translations followed by repetition with seven learners.

Listening to CDs, reading text and writing compositions were strategies used by four students to learn English and just three students learned to interact with peers. This points out that it is necessary to show other alternatives that motivate students to learn English as a foreign language.



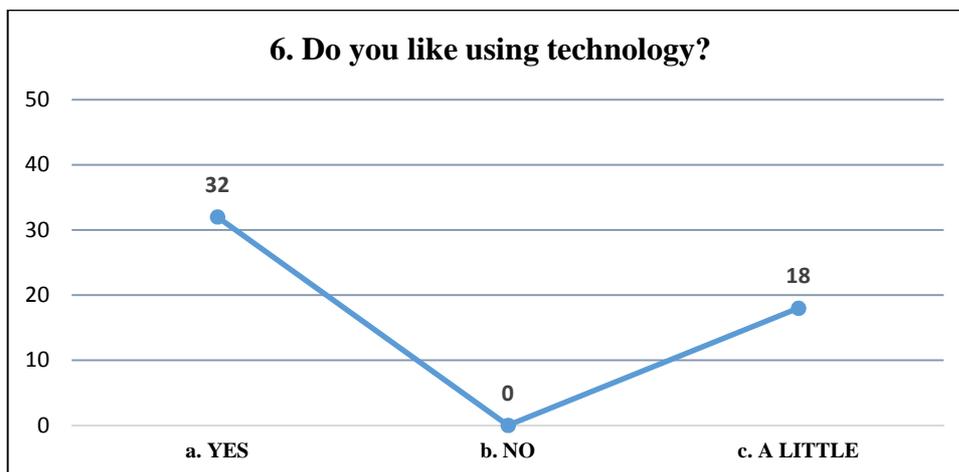
Graph 14: Survey administered to students of first English module at the CENID.

Most of the students like working in small groups to support each other as it is seen in graph 15 with 25 replies, but two groups of nine learners think that it is better to work individually and the other prefers to work in pairs. The seven learners left indicated that they are interested in learning English through online classes.



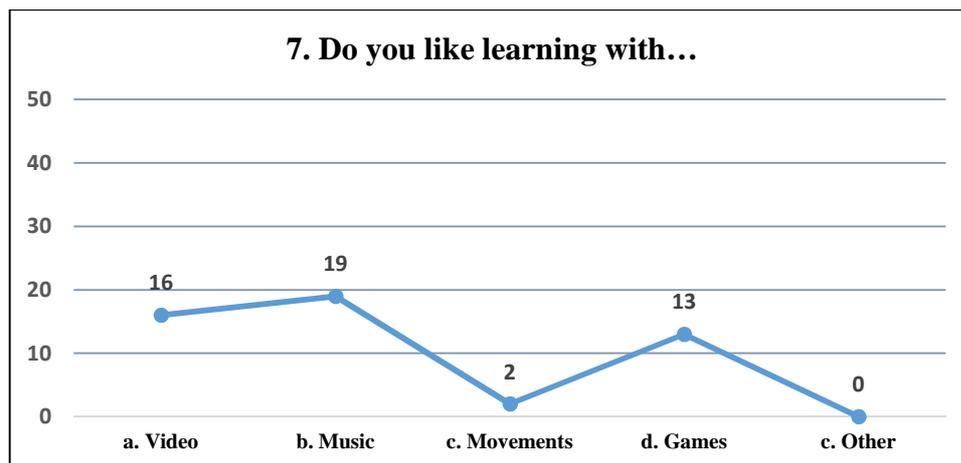
Graph 15: Survey administered to students of first English module at the CENID.

The use of technology as an educational and dynamic tool in class is fascinating for the students as seen in graph 16 which reveals that 32 students out of 50 like technology while no one was against it.



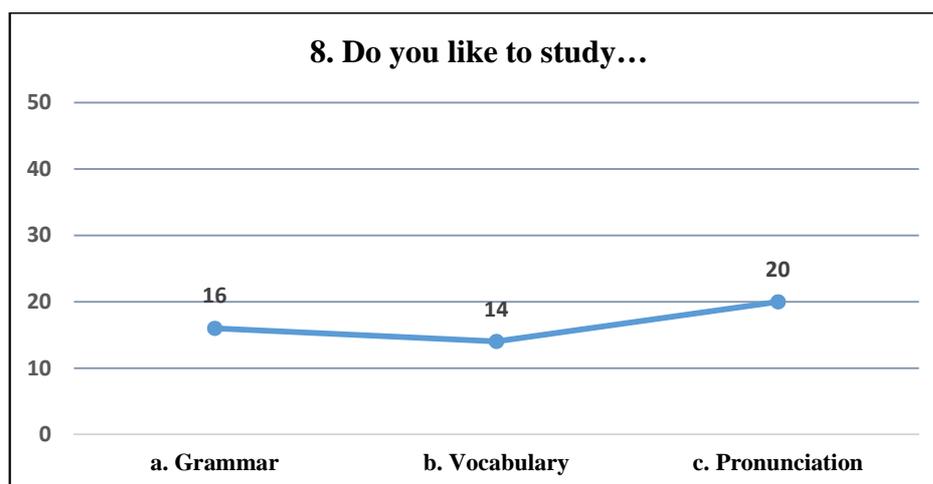
Graph 16: Survey administered to students of first English module at the CENID.

In this question, music followed by videos and games with a minimum difference, are strategies that caught students' attention based on the results in graph 17.



Graph 17: Survey administered to students of first English module at the CENID.

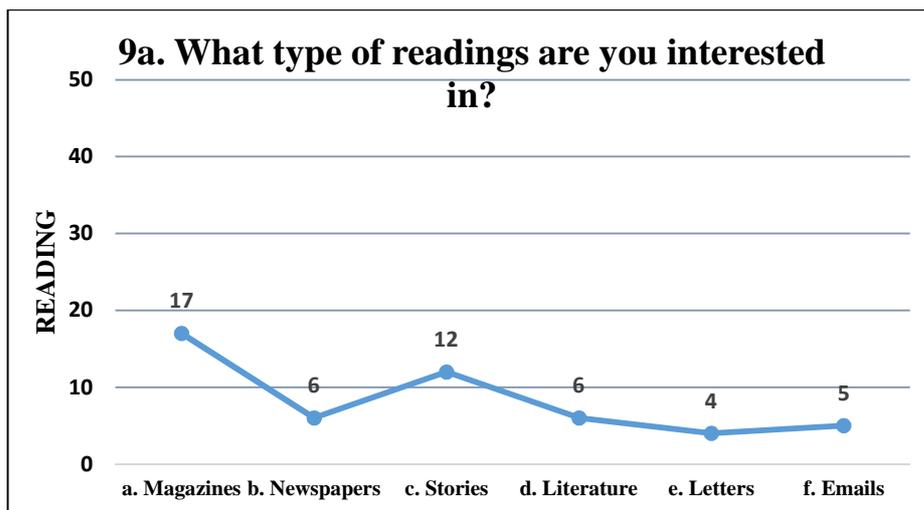
This graph shows that 20 learners out of 50 like to learn pronunciation, 16 students prefer to study more grammar, and 14 learners left in this survey like vocabulary which means there is not a significant difference in students' preferences in learning English.



Graph 18: Survey administered to students of first English module at the CENID.

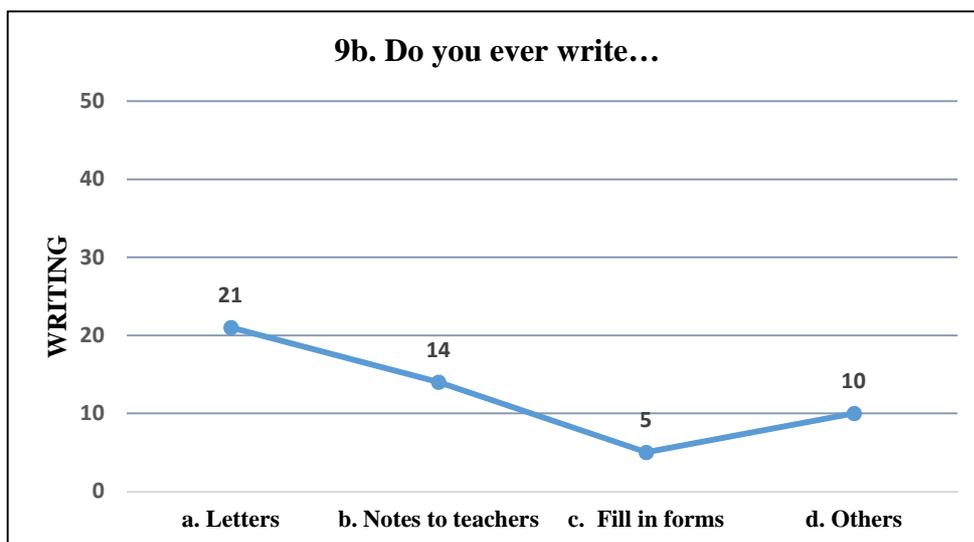
The students' preferences to learn English through reading is with magazines and then stories with a difference of two students.

Two groups of six students agreed with literature and the others with newspapers. The last two options were emails with five surveyed and letters with 4. Probably the last items are very common in the English books to be developed in class and do not attract their attention.



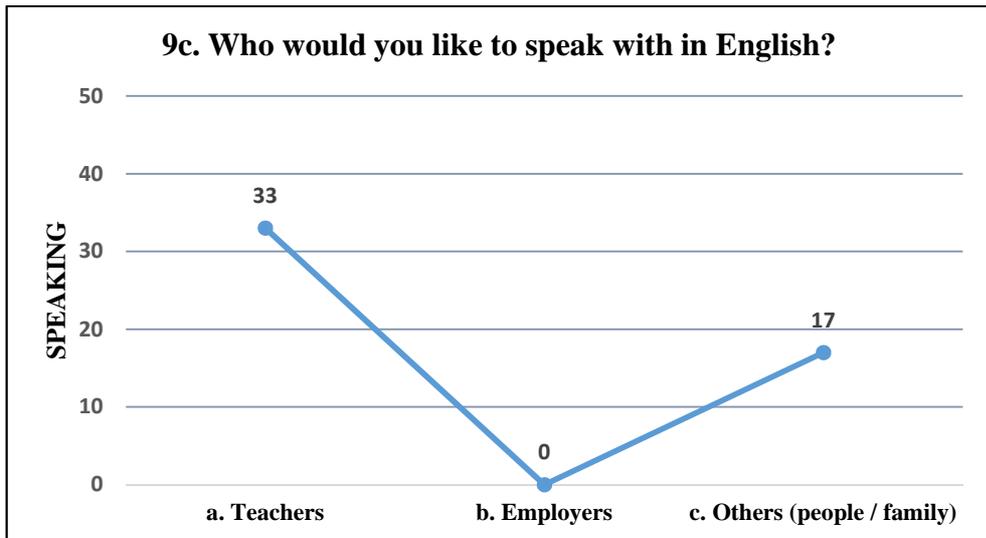
Graph 19: Survey administered to students of first English module at the CENID.

Writing is one of the skills that makes students struggle to learn a language because they tend to involve their mother language that is why 20 students out of 50 said that they have experience in writing letters, 14 learners on single notes, ten students indicated other options. The five students left in this survey, indicated filling forms as part of their writing experience.



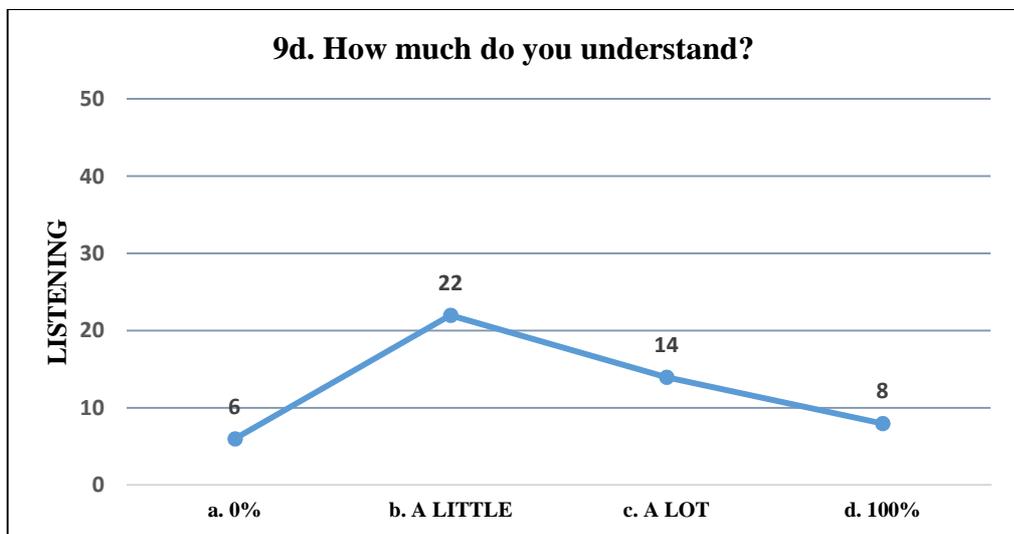
Graph 20: Survey administered to students of first English module at the CENID.

In the graph 21, it can be seen that 33 learners want to speak English to teachers, but 17 students were agreed that they would like to talk native people and family. Nobody said that he or she would like to speak to other professional.



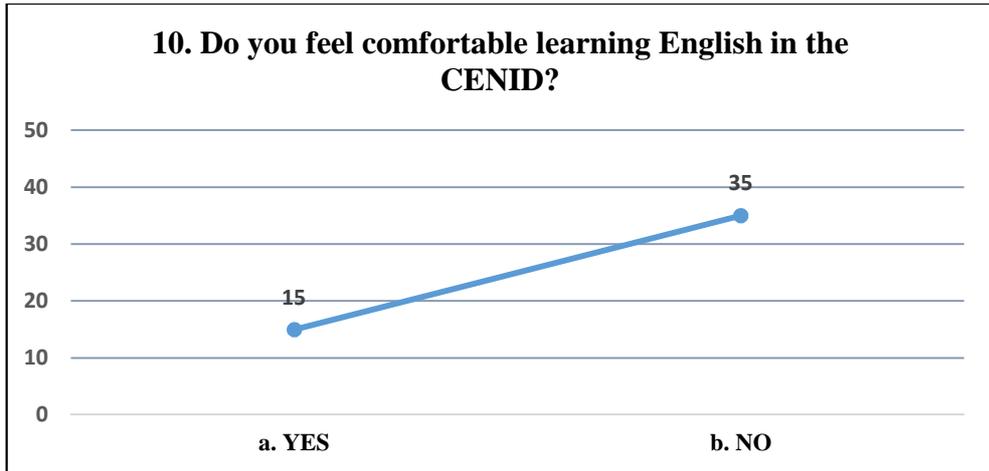
Graph 21: Survey administered to students of first English module at the CENID.

Through this graph it is shown that 22 students out of 50 consider that they understand a little English in class and 14 learners express that they have a lot of comprehension in English. However, eight students agreed that it is easy to comprehend it and six students said they could not understand anything.



Graph 22: Survey administered to students of first English module at the CENID.

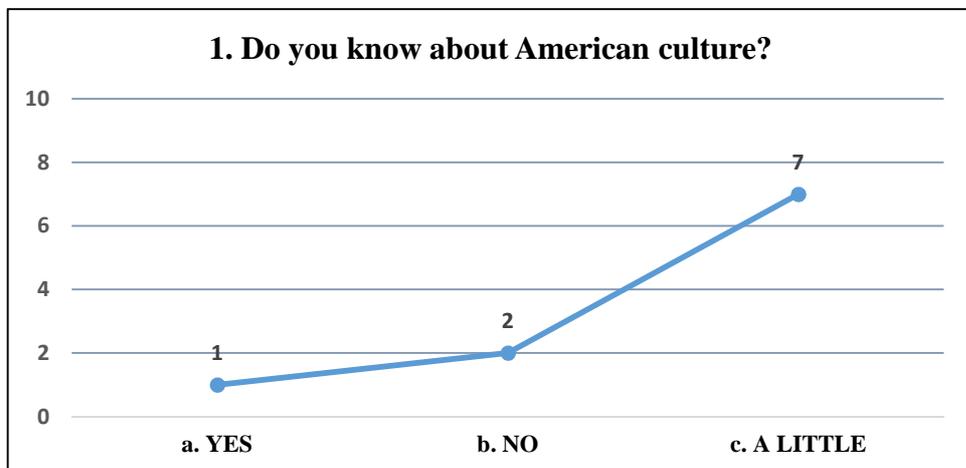
It is shown in the graph below that students feels comfortable in a low average in learning English at the CENID because only 15 students agreed, while 35 students disagreed.



Graph 23: Survey administered to students of first English module at the CENID.

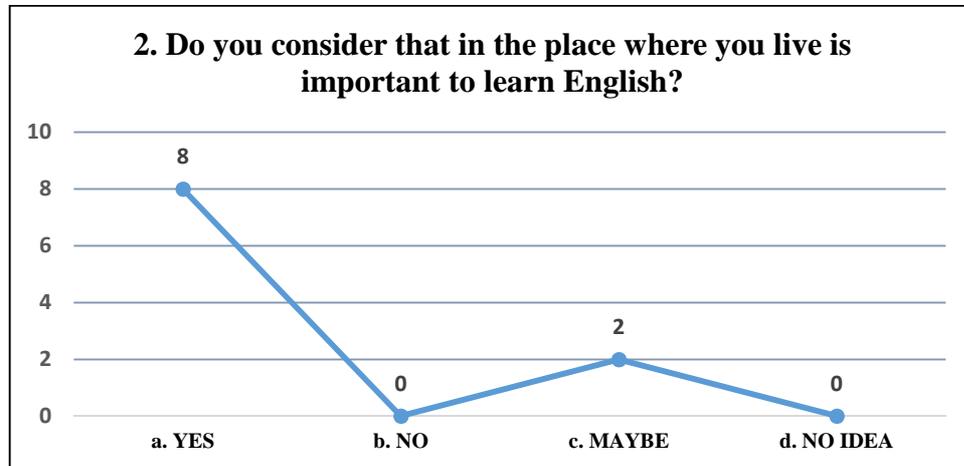
Community survey

This survey was administered to 10 citizens who are in charge of various posts in Babahoyo so as to get a wider viewpoint towards learning the English language. The sample was taken from people who work in places which are common visited by foreigners to get a variety of responses that allow this study to have a deeper and holistic analysis. For instance, 2 tourism teachers because they know the importance of the use of English in our community; parents who are actively involved in the students' education; 2 people who work in the mall in Babahoyo because they have a close contact with foreigners such as Chinese, American, Canadian, Indian and Philippines; 2 students, one who studies in Guayaquil and the other in Babahoyo to contrast the need of English, and 2 people who are owners of a grocery store which is always very busy by people from different countries.



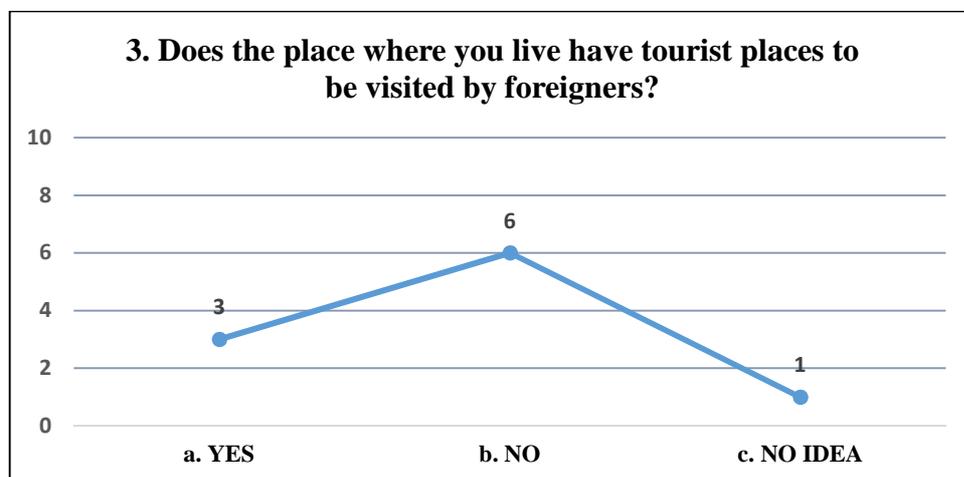
Graph 24: Survey administered to citizens of Babahoyo.

As shown in graph 24, seven citizens surveyed reported that they knew a little the American Culture, 2 indicated that they do not know anything about the culture and only one citizen said that he knew the American culture.



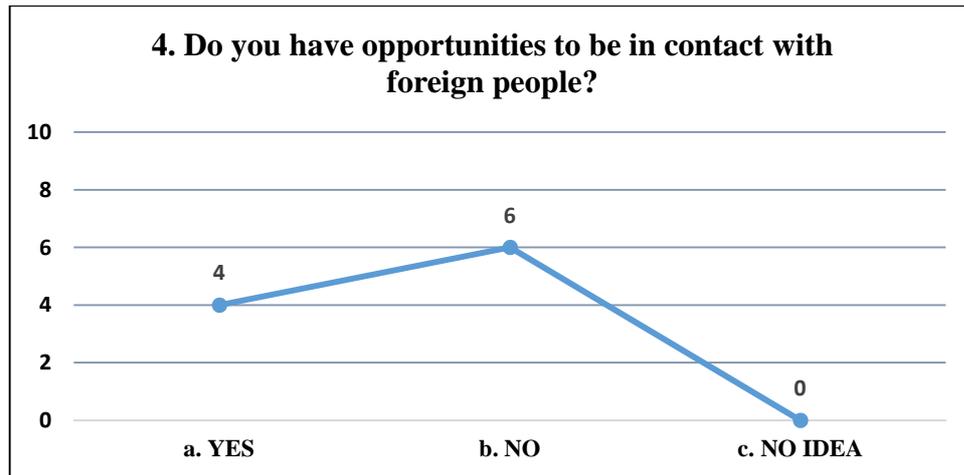
Graph 25: Survey administered to citizens in Babahoyo.

The graph shows that from the ten citizens eight considered that English is important to be learned in the place where they live and two citizens think it is possible that learning English could be important. It means that most of this group of people are aware of the importance to learn English.



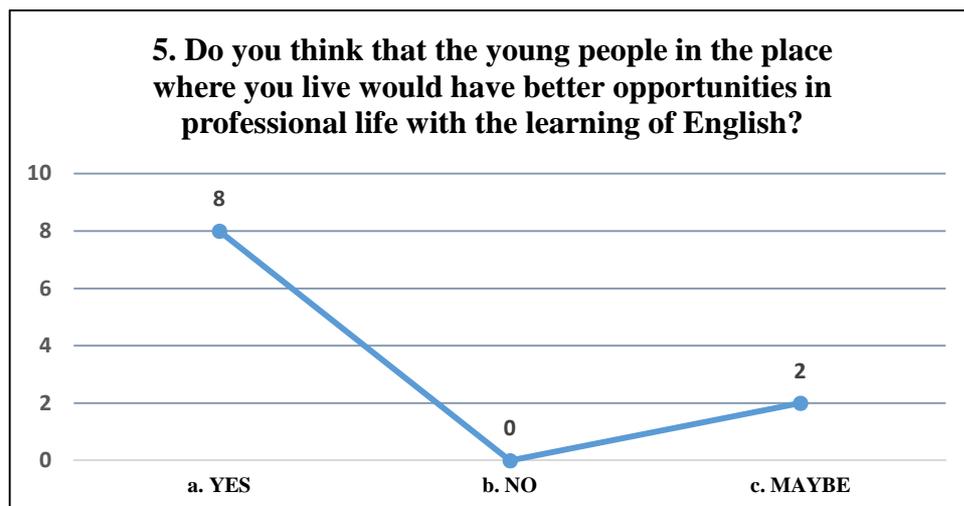
Graph 26: Survey administered to citizens in Babahoyo.

It is shown in graph 26 that six citizens reported there are no tourist places visited by foreigners, three citizens said they have tourist places, and only one reported she does not have any idea. These outcomes point out that it is necessary to invest on tourist places in Babahoyo in order to be visited by foreigners.



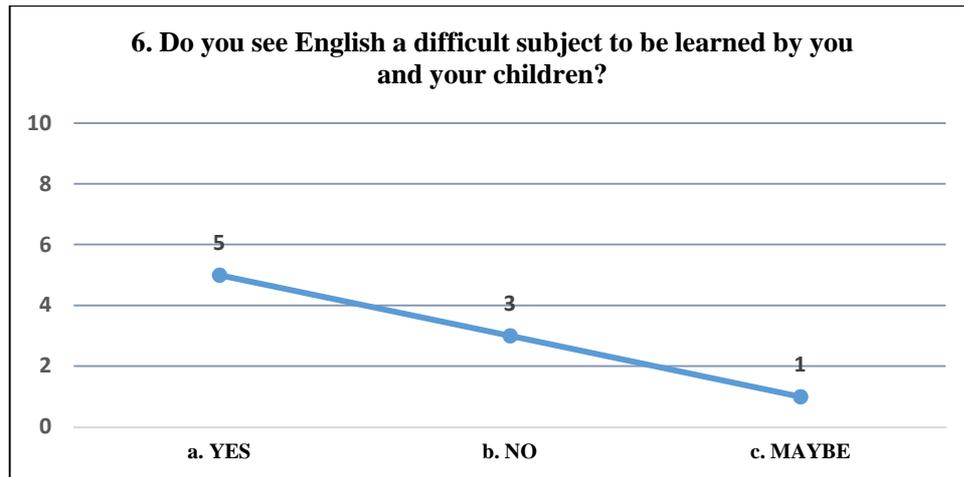
Graph 27: Survey administered to citizens in Babahoyo.

It can be seen that six citizens do not have opportunities to be in contact with foreign people, 4 of them said they have this opportunity. The distinction among both outcomes is low, so this indicates that the population in Babahoyo has partial contact with foreigners.



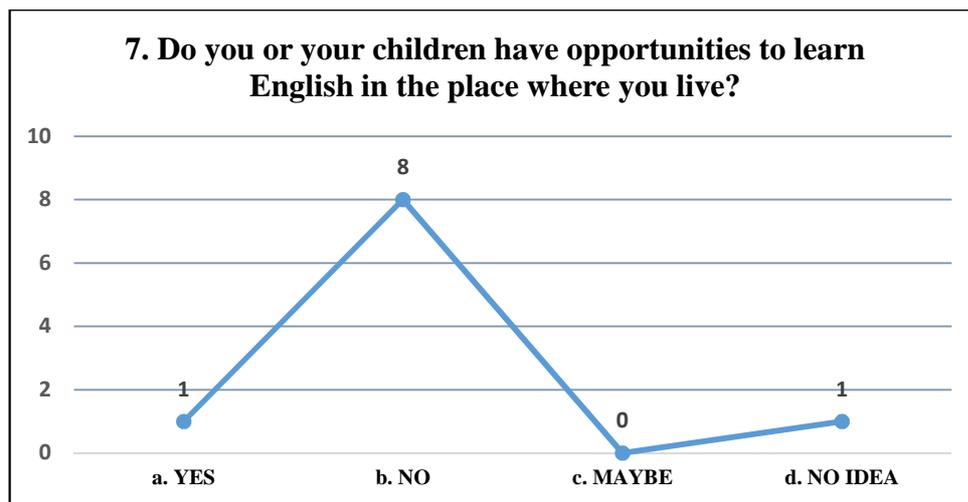
Graph 28: Survey administered to citizens in Babahoyo.

According to graph 28, eight citizens agreed that young people have more opportunities for learning English, and two citizens think they would not have better opportunities. It means they see the need of learning English and the fact that learning it is a challenge.



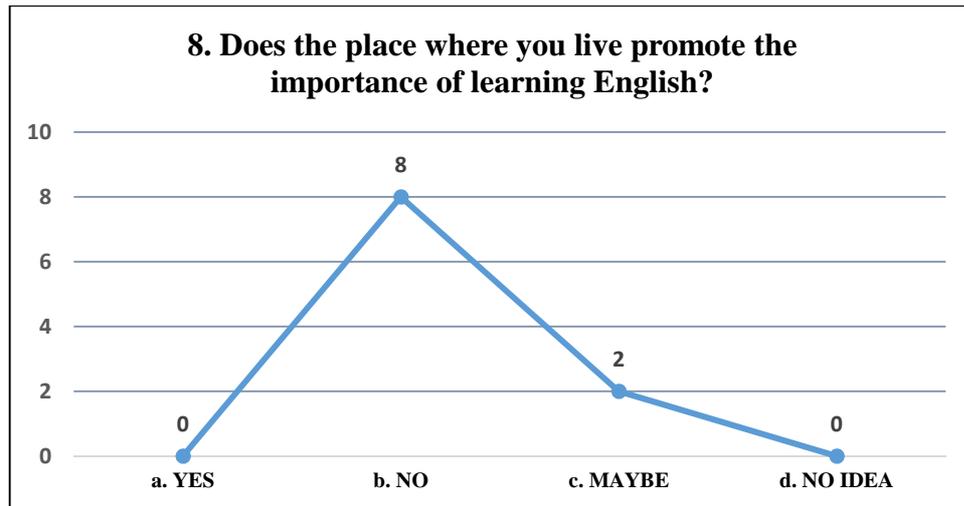
Graph 29: Survey administered to citizens in Babahoyo.

In this question, five citizens agreed that English is a difficult subject, three citizens disagreed, and only two said that it is possibly a difficult language to be learned.



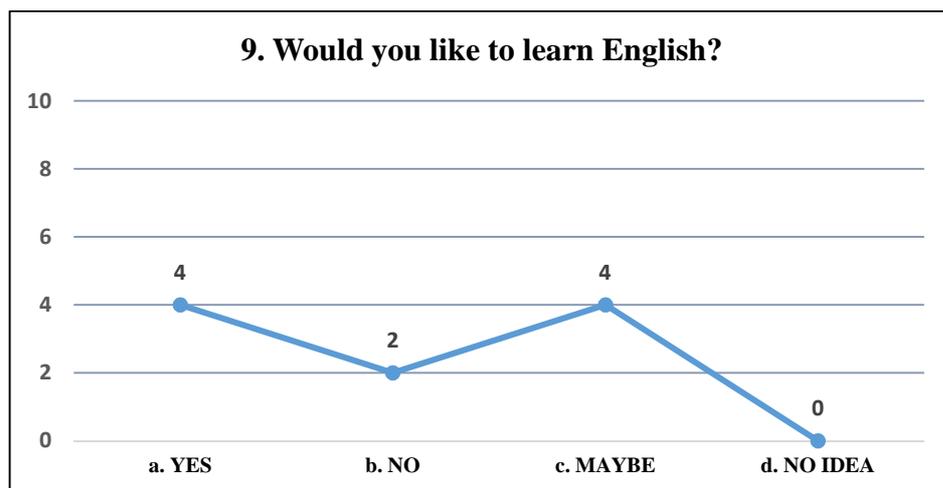
Graph 30: Survey administered to citizens in Babahoyo.

The outcomes in the graph 30 show that eight citizens think that children do not have opportunities to learn English in the place where they live. One of them said he thinks children have opportunities to learn English, and the other one reported that she does not have an idea about it.



Graph 31: Survey administered to citizens in Babahoyo.

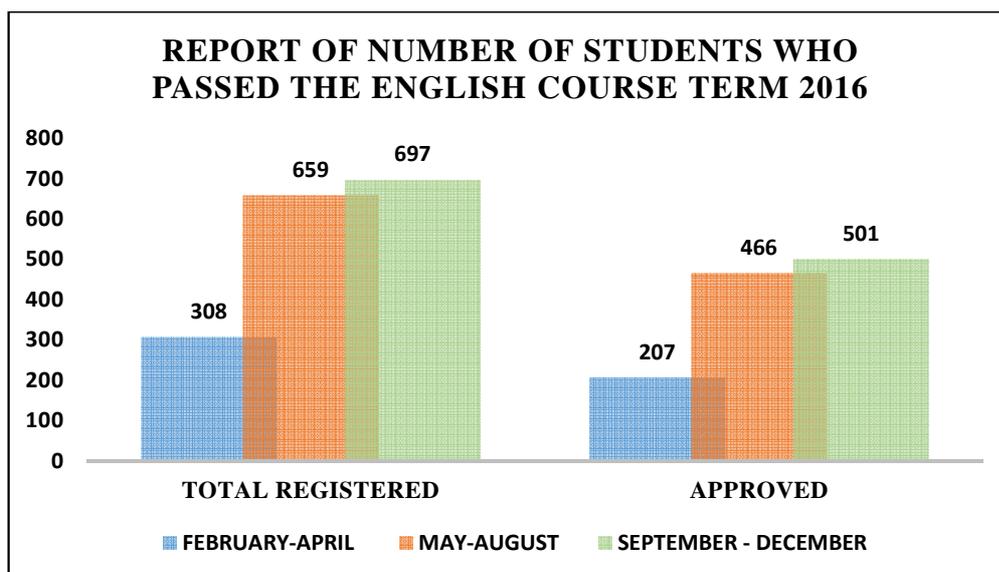
It is shown in graph that 8 out of 10 citizens reported that they think the importance of learning English is promoted in the places where they live, two of them said that perhaps the importance of learning English is promoted.



Graph 32: Survey administered to citizens in Babahoyo.

The graph shows that four citizens agreed that they would like to learn English, the other four said that maybe they would study English and the other two reported that they would not like to learn English.

REPORTS OF STUDENTS' PROFICIENCY

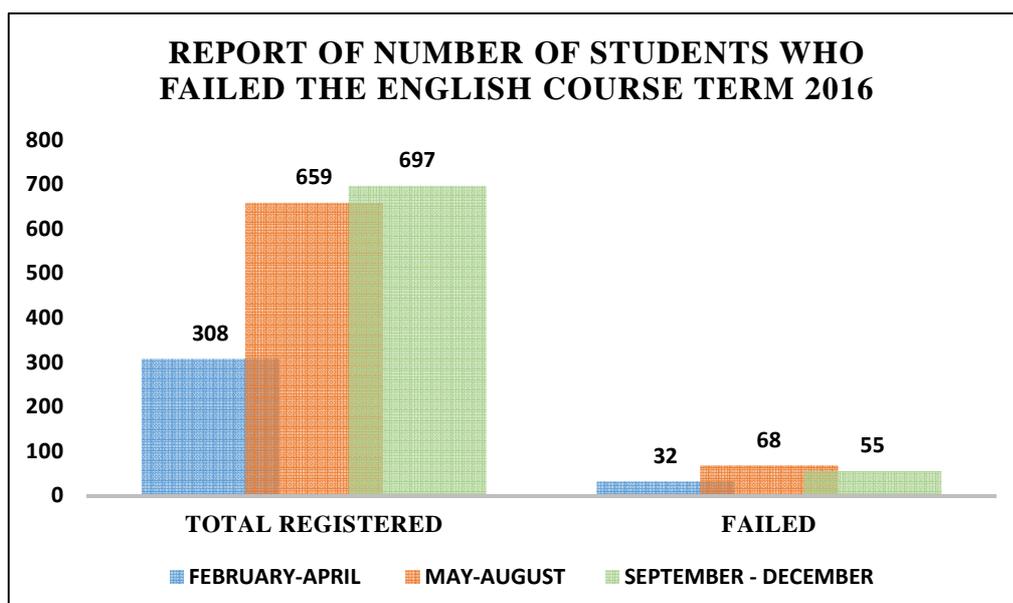


Graph 33: CENID's reports about the rates of students who approved the First English course.

In the graph above, it is shown that 308 students enrolled in the English modules from February to April in 2016, 207 students passed it.

In the term May to August, when 659 students were enrolled in the English courses, 466 passed the module. In the last term from September to December, 697 were registered, and 501 passed them.

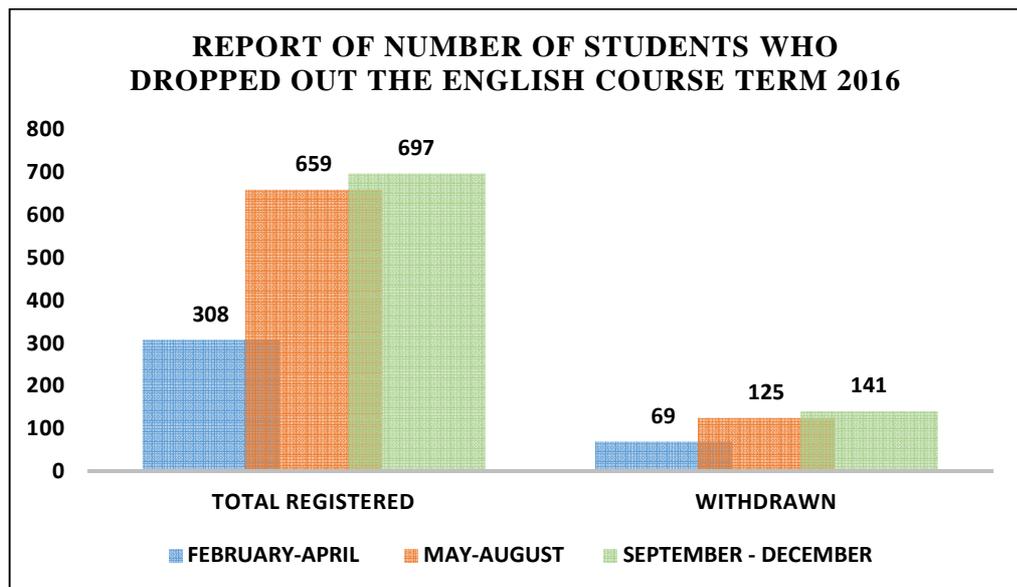
The rate of students who passed in comparison with the ones who were enrolled had a downward trend.



Graph 34: CENID's reports about the rates of students who failed the First English course.

The outcomes in the graph show that out of 308 students who were registered in these English modules from February to April, 32 failed them. In the second term from May to August, 659 were registered and 68 failed the English modules.

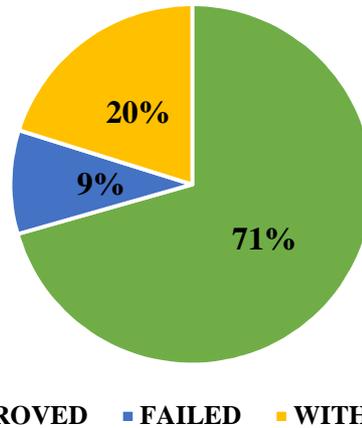
In the last term, from September to December, 697 were enrolled and 55 failed them. The findings indicate that the rate of students who failed is considerably low.



Graph 35: CENID's reports about the rates of students who withdrew from the First English course.

It is seen in the graph that out of 208 students who were registered in the module from February to April, 69 dropped out of the module. In the second one from May to August, 125 students dropped out from the whole number of students registered which was 659. In the last module, 697 students were enrolled and 141 out of them dropped out the courses. It a higher rate than the number of students who failed the English class and it shows an upward trend.

**GENERAL REPORT OF STUDENTS' PROFICIENCY
IN THE ENGLISH COURSE TERM 2016**



Graph 36: CENID's reports about the rates of students who withdrew from the First English course.

As shown in the graph, in 2016 71% of students out of 100% who were registered passed the English modules from February to December, while 9% of students failed the courses and 20% of the learners dropped out. This reveals a high rate of students who withdrew the English course before failing it.

In an interview made to the Headmaster and Vice-rector of the University of Babahoyo, it was revealed that there are new projects shortly for the English area which involve changes in the methodology and the use of more technology to upgrade the process of teaching-learning English as a foreign language. These projects are aimed at involving students, teachers, and parents in the immersion into English.

CONCLUSIONS

The previous analysis revealed that there is a scarcity of opportunities for students' immersion into English at the CENID. The lack of motivating activities inside and outside the classroom cause students to participate only because they have to, but not because they want to, which can be a topic for future research.

Despite the fact that teachers feel motivated to teach, it seems as if students are not in the same zone because according to teachers' perception students do not come to class with a predisposition to learn. Keeping this in mind, it is necessary to implement new opportunities for students' immersion into English, even if teachers are working on it, new strategies and activities are needed to get this goal. Since the authorities of the University of Babahoyo support the English area with new projects for immersion into English, it is relevant that teachers take advantage of it. Therefore, they have to be part of these projects proposing new ways of teaching and applying the resources which are available in creative ways since they are the ones who know the real situation of the students and the ones who can make a difference.

Inside this new vision of immersion into English, the community should be included because they need more opportunities to know about the importance of learning English and how it could help in professional lives concerning the findings. Through this new point of view of English, it is quite important to have in mind the students' interests that may reflected in the community interests as well. These interests are much more focused on technology, music activities, TV programs, readings that catch the students' attention, link to themes of social and professional life, interaction with the teacher and peers in class which enables them to feel confidence in an atmosphere of relaxation and motivation.

Extra-curricular activities are also necessary because they have to be focused on motivating students and making this immersion into English possible.

Interactive activities where social projects as a theme can be part of them, activities with videos, chats through social networks, blogs and so on can be activities to be used in an independent way.

RECOMMENDATIONS

It is highly recommended that teachers harness the support provided by the authorities and propose a new, creative and motivating process of teaching-learning English in class.

Teachers can make a team where they support each other in the application and implementation of new ideas in the classroom.

It is quite relevant to take into account the students' interest and needs in the creation or implementation of new ideas or activities in and outside the classroom. One activity can work with one group, but not with another.

It is advisable to include technology in the implementation of a motivating process outside class as extra-curricular activities which can be proposed to the whole team of the English area to be adopted by them as a way to provide more opportunities for students' immersion into English.

Regarding fostering community immersion into English, it is recommended to develop projects where the work done by teachers and students can be exposed. Means of communication and other sources can be used for this goal with the help of authorities.

CHAPTER 4

9. Proposal

OPPORTUNITIES FOR STUDENTS' IMMERSION IN ENGLISH LANGUAGE LEARNING AT THE LANGUAGE CENTER CENID OF THE TECHNICAL UNIVERSITY OF BABAHOYO.

1. Introduction

This proposal is quite important not only for the education field in the teaching and learning process but also to the community where this research is being conducted. To involve the community in an English process to offer them the opportunity to see the learning of this language from a different perspective. It means leaving behind the traditional way of teaching and making an immersion into English in a fun way with the use of technology and creative activities which would boost the motivation to learn.

In the education field, the immersion of students in the teaching –learning process is a task that in some cases becomes challenging.

Students' needs and preferences have to be taken into account in order to make them part of this process. Therefore, the implementation of activities which help to achieve this goal is necessary. Thus, this proposal propounds resources that the teachers can include in the learning process and through which the learner will be immersed and be part of it keeping in mind their interests.

This research pretends to reach a change in the way learners are immersed into English through the use of a platform with access to students, teachers and the community in general. It pretends to present the resources for any of the components mentioned above in a different form through a technological tool which would be of free access to all of them.

The proposal contains the following aspects:

Platform

STUDENTS' ZONE	Blog	Suitable activities to motivate students to practice English.
	Project	Develop a social project using the real language.
	Sitcoms	Popular sitcoms.
	Video songs	Updated video songs according to the students' interest.
	Chat forum	To interact students-students, students-teachers about students' appealing issues.
TEACHERS' RESOURCES	Games	Authentic and creative activities to have fun inside and outside the classroom. For instance, jumping paper balls, QR code scanner app, VivaVideo app, SPRELI, and turning over the cards, and jeopardy rocks.
	Social networks	WhatsApp, Facebook, Twitter, Instagram and so on.
	WebQuest project	Short and long project to be developed individually or small groups.
COMMUNITY ZONE	Channel video	To have contact with the community.
	Fair	To attract students from high schools so they raise university interest in and the importance of learning English.
	Showrooms	To spread out to the community the importance of English and also to update teachers from school, high school and university with new updated methodologies.

Table 1: Description of the proposal.

2. Justification

Taking into account the needs in the TEFL field according to the perspective of the educative, professional and social aspects where the development of science and technology has produced changes in the way the language is taught and learned, and the fact that learning a foreign language such as English is mandatory, it has become essential to apply new ways of teaching

and resources to allow the immersion of learners in this process in a way they feel motivated to do it and not only to fulfil a requirement.

An English class guided by a teacher with new resources and ideas to be implemented in the class lessons will give the students opportunities to grasp new points of view about the learning process, the learners will participate in a collaborative and cooperative way and will be much more integrated as a group during this process. They also will be aware of their progress through the feedback received from their classmates and teacher, and with the autonomous activities they will have more chance to develop their skills and motivation.

The inclusion of the community in this immersion process is relevant for this work because it is within society where the learners get the motivation to continue doing something, and it is the community which receives the products of the University to be incorporated in the labor field.

This proposal is feasible to be applied since teachers and students expressed their desires of a change in the way the learners and the community are immersed in the teaching-learning process. Thus, this proposal will be helpful as a possible solution to this problem of immersion through the application of a platform and a booklet with the same resources and ideas of the platform.

3. General Objective

To offer learners the opportunity of immersion in the English language learning process through the application of a platform in the Language Center of Technical University of Babahoyo.

4. Specific Objectives

To put forward an alternative of teaching and learning a foreign language aided by technology.

To involve students in real language use.

To make it possible for students to work cooperatively and collaborative as a team.

To integrate learners in different activities inside and outside the class.

To provide teachers with enjoyable resources to increase students' motivation in class and as an autonomous work.

To offer the community a new perspective to be immersed in English.

5. Platform

The use of a platform to immerse students in learning the English language at the CENID will be a helpful educational tool that will motivate and appeal students' interest. The platform will contain three sections to boost immersion into the English language: "Students' zone," "Teacher's Resources," and "Community." Students' zone will help students do activities in a fun way in class or at home. The platform is a means that attempts to provide authentic and attractive activities that catch the students' attention in order to get engaged in the learning process. In addition to this, through the teachers' resources section, they would have free access to the resources on the platform, and they will be able to download pdf documents with the activities to be applied in their classes. Besides that, the community will also have free access to the platform through the information given by the university channel where videos with the use of the English language will be broadcast. This section called "community" will facilitate useful and creative content to motivate English language learning.

The extra-curricular activities proposed in this platform were split in games like contest and competition to be done in and outside the classroom and sitcoms, phrases, and songs for autonomous work. The proposed platform is designed through the use of WIX app available at the NET, not only to appeal students' interests in learning English language in the CENID at the Technical University of Babahoyo, but also to disseminate and promote the importance of learning a foreign language in the community in general. It is divided into three sections, students' zone, teachers' resources, and community. The students and teachers from the university and the community in general can also have access to the platform typing the following website, ***celizdakor83.wixsite.com/utbcenid*** in which the cover page appears with the menu, pictures of the CENID's recent events and the teachers' list. See pictures below.

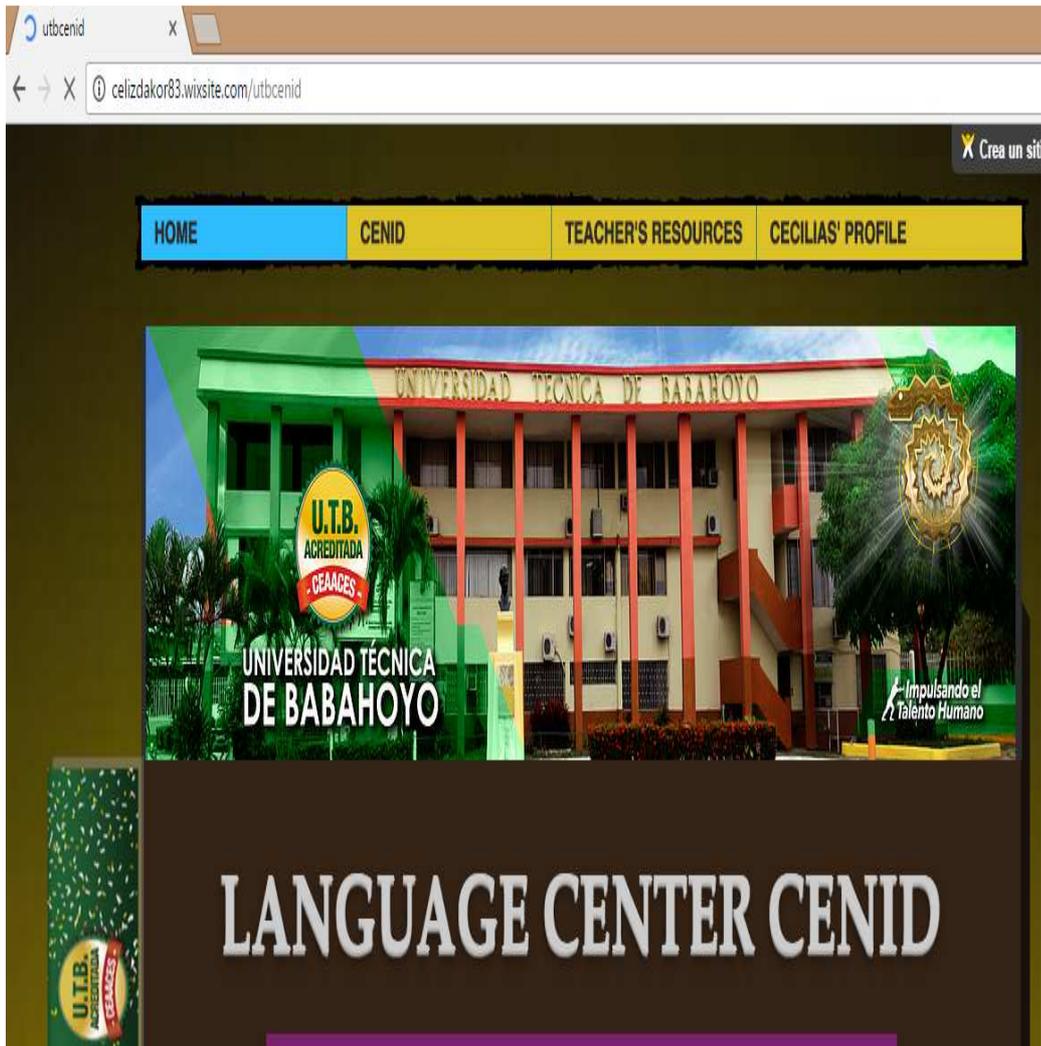


Figure 1: Cover page of the platform showing the CENID's work.

In the students' zone, students should click on the yellow bottom and start practicing and doing autonomous work with the activities uploaded there such

as video songs, sitcoms, projects and games. On the other hand, to download the files to work in class, teachers should get into the teachers' resources which is the green bottom. Lastly, the community in general should press the light blue bottom to watch updated videos done by teachers from the CENID as shown in the picture below.



Figure 2: Platform design.

In addition to interacting with the visitors of the platform and knowing their viewpoints, there is a space where they can leave a message in the cover page. They just have to write their email address and send the comments which will be received immediately by the administrator of the platform. The usefulness of it is that the platform can provide a better interaction when learning a language.

The image shows a contact form on a dark brown background. At the top center, the word "Contact" is written in a white box. Below it, there are three input fields on the left: "Nombre", "Email", and "Asunto". To the right of these is a larger text area labeled "Mensaje". A pink "Send" button is located at the bottom right of the form.

Figure 3: Cover page section in the platform.

a. Students' zone

Having in mind what was found in the students' point of view about their needs and interest for immersion in the English learning process, in this section, the activities are designed related to students' age and preferences. In the platform, the students will find a section where they can do the activities as an independent work and they can be download in PDF files. This zone attempts to provide upgraded and appealing activities. This section consists of a menu as it is seen in the picture below.

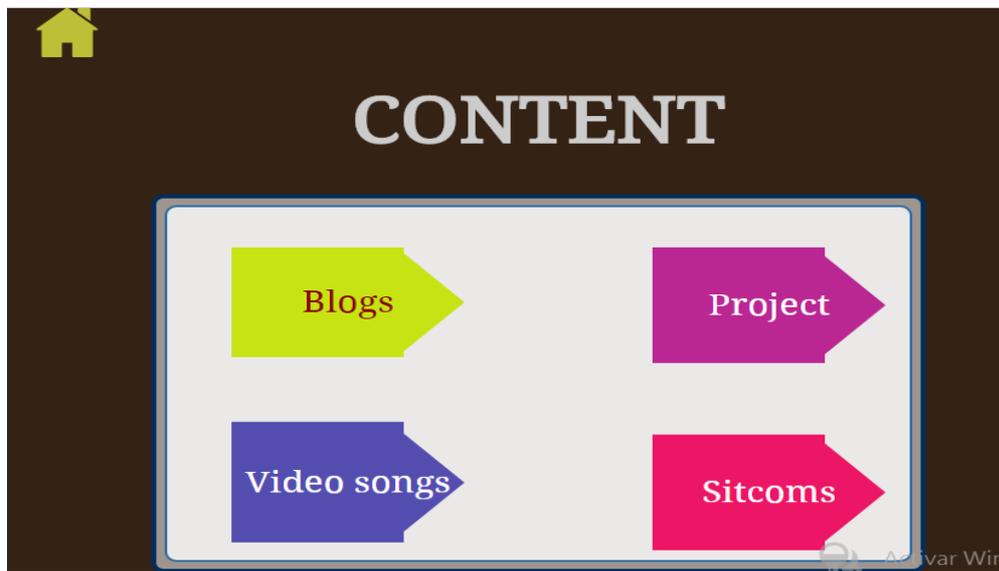


Figure 4: Students' zone from the platform.

Blog

Blogs enhance autonomous learning and knowledge and information sharing while also serving as a learning space for learners. On the platform, there is a section where the students will find the teachers' blogs which were created for the teachers with the help of an app called edublogs. Through the blog at the CENID, the students will be able to share comments and opinions about different topics proposed for them and which are based on their preferences. They will also have access to reading, listening, and writing activities to practice and upgrade these skills. They will also find games about grammar and vocabulary, as well as access to online dictionaries.

Teachers' blogs

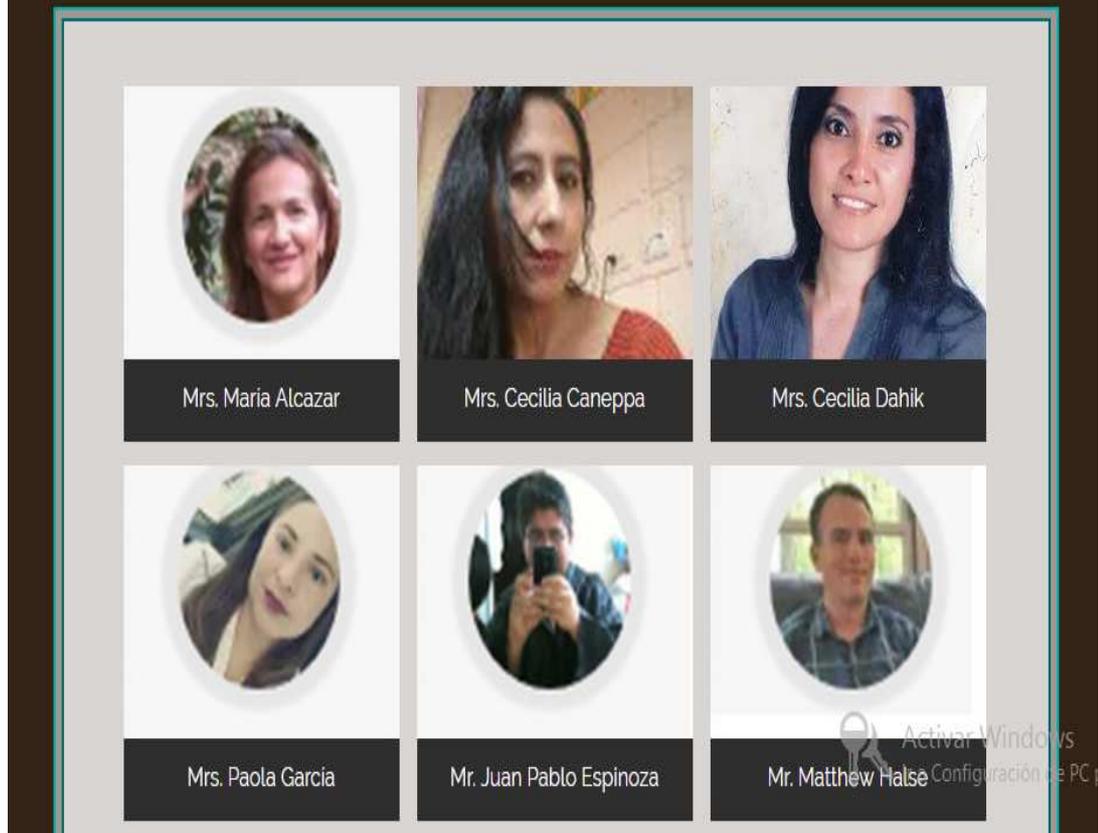


Figure 5: blog's section from the platform.

Projects

The development of a project makes the language that the learners are learning meaningful by linking it to authentic English practice opportunities. One way to do this is to set up a social networking project in which students can apply the vocabulary, grammar and communication skills they have built up in class. A social media project provides English practice opportunities in an environment that is familiar to the students and that they apply daily in their lives. Although in some cases it can be confusing or a little hard for them at the beginner levels, it is important to facilitate learners' clear instructions and information, so they can deal with the organization and performance of it. In this proposal, the projects are split into two parts, one in the first partial and the other at the end of the second partial which can be developed individually, in pairs or groups among four or five members. Each stage helps the teacher to receive feedback from the students, and the students also receive feedback

because they can be aware of how their proficiency has increased. So, it is an opportunity for the learners to be integrated into a fun process that can be part of their professional and daily lives. Besides, learners get experience to perform expositions with the use of the English language and go beyond to learn in an autonomous way upgrading their learning process.



Figure 6: picture from the platform.

e.g.



Figure 7: Students' performance.

Sitcoms

Nowadays, one of the learning tools the teachers can implement in class to involve students in the process of English acquisition is the sitcoms. Sitcoms have more realistic contexts of the English language and offer students the

chance to listen and watch people in real situations with the use of daily life expressions.

At the same time, the themes in the sitcoms reflect humorous situations which attract students making it possible for them to be motivated and engaged developing autonomous work at home.

In the platform, the videos will have activities to be done by the learners who would be about inferring, completing, matching and so on that can be downloaded by the students.

In this area students are provided with the updated videos depending on the students' preferences such as The Big Bang theory, Friends, Glee, and so on.



Figure 8: video from the platform.

Video Songs

The use of this strategy in class has been applied to aid learning providing opportunities to improve listening skills, to increase vocabulary, and pronunciation and it is also an appealing resource for the students. That is why it is part of this platform where the students will find tasks to be completed at home, and they will have the chance to repeat them as many time as they

want. The songs are chosen according to the students' interests and age. The activities are based on matching pictures where the students match the vocabulary of the song with the pictures, or the story in the song is represented in the pictures, and the students have to match the pictures with the paragraphs in the song. The activities of completing spaces with parts of the song, crosswords with the vocabulary of the song, and listening comprehension to identify the main idea of the song.

The most appealing videos songs for young people will be part of this area to engage students' in learning the English language. For instance: Ed Sheeran songs, Taylor Swift, Rihanna, and so on.

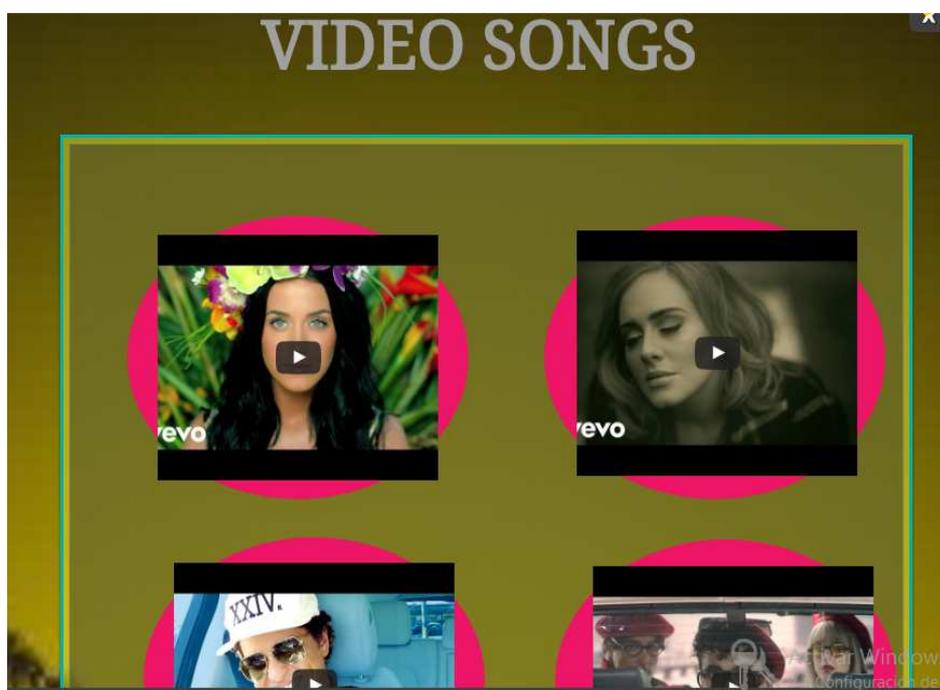


Figure 9: videos from the platform.



Chat and forum

It is the fastest, easiest way to interact with the students and whoever that visit the platform at any time via any mobile device. It can be programmed chat forum for the students, but also EFL teachers and the community. On that way, the immersion for learning English language will be more holistic and productive.

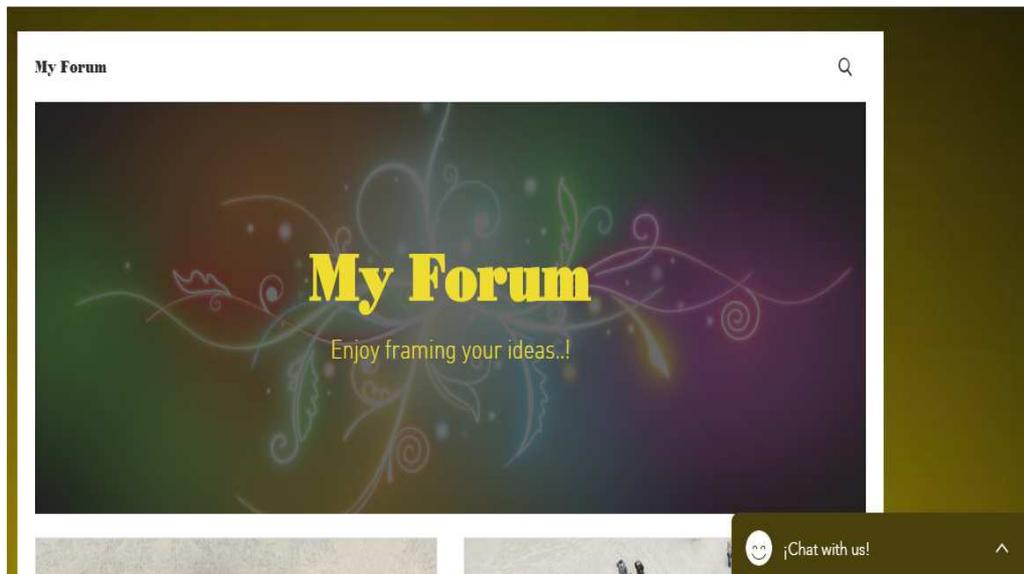


Figure 10: chat and forum example from the platform.

b. Teachers' resources section

In This section, the teacher will find resources and materials designed in a creative way to help to improve the students' learning process.

The teachers' resources section provides several authentic materials that can be used inside or outside the classroom, but also as autonomous work as it is seen in the picture below.



Figure 11: games from the platform.



Jumping Paper Balls

The authenticity of an activity can promote great amounts of feelings and make students experience the learning of a language differently. Jumping paper balls is a strategy performed in groups among four or five students. They would create a story in a random way using a paper-ball that is made with recycled sheets. Each sheet has a picture on it, so while they are listening to music, the paper-ball should be passed in circle. But when the music stops, they should have to take out a sheet and write a sentence by describing the picture on it. At the end, they organize their sentences and write a story. This game could be seen as a comprehensible input to make students interact with each other cooperatively learning to develop the writing skills which are integrated with the other skills.

It also can be seen as part of the formative assessment because they can practice vocabulary and grammar points. It will take about twenty minutes.

The process consists of dividing the students into groups among four or five. Then, the teacher gives students a ball made of slipped of paper which has pictures. The students have to pass the ball in the circle to another member of the group while they are listening to a song. Each time the music stops, students have to take out a paper of the ball and write a sentence with the picture in it until the last picture in the piece of paper is taken out. The sentence could be related to the grammar point that they are learning in class. In the end, they have to organize their ideas and build a story with the sentences written before. Lastly, they tell the story to the class.

e.g.

Step 1: Work in groups of four or five.



Figure 12: Students playing jumping paper balls game.

Step 2:

Pass the paper ball while the students are listening to the music.



Figure 13: Students playing jumping paper balls game.

Step 3:

Take out a sheet and write a sentence.



Figure 14: Students playing jumping paper balls game.

Step 4:

Create a story and tell their classmates in front of the class.



Figure 15: Students playing jumping paper balls game.



QR CODE APP

The involvement of this mobile app to develop activities to be done in class or outside class could trigger great shifts in students' perception towards learning the English language because it is different, but also it is very simple to use. Through the implementation of this mobile app, the teacher could perform activities to practice the four skills, speaking, listening, reading, and writing. It means that it will depend on the purpose of the class. There are free available web-sites online to create the QR codes and also free QR code apps, so the students can scan the code. Teachers can create different activities such as text, video links, forms, images, social networks links, numbers, Skype phone call, and so on. By scanning the QR code, the NET is needed to download video, images or skype phone call in the activities, but not to scan text or the other options mentioned before.

On the one hand, in the classroom, the students are divided into groups of four or five to develop the activity. A list of codes is given to the students to scan the information they need to do the task.

The group that finishes first all the tasks is the winner. On the other hand, the QR codes app can be used in a "Gynkana game" where students from different levels work in cooperatively to find out the clues scanned with the app once they have the clues the find the place where there is a task they have to complete. It helps the environment of the class to turn appealing and motivating to students because the input of the activities makes them enjoy. For instance:

- Art Gallery
- Worksheet
- Gynkana

ART GALLERY

This game could be applied in class or outside the class if the classroom is small and the number of the students is large. The development of this activity could take forty-five minutes maximum because the QR codes should be scanned by students in groups of four or five. Teachers have to bring 3 different pictures for each topic to be put together in a specific space of the classroom like an exhibition of art. See an example in picture below.

e.g.



Figure 16: Art gallery game materials.



Figure 17: Students playing Art gallery game in the Catholic University's Congress.

Additionally, teachers should create the QR codes with the clues using QR codes app download from the play store in their mobile phone or type this web site “www.qrstuff.com” to allow anyone to create different codes from text or images.

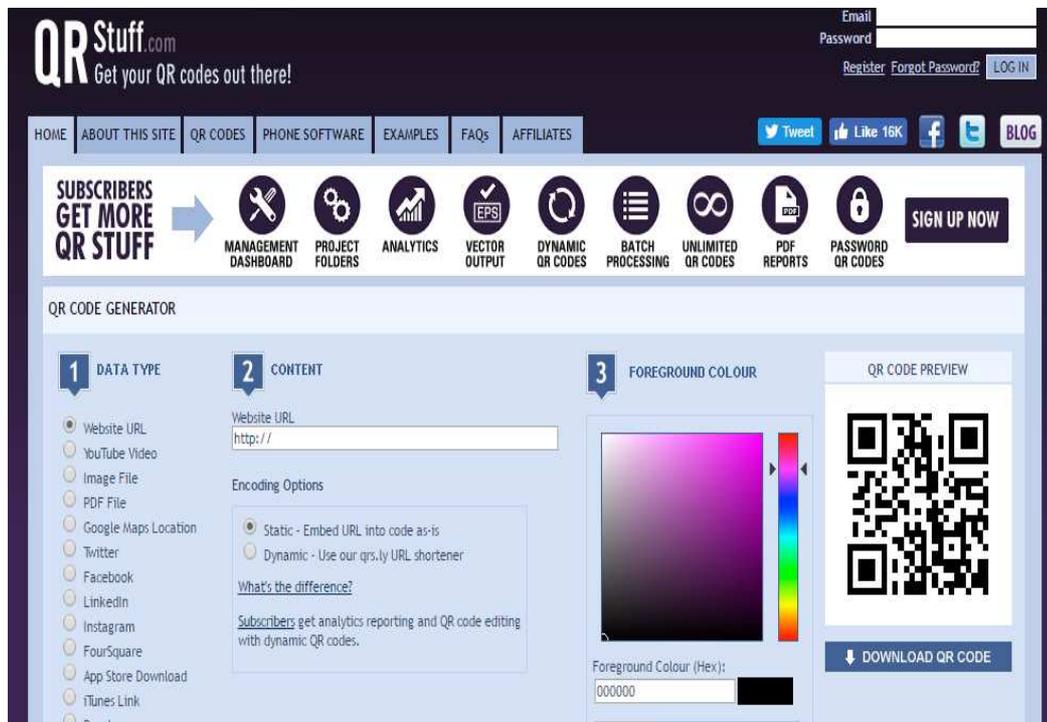


Figure 18: QR code generator

WORKSHEET

Work in groups among 4 or 5 students. Read the instructions carefully.

1. One or two students must scan the codes.
2. The rest of the group must write the answers on the left.
3. The first group that finishes will be the winner.

a. _____



b. _____



c. Watch the video and write 4 activities that people there are doing at that moment.



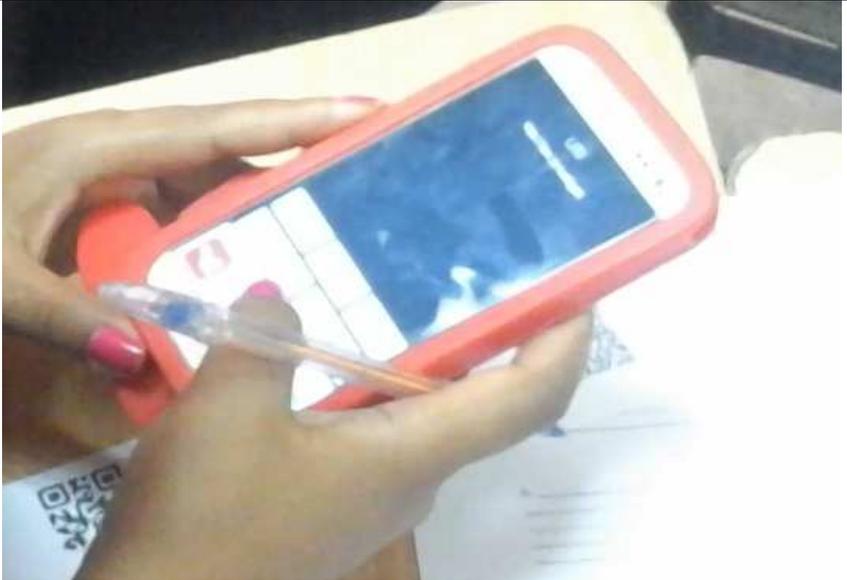
d. Scan the code and write a text message to the mobile phone number code asking 3 questions about the owner past and present actions and also for descriptions of the place where this person lives.



e. Orally



e.g.

<p>Step 1:</p> <p>Scan each QR codes from the list.</p>	 <p>Figure 19: Students working QR code worksheet.</p>
<p>Step 2:</p> <p>Answer each question or clue.</p>	 <p>Figure 20: Students working QR code worksheet.</p>

GYNKANA

This contest has to be done outside of the classroom and putting together different English courses to integrate them. The numbers of participants in each group, as well as the numbers of the groups depend on the teachers. Each group is given a set of 5 cards with the clues and 3 more which are empty to be scanned with the QR code mobile app. It is also given a set of materials to perform one of the activities. The following example provides a clearer idea about the contest.

RULES:

1. They must work as a team.
2. They have to read the clues and find out the places where the next clue is.
3. Once they have found the clue, they answer the questions in it and they must tell the jury their answers.
4. The winner is the one who came first with the correct answers.

CLUES:

Hello Blue group this is your first clue!

Read and follow the instructions carefully.

1. It is a person who sells candies and pencils at this university. Go there and answer the first question.

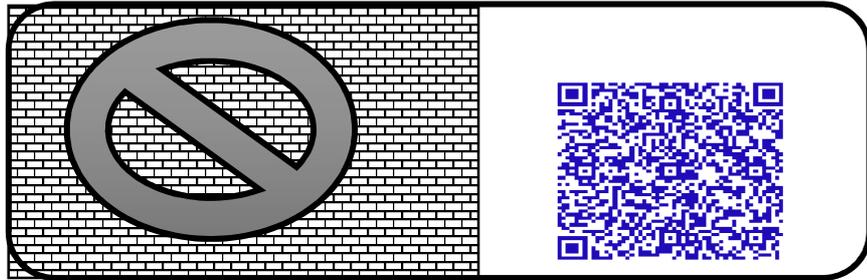


Figure 21: Blue group's clue.

Hello again Blue group!

This is the second clue.

2. It is a place where you can wash your hands and comb your hair.

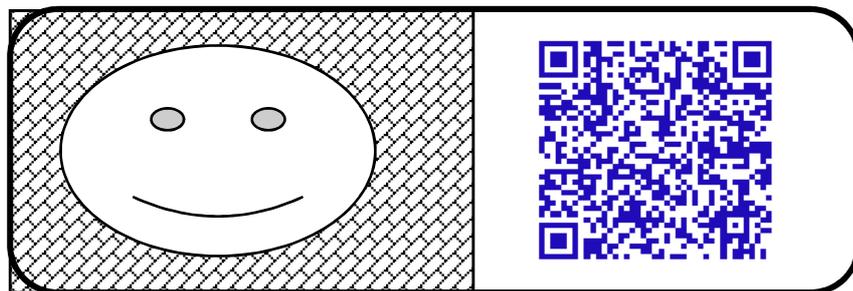


Figure 22: Blue group's clue.

Blue group, this you third clue!

3. It is a place where you make copies in the middle of the parking lot.

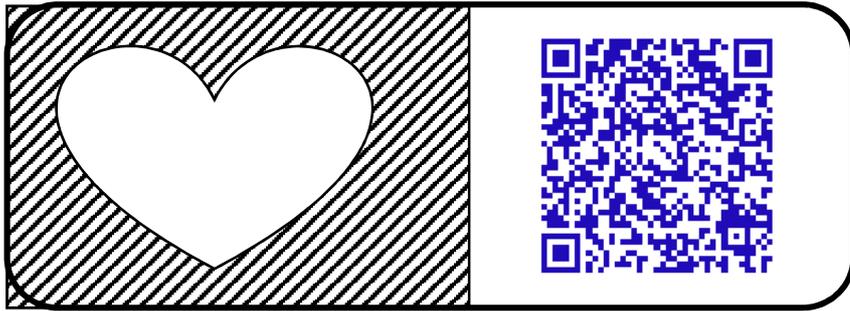


Figure 23: Blue group's clue.

Blue group, you are so close to get to the end of this game. This is the fourth clue.

4. This place is behind two benches where you can use computers.

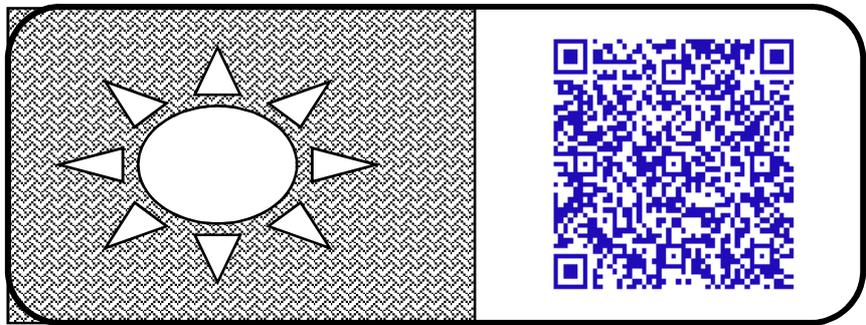


Figure 24: Blue group's clue.

Blue group, you have reached the end of the game.

5. Ask the 5th clue to one of the teachers around.

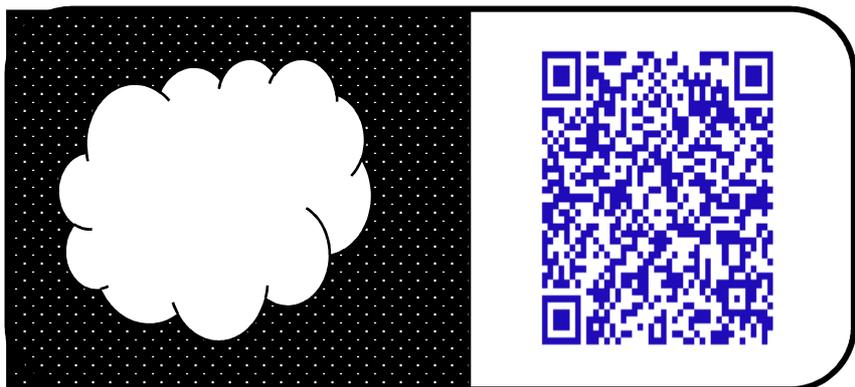


Figure 25: Blue group's clue.

Process

Step 1:

Say the instructions of the game, assign colors and give the groups the materials.



Figure 26: Gynkana instructions and materials.

Step 2:

Scan the QR codes to read the clues.



Figure 27: Gynkana game.

Step 3:

Work as a team to find the questions.



Figure 28: Gynkana game.

Step 4:

Answer orally the questions.



Figure 29: Gynkana game.

Step 5:

Work in their final performance with the materials.



Figure 30: Gynkana game.

Step 6:

Present the final work.



Figure 31: Gynkana game.



VIVAVIDEO MOBILE APP

It is interesting how your video can look professional without being an expert. This mobile app allows the students to show their videos creatively and to create their videos with descriptions of any topic developed in class as a mini-project. It motivates students to see their language proficiency progress and receive feedback from teacher-student or student-student. It also helps the students to improve their speaking, listening and writing skills.

They only have to download it from their play store in their mobile phone. Therefore, the activities that could be performed through this app are any the teachers would like to do inside or outside class in small groups such as descriptions, reports, giving directions, and so on as a mini-project. The learners should access the app from their mobile phone.

Furthermore, autonomous work that could be developed in small groups or individually as a project.

Process:

Step 1:

Brainstorm of ideas to write the draft of their descriptions.

Figure 32: Classroom activity using vivavideo app.



Step 2:

Record the video.



Figure 33: Classroom activity using vivavideo app.

Step 3:

Edit the video in VivaVideo app.



Figure 34: Classroom activity using vivavideo app.



SPRELI

This is a competitive game where the students make collaborative and cooperative work in teams to get the clues. At the same time, the students develop the skills of listening, reading, speaking and writing in a fun way, the same as the ability to deduce. The whole activity takes 60 minutes. For example:

At the first stage, the students are divided into groups, they choose a student who will be in charge of collecting the clues- on the board, there will be 5 envelopes with words written on them which are part of a paragraph in a text. The students will listen to part of the text and then will have to identify what is the word that is part of the paragraph in the envelop. If the students do not identify the words in an accurate order they will lose time to do the following activity with the whole text. If the students solve it, they pass to the next activity. On the second stage, the students will be given an activity to do with the text they got from the previous activity, this activity could be about answering questions, choosing the correct, matching or completing spaces. if the students do the activity correctly they pass to the next stage, if not they will have to continue until they get the correct answer.

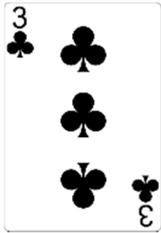
On the last stage, the students will have to choose among some cards which represent the topic they will perform in a roleplay. The group that finishes all the stages in the minutes provided to do it is the winner.



TURNING OVER THE CARDS

This strategy makes possible for the students to be exposed to the language in a fun way and in small groups. Through this game, the students interact with each other in the groups and listen to their partner's descriptions when one of them starts talking about a specific topic assigned to in a card. It is very dynamic and enriching. It makes them feel confident and comfortable. Furthermore, it can let students practice speaking skills in an easy and effective manner.

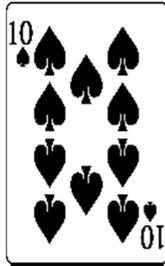
First, the students are asked to work in groups of 4 and sit in a circle. After assigning roles according to the cards such as a clover, a red heart, a spade, and a diamond, they are given a group of cards which have to be turned over each time the teacher says the word “next”. Each card will have a topic to be exposed every time it appears. For instance:



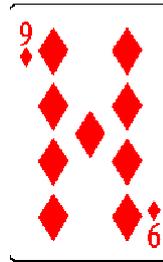
Describe your home.



Describe your university.



Describe yourself.



Describe your family.

e.g.



Figure35: Turning over cards game.

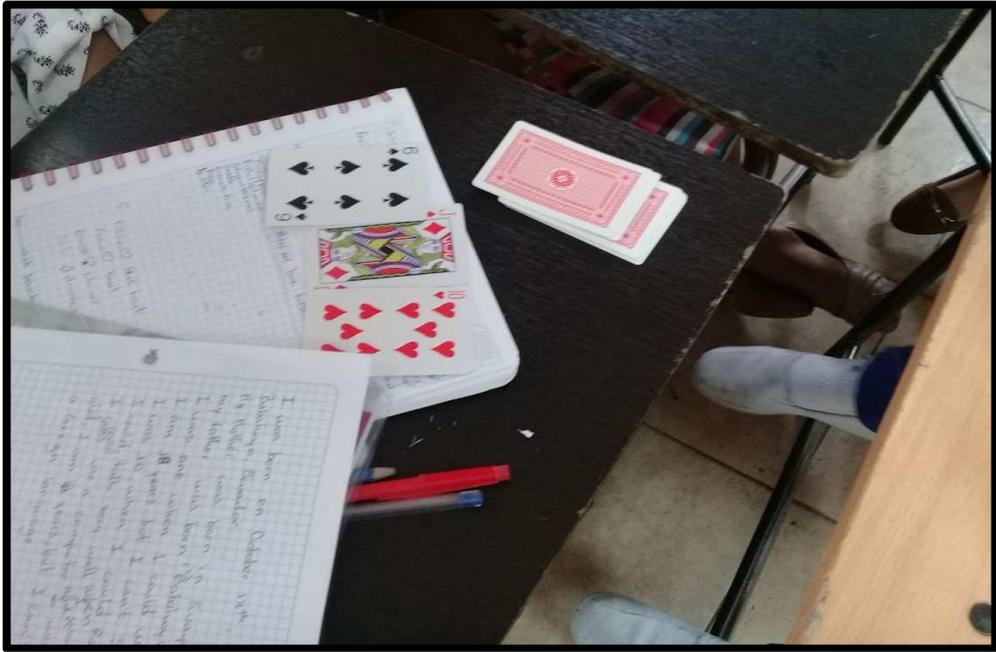


Figure 36: Turning over cards game.

factile

JEOPARDY ROCKS

To make your class more engaging and enriching the application of jeopardy rocks online games is an option to be taken into account. It provides educational quiz game board templates for class projects or creates teachers' own quizzes to reinforce grammar, vocabulary, and content. The helpfulness of this software is that allows teachers to make students learn and practice. Teachers have to sing up to get access and use the quiz game.

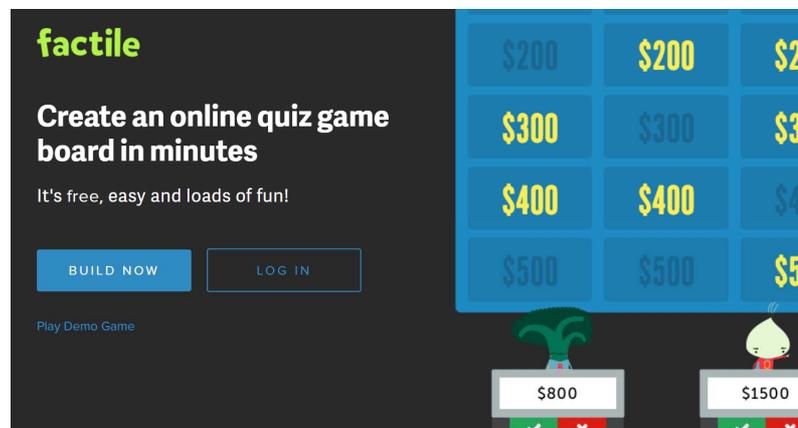


Figure 37: Jeopardy rocks website

Teachers decide to work in a quiz game template choosing one of the games in the public game's list on the right or create a new one giving click in a new game bottom as it is shown in the picture below. It is seen that the public games' list offers a variety of content that will make students engage and encourage in the learning process and assess how much they know as well.

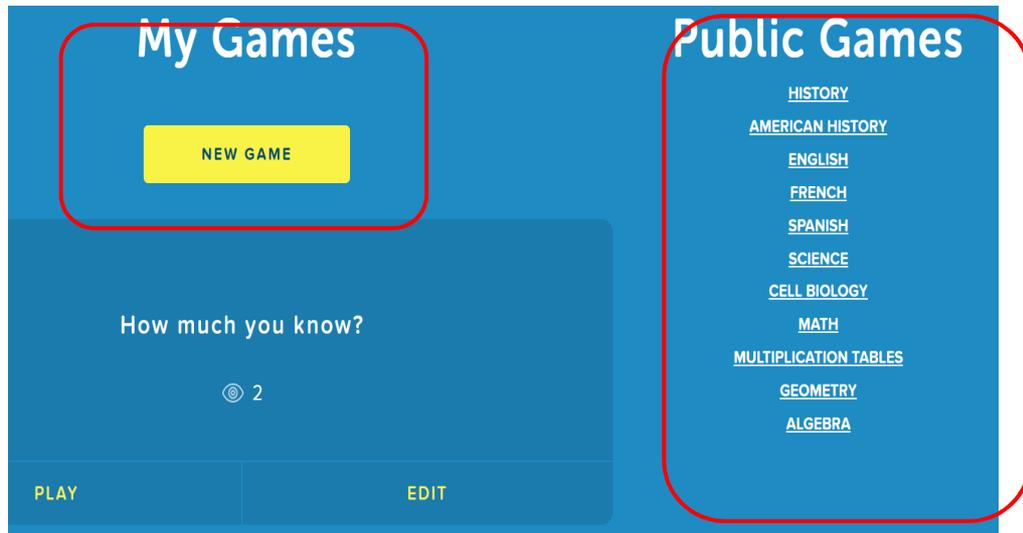


Figure 38: Jeopardy rocks website.

To apply this game in class, students can work in groups of 4 or 5. Each group has to be assigned vegetable-themed characters to take turns in a random way to answer the questions. It makes students differentiate ones from others in the game. At the end, the group who has got more right replies will be the winner!



Figure 39: Jeopardy rocks website.



SOCIAL NETWORKS

Nowadays, these technological tools are involved in every aspect of our lives to keep people communicated among them. They are the tool that can be applied in class to enhance the teaching-learning process developing an environment of motivation where English is linked to the social networks to immerse students in this process. The teacher can take advantage of this tool in class or outside of it to create activities of discussion with their students because it is a technological issue that the learners use daily in their lives. Moreover, through this tool, they can see that it can be used to learn and practice English increasing motivation.

WhatsApp is a mobile app that is available for everyone and promotes communication without constraints of race, language, religion, and so on. This mobile app offers plenty of opportunities to involve discussion board activities in class. First of all, a group in Whatsapp should be created with the students' mobile phone numbers. After that, teachers should type the following site on the search "Web.whatsapp.com" from the computer and project the group on the board. Pictures are posted on the group to start their discussion in class. The students should write their comments about a particular topic and write back their classmates' comments.

e.g.



Figure 40: WhatsApp from the computer.

Facebook or **Instagram** are apps that allow teachers to get students engaged in learning English outside the class. The learners will see activities created through these apps as a hobby because they are involved in their entertaining time. Thus, those could be used as a means to make students communicate easily. For instance, create a closed to chat in the messenger or to post videos, paragraph, pictures, and so on, for the learners to give their viewpoints about them. It could be created for each English course and assign them different activities. In addition, teachers can join 2 courses and make them interact with each other to disseminate any important issues among them. In the picture below show the main page of the CENID facebook created with the purpose to develop autonomous work.



Figure 41: Facebook, CENID's club.

The following picture show the interaction of the students after class in their spare time.



Figure 42: Facebook, CENID's club

WebQuest Projects

It is a resource to make students work in teams in a collaborative way. So, the platform has an area where the teachers have access to different ideas related to projects in class and as an autonomous work where the students will develop topics related to their interests in daily and professional life.

The purpose of the projects is to promote teamwork in order to support and interact with each other, but also to strengthen the learning process. The design of this kind of projects is usually shown in two sections in order to provide students' and teachers' instructions of how it can be carried out. It means the project can be created for all English courses of a particular level. The process of the task should be indicated to students in detail. Thus, the instructions should be given clearly and accurately to facilitate comprehensible input in the work to be done. For instance, the purpose of the project, a number

of the students in their groups, the time and the website to look up the information.

The screenshot shows a website titled "Cdahik's WebQuest" with a search bar in the top right. A left sidebar contains a navigation menu with categories: Home, Careers, Students' site (expanded), Teacher's site, Sitemap, UTB site, and CENID Blog. Under "Students' site", the items are: 1. Introduction, 2. Task (highlighted), 3. Process, 4. Evaluation, and 5. Conclusion. Under "Teacher's site", the items are: 1. Introduction, 2. Learners, 3. Standards, 4. Process, and 5. Resources. The main content area is titled "Students' site > 2. Task" and features a purple heading "WebQuest: Promoting your career". Below the heading is a paragraph: "As students of fourth level, you are expected to prompt candidates for universities career offers which must be performed as a formal project. The best projects will be chosen and exposed in a showroom in August. Furthermore, it should be developed with the following guidelines:". This is followed by a purple heading "Instructions:" and a list of three instructions: "1. Work in pairs or in groups not more than 3 members.", "2. Everyone in the group must study the same career.", and "3. Each integrant in the group will be assigned roles such as:". A sub-bullet under the third instruction reads: "■ Leader who is in charge of making sure that the project meets the standards set out by the instructions". To the right of the instructions is a small image of three white 3D figures, one holding a document.

Figure 43: Cdahik's WebQuest project applied to students of the fourth English courses.

Through this app teachers can also provide to students' attachments and links to sites where they can find the information.

Cdahik's WebQuest

Search this site

Home

Careers

Students' site

1. Introduction

2. Task

3. Process

4. Evaluation

5. Conclusion

Teacher's site

1. Introduction

2. Learners

3. Standards

4. Process

5. Resources

Sitemap

UTB site

CENID Blog

Students' site >

3. Process

To encourage candidates who are applying for universities offers your study is not an easy task to do, thus it is quite important that within each member of your team of three will develop a specific area of the project that he/she would like to be an expertise. For instance:

- The aim of your study.
- Advantages and Benefits that your study could provide to your community.
- Future job opportunities.

Step1:

As a team, you are provided some links where you are going to find different sorts of readings about worldwide studies. Look through the text and write down key ideas that help you carry out this project. Aside the raised beforehand, you should surf the net to look for more information related to the three areas asked you for the project. It must support and organize your first draft.

Links

- [Business insider](#)
- [Careers](#)
- [Jobs & Career](#)
- [Bureau of Labor Statistic](#)
- [United States Department of Labor](#)
- [ALEC.CO.UK](#)

Activar Windows

Figure 44: Cdahik's WebQuest project applied to students of the fourth English courses.

For all of this, teachers should only have a google account and then get into the sites to create their own WebQuest.

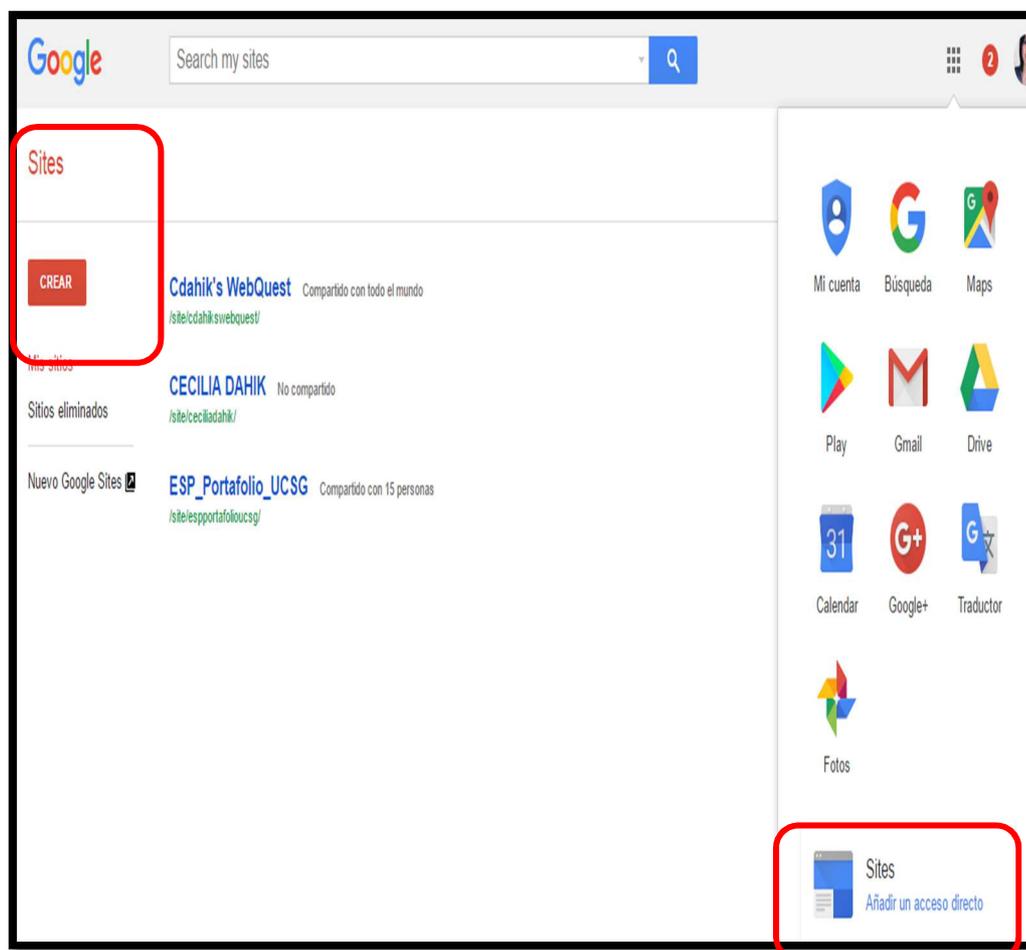


Figure 45: WebQuest in google site.

Additionally, this section provides fun videos to explain different grammar tenses with examples to practice, created through PowToon app. The students can also get access to practical exercises such as reading, listening, grammar and vocabulary, and writing as well.



Figure 46: Extra activities.



Figure 47: Grammar tense videos created by these authors.



Figure 48: Practical grammar exercises created by these authors.

c. Community section

The community is the customer who decides whether English is worth to be learned or not, and although they know that in our society it is a quite essential requirement in any work and University, they still see the learning of this language as something unpleasant or enjoyable and this idea is transmitted to the new generations.

Thus, this proposal has focused one of the sections on the platform to the community to make them part of this immersion process. To do so, videos will

be broadcast on the University channel, as well as showrooms, and English fairs.

University Channel

The Technical University of Babahoyo has a link with a channel where different themes related to projects and events are broadcast. Our proposal is to use this means of communication to show the community some short videos recordings in various areas of Babahoyo with simple dialogues where certain kind of vocabulary and expressions for different situations that community can also apply in their lives would be taught.

The goal is, on one hand, to allow the community to perceive English as something that can be learned in an easy and fun way. On the other hand, to immerse the community into English giving the opportunity to have it as part of their lives through a means of communication that they watch daily. Hence, everyday English video will help the community to learn simple phrases to communicate easily with foreign people in Babahoyo. There, the videos will be disseminated every three days. At the end of each video, the link where people can watch the videos again will be shown with more resources they can use to learn a little more.



Figure 49: greetings phrases from the platform.

Showrooms and English fair

These are important dynamic tools that help to spread and promote the learning of English in the community. It allows teachers and students to expose their knowledge and boost the community's motivation to learn this language. Showrooms or fairs are going to be held twice a year.

The program to organize fairs or showrooms devotes time because several factors such as updated topics, institutional constraints, and permissions, financial issues, etc. are involved. But also, candidates be exposers in both events which could be not only teachers, students can be the main participants in them.

Therefore, fairs could be applied twice in a year, while a showroom just once because of its complexity. And the audience should be from high schools, EF teachers and the community in general.



Figure 50: Workshop in the 3th Congress of Catholic University.



Figure 51: CENID's fair.



Figure 52: CENID's fair.

6. CONCLUSIONS

The results expected with the application of this platform would attempt to promote the English language learning to provide the students and community the opportunities to be immersed in the acquisition of the real use of this language. Therefore, this proposal would:

- Promote the English language learning throughout the community.

- Provide a booklet to guide teachers and coordinators in the use of it.
- Provide a variety of appealing and encouraging activities to caught the visitors' attention which can be downloaded from the platform.
- Involve students and community in a new perception in the acquisition of the English language through extracurricular activities, like fairs, congress, and activities outside the classroom.

7. RECOMMENDATIONS

Regarding to the results expected in this proposal it is highly recommended to:

- Disseminate the English learning language through campaigns from the social networks and radio.
- Train teachers, coordinators and students in the use of the platform.
- Include the platform activities in the teachers' plans to be developed by the students as autonomous work.
- Train EFL teachers from the community to be sponsors and participants in the different events related to the TEFL trends promoted by the university in order to create a new perception towards learning English in the community.

8. Budget

The following budget was planned to take into account the resources involved in the proposal.

Item	Cost
Wix software	Basic: free Premium VIP: 24,50
Materials and resources	30,00
Fair: New Trends in TEFL.	400,00
Means of transportation	20,00
Total	474,50

Table 2: Budget of this proposal.

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ANNEXES

ANNEXED A

Teachers' interview

adapted by a prior theme of thesis about methodology applied in two local universities.

1. Do you think students at the Language Center CENID know about the importance to learn English?
a. YES b. NO C. A LITTLE
2. When the students come to English class do they feel motivated?
a. ALWAYS b. OFTEN C. HARDLY EVER D. NEVER
3. How comfortable do your students feel in English class to learn English as a foreign language?
a. A LOT B. NOT MUCH C. NONE
4. Do they participate actively in class?
a. ALWAYS b. OFTEN C. HARDLY EVER D. NEVER
5. Do they feel confident in their ability to interact in English with their classmates in class?
a. YES b. NO C. A LITTLE
6. How motivated do you feel with the teaching to your students?
a. A LOT B. NOT MUCH C. NONE
7. Have you seen a progress in the students' language proficiency?
a. YES b. NO C. A LITTLE
8. Does the university offer opportunities for immersion in learning a language?
a. ALWAYS b. OFTEN C. HARDLY EVER D. NEVER
9. Do you give your students opportunities in class for immersion in learning a language?
a. ALWAYS b. OFTEN C. HARDLY EVER D. NEVER
10. Do you think the socio-economic factors would affect the English students' immersion?
a. ALWAYS b. OFTEN C. HARDLY EVER D. NEVER

ANNEXED B

Students' survey adapted from Nunan (1985)

Language learning:

1. You want to learn English because...
 - a. like
 - b. compulsory
 - c. promotions
 - d. academic reasons
 - e. talking with people in other English countries
 - f. getting a certification in English Proficiency
 - g. studying abroad

2. Do you like English in
 - a. Newspaper or Magazines
 - b. NET
 - c. TV programs
 - d. Films
 - e. Music
 - F. Others

3. Have you learned English before?
 - a. yes
 - b. no
 - c. a little

4. Have you learned English by
 - a. doing translations
 - b. repetition
 - c. interacting with peers
 - d. only doing grammar exercises
 - e. listening CDs, reading texts and writing compositions
 - f. school time

5. Do you like working in...
 - a. small groups
 - b. individually
 - c. pairs
 - d. class
 - e. online

6. Do you like using technology
 - a. Yes
 - b. No
 - c. Sometimes

7. Do you like learning with...
 - a. video
 - b. music
 - c. movements

- d. games
- e. other Which one would you prefer? _____

8. Do you like to study...
- a. grammar
 - b. vocabulary
 - c. pronunciation

9. Macroskills:

I. Reading:

(a) What type of readings are you interested in?

- a. magazines
- b. newspapers
- c. stories
- d. literature
- e. letters
- f. emails

II. Writing:

(b) Do you ever write...

- a. letters
- b. notes to teachers
- c. fill in forms
- d. others / Which one do you need most? _____

III. Listening and speaking:

(c) Who would you like to speak with in English?

- a. teachers
- b. employers
- c. Others / which one _____

(d) How much do you understand?

_____ 0 _____ a little _____ a lot _____ 100%

10. Do you feel comfortable learning English at the CENID?

- a. Yes
- b. No

ANNEXED C

COMMUNITY SURVEY

1. Do you know about American culture?
a. YES B. NO C. A LITTLE
2. Do you consider that in the place where you live is important to learn English?
a. YES B. NO C. MAYBE D. NO IDEA
3. Does the place where you live have touristic places to be visited for foreigners?
a. YES B. NO C. NO IDEA
4. Do you have opportunities to be in contact with foreign people?
a. YES B. NO C. NO IDEA
5. Do you think that the young people in the place where you live would have better opportunities in professional life with the learning of English?
a. YES B. NO C. MAYBE
6. Do you see English a difficult subject to be learned by you and your children?
a. YES B. NO C. MAYBE
7. Do you or your children have opportunities to learn English in the place where you live?
a. YES B. NO C. MAYBE D. NO IDEA
8. Does the place where you live promote the importance of learning English?
a. YES B. NO C. MAYBE D. NO IDEA
9. Would you like to learn English?
a. YES B. NO C. MAYBE D. NO IDEA

ANNEXED D

**TECHNICAL UNIVERSITY OF BABAHOYO
LANGUAGE CENTER CENID
GENERAL REPORT OF THE STUDENTS' PROFICIENCY 2016**

TERM	TOTAL REGISTERED	APPROVED	REPROBATE	WITHDRAWN
FEBRUARY-APRIL	308	207	32	69
MAY-AUGUST	659	466	68	125
SEPTEMBER - DECEMBER	697	501	55	141
TOTAL IN 2016	1664	1174	155	335

Table: Information got from CENID's office.

ANNEXED E

PROJECT

A wonderful paradise

The purpose of this project is to students be aware of a potential touristic place that Los Rios Province is and how important is to protect and to make known its natural resources to the tourists from different parts of the country and the world.

To developed this group work activity, you should click the button below.



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The screenshot shows a website interface with a green header containing the title "A WONDERFUL PARADISE" and a search bar. Below the header is a navigation menu with the following items: 1. INTRODUCTION, 2. TASK, 3. PROCESS, 4. EVALUATION, 5. CONCLUSION, 6. CREDITS, 7. TEACHER'S PAGE, and Mapa del sitio. The main content area is titled "LOS RIOS" and features a map of the province. The map is titled "Mapa de La Provincia de Los Ríos" and shows the following cantons: San Jacinto de Buena Fé, Valencia, and Quevedo. The map also indicates the neighboring provinces: PROVINCIA DE LOS TSÁCHILAS to the north, PROVINCIA DE MANABÍ to the west, PROVINCIA DEL GUAYAS to the south, and PROVINCIA DE COTOPAXI to the east.

ANNEXED F

EXTRA LISTENING ACTIVITIES IN THE PLATFORM

Listening time..!

A. Look at the photo what is the possible topic in the conversation.



B. From the list below which are the possible words you will find in the conversation.

- date__
- Babahoyo__
- meet__
- restaurant__
- time__
- cafe shop__
- cinema__

C. Listen to the conversation and complete the chart below

Blind dates - Cecilia Dahik and C... 00:00 01:04 *AudioScript*

1. Mathew has planned to go to _____ next summer.
a. Orlando b. New York c. Tokyo
2. Mathew met a special girl in _____.
a. a museum b. a trip c. a coffee shop
3. Maiko is from _____.
a. US b. Japan c. doesn't say
4. Ricardo wants to eat _____ food.
a. American b. Japanese c. Ecuadorian
5. Who is going to be late for classes?
a. Ricardo b. Maiko c. Mathew

Vacations Track - By Cecílias 00:55 *AudioScript*

EXTRA WRITING ACTIVITIES IN THE PLATFORM

Writing time..!

A. Use the ideas from Alexander's future events list to make a plan for his future vacations.

B. Write a postcard about Alexander's future vacation using the information from your plan. (100 words).



Writing time..!

A. Discuss the reasons to use the service of A Blind date Company.

B. Imagine you are a manager of A Blind Date company. Write ideas about how it would be your service.

C. Write a composition of two paragraphs about the reason why it is important to offer this service and it would work.

EXTRA READING ACTIVITIES IN THE PLATFORM

D. Read the text.

BLIND DATES

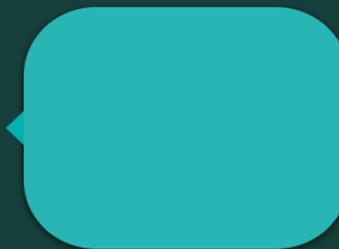
COMPANY IN LOS RIOS

Nowadays, the great amount of differences and points of view that couples have in many aspects of life have increased the level of divorce and break up between them, Because of they don't get along well with their mate or in some cases because their personalities are so different that the relation turns into an aggressive one. Our company is having in mind these differences, taking advantage of the possibility to decrease these breakings through a company where women and men can find the perfect match for a perfect blind date and maybe for a perfect life together through a choosing the best option according to your expectations, needs and desires.

E. Look for the sentences where the words of the vocabulary time are and write the sentence with another word which could replace it. Then, check your sentences with a partner.

F. Think about the advantages and disadvantages of blind date companies and complete the mind map.

Advantages



Disadvantages



1. What are the people in the pictures celebrating?
2. How do you celebrate your birthday?

A. Read about Cesar's and Mathew's birthdays. Where did they celebrate their birthdays?

BIRTHDAY DREAMS

Cesar

I am from Rome and I have always spent my birthday with my family, but this year I am 21, so I felt that I need to do something different. I talked to my mother and she said that it was time to have a different birthday plan. I would like to have a better birthday than the last year because I only made a party in the

B. Read again. And then Circle the right option.

1. Cesar went to Disney on his birthday.
 - a. True
 - b. False
 - c. Doesn't say
2. Cesar's mother wanted a different birthday for him.
 - a. True
 - b. False
 - c. Doesn't say
3. Cesar thinks that Rome is more touristy than Hawaiian.
 - a. True
 - b. False
 - c. Doesn't say
4. Cesar's mother will help him to become true his dream.
 - a. True
 - b. False
 - c. Doesn't say
5. Virginia is safer than New York.
 - a. True
 - b. False
 - c. Doesn't say
6. Mathew doesn't think that New York is as fancy as Virginia.
 - a. True
 - b. False
 - c. Doesn't say
7. Mathew would like his parents pay a night in New York.
 - a. True
 - b. False
 - c. Doesn't say

EXTRA SPEAKING ACTIVITIES IN THE PLATFORM

Communication time..!

A. It is time to talk. In pairs take turns to compare picture about tourist places use them to make a collage together.



Communication time..!

A. In groups of three draw pictures describing Alexander's vacations and share your story with another group. Take turns to talk about it.



DECLARACIÓN Y AUTORIZACIÓN

Nosotras, **Dahik Solis, Cecilia Elizabeth y Cáneppa Muñoz, Cecilia Isabel**, con C.C: #**120432902-1** y C.C: # **120307411-5** autoras del trabajo de titulación: **Opportunities for immersion in English language learning at the CENID of the Technical University of Babahoyo** previo a la obtención del título de Master in Teaching English as a Foreign Language en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 16 de Mayo de 2018

f. _____

Dahik Solis Cecilia Elizabeth
C.C: 120432902-1

f. _____

Cáneppa Muñoz Cecilia Isabel
C.C: 120307411-5



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Opportunities for immersion in English language learning at the CENID of the Technical University of Babahoyo		
AUTOR(ES)	Dahik Solis, Cecilia Elizabeth y Cáneppa Muñoz, Cecilia Isabel		
REVISOR(ES)/TUTOR(ES)	Lcda. Sara Rivadeneira, Mgs, Lcda. Ximena Jarrin Hunter. Mgs. y Ing. David Hoyos Hernandez, Mgs.		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
UNIDAD/FACULTAD:	Sistema de Posgrado		
MAESTRIA	Maestría en Enseñanza de Inglés como Idioma Extranjero		
TITULO OBTENIDO:	Magister en Enseñanza de Inglés como Idioma Extranjero		
FECHA DE PUBLICACIÓN:	16 th day of May of 2018	No. DE PÁGINAS:	109
ÁREAS TEMÁTICAS:	EFL Teaching in Ecuador, Social cultural issues, Immersion of Language.		
PALABRAS CLAVES/ KEYWORDS:	Motivation, Opportunities for immersion, authentic activities, learning process, schooling time, learners' experiences.		
RESUMEN/ABSTRACT:	<p>For many years learning English as a Foreign Language in Ecuador has been considered a controversial issue within the institutional policies and, in the undergraduate curriculum, it is not regarded as a mainstream subject. Since English has for long been taught in a traditional way, the opportunities to involve students in the real use of the language in class, as well as, the promotion of it outside the classroom were also lessened. As a consequence, students' learning and society attitudes have been discouraged towards the learning of English. Nowadays, the results of these situations can be evidenced in the rates of students' dropouts and the percentage of students who fail the modules at the Language Center (CENID) of the Technical University of Babahoyo. Thus, this research project attempts to promote the English language among the students and community providing opportunities for immersion through the involvement of appealing and creative activities inside and outside the classroom. It means that some of them are disseminated with the use of a platform where the Babahoyo society can have an experience of immersion into English. Based on literature review, the findings demonstrated that the students are reluctant to learning English because of the influence of the learners' experiences during the schooling time. Motivation is the main key to encourage students to learn a language, and the use of authentic activities and materials in the classroom appeals their interests and shifts their expectations about the learning process. In addition, parents, friends-classmates, teachers and university officials can make the learners aware of the importance of English as a fundamental factor to be a competitive professional in any international workplace.</p>		
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