TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF EDUCATIONAL SCIENCES MAJORING IN ENGLISH

RESEARCH REPORT

"DIDACTIC STRATEGIES FOR THE DEVELOPMENT OF LISTENING AND SPEAKING APPLIED IN THE TEACHING OF THE ENGLISH LANGUAGE IN THE SEVENTH-GRADE STUDENTS OF THE GENERAL BASIC EDUCATION SCHOOL ERNESTO BUCHELI"

Research report before obtaining the bachelor degree in Educational Sciences, Majoring in English

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PUJILÍ-ECUADOR

APRIL 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Didactic strategies for the development of listening and speaking applied in the teaching of the English language in the seventh-grade students of the General Basic Education School Ernesto Bucheli" and research by Rosa Samantha Zamora Moncerrate, ID number 180534614-3 for obtaining the bachelor's degree in Educational Sciences, Majoring in English.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022

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Jorge Luis Rosero Menéndez, MSc.

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COMMITTEE APPROVAL

The research report entitled "Didactic strategies for the development of listening and speaking applied in the teaching of the English language in the seventh-grade students of the General Basic Education School Ernesto Bucheli" has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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Pujilí, March, 2021

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GRATEFULNESS

DEDICATION

First of all, this research is dedicated to the most important person in my life, my father Abel Zamora, who has been my unconditional support throughout my academic life. To my son Sebastian who has been the reason to go ahead and not give up. To my husband Luis Fernando who has been there for me in all my difficult moments and above all. To my aunt Maritza Moncerrate who has been a fundamental part of my student life.

Samantha Zamora

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: DIDACTIC STRATEGIES FOR THE DEVELOPMENT OF LISTENING AND SPEAKING APPLIED IN THE TEACHING OF THE ENGLISH LANGUAGE IN THE SEVENTH-GRADE STUDENTS OF THE GENERAL BASIC EDUCATION SCHOOL ERNESTO BUCHELI

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ABSTRACT

The main objective of this research is to establish the didactic strategies applied by English teachers to develop listening and speaking skills with 7th grade students of the General Education School "Ernesto Bucheli" in the first quarter of the 2021-2022 school year. A 10-question survey was applied to 13 seventh grade students of basic education to identify their perceptions of the different didactic strategies with respect to listening and speaking skills. The information was processed in Excel and presented in graphs. The analysis was made pointing out the main results, the concept of literature review of different authors and the researcher's point of view. On the other hand, this research was oriented with a quantitative approach of descriptive and bibliographic type to obtain better results since useful information was sought to support the research work and thus be able to describe step by step the work done, however, the data collection technique called survey whose instrument was the questionnaire with closed questions gave as a final result the lack of knowledge of the different strategies and the lack of motivation that may exist when learning a new language. In addition, there are strategies that are not taught to the students which could be useful for a better understanding of the listening and speaking skills; therefore, several recommendations were presented based on the results of the surveys to improve the teaching-learning process and thus obtain positive results. Finally, it was concluded that the Ministry of Education or the educational institution should train the English teacher about the different approaches to listening and speaking as a teaching process allowing the teacher to apply this learning in the classroom.

Keywords: Didactic Strategies, Teaching and Learning, English Language, Learning Techniques.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: ESTRATEGIAS DIDÁCTICAS PARA EL DESARROLLO DEL LISTENING Y EL SPEAKING APLICADAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS EN LOS ALUMNOS DE SÉPTIMO GRADO DE LA ESCUELA DE EDUCACIÓN GENERAL BÁSICA ERNESTO BUCHELI

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RESUMEN

La presente investigación tiene como objetivo principal Establecer las estrategias didácticas aplicadas por los profesores de inglés para desarrollar las habilidades de escucha y habla con los alumnos de 7º grado de la Escuela de Educación General "Ernesto Bucheli" en el primer cuatrimestre del año escolar 2021-2022. Se aplico una encuesta de 10 preguntas a 13 estudiantes de séptimo año de educación básica para identificar sus percepciones de las diferentes estrategias didácticas con respecto a la habilidad del listening y speaking. La información fue procesada en Excel y presentada en gráficos. El análisis fue echo señalando resultados principales, concepto de revisión literaria de diferentes autores y punto de vista del investigador. Por otro lado, esta investigación se orientó con un enfoque cuantitativo de tipo descriptivo y bibliográfico para obtener mejores resultados ya que se buscó información útil que sirviera para sustentar el trabajo de investigación y así poder describir paso a paso el trabajo realizado, sin embargo, La técnica de recolección de datos denominada encuesta cuyo instrumento fue el cuestionario con preguntas cerradas dio como resultado final el desconocimiento de las diferentes estrategias y la falta de motivación que puede existir al aprender un nuevo idioma. Además, existen estrategias que no son enseñadas a los estudiantes las cuales podrían servir para un mejor entendimiento en las habilidades del listening y speaking por lo que se presentaron varias recomendaciones basadas en los resultados de las encuestas para mejorar el proceso de enseñanza- aprendizaje y así obtener resultados positivos. Para finalizar se llegó a la conclusión que el Ministerio de Educación o la institución educativa debería capacitar al docente de inglés acerca de los diferentes enfoques de listening y speaking como un proceso de enseñanza permitiendo que el mismo aplique este aprendizaje en el aula de clases.

Palabras Claves: Estrategias Didácticas, Enseñanza Aprendizaje, Idioma Inglés, Técnicas de aprendizaje.

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INDEX OF GRAPHICS

1. **GENERAL INFORMATION**:

Theme: "Didactic strategies for the development of listening and speaking applied in the teaching of the English language in the seventh-grade students of the general basic education school Ernesto Bucheli"

Starting Date: March 2021

Ending Date: March 2022

Place of Research: Samanga neighborhood, Atahualpa, Ambato Canton, Tungurahua province, Zona 3, "Ernesto Bucheli" school

Sponsoring Faculty: Pujilí Campus

Sponsoring Career: Educational Sciences, Majoring in English

Linked Research Project: Formative Research

Macro-Project of the Career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi

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Knowledge Area: English as Foreign language

Research Line: Education and communication for human and social development

Research Major sub-line: Education, Language and Cultural.

2. PROBLEM STATEMENT

Nowadays with globalization, the need to learn a new language has arisen along with the necessity to communicate with people of different places in the world. English is considered a universal language it is used throughout the world because it is one of the easiest languages to learn, also, the knowledge of this second language opens international or national job opportunities for its speakers.

On the other hand, the Ecuadorian government recognizes the importance of learning a foreign language, therefore it will develop a curriculum that will implement the planning to be followed by the teacher, thus simplifying the learning and understanding of this language, in addition, the books are provided for students to complete together or individually depending on the updates of the educational curriculum. However, according to El Universo (2019) "Ecuador ranks 81st with a score of 46.57 (very low level), making it the worst country in Latin America in terms of English proficiency. By cities Quito has 51.13, Cuenca 50.31, Guayaquil 49.57 and Ambato 47.45". (p.1), This type of approach has not had a favorable result for the students' performance in the foreign language area. Also, this indicator tells that the population is growing, but fewer people are investing in improving their English skills.

Vargas, (2013) determines that "Teachers are not aware of the importance of the communicative methodology in the development of speaking and listening skills in the English language, with the help of methodological strategies and new and interesting active techniques that awaken the student's interest."(p.17), The importance of learning English through methodological or didactic tools allows the student to obtain better information and thus acquire greater learning, which is why teachers must be trained to teach a new language and even more so if this requires different tools or strategies. However, it is for this reason that it is suggested that the Ministry of Education develop an improvement plan that includes training teachers in English teaching techniques and methodologies, that schools maintain an average of six hours of class time per week and periodic evaluations. The best thing that could happen for students is for teachers to be trained and updated so that they can transmit their knowledge to students strategically, since learning a new language is much more complicated virtually.

Finally, in the General Basic School Ernesto "Bucheli", located in the parish of Samanga Izamba sector north of the Canton Ambato Province of Tungurahua, public entity, of a medium social stratum, and poverty, the same that has more weaknesses than strengths, because they do not have the necessary tools such as computer center or library for students to acquire more knowledge for themselves, It does not have enough classrooms and recreational courts and what is worse, it does not have basic audio and video equipment to teach the English language, equipment that is extremely necessary to teach a language, and even worse, an audio and video laboratory

3. OBJECTIVES

3.1 General Objective

To establish the didactic strategies applied by English teachers to develop listening and speaking skills with 7th grade students of the General Education School "Ernesto Bucheli" in the first term of the school year 2021-2022.

3.2 Specific Objectives:

- To determine the different theoretical foundations that are imposed in the research to address the question posed.
- To identify the relationship between didactic strategies and listening and speaking skills.
- To analyze the data obtained through the application of surveys to 7th grade students of the General Education School "Ernesto Bucheli".

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Objective	Activities	Verification Means
- To determine the different theoretical foundations imposed on the research in order to address the issue raised.	- Literature Review	- Review - Theoretical Framework, references.
- To analyze the data obtained through the application of surveys to the 7th grade students of the General Education School "Ernesto Bucheli"	- Design, validate and apply questionnaires - -Data analysis	- Survey
- To identify the relationship between didactic strategies and listening and speaking skills.	- Review papers, articles, projects, etc. - Analysis and selection of relevant information	- Conclusions and Recommendations

5. JUSTIFICATION

This study is necessary for students in the acquisition of a second language due to the need to implement didactic strategies in the classroom, since it is important in their educational learning. Due to this problem, it was observed the need to carry out this project to help the educational entity in their learning of the English language by analyzing different didactic strategies that allow the student to acquire more knowledge.

The importance of this work has great significance in terms of the use of didactic strategies, as it allows for more effective and cognitive learning in which the subject orders, constructs and uses various concepts learned in the teaching process. Applying this in their educational life. On the other hand, what is sought is to help the student to obtain a broad knowledge of the English language through didactic strategies that will allow the educational entity to want to learn in an autonomous way. The interactions between the teacher and the student is very important, at the moment of carrying out certain activities that the student does not understand. For this reason, the development of different activities is very essential in this learning process.

On the other hand, according to the Ministry of Education (2015). It states that: "English Language Learning Standards, English languages learners are the outcomes that students expect to achieve at the end of a proficiency level in the knowledge and skills acquired through this instruction". (pp. 38-39), meaning that they will make clear what learners should know and be able to do when they reach full fluency. The English languages learners is based on the Common European Framework of Reference for Languages: Learning, Teaching and Assessment, as it provides a common basis for a clear description of objectives, content and methods. The proficiency levels established by the Common European Framework that are set as English Language Learning Standards in Ecuador are A1, A2 and B1.

Finally, this research is feasible because it has several sources of information, the support of the different authorities of the institution, the collaboration of the English teacher and the students with the time and resources necessary for the development of this analysis. However,

within the perspective of foreign language teaching, it is theoretically useful because of the effectiveness of the didactic strategies, which guide the different activities that were given to the students for a better cognitive and metacognitive learning, so that they learn by doing, learn to learn and learn to be, highlighting reflective, critical and creative attitudes.

6. SCIENTIFIC AND TECHNICAL FOUNDATIONS

6.1 Background

Previous research González (2015) realized that students' motivations fluctuated and that such variations could be caused by various factors, such as the school level they are in or the type of activity in the classroom. The results of this research showed that the students have positive perceptions and attitudes towards the willingness to communicate in English in conversation class. 56% of them indicated that teachers have a strong impact on their decision to participate in the English language class. Another interesting fact is that students prefer class sizes between 15 and 20 students, 81%, a rather overwhelming majority, prefer more interactive activities, such as discussion groups and interesting topics and not so formal. (pp. 52-56).

According to Camelo (2017) employed: Learning English with a didactic strategy in elementary school, to Present is to give solution to the problem of the lack of didactical strategies implemented in the teaching of English to children the children's needs and the way this can help them improve in a foreign language. Second, it shows the current program that is being taught in the different schools and how this can be improved. It shows what place Colombia occupies in English development compared to other countries. Students are not supposed to fill in notebooks but they need to learn and deepen in their learning process, this is where didactic methods could improve students learning process. The author designed observation and a continuous evaluation of the students' progressive learning, is to say, the before and after of the used activities, which are included in the books with games and songs adapted by the teachers to the age of each child. Results indicated that this generates cognitive, cultural and linguistic benefits for the children. The researcher has been able to work in have been monotonous and they've become repetitive, to the point students are demotivated. The author establishes the importance of using these methods and the way they will help motivate students. (pp.25-26)

By the other hand, Castillo, Calero, & Álvarez, (2014) mentions that: used methodological strategies in the English language learning process to present the strategies used by the teacher in the development of speaking and listening skills. The instrument of this research is

a questionnaire composed with 16 items whose aim is to know the different teaching strategies that the teacher uses during the classes and the reactions of the students were observed when the teacher gave the class as the time given for each skill and the total time of the class. It was a descriptive method. The analysis of the data showed that they have a positive attitude. The results indicated that the researchers found that teachers use little strategies and misuse of strategies which do not allow a good development in their learning. The author states the result of the finding that using the right strategies would lead to great success in the development of the skills would have a positive learning process. The author states the result of the finding that using the right strategies would lead to great success in the development of skills and would have an interactive and dynamic learning process. (pp. 47-52)

Finally, all these 3 researches come to prove the idea that the current educational entities have evolved in the educational fields, it is not possible to teach in a traditional way in this technological era, it is important that the teacher learns new tactics and can change and improve the way he/she teaches using the right didactic strategies to learn a new language. The teacher has the great challenge of transmitting his knowledge to a certain group of students who are full of energy and with a lot of interest to learn, a new generation and more curious to gain new knowledge. The new technologies of today are a help for the teacher, but it is essential to know how to handle this type of technological tools and to know the different applications that can be used for better learning, however, we must not forget that we must know how to guide the student so that they can identify what type of information is true and what is false because not everything that is found on the internet is good for learning

6.2 Theoretical framework

    6.2.1 Didactic strategies

Navarro, Dunia, Piñeiro & Milagro (2012) define that "Didactic as the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language". (p.234), The didactic is the means by which the student can enhance or broaden the knowledge to acquire a foreign language.

Navarro, Dunia, Piñeiro, Milagro (2012) determine that:

        Didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others' differences, and value of people as human begins. (p.234)

This means that, the use of didactic strategies allows the student to acquire a new language in a better way and even more so if it is jointly developed with activities that the teacher applies in the process of teaching the foreign language. The collaborative activity will allow the student to develop his full potential by building knowledge in a group.

Furthermore, according to Falcón (2020) express that "Teaching strategies are those organized procedures with clear guidelines to achieve the estimated learning objectives. Strategies are intended to be used in the long term, which may be for the whole curriculum or for the duration of the proposed subject". (p. 1), Teaching strategies are considered to be techniques used by the teacher which benefit the student's cognitive learning and are those that are designed to work in the short or long term, obtaining a positive benefit in the cognitive learning of each student.

By the other hand, Jiménez & Robles (2016) mention that:

        Teaching strategies as an element of reflection for the teaching activity itself, offer great possibilities and expectations for improving educational practice. In order to communicate knowledge, teachers use strategies aimed at promoting the acquisition, elaboration and understanding of knowledge. In other words, teaching strategies refer to tasks and activities that the teacher implements

systematically in order to achieve certain learning outcomes for students. (pp.108-109).

In addition to transmit knowledge in a way that the student is able to grasp the information, the teacher uses a variety of didactic strategies, certain strategies are usually implemented through tasks or activities in classes that allow for better interaction and learning in students.

6.2.2 Didactic techniques

Knowledge of the different didactic techniques that should be implemented during the development of the class is considered important, as it not only helps the teacher to keep the student active, but also helps the student to be more autonomous in his or her learning. However, Hernández (2019) say that "Didactic techniques can be a great support in classroom work, as they complement in a good way the strategies that the teacher uses on a daily basis, it also mentions different techniques that will be of great help to the educator". (p. 1), in relation to the techniques the author sets the following:

Round table: This is a technique in which a group of experts, coordinated by a moderator, present divergent concepts or points of view on a common topic, providing students with a variety of information.

Role-play: Two or more people act out a real situation, assuming the roles of the case, so that it can be better understood by the group.

Forum: The group freely and informally expresses its ideas and opinions on an issue, moderated by the teacher.

Questioning: This is a technique that, based on questioning, allows information to be obtained from students about concepts, procedures, cognitive skills, feelings or experiences in relation to a topic. It is very useful when starting to look at a new topic.

Case study: A real or fictitious situation is described, after which a problem is posed for which students must propose a solution.

Presentation: This is a technique in which a student or a guest expert gives an oral presentation to a group.

Brainstorming: This is a technique in which one group of students throws out ideas that another group writes down, then the ideas collected are analyzed, those that do not relate to the topic are discarded and the most interesting ideas are chosen.

Dramatization: This is the "theatrical" interpretation of a situation or issue. It can be used to rehearse the suggestions or solutions proposed to solve a real-life problem or situation**.**

Interview: This is a questioning of an expert or specialist on a topic (it can be a student). The questioning is done in front of the whole group in order to go deeper and learn more about the topic to be discussed. (p.1).

6.2.3 Speaking

Castillo, Alvarez & Calero (2014) determines that: "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (p.20), Speaking is not simply a matter of oral expression but rather of knowing how to listen because you cannot interact with other people orally if there is not something auditory, therefore, you also work on the auditory comprehension of what the educational entity and the rest of your fellow students are saying.

6.2.3.1 Speaking importance

The importance of speaking is the ability that human beings have and it is extremely essential for communication between two subjects. Speaking English is not easy, but with the necessary tools and the right strategies it is possible to do it.

According to Castillo, Calero & Álvarez (2014) mentions:

> The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. (p. 21)

The greatest fear that students usually have is to be able to communicate orally with other people, especially if it is in another language, which is why the teacher's goal is to allow the

educational entity to express itself creatively and feel confident in what it expresses without fear of making a mistake, considering that lack of motivation is not always part of these shortcomings.

6.2.4 Listening

According to Hendrawaty (2019) mentions:

> Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing. (p. 57)

Listening is the important skill in learning the English language is for this reason that there are different levels of proficiency According to Tapia (2015) mentions the definitions of the different levels mentioned above.

6.2.4.1 Proficiency Level A1

Recognize expressions, words and sentences in simple oral texts related to the learner's personal, educational and social history. Follow discourse which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal, educational and social domain.

6.2.4.2 Proficiency Level A2

Perceive, memories, and annotate words and expressions encountered in personal, educational, public, and professional domains, as well as consider their situational context and functional value. Make use of clues such as structurally relevant pauses, tone of voice, stress and intonation to identify and understand relevant information in spoken texts produced within personal, educational, public, and professional domains.

6.2.4.3 Proficiency level B1

Understand the main points when speech is clear and normal everyday matters occurring in personal, educational, public and professional domains (e.g. services, work, etc.) Identify general messages and specific details within personal, educational, public and professional domains, provided speech is clear.

Having analyzed and understood all these standards necessary for competitive education according to other places in the country, they allow us to have a broad view that listening is a variable of both qualitative and quantitative importance, determining various factors necessary to be able to fully meet the requirements in the field of education. (pp .38-39)

6.2.4.4 Strategies for the development of listening

According to Sharma (2015) say in his paper "Strategies for Developing Listening skill" mentions that:

> Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying. Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding. (p.13).

The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation and fostering understanding. When interaction occurs, people are often not listening carefully. They may be unfocused, thinking about other things, or thinking about what they are going to say next. Listening is a planned way of hearing and responding to others, focusing attention on the speaker. There are three main elements of listening: understanding, retaining and responding.

By the other hand, Furthermore, mention that Tyagi (2013) "Strategies of Listening are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input" (p. 4) This means that Listening Strategies are techniques that are part of a better student learning process that contribute and benefit the memory when listening. Different ways of hearing can be classified in two ways which are considered important by the way what is understood is processed. In relation to the techniques the author sets the following:

Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: listening for the main idea, predicting, drawing inferences, summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include: listening for specific details, recognizing cognates, recognizing word-order patterns. (p.4).

6.2.5 Education

Primary and lower secondary education enables individuals to acquire fundamental skills and competencies to become empowered citizens capable of actively participating in their culture, society and economy. Moreover, the schooling years are a key space for generating positive connectivity and interactions between diverse social and cultural groups, during which shared values and attitudes essential for life in society and the development of social capital and cohesion in the community are built and transmitted.

Thus, the Jomtien, 1990 (as cited in Unesco, 2010) proclaims:

> Basic learning needs encompass both the essential tools for learning (such as literacy, oral expression, numeracy, problem solving) and the basic learning content (knowledge, skills, values and attitudes) necessary for human beings to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning. (p.49).

The basic needs are important and include essential tools such as literacy and oral expression, which is why it is necessary for human beings to know their skills, values and attitudes so that they will be ready to learn and face life, improving their quality of life and making their own decisions for their lives.

By the way, according Camelo, (2017)

> The traditional education the teacher is the center of their classroom so it's where teachers talk over and over again and there's not too much student participation. In this method the teacher is the mode of knowledge and not the facilitator, chalk plays a huge role as it's a write and copy kind of learning and classrooms are regimented. For children to learn English in a traditional way is boring and limits their imagination. (p. 15)

Allowing students to interact with the teacher is extremely important as acquiring knowledge by heart without any other concept than what the tutor says will not allow for a better development in the educational entity. By the other hand, Kliesner (2014) determines that: " Quito, Ecuador In most schools in Ecuador teachers conduct classes in Spanish, the country's primary language. In recent years, however, American universities have collaborated with rural communities in Ecuador to promote bilingual education programs". (p.1)

By the other hand, The government encouraged teachers to conduct lessons in English and Spanish. As a result, many private schools adapted a bilingual curriculum. These schools, however, have high tuition rates and are located in major cities, rendering them inaccessible for the majority of children. Therefore, quality programs that promote bilingual education in rural areas remain in demand to reform education in Ecuador.

Both the government and the universities hope that a bilingual approach in schools will help students in rural communities excel economically in the future. According to Free the Children, an international education charity, over 300,000 children work in Ecuador rather than attend school. Many of these children do not have access to education in their communities and therefore, attend work with their parents.

Reference is taken to the Ministerium de Education (as cited in Tapia, 2015)

> The main objective of the Project for Strengthening the Teaching of English
> as a Foreign Language is for Ecuadorian students to reach a functional level

of English language use. Its specific initiatives are aimed at updating the national curricula for this subject, providing textbooks aligned with these curricula, professional development for practicing English teachers, and improving training in this professional career. (pp. 40-41)

This means that it is important to follow a respective norm based on the educational books sent by the Ministry of Education to the different institutions since it is sought that Ecuadorian students obtain an average level of knowledge in the foreign language. That is why there are different objectives set by the same author:

Design, validate, and socialize the new English language curriculum, aligned to the Common European Framework of Reference for Languages (CEFR), in order to be able to tender new English texts aligned to this new curriculum, and deliver them free of charge;

In addition, the Strengthening English Language Teaching Project is currently developing activities aimed at the following specific objectives:

To ensure that both aspiring and in-service English language teachers achieve a minimum B2 level of proficiency in the language, according to the Common European Framework of Reference for Languages (CEFR): learning, teaching and assessment.

To contribute to the improvement and professional development of English language teachers through ongoing training programmers for greater educational opportunities. (pp.40-41)

6.2.6 Foreign language in Ecuador

According to Obiajulu (2017) determines that:

> Evolution of English in Latin America and Ecuador in particular is yet to meet quality, vision, and government expectation substantiated by government investment and budget in education. They have been various subsisting complaints on the part of learners on curriculum, strategy, methodology and attitude of teaching the subject either in the high school, colleges and other institutions of higher learning. Education system in Ecuador has evolved. In the past, Universities were traditionally designed for priesthood formation. Not

until 1895 when President Eloy Alfaro came up with the idea that education should be separated from religion sector, which saw the birth of liberal ideologies into higher education. (p. 183)

English language education still does not meet the expectations, vision and quality that the government should offer for an excellent bilingual education, even though it is an important language to find better job offers. For this reason, there have been several complaints from students about the curriculum, strategy, methodology and attitude of teaching the subject in high school, colleges and other institutions of higher education. Although the education system has evolved since the time of Eloy Alfaro, quality education has not yet been achieved.

On the other hand, the teaching of English as a foreign language in Ecuador requires a process for a better adaptation and understanding on the part of the student and for this reason it is necessary that the teacher uses techniques that allow the development of the student's skills, the author mentions that through reading the student can learn a better vocabulary and can better understand English, however this would not be suitable for beginner students because what it would do is confuse the student by trying to memorize what the teacher mentions while reading. For this reason, it is considered important that the teacher uses tactics appropriate for each level. It is also possible to apply group work or group activities that allow students to communicate with each other, which opens the door so that if they do not understand the teacher, they can understand their classmate. (Obiajulu, 2017)}

6.2.7 English language teaching

6.2.7.1 Teaching methods in English language learning

According to Patel & Praveen M (2008) mentions:

Methodology is systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". It is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also be defined as: "The process of planning,

selection and grading language materials and items, techniques of teaching, etc. (pp.69-71)

The methodology is the essential part to teach a student since it is a guide for the teacher that allows him to know different forms of teaching that can be effective when sharing knowledge. It is extremely important that teachers are aware of the different teaching methods and techniques.

6.2.7.2 Types of teaching methods:

The teaching method depends on how the teacher adapts it in their classes, it is the way to help the student to understand an idea or a specific topic, teaching methods help the student to master a subject established for this reason teachers or teachers should be responsible for finding the right method for better learning. According to Anthony, 1963 (as cited in Patel & Pavel, 2008) defines the term 'Method' as: "It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well."(pp. 72-88). there are some types of teaching methods as follow:

6.2.7.3 The Grammar-Translation Method:

The grammar-translation method is the oldest method of teaching. This method is also called as a classical method. The use of this method is very easy to apply for the teacher as it is very useful in language learning. In this type of method one can use the mother tongue to teach the foreign language. Through this method it is easy to teach phrases and short sentences, it is believed that the vocabulary and phraseology of a foreign language can be learned by translating a meaning into the language through this can be learned by translating its meaning into the mother tongue and the teacher points out the grammar point and rules. (Patel & Pavel, 2008), The author also mentions some advantages and disadvantages of the above-mentioned method. (pp.72-88)

6.2.7.4 The Direct Method:

The child learns his mother tongue without the need to practice from a very young age, he learns to hear and tries to interpret the words in order to be able to communicate, this means that the child learns the language directly. The attempt to teach the language as it could be

taught in the learning of the mother tongue is known as the direct method, also known as the natural method because it tries to teach the language in a natural way. This type of method was against the grammar-translation method because the extreme use of the mother tongue affected the naturalness of the language. Students did not learn the language but practiced the acquisition of the mother tongue or first language. (Patel & Pavel, 2008). The author also mentions some advantages and disadvantages of the above-mentioned method.

6.2.7.5 The Bilingual Method:

India is considered the largest country in terms of population and that is why many languages are spoken. For teaching to be effective, it is necessary to teach with different methods and strategies to achieve this process it is necessary to have the necessary materials for better learning, most of the materials are expensive, however, it is possible to use implements within the reach of the teacher. In the Bilingual method, both languages are used, the mother tongue and the one to be learned, to make learning easier, this method allows the use of the mother tongue for words that are difficult to mention and its use decreases over time, only the teacher can decide when to completely stop using the mother tongue in this learning process. (Patel & Pavel, 2008). The author also mentions some advantages and disadvantages of the above-mentioned method. (pp.72-88)

6.2.8 Techniques for teaching English

According to, National center of education research and training, Castillo, Alvarez & Calero, (2014) express that "techniques are design to engage learners in a pragmatic, authentic and functional use of language for meaningful purposes. It means that technique is required for students to learn the English language the most natural and real possible." (pp.13-15), Techniques are important for learning a new language and even more so if the learner wishes to learn the language in the most real and natural way possible. For this reason, the same author determines some examples, such as:

6.2.8.1 Mind mapping you apply guidelines for devising content in a holistic way. This is a technique that can be used in an individual working situation, in a group work, or by the teacher as a means of demonstrating something.

6.2.8.2 Lecturing a classroom lecture has always been the top choice among teachers worldwide. Although technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher.

6.2.8.3 Demonstrating– Demonstrations in the classroom can raise students 'curiosity while reinforcing memory retention. Students remember their lessons better when a demonstration has been done in class or outdoors. By proving that a concept can be applied in the real world, students will appreciate it better.

6.2.8.4 Collaborating – Collaborating with fellow students is a great way to interact with one another and learn things while discussing them. Many student collaborations, such as group assignments and team-building activities have resulted in better understanding of the topic as well as improving student participation in class.

6.2.8.5 Oral Reporting – Oral reporting has been an age-old teaching method that has become even more popular due to it-s effectiveness in teaching students several necessary skills for them to succeed in the real world. Standing in front of the class and assuming the role of the teacher allows students to take charge of the class and teach their fellow students a certain subject. Not only will they study and master the topic, but they will also practice their oral communication skills. (pp.13-15)

6.2.8.6 Difference between, technique and method in terms of teaching

There is a close line between technique and method. We generally refer to these two subjects as something to perform some activity. It is important to mention that words have different functions when determining different activities.

The technique is a process of skills that allows a better development when followed correctly, it is also considered as little tricks that allows the teacher to apply in their classrooms this

makes the student more attentive. Most teachers have a system of punishment and reward for students to comply and excel or simply fall behind. According to Bryson ,2003 (as cited in Castillo, Calero, & Álvarez, 2014) "If a class is distracted, the teacher can use the technique of silent reading or shared reading to try to attract them again" these types of techniques or so-called tricks are those that allow a better interaction during class hours, this usually serves a lot to teachers who are just starting. (p.17).

By the other hand, according to Lynch, 1960 (as cited in Castillo, Calero & Álvarez, 2014) "Teaching Method Refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students". (p. 18), The teaching methods are a combination of strategies are more dynamic in the teaching-learning process, when applying the different teaching methods must consider at what point of learning is the student as these methods are varied and has different classification criteria, the methods unlike the techniques are those that follow an order a sequence and this is based more on the internal process of learning.

That is, teaching methods and techniques are used by teachers to develop a more dynamic class allowing a good interaction with the educational entity, each one has a different way of reaching the student and how to share their knowledge but it should be noted that the techniques are a process that leads the student to be more dynamic in class while the methods come to do a little more memoristic as it is measured by objective and subjective tests.

7. METHODOLOGY

7.1 Research Methodology

The present research aims to use the quantitative approach, Hernández, Collado, Baptista & Pilar mentions that "The quantitative approach uses data collection and analysis to answer research questions and test previously established hypotheses, and relies on numerical measurement, counting and often the use of statistics to accurately establish patterns of behavior in a population." (p.13). This means that the aforementioned method is clearer and more specific, giving a simpler and more logical point of view.

According to Hernández, Fernández and Baptista (2010) concepts are measured and variables are defined in a descriptive investigation. "Descriptive studies seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subjected to an analysis". (p.80) Therefore, it is mainly interested in describing phenomena, situations, contexts and events, detailing how they are and how they manifest themselves.

In this research two types of methodology have been applied, the first one is based on the bibliography has allowed to know different points of authors that have been discussed in each part of the research. In this way it has been possible to obtain a broader view of the research problem, that is, the research of this project is based on different texts that can be found in different web pages, books, journals and repositories. The documents used in this search were obtained from the Ministry of Education of Ecuador and game-based methods, didactic methods and others.

7.2 Population and Sample

On the other hand, to obtain the data, a survey was conducted at the Ernesto Bucheli Educational Unit in the seventh-grade classroom, which consisted of 28 students, from which 13 students were selected who were willing to collaborate in this research. These students had been in virtual classes for 2 years due to the pandemic. These educational entities were divided into two genders: female, which consisted of 7 females, and male, which consisted of 6 males.

7.3 Techniques and Instruments

On the other hand, the survey was applied in the form of a questionnaire in which 10 questions were asked in which the student had to answer honestly. According to Casas, Labrador & Campos mentions that "The survey technique is widely used as a research procedure, since it allows obtaining and processing data quickly and efficiently." (p. 527). the survey technique is widely used as a research procedure, since it allows obtaining and processing data quickly and efficiently. the use of this instrument allows a better result at the time of performing the analysis for the research, so it was performed efficiently. After carrying out this process, it was possible to discuss these results of the perception of different authors related to the results obtained.

ANALYSIS AND DISCUSSION OF RESULTS

Mastering a second language has become an important necessity if one wishes to participate constantly in today's globalized village. In this project a short summary was made about the different didactic strategies in the development of listening and speaking, what are the competences and their types, as well as the different strategies used for the teaching of the English language.

On the other hand, according to the methodological approach, a quantitative analysis of the results is carried out through the analysis and interpretation of the data in each graph. Each of the questions used in the survey will be broken down. To the students of the Ernesto Bucheli School. To determine if they know the different didactic strategies applied in listening and speaking skills. Using closed and multiple-choice questions.

Finally, in the present review, we proceeded to analyze the data obtained from the responses to the questionnaires applied to the students of the Ernesto Bucheli School of Basic Education and from the records of observations. First, a tally of the results was begun to obtain different categories of responses. Secondly, the respective analysis and interpretation of the different graphs established was carried out. However, it is important to mention that the results obtained from the surveys applied to the students will be represented graphically and will be used as a support to show the reality of the educational institution. to show the reality of the educational institution
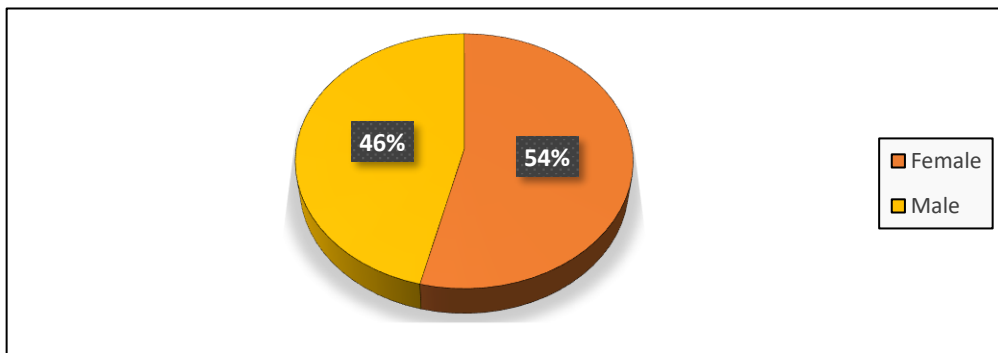
Question 1

1. *Mark with an x the option that best fits you*

Table 1: Gender

Genders	Populations	Percentage
Male	6	46%
Female	7	54%

Source: Students of Ernesto Bucheli school

Graphic 1: Gender

Source: Students of Ernesto Bucheli school

Analysis and Interpretation

After analyzing each of the results, it can be deduced that 46% are of male gender which are those who attend English classes, while 54% are female. According to QuestionPro (2008) mentions that "Including gender in the survey ensures that the sample is representative or studies the effects of a certain gender on your research." (p.1). Knowing the results of how many people are female and how many are male, it will be possible to obtain patterns of behavior according to gender.
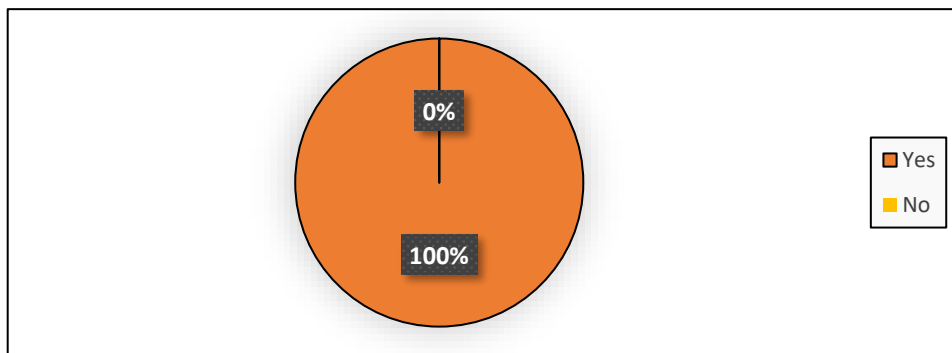
Question 2

2. **Do** *you like the English class?*

Chart 2: English Like

Students	Yes	No	Percentage
13	13	0	100%

Source: Students of Ernesto Bucheli school

Graphic: 2: English Like

Source: Students of Ernesto Bucheli school

Analysis and interpretation

As for the question that, if they like English class, 100% of the students which makes up a total of 13 people between both genders mention that they like English class, motivation is usually one of the important factors in learning a foreign language. It is also considered that the students have understood the importance of studying a universal language such as English. Respect to this Diaz (2014) says: "It is this that drives a person to follow a certain course of action and, in this particular case, to be interested in and work towards the goal of learning a foreign language" (p.11)
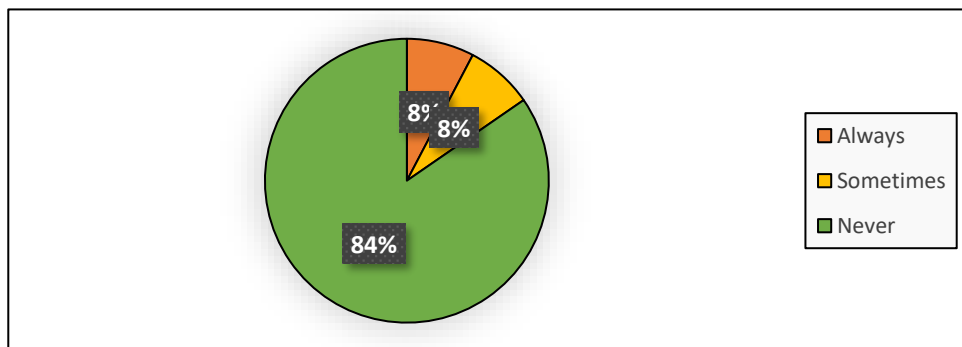
Question 3

3. Do you speak English in class?

Chart 3: English speak

Frequency	Always	Sometimes	Never
Students	1	1	11
Percentage	8%	8%	84%

Source: Students of Ernesto Bucheli school

Graphic 3: English Speak

Source: Students of Ernesto Bucheli school

Analysis and interpretation

84% of the students consider that they do not like to speak in English during class time, while 8% of the students mention that they always speak in English and the other 8% assure that they almost always do. This suggests that the teacher does not give students the confidence to express themselves or that they are afraid of making mistakes in public. According to Munuera (2018) "Students with a high level of fear of failure, produces a behavior through which the subjects see their desire for academic progress and their well-being reduced, intrinsic motivation decreases, and can trigger failure". (p. 1). This leads to the student not wanting to participate in classes for fear of failure.
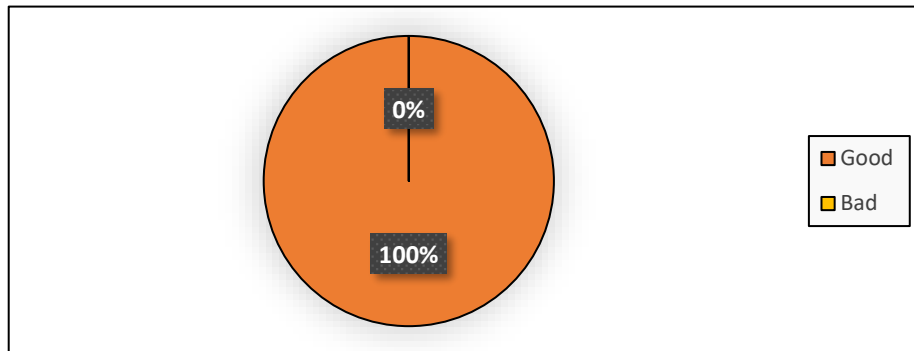
Question 4

4. *Do you consider that your English teacher is good or bad?*

Chart 4: Teacher Opinion

Opinion	Good	Bad
Students	13	0
Percentage	100%	0%

Source: Students of Ernesto Bucheli school

Graphic 4: Teacher Opinion

Source: Students of Ernesto Bucheli school

Analysis and interpretation

After analyzing these results, it can be deduced that 100% of the students 13 people of both genders consider that the English teacher is a very good teacher when transmitting knowledge. However, it is concluded that there may not be a variety of didactic strategies that allow for the development of learning.
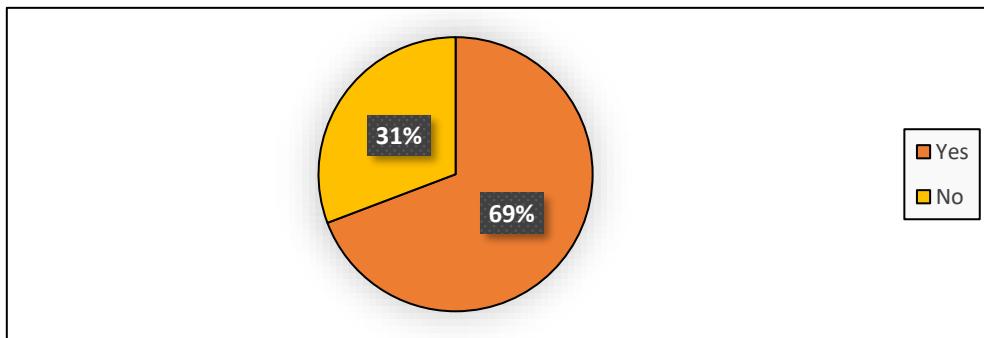
Question 5

5. *Do you participate in The English class?*

Chart 5: Participation

Opinion	Yes	No
Students	9	4
Percentage	69%	31%

Source: Students of Ernesto Bucheli school

Graphic 5: Participation

Source: Students of Ernesto Bucheli school

Analysis and interpretation

After performing an interpretative analysis, it can be deduced that 69% of the students participate during English classes, while 31% prefer not to do so. It is important that students participate in classes since they practice and learn more of the foreign language. It is even essential that activities are carried out that allow the student to be motivated and to participate in classes. According to Flores (2015). "The active participation of students within the activities that take place in the classroom is a determining factor that will improve the quality of student learning." (p. 13)
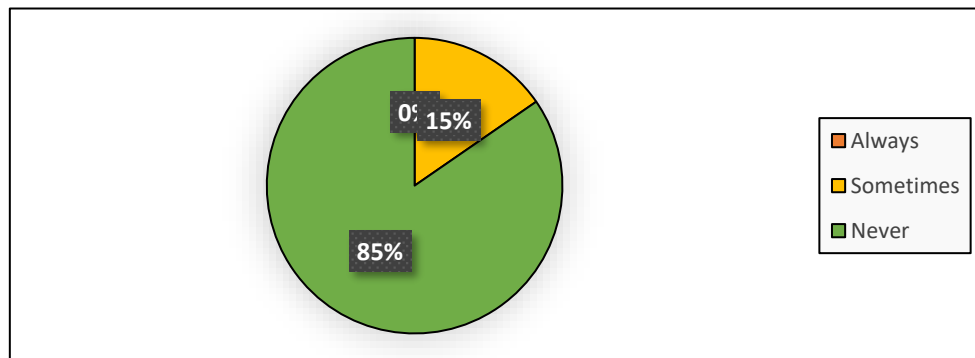
Question 6

6. *Does your English teacher use didactic and fun strategies in English lessons?*

Chart 6: Fun Strategies

Frequency	Always	Sometimes	Never
Students	2	11	0
Percentage	15%	85%	0%

Source: Students of Ernesto Bucheli school

Graphic 6: Fun Strategies

Source: Students of Ernesto Bucheli school

Analysis and interpretation

In the question Does your English teacher use didactic and fun strategies in English Lesson? A result of 15% was obtained in which the students assured that the teacher always uses didactic strategies, while 85% assured that he/she only does it sometimes. It is important that the teacher uses fun strategies that keep the student attentive to the classes. According to Torres (2010) "Suggests to the educator a set of activities to change the routine for others, perhaps more interesting, stimulating the creativity of the students." (p. 210). Through play, better learning can be obtained and it leads the student to a world of knowledge in a fun way.
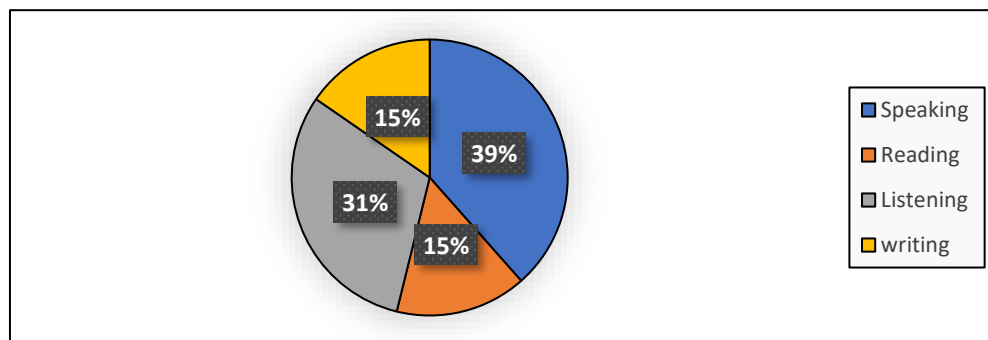
Question 7

7. Which of the activities do you enjoy learning the most?

Chart 7: Enjoy Learning

Skills	Speaking	Listening	Reading	Writing
Students	5	4	2	2
Percentage	39%	31%	15%	15%

Source: Students of Ernesto Bucheli school

Graphic 7: Enjoy Learning

Source: Students of Ernesto Bucheli school

 Analysis and interpretation

39% of the students enjoy learning Speaking, 31% in the listening skill, 15% reading while the other 15% enjoy learning writing. Most of the students mention that they enjoy learning the Speaking skill the most. This means that teachers do not emphasize the development of the rest of the skills. Learning the English language skills will allow a better understanding of the foreign language. This result is similar to what Campaña & Panchi (2016) found in their research; a high percentage of students mentioned that their English teachers focus more on writing.

Question 8

8. *Which of the following teaching strategies are used by the teacher to practice speaking skills during the class.*

Chart 8: Teaching Strategies

Strategies	Always	Sometimes	Never
Movies	0	0	13
Song	5	3	5
Pair Word	0	0	13
Role Play	0	1	12
Presentation	0	0	13
Repetitions	11	2	1
Dialogues	0	0	13

Source: Students of Ernesto Bucheli school

Graphic 8: Teaching Strategies
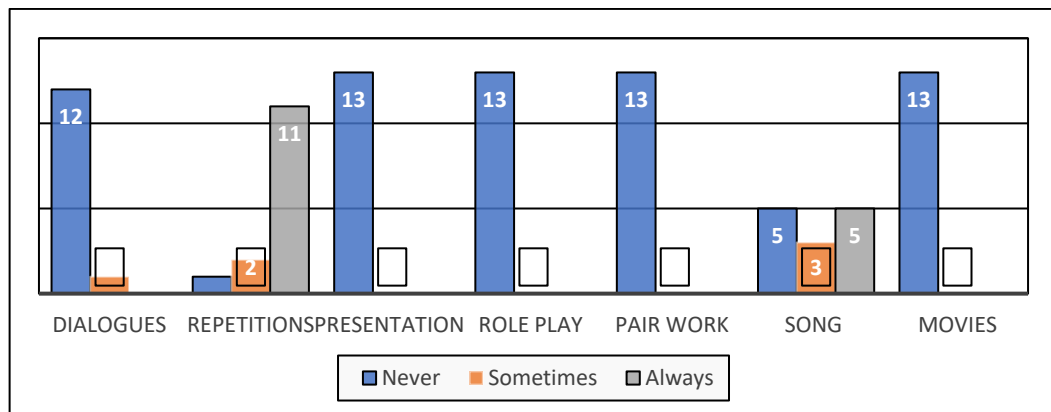
Source: Students of Ernesto Bucheli school

Analysis and interpretation

In the analysis and interpretation developed, there are 13 students, which corresponds to 100%, however, most of the educational entities assured that they do not use the different didactic strategies and this is due to the lack of knowledge of the type of strategies. It is deduced that the teacher should implement different ways of teaching that allow a better development in class hours.
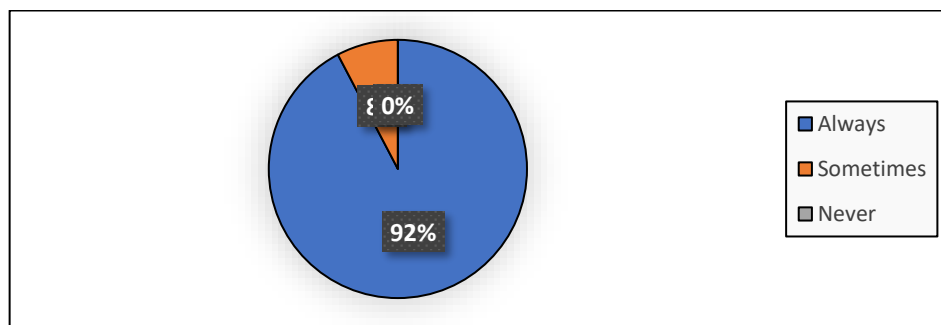
Question 9

9. ***Does your English teacher help you improve English language skills?***

Chart 9: Improve English

Frequency	Always	Sometimes	Never
Students	12	1	0
Percentage	92%	8%	0%

Source: Students of Ernesto Bucheli school

Graphic 9: Improve English

Source: Students of Ernesto Bucheli school

Analysis and interpretation

In the analysis and interpretation of this question 92% of the students say that the teacher always helps them to improve their English, while 8% mention that he/she only does it sometimes, this leads to deduce that the teacher helps the student to develop English skills with his/her students, but he/she should use appropriate strategies for meaningful learning. It is important for the teacher to always be a guide in every teaching. Beresaluce; Peiro & Ramos (2014) mentions that "Teachers should Empower students to learn by themselves, to learn how to learn, and to learn how to think." (p.14).

Question 10

10. Would you like to learn English with different teaching strategies?

Chart 10: Opinion

Opinion	Yes	No
Students	8	5
Percentage	69%	31%

Source: Students of Ernesto Bucheli school

Graphic 10: Opinion
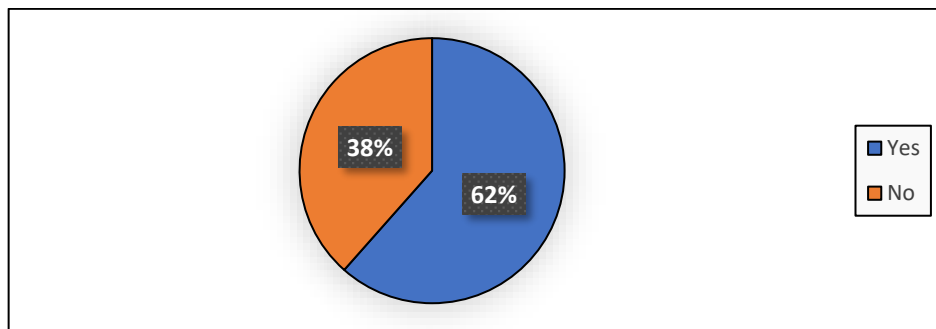
Source: Students of Ernesto Bucheli school

Analysis and interpretation

The data obtained in this analysis graph shows that 69% of the students would like to learn English using different teaching strategies while 31% consider that they would not like to learn something new. Students should have their minds open for new learning experiences and teachers should prepare their class using different teaching strategies or methods that allow students to develop their creativity and boost their learning.

9. RESEARCH IMPACTS

Social Impact

In this part of the project, it has been found important for students to learn a new language because, in this way, the same educational entities will be prepared to face daily life. However, this project offers society a different way of learning a new language based on a variety of didactic strategies that will allow a better cognitive and social development through a different teaching, since nowadays to access certain jobs it is important to learn a new foreign language as there is a great possibility that they get a better job opportunity, there are even studies that indicate that people who speak English or know the language earn more money than the rest of people speaking it can be the access to close or not a business or get or not a job in an established company. To conclude, this type of project can benefit society in its learning of a new language and thus can be introduced into a more updated and globalized world, both educationally and socially.

Education Impact

In this research project, it was found the different perceptions that the students and the teacher have regarding the teaching and development of English skills. It focuses on showing the different ways in which the teacher teaches a foreign language especially in the two skills of speaking and listening in another language. In addition, it offers different options to facilitate the teaching and understanding of educational institutions about speaking and listening in another language considering the two skills as an important part of learning. It offers a great contribution not only to the educational level but also to the level of society because learning to speak or listen in English will allow them to communicate with other people from foreign countries and at the same time will make it easier to face the world of work. The pupils will benefit from this project because the teacher will be able to adapt their educational plans as a teaching process and dedicate more time to these skills. This kind of project will allow the students to understand much better and develop the cognitive function of each student.

10. CONCLUSION AND RECOMMENDATIONS

10.1 Conclusions:

In the present investigation it has been concluded that for the elaboration of the theoretical framework it was important to use the bibliography and the criteria of different authors. Thus, determining that didactic strategies are essential in the learning of a new language, reinforcing the skills of speaking and listening, allowing a better performance in the foreign language.

On the other hand, the research, analyzing and interpreting each of the data, it was possible to conclude that there are many deficiencies when learning a new foreign language and this is due to the lack of use of didactic strategies, which is affecting the teaching and learning process of educational entities, mainly in the skills of speaking and listening.

At the end of, it is necessary the adequate use of different didactic strategies to know the relationship between skills such as listening and speaking, implementing activities that allow a development in the learning of the English language.

10.2 Recommendations

Analyzing the research, we found several factors that allow a good development in the learning of students especially in speaking and listening in the teaching and learning of a new foreign language so it is considered important to mention some recommendations for teachers of the Ernesto Bucheli School in order to improve the teaching of English language in seventh grade students in the school period 2021-2022.

From the bibliographic review provided by this research, it is recommended that teachers apply the different didactic strategies mentioned above to facilitate the teaching and learning process of the English language, since it stimulates the development of language and listening in students, in addition to allowing the development of other skills, promoting creativity and favoring problem solving by simulating a real context.

On the other hand, it is recommended that the institution train the teaching staff in the English area so that there is a better interaction between the teacher and the student in this way the teacher will apply what is learned in class allowing the students to acquire better knowledge

with the necessary tools by carrying out activities during class hours. The suggested approach is to expand the variety of strategies to better develop skills and alternate them to avoid having a monotonous and boring class that guarantees the spontaneous participation of the students and their interest in discovering new learning strategies, which benefits both parties, as the teacher can see that the new strategies used allow him to get the most out of his students.

Finally it is important for the institution to create a small library, booklets, stories or videos in English that encourage students to learn outside of class or in their free time, as reading or involvement in reading books will allow the educational institution to learn more easily and selectively, but it is also important for the school to motivate students to participate in competitions or open-door festivals that allow them to learn the foreign language. It is recommended that teachers use modern and innovative activities to enhance the development of listening and speaking skills. It is important to create activities in which not only the student shows interest in improving his or her learning skills but also the teacher becomes the director and motivator in the development of these activities.

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12. ANNEXES

12.1 Annex 1: Student' Survey

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF EDUCATIONAL SCIENCES MAJORING IN ENGLISH

OBJECTIVE: To establish the didactic strategies applied by English teachers to develop listening and speaking skills with the seventh-grade students of the General Education School "Ernesto Bucheli".

STUDENT'S SURVEY

This survey aims to collect information on the strategies used by teachers to teach listening and speaking in seventh grade at the Ernesto Bucheli public school located in the province of Tungurahua Canton Ambato in Samanga.

GENERAL INFORAMATION

1. **Mark with an x the option that best fits you**

   Female ☐   Male ☐

2. **Do you like the English Class?**

   Yes, ☐   No ☐   A Little bit ☐

3. **Do you speak English in Class?**

   Always ☐

   Sometimes ☐

   Never ☐

4. **Do you consider that your English teacher is good or bad?**

   Good ☐

   Bad ☐

5. **Do you participate in The English class?**

   Yes ☐   No ☐

6.   Does your English teacher help you improve your English language skills?

Always ☐

Sometimes ☐

Never ☐

7.   Does your English teacher use didactic and fun strategies in English lessons?

Always ☐

Sometimes ☐

Never ☐

8.   Which of the activities do you enjoy learning the most?

Speaking ☐

Reading ☐

Listening ☐

Writing ☐

9.   Which of the following teaching strategies are used by the teacher to practice speaking skills during the class?

FEECUENCY			
Speaking Strategies	**NEVER**	**SOMETIMES**	**ALWAYS**
Dialogues			
Repetitions			
Presentations			
Role Play			
Pair work			
Song			
Movies			

10. Would you like to learn English with different teaching strategies?

Yes ☐   No ☐

12.2 Annex 2: Rector's Authorization Request

SOLICITUD DE AUTORIZACIÓN AL RECTOR

Ambato 13 de diciembre del 2021

MSc. Amanda Díaz Guerrero

Directora de la Escuela General Básica "Ernesto Bucheli"

Presente;

Me dirijo a usted en calidad de estudiante de la Universidad Técnica de Cotopaxi con el fin de solicitar el permiso respectivo para poder ingresar a las instalaciones de la Escuela General Básica "Ernesto Bucheli" con el motivo de realizar unas encuestas a los niños de 7mo grado de educación básica, ya que el proyecto de grado requiere evidencias de dicho estudio realizado. Por este motivo solicito se me autorice realizar las encuestas conjuntamente con fotografias mientras los alumnos lo realizan. Siendo salvaguardada la integridad de cada uno de ellos.

Razón por la cual espero contar con su autorización para llevar a cabo la actividad antes mencionada. Sin más por el momento, me despido en la espera de una pronta respuesta.

Atentamente:

Rosa Samantha Zamora Moncerrate

CI: 180534612-3

12.3 Annex 3: Tutor's Curriculum Vitae

1.- **DATOS PERSONALES**

APELLIDOS: ROSERO MENÉNDEZ

NOMBRES: JORGE LUIS

ESTADO CIVIL: CASADO

CEDULA DE CIUDADANÍA: 0500862727

LUGAR Y FECHA DE NACIMIENTO: LATACUNGA OCTUBRE 25, 1959

DIRECCIÓN DOMICILIARIA: Av. UNIDAD NACIONAL 61-68

TELÉFONO CONVENCIONAL: (03)2814140

TELÉFONO CELULAR: 0983008837

E- MAIL INSTITUCIONAL: jorge.rosero@utc.edu.ec

2.- **ESTUDIOS REALIZADOS Y TÍTULOS OBTENIDOS**

NIVEL	TITULO OBTENIDO	FECHA DE REGISTRO	CÓDIGO DEL REGISTRO CONESUP O SENESCYT
TERCER	ARQUITECTO	25-09-2003	1005-03-446581
	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIDAD INGLÉS	27-08-2002	1020-02-180094
CUARTO	MAGÍSTER EN CIENCIAS DE LA EDUCACIÓN MENCIÓN PLANEAMIENTO Y ADMINISTRACIÓN	01-10-2007	1020-07-667224

	EDUCATIVA		
	DIPLOMA SUPERIOR EN DIDÁCTICA DE LA EDUCACIÓN SUPERIOR	28-07-2010	1020-10-713992

3.- HISTORIAL PROFESIONAL

FACULTAD EN LA QUE LABORA:

- CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS, EXTENSIÓN PUJILÍ

ÁREA DEL CONOCIMIENTO EN LA CUAL SE DESEMPEÑA:

- CIENCIAS DE LA EDUCACIÓN

FECHA DE INGRESO A LA UTC:

- FEBRERO, 2001

12.4 Annex 4: First Author Curriculum Vitae

1. DATOS PERSONALES

NOMBRES:	ROSA SAMANTHA
APELLIDOS:	ZAMORA MONCERRATE
FECHA DE NACIMIENTO:	30 DE OCTUBRE DE 1995
LUGAR DE NACIMIENTO:	GUAYAQUIL
EDAD:	26 AÑOS
ESTADO CIVIL:	SOLTERA
NUMERO DE CEDULA:	180534614-3
DIRECCIÓN:	AMBATO, SECTOR IZAMBA
TELÉFONO:	0939726942-0979182315
E-MAIL:	samylachuronita1995@gmail.com

2.- ESTUDIOS REALIZADOS

NIVEL PRIMARIO: ESCUELA FISCAL MIXTA EDUARDO REYES NARANJO

NIVEL SECUNDARIO: INSTITUTO TECNOLÓGICO SUPERIOR "BOLÍVAR"

NIVEL SUPERIOR: UNIVERSIDAD TÉCNICA DE COTOPAXI.

3.-TITULOS OBTENIDOS:

 - BACHILLERATO EN CIENCIAS

- EGRESADA EN CIENCIAS DE LA EDUCACIÓN MENCION INGLÉS.

4.- EXPERIENCIA LABORAL:

- PELUQURIA UNISEX "LOS ANGELES"

- MANICURE "MILI & LILY"

- RESTAURANTE "MARÍA"

5.- EXPERIENCIA ACADÉMICA

- UNIDAD EDUCATIVA "RAMÓN PÁEZ"

- UNIDAD EDUCATIVA "ERNESTO BUCHELI"

- UNVERSIDAD TÉCNICA DE COTOPAXI

6.- CARGOS DESEMPEÑADOS:

- ASISTENTE DE LIMPIEZA

- MESERA

- ATENCIÓN AL CLIENTE

- PRACTICAS DE OBSERVACIÓN

- PRACTICAS DE AYUDANTIA

- PRACTICAS PRE-PROFESIONALES

7.- CURSOS REALIZADOS:

- INGLÉS BASICO, SECAP- AMBATO 2011

- SEMINARIO TALLER INTERNACIONAL "EMPODERAMINETO PERSONAL PARA LA COMPETITIVIDAD GLOBAL" AMBATO, 2012.

- FIRST SEMINARS WORKSHOP "IMPROVING OUR TEACHING PRACTICES THROUGH TECNOLOGY" LATACUNGA, 2018.

- II SEMINARIO INTERNACIONAL IMPACTO DE LAS MUEJERES EN LA CIENCIA: GENERO Y CONOCIMIENTO. QUITO, 2019.

- PARTICIPATING IN THE VIRTUAL CONVERSATION PROGRAM "FOSTERING ENGLISH ORAL AND CULTURAL COMPETENCE IN E- TANDEM LEARNING" LATACUNGA, 2019.

- COTOPAXI TECHNICAL UNIVERSITY LANGUAGE CENTER FULL-TIME ENGLISH PROGRAM. LATACUNGA 2021