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HUMAN AND EDUCATION SCIENCE FACULTY

THESIS

THEME:

“THE SOCIAL NETWORK FACEBOOK AS A SUPPORTING TOOL FOR THE ENGLISH LANGUAGE SKILLS DEVELOPMENT WITH STUDENTS OF TENTH YEARS OF BASIC EDUCATION AT PUJILÍ TECHNICAL HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL – AUGUST 2015”

Thesis submitted prior to obtaining the sciences of Education Degree with mayor in the English language.

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AUTORSHIP

The criteria issued in this research work **“THE SOCIAL NETWORK FACEBOOK AS A SUPPORTING TOOL FOR THE ENGLISH LANGUAGE SKILLS DEVELOPMENT WITH STUDENTS OF TENTH YEARS OF BASIC EDUCATION AT PUJILÍ TECHNICAL HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL – AUGUST 2015”** is the author’s exclusive responsibility

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THESIS DIRECTOR'S ENDORSEMENT

As the thesis director of this investigative work about: "THE SOCIAL NETWORK FACEBOOK AS A SUPPORTING TOOL FOR THE ENGLISH LANGUAGE SKILLS DEVELOPMENT WITH STUDENTS OF TENTH YEARS OF BASIC EDUCATION AT PUJILÍ TECHNICAL HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL – AUGUST 2015", developed by COMINA TAYO IBETH MARICELA, applicant of the English Career, I consider that this investigative report contains the methodological and scientific requirements which are enough to be evaluated by the thesis validation court at Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences, for its study and qualification.

Latacunga, Octubre del 2016

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APROVACION DEL TRIBUNAL DE GRADO

En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, la postulante: COMINA TAYO IBETH MARICELA con el título de tesis: “THE SOCIAL NETWORK FACEBOOK AS A SUPPORTING TOOL FOR THE ENGLISH LANGUAGE SKILLS DEVELOPMENT WITH STUDENTS OF TENTH YEARS OF BASIC EDUCATION AT PUJILÍ TECHNICAL HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL – AUGUST 2015”, han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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GRATEFULNESS

My special gratitude to God for giving me forces through his word. I thank my parents who are my important element in my life who don't allow me to fail and gave me their support in all instances that I needed to finish this important objective for my life. Thanks to my brothers and sisters who's were my support through theirs advice and experiences when I were in difficulties.

I also grated my teachers who gave me all the knowledge patiently.

COMINA IBETH

DEDICATION

I dedicate this investigative work to God for giving me the opportunity to live and enjoy this wonderful experience. To my parents for their effort and supported me with your patient and comprehension. Also to my daughter who is my inspiration in all aspect of my live.

This investigate work is for you my little daughter



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Autora:

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ABSTRACT

This research work was directed to the students and teachers of tenth year of “Pujilí Technical high school” located in the province of Cotopaxi Pujilí Canton. The main objective of this investigation is to design a methodological guide to apply Facebook as a supporting English tool. It allows that teachers to teach this language through new learning tools. This methodological guide has a brief description of Facebook use as a learning tool. In addition consist four unit with twenty activities of two pages each one. Each exercise has different tasks which are numbered and show the steps to perform in order to students can practice, create and build their knowledge and can improve their listening, reading, speaking, writing skills, and promote the use of Facebook to integrate knowledge with the practice of learning. Before designing the proposal, was applied surveys and interviews to students and teacher. The interviews was practical to 80 students it had 10 questions and an interviews of 5 questions to one teacher that’s why known their opinions and knowledge of using the social network Facebook to improve the English language. This research was conducted though the mixed method which was used to collect, analyze and integrate quantitative and qualitative information to develop the proposal which will be a reference for students and teachers in order to can develop the English learning and integrate the knowledge. With the analysis of the surveys was possible to obtain general conclusions about the benefits of using the Facebook as a tool that contribute to the development of communicative skills

Key words: methodological strategy, teaching-learning process, social networking site Facebook.

RESUMEN

Este trabajo de investigación fue dirigido a los estudiantes y maestros de los décimos años del colegio técnico Pujilí, ubicado en la provincia de Cotopaxi cantón Pujilí. El objetivo principal de esta investigación es diseñar una guía metodológica para aplicar Facebook como herramienta de apoyo en el aprendizaje de inglés. Esto permite que los profesores enseñen este idioma a través de nuevas herramientas de aprendizaje. Esta guía metodológica tiene una breve descripción del uso de Facebook como herramienta de aprendizaje. Además consta de cuatro unidades con veinte actividades de dos páginas cada una. Cada actividad tiene diferentes tareas que están numeradas y muestran los pasos a realizar para que los estudiantes puedan practicar, crear y construir sus conocimientos y pueda mejorar sus habilidades de escuchar, leer, hablar y escribir, y promover el uso de Facebook para integrar el conocimiento con la práctica del aprendizaje. Antes de diseñar la propuesta, se aplicaron encuestas y entrevistas a estudiantes y profesores. Las entrevistas fueron prácticas a 80 estudiantes que constaba de 10 preguntas y una entrevista de 5 preguntas a un profesor, con fin de conocer sus opiniones y conocimientos de usar la red social Facebook para mejorar el idioma inglés. Esta investigación se llevó a cabo a través del método mixto que se utilizó para recolectar, analizar e integrar información cuantitativa y cualitativa para desarrollar la propuesta que será una referencia para los estudiantes y profesores con el fin de poder desarrollar el aprendizaje del inglés e integrar el conocimiento. Con el análisis de las encuestas y entrevistas fue posible obtener conclusiones generales sobre los beneficios de utilizar el Facebook como herramienta que contribuyen al desarrollo de habilidades comunicativas.

Palabras claves: estrategia metodológica, proceso de enseñanza aprendizaje, red social Facebook.

INTRODUCTION

Taking into account the importance of teaching English in many Educative centers in Pujilí city, this thesis introduces an important resource to improve the English teaching-learning process that is why, the theme “the social network Facebook as a supporting tool .The implementation of this resource can a great improvement of English learning process.

Nowadays, people know that speaking English is important at any occupational field. So, it has been taught and learnt since early ages; that is the reason why, in all Educative Centers publics and privates, English language is taught. However, the results continue being the same. The general objective was to design a methodological guide to apply Facebook as a supporting English tool.

Therefore three specific objectives were set: first to describe the social network Facebook as a supporting tool to improve the four skills in English language process, second to identify students at "Pujilí technical “beliefs about use Facebook in their learning process and teachers beliefs about using this tool, finally to design a methological guide with activities the same that will use in the social network Facebook order to the students can improve the English skills into the teaching-learning process.

Population for this research work is of, one English teachers and 80 students of the tenth years of basic education at "Pujilí technical" high school. This work contains three chapters

Chapter I. - consists of the theoretical framework; based on terms and basic concepts underpinning the research topic, the same that allowing to have a clear image of the research; through scientific contributions from renowned authors who have contributed to the enrichment of this research.

Chapter II is structured on the basis of a brief history of the College of General education basic technical PUJILÍ establishment conducting this research, also contains the presentation, analysis and interpretation of the results of field research and comprises of: survey of students in the tenth year. Surveys of teachers in

English of the institution, data that have been represented through graphics and interpretation; whose results are to reach important conclusions, between about out new learning tool using evidence to make the integration of students spontaneously since they used a source that draws much attention and this guaranteed a best coexistence within their school life.

Chapter III includes the proposal that contains as title methodological guide to improve the four skills of the English language through the social networking site Facebook in the tenth year, and various activities that should be applied to the improvement of these skills and that will basically be valuable for teachers who work with these years. Logically, the proposal is not a concluded fact, it is an alternative teaching resource for the teachers, but more, well is open to improvement, to receive contributions from those who want it and thus get an effective education. Conclusions and recommendations pertaining to the subject of research is subsequently issued.

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CHAPTER I

THEORETICAL BACKGROUNDS

It is well-known that English is a universal language. This language is used in many specialized areas like medicine, technology and business. That is why, there is a necessity in almost every profession to learn at least the basis of the English Language. People can learn this global language using technology because it provides users plenty of activities to learn English in different fields. Technology has taken over education and has fitted into the curriculum perfectly. Thus, it has generated many diverse changes in the Educational system.

(Huffman, 2012) States that Facebook is a Tool to Foster the Learning of English of Eleventh Graders at “Latin-American” High School. (p28)

Facebook gives students activities to improve grammar structures because they can be motivated to learn through an interactive and interesting way. Therefore, the use of methods that can catch students’ attention is essential in the English teaching-learning process because learners can be engaged with the subject. The use of Facebook is not the best or the only alternative for teaching a foreign language, but it is suggested to consider its advantages as a technological and educational tool to foster the learning of this language. As a result the use of Facebook provides a communication space that teachers can employ with students to share ideas and reflect on their work.

Found that Facebook is an interactive tool to develop writing skills in A1 high school students Cuenca-Ecuador” (kabilan, 2010)

Social Networks Facebook is an interactive tool that could motivate students to improve their writing skill. Besides, with the use of social networks, English teachers from the high school institutes help to promote learning with challenging activities in a community of learners

There are many empirical research about the use of Facebook in ELF for example:

(kamnoetsin, 2014)Carried out

The purpose of this study is to examine whether using Facebook online impacts the type (formal or informal) of English EFL students use for in-class writing or not, as well as to understand the students' perceptions on how the use of Facebook helps to facilitate or inhibit their English writing skills. The study was conducted by using qualitative research methods to explore EFL college students' writing behavior on the Facebook platform and understand the perspectives of students involved in using Facebook. The data collection methods were observation and interviews. Participants consisted of 32 students, mostly Freshmen College students. After the data was coded and analyzed, three major findings that answer the research questions were emerged.

(Mazman, 2010)Carried out

The propose is a framework for the process of revealing personal information about oneself to other people, which contributes to professional development. The participants of the study were 47 students in B2 level at Bahcesehir University. The results of the study revealed that teachers' self -disclosure via Facebook enhanced students' motivation, empowerments, participation, and their own self disclosure competency in classroom environments

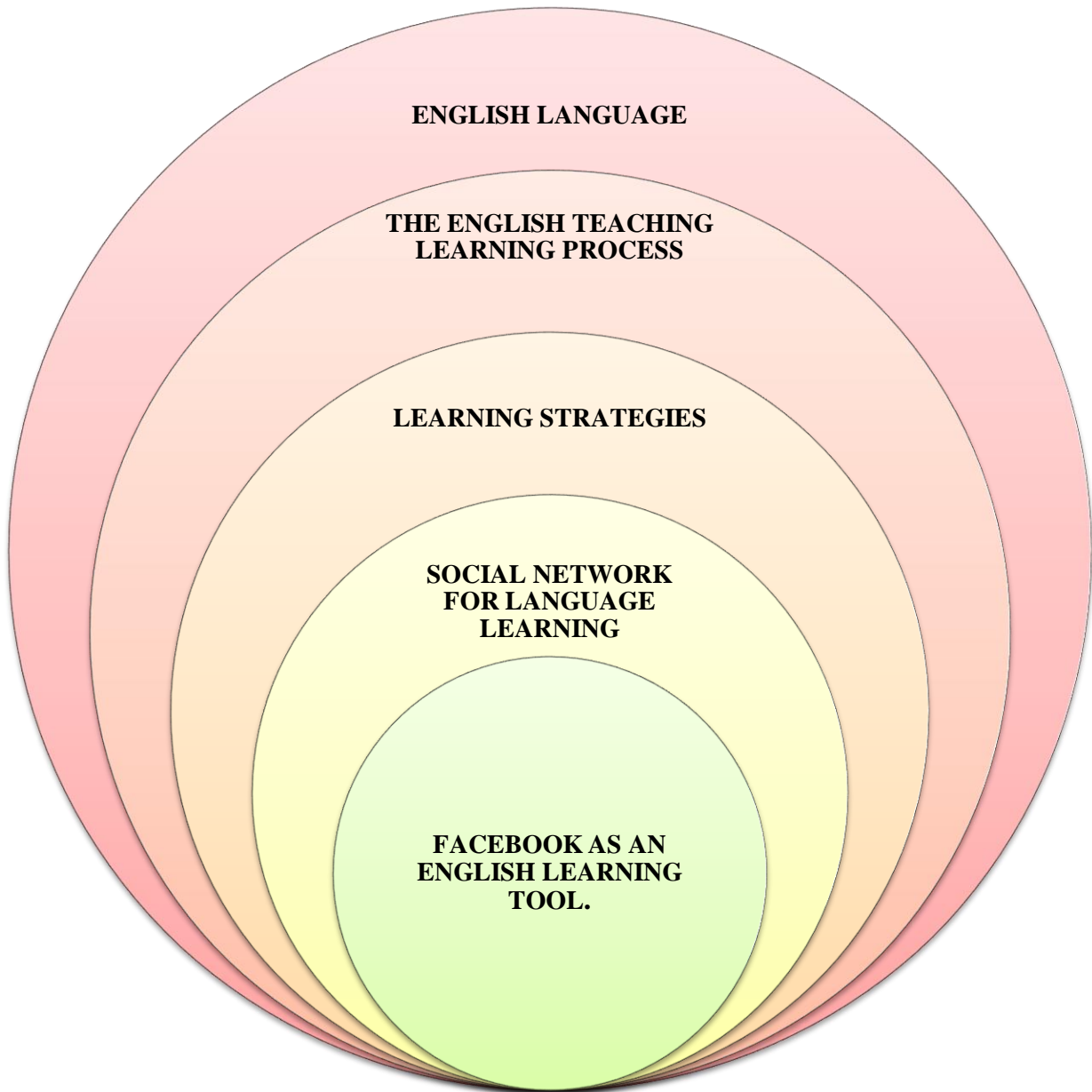
(Tan, 2010)

The purpose of this study that student's opinions about the impact of Facebook on their English skills improvement in terms of reading and writing. A survey method with the contribution of acquisition of a questionnaire was employed to collect data .the results revealed that increase the exposure to English has been recognized the most, resulting in reading in reading skills improvement. Nevertheless the advantages of Facebook in English language learning motivation as well as the benefits in English writing skill improvement were not well recognized.

(Espinosa, 2015)

The objective of this study is to analyze the possibility of blending conventional instruction with online instruction via a social networking website, Facebook, in EFL classrooms in order to motivate students and improve their English language learning. Thus, this paper seeks to examine specific ways in which EFL teachers can use Facebook as an educational tool, describing the benefits of this technological instrument and analyzing the potential pitfalls and challenges that it could create. Besides, it includes practical strategies that teachers can apply in order to overcome these pitfalls and get the most out of this social network.

MAIN CATEGORIES



1. ENGLISH LANGUAGE

1.1. The English language

English language is the world's common language. Around the world, that is why English has become in a global one it is spoken by millions of people, enabling a true single market in knowledge and ideas. Also the English language is used as a foreign language and used in educational field, science, tourism and so on.

(Naidu, Naidu,S &) Asserts that, "English language is maybe one of the most Important around the world because it is a language used in many fields such as education, business, literature, Internet". (pg.40)

The researcher shares the author opinion. The English language has become in an extraordinary language which is used for millions of people. Thus, learn English is so important because through it people can understand the language of other countries, at the same time, they can know the problems, novelties, news which happens around the world.

(Prakash, 2010) "English is one of the most important languages in the world. It can even be said or be the single most important language". (P.56)

This means English is now so prevalent in some countries non-English speaking where people who come from different countries usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

1.1.4 The English Language in Education.

English is the main language in fields such as education; that gives knowledge and practice awareness for a variety of careers in education where learning and understanding of the English language is valuable. Additionally, English is a common language and it is spoken in the majority of countries, this means, and that English is the global language that has dominated around the world.

(Phillips, 2010)

English language refers to the process and practice of acquiring a second or foreign language. It helps students overcome the challenges of the rapidly changing and keenly competitive knowledge-based society. Language education has become of the education curriculum around the world. (p.45)

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1.2 THE ENGLISH TEACHING LEARNING PROCESS

Nowadays a quality education depend of a process which help to facilitate the school management in order to motivate to develop skills, attitudes and habits of students.to build their knowledge day by day.

(Zampier, 2013)Said:

“Teaching-learning process is a planned interaction that promotes behavior it is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students”. (pg. 27)

Therefore, teaching learning process is one the most important part of the education because it help to interact between teacher and students in order to integrate and internalize some knowledge to that students can build their learning by themselves in a dynamic way.

Terms of teaching learning process:

1.2.1. Teaching

(Brubacher, 2009)In addition Teaching is the activity of attending to people’s needs, experiences and feelings, and making specific interventions to help them learn particular things to students can obtain in an easy way all activities.(p.5)

1.2.2. Learning

(Bell, 2014)said that This means, learning is about meaning making of new information encountered, understanding of self and ways of interpreting the world where contents to be learnt are complex and inter-related, and may have the potential to relate to one-self.(p.46)

This means, learning is about meaning making of new information encountered, understanding of self and ways of interpreting the world where contents to be learnt are complex and inter-related, and may have the potential to relate to one-self

1.2.3. Principles of English Teaching Learning Process

Preparation

(Jansen, 2015)States that:

“The preparation step consists of a variety of activities that are planned to prepare the learner to receive the information or skills being presented in the training session or lesson. If the learners are not ready to learn, little benefit will come from anything the instructor or trainer will do or say in the lesson. Thus, the purpose of the preparation step is to prepare the learners so that they are receptive and ready to learn what the trainer is about to present”. (pg. 33)

The researcher share the author's point with this principle students learn the concepts in the lessons because of the instructor need to prepare a lesson with objectives to transmit the students the goals that they learn inside the class

Presentation

(Williams, 2011)States that:

“The purpose of the presentation step is to present new information or skills to the learners. In doing this, the instructor or trainer should use a variety of methods to present different lessons. The main idea to keep in mind is that there must be flexibility in the selection of methods to present the material in the lesson. Remember, instruction is not adequate unless learning occurs” (pg.85).

The research is according to this author, presentation is the demonstration because the student use suitable method or material for summarizing ideas, and for showing relationships between theory and practice.

Application

(Williams, 2011) Said that

“Application is a performance a procedure or operation that has just been demonstrated, the instructor's explanation and demonstration activities are alternated with student performance efforts. The instructor makes a presentation and then asks the student to try the same procedure or operation”. (pg.85)

Therefore, the learners are given opportunities to apply new concepts here students are active and participate to acquire new competences but those competences are learned by the teacher who helps the student to clarify their doubts to express in a correct way a task or any homework.

Evaluation

(Williams, 2011) states that: “Evaluation determines whether the instruction has been effective. If the first three steps have been effective, the learners should be able to use what they have learned without assistance”. (pg. 85)

This means, evaluation of students learning is the best Assessment of student learning at its best support due to students identify their strengths and weaknesses determining the kinds of information they need to correct their learning deficiencies and misconceptions. When such evaluation is properly employed, students learn that they can engage in self-assessment and continuous improvement of performance throughout their lives.

1.3. LEARNING STRATEGIES

learning strategies are any action that may have to take to solve a problem in learning, to help you make the most of your learning process, to speed up and optimize your cognitive, affective or social behavior.

Ellis (2011) defines “learning strategies are new Learning rules, mental processes of acquiring and using the learning” This process can be conscious or subconscious, (pg. 13).

Oxford (2011) “Learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self-directed, and support learning” (pg. 168).

Learning strategies are important tools that permit to the students to learn English in efficient and effective way, developing positive values like independence, confidence and responsibility. Also it allows to students resolving problem using new ideas that's why they developing their mints in order to improve the English language.

1.3.1. Language Skills

(Cabrera, 2009) Mentions in his book “Languages are generally taught and assessed in terms of the ‘four skills’: listening, speaking, reading, and writing. Listening and reading are known as ‘receptive’ skills while speaking and writing are known as ‘productive’ skills”. (p. 12-36)

To make reference to the previous quotation, the four skills are essential to learn a language while the student listens and writes will receive information so that the student builds his knowledge. While a student practices the pronunciation reading, the student is recording in memory. When a student speaks and writes it produces information that helps you improve your skills. Language skills are very important as it helps to understand another language. Language skills are unconditional part to learn and convey the message without distorting the content.

a. Listening

Listening skills is essential for the student to communicate with another person. If the student is exposed every day to practice this skill probably the student faster develop in any environment. It constitutes half of the communication process for that reason is very important that the students practice this ability.

b. Speaking

Speaking skill is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. So, this ability is very important for students because when they talk about it aloud or repeat voice, Students can reproduce the pronunciation and intonation of the original. Make a recording of himself and listen again paragraph trying to identify their own strengths and weaknesses as a speaker.

c. Writing

Writing skills are a very important advantage when a student wants to learn another language because writing properly this respect the English grammar. 13 Using words in your first language is fine if it helps you get a draft written more quickly. You should not expect to write everything correctly the first time, but write and re-write as much as necessary.

d. Reading

Most students do not have the habit of reading but it has been found that for every 4 students read an hour a day can learn another language in a short time. Adapter reading the change in the student because it generates good learning habits and improve their quality of knowledge. Reading provides students to learn and know the meaning of words and improve day by day.

1.3.2. Methodology

The active methods are educative tools which are based in the active learning. These methods give students the opportunity to learn English in a funny way with many activities, so the teachers can create an interactive environment using strategies as a tool.

(Harf, 2009)“The methodological strategies are tools which the teacher uses in order to teach contents to their students” (pg.55)

Giving to (Kincheloe, 2010)” A system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the

scope of a particular discipline. A methodology is not a formula but a set of practices.”(Pg.66)

According to the authors the methodological strategies are a big group of several strategies that the teachers can use during the class. So, there are for example participation strategies, scope strategies and so on, but all of these kinds of active methodological strategies let the students to get new knowledge about English through self -learning, interactive learning or collaborative learning.

Also the methodology is a technique used by the teacher, it helps to facilitate and understand the problems. In other hand, motivation is motivate and promote the students' confidence, and helps them interact.

1.3.3. Teaching English methods

The English teaching learning process requires some methods in order to acquire a better learning, because not all students catch the information in the same way, it is important to apply different methods according to the needs, environment and learning of students.

Each method of teaching is based on a specific visualization of understanding the linguistic or the English learning process. The most important methods are:

1.3.3.1. Grammar Translation.

(Richards & S., 2008)The Grammar-Translation Method” a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities”.(pg. 231)

The researcher totally agrees with the author`s point grammar translation method help to improve reading and writing .It is focus on writing text which is known as classical method, in this method is important to remember the vocabulary to translate from target language to source language. There is little or no emphasis on developing oral ability.

This method refers to the grammar development, thereby the Grammar Translation method includes all grammatical rules that help students to learn new structures and vocabulary. What is more, in this method, it is necessary to translate full text, that is, word by word in order that students can understand the text.

1.3.3.2. The Direct Method.

(Palmer, 2009) Says it was based on” the assumption that the learner of a foreign language should think directly in the target language. According to this method, English is taught through English”. (pg.123)

The author Claims, Direct Method provides learners with a practical useful knowledge of language. They should learn to speak and understand the target language in every situation. This method is effective and faster in the demanding and fast paced world today.

In this method language is taught in the target language avoiding mother tongue that is why grammar rules are avoided and emphasis on good pronunciation discovering the importance of speaking.

1.3.3.3. Audio-Lingual.

(Lake, 2009) Says. “The Audio-Lingual Method teaches the language directly but doesn’t use the native language to explain words or grammar. However, unlike the direct method, it doesn’t focus on teaching vocabulary. Instead the students are drilled in the use of grammar in the target language”. (pg. 54)

The language skills are imparted in order to listening, speaking, reading and writing. The teacher’s role is to observe, guide and control the students’ language behavior to avoid future mistakes.

This method is focused on the way how students can develop their speaking skill. Also, it involves the performing of dialogues, role plays, useful language and useful

expressions. The purpose of this method is to improve the pronunciation of students through speaking; in this way learners can communicate with other people.

1.3.3.4. Total Physical Response.

(W, 2009) "Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands". (pg. 78)

It is a method that emphasizes activities and techniques in order that students can enjoy and learn vocabulary at the same time, the most suitable form is through orders by commands. Here students can develop coordination and the ability to concentrate, in all activities

1.3.3.5. Communicative Language Teaching.

(Richards R. , 2009) Assume that "Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom". (pg. 2)

So, communicative language is the correlation between fluency and accuracy and refers to the ability of a speaker to communicate effectively in the language because during the class teachers use both languages with the purpose of having a better teaching.

(CLT) The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of communicative language teaching courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

1.4. SOCIAL NETWORK FOR LANGUAGE LEARNING

Regarding the use of social network among non-native speakers of these sites' principal languages, several studies highlight the importance of socialization.

(Shahrokni, 2009) Social networking can provide many opportunities to innovate the teaching and learning process and lead to a reflection on the choice of the methods for assessment of the use of these tools. (pg.58)

(Mitchell, 2012) Supposed that

social networking education is important because , which includes the interaction, integration and connection among students, socialization with teachers, work in network, discussions, social support, reflection and sharing their own learning and experience, possibility of interprofessional education and achievement of an active, interactive and a reflective learning.(pg.158)

This means that the most students nowadays are fluent with social networking technologies. Teachers must leverage this knowledge to enrich the learning experience. With social media, educators can foster collaboration and discussion, create meaningful dialogue, exchange ideas, and boost student interaction, especially when they are moving inside a new learning tool.

1.4.1. Benefits of social networks for users

- New forms of socialization with other people from different countries and cultures.
- Knowledge about new cultures and countries from the user's home.
- Share media files (videos, photos, music) with family, friends.
- Know and keep in touch with new brands, new products and services.

1.4.3. Benefits of social networks Facebook for students

- New forms of socialization with other people from different countries and cultures.

- Knowledge about new cultures and countries from the student's home.
- Share media files (videos, photos, music) with family, friends.
- Know and keep in touch with new brands, new products and services.

1.5. FACEBOOK AS AN ENGLISH LANGUAGE TOOL

As it has been stated before, the use of social networks has contributed to spread information thus allowing communication among users. In recent years, there has been a tendency to incorporate social networks to the educational field, so that some teachers have started to use them in order to teach subjects such as English, because of the advantages that could arise from such practice. It might be said that professors want their students to learn with instruments related to their context, and so they use social networks (e.g. Facebook) due to their popularity. This is because tutors are really interested in using different strategies to reach students' learning.

(Mitchell and vie, 2012) proposes that learners should use Facebook to help acclimatize themselves to collage life, build friendships with English native speakers, and experiment with the language. Also suggested that social network provide a space for socialization in which learners are exposed to authentic language used for diverse social purposes. (pg.20)

(Madge & Hooley, 2009) Facebook in teaching-learning process it could be used to work on class assignments, to facilitate direct engagement with academic work by chatting, and to set up times for face-to-face meetings. It also could be used to facilitate social engagement around future academic plan. (pg.152)

The authors mentioned that nowadays Facebook is regarded as an educational tool because of its beneficial qualities such as peer feedback it enables, goodness of fit with social context, and interaction tools is very essential using new learning tools in order to improve the English language for this reason the student should be use Facebook as tool because that allows to known a new natives speakers, developing the English skills.

Furthermore, Facebook as a tool help to work in groups creating a direct learning because is face to face. Facebook can be an online learning environment to facilitate English

language because they improve their English communicative competence based on writing, speaking, listening, reading skills. The participants agreed that they have used Facebook for at least one year.

Facebook page was used in order to form a Community of Interest, and everything had to be written in English. Confidence, motivation and attitude even out of the class. Facebook applications can join teachers and students via a course link which includes setting up video conferences, posting comments for the class, putting assignments, announcements, documents, and discussion topics.

1.5.1. Facebook in education

Facebook are using by all people around the world, helping to make it a tool rich with potential for learning. Facebook's mission is to make the world more open and connected. It is in this spirit that Facebook has been working with schools, colleges and universities to better understand how the service can be used in and out of classrooms as a tool for learning, and harness its potential to improve learning outcomes for young people.

According to (Kabilan, 2010) "Facebook can be an online learning environment to facilitate English language learning in terms of improvement of language skills, confidence, motivation and attitude even out of the class. Facebook applications can join teachers and students via a course link which includes setting up video conferences, posting comments for the class, putting assignments, announcements, documents, and discussion topics."(pg.157)

due to the author, social network Facebook is an online learning where the student can improve the skills of English language also Facebook applications allows to join teachers and students this social network create a confidence, motivation environment and good attitude even out of the class.

1.5.2. Advantages of Facebook

Facebook gives students additional knowledge. To begin, Facebook is an account which can help everyone to connect with different people from anywhere in the world, include the students. It will improve their knowledge about other places, customs and cultures.

The English students can improve their English by using chatting application that is provided in Facebook. In Facebook, students be able to chat with foreigner in other countries. Therefore, students can learn about how to speak English well. In addition, Facebook also gives the students the opportunity to communicate with their friends very easily. Students can use Facebook for group study by creating a group only for studying. Students can share any information's and learn about homework, assignments, exams, etc. in that group.

1.5.3. The Facebook applications

Possibly, these applications are already used as support for learning, and if you take good advantage of all your potentialities can become a pedagogical techno-resource for the participation of a really meaningful collaborative learning

(Sotomayor,2010), said that "All people" put education in front of the media that is to say to properly insert and take advantage of the different applications of the current web in teaching and thus create open, multimodal and contextual environments that really enhances collective learning" (43).

In this sense, the development of the web and the social networks is increasingly bringing the information to the hands of the society, that is to say; it offers us a great opportunity to take advantage of learning with other cibernautas. Also, it makes possible the new challenge to investigate the processes and attitudes of each user, which will lead us to identify some advantages or limitations of this application or services in terms of collaborative learning.

There are some applications that connect with Facebook

Flash — allows to create in Facebook tab Flash content that visitors will be able to interact with. Editable content.

YouTube: makes it possible to make a YouTube account visible from a Facebook page. Updates on the channel will be visible in the page

Blog; Allows to expose an existing blog from a Facebook page. The Blog updates will be automatically reflected on the page.

Facebook is a tool in which users can access different applications such as:

Friends list: the user can send, search, and receive requests for friendship of different people.

Groups and pages: here can be grouped to bar people with interests in common.

Wall: in the can see the profile of each user for which the person concerned must be registered as a friend of the other person, which can receive and send messages and text, videos or photos.

Gifts: are small icons that you use to send their joys or sorrows which can give a click on it like me or don't like me.

Games: it is an application of entertainment where users can access different types of online games.

BENEFITS OF FACEBOOK FOR EFL CLASSROOMS

Benefits for EFL Teachers

Teachers can obtain many benefits from using Facebook. For example, it can help teachers to engage students outside the classroom

(Pilgrim & Bledsoe, 2011). Through this tool, instructors can also learn about trends and issues in EFL education as well as to obtain ideas for classroom practice. In fact, although Facebook is widely known as a digital means of communication, it is also a means for gathering information since it presents powerful professional resources for EFL educators

These pages usually include information about current trends and issues in EFL education, classroom resources, opportunities for professional development, and much more. Moreover, they give teachers the opportunity to collaborate with other EFL educators.

Benefits for EFL Students

Facebook provides many advantages for students. For instance, it promotes human interaction and social interchange between participants

Mills, 2009) Facebook in EFL enhances communication and language learning” (Blatter and Fiori, 2009). Besides, several studies have demonstrated that using Facebook in EFL classrooms can help learners to improve their oral production as well as their writing and reading skills (57)

Facebook can promote the development of communicative competence in English students also can allows to improve their oral production as well as their writing and reading

CHAPTER II

2.1 BRIEF DESCRIPTION OF “PUJILÍ” TECHNICAL HIGH SCHOOL.

"Pujilí Technical" Basic Education high school is located in Pujilí canton, was founded 1990, for Ilustre Municipalidad.

Manuel Aguilera, who was rector, began the difficult but beautiful task of educating 57 students, 30 men and 27 women, enrolled in the first course of the school year 1990-1991. At the beginning the teachers teach in the Institute "Belisario Quevedo" Normal. Then with the passage of time begins to project a new institution. This occurs due to the constant work and management of their authorities as Gladys Herrera, Vice-Chancellor responsible. With the support of the municipality, is achieved to suit various environments, especially the electricity, electronics workshops.

On September 11, 2001, authorized the change of specialty technical, Commerce, secretarial administration and accounting. Nowadays, this establishment serves to 800 students from rural area and maintain the technical specialties.

This research was conducted through mixed method which was used to collecting, analyzing and integrating quantitative information to develop the proposal which will be a reference for students and teachers in the English field to develop the English learning and integrate the knowledge. Besides, techniques that were used for the development of the research are: the interview and survey, which later may turn into conclusions and recommendations. Those let the researcher to give the following proposal finalizing. Reaching the creation of a methodological guide to improve the educative process that allows to obtain satisfactory results.

This research was conducted through the mixed method which was used to collect, analyze and integrate quantitative and qualitative information

2.2 ANALYSIS OF THE SURVEYS APPLIED TO THE STUDENTS AT “PUJILÍ” TECHNICAL HIGH SCHOOL.

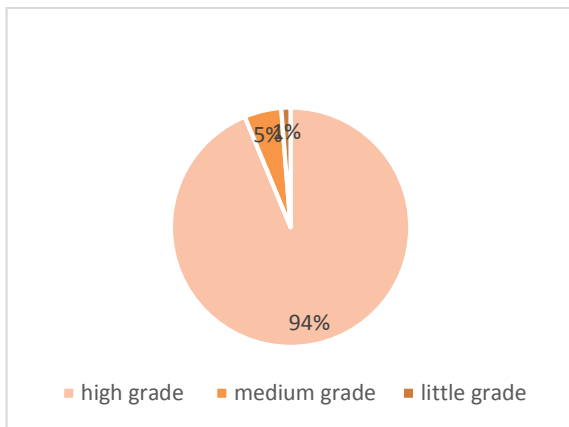
Question 1

Do you consider that the learning of the English language is necessary?

OPTIONS	F	%
High grade	75	94%
Medium grade	4	5%
Little grade	1	1%
Total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation.- 75 surveyed students that corresponds to a 94% expressed that the learning of the English language is necessary in high grade, while 4 students that represent 5% mentioned in medium grade, and 1 student who correspond 1% mentioned in little grade. The majority of student consider that English language learning is necessary because they consider that English is the second most important language in the world and it serves to communicate with other people.

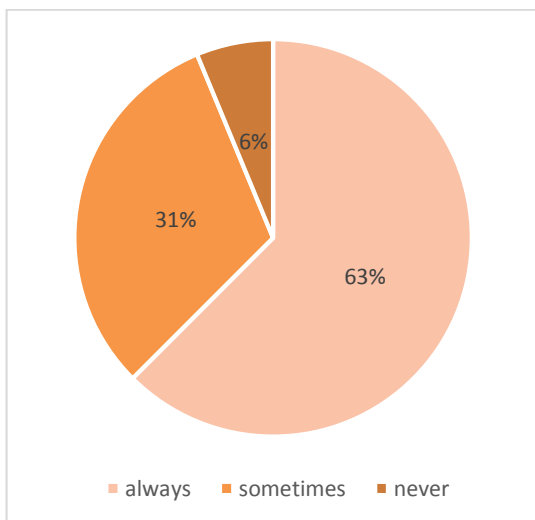
Question 2

Are you capable to work independently through virtual learning?

OPTIONS	F	%
always	50	63%
Sometimes	25	31%
never	5	6%
Total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation.- 50 surveyed students that correspond to 63% manifest that they are capable of independent work through the virtual learning, however 25 student that represent 31% mentioned that sometimes ,and 5 students that corresponds 6% mentioned that never work independently. Most of the student manifest that they always work independently through virtual learning where they develop their skills and knowledge inside of the classroom.

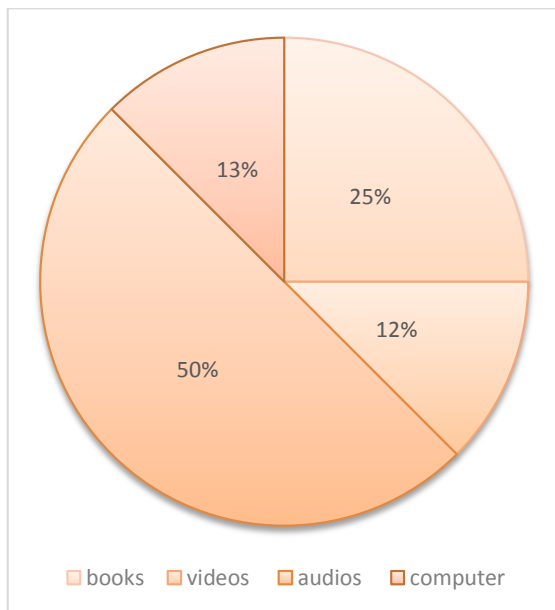
Question 3

Which materials do you use to learn English in your school?

OPTIONS	F	%
books	20	25%
videos	10	12%
audios	40	50%
computer	10	13%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation.-In regards to this graph hand 40 students that represents 50% mentioned that they use audios. While 20 students that corresponds to 25% says books, on the other and 10 students that dominate 13% suggests that they use computers. And 10 students which corresponds to 12% mentioned they use videos. We can see that the majority of the students used different audios to learn English since they do not have sufficient economic resources to purchase or acquire new learning materials.

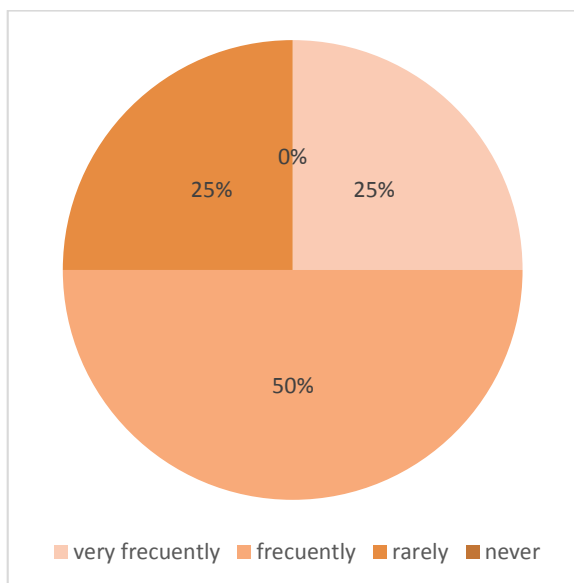
Question 4

Do you use new information and communication technologies?

OPTIONS	F	%
very frequently	20	25%
frequently	40	50%
rarely	20	25%
never	0	0%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation. - 40 students which correspond to 50% mentioned that always use the technologies of information and communication, while 20 students occupied 25% that they often use the same, on the other hand 20 students that represent 25% indicate that rarely used TIC and any student that corresponds to 0% mentioned never. There is evidence that the students most commonly used information and communication technologies, this allows the students respect their experiences and develop their creativity, because they are in contact with other people.

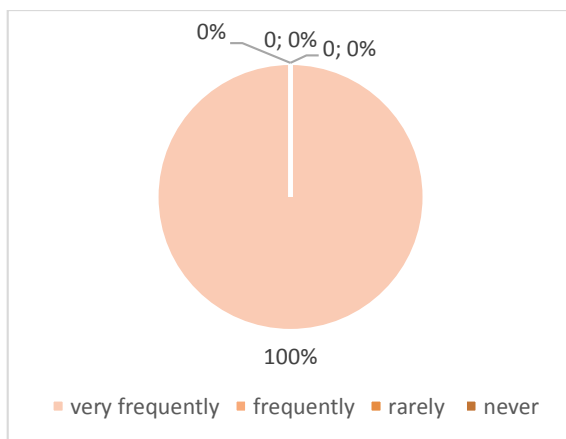
Question 5

Do you use the social network Facebook?

OPTIONS	F	%
very frequently	80	100%
frequently	0	0%
rarely	0	0%
never	0	0%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation. -80 students that correspond to 100% responded that very frequently they use the social network Facebook. Considered that the majority of students enjoy using always the social network Facebook is worth rescuing that use of this network helps student to have a great imagination that allows you to create and capture what they think.

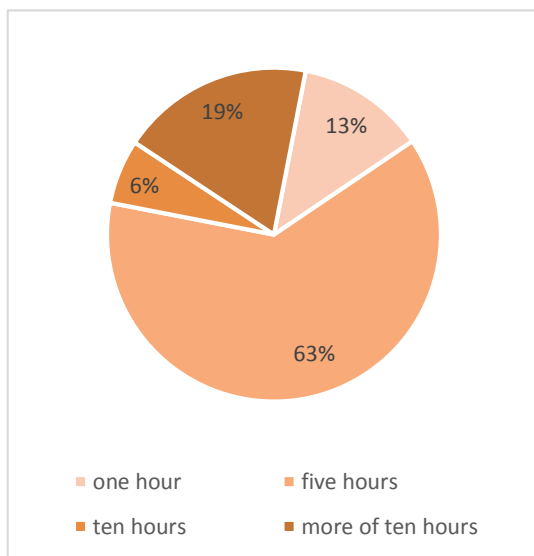
Question 6

How long do you use the social network Facebook?

OPTIONS	F	%
one hour	10	13%
five hours	50	63%
ten hours	5	6%
more of ten hours	15	19%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation.- The results reflects that 50students which represent 63% used the social network Facebook five hours , while 15 students that is the equivalent of 19% use the same more of five hours, 10 students that correspond 13% used one hour, and 5 students representing 6% use Facebook ten hours. It is observed that most students use the social network Facebook five hours is that spend you that time to relax, to get to know other people and also for school activities that facilitate the improvement of the same.

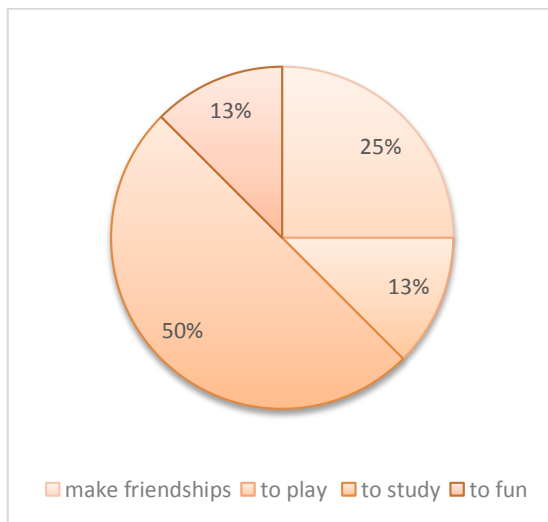
Question 7

Why do you use the Facebook social network?

OPTIONS	F	%
make friendships	20	25%
To play	10	13%
to study	40	50%
to fun	10	13%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

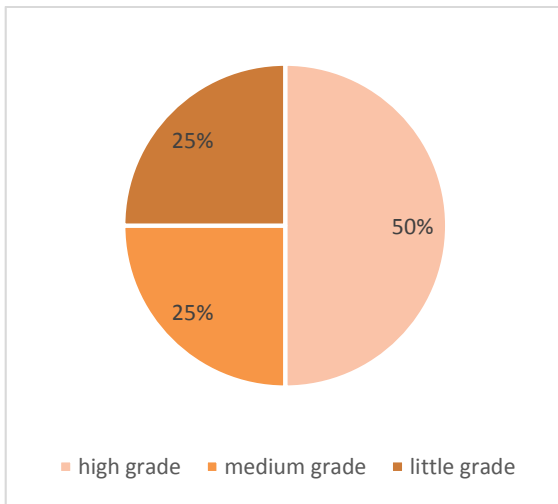
Analysis and interpretation.- To pose the question to the students about use the social network Facebook 40 students that equals 50% mentioned that they used to study, while 20 students which corresponds to 25% mentioned to make friendships , 10 students that is 13% to play, and 10 students which occupies 13% suggests that you for fun. The results can determine that the most students used the social network Facebook to study, because through this network they are sent information, perform their homework and other activities relating to the study.

Question 8

Do you believe what the social network Facebook would serve as a tool for learning the English language?

OPTIONS	F	%
high grade	40	50%
medium grade	20	25%
Little grade	20	25%
total	80	100%

Source: students
Elaborated by:COMINA Ibeth



Source: students
Elaborated by:COMINA Ibeth

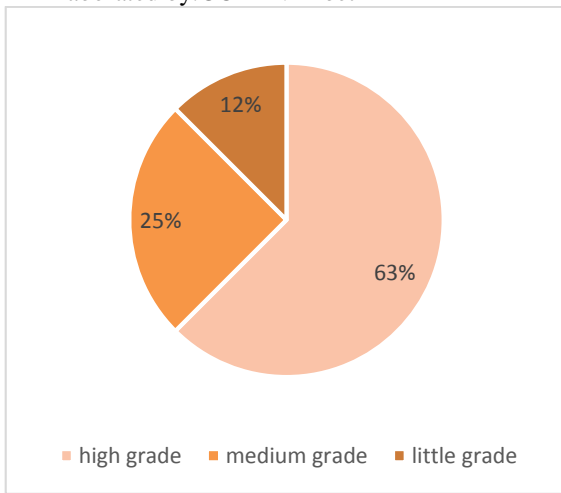
Analysis and interpretation.- 50% of respondents have indicated that the social network Facebook will serve as a tool for learning the English language in high grade, while 25% of respondents indicate that it will serve in medium grade, and the other 25% suggest that it will serve in little grade . Evidence that not all students are agreed that the social networking site Facebook will serve as a learning tool. But most of them if you agree because they mention that through this they can learn and develop English skills.

Question 9

Would you be willing to use the social network Facebook to English learning activities of English language?

OPTIONS	F	%
high grade	50	62%
medium grade	20	25%
Little grade	10	13%
total	80	100%

Source: students
Elaborated by:COMINA Ibeth



Source: students
Elaborated by:COMINA Ibeth

Analysis and interpretation. - To pose the question students about whether it would be willing to use the social network Facebook to perform activities of learning English, found 65% of students mentioned in high grade, while 25% said medium grade, and 13%, in little grade . Most of the students have expressed that if they are willing to make English learning activities to improve language learning and to develop the four skills of the same.

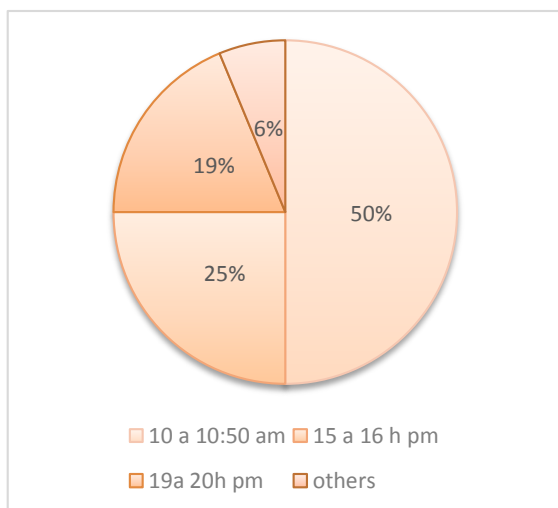
Question 10

In what time you undertake activities of learning English through Facebook?

OPTIONS	F	%
10 a 10:50 am	40	50%
15 y 16 h pm	20	25%
19y 20 h pm	15	19%
other	5	6%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation. - 50% of student mention the hours they are willing to do learning activities in Facebook from 10-10:50 am, while others suggest 25% mentioned 15 to 16 h pm, however 15% point from 19 to 20 h pm, English and 6%. We noted that most of the students want to do 10-10:50 English learning activities because at that time the students have internet in their institution.

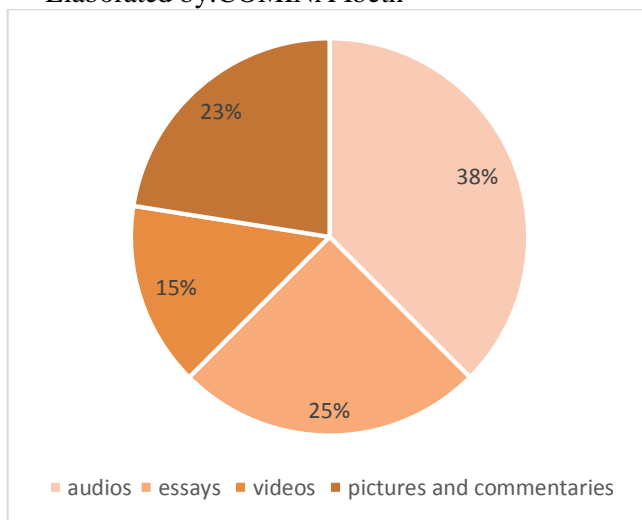
Question 11

What activities do you consider that will could learn English through Facebook?

OPTIONS	F	%
audios	30	38%
essays	20	25%
videos	12	15%
pictures and commentaries	18	23%
total	80	100%

Source: students

Elaborated by:COMINA Ibeth



Source: students

Elaborated by:COMINA Ibeth

Analysis and interpretation. - In relation to this statement, 30% responded that audio, and another 25% said that essays, and 23% said that pictures and commentaries. While 15% mention that videos. It is evidence that the majority of the students mentioned that the activities necessary in the social network Facebook are audios, because this will serve to develop and enhance the learning of English.

2.3 ANALYSIS OF THE INTERVIEW APPLIED TO THE ENGLISH TEACHERS AT “PUJILÍ” TECHNICAL HIGH SCHOOL.

Question 1

Do you believe that the use of ICT would help to improve the teaching learning process of English language?

The English teacher in interview said that they use frequently of the information, communication technologies for this reason, is very important to applicant in English learning because this way improve the learning of this language. Also it resource also encourages student in class.

Question 2

In which grade do you consider that the English language learning is necessary?

The teachers mentioned that today the teaching of this language is very necessary for all people and especially for the students for this reason they consider that learning it is important in high grade because it serves to communicate with other people in the world.

Question 3

What English methods do you use with their students to teach the English language?

The interviewee added that the method that they use is direct method, because the only resource that they have are: notebooks and book to teach English into the classroom.

Question 4

Do you believe what the social network Facebook would serve as a learning tool?

The English teachers deduced that nowadays it is very important to use new sources of learning that call attention to students, for this reason these sources help to the improvement of the learning of the English language and even more if it's learning through a source of interaction very used by students such as Facebook for this reason them if they feel that Facebook would serve as a learning tool because students daily use this resource. But not all students have a computer and internet practice.

Question 5

What activities do you consider that could learn English through Facebook?

The applicant believed that the activities that they consider to use through Facebook are audios, videos, images, reviews, charts, tests among others. Because it cause attention of the students, in this way they will learn better English.

2.4. CONCLUSIONS

From the results obtained of research through the surveys and interview to English Teacher and students of tenth years "Pujilí technical" high school can be established the following conclusions:

- Students feel attracted with the use of new teaching learning tool because with this technological resource they have the opportunity to learn the best way.
- Most of the students and teaches reflect that the used of social network Facebook is important to learn the English Language because they can integrate their knowledge through the interesting activities to facilitate English language acquisition's.
- The use of a methodological guide with interactive activities in Facebook will contribute to the English learning process in the students is necessary because with the use of it into classes they can develop their four skills (listening, speaking, reading and writing) in order to get a significant learning

2.5. RECOMMENDATIONS

- English teachers should apply new technological tools such as Facebook with more frequency in order that their students have the opportunity to improve their English skill.
- Elaborate different activities that include listening, speaking, reading and writing ones. In order that students can develop the students 'skills
- Is recommended give continuity to the design of a page in the network social Facebook for the development of the four skills of the language English since this help to improve the learning of the same and thus them students acquire learning significant that help to the development of the teaching learning of the language English.
- To design a methodological guide according to the level and necessities for students and select a wide variety of strategies based the social network Facebook tools such as interactive videos, images, to give the opportunity to student develop and facilitate the English language-learning in a different way

CHAPTER III

3.1. PROPOSAL

Methodological guide using the social network Facebook as a supporting tool for the development of English language skills with students of tenth years of Basic Education at “Pujilí” Technical High School.

3.2. INFORMATIVES DATA

Place: “Pujilí” Technical High School

Province: Cotopaxi

Canton: Pujilí

Parish: La Matriz

School year: 2014 - 2015

Responsible: COMINA Ibeth

Beneficiaries: Teachers, students of the TECHNICAL PUJILI high school.

3.3.IMPORTANCE

Nowadays, English language is an essential subject into all publics and privates Educative Centers because it permits that students can have access to the new technologies and communicate with people around of the world. Knowing that, learn English represents a wonderful opportunity for all students that will become professionals, so that it is used to different purposes. English language is an interesting because that has some rules that permit people to understand in an easy way how to write or say anything in an appropriate manner.

This methodological guide is important because it will help teachers and students on how to improve English skills in a fun way. Therefore, teachers and students need to know about the correct use of his methodological guide because they have never used this kind of tools before.

In addition, this guide is so important because it will facilitate the educational process in the English language. It may be true that Facebook use for a long time can result in a reduction of time for studying and school activities. However, students can do some activates that improve their English language.

Therefore, it was necessary to include the use of new tools of education according to the needs of teachers, at the time to impart classes ,since it will thus allow students adequately develop the four language skills English achieving a quality education that cross the barriers of a traditional education.

3.4. JUSTIFICATION

The practical contribution of this guide is facilitating the development of the English productive skills. Many teachers teach English in theoretical form transforming the teaching-learning process in something ambiguous and traditional; this incites physical and mental fatigue in students. The methodological guide to use Facebook will contribute with new ways of learning, giving students the opportunity to form their own knowledge in a funny and interesting way.

This guide benefits English students of tenth years and teachers at “Pujilí technical high school” because through it, the investigator will awake Writing student’s interest in using social network Facebook , to improve communicative skills, having as a result more motivating and interesting activities as well as an improvement in the on-site system.

The impact that the researcher hopes to have is that the new generation use the social network Facebook in order to improve their knowledge in English language.

3.5 GENERAL OBJECTIVE

To design a methodological guide with activities for using Facebook in tenth years at “Pujilí technical” high school in order to improve the English skills.

SPECIFIC OBJECTIVES

- To analyze the theoretical concepts roles text to the social network as an educative tool.
- To identify the main methodological strategies to be used in the social network Facebook.
- To design specific didactic resources with specific activities in order to using the social network Facebook.

3.6. THEORICAL FOUNDATION

The elaboration of the pedagogical guide based on social network Facebook will help teachers and students developing the English student’s abilities in the English teaching learning process. Apart from that, it applies the student’s right in which they must learn any knowledge in their familiarized tools.

3.6.2. METHODOLOGICAL FOUNDATION

In this case, the present methodological guide will incorporate some pedagogical activities are useful and needed. It will make the English teaching learning process easier. Also it will have some appropriate methodological activities for students so that they can develop them easily. Moreover, the use of this methodological guide through Facebook will allow the English language learning in a dynamic and funny way.

3.6.3. PSYCHOLOGICAL FOUNDATION

The main aspect about the guide is to create a dynamic environment to students because they need to be motivated to take part in the English teaching learning process but in a familiarized environment. In addition, the teachers must apply the methodological activities step by step in order that the students can understand without any problem because the Facebook activities help you to improve their English skills.

“Pujilí Technical High School”



DIDACTIC GUIDE FOR 10th YEARS OF BASIC EDUCATION

**WE ENJOY SPEAKING
ENGLISH**

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INSTRUCTIONS FOR THE USE OF THIS DIDACTIC GUIDE

Nowadays more than ever English learn is so important because this language has become in a tool of communication which opens many possibilities of life.

The student like to learn English that's why offers to a didactic guide which is composed of activities that will be used in the social network Facebook ,it helps to the students to develop the four skills and teachers as tool of work in order to improve the learning in their students.

This didactic guide consist four unit with twenty activities of two pages each one. Each exercise has different tasks which are numbered and show the steps to perform the task.

The research group hopes this didactic guide help to motivate to the students and teachers in the English teaching learning process because a wonderful, universal language.

WHY IS THIS GUIDE

This guide is targeted at educators who are working with young people in schools, colleges, institutes, universities, vocational training centers and formal and informal learning environments. It investigates the ways in which Facebook can serve as a tool for:

- Support interdisciplinary teaching
- Reinforce the extra schooling
- To promote a social and informal learning
- Provide a channel of communication between students, teachers and parents
- Support the development of skills. This guide is intended to be practical and easy to use, but not exhaustive, since are constantly developing new and innovative ways to use Facebook.

THE FACEBOOK.

Giving to (Islas, 2011) "One of the areas where can develop the potential of social networks as part of English education is Facebook, because it represents a collaborative space, it also offers a strong amount of resources to illustrate applications, propose application exercises and optimize the dynamics of the English class" (p.30)

In this sense, Facebook allows to strengthen the different styles of communication styles and intervention forms, giving rise to new ways of English language learning admitting to the exchange of messages and academic content between students or students and teachers.

In addition, the social network Facebook provides applications for English learning; That is to say, this platform can act as a virtual classroom after the classes, because it is a space where students and teachers can have communication without limits time.

Therefore, Facebook encourages students, for this reason is very important that they using this tool in order to they can improve the English skills, as well as to cooperate with learning of this language. Facebook can offers student the opportunity to present their effectively ideas, hold discussions online and collaborate among themselves. In addition, Facebook can help an educator, because can establish the styles advantages of digital learning of their students. For example, can facilitate collaboration among students and offer innovative ways to involve them in the subject. Also Facebook can be a powerful tool to help classmates, share educational content and improve communication between teachers, parents and students.

CREATION OF GROUPS ON FACEBOOK

Once created a working group of academic type, we have a number of options to design a plan of activities to be developed with the students.

Let's see one by one the actions that can be performed in the Group:

- ❖ **Sending messages to the entire group:** this option is very useful for reporting important notices to the group, such as the modification of a delivery date of a work, a day of celebration, etc.
- ❖ **Group information:** this Panel is where to configure the group policies and applications that will be used.
 - Name of the Group and description.
 - Type of Group: academic group.
 - Mail contact.
 - The group photo: image or logo that it will identify the group.
 - URL: here it is interesting to place the support blog.
 - Type of access: as mentioned previously, we chose a private group,
 - Which is visible to the other but in which you can enter anyone who did not receive the invitation of the administrator.
 - Editing Member: can appoint persons who are also administrators to make them also them who propose topics in the Forum, and moderate reviews.
- ❖ **Videos:** this option allows you to upload videos (them can even record with our camera) works as well as tutorials of some kind, also can be recorded directly from Facebook through a webcam, something that is ideal for recording an exposed subject, a presentation by students from the rest of the group, etc.
- ❖ **Photos:** photos of the group, images and screenshots from work done by them, the same way can choose pictures that students already have in their profiles.
- ❖ **Publication of articles related to links,** with the possibility of being discussed.

❖ **Discussion forum:** only the Administrator proposes topics that students respond with their opinions and thoughts.

❖ **Wall:** space open so students can "converse" among them asynchronously.

Other:

- Share the group to make themselves known.
- Invitations to other members.

❖ **Create an event:** this is a good option to invite students to any conference that take place at the University, a professional talk, the launch of a book or a seminar that may be of interest to them.

❖ **As extra Chat,** may be used to answer questions outside the classroom, to discuss a particular topic.

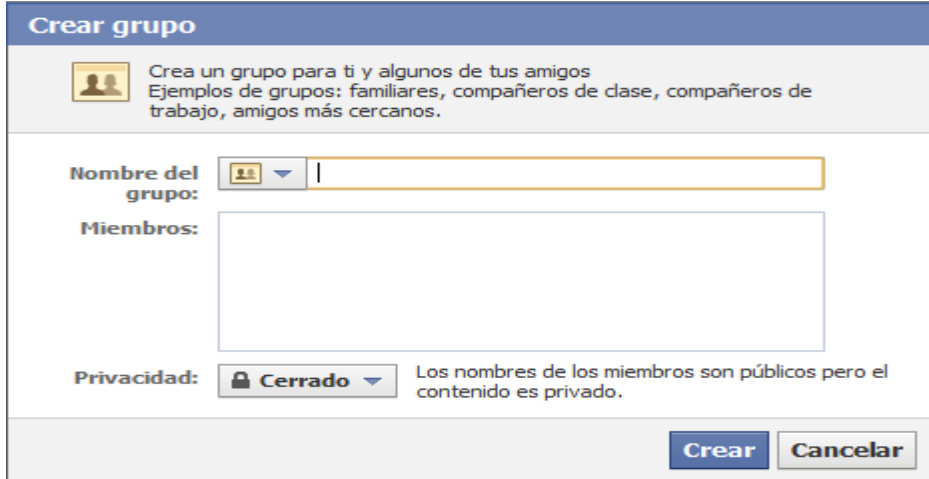
Efficient and well-coordinated development of options we have in Facebook groups, will allow us to open a door to collaborative learning.

RESULTS

In order to prove that Facebook can be considered as a tool for collaborative learning, we have created a group within this network, whose members are teenagers who comprise the ages of 14 to 17 years.

Firstly our job was to create a group on Facebook, which was carried out according to the following steps:

- Log in to Facebook.
- Click the small image with two persons, located in the bottom left of the screen.
- On the page that appears, click "create a new group"
- The tab appears to create a group, fill in the fields and finally click on "create group"



The screenshot shows the Facebook 'Crear grupo' (Create group) interface. At the top, there is a blue header with the text 'Crear grupo'. Below this, there is a sub-header with a group icon and the text: 'Crea un grupo para ti y algunos de tus amigos. Ejemplos de grupos: familiares, compañeros de clase, compañeros de trabajo, amigos más cercanos.' The main form area contains three sections: 'Nombre del grupo:' with a dropdown menu and a text input field; 'Miembros:' with a large empty text area; and 'Privacidad:' with a dropdown menu set to 'Cerrado' (Closed) and a note: 'Los nombres de los miembros son públicos pero el contenido es privado.' At the bottom right, there are two buttons: 'Crear' (Create) and 'Cancelar' (Cancel).

Subsequently, is named "learning English" to our working group, and it was the registration of 23 students from different courses

Once formed the Group proceeded to give the members a warm welcome with the following sentence: "Hello, welcome to our community of learning, all who want to

participate in this group may enter information that create suitable to start to work together."

What is truly new to use the social networking site Facebook as a educational tool is that it is not limited to allow us to enter text, but that we can also upload photos and videos; We can ask questions of our participants and encourage them to participate by placing photos and videos, the entry of questions or even the possibility of uploading files.

**ACTIVITIES TO
USING IN SOCIAL
NETWORK
FACEBOOK**

UNIT

1

ACTIVITY N: 1

TITLE: “DESCRIBING PEOPLE”

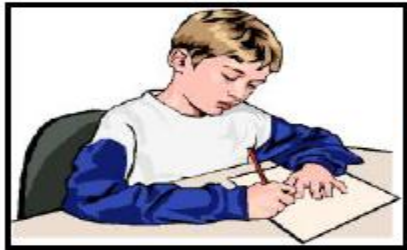
Conceptualization: To tell or show in written or spoken words how is somebody.

Objective: Describe the people characteristics.

Linguistic Content: Adjectives: tall, short, slender, nice, angry, happy, sad, and handsome, slim, thin, long, black. Nouns: skirt, blouse, t-shirt, pant, socks, shoes, jeans, scarf, sweater, and Simple Present.

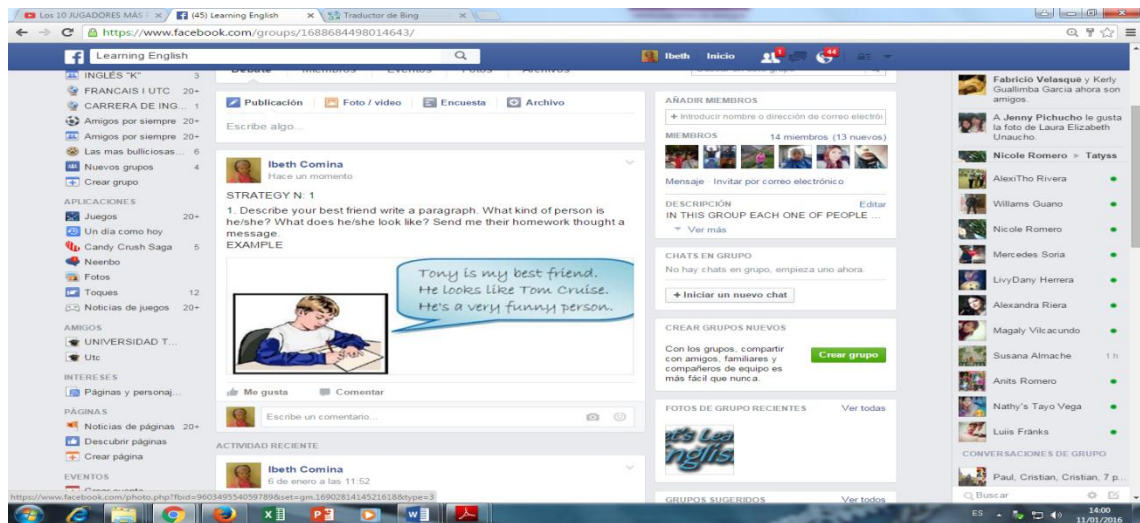
1.-Describe your best friend write a paragraph. What kind of person is he/she? What does he/she look like? Send me their homework thought a message.

EXAMPLE



Tony is my best friend.
He looks like Tom Cruise.
He's a very funny person.

Source: (Henry, 2004)p.28



The screenshot shows a Facebook group page for 'Learning English'. The main post is by 'Ibeth Comina' and contains the following text: 'STRATEGY N: 1 1. Describe your best friend write a paragraph. What kind of person is he/she? What does he/she look like? Send me their homework thought a message. EXAMPLE'. Below the text is the same illustration of a boy writing and a speech bubble with the example text: 'Tony is my best friend. He looks like Tom Cruise. He's a very funny person.' The page also shows a list of members, a description of the group, and various navigation options.

2.-In a commentary answer these questions about your best friend,

- What is your best friend name? _____
- When is her birthday? _____
- How old is she? _____
- What does she look like? _____
- What is her favourite actor? _____



3.-Describe one of your classmates without saying the name of who you are describing. Then one of your classmates has to guess who you are describing.

Example



Source: (Henry, 2004)p49

4.-Talk about your family members. Describe their personality and appearance, first orally then writing form.

Example



Source:

My father is kind of tall. I think he's handsome and smart. My mom is really nice. She has short brown hair, she has blue eyes, and she is tall and slender. My sister is very happy, she has short black hair, and she has brown eyes. Her favorite color is pink.

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ACTIVITY N: 2

TITLE: "FAMILY"

Conceptualization: a group of people affiliated by consanguinity

Objective: Talk about family members.

Linguistic Content: WH questions, apostrophe ,,

1. - Read about This family

ALAN'S FAMILY

My family is very special to me. I have a mom, a dad a brother and a sister. My brother's name is Max, my sister is Sophie. My mom is Lori and my dad is Peter. I have 2 grandmas named Carolyn and Tina and 1 grandpa named Josh. My other grandpa Leslie passed away six years ago. My mom's sister, Talia and her husband Daniel live in Los Angeles, California. My aunt is going to have a baby so I will have a cousin. My other aunt which is my dad's sister lives here in Ohio. My mom's brother Ronny, which is my uncle, lives in Seattle, Washington. Everyone tells me I am built like my dad and look just like my grandma. My sister looks like my aunt Talia and my brother looks like both of my grandpas. That is all about my family!!!!!!!

2.-Use the reading family in the task 1 and complete the sentences.

a) Max is Peter's
SON
Lori is Peter's

b) Max and Sophie are Peter and Lori's

c) Peter is Sophie's

d) Talia is Max, Sophie and Alan's

e) Caroline is Alan's

f) Leslie is Alan's

g) Ronny is Max's

3.-Work in pairs. Answer these questions, first orally and then in writing form.

➤ Do you have a large or small family? -----

➤ Do you have any brothers or sisters? -----

➤ Are they older or younger than you? -----

➤ What's your father's name? -----

➤ What's your mother's name? -----

➤ What are your grandparent's names? -----

What is your mother like? -----

ACTIVITY N: 3

Title: WEDDINGS

Objective: learn about wedding customs around the world

Linguistic Content: simple present, WH questions word.

1. Read about these wedding customs.

WEDDING IN ECUADOR

Ecuadorian weddings are predominantly Catholic and you will follow whatever rites and traditions associated with the Catholic faith. The marriage process is often separated into two very distinct events, the civil wedding, and the ecclesiastical wedding. When an event is made of them, civil weddings tend to be more private affairs designed for family and close friends only. The ecclesiastical wedding tends to be more elaborate with extended family and other friends in attendance. Often, they are followed by a reception where the just married dance vals, then the gentleman puts a garter in a girls leg , next they participated in a dance, and most of them drink alcohol.

Source (Arnold, 2007)p.78

2.-Search on the internet about other wedding customs around the world and write here.

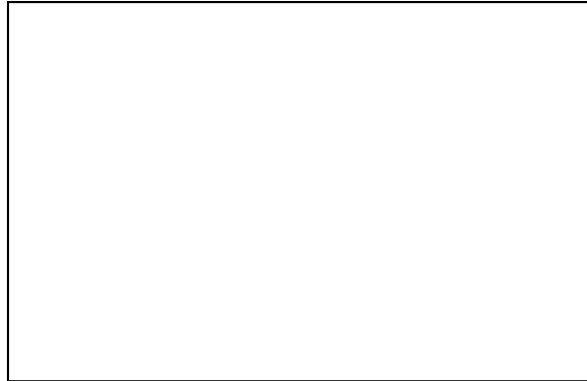
.....
.....

3.-Fill in the table some information about wedding customs found in task 2

<i>Wedding custom?</i>	
<i>When it take place?</i>	
<i>Who takes part?</i>	

4.-Draw your dream wedding.

Example



Source (culloough, 2004)p.30

5. Answer these questions, first in oral form and then in writing.

- Has anyone gotten married or attended a wedding recently? What sort of ceremony was it (traditional, modern, Western, etc.)?

.....
.....

- What customs were followed (white dress, red dress, flowers, etc.)?

.....
.....

- Have you ever attended a wedding from a culture different than you?

.....
.....

- What unique customs were followed?

.....
.....

ACTIVITY N: 4

TITLE: “SOFIA GO SHOPPING”

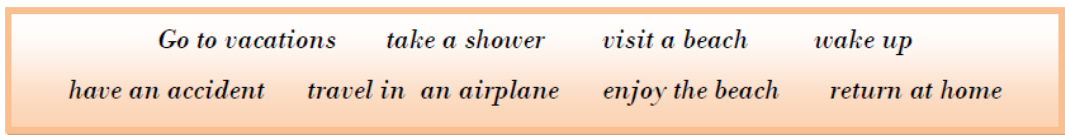
Objective: The student will be able to create a story through pictures.

Conceptualization: This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher

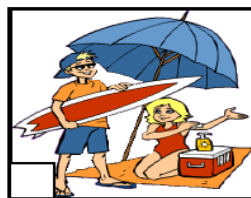
Linguistic content: Simple present, regular /irregular verbs.

1.-Look at the pictures and try to order them to make a story

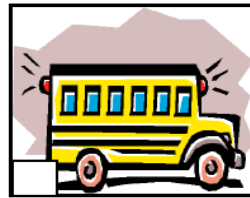
Example



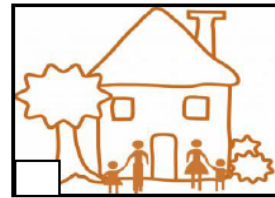
take a shower



enjoy the beach



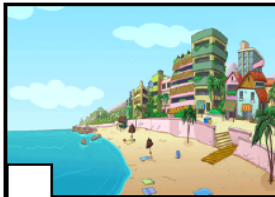
travel in an airplane



return at



have an accident



wake up



go to vacations



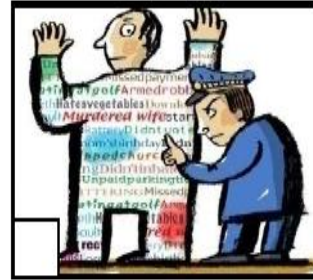
visit a beach

Source: (Thompson, 2010)p.51

One day Juan woke up early in the morning. Then he took a shower and he was ready to go to vacations on the beach. During 3 days he enjoyed a lot on the beach with his family; he played volleyball, swam, danced, and ate a delicious food. Then he was going to home with his family in their car when Juan and his family had an accident and they lost their car so they have to return at home in a bus.

2. Form group of 4 people and tell a story according their point of view.

*Sofia go shopping a thief steal her she goes to the police station run away
buy a lot of things the thief pointed out with his gun police found him*





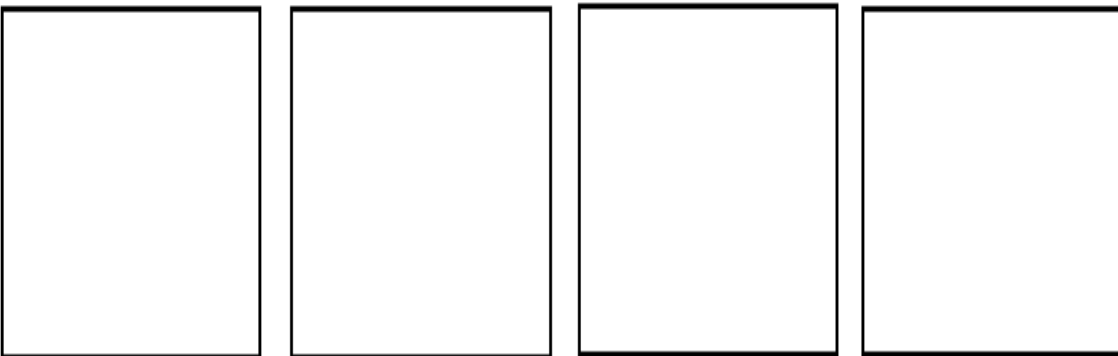
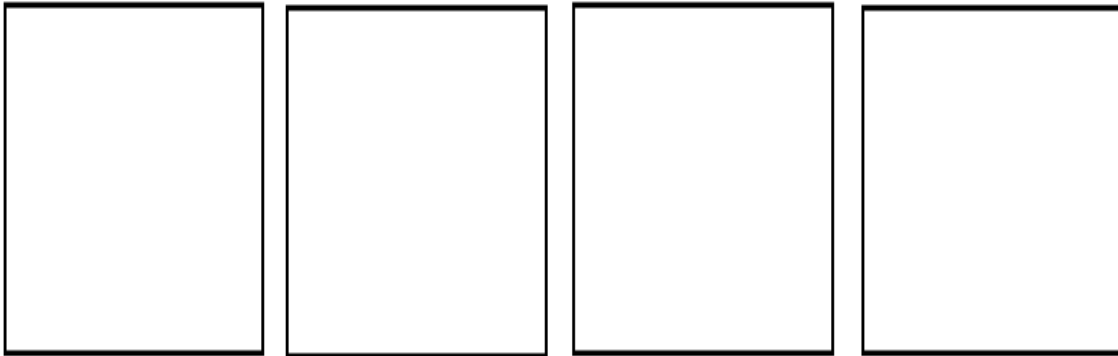
Source: (Thompson, 2010)p.50

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3.-Glue your own picture story about: vacations, sports, music. Then share with your classmates in front of the class.



Source: The making of the English working class book


ACTIVITY N.5

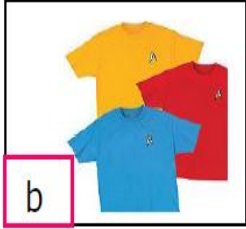
Title: WHAT ARE THEY MADE OF?

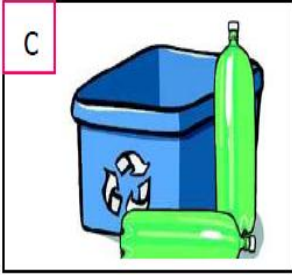
Objective: Develop the student`s speaking ability talking about materials.


Linguistic Content: passive verb form, present perfect.


1.- Match the materials used to make these things with where they come from.


a 


b 


c 

d 

e 

f 

g 

h 

glass
 leather
 metal
 tagua

cotton
 wood
 bamboo
 plastic

Source: (Thompson, 2010)p.56

2.-Use the vocabulary below to make sentences as in the first

Example

<i>Keys</i>	<i>necklace</i>	<i>chair</i>	<i>shoes</i>
<i>t-shirt</i>	<i>bottle</i>	<i>house</i>	<i>bin</i>

a. The bottles are made of glass.

b.....

c.....

d.....

e.....

f.....

g.....

h.....

3.-Answer these questions, orally and then in writing form.

What material is made of bottles?

.....

What material is made of your shoes?

.....

What material is made of your sweater?

.....

What material is made of your earrings, ring and necklace?

4.-Read the text about glass and circle the things that are made of glass. Next search a short history about 1 material of the task one and write here. Then share with your classmates in front of the class.

Glass is an inorganic solid material that is usually clear or translucent with different colors. It is hard, brittle, and stands up to the effects of wind, rain or sun. Glass has been used for various kinds of bottles and utensils, mirrors, windows Aquariums, Christmas tree ornaments, engraved glassware, doors, furniture tops, scientific apparatus, car windshields, light bulbs, clocks, cups, drinking glasses. It is thought to have been first created around 3000 BC, during the Bronze Age. Egyptian glass beads date back to about 2500 BC.

Source: (Henry, 2004)p.43

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UNIT

2

ACTIVITY N° 6

TITLE: “BUYIND CLOTHES”

Conceptualization: To acquire something and pay for that service.

Objective: To develop student’s speaking ability in order to give and ask for information regarding location.

Linguistic content: Nouns, question word.

1.-Write the words under the picture, and then pronounce them.

<i>T-shirt</i>	<i>sport shoes</i>	<i>wallets</i>	<i>socks</i>	<i>necklace</i>
<i>sweater</i>	<i>earrings</i>	<i>ring</i>	<i>cap</i>	<i>gloves</i>



----- wallets -----



----- | -----

Source: (Thompson, 2010)p.57

2.-Complete this conversation. Use the words in the box.

Dressing room – which - \$20 – what – shirt – medium – how much

Adriana: Good morning. Can I help you?

Karla: Yes, please. I'm looking for a _____.

Adriana: Certainly. _____ color?

Karla: Blue or green.

Adriana: And _____ size?

Karla: _____.

Adriana: We have these shirts on sale.

Karla: _____ are they?

Adriana: _____

Karla: May I try this one on?

Adriana: Sure. The _____ is right there.

Source: The making of the English working class book

3.-Look at the pictures and write questions and answer, and then practice in pairs.



\$ 3

A: *how much those gloves cost?*

B: *It cost \$ 3 dollars*



\$60

A: _____?

B: _____



\$25

A: _____.

B: _____.



\$15

A: _____?

B: _____.

Source: (Thompson, 2010)p.59

4.-Work in group of four people. Two students form group “A” (Sellers) and two students form group “B” (buyers). Imagine you are going to a store to buy different things.

VOCABULARY

- ✓ How much does a sweater cost?
- ✓ What color would you like?
- ✓ What material is this?
- ✓ How much is it?
- ✓ Can you give me a better price?

ACTIVITY N° 7

Title: TRY ON CLOTHES

Objective: To describe and learn about styles.

Linguistic Content: adjectives, WH questions word, nouns.

1.-Look at the words below. Which ones describe your own style?

ELEGANT	CONSERVATIVE	FASHIONABLE	FORMAL
RETRO	SLOPPY	INFORMAL	SPORT

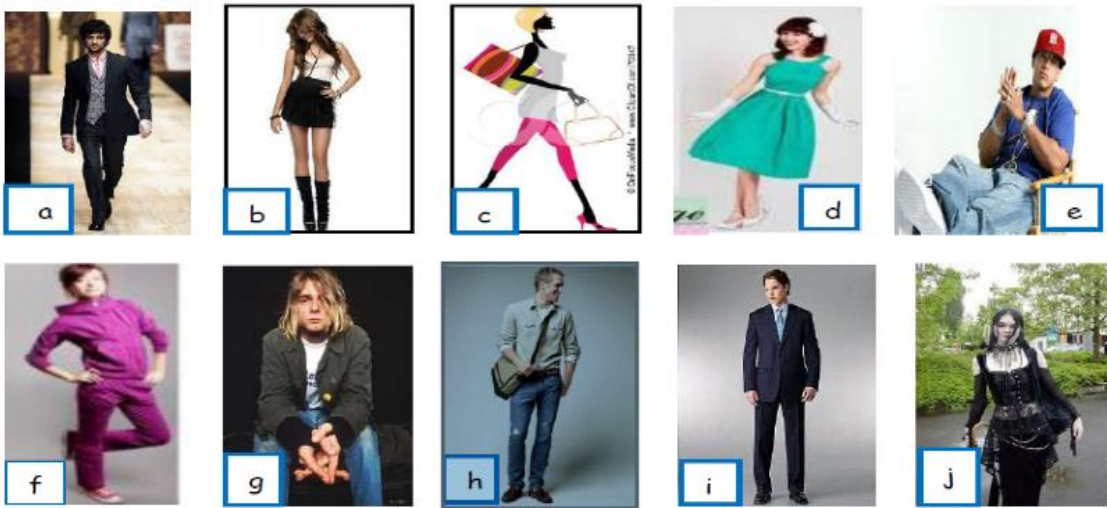
2.-Match the word with the pictures.



- Belly tops* ()
- Oversized* ()
- T-shirt* ()
- Ripped jeans* ()
- Baseball cap* ()
- Wool cap* ()
- Sweeter* ()
- Jeans* ()
- Baggy jeans* ()
- T-shirt* ()
- Blouse* ()
- Mini skirt* ()
- Scarf* ()
- Leggings* ()
- Polo T-shirt* ()
- Sport clothes* (10)

Source: (Thompson, 2010)p.60

3.-Describe the people in the picture and give an opinion about their styles.



Source: (Thompson, 2010)p.45

Example: The girl in the picture letter f has a sport style and she wears a beautiful sport clothes. I think that when you wear this kind of clothes you feel more comfortable.

4.-Answer these questions in oral and writing form.

a. What does the word fashion mean?

.....

b. Which fashion style is your favorite? Why?

.....

c. Which fashion style is popular in your country?

.....

d. What kind of clothes do you like to wear?

.....

e. What clothes do we wear when it rains and when it is cold?

.....

ACTIVITY N° 8

Title: “FAMOUS PEOPLE”

Conceptualization: A person knows or recognize by many people.

Objective: Give an opinion about famous singer.

Linguistic Content: Personal pronouns, verb “be”, possessive pronouns.

1.-Unscramble the letters. Write the words.

- a. otrac actor .
- b. reirtw w_____
- c. terinpa p_____
- d. gersin s_____
- e. toocar c_____

2.-Look at the pictures and give an opinion about these famous people.



Pablo Coelho Oswaldo Guayasamín Jhony Dep Justin Bieber Don Omar

3.-Look at the picture and complete the sentences



1. ____ my favorite singer.
He is ____ new Album is great.



2. ____ Guayasamin.
____ favourite painter.



3. ____ my favorite actor
I think ____ movies are very funny



4. ____ favorite cartoon is “The Simpsons”.
very aood and interestina

Source: (Thompson, 2010)p.70

14

4.- Write about your favorite famous people and glue his/her picture. Then talk in front of the class about him or her.

EXAMPLE

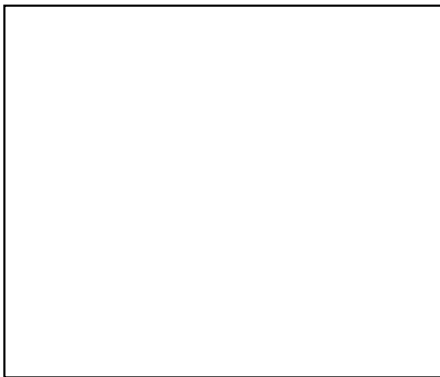


OSWALDO GUAYASAMIN

Oswaldo Guayasamin, was born in Quito, the capital of Ecuador, on July 6, 1919. He graduated from the School of Fine Art in Quito as painter and sculptor. He carried out his first exhibit when he was 23, in 1942.

He achieved in his youth all National Awards, and was credited, in 1952, at the age of 33, the Grand Award of the Biennial of Spain and later the Grand Award of the Biennial of Sao Paulo. His last exhibits were personally inaugurated in the Palace Museum of Luxemburg in Paris, and in the Museo Palace de Glace in Buenos Aires, in 1995. He died on March 10, 99, when he was 79 years old.

His work has been shown in museums in all capitals of America and in many countries in Europe, for example, in Leningrade (L'Ermitage), Moscow, Prague, Rome, Madrid, Barcelona, and Warsaw. He carried out 180 individual exhibits, and his production was fruitful in paintings, murals, sculptures and monuments.



ACTIVITY N° 9

TITLE: “COUNT AND NON –COUNT NOUNS”

Objective: Know about count and non –count nouns.

Linguistic Content: count and non –count nouns, there is, are.

1.-Look at the pictures and write the correct numbers.

7 fish 8 sugar 10 coffee 3 potatoes 9 rice
1 eggs 5 apples 2 beans 4 water 6 milk



Source: (Thompson, 2010)p.48

2.-Write the count and non-count nouns in the chart below

Source: The making of the English working class book

sugar apples oranges
homework rice hair

<i>COUNT NOUNS</i>	<i>NON-COUNT NOUNS</i>

3.-Complete the sentences with count and non-count nouns.

- I usually color my hair _____ to hide the gray.
- It took me a lot of time to finish my _____.
- I bought 10 _____ and 5 _____.
- I like to eat a lot of _____.
- This coffee has a lot of _____.

4.-Look around the classroom and named all the count and non-count nouns

Example:

There are a lot of books on the table.

There is a shelf in the classroom.

There are.....

5.-Make conversation and use count and non-count nouns

Example:

How *much* do you need?

Let's see. Five apples* should be enough.

I'd like to buy some pears.

All right. Five pears.

Anything else?

No, that will be all for today.



Source: (Thompson, 2010)p.36

UNIT

3

ACTIVITY N° 10

TITLE: "FUTURE PLANS"

Conceptualization: The things that will happen to someone in the future.

Objective: Speak to build relationship and a sense of community.

Linguistic Content: present continuous, auxiliary would

1.-Look at the pictures and choose the correct sentences and then read them.

- ✓ *He is going to the university.*
- ✓ *She is going to get married.*
- ✓ *She is going to find a good job.*
- ✓ *She is going to travel.*
- ✓ *She is going to have children.*



_____ *She is going to travel* _____









Source: (Thompson, 2010)p.13

2.-Work in pairs. Interview your partner and answers these question

When are you going to study? _____

Are you going to travel to another country? _____

What are you going to do on Sunday? _____

Are you going to have a party this weekend _____

What are you going to do at the weekend? _____

3.-Write about your future plans and then read it in front of the class.

Example: I am going to study at the Technical Del Norte University.....

4.-Work in pairs and talk about your future plans. Then write your classmate future plans and talk in front of the class about it.

ACTIVITY N: 11









TITLE: WHAT I WANT TO BE IN THE FUTURE

Objective: To achieve that student can build the story through the pictures.

Conceptualization: In this game, students should form groups of four. Each suit will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

Linguistic Content: Simple Past, auxiliary will.

1.-Read and interpret the history with the vocabulary below. Then write it.

Donna  her husband. Her husband loved Donna. They were in love with each other. She wanted to give him a birthday . He was going to be  years old next week,  wondered what to give him. Should she give him a watch, a , a new guitar? What should she give him? She asked  what he wanted for his birthday. He said he didn't want anything for his birthday. "Oh, you must want something!" she said. "You're , " he said. "I want your 



Source: (Henry, 2004)p90


Donna loved her husband. Her husband loved Donna. They were in love with each other. She wanted to give him a birthday present. He was going to be 40 years old next week. She wondered what to give him. Should she give him a watch, a sweater, a new



guitar? What should she give him? She asked him what he wanted for his birthday. He said he didn't want anything for his birthday. "Oh, you must want something!" she said. "You're right," he said. "I want your love forever."



Happy kinder garden angry piano ensemble flute play grow up musician


WHAT I WANT TO BE IN THE FUTURE


When I  Grow , I want to be a  . When I was in Primary Three I was

deeply obsessed with music so I decided to join the  . Now I am playing the

 in the Ensemble and I am very  . I would not mind playing any instrument and I will be content as long as I get to be a musician. However, I love playing the

 . I have wanted to be a musician since I was in  when I first learned

how to play the piano. I like to  because playing the piano always cools me down

when I am 

Source: (Thompson, 2010)p.57

1.-Write the complete story and then read it.

.....

.....

.....

.....

.....

.....

.....

2.-Make a story and replace some words with pictures. Then share with your classmates in the class.

ACTIVITY N: 12

Title: VACATIONS IN ECUADOR

Conceptualization: Ecuador is a beautiful country where the people can do many activities and enjoy beautiful landscapes and love all of the nature that exists in Ecuador.

Objective: Learn about ways to spend your free time.

Linguistic Content: Past tense, free time activities

1.- Choose a free time activities to label the pictures.

Source: (Thompson, 2010)p.59

*Diving hot springs fishing biking horseback
trekking canoeing climbing rapping swimming*



Swimming



2.-Select one activity of the task 1 and write its name here.

.....

.....

.....

.....

3. - Search on the internet about the activity chose before and write here. Then fill in some information in the table.

<u>BIKING</u>	
<i>Place where you can enjoy this activity</i>	<i>Baños</i>
<i>Cost:</i>	<i>\$69</i>
<i>Mode of transport:</i>	<i>Bus, car</i>

BIKING Example: *Situated in a valley of waterfalls and hotspots, Baños has become a mecca for international travelers seeking year-round temperate weather, a small town atmosphere, and a base for exploring the great Ecuadorian outdoors. Located four hours by bus from Quito, Baños Ecuador bike riding is a great way to spend the day before slipping into the thermal hot springs. The dramatic scenery that Ecuador has become known for worldwide, including volcanoes, waterfalls, and lush fields are all fantastic sights from the seat of a bike. One popular bike ride is to the village of Rio Verde. From Baños, it is possible to reach Rio Verde in approximately two hours. During your cycle, expect exciting hairpin turns, dramatic drops, and fantastic views of the volcano. There is even a lengthy tunnel you will cycle through on this journey. The trip to Baños cost \$ 69 per person.*

Source: (Thompson, 2010)p.80

4.-Imagine that you are going to travel to the place which you described in task 4 and describe one day of your trip.

<i>Place where you can enjoy this activity</i>	
<i>Cost:</i>	
<i>Mode of transport</i>	

Example:

I'm going to Cuenca with my parents and my brother. It is going to take us twelve hours coming from Otavalo. We are going to stay in "LA CHOLA" hotel. I'm going to the shopping center; I'm going to visit Mall del Rio, Jefferson Perez, and Sangurima Park; and I'm going to eat "mote pillo"

.....

5.-Prepare an oral presentation about your trip.

ACTIVITY N: 13

TITLE: "INVENTIONS"

Conceptualization: Inventions are something that people make to help the world

Objective: Speak to share thought opinions.

Linguistic Content: Simple Past

1.-Circle the things that you use every day or almost every day.

Source: (Thompson, 2010)p.81



*microwave
oven 1945*



*telephone
answering
machine
1949*



*pocket
calculator
1970*



*Video
games 1970*



*Cellphone
1979*



*Walkman
1979*



*Computer
1930*



*Radio
1895*

1.-Work in pairs. Answer these questions in oral and writing form.

➤ Which inventions do you think is the most important? Why?

.....
➤ What are some other things you use every day?

.....
➤ Do you think the new inventions are useful? Why?

.....
➤ Which inventions of the task 1 are more useful for you? Why?

.....
➤ When was television invented?

.....
➤ What invention you wouldn't like to created?

2.-Choose an invention in the exercise 1 and search on the internet about its history. Then talk about it in front to the class.

EXAMPLE

TELEPHONE



In the 1870s, two inventors Elisha Gray and Alexander Graham Bell both independently designed devices that could transmit speech electrically (the telephone). Both men rushed their respective designs to the patent office within hours of each other; Alexander Graham Bell patented his telephone first. Elisha Gray and Alexander Graham Bell entered into a famous legal battle over the invention of the telephone, Bell won.

Source: (Henry, 2004)p.45

ACTIVITY 14

TITLE: "PAST ACTIONS"

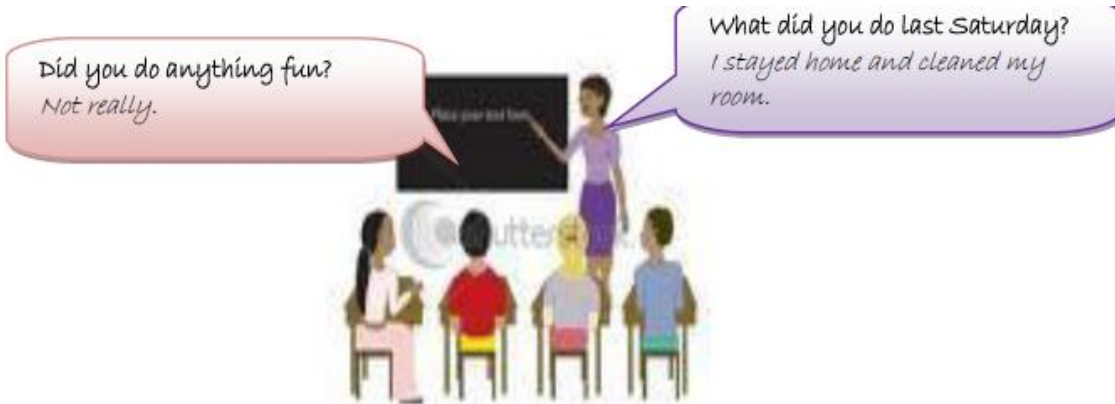
Conceptualization: All the things that someone has done before now.

Objective: Talk about past events.

Linguistic Content: Past tense Irregular and regular verbs.

1.-Tell your partner or classmates what you did yesterday. Remember to use past tense.

2.-Ask your partner what he/she did last weekend. Respond with related questions.



Source: (Henry, 2004)p79

3.-Tell about a childhood experience in front of your class.

Example:

One day, when I *was* about 7 years old, there *was* a knock on our door.

When I *opened* the door, I *saw* that nobody was there. I *felt* something was wrong, so I *called* my mother.....

.....

.....

.....

.....

.....

.....

.....

4.-Read about Diana’s typical working day. Then write what she did or didn’t do yesterday.

I usually get up at 6 o’ clock then I take a shower and I eat a breakfast. I drive to work, it takes me an hour. I start work at 8 o’ clock. I always eat a lunch in “Carol” restaurant. I finish work at 5 o’ clock. I’m always happy and tired when I get home. I usually cook a dinner in the evening. I go to bed at about 11 o’ clock. I always sleep well.

Source: (Henry, 2004)p45

Example:

She **got up** at 6 o’ clock.

- She _____ shower.
- She _____ breakfast.
- She _____ to work.
- It _____ an hour.
- _____ at 8 o’ clock.
- She _____ “Carol” restaurant.
- She _____ at 5 o’ clock.
- _____ happy and tired when she _____ home
- She _____ a dinner.
- She _____ at 11 o’ clock.
- She always _____ well.

ACTIVITY N° 15

TITLE: "DAILY ROUTINE"

Conceptualization: All things that happen or that you do regularly.

Objective: Talk about daily morning routine.

Linguistic Content: Irregular verbs, Regular verbs, Auxiliary do and does.

1.-Complete the sentences about Vicky's morning. Use the correct form of the verbs in the box.

Exercise get up play eat
check get up listen read



1. Vicky gets up early.



2. She _____ before work.



3. She _____ to the radio in the car.



4. She and her co-workers _____ breakfast together.



5. Vicky _____ her e-mail right after breakfast.



6. Her boss _____ the newspaper at work.

Source: (Thompson, 2010)p.53

2.--Rewrite the sentences in the negative form. Use (don't or doesn't).

- Vicky's son gets up early.

Vicky's son *doesn't* get up early.

- Vicky checks her e-mail before breakfast.

-
- Vicky and her son talk a lot in the morning.
-

- **Vicky's son does his homework.**

- **Vicky and her boss eat breakfast together.**

- **Vicky's boss play computer games**

2.-Write and talk your morning routine in front to the class.

Example: I study English in the morning, I get up early.

3.-Write a paragraph about your daily routine, then read it.

Example: I get up at six o'clock then I put on my sport clothes and I go to run

UNIT

4

ACTIVITY N° 16

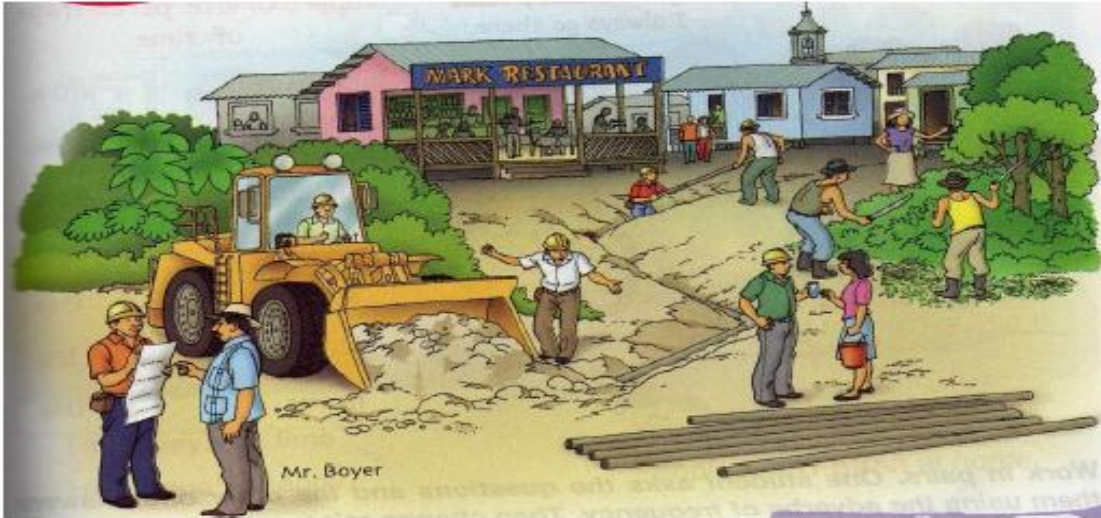
TITLE: “ADVERBS OF FREQUENCY”

Conceptualization: Use to describe how frequently we do an activity.

Objective: To develop speaking skills using adverbs of frequency.

Linguistic Content: Adverbs of frequency (always, never, seldom, usually, etc.)

1.-Look at the picture and talk about it.



Source: (cullough, 2004)p.34

2.-Use the appropriate adverb of frequency to complete the sentences.

Always usually often sometimes
Seldom almost never never.

- ✚ Mr. Boyer is usually busy.
- ✚ The workers are _____ tired.
- ✚ Some children are _____ in the high school.
- ✚ Mrs. Nelson is _____ in her restaurant.
- ✚ The potable water is _____ clean.

- ✚ Engineer Dixon is _____ in his job.
- ✚ The driver is _____ happy.
- ✚ Some women are _____ helping.
- ✚ The community's people are _____ on time.
- ✚ I am _____ late for work.

3.-Work in pairs. One student asks the questions and the other one answers them using the adverbs of frequency. Then change roles.

QUESTIONS

ANSWERS

- | | |
|---|-----------|
| ✚ Do you ever go to the library? | Sometimes |
| ✚ Do you ever visit your grandparents? | _____ |
| ✚ Do you go to the movie? | _____ |
| ✚ Do you ever go to the museum? | _____ |
| ✚ Do you ever do your homework on time? | _____ |
| ✚ Do you ever clean your house? | _____ |
| ✚ Do you ever study with your friends? | _____ |

4.-Make 10 sentences that are true for you using adverbs of frequency.

Example:

✚ I usually go to the library.

- ✚ -----
- ✚ -----
- ✚ -----
- ✚ -----
- ✚ -----
- ✚ -----
- ✚ -----

ACTIVITY N° 17

Title: NATURAL DISASTERS

Conceptualization: A natural disaster is a disaster caused by nature, such as floods, volcanic eruptions, and earthquakes.

Objective: Students practice their speaking talking about natural disasters.

Linguistic Content: Simple present, nouns, regular/regular verbs

1.-Label the pictures with the appropriate vocabulary, and then pronounce them.

Source: (Thompson, 2010)p.53

Eruption fire tsunami earthquake tornado landslide floods



Landslide



2.-Answer these questions about natural disaster. What are natural disasters?

.....
.....

- What are disasters in the task 1? Write the names

.....
.....

- What can it do? / How can it affect people? –

3.-Glue a photograph about one of the natural disasters above and then describe it, in oral and writing form.



***Example:** A landslide is a sudden collapse of a large mass of hillside. There are many different types of landslides, where not only earth, but rock, mud, and debris flow down the side of a slope.*



.....
.....
.....
.....
.....
.....
.....
.....

.....
.....
.....

4.-In groups of four. Write some advices about what you should do before, during and after an earthquake. Then share these advices in front of the class.

1. *Keep a basic first aid box in the house.*
2.
3.
4.
5.
6.
7.
8.

ACTIVITY Y N° 18

Title: "WEATHER"

Conceptualization: The weather is all around us, all the time. It is an important part of our lives and one that we cannot control. Instead the weather often controls how and where we live, what we do, what we wear and what we eat.

Objective: Express opinions and ideas about weather.

Linguistic Content: prepositions, nouns.

1.-Choose one of two dialogues. Then talk in front of the class about what is trying these dialogues.

DIALOGUE 1



DIALOGUE 2



Source: (Thompson, 2010)p.90

2.-Write a dialogue about the weather and then practice it writes a classmate.

3.-List as many kinds of weather as you can think of:

- Sunny.
-
-
-
-
-
-
-

4.-Find the mixed word in order to complete the dialogue.

Thundering - scheduled – grill party – wrong – once – foggy – forecast – fire place – sweltering – dreadful – like - weather

What's the _____ (R T W E E A H) _____ (E L K I) today?
The weather is _____ (D A L F U D E R) and it's _____
(U N E N G R T H D I). Pff! Yesterday was _____ (W E I R G N L
S T E) , We had _____ (C S U D E L D H E) a
_____ (L Y I L R A T R P G) in the garden (2 words) but maybe
we'll have to do it in the _____ (L A F R E - C P E I) . For
tomorrow the weather _____ (T E F O R C A S) is good, Just
_____ (G G F O Y) in the morning. Ok, I hope they are not
_____ (N R G O W) for _____ (N E O C).

5.-Prepare an oral presentation about the dialogue in exercise 2.

ACTIVITY N° 19

Title: “DIALOGUES”

Conceptualization: A dialogue is a conversation between two or more people into a group.

Objective: Talk to express and share feelings, ideas, and opinions

1.-Choose one of two dialogues. Then talk in from to the class about what is trying these dialogues.



Source: (Thompson, 2010)p.66

2.-Make and write a dialogue about “Absent classmates”.

Example:

Ann: Hi. How are you?

Smith: Good, thanks. How about you?

Ann: Pretty good. Is David here?

Smith: No, he is not. I think he is sick.

Ann: Oh. Is he at home?

Smith: I don't know.

Ann: how about Kelly and Carlos? Are they here?

Smith: No, they are not. They are on vacation. I think they are in New York. **Ann:** Look! David is not sick. He is over there. He is just late again ;

3.-Write a dialogue and then practice it writes a classmate.

4.-Complete the questions with the names of your friends and classmates.

A: Is Jason at home? **B:** Yes, he is.

A: Are _____ and _____ at work.

B: _____

A: Is _____ in the class today?

B: _____

A: Are _____ and _____ on vacation?

B: _____

A: Are _____ and _____ in your English class?

B: _____

A: Is _____ and sick today?

B: _____

A: Is _____ at the library?

B: _____

A: Are _____ and _____ asleep?

B: _____

5.-Prepare an oral presentation about the dialogue in exercise 2.

ACTIVITY N° 20

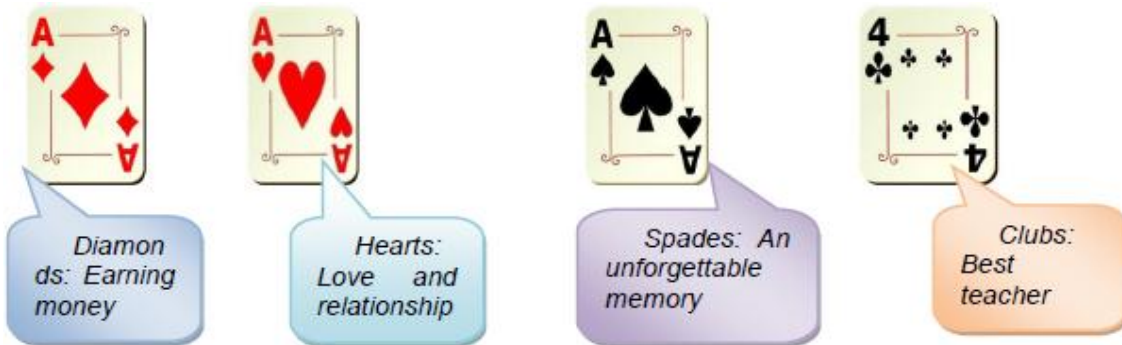
TITLE: PLAYING CARDS

Objective: To interact with their classmates and put in practice their speaking.

Linguistic content: questions and answer,

1.-Form groups of four students. Each card games will represent a topic.

For example:



Source: (Henry, 2004)p89

2.-Each student in a group will choose a card. Then, each student will write 4 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" the possible questions will be:



Would it be possible to earn money without working? How?

I think that it is not possible to earn money without working because if you don't work; you don't have money and nowadays nobody give money.

In many families, money is kept either by the wives or the husbands

.....
.....

READING 1

Read the text below. Select the correct form of the verb for each space. Mark the best option (A, B, C) for each space.

Last summer I (0) *was enjoying* my holidays when my father (6) _____ me to go to Kenya. It was one of his regular business trips, so I thought I was not going to like Africa at all. However, we (7) _____ on a safari and it was amazing. The day of the safari, I (8) _____ ready while dad and his friends (9) _____ stories about the unexpected things to encounter. Some of their accounts were horrible stories of animals attacking others while people (10) _____ pictures of the wild moment. However, I experienced a different type of safari.

A herd of zebras (11) _____ water from a shallow pond while many crocodiles (12) _____ for a possible victim. When our vehicle came too close to the zebras, one of them (13) _____ scared and ran precisely in the middle of the crocodiles. A big croc grabbed it by its legs and would not let it go. The zebra fought for its life for some minutes and was about to give up when a big hippo (14) _____ from nowhere and

0.	A were enjoying	B enjoyed	C was enjoying
6.	A invite	B invited	C was inviting
7.	A go	B went	C were going
8.	A was getting	B got	C were getting
9.	A tell	B was telling	C were telling
10.	A take	B was taking	C were taking
11.	A drink	B drank	C was drinking
12.	A were waiting	B waited	C was waiting
13.	A get	B got	C was getting
14.	A appear	B appeared	C was appearing
15.	A release	B released	C was releasing

Source: (Seima, 2016)P.70

READING 2

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

Example:

- o. This professional works with snakes to get their venom.

s n a k e m i l k e r

12. This person is in charge of all preparations for events such as parties.

13. This professional helps people with their dogs.

14. In this area of work, people need to be creative and be in touch with their inner child.

15. In this profession, people try different types of ice-cream.

Complete the following sentences from a short biography of a famous Nobel Prize winner. Select one of the options provided.

Example:

- o. Mario Vargas Llosa _____ in Arequipa, Perú in 1936.
A. has born B. was born C. had born
-

16. He _____ his career as a writer at the age of sixteen.
A. begun B. begin C. began

17. Mario Vargas Llosa _____ his university studies in Perú.
A. done B. does C. did

18. He _____ a writer most of his life.
A. was B. has been C. will be



Source: (Seima, 2016)P.73

WRITING 1

Write a description of a hobby or a free time activity you enjoy.

▶ Write

- What the activity is about
- Give advice for new people
- Talk about some rules to consider

▶ Your description has to be between 30 and 45 words.

Source: (Seima, 2016)P.78

WRITING 2

▶ Write a short biography.

- Provide:
- Personal information
- Academic information

▶ Write 45-60 words

Source: (Seima, 2016)P.80

Speaking 1

Source: (Seima, 2016)P.96

Candidate A

You have an advertisement about a vacation destination. Answer candidate B's questions.

- I have this information about vacation trips to Argentina.
- What do you want to know?
- Is there anything else you need?

Buenos Aires: The city and the countryside in one package

► **We offer you**

- **The best hotel accommodation:** single rooms, suites, luxury suites.

International hotel	La Pampa Suites	La Plata Suites
★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
US \$50	US \$100	US \$220
single rooms	suites	luxury suites only
suites	luxury suites	

- **The most exciting tours of the city and a special trip to La Pampa.**

City tour	City and the countryside
5 museums	3 museums and a visit to a traditional "Estancia"
Botanical garden	suites

- Ride horses and spend a day as a real "Gaucho."
- **Tours to the most famous landmarks in Buenos Aires:** Palermo, La Bombonera, Plaza de Mayo

► **A word of advice:**

- Enjoy every activity.
- Do not worry about late nights.
- Try tango lessons.

SPEAKING 2

You visited Nature Trails National Park on your last vacation. Answer your partner's questions based on the pictures on card No. 1. Then ask your partner what he/she did on his/her last vacation. Use card No. 2 to help you ask the questions.

Nature Trails National Park

Card no. 1



Card no. 2

Where did you go on vacation?
What /do ? Who / go with? Did you...?
Was there a...? Were there any...?
Did you have any incident?
Activities: hike/ fish /camp / ride a bike
Places: trail / waterfall / lake

Source: (Seima, 2016)P.60

SPEAKING 3

You visited Cherokee National Park on your last vacation. Ask your partner questions based on card no. 2 to know about his/her last vacation trip. Then answer your partner's questions telling him what you did on your last vacation. Give your answers based on card no. 1.

Cherokee National Park

Card no. 1



Card no. 2

Where did you go on vacation?
What /do ? Who / go with? Did you...?
Was there a...? Were there any...?
Did you have any incident?
Activities: hike/ fish /camp / ride a bike
Places: trail / waterfall / lake

Source: (Seima, 2016)P.6

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ANNEXES

UNIVERSIDAD TÉCNICA DE COTOPAXI

**UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y
HUMANÍSTICAS**

LICENCIATURA EN INGLÉS

**ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE DECIMOS AÑOS DEL
COLEGIO TÉCNICO PUJILI**

Objetivo: Obtener información que permita sustentar el aprendizaje del idioma inglés a través de la red social Facebook

Instrucciones: Marque con una x en la opción que usted considere responder a la pregunta.

1.- ¿Considera usted que el aprendizaje de la lengua inglesa es necesario?

En gran medida En mediana medida En poca medida

2.-Es capaz de trabajar independientemente a través del aprendizaje virtual?

Siempre Casi siempre Nunca

3.- ¿Con qué materiales aprende usted el idioma Inglés en su colegio?

Libros Videos Reproductor de audio Computadora

4.- ¿Utiliza usted las nuevas tecnologías de la información y comunicación?

Muy frecuentemente Frecuentemente Rara vez Nunca

5.- **¿Utiliza usted la red social Facebook?**

Muy frecuentemente Frecuentemente Rara vez Nunca

6.- **¿Cuánto tiempo utiliza usted la red social Facebook?**

1 hora 5 horas 10 horas Más de 10 horas

7.- **¿Para qué utiliza usted la red social Facebook?**

Para hacer amistades Para jugar Para estudiar Por ocio

8.- **¿Cree usted que la red social Facebook serviría como una herramienta de aprendizaje del idioma Inglés?**

En gran medida En mediana medida En poca medida

9.- **¿Estaría usted dispuesto a usar la red social Facebook para realizar actividades de aprendizaje de inglés?**

En gran medida En mediana medida En poca medida

10.- **¿En qué horario usted realizaría actividades de aprendizaje del inglés a través del Facebook?**

Entre 10 a 10:50am Entre 15y 16h pm Entre 19y 20h pm Otros

11.- **¿Con qué actividades cree usted que se podría aprender el idioma inglés en el Facebook?**

Audios Ensayos Videos Imágenes y comentarios

GRACIAS POR SU COLABORACIÓN

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS HUMANÍSTICAS

LICENCIATURA EN INGLÈS

ENTREVISTA DIRIGIDA A LOS DOCENTE DE INGLÈS DEL COLEGIO TÉCNICO PUJILI

Objetivo: Obtener información para conocer la posibilidad de realizar actividades de enseñanza aprendizaje del idioma ingles a través de la red social Facebook.

1.- ¿Cree usted que el uso de la tic ayudaría a mejorar la enseñanza aprendizaje del idioma Inglés?

2.- ¿En qué medida considera usted que el aprendizaje de la lengua Inglesa es necesario?

3.- ¿Qué métodos de enseñanza aprendizaje usa usted con sus estudiantes para impartir el idioma Inglés?

4.- ¿Cree usted que la red social Facebook serviría como una herramienta de aprendizaje?

5.- ¿Con qué actividades cree usted que se podría aprender el idioma inglés en el Facebook?

