



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC

SCIENCE

ENGLISH MAJOR

THESIS PROJECT

THEME:

“METHODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH INTERACTIVE LABORATORY INTO THE TEACHING-LEARNING PROCESS IN ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE IN THE ENGLISH MAJOR AT THE COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH 2012 – AUGUST 2012.”

Preliminary project submitted previous obtaining the Education Science Degree in the English Language Major.

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Latacunga - Ecuador

April – 2013

INVESTIGATION AUTHORITY

The criteria emitted in this investigative work “Methodological Strategies Applied in the English Interactive Laboratory into the Teaching-Learning Process in Academic Unit of Administrative and Humanistic Science in the English Major at the Cotopaxi Technical University during the academic cycle march 2012 – august 2012.” their contents, ideas, analysis, conclusion and proposals belong to my exclusive person responsibility as author of it.

.....
Basante Acurio Marco Germánico
050340067-3

THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

“METHODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH INTERACTIVE LABORATORY INTO THE TEACHING-LEARNING PROCESS IN ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE IN THE ENGLISH MAJOR AT THE COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH 2012 – AUGUST 2012.”, belonging to Basante Acurio Marco Germánico, student of the English Major. I figure out this research work has the investigative, methodological requirements, and scientific-technical contributions which are enough to be evaluated by the thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at the Cotopaxi Technical University will designate for the corresponding study and qualification.

Latacunga, February, 2012

Thesis director

Lic. Yugla Lema Lidia Rebeca
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GRADUATION COURT' ENDORSEMENT

As member of the graduation court, we approve this Research Report in accordance with the regulations issued by the Cotopaxi Technical University, and the Academic Unit of Administrative and Humanistic Sciences; whereas, the applicant: BASANTE ACURIO MARCO GERMÁNICO with the thesis title: "“METHODODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH INTERACTIVE LABORATORY INTO THE TEACHING-LEARNING PROCESS IN ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE IN THE ENGLISH MAJOR AT THE COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH 2012 – AUGUST 2012.” has considered the recommendations emitted timely and it is qualified to be submitted to the thesis defense act.

Due to the above, it is authorized to make the corresponding hardbound, according to institutional regulations.

Latacunga, April 2013.

Lic. MSc. Nelly Patricia Mena Vargas
PRESIDENT

Lic. MSc. Sonia Jimena Castro Bungacho
MEMBER

MSc. Rosero Menendez Jorge Luis
OPPONENT

DEDICATION

This piece of work is dedicated to all my family which was fundamental in my life. To my mother, my first teacher who was my inspiration, for all her love, support and sacrifice. Also, she taught me to be persevering, respectful and responsible.

My brothers who always advice me and found all the flaws and encouraged me to start again. To Miss Yugla for helping me with revised opening chapter.

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COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

Latacunga – Ecuador

TEMA: “ESTRATEGIAS METODOLÓGICAS APLICADAS EN EL LABORATORIO INTERACTIVO DE INGLÉS EN EL PROCESO ENSEÑANZA – APRENDIZAJE EN LA UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS DE LA CARRERA DE INGLÉS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI DURANTE EL CICLO ACADÉMICO MARZO 2012 – AGOSTO 2012”

Autor: Basante Acurio Marco Germánico

RESUMEN

Hoy en día profesores y estudiantes, quienes ocupan un lugar en el sistema educativo, no son “elementos estáticos” en el proceso enseñanza-aprendizaje porque ellos tienen la capacidad de manipular la información en una forma fácil y rápida. El proceso educativo mejora el conocimiento del estudiante.

En el sistema educativo presente es común el uso de laboratorios interactivos en los centros educativos, esto incluye muchas herramientas tecnológicas. Esas ayudaron a descubrir un aprendizaje propio en estudiantes y profesores. También ellos adquirieron algunas ventajas para desarrollar sus habilidades. Es bien sabido que con estos recursos; profesores y estudiantes adquirieron buenos resultados.

Este proyecto propuso descubrir la influencia que tienen algunos elementos tecnológicos en las habilidades del lenguaje Inglés. El desarrollo de los estudiantes de la unidad Académica de Ciencias Administrativas y Humanísticas de la carrera de Inglés en la Universidad Técnica de Cotopaxi; profesores y estudiantes contribuyeron con documentos en la investigación; analizando las ventajas que generan los recursos tecnológicos e interactivos para que el aprendizaje del lenguaje Inglés fuera natural, de acuerdo a las necesidades de todos los aprendices



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Author: Basante Acurio Marco Germánico

ABSTRACT

Nowadays teachers and students, who take a place in the Education system, are not “static elements” in the teaching-learning process because they have the capacity to manipulate the information in a fast and simple way. The educational process improves the students’ knowledge.

In the present educational system is common the interactive laboratory use into the educative centers, this include a lot of technological tools. These helped to found out a self-learning in students and teachers. Also they acquired some advantages to develop their skills. It was well-known with these resources; teachers and students achieved good results.

This project proposed to found out the influences that have some technological elements into English language skills, the students’ development of the Academic Unit of Administrative and Humanistic Sciences, English Major at Cotopaxi Technical University; teachers and students have contributed with files on the research; analyzed the advantages that generate, the technological and interactive resources so that the English language learning was natural, according to the necessities of all learners.

CERTIFICACIÓN

Yo, Yugla Lema Lidia Rebeca, portadora de la cedula de ciudadanía N°050265234-0, en mi calidad de Profesora de Inglés, CERTIFICO QUE: La traducción del resumen de la tesis cuyo tema es “METHODODOLOGICAL STRATEGIES APPLIED IN THE ENGLISH INTERACTIVE LABORATORY INTO TEACHING-LEARNING PROCESS IN ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE IN THE ENGLISH MAJOR AT THE COTOPAXI TECHNICAL UNIVERSITY DURING THE ACADEMIC CYCLE MARCH 2012 – AUGUST 2012.” Cuyo autor es Basante Acurio Marco Germánico, se ajusta a la realidad del idioma Inglés y al contenido que se quiere dar.

Es todo cuanto puedo certificar en honor a la verdad.

Latacunga, noviembre del 2012

Lic. Yugla Lema Lidia Rebeca.
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INTRODUCTION

Nowadays the use of ICTs in education is very important for the technological innovations which are presented to the teachers to develop their classes and advantages obtained on their students. The goal of this research is to determine the level of knowledge, use and opinion of English teachers have, according to the methodological strategies, the pedagogical development that is proposed and carry out using a karaoke with complementary activities to reinforce the class.

In chapter I there are important contents such as: methodology, strategies definition and all education reference for the development of this project. In chapter II, there is a brief Cotopaxi Technical University history also there is analysis and comparison of the surveys applied to teachers, students and finally there are conclusions and suggestions.

In chapter III there is the proposal design “Methodological Strategies Applied in the English Interactive Laboratory into the Teaching-Learning Process.” in which the interactive activities are used as an interesting form to teach a new language, which is complement else a free software to evaluate what the students learned also. It includes the author’s informative data, justification, objective, proposal description and the annexes.

CHAPTER I

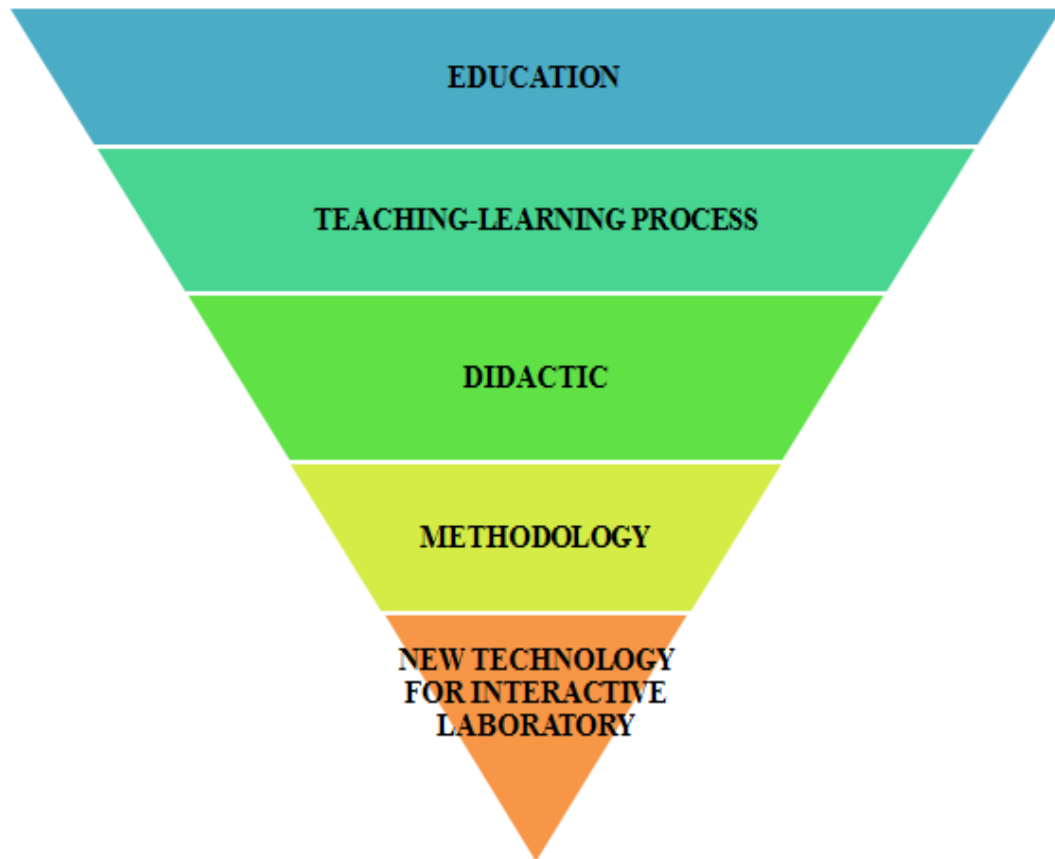
1.1. BACKGROUND

The educational system in Ecuador has undergone changes in the English teaching-learning process, which generated the necessities to implement new technological tools allow to catch the English students' attention and it can create a good environment to develop the class. There are numerous opportunities to give solutions using original resources such as: music, games, lyrics and singing songs etc.

In Cotopaxi Province, many teachers and students do not pay attention to change education suffer, because teachers use traditional methods and techniques to teach English, but this study tries to change this technique. Also this investigation wants to include new methodological strategies such as resources which teachers can use in class. At Cotopaxi Technical University, there is little investigation about this theme for that reason the researcher chose it.

Nowadays, the English teaching-learning process needs new methodological strategies, and teachers need to develop them in order to produce a permanent understanding. Thus, the students can show their learning and at the same time, their behavior can be controlled by teachers.

1.2. FUNDAMENTAL CATEGORIES



1.3. THEORETICAL FRAMEWORK

1.3.1. Education

The word education describes as the process of learning and acquiring information, this knowledge are experiences obtained along the life; therefore education means collaboration and contribution to the population, the education can develop the society in a better way. It helps to stimulate and reduce the social inequalities. According to KNIGHT George (1980) “is a lifelong learning process that can take place in an infinite variety of circumstances and contexts” (pages. 27 – 28).

It could take into account the words of KNIGHT George education is the process, in which human beings learn throughout their lives, consciously or unconsciously where knowledge is acquired through anecdotes, facts, events, individual activities or others. It is important to the human being develop in which education carry out a serious role in different areas of the knowledge.

It should take into account the circumstances in which the man is developing his information, factors may be paramount to get a proper education to assist the individual and the community. Education is essential to have a suitable site for transforming that knowledge according to the resident’s needs.

The education mission is educate to everybody in ways that can be adjusted in various fields offered by the world as political, economic and pedagogical aspect, quality is important as a prerequisite for professional, individuals that includes students.

The public education system is considered strategic for national development, this is the reason that is not private in which all human beings have free access, and he is protected by the constitution of Ecuador in the Section Eight of Education in Article 66.

The public education system is important in the humans' life, and it is an essential component around the world. The man's education has great progress in all countries. Also the education is a resource in the human being preparation, in which education is vital in the community not only as a tool in which the human being can learn about the culture.

1.3.1.1. Types of Education

The education function is to stimulate the intellect in the students' mind. It is presented in different ways with simple words. Making a comparison with older people, education received by students today is more complex and conceptualized than centuries ago where was no an adequate formal system.

In fact, natures of the educational phenomenon boundaries between categories are easily forgotten, especially among formal and informal. According to KLEINING (1985) "The range of activities both formal and informal where by people are initiated into or realized with the evolving traditions, structures, and social relations which are taken to constitute their education" (p. 206).

KLEINING proposed two types of education: formal and informal education. These are the most common because both of them use experiences acquired along the life and help with the society development. It is important to have formal and informal education because these kinds work together. When the pupils do not have

information about informal education, it will be most difficult to develop the formal education.

1.3.1.1.1. Formal Education

Formal education is a conscious act everybody knows, also it is an action that is completely institutionalized and organized in diverse forms. In this kind of education, qualified teachers work in a suitable place, the formal education is obligatory in many countries since kindergarten until concluding the high school. It will be planned with didactic objectives according the students' necessities.

When the students receive a formal education it will be appropriate and situated in a good place. This kind of education must fulfill the condition as a plan that has time, subject catalogue even, it is regulated by the state or another institutions. When the students finished their studies, they obtain a certificate or degree according the level which the students have.

1.3.1.1.2. Informal Education

The informal learning is obtained in daily activities which have relationship with work, family or anecdotes. It is a diffuse action that exerts influence on the atmosphere. It is not make up in a regulated way, in general is not sensitive to being planned, it is an educational action not organized, individual in which there is not form to check the acquisition of that education. The informal learning can be intentional in non-planned way in own daily interaction.

1.3.1.1.3. Education in Ecuador

One hundred years ago, the education system in Ecuador has been neglected; there was not a clear education policy. Also it was not regulate, many teachers did not like their job and they had problem with the salary, the propagation of educational centers without control, the ignorance levels into quality institutions and educational programs were the most common problems that had the education system.

Nowadays the education in Ecuador is changing. The education in this country needs to achieve a high level; for that reason, teachers have the necessity to investigate the change in the social environment. They will able to achieve appropriate educational answers. The implementation in the mechanisms which included that allow to overcome the deficiencies and obstacles with the purpose to provide an integral human training to the new generation and constitute a decisive factor for the achievement into social equality and obtaining high levels of competitiveness.

The education in the national system, has an objective caused and spread the knowledge it can reach the human that allows to have a fairer society, responsible and solidary in which can incorporate to the communities, organisms in the productive State, sectors and the Ecuadorian society in general, using scientific investigation in which permit into introduction technological innovation, the professional and academic integral formation of the students, educational and investigators.

In the current government in 2009 National Assembly operate according to the constitution in the mandate fourteen in which began an evaluation academic process and legal at higher education institutions in our country. This intervened in relevant bodies of regulation and control as CONESUP and COMNEA directly responsible for the Ecuador's education quality.

Everybody can observe the situation being experienced by education in Ecuador, but there is hope to change in the political thought into current government, which for several occasions expressed its desire to transform education in Ecuador in the best of Latin America, so that it constitutes the foundation for the growth and development of the country.

1.3.1.1.4. Education in Universities

The university in Ecuador had problems in the past, the spread of universities and the quality was not the best years ago, because there was not accreditation and regulation included the academic ability in the pupils. The free income without taking on the evaluations according to the capabilities of the student has resulted with incorporation teachers little or nothing prepared to practice the educational work; the teaching-learning process was on risk.

Many universities did not have the facilities necessary to acquire the required academic training for this level educational and have a low-level in investigation, linking with the community per reduced time; It should take into account the low salaries in the public sector at educational function, and secondly, the lack on the policies stimulation wing formation and commitment from governments and educational institutions.

It is important that universities recognize that educational change must start from its own ranks, with a strong commitment to social responsibility and accountability to the community.

The diversity in higher education institutions which are included into, Technological, Polytechnics, Technical and Professional Institutes, Specialized Academies. Show the variety, versatility, quality and appropriate that characterize an educational system.

Additional consideration should be indiscriminate supply of worthless races and titles awarded by the institutions.

Ecuadorian universities need to have goals; this helps students and teachers, the universities achieve the excellence in education, it will guarantee the quality life for human beings. In Ecuador higher education institutions particularly universities have the mission of training the human resource of the highest level in the creation, development, transfer and adaptation in special subjects including technology, are now increasingly recognized as a tool for development in cities and regions of Ecuador.

In higher education in Ecuador there are new paradigms, educative system and organizations of learning directed to respond to the current necessities, that give a lot of responsibilities to the students into the significant complex learning process, putting emphasis into solidarity, creativity, responsibility, ethics, justness, autonomy, and mainly in a commitment with the permanent learning for the improvement of the professional acting.

1.3.2. Teaching-Learning Process

Teaching-learning process is defined as a cognitive movement into students' activity under teacher's direction, toward domain of knowledge, abilities, habits and formation a scientific conception of the world. In this process is considered a dialectical relationship between professor and student, in which the professor should stimulate, in a good way their class and the students should be an active participant.

Teaching-learning process is a science that studies, education like a process consents, organized, dialectical and appropriation of the contents as a result of the individual's

activity and their interaction with the society in group, in which is generate changes that allow him to adapt the reality and transform it.

The teaching-learning process is considered an educational science where man is aware and organized. In this process should be included the teacher who is responsible to guide student in the most complex topics, but it should take into account that the teachers' work is not an easy job, he is responsible to supervise the teaching-learning process in a clear and precise way.

According to WAHL Jeff (1980) "The difference between good teachers and great teachers is that great teachers have mastered the art of teaching people things they didn't know they needed to learn" (p. 403).

He does a comparison between teaching and art. Every people is not capable to dominate it, also every men do not born with this gift, for that reason the teacher's role is very important in the society and this process. There are two figures which are people who want the personal progress or the group; it is important who has attitude of how to teach. However, it's a very complex process that has no clear definition, therefore this depends on the individual who applies and how it applies.

1.3.2.1. Teaching

Teaching is the intentional human activity; it has an object into didactic act. It consists of the execution of prepared strategies for the attainment of the planned goals. There are qualities that should be continued so that teaching converted in an "educational teaching" using the teach contents with truthfulness and taking into account what is impart and adapting in the class.

The teaching is a process, on which information transmitted of diverse ways using communication such as: a basic tool in some cases use auxiliary means, it has

different levels of difficulty, it consists fundamentally on a group of transformations in systematic form in which takes time to be a progressive process and constant change. In the teaching shorten knowledge; it goes from simple to complex. It is a dynamic development and therefore has uninterrupted changes successive in human activities.

This is the point where the teacher's guide to their students with a finality of domain of knowledge, abilities skills and behaviors, which necessarily involves the transformation of sequential processes and psychological characteristics that identify the individual in their personality.

Teaching is a complex dialectical process with evolutionary movement in which acquires the knowledge, as consequence in which the reality will have changed, with characteristics different; the limitation is not theoretical concept in real process.

Its components are linked with man's practical activity and his condition limiting their ability to know, understand and transform the objective reality. This process is continuously improving with a necessary consequence of the man's cognitive work; it should be organized and directed. The task is the activity directed to the knowledge retrieval and their creative application in social practice.

EINSTEIN Albert. "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty."

<http://www.randomterrain.com/favorite-quotes-teaching-and-learning.html>

EINSTEIN Albert said teaching should be taken as a gift to every human being can acquire, and it is development of the society, also the teachers carry out with the students, however the reality is there are people who take it with a duty that must be met.

These objectives also serve for guide of the teacher's work and pupils into teaching process, in which they constitute, however the teacher must be evaluate the effective teaching, in the evaluation results achieved with its development will observe student success.

DRUCKER Peter F (1909) “Teaching is the only major occupation of man for which we have not yet developed tools that make an average person capable of competence and performance. In teaching we rely on the "naturals," the ones who somehow know how to teach”.

http://thinkexist.com/nationality/american_authors/

DRUCKER Peter F expressed: teaching is important to humans begin because it allows the individual and collective development in society, because it can transmit useful knowledge in various ways, People are not born with the knowledge necessary to enable them to cope with ease in society, for that reason education is introduced so as to explain and help you understand and understand another human being.

1.3.2.2. Learning

Comes from the Latin meaning *aprehendere* acquire, collect, take something. In which the human being take the experiences and changes a good way in didactic act, the learning emerges or is a consequence of the interaction, at a time and in a specific space, all factors that could be called causal or determinant, and necessary.

Also the students have an important role in the learning process. The student's mind is not a mechanically photocopier that reproduced mechanic and instantaneous, the man does not simply copy it transforms reality and according to the objective need of building something with their own personal information but objectively acquired.

BEDFORD Clay P (1768) “You can teach to student one lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives” (pages 547 – 548).

BEDFORD Clay P. Gives more importance to learning because it helps the individual to be curious and curiosity using can learn a lot more using the experiences and experiences acquired throughout his life. Also the learning process could be the product or result of social interaction with the community, inherently a social product by its content and how it is generated.

Humans learn from others and with others in that relationship develops his intelligence practice and reflective type, building new knowledge or mental representations over a lifetime, so that learning can be considered a product and result of education.

It is important to emphasize the fact that the knowledge acquisition, the structural organization in the information that lead to learning process, considering that all learning that is attached or related to a conscious and consistent understanding particularly important for such purpose or goal.

1.3.3. Didactic

Etymologically the word didactic comes from the Greek roots didaskein (teaching) and tekne (art) which could be said to be the art how to teach. Thus in ancient civilizations when man's knowledge were basic and generally subjective, when the teachers create a methodology, they generate an art. The educators sought the right way to achieve student learning.

Didactic enriched and seek their own development by acquiring knowledge that the man had acquired using the nature and society, for this reason the teaching becomes a science. Today, many educators say for sure that the teaching is the science and art of teaching.

Connoisseurs say that discipline means didactic scientific-pedagogical focuses on each stage for learning. In other words, pedagogy is the branch that allows analyzes and designs the schemes and plans to translate the rules of each pedagogical theory.

CONFUCIUS (551-479) BC “By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the most bitter.”

http://thinkexist.com/quotation/by_three_methods_we_may_learn_wisdom-first-by/10494.html

Many years ago was very difficult to thought but Confucius was a best person that was indispensable for develop the education in which he expressed three theories, this can help in the moment that teaches are in class. In didactic terms is the branch of Education in charge of search methods and techniques to improve teaching, defining aspects to get knowledge in effectively way.

In the beginning, education was governed by a traditional didactic model, which the methods were not studied thoroughly, and the contexts in which they tried to impart the knowledge; now when trying to teach it is very important use a didactic resource that includes a preliminary analysis in the student's context in general and individual, seeking to build the capacity for pupils.

As the teachers who teaches the learner and what is learned. Note that, throughout history, education has progressed and didactic references have been modernized. Education and the world was changing and adapting to the time, for that reason their

didactic models were changing. Twenty years ago was recommended and applied in all schools, nowadays there are new didactic resources using technological tools.

1.3.3.1. Didactic Classification

1.3.3.1.1. General Didactic

The general didactic is concerned with the general principles and standards to guide the teaching-learning process focused on educational goals. Study the elements related to education by offering a clear vision, which offers models descriptive, explanatory and interpretative general requirements applicable to the teaching on any subject and at any level in education.

In which establishes the fundamental teaching theory which must be submitted concepts and features in its main stages. Must establish the general principles criteria and rules, the teacher's work in their leading task education and learning based on stated objectives

Study the common problems and the most relevant aspects in the teaching into whoever subject to be teach or explained critics analyzing it using didactic thought main currents and present trends in modern education.

1.3.3.1.2. Special Didactic

Special didactics tries to explain the general educational standards in a particular field into each discipline or study field that is provided. Today is also known under the name specified didactic, noting that a study area for each other.

The special didactics has a case in particular; they should establish a new possibility. As study objective the teaching-learning process in certain contents or certain levels its task to point the way to teach and learn certain content according to the nature and structure and psychological logic that this entails.

1.3.4. Methodology

The methodology is a technique used by the teacher, it helps to facilitate and understand the problems. It should be motivating in a simple way also methodology is familiar by students, it is an indispensable part in the human being, it promotes the students' confidence, and helps them interact.

KINCHELOE & MCLAREN (1998) "The research used a qualitative, collaborative action research approach grounded in the notion that research should be a tool for social change, empowerment and transformation" (p. 289)

To research action in teacher help to improve student learning, because develop their own practice and contribute to their professional learning using common experiences by the teacher's classrooms, data sources included journals, classroom observations and dialogue.

Methodological strategies are teaches' steps, that determine the students' keep the knowledge. The strategies appear in different moment into the class, such as: evaluation, conversation, investigation, and work in class. The audio visual methodology is the most used in the Interactive Laboratory, principally the visual auditory permits to listen, speak, read, write and touch such as oral activities, role plays, social network and so on. The audio visual technique permits students learn basic vocabulary and expressions.

Another methodology is video, It is easy to justify the importance of using this technique in the classroom in all educational levels because the video permit explain the class that are in DVD with interesting materials. This methodology strengthens the technological component incorporation such as: computer system, CD - ROM, videos, audio, electronic slate, etc. This allows them the perfect combination among the present teaching and the support of virtual resources. It finds into English Interactive Laboratory promote the interaction with students.

It should take into account that exist a diversity of strategies for teaching in a foreign language into interactive laboratory as:

Variety of educational methodologies.

Use modern materials.

Activities with technological tools.

Vocabulary practice.

The activities on line are important in the students' development also the interne tool is useful in the teaching foreign languages, now the computers contribute in the motivational learning and the class will most interactive. For this reason it is necessary to select or to elaborate the materials that will be good for students and they can progress in the learning English language.

1.3.5. New Technology for Interactive Laboratory

The university students nowadays live in the information society for this reason these dexterities and agility in the handling of all the elements that the current technology offers them, in education system the students use new systems to communicate, to share information, look for, socialize and even to learn. This is the reason that

increases the interest and approaches to the formal education to these daily practices in the students.

A form of achieving that the students are familiarize with the current technologies employs into web pages to put within reach of the apprentices, educational materials. Preparing them for the subjects and to enrich with resources published in Internet. These spaces should evolve until becoming true learning environments.

This ensure a double function for a side foments the familiarize and give experiences to the learners with use Information and technologies, and other hand allow the access to the materials in each class from any computer connected to the web, managed keep being able to maintain the up to date class with last publication published and previously revised by the teachers.

1.3.5.1. New Technologies

The ICTs means Information and Communication Technologies, there are computational tools and informatics, this process, save, undelete, and show the information in a diversity form. It is a group of tools that permit the access to the information in a simple and fast way.

It may note that the ICTs contribute new resources to transmit information instantly and with new formats that contribute a new reality and quality to the teaching establishing new communication systems. In this environment the computer concepts networks and digitization is an important key. Networks, with its finest the internet today provides communication possibilities available to everyone in the developed. In storage and information transmission that until now was unthinkable.

The teachers can obtain good results into their students. The intensive development in the last years the informatics and next to this the appearance and use the ICTs in all activities in the current society.

Another important works that has the ICTs is to take advantage into activities that provides this platform as a motivational and facilitator for the human being development. HUBBARD Elbert (1923) “One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.”

<http://www.quotegarden.com/technology.html>

HUBBARD Elbert expressed the truth a machine does not have the capacity to think but it can facilitate works and activities fastest many teachers and students can use this technology to favor. There is a positive vision, benefits when the people use ICTs and the rest on the applications, like a change tool in the educational practice to possible measure, helping to understand that the incorporation technological in the education depends on many factors, among those are essential the formation and the professors' attitude, as well as the wish on the educational community, the education will be flexible and integrative, nearest to the external world.

The ICTs has a mission, it should take advantage all functions that these new technologies contribute. It should be able to form qualified people on these advances to take advantage and same time know how to use them for the own benefit on the formative action.

The Ecuadorian state has an obligation to implement these technological resources but the reality is different in which depend of each educational institution its implementation for this reason the Cotopaxi Technical University works to incorporate facilities and advantages of using ICTs in the daily student's live in university, for professionals training including scientific research. Among other activities that contribute to raise the technical and human level.

The ICTs implementation in all universities is complicate, the economic situation is an obstacle for the students, however this cost will be assume by state. This kind of technologies helps everybody, but it is a complement in the teaching-learning process such as supplement.

Nowadays are important use the ICTs in the superior education, but many universities do not have these technological tools; when the technology is used in benefit to improving the quality in the teaching-learning process, the actors that make up the education.

However, the ICTs can make a reflection, the problems are a long delay into changes implications in education, involving not only invest in equipment and training but in an attitude change or mentality, and this process takes time. There are many reasons that explain the slow process with the incorporation the ICTs to education. Such as the difficulty that have many teachers in the adaptation.

The ICTs undoubtedly have influenced education in different ways, one of these change is that education has, just as years ago it does not have knowledge of interactive whiteboards or data show among other things. However, many institutions of primary, secondary and universities have these resources in their classrooms in benefit of their students, because they can interact while watching a video. The influence of ICTs in education also has its advantages and drawbacks, including: in the ICTs internet is used especially by its role as facilitator in the search, the activities available through the ICTs in education are motivating.

The ICTs is attractive to all students because they know how to use and allow them to chat or send emails to exchange cultural information to other countries. The Internet contains a vast amount of information, equivalent to have the best library in home,

also takes the images and sound. This advantage helps who are to select and develop materials, that will serve to make the class most interesting.

It gives the possibility to bring students to different cultures using authentic materials the pupils can identify those materials with their daily lives and therefore their interests. They can use materials such as newspapers, songs, magazines, radio or television, and live teleconferences which provide to use new technologies.

The ICTs help to develop student's receptive and productive skills from use such technological support because something is missing, also facilitate the English acceptance as a global media and serve as a tool for accessing to diverse sources of information; then the students develop creativity and commitment to their English learning as a foreign language.

1.3.5.2. Laboratory

It is a classroom with networked computers connected to the internet where there are audiovisual and multimedia resources to develop, teach computer assisted technology is rapidly evolving in existing practices and facilitate interactive environments.

The lab is an educational tool aimed at both high school teachers and university. This tool simplifies the teaching-learning process; its purpose is to make practices into it. Use a computer software simulator students can do experiments. One characteristic is the interaction, when use directly related to others. Progress is only achieved by supplying the software, the data you need to make changes that are desired.

Thanks to these tools the laboratory is observed into the screen to the computer this allows each of the students the same practices on the other hand, also offers the possibility of using all kinds of techniques.

The lab is a simulator, where students can use web technology, using programming languages like JAVA, interactive multimedia, also may receive information, conduct activities in a foreign language independently. Laboratory programs permit to create constructivist learning approaches where learners can compare their hypothesis through an interactive experience.

In fact, we must organize a learning process around an interactive series hands-on activities that make students think continually about the information received. Ad-hoc should be organized learning process around interactive activities that make students can think constantly about the information received.

Laboratories have been defined as a simulation on a computer with wide variety situations, since manipulative practices until guided tours in an interactive environment; the pupils learn and can use off campus without the teachers' aid.

1.3.5.3. Types of Laboratories

1.3.5.3.1. Virtual Laboratory.

The Virtual Laboratory is a platform with a main purpose; it is to provide the educational community a complete set of web digital tools, the digital education has a lot of option for the teaching-learning process, it permits to develop the students' skills the virtual laboratory puts particular emphasis on understanding and oral expression.

It has an evaluation expert system, assistance and monitoring, offering a personalized learning path proposed for each student with an initial test. This proposal is to

embody in a work plan with consolidation tasks, reinforcement and extension, can be amended at any time by their teachers.

A laboratory offers digital educational content for all educational levels from primary, secondary and higher education. The contents are adapted and classified according to educational standards established by the curriculum, and are presented in packages of tasks, as part of the course for each student, who has a different plan according to their necessities.

1.3.5.3.2. Interactive Laboratory

A technological laboratory that has interactive tools such as; animations, text, video, images, games and recording results, to suit all learning styles and teaching students and teachers, the laboratory provides a wide range of tools and web resources that enable comprehensive learning.

Teachers and students are important parts in the interactive laboratory creation; this kind of lab is easy and fun. It can use in anywhere or anytime also this lab is used as support and guide into versatile education. An interactive laboratory encourages creativity to enjoy the learning adventure. Even The interactive laboratory is a personal computer, which the student does not have direct communication with teacher, the students can work in autonomous way.

The interactive laboratory system will be sorted and clean, it must uses them according to standards because it is a place where the student performs practical classes, working with brittle materials. Teachers have to use a suitable methodology in it.

In fact the interactive laboratory has greatly increased in education; this has provided the opportunity for teachers to encourage students using educational technologies suitable for different levels of education. Use laboratories and multimedia systems will allow having a useful tool to promote constructivist learning or learning to educational practice aimed at promoting the conceptual change.

There are a lot of resources for teaching computer found on the internet does not imply that there will be a significant improvement in the quality of education. These resources are support in teaching-learning process. Thanks to these programs trainees will be responsible for their own learning, but it is the teacher who used strategies and adequate resources to get students contribute actively in their learning.

The informatics resources developed by teachers or those available in the internet, as interactive programs simulators. They can be used in different ways during the teaching-learning process and can be adapted in an interactive laboratory in an appropriate form.

The use of an interactive classroom is a large support for the content of the subjects and the limited time available for teaching. In the teaching-learning process into interactive classroom is necessary use a social network and materials such as simulations, and others that allow interaction between students.

An Interactive Laboratory is so important in the teaching-learning process, because the teacher can develop new strategies that capture the student's interest in it; also a teacher needs to find suitable method that students' permit understand the topics.

1.3.5.3.3. Hot Potatoes 6

Hot potatoes is a free software that permits to do interactive activities. This kind of program use HTML and JavaScript to implement its interactivity. The software will create Web pages for students, and they can upload to their computer.

There are many conditions that taking into account such as: if teachers use the Windows version they need to have in their computer: Windows 98, ME, NT4, 2000, XP, Vista or Windows 7, because this program uses a modern Web browser such as: Firefox, Safari, Opera, Internet Explorer, Netscape, Mozilla, etc. For the development the exercises were created with hot potatoes 6. Also there are three steps to do an exercise with this program:

1. Entering data

Questions, answers, feedback etc.

2. Configuring the output

The "configuration" is a set of information use Web pages. It includes instructions for the student, captions for navigation buttons, and other information which is not likely to change much between exercises.

3. Creating Web pages

This is simply a matter of pressing the "Export to Web" button on the toolbar, choosing a file name, and letting the program do the rest. There are five different exercises that teachers and students can develop with this program:

JCloze. - Creates gap-fill exercises. Several correct answers can be specified for each gap, and the student can ask for a hint and see a letter of the correct answer.

Automatic scoring is also included. The program allows gapping of selected words, or the automatic gapping of every x word in a text.

JMatch. - Creates matching or ordering exercises. A list of fixed items appears on the left (these can be pictures or text), and next to each one there is a dropdown list box containing a jumbled set of pieces of text. This can be used for matching vocabulary to pictures or translations, or for ordering sentences to form a sequence or a conversation.

JMix. - Creates jumbled-sentence exercises. You can specify different correct answers based on the words and punctuation in the base sentence and a hint button prompts the student with the next correct word in the sentence if they need.

JCross. - Creates crossword puzzles which can be completed offline. You can use a grid of up to 20 x 20 letters. As in JQuiz and JCloze, a hint button allows the student to request a free letter if they need.

JQuiz. – Creates short-answer quizzes, in which the student types in a word or a sentence in response to a question. The sentences are checked against any number of correct answers, and the feedback shows which parts of a student's answer are correct.

CHAPTER II

2.1. ANALYSIS AND COMPARISON OF THE RESULTS

2.2. Brief history at the Cotopaxi Technical University

In Cotopaxi, the yearned dream for getting a higher educative institution was achieved on January 24th, 1995. This effort was achieved by the active forces of the province, after countless procedures. Its background was the Technical University of North head-quarter.

The building of Teachers' National Union, subsidiary Cotopaxi was the first administrative office, then the building of Luis Fernando Ruiz High School took in the university students, after that Simón Rodríguez Agricultural Institute was the place where academic activities were developed and finally, the building which would be destined to be Social Rehabilitation Center, nowadays is the university home.

Nowadays, five hectares make up the university campus. In addition, eighty two hectares make up the Experimental, Research and Production Salache Center.

The Technical University of Cotopaxi is defined as an entity that defends the principle of self-determination of peoples and respect for gender equity. It declares itself anti-imperialist because it rejects the neoliberal globalizing action that favors free market which drives a proposal for a model based on private management.

In these seventeen years of institutional life, Technical University of Cotopaxi has achieved the enough maturity for becoming a referent of emancipation about struggle for the good from communities, especially the most isolated ones in order to address their needs. The new institutional challenge is taken on for the authorities of Technical University of Cotopaxi who manage it until catching the educative quality and excellence.

In addition, the English major helps to solve some social problem by forming professionals that contributes to the improvement of English teaching - learning process in any field of specialization. It is supported on scientific theories which focus in methods, techniques and appropriate strategies to facilitate the acquisition of new knowledge and practical communicative competence application.

Learning English as a foreign language is so important for developed societies in the XXI century, in response to a globalized world, which requires at least elementary knowledge of this language in different areas, such as: production, economy, scientific, technology, society and education.

2.3.Survey applied to students' English Major at the Cotopaxi Technical University.

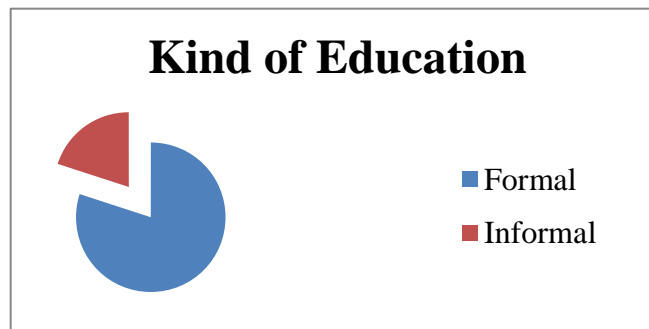
QUESTION N° 1

1. According your learning experience, what kind of Education did you receive at the Cotopaxi Technical University and why?

CHART N° 1

Items	Frequency	Percentage
Formal	64	80 %
Informal	16	20 %
Total	80	100%

GRAPHIC N° 1



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

In this question 80% students interviewed received, formal education. Whereas 20% answered that they receive informal education. There is a little percentage students who do not have a clear knowledge about what kind of education they received at the University.

A little percentage of students survived do not know the formal education means, they need a clear knowledge about what kind of education receive the students at the Cotopaxi Technical University.

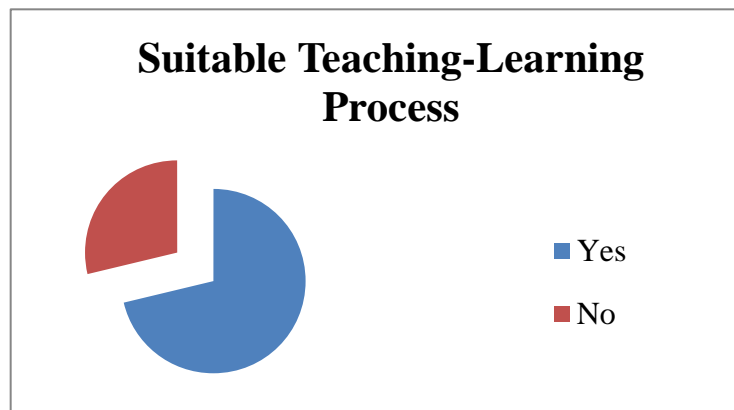
QUESTION N° 2

2. Is the teaching-learning process that you receive in class is suitable for working in an English Interactive Laboratory?

CHART N° 2

Items	Frequency	Percentage
Yes	57	71 %
No	23	29 %
Total	80	100%

GRAPHIC N° 2



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

The 71 % the students said that is suitable for working in an interactive laboratory, while 29 % the students contrasting it and it is not advisable to work neither adapt.

The result obtain showed that is possible to adapt the teaching-learning process that the students receive in a classroom; this is suitable into an interactive laboratory. Also there are students, who think it is a good idea to get a clear understanding during the class. But another percentage the students thought that there are another appropriate mechanisms to teach in an interactive laboratory.

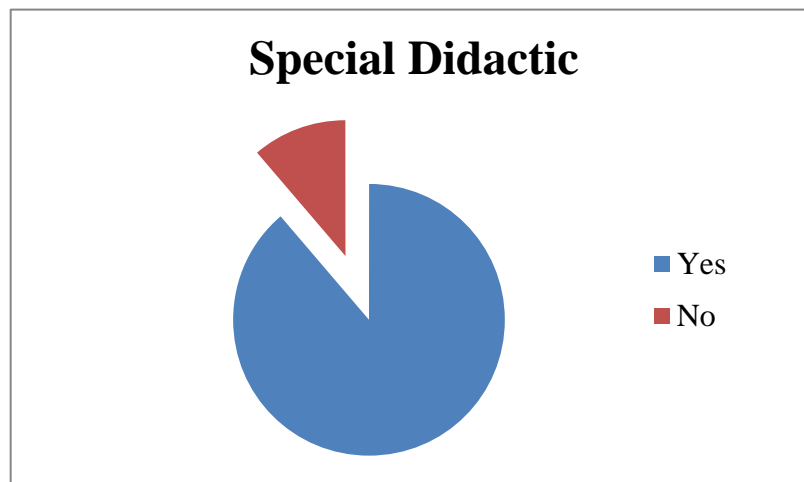
QUESTION N° 3

3. Do you consider that the special didactic will help you once you become an English teacher and why?

CHART N° 3

Items	Frequency	Percentage
Yes	71	89 %
No	9	11 %
Total	80	100%

GRAPHIC N° 3



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

Taking into account the result 89 % of the pupils answered that special didactic help them when they become an English teachers, but 11 % of the students said that would not help them a lot in the future.

There is a little percentage of students surveyed, they do not know what means special didactic and why was created, however another percentage have a clear knowledge the special didactic and how it can help in the future.

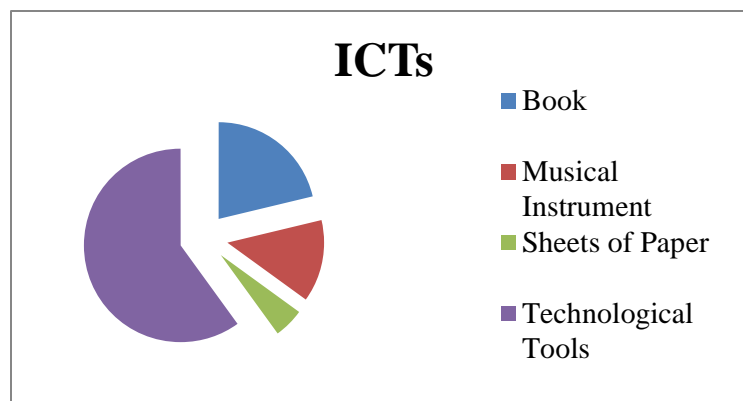
QUESTION N° 4

4. What are Information and Communication Technologies (ICTs) for you?

CHART N° 4

Items	Frequency	Percentage
Book	17	21 %
Musical Instrument	11	14 %
Sheets of paper	4	5 %
Technological Tools	48	60 %
Total	80	100%

GRAPHIC N° 4



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

In this question there are four options, the 21 % of the students thought that are books and 14 % show that means Musical instruments, while the 5% the surveyed thought that are sheets of paper. But, most of them with the 60 % answered that are Technological Tools.

Taking into account the answers, it is significant to say that, ICTs is important subjects in education nowadays, in this digitized world is essential to adapt all students the technological tools in a feasible form, for that reason it is indispensable to develop and familiarize with these high-tech.

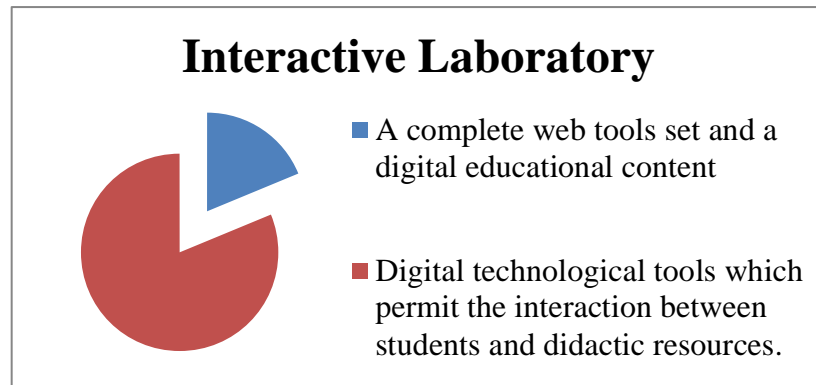
QUESTION N° 5

5. What is an Interactive Laboratory for you?

CHART N° 5

Items	Frequency	Percentage
A complete web tools set and a digital educational content	15	19 %
Digital technological tools which permit the interaction between students and didactic resources	65	81 %
Total	80	100%

GRAPHIC N° 5



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

According to the result, the 81 % of the students are agree with digital technological tools which permit the interaction between students and didactic resources, and the 19 % answered that are a complete web tools set and a digital educational content.

In this question most of them know what is an interactive laboratory; but there is a little percentage that answered that they do not know what is an interactive laboratory, however it is important to adapt all people immersed in the teaching-learning process.

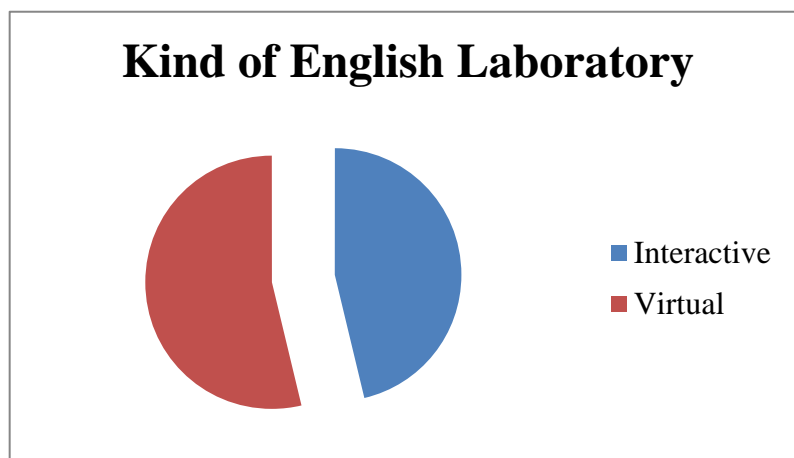
QUESTION N° 6

6. What kind of laboratory do you know?

CHART N° 6

Items	Frequency	Percentage
Interactive Laboratory	37	46 %
Virtual Laboratory	43	54 %
Total	80	100%

GRAPHIC N° 6



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

Taking into account the 54% of the students surveyed know a Virtual Laboratory and another 46 % students identify an Interactive Laboratory.

According to the result, there is a little difference in the students' answered. However students need more information about the interactive laboratory, they need to receive a course because these kind of technologies is so easy use, when the students have to train they will be a clear knowledge of those laboratories.

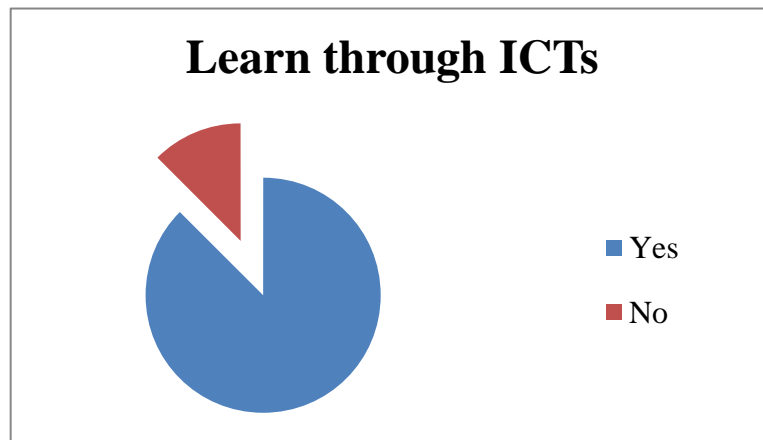
QUESTION N° 7

7. Is everybody able to learn through ICTs and why?

CHART N° 7

Items	Frequency	Percentage
Yes	58	95 %
No	22	5 %
Total	80	100%

GRAPHIC N° 7



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

The 95 % which are surveyed mention that is important to learn with ICTs, but 5 % of the students answered that they cannot learn using ICTs.

According to the result most students are agree with ICTs appliances in class, but there is a littler students' percentage that they need another kind of methodology. Nowadays there are teacher that use ICTs in their class, they said that is most interesting use what they obtain good result in their students.

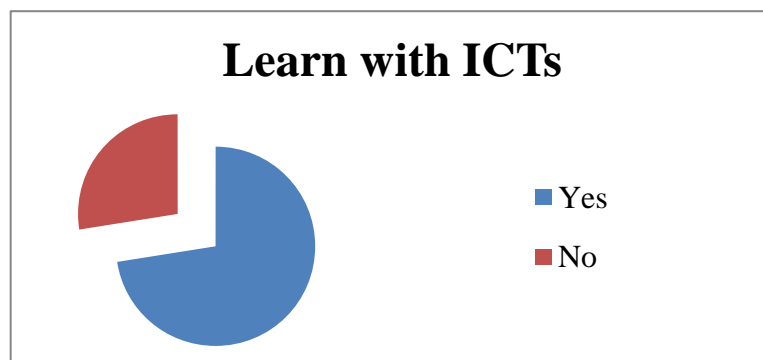
QUESTION N° 8

8. Do you think the appropriate application teachers' methodology allow a better development about English teaching-learning process and why?

CHART N° 8

Items	Frequency	Percentage
Yes	70	96 %
No	10	4 %
Total	80	100%

GRAPHIC N° 8



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

According the result 96 % interviewed students think the appropriate application teachers' methodology allows a better development about English teaching-learning process, whereas, 4 % say the opposite because teachers need resources.

Nowadays, it is indispensable to know how to use a correctly and appropriate methodology in the teaching-learning process, this permits a correct comprehension with the students. It is essential in the people because they are important in different professional areas.

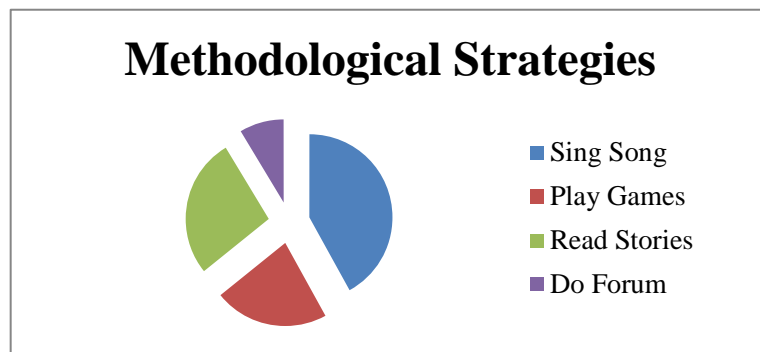
QUESTION N° 9

9. What of the following methodological strategies would you like that your teachers use into their classes?

CHART N° 9

Items	Frequency	Percentage
Sing Song	34	42 %
Play Games	18	22 %
Read Stories	22	27 %
Do Forum	7	9 %
Total	80	100%

GRAPHIC N° 9



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

In this question there are four options in the first one the 42 of the students would like that their teachers use songs, whereas that, 27 % answered that they prefer to play games but, 22 % of the pupils said that they desire to learn much better reading stories, and 9 % of the surveyed, that they want to develop doing forum.

It is important to develop an interesting methodological strategy, because students learn when the teachers encourage them. Most of the most students like to singing a song and that permits to develop the listening, speaking, reading and writing skills.

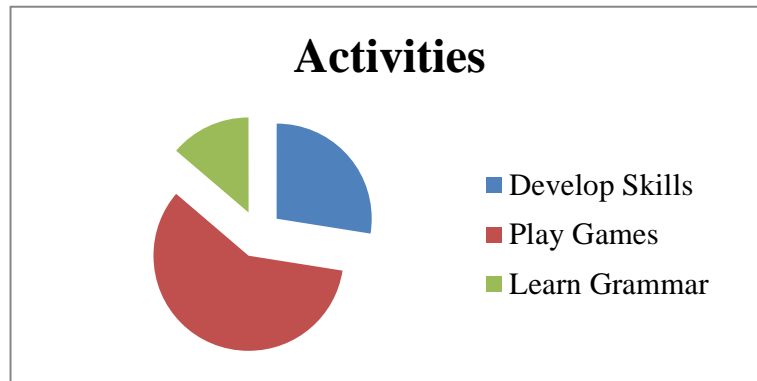
QUESTION N° 10

10. What would you like to do into an English Interactive Laboratory?

CHART N° 10

Items	Frequency	Percentage
Develop skills	22	31 %
Play Games	47	67 %
Learn grammar	11	2 %
Total	80	100%

GRAPHIC N° 10



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

In this question 67 % of the students mean, they prefer to play into interactive laboratory, while 31 % they answered that they need an interactive laboratory for developing their skills; however a littler percentage with 2 % would like to learn grammar in the interactive laboratory.

Taking into account the result, the students showed that play games is the best activity to learn into in an interactive laboratory, because this permits to take part in the class, but another percentages students do not know what kind of activities there are into interactive laboratory, however a littler percentage wants to develop their grammar.

2.4.Survey applied to teachers' English Major at the Cotopaxi Technical University.

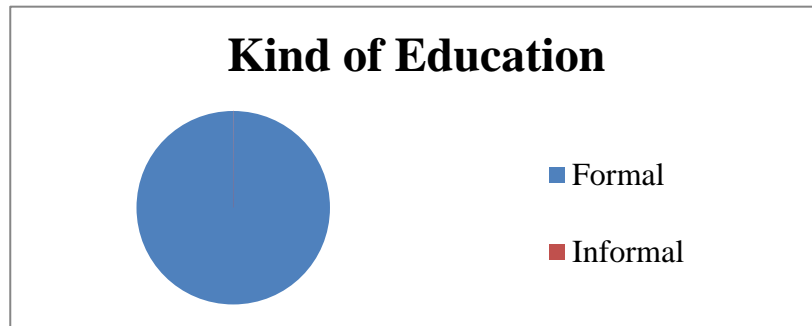
QUESTION N° 1

1. According your teaching experiences, what kind of Education did your students receive at the Cotopaxi Technical University?

CHART N° 1

Items	Frequency	Percentage
Formal	6	100%
Informal	0	0%
Total	6	100%

GRAPHIC N° 1



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

Taking into account the 100% of the teachers teach formal education at the Cotopaxi Technical University.

The result obtained showed that all teachers are agree in the answered number two, because they teach formal education at the university. The formal education permits a correct formation into people because use suitable resources in their teaching, for this reason is the best way in the education.

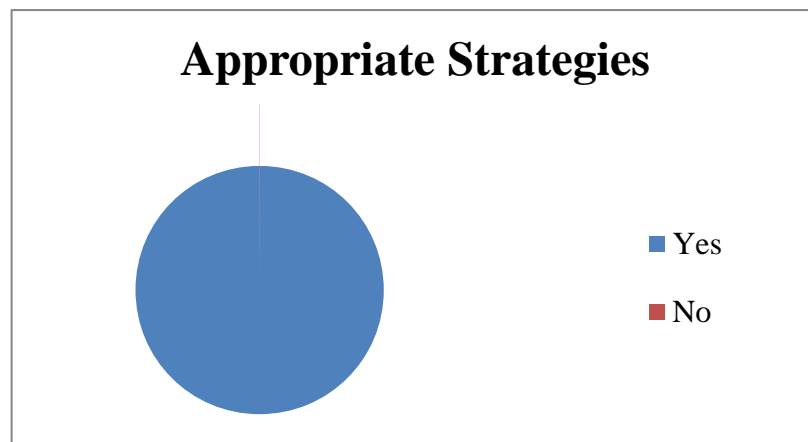
QUESTION N° 2

2. Do you think the appropriate interactive strategies will allow a better development of the teaching-learning process?

CHART N° 2

Items	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

GRAPHIC N° 2



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

According to the result, 100 % surveyed teachers are agree with the answer and they need interactive strategies for their students.

All teachers have same opinion about appropriate strategies. In a correct students' formation, teachers should look for the way to make interactive resources. When the teachers make mistake in the process the students do not have a correct development, they suffer the consequences, when the teachers use correct strategies in the educational system they help to develop their students' skills.

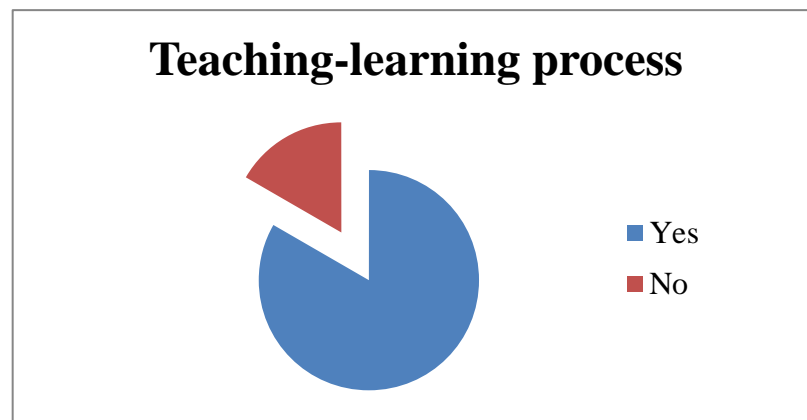
QUESTION N° 3

3. Is the teaching-learning process that you give to your students suitable for working in an English Interactive laboratory and why?

CHART N° 3

Items	Frequency	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

GRAPHIC N° 3



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

The 83 % of teachers said that is important to apply the same teaching-learning process because they try to find and develop the four skills, but the 17 % of teachers answered that is impossible to use the same process.

Taking into account the teachers' answers are divided in question three, but the most interviewed thinks that is adaptable and it can obtain a good result with the students, it is important to do activities that reinforces this process into interactive lab, however a little percentage of teachers said that is not feasible to use the same into interactive laboratory because there are proper for any ones.

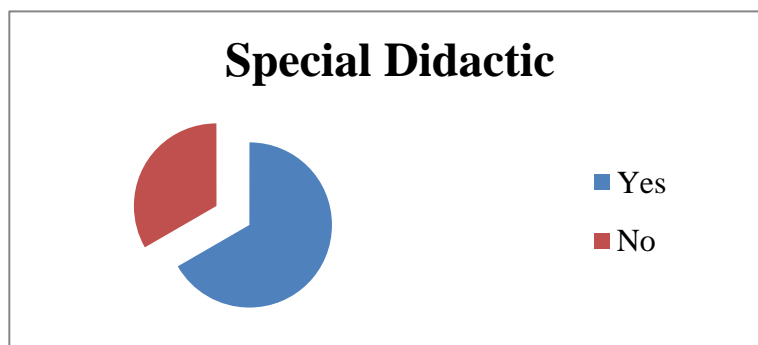
QUESTION N° 4

4. Do you consider that the special didactic will help the students once they will be English teachers and why?

CHART N° 4

Items	Frequency	Percentage
Yes	4	67%
No	2	33 %
Total	6	100%

GRAPHIC N° 4



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

According to the getting results the 67% of those interviewed believe that special didactic helps when they will be teachers, whereas, the 33 % answered that it does not help in the future.

Nowadays it is indispensable to know what is the special didactic means, and what study. There is a little percentage of teachers answered that is important to learn, how to develop into interactive lab including materials that can be used, for this reason special didactic can help to the future teachers. But, another percentage of teachers think that is not important to learn special didactic.

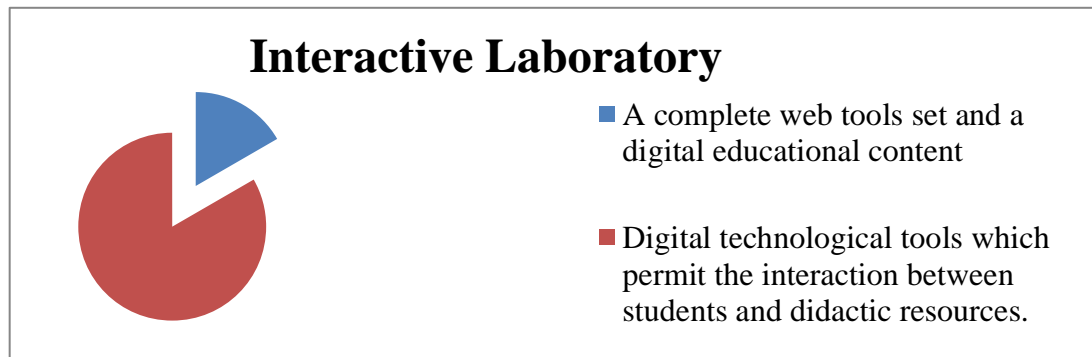
QUESTION N° 5

5. What is an Interactive Laboratory for you?

CHART N° 5

Items	Frequency	Percentage
A complete web tools set and a digital educational content	1	17 %
Digital technological tools which permit the interaction between students and didactic resources	5	83 %
Total	6	100%

GRAPHIC N° 5



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

Taking into account the result 83 % teachers' answered that are Digital technological tools which permit the interaction between students and didactic resources, but the 17 % teachers' said that is a complete set web tools and a digital educational content.

According to the result the teachers' majority are agree with the second option because these tools permit the interaction between students and digital resources, also facilitate the teacher's works applying interactive laboratory. While the lower percentage said a complete web tools set and a digital education content and this is the opposite the interaction between students and didactic resources, this is a new strategy allowing attention in the students, nowadays in this globalize world.

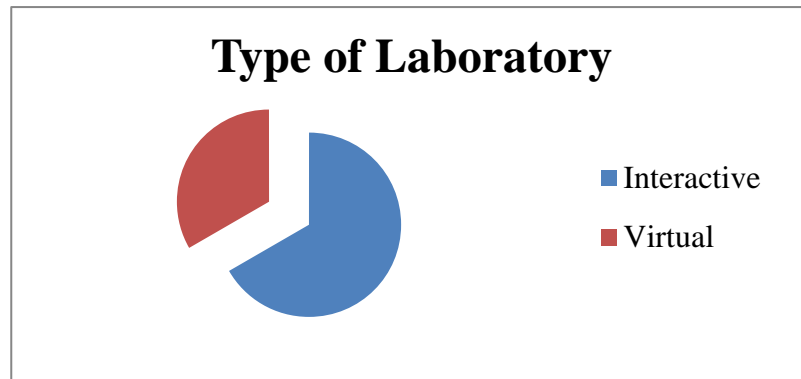
QUESTION N° 6

6. What kind of laboratory do you know?

CHART N° 6

Items	Frequency		Percentage
	Yes	No	
Interactive Laboratory	6	0	65 %
Virtual Laboratory	3	0	35 %
Total	9	0	100%

GRAPHIC N° 6



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

The 65 % teachers' surveyed that they know both laboratories; while the 35 % teachers' answered that they know a virtual laboratory.

All teachers need to use innovative resources in the classroom for that reason it is important to show new alternatives to theirs students. There are a lot of teachers that know an interactive lab; this option increase students' interest. When they stay at the universities, while another percentage of teachers answered that know a virtual laboratory and its advantages, the teachers can applied in any moment. Both of them are new tools and offer an alternative in the teaching-learning process to acquire fresh knowledge with other option.

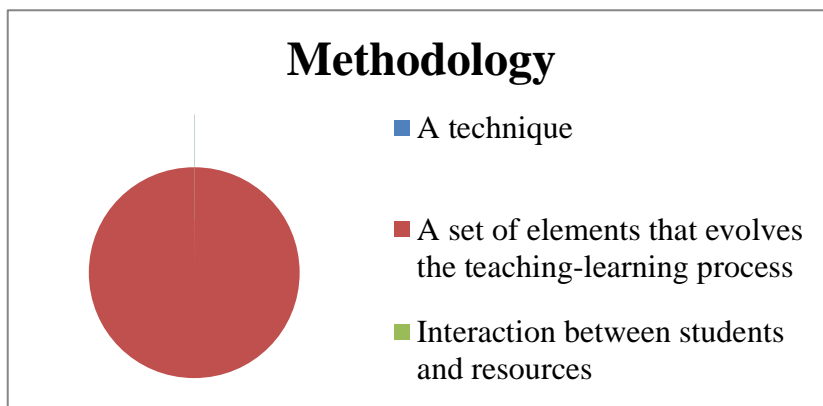
QUESTION N° 7

7. What is methodology for you?

CHART N° 7

Items	Frequency	Percentage
A technique	0	0 %
A set of elements that evolve the teaching-learning process.	6	100 %
Interaction between students and resources.	0	0%
Total	6	100%

GRAPHIC N° 7



Source: Cotopaxi Technical University

Elaborated by: Basante Marco

Taking into account the result 100 % teachers answered that is a set of elements that evolves the teaching-learning process.

All teachers have the same opinion and they have a clear knowledge in this question, because they use a methodology every classes and how to teach it, for that reason they select the second option that says a set of elements that evolves the teaching-learning process. It is important in the educational process and fundamental part that include elements like a didactic resources, technological tools, etc.

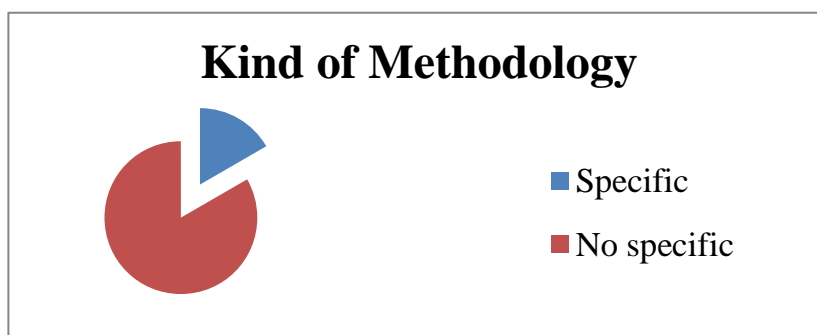
QUESTION N° 8

8. What kind of methodology do you use for driving the teaching-learning process of English as a foreign language?

CHART N° 8

Items	Frequency	Percentage
Specific	1	17%
No specific	5	83 %
Total	6	100%

GRAPHIC N° 8



Source: Cotopaxi Technical University

Elaborated by: Basante Marco

The 83 % of teachers do not have a clear methodology that they will use in the interactive laboratory, whereas that, 17 % teacher answered that they would prefer to use a specific methodology.

According to the result the most teachers did not have a specify methodology in their classes into interactive laboratory, the teachers need to find a clear objective, they require a personal investigation with the students in class, this can facilitate their work and reached it. But, a little percentage of interviewed has a clear methodology that they would like to use in an interactive laboratory, the methodology that they use is inductive, this permits in the students to develop their mind and analytic.

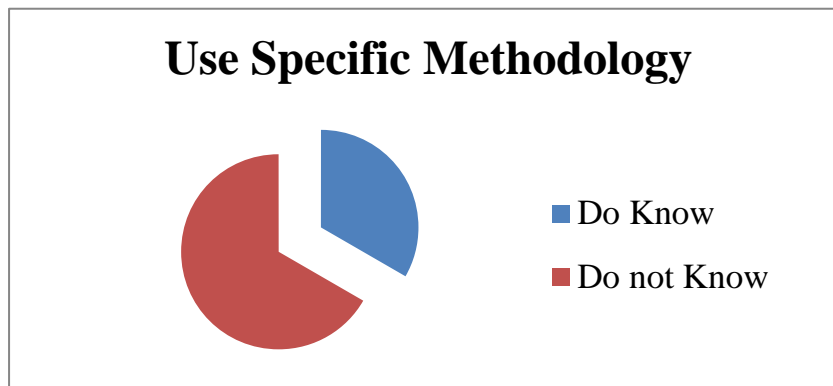
QUESTION N° 9

9. If you have had an interactive laboratory, do you use a specific methodology?

CHART N° 9

Items	Frequency	Percentage
Do know	2	33 %
Do not know	4	67 %
Total	6	100%

GRAPHIC N° 9



Source: Cotopaxi Technical University
Elaborated by: Basante Marco

The 100 % of teachers have different points of view about methodology that they apply in class with their students. The 67 % said that they have a clear knowledge of the methodology that will use in class, and 33 % show a total ignorance with the methodology that will use in class.

Taking into account many teachers do not know how to teach into interactive laboratory, for that reason they need to receive a training course, while little percentage teachers' surveyed use a methodology based on the web, however there is a new method and will be develop.

2.5 Conclusions and Suggestions

2.5.1 Conclusions

Once realized the analysis and interpretation of the results the researcher is going to formulate the following conclusions:

- ✓ There is not a clear methodology applicable in the English interactive laboratory in the English major, for that reason teachers and students need to train before they use the interactive laboratory.

- ✓ Many students and teachers do not have the plentiful knowledge about methodology which they can apply into English interactive laboratory for this reason the teachers need to adapt the same methodology they use nowadays.

- ✓ There is not a methodological guide for students and English teachers to provide basic and important principles of the interactive laboratory.

2.5.2 Suggestions.

After analyzing survey's response to teachers and students, the researcher is going to formulate the following suggestions:

- ✓ Teachers and students have a mission in this kind of laboratory; they need to find strategies that permit a correct learning. These elements serve to students and teachers to research their objectives only if it is understood that its purpose is to educate, inform and form critical people.
- ✓ Teachers and students are consistently provide the necessary maintenance, it is essential if you want users of an interactive laboratory are satisfied. Therefore, it is recommended to check of the equipment periodically.
- ✓ The methodological guide for students and English teachers are going to provide the opportunity to know about what strategy and methodologies they will apply in the class using English interactive laboratory, and they are adequate to apply about class.

CHAPTER III

3.1 PROPOSAL DESIGN

A guide with methodological strategies to improve the teaching-learning process through apply in the English interactive laboratory into Academic Unit of Administrative and Humanistic Science English Major in the Cotopaxi Technical University during the academic Cycle March 2012 – August 2012.

3.2 Informative Data

Institute:	Cotopaxi Technical University
Province:	Cotopaxi
Canton:	Latacunga
Parish:	Eloy Alfaro
Study Object:	Methodological Strategies applied in the English interactive laboratory.
Responsible:	Lic. Lidia Rebeca Yugla Lema
Researcher:	Marco Germánico Basante Acurio
Beneficiary:	English Major.

3.3 Justification

Fifteen years ago there were not technologies tools in the educational system which is was very difficult to teach. The teacher used traditional method such as: books, copies, board, dictionary and blackboard. Also the methodology used by teachers is disappearing.

Nowadays' there are a lot of technological tools and new methodological strategies which provide opportunities to students and teachers in the teaching-learning process. When these resources are used in a good way, students can develop their potential in an easy and pleasant form.

To change the methodological strategies into educative system with new technological tools, including an interactive lab. The university and the society will obtain good professional and teachers can develop their process easily.

It is indispensable to create an interactive educative space, in the English major at the Cotopaxi Technical University in this situation there are many people that have the opportunity to experiment, practices, interact and make significant contribution that will permit to increase the language skills.

3.4 Objectives

3.4.1 General

- ❖ To elaborate a guide of methodological strategies compile traditional method to applied into interactive laboratory also to provide English's students and teachers that serve respectively as tools stimulating of their learning and performance.

3.4.2 Specifics

- ❖ To determine activities into interactive class, which is appropriate in an English interactive laboratory to have a good result in the teaching learning process.
- ❖ To provide a methodological guide with new strategies to English students and teachers at the Cotopaxi Technical University.
- ❖ To determine what kind of activities are appropriate use in the interactive laboratory, and what is the correct way to development all skills in the English students.

3.5 Proposal Description

This proposal is feasible considering that there is not an Interactive Laboratory in the English Major at the Cotopaxi Technical University, and it needs adequate methodological strategies adequate for it.

Also it will include the participation of students and teachers who directly provide data regarding the advantages and disadvantages that be created using the tools. However, the investigator used direct interview techniques involved and surveys to determine the satisfaction from activities and available resources in virtual spaces.

This methodological guide has:

The first one has different kind of activities with different level that will permit us to know a lot of vocabulary.

In the second part of the guide, there is a free software that contains many exercises using English grammar which permit to interact, investigate for completing the activities in that program, This is an effective way teachers can evaluate.

3.6 How to use the guide

The following guide will help English teachers and students to have an innovative method and will help for developing and improving their understanding. There are some interesting activities that contain different words and permit research the meaning to the students and provide them new vocabulary with some simple exercises. Also in this guide it is included interactive activities and a free software that makes the most interesting learning, also there is a scoring which allows teachers can evaluate the in a fast way.

This guide is easy and understandable because it contains the most relevant aspects that English teachers need.



**COTOPAXI
TECHNICAL
UNIVERSITY**

METHODOLOGICAL STRATEGIES GUIDE

EVERY DAY WE CAN LEARN NEW THINGS | B Marco

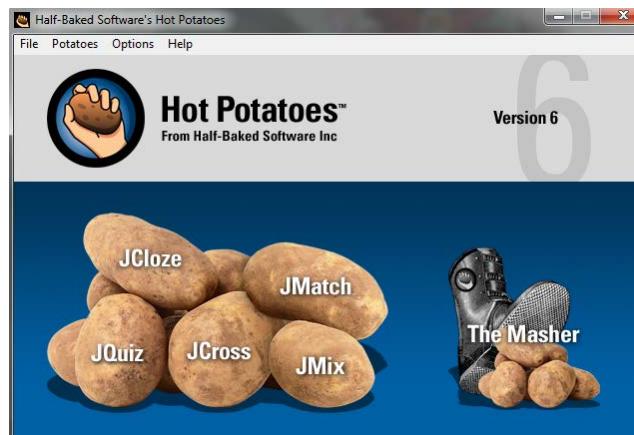
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How to do activities using Hot Potatoes 6

This is a free software that everybody can download and install in any computer. It permits to do activities using your imagination. This software has five different exercises such as: JCloze, JMatch, JMix, JCross and JQuiz. In this guide is described how to do different activities using one by one:

First of all teachers need to create a folder where they save all activities. This is the home page; in this option the teacher chooses the exercise that they will create.

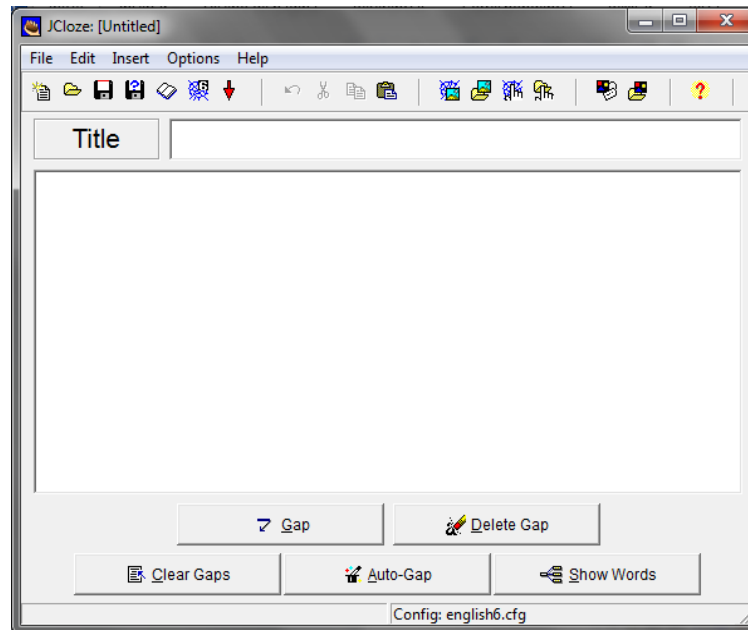


JCloze Activity



JCloze activity creates blanks, unlimited correct answers; this program has two words “Check” and “Hint”, when the students click on the word “Hint”, they can see first letter and the student needs to fill out all word. In the option “Check” they can see all answers that are correct and incorrect. This program has an automatic scoring and time that will be controlled by teachers.

In the up part there is a “title” next to it; teachers write the instruction, also there is a big space under the Title in this position they introduce a text. However on the down part there are five buttons with different names.

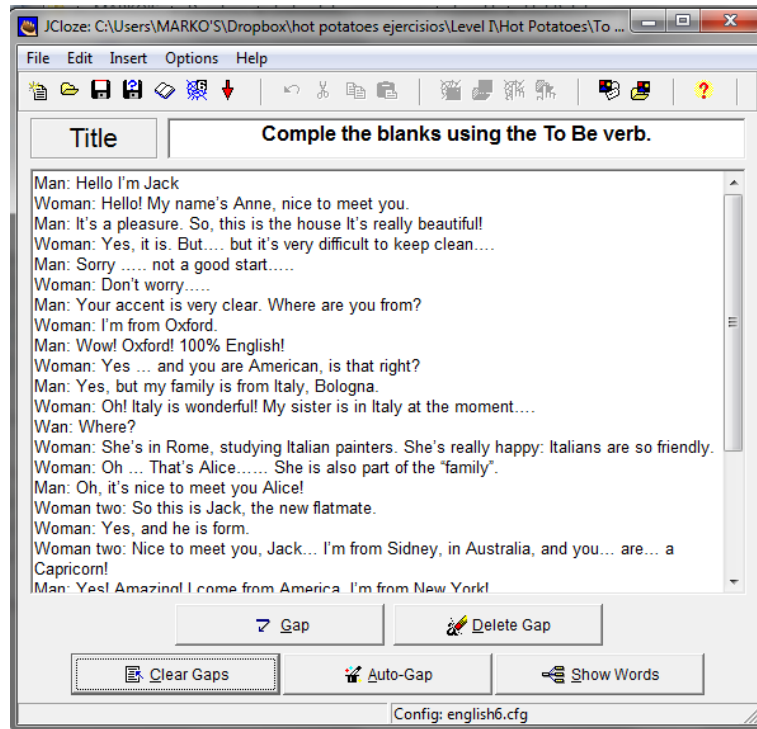


The first button is “Gap”, it permits to create blanks, however teachers need to select the words one by one that they want the students complete. The second button is “Delete Gap”, this option is used if the teachers make a mistake and they select a word that they do not want students complete.

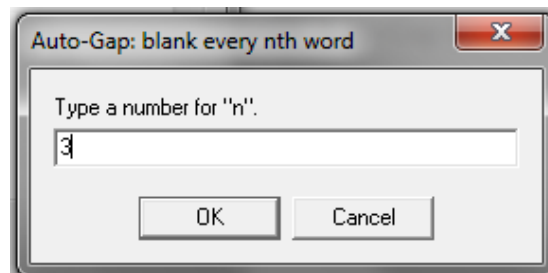
The third button is “Clear Gaps” this option permits to begin again. The fourth button is “Auto-Gap” this option creates gaps automatically, the teachers need to put one number in a window that appears at the moment they use this option. Finally there is a button called “Show Words”, this option permits to observe the clue.

Now teachers are going to create an activity using JCloze: First step is to select the option JCloze in the Hot Potatoes 6 menu, This is the principal page that they use to create the activity: in the second step, there is a word called “Title” next to it.

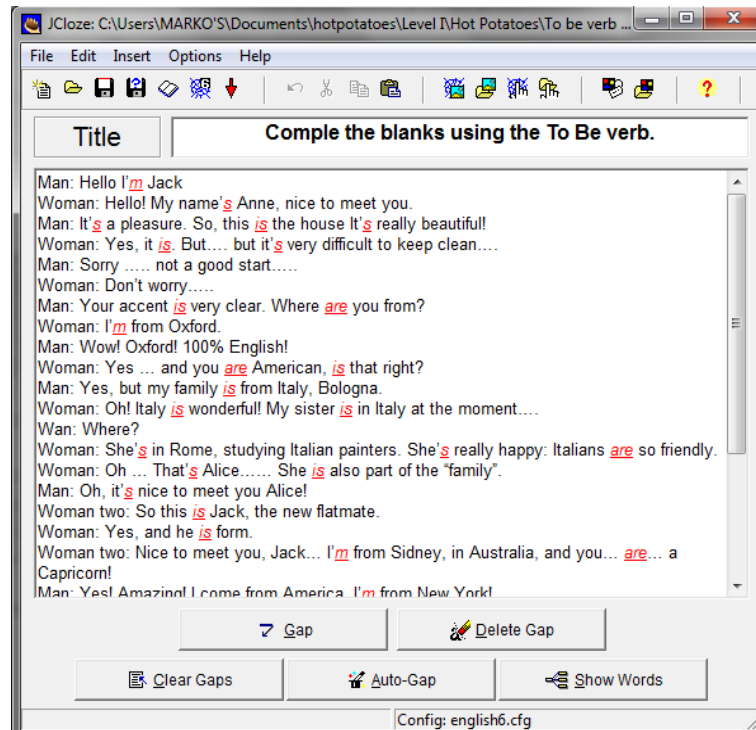
Teachers write the instruction, there is a big blank down the instruction, where teachers need to introduce a text.



In the third step, teachers use the button “Auto-Gap.” It will appear another window; in this option teachers have to write one number.



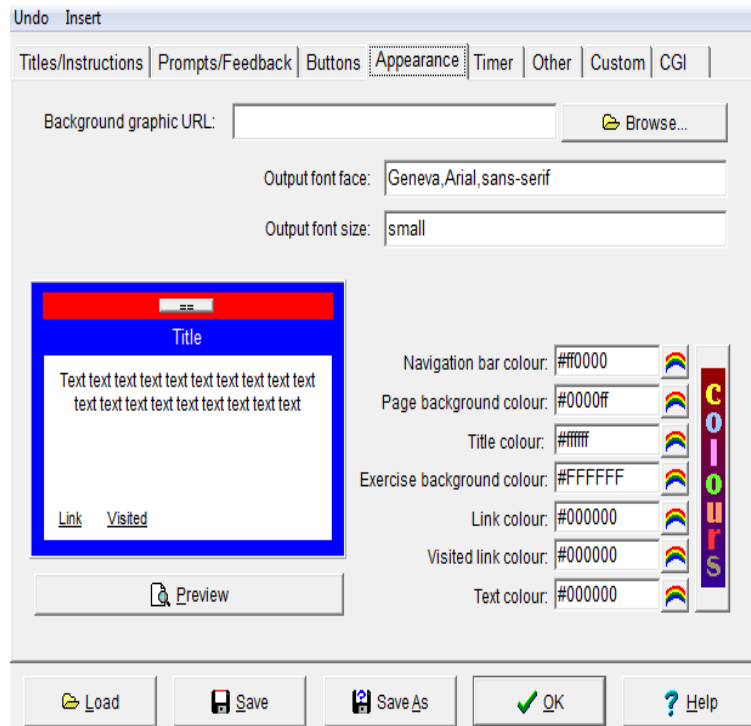
When teacher writes the number the gaps appear automatically then click the “OK” option, many words appear automatically underlined with a red color.



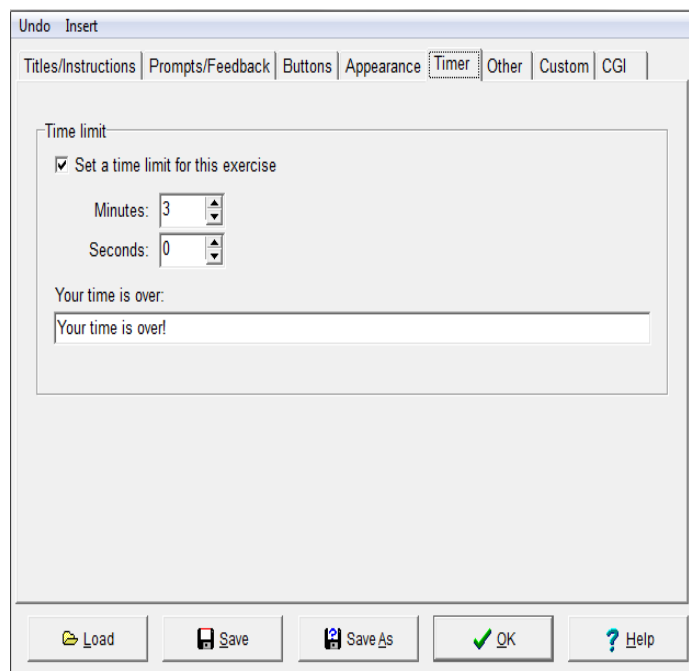
In this part teachers are going to change the appearance. The teachers look up the option “Go to the configuratio screen to set preferences for the Webpage output”, this is the icon.



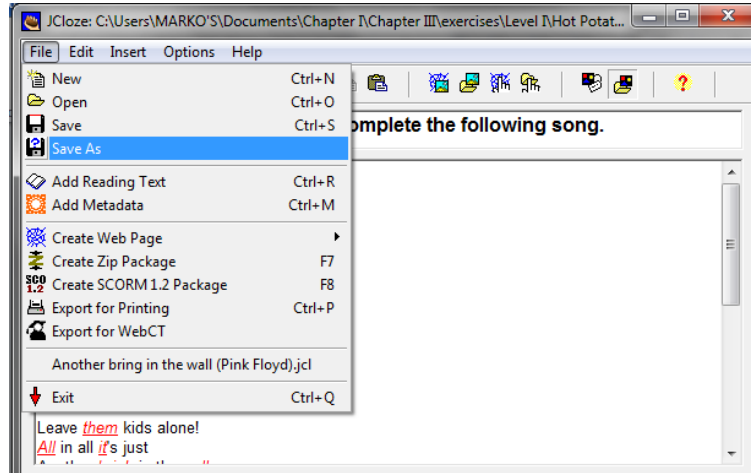
Then appear another window with diferents options, where teachers select the option “Appearance.” There are a lot of rainbow where select the best color and push on the button “ok” and change the appearance.



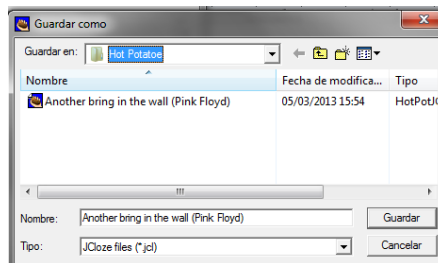
Also if the teachers need to change the time, they select “Go to the configuration screen to set preferences for the Webpage output” in this case the teacher looks up the option “Timer” after that He/She chooses the time and push “ok.”




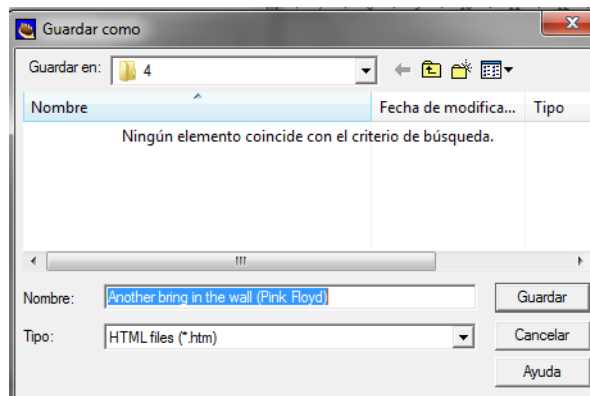
The save process is easily, teachers press the option file, after that appears a submenu, where teachers look up the “Save as” option and push it.



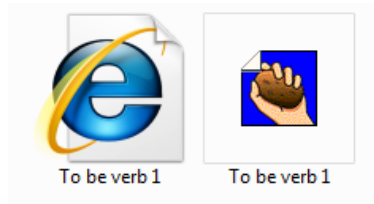
Then, they need to create a folder, change the folder name and save.



In the main window there is an option with this form,  teachers push on this option, it will appear another window and they need to save again.



Finally teachers should look up the folder, where they save the activities and teachers can use the activity. There are two icons: the first one is the activity that students should complete and the second one where teachers can modify according students' necessity.

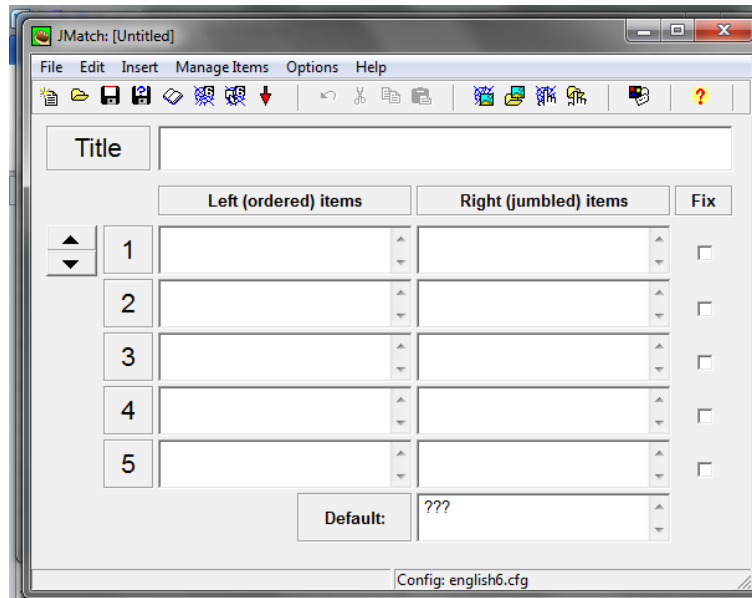


JMatch Activity



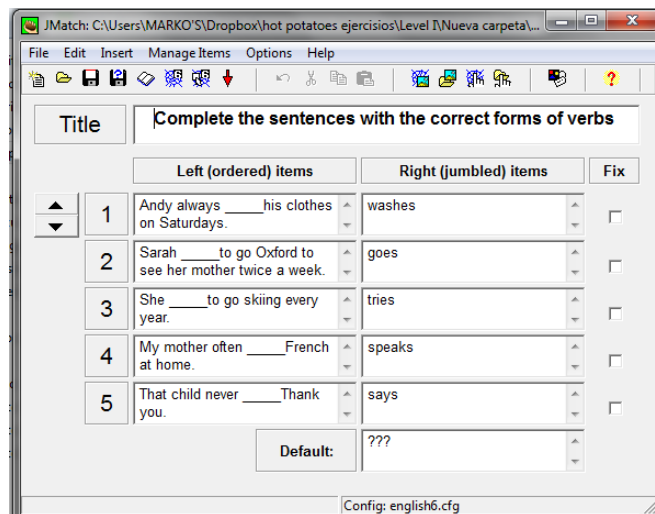
JMatch includes different options, also in this program you can introduce sentences, it consists that students put in order and complete, this kind of exercise develops the students' mind. This program has only one button that is "Check", when the students click on the word "Check" they can see all answers that are correct and incorrect. This program has an automatic scoring and time that will be controlled by teachers.

In the up part there is a "title" next to it, teachers write the instruction. In this case this program has two buttons: the arrows form "move up or down the list of items." Also it has two columns with numbers, next to these there are blanks, on the right column there are only blanks.



Now teachers are going to create the second activity using JMatch: First step is to select the option JMatch in the HotPotatoes menu, This is the main page that they use to create the activity in the second step, there is a word called “Title”, next to it teachers write the instruction.

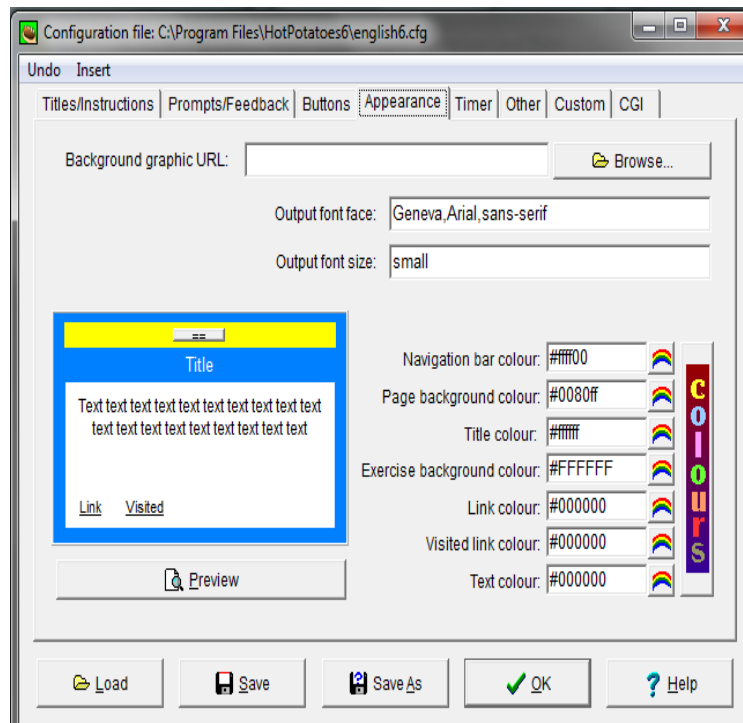
On the left column there are number in order, in this column teachers need to put a little phrase in each space, also on the right column are blanks, in this spaces they need to put word in the correc order that permits to complete the phrase.



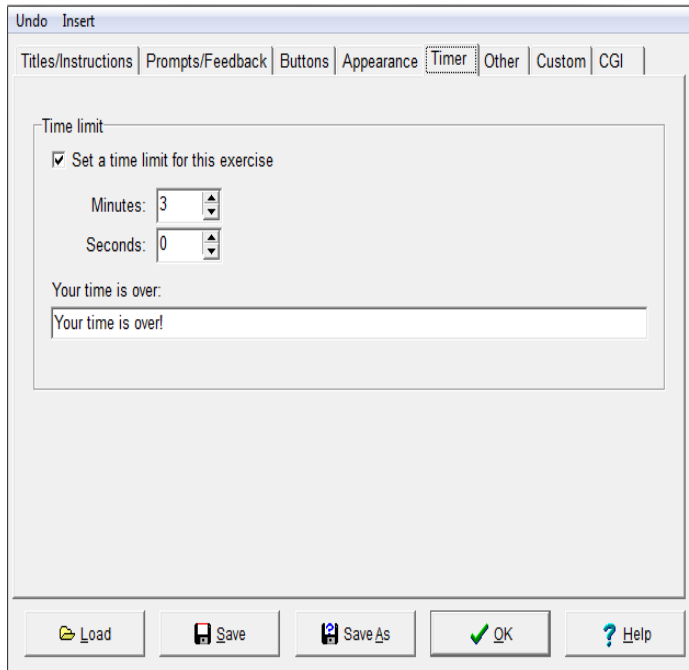
In this part teachers are going to change the appearance. The teachers look up the option “Go to the configuratio screen to set preferences for the Webpage output”, this is the icon.



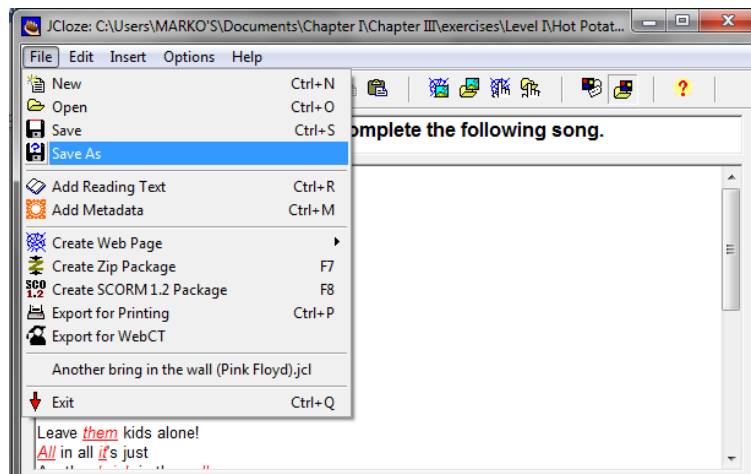
Then appear another window with diferents options, where teachers select the option “Appearance.” There are a lot of rainbow where select the best color and push on the button “ok” and change the appearance.




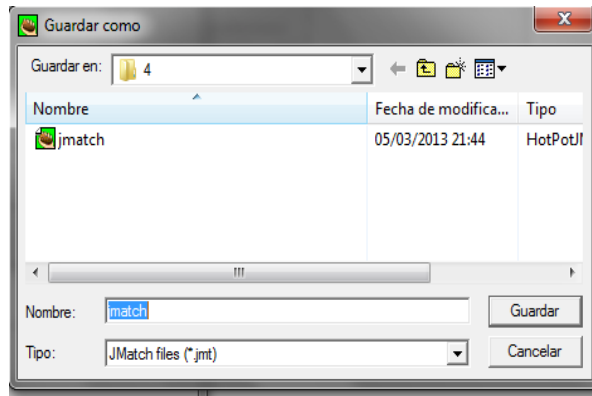
Also if the teachers need to change the time, they select “Go to the configuratio screen to set preferences for the Webpage output” in this case the teacher looks up the option “Timer” after that He/She chooses the time an push “ok.”



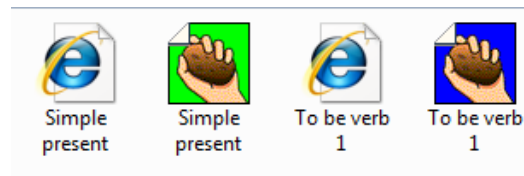
The save process is easily, teachers press the option file, after that appears a submenu, where teachers look up the “Save as” option and push it.



In the main window there is an option with this form,  teachers push on this option, it will appear another window and they need to save again.



Finally teachers should look up the folder, where they save the first activity and teachers can use the activity. There are two icons more:



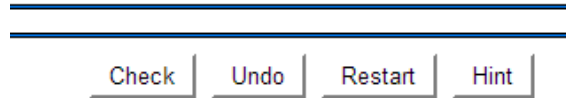
JMix Activity



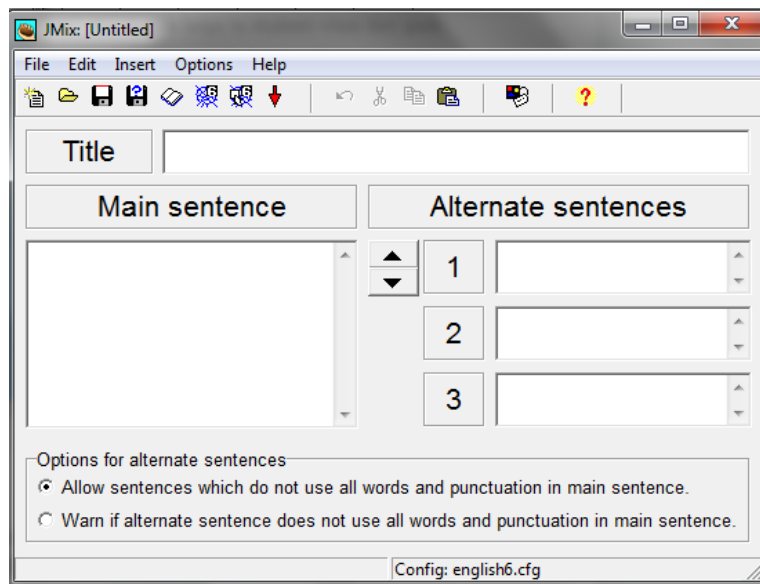
In this program the students should form a paragraph using a little sentences that they can find under the instruction, they need to take into account, the first word and punctuation, it can help to complete the activity, this program has an automatic scoring and time that will be controlled by teachers.

In this activity there are four buttons the first one is “Check” this button permits to review the sentences that are correct or incorrect, the second button is “Undo” when the students use this button, they can change the answer; next to it is “Restart” this option permits to begin again, also when students push this option the time starts in zero.

Finally, there is a button called “Hint”, this button helps to students when they push it, appears the first sentence and students need to complete another phrase, but when the students use many time this button the score downs.

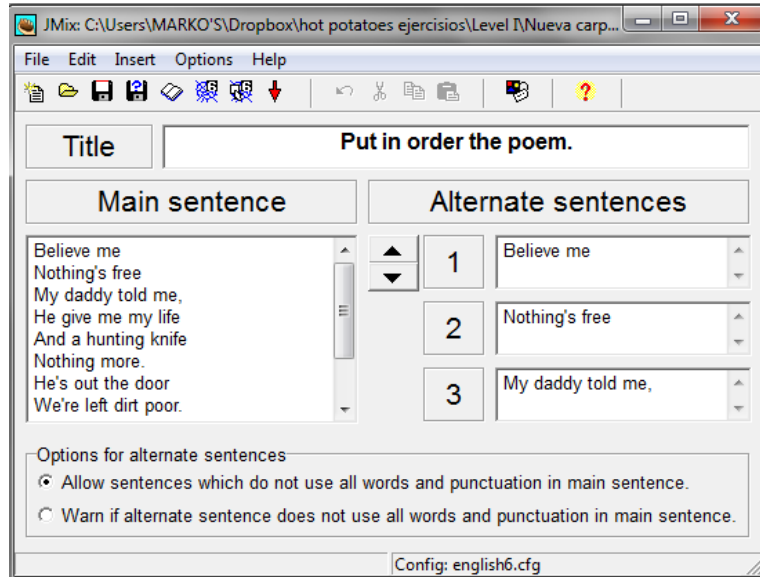


This is the main window to develop the JMix exercise. In the up part there is a word “Title” next to it there is a blank, in that space teachers put the instruction, also under it, there are two blanks, the first one is the “Main sentence” in that part teachers should put a paragraph and second one is called “Alternate sentences”. Below this, there are many numbers next to these there are spaces that teachers should choose one phrase for each space also there are two arrows, these permit to move up or down the list of items.

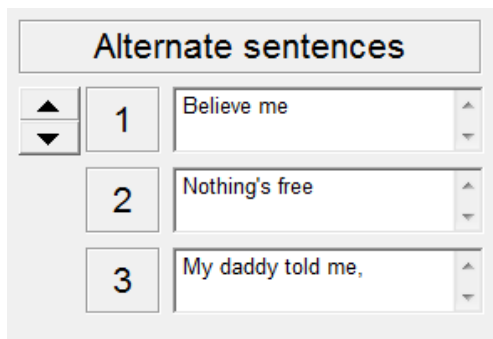


Now teachers are going to create an activity using JMix: First step is to select the option JMix in the HotPotatoes menu, This is the principal page that they use to create the activity: On the second step, there is a word called “Title” next to it, teachers write the instruction.

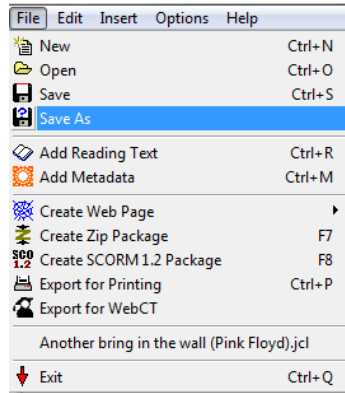
On the third step there is a blank with “Main sentence” name in this space teachers put a complete paragraph.



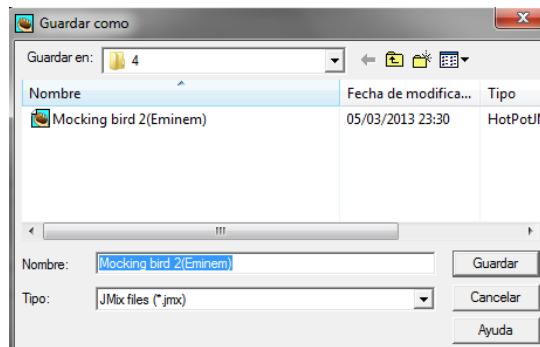
Then teachers need to choose a little sentences in order and put in the column called “Alternative sentences” into little blank.




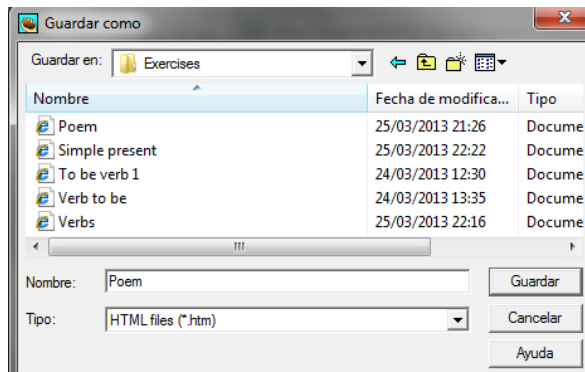
It has the same proces to change the appearance and the time. The save process is easily, teachers press the option “file”, after that appears a submenu, teachers look up the “Save as” option and push it.



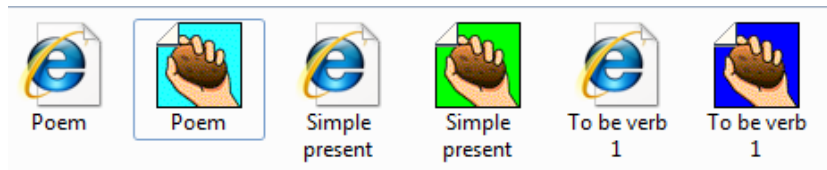
Then, teachers save in the same folder that they created in the first and second exercises.



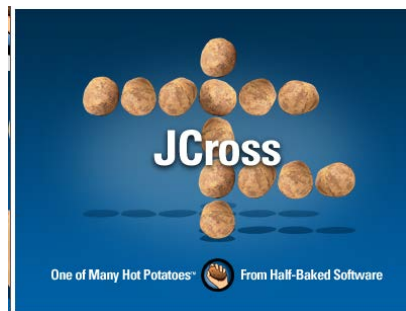
In the main window there is an option with this form,  teachers push on this option, it will appear another window and they need to save again.



Finally teachers should look up the folder, where the activities were saved by them. Two icons more appear with different color.

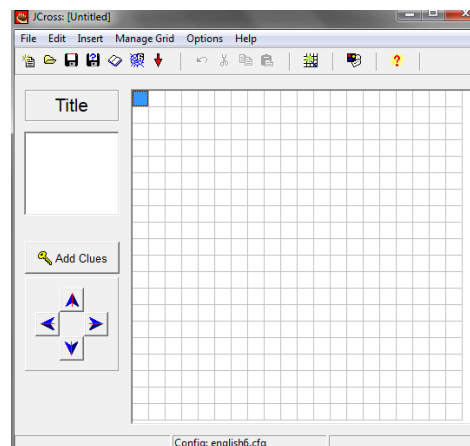


JCross Activity

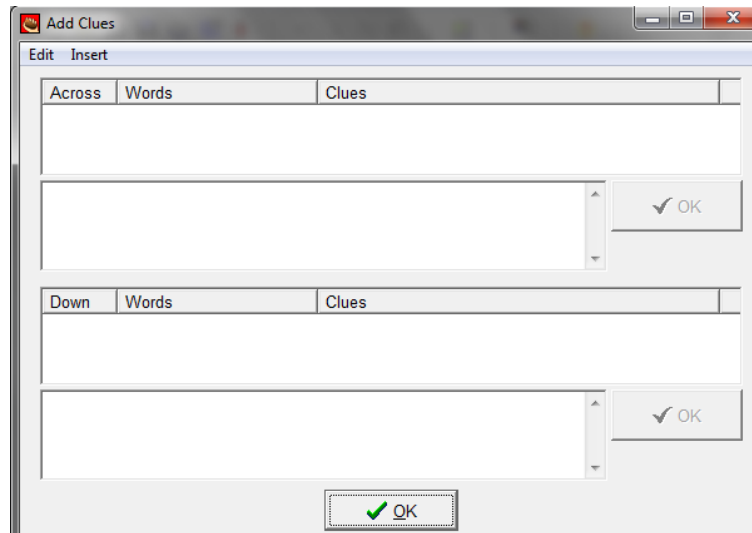


This kind of activity creates crossword puzzles; it is simulator newspaper's puzzles. As in JQuiz and JCloze, It has a button called "Hint", if allows to students request a free letter if they need to help also, this activity has another button called "Enter" this permits to insert words in the squares, finally there is another button with the name "Check" this button permits review the answered that are correct or incorrect. This program has an automatic scoring and timer that will be controlled by teachers.

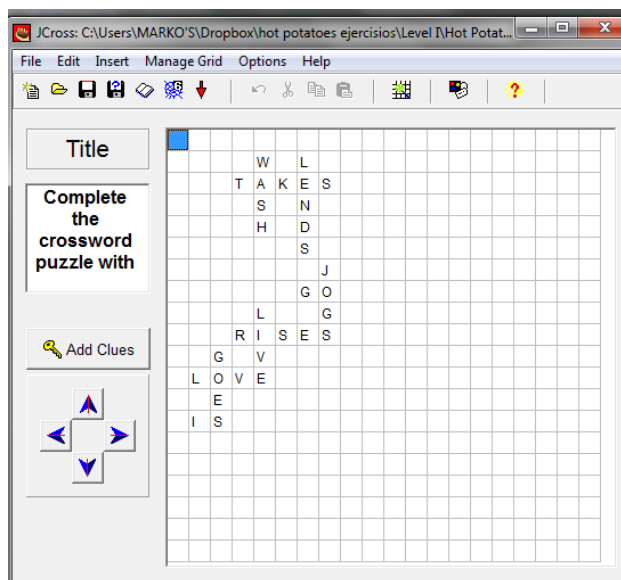
This activity has squares; these permits insert one letter per each square. In the left side of the window there is the word "Title", under it there is a blank square where teachers need to put the instruction.



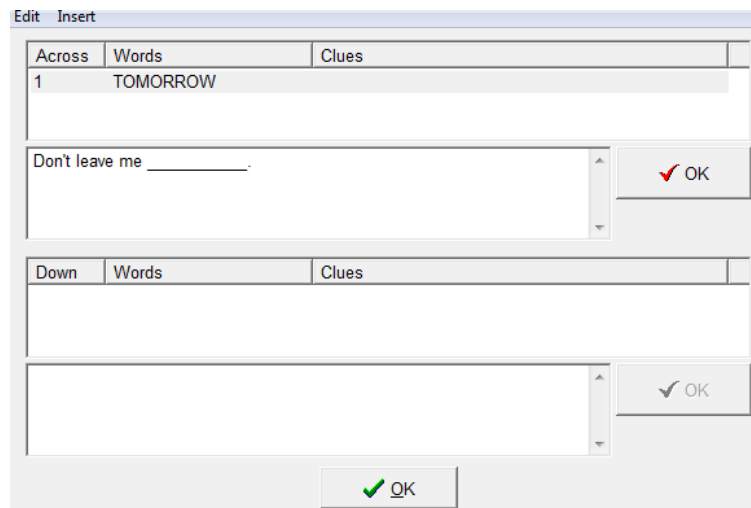
However under it there is a button with the names “Add Clues”, this option permits to insert a phrase or any word to help students, when the teachers push on this option, appears other window with four spaces.



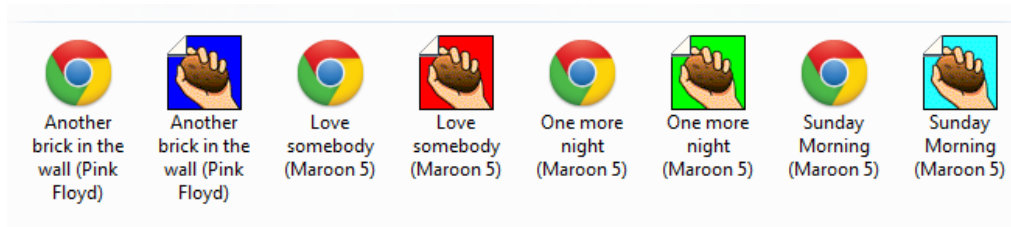
Now teachers can create an activity using JCross: First step select the option JCross in the HotPotatoes menu, This is the principal page to create the activity: in the second step, there is a word called “Title” under this, teachers write the instruction. There are a lot of squares, teachers need to introduce one letter in each square, you can observe in the picture.



After that, they look up the button “Add Clues” and click. It will appear other window with all words in which teachers put them in the squares; In first space is the word and the second space teachers need to put a word or phrase that can help to students, then they push the button “ok” and end the activity but there are others blanks, these have same procedure.



In fact this activity has the similar process to save, change the appearance and timer but appear two icons more of red color.



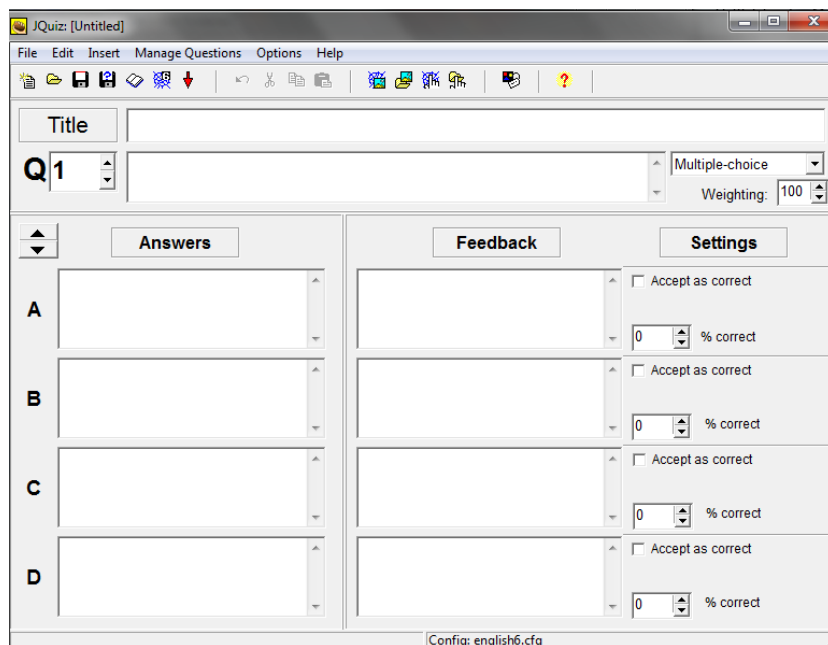
JQuiz



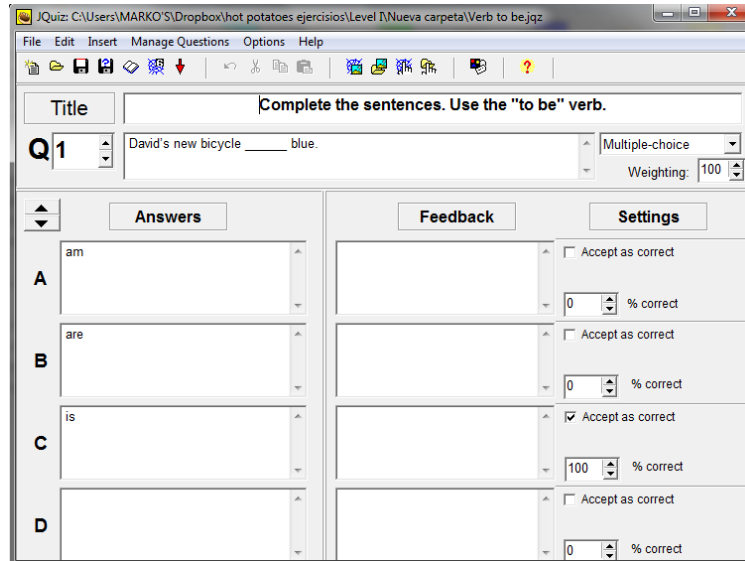
This program creates question based in quizzes. These questions are multiple-choice, these have different options that students can choose. This program has a button called “Show all question”, it has the function of showing all questions at the same time.

This is the main window that teachers can create the activity using JQuiz. There are many blanks in this program, you can complete one by one. Teachers can start with first. There is a word called “Title” next to it teachers write the instruction, under of it there is a letter and one number next to them there is a space, the teacher writes the first question that the students must complete.

Also there are three columns with different names, the first one is called “Answered”, the second one is “Feedback” and third one is “Setting”.



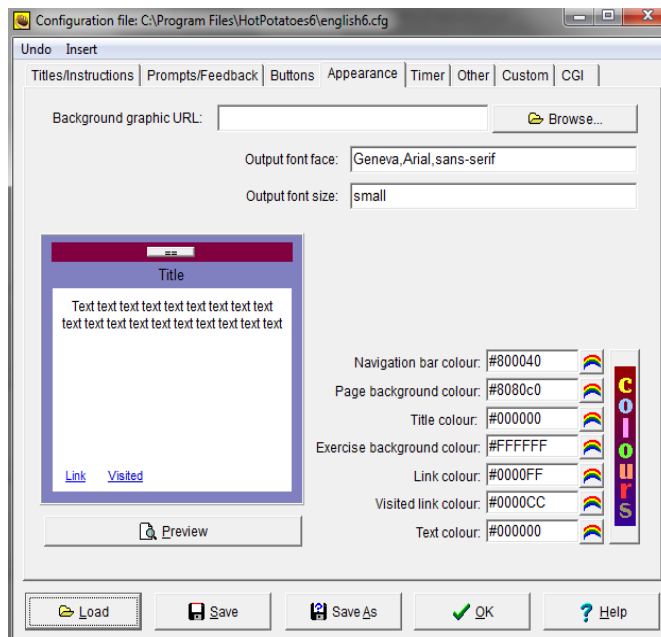
Now teachers are going to do the activity using JQuiz: First select the option JQuiz in the HotPotatoes menu, write the instruction; under it there is a blank where the teacher writes the first question.



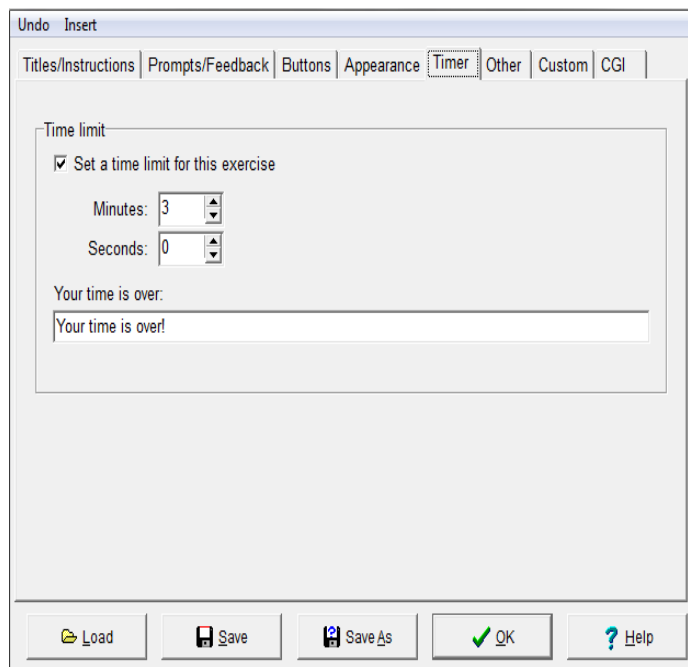
The second column is not used by teacher. The third column is called “Settings” where the teacher selects the correct option. You can see the first question the answers correct is the letter “C”. In this part teachers are going to change the appearance. The teachers look up the option “Go to the configuratio screen to set preferences for the Webpage output”, this is the icon.



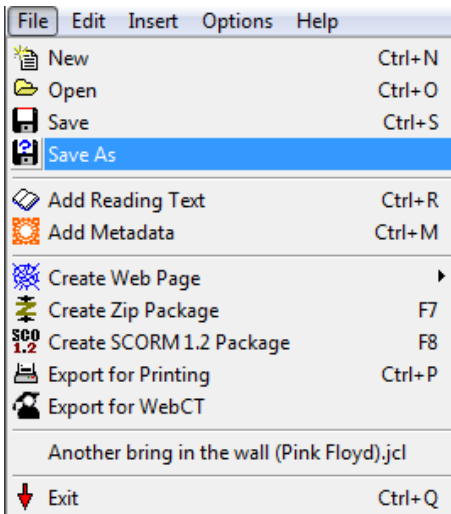
Then appear another window with diferents options, where teachers select the option “Appearance.” There are a lot of rainbow where select the best color and push on the button “ok” and change the appearance.




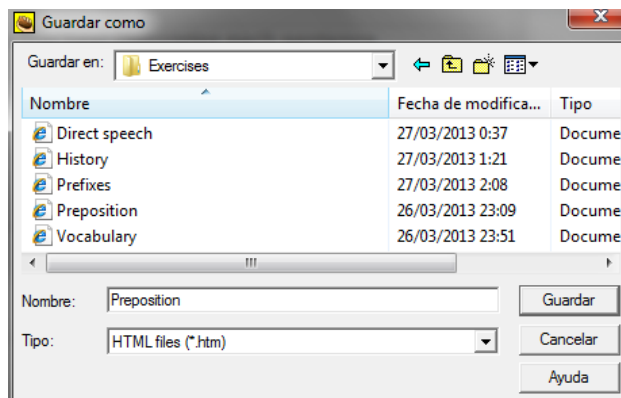
Also if the teachers need to change the time, they select “Go to the configuration screen to set preferences for the Webpage output” in this case the teacher looks up the option “Timer” after that He/She chooses the time and push “ok.”



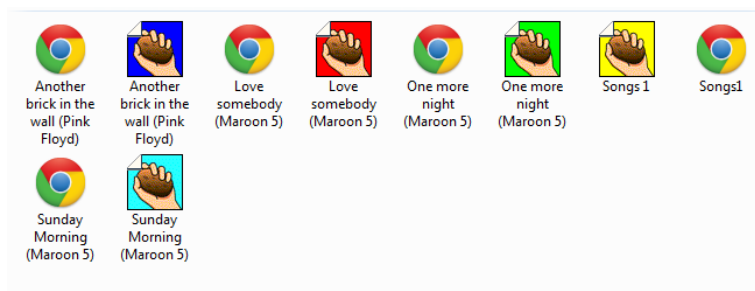
The save process is easily, teachers press the option file, after that appears a submenu, where teachers look up the “Save as” option and push it.



In the main window there is an option with this form,  teachers push on this option, it will appear another window and they need to save again.



Finally teachers should look up the folder, where they save all activities. There are two icons more:



ACTIVITIES

Complete the blanks using the To Be verb.

Gap-fill exercise

3:00

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Man: Hello I' Jack

Woman: Hello! My name' Anne, nice to meet you.

Man: It' a pleasure. So, this the house It' really beautiful!

Woman: Yes, it . But.... but it' very difficult to keep clean....

Man: Sorry not a good start.....

Woman: Don't worry.....

Man: Your accent very clear. Where you from?

Woman: I' from Oxford.

Man: Wow! Oxford! 100% English!

Woman: Yes ... and you American, that right?

Man: Yes, but my family from Italy, Bologna.

Woman: Oh! Italy wonderful! My sister in Italy at the moment....

Wan: Where?

Woman: She' in Rome, studying Italian painters. She' really happy:

Italians so friendly.

Woman: Oh ... That Alice..... She also part of the “family”.

Man: Oh, it nice to meet you Alice!

Woman two: So this Jack, the new flatmate.

Woman: Yes, and he form.

Woman two: Nice to meet you, Jack... I from Sidney, in Australia, and you... ... a Capricorn!

Man: Yes! Amazing! I come from America. I from New York!

Woman two: Wow, the Big Apple!

Man: Yes... Okay... Ehm... can I put my things in the bedroom?

Woman two: Let me help you! Hey... this nice!

Man: I glad you like it. It a Mexican hat. You look great!

Woman two: And what this?

Man: It an African mask.

Woman two: it magic?

Man: Of course! But look at this... a bottle of Italian wine. Do you like wine?

Complete the sentences with the correct forms of verbs from the box.

Matching exercise

3:00

Match the items on the right to the items on the left.

Andy always _____ his clothes on Saturdays.

???

Sarah _____ to go Oxford to see her mother twice a week.

???

She _____ to go skiing every year.

???

My mother often _____ French at home.

???

That child never _____ Thank you.

???

I _____ more mistakes in English when I'm tired.

???

My father _____ TV most evenings.

???

Ann and John sometimes _____ tennis at weekends.

???

He _____ in the same chair every evening.

???

Small children _____ questions all the time.

???

Put in order the poem.

Mixed-up sentence exercise

5:00

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

He give me my life He's out the door My daddy told
me, Nothing's free. Nothing more. Five bitches and
me And a hunting knife Believe me Nothing's free We're
left dirt poor.

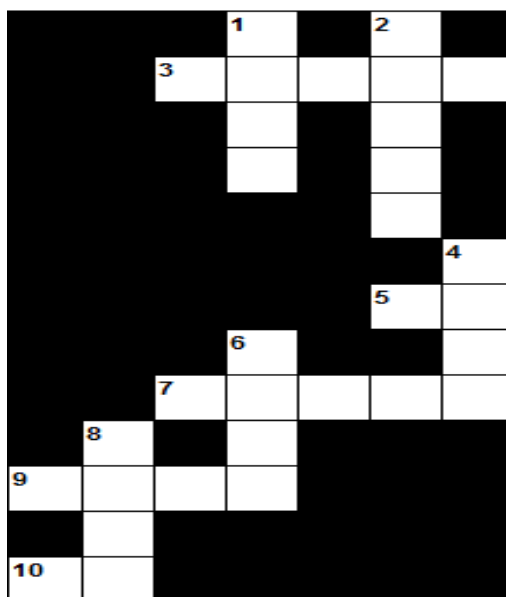
Complete the crossword puzzle with the correct verb.

Crossword

5:00

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.

Check



Across:

3. Mr. Ross _____ a train to work.
5. We often _____ to the movies on Saturday
7. The sun _____ every morning.
9. Dogs _____ playing in water.
10. Australia _____ an island.

Down:

1. we always _____ our hands before meals.
2. Joe sometimes _____ me his bike.
4. Dad _____ in the park every day.
6. Penguins _____ in the Antarctica.
8. The earth _____ around the sun.

Complete the sentences. Use the "to be" verb.

Quiz

5:00

1. David's new bicycle _____ blue.
A. Am
B. Are
C. Is
2. Are these your books? No, they _____.
A. Aren't
B. Am not
C. Isn't
3. My children _____ 8 and 6 years old.
A. Am
B. Are
C. Is
4. I _____ interested in baseball. I think it's boring.
A. Am not
B. Isn't
C. Aren't
5. We can walk to the supermarket. It _____ far.
A. Am not
B. Are not
C. Is not
6. Are you a teachers? Yes, _____.
A. You are
B. He is
C. I am
7. _____ those birds from South America? The red one is, but the blue one isn't.

- A. Is
- B. Am
- C. Are

8. When _____ your birthday?

- A. Am
- B. Is
- C. Are

9. Kate and Sandra _____ at work today because it is a holiday.

- A. Am
- B. Is
- C. Are

10. _____ this is the right bus for the city center?

- A. Are
- B. Am
- C. Is

Put simple past verbs into the story use the words that have in the left part.

Gap-fill exercise

10:00

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

He outside her door for a long time. Then he her footsteps inside the house. She the door and out. At first she him, but then she 'Oh, hello, Harold.' He a paper out of his pocket and it to her. She it in one hand, but it 'Listen,' he . She . 'I you this letter because she back into the house. He and walked slowly down the street.

Complete the sentences use the verbs in Simple Past.

Matching exercise

10:00

Match the items on the right to the items on the left.

I opened the door and _____ inside.

???

The plane _____ ten minutes ago.

???

My cousin _____ us last summer.

???

We _____ to school yesterday.

???

She _____ when I told her the joke.

???

Who _____ all the windows?

???

We _____ in that house when I was a baby.

???

She _____ when she saw me.

???

We _____ each other on our bikes.

???

I _____ my mom's shopping bag.

???

My brother _____ when he fell off his bike.

???

We _____ to the station to catch the train.

???

Dad _____ to help me with my homework.

???

I climbed over the fence and _____ my shirt.

???

The stranger _____ my arm.

???

The dog _____ its tail when it saw the biscuits.

 ▼

He _____ the door and walked off angrily.

 ▼

Put in order and do the poem.

Mixed-up sentence exercise

10:00

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

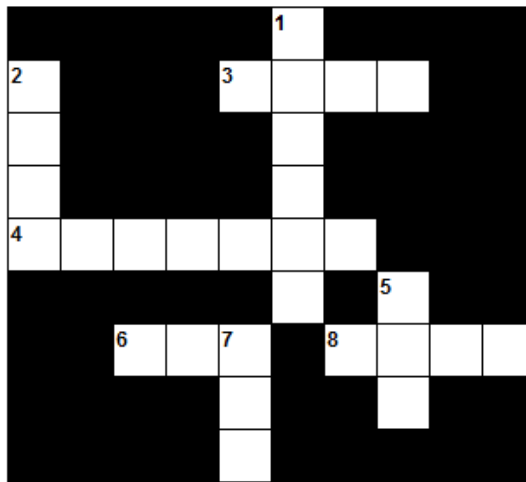
She died then, They got so mean Worst I seen. Weren't no
fun. The big fat hen. I turned fourteen They settled the
score. The sisters four All alone. With anyone. On my
own. It wasn't fair. When I turned ten I learnt to
survive I wuz outta there. Ma did tricks What a fix Oh,
man alive, When I was five When I was six

Complete the sentences use the words into the puzzle.

Crossword

10:00

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.



Across:

3. Jack _____ his job yesterday. He was angry.
4. We _____ a lot at last night's film. It was very funny.
6. Yesterday _____ a beautiful day. It was sunny.
8. David and Sue didn't _____ anything to eat yesterday. They were hungry.

Down:

1. Liz _____ very late last night. She was tired
2. Joe and Sam _____ into the river yesterday. They were wet and cold.
5. I _____ a wonderful holiday last year. I was happy.
7. We _____ a horror film last Saturday. We were really frightened.

**Complete the sentences use the correct verb in Simple
past - irregular verbs.**

Quiz

5:00

1. I _____ a few letters yesterday.
 - A. Wrote
 - B. Write
 - C. Written

2. He _____ at six o'clock this morning.
 - A. Get up
 - B. Got
 - C. Got up

3. They _____ home late last night.
 - A. Come
 - B. Came
 - C. Comes

4. She _____ a headache yesterday.
 - A. Had
 - B. Has
 - C. Have

5. I was hungry so I _____ some bread and cheese.
 - A. Ate
 - B. Eat
 - C. Eaten

6. They came into my office and _____ down.
 - A. Sits
 - B. Sit
 - C. Sat

7. We _____ some wáter
 - A. Drank
 - B. Drink
 - C. Drunk

8. I was late so I _____ to work
- A. Run
 - B. Runs
 - C. Ran
9. She _____ his some money.
- A. Go
 - B. Went
 - C. Gone
10. They _____ his some money.
- A. Given
 - B. Give
 - C. Gave

Fill each of the gaps with the most appropriate word from the list use the letter.

Gap-fill exercise

14:53

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

A popular character in the nation's top television soap is (1) for something of which she was probably innocent. Having been (2) guilty of a series of fraudulent acts, she contemplates months of incarceration. A good story-line, but wait!. Within hours the television station is being (3) with calls of protest. A national newspaper soon (4) up a campaign to have her freed. Thousands of T-shirts are printed with slogans (5) for her release. Offices and factory floors (6) to the sounds of animated debate. It is even mentioned in Parliament. It's easy to (7) off such idiocies as 'a bit of fun', but there's surely a more serious side. A fair proportion of viewers were obviously (8) in by the story to such an extent that their perception of fact and fiction was clearly (9). Everywhere, millions will (10) over their 7-day TV guide to get a preview of the week's soaps. If a character is (11) to be past his or her sell-by date, and the decision has been taken to (12) him or her out, possibly to have them (13) off in spectacular fashion, viewing figures are likely to soar by up to 25%. A life-threatening fire can be (14) upon to add millions to the ratings. A major wedding can find half of Britain sitting (15) to the screen! It's all very strange.

- | | | | | | | | |
|----|-----------|---|----------|---|-----------|---|-------------|
| 1A | jailed | B | prisoned | C | sentenced | D | charged |
| 2A | arrested | B | called | C | found | D | discovered |
| 3A | bombed | B | attacked | C | streamed | D | inundated |
| 4A | opens | B | starts | C | puts | D | establishes |
| 5A | demanding | B | calling | C | insisting | D | sounding |
| 6A | echo | B | ring | C | fill | D | deafen |
| 7A | laugh | B | smile | C | take | D | put |

8A	thrown	B	carried	C	indulged	D	taken
9A	blurred	B	hampered	C	tampered	D	glossed
10A	flick	B	go	C	pore	D	sit
11A	decided	B	resolved	C	deemed	D	suspected
12A	write	B	cast	C	sort	D	work
13A	ridden	B	taken	C	driven	D	killed
14A	leaned	B	construed	C	relied	D	improved
15A	swamped	B	stuck	C	paralysed	D	glued

Match the direct speech (1 - 6) with the report (a - f)

Matching exercise

5:00

Match the items on the right to the items on the left.

I'll write to you every day.

No, I won't pay and that's that.

I'll report you to the authorities!

You'll be sorry if you touch that.

Could you take the other end of this for me?

Couldn't you possibly for once turn a blind eye, please?

Complete the history.

Mixed-up sentence exercise

15:00

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

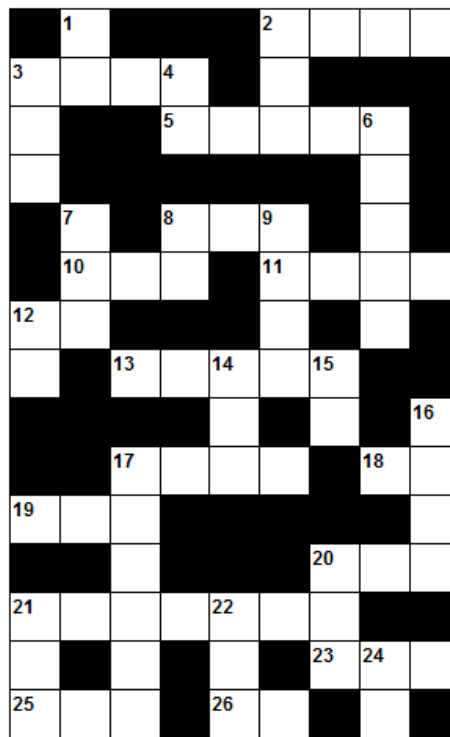
In reality, his long experience of the Saracens had given him a not inconsiderable knowledge of their fighting methods and politics. they repeatedly dismissed it as worthless with the result that, True, the level of heroism was occasionally impressive, who think of them as glamorous and heroic. denying him even so much as a consultative role in the proceedings. but in fact the crusaders were ignorant and misguided. His advice, had the crusaders chosen to follow it, through whose lands they had to travel, despite initial success, the crusades eventually dwindled to ignominious failure. as an annoying irrelevance, are widely understood by most people in the West, The crusades The medieval crusades, when Western European knights and adventurers attempted to seize Jerusalem from the hands of the Seljuk Turks, For example, they viewed the Byzantine Emperor, would have been absolutely invaluable. Instead,

**The solutions to all the crossword clues are prefixes,
write them into the grid below.**

Crossword

20:00

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.



Across:

- 2. not a bilingual dictionary
- 3. just half a circle
- 5. talented in lots of ways
- 8. not as white as white could be
- 10. she isn't a believer
- 11. perhaps we rate her too highly
- 12. this centenary - a 200th anniversary
- 13. not paid enough
- 17. courses for graduates
- 18. not a very sensitive thing to say

19. he spelt 'accommodation' with one 'm'
20. before the war
21. it won't be productive; quite the reverse
23. they played so much better than us
25. a new kind of Romantic
26. this is not relevant

Down:

1. get rid of the frost in the fridge
2. it's not functioning right
3. temperatures below zero
4. not practical or possible
6. bigger than the national Championships
7. clothes not discriminating between the sexes
8. the process is still going
9. a taste in advance
12. make a friend of
14. he appeared and then he was gone
15. heat it up again
16. if penultimate is second from the end, what's third?
17. not as intellectual as he appears
20. in favor of
21. two roads or rivers coming together
22. a bicycle with an extra wheel
24. hours to wrap the presents, ten seconds for this

Choose the preposition that best completes each sentence

Quiz

4:51

1. My attention was drawn the picture on the far wall.
 - A. With
 - B. To
 - C. For
 - D. On

2. The stolen paintings were eventually restored their rightful owner.
 - A. For
 - B. By
 - C. To
 - D. With

3. Italy were knocked the world Cup.
 - A. Into
 - B. Away from
 - C. Out of
 - D. Forward to

4. The argument is centred whether or not to lower the age limit.
 - A. On
 - B. Towards
 - C. Of
 - D. About

5. Emphasis is placed practical training
 - A. Over
 - B. With
 - C. By
 - D. On

6. The younger sons consider themselves to have been robbed their rightful inheritance.
- A. By
 - B. With
 - C. Around
 - D. Of
7. The discussion will be divided three parts for the sake of clarity.
- A. To
 - B. For
 - C. Into
 - D. With
8. The white Audi was eliminated police enquiries at an early stage.
- A. With
 - B. From
 - C. Of
 - D. For
9. A whole host of criticisms have been levelled the committee.
- A. Against
 - B. Towards
 - C. By
 - D. For
10. The final cost has been estimated anything between four and five million dollars.
- A. Against
 - B. To
 - C. At
 - D. In

3.7. BIBLIOGRAPHY

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ANNEXES



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

ACDEMIC SURVERY ADDRESSED TO STUDENTS

Objective: the present survey has as objective to collect specific information that just will be used it with academic purposes. It will help to the researcher to identify problems that students have in methodology.

Please, answers the questions with sincerity, your answers are going to be a great help for improving the teaching-learning of English as a foreign language into the Interactive English Laboratory by using an appropriate methodology

DATE: _____

1. According your learning experience, what kind of Education did you receive at the Cotopaxi Technical University and why?

Formal Education

Informal Education

2. Is the teaching-learning process that you receive in class is suitable for working in an English Interactive Laboratory and why?

Yes

No

3. Do you consider that the special didactic will help you once you become an English teacher and why?

Yes

No

4. What are Information and Communication Technologies (ICTs) for you?

books

Sheets of paper

musical instruments

technological tools

5. What is an Interactive Laboratory for you?

A complete web tools set and a digital educational content

They are digital technological tools which permit the interaction between students and didactic resources

6. What kind of laboratory do you know?

Interactive Laboratory

Virtual Laboratory

7. Is everybody able to learn through ICTs and why?

Yes

No

8. Do you think the appropriate application teachers' methodology allow a better development about English teaching-learning process and why?

Yes

No

9. What of the following methodological strategies would you like that your teachers use into their classes?

sing a song games histories forum

10. What would you like to do into the English Interactive Laboratory?



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

ACDEMIC SURVERY ADDRESSED TO TEACHERS

Objective: the present survey has as objective to collect specific information that just will be used it with academic purposes. It will help to the researcher to identify problems that students have in methodology.

Please, answers the questions with sincerity, your answers are going to be a great help for improving the teaching-learning of English as a foreign language into the Interactive English Laboratory by using an appropriate methodology

DATE: _____

1. According your teaching experiences, what kind of Education did your students receive at the Cotopaxi Technical University and why?

Formal Education

Informal Education

2. Do you think the appropriate interactive strategies appliances will allow a better development of the teaching-learning process and why?

Yes

No

3. Is the teaching-learning process that you give to your students suitable for working in an English Interactive Laboratory and why?

Yes

No

4. Do you consider that the special didactic will help the students once they will be English teachers and why?

Yes

No

5. What is an Interactive Laboratory for you?

A complete web tools set and a digital educational content

Digital technological tools which permit the interaction between students and didactic resources

6. What kind of laboratory do you know?

Interactive Laboratory

Virtual Laboratory

7. What is methodology for you?

A technique

A set of elements that evolves the teaching-learning process

Interaction between students and resources

8. What kind of methodology do you use for driving the teaching-learning process of English as a foreign language?

9. Interactive Laboratory, do you use a specific methodology?

Do know

Do not know